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Impact on the Development of Labor Competences in the Municipality of San Vicente Del Caguan Caqueta-Colombia

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Abstract- Training and developing general labor competencies (CLG) in people is one of the great challenges that secondary educational institutions in Colombia must assume in order to contribute to the productive and social world according to the needs and particularities of each territory, which requires a curricular structuring that relates the objectives proposed from the framework of education with territorial approaches in the search to contribute to the development of the local economy, cultural socio-political perspectives in marked post-conflict scenarios and the comprehensive training of subjects who are prepared to respond to the changing demands of the present and future in diverse environments. In this sense, this article presents the results of data analysis under multivariate statistical analysis with R software, supported in a systemic framework from the Vester matrix to understand the training processes focused on the development of CLG in the Municipality of San Vicente of Caguán –Caquetá.

Keywords: general job skills, methodology, secondary education, curriculum, training programs and territorial approach.

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Impact on the Development of Labor Competences in the Municipality of San Vicente Del Caguan Caqueta-Colombia

Applied analysis with multivariate statistics-R software, supported in the systemic framework with Vester's matrix.

Impacto en el Desarrollo de Competencias Laborales en el Municipio de San Vicente Del Caguan Caqueta-Colombia

Análisis aplicado con estadística multivariada-software R, soportado en el marco sistémico con matriz de Vester.

Wilber Ortiz Navarrete [α] & Nelson Enrique Barrios Jara [σ]

Resumen- Formar y desarrollar competencias laborales generales (CLG) en las personas es uno de los grandes retos que las instituciones educativas de educación media en Colombia deben asumir para contribuir al mundo productivo y social de acuerdo a las necesidades y particularidades de cada territorio, lo que exige una estructuración curricular que relacione los objetivos propuestos desde el marco de la educación con los enfoques territoriales en la búsqueda de contribuir al desarrollo de la economía local, las perspectivas sociopolíticas culturales en marcadas en escenarios de postconflicto y la formación integral de sujetos que estén preparados para responder a las demandas cambiantes del presente y futuro en diversos entornos. En este sentido, el presente artículo presenta los resultados de análisis de datos bajo análisis estadístico multivariado con software R, soportado en un marco sistémico desde la matriz de Vester para comprender los procesos formativos enfocados al desarrollo de CLG en el Municipio de San Vicente del Caguán -Caquetá. El análisis de los resultados refleja dificultades en el cumplimiento de la educación formal y no formal como de la formación para el trabajo y desarrollo humano; falencias en la relación educación con las necesidades de talento humano que respondan al desarrollo de un enfoque territorial. Finalmente, fundamentado en el débil desarrollo curricular para formar por competencias y la pertinencia de los programas que respondan al desarrollo productivo e inclusión social. Los resultados aportan y describen factores claves que posibilitan la reflexión crítica desde orientaciones que se convierten en insumos para favorecen el desarrollo de competencias laborales generales en la educación media.

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Palabras Claves: competencias laborales generales, metodología, educación media, currículo, programas formativos y enfoque territorial.

Abstract- Training and developing general labor competencies (CLG) in people is one of the great challenges that secondary educational institutions in Colombia must assume in order to contribute to the productive and social world according to the needs and particularities of each territory, which requires a curricular structuring that relates the objectives proposed from the framework of education with territorial approaches in the search to contribute to the development of the local economy, cultural socio-political perspectives in marked post-conflict scenarios and the comprehensive training of subjects who are prepared to respond to the changing demands of the present and future in diverse environments. In this sense, this article presents the results of data analysis under multivariate statistical analysis with R software, supported in a systemic framework from the Vester matrix to understand the training processes focused on the development of CLG in the Municipality of San Vicente of Caguán –Caquetá. The analysis of the results reflects difficulties in the fulfillment of formal and non-formal education as well as training for work and human development; shortcomings in the relationship between education and the needs of human talent that respond to the development of a territorial approach. Finally, based on the weak curriculum development to train by competencies and the relevance of the programs that respond to productive development and social inclusion. The results provide and describe key factors that enable critical reflection from orientations that become inputs to promote the development of general job skills in secondary education.

Keywords: general job skills, methodology, secondary education, curriculum, training programs and territorial approach.

I. Introducción

De Acuerdo con Rueda y Portilla (2019) las competencias laborales (CLG) tienen como fin proponer un conjunto de lineamientos que coadyuvan a fortalecer las habilidades y capacidades de las personas en entornos laborales, contribuyendo al desempeño de una persona donde intervienen diversos aspectos, entre ellos, los comunicativos, de organización y emprendimiento, lo tecnológico, interpersonal e intra personal entre otros. Estos elementos se evaluaron para el caso en el municipio de San Vicente del Caguán desde dos enfoques, el netamente estadístico de acuerdo a lo planteado por instrumentos validados nacional e internacionalmente y el analítico -complejo; dado por la aplicación de una matriz de Vester que recoge todas las problemáticas en función de actores categorizados en ejecutores, beneficiarios y afectados; logrando tanto en lo estadístico como en el análisis Vester determinar una profunda comprensión de la realidad que presentan las instituciones educativas de educación media académica o técnica como de las que ofrecen formación para el trabajo y desarrollo humano en el desarrollo de CLG, desde la mirada de procesos curriculares y pertinencia de programas formativos al desarrollo productivo y enfoque territorial.

II. Metodologia

La investigación fue desarrollada mediante un enfoque mixto, de alcance exploratorio, mediante un diseño no experimental, bajo un método deductivo, con un modelo secuencial complementario haciendo uso de diferentes instrumentos en sus diversas fases; ficha revisión documental, encuesta bajo escala Likert y aplicación de Matriz Vester. En este sentido el enfoque mixto de acuerdo con Sampieri (2014) *permite comprender los fenómenos explorados desde la perspectiva de los participantes en un ambiente natural y en relación con el entorno* (p.358) y en los aportes de Ruiz (2012, citado por Herrera 2017) el enfoque mixto posibilita *la reconstrucción de significados, intentando interpretar y captar particularidades y relevancias a los hechos, de manera metafórica y conceptual* (p.124) facilitando la interacción con el objeto de estudio, centrándose en una mirada objetiva e interpretativa en cada una de las categorías e indicadores de las mismas para cada grupo de actores claves en el proceso de recolección de datos, que desde la observación estructurada y el análisis se puede llegar a comprensiones claras frente a la realidad estudiada.

Debido a que el tema posee poca literatura, la investigación obedece a un alcance exploratorio para Díaz y Calzadillas (2015) se *permitirá obtener nuevo datos y elementos que pueden conducir a formular con mayor precisión las realidades del mismo* (p.4), es por ello que para Sáez (2017), *el carácter inicial permite abordar temas poco estudiados desde una aproximación al fenómeno con rigurosidad*(p.18), de manera que origina un estudio estructurado que visibiliza un fenómeno concreto, proponiendo inquietudes bien fundamentadas que sirva como referente a nuevas investigaciones en un tema de tal relevancia para el campo del desarrollo humano.

Desde una mirada epistémica el análisis del fenómeno se fundamenta en teorías de análisis sistémico, estadístico y pensamiento complejo, ya que da explicación sobre las múltiples aristas que intervienen en el fenómeno, entre ellas; integración de competencias, factores de política pública y su enfoque territorial, calidad y desarrollo curricular, inclusión social, desarrollo productivo, articulación del capital humano, pertinencia de los programas e integración de la educación no formal en la población. Desde esta perspectiva y según los aportes de Salina (2019) la concepción del problema bajo un enfoque sistémico permite aplicaciones de herramientas que lleven a la reflexión, de manera que se puedan comprender las implicaciones de cada una de las variables así como de sus posibles intervenciones, buscando la relación entre todos sus componentes.

Por consiguiente, el enfoque sistémico aporto en la investigación la posibilidad de determinar las incidencias de cada variable, las relaciones en la población, las debilidades y oportunidades de mejoramiento frente al desarrollo de competencias laborales generales en el territorio. El enfoque estadístico, desde la aplicación de encuestas, favoreció un acercamiento a los diferentes actores que fueron parte importante en el proceso de la investigación y de esta manera recolectar datos, de acuerdo a las variables establecidas, describiendo, analizando y validando la información que permitió comprender los niveles de satisfacción y de aprendizaje en relación al fomento de las CLG en cada una de las instituciones educativas participantes.

Frente a lo anterior, para Rodríguez (2017) esto implica la construcción de pensamientos que llevan al investigador a problematizarse, conocerse y autocriticarse desde la producción de conocimiento reflexivo alrededor de los interrogantes, conceptos, estrategias y decisiones en la búsqueda de enfrentar y resolver problemas que aporten al desarrollo científico, social y económico en determinada región; y que fundamentado en un enfoque de complejidad, en aportes de Galati (2017), permite combinar estrategias y métodos buscando ser efectivo frente a los intereses que se persiguen, sin perder el diseño trazado para la aplicación, recolección y análisis de datos para definir y encontrar focos de interés que se convierten en acciones precisas para definir la propuesta de fortalecimiento que generen impacto frente al tema de estudio.

III. Resultados

a) *Aplicación estadística multivariada con software R. y complemento de análisis bajo matriz Vester.*

En el enfoque estadístico se precisaron 5 variables, que se fundamentaron en el uso de encuestacuestionario a través de la escala de Likert para comprender el nivel de satisfacción en el desarrollo de CLG: totalmente satisfecho (5), muy satisfecho (4), neutral (3), poco satisfecho (2) y nada satisfecho (1); como el nivel de aprendizaje de las mismas: Excelente (5), sobresaliente (4), básico (3), inferior (2) y muy inferior (1), para interactuar con la muestra representativa que se estableció a través de un muestreo aleatorio estratificado, que desde la codificación, clasificación, registro, tabulación y análisis de la estadística multivariada y software R, se logró consolidar información pertinente frente al objeto de estudio.

Dentro de la variable, *educación formal y no formal,* que la representan 6 indicadores, el nivel de satisfacción frente a la respuesta de la institución educativa para el desarrollo fortalecer el desarrollo socioeconómico en el marco de la formación por competencias, el fomento del proyecto de vida y las posibilidades de ingreso a la educación superior y expectativas laborales fue de 60% de muy satisfecho (4) frente a un 40% de valoración neutral (3), según las respuestas de los 388 encuestados entre los que participaron (egresados, estudiantes, rectores, docentes, supervisores y sector productivo).

Formación para el trabajo y desarrollo humano, dentro de los 4 indicadores que componen esta variable, el 70% de los 388 encuestados tienen una percepción neutral (3) frente a la satisfacción de los programas de formación que estudiaron o estudian actualmente para responder a las necesidades socioeconómicas, expectativas laborales y respuesta a procesos de innovación y competitividad en el municipio; el 20% restante refleja una valoración de muy satisfactorio (4).

Frente a la variable *talento humano* caracterizada por 12 indicadores, el nivel de satisfacción sobre los procesos de pasantías en empresas en empresas que puedan aplicar los conocimientos adquiridos, el 100% de los egresados y estudiantes encuestado no se sienten nada satisfechos (1), mientras que rectores y docentes tienen una opinión neutral (3) y supervisores de educación y sector productivo de muy satisfechos (4). Frente al tiempo que logran los egresados estar activos laboralmente en una empresas el nivel de satisfacción de todos los 388 encuestados es neutral (3).

En relación a la variable *enfoque territorial,* con 13 indicadores, el nivel de aprendizaje es básico (3) para el 80% de los encuestados y un 20% de inferior (2) para promover una formación que fortalezca en enfoque territorial del municipio en procesos ambientales (desarrollo sostenible de ecosistemas-agroturismo), productivos (economía local, gremialidad) y sociales (postconflicto).

Para la variable *competencias laborales,* con 52 indicadores el nivel de aprendizaje es básico (3) en un 70% frente a la gestión escolar para la formación por competencias, visibilidad en la integración de las competencias en la malla curricular de la institución educativa en los programas de formación técnica y formación y evaluación por competencias considerando los enfoques y métodos de las mismas y un 30% satisfactorio (4) según los 388 encuestados. Con respecto a las CLG el 100% coincidieron en sus respuestas al otorgar una valoración de básico (3), a las competencias personales, interpersonales satisfactorio (4) con un 70%-excelente (5) con el 30%, intelectuales con un nivel de satisfactorio (4), organizacionales y empresariales inferior (1) y las tecnológicas excelente (5).

Por otro lado, la matriz de Vester, desarrollada por Frederick Vester, ha sido utilizada en diversos campos para la identificación de las causas y efectos de una problemática encontrada, sirve para la evaluación de variables cualitativas, como las que se encontraron en la presente investigación. En este sentido, Fortalecimiento de competencias laborales generales para instituciones educativas formales y no formales del municipio de San Vicente del Caguán Caquetá Colombia, desde el análisis de la matriz de Vester se consolidan en diez variables de acuerdo a su intensidad y grado de la siguiente manera:

MATRIZ DE VESTER

#	VARIABLES	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	T.A
A	DESARROLLO PRODUCTIVO		2	3	3	3	3	3	2	2	2						23
B	ARTICULACIÓN DEL CAPITAL HUMANO	2		2	3	3	2	2	2	2	2						20
C	POLITICAS DE FORMACIÓN LABORAL	3	2		3	3	3	3	2	3	3						25
D	PERTINENCIA DE LOS PROGRAMAS FORMA	3	3	3		3	2	3	2	2	2						23
E	INTEGRACIÓN DE COMPETENCIAS	3	3	3	3		3	3	3	3	3						27
F	CALIDAD DEL CURRICULO	3	2	3	2	3		3	3	3	3						25
G	ENFOQUE TERRITORIAL	3	2	3	3	3	3		2	3	3						25
H	INCLUSIÓN SOCIAL	2	2	2	2	3	3	2		3	3						22
I	EDUCACION FORMAL	2	2	3	2	3	3	2	3		3						23
J	INTEGRALIDAD DE LA EDUCACION NO FOR	2	2	3	2	3	3	2	3	3							23
																	0
																	0
																	0
																	0
																	0
	T.P	23	20	25	23	27	25	23	22	24	24	0	0	0	0	0	
	P	529	400	625	529	729	625	575	484	552	552	0	0	0	0	0	

Formulas

P= TP(n) * TA(n)

$$\text{Vértice (X)} = \frac{TP\ (i) + TP\ (f)}{2}$$

$$\text{Vértice (Y)} = \frac{TA\ (i) + TA\ (f)}{2}$$

Vértice =

X	14
Y	14

Variable más Reactiva
729
INTEGRACIÓN DE COMPETENCIAS

		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
TOTAL PASIVAS	X=	23	20	25	23	27	25	23	22	24	24					
TOTAL ACTIVAS	Y=	23	20	25	23	27	25	25	22	23	23					

Nota: la figura representa los resultados de cada una de las variables que se procesaron bajo la Matriz Vester.

Figura 1: Ponderación de Variables Matriz de Vester.

A-Desarrollo productivo con *alto grado* de desconocimiento de los factores que intervienen en el desarrollo de capital humano desde los sectores económicos y ámbito laboral.

B-Articulación del capital humano con *medio grado* de articulación entre los programas de pasantía y la demanda laboral.

C-Políticas de formación laboral con *alto grado* de incumplimiento de políticas de formación para el trabajo y desarrollo socio-económico de la región.

D-Pertinencia de los programas formativos con *bajo grado* de impacto de los programas de formación laboral en el desarrollo socioeconómico de la región.

E-Integración de competencias con *bajo grado* de integración de competencias en los programas de formación.

F-Calidad del currículo con *bajo grado* de desarrollo de programas y contenidos por competencias, en los procesos de enseñanza y aprendizaje.

G-Enfoque territorial con *bajo grado* de aplicación de las políticas de enfoque territorial de la región, en programas de formación que reconozca la dinámica económica local.

H-Inclusión Social con *medio grado* de implementación de planes de fortalecimiento en educación para el postconflicto.

I-Educación formal con *medio grado* de cumplimiento de los objetivos de formación en la media académica y técnica.

J-Integralidad de la educación no formal con *medio grado* de cumplimiento integral de los objetivos generales de formación para el trabajo y desarrollo humano.

Las anteriores variables con su intensidad y grado permitieron conocer que los factores que se grafican en el cuadrante crítico, como problemas con mayor influencia, tienen que ver con: integración de competencias. Por otro lado, las del cuadrante reactivo enfoca los problemas que tienen causa y efecto sobre las críticas y estas fueron: Calidad de currículo, políticas de formación laboral y enfoque territorial. Finalmente el resto de variables se tipificaron dentro de un rango de inertes, donde los problemas percibidos se fortalecen o se afectan de acuerdo a las variables reactivas.

b) Análisis de los resultados desde la estadística multivariada y software R

Desde los resultados de estadística multivariada y software R centrados en la variable *competencias laborales,* las apreciaciones de los participantes en cuanto a la valoración de aprendizaje de cada una de las habilidades que componen las competencias personales se puedo observar que solo con respecto a la inteligencia emocional los estudiantes, egresados, rectores, docentes, sector productivo y supervisores tanto en instituciones educativas públicas y privadas coinciden sus respuestas frente al nivel de aprendizaje que es inferior (1); pero en un nivel de aprendizaje básico (3) se encuentra el dominio personal y la capacidad para aprender y actualizarse permanentemente; satisfactorio la capacidad de investigación y la habilidad para trabajar de manera autónoma y finalmente en un nivel excelente (5) la orientación ética.

Los actores involucrados, evidencian un alto porcentaje de similitud en sus respuestas en las competencias interpersonales, en donde la responsabilidad social y compromiso ciudadano, el trabajo en equipo, liderazgo, el compromiso con su medio socio-cultural, la comunicación, y la valoración y el respeto por la diversidad y la multiculturalidad, el nivel de aprendizaje es satisfactorio (4) con un 70% y excelente (5) con30%. Por otro lado, manejo de conflictos, proactividad, capacidad crítica y autocrítica, el nivel de aprendizaje es satisfactorio (4) con el 60% básico (3) con el 40%, para estudiantes y egresados; no obstante, esta última tanto para rectores, docentes, sector productivo y supervisores de educación es inferior (2). Finalmente, la capacidad de adaptación se ubica en un nivel de aprendizaje inferior (2) con el 50% y básico (3) con el 50% de acuerdo a las respuestas de los participantes.

En la competencias intelectuales, los estudiantes, egresados, rectores, docentes, sector productivo y supervisores de educación instituciones educativas con modalidad académica, técnica y educación para el trabajo y desarrollo humano, en general piensan que es satisfactorio (4) en la toma de decisiones y creatividad; en la solución de problemas básico (3) y finalmente en la capacidad de abstracción, análisis y síntesis es excelente (5).

En este sentido, las competencias organizacionales, los actores involucrados coinciden que sienten que el aprendizaje es inferior (2) en el compromiso con la calidad; para gestión de la información, referencia de competitividad y calidad para organizar y planificar el tiempo el nivel de aprendizaje es satisfactorio (4) en un 40% y básico (3) con el 60%; en el caso de la orientación al servicio, la gestión y manejo de recursos y la responsabilidad ambiental el nivel de aprendizaje es satisfactorio (4) con 80% y excelente (5) 20% según los encuestados.

En las competencias empresariales y para el emprendimiento, se evidencia que los participantes en el desarrollo del instrumento de investigación coinciden que la capacidad para asumir riesgos, formular y gestionar proyectos se ubican en un nivel inferior (2) con un 50% y básico (3) con 50%; pero en la identificación para crear empresas o unidades de negocio y mercadeo y ventas nivel de aprendizaje satisfactorio (4) con 60% y excelente (5) en un 40% a diferencia de supervisores de educación y sector productivo que lo ubican en un nivel de aprendizaje inferior (2).

En efecto, las competencias tecnológicas, se evidencia que la mayoría de los estudiantes, egresados, rectores, docentes, supervisores de educación y sector productivo tanto de instituciones educativas privadas y públicas en sus diversas modalidades creen que el aprendizaje para identificar, transformar, innovar procedimientos, para el fortalecimiento de habilidades para buscar, procesar y analizar información procedente de fuentes diversas y uso de herramientas informáticas es excelente (5).

Por otro lado, según la matriz Vester la variable critica *integración de competencias laborales,* se fundamenta en la falta de las mismas en los programas de formación, que reflejan la carencia de estas competencias en el desarrollo de competencias específicas, dificultades en el proceso curricular para diferenciar el tipo de competencias requeridas en la formación laboral, poca fundamentación en el reconocimiento e importancia de las competencias laborales generales en docentes y administrativos y Procesos confusos para incorporar las competencias laborales generales en el currículo.

Frente a lo anterior, desde el análisis de estadística multivariada y software R, esta variable refleja que el 100% de estudiantes y egresados encuestados consideran frente a la valoracion de nivel de aprendizaje, si en el desarrollo de las actividades hay procesos diferenciados en el que se puede observar la formación en competencias ciudadanas, o las actividades que organiza el docente los induce a la reflexión crítica, reflexiva y constructiva, las respuestas giran en torno a un nivel básico (3) sin embargo para rectores y docentes es inferior (2) con un 50% y satisfactorio (4) 50% en relación si el docente recrea o utiliza diferentes escenarios de aprendizaje.

Por otro lado, los participantes consideran que el nivel de educación es inferior (2) con respecto a que el docente reconoce, su estilo y ritmos de aprendizaje para lograr los desempeños; básico (3) con respecto a que los docentes evalúan más los conocimientos que los procesos, tiene en cuenta los conocimientos previos frente al tema que va a desarrollar o despertar un interés particular para priorizar el proyecto de vida en la región. A si mismo, los participantes otorgan un nivel de aprendizaje satisfactorio (4) con respecto a que en el desarrollo y entrega de productos de aprendizaje el docente fortalece las competencias básicas (lectura, escritura y habilidades matemáticas).

Así mismo, los estudiantes, egresados, coincidieron en que el nivel de aprendizaje es básico (3) con respecto a que las actividades de aprendizaje están desarrolladas teniendo en cuenta los problemas del entorno regional, pero satisfactorio (4) en promover competencias específicas, competencias laborales, competencias básicas y ciudadanas. Tambien, consideran los participantes que es satisfactorio (4) respecto a que las actividades se organizan en un momento teórico, práctico, de valoración actitudinal, para el trabajo autónomo y colaborativo.

Sin embargo, para Rectores, docentes y supervisores de educación coinciden en una valoración de básico (3) frente a que las actividades de aprendizaje están desarrolladas teniendo en cuenta los problemas del entorno regional , visibilidad en la integración de las competencias en la malla curricular de la institución educativa en los programas de formación técnica y formación y evaluación por competencias considerando los enfoques y métodos de las mismas; mientras que las actividades se organizan

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en un momento teórico, práctico y de valoración actitudinal o si son organizadas para el trabajo autónomo y colaborativo el nivel de aprendizaje es excelente (5).

Es evidente tambien, en la variable *calidad de currículo,* desde el análisis de la matriz de Vester, una baja relación en el desarrollo de lo cognitivo, humanista, pensamiento complejo y ontológico, dificultad de los docentes en el reconocimiento y aplicabilidad de enfoques, métodos, evaluación formativa desde la concepción por competencias como en la estructuración de aprendizajes desde los tipos de saberes en la planeación pedagógica, para el reconocimiento de estilos, ritmos, estructuras de aprendizaje, didácticas y escenarios educativos. Por otro lado, es notorio el poco seguimiento al aprendizaje desde la evaluación por competencias para la valoración de las mismas y sus desempeños. Todo lo anterior, es reflejo de la carencia de acompañamiento pedagógico y formativo a los docentes.

A sí mismo, en la variable *políticas de formación laboral,* desde la matriz Vester se refleja en el incumplimiento de políticas de formación para el trabajo por parte de las Instituciones Educativas, falta de fundamentación en el reconocimiento de políticas laborales nacionales e internacionales, poco seguimiento que estas hacen a los impactos de empleo y desempleo en el uso de sistemas métricos y estadísticos, como en la percepción de políticas formativas de acuerdo a la oferta y demanda laboral en la región y en la participación de las instituciones educativas a eventos académicos de formación técnica laboral. Estos indicadores descritos desde el análisis de estadística multivariada y software R también fueron considerados por todos los participantes dando una valoración de satisfacción de pocos satisfechos (2) en el cumplimiento de estas políticas.

Por otro lado, desde la *variable enfoque territorial,* con la matriz de Vester, se encuentra la falta de aplicación de las políticas de enfoque territorial de la región, en programas de formación que reconozcan la dinámica económica local, elaboración de proyectos con cadena de valor y la promoción en canales de comercialización directa de los productos regionales para generar identidad en el mismo. En este sentido, sus principales dificultades se soportan en la poca incidencia entre formación y bases socioeconómicas frente a la proyección al desarrollo ambiental sostenible y económicamente competitivo, el agroturismo y la agroindustria, tecnificación del campo y para promover la productividad y gremialidad en el fortalecimiento de la cadena de valor y el reconocimiento de productos propios. Los anteriores indicadores, también fueron encontrados en el análisis de estadística multivariada y software R con nivel de aprendizaje inferior (2) según los participantes, reflejando dificultades en dichos procesos.

Como soporte a esta variable, también desde el análisis estadístico, los actores involucrados coinciden en su mayoría un nivel de aprendizaje básico (3) desarrollar formación para promover la protección, conservación, preservación y manejo sostenible de los ecosistemas frágiles, cuencas hídricas y la alta importancia ambiental, fortalecer la ganadería y la agricultura desde procesos de agroindustria y para tecnificar el campo; a diferencia de un programa de formación laboral que está enfocado a los procesos agropecuarios que dan una valoración de satisfactorio (4).

Las variables inertes que tienen que ver con *desarrollo productivo,* desde la matriz de Vester precisa sus particularidades en un desconocimiento de los factores que intervienen en el desarrollo de capital humano desde los sectores económicos y ámbito laboral. Lo anterior soportado en la poca ocupación laboral por sectores económicos representativos en la región y participación del sector productivo con las instituciones educativas oferentes de programas técnicos laborales y desvinculación laboral de los egresados por falta de desarrollo de competencias laborales generales. En este sentido, el análisis de estadística multivariada y software R los indicadores ya descritos fueron valorados por estudiantes, egresados, docentes, rectores, supervisores de educación y sector productivo con un nivel de satisfacción neutral (3) por la falta de carencia de aspectos importante que permiten la relación educación y desarrollo socioproductivo.

A su vez, la variable *articulación con el capital humano,* desde la matriz Vester se sustenta en las falencias para la articulación entre los programas de pasantías y la demanda laboral. Estas, se precisan en el desarrollo de actividades laborales ejercida por egresados, las cuales, no están relacionadas con el perfil laboral en el cual se formaron. Por otro lado, es evidente la poca estabilidad laboral de los egresados en las empresas que se logran vincular, como bajo los convenios establecidos para procesos de pasantías de los programas técnicos laborales y muchos de estos convenios no tienen acción directa con el perfil de formación.

Frente a lo anterior, los datos arrojados desde el análisis de estadística multivariada y software R los indicadores descritos en la matriz Vester, fueron considerados por los actores participantes con un nivel de satisfacción neutral (3) para estudiantes-egresados y muy satisfecho (4) en docentes, rectores, supervisores de educación y sector productivo. Un dato encontrado que diferencia de la matriz de Vester, tienen su incidencia en que todos los participantes se siente totalmente satisfechos (5) al justificar que los motivos por la cuales se despide a un empleado están centradas en la baja productividad, razones económicas de la empresa y la inadecuada formación académica por la falta de competencias laborales generales y específicas, respectivamente. A su vez, hay una opinión neutral (3) con respecto a que los despidos están centradas en problema de comportamiento/ conductas en el lugar de trabajo/mal desempeño

Ahora bien, la variable *pertinencia de los programas formativos,* según los resultados de la matriz Vester, tiene su razón de ser en la falta de impacto de los programas de formación laboral en el desarrollo socio-económico de la región se sustenta en la poca respuesta de los programas a los sectores económicos y líneas de producción en la región y en respuesta a la innovación y competitividad desde los programas laborales que se ofertan actualmente. Así mismo es evidente, la falta de respuesta a la economía global y regional, pues se perciben dificultades para consolidar procesos que definan el perfil laboral que requiere a través de propuestas de técnicos laborales con estructuras curriculares que poco satisfacen los intereses y problemas regionales.

Desde el análisis de estadística multivariada y software R, los indicadores descritos, también hicieron parte de la fundamentación de los participantes, donde hay un nivel de satisfacción neutral (3) frente al cumplimiento de las expectativas laborales por parte de los programas de formación frente a las necesidades socioeconómicas del municipio de san Vicente del Caguán. Solo diferencia de este indicador algunos programas, en modalidad ETDH como muy satisfactorio (4). Sin embargo en relación a la innovación y competitividad la valoración otorgada por todos los actores es poco satisfechos (2). Un dato, que no fue evidenciado en la matriz de Vester, tiene su particularidad con una posición neutral (3) en los 388 participantes con respecto a que la formación para el trabajo y desarrollo humano tenga relación con el desarrollo socioeconómico, la estabilidad laboral y un proyecto de vida deseable en la región responda al fortalecimiento del reglón primario y secundario de la economía de la misma y presente una conexión con las líneas de producción del municipio.

La *variable de inclusión social,* según la matriz de Vester, definidas en la implementación de planes de fortalecimiento en educación para el postconflicto, que es un tema que aun las instituciones educativas no adaptan a los currículos, por lo que se refleja poca proyección de los procesos formativos que respondan a las políticas del postconflicto, pues existen rutas poco confiables para promover educación en el desarrollo de competencias socioemocionales y responder a la promoción social desde y para la territorialidad.

De igual manera el resultado del análisis de estadística multivariada y software R, otorgan por parte de los actores involucrado un nivel de aprendizaje inferior (2) en recibir una formación que se ajusta a la búsqueda de un territorio de convivencia en paz, desde acciones de convivencia pacífica, la no estigmatización, y la reconciliación, promover el desarrollo agroturístico sostenible y una formación para responder a los principales desafíos del postconflicto en la región. No obstante, las respuestas son similares con una valoración de nivel de aprendizaje excelente (5) en recibir una formación para la garantía y respeto de los derechos humanos

Finalmente *la variable educación formal e integralidad de la educación no formal,* precisadas en la matriz Vester, se encontró la falta de cumplimiento de los objetivos de formación en la media académica y técnica. Lo anterior, evidenciado en la dificultad frente al cumplimiento de los objetivos de formación de la media técnica, académica y para el trabajo y desarrollo humano, pues se percibe un cumplimiento del 60% de lo proyectado por el Ministerio de Educación Nacional ya que en la preparación de la persona para interactuar en ambientes productivos se carece en un 40% de acciones que permitan promover y desarrollar competencias y desempeños laborales. Otros aspectos, se sitúan en la poca respuesta para promover el proyecto de vida desde y para la región como de una cultura investigativa, pues las respuestas formativas aún insuficientes frente a las necesidades regionales.

Frente a lo anterior, en el análisis de estadística multivariada y software R, docentes, rectores, supervisores de educación y sector productivo, reflejaron un nivel de satisfacción neutral (3) frente al cumplimiento de los objetivos de formación en los diferentes niveles y en preparar personas para interactuar en ambientes productivos, pero se contradicen al sentirse muy satisfechos (4) con la vinculación laboral y fomento de proyecto de vida desde y para la región, como su contribución al ingreso a la educación superior. No obstante, estudiantes y egresados de educación formal y no formal, dan un nivel de satisfacción neutral (3) frente a la posición de los demás actores. Sin embargo, todos los 388 participantes coincidieron dando un nivel de satisfacción neutral (3) frente al desarrollo de un marco de formación por competencias en el proyecto educativo.

IV. Discusion

El primer lugar la variable *integralidad de competencias laborales generales,* tiene su importancia desde los aportes de Salas, Díaz y Pérez (2014) ya que permiten un mejor *desempeño conforme a los estándares requeridos en un empleo, a través de un rango amplio de circunstancias y para poder responder a demandas cambiantes* (p.55). Sin embargo, el resultado del análisis de los datos obtenidos, se encontró en las instituciones educativas carencia de CLG en el desarrollo de competencias específicas, dificultades en el proceso curricular para diferenciar el tipo de competencias requeridas en la formación laboral, y fundamentación en el reconocimiento e importancia de las competencias laborales generales en los procesos formativos. En esta perspectiva, es importante comprender que el mundo empresarial es dinámico y los cambios son constantes, debido a la globalización de los mercados; por lo tanto se debe de replantear una formación técnica desde la flexibilización de planes curriculares, actualizaciones de acuerdo a los cambios del entorno económico, nuevas necesidades del país y del mercado laboral.

En este sentido, la formación de competencias laborales generales según Capote, Rizo y Bravo (2016) *requiere de habilidades emocionales e intelectuales que preparen y conduzcan al sujeto a ser flexible para desempeñarse laboralmente lo cual demanda formación, transformación e innovación durante toda la vida (p.25*). No obstante, los resultados bajo la matriz Vester y análisis estadísticos, han arrojado como oportunidades de mejoramiento las competencias relacionadas con la inteligencia emocional, dominio personal, la capacidad para actualizarse permanentemente, capacidad de adaptación, capacidad crítica- autocrítica, proactividad, manejo de conflictos y compromiso con la calidad sin desconocer las demás, convirtiéndose en foco de interés en la búsqueda integral de formación para el mundo laboral y social.

Lo anterior, fundamentado en que las empresas han comprendido que para prevalecer en el mercado, generar ventajas competitivas, crear elementos de diferenciación a partir de la estructura organizacional es necesario que las personas sean capaces de convivir en escenarios laborales, reflejando dominio de habilidades para comprenderse así mismo, valorando sus potencialidades desde el libre desarrollo de la personalidad, interacción con los demás desde la responsabilidad y corresponsabilidad, como también de identidad, visión, iniciativa, proactividad entre otras acciones necesarias para demostrar compromiso laboral.

Por ejemplo el impacto de la inteligencia emocional, dominio personal y la capacidad para actualizarse permanentemente en un entorno laboral, desde los argumentos de Franco (2018), *favorece aptitudes personales (autoconocimiento, autorregulación y automotivación) y aptitudes sociales (empatía y habilidades interpersonales)* (p. 25-26). Por lo tanto, un currículo que fomente este tipo de competencias, está preparando a la persona, para interactuar y situarse en escenarios laborales, frente al manejo del estrés, la comunicación asertiva y la convivencia pacífica para evitar conflictos. A su vez, la capacidad de adaptación y capacidad crítica- autocrítica y proactividad son indispensables desde la postura de Vallejo (2011) para situar trabajadores productivos, identificados y comprometidos con la empresa, capaces de entender y vivenciar diferentes momentos del ámbito laboral según necesidades de la misma, con formas de pensar divergentes que contribuyan al fortalecimiento socioproductivo dentro de la organización.

Los ambientes laborales y sociales actuales, requieren de un fuerte desarrollo en la persona para el manejo de conflictos y compromiso con la calidad, pues como lo afirma Batista, Leiva y Mendoza (2019) aportan a la solución de problemas profesionales-laborales en diversos contextos de actuación, permitiendo a las empresas u organizaciones un clima laboral agradable y estable, pero sobre todo con alto dominio de habilidades para prevenir, manejar y solucionar conflictos. No obstante, formar personas en compromiso con la calidad, es para Paris y Tejada (2017), contar con sujetos caracterizados por la autorreflexibilidad sobre la praxis profesional y actuaciones personales y sociales que beneficien el cumplimiento de los objetivos de las empresas para ser eficientes en las funciones sobre las cuales se ha priorizado el accionar del trabajador.

Finalmente, que se deben replantear los procesos formativos para dar mayor respuesta a la capacidad para asumir riesgos y para formular y gestionar proyectos, para la OCDE/CEPAL/CAF (2016), *desarrollar las competencias empresariales adecuadas puede aportar beneficios a largo plazo para las perspectivas laborales y la movilidad social de un individuo, las actividades de emprendimiento que pueden ayudar a construir capital humano, fomentar la innovación y generar empleo* (p.222). Es decir, se debe ser más consecuentes con las realidades del territorio y precisar este tipo de competencias que aportan significativamente a potencializar talento humano requerido para dar respuesta a los problemas estructurales existentes.

En cuanto a la variable *calidad de currículo* de acuerdo a los aportes de Rodríguez y Castillo (2015) *deben proporcionar niveles de exigencia de educabilidad y flexibilidad de las mallas curriculares para que inciden en las trayectorias académicas de los estudiantes, desde una línea progresiva a la inserción labora*l (p.183). Lo anterior, tiene su importancia, frente a los resultados encontrados bajo la matriz Vester y análisis estadísticos en las instituciones educativas que evidencia, una baja relación del desarrollo cognitivo con los enfoques humanista, pensamiento complejo y ontológico, enfoques, métodos y evaluación por competencias que propicien acciones enfocadas en preparar personas para interactuar en ambientes laborales.

Es por ello que los procesos de enseñanza-aprendizaje, desde el desarrollo de competencias debe superar según Villanueva (2014) *la mera trasmisión de conocimientos teóricos y propiciar un enfoque centrado en los participantes como eje del aprendizaje, orientado al desarrollo de saberes y a la capacidad de ponerlos en juego en situaciones reales de trabajo*" *(p.48),* formando y capacitando a las personas para ser competentes y responder de manera idónea a procesos cambiantes al interior de los procesos laborales. Por lo tanto, en las apreciaciones de Peña, Pérez, Morales y Alvares (2017) se debe tener en cuenta criterios de medida para la evaluación de la formación de las competencias, el perfeccionamiento continuo de los procesos de enseñanza-aprendizaje que direccionan la funcionabilidad pedagógica frente a las políticas de formación para el trabajo y el desarrollo integral de la persona para relacionarse en ambiente laborales productivos.

Frente a la variable *políticas de formación laboral,* de acuerdo al II foro Internacional para el trabajo y desarrollo humano (2013), para definir competencias asociadas el mundo laboral, deben tenerse en cuenta las particularidades de los sectores productivos, cuyos principios son la calidad para la competitividad, donde las políticas educativas se convierten en acciones fundamentales para contribuir al mercado laboral y al desarrollo socio-económico. Para la Unesco (2015), estas competencias son una estrategia de mejoramiento de calidad, donde se debe garantizar y promover oportunidades de aprendizaje desde una dimensión integral para la formación laboral que permita mejores niveles de desempeño para la vida productiva y el desarrollo sostenible.

En razón de lo anterior, los Resultados encontrados desde el análisis de la matriz Vester y estadística multivariada y software R, reflejan incumplimiento de políticas de formación para el trabajo por parte de las Instituciones Educativas, falta de fundamentación en el reconocimiento de políticas laborales nacionales e internacionales, poco seguimiento que estas hacen a los impactos de empleo y desempleo en el uso de sistemas métricos y estadísticos, como en la percepción de políticas formativas de acuerdo a la oferta y demanda laboral en la región y en la participación de las instituciones educativas a eventos académicos de formación técnica laboral.

Por lo tanto, en función con las necesidades de los entornos socio-económicos según la UNESCO (2017), es necesario el desarrollo de diversas competencias laborales, transversales y específicas que permitan en el trabajador incidir de una manera más significativa en fundamentos para la vida diaria y el trabajo decente, ya que la carencia de las mismas en los procesos formativos dificultan incorporarse de manera estable al mercado laboral. A propósito Raciti, Vera y Giuliano (2016), consideran que tales competencias permiten conseguir logros efectivos en una gran gama de trabajos y su manejo juega un papel fundamental en el desarrollo personal, en la inserción laboral y en la empleabilidad beneficiándose todos los actores involucrados en el proceso empresarial productivo.

En tal sentido, la OCDE (2012; citado por García y Cárdenas, 2018) sector educativo y empresas deben recopilar evidencias *sobre la demanda de competencias, presentes y futuras, con las cuales elaborar programas de estudio actualizados y brindar información para los sistemas de educación y formación" (p.327),* lo anterior con miras a incrementar la productividad, la capacidad de aprendizaje y el acceso a la información, dirigida a la inserción laboral e impulsar y orientar a la persona para la mejor interacción para el emprendimiento y la búsqueda del primer empleo, etc.

Se ha de tener en cuenta que en Colombia las políticas de formación para el trabajo están definidas en el marco del servicio nacional de aprendizaje SENA y en las orientaciones generales contempladas en la formación para el trabajo y desarrollo humano. El SENA (2016), fundamenta 2 políticas importantes: Organizar, desarrollar, administrar y ejecutar programas de formación profesional integral, en coordinación y en función de las necesidades sociales y del sector productivo fortaleciendo los planes regionales de desarrollo desde la productividad y competitividad. A su vez el MEN (2010) precisa formar ciudadanos autónomos, conscientes y críticos, que aprenden a aprender para responder con características particulares de liderazgo y disciplina laboral a las demandas cambiantes del mercado productivo desde conocimientos interdisciplinarios para ayudar al fortalecimiento de los estándares de desarrollo económico.

En la variable *enfoque territorial* Según Parra, Arguello, Díaz y Leiva (2017) requiere una construcción formativa que responda a mejorar el emprendimiento social, económico y ambiental desde un fundamento epistemológico centrado en un pensamiento complejo, estratégico y sistémico y el desarrollo de competencias que respondan a las particularidades en la educación de jóvenes desde y para la región. Sin embargo, desde los resultados encontrados con la matriz de Vester y estadística multivariada y software R, es evidente la falta de aplicación de las políticas de enfoque territorial en programas de formación que reconozcan la dinámica económica local, elaboración de proyectos con cadena de valor y la promoción en canales de comercialización directa de los productos regionales para generar identidad en el mismo.

En razón de lo anterior, como plan de mejoramiento se puede establecer cooperación entre los actores territoriales a fin de dar mayor fundamentación y viabilización al tejido productivo, junto con las instituciones educativas de educación media y para el trabajo y desarrollo humano, las organizaciones de asistencia técnica y el sector empresarial, en donde se pueda adquirir un mejor y mayor compromiso con la inversión productiva y el empleo en cada territorio.

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En aportes de Paris, Tejada y Coiduras (2018) *se debe hacer énfasis en la necesidad de ofrecer espacios formativos más integrados en entornos prácticos y de experimentación profesional, es decir acordes al contexto, donde la persona puede emplearse* (p.96). Este argumento cobra sentido, ya que dentro de los resultados encontrados, sus principales dificultades se soportan en la poca incidencia entre formación y bases socioeconómicas frente a la proyección al desarrollo ambiental sostenible y económicamente competitivo, el agroturismo y la agroindustria, tecnificación del campo y para promover la productividad y gremialidad en el fortalecimiento de la cadena de valor y el reconocimiento de productos propios. En tanto, un mayor conocimiento de la realidad económica, social y cultural que se deriva de la proximidad a diferentes territorios, permite un diseño más específico de las políticas de fenómeno productivo y empleo.

En cuanto a la variable *desarrollo productivo,* enfocar un sistema educativo que dé respuesta a los intereses de la región es para Hoyos y Cabezas (2014) *mejorar las competencias durante el proceso formativo, el cual debe estar dirigido a fortalecer el capital humano, con el fin de mejorar la inserción laboral, haciendo posible mayor productividad, mayores salarios y mayor calidad de vida (p.13),* esta apreciación, deduce su necesidad frente a los resultados que arrojó la estadística multivariada y software R junto con matriz de Vester en un desconocimiento de los factores que intervienen en el desarrollo de capital humano desde los sectores económicos y ámbito laboral y la poca participación del sector productivo con las instituciones educativas oferentes de programas técnicos laborales. De aquí la importancia de comprender que los cambios generados por el impacto de la globalización han dado un nuevo impulso al desarrollo económico caracterizado por el creciente papel que desempeñan los actores locales en el mismo que permita mejorar la empleabilidad de los jóvenes y desarrollo sostenible desde políticas de innovación y competitividad para el progreso regional.

Desde esta perspectiva Andrade (2017) *las políticas centradas en territorio implica la posibilidad de desafío local, ya que en la planeación se vislumbra un futuro en común y se encuentran las sinergias necesarias para poner al servicio ideas que favorecen a toda la sociedad* (p.2). Frente a lo anterior, es necesario la creación de acciones orientadas para el desarrollo innovador y la promoción de nuevas empresas que en la actualidad deben caracterizarse en la producción sostenible y medio ambiental en donde se deben promover la economía local de acuerdo a los contextos productivos de cada región.

Para la variable, *articulación con el capital humano,* según Guarnizo (2018) un buen rendimiento laboral se potencializa en el contexto de las practicas, pero entendidas estas como prácticas laborales reales, donde las instituciones educativas propician acercamientos con las empresas, estableciendo acuerdos para que los estudiantes apliquen lo aprendido en actividades y tareas propias de su nivel formativo. En la actualidad, según los resultados de los instrumentos aplicados se precisan en el desarrollo de actividades laborales ejercida por egresados y estudiantes, no están relacionadas con el perfil laboral en el cual se formaron o se forman, dejando claro que los convenios de pasantías que han establecido las instituciones educativas y algunas empresas no están directamente relacionadas con el perfil laboral.

Frente a lo anterior, Montoya (2019) consolidar competencias adquiridas en el aula y aplicarlas en entornos laborales, permite en las personas un fortalecimiento de habilidades y destrezas desde la adquisición de experiencia laboral y enriquecer el currículo; o como lo refirma Jiménez, Martínez, Rodríguez y padilla (2014) estos espacios de interacción reales, se tienen la oportunidad de conocer y poner en práctica los conocimientos adquiridos. En este sentido, el ejercicio de pasantía mejora la relación entre las instituciones educativas formadoras para el trabajo y la comunidad empresarial proporciona referencias reales para poder medir los desempeños y habilidades de los pasantes de acuerdo a lo que se han formado y ajustado a los criterios de mercado laboral que requieren las mismas.

Así mismo, la *variable pertinencia de programas formativos,* desde la perspectiva de Di Doménico (2010; citado por Muñoz, 2015) requiere *pensar en programas de intervención frente al problema de desempleo, buscando que sean eficaces a la realidad concreta de cada territorio* (p.118), sin embargo desde los resultados de la matriz de Vester y estadística multivariada y software R es poca respuesta de los programas a los sectores económicos y líneas de producción en la región en respuesta a la innovación y competitividad, economía regional, entre otros, que se evidencian por la carencia de estructuras curriculares que poco satisfacen los intereses y problemas regionales. De manera se requiere generar respuestas formativas que se puedan desarrollar en un contexto determinado en el que se puedan acceder a empleos seguros y permanentes propiciando una mayor y mejor interacción entre las instituciones formadoras, los aprendices y los entes de tejido empresarial.

A su vez, Garbanzo (2016) considera *que para lograr pertinencia social, es fundamental apoyarse en una gestión participativa, construida en colectividad y con sustentos sólidos con respecto a lo que acontece en el entorno* (p.12), es decir, las instituciones formadoras para el trabajo, además de formar personas competitivas, responsables, solidarias, proactivas y dispuestas a contribuir al desarrollo de la sociedad, tienen además una responsabilidad moral-servir al pueblo y formar profesionales responsables con ética y altos códigos morales.

Abordar la *variable de inclusión social,* es comprender los aportes de Asprilla (2017) *el currículo debe girar en torno a las personas, como individuos y colectividad de individuos que aunque puedan presentar situaciones similares, hay en ellos una significativa heterogeneidad de aprendizajes, para lo cual se requiere un proceso social, participativo y solidario* (p.82). No obstante, los resultados de la matriz de Vester y estadística multivariada y software R refleja poca proyección de los procesos formativos que respondan a las políticas del postconflicto, pues existen rutas poco confiables para promover educación en el desarrollo de competencias socioemocionales y responder a la promoción social desde y para la territorialidad. Por lo tanto, se requiere de un currículo que posibilite aprender hacer, y a convivir desde procesos de información y actualización para responder a sociedades y situaciones cambiantes, para promover la búsqueda de un territorio de convivencia en paz, desde acciones de convivencia pacífica, la no estigmatización, y la reconciliación.

Finalmente *la variable educación formal e integralidad de la educación no formal,* Desde la ley general de educación en Colombia, articulo 27 y 28 la educación media un nivel académico que *se desarrolla en los grados decimo (10°) y undécimo (11°) con el fin de comprender ideas, valores universales y la preparación del estudiante a la educación superior y al trabajo, siendo esta de carácter académico o técnico* (MEN, 1994, p.9). En los resultados de la matriz de Vester y estadística multivariada y software R se encuentra dificultad frente al cumplimiento de los objetivos de formación de la media técnica, académica y para el trabajo y desarrollo humano, pues se percibe un cumplimiento del 60% de lo proyectado por el Ministerio de Educación Nacional ya que en la preparación de la persona para interactuar en ambientes productivos se carece en un 40% de acciones que permitan promover y desarrollar competencias y desempeños laborales que generen impacto en la productividad y competitividad desde diversos entornos laborales.

Según la OCDE/CEPAL/CAF (2016) *el impacto de los programas de formación laboral deben ser evidentes sobre las intervenciones de los jóvenes en la región y el impacto que estos están generando en la empleabilidad, la calidad del trabajo y los ingresos laborales* (p.199), en ese sentido, la vinculación laboral y la estabilidad de los egresados en los entornos laborales es una tarea que las instituciones educativas de educación formal y no formal deben replantear desde las acciones curriculares que permita una mejor cualificación de los aprendizajes de quienes están formando.

V. Conclusiones

Para enfrentar los nuevos retos que deberán asumir las instituciones educativas formales y no formales de formación técnica laboral, es apostarle a una formación para la inserción laboral, bajo lineamientos de competencias solidas apropiadas para el desarrollo del mercado laboral; no solo para el ingreso a las empresas, sino también a generar ingresos desde iniciativas de emprendimiento, que permita consolidar proyectos de vida estables y de beneficio común.

Por ende, las instituciones educativas tienen un gran compromiso: formar profesionales conocedores de sus necesidades, con competencias en la solución de los problemas de los productores, sensibles a los contextos sociales donde trabajan y promotores del desarrollo sustentable del país desde los puntos de vista social, ambiental y económico. Es decir, fomentar la construcción de currículos que propicia oportunidades para que las personas desarrollen y amplíen destrezas en diversos ámbitos, aumenten y mejoren capacidad de decidir por sí mismos, evaluar y discernir, expresarse libremente y de capacitarse para examinar posibles opciones de acuerdo con sus propias experiencias, expectativas y necesidades, favoreciendo su integración con procesos más amplios de desarrollo

La educación para la formación laboral implica acción por parte del docente sobre el estudiante, desde una posición premeditada y sistemática, en el que trata de organizar el contexto en el que se produce la enseñanza, favoreciendo el proceso formativo de los educandos en el que se desarrollan aprendizajes para el alcance de competencias y desempeños deseados. Por tanto, se debe prevalecer educadores -emocionalmente inteligentes- que puedan cumplir con las necesidades del contexto, de educar a sus estudiantes con un liderazgo democrático; que a través de sus experiencias, puedan enseñar a reconocer, controlar y respetar respetuosamente y claramente sus emociones.

El impulso de las competencias laborales generales requiere en los docentes, el desarrollo de habilidades y destrezas que deben poseer estos actores tanto en su enseñanza como en el fomento del aprendizaje, desde estándares que promuevan la creatividad, que permita el reconocimiento del otro-su estudiante- y el papel de responsabilidad y corresponsabilidad que tiene frente al mismo en su proyección socioeducativa.

La integralidad de competencias en la formación es la que determina mejores niveles de desempeño de las personas en la inserción laboral. Es decir, en la enseñanza y aprendizaje no se puede separar o fragmentar en competencias, se debe por el contrario garantizar aspectos básicos de cada una dentro de la gama de saberes técnicos con los que se forman a los futuros empleados. Hoy en día, es tan fundamental centrase en la formación saber ser y convivir, antes del saber hacer, pues se necesita formar para la vida, transcendiendo a la persona como parte importante de la familia, de la sociedad, de un nuevo país en la dinamización del acceso al conocimiento para la superación personal y social con mejores niveles de vida.

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Observing Online News Portals Activities and Responsibilities during Covid-19

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Abstract- This study observes the significant roles and responsibilities of online news portals during this Covid-19 outbreak in Bangladesh. The findings and result analysis of this study manifest the tasks along with the activities which online news portals pose specifically in a pandemic situation are on the satisfactory level. Through the use of two theories and a quantitative approach this study attempted to distinguish how people think of these portals as a potential media in creating awareness. People seem to prefer online news portals more than other media for getting covid-19 related news which lead them to believe and depend on what these portals offer actually. On the other hand, sometimes these online news portals also teem with some fear regarding moral panic, misinformation and rumors, even sometimes news with full of confusing, repetitive with inadequate reporting languages. Despite having all confusion, respondents of this study think online news portals have played a responsible role to keep the mass people updated during the Covid-19 situation especially in that situation where the whole world was facing an emergency lock down.

Keywords: pandemic, covid-19, social media, trustworthy, awareness, lock down.

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OBSERVINGONLINENEWSPORTALSACTIVITIESANDRESPONSIBILITIESDURINGCOVID19

Strictly as per the compliance and regulations of:

Observing Online News Portals Activities and Responsibilities during Covid-19

Nadia Nahrin Rahman [α] & Monira Begum [σ]

Abstract- This study observes the significant roles and responsibilities of online news portals during this Covid-19 outbreak in Bangladesh. The findings and result analysis of this study manifest the tasks along with the activities which online news portals pose specifically in a pandemic situation are on the satisfactory level. Through the use of two theories and a quantitative approach this study attempted to distinguish how people think of these portals as a potential media in creating awareness. People seem to prefer online news portals more than other media for getting covid-19 related news which lead them to believe and depend on what these portals offer actually. On the other hand, sometimes these online news portals also teem with some fear regarding moral panic, misinformation and rumors, even sometimes news with full of confusing, repetitive with inadequate reporting languages. Despite having all confusion, respondents of this study think online news portals have played a responsible role to keep the mass people updated during the Covid-19 situation especially in that situation where the whole world was facing an emergency lock down.

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I. Introduction

After the outbreak of corona virus from China to worldwide, it has turned into a pandemic declared by the WHO in March, 2020. Therefore, the earth went to lockdown several times along with some prevention methods like quarantine, isolation and social distancing to stop the spread of this disease. But the realities in some developing countries, especially in Bangladesh people are facing the worse situation now. Self quarantine, isolation and social distancing have brought threat for people both mentally and physically. Particularly the working class and poverty stricken people had to break the instructions out of their will only to survive. Apart from self-quarantine or isolation, misinformation in mass media also can lead to adverse psychological effects among people such as anxiety, rage or sadness.

From the beginning, though it took time to spread the disease everywhere in Bangladesh, the country had faced awful situations afterward without authorities having strict preparation. Since people came to know about the virus sooner they started to share information and their own opinions about Covid-19. It was also significant that people were sharing numerous misinformation thus spreading rumors about the virus. Social media significantly became one of the platforms for these mass people to share misinformation at a full tilt. Consequently, it created a moral panic among the mass people which mislead them towards confusion. Regarding the circumstances it is primarily required to have the authentic information from the reliable sources[1]. In this case, the mass media have made themselves trustworthy as critical sources of public perceptions of risk. The more people use social media, read online news on Covid-19 the more these numbers of usages increase rapidly. This research study deals with the online news portals' roles and activities during the time of pandemic. As corona pandemic has introduced a severe change that took place in the news-media industry, all the users of media have found that the traditional print oriented newspapers had to make a pause on their publication. Additionally, most of these print media have expanded their online platform for the audience more than before. It also added a beneficiary aspect to compensate to their own-selves. Most of the print oriented newspapers have broadened their existence more boldly by utilizing the online space than before. Moreover, like online news portals, these newspapers also took an attempt to create enormous engagement with the audience through this digitalized online sphere.

Social media is highly used by people for acquiring and spreading the news as well on marketing, sports, technological advancement, healthcare, education, tourism and significantly activities for generating social awareness. On the other hand it was evident that misleading information, cyber-bullying and hacking during the corona pandemic were expanding[2]. Social media activists have been seen sharing the information on numerous online news portals more than any previous situational instructions or announcements given by govt. Sooner people started to believe and share this particular news through social media actively. This study tries to understand people's perception

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regarding the roles and responsibilities of online news portals in creating public awareness during Covid-19.

a) Aim and Objectives

The objectives of this article are to develop the understanding and perception of people about the roles and responsibilities of online news portals during the Covid-19. Furthermore, this study follows specific objectives. These are,

1. To examine the news portals maintaining their prime responsibilities in creating consciousness through authentic facts and knowledge among people and for people; And
2. To the extent if these news portals spread misinformation, moral anxiety among their audience or not.

b) Research questions

To find out the salient responsibilities and activities as well of online news portals in creating awareness during this pandemic, there are some basic questions in this study. These are as follows:

1. What specific roles have been maintained by the online news portals to increase awareness among people?
2. Have these online news portals created any panic/ 'Moral-panic', misinformation and confusion?

II. Literature Review

Apparently some recent studies have observed the contents of online news portals to analyze their framings to spread panic and semantic emotions among mass audience. A research conducted by Lusiana & Husein (2021) discussed the dominant semantic emotion in the online news about COVID-19 in their study. The study has analyzed total 28 sentences from CNN News and Jakarta Post. Both the researchers have found diverse sentences used in news that were rich in semantic emotions. Among them 43% are about fear, 18% of sadness and 14% of joy. Other 25% news had no basic emotions because it only portrayed information on an event basis. So, it is clear that the dominant emotions that are used in COVID-19 online news are mostly fear related emotions[3]. Similarly Arafat et al. (2020) have evaluated online news portals regarding panic buying during this COVID-19 pandemic. They analyzed different headlines including positive and negative ones. They also scrutinized reports on the country basis like high-income vs. low-income countries. Almost half of the reports were on the prominent actions taken by government to handle the situation. Furthermore, other reports have discussed the panic among people while buying necessary goods. It has been also observed that people tend to buy things as they believe opinions from others like PB (Panic Buying), the psychology of PB. Here rumors and suggestions on remedial measures also play a major role to create the panic to purchase things in rush. Researchers have also revealed that previous events of PB were mostly similar to the recent COVID-19 pandemic (95%). Though only a few events are also related to different events like disasters, festivals, fuel price hike and even war. Most importantly Researchers have found a major result that portals have a propensity to cover news on PB that is mostly imbalanced. It has been also analyzed that a negative tone was followed in most of the reports. Though '*highlighting panic buying in the title, mentioning the cause of PB, and illustrating the report with photographs of people involved in PB were some of the commonly observed negative and undesirable reporting characteristics. In contrast, positive aspects of reporting such as mentioning the impact of PB, discussing corrective governmental steps, and educative aspects such as expert*'[4].

Chakraborty & Bose (2020) took the challenge of identifying the general sentiment in online news articles that have been published globally during this pandemic. Most of the news articles were published from un-supervised authority that had a tendency to transfer the learning-based approaches. After finding the results, in one point, the researchers depicted negativity as a pre-dominant sentiment in global news. The specific global news covered some political and different social factors that urged the negativity online quite strongly, which could lead to long-standing impact on mental health of the news audience[5].

Media as an important mechanism of accountability in a country have the competency to prevent the spread of diseases. It can provide information to mass people from different communities. Mass media being a vital part of communication hold the major responsibilities to initiate the government policies on health, environment or pandemic to enlighten people through education and information. One of the prominent roles that mass media can play is promoting awareness campaign for healthcare and safety during any pandemic situation. Different contents can be covered regarding these situations that can reach to the targeted audience rapidly.

A study was found by Kiragu and Omotara (1992) in Nigeria. The purpose of that particular study was to analyze the media impact on the targeted audience to promote family planing procedures. The

[3] Lusiana, D., Husein, R.: *Semantic Emotion in COVID-19 Online News*. Annual International Conference on Language and Literature (AICLL), KnE Social Sciences, 2021, p. 222.

[4] Arafat, S. M. Y. et al.: *Media portrayal of panic buying: A content analysis of online news portals*. GLOBAL PSYCHIATRY, 2020, p. 252.

[5] Chakraborty, A.., Bose, S.: *Around the world in 60 days: an exploratory study of impact of COVID-19 on online global news sentiment.* Journal of Computational Social Science, 2020, p. 396.

study revealed different media contents produced by radio, Television, print material along with the advocacy campaigns. The primary goals were to reach the Nigerian mass people in order to bring a positive outlook among them for applying different family planning approaches. This case is also relatable to Avian Influenza disease in the same country, Nigeria. Nigerian press played an indespensable role to cover the outbreak of that disease and also encouraged mass audience to follow necessary safety preventions. Not only that, the international pertinent agencies including the United Nations and World Health Organization also exercised the importance of mass media communication in their advocacy levels to raise awareness specifically to combat the menacious diseases like deadly malaria, polio, other epidemic viruses including Ebola, SARS. Nigerian media have recorded success in encouraging people and preventing the risk during the deadly Ebola virus. This killer disease had killed more than seven thousand and three hundred people mostly in Sierra Leone, Guinea, Liberia and Democratic of Congo according to the media reports in 2014. As it was turning into an epidemic situation the government and advocacy agencies along with the media started taking obligatory steps. Finally their approaches were edible in bringing out success[6].

Media do not only report the incidents but they also use diverse frames. Through framing media change and edit terms, the real meaning, transform or even emphasize any particular news by adding picture with specific captions. Catchy headlines with colorful fonts are also prevalent in covering news. The same approach is also applicable during any pandemic or epidemic. In the study conducted by Mark Davis on epidemic and media influence, he analyzed that media were intensifying the 21st century pandemics like influenza, SARS and Avian flu[7]. This approach can be addressed as 'Narrative Matrix' where media framings and public interest on any specific incident including pandemic start to interplay[8]. The same perspective is also applicable to the present global pandemic of Covid-19. As per the narrative matrix Covid-19 has been creating a threat among people who want to know the updates around the globe rapidly. Media pick the intention and utilize its own framing methods where terminologies, words vary in providing the update to the audience. Media tend to do this activity frequently. Thus the public interest and covering news in a certain way continue. But the basic fact is the media providing information to encourage people for following safety have not been that proper during this Covid-19. It has also been analyzed in an individual study that along with the framing method media also create and tag different identities.

In the study conducted in Central Africa during the Ebola virus, the researchers found that Congolese newspapers had created several identities. Identities like victim, offender or someone who is responsible for the virus-outbreak directly. Many reports have addressed that local government officials in Congo were responsible directly for not taking prevention in time. On the other hand doctors and other health professionals were shown as 'Heroes' as they were able to prevent the outbreak later. The victim identity was generally given to those living in the remote villages having no profound consciousness. Some of these were described as 'Bushmeat Eaters', 'Poor People'[9].

Along with the positive aspects, the media also had played negative approaches during these pandemics. During the Ebola virus outbreak Liberian newspaper Cyprien (2014) referred the metaphorical term 'Civil War' which highly brought negative impact in that EVD affected country. The cost of necessary daily utensils was raising high and people were rushing to gather their eatable products which were an effect of that rhetorical phrase civil war. Even an armed conflict took place in that EVD outbreak situation[10]. The same situation was seen also during the Covid-19 outbreak while people were rushing in terror to buy their daily utensils and medicines. According to McRobbie & Thornton (1995) media also can create 'Moral Panic' during any outbreak or emergency situation. What is moral panic? Well, the concept indicates a prime mover to emotional involvement of mass audience approached by media framing, terms, identities. Emanating both from sociology and mass media ground this concept sometimes plays as a threat agent. But the Congolese media used this conception positively for audience in mobilizing against the Ebola virus. And that step was taken in a proper time that the second wave of outbreak could not turn into a massive phase[11].

6 Santas, T.: *An Appraisal of Mass Media Awareness Campaign in Curbing the Spread of Ebola Virus Disease Among Residents of Minna, Nigeria*. Review of Coiiiiiiiinictilhii and Media Studies, 2015, p. 83.

7 BRIGGS, C., NICHTER, M.: *Biocommunicability and the biopolitics of pandemic threats*.: Medical Anthropology, 2009, cited in Davis, M.: *"Is it Going to be Real?" Narrative and Media on a Pandemic.* Qualitative Social Research, 2017, p. 4.

8 Davis, M.: *"Is it Going to be Real?" Narrative and Media on a Pandemic.* Qualitative Social Research, 2017, p. 4.

9 Tshiswaka, D. et al.: *A Qualitative Analysis of Newspaper Response to the Ebola Outbreak in Central Africa.* Africology: The Journal of Pan African Studies, 2017, p. 230.

10 Tshiswaka, D. et al.: *A Qualitative Analysis of Newspaper Response to the Ebola Outbreak in Central Africa.* Africology: The Journal of Pan African Studies, 2017, p. 229.

11 Tshiswaka, D. et al.: *A Qualitative Analysis of Newspaper Response to the Ebola Outbreak in Central Africa.* Africology: The Journal of Pan African Studies, 2017, p. 233.

III. Theoretical Framework

This article is followed by two theories, Uses and Gratification and Social Responsibility Theory.

Uses and Gratification Theory: This theory narrates why people select a specific medium depending on their demographic and monographic backgrounds. Media do not only provide information to their audience but also it is the media that become the source of entertainment, relaxation or even education. Depending on these needs this theory depicts why audience select a specific media and remarkably if the media can serve their needs[12]. During this lock down of Covid-19 the usage of social media in Bangladesh has increased by 61 percent, though Bangladesh has been already ranked as the fifth-largest country in Asia for using the Internet. The reasons for using the Internet and social media by this large number of population during this pandemic can be analyzed with this U&G theory. Along with the social media, mass people have increased their seeking information from different online news portals too. Newspapers or any broadcast media have perceived their online news portals to reach to the audience and to keep them updated with any kind of information. But sometimes this continuous flow of information or even some misleading news created a 'Moral Panic' or an 'Infodemic' among the audience[13]. Sometimes it had become hard to differentiate in between the authentic information and rumor or even any misleading news. When it comes to the information seeking behavior from online news portals, it seems that this number has been escalated than previous periods. These online news portals along with the other media have been trying to provide information to their audience to keep them aware and conscious.

Social Responsibility Theory: Lying between authoritarian and libertarian theories this communication theory is a brain child of Hutchins Commission. Here press will face no censorship except liberty of expressing truth but at the same time media should be accountable to people. The private ownership of media will be emphasized on covering the interpretative reports rather than the common objective ones. Because being liable to mass audience it is one the most prominent responsibilities of media to represent facts and the consequences so that targeted audience can be enlarged from broader perspective[14]. The unfolding developments or any event of society are needed to elucidate to the members of this society. Media must ensure their responsibilities as people follow and rely on this watchdog.

Like previous pandemics during this breakthrough of Covid-19 people followed and depended on mass media for any information. The social media based news portals have taken a prime place in the digitized period and have been providing all the information faster than any other medium. As people have been maintaining social distance and being locked into their houses the rate of checking these online news sites has been increased in this pandemic. Yes, the questions of trustworthiness and accountability have also raised with the different rumors in these news sites. But this has been acknowledged that mass people checked these online news sites for updates than any previous period. A report published from The New York Times has shown usage of different apps including Zoom, Microsoft Team, online class platforms, video games, and video chat platforms increased highly. Among these Internet based platforms online news sites are not lagging behind by their targeted audience. Large media organizations including Foxnews.com, NYTimes, Washington Post or CNBC.com all obtained more audience than before[15]. Another report published from Statista website showed that more than 67% news coverage are taking place through online platforms[16]. But the most salient question still appears, could these news sites provide accurate information by making people enough aware? In the study of Ebola Virus (Santas, 2015) outbreak in Nigeria it is shown that majority of the people were misinformed about the curing the disease. They were informed to drink bitter kola and eat more salt to get cure from the disease. Even people without seeking any medical advice bought this kola and suffered later. Some even lost their lives. In our country same kind of misinformation about curing Covid-19 by eating garlic or different herbs speeded among people. In this study, how accountably online news portals have played their role and responsibilities during covid-19 has been observed through the people's perception.

[12] Karimi, L. et al..: *Applying the Uses and Gratifications Theory to Compare Higher Education Students' Motivation for Using Social Networking Sites: Experiences from Iran, Malaysia, United Kingdom, and South Africa.* CONTEMPORARY EDUCATIONAL TECHNOLOGY, 2014, p. 55.

[13] Panday, P. K., Kaioum, M. M. A.: *Infodemic amid pandemic: A Bangladesh perspective.* The Business Standard. Bangladesh, July 08, 2020. Available at: https://www.tbsnews.net/thoughts/infodemic-amid-pandemic-bangladesh-perspective-105976.

[14] Bernarte, R. P.: *HISTORY OF SOCIAL RESPONSIBILITY THEORY IN THE PHILIPPINE MASS MEDIA*. University of the Philippines, 2000.

[15] Koeze, E., Popper, N.: *The Virus Changed the Way We Internet.* The New York Times. New York, April 7, 2020.
Available at: https://www.nytimes.com/interactive/2020/04/07/technology/coronavirus-internet-use.html.

[16] *In-home media consumption due to the coronavirus outbreak among internet users worldwide as of March 2020, by country*. Statista, March, 2020.
Available at: https://www.statista.com/statistics/1106498/home-media-consumption-coronavirus-worldwide-by-country/.

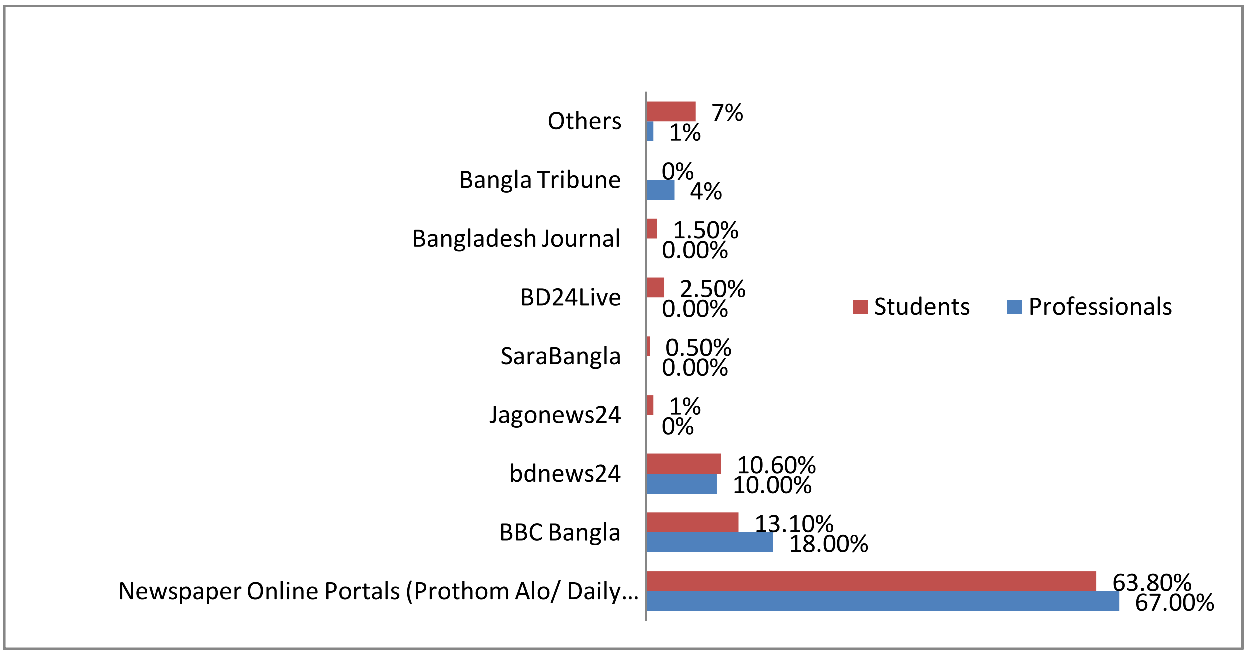
IV. Methods of the Study

The methodology section of this research paper strives to analyze the role of the online news portals during this pandemic. Defining the research objectives, quantitative method has been followed. In this case, for getting a good observation, a survey is conducted on 200 public university students from different departments and universities, and 50 professionals from all sectors who follow some specific online portals which are selected for this research. A questionnaire was provided to the respondents through online survey form to analyze their gratification by seeking information from these news sites.

In this study, 12 online news portals have been selected according to the ranking of 2019 for finding out their functions in creating awareness against Covid-19. Moreover, the respondents of 250 students and professionals have been selected randomly, and after the completion of collecting data from the selected respondents, the results have been analyzed carefully.

V. Data Analysis and Results Discussion

Table 1: Mostly Seeking Online News Portal for Covid Related News



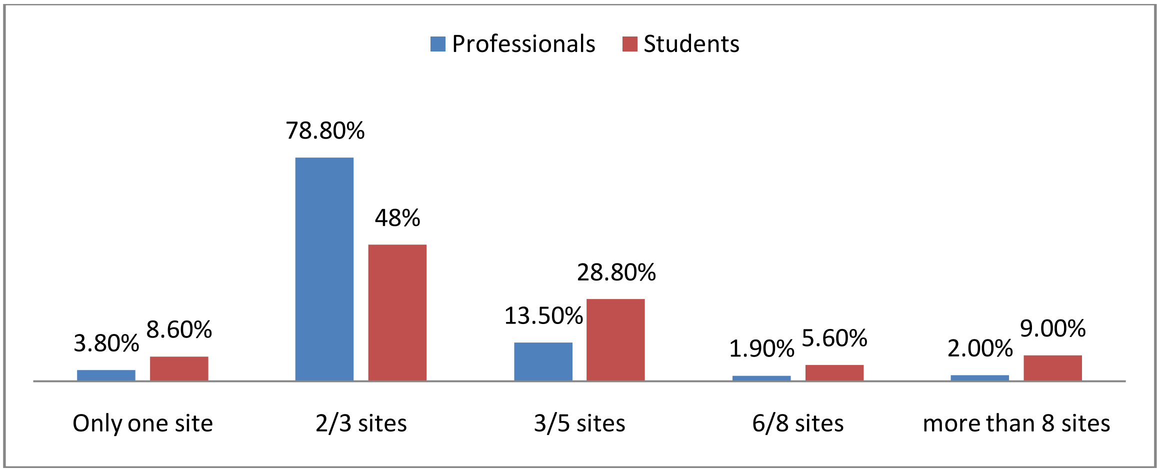
Source: Own Processing, 2021

According to the Table 1, 67% of Professionals are more likely to read newspaper online portals (Prothom Alo/ Daily Star/ Dhaka Tribune etc), 18% of them search BBC Bangla, 10% search bdnews24, 4% search Bangla Tribune and the rest of 1% seek Covid related news from others online sites. On the other hand, 63.80% of students read newspaper online portals mostly than other media. But also they have engagement with BBC Bangla (13.10%), bdnews24 (10.6%), jagonews24 (1%), SaraBangla.net (0.5%), BD24Live (2.5%), Bangladesh Journal (1.5%) and the rest accounts for 7% in searching Covid related news.

a) Mostly seeking online news portal for Covid related news

The data from the Table 1 compares the percentages of students and professionals' evolving with searching online news portals for Covid related news. From the data results, the study reveals that students have more access and seek more online news portal for Covid related news than the people who are job holder or professionals.

Table 2: The Number of Sites Are Followed During This Pandemic



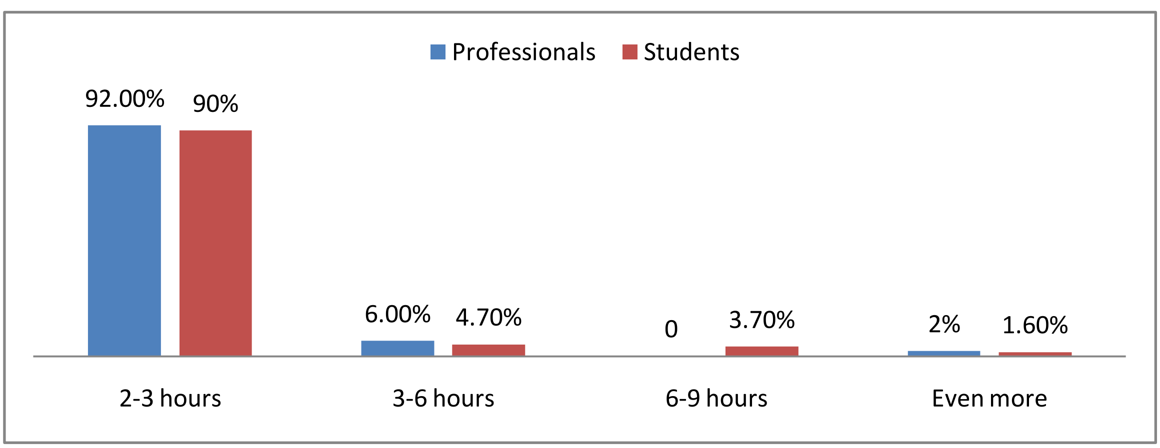
Source: Own Processing, 2021

According to the Table 2, most of the respondents of professionals (78.8%) follow 2/3 news sites for getting Covid news while the second big percentage of 13.5% of professionals follow 3/5 sites. Also, 3.8% of professionals search only one site while the close percentage of 2% professionals follow more than 8 sites, and the lowest percentage of 1.9% of professionals follow 6/8 sites. On the contrary, 48% of students follow 2/3 sites while the second highest percentage of students of 28.8% follow 3/5 sites while the close percentages are 9% and 8.6% who follow more than 8 sites and only one site respectively. And the lowest percentage of 5.6% of students follow 6/8 sites for searching Covid news.

b) The sites respondents are following during this pandemic

Interestingly, students and professionals have almost the close percentages in following the number of different news sites in a day. Data from the Table 2 shows that respondents follow more than 8 sites for getting any information and updates regarding pandemic. Comparatively, overall results depict that the most proportion of respondents searches at least 3 sites in a day and the least them follow 8 sites in number.

Table 3: The Amount of Time Respondents Spend on This Online News Portal Searching



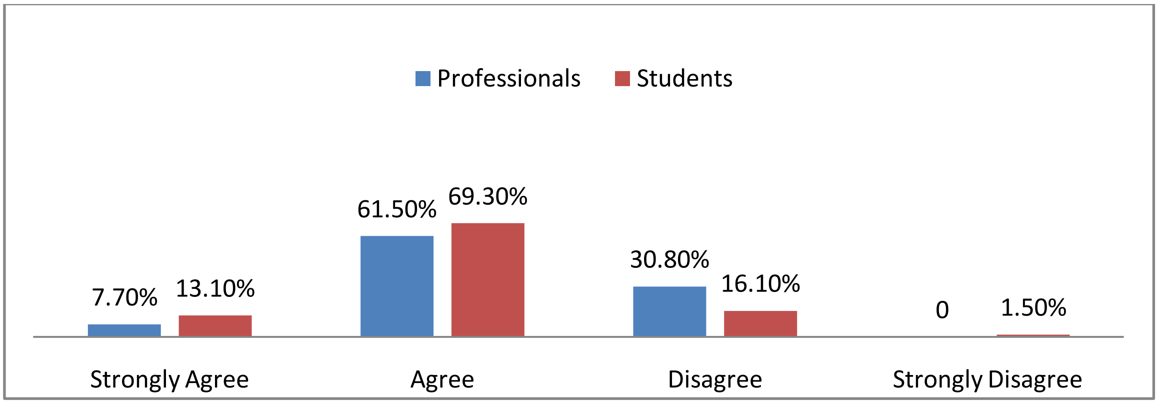
Source: Own Processing, 2021

According to the Table 3, almost the same percentages of professionals (92%) and students (90%) accounts for spending 2-3 hours on online portals searching for Covid news. 6% of professionals spend 3-6 hours, and only 2% of them spend more than 9 hours in this regard. In comparison, 4.7% of students spend 3-6 hours, 3.7% of students spend 6-9 hours, and only 1.6% of them spend more than 9 hours in searching Covid news.

c) The time respondents spend on this online news portal searching

Data of the Table 3 also explains the timeframe whereas students and professionals actually spend on getting Covid related issues. A big proportion of percentages of respondents are likely to give at least 3 hours in a day for online news portal searching. Furthermore, there are some respondents who spend more than 9 hours in a day presented in Table 3.

Table 4: Ability of Online News Sites to Keep Ones Updates



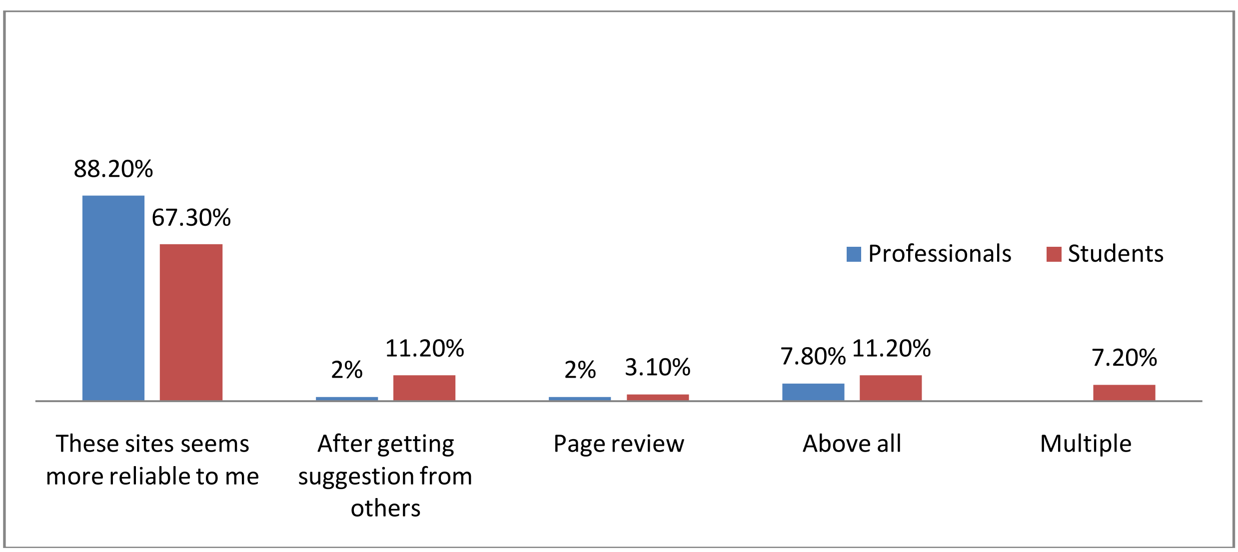
Source: Own Processing, 2021

According to the Table 4, About 61.5% and 7.7% of professionals are agreed and strongly agreed about the online news sites' ability to keep ones updated while lest number of percentage of 30.8% are disagreed. On the other hand, 69.3% and 13.1% of students say that they are agreed and strongly agreed on this matter. Comparatively the low number of percentage of 16.1% and 1.5% of students are not agreed and strongly disagreed to the answers of this question.

d) Ability of online news sites to keep ones updated

Data from the Table 4 shows that most of the students and professionals think that news sites is enough to keep ones updated all-time. Also there are some respondents who figure out the opposite position in this regard.

Table 5: The Reasons behind Choosing selected News Sites among Others



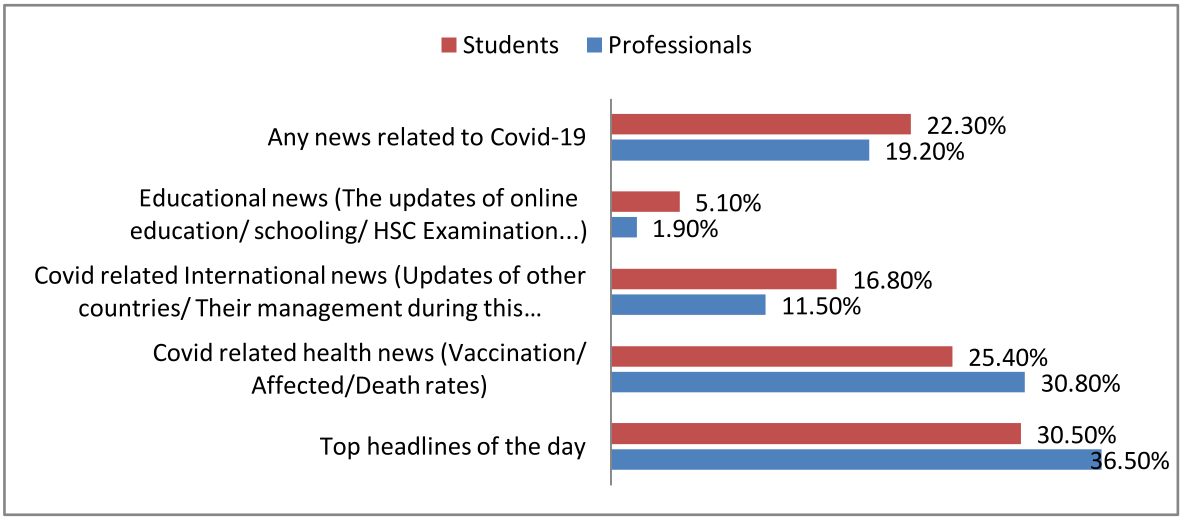
Source: Own Processing, 2021

According to the Table 5, a huge percentage covers 88.2% of professionals who seem to believe selected online news sites more than other media while only 2% of them select the sites after getting suggestions and page reviews. Overall 7.8% of professionals are agreed to all options. On the contrary, 67.3% of students select these kinds of sites thinking as more reliable sites than others. Moreover, 11.2% and 3.10% of students believe and take these sites after getting suggestions and page reviews, as well as 11.2% of students opine their reasons behind selecting these sites giving tick marks on above all options.

e) The reason behind choosing the selected online news sites among others

Respondents opine some factors behind selecting these news sites than others. Among all respondents, most of them have positive mind and think of these sites are more reliable than others. Some of the respondents believe others suggestions and page review. Also some respondents point out multiple factors in this regard.

Table 6: Types of Covid-19 related news respondents read most



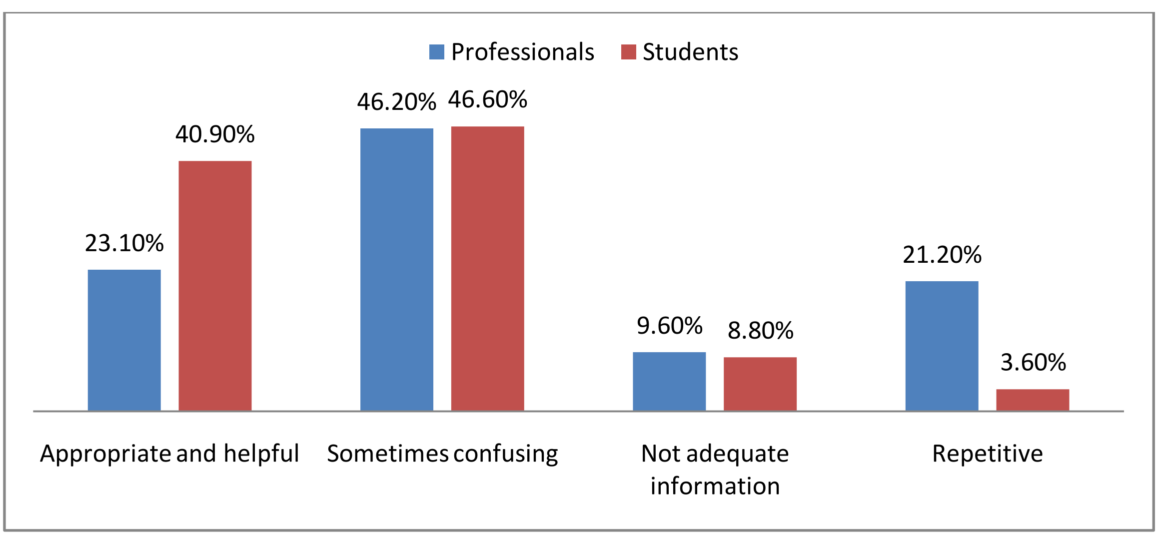
Source: Own Processing, 2021

According to the Table 6, 36.5% of professionals and 30.5% of students read top headlines of the day. The second most reading news is related to Covid health news, which is followed by professionals (30.8%) and students (25.4%) as well. The third highest percentage of professionals (22.3%) and students (19.20%) read any kinds of news related to Covid-19. 11.5% of professionals and 16.8% of students read Covid related international. Besides Covid related health news, lest number of professionals (1.9%) and students (5.1%) likely to read educational news.

f) Types of Covid-19 related news respondents read most

It is observed in Table 6 that most of the respondents give their priority in reading top headlines and then to Covid related health news (vaccination/ affected/death rates). There are also some respondents who read Covid related international news (updates of other countries and their management during Covid) as well as updates of educational news (online education/ schooling/HSC examination). All the data are presented in Table 7 carefully.

Table 7: The Language used by the Online News Portals



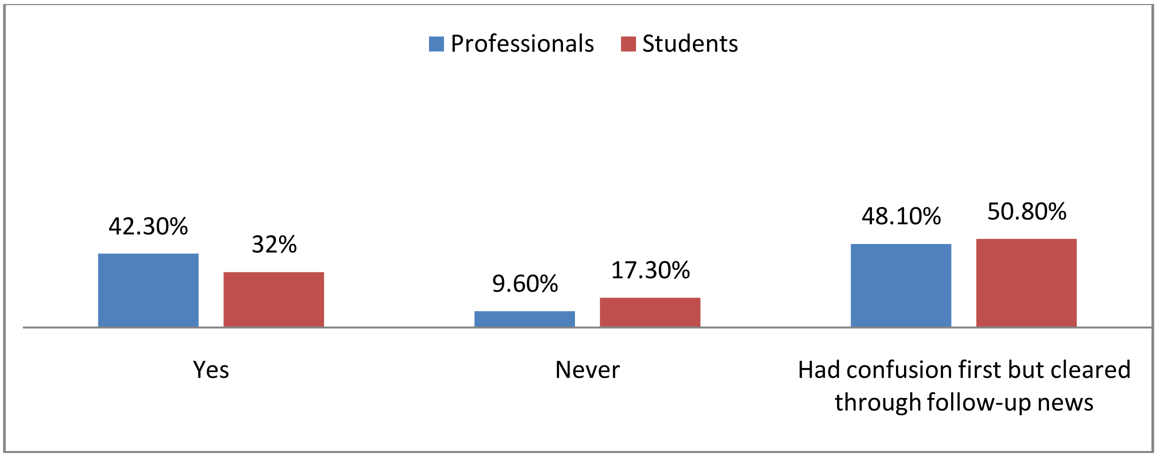
Source: Own Processing, 2021

According to the Table 7, Most of the respondents of professionals (46.2%) and students (46.6%) think the language which is used in reporting during covid-19 reporting writing has confusion sometimes, 21.2% of professionals and 3.6% of students opine that the language of the reporting is very repetitive while 9.6% of professionals and 8.8% of students find the reporting languages inadequate and not so informative. But among all respondents, 40.9% of students and only 23.1% of professionals think the language as very appropriate and helpful.

g) The language used by these online news portals during covid-19 Reporting

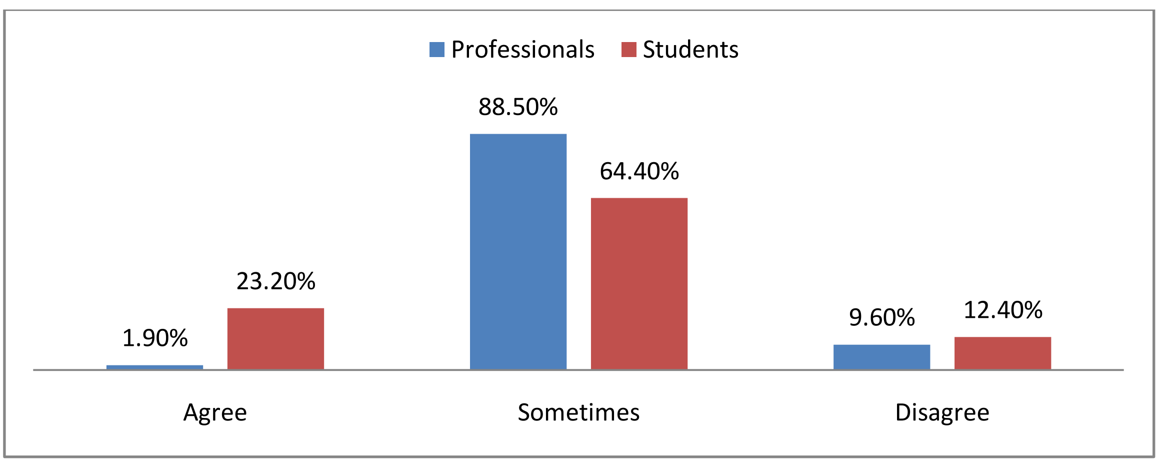
Respondents have different types of views on the language uses in online news portal's news about Covid related issue. Most of the respondents (students and professionals) find the language of news portals sometimes confusing, repetitive and full of inadequate information. Though most of the respondents have negative views, some remarkable respondents think that the language used in online news portals is appropriate and helpful.

Table 8: Any Confused or Fabricated News from These News Portals



Source: Own Processing, 2021

Table 9: Creating Panic and Fear among People during This Outbreak of Covid-19



Source: Own Processing, 2021

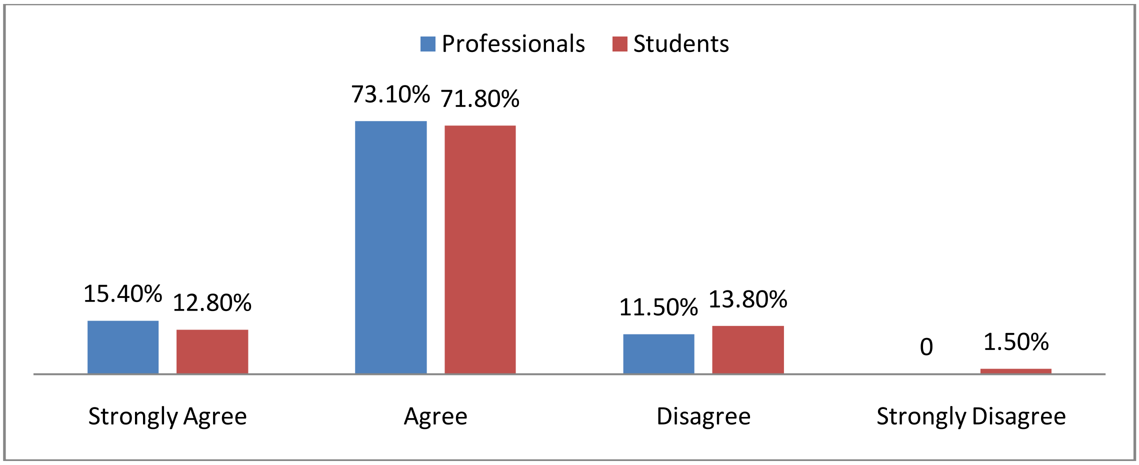
According to the Table 8, half of the students (50.8%) had confusion on these news sites first but cleared it through follow-up news while 32% of them think that these sites have full of confusion, and there's fabricated news. Only 17.30% of them have clear mind and they believe that there is no confusion with news. On the contrary, 42.3% of professionals' minds are full of confusion while 48.1% of them had confusion firstly but cleared after crosschecking and reading follow up news. Only 9.6% of them never have confusing mind in this regard.

According to the Table 9, data shows that among all respondents, majority of the professionals (88.5%) and students (64.4%) think news sites can create panic and fear sometimes among people during this outbreak of Covid-19 while 23.2% of professionals and 1.9% of students blame these sites for creating panic and fear. But the opposite answers from professionals (9.6%) and students (12.4%) shows that they speak on the behalf of news sites in this regard.

h) Confusion, moral panic, misinformation or rumors

From the Table 8 & 9 data, it can be found that there is almost the half of respondents who had confusion before about any news from news portals, which might have contained any confusion and fabrication of news, could lead to create confusing news. But they have cleared their confused mind right after reading, crosschecking and follow-up news from those news sites. Also a big part of respondents have clear vision that those sites can create any moral panic through misinformation and spread rumors.

Table 10: Encouraging News Awareness among People during This Outbreak of Covid-19



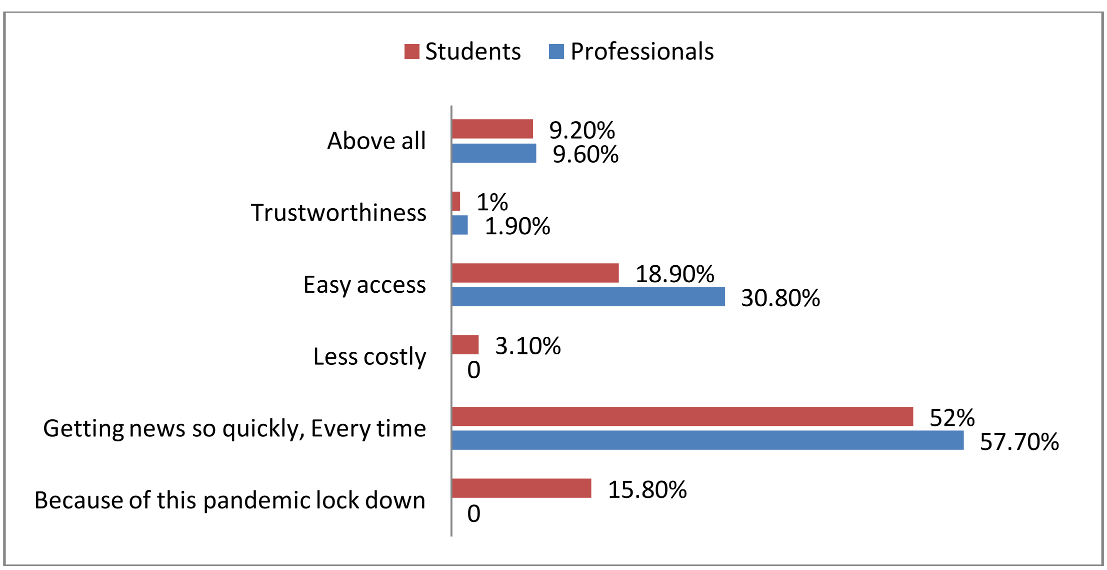
Source: Own Processing, 2021

According to the Table 10, Almost 88.5% of professionals positively say that selected sites are encouraging awareness among people during this outbreak of Covid-19 while 84.6% of students think the same. Comparatively less number of professionals (11.5%) and students (15.3%) have negative concept in this regard.

i) *Encouraging News Awareness through online news sites during this Covid-19 breakdown*

Though most of the respondents find that online news portals have confusing news or sometimes are full of moral panic creating information, but to the end they find news more effective way to encourage awareness among people through providing important and updated information always. Table 10 shows that most of the respondents' positive views on this while a small number of percentages of respondents don't think so.

Table 11: Reason behind Preferring Online News Portal than Other News Medium



Source: Own Processing, 2021

According to the Table 12, among all professionals, 57.7% get news quickly, 30.8% find easy access, 1.9% find trustworthiness and 9.6% mention all factors together. On the other hand, among all students, 15.8% prefer online media because of this pandemic and lockdown, 52% get news so quickly, 3.1% finds online media less costly, 18.9% finds easy access, 1% finds trustworthiness and 9.2% supports all factors behind preferring online news portal than other news medium.

j) The obvious reason behind preferring online news portal than other news medium

There some factors why students and professionals prefer online news portals than other media. The factors are; trustworthiness of news, easy access in news and portals, less costly and getting news so quickly every time, and the most important is, due to this pandemic and lockdown people have only way to get any news from online news portals while print media house is still stooping their publication.

VI. Result Discussion and Conclusion

During this pandemic people are more likely to spend their off time with online media than attending in physical place because of restriction. And this online sphere turns people to involve with media more than before and lures them to use before sleep. In the first phase of pandemic, we observe lots of confusing, fabricated and misinformation everywhere in news sites because of untrustworthy news sources. But what we look on the media's activity, especially in online news sites, are trying to keep peoples updated and informed providing important news from the beginning. That arise lots of questions about the authenticity of online news and news sites, as well as the roles and responsibilities of online news sites.

The study finds that, all respondents (professionals and students) seem to prefer online news portals than others media because of some important factors of having easy access, less costly, trustworthiness and quickness. Though 88.5% of professionals and 84.6% of students said that news sites are encouraging awareness among people during this outbreak, but at the same time among the respondents, 88.5% of professionals and 64.4% of students doubt that online news sites can create panic and fear sometimes whereas 23.2% of professionals and 1.9% of students blame online news sites directly for creating panic and fear.

Importantly, the study finds that although people's dependency on online news portals is increasing lot but there's some alarming issues are found. 77% of professionals and 59% of students find the languages of the reporting as confusing, repetitive and inadequate.

Despite having all confusion, people are started to depend and use online portals especially newspaper based online portal most than others media for getting Covid related news. Most of the respondents think online news portals are more reliable and enough to keep ones' updated all the time especially during this pandemic.

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Impact of National Rural Health Mission: A Public Welfare Programme of the Government on Indian Health Sector

By Tariq Ahmad Rather & Wakeel Ahmad Rather

Abstract- The study reveals circumstances under which the National Rural Health Mission (NRHM) program was launched by the Government of India to fulfill the target set out by the United Nation's Millennium Development Goals (MDG's). It examines the role and functioning of NRHM in delivering basic health care services to rural India. It further delineates the role of NRHM in reducing Infant Mortality Rate (IMR), Maternal Mortality Rate (MMR), Total Fertility Rate (TFR), Dengue Mortality Reduction Rate, etc. The study also highlights the character of NRHM in providing equitable, affordable, and quality health care services to the rural population, particularly the vulnerable groups. It was instrumental in creating new institutions, decentralizing of services, and providing new ideas and resources for health system. The study mainly focused on the approaches, major planks, achievements and evaluation of the NRHM program.

Keywords: national rural health mission, infant mortality rate, maternal mortality rate, common review mission, empowered action group, india.

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IMPACTOFNATIONALRURALHEALTHMISSIONAPUBLICWELFAREPROGRAMMEOFTHEGOVERNMENTONINDIANHEALTHSECTOR

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I. Introduction

The United Nations 'Alma Ata Declaration' in 1978 called on "all governments to formulate national policies, strategies and plans of action to launch and sustain primary health system." However, the health system in India received low priority in the central and state budgets. Even less than 1% of the GDP on health expenditure was found in 1999, one of the lowest in the world. (Zakir, 2008).

In 2002, India's National Health Policy acknowledged the sorry health situation and suggested a basket of reforms from co-opting rural doctors to medical tourism (Shyam, 2008). Subsequently, the Congress-led United Progressive Alliance (UPA) government of India integrated public health as a critical component into its common minimum program after it formed government at the center in 2004.

A Need for robust and concerted policy in targeting rural India forced the UPA government to introduce National Rural Health Mission (NRHM) as its flagship health program in 2005 (Scheme 1) (Hussain, 2011). Accordingly, NRHM was launched on 12th April 2005 throughout India with a commitment of the government to carry out the necessary architectural corrections in the basic health care delivery system. It covers the entire country but focuses on eighteen states, identified to have weak public health indicators and weak health infrastructure (Nandan, 2011).

NRHM illustrative- Structure

↓

5 to 6 villages

Sub Health Centre (SHC) Level

- First level Contact between the Primary Health Care System and the community.
- Nurses stationed in SCs perform deliveries and refer only complicated cases to PHCs.
- SCs look after family welfare, nutrition, immunization etc.
- Total SCs were– 145272 (MOHFW, 2010)

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Second Level

30-40 villages

Primary Health Centre (PHC) Level

- PHC is referral unit for about six Sub Centers.
- Several activities of PHC include curative, preventive and promotive healthcare as well as services like 3 staff nurses; 1 LHV for 4 – 5 SHC; emergency services 24*7 handled by nurses. Total PHCs were 22370 (MOHFW, 2010).

Third Level

1 Lakh population

100 villages

Block Level Hospital / CHC

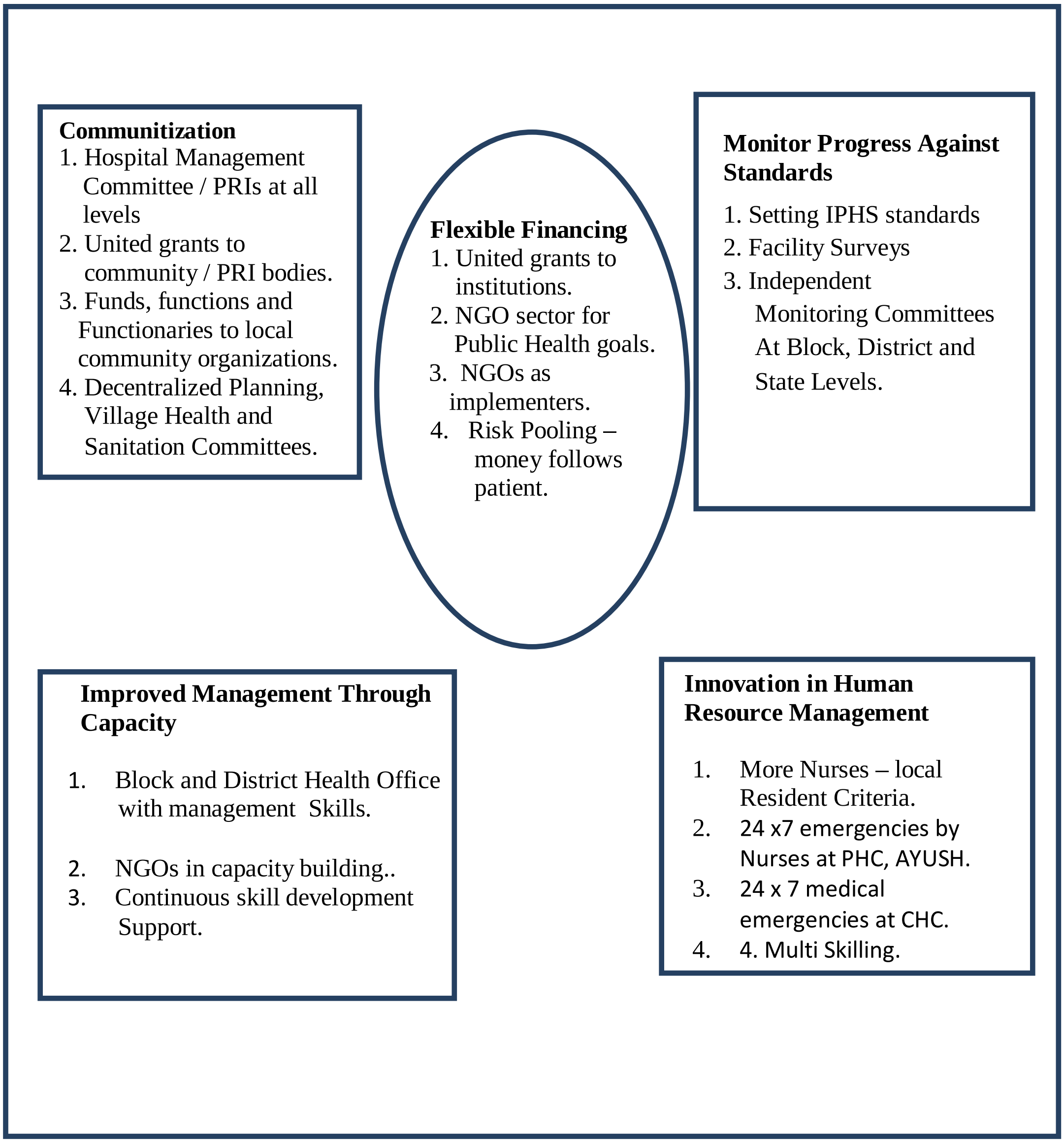
- CHC serve as first referral units for four to five PHCs
- Provide facilities for obstetric care and specialist consultations.
- Total CHCs were 4045 (MOHFW , 2010).

Abbreviations: Community Health Centre (CHC), Primary Health Centre (PHC), Sub Health Centre (SHC), Ministry of Health and Family Welfare (MOHFW)

Scheme 1: Illustrative Structure of NRHM

NRHM launched to provide equitable, affordable, and quality health care to the rural population, particularly the vulnerable groups. NRHM program's special focus had been on the Empowered Action Group (EAG) states, as well as the North Eastern States, including Jammu and Kashmir, and Himachal Pradesh. The main purpose of the mission is on establishing a fully functional, community-owned, decentralized health delivery system with inter-sectoral convergence at all levels to ensure simulation actions on a wide range of determinants of health like water, sanitation, education, nutrition, social and gender equality.

The targeted objectives of NRHM (Scheme 2) were to reduce infant mortality, and maternal mortality rates following the Millennium Development Goals (MDGs). These objectives were expected to be achieved through promoting institutional births and thereby protecting both the mother and the newborn. The NRHM has woven everything around this core programe. The programe facilitates expectant mothers to be escorted by Accredited Social Health Activist (ASHA) to a public or private hospital. She is paid Rs 700 per case (as incentives plus costs). Even the mother also gets cash maternity benefits.



Scheme 2: Five Major Approaches of NRHM

II. Major Planks of NRHM

- Appointment of ASHA in each village (one each for 1000 population),
- Health insurance for the poor, and the involvement of the non-profit sector, especially in undeserved regions.
- Fostering PPP (Public-Private Partnerships);
- Improving equity and reducing out of pocket expenses;
- Introducing effective risk-pooling mechanisms and social health insurance (Sharma, 2014).

The major achievements of NRHM are illustrated in Table 1.

Table 1: Achievements of National Rural Health Mission

S. No.	Indicators	2005 Baseline	NRHM Target	Achievement	% improvement in Baseline
1.	IMR	58 / 1000 live births	30	42 / 1000 Live births (2012)	28 %
2.	MMR	254 / 100,00 live births	100	178 / 100,00 Live births (2010 -12)	30 %
3.	TFR	2.9	2.1	2.4 (2012)	17 %
5.	Maintain TB Cure Rate	86 %	Above 85 %	88 %	2 %

7.	Malaria Morality per 10,000		Reduce by 50%	60 % by 2012	49 %
10.	Dengue Morality Reduction Rate			50 % by 2010 and sustaining at that level until 2012	-
11.	Cataract operation			Increasing to 46 lakhs until 2012	
12	Public Health as % of GDP Sub centres	0.9%	2 – 3 %	1.04% (2011 – 12)	16 %
13	Sub Centres	146,026	178,267	148,366 (2012)	2 %
14	PHCs	23,236	29,213	24,049 (2012)	3 %
15	CHCs	3,346	7,294	4,833 (2012)	44 %
16.	Medical Officers (Allopathy)	20,308		28,984 (2012)	43 %
17	ASHAs		250,000 (in ten states)	889,736 (2012)	100

Source: Narwal, Rajesh. Success and Constraints of the National Rural Health Mission: Is there a Need for Course Correction for India's Move Towards Universal Health Coverage" in, India Social Development Report 2014: Challenges of Public Health (Edition – I), Oxford University Press, p. 128

Thus, NRHM led a tremendous transformation in the Indian health sector on several counts. Firstly, around 7.5 lakh ASHAs worked at the grassroots level and have successfully mobilized women from the valuable communities to come to institutions (the number of beneficiaries under Janani Suraksha Yojana had increased from seven lakhs in 2005 – 2006 to over 86 lakhs in 2008 – 2009) (Express Healthcare, 2019). Secondly, NRHM played a crucial role in addressing basic healthcare issues of the rural population as rural people primarily rely on the public. healthcare that comprises of Sub-Centers (SCs) and primary health centers (PHCs) for immediate health needs, and Community Health Centers (CHC) and district hospitals are opted for in case of complicated procedures and specialist care. The Sub-Centre is the first spot of contact for seeking public health care that provides preventive care; a Primary Health Centre works as the first point of contact with a qualified doctor; and CHC provides specialist care, including (Ayurveda, Yoga and Naturopathy, Unani Siddha and Homeopathy (AYUSH) care. Thirdly, NRHM had several achievements to its credit like; it has increased health finance, improved infrastructure for health delivery, established institutional standards, trained healthcare staff and provided technical support; facilitated financial management, assisted in computerization of health data, suggested central procurement of drugs, equipment, and supplies, mandated the formation of village health and hospital committees and community monitoring of services (Jacob, 2017) Fourthly, to target mortality, morbidity, and inclusive social development, NRHM since its inception led a comprehensive war on undernutrition, ill health and ignorance. To address these issues, the Government of India launched NRHM in April 2005 with a clear objective of providing quality health care in the remotest areas by making it accessible, affordable and accountable (Ministry of Health and Family Welfare, Government of India, 2009). Therefore, NRHM has made a remarkable impact on the public system of health care in the country (Figure 1 and Figure 2).

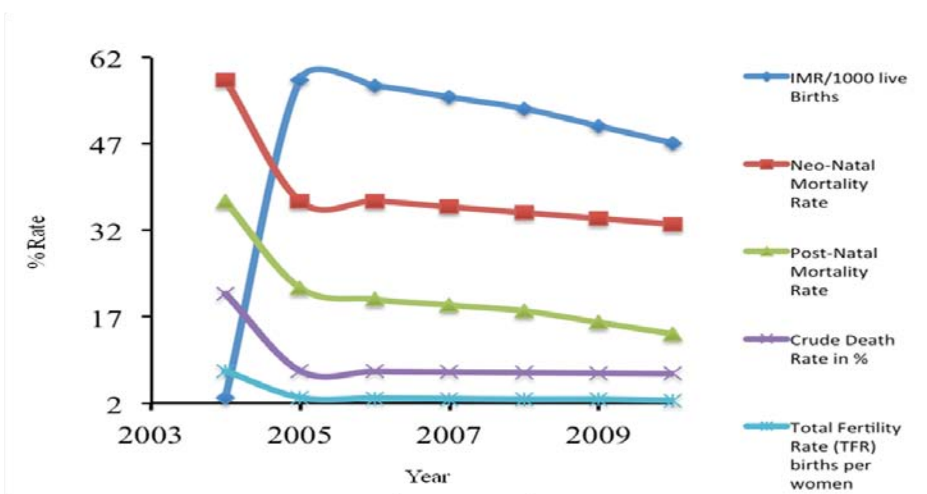


Figure 1: Status of Health Indicators in India

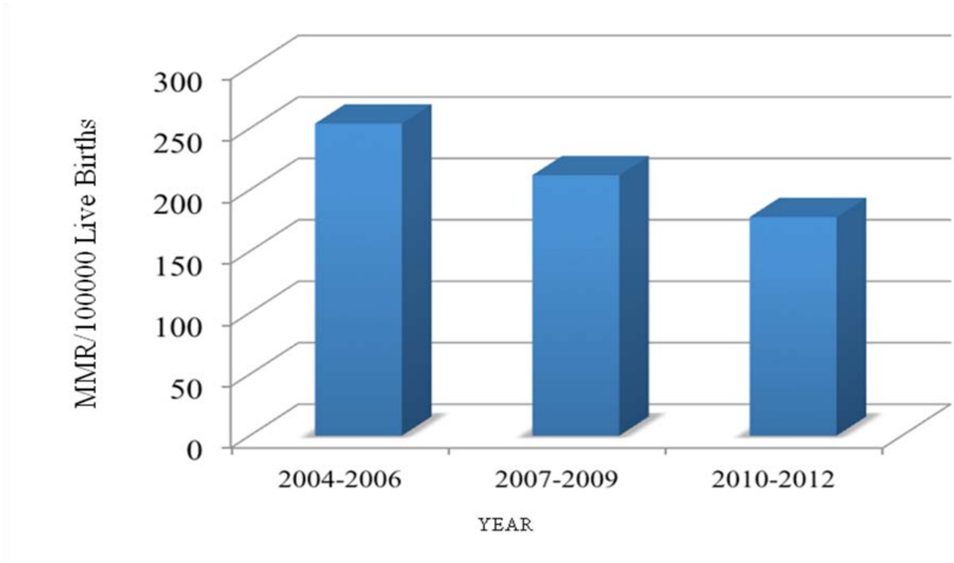


Figure 2: Status of Maternal Mortality Rate

III. Evaluation of NRHM

To monitor, review, and evaluation of NRHM, the government of India established annually Common Review Mission (CRM) to examine and document progress on key process parameters of the NRHM strategies, to identify key constraints limiting the pace of architectural correction in the health system envisaged under the NRHM, and to recommend policy and implementation level adaptations that could accelerate achievements of the goals of the NRHM. Subsequently, these reports highlighted the track record of progress made by NRHM from time to time (Table 2).

Table 2: Common Review Mission Reports of Government of India

Reports	Achievements under NRHM	Recommendations
First CRM (November 2007)	• Selection and Training of ASHAs Unveiling of JSY; Constitution of Hospital Development Societies, VHSCs. • Setting up of integrated State and District Societies. • Sub-Centres, PHCs, CHCs, district hospitals are fully functional. • Planning and Monitoring with Community Ownership. • Convergence of programmes for combating/preventing HIV/AIDS, chronic diseases, malnutrition, providing safe drinking water, etc., with community support.	• Need for the Reformation of health sector governance; decentralization of Panchayat Raj Institution; • Strengthening the ASHA Programme; monitoring against Norms and Fully Functional Facilities; Improved maternal and Child Survival. • Need for preventive and promotive health.
Second CRM (November, 2008)	• General increase in utilization of public health services like, increase in number of outpatients, in-patients, increase in the institutional deliveries; Increasing services in PHCs and CHCs; expansion of paramedical, nursing and medical education in all states. • Significant improvements also found in infrastructure, drugs, diagnostics, sanitation and dietary arrangements. • Improvement in Reproductive and child health development was found.	• Need to revitalize PHCs and CHCs. • Mainstreaming AYUSH programme • Enhance community participation in the hospital development committees • Expedite the activation of VHSCs .

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Third CRM (Nov. 2009)	Improvement in strengthening of the public health service system; remarkable upgradation of infrastructure in health sector; Expansion of human resources.	Rationalizing upgradation of facilities; strengthen quality assurance function at state and district level; efforts to integrate disease control programme.
Fourth CRM (Dec. 2010)	Availability of laboratory, diagnostic services, drugs; Emphasized child health, nutrition, family planning, disease control programme	Need to enhance quantum of human resources in order to reach IPH norms; Need to reexamine policies of professional/technical education.

According to the report of 'NRHM: The Progress So Far' (Ministry of Health and Family Welfare, 2012) states that NRHM has reduced IMR at a higher rate than earlier, increased institutional deliveries, raised the figures of full immunization, constituted Rogi Kalyan Samitis, appointed and trained ASHAs, constituted Village Health Committees, created village health and nutrition days, provided mobile medical units, and co-located Ayurveda, Yoga, Unani, Siddha and Homoeopathy (AYUSH) and another number of health facilities. Moreover, to assess the working of NRHM, it is very difficult to evaluate the cost-effectiveness of a national project NRHM as it has multiple goals, all of which have not been achieved to the same extent. Further, health depends on a several numbers of factors, such as living and working conditions of people, education, degree of social integration, awareness, belief systems, quality of the environment, and access to health facilities, etc. However, based on certain studies and reports, the evaluation of NRHM has been done.

The International Institute for Population Sciences (IIPS, 2010) Mumbai has produced a voluminous fact sheet of concurrent evaluation of NRHM 2009. The report establishes that there are pronounced inequalities between states and the achievements are far from satisfactory.

According to Special Bulletin on Maternal Mortality in India 2007 – 09 of Sample Registration Scheme (SRS, June 2011), which showed that Maternal mortality ratio varies from 8.1 in Kerala to 390 in Assam, and the maternal mortality rate varies from 4.1 in Kerala to 40.0 in Uttar Pradesh/Uttarakhand.

According to SRS Bulletin 2012 (SRS, 2012), while for the whole country, IMR has declined to 44, *ff* the differences between urban and rural localities and across different states have persisted. While the urban IMR has declined to 29, the rural IMR was still 48.

According to the Report of World Bank (2012), "the out-of-pocket expenditure on health in India reduced by 9 percent points; 68 percent in 2005 to 59.4% in 2011.

Though NRHM focused on the expansion of infrastructure, human resources, and service coverage. However, quality aspects had received inadequate attention, only 15 percent of Primary Health Centres (PHCs) and Community Health Centres (CHCs) had been able to meet Indian Public Health Standards (IPHS), quality gaps are repeatedly articulated in government audits and in all four Common Review Mission (First CRM 2007; Second CRM 2008; Third CRM 2009; Fourth CRM 2010) reports. The 6th CRM quoted, 'quality of care is compromised, and infection control was a problem in all states. The quality of care is poorer in the Empowered Action Group states with huge variation across districts and health facilities. High human resource vacancies, inappropriate postings of the staff, and skill gap due to constant high attrition, clubbed with unavailability of adequate infrastructure such as Intensive Care Units (ICUs) at several district hospitals or Functional Operation Theatres at First Referral Units (FRUs), and inadequate biomedical waste disposal mechanisms severely undermine the quality of care. Large network of private health care sector also remains unregulated, despite the Clinical Establishments (Registration and Regulation) Act, 2010 (Ministry of Health and Family Welfare, 2010) which only eight states and seven UTs have adopted but implementation remains arduous and slow.

According to WHO 2011, 53 percent of all deaths in India although were attributed to non – communicable diseases, the focus of the NRHM was largely been on Reproductive and Child Health (RCH) which got nearly two thirds of all financial resources. The non high focused states did expend non communicable disease services, but the scope was limited in range of services. Several studies and government reports suggest that inefficient use of already scarce financial and other resources, lack of performance management and accountability mechanisms continue to mar the public health system. According to WHO estimates, 20 – 40 percent of resources spent on health are wasted because of diversion to least priority areas, de–motivated health workers, and inappropriate use or overuse of medicines and technologies.

Eleventh Five Year Plan document (National Health System Resource centre) reviewed NRHM led to following conclusions: (a) 17, 318 Village Health and Sanitation Committees were constituted against the target of 1.80 lakh by 2007; (b). no united grants were released to Village health and Sanitation Committees pending opening of bank accounts by them; (c) against the target of three lakh fully trained ASHAs by 2007, the initial phase of training (first module) was imparted to 2.55 lakh, (e) there had been a shortfall of 9,413 (60.19 %) specialists at the

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CHSs. As against the 1950, CHCs expected to be functional with seven specialists and nine staff nurses by 2007, none has reached that level.

IV. Conclusion

On the one side, NRHM proved to be a landmark flagship programe of the government of the India, as it successfully reduced IMR, MMR, and TFR and has made Indian health care delivery system accessible, affordable and quality health care services to the rural population of India, particularly the vulnerable groups. Moreover, the NRHM became instrumental in the developing of new and up-gradation of the existing infrastructure in the health sector. On the other side, NRHM, no doubt, focused on the expansion of Infrastructure, human resources, and service coverage. However, quality aspects had received inadequate attention. Insufficient funds, poor performance management and less accountability mechanisms continue to mar the Indian public health system. Though, NRHM could not fulfill its 100 percent predetermined targets to raise Indian public health standards at par with the health system of developed countries, still, it proved to be a beneficial health programe as it reduced IMR, MMR, Malaria, and other noncommunicable disease's victimized people of India for several decades, etc. The efficacy of the programe largely depends upon its continuance to date though clubbed with NHM (National Health Mission).

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Sublimation and the Unconscious in *The Forty Rules of Love* and *Three Daughters of Eve* by Elif Shafak

By Fatima Mustapha
Umaru Musa Yaradua University

Abstract- One of the importance of literature is that it serves as an avenue for the study of human predicaments and solutions. Human life itself is a series of endless crises from birth to death. Therefore, based on a Freudian psychoanalytical approach to Elif Shafak's The Forty Rules of Love and Three Daughters of Eve and by exploring some of the psychological musings of the main characters in ways that portray emotional crises among other things, this paper attempts to highlight the ambivalence attached to their seemingly prime personality. The paper is tailored around the nuances of the characters' minds and the way they negotiate their present realities with their emotional quests and tribulations where they unconsciously apply certain defence mechanisms in their daily lives to protect their ego by creating a balance between their id and their superego. It explores the manifestation of the unconscious through sublimation, memory and nostalgia.

Keywords: sublimation, defence mechanism, nostalgia, emotions, unconscious.

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SUBLIMATIONANDTHEUNCONSCIOUSINTHEFORTYRULESOFLOVEANDTHREEDAUGHTERSOFEVEBYELIFSHAFAK

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Keywords: sublimation, defence mechanism, nostalgia, emotions, unconscious.

I. Introduction

Defence mechanisms are cognitive processes that function to protect the individual from excessive anxiety or other negative emotions. Every individual feels things differently hence process and react differently and with the growing number of new research on defence and coping mechanisms, it is quite problematic to single a certain or type as the illumination of what these mechanisms entail. However, Anna Freud's *The Ego and the Mechanisms of Defence* (1936) gave a blueprint on the core idea that we instinctively try to protect our ego (acceptable image of who we are) using certain defences, but in the act of protecting ourselves against pain in the immediate term, we harm ourselves in the long run by limiting our realistic processing of life and therefore not maturing as a result. These mechanisms are regression, repression, reaction formation, isolation, undoing, projection, introjection, turning against the self, reversal and sublimation (39).

Sublimation is one of the defence mechanisms the characters in *The Forty Rules of Love* and *Three Daughters of Eve* used to create and maintain their image in the society. People, in general, have dark impulses and desires and we are constantly trying to keep them at bay, or conveniently, substituting them with socially acceptable acts. A person may get the urge to steal, to hurt, to cheat, but instead of acting upon such negative thoughts, that person would rather go out of their way to put their energy and time into worthwhile projects such as working hard in their job, providing for their family, and helping others. This is called sublimation; it "allows an indirect resolution of conflict with neither adverse consequences nor marked loss of pleasure" (Vaillant 94) and Freud described it as putting primitive, egoistic, and destructive energy into good use, that is, it takes non-socially acceptable urges, thoughts, and impulses and converts them into socially acceptable positive behaviour.

Sublimation in Freud's opinion was a sign of maturity and civilization, allowing people to function normally in culturally acceptable ways. He defined sublimation as the process of deflecting sexual instincts into acts of higher social valuation, being "an especially conspicuous feature of cultural development; it is what makes it possible for higher psychical activities, scientific, artistic or ideological, to play such an 'important' part in civilized life. (Strachey 79-80) Wade and Carol present a similar view, stating that sublimation occurs when displacement "serves a higher cultural or socially useful purpose, as in the creation of art or inventions" (Wade and Carol 478). Freud got the idea of sublimation while reading The Harz Journey by Heinrich Heine. The story is about Johann Friedrich Dieffenbach who cut off the tails of dogs he encountered in childhood and later became a surgeon. Freud concluded that sublimation could be a conflict between the need for satisfaction and the need for security without perturbation of awareness. In an action performed many times throughout one's life, which firstly appears sadistic, thought is ultimately refined into an activity that is of benefit to mankind (Geller 125).

This paper studies some traits of sublimation as a defence mechanism in the primary texts. It explores the life experiences of the characters and their expressions of the unconscious through sublimation. The unconscious is "the truth behind or beneath the distorted representation which we call consciousness (Bennet and Royle 253-254). This kind of reading is extended to the personality of the author who is also considered to be undergoing sublimation. This is possible because psychoanalysis is primarily author-based and includes the author's impulses and subjectivities into the analysis. But the authorial intention is not accepted as a priori. As argued by Bennet and Royle "authorial intention in the light of psychoanalysis… can always be considered as subject to the

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unconscious workings of the mind" (21). Hence it is possible to see the author's suppressed desires manifesting in the texts. In this study, Shafak's sublimated views are also foregrounded as a window of having a glimpse into her unconscious mind that defines her interests, prejudices, hidden desires, etc. However, for most people, sublimation is only possible to a certain degree. Other problems usually arise from the sublimated impulses. Because usually, the "instincts are poorly tamed" (S. Freud 16) and this results in the return of the repressed. That is, the sublimated impulses return to the behaviour of the person in another form.

As registered above, the unconscious resurfaces in people's everyday lives in several ways. The essence of the unconscious lies in the fact that it is a prism through which the human personality avails itself. This personality defines by the unconscious as often the true nature of being that is buried and repressed due to social pressure, religious prohibitions, societal laws, and other reasons. Freud is interested in the way sexual drives are sublimated for something of higher ends. According to him, "[S]exual desire relinquishes either its goal of partial gratification of desire, or the goal of desire toward reproduction, and adopts another aim, genetically related to the abandoned one, save that it is no longer sexual but must be termed social" (S. Freud 303). These drives often return in another form when they undergo sublimation. This return takes the form of interference. They are transferred into other activities that do not necessarily have direct links to sexuality but are related to it.

a) About the Author

Elif Shafak was born in Strasbourg, France, in 1971 to philosopher Nuri Bilgin and Shafak Atayman, who later became a diplomat. After her parents' separation, Shafak returned to Ankara, Turkey and was raised by two women: her mother and maternal grandmother. She says growing up in a dysfunctional family was difficult in many ways, but growing up in a non-patriarchal environment had a positive impact on her. ("Turkish Writer"). She is an award-winning writer who has published 19 books, 12 of which are novels. She is a bestselling author in many countries around the world and her works translated into 55 languages.

Perhaps the contributing factor on her areas of interest is the struggle she had as a child and even as an adult to fit in only one category. She identifies as a bisexual, a group in the LGBTQ+ community that is "the least understood and most ignored even within the LGBT movement itself" (Ertan). Hence, she focused on illuminating subjects that are constantly overlooked. The Sunday Times remarked that "Shafak is passionately interested in dissolving barriers, whether of race, nationality, culture, gender, geography or a more mystical kind," The Irish Times called her, "the most exciting Turkish novelist to reach Western readers in years" and Vogue Magazine stated that, "Elif Shafak has been building a body of work that needles her country's historical amnesia". Her nonfiction covers a wide range of topics, including belonging, identity, women's empowerment, cosmopolitan encounters, daily life politics, multicultural literature and the art of coexistence ("Turkish Writer").

II. Summary of the Texts

The Forty Rules of Love (2011) is Shafak's most famous novel, and it has been along with other novels by her, translated into more than forty languages. It emphasizes the human need for spiritual fulfillment and love as the most important element of it: the love for God, love for one's self, and love for others. Polyphonic in nature and having stories within a story, the novel tells two parallel stories that cross two very different cultures and seven centuries apart. Ella Rubenstein is a middle-aged woman living a bland and monotonous life as a housewife and a mother. Living with an unfaithful husband and alienated children, her life took a drastic turn when she was given a manuscript titled *Sweet Blasphemy* to appraise as her new job in a literary agency. The manuscript, written by Aziz Z. Zahra, a first-time novelist, tells the story of the 13th-century poet Jalaluddin Muhammad Rumi, and his beloved Sufi teacher Shams of Tabriz. As Ella reads the story, she began to draw similarities between Shams and Aziz, and question the many ways she has settled for a mediocre life devoid of passion and true love.

Three Daughters of Eve (2017) tells the life story of Nazperi (known as Peri) Nalbantoğlus, both the past and the present in parallel. It starts with her present, an ordinary spring day in Istanbul bickering with her daughter while stuck in traffic trying to get to a dinner party at a seaside mansion uptown. While at it, a number of street beggars snatched her handbag from the backseat and in an impulse, she went chasing after them. After a dreadful encounter with their leader, a tramp, where she narrowly escaped a rape attempt, came to a startling realisation that she is capable of murder and sporting a nasty knife wound on her right palm. An old photograph falls from her wallet while the tramp is emptying her bag and an avalanche of emotions; regret, guilt and the sadness of unrequited love that she so desperately tried to forget and it served as a catalyst for her life in story in the past hit her.

III. Sublimated Desires in Ella

Ella is the main character in *The Forty Rules of Love*. As a reviewer with an unnamed literary agency, she gets to know Aziz Z. Zahra through his submission of a draft story titled *Sweet Blasphemy*. Ella develops feelings for Aziz whom she later contacts via email. Getting bored of her crumbling marriage with David, Ella

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begins to feel connected to Aziz. It all begins with Ella's marital relationship. She is a woman worn out by the tiring task of maintaining a family. As she nears the age of forty, she feels the burden of marriage and family becoming more unbearable. What makes this feeling more saddening is the fact that Ella feels betrayed by the behaviour of her husband who compensates her sacrifices with infidelities. Reading *Sweet Blasphemy*, Ella's feeling of betrayal begins to surface in the early part of the novel. She reminisces her failed dream in this way:

> Though Ella had graduated with a degree in English literature and loved fiction, she hadn't done much in the field after college, other than editing small pieces for women's magazines, attending a few book clubs, occasionally writing book reviews for some local papers. That was all. There was the time when she had aspired to be a prominent book critic, but then she still simply accepted the fact that life had carried her elsewhere, turning her into an industrious housewife with three kids and endless domestic responsibilities. (Shafak, *Forty Rules* 5-6)

In Ella, we see a woman who has sacrificed everything to build a family, which is quite rare among Western societies; opting to be a fulltime housewife, despite a degree in English literature that qualifies her to work. The decision not to get a career is informed by the need to establish a family and to be there for the family. This investment in her family ought to provide her with security but it becomes the very point of her weakness and her loss of individuality.

As narrated in the text, everyone closer to her is in one problem or another. At some point, she started developing a feeling of guilt and self-loathing. She begins to feel that things are chaotic because she has not handled them well and is not in control as she feels she should have been. At this point, it becomes obvious that these became daunting and reading of *Sweet Blasphemy* brings a return point. She does not stop at reviewing the novel. She feels the urge to write her own stories as a way of sublimating the problems that she confronts. She believes that the yet-to-be-written novel should be titled *The Forty Rules of the Sedentary, Suburban, Earthy Housewife*. She tells the reader what would eventually become the first rule of the text "[S]top looking for love! Stop running after impossible dreams! There are surely more important things in life for a married woman about to be forty" (Shafak, *Forty Rules* 44). But this urge does not sublimate the desire to quit her family. Finally, this need to quit from what she has spent decades building, her family, is sublimated into contacting the author of the novel that she is reviewing – Aziz. She searches for his website and writes him an email. She finds herself telling a stranger her marital problems.

The inability of any of her family members to listen to her makes her reach out to Aziz, a man she has never seen and has never known before this time. Ella and Aziz become quite intimate. She files for divorce and joins Aziz who has already confided in her that he suffers from terminal cancer. But that does not dissuade Ella from joining him and travelling around the world with him. The sublimated desires, in the end, were not fully addressed. They were initially disguised into email flirtations with Aziz. But these desires return with full force before the end of the novel. Ella leaves the life she has built for decades and joins Aziz. She considers her decision wise though the society does not appreciate a woman who terminates her marriage with three kids for someone less rich, seemingly older than her husband, and who is terminally ill. Her decision is informed by her inability to suppress her hidden desires that built up in her unconscious over the years.

IV. Baybars, the Sinful Masochistic Warrior of Faith

In *Sweet Blasphemy*, the reader is introduced to a character called Baybars the Warrior. The text is set in the past to recreate the lives and experiences of Rumi and the wandering Dervish who became his teacher and companion, Shams of Tabriz. It recounts the meeting of these two and the transformation of Rumi from a scholar into a Sufi poet on the religion of Love. Rumi abandons his scholarship and immerses himself in the lessons of Sufi mysticism taught to him by Shams. However, one character who exemplifies the battle with the unconscious is called Baybars the Warrior. Baybars suffers from his human failings. His faith is not strong as he often gives in to his temptations. In his unconscious, he seeks a life of sexual freedom and all kinds of perversion. At the same time, he feels responsible for cleansing his community of all immoral acts committed by its citizens, which is encouraged by his influential yet bigoted uncle.

Therefore, he is constantly battling an inner conflict between indulgence and piety. Baybars comes to possess two opposing identities. He guards the mosque in the days' time and visits brothels during the night. He is very cruel and rapacious to beggars who frequent mosques in the town to beg. He presents himself as pious and as someone invested with the custody of the moral codes of Islam and the authority to impose them. He is often violent to people who cross his way. He seems to harbour his version of Islam devoid of mercy, sympathy, tolerance, and patience. At one point in the text, a Desert Rose, (a whore) decides to attend one of Rumi's sermons that takes place in the mosque. She disguises herself as a man and enters the mosque. However, things spiral wrong when her identity is recognized. She is pursued by a mob led by Baybars. What stopped them from lynching her is the appearance of Shams of Tabriz who intercedes on her behalf. They query him for shielding a whore and he questions their attention to the sermon.

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Shams decides to apply logic to restraint the mob from sparking violence. He believes that if they were listening to Rumi, they would have no business paying attention to anyone's presence in the mosque. This helps to douse the tension, especially in the mob, if not in Baybars, their leader. The mob started retracing, shy at their behaviour on a woman. Lynching is a common thing in the town, mostly organized and led by Janus faced people like Baybars, who believe that they must cleanse the town of all immoral acts while committing those same acts. But one of the questions raised by Shams gives an insight into the true identity of Baybars that he struggled to suppress. He is the first person to recognize the Desert Rose. He identifies her and notifies the people around to stop her from running out of the mosque. How did Baybars recognize the woman? She gives a piece of information about it. She successfully disguises herself as a man and remains comfortably in the mosque, her attention wholly on the speech of Rumi. Then she notices someone pointing in her direction. According to her:

> […] when I raised my eyes again, I saw a young man in the front row, looking at me intently. Square face, lazy eye, sharp nose, sneering mouth. I recognized him. He was Baybars. Baybars was one of those pesky customers none of the girls in the brothel wanted to sleep with. Some men have a way of wanting to sleep with a prostitute and yet at the same time insulting them. He was such a man. Always cracking lewd jokes, he had a terrible temper. Once he beat a girl so badly that even the boss, who loved money more than anything, had to ask him to leave and never come back. But he kept returning. (Shafak, *Forty Rules* 132)

Through this internal focalisation, the reader is suddenly aware of the factual nature that Baybars represses through his violent treatment of immoral people and his frequent visits to the mosques. He possesses a double, contradictory identity that enables him to be a pious man in the day and a sinner at night. In the character of Baybars, Shafak takes the reader into the life of people who project themselves as saints. This indicates that behind violent impulses in the name of protecting social morality there is something more sinister lurking behind. Baybars has demonstrably been caught by the reader in all the acts that he beats others for committing. He fornicates, drinks, hurts people, and takes part in committing murder.

One of the characteristics of Shafak's texts, such as *The Bastard of Istanbul* (2006), *Honour* (2011), *The Architect's Apprentice* (2015) and *10 Minutes 38 Seconds in this Strange World* (2019) is that she uses heterodiegetic focalization to draw the reader to the ills of religious fundamentalism. In *The Forty Rules of Love*, she exposes the fundamentalists' moral hypocrisy. In her description, they are no better than the people they consistently condemned and terrorized. There is a certain appeal to tolerance throughout the text. It is done by showing the ugly side of the moralists and the fundamentalists vis-à-vis the weaknesses and vulnerability of the moral deviants. In religious terms, Shafak seems to favour plurality – the need for the acknowledgment of religious freedoms and the absence of religion in public matters.

Her riposte to religious fundamentalists is that they should observe self-introspection and self-criticism. Poole argues that Shafak's writing borders on frontiers of "sexuality, self and the other, individual and collective, (including) the past and present Turkish history… Turkey's 'turbulent days', the dissolution of the Ottoman empire and the fabrication of Turkish Republic" (173). This call for reflection on the positionality of the Self with the Other has been one of the recurrent concerns of literature, as argued by Bennet and Royle that:

> Literature, like art more generally, has always been concerned with aspects of what can be called the unconscious or 'not me' or other: it is and has always been centrally concerned with dreams and fantasy, hallucinations and visions, madness, trance, and other kinds of impersonality or absences of self. (131)

Therefore, *The Forty Rules of Love* is a journey into the mind of the Other, into the unconscious impulses that determine characters' actions and inactions. Shafak is interested in the workings of the mind of people with dual or multiple identities that are often contradictory. This interest and other personal troubles led Shafak into becoming a novelist as she states, "I started writing fiction… not because I wanted to become a novelist… but because I was a lonely and hopelessly introverted child… There was a gap between my inner space and the outside world that I was painfully aware of" (Shafak, "Storytelling" 39). Therefore, her writing is also personally therapeutic to her – an attempt to address her problems.

V. The Return of the Repressed: Unconscious Desires and Impulses in *Three Daughters of Eve*

The text's temporal setting is the 21st century with its post 9/11 politics of religion. The story is told through foreshadowing by the central character Peri who discovers her unrestrained unconscious as the story goes back and forth. Through these characters, Shafak portrays the challenges encountered by the modern Muslim Turkish woman in the transition between traditionalism and modernity. The text foregrounds Shafak's major preoccupation – religion. It stages warring factions into the same setting to demonstrate religious crises bedevilling families and relationships among people. This is sharply demonstrated in the family of Peri with her secular father and fundamentalist mother. The family is depicted in perpetual crises: secularism and religiosity are in a confrontation in the house. Peri's character is moulded as the person in the middle ground. This tendency to refuse the extreme side continues to manifest continuously throughout the text.

The three major characters and many others around them demonstrate different forms of dealing with the unconscious. It is important to note that repressed desires accumulate in the unconsciousness. Some of these characters are so much away from their unconscious that they thought they have erased and eliminated it. However, the unconscious returns in many strange ways in the text. The return is so strange in some ways that the personality of the characters becomes altered forever. They find themselves capable of certain things they never dreams of doing including murder. This unconscious mode reinscribed itself after decades of repression by the characters. As would be revealed sooner, these characters take different routes to sublimate their unconscious.

VI. Memory, Nostalgia and the Unconscious

In psychoanalytic criticism, these concepts have an intertwining relation where one is influenced by the order and apparent in an autobiographical context. Memory is an important skill that human beings need to navigate their everyday lives. It assigns meaning to what has occurred in the past and how that past informs the present and shapes the future. It is through memory these three different stages of time; past, present, and future are sutured in the continued effort to understand human experience. Yates sees memory as "a glorious and admirable gift of nature by which we recall past things, we embrace present things, and we contemplate future things through their likeness to past things" (58). Thus, there could be no progress without memory and its fulcrum enables us to make critical decisions.

In an autobiographical project, memory enables the autobiographical agent the agency to decide what to recall and how to put into use. It involves the power of selection. In this way, the past does not just come seamlessly. It is recalled in relation to the present. The recollection is done to achieve certain goals of the present.

Therefore, there is agency involved in the recollection of memory that characterised autobiographical project. Susanna and Schwarz argued about the essence of memory in today's world. According to them, "[T]he idea of memory runs through contemporary public life at high voltage, generating polemic and passionate debate in the media, in the spheres of politics and academy." (1) However, despite its importance in knowledge production, memory is often not as reliable as taken to be because it involves selection, it fades with time and other experiences could erase other forms of memory.

Nostalgia occurs during the recollection of memory and according to Walder, it "was first named in the mid seventeenth century, and first emerged widely during the rise of industrialisation in modern Europe, when the writings of the European Romantics challenged what was happening in the world by exploring…the restorative, nurturing potential of memory for the threatened individual" (1-2). Nostalgia is an important concept in autobiographical project. It involves recollection of experiences to alleviate the pain of loss and despair that characterise the present. It is caused by so many factors, including absence of belonging and loneliness. It is a craving for a past that is gone because the present is full of sadness and despair. However, nostalgia could "actually be problematic and intensify feelings of loneliness because it reminds people of social connections from the past that are not presently available." (Routledge 58). In this way, it improves people's needs to be socially connected by reminding them of their belonginess concerns.

In autobiographical project, nostalgia is important in discovering both public and personal past. People recreate the past and long for it in an effort to understand the present and assign meaning to it. Nostalgia unites people and create a common past for them. This usually happens when the present is no longer interesting. The past is foregrounded to address the loneliness produced by the present. In personal experiences, nostalgia could be invoked in order to relive the past that is no longer in the family members. It is also important in creating a unity among people by reproducing a nostalgic public past.

Consequently, the unconscious "is the gathering place of forgotten and repressed contents, and has a functional significance" (Read et al. 3). It is important in the understanding of hidden desires, unexpressed motivation and other impulses that are socially unacceptable. The unconscious is central in the investigation of human mind. It is considered as the best and truest access to the human mind. The unconscious tells the reader the motivation behind autobiographical work. It reveals the author's hidden intention, hidden fears, and hidden desires. It is adequate in the study of both the author's psyche and the characters' internal motivation.

The unreliability of language and the intention of the authors make psychoanalytic criticism crutial in the study of these works. This is because, as argued by Eagleton and Beaumont, "[I]ntentionality for Freud is by no means always conscious. The text has an unconscious because, like any piece of language or any human subject, it is by virtue of its performative statements inevitably caught up in a network of significations that exceeds and sometimes subverts that performance, and which it can't control." (127) In essence, most of what happens in the human mind is unconscious and what is acted upon moves from there to the subconscious before finally getting to the conscious level. The unconscious serves as a repository of all human thoughts: the unfiltered and the socially acceptable and it establishes contact with the subconscious on enables people to sieve through those myriads of emotion and thoughts in order to carry themselves in a way that is deemed adequate.

In *Three Daughters of Eve,* an example of how of how memory, nostalgia and the unconscious has an effect on Peri's psyche is in the recollection of her childhood memory in the different types of books each of her parents kept on their shelves. This can be interpreted as a marking of their territory in the house and a representation of their contrasting characters and the ideals they have about religion and society One interesting character in the text is Peri's father, Mensur. His mood is mostly melancholic. He lives in the present moment but with a deep feeling of longing for the past. As a ship's engineer in his youth, he has travelled the world and has experienced what it is to be in a "democratic" setting. He cherishes the Turkish secular past built by Atatürk. He merges the Turkish past into his own and recalls with melancholy how all the good systems and institutions built by Atatürk are being erased by people he considers as religious fundamentalists. His failure to detach his own history and past from the collective Turkish history will create in him a certain hatred of the religious presence everywhere in Istanbul, including his own home. This nostalgia built up to become a psychological longing for the past and a certain resentment for the present. He resents religion and doubts the future it offers which is why he and his wife Selma hardly see eye to eye. Mensur is essentially an agnostic; someone who acknowledges the existence of a supreme being but does not accept people's definition of what that being is or what it represents. He believes in God, reward, and punishment but he does not understand why God allows human beings to commit atrocities on one another. He knows he is a sinner due to his incessant drinking yet he validates this inadequacy with it being his only sin. He says "I don't gamble, I don't steal, I don't accept bribes, I don't smoke and I don't go around chasing women; surely Allah will spare His old creation this much misdeed" (Shafak, *Three Daughters* 17). He is a spiritual freelancer and indifferent towards Islamic ideals. He sublimates his resentment for religion with drinking and blasphemous remarks in his house.

Every evening, while drinking *raki,* he sits with a couple of friends to discuss the things they do not like in Istanbul – the resurgence of religion in Turkish public places. Due to this constant drinking, be became an alcoholic and as the youngest child of three, Peri grows up to see her father engulfed in sadness almost all the time. Readers are informed of his state of mind right at the beginning of the story:

> Sitting by herself in a corner, a heaviness of heart would come over Peri. She often wondered what it was that made her father so sad. She imagined sorrow sticking to him like a fine layer of black tar under the sole of his shoe. She could neither find a way to lift his spirits nor stop trying, for she was, as everyone in the family would testify, her father's daughter. (Shafak, *Three Daughters* 17)

Through the description above, Peri tells the reader a lot about her father's psychological state. He has a bleak aura filled with sorrow, which originated from his constant pessimism about his country. Even among Mensur's friends, they only speak about the things that make him sad. They do not speak about their shared happiness. His sadness and endless sorrow are derived from what he considered as the erosion of Turkish values in the seemingly and unstoppable taking over by Islamic extremism in history. He finds solace in the past with its heroic figures. He sublimated this fear of the taking over of Turkish socio-political settings into hero worship.

Everywhere in his house is dominated by the presence of Atatürk, the father of modern Turkey. He wants to imbue this nationalist feeling into his children and make his house one of Turkish identites. The narrator tells us a lot about his blind nationalism that is supplanted in every corner of his house. She says:

> From the ornate picture frame on the wall, Atatürk – the father of the Turks – would glance down at them, his steel-blue eyes flecked with gold. There were portraits of the national hero everywhere; Atatürk in his military uniform in the kitchen, Atatürk in a redingote in the living room, Atatürk with a coat and kalpak in the master bedroom, Atatürk with silk gloves and flowing cape in the hall. On national holidays and commemorative days, Mensur would hang a Turkish flag with a picture of the great man outside a window for everyone to see. (Shafak, *Three Daughters* 17-18)

Mensur develops an obsession with Atatürk. There is a twist in his relationship with the former leader of Turkey and all the ideas he represents. The same dangerous feeling that Mensur associates with religious extremists seem to resurface in his idea of Turkish identity and the image of its founder. In this character, the author seems to demonstrate that extremism is not the preserve of the religious. People who are atheists are also bound to be extremists. Mensur displays the same hatred and disdain toward religion, especially Islam and anyone who faithfully practices it. His image of Atatürk is informed by the way the latter disrupts the religious order in Turkey.

However, this extreme agnosticism in Mensur undermines his attempt to efface religion in his household. The more he blasphemes the more Selma believes in Islam. She is also consistent in preaching to him and reminding him of his ingratitude to God. As he goes far away from Islam, she seems to go nearer to it. She does this in all her activities. She changes her attire, clad in covering her head fully when outside. She counteracts his display of nationalism with her display of Islamic arts on their shelves. There are two shelves above their TV stand; the first belonged to Mensur while the second to Selma as recounted by the narrator. The first contains Mensur's books from which his ultranationalist ideas spring from, while the second shelf that belongs to Selma is a world entirely apart compared to what Mensur has. It contains the Islamic books about virtue, piety and eternal punishment for the unrepentant sinners.

She also openly displays her hatred of her husband's drinking habits and his attempts to recruit their daughter into his ways. Peri becomes a space for the ideological war staged by her parents. Each of them is in dire need of winning the girl to their side. Each of them also loathes seeing Peri by the side of the other. Everything in the house becomes doubly contested between agnosticism and monotheism. Every corner of the house is a demonstration of the contestation between Islam and its opposition. The house becomes, "divided into her zone and his zone – Dar al-Islam and Dar al-harp – the realm of submission and the realm of war" (Shafak, *Three Daughters* 20). Peri comes to wonder how people who agree to be married could live such a hate-filled life with vendettas and unrestrained verbal assaults thrown across the wife and husband.

In general, what the Nalbantoğlus family demonstrates is that repressed desire has many ways of returning to the experiences of the individual concerned. Mensur's fear of rising Islamic fundamentalism has given rise to the emergence of a fundamentalist under his roof – his wife with whom he spends decades. His fear of extremism also returns to manifest itself in his mind. He harbours the same disdain that he sees in fundamentalists. His burning desire for the return of a foregone past, the age of Atatürk has reproduced hatred, intolerance, and disdain on religious people. This has shown that often the words tolerance, fundamentalism, and extremism are very much relative to the agency speaking at a particular moment. Otherwise, both religious fundamentalists and their critics harbour the same tendency to be extremists. Extremism could be found among both the theists and the agnostics.

Another interesting character is Peri, the central character who is poised as the tolerant and open type. She is the antithesis of both her father and her mother. She refuses to be conscripted into any of the ideological camps. Instead, she becomes tolerant of the two and at the same time confused. She begins to ask herself why people could be so toxically hateful of the other in the name of religion or the lack of it. This confusion leads her into the study of religion at Oxford University where she joins others to speak freely about different religions in the world and the perception of people on them. Peri's character is an example of how a repressed desire can force itself back into the human mind. Throughout her encounter with others, readers are led into her empathic treatment of others and her altruism regarding others' feelings and wellbeing.

However, what Peri forgets to take note of is that she too, like all other human beings, possesses an unconscious mind that sometimes takes over her conscious state. This terrible reality hits her in the face on two accounts. One in Oxford and the other in Istanbul decades after her unfortunate exit from Oxford. In the first one, she develops an interest in a course taught by Professor A. Z. Azur, the professor of religion. Peri's interest in the course spills over to the Professor teaching it. But Azur is already in a relationship with her friend, Shirin. Peri's repressed part, the jealousy in her, takes over. She becomes too engrossed in her feelings for Azur to the point of obsession but he could not be there for her because the feeling is not mutual even though he is aware of her infatuation towards him.

When Azur is wrongly accused of sleeping with her, she is asked to appear before a panel to either confirm or disprove the allegation. Her jealousy coupled with her inclination to avoid confrontation gets the best of her and instead of appearing before the panel, where on one hand, people such as Shirin and Ed (a student Azur helped solve a personal problem by making him think and act outside the box) who care about Azur were counting on her, to tell the truth, and refute the allegation which will save his career and reputation. On the other, people like Dr. Raymond, Peri's academic adviser and Troy Azur's former student who despises Azur due to his provocative unorthodox method of teaching and some personal reasons, were looking forward to Peri confirming the allegations which will be an unrecoverable hit on Azur's professional and personal life. Despite what is at stake, Peri decides to shun the panel; – implying that the allegation was true. She decides not to testify because she felt it was their problem, not hers and since her feelings for Azur are not mutual, she does not owe him anything. This decision of course leads to Azur's destruction – he loses his job and becomes physically and emotionally isolated. Both Shirin and Peri lost him.

After the incident and years later, Shirin still resents Peri for destroying her lover Azur. While he on the other hand, regrets the way he treated Peri during her time in Oxford. Likewise, Peri feels guilty throughout those years for what her absence at the panel cost him. Her absence during the panel is fuelled by her jealousy of his relationship with Shirin and her hatred for him because she realises she hated him just as much as she loved him, which is created by an unfulfilled desire to have him and sometimes she feels manipulated by him. Here again, Peri is surprised at what she did. She never believed that she is capable of destroying people out of spite. Until this time, she was not even aware that she tends to be jealous, let alone destroying someone else's decades-old career.

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The second episode happens on Peri's way to a party where she is invited alongside her family. Her husband goes there to wait for her and their daughter. On the way there, Peri wonders about the sexual assaults women face every day in Istanbul where an accidental eye to eye contact with a man is considered an invitation for flirtations. While waiting for the traffic lights, one of the street beggars snatched her handbag and hand it over to a tramp nearby. It is at this point that Peri's unconscious takes over. She never before thinks she is capable of violent tendencies. But she pursues the tramp who runs into a deserted alley. Peri goes after him. In her efforts to recover her bag and the items inside it, the tramp attempts to rape her. This attempted rape provokes violence in her and she descends on him. She is not scared when he attempts to murder her with his knife. Instead of being afraid, she becomes more determined to recover her bag. It is at this point that she discovers the violent part of her being. This unknown, unconscious but violent space in her mind emerges from nowhere and takes over. It appears to her like a trance or a jinni, as she would describe it.

This violent nature is quite unknown to Peri. She has always seen herself as an ambassador of peace. She eschews violence and cautions others against it. She sees herself as the very idea of the United Nations in human form. Arbitration defines her roles among people she encounters. She arbitrates between her parents during any of their common and almost daily confrontations. At Oxford, she arbitrates between her two friends, Shirin and Mona. It has been the same fight between the forces of religion – Mona and the forces of atheism – Shirin. Mona and Shirin present the ambivalence in the perception of the 'other.' Both of them are othered by the Britishness around them. Shirin responds by developing hatred about her Iranian-Islamic identity and looks for every opportunity to reject it. Mona responds in the opposite. The more she is reminded of her difference the more she displays more eagerness to be different and to confirm her otherness from the mainstream.

She is a perfect example of how people can respond to otherness in a foreign land as put forward in an interview by Shafak that, "foreigners cling to their religious or national identities as a reaction to this process of 'otherisation'. In a way, the more they are 'othered' because of their national background, the more they glue themselves to it" (Shafak, "Migration" 57). But to her surprise, Peri realises, in her encounter with the tramp, that she is equally capable of murder. She sees herself transformed from the peaceful type that she knows and the violent one. The transformation is described in this way. Right from early childhood, when in danger, as a defence mechanism from a strange instinctive drive, she experiences a guardian angel sort of phenomenon. Where a baby in the mist appears to protect her and save her from something awful.

The last time she had such an experience was when she attempted suicide back in oxford. As an adult, she thought those experiences as over until her encounter with the tramp:

> That was when she saw a silhouette out of the corner of her eye. Soft and silken, too angelic to be human. She recognized it – him. The baby in the mist. Rosy cheeks, dimpled arms, sturdy, plump legs; wispy, golden hair that had not yet turned dark. A plum-colored stain covered one cheek. A cute little infant, except he wasn't. A jinni. A spirit. A hallucination. A figment of her wired, fearful imagination. (Shafak, *Three Daughters* 42)

After this experience, the conscious mode of restraints, peace, and arbitration escapes Peri. She becomes wild as her unconscious takes over. This unconscious mode is free from all forms of control. It justifies itself as the projection of those human impulses that have all been repressed by the codes of ethics of society, of religion, of an appeal to civilisation, and all other conscious modes. "Peri launched herself at the man. Caught by surprise, he tumbled rearwards and fell on his back. Lithe and agile, she jumped and kicked him in the crotch. He keened like a wounded animal. Peri felt nothing – no pity, no rage… she felt powerful. Unhinged. Dangerous" (Shafak, *Three Daughters,* 43).

This transformation from the refined to the wild registers in Peri a stark truth about her own identity – the discovery of her dark impulses that she always represses. The repression was taken to the extreme that is why when it resurfaces, it nearly led her into committing murder. She nearly killed the tramp by kicking him and beating him repeatedly. She does not use the knife that he wanted to use to stab her. She uses her own hands and legs to beat him to submission. Had her daughter not to have arrived at the scene just in time, Peri would have killed the tramp. This sudden and violent transformation reminds her of all the negative things that she thought she has forgotten throughout her life.

This forceful re-emergence of the unconscious enables a surprising realisation in Peri – the existence of the violent part in her that makes itself present in a moment of crisis. Peri never thought she possesses this trance-like identity that overrides all her restraints and control built over the years. This moment further memorialises the troubled parts of her experiences. All the things that she thought she has erased in her mind suddenly foreground themselves during this transformation. Put simply, this moment registers the simple fact in Peri that she did not and could not erase the unconscious part of her. She is made up of three elements as explained in Freud's works – the unconscious instinctive and impulsive part with its raw, violent nature that knows what it wants regardless of what is right or wrong (id), the conscious part of discipline, control, restraints; identifying right and wrong based on what she learned to be socially acceptable (superego) and the conscious decision on how to behave by moderating between basic instincts and what is socially acceptable (ego).

VII. Conclusion

There is a bone of contention around psychoanalysis itself by psychologists and literary theorists such as Freud's theory that during childhood, humans spend a lot of time unconsciously focusing on each of their erogenous zones, or that children work through sexual frustrations with their parents of the opposite sex and women suffer from penis envy. Regardless of its flaws (after all, no tool of criticism is perfect), his clinical method of neurotic treatment and subsequently of literary criticism is still relevant today due to his ground-breaking theory about unconsciousness. It popularised the idea that people are influenced by their unconscious mind, that their thoughts and behaviour are not completely under their conscious control. Psychoanalytical criticism studies the unconscious drives of characters in a text in order to explain their behaviour and to elaborate on their authors' intentions and psychology as well.

Therefore, using this method of analysis, this paper examined some characters' application of certain defence mechanisms that keep them safe from the guilt and anxiety they would feel if they gave into their innermost desires. In *The Forty Rules of Love*, Ella sublimates her impulse to abandon her family by starting what started as a harmless curious relationship with the author of the novel she was reviewing which later turned into an affair. The sublimation of her desire to leave everything behind was inadequate, (this resulted in the return of the repressed desire to put herself first and follow her heart regardless of family obligations and social judgements. In the end, she did give in to that impulse). Baybars also sublimates his inadequacies of alcoholism, fornication, and violence with his cynical and narcissistic moral policing of his hometown.

Likewise, in *Three Daughters of Eve* Mensur sublimates his agnosticism with nationalism. Peri has always been confused about God due to the incessant war between her parents with each parent occupying a position at the extreme end of two opposite sides. Being the mediator of the two early in her life, she subsequently suppresses and abandons her wants and desires to make those around her happy. However, years later as an adult, she gets the staggering realisation that suppressed emotions do not disappear, rather, they accumulate over a while and come forth even uglier. This illuminates one of Shafak's forte in writing; focusing on marginalised people, ideas, or concepts proving that they are just as much important as the clichéd or centralised issues, concepts and ideas. It also shows her perpetual fusion of the past with the present, and how the former heavily influences the latter. In addition, her advocacy on the need to embrace Otherness is evident. For example, Peri is the Other in her even in her family as she struggles to find a belonging with her family and Baybars' scathing distain towards Shams of Tabriz is impractical that only illuminates his bigotry and pettiness.

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The Christian Evangelism Work with the Seemingly Non-Traditional Wear in Ghana

By John Paul Annan

Abstract- To many religious organizations, clothing is an important identifiable mark. Within the Christian religion for example, each of the various subgroups within one denomination: women's fellowship, choir, brigade, singing band, evangelism group, has a unique clothing worn on meeting days to set it apart from other groups and this is in conformity with one of the popular definitions of clothing which says in part that clothing is anything that is put on the body either permanently or temporally that makes us look different. Clothing throughout history has been developed for protection, modesty and decoration and functions as a tool for communication that gives several meanings to our appearance, the kind of person (self) we are, our mood and values which together may express appreciation or displeasure. A dress, as we all know, that is incorrectly worn or is inappropriate to a place or situation may bring a feeling of discomfort to the wearer and raise eye brows or provoke looks of anger from others This study focuses on the impact of traditional wears on the religious activities of the men in two Christian denominations, which have as their hallmark, the zeal for the evangelism, characterized by visiting people in their homes and conducting one on one bible studies with them.

Keywords: evangelism, traditional wears.

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Keywords: *evangelism, traditional wears.*

I. Introduction

The charge given to all Christians at Matthew 24:14 involves skill and tact, which requires the evangelizer to follow a regular schedule of individual study and meditation of the bible, good communication skill, memory skills, semantic relationships as well as good grooming and appearance. Dedicating oneself to evangelism is an important requirement for several reasons: an act of obedience to God (Acts 5:9), executing an ambassadorial responsibility of sanctifying God name, revealing his soon to be expressed vengeance and declaring his purpose for the new heaven and new earth (2 Corinthians 5: 20, 21). Evangelism is actually a life saving expedition (Ezekiel 3: 18) which is done in imitation of Christ, (Matthew 10:7, 11-13 and continuing to completion what the 1st Century Christians started (Acts 5: 42, 20: 20).

Evangelism has traditionally been considered as an integral component of the Christian Religion. Among most Christian denominations in Ghana today, the great commission of evangelizing is done wherever and whenever people's attention may be captured as dawn preaching, open crusades, radio and television propagation, car park and vehicular crusades and in big cities and market centers, especially during the peak of commercial activities, these evangelizers mount large P.A. systems. Other groups take to the Students In Campus Evangelism (SICE) and sometimes the evangelism team moving to a location in the catchment area and sharing the good news amidst distribution of Christian stationery, food items and clothing. No matter the form it takes, evangelism retains its traditional definition: the spreading of the Christian gospel by public preaching or personal witness.

However, two denominations have taken on a different approach. These identified denominations have resorted to the door to door, house to house and personal witnessing.

The actions of these male preachers in realizing that their message is being received and yielding good results are determined by their grooming, packaged message to suit their listeners' individual context, flexible and understanding attitudes and staying committed to their schedules. Grooming is of the paramount interest and a key determiner of whether someone will give you audience or allow you into their homes. Good grooming portrays enough respect to the householder, creates healthy environments, pose didactic situations and different reasons to awaken the interest of the householder to involve them in the bible discussions.

In all organized religious denominations, dress codes have been used to establish an identity for the religion; and to define morality and modesty. In these two denominations, male dress codes function as a means of reinforcing male patriarchal control. The males

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are presumed to have been given a strict dress code to follow; usually western designed long sleeved shirts and ties, preferably flying ties. There seems to be no tolerance of the uses of dress to reinforce tradition and fashion, which by nature are dynamic, focus on individuality rather than the message of salvation.

This study therefore seeks to understand how dress is expressive of religious ideologies and how these two Christian denominations particularly use dress to establish their denominational doctrines.

II. Justification

The governments of Ghana have in these few years emphasized the patronage of made-in-Ghana goods and services by anybody who is culturally or geographically Ghanaian. As such it is expected that religion, which is culturally defined, should design its activities to promote the culture as well as develop the economy of the town, city, region nation within which it is established. The critical times we live in currently the world over, with frequent disappointments, betrayals, unforeseen tragic circumstances, death of loved ones, unsuccessful marriages, collapsed businesses and as if those were not enough, the recent global disturbance of COVID 19, has as a matter of imposition directed many people's attention to finding solace with their maker and so therefore, Ghanaian citizens as the focused group, are giving more audience to bible truths discussed with them and especially in their privacy and at the comfort of their homes. If therefore these truths are targeted for the Ghanaian and is gaining recognition and attention among the Ghanaian populace, why should it be promulgated by people, who apart from being skillful users of the dominant Ghanaian language as a medium of communication and instructions, bear no Ghanaian identity in their appearance as in wearing dresses designed from Ghanaian GTP, ATL traditionally designed fabric? That is why investigating into why evangelism by these two denominations are done without adorning oneself with traditional wears is a necessity.

a) Viability

So much allegiance and fervor have been the features for conducting this research. The insight into this finding will be of great service to many of us who are into religion and other well-meaning Ghanaians as it will help to mitigate apprehensions and improve their understanding of the practices of some religious.

b) Delimitations

There are many factors that influence religious diversities; however the present study will be limited to only the clothing of men in these two denominations specifically during their evangelism work in the Assin Central Municipality in Ghana though other cultural variables are of equal importance and can be extended to analyze women and other religious activities in other districts in Ghana and the world over

c) Literature Review

Everything discussed here is extracted from bona-fide literatures belonging to each of the two denominations and discussions held with their representatives. Apart from the background to the preaching work which is a written translated form of oral discussions held with representatives of each of the two religions, all other records remain the original version.

III. Background to the Evangelism Ministry

a) Oral interview Evidence

1. Perspective from Denomination 1

1. *Host:* What Bible Passage Forms the Philosophical Basis for the Evangelism you Embark on? Do you have other terms by which you refer to it?

Ans: Scriptural Emphasis: Matthew 28:19-20: Go therefore and make disciples of people of all nations, baptizing them in the name of the father and of the son and of the Holy Spirit, teaching them to observe all the things I have commanded you, and look I am with you all the days until the conclusion of this system of things (NWT) We commonly refer to our preaching work as field ministry, preaching work, disciple making ministry.

2. *Host: Why are you known to adapt the Door to Door Strategy over the centuries?*

Ans: Thank you. This is the model Jesus Christ, the head of the Christian Congregation used. It was this approach he used to get the first few members for the institution of the Christian congregation. Again when he first sent these newly converted Christians to spread the gospel, let's read the specific instructions given in Matthew 10:7, 12&13. I'll read the pidgin West African Version of the New World Translation

7. When wuna go, make wuna preach say: 'The Kingdom of heaven don near.' 12. When wuna enter any house, greet the people for the house 13. If the people welcome wuna, make peace dey with them, but if they no welcome wuna, make peace return

And then again, the first-century Christians used same "from house to house" model to spread the good news of the kingdom as recorded in Acts 5:42 *And every day for temple and from house to house, they no stop to teach and tell people the good news about Christ, wey be Jesus*.

Acts 20:20: *I no stop to tell wuna all the things very wuna fit gain from and I de teach wuna for public and from house to house.*

3. *Host:* Based on these scriptural illustrations you are convinced that the door to door evangelism is the most effective way to spread the gospel.

Ans: Definitely so.

4. *Host:* Why Do You Always Move In Pairs? Host: Apart from being a bible standard, does your moving in pairs have other benefits?

Again this was exemplified by our master. He sent the seventy-two out in pairs. Luke 10:1 reads: *After this things the Lord choose 70 other people and e send them two-two make they go to every city and place wey e want go before e go come.*

Ans: The bible says in Ecclesiastes that two are better than one and this is true in many ways.

1. It protects us against false accusations
2. It guards our safety.
3. Having a partner allows for collaboration: taking turns to talk, read relevant Bible verses, place our tracts and magazines and books.
4. It gives the opportunity for the young and new members from much experienced members.

5. *Host:* How do you locate the people and which processes do you take them through to become members of your congregation?

Ans:

1. "Each congregation is assigned a territory.
2. Even within the territory, each family has specific locations and number of houses to visit.
3. On the average, each member is required to record 15 hours of field service each a month.
4. Your assigned territory remains your field to plough until some harvests are made, i.e. attracting people to agree to have a bible study with you.
5. The New World Translation Bible and a Bible literature are introduced as study materials.
6. These bible literatures are selected according to the student's reading ability and level of understanding.
7. In the case where the bible student cannot read it is the bible teacher's responsibility to schedule for reading lessons.
8. Schedules are made on the number of days to meet in a week and the duration of time to use for each study.
9. Each bible study session begins and ends with a prayer.
10.
    i. Our bible literatures are all organized into scriptural easy to comprehend themes organized into chapters and paragraphs which steadily moves from simple to complex.
    ii. Each paragraph in a theme is supported by numerous Bible passages which are read directly from the Bible.
    iii. A video is shown on how our bible studies are conducted.
    iv. If all issues are clarified, the first bible study commences.
    v. Upon the successful completion of the first bible studies, prayer is discussed as per bible requirements catalogued in Matthew 6:6-13.
    vi. Emphasis is laid on addressing the prayer to God Almighty, avoiding unnecessary pagan-like repetitions but respectfully tabling your heart desires before him, praising/thanking God for his goodness before making our requests to suit the particular occasion, and ending the prayer in the name of esus.
    vii. After each paragraph is read in the language of the bible student's choice, questions on the paragraph are asked and the student expected to answer in their own words to determine their level of understanding.
    viii. Records are kept on the number of visits you make each month, tracts distributed and the progress of your studies.
11. A discussion and a video on what happens at the kingdom hall is next.
12. The bible student is invited to the kingdom hall to observe activities in the kingdom hall.
13. As the study progresses and frequent attendance to the kingdom hall is observed, the bible student is encouraged to share what he learns from the bible with immediate neighbours, school mates or colleagues at work.
14. The he can request to be an unbaptized publisher around which time all ties with former unacceptable christian behaviour are broken to prepare them for baptism.

2. Perspective from Denomination 2

1. *Host:* What Bible/Scriptural Passage Forms the Philosophical Basis for the Evangelism you Embark on? Do you have other terms by which you refer to it?

Ans: John 1:39 He said unto them *"come and see"*
3 Nephi 27:13–15). Which reads

> *"Behold I have given unto you my gospel, and this is the gospel which I have given unto you—that I came into the world to do the will of my Father, because my Father sent me."And my Father sent me that I might be lifted up upon the cross; and after that I had been lifted up upon the cross, that I might draw all men unto me, that as I have been lifted up by men even so should men be lifted up by the Father, to stand before me, to be judged of their works, whether they be good or whether they be evil—*

2. *Host:* Why are you known to adapt the Door to Door Strategy over the centuries?

Our efforts to share the gospel are centered in our missionary purpose which states"

We will teach people in a way that helps them truly understand the gospel and why and how they should repent. We will listen to and respond to what is in the investigator's mind and heart.

So with this missionary purpose, we have to meet our investigators one on one, teach them to understand on individual basis and make personal decisions of repentance and with an end of bringing them to Christ. You will bear with me that these will not be achieved if we adapt the public strategy.

3. *Host:* Based on these scriptural illustrations you are convinced that the door to door evangelism is the most effective way to spread the gospel.

Of course yes. This strategy has helped us to reach people's hearts and to bring many otherwise lost sheep to ultimate salvation through the grace of the Redeemer, the Lord Jesus Christ. Our missionary purpose is not only to warn others, which could have been done wholesale, but also to save them, not only to teach but also to baptize, not only to bring others unto Christ but also to make them steadfast in Christ to the end, which of course requires an individual approach, calling from door to door.

4. *Host:* Why Do You Always Move In Pairs? Apart from being a bible standard, does your moving in pairs have other benefits?
5. *Host:* How do you locate the people and which processes do you take them through to become members of your church?

1. As good missionaries, each one of us has that purpose in our mind, we feel it in our heart, we accept it in our soul, and we act upon it.
2. Then of course we get the divine inspiration to share the gospel.
3. As we set out on the task, we talk to people in their houses, at their shops or any convenient place.
4. We believe that this missionary work is backed by the spirit of God as recorded in Acts 1:8 which says in part that when the Holy Ghost discerns on us, we will receive the power to become his missionaries so we seek and listen to the Holy Ghost to discern who is feeling the Spirit as we talk.
5. One thing we don't relent upon at all is delaying to provide answers to our investigators. We continue to search for answers to our investigators' questions of the soul as well as our own.
6. When we sense you are making progress, we invite you to attend Church meetings. When this invitation is honoured, it usually has a greater impact on the investigator as it makes them develop a stronger desire for baptism and to establish a foundation for enduring to the end in the gospel covenant.
7. We give detailed explanation of the importance of Sabbath worship and what to expect in a Latter-day Saint Sunday service will be different, and the spirit that attends our words will have a persuasive power that would not otherwise be present.

3. Denominational documental evidence

Does Your Style of Dress Glorify God?

1 2. Why do Jehovah's Witnesses maintain high standards of dress?

"YOU saw a lot of casual clothing, especially when it was hot," reported a Dutch newspaper regarding a meeting of church leaders. "That is not the case at the convention of Jehovah's Witnesses. . . . Boys and men wear a jacket and tie, while the girls' and women's skirt length is . . . in good taste, yet modern." Indeed, Jehovah's Witnesses are often commended for adorning "themselves in respectable dress, with modesty and good judgment . . . in the way that is proper for [those] professing devotion to God." (1 Tim. 2:9, 10, ftn.) The apostle Paul was speaking about women, but the same basic standard applies to Christian men.

2 Appropriate standards of dress are important to us as Jehovah's people, and they are important to the God we worship. (Gen. 3:21) What the Scriptures say about dress and grooming leaves no doubt that the Sovereign of the universe has wholesome standards of attire for his true worshippers. Therefore, our choice of dress and grooming should not be determined only by what is pleasing to us. It should also take into account what is pleasing to the Sovereign Lord Jehovah.

3. What can we learn about clothing from God's Law to the Israelites?

3 For example, in God's Law to the Israelites there were rules that protected them against the openly immoral way of life of the nations around them. The Law showed Jehovah's strong feelings against clothing that does not make clear the distinction between male and female—what has been described in our day as unisex fashion. (Read Deuteronomy 22:5.) From God's stated direction about clothing, we clearly see that God is not pleased with styles of dress that feminize men, that make women look like men, or that make it hard to see the difference between men and women.

4. What can help Christians to make good decisions about how to dress?

4 God's Word contains principles that help Christians make good decisions about how to dress. That is so no matter where they live, what their culture is, or what the climate is. We do not need detailed lists saying which styles of dress are acceptable and which are objectionable. Rather, we are guided by Scriptural principles that allow room for personal preferences. Let us consider some Bible principles that can help us determine "the good and acceptable and perfect will of God" when we are deciding what to wear.—Rom. 12:1, 2.

"WE RECOMMEND OURSELVES AS GOD'S MINISTERS"

5 6. What effect should our dress have on others?

5 The apostle Paul was inspired to emphasize the important principle found at 2 Corinthians 6:4. (Read.) Our personal appearance says much about us. Many people form impressions and opinions of us by "what appears to the eyes." (1 Sam. 16:7) As God's ministers, therefore, we understand that our getting dressed is not just a matter of putting on something

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comfortable that we like. The principles that we glean from God's Word should move us to avoid wearing clothing that is tight-fitting, revealing, or sexually provocative. That would rule out wearing clothing that exposes or accentuates private parts of our anatomy. Nobody should feel uncomfortable or forced to look the other way when seeing how we are dressed.

6 When we are neat, clean, modestly dressed, and well-groomed, people are more likely to respect us as ministers of the Sovereign Lord Jehovah. And they may be attracted to the God we worship. Furthermore, our appropriate attire will reflect well on the organization we represent. As a result, others may be more likely to pay attention to our lifesaving message.

7 8. When especially do we need to wear appropriate clothing?

7 We owe it to our holy God, to our spiritual brothers and sisters, as well as to the people in our territory to wear clothing that dignifies the message we bear and that brings glory to Jehovah. (Rom. 13:8-10) This is especially so when we are engaging in Christian activities, such as when we attend meetings or when we share in the evangelism work. We should dress "in the way that is proper for [people] professing devotion to God." (1 Tim. 2:10) Of course, some clothing that is appropriate in one place may not be appropriate in another. Hence, Jehovah's people throughout the world take local customs into account so as not to cause offense.

8 Read 1 Corinthians 10:31. When we attend assemblies and conventions, our dress needs to be appropriate and modest rather than reflect the extreme styles that may be common in the world. Even as we check in and out of a hotel, as well as when we enjoy leisure time before and after convention sessions, we want to avoid an appearance that is overly casual or slovenly. Thus we will be proud to identify ourselves as Jehovah's Witnesses. Yes, and we will feel free to give a witness as we have an opportunity.

10. Why should Philippians 2: 4 have a bearing on what we wear?

9 Read Philippians 2:4. Why do Christians need to consider how their attire affects fellow worshippers? One reason is that God's people work hard to apply the Bible's admonition: "Deaden, therefore, your body members that are on the earth as respects sexual immorality, uncleanness, uncontrolled sexual passion." (Col. 3:2, 5) We would not want to make it difficult for fellow believers to heed that counsel. Brothers and sisters who have given up a sexually loose lifestyle may still be fighting sinful leanings. (1 Cor. 6:9, 10) We would not want to make their fight harder, would we?

10 When we are around our spiritual brothers and sisters, our manner of dress should help to make the congregation a haven of moral chastity. That is so whether we are together at a meeting or in an informal setting. We have the freedom to choose what to wear. Still, all of us have a responsibility to wear clothes that make it easier for others to remain chaste and to maintain God's standards of holiness in thought, word, and conduct. (1 Pet. 1:15, 16) True love "does not behave indecently, does not look for its own interests."—1 Cor. 13:4, 5.

THE RIGHT CLOTHING FOR THE RIGHT TIME AND PLACE

11 12. What is a reasonable consideration as we think about what to wear?

11 When making decisions about what to wear, God's servants take into account that "there is a time for every activity and every action." (Eccl. 3:1, 17) It is understandable that different climates and the change of seasons influence what we wear. So do varying circumstances and living conditions. Jehovah's standards, however, do not fluctuate with the weather.—Mal. 3:6.

12 In warmer climates, it can be particularly challenging to make sure that our style of dress is respectable and sensible and that it shows good judgment. Hence, our brothers and sisters appreciate it when we refrain from wearing clothes that are so tight or so loose that they are revealing. (Job 31:1) Also, when relaxing at the beach or at a swimming pool, the style of swimwear we use should be modest. (Prov. 11:2, 20) Even if many in the world wear revealing swimwear, we who serve Jehovah are concerned about being a credit to the holy God we love.

13. Why should the counsel found at 1 Corinthians 10:32, 33 influence our choice of clothing?

13 There is another important principle that helps us to select appropriate clothing. That is our concern for the conscience of others—whether fellow worshippers or not. (Read 1 Corinthians 10:32, 33.) We should take seriously our responsibility to avoid clothes that may offend others. "Let each of us please his neighbor for his good, to build him up," wrote Paul. Then he added this reason: "For even the Christ did not please himself." (Rom. 15:2, 3) Yes, Jesus put helping others ahead of personal convenience—helping them was key to his doing God's will. Hence, we will forgo items or styles of clothing that we like but that could close the minds of people to whom we want to witness.

14. How can parents train their children to glorify God by their manner of dress?

14 Christian parents have a responsibility to teach their families to apply Bible principles. This includes making sure that they and their children strive to make God's heart rejoice by their modest style of dress and grooming. (Prov. 22:6; 27:11) Parents can instill in their children a healthy respect for the holy God whom they worship by setting the right example for their children and by giving loving and practical instruction.

How good it is when parents teach their youngsters where and how to find suitable clothes! This means not just what they like but also what will enable them to carry out their privilege of representing Jehovah God.

USE YOUR FREE WILL WISELY

15. What should guide our personal choice as to our dress?

15 God's Word provides practical guidance that can help us to make wise choices that will bring glory to God. Still, what we wear involves some personal preference. Our individual tastes vary, as do our financial resources. But our clothes should always be neat, clean, modest, appropriate to the occasion, and acceptable locally.

16. Why is it worth making the effort to be appropriately dressed?

16 We must admit that it is not always easy to make a decision that shows good judgment, that is sensible, and that takes all factors into account. Many stores cater to popular fashions, so it may take more time and effort to find modest skirts, dresses, and blouses or suits and slacks that are not too tight. Yet, fellow believers will likely note and appreciate the results of our sincere efforts to find attractive and appropriate clothing. And the satisfaction we have of bringing glory to our loving heavenly Father more than makes up for any inconveniences that we may face to dress so as to glorify him.

17. What are some factors that may affect whether a brother wears a beard?

17 What about the propriety of brothers wearing a beard? The Mosaic Law required men to wear a beard. However, Christians are not under the Mosaic Law, nor are they obliged to observe it. (Lev. 19:27; 21:5; Gal. 3:24, 25) In some cultures, a neatly trimmed beard may be acceptable and respectable, and it may not detract at all from the Kingdom message. In fact, some appointed brothers have beards. Even so, some brothers might decide not to wear a beard. (1 Cor. 8:9, 13; 10:32) In other cultures or localities, beards are not the custom and are not considered acceptable for Christian ministers. In fact, having one may hinder a brother from bringing glory to God by his dress and grooming and his being irreprehensible.—Rom. 15:1-3; 1 Tim. 3:2, 7.

18. How does Micah 6:8 help us as we strive to let our style of dress be pleasing to God?

18 How grateful we are that Jehovah does not burden us with detailed lists of regulations about our dress and grooming. Instead, he has permitted us to exercise our free will and make sensible personal decisions, which should be guided by sound Scriptural principles. Thus, even in our dress and grooming, we can show that we want to 'walk in modesty with our God.'—Mic. 6:8.

19 Our modesty includes making a humble evaluation of ourselves when compared with Jehovah's purity and holiness, for we are completely dependent on him for the best guidance. Also, modesty includes showing respect for the feelings and opinions of others. Therefore, we 'walk in modesty with God' by conforming our lives to his elevated standards and showing respect for other people's sensitivities.

20. What effect should our dress and grooming have on others?

20 Our choice of clothing should not make people conclude anything other than that we are worshippers of Jehovah. Our brothers and sisters as well as people in general should be able to see that we fittingly represent our righteous God. He has high standards, and we happily strive to reflect those standards. Commendation is in order for brothers and sisters whose appearance and fine conduct attract honesthearted people to the Bible's lifesaving message and bring glory and joy to Jehovah. Making wise decisions about what to wear will surely continue to bring glory to the One who clothes himself "with majesty and splendor."—Ps. 104: 1, 2.

b) *Dress and Grooming*

"Thou shalt not be proud in thy heart; let all thy garments be plain, and … let all things be done in cleanliness before me" (D&C 42:40–41; see also Alma 1:6, 27).

Appropriate dress and grooming will help you earn respect and trust. Your appearance is often the first message others receive, and it should support what you say. Therefore, wear conservative, professional clothing that is consistent with your sacred calling.

Be neat and clean. Bathe daily, if possible. Use deodorant. Keep your clothes clean, mended, and wrinkle-free. Never allow your appearance or your behavior to draw attention away from your message or your calling.

c) *Elders*

Suits: Suits should be of a traditional business style in dark, conservative colors. Always wear a white shirt with a tie that is conservative in color, pattern, width, and length. If you are allowed to work without a jacket, wear dress slacks with a white shirt and tie.

Shoes: Shoes should be black, dark brown, or cordovan. They should be made of material that can be polished. Keep them clean and polished. Socks should be a solid, dark color that matches the slacks. Do not wear boots unless your mission president authorizes them.

Hair: Keep your hair relatively short (not clipped too close) and evenly tapered. Extreme or faddish styles—including spiked, permed, or bleached hair or a shaved head—are not appropriate. Sideburns should reach no lower than the middle of the ear. (See the pictures of a missionary haircut included with your call packet.) Elders should shave each day.

Jewelry: Do not wear earrings, necklaces, or any kind of bracelets (except those with a medical purpose). Tattoos, nose rings, other body piercings, or toe rings are not acceptable.

"To every thing there is a season, and a time to every purpose under the heaven" (Ecclesiastes 3:1).

Additional scriptures: Psalm 89:47; D&C 60:13; 75:3; 88:124

d) Conclusion

Interestingly, both denominations emphasize modesty in dressing seen in the eye of the western world. Is modest dressing always suits or store shirts with tie? Why don't shirts sewn out of Ghanaian traditional fabrics qualify for modesty in dressing dressing for evangelism?

e) Hypothesis

1. That Only long sleeved store shirts and a pair of trousers from foreign fabrics as against any form of outfits sewn from Ghanaian traditional fabrics remain the only requirement for effective evangelism.

IV. Methodology and Procedures of Data Collection

Qualitative research method and multiple case study research design were employed to investigate into the non- patronage and usage of outfits sewn from Ghanaian traditional wears by the males in the two identified Christian denominations for their preaching work.

The interview guidelines were prepared by the researcher with the framework of preaching activities components such as scriptural support, strategies used, how members are made and why their choice of attire.

From each denomination, six individuals were interviewed separately. For Denomination 1, all six of them gave their consent at an instant, however, two participants from the Denomination 2 initially declined from answering the questions as the purpose of the research, (for publication) according to them, was not convincing. Later, after much assurance, their consent was given. All respondents had the opportunity to express feelings about their preaching activities.

The interviewees were also asked about their dress code and why they wouldn't consider going Ghanaian such as using the batakari, jorome, designed African wears and others for their preaching work. The interview was confidentially conducted by audio recorder with the consent of the participants. Members from denomination 1, were familiar with the names and styles of some traditional outfits because all of them were preachers from the community but participants from Denomination 2 had four participants being foreigners with two from the community so images of some Ghanaian traditional wears and attires were shown them for familiarization.

As Jehovah's witnesses had halted their preaching working as a sign of subduing to the Ghana governments' COVID 19 restriction protocols, though it is gathered that all kingdom halls and bethels worldwide were all locked from church activities, it was difficult to locate the participants for the interview. The researcher, being an ardent bible student and always having his Bible studies conducted through zoom, had the opportunity to observe 20 witness men, who in the comfort of their homes, revealed a dedication to modest dressing for evangelism by telephone conversation. The researcher's bible teacher willingly gave the telephone numbers of six elders 2 from each of the three congregations namely Station North, station Central and Station West. All six of them accepted to grant a face to face one on one interview. The researcher, who is also an investigator of the Mormon Missionaries, had the opportunity to meet the six who granted the interview out of the 20 missionaries observed. The participants were pre-informed about the interview questions so that they could focus on the notion of the preaching work and the attire associated with it. The audiotapes were transcribed by Miss Ruby Jecty who has studied the Book of Mormon into details and understands the Mormon Missionary Activities but now a staunch member of Jehovah's Witnesses so some explanations, which could have been otherwise complex concepts, were made simplified by her. Interestingly all six participants from each denomination seemed to have similar answers with same scriptural supports for their answers. All twelve respondents were selected through the random sampling. The participants were able to explain to the utmost admiration of the researcher their understanding of the evangelism they are engaged in, expressed how they regarded the outfits from the scriptural and doctrinal point of view and how their outfits impact positively on the people they preach to. They were apt at giving links to their library and at recommending specific literature to read from. The observation carried out on their outfits was done for a month on video calls in the case with Denomination 1 and with denomination 2, The study also utilized documents such as the Book of Mormon, King James Version, Preach my Gospel, New World Translation of the Holy Scripture (Pidgin West Africa), What Can we Learn from the Bible, Keep Yourselves in God's Love, Magazines, tracts and Brochures all available on JW Library. These documents were examined through reading for more understanding of the concept being investigated into and other equally important aspects of

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their religious practices. The data were identified and analyzed by themes, using interpretive analysis.

V. Limitations of this Study

The main focus of this study is to show why Ghanaian traditional prints are not patronized by men of two Christian denominations in their preaching work. The limitations of this study as can be seen include making a national generalization with the findings as the research was carried out in only one part of the Assin Central Municipality. Again, due to COVI9 19 restrictions, bible students and investigators could not be traced by the researcher to get their views on the impact of their outfits and their preaching as a whole on them, Thus, further studies can be conducted to address how these literacy oriented preaching activities help to increase the literacy rate in an area.

VI. Findings and Discussion

One hypothesis form the thematic area by which the data collected via interview, observation and related documents are discussed The responses gathered from the respondents were selected and documented, based on how well, distinct and illustrative the responses represented the context. The observation revealed that all 20 witness men were in foreign shirts though the colours differed. Out of the 20, 17 were long sleeves and 3 were short sleeves. Out of the 20 observed 12 happened to be in ties of different brands and colours and an average of 8 did not put on ties at all. Again an average of 18 men wore a pair of black trousers throughout the period of observation while 2 wore different colours. 16 Mormon Missionaries all wore a pair of long sleeved foreign white shirts with black ties while four (4) wore short sleeved white shirts still with black ties. All 20 of them wore pairs of black trousers.

The findings from the observation helped the researcher develop a hypothesis upon which the interview was held.

a) *Hypothesis*

1. That only long sleeved store shirts with tie and black trousers as opposed to any form of outfits sewn from Ghanaian traditional fabrics remain the only requirement for effective evangelism.

Denomination 1 felt that the hypothesis was so prescriptive. To this denomination, no strict prescription has been given its members except that using their bible trained conscience, its male members should 'dress modestly' and in a way that will not attract the listeners' attention to anything personal about them. Any attire which is neat, simple, well pressed and modest is permitted to be worn for field service activity, whether long or short sleeves and not necessarily with a tie. Again, the dominant local wear in any Ghanaian community example Batakari Agbada Kente etc can be worn by members for the field service because it is not out of the ordinary. The attire should be alterable and lasting- can be used for at least three years.

However the following restrictions are adhered to

The attire should

i. Have no inscriptions.
ii. Not be attractively multi-coloured
iii. Not be stylishly sewn
iv. Not be a jeans fabric
v. Not be made of two or more different fabrics
vi. Not be strange to the people in the locality
vii. Not be very expensive

Denomination 2 has a different view altogether. To them the emphasis is not too much on long sleeves but a compulsory pure white long or short sleeved shirt with a black tie. As white denotes purity and is symbolic of God Almighty and His son Jesus Christ, we as their representatives should equally be clothed in white to match the good news that we proclaim. It is not necessarily a ready-made store shirt the emphasis is on the white, wherever it is acquired from. Recently, there is the introduction of a plain blue shirt that can be worn with or without a tie.

For both denominations, the interviewees revealed that their members patronize second hand shirts because they are readily available, affordable, durable, adaptable and manageable

VII. Conclusion

Jehovah's Witnesses Organization and Church of Jesus Christ of Latter Day Saints are two Christian religious denominations in the Assin Central Municipality, Ghana whose male members have dedicated themselves to the great commission of promulgating the good news in pairs and from door to door in emulation of the model Christ left behind.

However, scarcely will they be seen wearing outfits designed from Ghanaian local fabrics except for perceived foreign shirts, either long or short sleeves, with ties. The experiences accumulated by these preachers and their zeal to make salvation accessible to all and sundry, particularly the effort made to increase the number of Christians, is in a good progress and it can be an indicator of collaborative effort to make Christian practices and mode of worship spiritually effective.

Even though these preachers have helped to bridge gap that existed between the bible and the common people, sometimes teaching illiterates to read and write their local languages, the preachers have a gap in cultural awareness creation by using outfits that promote Ghanaianism.

One can conclude however, from the findings that because second hand shirts are always handy, plain, available and comparatively moderate and durable and suitable for every weather condition, the men from these two Christian denominations prefer patronizing these to other fabrics though in denomination 1, there is no restrictions as to which fabric should be worn for evangelism and in denomination 2, there is no restriction on where or which brand of white shirt to use.

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h) All data must have been gathered with attention to numerical detail in the planning stage.

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

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

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

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

Format Structure

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

All manuscripts submitted to Global Journals should include:

Title

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

Author details

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

Abstract

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

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

Keywords

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

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

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

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

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

Numerical Methods

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

Abbreviations

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

Formulas and equations

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

Tables, Figures, and Figure Legends

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

Figures

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

Preparation of Eletronic Figures for Publication

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

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

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

Tips for writing a good quality Social Science Research Paper

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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Informal Guidelines of Research Paper Writing

Key points to remember:

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

Final points:

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

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

The discussion section:

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

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

General style:

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.

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:

- o Single section and succinct.
- o An outline of the job done is always written in past tense.
- o Concentrate on shortening results—limit background information to a verdict or two.
- o 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.

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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