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A Stylistic Appraisal of Ayi Kwei Armah's the Beautyful Ones are not yet Born

By Dr. Acheoah John Emike

Federal University, Nigeria

Abstract- The paper examines language use in African fiction through a stylistic appraisal of Ayi Kwei Armah's The Beautyful Ones Are Not Yet Born. A fiction which ponders on the corruption that pervades Ghana even after independence, the novel reveals interesting societal vices through the hero, The Man. This study mainly investigates the stylistic features in the novel hinging heavily on the theory of cohesion in discourse, and reveals that various stylistic features are used by the novelist to communicate the writer's thematic concerns. They include substitution, repetition, conjunctions, digression, temporal abridgement and figurative language.

Keywords: stylistics, stylistic analysis, fiction, cohesion.

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Dr. Acheoah John Emike

Abstract- The paper examines language use in African fiction through a stylistic appraisal of Ayi Kwei Armah's The Beautyful Ones Are Not Yet Born. A fiction which ponders on the corruption that pervades Ghana even after independence, the novel reveals interesting societal vices through the hero, The Man. This study mainly investigates the stylistic features in the novel hinging heavily on the theory of cohesion in discourse, and reveals that various stylistic features are used by the novelist to communicate the writer's thematic concerns. They include substitution, repetition, conjunctions, digression, temporal abridgement and figurative language.

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I. Introduction

Vajime (1996) asserts "that the genre of the short story cannot be defined absolutely […] its most important features are that it is prose, narrative and fictive" (36). Literature is governed by norms, and as a writer conveys his messages to the reader, he applies such norms skillfully (stylistics). In The Beautyful Ones Are Not Yet Born, Armah presupposes fictively shared knowledge between him and his readers, and proceeds in the narration 1. It is the author's communicative goals and illocutionary strategies that enable the reader relate the work with states-of-affairs in the world.

It should be noted that in employing the tools of stylistics in textual-property investigation, the linguist and the literary critic do not have same goals and approaches; while the linguist is concerned with how a piece of literature (for example, the literature of Law) exemplifies the language-system, and treats literature as "texts", the literary critic is concerned with underlying significance and artistic vision of a writer, and so treats his work as "messages". However, stylistic criticism combines some aspects of both "texts" and "messages" and treats literature as discourse. Unlike grammar or syntax that is limited to a discrete sentence, stylistics incorporates chains of sentences.

The various approaches to the study of style explain factors which inform the use of idiosyncratic, regional, pragmatic or occupational choices of words (as in the diction of Legal Advocacy discourse). This study examines in The Beautyful Ones Are Not Yet Born, grammatical components and issues of meaning and

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this is the case in any stylistic investigation of both linguistic and literary properties of texts of various kinds.

II. Stylistics, Style and Rhetoric

Stylistics is simply the study of style. In stylistics, texts of various disciplines can be seen as "language in action". Defining stylistics therefore presupposes a clear understanding of the term "style", which refers to the way language is used in a given context, by a given person, for a given purpose. Style relates the critic's concern of aesthetic properties with the linguist's concern of linguistic description. As a vehicle of communication, style consists of five parts: the encoding of the message, the transmission, its realization as a signal, its reception and its decoding.

There are three significant views to the study of stylistics: dualism, monism and pluralism. Dualism distinguishes between the "manner" of a text and its "matter"; this distinction is between "textual expression" and "textual content". Dualists therefore restrict style to those choices which concern "manner" or "form" rather than "matter" or "content". Scholars of the Monist School contend that expressions cannot be separated from their content. Pluralists view language from a functional perspective, arguing that the functions performed by language are numerous and speakers' choice of words are germane to the dynamics of social functions which language performs; this implies that speakers' linguistic choices depend on their communicative goals in various contexts and situations 2. "Style" derives from Latin "stylus" which means "a pointed object". It later meant "a pointed object used for writing". Today, style is known as "a manner of writing". Fakuade (1998:13) cites "that in medieval period, style underwent the same theoretical classification as rhetoric". During the period, style was classified into three strata:

a. The low (plain) style;
b. The middle (mean) style;
c. The elevated (grand) style.

Each of the above levels was linguistically and extra-linguistically unique and motivated. "Persuasion", the business of rhetoric was also the concern of style besides writing.

There is a traditional perspective that style and a writer's personality are inseparable; the Latin terms "Stilus Verum Arquit" (The style proclaims the man)

corroborates this view. Obviously, a person's style of speaking or writing is immersed in a diachronic context which invariably, he shares with other speakers or writers who embrace same social dialectics with him. This position makes the individualistic view of style a problematic position. Banjo (1982) defines stylistics as "the exhaustive study of the role of language in literary works". In stylistics, we find a meeting point between literary and non-literary study of texts. Stylistics is a registration of a writer's artistic prowess in the communication of themes, and this is achieved through the manipulation of the linguistic repertoire at the disposal of the writer. Selecting or ordering language, as well as deviating from the norm is essentially the concern of style. Distinction exists between stylistic, grammatical and non-stylistic choice. Enkvist (1964) asserts that appropriateness depends on context 3.

Leech and Short (1981) posit that style can be applied to both spoken and written, both literary and non-literary varieties of language, but by tradition, it is particularly associated with written literary texts. Abraham (1981) opines that the characteristic of a work may be analyzed in terms of certain parameters: its diction, or choice of words; its sentence structure and syntax; the density and types of its figurative language; and its rhetorical aims and devices. Leech (1966) distinguishes two scales of institutional delicacy: the register scale and the dialect scale. The register scale handles various registers or roles of linguistic activity within society, distinguishing, for example, a spoken language from a written language, the language of advertising from the language of science, the language of respect from the language of condescension. The second distinguishes the linguistic habits of various sections of society differentiated by age, social class, sex and geographical area. The two scales have a meeting point in terms of their ability to produce complete stylistic-analyst approach to textual analysis.

Vocabulary modification is the most obvious and accessible aspect of style. Halliday et al (1964) proposes Field, Mode and Tenor as highly general concepts for describing how the context of situation determines the kinds of meaning that are expressed. Field is the total event in which the text is functioning together with the purposive activity of the speaker or writer. It incorporates the subject matter. Mode is the function of the text in the event including therefore both the channel taken by the language spoken or written, extempore or prepared and its genre or rhetoric, " phatic communion" and so on. Tenor refers to the type of role interaction, the set of relevant social relations, permanent and temporary, among the participants involved. Field, Mode and Tenor collectively define the context of situation of a text.

III. Theoretical Framework and Methodology

Halliday's (1971) conceptual tools for the analysis of discourse, facilitates the textual analysis of selected samples from the novel, The Beautyful Ones Are Not Yet Born. He opines that substitutions, conjunctions, repetitions, ellipses and other linguistic properties make texts cohere. The rhetorical functions of such linguistic devices are obvious as will be seen in the subsequent sections of this study. According to Halliday (1978), text refers to any passage, written or spoken irrespective of the length that constitutes a linguistic entity. See Fakuade (1998:24) who cites that "texture", "tie" and "cohesion" characterize texts.

IV. Presentation, Analysis and Discussion of Corpora

We consider the stylistic features in The Beautyful Ones Are Not Yet Born as evident in our twelve corpora below:

Corpus 1:

You see, we can share,' he said, as he came up to the man. But only the unending rattle of the bus answered and absorbed his words. The man in the back seat just sat and his eyes just stared, even when the conductor brought his cigarette to within about a foot of his face.... Then a savage indignation filled the conductor. For in the soft vibrating light inside the bus, he saw running down from the left corner of the watcher's mouth, a stream of the man's spittle. Oozing freely, the oil-like liquid first entangled itself in the fingers of the watcher's left hand, underneath… the watcher was no watcher after all, only a sleeper (p.5).

Corpus 2:

I know people who won more than five hundred cedis last year. They still haven't got their money.' 'Have they been to the police?' 'To help them get their money?' 'You're joking,' said the messenger with some bitterness. 'It costs you more money if you go to the police that are all.' 'What will you do? the man asked. 'I hope some official at the lottery place will take some of my hundred cedis as bribe and allow me to have the rest.' The messenger's smile was dead. 'You will be corrupting a public officer.' The man smiled.'This is Ghana,' the messenger said … (pp.18-19).

V. Point of View

"Point of view" refers to the manner narratives are told. It makes clear the place of the narrator in the story. The trio "person" "mask" and "narrator" form a novelist's narrative media as he attempts to enact realism into his story [4].

Ayi Kwei Armah's The Beautyful Ones Are Not Yet Born is told with the third person omniscient

narration; this narrative device presupposes the use of personal pronouns (he, she, they as well as proper nouns which name the characters as certain comments are made about them). The use of third person pronouns necessitates alienating the writer from the story. However, the omniscient narration device in the novel affords the writer the opportunity to register his supremacy over the characters as he is all-knowing, observes and reports their actions from the rare.

We note that the narrator experienced the situation, and has appreciable knowledge of it. This all-knowing capacity is exhibited in the way this narrator remarks on each character and it is of stylistic relevance; it facilitates proper characterization of the macro-structure [5]. The third person omniscient narration also affords the writer the opportunity to enact his overriding message.

Fowler (1981) opines that "Linguistic structure is not arbitrary, but is determined by the functions it performs". Difficult as it is, a novelist has to take a position, even when he uses the third person omniscient narration that is encumbered with the principle of detachment [6]. Through omniscient point of view, Armah unfolds his awareness and attitude towards the cankerworm, "corruption", which has become institutionalized in his society, and he sustains the registration of this awareness.

It is worthy of stylistic attention that in the above text, the writer alludes hinging on the shared knowledge he has with his characters and his extra-text audience (readers) on the spate of bribery and corruption in the society as evident in the activities of the police. He paints the picture of a police force ridden with lack of uprightness and insensitivity to integrity. From the rare, he makes us know that the citizens whose lives and property the police are supposed to protect do not repose any confidence in such degenerated police force. We note the narrator's stylistic strategy of using intra-text audience (characters) to expose and lampoon the societal vice in which people serve personal interests rather than their nation. The ironical question, ("Have they been to the police?), in Corpus 2 is a stylistic communicative (illocutionary) strategy that probes the addressee to say what the omniscient narrator already knows about the disposition of the police.

Interpreting the text presupposes locating the link which the words therein have with the structure of the text. The fact that the story is narrated via the third person/omniscient narration does not make it illogical to use first person pronouns; the narrator uses these pronouns to make reference to the exact words of The Messenger. The narrator uses Informative speech act as a constative (See Austin 1962) to state that corruption pervades the society. Also, the utterance, "Have they been to the police?" is an indirect speech act (question) used satirically [7].

Abrams (1981:62) evolves the "showing" and "telling" methods of characterization in narratives. We note that the stylistic potency of the telling method over the showing or dramatic method is that the former affords a writer the opportunity to enact his evaluative remarks on the actions and utterances of the characters as the story unfolds whereas the latter only leaves the reader making inferences or deductions from what the characters say and do [8]. In exploring the advantages which the telling method affords the writer, the omniscient point of view enables the writer to capture a wide range of characterization possibilities as he clings to his didactic and thematic concerns.

Corpus 3:

"checking the coins against the tickets, he began to count the morning's take. It was mostly what he expected at […] was certainly easier, but at the same time not as satisfactory as in the swollen days after pay day" (p.1).

VI. Reminiscence

The term "reminiscence" refers to the use of recall as a narrative strategy as it applies to the experiences of the characters. In the novel, we are aware of what has been the past experience of people in Ghana shortly and late after salaries have been paid. The experiences being narrated may be that of a particular character or a society. However, the use of reminiscence connects the reader with the plot and characterization. Through reminiscence we are informed on page 95 about the unfortunate experience of Zacharias Lagos who for a period of time enjoyed the "booty" of his job before he was caught.

Corpus 4:

Zacharias Lagos, living so long here that he had forgotten he was ever a Nigerian. Working for a Sawmill and getting, in the days of pounds and shillings, ten pounds twelve a month…when he was caught people called him a good, generous man, and cursed the jealous man who had informed on him.

VII. Temporal Abridgement

The time gap between occurrences in some narrations are not indicated, and this is essentially part of verbal artistry. The writer of a novel uses temporal abridgement to curb inflated suspense and engage the reader's deductive reasoning (inferencing) [9]. For example, we do not read about the various experiences or developments that revolve around Zaharias Lagos' disposition at his work place, before we are suddenly told that he was eventually caught. In abridging time and ignoring durational happenings, the writer leaves the readers pondering on possible developments.

Corpus 5:

There would always be only one way for the young to reach the glean… eating the fruits of fraud (p.95).

VIII. Metaphor

Through the use of figures of speech, literature takes language to a higher dimension, using it to seduce and enchant. Scholarship acknowledges that the goals of the literary artist include teaching the readers and appealing to their sense of linguistic admiration. In The Beautyful Ones Are Not Yet Born, we see the writer's aesthetic matrix in the use of the following figures of speech:

We note that in narrations, metaphors are ideologies-built images 10. Abrams (1975) opines that in a metaphor a word, which in standard (literal) usage denotes one kind of thing, […] instead of comparison". In the text below the tenor of the metaphor is "fruit" while the vehicle is "fraud":

It is obvious that images are instruments of metaphorical expressions, and they are tied to writers' authorial statements. In playing with the reader's sense of hearing (phonological features) through the choice of the words "fruits" and" fraud", Armah is theme-driven; "fruits of fraud" is thematically appropriate as stylistic unusual collocates because the central message of the novel is "that corruption pervades the society". Another metaphorical device in the novel is thus:

Corpus 6:

Outside, the sight of the street itself raised thoughts of the reproach of loved ones, coming in silent sounds that ate into the mind in wiry spirals and stayed there circling in tightening rings, never letting go (p.35).

The extract above shows the linguistic prowess of the author who relies on metaphor in capturing the intense concern which the character has for his poverty-stricken nuclear family members. Literal language may not be able to convey the atmosphere which the use of "silent sounds that […] wiry spirals and stayed… in tightening rings […]" conveys in the text [11].

Corpus 7:

… coming in silent sounds that ate into the mind in wiry spirals and stayed there… (p.35)

IX. Personification

The use of the expressions "silent sounds that ate" and "[…] and stayed" is a transfer of inanimate attributes (personification) to the abstract noun, "sounds".

Rhetorical elements in The Beautyful Ones Are Not Yet Born perform dual functions: they convey speakers' illocutionary goals and create linguistic flavour 12. The following rhetorical devices abound in the narration:

Corpus 8:

These were the men who had finally, and so early, so surprisingly early, seen enough of something in their own lives and in the lives around them to convince

them of the final, futility of efforts to break the mean monthly cycle of debt and borrowing, borrowing and debt (pp. 21 & 22).

X. Repetition

Although repetition is capable of phonological effects in literary works, it concretizes and draw readers' attention to writers' message; repetition is for emphasis. The elements which exemplify repetition in the above extract are the alternated ("debt and borrowing", "borrowing and debt"). The writer uses this device to capture the "repeated" experiences (cycle) and practices of the people of Ghana during Passion Week.

Corpus 9:

"Have they been to the police?' 'To help them get their money?" (p.18)

XI. Rhetorical Questions

We note that rhetorical questions are used in the narration as a result of the linguistic presuppositions which the characters have with one another, or as a result of writer-reader shared linguistic presuppositions. Rhetorical questions in the novel are theme-laden and are indirect speech acts. The decoder of Corpus 9 understands it as an indirect speech act13.

Corpus 10:

So the conductor had not lowered his eyes. Instead he had kept them fastened to the hungry eyes of the giver of the cedi, and fed them with admiration. He had softened his own gaze the better to receive the masculine sharpness of the giver's stare (p.2).

References Références Referencias

References are words whose meanings can only be discussed by referring to other words in the text, e.g. person pronouns. As references, the person pronouns "his" and "he" in Corpus 10 refer to "the conductor".

Corpus 11:

Have you ever seen a bigman without girls? Even the old ones,' the seller laughs, 'even the old men' (p.37).

a) Substitution

Stylistic features are crucial in effective communication [15]. There is clausal substitution on Corpus 11 as the encoder has omitted "even the old ones have girl friends" without communication breakdown.

Corpus 12:

He had opened his mouth slightly so that the smile that had a gape in it would say to the boastful giver, 'Yes man. You are a big man.' And he had fingered the coins in his bag, and in the end placed in the giver's hand a confusing assortment of coins whose

value was far short of what he should have given. The happy man has just dropped the coins into his shirt pocket. He had not even looked at them (p.3).

b) Conjunction

Halliday et al (1971) evolves four categories of conjunctions [16]:

and in all this time he met no one (additive).

Yet he was hardly aware of being tired (adversative).

So by night the valley was far below (causal).

Then, so dusk fell, he sat down to rest (temporal) – (Halliday, p. 239).

Different kinds of conjunctions are on Corpus 12:

- so that the smile that had a gape […] (causal)
- And he had fingered the coins […] (additive)

Corpus 13:

"In this office the clerks go home at four-thirty.''Oh, I know,' the teeth said. 'I know, but I thought he would stay after work" (28).

c) Lexical Cohesion (Usual Collocates)

We find the piling up of usual collocates: "office" "work" and "clerk" as in Corpus 13.

Corpus 14:

Money Sweet Pass All

Who Born Fool

Socialism Chop Make I Chop

Countrey Broke…

You Broke Not So?...

Pray For Detention

Jailman Chop Free (P.105-106)

d) Pidgin Elements

Pidgin English elements are partly used to give the work lighter tone or comic effect, but they are elements that subtly put the reader on sober reflection; they are used to lampoon social vices and make allusions [17].

Corpus 15:

[…] the conductor walks away down the road. In a few moments the waiters can hear the sound of his urine hitting the clean-your-city can. He must be aiming high. Everyone relaxes visibly. The poor are rich in patience. The driver in his turn jumps down and follows the conductor to the heap. His sound his much more feeble (p.39).

e) Digression

A narrative technique, digression aligns conversational turns with the mainstream of the narration. Armah uses digression to draw the readers' attention to his authorial positions. Through the omniscient narrative device, digression is used to concretize and reinstate the thrust of the narration [18].

By successfully hitting the clean-your-city-can, the conductor represents the Ghanaians whose inordinate ambition informs corruption and lack of

uprightness in that society. This conductor's disregard for the law, informed by his awareness that the formulators of the law, "that the city should be cleaned", are themselves polluters (though corruption) of the city, makes him urinate on the clean-your-city-can. In the narration, digression is linguistically and thematically rooted. The writer seems to capture binary representations of people in the society: the rich and the poor; the corrupt and the upright; the smart and the honest [19]. Armah subtly engages the readers into making inferences from the fact that the sound of the driver's urine is feeble unlike that of the conductor.

It is therefore of stylistic significance that at different points of the narration, even at unexpected points, the narrator is able to draw the readers' attention to his thematic concerns. Stylistic instruments are used in the novel as a theme-sustenance strategy 20:

XII. Conclusion

Fiction presupposes authorial use of diverse narrative techniques, and this process is message-driven as every literary writer communicates central and subthemes through the agency of linguistic and extra-linguistic elements. Thus, Armah succeeds in conveying his thematic pre-occupations in The Beautyful Ones Are Not Yet Born.

The various stylistic methods the writer uses in the novel: point of view, reminiscence, temporal abridgement, textual cohesive devices, digression, figurative language, among others, interacts with his ideological underpinning on the issue of corruption in society. We note that fiction writers do not just ignore writer-reader shared knowledge even when they make use of the omniscient narration point of view. They align with their audience but stick to their message; achieving these two ends is essentially stylistic prowess. Our effort in this study accentuates the fact that in literary works, meaning transcends the signification for which formal linguistics is known; meaning is taken to be a function of the relationship which this signification and the value these elements take on as elements in a pattern created in the context.

Notes

1. Allan (1986) contends that literary writers succeed in their work when the readers are able to locate the writers' world -spoken -of. This position captures Bach and Harnish (1979) who opine that in a linguistic community (of course Ghana, the setting of Armah's novel counts as a linguistic community) effective communication is achieved when speakers and hearers have mutual contextual beliefs (MCBs). We also note that writers of literary works communicate with what Bch and Harnish label CP (Communicative Presumption).

2. Leech's view of style as the dress of thought (Cf. Leech 1981:3) makes it clear that the concern of persuasive speech is the relationship between

"what" is said and "how" it is said; however, the informants of these two ends are "contextual variables" which are dynamic.

3. The characters in a narrative, like the omniscient narrator, hinge on context for normative (linguistic) appropriateness. For more insights on context phenomena, see Austin (1962). According to him, the total speech acts in the total speech situation, is the only actual phenomenon worthy of the analyst's investigation.

4. Fiction is preoccupied with the dialectics of social reality. This is crucial as literature does not exist in a vacuum; it is a product of the writer's existential experiences. Such experiences are not poles apart from those of the reader. Hence, the stylistic elements in African fiction aid the writer's attempt to enact the African reality on stage or paper.

5. The macro-structure is the entire novel, The Beautyful Ones Are Not Yet Born. The omniscient narrator would have known the entire verbal and non-verbal roles of the major and minor characters before he could categorize them as being greedy, corrupt, power-drunk, and so on.

6. Indirect speech acts are primary illocutionary acts.

7. Searle (1969) classifies indirect speech acts into primary and secondary illocutionary acts. In asking, "Have they been to the police, both primary and secondary illocutionary acts are performed, of which the primary act is an illocutionary force of condemning.

8. In this way the analyst can see beyond the writer's spectrum; critiques on various literary works have been illuminating to their authors.

9. See Ahmed in Fakuade (1998:36-37).

10. Levinson (1983) opines that metaphors have deleted predicates of similarities; we note that this amplifies their potentials to capture narrator's thematic concerns in prose narratives, and in other genres of literature.

11. See Fakuade (1998:85).

12. However, the former is more crucial to communication via speaking or writing.

13. Fakuade (1998:17) posits "that language use (style) is governed by a wide range of contextual factors, including social and physical circumstances, identities, attitudes, abilities and beliefs of participants and relations holding or supposed to be holding between participants".

14. Linguistic presuppositions are semantic (lexeme-dependent) while extra-linguistic presuppositions are pragmatic (social context-driven); Adegbija (1999) is illuminating in this regard.

15. It is understood therefore, why scholars opine "that style and content are inseparable".

16. See Osisanwo (2003).

17. In fiction, allusions are made to individuals and societal practices, and in doing this, writers and textual characters rely on the belief that such stylistic choices are understood; the choices have potentials to pick events that relate to them from the world. In Searle (Ibid.), this is word-to-world direction of fit as in assertives.

18. We see how the conductor's action was taken up and related to the sub-themes of the novel through the digressive technique indexed by the expressions "He must be aiming high" and "The poor are rich in patience" which seem to disconnect from the topic of discourse.

19. The conductor is in the category of those who are smart, corrupt and dishonest.

20. There is progression in narration when the plot and message are located and held unto by the readers. Irrespective of the narrative strategy employed by the novelist, the beginning ande end of the story should not be bereaved of his thematic preoccupation (s).

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Some Strategies for Reducing Social Loafing in Group Projects

By John D Rich, Jr., Darice Owens, Shanae Johnson, Dominique Mines
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Delaware State University, United States

Abstract- The purpose of this paper was to review some of the research on social loafing in general and then to make suggestions about how experimental findings which demonstrate how social loafing can be diminished could be applied to group work assigned in educational settings. Several strategies that teachers may use to help reduce social loafing in group projects were discussed in this paper including identifying individuals with a high need for cognition, considering the difficulty of tasks, using performance measurement, emphasizing valuable individual contributions, limiting the group size, promoting group cohesiveness, and using peer evaluations.

Keywords: social loafing, education, psychology, group work, strategies, teaching methods.

GJHSS-A Classification : FOR Code: 330101, 170199

SOMESTRATEGIESFORREDUCINGSOIALLOAINGINGROUPPROJECTS

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I. Introduction

The phenomenon of social loafing is one that has plagued educators for a long time. Generally, social loafing means that when people are in a group they are likely to exert less effort than they would if they were working alone. Because all members of the group are pooling their effort to achieve a common goal, each member of the group contributes less than they would if they were individually responsible. There have been many studies that have attempted to eliminate social loafing, but very few have been successful (Harkins& Jackson, 1985 [1]; Karau& Williams, 1993 [2]).

The purpose of this paper is to review some of the research on social loafing in general and then to make suggestions about how experimental findings which demonstrate how social loafing can be diminished could be applied to group work assigned in educational settings.

From a theoretical standpoint, having students work on open-ended projects and in group settings instead of taking tests individually is a great idea. As educators, we want our students to learn skills, not just facts. We are interested not in memorization but in practical experience with concepts and ideas. It does no good for people to go out into the job market with a bunch of information they tried to cram into their brain for a test. Employers don't care only about what you know; they care about what you can do. This idea can be supported by a recent survey completed by the Association of American Colleges and Universities, which can be found athttp://www.aacu.org/leap/ -documents/2009_EmployerSurvey.pdf (2010 [3]). In that study, 84% of employers "expect students to complete a significant project before graduation that demonstrates their depth of knowledge in their major AND their acquisition of analytical, problem-solving, and communication skills"; 81% "expect students to complete an internship or community-based field project to connect classroom learning with real-world experiences"; and 81% want students who have developed "the skills to research questions in their field and develop evidence-based analyses". Now, certainly you cannot do much of anything if you don't know the facts that are necessary to understand how to accomplish a goal. So, this diatribe is not to suggest that facts are not important, but that facts are not sufficient. You have to take the facts and then apply them to novel situations. This requires a confidence in one's knowledge, along with a creativity to adjust that knowledge to a real life setting.

In the real world, students will be working in groups all the time at their jobs. In addition, group work can give students learning experiences which may be as valuable as the content of the course material. Firstly, group members will be in relationships of reciprocity (Rich, 2012 [4]). If one student in a group is not clear about something, they can rely on other group members to clarify. Secondly, group members who take the work seriously will gain practice in leadership and the communication of ideas. Also, a quality group work experience should include discussion and debate among group members. The kinds of skills that can be practiced within a group setting are the very skills that our student's employers will value. When our students graduate and get jobs, they will rarely – if ever - be tested on anything! Tests are for school. Our students' employers are never going to care how many facts they can rattle off; rather, bosses want to be able to give their employees a job, and trust that they have the skills to complete the necessary tasks to finish that job.

Though group work has been declared useful in teaching methods, much research claims that group projects or assignments are just not fair due to social loafing.The study of social loafing dates back to the late 20th century. Latané, Williams and Harkins introduced the idea of social loafing in 1979, explaining how subjects loaf on what some would describe as easy

tasks (e.g. clapping and shouting tasks, pulling a rope, pumping air, playing in a marching band) (Latané, Harkins, & Williams, 1979 [5]).As the number of people in your group increases, social loafing increases as well and what always seems to happen is that the students with the most investment in their grades will pick up the slack for the people who are giving minimal contributions (Nunamaker, Reinig& Briggs, 2009 [6]). However, there are some findings about how to decrease social loafing from studies in educational, as well as non-educationalsettings that may spark some ideas about how to make group projects less unfair. The different techniques that can be used to reduce social loafing are listed below.

❖ Finding ways to eliminate social loafing is extremely important in class work. Students need to acknowledge their responsibilities to their fellow students by actively participating in group learning experiences (Williams, Harkins, & Latané, 1981 [7]).Social loafing can be reduced or eliminated when individuals have a dispositional tendency to view the specific task they are performing as meaningful. For example, Smith, Kerr, Markus, and Stasson (2001 [8]) found that individuals with a high need for cognition (the act or process of knowing; perception) did not loaf on a cognitively involving task.

❖ Consider the difficulty of the task at hand. Huguet, Charbonnier, and Monteli (1999 [9]) found that individuals who viewed themselves as superior in performance to others did not loaf when the task was challenging. Individuals who attach greater value to hard work in general are significantly less likely to engage in social loafing than individuals who attach relatively more value to tasks for which they are individually accountable than to group tasks on which they can hide in the crowd and rely on the efforts of others.

❖ Creating some form of performance measurement for each individual may serve as motivation for them to do well. Group performance researchers have repeatedly observed that individuals exert more effort when their efforts are considered individually (Harkins& Jackson, 1985 [1]; Aggarwal and O'Brien, 2008 [10]).

❖ Be sure to emphasize valuable individual contributions. It has been found that if an individual perceives that they are making a unique contribution to the group's effort, or if they feel that their lessened effort will be noticed by group members, they are more likely to exert themselves at a high level (Nunamaker, Reinig, & Brigg, 2009 [6]).

❖ Keep in mind that group size plays an important role. Social loafing can also be minimized by limiting the group size, which makes it harder for social loafers to hide behind other group members. It is easier to monitor individual input in smaller groups

as opposed to large groups (Nunamaker, Reinig, & Brigg, 2009 [10]). As previously mentioned, as the number of individuals in a group increases, social loafing increases(Wech, Mossholder, Steel, & Bennett, 1998 [11]; Aggarwal and O'Brien, 2008 [10]).

❖ Make sure groups are cohesive. Group cohesiveness is important; when cohesiveness in a group increases, participation increases (Wech, Mossholder, Steel, & Bennett, 1998 [11]). Groups formed by the students instead of random assignment by the instructor are assumed to be more cohesive, more productive, and experience a lower incidence of social loafing (Karns, 2006 [12]).

❖ By adding peer evaluations during group projects you can help reduce social loafing as well. Peer evaluations can send a signal to group members that there will be consequences for nonparticipation. Members may be allowed to fire loafers, forcing them to have to work together in a new group. This decreases social loafing in the original group and in turn increases accountability. When multiple peer evaluations are used throughout a project, they can alert instructors early on to problems within the group (Goodwin&Wolter, 1998 [13]).

In summary, group projects have many educational merits, and should not be abandoned. Rather, professors ought to try out the strategies which we have just discussed when they assign group work. Good luck!

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A Textual Study of Psalm 91 and its Relevance to an African Milieu

By Sangotunde, Sunday O

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Abstract- Psalm 91has been described as a wonderful Psalm that has been a source of comfort and faith development to many who have faced physical and spiritual challenges prevalent in our contemporary circumstances. It has the distinction of being misquoted by Satan during Jesus' temptation in Matthew 4:6 and Luke 4: 10-11. Jesus Christ also used this Psalm to strengthen his disciples in spiritual warfare in Luke 10:19. This paper has done a textual analysis of this Psalm with an attempt to unveil its language, structural and grammatical richness. The paper has also considered the relevance of this Psalm to the belief system of the Yoruba people of south western part of Nigeria. This will enable the Yoruba reader to possess a better understanding of the Psalm. The study has adopted exegetical, theological, and socio-historical approaches.

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Keywords: psalmoi, mizmoi, hermeneutics, therapeutic, el-shaddai, olodumare, boko-haram, religion.

I. Introduction

The Book of Psalms commonly referred to as simply Psalms, is a book in Hebrew Bible that comprises of 150 Hymns which express virtually the full range of Israel's religious faith. The word "Psalm" which is derived from the Greek "psalmoi"; perhaps originated from "music of the lyre", "song" or "sing to a harp" and then to any "piece of music"[1].

In various Biblical passages, David is usually referred to as "the favorite to the songs of Israel", the one who soothed Saul with music and founder of temple music. As noted by Godfrey (2005:1), the Psalms, otherwise known in Hebrew as "Mizmor", meaning songs or instrumental music; belong to the division of the Old Testament or Hebrew Bible and grouped by the Mesoretes as Poetry with the books of Job and Proverbs[2]. The Psalter or the book of Psalms was the first church's Songs Book from the early era of the Christian Church till the present day[3]. Though, the church had lost the original tunes but Joachin (1955:31), had equally observed that the book of Psalms is still intended for singing because individual Psalms have been put to tunes many times[4]. Wilson (2011:1) also agreed with Joachin (1955:31) that the evidence surrounding David's authorship of many of the Psalms is not a contending issue because David is generally believed to be a skilled player of the harp or lyre which

makes the Psalm to be commonly associated in the Bible with joy and gladness [5 & 6].

Dennis (2011:1); in introducing the Psalms opines that the Psalms are not just doctrinal statements, creeds or history but that they are both poetry and prayer[7]. As poetry, Psalms are intended to be set to music and be used as prayers of all forms in worship. The thrust of the matter, as observed by Dennis, is that in the ancient Israel, no less than the modern world, even among the Yoruba people and many ethnic groups in Nigeria; poetry and music are means by which people express the deepest of human feelings and emotions [8]. This is why Wils (2003:2-3) observed that even, when we are in sorrow; the Psalms create opportunities and times to worship the divine as well as when we are full of joy and overwhelmed with intense darkness of life's ugly experiences[9]. From all these; one gathers the impression that the Psalms are some of the most widely read portions of the Bible and that they have a long history of popularity in Jewish and Christian religious traditions. The evidence of this observation is so profound that often one sees the Psalms bound together with the New Testament in pocket edition and distributed to school children by a non-profitable organization known as Gideon International. Such action expresses the popularity and clear reflection on the importance, relevance and sensitivity of the Psalms to the physical and spiritual needs of the people of all age grades. Most of the times, the Psalms are seen by Christians and Muslims alike as a sort of a relief emotionally, psychologically and mentally, to a troubled soul in this modern world of insecurity and uncertainties ravaging the entire human existence; African and Western worlds alike.

II. The Classification of psalm 91 by the Scholars of Euro-American and African Extractions

As observed by Wilson (2012:4), the twentieth century witnessed various attempts to Biblical Studies by Euro-American scholars through a discipline known as 'Form Criticism' in which efforts are made to classify the Psalms by their structures and forms 9. Wilson (2012:4); who based his assessment on Hermann Gunkel's assertion; further opines that there are five major classifications of the Psalms which are Hymns,

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Community laments, Individual laments, Royal Psalms and Individual thanksgiving Psalms[10].

Psalm 91 belongs to the fifth category known as the thanksgiving or Todah Psalms; though in hymns; but particularly recounts what God has done in the life of the writer. Examples of Psalms in this category are 18,30,32,34,121 and 125. The Euro-American scholars such as Wilson, Childs, Dennis, Godfrey and Michel also grouped Psalm 91 among the Psalms of confidence which are observed as possessing numerous experiences of trust in God's goodness and power[11]. Adamo (2007:67) an African Old Testament scholar grouped this Psalm among the Success Psalms and asserts that these Psalms are believed by the African Indigenous Churches (AIC) to have the power to bring success if used with faith, ritualistic prayers, fasting, rehearsal of some specific symbols, and a combination of other animate or inanimate materials[12]. Adamo further opines that the need to look for a way of finding an equivalent power from the Bible to the ones Christianity discarded at the inception of the religion in Nigerian nation becomes imperative. Because Nigerian Christians like many of its counterparts in African continent were no longer comfortable with using pure indigenous ways of obtaining successes after the introduction of Christianity to the continent. This is due to the condemnation of such practices by the Western orthodox Christians and Missionaries who brought Christianity to Nigerian shores. Adamo (2007:67) observes that the Nigerian Christians later found in the book of Psalms such as Psalm 91 the equivalent powers for the enhancement of successes or in securing good luck in court cases and for other therapeutic purposes if used with specific instructions as recommended[13].

Adamo's approach to the study of the Psalms in African context; which is in line with Mbiti's and Gerald West's, could be seen as an attempt to promote and encourage African Biblical Hermeneutics by interpreting the Bible using African cultural experiences and challenges which are clearly at variance with her Euro-American counterparts[14]. The thrust of the matter, advocated for by Adamo is that Africans should search the Scriptures to see with an African eye-view whether there could be something that can solve some African problems such as sorcerers, witches, witchcrafts, threats by enemies and lack of success in life in the Scriptures. The success of this exercise could be determined by the noticeable cluster of usages of the Psalms by most of the African Indigenous Churches for protection against all forms of enemies and evils or satanic afflictions(Psalm 5,6,28,35,54,55,83and109);for therapeutic purposes inform of healing from barrenness(Psalm 51) and for the attainment of successes among which the Psalm under this study is grouped[15].

By this approach, the attention is shifted from the historical analysis of these Psalms; where the dates, authorship and purposes of writing of the Psalms were the main basis for academic studies, to assessing the use of Psalms such as the one under this study, through exegetical approach, for dealing with spiritual and physical circumstances peculiarly prevalent in African society. This is considered as a need for the African Christians today. This discourse becomes necessary because Liberation and Deliverance Hermeneutics, as a special need of the African people as advocated for in this textual study, is the current trend of Biblical and Theological scholarship in the continent.

According to Catherine (2010:1), Psalm 91 is traditionally accredited to Moses and it is grouped among the Psalms for Protection and Strength for combating the threats of enemies among the Hoodoo's spiritual and magical practices[16]. The Hoodoo's spiritual system, which grew up in the United States of America in the shadow of the larger culture of Christianity in white society, is not a religion but makes an extensive use of the Psalms, in King James' Version[17]. In Hoodoo's spiritual practices, Psalm 91 can be recited against someone that is afflicted or distressed by pestilence, danger, or an enemy (Catherine, 2010:2)[18]. As observed by Catherine (2010:2); this Psalm is used to set a boundary of protection around an individual family. For instance, among the Hoodoos; a woman who is afflicted by a rival for the affection of her husband may also recite this Psalm, keeping in mind the important, powerful and holy name of God, El-Shaddai, which means Almighty, used in this text [19].

According to Peggy Joyce (2007:7), this Psalm provides a wonderful sensation of feeling of safety and security amidst of deadly storms of life for it is exciting for one to know that he is being sheltered and protected by an unfailing force, mightier than the storms of life[20]. This is why Rabbi Benjamin (2011:1) opined that Psalm 91 is often taken to be a single-minded, unwavering expression of faith and the most impressive testimony in the Psalter[21].

III. A Textual Study of psalm 91 and its Relevance to Yoruba Milieu

As observed by Walter Brueggemann, this remarkable Psalm speaks with great specificity, and yet with a kind of porousness, so that the language is enormously open to each one's particular experience[22]. This is why this study looks at many contemporary circumstances bordering on human security and safety among the Yoruba traditional society. From verse one of this Psalm 91:1, He who dwells in the shelter of the Most High will rest in the shadow of the ALMIGHTY".

א)   יֹשֵׁב בְּסֵתֶר עֶלְיוֹן בְּצֵל שַׁדַּי יִתְלוֹנָן :

dwelleth"= yaw-shab which means "to sit down" specifically as   we find such words likeיֹשֵׁב
judge, in ambush, in quiet; by implication it means "to dwell" or "to remain", conservatively, it means "to settle down in comfort and assurance"[23].

Also, the word בְּסֵתֶר "say-ther", as noted by Bob Deffinbaugh (2013:3) implies "a cover " and by implication, it means " covering shield or hiding place, protection or covert" [24]. The phrase "the place of the Most High עֶלְיוֹן – "el yo vn" is very important and germane to our study of this Psalm because it is a reference to the "high" name of Yahweh, God of Israel[25]. Bob Deffinbaugh (2013:3) noted that this word el yovn originated from "alah" which means an elevation which is a Hebrew adjective commonly used to qualify Yahweh's strength and primacy in the universe [26]. It also means "lofty" which is used to give a comparative analysis or expression of Yahweh's Most High position and sovereignty amongst all heathen gods. It is a title that expresses Yahweh's supremacy as in Most High that defines Him as the Highest and Upper most God or Deity among all. This corresponds with the Yoruba concept of Olodumare as the Supreme Deity of all gods known among the Yoruba people of South Western part of Nigeria. The Olodumare concept is parallel to the Hebrew concept as expressed in this Psalm because any one whose affairs is over seen by Olodumare has reached the highest level of comfort, security and protection. Infact, all cases are permanently closed because no matter what or how, no issue goes beyond Him. Olodumare sets a standard limit to how far issues can move. This is why in this Psalm, it is expressed clearly that: בְּצֵל שַׁדַּי יִתְלוֹנָן "luwn tsale shaddahee", which means that such person "shall abide under the shadow of the Almighty" which finds a parallel expression in Yoruba concept of the power of Olodumare[27]. This is because it is believed among the Yorubas that Olodumare alone has an unchallenged role or power to supervise all human affairs and authorizes events in the universe. Olodumare only occupies a permanent place in the Universe. Therefore, anyone who puts his trust in Him alone enjoys a peace that is higher, mightier and permanent as long as he continues to put his trust in Him. By implication, it means to enjoy a good health coverage and security that is unshakeable, unchallenged and that could stand the test of life's storms and challenges, the only defense, shade and assurance is to lean on El-shaddai, the Olodumare of the Yoruba people[28].

The Nigerian situation generally is opened to so many dangers on daily basis. The present security challenges reached its alarming stage with the sudden appearance of Islamic fundamentalists, known as Boko Haram; meaning "western education is evil"; in the political terrain of the country but with a religious pretence. More than HIV/AIDS, this deadly group has killed innocent people that include children, women, military officers, traders, Muslims and Christians alike. We in Nigeria do not really know what their demands are. The government finds it difficult to enter into negotiations with them because they are faceless and would not even accept dialogue or amnesty. The recent abduction of more 200 girls who were writing their final examinations in a secondary school in Borno by this Islamic sect is another event that reveals that the members of the sect have defiled military threats. Further to the security challenges be-devilling the nation and be-littling her international image is the issue of kidnappings of her citizens for ransom. Tribune of Monday 9th, September, 2013 reported the kidnapping of an Archbishop of the Church of Nigeria (Anglican Communion) who was later released after nine days of holding him hostage in the custody of the kidnappers who denied the senior cleric from attending the highest Council of the Church that took place within the period of his sudden disappearance to only God knows [28].

Aside of this, the Punch Newspaper of 9th September, 2013 published a Report enumerating the dangers of travelling on Nigerian water ways. This report was a reflection on some of the problems confronting water transportation in Lagos which is a sample of such similar situations or cases in almost all other part of the country where water transportation must take place because of their God giving geographical potentialities and blessing which have been turned to woes due to government carelessness or negligence and poor or bad engine, competence in swimming techniques and other factors [29].Therefore, the relevance of Psalm 91 to water travellers cannot be under-estimated. With the little safety devices put in place, the travellers through this medium must be in tune, more than any safety measure; with the Psalmist's experience of the "secret place of the Almighty" in Psalm 91.

According to Bayo Olupohunda (Punch, 2013:24), travelling on any of the Nigeria's treacherous roads can be compared to the Biblical walk through the valley of the shadow of death[30]. He narrated his ugly experience during his trip on the famished road called the Lagos- Ibadan Expressway and he presented a chilling scenario on the dreadful road. The thrust of the matter is that travellers and everybody should realize the high degree of the presence of dangers in a typical African society and all of these make the Psalm under this study; praying for safety and protection; to be relevant to the Nigerian situations more than any nationality in the world. Therefore, this study will continue to put it categorically that the only surest safety from all the available dangers and disasters imminent in our society could be found in Yahweh or Olodumare; the Supreme Deity of the Yoruba people. It is clear that no government agencies, no matter how well equipped, trained, vigilant and strong they may be, they can never be compared with God in the provision of safety and protection. For instance, with the strong orders rolled out to the Joint Military Task Force to combat the Boko Haram insurgency, this Islamic sect continues to snuff out lives, intermittently, from the innocent Nigerian citizens in forties, fifties and sixties, the accumulation of which has made their heinous activities to be

considered the greatest evil that has ever befallen the country after independence and the declaration of Nigeria as one of the unsafe countries of the world. This is because there is no week the Nigerian Newspapers will not report the heinous activities of this deadly group. Except by the "Dwelling in the shadow of the Almighty", there is no safety anywhere in the world for no military strength or intelligence could be comparable with the Yahweh's "shadow", "shield", and the "secret place".

So, Psalm 91 is very relevant and familiar to us in Nigeria; and particularly, in Yoruba land. This may be the reason why it is used as inscription on motor vehicle such as "Allahu lakuwata" which means "God is my refuge" or simply "Psalm 91". The undeniable presence of evils , disasters, diseases, attacks from the evil forces and enemies in Yoruba society has made this Psalm to be very familiar to the general situations of safety and well being in Yoruba land, Nigeria in particular and Africa in general. Jeremy Smoak (2011:75) observes that one of the common features in the so called prayer of petition in the Psalms is the presence of a petition to YHWH for protection against evil, wickedness, maleficent words, or enemies and that in a number of Psalms in the same category with this psalm, the petition is reformulated as a statement of confidence or affirmation that YHWH will provide protection against such ills[31]. As a people the fear of enemies and spiritual attacks parade our belief system so much that Africans do a lot of things to appease these enemies such as sacrifices and rituals before the advent of Christianity.

Even with the introduction of Christianity, the presence of evils has not been disproved. This is evidenced by the strong prayers of Christians in the churches to disarm the evil forces in all their religious centers during any of their gatherings. Their activities have been suspected as the reason for retrogression and underdevelopment of individuals and diseases among the people. This Psalm is less familiar to the Christians in the Western world because; as observed by Bob Deffinbaugh (2013:2), the poetic portrayals of dangers in this Psalm are not common to them in many parts of Europe and America as they are to us in Africa and in Nigeria in particular[32]. One of the reasons for Bob Deffinbaugh's position is probably because they never fear snakes and wild animals on their streets in America and neither arrows flying in the day nor pestilence stalking at night are a common dread, such as they are in Africa generally. This is why the new trend of ministration in churches in African continent has been tied, if not entirely but mostly, to deliverance service and little time is allotted to scriptural interpretation. Even, in the Orthodox Churches in Nigeria, the Priests draft their liturgies to align themselves with this new trend of deliverance and casting out of evil spirits in order not to lose their members who believe so much that Pastoring is no longer about the ability to preach theological sermons anymore but the ability to bring to submission these evil spirits and spiritual attacks parading themselves in Nigerian society.

Furthermore, the fowler's snare and the Pestilence mentioned in the Psalm finds its relevance in the challenges of food security and general safety facing the Yoruba people of Nigeria. This is a metaphor referring to dangers from enemies. As fowlers in their snares, it is a symbolic expression telling us of the dangers we may suffer unexpectedly from those enemies of our life who pretend to be our friends. They can spring surprises because their snares will not be easily discovered due to the fact that they are pretentious. Whereas, the deadly pestilence mentioned by the Psalmist in verse three finds a great relevance among the life of the Yoruba people and many Nigerians in general. This talks about the dangers to life that we are prone to as a people by the reason of diseases that are deadly which are rampant in Africa due to the high level of poverty. Poverty is a pestilence and corruption is a disease, bad leaders are fowlers and their arrows are the maladministration and security challenges facing the Nigerian nation. It is pertinent to know that diseases that many African countries are prone to are mostly poverty striking diseases and this is why war against HIV/AIDS is difficult to be fought to a halt because of the poverty level of the African nations.

However, the Feathers of our supreme "Mother Bird" is there to protect us. This is why verse 4 of this Psalm gives a clearer and succinct expression that is very familiar to us in Africa since hens and their children are allowed to roam the compound among the African people and the scene is perceived with more clarity than the western counterparts whose hens are probably caged. Verse 5 talks about "terror" which includes brutality of all sorts. Terror is anything that threatens peace, joy, happiness and promotes fear and deaths in almost at frequent intervals. It is paired with arrow that flies by the day and the plague at the mid day in this Psalm. As for terror, it is a current English grammar on the pages of Newspapers in Nigeria in recent times and in a few other countries in African continent. The terrorism suffered by Nigerians has reached an endemic proportion that it has been classified as the second largest terrorism in the globe. It defiled military competences most of the time as Police Headquarters, Military Churches and UN building had been burnt at different times. Bombings and shootings of worshippers and destruction of church buildings in the day, at night even on Christmas and New Year days had made the contents of this Psalm relevance and familiar to situations of people in Yoruba land and Nigeria in general. This is perhaps why Bob Deffinbaugh (2013:3), observes that the western Christians know little about danger of any kind, and so the safety of which this Psalm speaks is rather abstract to them[33]. For instance, the issue of arrow by night is pertinent to the Yoruba belief system which has been proved right in many

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cases through confessions during deliverance sessions of many churches in all over African Cable network stations. Cases of people who slept peacefully but who woke up in the morning with wounds of spiritual gun shots are examples of such spiritual arrows one could be attacked with. This is why this Psalm intimates us with safety implications relevant to us as a people from the Yoruba extraction. The subject of our safety from all of these things is not Ogun; the god of iron, it is not Sango, god of thunder but it is Olodumare, the Supreme Deity of the Yoruba people and the Yahweh of the people of Israel and the El- Shaddai of the writer of this Psalm. The adoption of two metaphors used for El-Shaddai as a mother bird and as a metal armour like shield that provides care and strong protection against calamities in this Psalm caught our attention mostly in this textual study of the Psalm. This expression finds relevance with the Yoruba bullet proof charm known as Okigbe which is string of charms worn in the waist and the arms of warriors in the native Yoruba settings to prevent the penetration of cutlass cuts and gun shots. However this charm has failed to provide a complete safety and protection for the users all the times because enemies have been able to also neutralize its efficacy through other charms as well. But the reliance on the safety and the protection of the El-Shaddai has been limitless in history.

According to Mbiti (1977: 29), God is the origin and sustainer of all things and He is personally involved in all that He created including their safety and security challenges[34]. Mbiti, who collected information about the African concepts of God from more than 300 different people of diverse cultural backgrounds all over Africa, opined that the Africans have a notion that God is the Supreme Being. This, according to Mbiti, is the most minimal and fundamental idea that the African societies possess about God. Therefore he noted further that the Supremacy of God is usually expressed in proverbs, songs, prayers, names, myths, stories and religious ceremonies[35]. As opined earlier by Bolaji Idowu (1960:38), Olodumare is the owner of life, He gives and collects it as it pleases him to do so[36]. Idowu further observed that among the Yoruba people of south western part of Nigeria, Olodumare, the Hebrew El-Shaddai, is the one whose works are wondrous and mighty. As the King, Olodumare possesses a unique and incomparable majesty. He is the King whose habitation is in heaven above. This concept finds an equivalent expression in the name of the God of the Hebrew people "El-Shaddai" which means one who lives on the Mountains as it is used in this Psalm. Idowu (1960:53) also made it clear that Olodumare as perceived by the Yoruba people is the Author and Giver of all the good things of life including children, wealth, possessions, safety and protection[37]. This finds some parallelism in the concept of the Hebrew God whose name is given in this Psalm as the El-Shaddai whose secret place provides man with unfailing safety and protection.

IV. Conclusion

This Psalm from verses 1 to 13 has been observed to be an extended assurance which poses a rhetorical pause after verse 8 that could be taken as the first rhetoric unit that combines the intimacy of personal faith with the metaphor of the majestic transcendence of God 38. Therefore, the claim of this Psalm is that the awesome power and presence of Yahweh is made available to and is committed to the traveller who must go in dangerous places with the images of a safe place to hide him from the threats of his enemies[39]. This is why Clifford (2003:103) asserts that this Psalm assures one who seeks divine protection that such protection enables one to say truthfully of the LORD "my refuge and my fortress"[40]. The profession of the writer's solid decision has spurred Yahweh's responsiveness with an overriding commitment that "I will deliver, I will Protect, I will answer, I will be with him, I will rescue, I will honour, I will satisfy and I will show him my salvation"[41].

In this textual study of Psalm 91, we are able to establish how relevant and familiar it is to the Yorubas and, of course Nigerians and at large, the Africans in their security situations or challenges. It is established also that the topmost urgent need of a Yoruba man, a Nigerian and of course an African is safety or security in all ramifications. This is why Adamo (2007:66) observed that Africans need the means for successfully dealing with so many problems confronting them from the Bible[42]. Since the Western Missionaries had taught African Christians to discard the indigenous ways of handling problems, this need becomes imperative and urgent. The use of Charms, medicines, incantations, divinations, sacrifices and other cultural ways of protection, healing and deliverance from the spiritual and physical attacks from enemies have been completely discouraged by the missionaries who brought Christianity to the shores of African and yet the Euro-American way of looking at the Bible has not really helped enough to see whether there are areas to be used to combat many African peculiar problems. This is why this study is an attempt to interpret this Psalm from the context of African perspective for healing all pestilences and dreadful diseases and deliverance from super-human enemies, satanic powers and forces common in African societies like the Yoruba society of the South western part of Nigeria.

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Task Switching between Face Categorizations: an Advance Preparation Effect

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Abstract- This study examined how advance preparation modulates our ability to switch between face categorizations. The study included three switching experiments with different pairs of facial categorization tasks. In experiment 1, subjects switched between gender and occupation categorizations. Results showed a larger switch cost for the occupation task. In experiment 2, participants categorized emotion and gender categorizations. Results yielded a larger switch cost for the gender task. In experiment 3, subjects performed emotion and occupation categorization task. There was a larger switch cost for the occupation task. The overall results of experiments indicated that harder task yielded a larger switch cost than the easier task. Moreover, these switch costs can be reduced with sufficient preparation time. This study is the first investigation into advance preparation effect during switching between tasks of social significance. We discuss why asymmetries reduce with an advance preparation during face categorization tasks.

Keywords: task switching; emotion; advance preparation; face categorization.

GJHSS-A Classification : FOR Code: 380199p

TASKSWITCHINGBETWEENFACECATEGORIZATIONSANADVANCEPREPARATIONEFFECT

Strictly as per the compliance and regulations of:

Task Switching between Face Categorizations: an Advance Preparation Effect

Amara Gul [α] & Glyn W. Humphreys [σ]

Abstract- This study examined how advance preparation modulates our ability to switch between face categorizations. The study included three switching experiments with different pairs of facial categorization tasks. In experiment 1, subjects switched between gender and occupation categorizations. Results showed a larger switch cost for the occupation task. In experiment 2, participants categorized emotion and gender categorizations. Results yielded a larger switch cost for the gender task. In experiment 3, subjects performed emotion and occupation categorization task. There was a larger switch cost for the occupation task. The overall results of experiments indicated that harder task yielded a larger switch cost than the easier task. Moreover, these switch costs can be reduced with sufficient preparation time. This study is the first investigation into advance preparation effect during switching between tasks of social significance. We discuss why asymmetries reduce with an advance preparation during face categorization tasks.

Keywords: task switching; emotion; advance preparation; face categorization.

I. Introduction

a) Face Categorization

An observer perceives several attributes while looking at a face such as expressions of emotion, gender, identity. Classic model of face processing by Bruce and Young (1986) suggests that face processing involves several functionally independent processing modules. The model assumes that identification of a familiar face involves the formation of a view independent structural description, which could be compared with all known faces stored in Face Recognition Units, followed by the identification of particular person and retrieval of semantic information, after which there is activation of the phonological codes. These codes underlie the name-related information of the person. Bruce and Young suggest that the recognition of facial emotion and identity are operated through distinct processes. Neuropsychological studies argue that emotion processing is automatic (Vuilleumier et al., 2001, 2002) whereas non -emotion features are not automatically categorized (Quinn, Mason, & Macrae, 2009). Facial emotion can be processed independent of face identity (Humphreys, Donnelly, & Riddoch,

1993). Emotion is processed by specialized sub-cortical routes to amygdala which by pass cortical processes involved in the identity coding (Haxby, Hoffman, & Gobbinni, 2000). Patients with prosopagnosia and anomic aphasia successfully categorize gender, indicating that these processes rely on different mechanisms which are required for face recognition (Clarke et al., 1997; Flude, Ellis, & Kay, 1989). In addition, face identification and emotion discrimination can also dissociate (Parry, Young, Saul, & Moss, 1991). Given the differing patterns of dissociation, we hypothesized that substantial effects of task switching may occur, when participants shift from one face classification task to another.

b) Task Switching

Task switching is an experimental paradigm to examine cognitive control. Our daily routine requires the processing of several tasks. In order to perform speeded switching, the cognitive control is required. In task switching experiments, generally two tasks are presented. The trials where the task is switched called as switch trials, whereas the trials where the task remains the same as on the previous trial are known as repeat trials. The switch cost was measured as the difference in reaction times on switch and repeat trials. Jersild (1927) presented the first task switching experiment with two conditions. The experimental condition involved switching between two tasks while the control condition had a single task. Switch cost was measured as difference of performance between these two conditions. In order to avoid such a confound Rogers and Monsell (1995) presented two tasks in an alternating-run, for example a letter (L) and digit (D) categorization (LDLDLDLD…). This method allowed computation of switch cost as a differential performance between switch and repeat trials. Each task yields a specific rule. Switching requires an activation of the relevant task-rule and inhibition of the task-rule which is no more relevant on the current trial (Mayr & Keele, 2000; Meiran, 1996). Cortical network of frontal and parietal areas are strongly activated during task switching, thus advance preparation benefits are rather prominent on switch trials (Ruge et al., 2005). By varying the interval between cue and stimulus, one can measure the time utilized by cognitive system for an active preparation of the upcoming task. Switch cost is decreased with long cue-stimulus intervals (CSI), for

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example when switching between a digit and a letter task, reaction times (RTs) on switch and repeat trials speeded up from short (150 ms) to long (600 ms) CSI (Rogers & Monsell, 1995; Nicholson et al., 2005). To date, it is unclear whether advance preparation can modulate switching ability between different pairs of face categorization tasks. Therefore, we selected faces as experimental stimuli. We manipulated CSI (Experiments 1-3) to dissociate the time taken to prepare for the upcoming task from the switch costs. The cue preceded the stimulus at various time intervals to examine the advance preparation effects. We hypothesized that a reduction in switch cost would arise with long CSI.

II. Experiment 1: Gender-Occupation Task Switching

a) Method

i. Participants

24 postgraduate students (8 female and 16 male, ages 21-25 years, mean 23.37 years) took part exclusively in experiment 1.

ii. Materials and displays

The stimuli were 16 faces in color bitmap images (standardized to 300 × 300 pixels & matched subjectively for luminance and contrast) of 8 famous singers and actors which depicted happy and neutral facial emotional expression. Half of the images were of women. The 8 photos of singers comprised Robbie Williams, Paul McCartney, Britney Spears, Madonna, while 8 photos of actors included Daniel Radcliffe, Rowan Atkinson, Kate Winslet, and Elizabeth Taylor. The tasks included gender (G) and occupation (O) categorization. These stimuli were embedded in Rogers and Monsell's (1995) alternating-run task switching paradigm (GOGOGOGO…). The experiment was designed in E-prime software (Schneider, Eschman, & Zuccolotto, 2002, version 1.2). The CSI was set to 150, 700, 1000 ms presented randomly throughout the experiment. The order of the CSI and tasks were completely counterbalanced across participants. Each trial consisted of a fixation (+) displayed for 1000 ms, followed by the colored screen (black screen as a cue to gender and blue screen as a cue to occupation categorization), then the face appeared in center of the screen. A manual response was made to the face by pressing keys on the key board: 1=male, 2=female, 3=actor, 4=singer. The stimuli were presented on a 14 inch laptop and remained on the screen until the response was made. Participants were presented with 241 trials experimental trials.

iii. Procedure

Upon arrival in the experimental room, participants were given an informed consent form to review and sign. Upon consent, they were given a description of the procedure. Next, s/he was seated before the laptop at a comfortable viewing distance. Participants were told that this was a reaction time experiment and they must engage actively in preparation for the upcoming task as signaled by the colored screen. They were instructed to respond to the faces by pressing the fixed keys on keyboard as quickly as possible without sacrificing accuracy. On each trial, participants were presented with a face and they were required to judge gender or occupation of the face in 241 experimental trials of the gender and occupation task. Following the experiment, the results were saved and participants were debriefed and thanked for their participation.

b) Results

Response times (RTs) for the first trial were discarded because no task switch took place, then outliers were removed and RTs were excluded above 2.5 standard deviations from each participants' mean. Mean RTs were submitted to a repeated measures analysis of variance (ANOVA) with trial (switch vs. repeat) x task (gender vs. occupation) x CSI (150 vs. 700 vs. 1000 ms) as within subject factors. The main effect of trial was significant $F_{(1, 23)} = 148.12$, $p < 0.001$, MSE=163641.73, $\eta p2 = .86$. RTs were slower on switch than on repeat trials (M=1436 vs. 856 ms). There was a reliable main effect of the task $F_{(1, 23)} = 101.00$, $p < 0.001$, MSE=16480.47, $\eta p2 = .81$. RTs were faster on gender than the occupation task (M=1070 vs. 1222 ms). Main effect of CSI was significant $F_{(2, 23)} = 36.00$, $p < 0.001$, MSE=260309.46, $\eta p2 = .60$, CSI 150 ms M= 1396 ms, CSI 700 ms M= 1061 ms, CSI 1000 ms M= 981 ms. There was a significant interaction between Trial x CSI $F_{(2, 23)} = 9.20$, $p < 0.001$, MSE=68031.51, $\eta p2 = .28$. Switch cost decreased with larger CSI (CSI 150 ms M= 707 ms, CSI 700 ms M= 548 ms, CSI 1000 ms M= 485 ms). There was a significant interaction between Trial x Task $F_{(1, 23)} = 23.00$, $p < 0.001$, MSE=5251.37, $\eta p2 = .49$. The switch cost for occupation was larger than the gender task $t_{(23)} = 4.79$, $p < 0.001$, M=621 vs. 539 ms. The interactions between Task x CSI [$F_{(2, 23)} = .85$, $p = .43$, MSE=6380.20, $\eta p2 = .03$] and Task x CSI x Trial [$F_{(2, 23)} = 1.13$, $p = .33$, MSE=8591.84, $\eta p2 = .04$, Fig.1] were not reliable.

c) Errors

Errors for the first trial were discarded because no task switch took place, then mean errors were submitted to a repeated measures analysis of variance (ANOVA) with trial (switch vs. repeat) x task (gender vs. occupation) x CSI (150 vs. 700 vs. 1000 ms) as within subject factors. The main effect of trial was significant $F_{(1, 23)} = 25.48$, $p < 0.001$, MSE=.03, $\eta p2 = .52$. Errors were higher on repeat than on switch trials (M=.07 vs. 06). There was a reliable main effect of the task $F_{(1, 23)}$

=48.05, p<0.001, MSE=.001, ηp2=.67, occupation M= .11 vs. gender M= .02. Main effect of CSI was not reliable F (2, 23) =3.00, p=.06, MSE=.01, ηp2=.11, 150 ms (M= .06), 700 ms (M=.08), 1000 ms (M=.05). None of the interactions were reliable: Task x Trial x CSI F (2, 23) =0.48, p=.62, MSE=.001, ηp2=.02; Trial x CSI F (2, 23) =0.24, p=.78, MSE=.001, ηp2=.01; Task x CSI F (2, 23) =3.00, p=.08, MSE=.001, ηp2=.10; Task x Trial F (2, 23) =1.52, p=.23, MSE=.00, ηp2=.06.

III. Experiment 2: Gender and Emotion Task Switching

a) Method

i. Participants

24 postgraduate students (13 female and 11 male, ages 22-25 years, M= 23.08 years) took part solely in experiment 2.

Materials, displays, procedure and analysis were same as Experiment 1 except the tasks were explained as emotion (happy/neutral) and gender (male/female). A manual response was made to the face by pressing keys on the key board: 1=male, 2=female, 3=happy, 4=neutral.

b) Results

i. Reaction Times

Mean RTs were submitted to ANOVA with trial (switch vs. repeat) x task (emotion vs. gender) x CSI (150 vs. 700 vs. 1000 ms) as within subject factors. The main effect of trial was significant F (1, 23) =144.00, p<0.001, MSE=22478.86, ηp2=.86, switch (M=969 ms) repeat (M=757 ms). There was a reliable main effect of the task F (1, 23) =24.06, p<0.001, MSE=2420.06, ηp2=.51. RTs were faster on emotion than the gender task (M=849 vs. 877 ms). Main effect of CSI was significant F (2, 23) =34.51, p<0.001, MSE=23943.14, ηp2=.60, CSI 150 ms M= 955 ms, CSI 700 ms M= 864 ms, CSI 1000 ms= 770 ms). There was a significant interaction between Trial x CSI F (2, 23) =6.36, p<0.01, MSE=16483.27, ηp2=.21 (CSI 150 ms M= 260 ms, CSI 700 ms M= 208 ms, CSI 1000 ms M= 167 ms). There was a significant interaction between Trial x Task F (1, 23) =6.78, p<0.05, MSE=2155.20, ηp2=.22. The switch cost for gender task was larger than for the emotion task (M=226 vs. 198 ms; t (23) = 2.60, p<0.05). The interaction between Task x CSI was not reliable F (2, 23) =.08, p=.92, MSE=2111.55, ηp2=.00. Similarly, the higher order interaction between Trial x Task x CSI was not significant [F (2, 23) =.45, p=.63, MSE=5441.76, ηp2=.01, Fig.2].

c) Errors

Mean errors were submitted to ANOVA with trial (switch vs. repeat) x task (emotion vs. gender) x CSI (150 vs. 700 vs. 1000 ms) as within subject factors. None of the main effects was reliable: trial F (1, 23)

=0.54, p=.46, MSE=.04, ηp2=.03, switch (M= .12) repeat (M= .09); task F (1, 23) =0.42, p=.51, MSE=.00, ηp2=.01, emotion (M= .10) gender (M= .11); CSI F (2, 23) =0.47, p=.62, MSE=.00, ηp2=.02, 150 (M= .13), 700 (M= .10), 1000 (M= .09). Interactions were not significant: task x trial F (1, 23) =0.98, p=.33, MSE=.00, ηp2=.04; task x CSI F (2, 23) =0.93, p=.39, MSE=.00, ηp2=.03; trial x CSI F (2, 23) =0.03, p=.96, MSE=.00, ηp2=.00; trial x task x CSI F (2, 23) =0.30, p=.74, MSE=.00, ηp2=.01.

IV. Experiment 3: Occupation and Emotion Task Switching

a) Method

i. Participants

24 postgraduate students (ages 22-25 years, M= 23.54 years) took part exclusively in experiment 3. Materials, displays, procedure and analysis were same as Experiment 1 except the tasks were explained as emotion (happy/neutral) and occupation (actor/singer). A manual response was made to the face by pressing keys on the key board: 1=actor, 2=singer, 3=happy, 4=neutral.

b) Results

i. Reaction Times

Mean RTs were submitted to ANOVA with trial (switch vs. repeat) x task (emotion vs. occupation) x CSI (150 vs. 700 vs. 1000 ms) as within subject factors. The main effect of trial was significant F (1, 23) =240.50, p<0.001, MSE=81405.36, ηp2=.91. RTs were slower on switch (M=1268 ms) than on repeat (M=747 ms) trials. There was a reliable main effect of the task F (1, 23) =147.40, p<0.001, MSE=15379.02, ηp2=.86. RTs were faster on emotion than the occupation task (M=919 vs. 1096 ms respectively). Main effect of CSI was significant F (2, 23) =35.47, p<0.001, MSE=173889.53, ηp2=.60. RTs were faster with long CSI (CSI 150 ms M= 1199 ms, CSI 700 ms M= 978 ms, CSI 1000 ms M= 845 ms). There was a significant interaction between Trial x CSI F (2, 23) =15.81 p<0.001, MSE=40886.99, ηp2=.40, CSI 150 ms M= 637 ms, CSI 700 ms M= 521 ms, CSI 1000 ms M=405 ms]. There was significant interaction between Trial x Task F (1, 23) =6.37, p<0.05, MSE=6008.25, ηp2=.21. The switch cost for occupation was larger than the emotion task t (23) = 2.52, p<0.05, M= 544 vs. M=498 ms respectively. The interaction between Task x CSI was not reliable F (2, 23) =1.60, p=.21, MSE=14754.08, ηp2=.06. The higher order interaction between Trial x Task x CSI was not reliable F (2, 23) =1.11, p=.33, MSE=7559.61, ηp2=.04, Fig.3.

c) Errors

Mean errors were submitted to ANOVA with trial (switch vs. repeat) x task (emotion vs. occupation) x CSI

(150 vs. 700 vs. 1000 ms) as within subject factors. The main effect of the task was significant $F_{(1, 23)} = 23.00$, $p<0.001$, MSE=.07, $\eta p2=.49$. Errors were higher on occupation than the emotion task (M=.06 vs. .03). The main effect of trial was not reliable $F_{(1, 23)} = 1.28$, $p=.26$, MSE=.01, $\eta p2=.05$, switch (M=.04) repeat (M=.05). Main effect of CSI was not significant $F_{(2, 23)} = 1.41$, $p=.25$, MSE=.00, $\eta p2=.05$, (CSI 150 ms M= .04, CSI 700 ms M= .06, CSI 1000 ms M= .04). None of the interactions were significant Task x Trial $F_{(1, 23)} = .09$, $p=.75$, MSE=.00, $\eta p2=.00$; Task x CSI $F_{(2, 23)} = 1.05$, $p=.35$, MSE=.00, $\eta p2=.04$; Trial x CSI $F_{(2, 23)} = 1.24$, $p=.29$, MSE=.00, $\eta p2=.05$; Task x Trial x CSI $F_{(2, 23)} = 2.00$, $p=.18$, MSE=.00, $\eta p2=.07$.

V. Discussion

This study showed an asymmetric switch costs between different face categorizations. In experiment 1, gender categorization was faster than the occupation categorization. Occupation categorization yielded larger switch costs than the gender categorization. In experiment 2, emotion categorization was faster than gender categorization. Gender categorization produced larger switch cost than the emotion categorization. In experiment 3, emotion categorization was faster than the occupation categorization. The occupation categorization had larger switch costs than the emotion categorization. These results supported the first hypothesis of the study. Emotion is processed automatically (Vuilleumier et al., 2001). It captures attention and produces rapid brain response (Whalen et al., 1998) while face gender is not categorized automatically (Quinn, Mason, & Macrae, 2009). Neuropsychological studies suggest that emotion and identity categorization depend on distinct processes (e.g., Humphreys, Donnelly, & Riddoch, 1993). Emotion categorization relies on occipital to superior temporal stream with an activation in amygdala while gender categorization involves occipital to inferotemporal stream with an active contribution of the anterior temporal regions (Haxby, Hoffman, & Gobbini, 2000). As a result switch cost is emerged, however the magnitude of the switch costs differ across different pairings of face categorizations. The task-set of the difficult task takes longer to be configured than the task-set of an easier task. Difficult task suffers in switching conditions and yield a larger switch cost.

The switch cost was reduced with larger CSI. Our results supported the second hypothesis of the study. These findings are consistent with previous studies (Kiesel et al., 2010) demonstrating that sufficient preparation results in shorter switch costs. However, it is important to note here that the preparatory mechanism operates equally across emotion and non-emotion attribute of the faces, therefore emotional expressions of the faces are not special beneficiaries of this

mechanism. These results have implications for understanding of pathological behaviour, as for example, task switching is difficult in patients following frontal lobe damage (Stablum et al., 2000). The present work demonstrated that executive control in task switching can be improved with sufficient preparation. This has implications for training more generally and specifically for individuals with executive dysfunctions and prosopagnosia.

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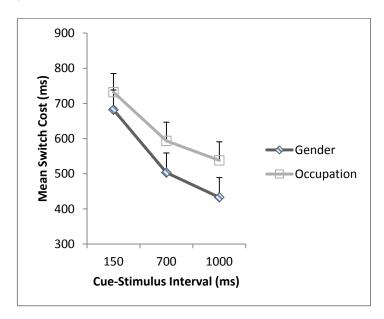
Figure 1 : Mean switch costs for the gender and occupation tasks with cue-stimulus intervals.

Figure 2 : Mean switch costs for the emotion and gender task with cue-stimulus intervals.

Figure 3 : Mean switch costs for the emotion and occupation tasks with cue-stimulus intervals.

Resilience and Quality of Life in Caregivers of Schizophrenia and Bipolar Disorder Patients

By Ms. Aakriti Jain & Dr. Dweep Chand Singh

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Abstract- The present study was designed to explore the resilience amongst caregivers of individuals diagnosed with schizophrenia and bipolar disorder and also to examine whether resilience affects an individual's quality of life. For this purpose, a sample of 50 caregivers (25 from each group) residing with the patients, aged between 20-70 years was selected from psychiatry department of hospitals, and organizations and clinics dealing with the mentally ill persons located in Delhi / National Capital Region, India. Two standardized instruments, World Health Organization Quality of Life – BREF and the Connor-Davidson Resilience Scale were used for the study. Results indicated resilience to be same in both the groups of caregivers, i.e., there was no significant difference between resilience in caregivers of schizophrenic patients and bipolar disorder patients. There was a significant correlation between the quality of life and resilience in caregivers of individuals diagnosed with schizophrenia and bipolar disorder. The present study, however, did not to compare the obtained results with a normal group of individuals to see if and how their quality of life and resilience differ from that of caregivers. The implication of this would be to work on a rehabilitation program that would focus on improving the financial factor and entertainment aspect of caregivers that would eventually maintain a good quality of life and in turn enhance their coping skills and resilience as well.

Keywords: resilience, quality of life, caregivers, schizophrenia, bipolar disorder.

GJHSS-A Classification : FOR Code: 380199p, 179999

RESILIENCEANDQUALITYOFLIFEINCAREGIVERSOFSCHIZOPHRENIAANDBIPOLARDISORDERPATIENTS

Strictly as per the compliance and regulations of:

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Ms. Aakriti Jain [α] & Dr. Dweep Chand Singh[σ]

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I. Introduction

Since time immemorial, mental disorders have affected the lives of individuals all over the world. Their treatment, cure and care have been of concern for the patient themselves, and also their caregivers, society and government. Humans live in a family setup and when one falls ill, it is the family members who are automatically assigned to take care of the patient during his illness. Additionally, as a result of de-institutionalization and the increasing shift of psychiatric care to the community, the role of family caregivers has gained importance (Kaushik and Bhatia, 2013). Hence, the responsibilities of the caregivers increase tremendously as they have to take care of the patient's medical, financial and social needs along with

their own personal needs. They, as family members feel a lot of burden and stress in managing the individual diagnosed with the disorder. There have been various studies to see the caregiver's burden and the resultant decrement in their resilience and quality of life (Marsh, Kersel, Havill, & Sleigh, 1998; Burt et al, 2004; Saarni, 2010). Social support has been identified as possibly mediating the burden response (Brooks, Campsie, Symington, Beattie, & McKinlay 1987). Talsma (1995), in a cross-sectional study evaluated the theoretical model of resilience. She suggested that chronic strain was a risk factor that had a detrimental effect on an individual's resilience. Also, it was found that social support and behavioural ways such as physical activities mediated the impact of chronic strain. In India, Gururaj, Math, Reddy, and Chandrashekhar's study (2008) highlighted that the family and economic burden were significantly higher in people with schizophrenia as compared to other mental disorders. Kaushik and Bhatia (2013) conducted a study on the burden and quality of life in spouses of patients with schizophrenia and bipolar disorder. The results indicated significant effects of gender and family type on spousal burden. The quality of life of spouses of people with mental illness proved to be somewhat lower than that of the general population. These studies provide us with insight into the caregiver's issues, however, there aren't enough researches examining Quality of life of and Resilience among caregivers of individuals diagnosed with psychotic illnesses such as schizophrenia and Bipolar Disorder. Moreover, a combination comparing these two variables (QOL and resilience) together and how it has an impact on the caregivers has not been attempted. Thus, the present research was undertaken to explore these aspects.

II. Method

The aim of the study was to explore the resilience amongst caregivers of individuals diagnosed with schizophrenia and bipolar disorder and also to examine whether resilience affects an individual's quality of life.

a) Sample

Purposive sample consisted of 50 caregivers (25 family members of Schizophrenic patients and 25 family members of patients diagnosed with Bipolar Disorder as per the ICD-10 diagnostic criteria (WHO,

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1992/2007)). The data were collected from psychiatry department of hospitals, and organizations and clinics treating the mentally ill persons, located in Delhi / National Capital Region, India. Age range of participants was between 20-70 years of age and they were residing with the patient in the same household.

b) Design

The study used two groups between subject research designs wherein the two groups were caregivers of both the disorders.

c) Tools

The procedure for administering the research included taking their informed consent to be a participant in the study. Once they agreed, personal details and responses to questionnaires were obtained in an individual interview setting. The tools used were two standardized instruments: Connor Davidson Resilience Scale (CD-RISC) (Connor & Davidson, 2003) to measure the level of resilience in the caregivers and the World Health Organization Quality of Life – BREF (WHOQOL-BREF) (WHO, 1996) to assess the subjective perception of their quality of life.

III. RESULTS

Fifty caregivers divided either as male and female, or their service to the groups of the mentally ill (schizophrenia and bipolar disorder). Groups were comparable (no significant difference between groups). Pertaining to the difference in resilience of the two groups of caregivers, the resilience was found to be almost same in both the groups of caregivers (Schizophrenia and Bipolar Disorder) (Table no. 1).

Table 1 : Resilience in caregivers of Schizophrenia and Bipolar Disorder (N = 50)

Resilience					
Caregivers of Schizophrenia n = 25		Caregivers of Bipolar disorder n = 25		t	p
Mean	SD	Mean	SD		
70.80	11.96	65.08	16.64	1.40	0.17

Correlation was significant (r = 0.55, p = 0.01) between quality of life and resilience amongst caregivers of schizophrenia and bipolar disorder patients (Table no. 2). It seems that Quality of Life enhances resilience of the caregivers of mentally ill people or vice-versa. However, we cannot determine a cause and effect relationship between the two variables, i.e., quality of life and resilience.

Table 2 : Quality of Life and Resilience of caregivers of individuals with Schizophrenia and Bipolar Disorder (N = 50)

All Caregivers of individuals diagnosed with Schizophrenia and Bipolar Disorder					
Quality of life, n = 50		Resilience, n = 50		r	p
Mean	SD	Mean	SD		
98.28	15.30	67.94	14.62	0.55	0.01

IV. DISCUSSION

Resilience of caregivers of individuals with schizophrenia was not significantly different from that of caregivers of individuals with bipolar disorder (t = 1.40, p = 0.17). Family members who reside with individuals diagnosed with a mental disorder, both schizophrenia and bipolar disorder being put on the same pedestal, face caring problems and stigma. Thus, the quality of life in caregivers of the two groups remains relatively similar. Additionally, both schizophrenia and bipolar are relatively chronic in nature of progress, consequently it may reduce the perceived stress on their caregivers over time as they may adjust to the behaviour patterns and changes in the patients over the years, perhaps becoming more resilient individuals as a result of habituation.

Correlation between Quality of life and resilience of caregivers of both the groups can be explained in terms of the common factors shared. Both quality of life and resilience are complex concepts influencing and influenced by multi-dimensions in caregivers including their burden, stress level, personality characteristics, family environment, social adjustment, and availability of economic resources as summarized from the following studies on the two variables. Results of the study conducted by Urizar, Maldonado & Castillo (2009) suggested that the caregiver's QOL was negatively influenced by emotional, physical and economic suffering as a result of a number of unfulfilled needs such as lack of spare time, restitution of patient functioning in family and social roles among other factors. Decreased QOL may be associated with burden on caregivers, lack of social support, and course of the disease and family relationships problems. In addition, QOL is said to be affected by caregivers' economic burden in developing countries. Awadalla, Ohaeri, Salih & Tawfiq (2005) found that the caregivers' inner strengths, extended family support, positive

appreciation of the patients are resources for enhancing the caregiver roles.

As far as resilience is concerned, support from friends and family has been found to be helpful in reducing or controlling the inconvenience caused to the caregivers (Brooks et. al., 1987). Families are automatically secluded from social support systems, just like patients themselves. In order to have good family adaptation, it is immensely important to have friends to provide encouragement and support that will help to enhance resilience (Kosciulek and Pichette, 1996). The well-being of caregivers was found to be predisposed by awareness of their situation; opinions of the family's adaptability; individuals' view of themselves as caregiver; good health; and a good bond with the care-recipient (Berg-Weger, Rubio & Tebb 2001). Thus, from the above discussion it can be said that resilience and quality of life in caregivers affect each other.

V. CONCLUSIONS

To summarize it can be stated this study has added to the understanding of the level of resilience in caregivers of different chronic mental disorders and the relationship between resilience and QOL of caregivers of psychiatric patients. In short:

1. Quality of life and resilience of caregivers of individuals with schizophrenia and bipolar disorder seem to be related with each other.
2. Resilience appears to be same in both the groups of caregivers, i.e., there was no significant difference between resilience in caregivers of Schizophrenic patients and Bipolar Disorder patients.

VI. IMPLICATIONS

When chronic patients are taken care of in a formal set up like hospitals, clinics, nursing homes or NGO's, along with the consultation for medical purposes and welfare of the patient, focus may also be put on improving the quality of life and resilience of caregivers so that their coping with the continuing stress can be handled in a better manner. Although, it was not analyzed, most of the participants (caregivers) expressed the view that they experienced financial constraints in looking after their wards, and that they did not get leisure time for themselves. In order to provide aid to the caregivers, certain entertainment and learning skills can be imparted. These would include providing social support and interaction via recreational activities such as a picnic, etc and at the same time teaching skills to the caregivers to improve their monetary funds. The basic idea, may be thought of now is a rehabilitation program not just for the patients, but the caregivers as well so that their quality of life is improved and consequently their coping skills and resilience becomes better.

VII. LIMITATION

A drawback of the present study is that it did not compare the Quality of life and resilience of the caregivers of both the groups (schizophrenics and bipolar disorder patients) with that of the general population.

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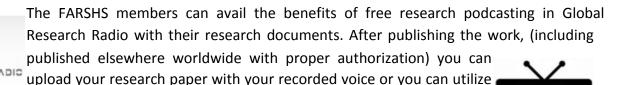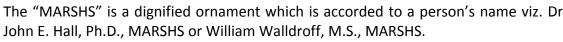
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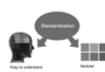
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"
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4. Manuscript's Category,

5. Structure and Format of Manuscript,

6. After Acceptance.

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20. Use good quality grammar: Always use a good quality grammar and use words that will throw positive impact on evaluator. Use of good quality grammar does not mean to use tough words, that for each word the evaluator has to go through dictionary. Do not start sentence with a conjunction. Do not fragment sentences. Eliminate one-word sentences. Ignore passive voice. Do not ever use a big word when a diminutive one would suffice. Verbs have to be in agreement with their subjects. Prepositions are not expressions to finish sentences with. It is incorrect to ever divide an infinitive. Avoid clichés like the disease. Also, always shun irritating alliteration. Use language that is simple and straight forward. put together a neat summary.

21. 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 to your topic. You may also maintain your arguments with records.

22. Never start in last minute: Always start at right time and give enough time to research work. Leaving everything to the last minute will degrade your paper and spoil your work.

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

24. Never copy others' work: Never copy others' work and give it your name because if evaluator has seen it anywhere you will be in trouble.

25. Take proper rest and food: No matter how many hours you spend for your research activity, if you are not taking care of your health then all your efforts will be in vain. For a quality research, study is must, and this can be done by taking proper rest and food.

26. Go for seminars: Attend seminars if the topic is relevant to your research area. Utilize all your resources.

27. Refresh your mind after intervals: Try to give rest to your mind by listening to soft music or by sleeping in intervals. This will also improve your memory.

28. Make colleagues: Always try to make colleagues. No matter how sharper or intelligent you are, if you make colleagues you can have several ideas, which will be helpful for your research.

29. Think technically: Always think technically. If anything happens, then search its reasons, its benefits, and demerits.

30. Think and then print: When you will go to print your paper, notice that tables are not be split, headings are not detached from their descriptions, and page sequence is maintained.

31. Adding unnecessary information: Do not add unnecessary information, like, I have used MS Excel to draw graph. Do not add irrelevant and inappropriate material. These all will create superfluous. Foreign terminology and phrases are not apropos. One should NEVER take a broad view. Analogy in script is like feathers on a snake. Not at all use a large word when a very small one would be sufficient. Use words properly, regardless of how others use them. Remove quotations. Puns are for kids, not grunt readers. Amplification is a billion times of inferior quality than sarcasm.

32. Never oversimplify everything: To add material in your research paper, never go for oversimplification. This will definitely irritate the evaluator. Be more or less specific. Also too, by no means, ever use rhythmic redundancies. Contractions aren't essential and shouldn't be there used. Comparisons are as terrible as clichés. Give up ampersands and abbreviations, and so on. Remove commas, that are, not necessary. Parenthetical words however should be together with this in commas. Understatement is all the time the complete best way to put onward earth-shaking thoughts. Give a detailed literary review.

33. Report concluded results: Use concluded results. From raw data, filter the results and then conclude your studies based on measurements and observations taken. Significant figures and appropriate number of decimal places should be used. Parenthetical remarks are prohibitive. Proofread carefully at final stage. In the end give outline to your arguments. Spot out perspectives of further study of this subject. Justify your conclusion by at the bottom of them with sufficient justifications and examples.

34. After 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 to 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 in your research.

INFORMAL GUIDELINES OF RESEARCH PAPER WRITING

Key points to remember:

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

Final Points:

A purpose of organizing a research paper is to let people to interpret your effort selectively. The journal requires the following sections, submitted in the order listed, each section to start on a new page.

The introduction will be compiled from reference matter and will reflect the design processes or outline of basis that direct you to make study. As you will carry out the process of study, the method and process section will be constructed as like that. The result segment will show related statistics in nearly sequential order and will direct the reviewers next to the similar intellectual paths throughout the data that you took to carry out your study. The discussion section will provide understanding of the data and projections as to the implication of the results. The use of good quality references all through the paper will give the effort trustworthiness by representing an alertness of 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 the 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 evade

- Insertion a title at the foot of a page with the subsequent text on the next page
- Separating a table/chart or figure - impound each figure/table to a single page
- Submitting a manuscript with pages out of sequence

In every sections of your document

· Use standard writing style including articles ("a", "the," etc.)

· Keep on paying attention on the research topic of the paper

· Use paragraphs to split each significant point (excluding for the abstract)

· Align the primary line of each section

· Present your points in sound order

· Use present tense to report well accepted

· Use past tense to describe specific results

· Shun familiar wording, don't address the reviewer directly, and don't use slang, slang language, or superlatives

· Shun use of extra pictures - include only those figures essential to presenting results

Title Page:

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

Abstract:

The summary should be two hundred words or less. It should briefly and clearly explain the key findings reported in the manuscript--must have precise statistics. It should not have abnormal acronyms or abbreviations. It should be logical in itself. Shun citing 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 approach 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. Yet, use comprehensive sentences and do not let go readability for briefness. You can maintain it succinct by phrasing sentences so that they provide more than 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 maintain the initial two items to no more than one ruling each.

- Reason of the study - theory, overall issue, purpose
- Fundamental goal
- To the point depiction of the research
- Consequences, including <u>definite statistics</u> - if the consequences are quantitative in nature, account quantitative data; results of any numerical analysis should be reported
- Significant conclusions or questions that track from the research(es)

Approach:

- Single section, and succinct
- As a outline of job done, it is always written in past tense
- A conceptual should situate on its own, and not submit to any other part of the paper such as a form or table
- Center on shortening results - bound background information to a verdict or two, if completely necessary
- What you account in an conceptual must be regular with what you reported in the manuscript
- Exact spelling, clearness 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 to comprehend and calculate the purpose of your study without having to submit to other works. The basis for the study should be offered. Give most important references but shun difficult to make a comprehensive appraisal of the topic. In the introduction, describe the problem visibly. If the problem is not acknowledged in a logical, reasonable way, the reviewer will have no attention in your result. Speak in common terms about techniques used to explain the problem, if needed, but do not present any particulars about the protocols here. Following approach can create a valuable beginning:

- Explain the value (significance) of the study
- Shield the model - why did you employ this particular system or method? What is its compensation? You strength remark on its appropriateness from a abstract point of vision as well as point out sensible reasons for using it.
- Present a justification. Status your particular theory (es) or aim(s), and describe the logic that led you to choose them.
- Very for a short time explain the tentative propose and how it skilled 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 with every section. If you make the four points listed above, you will need a least of four paragraphs.

- Present surroundings information only as desirable in order hold up a situation. The reviewer does not desire to read the whole thing you know about a topic.
- Shape the theory/purpose 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 sound written Procedures segment allows a capable scientist to replacement 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 for the least amount of information that would permit another capable scientist to spare 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 object, mention the specific item describing a way but draw the basic principle while stating the situation. The purpose is to text 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:

- Explain materials individually only if the study is so complex that it saves liberty this way.
- Embrace particular materials, and any tools or provisions that are not frequently found in laboratories.
- Do not take in frequently found.
- If use of a definite type of tools.
- Materials may be reported in a part section or else they may be recognized along with your measures.

Methods:

- Report the method (not 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 - details how procedures were completed not how they were exclusively performed on a particular day.
- If well known procedures were used, account the procedure by name, possibly with reference, and that's all.

Approach:

- It is embarrassed or not possible to use vigorous voice when documenting methods with no using first person, which would focus the reviewer's interest on the researcher rather than the job. As a result when script up the methods most authors use third person passive voice.
- Use standard style in this and in 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 a 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. Carry on to be to the point, by means of statistics and tables, if suitable, to present consequences most efficiently.You must obviously differentiate material that would usually be incorporated in a study editorial from any unprocessed data or additional appendix matter that would not be available. In fact, such matter should not be submitted at all except requested by the instructor.

Content

- Sum up your conclusion in text and demonstrate them, if suitable, with figures and tables.
- In manuscript, explain each of your consequences, point the reader to remarks that are most appropriate.
- Present a background, such as by describing the question that was addressed by creation an exacting study.
- Explain results of control experiments and comprise 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 in manuscript form.

What to stay away from

- Do not discuss or infer your outcome, report surroundings information, or try to explain anything.
- Not at all, take in raw data or intermediate calculations in a research manuscript.

- Do not present the similar data more than once.
- Manuscript should complement any figures or tables, not duplicate the identical information.
- Never confuse figures with tables - there is a difference.

Approach

- As forever, use past tense when you submit to 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 part.

Figures and tables

- If you put figures and tables at the end of the details, make certain that they are visibly distinguished from any attach appendix materials, such as raw facts
- Despite of position, each figure must be numbered one after the other and complete with subtitle
- In spite of position, each table must be titled, numbered one after the other and complete with heading
- All figure and table must be adequately complete that it could situate on its own, divide from text

Discussion:

The Discussion is expected the trickiest segment to write and describe. A lot of papers submitted for journal are discarded based on problems with the Discussion. There is no head of state for how long a 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 implication of the study. The purpose here is to offer an understanding of your results and hold up for all of your conclusions, using facts from your research and generally accepted information, if suitable. The implication of result should be visibly 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 with prospect, and let it drop at that.

- Make a decision if each premise is supported, 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 the experiment might be personalized to accomplish a new idea.
- Give details all of your remarks as much as possible, focus on mechanisms.
- Make a decision if the tentative design sufficiently addressed the theory, and whether or not it was correctly restricted.
- Try to present substitute explanations if sensible alternatives be present.
- One 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 available information
- Submit to work done by specific persons (including you) in past tense.
- Submit to generally acknowledged facts and main beliefs in present tense.

Please carefully note down following rules and regulation before submitting your Research Paper to Global Journals Inc. (US):

Segment Draft and Final Research Paper: You have to strictly follow the template of research paper. If it is not done your paper may get rejected.

- The **major constraint** is that you must independently make all content, tables, graphs, and facts that are offered in the paper. You must write each part of the paper wholly on your own. The Peer-reviewers need to identify your own perceptive of the concepts in your own terms. NEVER extract straight from any foundation, and never rephrase someone else's analysis.

- Do not give permission to anyone else to "PROOFREAD" your manuscript.

- Methods to avoid Plagiarism is applied by us on every paper, if found guilty, you will be blacklisted by all of our collaborated research groups, your institution will be informed for this and strict legal actions will be taken immediately.)

- To guard yourself and others from possible illegal use please do not permit anyone right to use to your paper and files.

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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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