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Role in Restoring Adolescent

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Highlights

Impact of Second-Child Mothers

Coping Amongst Professional Psychologist

Discovering Thoughts, Inventing Future

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Psychological Wellbeing, Help Seeking Behaviour on Coping Amongst Professional Psychologists

By Anthonio, Benedicta Mansa
University of Ghana

Abstract- The study explored and examined effect of help seeking behaviours on psychological wellbeing, and ways of coping among Professional Psychologists in Accra, Ghana using a case study research design. A total of 116 respondents were selected using purposive sampling. Data was collected using standardized Likert type questionnaires which comprised the WHO Well-Being Index (WHO-5; 1998 version), Africultural Coping Systems Inventory (ACSI) (Utsey, Adams, & Bolden 2000), and the Attitudes Towards Seeking Professional Psychological Help Scale (ATSPPHS) (Fischer & Farina, 1995). Data was analyzed using Descriptive statistics, Reliability and Normality tests, Pearson Product Moment Correlation Coefficient test, Simple Linear Regression Analysis, and Multivariate Analysis of Variance test. Results revealed that a significant positive correlation exists between help seeking behaviour and psychological wellbeing. Secondly, Coping style (i.e., cognitive and emotional debriefing, and ritual centered coping) significantly predicts help seeking behaviours. Meanwhile, only cognitive and emotional debriefing coping style predicts psychological wellbeing.

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Abstract- The study explored and examined effect of help seeking behaviours on psychological wellbeing, and ways of coping among Professional Psychologists in Accra, Ghana using a case study research design. A total of 116 respondents were selected using purposive sampling. Data was collected using standardized Likert type questionnaires which comprised the WHO Well-Being Index (WHO-5; 1998 version), Africultural Coping Systems Inventory (ACSI) (Utsey, Adams, & Bolden 2000), and the Attitudes Towards Seeking Professional Psychological Help Scale (ATSPPHS) (Fischer & Farina, 1995). Data was analyzed using Descriptive statistics, Reliability and Normality tests, Pearson Product Moment Correlation Coefficient test, Simple Linear Regression Analysis, and Multivariate Analysis of Variance test. Results revealed that a significant positive correlation exists between help seeking behaviour and psychological wellbeing. Secondly, Coping style (i.e., cognitive and emotional debriefing, and ritual centered coping) significantly predicts help seeking behaviours. Meanwhile, only cognitive and emotional debriefing coping style predicts psychological wellbeing. Finally, differences in sex, age and level of education had no significant effect on the coping. It was concluded that help seeking behaviours have a positive effect on psychological wellbeing. Help seeking behaviours and psychological wellbeing also predicts coping (i.e., cognitive and emotional debriefing, and ritual centered coping) amongst Professional Psychologists in Accra, Ghana.

I. Introduction

a) Background of the Study

The popularity of research into psychological wellbeing has soared among social scientists in recent years (World Health Organization, 2022). Even though, peoples need for mental health services is on-the-high, the availability of mental health care services have been severely disrupted. For instance, social measures such as lockdowns, among others prevented people from accessing mental health care (Matsumoto, Hamatani, Shimizu, Käll & Andersson, 2022). Misinformation and lack of knowledge about the virus heightened peoples worries and fears discouraged people from seeking medical and psychological help especially in Ghana (Armour, McGlinchey, Butter, McAloney-Kocaman & McPherson, 2021; Matsumoto, et al., 2022; World Health Organization, 2022). The COVID-19 pandemic has had an unprecedented impact on health systems in most countries, and, on the mental health and well-being of health workers (Søvold, et al., 2021), including professional psychologists.

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According to Tang, Tang and Gross, (2019) psychological well-being is a complex construct that involves optimal psychological functioning and experience. Specifically, psychological wellbeing consist of hedonic (enjoyment, pleasure), resilience (healthy problem solving, regulation of emotions, coping) and eudaimonia (finding meaning, well-being fulfilment) happiness, (NIH Report, 2018; Tang et al., 2019). Elements of psychological well-being include a sense of balance in emotion, thoughts, social relationships, and pursuits, which necessitates active engagement of self-control processes how we positively regulate our emotions (Feller et al., 2018; NIH Report, 2018; Tang et al., 2019).

High psychological well-being means the absence of psychological or emotional disturbances in all aspect of their lives (Shek, 2012). Whereas lower psychological well-being means the presence of symptoms of psychological distress such as stress, anxiety, low self-esteem, depression, etc. (Flour & Buchanan, 2013). Hence, psychological well-being involves subjective psychological and social aspects, in addition to behaviours that are related to health.

We define a professional Psychologist as someone who is professionally trained and accredited to practice as a psychologist or a psychologist assistant. Academically, the minimum qualification of a professional psychologist is a master's degree in any of the specializations in psychology: Criminal Psychology, Sports Psychology, Counselling Psychology, Clinical Psychology, Industrial and Organizational Psychology (Occupational Psychology), Health Psychology, Educational Psychology, Neuropsychology, and Developmental Psychology (Incledon, 2020).

Over the years research has shown that irrespective of where psychologists work, most of them experience high levels of burnout, emotional exhaustion, among other negative psychological conditions (Pe´rez, Puerta, Lagares, Maldonado, & Garcı'a, 2004; Rupert & Kent 2007). This is especially so in recent times due to the surge in mental health care service providers. Therefore, Counsellors are likely to live in denial of their own psychological needs (Bentil & Bentil, 2015).

A lot of psychologists have a high tendency to undermine the level of distress they go through on a daily basis (Barnett et al., 2007). According to Boafo (2013) and Boafo-Arthur and Boafo-Arthur, (2016) there exists a relationship between psychological wellbeing

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and help seeking behaviors. When they experience psychological distress (or poor psychological well-being), some professional psychologists and other mental health professionals (such as Psychiatrists, mental health nurses, etc.) fail to seek the needed help. Instead, most of them rather try to manage their distress by themselves, until their condition worsened before they seek help (Karpinski & Wang 2016). Thus, most psychologists have poor help seeking behaviours. This usually happens because they have been discovered to deny they need help, and for those who sought help, do so when they have exhausted all other alternatives (Karpinski & Wang 2016).

Factors such as cultural beliefs, demography (e.g., being male or female, level of education, age, etc.), accessibility to service, seriousness of symptoms, and personal attitudes towards psychological condition affects people's decision to seek help or not, who and where to seek help from, when they go through psychological crises or distress (Coppens, Van Audenhove & Scheerder, 2013). Other factors include knowledge or mindset about mental illness, the extent to which they think treatment will be beneficial and past experiences with mental health care affects the decision to seek help (Coppens, et al., 2013; Schomerus, Matschinger & Angermeyer, 2009).

In the Ghanaian culture, mental health conditions are believed to be caused by supernatural forces or curses. Hence, instead of seeking psychological help when they have mental health issues, a lot of people rather resort to prayers and other spiritual rituals and practices (Bentil & Bentil, 2015). This belief system also fuels negative perception about mental illness; thus, most people prefer keeping their mental health issues to themselves instead of seeking help (Boafo, 2013).

Coping strategies is the collection of responses that people use in managing stress and other psychologically distressing experiences such as burnout, anxiety, depression, among others (Sahler & Carr, 2009). The way and manner people cope with psychological distress is either learned openly, or inwardly observing models who find themselves in a similar situation. Even though different researchers such as Sahler and Carr (2009), Lazarus and Folkman (1984), etc. have all proposed different categories of coping, all coping strategies can be categorized into two groups; adaptive coping and maladaptive coping (Peterson, 2021).

With adaptive coping, an individual deals with the presenting stressors via personal growth, actions that are solution-focused, flexibility and creativity. Examples could be emotional (i.e., regulating stress-related emotions), cognitive (i.e., changing ones mindset about the stressor), active (i.e., seeking help/support, solving the problem), behavioural (i.e., taking stress reduction actions breathing techniques) and accommodative coping (i.e., changing our expectations to better fit the situation) (Gustems-Carnicer, Calderón & Calderón-Garrido, 2019; Peterson, 2021). Adaptive coping is usually meant to bring a lasting solution to dealing with psychological distress.

Meanwhile, maladaptive coping is the opposite of adaptive coping. Specifically, adaptive coping is meant to bring temporary relief from distress, and not a lasting solution. Examples of maladaptive coping strategies are substance use, avoidance, self-criticism, self-denial, being passive, self-injury, rumination, procrastination, physical escape, mental escape, etc. (Gustems-Carnicer, et al., 2019; Peterson, 2021).

According to Meng and Arcy, (2016) type of coping predicts an individual's psychological health (i.e., either psychological wellbeing or distress). In order words, usage of maladaptive coping strategies leads to psychological distress, whereas adopting adaptive coping strategies when stressed enhances psychological wellbeing (Gustems-Carnicer & Calderón, 2019).

According to WHO (2008) psychological wellbeing is important because it enhances aspects of peoples' lives such as career, relationships, physical health, output at the workplace, creativity, motivation, self-actualization (Kun & Gadanecz, 2022; WHO, 2008). The merits of high psychological well-being are diverse, wide ranging and beneficial to the individuals themselves, their family and friends and entire society at large (WHO, 2008). A healthy psychological wellbeing positively correlates with having to live for longer years, good quality of life, efficiency, and effectiveness at work (WHO, 2008). This means that poor psychological wellbeing undermines the efficiency and effectiveness of psychologists.

b) Problem Statement

The psychologist is seen as all-knowing (when it comes to finding solutions to mental health related issues among individuals, groups, and organizations), beyond psychological problems (Edwards & Crisp, 2016). The psychologist is, therefore, bombarded with all kinds of problems ranging from counselling, all kinds of individuals, ranging from serial killers to mentally retarded children. In some instances, the impatience, lack of cooperation, having to work for days in times of crises such as during terrorist attacks or after natural disasters, lack of consistent support (e.g., funding, offices, etc.) all enhance the level of burden psychologists experience (Jenaro, Flores, & Arias, 2007; Rupert & Kent 2007).

Unfortunately, most professional psychologists are, therefore, compelled to suppress their own emotions, challenges, or trauma, because society sees them to be some sort of superhuman (Edwards & Crisp, 2016). Thus, instead of seeking help when they find themselves in a mental health crisis (e.g., burnout,

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trauma, etc.) most psychologists keep things to themselves (Edwards & Crisp, 2016). One of the reasons why psychologists do this is the fear of undermining their own credibility and mental aptitude to help others in similar situations (Edwards & Crisp, 2016; Jenaro, Flores, & Arias, 2007).

Most psychologists also see themselves to be too robust to be affected by the excessive burden, trauma and burnout they encounter, especially during their practice (Edwards & Crisp, 2016). They tend to forget the fact that even soldiers who are trained to protect others sometimes get killed by others. A lot of practicing psychologists are also said to live in denial when they experience trauma, burnout and mental distress (Jenaro et al., 2007).

Even though psychologists especially clinicians are trained on how to cope, manage and buffer themselves from being affected by what their clients are going through, there are situations where it becomes difficult if not impossible to do so (Koller & Hicks, 2016). For instance, a psychologist who loses his entire family in a natural disaster such as an earthquake will find it difficult if not impossible to adaptively cope with what he is going through, and even go onto help others experiencing the same trauma.

Irrespective of the aforementioned challenges professional psychologists experience, relatively little studies have been done in this research area abroad and in Ghana. This shows that an important research gap exists in this area of research which needs to be filled. It is for this reason, that this study examined the psychological wellbeing, help seeking behaviour on coping amongst Professional Psychologists in Accra.

The purpose of this research is to explore and examine the effect of help seeking on psychological wellbeing, and coping behaviours of Professional Psychologists in Accra.

c) Research Objectives

(i) Determine the connection between psychological wellbeing and help seeking behaviour among Professional Psychologists in Accra.
(ii) Ascertain the relationship between help seeking behaviour and coping among Professional Psychologists in Accra.
(iii) Determine the relationship between psychological wellbeing and coping among Professional Psychologists in Accra.
(iv) Determine whether sex, age, practicing experience/ years of practice and level of education predicts coping among Professional Psychologists in Accra.

d) Statement of Hypothesis

(i) A significant positive correlation will exist between help seeking behaviour and psychological wellbeing among psychologists in Accra.
(ii) Help seeking behaviour will significantly predict coping style Behaviour among Professional Psychologists in Accra.
(iii) Style of Coping will significantly predict psychological wellbeing among professional psychologists in Accra.
(iv) Differences in sex, age, and level of education will have a significant effect on levels of coping.

e) Significance of Study

The outcome of this study is expected to help professional psychologists and other health care providers to understand and know how to offer the best help to psychologists who are in crises. This can be done through the introduction of modified therapies for psychologically distressed psychologists. This is so because an in-depth knowledge on the predictors of help-seeking decisions is key to Counselling Psychologists among other mental health service personnel and researchers. So as to help them come up with or modify current interventions and sensitization programs and projects in the bid to decrease factors that undermine help seeking behaviours among the psychologically distressed.

Also, the outcome of this research is expected to embolden psychologists to seek help when they are in crises, and to teach them adaptive ways of coping with the stressors and burden that comes with the psychology profession.

It is also expected that the result of this research will inform those who train psychologists to modify their training curricula to suit the ever-changing and demanding nature of the psychology profession. The aim here is to help them train professional psychologists who can better adapt to the ever demanding and burdensome nature of psychological practice.

The entire study is also expected to serve as a reference material for student and professional researchers and research organizations in Ghana and beyond. In addition, it is the wish of the researcher that by reading this study, students and other researchers will be stimulated to do further studies in this research area.

Koller and Hicks, (2016), therefore, suggested that researchers should do further studies in this research area. This is important because, by way of knowing how workers in the mental health sector differ from other professionals (when it comes to psychological wellbeing and mental health) will go a long way to help those who recruit and train mental health professionals to select people who are more psychologically robust to withstand the daily hustles and bustles, burden and pressure that comes with being a practicing mental health professional (Koller & Hicks, 2016).

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II. Literature Review

a) Theoretical Framework

i. Theory of Reasoned Action

Ajzen and Fishbein, (1980) were the researchers who propounded the Theory of Reasoned Action (TRA). The theory is simply a theory that explains how people's attitudes influence their behaviour. The theory is built on the idea that people are naturally rational, as such they systematically and properly use information they have to predict the consequences of their actions before they decide whether or not to exhibit a particular behaviour (Altiere, 2009). The relationship between attitude and behaviour is explained by the fact that people who believe that a behaviour will end up in a positive consequence will have a positive attitude concerning the behaviour and vice versa. Conversely, despite the assertion of many social psychologists, there is not a predictable or direct path between one's attitude and the performance of the expected behaviour (Ajzen & Fishbein, 1980).

The theory further states that the intent to act in a particular way and manner is determined by two main factors; (i) "personal determinant" and (ii) "social determinant" (Ajzen & Fishbein, 1980). According to Altiere, (2009) the personal determinant is an individual's attitude towards the behaviour, whereas the social determinant is individuals' perceived pressure from society to act or not to act in a particular way is known as the subjective norm (Altiere, 2009). An assessment of these variables is presented in the therapy literature as attitudes toward seeking therapy and perception of stigma towards seeking treatment, respectively (Altiere, 2009). The theory is, therefore, a behavioral prediction theory and widely used to explain, understand, and influences the behaviour towards health behaviour and help-seeking behaviour (Ajzen & Fishbein, 1980; Montano, Kasprzyk, & Taplin, 1997).

By way of applying this theory to this study, one could say that psychologists just do not decide to seek help when they are distressed or otherwise just because they want to do it. But rather their decision to seek help when in distress or not is a result of their attitude. This implies that in instances where psychologists are of the view to help seeking negatively, he or she will end up not seeking help at all. However, as psychologists see help seeking behaviour as good their tendency to seek help rises.

Besides that, what society or people around a distressed person think about mental health and the idea of seeking psychological help also influences help seeking behaviours. This is particularly important in Ghana where the opinion and approval of significant other plays a major role in influencing an individual to seek help (Boafo, 2013). As Ghanaians generally stigmatize mental illness and the mentally ill, it is not a surprise that Ghana records a low level of psychological help seeking behaviour.

b) Review of Related Studies

i. Psychological wellbeing and help seeking behaviours

Being a psychologist or a mental health professional provider is demanding, stressful and emotionally draining (Edwards & Crisp, 2016; Graham & Shier, 2014). For instance, in the United States it is estimated that between 21 percent and 61 percent of mental health professionals experience high levels of stress and burnout (Morse, et al., 2012). A 2016 report from the British Psychological Society based on a survey by New Savoy found that 70% of psychotherapists found their job stressful, with a quarter considering that they have a long-term chronic condition, 46% reported depression (McCormack, MacIntyre, O'Shea, Herring & Campbell, 2018). Burnout and wellbeing among psychotherapists are related to numerous sociodemographic (e.g., age, gender), intrapersonal (e.g., coping, personality), and work-related characteristics, including work settings and professional support in this profession (e.g., supervision or personal therapy) (Van Hoy, & Rzeszutek, 2022).

The provision of equitable levels of social support is, therefore, important in enhancing the psychological wellbeing of Psychologists and other mental health professionals. Despite good mental health literacy, and personal experience with mental illness, significant barriers exist for mental health professionals seeking help for mental health conditions (Edwards & Crisp, 2016).

Edwards & Crisp, 2016) while the majority of participants (89%) would seek help if they were distressed, 57% acknowledged that there had been a time when they would have benefited from seeking help but had not done so. Reported barriers to seeking help included wanting to solve the problem on their own, fear about colleagues finding out, and the potential for negative consequences relating to the Australian Health Practitioner Regulation Agency's mandatory reporting requirement (Edwards & Crisp, 2016).

Kim and Stoner, (2008) reinforces Graham and Shier, (2014)'s argument above by stating that increased burnout and stress levels amongst mental health service professionals grossly undermines not only the psychological well-being of psychologist or psychiatrist, but also the effectiveness and efficiency of the service they render to their mentally ill or distressed patients (Graham & Shier, 2014).

Kim and Stoner (2008) also reinforced Graham and Shier (2014)'s finding by stating that one of the main negative outcomes of burnout among employees is increased turnover intentions and actual turnover rates. This, therefore, goes to show that employees who are usually subjected to excessive stress and burnout

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usually resign from their jobs for less stressful or healthier jobs. Some health care organizations have recorded quite a number of their mental health workers quitting their jobs (Edwards, & Crisp, 2016). Thus, the reason why high levels of burnout and stress among psychologists and psychiatrists undermines the health care system in general.

In a related study, Conway, (2016)'s findings revealed that one of the causes of burnout and stress among employees in the mental health sector is due to the nonexistence of the essential resources professionals need to do their work effectively (Conway, 2016). Conway, (2016) further stated that most of the stress experienced by mental health professionals is due to the fact that the sector is under resourced, understaffed, and inefficient in its attempt to provide the standardized level of health care service delivery (Conway, 2016). Even though professionals in the mental health sector are said to have their own ways of coping with the high levels of pressure among other constraints, most of them are said to have good psychological wellbeing (Conway, 2016).

According to Pe'rez, Puerta, Lagares, Maldonado, and Garcı'a, (2004) even though most mental health workers have poor psychological wellbeing, most of them are reluctant to report them or seek for help. As a result of this, most of these workers keep their mental health challenges to themselves until it gets out of hand (Pe'rez, et al., 2004). Due to the long-term negative effect of untreated mental health conditions, it is important for mental health service professionals like psychologists and psychiatrists who are distressed to seek help on time so as to prevent their situation from deteriorating into something that is life threatening (Edwards & Crisp, 2016).

In their study, Edwards, and Crisp, (2016)'s findings revealed that most respondents usually seek help when they experience poor psychological health (Edwards & Crisp, 2016). However, findings also revealed that there have been instances where distressed professionals will have benefited from seeking help when they were distressed psychologically but had not sought for help (Edwards & Crisp, 2016).

Edwards and Crisp, (2016)'s finding further revealed that some of the hindrances to help seeking behaviour when psychologically distressed were the mindset that distressed patients could figure out a way to be okay again as well as the fear of losing one's license to practice as a psychologists if it revealed to the authorities that they have a major mental health condition, and fear about colleagues finding out (Edwards & Crisp, 2016). It was, therefore, concluded that even though mental health workers have a knowledge and experience on the dynamics and implications of poor psychological health, there are some factors that undermines their tendencies to seek help when they themselves are psychologically distressed (Edwards & Crisp, 2016).

In another related study, by Chin, Chan, Lam, Lam and Wan, (2015) they found that when respondents were to indicate the place or whom they usually seek help from when they are distressed, findings indicated that 20% of them preferred a general practitioner, 25% of preferred psychologists, 25% preferred psychiatrist whereas the majority of 47% opted for significant others (Chin, et al., 2015). Chin, et al., (2015)'s findings further showed that symptoms of depression are connected to low help seeking behaviour from significant others (e.g., siblings, parents, friends, etc.), and mental health service providers (Chin, et al., 2015). Furthermore, a total of 24.3 percent cohort group were found to have positive attitudes from mental health service providers (Chin, et al., 2015). Some of the variables that were discovered to be correlated with poor health seeking behaviours were depression and poor psychological health (Chin, et al., 2015).

In his related study, Vaswani, (2014) found that psychological wellbeing had a direct influence on help seeking behaviour. Vaswani, (2014)'s finding was reinforced by that of Boafo, (2013) who also found that psychological wellbeing predicted help seeking behaviour among mental health workers. Boafo, (2013) further explained that instead of these professionals seeking help when they need it, they rather try to manage things themselves until things get out of hand.

ii. *Psychological Wellbeing and Coping Strategies*

The psychological wellbeing of mental health workers is relatively poor. This is so because most mental health professionals undergo excessive stress, fatigue and are emotionally drained (Ben-Zur & Michael, 2007; Devereux, et al., 2009; Jenaro, Flores & Arias, 2007; Koller & Hicks, 2016). Similarly, Figley (1983) discovered that prolonged exposure to patients who are psychologically distressed sometimes led to secondary traumatic stress among mental health professionals such as Psychologists.

It is, therefore, imperative to get a deeper insight into the ways in which mental health workers cope with their psychological distress (Gray-Stanley & Maramatsu, 2011). At the end, Gray-Stanley and Maramatsu, (2011)'s findings showed that individual and social resources (such as sought and received social support, active coping tactics, etc.) help mental health workers to cope with work overload, stress, and burnout they experience at work.

A significant positive correlation exists between adaptive and psychological well-being (Gustems-Carnicer & Calderón, 2013; Kappe & van der Flier, 2012). Using an adaptive coping strategy goes a long way to help in the process of decreasing psychological distress, thereby enhancing psychological wellbeing (Ferradás, Valle, Núñez & Vallejo, 2016; Kappe & van

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der Flier, 2012). Similarly, people who use problem-focused coping strategy have higher psychological well-being, whereas those who use active avoidance coping strategy have lower psychological well-being (Gustems-Carnicer, & Calderón, 2013; Hayat & Zafar, 2015). Thus, psychological distress is positively correlated with negative coping and negatively correlated to positive coping (Meng & Arcy, 2016).

iii. *Gender, age, and level of education as predictors of help seeking behaviors*

Over the years, researchers have discovered some demographic variables such as differences in age, gender, income, level of education, parents' education level etc. predict help seeking behaviors (Addis & Mahalik, 2003; Doherty & Doherty, 2010; Koydemir-Özdena & Erelb, 2010). Specifically, women had positive and higher help seeking behaviors (when psychologically distressed) than men (Addis & Mahalik, 2003; Koydemir-Özdena & Erelb, 2010; Gonzalez, Alegri, Prihoda, Copeland & Zeber, 2011; Mackenzie, Gekoski & Knox, 2005). One of the many reasons to explain the male help seeking behaviour was that they felt they will be thought less of if they were to accede to suffering from a psychological problem (Doherty & Doherty, 2010).

Also, when psychologically distressed, teenagers usually seek help from significant others (Koydemir-Özdena & Erelb, 2010), whereas older people resorted to consulting professional psychologists (Schonert-Reichl & Muller, 1996).

On the other hand, Boafo (2013) examined the determinants of seeking professional psychological help among contemporary three hundred and fifty-four respondents at the Accra College of Education, Ghana. Result showed that, none of the demographic characteristics predicted attitudes toward seeking help for a negative psychological experience (Boafo, 2013).

III. Methodology

a) Research Design

A case study research design was used for this research. This research design was used because the research extensively examined and explored how help seeking behaviors predicts psychological wellbeing. And coping strategies used by Psychologists in Accra, Ghana. Case study research excels at bringing to us an understanding of a complex issue or object and can extend experience or add strength to what is already known through previous research (Creswell, 2014). Case studies also emphasize detailed contextual analysis of a limited number of events or conditions and their relationships (Creswell, 2014).

b) Target Population

Professional Psychologists and Psychologist Assistants who reside and work in Ghana's Greater Accra Region were targeted and used in this study. Practicing Psychologists are those with Professorial and Doctorate Degrees in the various fields in Psychology. Whereas Psychologists Assistants were master's degree holders or students who officially assist or are understudying Professional Psychologists.

c) Sample Size and Sampling Technique

A total of 116 respondents were selected and used for this study using purposive sampling. Purposive sampling, also known as judgmental sampling or selective sampling, is the process of selecting respondents whose characteristics suit the objective of a study.

d) Material for Data Collection

Standardized Likert type survey questionnaires were used to collect data. The questionnaire included three standardized scales: WHO (Five) Well-Being Index (WHO-5; 1998 version), Africultural Coping Systems Inventory (ACSI), and the Attitudes Towards Seeking Professional Psychological Help Scale short form (ATSPPH-SF).

WHO-5 Well-Being Index: This is a 5-item scale was created by the World Health Organization in the year 1998 to assess people's psychological well-being (Topp, et al., 2015). Responses on this scale is scored on a 6-point Likert scale, where raw scores are calculated by adding the figures of the five answers. Specifically, the scores of the scale ranges from 0 to 25, with 0 representing worst possible whereas 25 represents the best possible quality of life. Hence, higher scores mean better well-being. Cronbach alpha for the WHO (Five) Well-Being Index for this present study is .81.

Africultural Coping Systems Inventory: This 30-item scale was invented by Utsey, Adams, and Bolden (2000). The ACSI is a culturally- centered multidimensional measure of the way and manner Africans cope with psychological distress (Utsey, et al., 2000). The scale has four subscales: Spiritual-Centered Coping, Cognitive/ Emotional Debriefing, Collective-Centered Coping, and Ritual-Centered Coping (Anang, 2014). It is scored using a 4-point Likert scale measure, (0=did not use, 1=used a little, 2 =used a lot, 3=used a great deal) rate the coping techniques they used during that stressful situation (Utsey, et al., 2004). The Cronbach alpha coefficients for the ACSI subscales ranges from .83 to .87 (Utsey, et al., 2004). The Cronbach's alpha for the Africultural Coping Systems Inventory (ACSI) for this present study was high at .82.

Attitudes Towards Seeking Professional Psychological Help Scale-short form: This is a 10-item scale invented by Fischer and Farina, (1995) was used to measure peoples' help seeking behaviours. It is scored on a 4-point Likert-type scale ranging from 0 = Disagree to 3 = Agree. Items 2, 4, 8, 9, and 10 are reversed. Total scores are generated by adding up all scores, with

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higher scores indicating higher help seeking behaviour (Whittlesey, 2001). The correlation between the 10-item short form and the original 29-item scale was 0.87 (Fischer & Farina, 1995). Cronbach alpha for the scale for this present study is .81.

e) Data Collection Procedure

Before participating in this study, respondents signed a consent form explaining the goals behind the study. Thereafter, the researcher met them in small groups in their various organizations/institutions, allowed them to ask questions before given out questionnaires to be completed. Respondents were encouraged to complete their questionnaires and submit them. Data collection was completed within four weeks.

IV. Data Analysis and Results

a) Sample Characteristics

Below are the descriptive statistics results of respondents' background information such as Gender, Age, Marital Status, Religion, Level of Education, Working Time, and Job Tenure.

Table 1: Respondents' Gender, Age, Marital Status and Religion.

Groups	Frequency (N)	Percent (%)
Gender		
Male	55	47.4
Female	61	52.6
Age Range		
Below 30 years	12	10.3
30 - 39 years	48	41.4
40 - 49 years	37	31.9
50 years and over	19	16.4
Marital Status		
Single	34	29.3
Married	77	66.4
Divorced/Widowed	5	4.3
Religion		
Christian	97	83.6
Muslim	19	16.4
Total	116	100

Table 1 reveals that out of a total of 116 respondents used in this study, 47.4% were males whiles 52.6% were females. This indicates that most respondents were females. It is further revealed that 10.3% of respondents were under 30 years, 41.4% were between 30 to 39 years, 31.9% were between 40 to 49 years whiles 16.4% of respondents were 50 years and older. Thus, most respondents used in this study were between ages 30 to 39 years. In addition, 29.3% of respondents were single, 66.4% were married whiles 4.3% were either divorced or widowed. As regards respondents'' religious affiliation, Table 1 indicates that 83.6% were Christians whiles the remaining 16.4% were Muslims.

Table 2: Respondents' Education Level, Working Time a Day, and Tenure as a Practitioner.

Groups	Frequency (N)	Percent (%)
Education Level		
Master of Arts (MA)	34	29.3
Master of Science (MSc)	14	12.1
Master of Philosophy MPhil)	46	39.7
Doctor of Philosophy (PhD)	16	13.8
Professor	6	5.2
Working Time a Day		
Less than 4 hours	5	4.3
4 to 6 hours	22	19.0

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7 to 8 hours	71	61.2
9 hours and over	18	15.5
Duration of Practice		
Less than 2 years	5	4.3
2 - 4 years	28	24.1
5 – 7 years	34	29.3
8 - 11 years	38	32.8
12 years and over	11	9.5
Total	116	100.0

Table 2 shows that 29.3% of respondents had a Master of Arts (MA) qualification, 12.1% had Master of Science (MSc) qualifications whereas 39.7% had a Master of Philosophy (MPhil) certificate as their highest level of education. It is further shown that 13.8% of respondents had a Doctorate Degree while the remaining 5.2% were professors. This, therefore, goes to show that most respondents have a Master of Philosophy (MPhil) in Psychology.

Results further shows that 4.3% of respondents have been practicing for less than 2 years, 24.1% have been practicing for 2 to 4 years, 29.3% have been practicing for 5 to 7 years whiles 32.8% of respondents have been practicing for 8 to 11 years. The remaining 9.5% of respondents have been practicing for 12 years and over. It could, therefore, be said that most respondents have been practicing as Psychology Counselors for 8 to 11 years.

b) Preliminary Analysis

The preliminary analysis of this study presents results on the descriptive statistics and normality of data (i.e., skewness, kurtosis), as well as the correlation between variables. This preliminary analysis meant to determine whether the data collected from respondents is quality enough to be for regression analysis.

Table 3: Descriptive Statistics on Variables

	M	SD	Skewness	Kurtosis	*a*
Psychological Well Being	17.34	3.98	-.76	1.80	**.814**
Attitudes Toward Seeking Professional Help	20.28	5.49	.03	-.91	**.809**
Africultural Coping Systems	44.0	13.04	-.18	-.03	**.865**
Cognitive and Emotional Debriefing	*14.19*	*5.49*	*-.33*	*.22*	
Spiritual Centered Coping	*13.27*	*3.82*	*-.14*	*.12*	
Collective Centered Coping	*12.53*	*4.74*	*1.44*	*7.57*	
Ritual Centered Coping	*1.60*	*2.06*	*1.17*	*.32*	

Table 3 presents results on the mean scores (M) together with their corresponding standard deviations (SD) on the variables Psychological Well Being, Attitudes Toward Seeking Professional Help, Africultural Coping Systems (with its subscales; *Cognitive and Emotional Debriefing, Spiritual Centered Coping, Collective Centered Coping, and Ritual Centered Coping).* Observation of the result in the table indicates that all the variables fell within the required range of normality measured in terms of skewness and kurtosis. According to Tabachnick and Fidell (2013) normality is accepted when it falls within -1 and +1. Hence all variables were normally distributed. In addition, Cronbach alphas (α) which represented the coefficient of internal consistency have also been presented.

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Table 4: Inter Correlation Matrix on Variables

	Variables	1	2	3	4	5	6	7
1.	Attitude Towards Seeking P. Help	--						
2.	Psychological Wellbeing	.392**	--					
3.	Africultural Coping Systems	-.536**	-.208*	--				
4.	*Cognitive and Emotional Debriefing*	*-.570***	*-.283***	*.873***	--			
5.	*Spiritual Centered Coping*	*-.316***	*.030*	*.697***	*.447***	--		
6.	*Collective Centered Coping*	*-.276***	*-.122*	*.784***	*.541***	*.445***	--	
7.	*Ritual Centered Coping*	*-.531***	*-.182*	*.592***	*.516***	*.269***	*.381***	--

**. Correlation is significant at the 0.05 level (2-tailed).*
***. Correlation is significant at the 0.01 level (2-tailed).*

The inter correlation matrix as indicated in Table 4 reveals that Help Seeking Behaviors correlates with Psychological Wellbeing, and Coping Systems (with its subscales: *Cognitive and Emotional Debriefing, Spiritual Centered Coping, Collective Centered Coping, and Ritual Centered Coping).* This, therefore, shows that there is a correlation between variables used in this study. Hence, they can be used in a regression analysis.

c) Testing of Hypotheses

i. *Hypothesis One*

A significant positive correlation will exist between help seeking behaviour and psychological wellbeing among Psychologists in Accra. Result is presented in Table 5:

Table 5: Pearson Product Correlation Coefficient Test Result on the Relationship between Help Seeking Behaviour and Psychological Wellbeing.

Variables	M	SD	r	*p*
Psychological Well-being	17.34	3.98	.392**	.000
Help Seeking Behaviour	20.28	5.49		

Table 5 shows that mean for Psychological Well-being (M=17.34, SD=3.98) and Help Seeking Behaviour (M=20.28, SD=5.49) were subjected to the Pearson Correlation Coefficient test to determine whether significant positive correlation will exist between psychological wellbeing and help seeking behaviour. Results (r= .392**, p = .000) reveal that a significant positive correlation exists between help seeking behaviour and psychological wellbeing. This implies that an increase in help seeking behaviour may lead to an increase in psychological wellbeing among Psychologists in Accra. Hypothesis one is accepted.

ii. *Hypothesis Two*

Style of Coping will significantly predict Help Seeking Behaviour among Professional Psychologists in Accra.

Table 6: Simple Linear Regression Test Result on the extent to which Style of Coping predicts Help Seeking Behaviour.

Predictors	β	R	R^2	*p*
Cognitive and Emotional Debriefing	-.404			.000
Spiritual Centered Coping	-.103			.263
Collective Centered Coping	.115			.233
Ritual Centered Coping	-.321			.001
		.627	.393	

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Table 6 shows that the simple linear regression analysis was used to test whether Style of Coping will predict Help Seeking Behaviour. Results indicated that coping explains approximately 39% of variance (R^2 = .393, F (4, 97) = 15.698, *p* = .000.) in help seeking behaviours. Specifically, even though Cognitive and Emotional Debriefing (β = -.404, p = .000) and Ritual Centered Coping (β = .001, p = .000.) predicts help seeking behaviour, Spiritual Centered Coping (β = -.103, p = 263) and Collective Centered Coping (β = .321, p = 233) do not predict help seeking behaviour. This implies that Style of Coping (i.e., Cognitive and Emotional Debriefing, and Ritual Centered Coping) significantly predicts Help Seeking Behaviour Accra. Hypothesis two is accepted.

iii. *Hypothesis Three*

Style of Coping will significantly predict Psychological Wellbeing among Professional Psychologists in Accra. Result is presented in Table 7:

Table 7: Simple Linear Regression Test Result on the extent to which Style of Coping predicts Psychological Wellbeing.

Predictors	β	R	R^2	*p*
Cognitive and Emotional Debriefing	-.296			.023
Spiritual Centered Coping	.158			.158
Collective Centered Coping	-.029			.805
Ritual Centered Coping	-.063			.580
		.310	.096	

Table 7 shows that the simple linear regression analysis was used to test whether Style of Coping will predict psychological wellbeing. Results indicated that coping explains approximately 9.6% of variance in health seeking behaviour (R^2 = .096, F (4, 97) = 2.572, p = .043) in psychological wellbeing. Specifically, even though Cognitive and Emotional Debriefing (β = -.296, p = .023) predicts psychological wellbeing. Meanwhile, Spiritual Centered Coping (β = .158, p = .158), Collective Centered Coping (β = -.029, p = .805) and Ritual Centered Coping (β = -.063, p = .580) do not predict psychological wellbeing among professional psychologists. This implies that cognitive and emotional debriefing are the only coping style that predict psychological wellbeing among Psychologists in Accra. Hypothesis three is partially accepted.

iv. *Hypothesis Four*

Differences in sex, age, and level of education will have a significant effect on levels of coping. Result is presented in Table 8:

Table 8: Multivariate Analysis of Variance Test Results on the Effect of Age, Gender and Level of Education on Coping.

Effect	Wilks λ	df	F	p	Partial Eta Squared	Observed Power[c]
Sex	.933	4	1.622	.176	.067	.481
Age	.863	12	1.139	.329	.048	.578
Education	.807	16	1.256	.225	.052	.644

The Multivariate Analysis of Variance test results in Table 8 showed that, sex [$F(4) = 1.622^{b}$, *p=n.s.*, ηp2 = .067,] age [$F(12)$ = . 1.139, *p=n.s.*, ηp2 = .329] and level of education [F (16) = 1.256, *p=n.s.* ηp2 = .052] had no significant effect on level of coping. This implies that differences in sex, age and level of education have no significant influence on the levels of coping among psychologists. Hypothesis four is rejected.

V. Discussion of Results

The first finding obtained after data analysis revealed that a significant positive correlation exists between help seeking behaviours and psychological wellbeing. Thus, a rise in help seeking behaviours leads to a rise in help seeking behaviours among psychologists in Accra. This finding reinforces the general belief that usually people seek help when they are psychologically distressed. And the essence of seeking help is to receive help from other professionals to help in resolving the underlining conditions that is causing the psychological distress.

The finding supports that of Edwards and Crisp, (2016), Stevens, Sharma and Skeoch, (2022), and Vaswani, (2014) which revealed that help seeking

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behaviour positively impacts psychological wellbeing irrespective of their profession (Edwards & Crisp, 2016; Vaswani, 2014). Boafo, (2013) reinforced Vaswani, (2014)'s findings by discovering that psychological wellbeing is higher among mental health workers (e.g., professional psychologists) who seek help when they are psychologically distressed. This is because when an individual who has mental health challenges seek help especially from professionally trained health personnel, they are able to get their health challenge resolved. Thus, the reason why help seeking behaviors predicts psychological wellbeing (Kelly, 2023; Ratnayake & Hyde, 2019).

Conversely, Boafo, (2013) expressed her concern about the fact that, despite the benefits of help seeking behaviours most, instead of professionals such as psychologists to seek help when they are distressed, they rather attempt to manage their condition, only for it to deteriorate sometimes (Pe´rez, et al., 2004). Pe´rez, et al., (2004) further stated that despite the fact that a lot of mental health workers have poor psychological wellbeing (due to the burden, pressure and stress that comes with mental health care), most of them have poor help seeking behaviours (Pe´rez, et al., 2004). Thus, most of mental health workers keep their mental health challenges to themselves until it gets out of hand (Pe´rez, et al., 2004).

It could, therefore, be said that just as the result of this present study indicates, help seeking behaviours has a direct effect on the mental health or psychological wellbeing of professional psychologists.

The second finding of this study revealed that even though cognitive and emotional debriefing and ritual centered coping predict help seeking behaviours, spiritual centered coping and collective centered coping do not predict help seeking behaviours. This implies that style of coping (i.e., cognitive, and emotional debriefing, and ritual centered coping) significantly predicts help seeking behaviour among psychologists in Accra. This finding is not surprising because all the coping styles discovered to predict help seeking behaviours are adaptive ways of coping or positive coping styles. It, therefore, goes to show that adaptive or positive coping styles predict help seeking behaviours among professional psychologists. For instance, spiritual centered coping has to do with the use of spirituality, religious practices or reliance on supernatural power or forces to help an individual to cope with psychologically distressing experiences. (Constantine, Donnelly & Myers, 2002; Utsey, Brown & Bolden, 2004).

Meanwhile, cognitive or emotional debriefing is related to the use of reasoning, critical planning or mental restructuring aimed at adapting the mind and the body to stressors. Furthermore, ritual centered coping includes rituals practices like lightening candles, burning incense, use of meditation, incantations, among others. Finally, collective centered coping involves relying on a group one belongs to by way of seeking and receiving social support so as to cope with psychological distress. An example of such a group is a church, etc. (Constantine, Donnelly & Myers, 2002; Utsey, Brown & Bolden, 2004).

This result reinforces that of Edwards and Crisp, (2016) and Jenaro, Flores and Arias, (2007) who discovered that adaptive coping strategies have a direct influence of help seeking behaviours. Thus, as adaptive ways of coping increases so do helping seeking behaviours. This goes to show that individuals who have a repertoire of adaptive ways of coping also have a positive attitude towards help seeking behaviours. Chin, et al., (2015) have further indicated that people who use maladaptive coping strategies/styles also have a negative attitude towards seeking behaviour when distressed. Thus, a rise in negative attitude towards help seeking behaviors leads to a rise in maladaptive coping techniques (Chin, et al., 2015; Sebudi, 2016).

It is even believed that help seeking behaviour is an indirect way of coping with distressing situations adaptively. This argument is reinforced by Edwards and Crisp, (2016) discovery that most mental health professionals who use maladaptive ways of coping with stress also have a negative attitude towards help seeking behaviours even when they are distressed (Edwards & Crisp, 2016).

The third result revealed that cognitive and emotional debriefing coping predicts psychological wellbeing. This implies that cognitive and emotional debriefing style of coping significantly predicts psychological wellbeing among Psychologists in Accra. The finding supports Gustems-Carnicer and Calderón (2013)'s argument which stated that coping strategies are vital when it comes to perceiving and management of psychological well-being. Meng and Arcy, (2016) further stated that psychological wellbeing predicts coping. For example, according to Gustems-Carnicer, and Calderón, (2013), how people cope with distress affects their psychological wellbeing. When a maladaptive coping strategy is used, psychological distress increases, yet, when an adaptive coping style is used psychological wellbeing is enhanced (Gustems-Carnicer, & Calderón, 2013).

Koller and Hicks, (2016) further stated that even though most mental health workers are aware of the hazard they expose themselves to whiles working, most of them are reluctant to leave the mental health work they are doing, and they appear generally to cope well, not succumbing to the mental and emotional stresses of their work (Koller & Hicks, 2016). Thus, these resilient mental health workers appear to continue to serve in their professional roles in an effective manner (Koller & Hicks, 2016).

Kappe and van der Flier (2012) have also discovered that a positive correlation exists between psychological well-being and adaptive ways of coping

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with distress. Hayat and Zafar (2015)'s results also showed significant correlations between psychological well-being and coping strategies. Specifically, those who used maladaptive coping had poor psychological well-being in comparison to those who used adaptive coping styles. Thus, psychological wellbeing has a positive effect on adaptive coping strategies (Kelly, 2023; Freire et al., 2016).

Furthermore, according to Edwards, and Crisp, (2016) mental health care is a demanding profession with high rates of stress and burnout. A related study which was done to assess the above assumption concluded that the current rates of burnout among mental health professionals ranges from around 21 to 61 percent in the US (Morse, et al., 2012). Burnout is usually caused when an individual is consistently subjected to high levels of excessive stress (which he or she is unable to manage) for a period of time (Brunsting, et al., 2014).

The fourth result revealed that gender, age, and level of education had no significant effect on level of coping. This implies that, differences in sex, age and level of education have no significant influence or effect on the levels of coping among counsellors. It could, be deduced from the result that, regardless of differences in psychologists' sex (i.e., being male or female), age and highest level of education, the ways in which they cope with stress is similar. Freireet al., (2016)'s result is reinforced by this present study's findings. This is so because according to Freireet al., (2016) gender (i.e., being male or female) and age differences were not to predict coping strategies.

Meanwhile, this finding contradicts the finding of studies such as Gould, et al., (2004) who discovered that males cope differently from their female counterparts. In other words, differences in gender (i.e., being male or female) predicts coping style. It could, therefore, be said that even though some studies such as Gould, et al., (2004) argued that differences in age predict coping styles, this present study and that of Freireet al., (2016) clearly shows that among professional psychologists in Accra, the fact still remains that age, sex and level of education does not predict coping styles.

a) Conclusion

This research examined the effect of help seeking behaviour on psychological wellbeing and predicts coping amongst Professional Psychologists. After data analysis, results revealed that high help seeking behaviour leads to better psychological wellbeing. Also, cognitive and emotional debriefing, and ritual centered coping significantly predicted help seeking behaviours. Meanwhile, only cognitive and emotional debriefing coping style predict respondents' psychological wellbeing. Finally, differences in sex (i.e., being male or female), age and level of education had a little or no effect on coping. It is, therefore, concluded that help seeking behaviours have a positive effect on psychological wellbeing Professional Psychologists. Help seeking behaviours and psychological wellbeing also predicts coping (i.e., cognitive and emotional debriefing, and ritual centered coping) of Professional Psychologists in Accra, Ghana.

b) Relevance of the Study

This study stands out because unlike most related studies, this study targeted professional psychologists and used them as respondents. This was important because even though help seeking behaviours and mental health related studies are prevalent, most researchers have failed to consider the effect of these variables on professional psychologists. This has been the trend because most researchers are of the view that due to the vigorous professional training professional psychologists go through, they are relatively immune to psychological distress.

With the global rise of mental health (stress, depression, anxiety, etc.), coupled with the increased work-related stress professional psychologists, it has become imperative to investigate the extent to which Psychologists seek help (when distressed), their psychological wellbeing and ways of coping is empirically examined.

In addition, this study is an attempt to bridge this research gap by examining and throwing light on the relationship between psychological wellbeing, help seeking behaviours and coping styles among professional psychologists in Accra.

c) Limitations of the Study

The main limitation of this study was usage of a case study research design and sampling technique used in collecting data. Specifically, the usage of a case study research design has made it difficult to generalize findings to the general population. Even though this could have been partly resolved with the larger sample size, the researcher was only able to sample a total of 116 respondents. Even though, Ghana does not have a detailed record of all professional psychologists in the country and Accra to be specific, the researcher anticipated that there are over 1,500 professional psychologists in Accra.

Also, the usage of a non-probability sampling technique which is the purposive sampling technique undermined the extent to which the outcome of the study reflects the opinion of the general population from which the sample was selected.

d) Recommendations of the Study

As the findings of this study has indicated that help seeking behaviours affects the psychological wellbeing and coping styles, it is recommended that professional psychologists and other professionals should not relent in seeking for help whenever they are

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psychologically distressed. This is so because almost everyone tends to be psychologically distressed, and so seeking help on time will help in alleviating the long-term effect of psychological distress such as burnout, heart failure, among others.

Also, future studies conducted in this research area are encouraged to use a larger sample size than the one used in this present study. This will go a long way to boost the generalizability of the findings to the general population. Similarly, the mixed method approach is recommended for future studies so as to give respondents the opportunity to expand on (give further explanations) on their responses, especially those related to their coping styles.

It is also recommended that future studies should consider doing a comparative study between psychologist from Ghana and other countries in the world especially in Europe. Doing this could unearth themes/factors (e.g., economic, social-cultural influences, etc.) or antecedents that were not captured under this study that will be useful in explaining the relationship between help seeking behaviours, psychological wellbeing, and coping style among professional psychologists. A comparative study could even be done among professional psychologists and other professionals in Ghana.

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City and Literature in the China Forest. The Novel by Jaime Cabrera

By Consuelo Posada

Introduction- El referente geográfico de esta novela es Barranquilla. Desde las primeras páginas la narración detalla la llegada de los inmigrantes chinos a esta ciudad. Aunque su nombre no se menciona, el texto describe los grupos de los nuevos huéspedes, ubicados en espacios concretos y en una mezcla de historia y ficción, el narrador asegura que venían buscando el *barrio abajo* y que para llegar tuvieron que hacer un agujero en el centro de la tierra. Se dibujan los lugares ocupados y las construcciones de vegetales de colores.

La obra le sigue los pasos a los recién llegados: Se fueron con su cebolla, cebollines, perejil, apio, los tomates, la acelga y con sus pipas de bambú, con su vida de arroz y con sus grillos. Dicen que cerca del río, dicen que camino a Juan Mina. Que por el Prado, que fundaron el barrio Lechuga, que se instalaron en la Y de Puerto Colombia en el kilómetro once.

El retrato no sólo es respetuoso con el mundo chino sino que hay una reverencia, un deslumbramiento con la estética y la laboriosidad de su cultura.

GJHSS-A Classification: LCC: PN1-6790

CITYANDLITERATUREINTHECHINAFORESTTHENOVELBYJAIMECABRERA

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City and Literature in the China Forest. The Novel by Jaime Cabrera

Ciudad y Literatura en el Bosque de la China. La Novela de Jaime Cabrera

Consuelo Posada

I. Introduction

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De qué manera se nombra a Barranquilla en esta obra?, cuáles son las referencias concretas a sus barrios, a sus calles y cuáles son los espacios que aparecen en las diferentes historias, ubicados con precisión geográfica?

Debemos recordar que aquí no tenemos una historia común, con personajes que desarrollen una acción continua como sucede en las novelas, y hay, en cambio, múltiples momentos que llegan, casi siempre en forma de recuerdos. Y en estos pequeños relatos, insertados en medio del bosque narrativo, aparecen microhistorias donde está Barranquilla, nombrada con ubicaciones precisas, con calles y barrios y espacios detallados.

El narrador trae episodios ligados a la infancia del autor en el Colegio americano y nos repite sus recuerdos sobre el edificio OK Gómez Plata, donde jugaba con los otros niños y cita nombres de habitantes de esa época. Y es evidente el afecto que muestra en esta parte de la historia, y su interés por dibujar a los personajes y hacerlos parte de una época de la ciudad.

Ahí estuvieron los primeros amigos con los que jugué en mi infancia y me entendí a pesar de que ellos hablaban su lengua de gorrión y yo la del saltarín lanceolado, fueron unos niños chinos vecinos del apartamento 301 del edificio ok Gómez Plata, hijos de los dueños del restaurante Lido de Barranquilla.

Jaime Cabrera parece nombrar las acciones de las historias de este libro, con un mapa en la mano. Siempre están los nombres de los barrios y sus calles. En el cuento *el ángel,* por ejemplo, se precisa la ruta del camino que hacen el niño y su madre: toman la calle 40 hasta la avenida 20 de julio y van hacia un almacén en la calle San Blas y cuando los dos personajes caminan por la Calle Ovando, se encuentran con un hombre de ojos azules, cabello rojo y vestido con camisa de colores y el niño lo confunde con la figura de un ángel. La madre le asegura que es un pintor, un artista y después el autor en una conversación de los días recientes, me confiesa que se trata del pintor Alejandro Obregón.

Esta zona de Barranquilla es traída en diversos momentos. allí esta la Biblioteca Departamental y la plazoleta San José. Y en esta misma plazuela aparece el bello cuento *Dorina,* uno de los mas seductores del libro, con la imagen de un puesto de paquitos, recostado a la pared de la Biblioteca.

Los paquitos eran las revistas con historietas coloridas, con poco texto y muchas ilustraciones y con héroes populares como Mandrake el mago, Tarzán o Santo, el enmascarado de plata. Había un hombre ubicado al interior delpequeño kiosco y afuera una banca de madera, donde se sentaban los lectores.

Generalmente se alquilaban por horas pero también se podían alquilar por tiempos mas largos si eras conocido del propietario y vivías en la misma zona.

El cuento trae la imagen de una criada que le contaba historias al niño personaje y cada una valía cinco centavos que el niño dejaba de guardar en la alcancía de sus meriendas. Todas comenzaban por *Érase una vez* y al principio contaba las historias verdaderas de una casa en un pueblo ribereño y después pasaba por cuentos de brujas y espantos y seguía con capítulos de la radionovela Renzo el gitano

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o el derecho de nacer y hasta pedazos de Kalimán el hombre increíble.

Ella empezaba un relato que dejaba en suspenso hasta el día siguiente, pero un día escapó con el dueño de la caseta de paquitos y le dejó una historia inconclusa.

Muchos de los personajes son identificables en el mundo de referencia del lector y sirven para reforzar una ilusión de verdad en las historias que se cuentan. Se mencionan amigos de la literatura y del entorno barranquillero: Moncho Molinares, Alvarito Suescún, julio Charris o Julio Olaciregui. También están el maestro Celis y más tarde, el detective Illán Bacca y, con una deformación de simpatía, Aníbar Tomón.

Estamos hablando de la Barranquilla literaria dibujada por el autor y es necesario detenerse en la controversia sobre la dosis de verdad presente en la literatura histórica. Concretamente, el punto referido a la relación ciudad y literatura ha sido mirado con recelo y, en general, los estudiosos le niegan la condición de ciudades reales a los lugares creados por el arte. George Lukács, uno de los estudiosos del tema, nos pide mirar las ciudades literarias como elaboraciones estéticas, es decir como ciudades de palabras, por la gran dosis de ficción que ellas contienen. (Lukács, 1972). Pero aunque se maticen las contribuciones de la literatura al estudio de la ciudades, es indiscutible el aporte de las novelas históricas para revisar la imagen de una ciudad real.

Dos grandes novelas se destacan en la literatura ambientada en Barranquilla: *En diciembre llegaban las brisas* de Marvel Moreno y *El día en que el fútbol murió* de Andrés Salcedo. Los dos escritores cuentan historias sobre el mismo período, pero Marvel Moreno pintó, en sus cuentos y novelas, la Barranquilla floreciente de los barrios del norte, mientras que en la novela de Salcedo se dibuja la contraparte de una ciudad en decadencia, con las historias del barrio Rebolo, que es también la historia de San Roque y un pedazo de otros barrios del sur. En la Barranquilla de Marvel Moreno aparece la opulencia del viejo barrio El Prado, con sirvientas de delantales almidonados, casas con trinitarias de colores en los antejardines, puertas abiertas que muestran desde afuera baldosas brillantes y patios amplios, con jardines de colores (Posada, 1997). En la novela de Salcedo se dibuja un barrio deteriorado, porque con el nuevo urbanismo las familias influyentes que habían vivido allí por más de un siglo abandonaron los caserones burgueses y se mudaron a las Urbanizaciones del norte de la ciudad. (Posada, 1997)

II. La Oralidad Barranquillera

Pero la mayor cercanía de la novela con la Barranquilla real está en la oralidad que marca el lenguaje del narrador y de los personajes. Esta es una novela sonora que sabe a Barranquilla y en su escritura se dibuja el habla viva de la ciudad, con un lenguaje repleto de pedazos de canciones, de frases hechas y de versos sueltos. Y podemos hablar de una presencia mayúscula de esta ciudad en los diferentes momentos de las historias que se cuentan.

El gran acierto de esta novela está en el discurso. Quiero decir en la narración, en la manera de contar las historias porque el protagonismo lo tienen las palabras, el enunciado, y no la acción. Aquí lo esencial es la forma del lenguaje y no su contenido y con los versos sueltos y los fragmentos de canciones, que todos parecen saber de memoria, se va armando un tejido de voces, que se convierte en una simpática acuarela de la oralidad de Barranquilla. Así hablamos en Barranquilla, así se arrastran las frases para que contengan los adornos que hacen parte de los versos que todos hemos oído o cantado pero que, en todo caso, los hemos aprendido de memoria, de tanto oírlos y repetirlos. Entonces, la materia de esta novela es la palabra, la palabra oral, oída en la calle. El autor recita una retahíla maravillosa agregando fragmentos de canciones, versos populares, frases diarias que quedan como residuos de refranes, de dichos callejeros. Y es importante que estos fragmentos de textos ya sean cantos, poemas, adivinanzas, o trabalenguas, hagan parte de una oralidad compartida culturalmente por todo el grupo. Y esto es lo que le da resonancia a las palabras del narrador. Los pedazos de cada canción están allí para que el lector agregue la parte que falta y esto es posible porque la recepción del lector estará siempre asegurada porque todos los fragmentos mencionados figuran en la enciclopedia cultural colectiva que, en términos de Umberto Eco, nombra un conjunto de saberes compartidos por toda la comunidad. De manera que si el lector encuentra la frase *Usted no puede pasar*, expresada por la persona que controla la entrada a una fiesta, pensará enseguida en la contraparte de ese verso … *la fiesta no es para feos*, que en algún momento todos cantamos y bailamos.

La riqueza de los versos populares y los valores de la palabra oral y de la voz viva en el Caribe, han deslumbrado a muchas voces de la literatura y las letras. En Cuba, Alejo Carpentier cita versos de romances oídos en los juegos infantiles en plena ciudad de la Habana y demuestra su parentesco con viejos romances andaluces. Cuando hablo de romances antiguos, me refiero a las largas tonadas populares en el siglo 15 en España, que llegaron con la conquista y se quedaron en América. Recordemos que la lengua española unificó el contenido de las tradiciones orales de las colonias hispánicas y los cantos populares moldearon los nuevos cantos regionales. En esta búsqueda de unión entre nuestras canciones y la tradición hispánica, Carpentier encuentra una conexión entre algunos ritmos musicales y el romance. Para él,

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las guarachas que hablan de gatos en Cuba, serían reminiscencias del difundido romance Don Gato, que se encuentra por toda la América hispánica. Todavía, en la Habana de hoy se escuchan fragmentos de romances españoles. Así, cada que alguien dice la expresión "eran las tres de la tarde", el otro responde: "Cuando mataron a Lola". Concepción Teresa de Alzola explica este fenómeno como un remanente del conjunto de romances que comenzaban citando un crimen y anotando la hora del día. Esta integración de las canciones a la vida y al sentir de la comunidad, se vive en el Caribe nuestro. Todavía miro con ojos de recién llegada a Barranquilla, a mujeres y hombres que, sentados y olvidados, en los buses urbanos acompañan en voz alta la canción de la radio.

Cito un pequeño recuento sobre la pervivencia, aunque sea fragmentada de las canciones: en un libro, de los que a veces intercambiaba con el escritor Ramón Bacca, interesado también en la oralidad, tenía anotado con su puño y letra, en la solapa, el texto de una canción popular: *El día que la mataron, Rosario estaba de suerte, le pagaron tres balazos y sólo uno era de muerte*.

Entre nosotros los versos que han alimentado la tradición se quedan viviendo en los cantos y alguna vez traté de explicar el éxito de algunas canciones nuevas en las que aparecían estrofas de épocas remotas. "tamarindo seco, seco se le caen las hojas, agua derramada no hay quien a recoja" es una estrofa presente en los cancioneros de la época colonial, que encontramos en los viejos archivos españoles y que llegaron a Hispanoamérica y sus versos se incorporaron en una canción de las últimas décadas que en el Caribe colombiano gustó y se quedó, compuesta por Joe Arroyo y el público se entusiasmaba con los versos, la oía, la cantaba y la bailaba. Entonces, es lícito pensar que el éxito de los nuevos cantos está ligado a la resonancia que estos versos tienen en la memoria colectiva.

La fascinación del narrador por las formas sonoras del lenguaje, en la novela de Jaime Cabrera, produce un goce que nos hace sonreir como lectores y algunas veces nos arrancan carcajadas. El lector siente que el lenguaje sería una "mamadera de gallo", una tomadura de pelo, donde el emisor sabe que su mensaje no es serio y está buscando la risa como respuesta. Por esto el narrador de primera persona afirma *haber convertido este libro en un juego literario sonoro verbal y visual.* (*p*. 16). En un pasaje aparece la policía para imponer el orden y es necesario, para los presentes, saber responder con la contraseña correcta. Si el policía dijo *Juventud*, el santo y seña de la respuesta es *flaca y loca*. Y si dice, *coroncoro, se murió tu mae*, la respuesta, según el código musical, debe ser *Déjala morir.* Esta es una muestra del juego y el goce como un divertimento incluido en la lectura de estas páginas.

En términos de Roland Barthes, hay una perspectiva de goce en todo el texto. Es la *escritura en alta voz* que Barthes ha definido a la perfección: la escritura en alta voz no es fonológica sino fonética, y en una perspectiva de goce, su objetivo no es la claridad de los mensajes, sino el teatro de las emociones.

Y en el punto de la oralidad es importante tocar el tema de la fiesta, la música y la alegría bulliciosa como parte de la vida urbana. Toda la novela tiene un tono de fiesta y la música es una temática permanente y cada que aparece una melodía, el narrador nos cuenta todo sobre la canción porque este narrador especial sabe todo sobre cada tema, opina, emite juicios, sabe el nombre del autor y de los distintos grupos que la han grabado y los sitios donde se ha exhibido.

Pero en esta obra el narrador va más allá del recuento de la historia y, en muchas partes del libro, se convierte en artista de un espectáculo. Entonces, habla como un presentador de la música y el lector siente su voz como la del animador que lo invita a gozarse la fiesta. Cuando finaliza el prólogo, por ejemplo, antes de empezar la obra se nos presenta como lo haría el director un espectáculo musical que está por empezar: *ahora si qué pasa con esa clave que no se oye basta de amagues y chiquichás*. Y sigue con frases que anuncian el goce y que hierven de emoción *Abre que voy: imétele mano! camínalo*.!

Cuando los músicos suben a la tarima y ya al final sus instrumentos se preparan y dan golpecitos al micrófono, el narrador parece hablar a gritos: Oigámoslos saca tu pareja, llévala para el rincón, ¡apriétala!

En el prólogo de la novela, el autor reconoce que la letra de la canción se convierte en la obra en un divertimento sabrosón pero ante todo en un juego, que permite todas las combinaciones posibles. Como parte de ese juego, el autor utiliza pedazos de canciones o de textos versificados y los va tejiendo en la narración. Entonces, con un pedazo de canción se completa el punto que se está narrando: una china hace la siesta y el narrador nos habla del suave y balanceo de su hamaca pues *con vaivén de hamaca ni se sufre ni se llora.*

Otro pedazo de canción completa en la descripción de la historia de un muchacho que camina por una calle peligrosa y lleva *el Tumbao que tienen los guapos al caminar.*

Es necesario explicar que la recepción de esta obra depende del lector, de su pertenencia al mundo cultural del caribe colombiano.

Cuando leía pasajes en el proceso de mi lectura, los lectores de este medio cultural de Barranquilla conocedores de todo lo que se menciona participaban del proceso de descodificación, se involucraban en el texto y siempre había participación placentera. Cuando los oyentes eran de otra cultura,

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unos cubanos que llegaron por ejemplo, desconocían las canciones y su participación disminuyó.

El humor y la tomadura de pelo, al estilo barranquillero, son la línea continua del texto. Todo parece escrito en broma y el lector siente que el narrador está esperando su sonrisa y la clave del humor sólo se desvanece en algunos textos que tienen marcado su tono nostálgico y generalmente corresponden a retratos familiares que están ligados a la vida del escritor.

Aunque no voy a referirme al esqueleto de la obra, es importante mencionar que el llamado inicial del narrador a subrayar que su libro carece de protagonista, sin historias y sin y de trama, no se cumple de manera exacta. Podemos mostrar que hay un diseño previo y que las partes de la obra tienen una simetría y un orden pensado previamente.

En el aparente desorden, las historias parecen llegadas al azar, pero hay un hilo que organiza los momentos del presente con pasajes de la infancia y la vida del autor en la ciudad. Todo el texto se fragmenta en episodios, pero todos parecen tener un mismo escenario.

Aunque el humor y la simpatía son la nota predominante, hay pequeñas puertas que nos llevan a historias nostálgicas, donde se evocan situaciones y personajes de la vida familiar. Estas historias escondidas entre el bosque están contadas de otra manera. Hay otro tono, otra entonación. Por ejemplo, desaparece en esos momentos el toque humorístico y se crea un fondo que mira con devoción el cuadro de la familia.

Pero estos pequeños paréntesis no disminuyen el toque decididamente gozón de la obra. Y la broma con el narrador aparece desde el comienzo y continúa durante todo el texto.

Y la narración, que había seguido con admiración y afecto a los chinos, termina presentando un pasaje con ironía sobre los nuevos chinos porque ya no hay templos ni óperas ni teatro ni dragones ni Buda. Ahora *bailan brillando hebilla, juegan bola de trapo y comen arroz de payaso. Ya se les olvidó escribir chino.*

Las historias de Jaime Cabrera siempre han saltado de Barranquilla a Miami. Cuando en 1914 escribió Miss Blue y centró sus historias en Altonia Beach, pudo explicar por qué su amor por Miami y sustentó esa cercanía, con afecto. A pesar de la imagen de ciudad superficial que produce Miami, Jaime Cabrera aprendió a mirarla con afecto y a encontrar los rincones que lo harían quedarse con amor. (Cabrera, 2016)

Pero, siempre ha aclarado que esto no significa que haya dejado de amar a su ciudad natal, Barranquilla.

Las historias de Jaime Cabrera siempre han saltado de Barranquilla a Miami.

Sobre su relación afectiva con Miami, Cabrera nos cuenta que se fue apropiando de sus espacios, con sentido de pertenencia, sin que por esto haya dejado de amar a su ciudad natal, Barranquilla.

El poeta y narrador dominicano René Rodríguez Soriano, en sus notas sobre la novela Miss Blues *104°* señala la presencia de rasgos del goce Caribe en Jaime Cabrera. (RODRÍGUEZ, 2014).

Creo que este es el rasgo más importante para resaltar si queremos explicar la escritura de esta declaración de amor a Barranquilla en una obra de 685 páginas.

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Émile Jaques-Dalcroze: Listening in Movement

By Daniela Amaral Rodrigues & Silvia Maria Pires Cabrera Berg

Abstract- This article presents the observations of Émile Jaques-Dalcroze, based on his pedagogical practice, on the relationship between voice and body movement in the musical experience for the construction of attentive and creative listening, not only capable of analyzing and reproducing music, as an instrument of execution, but remaining sensitive between repetitions, weaving relationships with other experiences through rhythm, bringing together different references, expanding repertoires and deepening musical reception to interpret music in a meaningful way in the interpersonal space in which it takes place, whether for the musical *performer*, or for the listener.

Keywords: *dalcroze rhythmics, musical education, listening to music, bodily experience.*

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Émile Jaques-Dalcroze: Listening in Movement

Daniela Amaral Rodrigues [α] & Silvia Maria Pires Cabrera Berg [σ]

Abstract- This article presents the observations of Émile Jaques-Dalcroze, based on his pedagogical practice, on the relationship between voice and body movement in the musical experience for the construction of attentive and creative listening, not only capable of analyzing and reproducing music, as an instrument of execution, but remaining sensitive between repetitions, weaving relationships with other experiences through rhythm, bringing together different references, expanding repertoires and deepening musical reception to interpret music in a meaningful way in the interpersonal space in which it takes place, whether for the musical *performer*, or for the listener.

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Introduction

The composer and pianist Émile Jaques- Dalcroze (1865-1950) begins his story as a musical pedagogue in Harmony classes taught at the Geneva Conservatory, around 1895. He realizes, in practice, that the assumption that those entering the Music course, as instrumentalists, singers and composers had an innate ready hearing capacity, or a special and definitive talent for listening, was not a reality. At the time, students were required to write chords without the aid of the piano, without any auditory training to do so.

Dalcroze then begins a series of physiological experiences associating body and brain in musical learning, with a focus on the development of listening. He initially observes: "among my older students, acoustic sensations were delayed by anticipated and useless reasoning, while among children they revealed themselves in a very spontaneous way and very naturally engendered analysis" (DALCROZE, 1920, p.5)[1]. He concludes that the development of auditory functions happens much faster among children or the earlier this process begins, not only for reasons of organic-neuronal availability, but also for the fact that they are driven by curiosity and the joy of knowing, giving way to a learning to read and write music without difficulties. The reverse process imposed, on the other hand, duty over pleasure.

More than that, Dalcroze is concerned with musical culture and not merely with the formation of a technical ear, capable of distinguishing intervals, chords and melodic lines. Dalcroze discerns the development of hearing, as an organ of sense, of listening, in a broader sense, as musical sensitivity, which creates its own configurations based on memory and relationships, enriched by diversity, which understands and organizes what it perceives, building his reference of taste and judgment, always expanding his conceptions and creative possibilities, surprising himself and exploring the frontiers of music. Listening, for Dalcroze, does not develop only through mechanical repetition for mnemonic purposes, but is associated with a total experience, in which the entire body participates in the movements of the spirit, carried away by the joy and affections of music, a dynamogenic force that galvanizes muscles and nerves, beyond the ears and the intellect.

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[1] Dalcroze's citations are translated here by me from the original text in French.

I. Music and Motor Skills

Dalcroze identified difficulties among the students in vocally performing the rhythms with their different durations, although they showed that they understood these variations. He noticed that the driving and dynamic nature of music affected not only the ears, but the hands, feet, head, torso, permeating the entire being with its vibrations. However, when the musical impulse encountered obstructions between the sense of hearing, muscles and nerves, it could not be fully realized. He came to understand that what he called "musical arrhythmia" was a kind of symptom of a general disharmony between body and spirit, or between body and will, mediated by sensitivity. And he concluded:

> I thus came to consider solely auditory musicality as an incomplete musicality, to research the relationships between mobility and auditory instinct, between harmony of sounds and durations, between time and energy, between dynamism and space, between music and character, between music and temperament, between musical art and dance. (DALCROZE, 1920, p. 6, my translation)

Dalcroze realized that musical performance involves the tactile sense and motor skills, often more than hearing itself, also imprinting traces of memory on the body that guide instrumental practice. And that learning an instrument in itself does not necessarily imply the development of listening, it is important, for this, to establish the connection between the movement, which the dynamogenic nature of music impels the body to do, and hearing, creating a body and auditory awareness. On the other hand, Dalcroze observed that the teaching methods of the time were aimed at the sense of vision (musical notation) or at training the muscles for instrumental performance, without actually

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worrying about hearing. In Dalcroze's pedagogical conception, music is first apprehended through sensitivity, through emotion, through the creative freedom that the playful approach of his Rítmica[2] instigates. Subsequently, reflection elaborates on what was experienced, giving rise to concepts. It is, for Dalcroze, the connection between brain (or nervous system), ear and larynx that makes "the whole organism what can be called an *inner ear*".

II. Music as a Practice for Integral Human Development

The Swiss musical pedagogue highlights, in his article "Musical Studies and Ear Education" (DALCROZE, 1920, p. 9-13) the problem of fragmentation and excessive specialization of musical teaching, resulting in teaching focused on the instrument, limited to repetitive digital technique exercises or a very restricted muscle segment. For him, musical pedagogy should be concerned with awakening vital sensations and awareness of affective states and reinforce different modes of sensitivity as well as awakening thought, before using it to analyze and write music. And it foresees broad possibilities for musical education, whether aimed at those who decide to dedicate themselves to a musical career, or for children, young people and adults, in general, indicating new developments in the research that gave rise to its methodology:

> Would it not be possible to create new reflexes, undertake an education of the nervous centers, calm overly restless temperaments, regulate antagonisms and harmonize muscular synergies, establish more direct communications between the senses and the spirit, between the sensations that alert the intelligence and the feelings that recreate the sensory means of expression? (DALCROZE, 1920, P. 12, my translation).

Dalcroze understands that "an instruction *in* rhythm and an education *through* rhythm" can provide students with a balance between their potential, overcoming difficulties, a finer sensitivity and a more flexible intelligence, fundamental to all, music lovers and professionals, regardless of their innate artistic gifts. He aspires to an education that relates all aspects of music to each other and promotes global human development, integrating body, will, sensitivity and intelligence. In his words: "Vibrations of sounds, vibrations of emotional movements should combine and harmonize, and none of the branches of music should be dissociable from the others" (*idem*, p. 11).

In Dalcroze's *Rítmica*, improvisation plays a fundamental role in the development of listening, through the creative imagination that adapts, replaces and varies what is perceived. For Dalcroze, therefore, listening is not a passive, purely physical reception, but a complex and active process, involving the entire being, making the body an *instrument* or expression of the soul and spirit. In this process, the individual sensorially captures the sound, while making its selection, making its own cut, reconfiguring and inventing new configurations, based on the perceived musical material. Its purpose is not limited to learning musical elements for later analysis; is dedicated above all to the development of musicality, fruitive and creative capacity, making each listener, regardless of their existential choices in relation to music, the role or participation they will assume in relation to musical production, as a composer, performer *or* listener - everyone listens, interprets and creates or recreates what they hear, finding in this the pleasure of exercising themselves in the poetic freedom that art offers.

III. Becoming Free from Automatisms

Dalcroze therefore has a liberating conception of musicalization or education through music, and in particular, of its methodology, as it aims to overcome the automatisms acquired in the condition of urban and sedentary life, reduced to mechanical and repetitive gestures, actions and involuntary reactions, muscular responses and tensions that translate into body rigidity and slow reflexes, affecting willpower and sensitivity. Rhythmics consists of a methodology that guides the creation of exercises with the aim of dismantling blocks or bodily obstructions to movement, linked to perception and musical memory. *In* Dalcroze's view, a flexible body, ready for any movement or stop, in different intensities and muscle tone, changes and variations in the temporal flow, in the spatial direction or in the quality of the movement, enjoys the musical experience as a totality, a process complex, transforming it into a creative impulse. He is thus capable of feeling and expressing himself through his polysemic power, imagining new derivations, deducing the sound qualities of his material and subsequently also creatively elaborating abstract ideas and concepts, based on practical, living experience, instead of merely reproducing them.

Therefore, the freedom achieved in the body is realized in the three correlated instances, as freedom in wanting, feeling and thinking, coming from the inside out, externalizing itself in the gesture, which embeds its memory in the body, generating new references and new arrangements for receiving music. Initially mediated by will and thought, these dispositions and responses gradually become involuntary or thoughtless. Dalcroze considers this a replacement of *automatisms*, mediated by a process of consciousness, towards autonomy. This process results, for Dalcroze, in the creation of an

[2] Dalcroze's musical education methodology, created from observation and pedagogical experience with his students, combining body, listening and voice, through rhythm, as a central element of music and the arts, as a whole.

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ear as a *whole organism*, a true *inner ear*, through a path of broad movements, with the entire body, based mainly on gait, for intimate, subtle, spontaneous and expressive movement of affections and emotions.

Education *through* rhythm and *for* rhythm is not limited to this element of music or the aspect of the temporal organization of sound. On the contrary, rhythm is considered the primordial and vital element, common to all arts, even static ones, such as sculpture, present in nature and in human beings. Dalcroze identifies rhythm with the dynamogenic nature of music, which, in his definition, consists of sounds and movements. It is also the rhythm that makes the body vibrate in movements corresponding to what the hearing perceives. For him, therefore, overcoming what he called "arrhythmia", obstacles and bodily tensions, listening would be fully available to enjoy music in all its aspects, in all its details. Muscular rigidity is related to rigidity in thinking and feeling - and vice versa - as well as a cooling of will and creative capacity, with the physical, soul and spiritual dimensions being intimately intertwined, in mutual and complex interference.

IV. Final Considerations

Therefore, Dalcroze's project is not only artistic, but also social and human, conceiving culture and art as goods of the spirit, belonging to everyone. It can be said that, according to his thinking, the artistic experience with music constitutes training for life, providing the balanced development of each individual's potential, between sensitivity and intellect, and, above all, allowing "to see *clearly*" and exist freely, with self-awareness. The bond with music happens in this context of freedom to feel, think and want without formal predeterminations, with the joy and integrity typical of all genuine creative play, particularly artistic play, and the child's imaginative fantasy.

Accordingly, priority is given to sensitivity, which precedes analytical, conceptual thinking, that is, listening precedes any theoretical teaching. Musical learning does not result from the induction of what the teacher wants to teach, but from reflection on the lived listening experience, based on open dialogue between teacher and students, as a community of learners, in which impressions and sensations are respected and valued. and discoveries in the collaborative construction of knowledge. Dalcroze highlights, in many of his texts, the memory of collective music-making in popular culture, in the festivities celebrating the harvest in Switzerland, as an ideal for a lively musical education, in his view, capable of training not only more complete musicians and sensitive, like listeners who truly love music, as an integral part of life.

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Characterization of the Phenomenological Attitude and Facilitating Attitude between Husserl and Rogers

By Marcel Pereira Pordeus, Caio Leonam Vieira Pordeus & Sidrack Rack Moraes Alves

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Abstract- This work is a theoretical-narrative review, and its objective was to point out the characteristics of Husserl's Phenomenological Attitude and Rogers' Facilitating Attitudes, proposing an approximation between the two concepts, verifying their influences in the construction of a psychotherapeutic attitude. The methodology used was a bibliographic review and the qualitative method. This approximation pointed out convergences between the two concepts, namely the refutation of the scientific model of psychology. Finally, we could reach the conclusion that the two concepts are not antagonistic and, in many moments, are close to each other, in a psychotherapeutic practice that addresses the psychotherapist's posture, and, in this way, may imply in his ethics.

Keywords: *phenomenology. psychology. phenomenological attitude. facilitating attitude..*

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Characterization of the Phenomenological Attitude and Facilitating Attitude between Husserl and Rogers

Caracterização da Atitude Fenomenológica e Atitude Facilitadora Entre Husserl e Rogers

Marcel Pereira Pordeus [α], Caio Leonam Vieira Pordeus [σ] & Sidrack Rack Moraes Alves [ρ]

Resumo- **Este trabalho trata de uma revisão teórico-narrativa e teve por objetivo apontar as características da Atitude Fenomenológica em Husserl e as características das Atitudes Facilitadoras de Rogers, propondo uma aproximação entre os dois conceitos, verificando suas influências na construção de uma postura psicoterápica. A metodologia utilizada foi a revisão bibliográfica e o método qualitativo. Essa aproximação apontou convergências entre os dois conceitos, a saber, a refutação ao modelo cientificista de psicologia. Por fim, pudemos chegar à conclusão de que os dois conceitos não são antagônicos e, em muitos momentos, apresentaram-se próximos, numa prática psicoterápica que aborda a postura do psicoterapeuta, podendo desse modo implicar numa ética deste.**

Palavras-chave: fenomenologia. psicologia. atitude fenomenológica. atitude facilitadora.

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Keywords: phenomenology. psychology. phenomenological attitude. facilitating attitude.

I. Introdução

A Atitude Fenomenológica representa a postura própria da fenomenologia husserliana, de Carl Rogers. Tal Atitude possibilitou a fundamentação de uma nova psicologia, a saber, a Psicologia Fenomenológica. Esta Psicologia é inaugurada por Edmund Husserl como "[...] a única possibilidade de uma psicologia autêntica", tal qual afirma Goto (2007, p. 185), e será uma alternativa à Psicologia Científica, uma psicologia objetivista, experimental, que ignora a subjetividade na sua busca de ser reconhecida como ciência. Holanda (2014, p. 46) afirma que "[...] este modelo de psicologia cientificista não concebe o homem em sua totalidade, mas o ver como um mero objeto".

Dentre as principais abordagens que fazem forte oposição ao modelo de psicologia cientificista, está a Abordagem Centrada na Pessoa (ACP), na qual foi idealizada pelo psicólogo Carl Rogers; este, ao longo dos seus estudos, questiona os diversos conhecimentos fornecidos pela Psicologia Científica. Sobre as categorias psicopatológicas, por exemplo, Vieira e Freire (2012, p. 62) esclarecem-nos que, "Rogers identificou essas categorias como peculiaridades das experiências de determinadas pessoas".

Rogers ainda estabeleceu algumas atitudes que podemos compreendê-las como alternativa às atitudes próprias do modelo de Psicologia Cientificista. Essas atitudes foram nomeadas por ele de Atitudes Facilitadoras. Tais atitudes implicam na postura do terapeuta de modo a estabelecer um novo modo de fazer psicoterapia, no qual se fundamenta na forma como o cliente, em relação ao terapeuta, comunica-se consigo e com o mesmo, tal qual afirma Vieira e Freire (2012, p. 7); nessa relação "fluida", terapeuta e cliente se apropriam de suas experiências. Esta relação tal como na fenomenologia, possui fundamental importância na constituição de uma psicologia genuína.

No entanto, a possibilidade da psicoterapia rogeriana, a ACP, ser ou não uma Psicologia Fenomenológica, isto é, ser fundamentada na fenomenologia descrita por Husserl, é muito discutível. Holanda (2014, p. 101), por exemplo, entende que a psicoterapia de Carl Rogers é um caminho que tem como direção a fenomenologia, partindo do entendimento da clínica psicoterápica como um processo e um lugar de troca de experiências entre terapeuta e cliente. Já Moreira (2007, p. 106), afirma que, "[...] a psicologia de Rogers não avança em uma direção fenomenológica por ter a pessoa como centro".

Dito isso, o presente artigo buscou compreender as características das Atitudes Facilitadoras, como também as características da Atitude Fenomenológica, elucidando as fronteiras epistêmicas entre os dois conceitos de modo a

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aproximá-los, na possibilidade de um diálogo, assim como suas possíveis contribuições na postura do psicoterapeuta e os desdobramentos dessa postura na clínica fenomenológica. O desenvolvimento se deu na busca da compreensão daquilo que fundamenta uma postura/atitude fenomenológica do psicoterapeuta por meio de uma releitura autores/pesquisadores da área de psicologia.

Para a investigação de tais objetivos, foi realizada uma pesquisa teórica à luz de Barros e Lehfeld (2000), uma vez que há pretensão de promover a discussão de conceitos da fenomenologia e da Abordagem Centrada na Pessoa (ACP), que impli cam na postura do psicoterapeuta na clínica e, consequentemente, na relação tera pêutica. Para tais autores, esse tipo de pesquisa visa um aprofundamento em deter minado assunto, promovendo uma discussão com a finalidade de tornar claro ou mesmo problematizar determinado conhecimento, sem a necessidade de desenvolver uma pesquisa de campo ou mesmo uma coleta de dados.

Para discorrer sobre a Fenomenologia de Husserl foram utilizadas, como fontes principais, a obra do próprio autor *A Crise da Humanidade Europeia e a Filosofia* e, também, a tese de doutorado *A (re)constituição da psicologia fenomenológica em Ed mund Husserl*, de Tommy Akira Goto.

Para discorrer sobre Carls Rogers foram utilizadas como fontes principais, as obras do próprio autor *Tornar-se Pessoa, Um jeito de ser e Sobre o Poder Pessoal*, e a tese de doutorado *Ética e Psicologia: Uma Investigação sobre o Ethoi da Terapia Centrada na Pessoa*, de Emanuel Meireles Vieira. Para as discussões, além do Tor nar-se Pessoa, foram utilizados os comentadores Adriano Holanda com seu livro *Fe nomenologia e Humanismo: Reflexões Necessárias*, e Roberto Novaes de Sá, com o seu livro *Para além da técnica: Psicoterapia, Atenção e Cuidado*, pelo fato de serem os nomes que mais surgiram no resultado da pesquisa à qual aplicamos.

II. Caminho Metodológico

Por se tratar de uma pesquisa teórica, a metodologia escolhida foi a revisão bibliográfica, visto que, conforme Gil (2002), é uma metodologia que vai focar em um material já publicado, valendo-se de livros e artigos científicos a respeito do tema es colhido. A análise escolhida foi a qualitativa, por não se tratar de uma representativi dade numérica, mas sim a compreensão do material estudado.

Foi realizada também uma ampla revisão bibliográfica em materiais publicados, como livros, artigos de revistas impressas ou eletrônicas, além de dissertações e teses já publicadas. Sites especializa-dos em estudos científicos como o SciELO – Scientific Electronic Library Online e PePSIC – Periódicos Eletrônicos em Psicologias, foram usados como ferramentas de pesquisa.

Na busca de obter as informações desejadas, os critérios de escolha das pu blicações nos periódicos supracitados foram publicações em língua portuguesa e com os descritores: Fenomenologia; Atitude Fenomenológica; Psicologia e; Atitudes Faci litadoras. Os critérios de exclusão adotados foram: artigos em línguas estrangeiras e artigos em português com mais de 15 anos publicados. Com exceção para dois artigos por considerar relevante o seu conteúdo, são eles: a tese de doutorado *A (re)consti tuição da psicologia fenomenológica em Edmund Husserl*, de Tommy Akira Goto.

III. Desenvolvimento

A Abordagem Centrada na Pessoa (ACP) é o avanço das pesquisas e dos es tudos desenvolvidos por Carl Rogers sobre a "relação com o outro", ou seja, existiram várias outras etapas, e cada uma recebeu um nome específico durante essa trajetória, tendo base na evolução do foco teórico em cada fase de seu trabalho. Holanda 1998 (*apud* MOREIRA 2010, p. 538) aponta três fases que dizem respeito à psicoterapia, a saber: "a) Fase Não-Diretiva; b) Fase Reflexiva; c) Fase Experiencial e; também aponta uma última fase, que diz respeito à ACP, nomeada como Fase Coletiva ou Inter-Humana".

A primeira fase psicoterápica é a Fase Não-Diretiva (1940-1950), compreende o terapeuta como um conselheiro, que era justamente o trabalho que Rogers realizava com crianças tidas como indisciplinadas. Nesta perspectiva psicoterápica, Rogers de fende que o terapeuta deve agir com certa permissividade e com pouquíssimas inter venções, tendo em vista que a pessoa possui recursos próprios para adquirir autono mia de sua vida, sua autocompreensão; daí o caráter de uma psicoterapia não-dire tiva. É nesse contexto que nasce o conceito de "Tendência Atualizante", que estará presente nos estudos de Rogers durante toda sua obra tal qual afirma Moreira (2010, p. 538).

Este conceito supracitado diz respeito a uma condição presente a todos os se res humanos, cujo organismo está sempre direcionado a uma regulação positiva, ou seja, um impulso individual para o crescimento e para a saúde. Ela também se carac teriza por ser espontânea, um movimento natural e sempre na direção das potenciali dades da pessoa, um processo de constante criação. Ainda sobre essa psicoterapia não-diretiva, apresenta-se como uma alternativa às perspectivas psicoterápicas domi nantes naquela época, à medida que prioriza aspectos emocionais em detrimento dos aspectos intelectuais. "Prioriza o presente do cliente em detrimento do seu passado, estabelecendo a importância da experiência na relação terapêutica", segundo aborda Moreira (2010, p. 538).

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Nesta perspectiva, Rogers entende que o terapeuta (chamado de conselheiro) deve renunciar/ rejeitar a concepção do "profissional expert" e, consequentemente, concebendo o cliente (chamado de paciente) como digno de confiança para dirigir o processo psicoterápico na direção de sua autonomia.

Moreira (2010) destaca que essa Fase Não-Diretiva sofreu diversas críticas, principalmente na França, no que diz respeito à conduta do terapeuta que não fala/in tervém durante a sessão. Contudo, Rogers buscava tirar o terapeuta do centro da relação psicoterápica, tal qual ocorria na perspectiva clássica médica-psiquiátrica, isto é, um primeiro esforço para desconstruir a figura de autoridade do terapeuta, enfati zando pessoa/cliente e não a doença do cliente/ paciente. De todo modo, anos mais tarde, o próprio Carl Rogers optou por não utilizar mais o termo Não-Diretivo.

A segunda fase referente à psicoterapia, a Fase Reflexiva (1950-1957), é ca racterizada pela ação centrada no cliente, isto é, a concepção de Não-Diretividade deixaria de ser papel central. Nessa fase, o terapeuta passará a ter um papel mais ativo no qual estabelecerá condições propícias para que o processo de desenvolvi mento do cliente possa ocorrer. Moreira (2010, p. 532) fala da teoria desenvolvida por Carl Rogers no livro *Psicoterapia Centrada no Cliente*, "[...] para ajudar o cliente nesse processo de desenvolvimento. Essa teoria trata das Atitudes Facilitadoras sendo ne cessário o terapeuta utilizar-se delas para estabelecer um ambiente terapêutico des provido de ameaças que impossibilitem o desenvolvimento do cliente".

Nessa perspectiva, o terapeuta promove três condições facilitadoras para que a relação terapêutica possa ser benéfica, são elas: a) Empatia; b) Aceitação Positiva Incondicional e; c) Congruência. De acordo com Moreira (2010, p. 539) "[...] através da empatia, o psicoterapeuta busca perceber e compreender o mundo do cliente na perspectiva dele", ou seja, o terapeuta não visa explicar ou interpretar o cliente, mas sim compreender os significados apreendidos pelo cliente, na perspectiva do cliente.

Sobre a aceitação Positiva Incondicional, Moreira (2010, p. 539) fala do "[...] respeito incondicional do terapeuta à individualidade do cliente", isto é, um respeitar a particularidade e diferença do cliente de modo que não haja espaço para julgamentos de aprovação ou reprovação. Por fim, Moreira (2010, p. 535) prossegue ao discorrer da Congruência que seria o mesmo que Autenticidade, ou seja, o "[...] terapeuta sendo ele mesmo na relação com o cliente", em outras palavras, uma postura de transpa rência, em que este se apresenta sem "máscaras" na relação terapêutica.

Na terceira fase referente à psicoterapia, a Fase Experiencial (1957-1970) ini cia-se na publicação do célebre *Tornar-se Pessoa*. Nessa fase, Rogers vai destacar o papel relevante da experiência na psicoterapia. A experiência vivida do cliente, do terapeuta e de ambos na relação, sendo assim, passa a ser o "pilar" da psicoterapia. Ao passo em que Rogers (1987, p. 30) afirma: "A tendência das relações reais está mais para se modificarem do que para se manterem estáticas". Ele também afirma sobre o caráter dinâmico da experiência e o significado que ela passa a ter, ou seja, experiência como "suprema autoridade", uma vez que o próprio Rogers (1987, p. 35) a identifica como "autoridade primária".

Neste sentido, a relação terapêutica é concebida como um encontro existencial entre terapeuta e cliente, conforme afirma Moreira (2010, p. 540), sendo "[...] a expe riência considerada responsável pelo processo de mudança do cliente". Nesta fase, Rogers dá mais ênfase à congruência no sentido de que, quanto mais autêntico o terapeuta conseguir ser na relação com o cliente, maior será a possibilidade da modi ficação da personalidade do cliente.

Tal conceito de autenticidade deve ser entendido, conforme afirma Moreira (2010, p. 540) como um "[...] estar presente na experiência da relação terapêutica". Ela também enfatiza que esse momento da prática clínica *rogeriana* é o que mais se aproxima das abordagens de tradição fenomenológica, por focar uma relação inter subjetiva. No entanto, a autora também afirma – com base em suas pesquisas – que na fase seguinte, essa aproximação não existirá mais, impossibilitando assim a reali zação dessa psicoterapia numa perspectiva fenomenológica.

A última fase que diz respeito à ACP é chamada de Fase Coletiva ou Inter Humana (1970-1987). "É na obra *Sobre o Poder Pessoal* que Rogers nomeia como Abordagem Centrada na Pessoa", tal qual afirma Moreira (2010, p. 541), mudando a sua concepção de psicoterapia individual para uma abordagem, na qual Rogers pas sará a se preocupar com questões do mundo, ou – como afirma Meireles (2017, p. 37) – um pensamento onde há um aprofundamento das preocupações sociais. O pró prio Rogers (1986, p. 148) organizou um *workshop* indicando suas pretensões "[...] uma abordagem das relações humanas e do desenvolvimento humano, que reco nheça que o potencial para aprender e o poder de agir se encontram dentro da pessoa – ao invés de um tratamento com um especialista que trate de um ou de uma cliente, ou ainda de um sistema controlador dele ou dela".

Nesta fase, o autor vai além da tendência à autorrealização. Rogers (2012, p. 50) assevera da Tendência Formativa do nosso universo que se evidência em todos os níveis. "Trata-se de uma tendência que permeia toda a vida orgânica que – para ele – deu origem ao universo". Rogers qualifica assim

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esta Abordagem Centrada na Pessoa – fundamentada nessa Tendência Formativa – com o modo de ser que cami nha em direção à vida e, que também, valida/ confirma a mesma. Foi um grande feito de Rogers colocar a psicologia em um ambiente que era exclusivo da psiquiatria e da psicanálise, seguindo mais longe ainda quando aquilo que seria apenas uma proposta de psicoterapia se transformou como abordagem.

Edmund Husserl questiona todo o saber exposto pelas Ciências da Natureza fundamentado pela Atitude Natural. Ele afirma:

> Nestas também se incluem as ciências do espírito, a história, as ciências que estudam as civilizações, as disciplinas sociológicas de toda e qualquer espé cie, no que podemos deixar provisoriamente em aberto se devem ser equiparadas ou contrapostas as Ciências da Natureza, se elas mesmas de vem ser tidas como Ciências da Natureza ou como um tipo essencialmente novo de ciência (2006, p. 2).

No entanto, ele não pretende ignorar o conhecimento das Ciências Naturais, ou mesmo, conforme afirma Goto (20017, p. 43), "[...] substituir a psicologia, a lógica ou a epistemologia no geral [...]". Na verdade, há a pretensão em fundamentar, como dito anteriormente, uma teoria das teorias e, assim, resolver de vez a questão da fun damentação da teoria do conhecimento. Sobre o conhecimento protagonizado pelas Ciências da Natureza, Husserl (2006, p. 146) discorre:

> Todo empenho metodológico se prende ao já dado, todo aprimoramento do método, a um método já existente; trata-se de, no geral, de mero desenvolvi mento de métodos especiais, que se adaptam já prefixado e estável de uma metodologia científica verificada e seguem esse estilo em suas descobertas.

Para que possa ser possível superar essa abordagem acrítica sobre o conhe cimento, é necessária uma mudança de Atitude, ou seja, uma passagem da Atitude Natural para a Atitude Fenomenológica que proporciona um novo olhar para o mundo, isto é, uma postura crítica de se posicionar diante do conhecimento. A Fenomenologia será "[...] o fundamento do conhecimento que permitirá a Psicologia fenomenológica", tal qual afirma Goto (2007, p. 44), e essa Psicologia, como manifestação da subjetivi dade evidenciada na fenomenologia husserliana, será a possibilidade de exposição do conhecimento crítico e não ingênuo/científico-natural.

A Fenomenologia, com a atitude que lhe é própria – isto é – a Atitude Fenome nológica, proporciona o acesso à subjetividade que, segundo a Psicologia (Fenome nológica), recuperará o sentido da experiência fundante/existência primária. Neste sentido, Porta (2013, p. 13) afirma que "[...] só é possível uma autêntica psicologia através da Fenomenologia Transcendental e, por meio desta, ou seja, é na Fenome nologia Transcendental que a Psicologia Fenomenológica irá se realizar".

Husserl apresenta o mundo-da-vida (Lebenswelt), que visa a recuperação da experiência originária, isso significa dizer: a experiência humana pura, o mundo pré científico e, por isso, livre de todo julgamento. Para Goto (2007, p. 124), "[...] o mundo da-vida é o mundo da experiência fundante, direta e imediata; está sempre dado; é o mundo onde vivemos". Tal mundo está fora do alcance do conhecimento objetivo científico; e este mundo é acessado através da percepção após esta ser descoberta pela redução, ou seja, a Psicologia Fenomenológica, como aquela que buscará a ex periência primária, será única, capaz de esclarecer as estruturas no âmbito das rela ções cotidianas e apontar o horizonte dessas relações.

Antes de começarmos a discorrer sobre a possibilidade de aproximação da Ati tude Fenomenológica com as Atitudes Facilitadoras, é preciso esclarecer aqui que, em nenhum momento de sua obra, Rogers cita Husserl ou mesmo insinua algum con tato com qualquer publicação que seja acerca do tema Fenomenologia. O interesse em fomentar o diálogo nessa perspectiva entre esses dois autores parte exclusiva mente dos autores deste artigo. Dito isto, vamos ao que realmente interessa.

Os estudos de Carl Rogers sobre as características de uma relação de ajuda – onde também está incluída a relação terapêutica – apontam uma postura a ser tomada pelo terapeuta que, no âmbito da clínica, podemos compreendê-la como uma Ati tude/Postura Psicoterápica. Neste sentido, Sá (2017), seguindo uma fenomenologia na perspectiva heideggeriana, propõe uma aproximação entre a Atitude Psicoterápica e a Atitude Fenomenológica, a fim de mostrar – em seus estudos – a passagem de uma atitude ingênua para uma atitude crítica em diferentes práticas psicoterápicas. Entretanto, Holanda (2014, p 95), seguindo uma fenomenologia na perspectiva hus serliana, apresenta uma concepção parecida com a de Sá, quando afirma que "[...] é na forma de Postura/Atitude Fenomenológica que a Fenomenologia deve ser compre endida na psicoterapia, isto é, uma prática clínica".

Dito isto, talvez nenhum outro teórico da Psicologia além de Carl Rogers con tribuiu tanto com estudos para uma fundamentação de uma psicoterapia; e, nesse sentido, os estudos desenvolvidos pelo psicólogo norte-americano parecem apontar para o mesmo horizonte da Atitude Fenomenológica exposta por Husserl em sua Epo chè, e, partindo do entendimento que o terapeuta deve ir ao encontro do seu cliente, Rogers, no seu livro "Tornar-se Pessoa", aponta algumas atitudes facilitadoras que cabem ao terapeuta em sua postura psicoterápica/prática clínica, a fim de atuar de forma que o processo de crescimento do cliente seja beneficiado.

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A primeira Atitude Facilitadora destacada por Rogers diz respeito a uma atitude de congruência com o entendimento de que a experiência da vivência se comporta conforme a consciência do próprio terapeuta acerca dessa mesma experiência, isto é, uma afirmação do seu próprio modo de ser, mas para isso a segunda Atitude Facilita dora, apresentada por Rogers, trata da capacidade de expressão dessa congruência. Rogers afirma (1987, p. 55): "Quando assumo uma atitude de irritação para com outra pessoa e não tomo consciência dela, a minha comunicação passa encerrar mensa gens contraditórias". Vemos aqui a importância da percepção da própria experiência no sentido de uma postura acrítica, havendo uma necessidade de uma Atitude Feno menológica que proporcionará o acesso ao mundo-da-vida, que até então permanence esquecido devido ao conhecimento científico-natural ou mesmo senso comum.

Mais adiante, Rogers afirma (1987, p. 55): "[...] posso formar uma relação de ajuda comigo mesmo – se puder estar afetivamente consciente dos meus próprios sentimentos e aceitá-los [...]". Acerca disso, podemos inferir daqui que as duas Atitu des Facilitadoras supracitadas parecem seguir a mesma direção da Atitude Fenome nológica se nós tomarmos o sentido desta última em desvelando esse mundo (esque cido) de experiência na busca em ter acesso à experiência fundante.

A terceira Atitude Facilitadora trata de uma Atitude Positiva que para funda mentá-la, Rogers apresenta uma outra atitude que ele chamou de atitude profissional. Esta atitude, na concepção de Rogers, serviria para manter a distância entre terapeuta e cliente. Podemos inferir aqui a ideia ortodoxa de postura clínica herdada pelo modelo médico, um modelo que fixa/determina o papel do médico/terapeuta e do paciente/cli ente. Um modelo onde "[...] a pessoa é encarada como objeto [...]", conforme afirma o próprio Rogers (1987, p. 56). Neste sentido, percebe-se a ausência de uma relação pessoa a pessoa em detrimento de uma relação de hierarquia, cujo terapeuta, deten tor do conhecimento e da verdade científico-natural, submete o cliente/paciente a complexas formulações de diagnósticos. Neste mesmo sentido, Holanda (2014, p. 96) distingue Atitude Fenomenológica de Atitude Fenomenista esclarecendo que esta úl tima diz respeito a postura do psicoterapeuta que enquadra determinadas emo ções/fenômenos em "arcabouços teóricos", dando prioridade a comprovação de de terminada tese em detrimento da compreensão do fenômeno. Partindo disso, pode mos pensar a Atitude Positiva no âmbito da relação indicada no munda-da-vida (Le benswelt), tal qual afirma Goto (2007, p. 202), "[...] antes de termos quaisquer relações profissionais, nós já estamos aí com os outros, inseridos em uma comunidade inter subjetiva humana".

Holanda (2014, p. 97) ainda nos esclarece que um dos sentidos da Atitude Fe nomenológica na clínica e concebida na postura do psicoterapeuta implica em uma consideração do outro (cliente) como um sujeito ativo e concreto, ou seja, não um objeto ou simplesmente um doente que espera uma intervenção por parte do tera peuta. O autor ainda destaca a qualidade da relação (pessoa a pessoa), dando ênfase à experiência e não ao produto desta experiência. A Atitude Positiva exposta por Carl Rogers, portanto, parece estar próxima da prática clínica (Atitude Fenomenológica) descrita por Holanda (2014, p. 96) quando este afirma ser "[...] o cliente o mais prepa rado para interpretar sua própria realidade".

A quarta, a quinta e a sexta Atitudes Facilitadoras apresentadas por Rogers, dizem respeito ao mesmo tema, a saber, a compreensão empática. O psicólogo norte americano levanta questionamentos a respeito da capacidade do terapeuta em man ter-se independente em relação ao cliente, da capacidade do terapeuta em permitir a independência do cliente de modo este a apresentar-se como sendo o que é e, por fim, a capacidade do terapeuta em se colocar no lugar do cliente de modo a não "es magar" os sentimentos deste último, isto é, a necessidade de compreender, aceitar e permitir a experiência do cliente sem julgá-lo.

Holanda (2014, p. 95) discorre da Postura Fenomenológica/Prática Clínica como compreensiva na medida em que a experiência do outro (cliente) é exclusiva deste, e menciona a teoria de campo proposta por Lewin, que indica a impossibilidade da troca de posição entre os campos fenomenológicos. Neste sentido, o autor aponta somente essa possibilidade (compreensiva) no âmbito da relação terapêutica, cujo terapeuta auxiliaria o cliente e este seria o único capaz de apontar seu próprio cami-nho.

Rogers conclui sua reflexão afirmando que quando ele (terapeuta) compreende o sentido da experiência do cliente, certamente a relação de ajuda é bem mais signi ficativa. Relembrando aqui que a perspectiva compreensiva representa um contra ponto à perspectiva explicativa; podemos inferir que esta Atitude Facilitadora parece compartilhar do mesmo propósito da Prática Clínica.

A sétima Atitude Facilitadora fala da necessidade de uma Atitude de Aceitação Incondicional acerca dos vários aspectos característicos do cliente, mas no sentido de que esta aceitação só poderá acontecer caso o terapeuta busque, primeiramente, o seu próprio crescimento. Rogers fala da necessidade do terapeuta em identificar tudo que possa causar medo, insegurança no terapeuta no que diz respeito aos sentimen tos do cliente. Segundo ele, esse movimento de insegurança implica em uma "aceita ção condicional", e que impede o crescimento do cliente.

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A oitava Atitude Facilitadora apresentada por Rogers precede a questão ante rior. O autor discorre sobre ações do terapeuta que podem ser percebidas pelo cliente como ameaçadoras e, assim, prejudicar o seu desenvolvimento. Nesse sentido, o au tor recorre – mais uma vez – a sua experiência na tentativa de identificar tudo que o contribui para essa "aceitação condicional".

Em outras palavras, é justamente recorrendo a sua própria experiência que o terapeuta consegue identificar nele tudo que possivelmente possa ter contribuído para uma incapacidade de aceitação do cliente. Esse movimento do psicólogo norte-ame ricano, voltando-se para a própria experiência, remete-nos mais uma vez à máxima da Atitude Fenomenológica no sentido de que esta indica buscar na própria experiên cia a verdade apodítica.

Sá (2017, p. 34), quando discorre da Atitude Clínica/Postura Psicoterápica, afirma "[...] a necessidade do terapeuta em experienciar a si mesmo como abertura de sentido para suspender as formas de objetivações do cliente". Esta afirmação pa rece fazer o mesmo percurso da afirmação de Rogers (1987, p. 58), quando conclui seu pensamento dizendo que: "Para poder prestar uma maior ajuda é necessário que me desenvolva a mim mesmo e aceite esses sentimentos assim mesmo".

Outra Atitude Facilitadora apresentada por Rogers, a nona, é a atitude de não julgamento. O autor discorre sobre os juízos de valores que estão presentes na nossa vida desde a infância até a velhice. Embora ele reconheça a importância de tais valo res na manutenção de determinadas instituições, ele problematiza mais uma vez com base em sua própria experiência, os juízos de valores no sentido de que provavel mente eles inibem uma relação de crescimento. Acerca disso Rogers afirma:

> Deste modo cheguei à conclusão de que quanto mais conseguir manter uma relação livre de qualquer juízo de valor, mais isso permitirá a outra pessoa atingir um ponto em que ela própria reconhecerá que o lugar do julgamento, o centro da responsabilidade, reside dentro de si mesma. O sentido e o valor da sua experiência é algo que depende em última análise dela e nenhum juízo de valor externo os pode alterar (ROGERS, 1987, p. 59).

Neste sentido, a Atitude Fenomenológica parece apontar, também, para o mesmo caminho da dita Atitude Facilitadora, no sentido de que expõe, de acordo com Holanda (2014, p. 97), "[...] a concepção da psicoterapia como um processo, afirma que essa psicoterapia diz respeito a relação de sentido/ significados trazidos pelo cli ente e não pelo terapeuta", e ainda caracteriza essa Postura Psicoterápica como uma escuta ativa e uma observação atenta, visando o aparecimento do fenômeno do outro (cliente), cabendo ao terapeuta não julgar positivo ou negativamente as "expressões sintomáticas do cliente".

A décima Atitude Facilitadora é a atitude de confirmação do cliente no sentido de reconhecer, perceber o cliente como um ser em movimento, contudo, Rogers 1987, p. 59) afirma: "Se aceito a outra pessoa como alguma coisa definida, já diag nosticada e classificada, já cristalizada pelo seu passado, estou assim contribuindo para confirmar essa hipótese limitada". Portanto, para que essa percepção do cliente como um ser em movimento torne-se possível, é necessário que as verdades pré estabelecidas, as coisas dadas, o fato em si, ambos característicos da Atitude Natural, sejam "negados" para que o cliente e suas possibilidades de criação/ desenvolvi mento/ transformação sejam confirmadas. Holanda (2014, p. 96) usa o termo "[...] aber tura para designar o terapeuta como aberto à totalidade do cliente", isto é, suas pos sibilidades de transformação, e, neste sentido, o terapeuta poderá responder à de manda do cliente ou como na expressão adotada por Carl Rogers, confirmar o cliente. Juntamente com essa abertura, Holanda ainda destaca a responsabilidade do tera peuta em atender a demanda do cliente na clínica, seguindo a mesma perspectiva de Rogers quando este expõe essas atitudes facilitadoras como necessárias para o es tabelecimento de um ambiente terapêutico sem ameaças, e que possibilite o cresci mento de tal cliente.

Carl Rogers conclui que a capacidade do terapeuta em aplicar as Atitudes Facilitadoras que, consequentemente, criam uma relação de ajuda que contribui no crescimento do cliente como pessoa, é medida pelo próprio desenvolvimento que o terapeuta atingiu. E este cliente é capaz de caminhar na direção do seu próprio desenvolvimento com base no ambiente favorável caracterizado na relação supracitada. Da mesma forma, Holanda (2014, p. 97), "[...] elucida a Atitude Fenomenológica numa Prática Clínica que valoriza e prioriza o encontro terapeuta cliente numa relação intersubjetiva no aqui-e-agora, em que o cliente presentifica-se". Neste sentido, podemos perceber mais uma vez que ambos percorrem o mesmo ideal de psicoterapia, que sejam essenciais à boa compreensão do texto.

IV. Considerações Finais

Ao longo das discussões buscamos expor as similaridades entre as Atitudes Facilitadoras e a Atitude Fenomenológica, não sendo possível confirmar se estas fun damentam aquelas; de todo modo, não indica que não possa haver uma aproximação entre ambas. Isso não implicou a necessidade de uma substituição de um conceito pelo outro, nem tampouco negar esse conceito por aquele.

Pudemos observar que, em determinados momentos, a Atitude Fenomenoló gica parece caminhar lado a lado com as Atitudes Facilitadoras como se

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fossem con ceitos “irmãos”; o movimento crítico que Rogers faz a respeito de seus conhecimentos teóricos e afetivos, adquiridos no cotidiano de prática clínica para fundamentar suas condições facilitadoras é, basicamente, o mesmo que os comentadores brasileiros descreveram a respeito da fundamentação de uma Atitude Psicoterápica de perspec tiva fenomenológica, isto é, Rogers recorrendo à sua experiência, critica boa parte do conhecimento intelectual ao qual ele teve contato para poder constituir uma nova ma neira de fazer psicoterapia. Da mesma forma, Holanda e Sá descrevem um movimento parecido quando aproximam a Atitude Fenomenológica de uma Atitude Psicoterá pica/Prática Clínica.

Outro momento em que podemos perceber essa similaridade é quando Rogers expõe a relação terapêutica numa relação pessoa a pessoa num processo em que o terapeuta estando aberto a sua experiência, o cliente também poderá abrir-se à sua própria experiência de forma que a relação de ajuda possa se caracterizar; da mesma forma em que Holanda aborda uma relação intersubjetiva e que o terapeuta é conce bido como um facilitador da emergência do ser do seu cliente.

Mesmo que ainda haja controvérsias, se a ACP é ou não fenomenológica, pode-se inferir que a Psicologia Fenomenológica oriunda da Atitude Fenomenológica – fundamentando ou não a psicoterapia rogeriana – aponta um norte no qual o psicó logo norte-americano desenvolve suas Atitudes Facilitadoras, isto é, o ato reflexivo de Rogers em direção aos conhecimentos previamente dominados por ele resultou numa posição crítica a respeito de uma clínica psicoterápica tradicional (objetivista), no sen tido de confrontar o conhecimento científico-natural e do senso comum, e o levou a fundamentar uma psicologia alternativa a esses modelos que tem a experiência, a autoridade suprema, ou numa leitura fenomenológica, a evidência apodítica.

Um exemplo prático da afirmação supracitada é quando lembramos que Rogers teve que problematizar a ponto de suspender suas pesquisas, seus estudos e os co nhecimentos adquiridos em sua vivência no cotidiano para poder estabelecer as Ati tudes Facilitadoras e todas elas tiveram que passar pelo crivo de sua própria experi ência; e é o que podemos perceber também em todo seu percurso teórico, isto é, a ACP parece caminhar com a fenomenologia no sentido de uma fundamentação ina cabada.

Podemos concluir com base nas afirmações dos comentadores que ambos os conceitos implicam a postura do terapeuta de modo a fundamentar uma psicoterapia que caminha em direção a uma relação terapeuta-cliente e ateorética, podendo impli car numa ética do terapeuta em que este reconhece a autonomia do cliente.

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Cirque du Soleil – «The Blue Ocean Theory»: Directions for Developing a Circus Product

By Denys Sharykov
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Abstract- *Aim of the article:* The purpose of the article is to define and analyze in the context of circology, a unique feature in the World Circus Art, namely Cirque du Soleil, its doctrine and concept about the idea of the «Blue Ocean» in the context of producing the circus industry. The relevance of the article lies in the fact that there are virtually no specific studies on this issue and topic. In contemporary circology and domestic art criticism today there are no serious and deep scientific works.

Results: The contemporary Cirque du Soleil is a unique circus structure of its kind, among other circus structures and companies: the International Circus Festival of Monte Carlo, Monaco under the patronage of the Princely Grimaldi family, dynastic circuses – Krone in Munich, Germany; Knie in Zurich, Switzerland; Ronkalli traveling circus Germany, as well as circus and performance show programs at the Friedrich Stadt Palace in Berlin, Germany; Capital Circus of Budapest «Fővárosi Nagycirkusz», Hungary.

Keywords: *cirque du soleil, circus genres, circus production, circus theatricalization, circology.*

GJHSS-A Classification: *LCC: Code: GV1811.C4*



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It is important to note that Cirque du Soleil is essentially a circus without the use of animals, as well as its circus programs and shows, which are held in different countries around the world and have a very large theatrical and acting component. Cirque du Soleil is based in Montreal, Canada.

Scientific novelty: Uniqueness and novelty lies in identifying specific features and innovations in modern circus art in the context of its production and demonstration.

Conclusions: «Blue Ocean» as the main concept, idea and theory of the uniqueness of Cirque du Soleil circus products without animals and great theatricality, as well as assembly line preparation at the factory level for the production of circus shows for different countries at the same time. Since an integral part of the activity of any producer is the commercial component, the final result of this activity is making a profit. In the circus field in particular, profit models can be very roughly divided into two. The American model is based on the producer making a profit by selling rights and obtaining good results from touring activities and stationary shows in places of demand (for example, in Las Vegas). this is a classic market model in which profit arises if the total costs of production and promotion of the project are less than the total revenues from rentals and all markets. This model is typical of the Canadian Cirque du Soleil.

Keywords: cirque du soleil, circus genres, circus production, circus theatricalization, circology.

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I. Introduction

The relevance of the problem in the article will be revealed through research in the context of circology, an art science about the theory, history and practice of circus art by genre. The problem is that, unfortunately, today the issue of the existence and productivity of circus art in Ukraine does not have specific functioning, no clear state policy for the development of circus art. Today, circus structures, from state circuses to amateur circus studios, have very different and non-systematic policies for the development of circus art and, in particular, the production of circus performances. At its core, circus production, management and directing, since these components go together because such specificity in circus art, unlike other types of artistic culture and art.

a) Analysis of research on the topic

Scientific research on this topic is not presented in full. In general, they relate to the history of circus, methods of teaching specific circus genres. There are also some studies on circus directing. However, all of them do not provide a complete picture of this problem. The problems of circus criticism, the history of circus genres and teaching, as well as issues of circology are associated with researchers – Ernest Albrecht (2006), Inessa Lvova (2020), Dmitry Orel (2019; 2022), Yulia Romanenkova (2020), Denys Sharykov (2023), Lyudmila Shevchenko (2023). Separate studies with the theory of show business, management and production of a creative product today, without an emphasis on circus art and Cirque du Soleil.

Aim of the article: The purpose of the article is to define and analyze in the context of circology, a unique feature in the World Circus Art, namely Cirque du Soleil, its doctrine and concept about the idea of the «Blue Ocean» in the context of producing the circus industry.

II. Results

Cirque du Soleil differs from other circus companies and performance shows in that the program does not use animals. Also, all numbers are parts of the plot, and circus genres: vaulting and power acrobatics; aerial gymnastics on various circus apparatus; juggling with hula hoops, clubs, diabolos; eccentric clownery, carefully selected for each circus show (Orel, 2019, p. 139).

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Circus performers perfectly perform both circus technical and complex tricks in a specific genre of acrobatics, aerial gymnastics, balance, juggling, pantomime and clowning, and have an excellent command of ballet knowledge and dance technique, both classical and modern, jazz and street dance. It is also important to note the high and professional acting of the artists. They accurately fulfill the task set by the director using theatrical acting techniques (Cirque du Soleil).

The first difference that is noticeable between the performative show and the theatrical circus show Cirque du Soleil is the costumes and artistic design of the circus program. True, all circus companies have colorful costumes and careful makeup, but at Cirque du Soleil the costumes are very bright, well made, expressive and sophisticated. They meet the clear theme of a performative show and a circus theatrical program, are carefully thought out and created from expensive and high-quality materials. The circus has a diverse workforce as it employs people from many parts of the world.

What makes Cirque du Soleil unique? In essence, this is a large circus factory for training and production of circus theatrical performances, programs and shows, which is a high-quality product in the field of cultural arts and leisure. It is important to mention the creation and principles of work, as well as the formation of Cirque du Soleil. Also, clarify and highlight the peculiarities of producing and the role of the producer in this context, which is the theory and concept of the «Blue Ocean» of Cirque du Soleil (Lvova, 2020, p. 257).

The general functional tasks of a producer are to make a decision to create a certain product, the need to bring together money, a creative team, a technical team, and production capacity. Along with this, as world practice shows, the functionality of each specific art producer is influenced by differences determined by the country where the producer works, the industry of his specialization, etc. These differences will determine the focus and skills of a particular producer, as well as his working methods. Since the commercial component is an integral part of the activity of any producer, the final result of this activity is making a profit. In the circus industry in particular, profit models can be very roughly divided into two (Cirque du Soleil).

The American model is based on the producer making a profit when selling rights and obtaining good results from touring activities and stationary shows in places where demand accumulates (for example, in Las Vegas). This is a classic market model, in which profit arises if the total costs of production and promotion of the project are less than the total revenues from rentals and all markets. This model is typical of the Canadian Cirque du Soleil (Albrecht, 2006, p. 114).

Cirque du Soleil begins its history in 1982. Then two almost unknown street performers Guy Galiberte and Daniel Gauthier decided to create their own small group of young street performers and call it «The High Heels club». And at the same time they decided to organize a small screening festival for spectators (Shevchenko, 2023, p. 48). This happened in Quebec, and then no one could have thought that this event would have such an impact on the development of the circus industry. But the real and only creator, thanks to whom it all began, Guy Galiberte, it was he who throughout his life fantasized about something great, about something that the whole world would talk about. The years passed, and the development of the project went along with them. Currently, its base has moved to Montreal (Canada), where the main founder of Cirque du Soleil is from (Romanenkova, 2020, p. 70).

In 1984, everything came to the creation of Cirque du Soleil, the name of which, translated from French, means «Circus of the Sun». The main philosophy and goal of which is primarily the creativity and modern innovation of a circus without animals with a great theatrical feature, to rethink, to feel the entertainment landscape and to captivate the entire world audience (Orel, 2019, p. 136).

The success story of Cirque du Soleil is studied in business schools in courses on the Blue Ocean strategy («Blue Ocean» as a metaphor for a new, free niche in the market as opposed to a market with an already created competitive environment – the «Red Ocean») (Lvova, 2020, p. 259). In the 1990s. Guy Galiberte began to invite theater and film directors and professional choreographers from World Ballet companies to collaborate with Cirque du Soleil, who had no experience working with the circus, but created an interesting mix and product of the entire circus show and program. This approach helped to attract a more mature (compared to the traditional circus) and, accordingly, solvent audience. In less than 20 years, Cirque du Soleil managed to reach the level of financial income that Ringling Bros and Barnum & Bailey Circus (an American circus founded in 1919; owned by Feld Entertainment) achieved (Lvova, 2020, p. 260).

It is important to note that current profit models in the circus industry are based on making a profit by selling a circus act and getting good results with touring activities and stationary shows in places of high demand. This is a classic market model, in which profit arises if the total costs of production and promotion of the project are less than the total revenues from rentals and all markets. Guy Galiberte at the Canadian Cirque du Soleil managed not only to once again attract interest in acrobatic and theatrical performances, but essentially «reinvented the circus», abandoning acts with animals and a traditional entertainer (Orel, 2019, p. 138).

The basis of the production activity of a circus producer and director is staging a performance in the arena, arenas, as well as a show program, a high-quality spectacle. Staged circus directing is the creative

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process of creating a performance (Zolotyi kashtan – 2018). To create a circus show, to stage a performance, it means to give stage life to a work of art, a script, to make its text sound, to turn the author's remarks into real plots, specific circumstances, and invented characters into living, concretely acting people. Directing is the ability to reveal the content of a script through a system of artistic images (Cirque du Soleil). This is the art of creating a performance of a complete work, unique in concept and artistic solution (Lvova, 2020, p. 259). The creation of services in the field of circus show business can be considered in two aspects: creative and organizational. At the same time, spectacles are disseminated both with the help of organizations directly intended to display spectacles, and through various means of disseminating information.

The main tasks of circus show business in the entrepreneurship system: commercial nature of the activity; meeting the population's need for entertainment; the entertainment value of the performance and its focus on the mass audience.

The focus of a market producer is the search for an exceptional story, high-quality and bright professional performers of a certain genre and production directors, artists and designers, professionals in special innovative lighting effects, videos that can maximize the potential of an idea (Draft Law). These rules are well understood in the USA, Canada, Japan and Western European countries in any market-oriented industry, so if the producer has made a good package that includes a script and cast, then this is the maximum chance of getting financing (About touring in Ukraine; Zolotyi kashtan – 2018; Sharykov Denys, 2023).

III. Conclusions

Thus, to summarize, we can state that:

Today, Cirque du Soleil is a successful commercial enterprise producing circus products, namely the demonstration and presentation of creative projects – circus theatrical performances without animals, show programs in different countries of the world, having its own branches. Also high quality performers of different circus genres, unique and creative direction and artistic design (costume design and scenery, makeup for performers). Attracting bright and highly professional workers from different parts of the world, which is a unique creation of a circus product for which there is high demand among spectators of different audiences in different countries.

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The Recreational and Developmental Environment's Role in Restoring Adolescent Potential

By Tetyana Svatenkova & Oleksandr Svatenkov
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Abstract- Recreation, leisure, and sports play an important role in adolescent communities. Their benefits include improving individual health and well-being, facilitating developmental opportunities, and interpersonal relationships. People of all ages, abilities and skill levels individually or small groups, teams, whole communities can be involved in recreation, leisure and sporting activities. The recreation, leisure and sporting activities vary considerably depending on the local context and reflect social systems and cultural values.

Rest is vital for any age. Especially essential during the personality formation period in adolescence. Socialization opportunities through recreation are necessary to support social-emotional maturity in healthy adulthood. Useful entertainment skills, like any life skill, requires a well-planned training and support program.

Keywords: adolescent, individual`s psychological potential, developmental opportunities, recreation, a personally oriented approach.

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The Recreational and Developmental Environment's Role in Restoring Adolescent Potential

Tetyana Svatenkova [α] & Oleksandr Svatenkov [σ]

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Rest is vital for any age. Especially essential during the personality formation period in adolescence. Socialization opportunities through recreation are necessary to support social-emotional maturity in healthy adulthood. Useful entertainment skills, like any life skill, requires a well-planned training and support program.

The article reveals the development environment's organization peculiarities for the individual`s psychological potential activation within the adolescent recreation process framework.

Keywords: adolescent, individual`s psychological potential, developmental opportunities, recreation, a personally oriented approach.

I. Introduction

Recreation, like leisure, is a complex concept *(Lee et al., 1994)*, scientists and researchers have tried to define its essence and relevance in adolescent development *(Kleiber et al., 1986; Caldwell, Witt, 2011)*. Teresa Freire et al. (*2016*) have highlighted the leisure expertise as linked to everyday subjective experience, focusing on understanding how manage and conceptualize the real world in the context of life, activities, social relations, and individual characteristics expressed and affects the adolescent`s personality psychosocial constructs (in ecological perspective).

Communicating with others is the main reason teenagers participate in entertainment and recreational activities. This can lead to the social intelligence development, an increase in communicative competence, and well-being general indicators *(Hoffer, 2011)*. Through participation in recreational and developmental activities, adolescents learn who they are as individuals and who they are as members of a group. They learn manners and customs, relationships skills, and to maintain friends. Adolescents also learn what activities bring them joy, passion, and life meaning. Teenagers get new experiences, become more fully involved in life, and develop healthy lifestyle skills thanks to recreation.

Recreation is one of the most critical situations in teenagers` life, especially outside the home and family. The leisure benefits, understood as a context, activity, or experience, are well documented in the literature, with evidence that it (leisure) can be both beneficial, and detrimental *(Caldwell, 2005; Caldwell and Faulk, 2013; Freire, 2018)*. Through these opposing views, researchers consider internal (individual and perceived characteristics) and external (activities, contexts, and environments) conditions that influence future life trajectories beginning in adolescence *(Witt and Crompton, 2003; Freire et al., 2016)*. Research on leisure activities and related life experiences shows: there are different consequences in adolescents` growth and development terms depending on the leisure activities type *(Mahoney et al., 2005; Witt, Caldwell, 2005; Freire, 2013)*. According to studies that confirm the role of leisure in adolescents` development, it becomes more than relevant to analyze the relationships between variables in depth, which can, from a psychological point of view, add knowledge and evidence about the developmental processes that underlie everyday leisure and the teenagers` new psychosocial experience acquisition.

II. Developmental Meaningful Leisure Environment Concept

Adolescence has long been considered a pivotal moment in the development and personality formation trajectories beyond recreation and leisure and from a psychological point of view. A new recreational approach is the positive adolescents` psychological potential development in the implementing a purposeful planned process, and emphasizes the developmental assets` role in the situation`s leisure potential *(Benson, 2007; Scales et al., 2017)*. Researchers have tried to find and test the factors` type that can increase or decrease positive life experience, or can promote the psychological potential development and prevent risks. One helpful factor that helps to understand better the adolescent`s well-being and development process is the ecological perspective *(Bronfenbrenner, 1994)*. Leisure and its components also appear to be one of these significant factors that intersect developmental experiences with life contexts, contributing not only to youth problems prevention but also to the flourishing

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and growing processes that emerge on the way to adulthood *(Witt, Crompton, 2003; Freire, Stebbins, 2011)*.

The attitude concept to recreational activities was developed by Ragheb M. G. and Beard J. G. *(1982)*. The authors tried to understand people's willingness or inclination to participate in recreational activities. The readiness or propensity formation, as they found, is influenced by people's attitudes toward the relevant measures concerning to their cognitive, affective, and behavioral components. The same authors developed the "pleasure from leisure" concept *(Beard, Ragheb, 1980)*, which they defined as a positive perception or feeling formed (evoked or acquired) as a participation result in leisure. In their own words, "[leisure satisfaction] is the degree to which a person is currently satisfied with his/her overall situational leisure experience" *(Beard, Ragheb, 1982, 22)*. Leisure satisfaction is related to six dimensions: psychological, educational, social, relaxation, physiological and aesthetic dimensions, they become a measure of determine the personal needs` satisfaction level through leisure. *(Beard, Ragheb, 1980)*.

Several studies have shown how leisure enjoyment relates to other individuals` life dimensions, highlighting these associations` importance in adolescent development. Satisfaction derived from participating in leisure activities, and having a positive attitude towards recreational activities, were associated with increased self-esteem according to Kim et al. (*2015*). Trainor S., Delfabbro P., Anderson S., and Winefield A. (*2010*) investigated the relationship between adolescent leisure participation and psychological well-being. They interpreted well-being as increased self-esteem and life satisfaction, positive mood states, and the absence of depression, anxiety and stress. According to research, it is clear that recreational activities, and leisure enjoyment in particular, can be influential in improving positive functioning expressed in self-esteem, psychological potential actualization, life satisfaction, and psychological well-being terms, with apparent relationships between them.

III. The Developmental Leisure Environment Concept's Implementation in the Children's Camp

Taking into account the psychological science`s development aspect and practical psychology as a supporting and corrective component of the child`s modern upbringing and education system, my husband and I developed an experimental new approach to working with children in temporary children's associations in 2015, in particular in children's camps. The program was initially designed based on the Ragheb M. G. and Beard J. G. (*1980*) concept, taking into account the recreational and leisure process` relevant dimensions based on the experience of numerous studies on the recreational and leisure activities relevance and unprecedented importance for the teenager's personality development (Fig. 1):

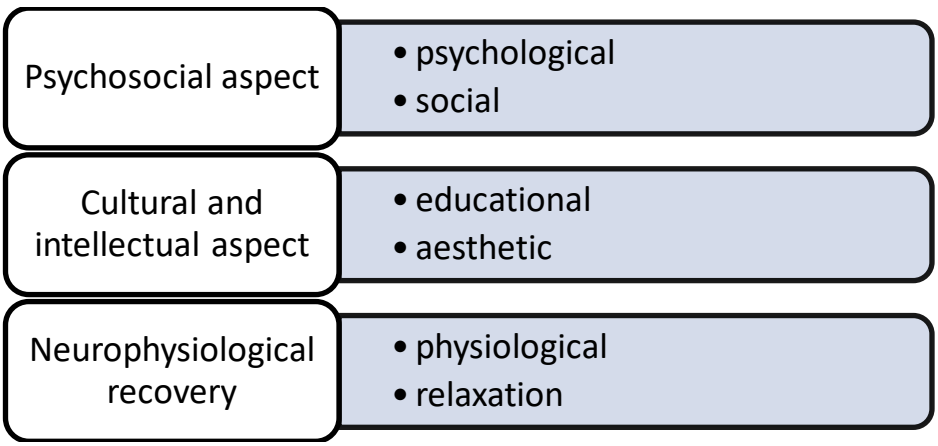

Figure 1: The recreational and development process` aspects

The program, which has been implemented since 2016 based on the recreation program "Children's Camp Zephir", takes into account all the concept`s dimensions to meet children and adolescents` needs in meaningful recreation and varied leisure. They are accordingly implemented as follows:

– *Psychological:* Aimed at reducing the psychological tension and stress symptoms, increasing resilience skills, developing communicative and leadership qualities, the ability to behave in conflict situations, etc. It is implemented through the training exercises` use in the children`s work program, direct trainings according to age, evening "candles" - emotional state and impressions` discussions, psychological quests, psychological club for teenagers and film therapy.

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- Social: Aimed at improving social intelligence, developing independence, adaptability, assertiveness, mentoring, and support skills. It is implemented through alternating different types of activities, staying in different ages` mixed groups, trying mentoring and leadership position in competitive activities under senior mentors and counselors` support.
- *Educational:* Obtaining new relevant knowledge on various topics. It is implemented through taking part in intellectual games, quests, quizzes, competitions, and meaningful communication with mentors and peers.
- *Aesthetic:* Aimed at the aesthetic feelings` development, cultural assimilation through using native people`s traditions in program, communication culture education. It is implemented through thematic events ("Ukrainian traditions", "Fashion is my profession"), handmade studios, costumes and scenery creation, video and photo quests, competitions and themed hairstyles, face art.
- *Relaxation:* Aimed at switching kinds of activities, different from everyday duties, restoring children's internal resources. It is implemented through the day precise schedule's observance, different types of activities alternation: walks in the fresh air, watching cartoons, dancing, sports, animation, book and game clubs.
- *Physiological:* Physical skills development in multiple directions, physiological resistance to various types of loads increase, healthy eating culture`s observance. We use multiple kinds of physical activity (dancing, sports, swimming, tourism), hold sports competitions (tennis, chess, checkers, football, volleyball, etc.), offer studios` wide selection (stretching, dancing, gym, outdoor games, swimming pool, chess, checkers, etc.).

A teenager needs to be a member of a small group (whose values he accepts and behavior norms and assessment he chooses as a reference point). Membership in a small group ensures the social need realization in communication, self-realization and protection. Teenagers seek to understand not only relationships and their significance in environment, but also the self-improvement, self-development, ways to reveal inner potentials in a support and trust safe environment. And they willingly, although not always skillfully, engage in self-discovery and self-education. A properly organized and structured developmental recreational and leisure environment becomes a favorable basis for the individual`s psychological potential actualization and development in adolescence. This situation requires the help of a reliable adult who understands and wants to believe in child, who is interesting to them as individuals. Senior mentors, psychologist, coach and other adults become such essential adults in the children's health camps work system. The older teenager`s self-disclosure situation can be observed right here because being in a temporary group positively contributes to this. The child is here for the first time, feels support, attention and encouragement, has the opportunity to express himself, without worrying that somebody punish him. That is why it is crucial for senior mentors to remember: the psychological atmosphere in the group is essential; it is vital to control their behavior towards children.

IV. A Personally Oriented Approach

A personally oriented approach to the recreational environment`s organization creates conditions where the senior mentor`s position is humanism as a goal and value, when each respects the personal dignity and worth others.

A personally oriented psychosocial environment forms with cooperation senior mentors` and children, when they have equal conditions: the individual can demonstrate thought`s independence, individual`s independence, and choose his position. Orientation is provided with identifying the child's potential development models, specific to his cognitive and creative activity. It`s achieved thanks to reorientation the process to recreation and education active methods, involving senior mentors and children in search and research activities, diagnostics and psychological prognostication, designing the child's personality development:

1) The senior creates various situations for children (choice, empathy, guaranteed success, advanced trust, creativity, etc.). These situations correspond to specific age characteristics of the child, for example, the need for informal friendly communication. From the beginning, they make clear and compelling demands on the child. This leads to forms` versatility, flexibility, and various types of activities: individual, pair, group, collective;
2) Personal-oriented communication is actively implemented (contact with a senior mentor, human dignity affirmation, the individual's desire maintenance to join the human culture world, "I want" and "I can" harmonization;
3) Conditions for realizing one's humanity, individuality, and uniqueness are created;
4) Orientation aims to identify the child's development models - the most effective ways to learn activities. This involves content, methods, and forms interaction`s variability with team and mentor;
5) Dialogic forms of educational interaction are cultivated as the academic communication`s dominant form, which encourage the thoughts and impressions exchange.

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A person-oriented approach is carried out most effectively if:

- The elder sees a personality in each child;
- The senior mentor relies on the child's emotional sphere level development, develops his humanity feelings.

V. Developmental Forms for Working with a Group

The long-term practice of organizing recreational and leisure activities allows us to state that the effectively solving tasks in a temporary children's group is a collective creative case (CCC). Shelestova L. and Chirenko N. consider the CCC`s characteristic features: the relationships` organization on open trust, the cultivation caring about others habit, the five "self-" (self-organization, self-activity, self-education, self-management, self-analysis), the high responsibility each about other, creativity and collectivism. According to the leading activity`s nature, scientists define the following types of collective creative work (*Shelestova, Chirenko et al. 2010*):

1. A labor nature's CCC provides for labor culture's assimilation, developing moral attitude to work, enriching children's knowledge about the environment, and forming skills and abilities to work independently, etc.
2. A cognitive nature's CCC aimed to form surrounding environment knowledge need, and to develop personal qualities as: the desire for knowledge, purposefulness, perseverance, creative imagination, observation, curiosity, social concern, etc.
3. An artistic and aesthetic nature`s CCC aimed to contribute each child`s artistic and aesthetic tastes development, to strength the desire for spiritual culture, to involve creative activities, nurture sensitivity, and soul`s nobility.
4. Sports and wellness CCC provide for caring attitude towards one's health, getting used to a healthy lifestyle, and the physical culture development.
5. Socially beneficial (humanistic, socially significant) CCC aim to form a valuable attitude towards people, state, and family.
6. Organizational CCC precede others, because any activity can`t be carried out without organization.
7. We used individual and group forms in psychological-pedagogical process to work with teenagers. It should be noted that discussion is the most attractive and exciting for teenagers among the group forms. "Talk show" is a group form of work which allows you to include many people in the discussion process. The show`s purpose is to form the public speaking and discussion skills in teenagers; to develop skills to express and defend one's point of view; to form the healthy self-esteem, and the ability to respect other`s right to their point of view.

We consider it reasonable to use the following means and methods to create a discussion problem in the discussion process: role-playing a problem situation, analysis a real-life situation, the man "in a mask" story, fragments from video films, letters from TV viewers, problematic situations from letters or stories from newspapers and magazines.

When conducting a discussion, it is necessary to follow the basic rules. Among them (*Svatenkova, 2018*):

- The presenter determines the participants' performance order;
- Show respect for yourself and others;
- Discuss a point of view and a position, not a person's personality;
- To express your opinion, you need to raise your hand;
- Do not interrupt the one currently expressing his point of view.

To prepare teenagers for self-discovery and self-realization in the children's health and recreation facility conditions, we recommend including them in the project work. Project activity can be defined as specially organized teenagers` collaboration to solve a specific problem - achieving the project`s goal. In turn, for the projects` development and implementation, it is necessary to divide teenagers into several teams, which will be able to interact in the future to achieve a positive result. In addition, each team should be familiar with the instructions for creating social projects. So, this instruction can have the following form:

1. To create your project, you are given a certain period to solve a specific problem that your project highlights. It is essential to determine the following components: project topic; the purpose and main project`s tasks; target audience (for whom the project was created); necessary resources (material, equipment, premises, etc.); work plan; implementation`s terms; expected results.
2. It is necessary to observe the main project`s stages:

Preparatory: to determine the topic, goal, and main project`s tasks; make a work plan;

Basic: collect all necessary information; distribute bindings among group members; draw up a project.

Final: preparation for project presentation.

3. The results of your project activity can be an exhibition fair, an organized thematic event, a promotion, a booklet, a book, a wall newspaper, an advertisement, an interview, etc.

Teenagers can be involved in the thematic social advertising creation (posters, booklets,

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brochures) to form a life position and value orientations in the children's health and recreation facility. We believe that it is necessary to provide the primary information before including teenagers in the creating social advertising process:

1. Explain the "social advertising" definition and forms of its possible distribution. Social advertising is any kind of information, disseminated in any form that is aimed at achieving socially beneficial goals and popularizing universal human values, and dissemination is not aimed at making a prof according to Ukraine`s Law "On Advertising" (*Ukraine Law on Advertising, 1996 with changes and additions*). Social advertising can be created and distributed in different forms: a poster, booklet, video clip, demotivation, etc.
2. Define the social advertising structure. To create social advertising, you need to define the following components:

– topic
– target audience (for whom this social advertisement is intended);
– distribution places (except for summer health facilities);
– advertising influence methods (creating contrasts with different colors, comparison, a slogan used, etc.);
– expected results.

3. Familiarize teenagers with social advertising examples and analyze the provided advertising samples.

It is advisable to divide teenagers into working groups (4-5 people each) in creating social advertising process to achieve more productive results. Teenagers were also offered to take part in training for successful self-realization in the children's health and recreation facility. This work involves interaction of all group members to gain positive experience, form specific skills, and solve problem situations.

It is advisable to choose and approve the training group`s basic rules from the beginning. At the same time, each teenager`s opinions and suggestions should be considered. So, for a more productive result, we used the following work rules (*Svatenkova, 2019*):

– be active in the discussion process - do not hesitate to express your thoughts or suggestions during the particular topic`s discussion;
– show courtesy - respect the others` opinions, be patient, and do not interrupt each other;
– confidentiality - everything that will be discussed in this session (personal information, experiences) should not go beyond this group`s boundaries;
– the rule "Here and now" - we discuss only those issues and problems that relate to the present time;
– the "STOP" rule - everyone has the right to use this rule: skip a specific training exercise without explaining the reasons;
– the raised hand`s rule - to express your opinion or supplement the answer, you must give the host a signal raise your hand;
– listen and hear - to listen and understand the interlocutor.

Role-playing games, group discussions, art therapy exercises, brainstorming were used in the training work process. It should be noted that participation in role plays is extremely interesting for teenagers. Yes, the role-playing game is an effective technique that can solve the following tasks:

– gaining some experience in using the necessary skills;
– methods of alternative action analysis, ways of solving problems, which are proposed to fulfill the game`s tasks;
– behavior practical training in the role-playing process for confident application in real situations;
– gaining self-confidence in the performing practical actions process or rehearsing a specific event;
– learned material`s-consolidation by using feedback (*Bevs, Hlavnik, 2005*).

We used role-plays in forming the ability to constructively solve problem situations` context. First, possible ways out of conflict situations were analyzed working with teenagers (evading a conflict situation, making concessions, looking for a compromise, oppressing the interlocutor). Secondly, eight conflict situations were chosen, which became the basis of the role play. Thus, teenagers, united in pairs, had to demonstrate possible options for solving these situations. In addition, teenagers also play conflict situations using different behavior styles (aggressive, confident, confused). After each performance, the participants shared their impressions and discussed what they had seen.

VI. Discussion

The experience of the teenager`s psychological potential developing technology implementation in the recreational development environment confirmed the previous research results. In particular, the fact that socially active leisure time in adolescence was associated with mental disorders lower frequency, and a change in the adolescent's social position in the group, an increase in self-esteem and psychological potential actualization; similarly, socially inactive leisure time was associated with increased mental disorders incidence, frequent depressed states, lower self-esteem, and reduced social engagement (*Timonen, Niemelä, Hakko et al., 2021*).

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These results remain significant even after controlling for well-known familial risk factors for youth mental illness, such as parental mental health disorders (*Merikukka et al., 2018*), parental education level (*Paananen et al., 2013*), and living with one of the parents (*Amato, 2000*). The current study results can be interpreted as emphasizing the developmental recreational organization`s relevance and leisure space for teenagers using a person-oriented approach and technology for the psychological potential development as a protective factor not only against mental disorders but also for the personality`s comprehensive development in adolescence, psychological potential actualization and ensuring the need for recovery in psychosocial, cultural-intellectual and neurophysiological aspects.

This agrees with previous researches that participation in recreational activities community with improved physical health also has a positive effect on mental health for young people, seen as increased psychological well-being and improved social health *(Rochelle et al., 2013*).

Of course, not all teenagers are actively involved in the collective activities due to character traits and individual preferences. Teenagers may also lose the community`s and reference group`s potential protection because of hobbies that are not socially popular. Also, it is possible that some peer groups do not admit anxious or introverted individuals as group members at the level of temporal association. Accumulated loneliness and being left out experiences in peer groups can be a source of anxiety and other problems (*Cantor-Graae, Selten, 2005*). That is why a person-oriented approach with a wide selection of options for recreational and developmental activities for teenagers takes into account everyone`s characteristics and helps assimilate children into the temporary group space and actualize psychological potential through the individual needs effective implementation in the leisure time dimensions: psychological, social, relaxation, educational, aesthetic and physiological.

VII. Conclusion

Using the recreational and developmental environment potential in working with teenagers is relevant and vital now. Individual`s psychological potential is activated in the temporary group because of this activity's developmental content and the projected situation. The design of work based on the creation of developmental interaction in a brief children group in the children's camp framework is subject-subject interaction as a whole system, which components are (*Svatenkova, 2016*):

- intellectual`s psychological diagnosis, the child's personality physical, psychological, and spiritual development;
- setting personal and emotional development tasks, adjusting existing plans;
- children's activities organization (self-organization);
- the study of children's social activity levels dynamic;
- analysis of intersubjective interaction`s situations and forecasting at the individual and group levels.

The focus is not on some child, but on each person, and a person in their uniqueness. The approach itself is changing: not from pedagogical influences on the child, but from the child himself, who has the right to express his attitude to everything, selectively relate to these influences, and correct them. The child`s recognition as the central active figure in the entire social-psychological process is the beginning of a personally-oriented influence. The interpersonal interaction`s process construction according to the integrated type corresponds to the person-oriented education`s tasks, as it makes it possible to identify the child's attitude main types to the surrounding world, which is holistic, multifaceted, and dynamic for him.

Organizational-educational, social-psychological, and animation work is based on the following principles:

- the individuality development goals priority when creating the necessary conditions for the personal qualities` realization in the creative activity;
- taking into account the personal needs and interests of each child;
- different age groups` creation to include children in creative activities;
- psychological support and assistance provision in the child`s self-determination process, favorable interpersonal and intergroup relations` formation;
- constant concern about the surrounding improvement.

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Exploring the Impact of Second-Child Mothers' Dislike on the Eldest Child: Understand its Influence and the Path to Building Intimate Relationships

By Haiyan Sheng
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Abstract- This study aims to explore the influence of the mother's dislike on the eldest child in the second-child family, and to understand its influence and the way to establish intimate relationship. By interviewing and analyzing the mothers and eldest children of five groups of second-child families, the study found that the mother's dislike had a significant impact on the behavior and psychological state of the eldest children. The results show that the mother's dislike will lead the eldest children to feel neglected and ignored, thus affecting their study, mood, behavior and career choice. In addition, this study proposes to promote the establishment of intimate relationship between mother and eldest child through positive parent-child interaction, emotional expression and support. This study is of great significance to understand the influence of mother's dislike on the eldest child in the second child family and to establish a healthy parent-child relationship.

Keywords: *mother's dislike, eldest child, influence, intimate relationship, speech analysis, interview.*

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EXPLORINGTHEIMPACTOFSECONDCHILDMOTHERSDISLIKEONTHEELDESTCHILDUNDERSTANDITSINFLUENCEANDTHEPATHTOBUILDINGINTIMATERELATIONSHIPS

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Exploring the Impact of Second-Child Mothers' Dislike on the Eldest Child: Understand its Influence and the Path to Building Intimate Relationships

Haiyan Sheng

Abstract- This study aims to explore the influence of the mother's dislike on the eldest child in the second-child family, and to understand its influence and the way to establish intimate relationship. By interviewing and analyzing the mothers and eldest children of five groups of second-child families, the study found that the mother's dislike had a significant impact on the behavior and psychological state of the eldest children. The results show that the mother's dislike will lead the eldest children to feel neglected and ignored, thus affecting their study, mood, behavior and career choice. In addition, this study proposes to promote the establishment of intimate relationship between mother and eldest child through positive parent-child interaction, emotional expression and support. This study is of great significance to understand the influence of mother's dislike on the eldest child in the second child family and to establish a healthy parent-child relationship.

Keywords: mother's dislike, eldest child, influence, intimate relationship, speech analysis, interview.

I. Introduction

According to China's traditional concept that "Men are breadwinners, women are homemakers." Mothers usually take on more parenting work and spend the most time with their children. However, some mothers expressed their dislike of their eldest children in social media and life: Since I gave birth to my second child, I dislike my eldest children more and more.

Studies have shown that the expression of mothers' emotions greatly affects the development of children's emotional ability (Eisenberg et al., 1998). Mothers' emotions and attitudes have a far-reaching influence on their children's growth and development. Children are easily influenced by emotional signals transmitted by their mothers when interacting with them (Mesman et al., 2009). A study through a questionnaire survey of preschool children's emotional behavior problems and mother's emotional symptoms found that mother's emotional symptoms are related to children's emotional behavior problems (Wang et al., 2023). Another study found that the mother's mental health status will affect the internalization and externalization behavior problems of five-year-old children (Cooke et al., 8). Yu et al. (2023) found that the relationship between mothers' bad childhood experiences and children's emotional behavior problems was influenced by mothers' emotional symptoms. Guetal et al. (2014) found that mothers' bad experiences in early childhood indirectly affected children's emotional and behavioral problems through their emotions. The research of Li et al. (2023) also proved that there is a significant positive correlation between the expression of mother's negative emotions and mother-child conflict and children's anxiety, and the expression of mother's negative emotions significantly predicts children's anxiety.

In the second-child family, some researchers have also studied the psychological and behavioral state of the eldest child. It is found that parents pay more attention to the growth and development of their second-children than their eldest children, which will have an impact on their social cognition, self-concept and emotions (Guo, 2020). Due to the limited level of individual cognitive development of the eldest children, they may not be able to adjust their negative emotional problems well, resulting in negative emotions and behaviors such as tension, anxiety, and even fear and resistance (Volling, 2012). A survey of 502 eldest sons and daughters and their parents shows that most of them are prone to negative mood, even psychological problems such as jealousy, rebellion and inferiority complex. Among parents, 48.9% think that the eldest child is more mature and sensible, 37.2% think that the eldest child often competes with the second child for resources, 18.6% think that the eldest child has become naughty, 25.6% think that the eldest child often loses temper for no reason, and 9.3% think that the eldest child does not like to communicate with his parents (Zhang, 2019). Another study found that eldest children have common problems, such as obvious mood swings (anxiety, depression, paranoia), personality changes (introversion, sensitivity and irritability), abnormal behavior (suicide, damage to things, abuse of young children) and social withdrawal (truancy, running away from home, self-isolation), and found that other parenting styles may aggravate these problems (Wu, 2018). Lv et al. (2021) found that some eldest sons and daughters had poor psychological state in learning anxiety through the mental health diagnosis test of 400 eldest sons and daughters. Among them, the expression of mother's negative emotions is an important influencing factor of children's anxiety, but its mechanism remains to be studied (Wang et al., 2015).

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"Dislike" is a negative emotion, which is usually associated with a person, object or situation (Staub, 2003). When a person feels be disliked, they may have physical discomfort, emotional dissatisfaction or behavioral avoidance.

At present, most studies pay more attention to mothers' positive emotions or other types of negative emotions (such as anxiety, depression), while there are relatively few studies on mothers' clear "dislike". When studying the influence of emotions on children, the eldest children are often ignored. However, as the eldest son/daughter in the family, the eldest child may bear more responsibilities and expectations, and the mother's dislike may have a special impact on them.

Therefore, it is necessary to deeply study the specific influence and mechanism of the mother's dislike on the eldest child, and put forward the ways and methods to establish intimate relationship. This will help to fill this research gap and provide useful guidance and suggestions for family and individual development. Future research can further explore the relationship between aversion and family relations and the development of eldest children, so as to enhance the understanding of aversion.

a) Research questions

1. How does a mother's dislike affect the eldest child?
2. How can older children cope with their mother's dislike to maintain mental health and build close relationships?
3. What ways can the eldest child take to promote and improve the intimate relationship with their mother's dislike?

b) Study Objectives

1. Uncover the specific effects of mothers' dislike emotions on the psychology and emotion of the eldest children.
2. Analyze the coping strategies and mental health of eldest children when faced with their mothers' dislike.
3. Put forward effective methods and suggestions to help their eldest child form an intimate relationship with their mothers to ease the impact of disgust.

c) Study Significance

The significance of this study lies in a deep understanding of the effects of maternal dislike on the eldest child and providing helpful guidance and advice for building intimate relationships. The specific research significance will include:

1. *Fill the research gap:* There are relatively few studies on the impact of maternal dislike on eldest children, and this study will provide new insights and theoretical support for this field.
2. *Promoting mental health:* Mother's dislike may have a negative impact on the mental health of the eldest child. This study will explore effective coping strategies and psychological support to help the eldest child maintain a healthy mental state.
3. *Improve family relationships:* By understanding the mechanisms of mothers' dislike on eldest children, this study will provide ways to build intimate relationships and help improve the relationships between family members.
4. *Practice guidance:* The results and recommendations of this study will help professionals such as educators, psychological counselors and family counselors to provide better support and assistance in practice.

Through in-depth research on the effects of maternal dislike on eldest children, we can better understand and deal with this problem and provide practical guidance and advice for promoting family harmony and individual development.

II. Research Technique

To explore the impact of a mother's dislike on the eldest child and ways to build intimate relationships, this study spent two weeks to interview five groups of families, including students from (primary school, middle school, high school, university) and one social worker and their mothers. The interview data were transcribed by the researcher through the audio recordings of the existing interviews, coding and classifying the data, and using qualitative analysis to reveal the influential factors and solutions.

a) The influence of the mother's dislike mood on the eldest child

i. *Self-esteem and self-confidence*

Maternal dislike may lead the eldest child to doubt their values and abilities, reducing self-esteem and self-confidence.

A1: Mother

Sometimes I dislike my eldest child very much. Now my second-child is so young, and my eldest child is studying badly. I feel a lot of pressure. I neglect my first child because I take care of my second child, and sometimes it makes me feel guilty and frustrated. I often yell at my eldest child when her grades are bad, and I think she is a little useless. Her current school teachers say she is not confident enough and often lowers her head. She used to be lively. I don't know if it was reason for me. But I treat both children equally. The eldest child is the same as her father.

A2: Child, middle school student

My mother dislikes me, I can feel it. She used to like me, but then she changed when my sister was born. I think she doesn't care about me anymore. It makes me feel very lost, sometimes I feel depressed, not confident. Sometimes I want to be more mature and independent,

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so I don't need her to look after at all, hoping to get mother's attention and recognition, but she always says that I am not good enough and that I have no conscience. Also she said that I was old enough, but I did not take care of my sister. She also hit me before.

Content analysis

Emotions: Mother (stress, dislike, guilt, depression, worry, neglect), the eldest child (loss, depression, lack of confidence)

Content: The mother's dislike leads to problems dealing with the emotions and needs of her eldest child. She felt stressed and annoying, while also feeling guilty and depressed. The eldest child observes their mother's dislike, feels neglected, feels unimportant, and loses her mother's attention. This makes her feel lost, sometimes depressed and lack of confidence. For maternal attention and recognition, she tried to behave more mature and independent.

ii. *Emotional regulation and processing ability*

The eldest child may have difficulty in effectively handling and regulating their emotions in the face of their mother's dislike, and may show emotions such as anxiety, depression, or anger.

A3: Mother

I used to dislike my eldest child because I felt pressure to take care of two children. Especially when I feel that I cannot balance my attention and care for my two children. This emotion can make me tired and irritable, reducing me to the emotions and needs of my eldest child. I think my eldest boy is more wooden and vulnerable. He doesn't like to talk and is not as good as his sister.

A4: Child, Social worker

When I was a child, my mother often said she disliked me and preferred my sister. I felt ignored. I felt uneasy and confused, and I was very depressed for a while and felt that I was not valued. After I go into the society, I still don't like to express my emotions, because I think no one will care about it. Sometimes my mood is not very stable. Not long ago, I was paid by salary and I was so happy to tell her. My mother only told me not to be selfish, transfer a thousand yuan to my sister. Can you believe it? She doesn't like me. She likes my sister. I grew up wearing ordinary clothes, my sister is wearing famous brands.

Content analysis

Emotion: Mother (stress, dislike, tired, irritable), the eldest child (be overlooked, upset, confused, depressed)

Content: The mother's dislike leads to a poor response to the emotions and needs of her eldest child, which may lead he to feel less emotional support and attention, and show signs of anxiety, depression or frustration. The eldest child observed mothers' dislike, then feel ignored. This may lead to low mood and reduced sense of self-worth, and they may not regulate emotions, thus escaping or overlonging for emotional communication with others.

iii. *Social relationship and Interpersonal communication*

Mothers' aversion may affect how the eldest child interact with others, and they may show avoidance, isolation, or hostile behavior that struggle building healthy relationships.

A5: Mother

I find it's difficult to communicate with my eldest daughter. She often has a poker face. My younger daughter is more considerate and often smiles. So I actually dislike my eldest daughter. I am very strict with my eldest daughter, for example, I do not allow her to associate with people who are not studying well. But she thought it was fine. I was very angry and disgusted that she didn't listen to me. She refuses to talk to me now.

A6: Child, high school student

I think my mother dislike me, especially in my social relationship, I think people are the same, why can't we communicate with people who are not good at study? When I was young, my mother often neglected my emotional needs because she was too busy taking care of my sister. I feel left out and not valued, which makes me feel unconfident and confused in my interactions with others. I am often afraid to express my thoughts and feelings, afraid of being ignored or criticized by my mother. This makes me withdrawn and introverted in my interactions with others. At school, I am not willing to communicate with others, and I don't like to ask others. I think I am not valued. But if someone is very good to me, even if not really good. I will feel needed, my friend said that I have a little flattering personality.

Content analysis

Emotions: Mother (stress, dislike, alienation, indifferent, neglected), the eldest childchild (not valued, not confident, confused)

Content: Mother's dislike led to problems in her social relationship with her eldest child. She feels stressed and annoying, causing her to become estranged and indifferent and unable to control her emotions. She often ignores the eldest child's emotional needs and is unwilling to listen and understand, which may cause the eldest child to feel unvalued when interacting with others, affecting her social skills and relationships. The eldest child feels the impact of her mother's dislike on her, she feels neglected and not valued, causing her to feel insecure and confused when interacting with others. She is often afraid to express her thoughts and feelings, and for fear of being ignored or criticized by her mothers, thus becoming withdrawn and introverted in their interactions with others.

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iv. *Academic and Career Development*

The eldest children may lose interest and motivation in their studies or career due to their mothers' dislike of emotions, affecting their academic performance and opportunities for career development.

A7: Mother

I think my daughter makes a mountain out of a molehill. Don't I treat her and her little brother alike? She is too sensitive. I am very busy, and when she was a child, she did her own academic work. I feel guilty sometimes, but I think she is big enough to solve, I asked her to be a teacher, she said not. This kind of disobedience to me is annoying.

A8: child, university student

My mother still likes my brother more. She doesn't say she dislikes me like when I was a child, but I can still see it from her behavior. Before I went to the university, she often ignored my learning needs and could not give me enough support and guidance. She criticized me and praised my brother more often. Now I'm an university student, and I'm not sure about my career direction. In fact, I prefer to be a journalist, but my mother asked me to be a teacher, saying that if I failed the exam, I would be worthless, unlike my brother who could do everything well. I'm confused about my future.

Content analysis

Emotions: Mother(dislike emotions, guilt), the eldest child (neglect, confusion, loss)

Content: The mother's dislike leads to the eldest child not getting enough support and guidance in academic and career development. The mother feels guilty but can't understand the eldest child's incomprehension. The eldest child feels neglected, which makes her feel confused and lost in her studies. At the same time, she is also uncertain about her future career direction because she lacks guidance and support for the future. This may have a certain impact on her academic performance and career development.

v. *Appearance of behavior problems*

Maternal dislike may negatively affect the behavior of the eldest child, potentially leading to the emergence of challenging behaviors.

A9: Mother

I dislike the behavior of my eldest child. I get tired of taking care of my 3-year-old second - child sometimes. This may have had a certain influence on his behavior. I will roar and be angry because of something happened to my eldest son. He has been throwing things around a lot recently, and he has been fighting with his sister for food and toys, and sometimes he even deliberately beats her. I feel very angry, he is so old! So ignorant! He said I was partial, and I treated him as much as my sister, okay? Why doesn't he think about his behavior?

A10: Child, second grade of primary school

I think my mother dislikes me because she said she was bored when she saw me. She only likes my sister and often buys things for my sister, but she always says I'm not good. My sister is very bad. She often acts like a spoiled brat, acting, saying I did something wrong, and my mother called my sister to speak ill of me. I dislike my mother! So I sabotaged it to get back at her. Last time I peed at the school gate, she scolded me, but at least she didn't pay attention to my sister at that time.

Content analysis

Emotions: Mother (dislike mood, tired, irritable); the eldest child (restless, helpless, isolated, angry)

Content: The mother's dislike led to the eldest child's challenging behavior. Mother felt stressed and disgusted to control son's behavior, which made her tired and irritable. The eldest son felt the influence of his mother's dislike, felt that his mother was eccentric, and be ignored, which led him to retaliate and attract attention through some challenging behaviors such as throwing things, yelling, hitting his sister and urinating.

Table 1: Statistics of information of interviewees

Number	Mother	Influence (Child)
A1 A2	dislike mood on the eldest child	Self-esteem and self-confidence
A3 A4		Emotional regulation and processing ability
A5 A6		Social relationship and Interpersonal communication
A7 A8		Academic and Career Development
A9 A10		Appearance of behavior problems

Source: The Author's Interview

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III. Discuss

a) *Performance*

1. *Negative Words and Attitudes:* Mothers may use harsh language, dissatisfaction or critical attitudes to convey annoying feelings to their eldest children. She may often complain, blame or pick about the behavior, appearance or ability of her eldest child.
2. *Emotional Indifference or Anger:* Mothers may be cold or angry in front of their eldest child and ignore their needs and emotional needs. She may alienate them and refuse to offer the warmth and support.
3. *Neglect and Disregard:* Mothers may ignore the existence and feelings of their eldest children, and do not care about their needs and achievements. She may focus more attention and concern on other children or other things, ignoring the existence of the eldest child.
4. *Punishment and Threat:* Mothers may use punishment and threat to express their dislike. She may impose unreasonable punishment on the eldest child or control their behavior in a threatening manner.
5. *Emotional Instability and Emotional Outburst:* Mothers may show emotional instability and emotional outburst, and overreact to the emotions and behavior of their eldest children. She may lose her temper or rage at them when their mood is high.

b) *Reason*

1. *Stress and Burden:* Mothers may bear the dual responsibilities of family and work, and face great pressure and burden. These pressures may come from work pressure, family financial pressure, children's education and care responsibilities and so on. These stresses may cause her to dislike and manifest in interactions with her eldest child.
2. *Difficulties in Emotional Management:* Mothers may have difficulties in emotional management and fail to effectively deal with their own emotions. She may lack emotional regulation skills to not effectively cope with stress and challenges in daily life, leading to the generation of annoying emotions.
3. *Personal Experiences and Psychological Problems:* The mother's dislike may be related to her personal experiences and psychological problems. She may have experienced some negative emotional events, such as early childhood adverse experiences and education level or had some psychological problems, such as anxiety and depression. These personal experiences and psychological problems may lead to her dislike of emotions.
4. *Family Relationships and Dynamics:* Family relationships and dynamics may also be one of the reasons why mothers dislike emotions. Conflicts in the family, disharmonious relationships, lack of support and understanding may lead to the influence of the mother's emotions and produce annoying emotions.
5. *Other External Factors:* Other external factors, such as social pressure, economic difficulties, health problems and so on. These may also affect mothers' dislike. These factors may increase her burden and stress, leading to the development of annoying emotions.

c) *Suggestions*

1. *Listening and Understanding:* Mothers can build intimate relationships by listening to and understanding the feelings and needs of their eldest child. She can express her concern for her children, actively listen to their ideas and opinions, and try to understand their perspectives and feelings, which can make the eldest child feel valued and supported. The eldest child can take the initiative to communicate with the mother and express the concern for her.
2. *Encourage Open Communication:* A mother can encourage her eldest child to be open and honest with her. She can create a safe environment in which her child feel free to express their feelings and thoughts without fear of being criticized or denied. The eldest child can learn to manage emotions effectively, such as coping with maternal dislike through emotional expression and emotional regulation strategies.
3. *Cultivate Common Interests:* Mothers can develop common interests and hobbies together with their eldest children. Participating in activities of common interest, such as watching movies together, reading, doing handicrafts, or participating in outdoor activities, can enhance the mutual connection and intimacy.
4. *Provide Support and Encouragement:* Mothers can give support and encouragement to their eldest children to help them develop confidence and self-esteem. She can focus on her children's achievements and praise their efforts and progress, while providing help and support to help them overcome difficulties and challenges. The eldest can also offer support and help, reducing the burden of the mother such as taking the initiative to do housework, help take care of other family members, and providing emotional support and encouragement for the mother.
5. *Establish Common Goals:* Mothers can work with their eldest children to set common goals and work together to achieve them. This can enhance cooperation and solidarity with each other and create a sense of common struggle that can deepen intimacy.

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6. *Respect and Understand Individual Differences:* Mothers should respect and understand the individual differences of their eldest child. Everyone has their own unique needs and ways. Mothers can respect their children's personality and characteristics, and do not impose their own expectations and requirements, but try to understand and support the development and growth of their children. The eldest can also respect and express gratitude for his mother's contribution to her family.
7. *Guide the Children to Get Along:* Mothers can encourage the eldest and the second to shoulder family responsibilities and tasks, such as taking care of pets or family members together; encourage the eldest and the second to achieve common goals, such as completing learning tasks and organizing family activities; encourage the eldest to play the role of example, let the eldest understand their importance in the family, encourage the eldest to share their experience and knowledge, and help the younger siblings solve problems.
8. *Seek Outside Support:* If the mother did not realize the influence of their dislike to eldest children and communication, eldest children can seek other family members or professional support and intervention, common concern to solve this problem. Family members or professionals and support may have a positive impact on the mother's understanding and behavior.

IV. Conclusion

The results of this study indicate that maternal dislike had a clear effect on the behavior and mental status of the eldest child. This finding reminds us that the emotional state of the mother in the family has important effects on the development of the children. Therefore, this study suggests that family education focuses on maternal emotional well-being, providing support and resources to help mothers reduce stress and negative emotions.

Furthermore, this study highlights the importance of establishing intimate relationships. Mother-eldest child bonding can be facilitated through positive parent-child interaction, emotional expression and support. This provides some practice and intervention directions for family education, and has an important guiding significance for the educational practice of two-child families.

However, this study has methodological and data limitations, such as insufficient interview sample size, and the use of standardized measurement tools and statistical analysis. The study is based on literature review and interview data, and there may be bias in research selection. The conclusions of this study need further validation and further exploration in future studies.

Future studies could employ more empirical research approaches such as longitudinal studies and experimental designs to more fully understand the effects of maternal nuisance feelings on the eldest child and pathways to build intimate relationships. In addition, research can further explore the regulatory effect of other factors, such as family environment, parental relationship and so on.

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Dance Culture in Search of the Ways of Personality Spirituality

By Savchyn Liliia

Annotation- The purpose of the article is to substantiate the expediency of searching for ways of personal spirituality. The work methodology is based on the use of methods of analysis, synthesis, and specification. An analysis of the search for the ways of the individual's spirituality was carried out, outlining which ones, there are prospects for solving cross-cutting issues of cultural, aesthetic, intellectual and physical content. Synthesis, as a scientific method, made it possible to systematize the patterns of relationships between dance culture and the essential basis of the spirituality of the individual. The concretization method directed research in the direction of reconstruction of the multifacetedness of dance culture in the personality-process-culture system. We parallelize the understanding of dance first of all with plastic expressiveness and scientific pulsation, because dance demonstrates meaning and meaning mostly in movements, rather than in words with a content full of culturally significant information. The specified thesis can be substantiated by various aspects, namely by the spirituality of the individual against the background of which the trajectory of semiotics, linguistics, symbolism, phenomenology, and textology should be considered.

Keywords: *spirituality, personality, culture, dance, youth.*

GJHSS-A Classification: *LCC: NX1-820*

DANCECULTUREINSEARCHOFTHEWAYSOFPERSONALITYSPIRITUALITY

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Dance Culture in Search of the Ways of Personality Spirituality

Savchyn Liliia

Annotation- The purpose of the article is to substantiate the expediency of searching for ways of personal spirituality. The work methodology is based on the use of methods of analysis, synthesis, and specification. An analysis of the search for the ways of the individual's spirituality was carried out, outlining which ones, there are prospects for solving cross-cutting issues of cultural, aesthetic, intellectual and physical content. Synthesis, as a scientific method, made it possible to systematize the patterns of relationships between dance culture and the essential basis of the spirituality of the individual. The concretization method directed research in the direction of reconstruction of the multifacetedness of dance culture in the personality-process-culture system. We parallelize the understanding of dance first of all with plastic expressiveness and scientific pulsation, because dance demonstrates meaning and meaning mostly in movements, rather than in words with a content full of culturally significant information. The specified thesis can be substantiated by various aspects, namely by the spirituality of the individual against the background of which the trajectory of semiotics, linguistics, symbolism, phenomenology, and textology should be considered.

The text of the article can be used in the preparation of lecture material on professional disciplines (history of art, culture, methodology): choreography, music education. The work claims to use a creative approach in practical teaching activities, which will qualitatively affect the final result on the path of the individual's spirituality.

Keywords: spirituality, personality, culture, dance, youth.

I. The Relevance of the Topic of the Study

The question of the spirituality of the individual is one of the priorities at the current stage of improvement of Ukrainian higher education. Among various approaches to solving problematic issues, we single out the cultural, aesthetic, intellectual and physical interests of student youth. As one of the ways of individual spirituality, we present dance in a variety of interpretations, focusing on modern and sports in the plane of artistic and creative interests. This is possible under the conditions of student interest in dance art, activation of the emotional sphere, psychophysical freedom and creative activity.

Dance as a living component of culture has the ability to actively respond to the trends of the globalized world. Cultural information inherent in dance can be considered as a micro-gadget that contains a relationship from the past to the present. Yes, the phenomenon of cheerleading can be considered as a rethinking of innovative trends in culture, art, and sports that affect the spiritual potential of young people.

II. Formulation of the Problem

Spirituality is a philosophical concept that characterizes the set of valuable assets of humanity in the process of socio-historical development and the accumulation of personal human experience in the process of ascent in spiritual forms; integral phenomenon of human life and culture (Nakonechna, 2002: 201). Modern cultural studies, comprehending aspects of the phenomenon of spirituality, comprehends the special role of spirituality in harmonizing the personal dimension of human life, organizes the mechanism of self-development and the value universe ("the world as a whole").

The problem of the spirituality of the individual and ways to solve it have a general cultural priority. Personality, as a product of social life, is a powerful source of the phenomenon of culture, strength, will, and talent with a focus on the result of future creativity. The culture of dance (sports, modern) orients the individual first of all to the emotional impact and cultural saturation of the characteristics of the iconic specifics of knowledge, skills and abilities. Such a worldview inversion (phenomenon) is due to changes in the cultural genesis and understanding of human existence, and hence the spirituality of the individual.

Currently, the moral and ideological crisis of the entire cultural and educational system of a globalized society must be solved by actualizing basic values, reconstructing European integration processes, taking into account the national memory of the Ukrainian people and spiritual values, understanding the direction of the vector on cultural and historical traditions.

The spirituality of the personality of any people differs against the background of the directions of integration and interaction of general approaches to life. However, in Ukraine, we see a key resource of individual spirituality in the kinship between traditional values and priorities of the Euro-Atlantic community. This understanding allows us to understand, first of all, the cultural paradigm (in the context of our research). As the core of this theory, we take the plane of spiritual-cultural

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interaction, where we pay special attention to culture and education.

III. Analysis of Recent Research and Publications

Obviously, the powerful impulse to search for ways of personal spirituality is marked by numerous types of dance directions and original styles. It is they who claim a certain expression and demonstration of implemented strategies of art education. Dance, the basis of which is dominated by planning for future prospects, dance as an instructional guide for health, a conductor of aesthetic direction, a means of education and upbringing, a stimulator of harmony in space and time (Savchyn, 2023).

The household justification of dance stylistics, "modern" or mostly "sporty", in view of the spirituality of the individual, came to Europe from the USA, it was primarily based on the interaction of dance culture and sports body sculpting. That is, the emphasis in the article is sports dance. The understanding of this phenomenon in modern culture came thanks to extensive scientific research on "cheerleading" in the works of modern culturologists, teachers, psychologists, philosophers, and athletes. Cheerleading was studied by V. Boloban (sports acrobatics); A. Bolyak, N. Bolyak (cheerleading in the formation of leadership qualities of students); M. Golyan (modern trends in cheerleading), I. Zinchenko (building the training process of athletes in cheerleading); L. Lutsenko (training of cheerleaders), Yu. Ivanchenko (organization of the training process), L. Savchyn, V. Godovsky (methodology of working with the choreographic team); V. Sutula (theoretical-methodological principles of the education of the physical culture of the individual); Yu. Shushpanova (cheerleading as an effective form of active education of students); O. Shiyan (historical aspects of cheerleading in the world and Ukraine); O. Shinkaruk, N. Blazhko (significance of movements in the cheerleading training system) and others.

The authors are united by the reasoning that creativity is a leading cluster on the path of priorities in the lives of young people. Focusing on cheerleading as a connection between dance and sport, we note that beauty and femininity are combined with strength, physical endurance and sensuality, movement culture and artistry, a sense of music and rhythm. During the long evolutionary path, cheerleading was enriched with life and artistic materials, thus changing and forming new means of expression in the system of dance culture. Even today, cheerleading is not only entertainment, but also a serious sport with a powerful aesthetic load.

Considering cheerleading as one of the historical ways of searching for the spirituality of an individual, in the scientific study of O. Shiyan, the emergence of sports dance is described in detail and this phenomenon is initially connected with football. Mostly in the universities of the USA at the end of the 19th century, student youth united with the aim of organized support for their sports team.

IV. The Purpose of the Article

To reveal the cultural potential of dance in substantiating the expediency of searching for ways of personal spirituality.

The beginning of the 20th century formed the concept of sports dance directly demonstrating dexterity, flexibility, speed, endurance before football matches. To interest the spectators in the stands and the players on the field, the cheerleaders used special exclamations-recitatives. Later, similar youth groups appeared in many American universities. So guys with a sports physique (with a full set of physical corrections) demonstrated all new techniques and elements. In 1923, on the wave of feminism, girls were involved in teamwork. By the middle of the 20th century, boys were completely replaced. In the middle of the 20th century, aerial jumps and head-down splits with rhythmic musical accompaniment proved the complete interaction of dance culture and sports. Currently, the total number of sports dance participants exceeds several million people, mostly girls accompany sports competitions in basketball, football and other sports (Shiyan, 2013).

V. Presenting Main Material

Obviously, the laws of understanding the world (dance culture) regulate the balance between ethics and aesthetics, the rhythmoplastic basis and technical means, popularizing cheerleading as a type of dance culture, as a way to find the spirituality of an individual. The All-Ukrainian Cheerleading Federation has been active since 2004. In the regions of Ukraine, sports competitions are held in stadiums and sports halls with the support of a team of girl cheerleaders who, not only rhythmically, but also with chants and recitatives encourage athletes to victory. Since 2005, cheerleading championships (competitions) have been held annually in two categories: cheer and dance. The trends of cheerleading shorok have similarities and differences - the technique of performing some elements, evaluation criteria, species diversity of performance programs. Potentially, cheerleaders are a driving force in the canvas of sports competitions or mass sports and cultural events.

The decisive emphasis at the stadium or on the sports ground is not only the ability of girls to demonstrate cheerleading in colorful costumes, but also to use props - pompoms, megaphones, posters, logos of trade marks, etc. Cheerleading creates a favorable psychological climate in the stadium, softens the aggressive mood of the fans, and sometimes manages the emotions of the spectators.

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This ideology of the support group creates a favorable "weather", raises the fighting spirit of the team, ensuring the spectacle of the show programs.

Cheerleading is primarily a collective effort, the effectiveness of which depends on the contribution of each athlete. Performing acrobatic pyramids and stunts, young people demonstrate a high level of organization, personal confidence, discipline, flexibility, empathy, and creativity. The team performance of complex elements requires demandingness, perseverance, determination - without which it is impossible to win over yourself and the sports team supported by the cheerleaders. Cheerleading, as a type of dance, is an effective means of physical culture and education, contributes to a high quality of influence on the human body and the formation of personal harmony.

Yuliya Shushpanova substantiates in a scientific study that in recent years, against the background of the intensification of the educational process in higher educational institutions, there is a tendency to decrease the amount of motor activity of young people, which negatively affects the indicators of their physical condition. However, the lack of motor activity of student youth is mostly a social and not a biological phenomenon, and therefore should be compensated by regular physical exercises and health training. This puts on the agenda the issue of improving the current system of physical education at the level of interaction with dance culture, increasing the motivation of students to engage in physical culture and sports, transforming the content and structure of traditional academic classes in physical education, introducing such forms of student activity that ensure the development of endurance and other physical indicators. In addition, they contribute to the improvement of motor skills, coordination, sensitive sphere, positive self-perception, creative activity, sense of rhythm, memory, attention, etc. The scientist emphasizes the specifics of the significance of the development of these qualities for young people (girl students) both for the implementation of professional duties and during the period of preparation for performing the reproductive function and education (Shushpanova, 2017: 73).

Since dance has both educational and educational significance in the mechanism of creating the valuable potential of youth, cheerleading can be justified as a path to spirituality. At the same time, dance instills love for art and encourages physical perfection: a slender posture, lightness of movements, and grace are formed. It should be noted that music also strengthens the ability of young people to reflect the subtlest shades of spirituality in the problems of individual life space. Thus, the surrounding world is a source for culture and knowledge of its reality. This is caused by changes in the philosophical and aesthetic paradigm of spiritual development, shaping the cultural thinking of an individual.

To this day, modern trends in choreographic art are being normalized, which encourage new searches. And the use of modern technologies in the model of cultural reproduction contributes to the formation of the spiritual potential of young people. At the same time, now the introduction of cheerleading dance into the educational process of the university actualizes the professional opportunities of artists to apply various movement exercises in practical classes. Considering the above, the dance is projected as a synthesis of the creation of plastic movement against the background of the priorities and ideals of the person who "creates" the dance.

Demonstration of the ideals and values of culture by means of dance at all times contributed to its deep understanding and built the worldview and aesthetic connections of a person with a certain social environment. This is stated in the writings of leading culturologists, art critics, teachers and athletes who actualize spirituality as an important necessity for the characteristics of young people in the conditions of modern civilizational pressures and threats.

In particular, in accordance with the principle of value determination of culture, spiritual priorities are an incentive for the actualization of traditions, under the influence of which the life world of an individual is enriched. Values are derived from the human attitude to the world, which once again proves: without a person, value cannot exist, and vice versa. This confirms the thesis that spirituality has a humanistic origin and the meaning of being. At the center of the spiritual paradigm are the ideas of humanism, which affirm the concept of a whole person. This is how spirituality is a superstructure in the content and method of affirming the universal values of culture and art. Undoubtedly, nowadays cheerleading is important and necessary in the context of the "reevaluation of values" (according to F. Nietzsche), not only in the sports or dance space, but also as a phenomenon that demonstrates an epoch-making cipher of the understanding of dance culture.

After all, culture as a phenomenon of cultural memory about spiritual ideals, as a phenomenon, powerfully fulfills the role of preserving and transmitting information from generation to generation through various symbolic systems.

The understanding of dance balances between a scientific concept and is paralleled primarily with plastic expressiveness, because in some places dance demonstrates meaning and content mostly in movements, rather than in words with a content full of culturally significant information. The specified thesis can be substantiated by various aspects, namely, to outline the path of the individual's spirituality by the trajectory of scientific pulsations of semiotics, linguistics, symbolism, phenomenology, textology.

Thus, semiotic substantiation involves the accumulation and preservation of the flow of

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information, hence its transformation into a system of spiritual basis. That is, the cheerleading dance contains signs and texts that interpret cultural phenomena with the help of physical practices, logical ideas about physical culture, the cultural orientation of thinking provoked by the body, hence the ability to convey the accumulated experience with the amplitude of certain movements in a symbolic form. It is in the semantic field that the information embedded in the deep structures of spiritual culture and its transformation into a system of symbolic elements is accumulated, normalized in the text.

In view of this, dance culture is the embodiment of the multifaceted essence-content basis of the spiritual personality. In dance, personality finds its own expression in the ability to communicate, therefore the natural phenomenon of semiotic justification accompanies the rhythm and plasticity of the human body. This is how communicative abilities are realized, which make it possible to express not articulated language, but to model the inexhaustible essence of choreographic art.

Linguistics of the text, as an aspect on the path to spirituality, forms the rules for building a coherent text and its semantic categories. She deals with finding out the deep meanings contained in a certain text. In the paradigm of the humanitarian sphere, the text (image of dance) is considered as an important means of embodying and consolidating the achievements of the human spirit. Thus, from high-quality communication between the text and its deciphering, dance is able to form the mental structures of the individual (the inner world of a person).

Symbolism in cultural studies is the key to the culture of all mankind. We are impressed by the concept of the nature of the symbol of E. Casirer, who considered symbolization as the main function of human consciousness. Therefore, we consider the symbol as a cluster of expression of a part of the universe, where the symbol directly progresses, demonstrating the physical activity of a person (in our study, dance). At the same time, I. Kant closely connected the symbol with beauty (beautiful image, high morality). A symbol in art carries within itself the relationship of communication with aesthetic pleasure. The ascending symbolism of the dance requires understanding and perception by the soul.

Phenomenology. The problem of dance corporeality separates the "natural body" and the "cultural body" and their communication at the level of a method of meaningful communication - a cultural phenomenon. Since phenomenological phenomena acquire an essentially substantive basis, functioning thanks to the combination of choreography, music, singing, sports, etc. Such language of dance inevitably organizes the interpretation of the text of the dance drawing. In this case, the text decodes ancient, traditional information embedded in cultural structures.

Textology (interrelation of plastic and literary) in dance culture is mostly focused on the interpretation of the text, in which the stylistic features of the artistic text actualize the vocabulary of a certain dance, form the ability to express the expressive possibilities of the artistic and plastic text, convey the idea of the work based on emotional and aesthetic ideas. Textology in dance culture enables a universe in which dance opens up opportunities for the artistic reasoning of the author-ballet master, shapes his worldview, models the spirituality of the individual (the dance performer) on the laws of worldview, individuality - this is how history, culture, philosophy is studied and causes the need for a cultural study of dance culture . No text can be used in a dance performance until it is given a logical explanation of certain circumstances, history, and culture.

In Latin, textum means connection. An author's work or a document reproduced in writing or in print (according to P. Herchanivska), in semiotics and linguistics, is a sequence of signs that form a single whole (Herchanivska, 2015: 179).

VI. Conclusions

So, cheerleading in modern time-space fulfills various roles of an educational, physical, and aesthetic nature. Mastering the dance culture of cheerleading promotes interest in the artistic and aesthetic priorities of young people and their spiritual motivation for the harmony of life creativity. That is why it is important to understand the dance culture as a truly important trend that contributes to the individual's approach to self-improvement and understanding of one's own significance in society. This requires active involvement of her, the individual, in the field of cultural, sports and educational activities, which will become an effective way of improving the personal social climate, moral and ethical priorities based on age-old traditions.



Photo By Y. Sheretyuk "Cheerleading"

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Dance culture is an important component of spiritual culture, contributes to the full formation of a worldview, as a kind of universal way of integrating cultural meanings in the search for ways into the spiritual world of an individual.

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Electoral Processes and Media Coverage- A Study of the Media's Performance in the Gambia's December 2021 Presidential Elections

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Abstract- The focus of the investigation was The Gambia's media outlets. The study's 30-day timeframe allowed for the content analysis of the media outlets' output. The media's coverage of political rallies, the candidates, and party manifestos, their efforts at voter education and civic engagement, and their ethical use of language were the areas of interest. It was discovered that government-owned media outlets covered the parties and election-related topics in an utterly impartial, nonpartisan, and thorough manner. Most of the private media outlets paid little or no attention to giving voter education or giving presidential candidates a platform on which to engage with the public. It is remarkable, nevertheless, that media companies did not permit unethical language use on their platforms, with a few notable exceptions. The Gambia's media is entering a period of unprecedented freedom of expression, allowing professionals to carry out their civic duties without fear of reprisal. The dormant potentials are starting to manifest. This activity represents a reaffirmation of what the public expects from the media during election season.

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I. Introduction

The intersection of electoral processes and media coverage plays a pivotal role in shaping democratic societies. As politicians rely heavily on the media to promote themselves and their political agendas, voters also depend on the media to provide them with sufficient information about political parties and their nominees so that they may make informed decisions. Monitoring media performance is an effective method for facilitating optimal media performance.

According to Kužel (2020), Media monitoring is a crucial tool for assessing the fairness of the election process, evaluating media behavior in the light of compliance with international standards, and measuring the quality of election coverage. It helps determine if candidates have equal access to media and if information is adequate for voters. Monitoring results help identify media shortcomings, allowing for corrective action to improve coverage and protect media rights. Consequently, it should be a continuous endeavor in order to develop the media professionally and ethically.

Given the fact that information disorder during the election process has resulted in violent situations in many nations across the globe, the media has an important role to play in the maintenance of social cohesion at such times.

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With the prevalent degree of information disorder, the media has the responsibility to proactively dispense authentic news content, counter information disorder and offer balanced insights to news consumers on election related issues.

Generally, three main principles should govern media coverage of elections; these are:

the rights of voters: voters have the right to be informed about political alternatives and candidates' platforms in order to be able to make an informed choice;

the rights of contestants: candidates and parties have the right to communicate their platforms and their views. To that end, they have a right of unimpeded access to the media on a non-discriminatory basis in order to inform the electorate about their policies and opinions on matters of public interest;

the right of the media: the media enjoy the freedom to inform the public about an election campaign and to express their opinions on issues of public interest. In exercising this freedom, they cover all relevant election-related issues and play an active role in informing voters by offering them a diverse range of views, which include those of journalists and political analysts who are free to criticise politicians for their platforms or their performances. More importantly, they inform voters in a correct, accurate, transparent, and balanced manner (Venice Commision, 2009)

The process of media monitoring involves gathering information, analysing it, and presenting the findings of election-related content in print, broadcast, and online media. Besides serving as a regulatory tool, media monitoring offers additional advantages to an election process. Some of these goals include gauging the media's, voters', and candidates' freedom of expression; preventing violence during elections; increasing minority and female participation; and improving the media literacy of both election officials and the general public.(Armenia 2012,OSCE/ODIHR)

There is no gainsaying the fact that the media organizations do not always fulfill their obligations to the society as exemplified in their acts of omission or commission.

Understanding how the media functioned during the December 2021 presidential elections in The Gambia is critical, not only because the public, to some extent, relied on the media for information that ultimately influenced their choices, but also because media activities *had* a *significant* impact on societal

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cohesion. This is why DUBAWA a West African independent verification and fact-checking project, initiated by the Centre for Journalism Innovation and Development sponsored this media monitoring project.

a) The Political Context of The Gambia

In order to choose a president and a legislature, The Gambia conducts general elections. The president is the head of state and the highest-ranking official in the nation. The president is chosen by the people to a five-year term. The Gambia's unicameral legislature, the National Assembly, has 53 seats filled by direct elections and 5 by appointments. Prior to President Yayah Jammeh's ouster in 2017, the prominent political group known as the Alliance for Patriotic Reorientation and Construction (APRC) had 22 years of control. The dictatorship of former military leader Yayah Jammeh, who had been in power for over twenty years, was ended on December 1, 2016, when Adama Barrow was chosen president by the Gambians. The victory of Barrow, who had the backing of several opposition groups, stoked hopes among Gambians for a more democratic government. There was only one political party in the Gambia up until 2016. (Njie & Saine, 2019)

The Gambia's Access to Information Bill was approved by the Barrow administration on July 1, 2021. For years, media professionals and academics had been hindered in their work by the problem of restricted information flow; this legislation finally solved that problem. (MfWA, 2 Nov 2021). For participatory governance to work, citizens must have access to information so that they can make informed contributions to public discussions.

Gambia began getting ready for the upcoming elections at the turn of the 2021 calendar year. The election was different from others in that voters were more vocal about their party affiliation and participated in the campaign. The 22 years that former President Yahya Jammeh spent in office were marked by a restrictive and hostile political atmosphere. The inaugural presidential debate, organised by the Committee for Political Debate, took place on November 20. Although all six candidates were invited, only Halifah Sallah and Essa M Faal showed up.(Foroyaa 21 Nov, 2021).

The National Patriotic Party (NPP), of which President Barrow is a member, and an offshoot of the Alliance for Patriotic Reorientation and Reconstruction (APRC), headed by Yahya Jammeh, the former president, came together to create a coalition. After that, Jammeh made statements at his campaign rallies via phone, disavowing his support for Mama Kandeh's coalition. Reuters, Dec 1, 2021).

Six candidates, representing three separate political parties, ran for president in the 2021 election (IFES, 2021).

The following is their profile:

Name	Party	Position	Slogan
Adama Barrow	National People's Party (NPP)	Incumbent President (2017-present)	"Peace, Progress, and Unity"
Ousainou Darboe	United Democratic Party (UDP)	Former Vice President (2018-2019)	"Justice, Peace, and Progress"
Essa M. Faal	Independent	Chief Prosecutor of the Truth, Reconciliation and Reparations Commission (2018-present)	"One Gambia, One Nation, One People"
Mama Kandeh	Gambia Democratic Congress (GDC)	MP in Pan-African Parliament	"One Gambia one people"
Abdoulie Ebrima Jammeh	National Union Party (NUP)	Former Director General of The Gambia Civil Aviation Authority[28]	"Unity is strength"
Halifa Sallah	People's Democratic Organisation for Independence and Socialism (PDOIS)	Special Advisor to the President on Governance (2017), National Assembly Minority Leader (2002-2007)	"Liberty, dignity, and prosperity"

Source: Wikipedia

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b) The Profile of the Political Parties

The National People's Party was founded in December 2019 by the incumbent, President Adama Barrow after a disagreement with his former party, the United Democratic Party.

The United Democratic Party (UDP) was founded in 1996 by 3 political parties, the then-banned PPP, NCP and GPP that choose the human rights lawyer, freedom fighter, ANM Ousainou Darboe as the party leader and Secretary General. Darboe was imprisoned by the dictator Yahya Jammeh during the 2016 elections but was the party's flag bearer in the December 2021 presidential election.

Gambia Democratic Congress (GDC) was founded in 2016 by Mama Kandeh who is a former APRC National Assembly Member. The initial deputy leader, Facuru Sillah, left the party after he had a dispute with Kandeh. Mama Kandeh was the party's flag bearer in the December 2021 presidential election.

The People's Democratic Organisation for Independence and Socialism (PDOIS) is a socialist political party that was founded in 2005. It was part of Coalition 2016 whose candidate, Adama Barrow, defeated the incumbent, dictator Yahya Jammeh. The PDOIS is the publisher of a prominent newspaper Foroyaa known for its bold opposition of the Yahya Jammeh government. Halifa Sillah was the party's flag bearer in the December 2021 presidential election.

The National Unity Party (NUP) was officially registered as a political party on 5th October, 2020. The party is anchored on the principle that party leaders must not serve more than two terms in opposition. Abdoulie Ebrima Jammeh was the party's flag bearer in the December 2021 presidential election.

Essa Mbye Faal is an international lawyer who served as defence counsel at the International Criminal Court (ICC) and is a former lead counsel at the just concluded Gambia Truth, Reconciliation and Reparations Commission (TRRC). A new entrant to the political scene, Faal ran as an independent presidential candidate.

Certain patterns were observed in the electioneering campaigns and party affiliation.

According to Nabaneh (2021), many of the political parties in The Gambia are highly ethnicised, not necessarily by design but by default. Due to the absence of well-developed party structures and nationwide institutions, voters usually align with parties led by politicians from their ethnic group. APRC, for instance has more supporters among the Jola because of Yahya Jammeh, UDP among the Mandinka because of Ousainou Darboe, GDC among the Fula because of Mama Kandeh, NPP among the Sarahule and Fula communities due to Adama Barrow, and PDOIS among the Wolof because of Halifa Sallah.

The election period witnessed a high degree of ethnic divisions, circulation of falsehood about contestants and exchange of expletives.

c) Statement of the Research Problem

Under the totalitarian regime of Yahya Jammeh, government owned media agencies gave prominence to the ruling parties to the detriment of opposition parties. This is contrary to the universally recognised responsibility of the media which is to furnish the electorate with accurate information and ensure that all contestants receive fair and balanced coverage. With all the efforts to guaranty press freedom under the Barrow administration, and the December 2021 election being the first since the administration's inception, it is important to investigate the changes, if any, in the Gambia media's coverage of the 2021 elections.

d) Research Questions

The monitoring exercise undertaken sought to provide answers to the following questions:

Did media organisations give balanced and fair coverage to each of the presidential candidates?

Did the media organisations give adequate voter's education to the electorate?

Were media organisations pro-active in debunking fake news content?

e) Goal and Objectives of the Monitoring Project

This monitoring was geared towards providing a professional, comprehensive and objective assessment of political diversity, inclusion and balance in the news and current affairs coverage by the monitored traditional and online media organizations. The monitoring investigated the degree of media organisation's commitment to civic/voter's education in the bid to assist voters to make informed choices and eschew violence; their fair and balanced coverage of all political contestants and their countering of fake news contents that have the potential to inflame the polity.

In general, the exercise aimed to furnish the public with information on the conduct of the media during the elections, to initiate a discussion about the objectivity and quality of the media reporting and to promote media compliance with international standards and best practices regarding freedom of expression and independence.

f) Significance of the Study

This study will enable stakeholders to have accurate information on whether the mass media adequately dispense their duty of presenting the public with a fair and balanced picture of the political parties, the contestants and the Independent Electoral Commission and debunking fake news content while alerting the public about the need to question their sources of information prior to the election. The study will also help raise public awareness as it will enhance

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understanding of the proper role of the media in a democratic and free society.

It will promote the adoption of best practices on the part of media practitioners and media outlet owners in the broadcast and print media as they will be challenged to adhere (in the future) to standards of balanced reporting that focus on important political issues.

II. Review of Literature

a) Conceptual Review

i. The Media

Marshall McLuhan, a Canadian communication theorist, used the term "media" to refer to communication channels in 1954. By the mid-1960s, the word was widely used in North America and the United Kingdom. Media are the collective communication outlets or tools that store and convey information or data. Print media refers to newspapers, magazines, and books. These mediums rely on the printed word to convey information to the general population. Broadcast media encompasses television and radio. These mediums use electronic signals to broadcast information to a large number of people. Digital media include the internet, social media, and mobile devices. These channels communicate and disseminate information through digital technology. The media plays an important role in society by educating, enlightening, and entertaining people through news, features, and commentary. It also produces documentaries, dramas, current affairs shows, and other radio and television content. The media promotes social change and changes public opinion by exposing important developments and marginalised voices.

ii. Legal Framework for Coverage of Electoral Processes by the Media

International laws govern the role of media in elections, focusing on regulating government behavior in relation to media. The principles underpinning the international laws include freedom of expression, information, and participation in government through elections. These principles are derived from Articles 19 and 21 of the United Nations' 1948 Universal Declaration of Human Rights. Several regional and UN human rights treaties have now reaffirmed these principles. These principles have been further clarified by decisions made by treaty authorities like the United Nations Human Rights Committee, the European Court of Human Rights, and the Inter-American Commission on Human Rights. As a result, they provide a rich and applicable source of legal guidance. Opinions handed down by different forms of international entities also contribute to the body of law governing elections and the media. To illustrate the point, in 1999, the UN Special Rapporteur on Freedom of Opinion and Expression laid out some ground rules for how the media should behave during elections and what governments should do to ensure media plurality.

b) Theoretical Review

i. Agenda Setting Theory

While the degree to which the media influences the society may be a subject for debate among scholars from different fields in the social sciences, the fact that the media impacts the society is indisputable. Earlier in the field of communication studies, the All-powerful media theories were propagated but audience theories have debunked the seemingly unlimited power of the media over message consumers. These theories show that there are intervening factors between the audience and the messages they receive from the media, their social affiliations is one of such factors (McQuail et al, 2013)

The Agenda-Setting Theory in contrast to the All Powerful Media Theory, suggests that media plays a crucial role in shaping public attention to specific issues. It posits that media outlets identify and publicize issues, guiding public opinion and enhancing issue salience. The theory also posits that the media controls reality by filtering and shaping it, and that the more media emphasizes an issue, the more the public perceives it as crucial. Agenda-setting can be categorized into three levels: first-level, where media sets the public agenda, second-level, where salience is transferred from the media agenda to the public agenda, and third-level, where agenda-setting impacts policy agenda building (Dearing & Rogers, 1996).

The media may choose to kill an issue by not reporting on it.

ii. The Spiral of Silence Theory

The spiral of silence theory explains how the media can influence people's opinion. When an opinion is widely publicised and accepted, people with contrary opinion who are in the minority will be silent about their position for fear of being different. There is social pressure to side with the dominant opinion (Neumann, 1974).

iii. Symbolic Interactionism Theory

This theory propounded by George Mead states that human interaction helps to develop self, meaning is not inherent in objects, but is, instead, constructed and modified within different contexts through social interaction. An individual's action towards someone is based on the meaning attributed to that person. People use symbols with shared cultural meanings in the bid to communicate effectively (Hall, 2007; West & Turner, 2017).

The media helps to create and propagate shared symbols and uses cultural symbols to affect an individual's sense of self. This function of the media becomes very important during elections to promote a sense of patriotism and social responsibility in people.

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Although the symbolic interactionism theory has been criticized as being impressionistic, it still has a lot of relevance in the way individuals choose their icons and social affiliations

iv. *The Social Responsibility Theory*

One theory that helps to understand what the role of the media should be in an election period is the social responsibility media theory which stems from libertarian thought. This theory states that the media which should be free but self-regulated have an obligation to the society to be relevant, truthful, accurate, fair and objective. In their operations, they must observe adherence to agreed codes of ethics and professional conduct. (Siebert, Peterson & Schrann, 1956). The theory advocates for the media to utilise their platform to promote public opinion, individual liberties, and critical social interests, while also engaging in discourse to address and resolve issues. Central to social responsibility is the notion that with liberty comes accountability. The press has an obligation to consistently adhere to established ethical principles. individuals rely on journalists to advocate for their optimal interests. As a result, beyond mere news coverage, the media has the responsibility to interpret the news and educate the people.

During election time, the media's relevance is demonstrated by its role in informing voters about political candidates, parties, and programmes, allowing them to make informed decisions.

All these theories underscore the importance of the media and its role in peace democratic transition

c) Empirical Studies

The Electoral Knowledge Network (ACE) presented findings from media monitoring of election processes in four different nations in different years.

In Amenia In 2012, it was found that TV channels often broadcast campaign material from paid political advertising, damaging media credibility and reducing diversity. In Cambodia in 2007, state-owned media cover 93% of political activities, with 82% dedicated to the ruling party, the CPP. This unbalanced coverage made it difficult for other parties to compete. There is minimal coverage of women in politics and no coverage of disabled, youth, or indigenous candidates. In Nicaraguan 2010, the media was reflecting profound polarization and becoming active participants in this polarization. The two main newspapers, La Prensa and El Nuevo Diario, dictate the political agenda.

In Sudan in 2010, hate speech cases and inflammatory language use increased significantly as election day approached and continued after the election, with both political actors and media responsible for creating such hate speech. Defamation of political figures was the most common kind of hate speech in the days leading up to the polls, but when the results were announced, threats of violence and allegations of election fraud became prevalent.

III. Methodology

16 monitors were trained to monitor the media outlets and enter data into different predetermined categories on their spreadsheet.

On the completion of the training, each research assistant was allotted the media outlet to monitor.

The study adopted the content analysis research method to explore the following:

The politics-related themes/concepts in the media content of each media outlet.

The prominence given to the themes/concepts in terms of point of placement among other contents and the frequency of occurrence of such themes/ concepts.

The sampling technique was purposive as only the prominent news media outlets were selected.

a) Scope of the Study

The study covered a period of 30 days from December 19, 2021 to January 18, 2022 and 16 media house were monitored.

b) Study Sample

In this study, all the government owned media outlets were monitored. These are:
Gambia Radio and Television Station (GRTS) Radio
GRTS Television

4 private traditional newspapers in The Gambia were monitored:
The point
Foroyaa (published by one of the presidential candidates)
Standard
The voice

3 online Newspapers:
The Chronicles
Gainako
Malagen

The 2 Active Traditional Private TV stations:
QTV
Paradise TV

3 Online TV:
Eye Africa
Kerr Fatou
Fatou Network

4 Traditional Radio Stations:
West Coast Radio
Star FM
King FM
Q Radio

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The unit of analysis was the story/editorial/ advert/features/ Advertorial for the print media

News report/programmes/adverts/advertorials for the broadcast media

Categories/ themes are as follows:
Key electoral issues
Candidates' policies and manifestoes
Candidates' political rallies
Voter's education
Political debate between candidates
Use of abusive language
Countering of fake news

The categories were investigated applying the following variables:

Length of time/space allocated
Frequency of the theme's re-occurrence
Prominence in terms of placement in print and the broadcast media

Coding was done on a spreadsheet and the result of the analysis was presented in percentages.

IV. Presentation of Findings

a) *Media Coverage of Political Rallies*

Out of the 30 days of monitoring, rallies were held in 17 days because rallies stopped on 3rd December, the day before the election and, naturally, did not continue after the election.

Table 1: Coverage of Rallies in the 15 Days Preceding Election by Radio Stations

	NPP	UDP	PDOIS	GDC	Essa Faal	NUP	Total	Percentage of total broadcast Time for 15 days
GRTS Radio	5 hours 36mins	5.6 hours	5.6 hours	5.6 hours	5.6 hours	5.6 hours	33.6 hours	12.4%
West Coast Radio	18mins	10mins	5mins	8mins	4mins	5 mins	0.53 hours	0.14%
King FM	15mins	15 mins	15mins	15mins	15mins	15 mins	1.5 hours	.0.41%
SEN FM	4 hrs 30mins	4 hrs 30 mins	3 hrs 30 mins	3 hrs 30 mins	2 hrs 30 mins	Nil	18.5 hour	5.13%
Star FM	4 hrs 6mins	3 hrs 36mins	3hrs 6 mins	2 hrs 54 mins	1hr 42 mins	Nil	13.33 hours	3.70%
Q Radio		Nil	Nil	Nil	Nil	Nil	0	O%

GRTS, owned by the government, gave equal coverage to all political parties. Q Radio gave coverage to only the ruling party because they paid the station. Star FM, also a private Radio station gave fair coverage to all the political parties except NUP.

Table 2: Coverage of Political Rallies in the 15 Days Preceding Election by TV Stations

	NPP	UDP	PDOIS	GDC	Essa Faal	NUP	Total	Percentage of total broadcast Time for 15 days
GRTS TV	5 hours 18 mins	5 hours 18 mins	5 hours 18 mins	5 hours 18 mins	5 hours 18 mins	5 hours 18 mins	31.3 hours	11.5%
Q TV	14hrs 45 mins	Nil	Nil	Nil	Nil	Nil	14.75 hours	4.0%
Paradise TV	39 hrs 40 mins Coverage was paid for	6 hrs 40 mins	5 hrs	5hrs	Nil 0 %	Nil	56.33 hrs	15.64%
Kerr Fatou (Online TV)	28 mins	28 hrs, 1min	27 mins	2 hrs 25 mins	2hrs, 18 mins	Nil	6.2hrs	1.72%
Fatou Network (Online TV)	27 mins	1hour 30 mins	2 hrs 26 mins	25 mins	25 mins	Nil	5.21 hours	1.44%
Eye Africa	17 hrs 54 mins	8.18 mins	4 hrs 11 mins	Nil	Nil	Nil	30.38 hours	8.4%

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Table 3: Hosting Presidential Candidates

	NPP	UDP	GDC	PDOIS	Essal Faal	NUP
GRTS TV	Nil	Nil	Nil	Nil	Nil	Nil
Paradise TV	Nil	Nil	Nil	Done	Done	Nil
Q TV	Nil	Nil	Nil	Nil	Nil	Nil
Kerr Fatou	Nil	Nil	Nil	Nil	Nil	Nil
Eye Africa	Nil	Nil	Nil	Nil	Done	Nil
Fatou Netwok	Done	Nil	Nil	Nil	Done	Nil

Only Paradise TV hosted Essal Faal the independent candidate and Halifa Sallah in a presidential debate. Eye Africa conducted an interview with Essal Faal while Fatou network conducted an interview with Darboe of UDP and Barrow of NPP. The media in The Gambia is not yet taking advantage of the unrestrictive political environment to grill both incumbent and opposition candidates alike on their platforms in the bid to help the electorate to make informed choices and publicise the cadidates' manifestoes as benchmark for future performance evaluation.

Table 4: Monitoring of Newspapers' Coverage of Political Rallies

	NPP	UDP	PDOIS	GDC	Essal Faal	NUP
The Point --- Prominence	4 out of 17 issues 23.5% --- 3 Front page, 1 P.3	2 out of 17 issues 11.7% --- Front pages	Nil 0% ----------	1 out of 17 issues 5.8% --- Front page	4 out of 17 issues 23.5% --- All front pages	1 out of 17 issues 5.8% --- Front page
Standard --- Prominence	2 out of 17 Issues 11.7% --- Front page	3 out of 17 5 hours 18mins 17.6% --- Front pages	Nil 0% ----------	4 out of 17 issues 23.5% --- Front pages	1 out of 17 Issues 5.8% --- Front page	Nil 0% ----------
Foroyaa Prominence	Nil	Nil	2 out of 17 issues 11.7%	Nil	Nil	1 out of 17 issues 5.8%
The Voice --- Prominence	4 out of 17 issues 23.5% --- Front page	4 out of 17 issues 23.5% --- Front page	2 out of 17 issues 11.7% --- Front page	5 out of 17 issues 29.4% --- Front page	4 out of 17 issues 23.5% --- Front page	3 out of 17 issues 17.6% --- Front page

The newspapers did not give adequate covering to all the political parties.

Table 5: Online Television's Coverage of Election Issues during the 30 Days' Monitoring Period.

Newspaper	Total number of News items	Total number of News items on election issues	Percentage	
The Chronicles	579	178	30.7%	
Malagen	363	169	46.5%	
Gainakou	70	34	48.5%	

The online newspaper gave better coverage to election issues. This is very significant because in this digitalised age, more people read online news. A recent survey sponsored by Dubawa 2021 on information disorder showed that 10 percent of the respondents spend over 12 hours daily on the social media.

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Table 6: Broadcast Media Coverage of Political Debate

	Presidential Debate	Post-Presidential Debate Analysis	Other Debates
GRTS TV	Nil	Nil	Nil
Paradise TV	Covered	Done	Nil
QTV	Nil	Nil	Nil
Star TV	Nil	Nil	Nil
Q Radio	Nil	Nil	Nil
GRTS Radio	Nil	Done	Nil
King FM	Nil	Nil	Nil
Star FM	Nil	Nil	Nil
SEN FM	Nil	Nil	Nil
West Coast Radio	Nil	Nil	NPP vs UDP Members of parliament

As depicted in Table 5, only Paradise TV covered the presidential debate and post-presidential debate analysis was undertaken by Paradise TV and GRTS Radio. One explanation for this neglect on the part of the media organisations houses is the restrictive nature of the last administration in The Gambia which did not allow for democratic practices like presidential debates.

Voter/Civic Education

Table 7: Civic/Voter's Education by TV Stations

	30 Days of Monitoring	Percentage of total hours
GRTS	23hours	4.8 %
Paradise TV	3 hours 30mins	0.48%
Q TV	Nil	0%
Kerr Fatou	52 mins	0.11%
Fatou Network	25 mins	0.057%
Eye Africa	3	

The time spent on voter/civic education by Television houses was quite limited.

Table 8: Radio Stations' Civic/Voter's Education

Radio Station	Duration	Percentage out of total time
Q Radio	Nil	0%
West Coast Radio	5mins	0.011%
Star FM	4mins	0.009%
SEN FM	7	0.16%
King FM	5mins	0.011%

The time spent on civic/voter education by radio stations was quite inadequate.

Table 9: Newspapers' Civic/Voter's Education

Newspaper	Number of issues of the newspaper	Percentage out of total number of issues analysed
The Point	Nil	%
The Voice	2 issues	6.6%
Standard	3	10%
Foroyaa	2	6.6%

The newspapers too didn't allocate appreciable space to civic/voter education initiated by themselves. In the period of electioneering, it would be expected that every issue of the newspaper would contain some degree of education for the electorate.

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Table10: Offensive use of Language on the Broadcast Media.

Media House	Number of Occurences in the 30 Days Covered	
GRTS Radio	Nil	
West Coast Radio	1	
Star FM	Nil	
King FM	1	
SEN FM	Nil	
Q Radio	Nil	
GRTS TV	Nil	
Q TV	Nil	
Paradise TV	1	
Eye Africa (online)	Nil	
Kerr Fatou (online)	Nil	
Fatou Network (online)	2	

Within, the period of the monitoring, the highest number of occurrences of offensive language used by political actors (2) was found with Fatou Network. The efforts of civil society organisations and international agencies in capacity building for media practitioners on election coverage have proved to be very fruitful.

Table 11: Offensive Language use in the Newspapers

The Point	Nil	
Foroyaa	Nil	
Standard	Nil	
The Voice	2	

This was found only 2 times in The Voice throughout the period covered.

Table 12: Newspaper Editorials on Election Issues

Newspapers	Number out of 30 Issues of the Newspaper
The Point	1
Foroyaa	4
The Voice	11
Standard	1

Only The Voice consistently ran editorials on election issues under the caption, 'Puncturing Gutter Politics.' The editorials could have enlightened the electorate the more about issues surrounding elections.

Table 13: Total Length of Time Devoted to Issues Relating to Each Political Party by the TV Stations

Media House	NPP	UDP	PDOIS	GDC	Essal faal	NUP
GRTS TV	6 hrs 36 mins	6 hrs 36 mins	6 hrs 36 mins	6 hrs 36 mins	6 hrs 36 mins	6 hrs 36 mins
Paradise TV	37hrs 56 mins	22 mins	5hrs 3mins	10 hours 3mins	9 mins	Nil
Q TV	14hours	Nil	Nil	Nil	Nil	Nil
Fatou Network	2hrs 42mins	49 mins	3hrs 22mins	25 mins	46 mins	Nil
Eye Africa	18 hrs 30mins	8hrs 21mins	6 hrs	Nil	19 mins	Nil
Kerr Fatou	40mins	44hours25 mins	27mins	2hrs 2 mins	2 hours 4 mins	1hour 30mins

Only GRTS being a public television station gave fair coverage to all the political parties. The private television stations were either paid by the parties they gave more coverage or had political affiliations with them.

b) Countering Fake news in Circulation

In spite of the plethora of lies in circulation on the social media during the period under focus, the media houses were not committed to countering the fake news. Given the harmful effects of fake news circulation on the polity, the media should have paid great attention to that task.

V. Discussion

The monitoring exercise examined the degree to which the media were fair and balanced in their

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coverage of all political contestants, their commitment to civic/voter's education in the bid to assist voters to make informed choices and eschew violence; and their countering of fake news contents that have the potential to inflame the polity.

The government-owned media, GRTS Radio and TV were very balanced and consistent in their coverage of all the political parties but the same cannot be said of the private media houses. Private media being profit-oriented and having different political affiliations gave more coverage to some than the others. A private media house completely shirked its responsibility to the public by giving coverage to only the ruling party because they paid it. This shows total ignorance of what a media house should represent in the society.

In terms of civic/voter's education, all the media houses are adjudged to have performed below expectations. GRTS was strong on peace messaging bringing people from the different language groups in The Gambia and religious leaders to talk about peaceful conduct on the part of all citizens. However political education from the media house did not measure up to standard. Candidates' manifestos were not subjected to analysis. The private media too did not subject manifestos to analysis. The presidential debate was only attended by two candidates and was covered by only one television station. The broadcast and print media also didn't adequately provide the platform to interview the presidential aspirants.

Moreover, the media houses did not give much attention to debunking fake news in spite of the fact that there were a lot of such on social media.

a) Recommendations

It is recommended that the capacity of media practitioners be further developed to understand their responsibility to the society in an election period. The media must also be mandated by the regulatory authority to give a stipulated coverage to political parties as part of their scocial responsibility.

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President Barrow signs Access to Information Bill into law

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2. ACE: International law on media and elections https://aceproject.org/ace-en/topics/me/mea/mea01/mobile_browsing/onePag

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- Writings
- Diagrams
- Graphs
- Illustrations
- Lectures

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

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2. Drafting the paper and revising it critically regarding important academic content.
3. Final approval of the version of the paper to be published.

Changes in Authorship

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

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Appealing Decisions

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

Acknowledgments

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

Declaration of funding sources

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

Preparing your Manuscript

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

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

Manuscript Style Instruction (Optional)

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

Structure and Format of Manuscript

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

A research paper must include:

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

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

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

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

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

Format Structure

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

All manuscripts submitted to Global Journals should include:

Title

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

Author details

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

Abstract

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

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

Keywords

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

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

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

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

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

Numerical Methods

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

Abbreviations

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

Formulas and equations

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

Tables, Figures, and Figure Legends

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

Figures

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

Preparation of Eletronic Figures for Publication

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

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

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

Tips for writing a good quality Social Science Research Paper

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

.

Informal Guidelines of Research Paper Writing

Key points to remember:

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

Final points:

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

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

The discussion section:

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

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

General style:

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

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



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Mistakes to avoid:

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

Title page:

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

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

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

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

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

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

Approach:

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

Introduction:

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

The following approach can create a valuable beginning:

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

Approach:

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

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

Procedures (methods and materials):

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

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

Materials:

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

Methods:

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

Approach:

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

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

What to keep away from:

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



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Results:

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

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

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

Content:

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

What to stay away from:

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

Approach:

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

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

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

Figures and tables:

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

Discussion:

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

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

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



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

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

Approach:

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

Describe generally acknowledged facts and main beliefs in present tense.

The Administration Rules

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

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

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

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

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

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

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

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