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250 USD (B/W) & 350 USD (Color)

CONTENTS OF THE ISSUE

Human Value of the Elderly in the Disposal Society

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Keywords: elderly; disposal society; human value.

GJHSS-C Classification: FOR Code: 160899

HUMANVALUEOFTHEELDERLYINTHEDISPOSALSOCIETY

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Human Value of the Elderly in the Disposal Society

Keite Crisóstomo Bezerra [α] & Carolina Yukari Veludo Watanabe [σ]

Abstract- This article discusses how the social transformations related to the expansion and changes of the capitalist system affect the dignity and human value of the elderly, from the economic, productive, functional, and social aspects. The theoretical approach was used to design this work, which resulted in the close relationship between the capitalist model's growth to its parasitic form and the phenomenon of social discard of the elderly population.

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I. Introdução

Da Antiguidade clássica à Idade Média, a sabedoria associava-se à velhice. A velhice era como um troféu carregado apenas por quem atingisse tal fase da vida; entretanto, a partir da modernidade, os laços que uniam conhecimento, sabedoria e a consequente valorização da velhice foram se perdendo com o tempo, à medida que o capitalismo avançou (PAULA, 2016).

Neste passo, embora as sociedades pré-industriais e sociedades não ocidentais tivessem uma forma de marcação etária como critério de diferença, foi com a modernidade que se deu relevância à institucionalização do curso da vida, período em que foram universalizadas e regulamentadas as sequências etárias, fazendo com que os projetos e anseios individuais e coletivos fossem também definidos por esta institucionalização e pelo sistema capitalista(SILVA; SILVA, 2018).

Assim, a medida em que o modelo capitalista se expandia, a velhice se tornava umproblema crescente, surgindo daí uma maior preocupação com os idosos. Então, em meados dos anos 1970, o velho passou a ser tratado como um problema social, mas não em razão da materialidade do ser humano e da mudançasbiológicas naturais à todos indivíduos, e nem muito menos em razão do crescimento demográfico dessa parcela da população (TEIXEIRA, 2018).

A experiência pessoa envelhecida passou a ser vista como um problema social a partir da noção da perda de valor de usopara o capital,vindo a ocupar de forma pejorativa o local daqueles que não são mais capazes de gerar riquezas nem de participar do processo produtivo e de consumo, razão pela qual passaram a ser tidos como humanos descartáveis para esse sistema (RAMOS, 2014).

Deste modo, o antigo laço que unia a velhice à sabedoria,ao acúmulo de experiência, ao aprendizado de vida e ao seu local de guardiões do conhecimento na sociedade, foi se desfazendo a tal ponto de se esvaziar quase que por completo a sua autonomia, fato que tem reflexo significativamente no valor humano do ser envelhecido.

Neste contexto, o problema que motivou esse artigo pode ser descrito de forma interrogativa das seguintes maneiras: na moderna sociedade do consumo, da liquidez e do descarte como o valor humano dos velhossão afetados? Qual o lugar da população idosanessa sociedade?

Esse estudo se justifica já que há o paradoxo existente entre o aumento significativo da população idosa em todo mundo, inclusive de maneira exponencial no Brasil, e a constante desvalorização como seres humanos ante as exigências do sistema capitalista moderno.

De maneira a reforçar tal paradoxo, segundo o Fundo Populacional da Organização das Nações Unidas (UNFPA, 2012), em 2012, oitocentos e dez milhões de pessoas tinham 60 anos ou mais, constituindo 11,5% da população global, tendo comoprojeção desse número o aumento de 1 bilhão em menos de dez anos e mais que o dobro até 2050, alcançando-se assim a marca de 2 bilhões de pessoas com mais de 60 anos, ou seja, 22% da população global.

Corroborando com essa estimativa de 2012, o Plano de Ação Sobre a Saúde das Pessoas Idosas, incluindo envelhecimento ativo produzido pela Organização Pan-Americana da Saúde,publicadoem julho de 2019, revela que na "próxima década, a população com mais de 60 anos na América Latina e caribenha representará pelo menos 18% da população em geral, número que atingirá quase 25% até 2050 e até 30% em vários países"(UNFPA, 2012, p.1).

E ainda, segundo o Plano de Ação sobre a Saúde das Pessoas Idosas, incluindo envelhecimento ativo e saudável para o período 2009-2018 da Organização Pan-Americana da Saúde (2019) se estima queo número de pessoas com 60 anos ou mais que irão necessitar de cuidados prolongados mais que

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triplicará nas Américas nas próximas três décadas, passando dos 8 milhões para um número aproximado de 27 a 30 milhões até 2050.

Em razão disto, o objetivo geral deste artigo é discutir questões relacionadas ao valor humano, à dignidade da pessoa humana e às mudanças trazidas no processo de consolidação do capitalismo e à consequente expansão das desigualdades sociais, com vistas à pobreza e à exclusão social do idoso na dita sociedade do descarte, principalmente com relação aos valores sociais e morais retirados dessa parcela da população pelo referido sistema.

Para atingir o objetivo geral, foram elencados os seguintes objetivos específicos: discorrer acerca da dignidade da pessoa humana e valor humano, traçar as transformações que acarretaram no estabelecimento da sociedade moderna do maciço descarte humano e, por último, a análise da pessoa idosa no contexto da sociedade do descarte humano e a problemática dos descartáveis idosos.

A abordagem utilizada é a qualitativa. Foram utilizadas a técnica da revisão bibliográfica a partir de pesquisas, estudos, livros e artigos jurídicos, sociológicos, médicos e históricos acerca dos elementos relacionados à problemática analisada com foco na pessoa idosa e sua relação com a sociedade do capital.

Como forma de embasamento para a reflexão conclusiva, este estudo foi dividido em quatro seções, em que cada uma corresponde a um objetivo específico relacionado ao problema central em análise.

Na segunda seção, são apresentadas reflexões sociológicas sobre os aspectos mais intrínsecos dos seres humanos que são a natureza, condição e dignidade da pessoa humana, e como estes são afetados quando o ser humano em idade avançada é excluído e tolhido de sua natureza social.

Na terceira seção, buscam-se estabelecer algumas das principais transformações sociais que colaboraram para a expansão do modelo capitalista e sua consolidação na forma moderna, chamada por Bauman (2010) de parasitária, bem como realizar uma breve digressão sobre fenômenos sociais da desigualdade, pobreza e exclusão social, com vistas a diferenciá-los e estabelecer ligações entre elas, de modo a situar em que ponto essas formas de marginalização de seres humanos tocam o envelhecimento.

Na quarta seção, é apresentada uma crítica às causas pelas quais o envelhecimento se tornou um problema social e fator de violações sistêmicas à dignidade da pessoa humana, bem como de quão o descarte humano é prejudicial e violento para a sociedade como um todo, buscando dessa forma deixar pontuado como o processo de consumo e produção de uma sociedade capitalista parasitária leva à criação da pilha de lixo humano, com diversas pessoas sendo tidas como descartáveis.

Por fim, na quinta seção, são feitas reflexões conclusivas acerca da problemática estabelecida nas quatro seções anteriores.

II. O Valor Humano Do Idoso

"Na memória do pensamento europeu, a velhice tem sido um recurso útil para se refletir sobre a condição humana", sendo o reconhecimento da diversidade do envelhecimento o primeiro passo para abordar o tema relativo aos valores humanos e sociais da velhice (LARANJEIRA, 2010, p.764).

O processo do envelhecimento provoca no organismo de cada ser humano diversas modificações biológicas, psicológicas e sociais, entretanto, é a partir da chamada velhice que este processo aparece de forma mais evidente e individualizado (SANTOS, 2010).

Deste modo, é certo que o envelhecer é único para cada pessoa devido às várias capacidades que compõem a pessoa humana e diametralmente afetam a chamada condição humana, de modo que o reconhecimento dessa individualidade na forma de envelhecer em cada pessoa perpassa pela compreensão destes conceitos e do que seja natureza humana.

Para Hannah Arendt (2008, p. 17-18), que tem a condição humana como algo mais que as condições nas quais a vida foi dada ao homem (natureza humana), "a condição humana não é o mesmo que a natureza humana, e a soma total das atividades e capacidades humanas que correspondem à condição humana não constitui algo que se assemelhe à natureza".

Logo, apesar de o envelhecimento ser o mais natural dos processos da vida e estar intimamente ligado à natureza humana, o envelhecer implica mudanças particulares nas capacidades dos indivíduos, as quais juntamente com os processos sociais podem afetar diretamente a condição humana e repercutir, a depender das circunstâncias, na dignidade da pessoa humana (conceitos próximos, mas distintos).

Na teoria Kantiana, a dignidade é o que distingue as pessoas dos animais e das coisas, se constituindo fins em si mesmas, para ele a "dignidade é um valor incondicionado, incomparável, para o qual só o termo respeito fornece a expressão conveniente da estima que todo ser racional lhe deve tributar. A autonomia é, pois, o princípio da dignidade da natureza humana, bem como de toda natureza racional"(KANT, 2011, p. 33).

Nesse sentido, conforme ensina Sarmento (2016, p. 35), "a autonomia, para Kant, é uma característica universal dos seres racionais capazes de descobrir e de se autodeterminar pela lei moral".

Assim, denota-se que da simples existência humana se desenvolve uma grande constelação axiológica de valores inerentes à pessoa humana, os quais estão intimamente ligados não só às singularidades de cada um, mas também à integração com a coletividade.

Esses valoresafetam diretamente quatro pontos especiais da vida humana, os quais, segundo Fernandes (1997), são o tratamento equitativo, a garantia de igualdade, o direito à autonomia, estimulando a participação social e familiar, e,por fim, e não menos importante, a preservação da dignidade humana, respeitando sua imagem, assegurando-lhe consideração nos múltiplos aspectos que garantam satisfação de viver a velhice.

Para Boff (2005), haveria mais um ponto especial da vida humana, que é a expressão social do homem, já que, segundo sua teoria, o ser humano apresenta-se como um nó de relações, o qual foi feito para voar em todas as direções, inclusive para dentro de sua interioridade, não existindo o ser humano sem as relações, razão pela qual a estrutura pessoal do ser humano reside no dar, receber e retribuir.

Assim, para o referido autor:

> Nada mais violento que impedir o ser humano de se relacionar com a natureza, com seus semelhantes, com os mais próximos e queridos, consigo mesmo e com Deus. Significa reduzi-lo a um objeto inanimado e morto. Pela participação, ele se torna responsável pelo outro e cocria continuamente o mundo, como um jogo de relações, como permanente dialogação (BOFF, 2005, p.151).

Dada a importância da expressão social e da dignidade da pessoa humana idosa é que o artigo 10 do Estatuto do Idoso prevê que: "É obrigação do Estado e da sociedade, assegurar à pessoa idosa a liberdade, o respeito e a dignidade, como pessoa humana e sujeito de direitos civis, políticos, individuais e sociais, garantidos na Constituição e nas leis" (HEBLING; RODRIGUES, 2006).

Contudo, é exatamente nesse ponto que o sistema social e econômico adotado pela maioria das nações afeta o valor humano da pessoa idosa, tendo em vista que o natural processo de envelhecimento apresenta grandes modificações sociais na vida da pessoa envelhecida, sendo as principais: as alteraçõesrelativas àfunção social, diminuição de produtividade, poder físico e econômico e, principalmente, do quanto se consome (SANTOS, 2010), as quais, a depender de como a sociedade está organizada,comprometem de forma mais ou menos intensa a sensação de autonomia e a capacidade de autodeterminação.

Nesse entorno axiológico humano e social é que as mudanças estruturais ocorridas na sociedade se desenvolveram de tal maneira a serem capazes de relativizar o valor de cada pessoa humana, tendo em vista que adignidade da pessoa humana se deslocou da simples existência para a valoração conforme a posição funcional nas sociedades de massas humanas privadas. E é exatamente"nessas massas que se encontra o idoso como excluído" (FORNASIER; LEITE, 2018, p.9).

Nota-se, assim, que a dignidade e o valor das pessoas, em especial das pessoas idosas, foi gradualmente se alterando, conforme foram se transformando também as concepções de tempo, trabalho e consciência de classe (SILVA; SILVA, 2018).

Com isso, percebe-se que a população idosa perdeu gradativamente o reconhecimento de outrora depessoa portadora de conhecimentos e sabedoria, e, portanto, digna do seu valor humano, como contribuinte por meio de seus ensinamentos e de seu tempo de vida economicamente produtivo (CEDENHO, 2014).

III. Sociedade Do Descarte Humano

A gênese do sistema capitalista se deu com a apropriação das formas econômicas já existentes, para somente depois engendrar suas formas próprias, de maneira progressiva (MAZZEO, 1995).

Entretanto, de acordo com Teixeira (2018), a partir da década de 1970 ocorreu a expansão do capital financeiro para setores nãomercantilizados, sendo este um dos marcos das transformações mais sensíveis do sistema produtivo e, consequentemente, das superestruturas ideopolítica de toda sociedade.

As naturais modificações sociais associadas aos processos de restruturação produtiva, de financeirização e de globalização, juntamente com a superestrutura político-ideológica e jurídica do Estado, rearticularam os moldes liberais, garantindo a plena expansão do capitalismo(TEIXEIRA, 2018).

Depois dos anos 1970, além da promoção de uma verdadeira metamorfose no mundo do trabalho, no Estado do Bem-Estar e no espaço urbano, se contrafez uma nova representação para a existência humana (VÉRAS; FELIX, 2016).

Na teoria arendtiana, essaEra se iniciou com a glorificação da teórica do trabalho, e resultou na transformação efetiva de toda a sociedade em uma sociedade operária (ARENDT, 2008).

Conforme argumenta Teixeira (2018), nesse cenário, qualquer pessoa que estivesse fora dessa sociedadeoperária, estaria fora da vida, excluído das condições de reprodução social; no caso do envelhecimento,do mundo público, das relações sociais, condição esta que implica na desvalorização social e humana por não contribuir para a riqueza social e para a reprodução biológica posta.

Contudo, a sociedade moderna transferiu o peso social da produção para o mercado de consumo, "as fontes de lucro do capitalismo se deslocaram ou foram deslocadas da exploração da mão de obra

operária para a exploração dos consumidores" (BAUMAN, 2010). Deste modo, o desenvolvimento do capitalismo criou processos de destruição tanto dentro como fora do âmbito do trabalho assalariado, emplacando uma dinâmica social com forte tendência de exclusão ou desconexão do sistema social de produção (SOUZA; GRILLO, 2009).

Assim, conforme Bauman (2007), a sociedade operária continuou sua mutação e evoluiu para o que ele chama de "sociedade líquida", a qual vem projetando o mundo e todos os seus fragmentos animados e inanimados como objetos de consumo, que perdem sua utilidade e, portanto, o seu poder e valor, enquanto são usados.

De forma imperativa, Baumanafirma em seu livro "Vida para o Consumo" que:

> Os membros da sociedade de consumidores são eles próprios mercadorias de consumo, e é a qualidade de ser uma mercadoria de consumo que os torna membros autênticos dessa sociedade. Tornar-se e continuar sendo uma mercadoria vendável é o mais poderoso motivo de preocupação do consumidor, mesmo em que geral latente e quase nunca consciente (BAUMAN, 2008, p. 76).

Deste modo, conforme Solange Teixeira (2006, p. 40), nessa sociedade "o ser humano só interessa enquanto força de trabalho, fonte de mais-valia e de valor, ou enquanto consumidor". O que confirma a liquidez e afirmação de Bauman (2010), que sem meias palavras, assevera que o capitalismo é um sistema parasitário, posto que nesse sistema a capacidade de durar, das coisas ou das pessoas, exige apenas que sirvam durante algum tempo para que depois sejam destruídos ou descartados de alguma forma quando se tornarem obsoletos, o que acontecerá forçosamente.

É bem por isso, que "a vida não se tornou melhor no capitalismo, mas pior, porque do conflito central do capital derivam necessariamente certos problemas que o próprio modo de produção não pode conter: a desigualdade social, em primeiro lugar, mas em seguida tudo o que dela decorre ou que ela envolve", como a exclusão social, pobreza, dominação, fome (PAULA, 2016, p. 272).

Logo, a análise e a relação dessas questões sociais decorrentes do sistema capitalista são importantes para que se entenda o real impacto desse sistema no modo de vida daqueles que não mais se mostram "úteis". Contudo, devido à complexidade de cada uma, é necessário saber reunir sem confundir e distinguir sem separar (SIQUEIRA-BATISTA; SCHRAMM, 2005).

Pois bem, quanto àconcepção de pobreza, Sen (1999) faz sua análise do fenômeno e chega à conclusão de que elanão deve se limitar ao aspecto financeiro, pois existe um argumento bom para não terminar a análise apenas com a apreciação da renda,

o de que a vida humana não se limita somente a esfera financeira.

A partir dessa concepção, o estudo do fenômeno da pobreza ampliou seu enfoque para a chamada privação relativa, que introduziu variáveis mais amplas ao conceito de pobreza existente, chamando atenção para o fato de que as pessoas sofrem privações em diversas esferas da vida, e que ser pobre não implicaria somente em privação material, mas sim da privação das capacidades básicas do indivíduo (CRESPO; GUROVITZ, 2002).

Tratando-se especificamente da população idosa, fatos como o acelerado crescimento demográfico, o cenário econômico de informalidade e o enfraquecimento do apoio familiar podem estar relacionados com o quadro de pobreza e hipervunerabilidade dessa parcela da população que vive em países em desenvolvimento (ASRI, 2019).

Quanto à desigualdade, Tedesco explica que "enquanto as desigualdades tradicionais eram fundamentalmente intercategoriais, as novas desigualdades são intracategoriais" (2002, p. 19). Posto que, foi se perdendo a homogeneidade dentro de cada categoria, produzindo-se assim no interior delas as novas desigualdades econômicas e identitárias (FERNANDES, 2000).

Assim, a nova desigualdade separa materialmente, mas unifica ideologicamente. Isso porque se caracteriza basicamente por criar uma sociedade dupla, em que se exclui reciprocamente. Mesmo todos aqueles, que embora parecidos na forma, nas ideias individualistas e nas competições, outrora são completamente desiguais em oportunidades (MARTINS, 2009). Dessa forma, "estas novas desigualdades dão origem a um especial sentimento deexclusão social" (FERNANDES, 2000).

É bem por isso que o aumento significativo da desigualdade social é um dos fenômenos mais relevantesdas transformações sociais atuais, sendo um dos fatores associados a este fenômeno as modificações ocorridas na organização do trabalho, que têm provocado o movimento de exclusão da participação no ciclo produtivo (TEDESCO, 2002).

Entretanto, apensar intimamente ligada à desigualdade social e à participação no ciclo produtivo, a exclusão social se apresenta como um processo multidimensional dinâmico, de natureza interativa (MACLEOD et al., 2017), que engloba e afeta muitos fatores tais como como:

> ... falta ou negação de recursos, direitos, bens e serviços e incapacidade de participar dos relacionamentos e atividades normais, disponíveis para a maioria das pessoas em uma sociedade, seja em áreas econômicas, sociais, culturais ou políticas. Afeta tanto a qualidade de vida dos indivíduos e a equidade e coesão da sociedade como um todo (LEVITAS et al., 2007, p. 25).

Para Gaudêncio Frigotto (2010), a noção de exclusão social se constituiu como um sintoma da materialidade que assumiu a forma capital e seu poder destrutivo no capitalismo tardio. Segundo ele nas sociedades tradicionais era realizado sob a lógica familiar, uma vez que as famílias eram distribuídas em estratos.

Contudo, com o advento da modernidade, as pessoas passaram a ser excluídas de modo muito mais paradoxal, e para além do estrato familiar (FORNASIER; LEITE, 2018).

A exclusão moderna passou a atingir diversos setores sensíveis da vida humana, ocorrendo de modo que ao não preencher ou satisfazer os requisitos e padrões estabelecidos de inclusão, o indivíduo tem o acesso a tais setores negado, havendo a partir daí um tipo de exclusão em cadeia, em que uma exclusão serve de fundamento para as demais formas de exclusão.

Para Pierre Bourdieu e Loïc Wacquan (2000), o termo exclusão passou a ser utilizado em todos os países avançados, com altos padrões, pela mídia e jornalistas de primeiro escalão sem origem aparente, sendo para eles:

[...] o produto de um imperialismo apropriadamente simbólico: onde seus efeitos são tão mais poderosos e perniciosos porque ele é veiculado não apenas pelos partidários da revolução neoliberal que, sob a capa da "modernização", entende reconstruir o mundo fazendo tábula rasa das conquistas sociais e econômicas resultantes de cem anos de lutas sociais, descritas, a partir dos novos tempos, como arcaísmos e obstáculos à nova ordem nascente, porém também por produtores culturais (pesquisadores, escritores, artistas) e militantes de esquerda que, em sua maioria, ainda se consideram progressistas. (BOURDIEU; WACQUANT, 2000 p.1)

Assim, a exclusão moderna tende a substituir a relação de exploração. Se comparados os modelos, tornam-se evidentes as distinções dos vínculos entre exploradores e explorados e incluídos e excluídos (TEDESCO, 2002), já que na exploração há uma relação necessária para que se mantenha o sistema, e, na exclusão,por outro lado, há uma cisão entre os atores sociais.

Assim, Frigotto (2010, p. 422) chega à conclusão de que "a exclusão social é uma categoria que vai sendo assumida nos embates políticos tanto para explicitar questões de gênero e etnia, como, e especialmente, para designar problemas da perda de direitos".

Dessa forma, seja num cenário global ou local, é facilmente identificado um grande e heterogêneo grupo de indivíduos que por diversas circunstâncias sofrem com os inúmeros e modernos tipos de exclusão em diversos campos da vida, a exemplo das pessoas com deficiência, das mulheres, dos desempregados,

imigrantes, perseguidos políticos, idosos e tantos outros.

Nesse panorama, Niklas Luhmann, já em 1997, revelava que para ele o pior cenário imaginável do próximo século dizia respeito a uma sociedade que terá que aceitar o metacódigo de inclusão/exclusão. Isso significaria a aceitação de que alguns seres humanos são pessoas e outros apenas indivíduos; alguns são incluídos em sistemas de função para carreiras e outros excluídos desses sistemas, permanecendo corpos que tentam sobreviver no dia seguinte; alguns são emancipados como pessoas e outros são emancipados como corpos (LUHMANN, 1997).

A pobreza, desigualdade e a exclusão social são fenômenos sociais que apresentam íntima ligação entre si e dizem respeito não somente a problemas econômicos, mas também às condições de existência, capacidades, qualidade de vida. Além disso, esses três fenômenos são indicadores do quão adoecida está a sociedade como um todo (SIQUEIRA-BATISTA; SCHRAMM, 2005).

Tal cenário de "exclusão social sob a forma de sobrantes e descartáveis é tomada como sintoma de ampliação e radicalização da desigualdade de classe e entre as classes sociais, e sinaliza uma realidade mais radical da crise da forma capital" (FRIGOTTO, 2010, p. 427).

IV. O Idoso e a Sociedade Do Descarte

No contexto da sociedade capitalista parasitária, há a identificação de uma série de excluídos. Essa exclusão pode ocorrer por questões sociais, como a incapacidade de produzir ou consumir, nacionalidade, comportamento considerado incorreto e outros por características biológicas que são consideradas socialmente pejorativas, como sexo, genética, incapacidades físicas, psíquicas e idade. Entre estes últimos encontram-se os idosos, sobre os quais muito já se comunicou – e se comunica – em diversos sistemas sociais, ao longo da história (FORNASIER; LEITE, 2018).

Quando visto pelo enfoque social, o envelhecer assume diversas posições e valores que são definidos e criados principalmente pelas construções sociais e pelos modos de produção adotados por cada sociedade.

Na civilização oriental, especialmente na China, desde a antiguidade até os dias atuais, o idoso recebeu um valor diferenciado e uma posição privilegiada. Por outro lado, na filosofia ocidental, existia uma tensão entre o idoso-excluído e o idoso-venturoso, a qual perdura também até hoje (FORNASIER; LEITE, 2018). Entretanto, ambas sofreram mudanças de perspectiva.

Nas sociedades pré-industriais e sociedadesnão ocidentais já existia a marcação etária como critério de diferença. Contudo, foi na modernidade que se deu relevância à institucionalização do curso da vida, universalizando e regulamentando as sequências etárias, fazendo com que projetos e anseios individuais e coletivos fossem também definidos por esta institucionalização e pelo sistema capitalista (SILVA; SILVA, 2018).

Conforme indicam Braga, Leite e Bahia:

(...) a partir do século XIX, na medida em que o processo de industrialização avançou, ocorreu também a exigência de mão de obra mais qualificada, a qual requeria tempo e gastos para sua preparação. Dentro desse contexto, passou-se a ser conveniente que os trabalhadores também vivessem (produtivamente) mais para recompensar os recursos gastos com a sua capacitação (BRAGA; LEITE; BAHIA, 2017, p. 432).

Dessa forma, na era industrial reforçou-se a exclusão de outrora. Eis que o velho não corresponderia a esse sistema, devido às suas capacidades e às necessidades velozes e bem calculadas da economia, razão pela qual, o avançar da idade e da expectativa de vida, proporcionadas pelo desenvolvimento científico e econômico industrial, passou a demandar um envelhecimento com maior produtividade (FORNASIER; LEITE, 2018).

Assim, os conceitos de velhice e envelhecimento foram cada vez mais atrelados aos modos de produção das sociedades, os quaispassaram a influenciar decisivamente a forma como homens e mulheres iriamenvelhecer (SILVA; SILVA, 2018).

Entretanto, essa fase da vida não era, até a consolidação do modelo capitalista, objeto de saberes. Sobre a velhice não incidia nenhum valor, nenhum discurso, nenhuma preocupação (RAMOS, 2014).

Essa sociedade capitalista que de início passou a se preocupar de forma mercantilizada com a extensão do curso da vida, sofreu diversas mutações e existe de forma hegemônica hoje com interesses e prioridades distintas daquela.

Logo, conforme leciona Solange Maria Teixeira, o envelhecimento como "problema social" não foi o resultado mecânico do crescimento do número de pessoas idosas, como tende a sugerir a noção ambígua de "envelhecimento demográfico" (TEIXEIRA, 2006, p. 29).

A problemática social da velhice foi formulada desconsiderando os fundamentos materiais da existência humana, camuflando o fato de que foi a classe trabalhadora, formada pelos homens - mercadoria, que aciona o processo produtivo, a protagonista da tragédia do fim da vida (HADDAD, 2017).

Contudo, as sociedades, desde a consolidação do modelo capitalista, passaram por diversas reformas,

o que acarretou a mudança dos paradigmas e o avanço dos novos modelos de capitalismo, chegando, segundo Bauman (2010,) em sua forma parasitária, que segundo ele:

Como todos os parasitas, pode prosperar durante certo período, desde que encontre um organismo ainda não explorado que lhe forneça alimento. Mas não pode fazer isso sem prejudicar o hospedeiro, destruindo assim, cedo ou tarde, as condições de sua prosperidade ou mesmo de sua sobrevivência (BAUMAN, 2010).

Nessa sociedade, o envelhecer passou a ser objeto de preocupaçãopelo desconforto causado ao mundo capitalista predatório e veloz; que valida e valora o indivíduo na medida em que ele é capaz de consumir, produzir e assim movimentar o progresso da máquina do capitalismo parasitário.

Dessa forma, percebe-se claramente que a sociedade capitalista parasitária é uma sociedade que tem como lógica própria a de tudo desenraizar e a todos excluir, porque tudo deve ser lançado no mercado, tudo tem que ser sinônimo ou equivalente à riqueza que circula no mercado (MARTINS, 2009).

Essa forma social expõe limites nunca antes expostos com igual magnitude e intensidade, resultado de sua forma contraditória e, por isso, destruindo, de forma devastadora, direitos constituídos ao longo, especialmente, dos últimos cem anos (FRIGOTTO, 2010).

Na era do capital, aquele que não produz, aquele que não se insere é mal visto ou deixa de ser visto – e parte do preconceito e da indiferença para com os idosos surge desta premissa arraigada cada dia mais no seio da sociedade (CEDENHO, 2014).

Assim, nessas sociedades baseadas na lógica do consumo, representadas por relações líquidas e parasitárias,nada nem ninguém pode reivindicar isenção à regra universal do descarte, tampouco ter a permissão de se tornar indesejável (BAUMAN, 2007).

Como resultado dessa sociedade cada vez mais complexa, que exige uma nova postura diante da existência, especialmente de sua duração como condição essencial para a própria sobrevivência nesse sistema parasitário, "a velhice passou a se apresentar como fenômeno não somente biológico, mas fundamentalmente social" (RAMOS, 2014, p.23).

V. Lixo Humano e a Necessidade De Ressignificação Do Valor Humano

Apesar de a população idosa ser uma crescente mundial, não há, ou deixou há muito tempo de existir, um reconhecimento da pessoa idosa como aquela portadora de sabedoria, de conhecimentos, e, portanto, digna de seu valor humano (CEDENHO, 2014).

Segundo Bauman(2008), esse movimento de retirada de valor do conhecimento acumulado pelas

pessoas envelhecidas ou nãoé um das características da sociedade líquido-moderna.

Devido à essa liquidez nas relações e à velocidade e necessidade de superconsumo, a velhice passou a ser uma fase da vida socialmente desvalorizada, negativamente representada, o que se reflete na qualidade de vida dos idosos (LARANJEIRA, 2010).

O capitalismo, por meio do controle das práticas temporais, espaciais e dos meios de produção, alocou e realocou o tempo de vida ou o tempo social, redefinido pelas necessidades reprodutivas ampliadas do capital o tempo de envelhecer, o qual passou a ser objeto de controle social, fonte de experiências negativas associadasà desvalorização (TEIXEIRA, 2006).

Em decorrência dessa construção é que "o idoso tem sua imagem associada à decadência, à perda de habilidades cognitivas e de controles físicos e emocionais, fundamentos importantes da autonomia dos sujeitos" (DA FONSECA; GONÇALVES, 2003, p. 2) estigma que resulta em outro panorama na perda da vontade de viver por parte dos idosos.

Prova disso é que, de acordo com o comunicado de imprensa do Comitê Federal de Controle e Avaliação sobre Eutanásia da Holanda, publicado em 3 de março de 2020, os números referentes aos documentos de registro examinados entre 1º de janeiro de 2019 e 31 de dezembro de 2019, revelam que 67,8% dos pacientes tinham mais de 70 anos e 39,3% tinham mais de 80 anos; já em pacientes com menos de 40 anos o percentual permaneceu limitado a 1,5% (FEDERALE OVERHEIDSDIENST, 2020).

Em razão disso, o governo holandês abriu discussões para a implementação de uma lei até o fim de 2020, que se destina a idosos com mais de 70 anos, lei essa que prevê disponibilização de uma pílula letalaos idosos que não desejam continuar vivendo e decidem encerrar sua existência. Contudo os debates, conforme site oficial do Governo do país, encontram-se suspensos por causa da pandemia do COVID-19 (MINISTERIE VAN VOLKSGEZONDHEID, 2020).

Tais acontecimentos apenas confirmam o fato de que asociedade está vivendo de forma binária, posto que existem duas humanidades numa mesma sociedade. Uma é constituída de integrados que estão incluídos no circuito reprodutivo das atividades econômicas, de produção e consumo e, a outra, se constitui numa sub-humanidade que se baseia em insuficiências e privações que se desdobram para além do fator econômico, excluídas, descartadas, párias (MARTINS, 2009).

As novas formas que assumem as relações sociais de produção e consumo do sistema capital são responsáveis pela situação de miséria absoluta de um terço da humanidade. Neste caso, há uma exclusão, também no sentido de extermínio, pela fome e endemias, cujas principais vítimas são crianças e velhos (FRIGOTTO, 2010).

Assim, aquele que não corresponde ao fluxo voraz dessa sociedade é tratado como lixo, o qual, segundo Bauman (2007), é o principal e comprovadamente mais abundante produto da sociedade líquida moderna de consumo, sendo a remoção do lixo e não ser jogado no lixo os dois maiores desafios da vida líquida, visto que num mundo repleto de consumidores e produtos, a vida flutua desconfortavelmente entre os prazeres do consumo e os horrores do desprezo da pilha de lixo.

Neste cenário, "a sociedade moderna é uma grande massa de população sobrante que tem pouco ou nenhuma chance de ser reincluída nos padrões atuais de desenvolvimento econômico" (MARTINS, 2009, p. 32). E quando analisada da perspectiva do envelhecido, Bosi é categórico ao afirmar que: "esta sociedade rejeita o velho, não oferecendo nenhuma sobrevivência a sua obra. Perdendo a força de trabalho ele já não é produtor nem reprodutor" (1994, p. 78).

Neste sentido, destaca-se o apontamento realizado por Véras e Felix (2016),os quais revelam que em 2010 quase 84% dos idosos brasileiros viviam nas cidadesnas áreas mais pobres e precárias. Fato que, segundo Fornasier e Leite "demonstra que, além de serem segregados do restante da população em razão do envelhecimento natural dos seus corpos e mentes, também o são em razão do declínio de sua condição econômica (perda da capacidade produtiva)" (2018, p. 2095).

A solução para tal problemática está longe de ser descarte de quem um dia já foi produtivo. Os seres humanos não são descartáveis, pelo contrário, são adaptáveis, resilientes e capazes de se reinventar.

O desprezo, a exclusão e o descarte atingem diversos grupos em toda sociedade, comprometendo de forma mais agressiva a existência prolongada. Dessa forma, "faz-se necessário concentrar forças e seguir adiante para promover uma cultura de paz e solidariedade, em especial aos que estão à margem" (ALMEIDA; ARONE; SANTANA, 2019, p. 47).

Nas palavras de Morin, em seu livro "A Cabeça Bem Feita", "devemos resistir ao nada. Devemos resistir às extraordinárias forças de regressão e de morte. Em todas as hipóteses devemos resistir. Frear a morte é resistir" (1999, p. 62).

Logo, para que o ser humano consiga concretizar o direito à vida plena e digna, deve socialmente permitir-se que essa vida maior seja igualmente melhor (LARANJEIRA, 2010).

A respeito desse assunto cabe o alerta de que:

A temática do desprezo nos introduz aos grandes desafios de nosso tempo: a questão da crise das populações, com fome, em situação de refúgio, em situação de rua, sem-terra, bem como a situação dos idosos, entre outras.

E também nos leva a refletir sobre a emergência da discussão sobre as diferenças e as desigualdades sociais, remetendo à ideia de direitos, na luta por dignidade e democracia (ALMEIDA; ARONE; SANTANA, 2019, p. 41).

Levando em consideração um conceito mais transdisciplinar do ser idoso, Sá (2002) aponta que o idoso é um ser de seu espaço e de seu tempo, sendo o resultado do seu processo particular de desenvolvimento e do seu curso de vida, em queele revela a expressão das suas relações e interdependências, fazendo parte de uma consciência coletiva, a qual o introjeta em seu pensar e em seu agir, descobrindo suas próprias forças e possibilidades, estabelecendo conexão com as forças dos demais, criando, assim, forças de organização e de transformação social e política.

Assim, seja qual for a ótica em que se discuta ou escreva acerca da velhice, é desejável respeitar os direitos intangíveis ou intocáveis do cidadão idoso (FERNANDES, 1997). Portanto, imperioso para isso, é uma reformulação fundamental e profunda nas responsabilidades humanas dessa sociedade líquida, dos próprios idosos e do Estado como garantidor de direitos e bem-estar social.

Contudo, essa temática demanda discussão mais ampla, ficando aberta a possibilidade de desenvolvimento do tema, sendo certo que, de toda forma, a ressignificação do valor humano, a proteção e defesa da dignidade da pessoa humana e dos direitos da personalidade devem ser prioridade para se combaterem as diretrizes estabelecidas pelo capitalismo parasitário, que descarta de forma sumária os idosos que não se enquadram nos seus modos de produção e consumo.

VI. Considerações Finais

O processo de envelhecimento ocorre de forma não linear, sendo um processo particular e individual de cada ser humano, que em sua humanidade é influenciado pelos diversos setores sensíveis da vida em que está inserido.

Contudo, na sociedade moderna do consumo, na qual o capital é quem valora a vida humana, parece existir um ponto central, uma regra estruturante, a de quetodos serão em algum momento da vida excluídos de alguma forma (BAUMAN, 2008).

A exclusão social moderna retira da pessoa humana os seus valores básicos, o que conduz à anulação da identidade humana, com a violação sistemática da dignidade humana na forma apresentada por Kant, uma vez que reduz o ser humano a um corpo produtivo ou improdutivo, ou a algo que não tem valor, retirando sua autonomia e tolhendo a amplitude de suas relações sociais.

Para os idosos, essa regra vem se aplicando de forma quase que sumária devidoà construção pejorativa de que com o avançar da idade se perde acapacidade de produzir, consumir e movimentar a riqueza dessa sociedade parasitária.

Notável se torna a percepção de que o valor humano dessa parcela da população tem sido retirado e invalidado. Estas pessoas sofrem quase que diariamente com as diversas formas de violações à sua dignidade. Para Simone de Beauvoir "essa sociedade não é apenas culpada, mas também é criminosa, pois abrigada por trás do mito da expansão e da abundância, trata os velhos como párias" (1990, p. 8).

Os envelhecidos estão marginalizados e estão junto de um grande grupo de excluídos e descartáveis, no qual se encontram também os deficientes, as mulheres, os desempregados, os refugiados e tantos outros, os quais passaram a serem considerados problemas sociais, lixos humanos.

A partir dessa percepção, Morin (1999) propõe que, se faz imperiosa uma mudança estrutural na qualse tome a consciência de que é necessário mudar o paradigma do desenvolvimento econômico para um paradigma de desenvolvimento a favor do ser humano, para, assim, a sociedade alcançar um grau mínimo de humanidade, em que sua meta principal seja o desenvolvimento das potencialidades psíquicas, espirituais, éticas, culturais e sociais.

Surge, então, a necessidade urgente de uma grande reforma, que começa primeiro no pensamento dos idosos, para que estes notem que é possível o envelhecimento com muitas possibilidades e capacidades diferentes daquelas que foram programadas e estigmatizadas.

Segundo Santos (2010), para que isto possa ocorrer,torna-se necessário se ter como princípio estruturante dessa nova forma de sociedade o viver melhor, o viver verdadeiramente, o que significaria viver com compreensão, solidariedade e compaixão.

Portanto,"cabe à sociedade assumir a defesa dos direitos dos idosos, com base numa solidariedade intergeracional consciente e sem reservas, deixando, assim, a terceira idade de ser objeto de olhares pejorativos e passando a ser respeitada" (MARGARIDA et al., 2012, p. 7).

Por último e não menos importante, necessária é a retomada do papel do Estado, que atualmente figura como preposto submisso das vontades do capital, passando a reintegrar-se àsua função de garantidor dos direitos múltiplos e necessidades humanas.

É certo que tal discussão é complexa e envolve os âmbitos de possíveis desenvolvimentos legislativos, de política pública no campo da assistência e previdência social e, ainda, de promoção da conscientização a respeito do valor humano da pessoa idosa e da interdependência de suas relações sociais com o desenvolvimento da sociedade numa

perspectiva que ultrapasse o enfoque puramente econômico, posto que, de nada adianta alcançar índices econômicos elevados, se tal corpo social nem mesmo é capaz de prover a dignidade da camada populacional que mais cresce e para a qual todos tendem a caminhar.

Entretanto, "não se trata também de negar a extrema importância da esfera econômica. A crítica se dirige à percepção unilateral da economia como única esfera da vida que merece atenção" (SOUZA; GRILLO, 2009, p. 8).

Logo, temos que, apesar da importância da economia para o bem-viver, um dos critérios pelo qual se terá de avaliar o grau de "humanidade" da sociedade é o do lugar e o papel que se reserva aos idosos na vida social, um lugar onde, quer na sociedade, quer no quotidiano, as pessoas estejam organizadas de tal modo que os idosos tenham lugar, valor e papel na vida social (LARANJEIRA, 2010).

Assim, as principais contribuições deste trabalho são a imprescindível ampliação da reflexão sobre como a pessoa idosa é afetada pela cultura de descarte imposta numa sociedade parasitária, a tentativa de dar visibilidade à realidade social enfrentada poresta parcela da população em grande ascensão, a discussão proposta a respeito do esvaziamento da autonomia e dos valores inatos a humanidade que se impõem aos envelhecidos e, por fim, a concepção de críticas construtivas e sugestões para se pensar como mudar o lugar que essa população vem ocupando.

Contudo, devido ao fato de esse estudo ser eminentemente teórico e construído por meio de lógica dedutiva,as principais limitaçõesdesta pesquisa são a análise social adstritaà construção de argumento e discussões sem aconfirmação específica em dados numéricos; bem como restrição às análises referencias.

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The Socio-Historical Background of 1 Peter in Relation to Αἰσχροκερδῶς and Κατακυριεύω form of Leadership in the Graeco-Roman Context

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Abstract- The Graeco-Roman world has an indelible mark in shaping and influencing the background of the New Testament. The style of leadership in the context was more in the form of **αἰσχροκερδῶς**'greedy'and **κατακυριεύω** 'tyranny or lording over' (1 Peter 5:2-3) motives both from its political and religious perspectives. The purpose of the study is to demonstrate how such a background of the Graeco-Roman world shape and contributes to the writing of the epistle of 1 Peter, exclusively on the aspect of leadership in the church and Christian community. The study used the socio-historical method to show the condition and struggle of the early Christian amid greedy and tranny leaders in the Graeco- Roman context. The study, therefore, seeks to supply theologians as well as church leaders or Pastors with a better understanding of leadership from a socio-historical background of the Graeco-Roman world and how that can help in reading and handling issues of leadership in the New Testament, especially the epistle of 1 Peter.

Keywords: leadership, *αἰσχροκερδῶς, κατακυριεύω,* 1 peter, graeco-roman, emperor.

GJHSS-C Classification: FOR Code: 370199

THESOCIOHISTORICALBACKGROUNDOF1PETERINRELATIONTOANDFORMOFLEADERSHIPINTHEGRAECOROMANCONTEXT

Strictly as per the compliance and regulations of:

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INTRODUCTION

This study examines the Socio-Historical context of 1 Peter in relation to leadership in the Graeco-Roman background to demonstrate how such context influences the writing of 1 Peter regarding leadership in chapter 5. The mode and motivation for Christian leadership in all spheres of life is a major point of concern in this contemporary time. Christian leadership is the heart of any meaningful society that is ready to overcome the challenges of unfaithfulness in leading God's people, class conflicts in the community, marginalised groups, and any form of moral decadence in the globe. The study begins with the methodology adopted for this paper, a brief overview of the Graeco-Roman religion, social and economic Diversities, and how it influences the writing of 1 Peter. It shows the condition and struggle of the early Christian amid greedy and tranny leaders in the Graeco-Roman context. It further discusses the impact of Roman Leadership to the Jews and Christians Community of the Graeco-Roman context that led to the issue of the Diasporas' Christians in Asia Minor. It shows how such background shape and contribute in the writing of the

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epistle of 1 Peter, especially chapter 5:2-3 on the pattern of leadership that results from αἰσχροκερδῶς (greedy or selfish) and κατακυριεύω (tyranny or lording over) in the church and society of Asia Minor.

I. METHODOLOGY

The socio-historical method was developed by Vygotsky 1896-1934 (Lloyd and Fernyhough, 1999 and Felix, 2009). Vygotsky's views were shaped by his own background and the social and intellectual context in which he lived and worked. As a psychologist and Marxist, he "believed that one could only understand human beings in the context of the socio-historical environment" (Oguz, 2007, p.4). The socio-historical method recognizes the essential relationship between the cultural, historical, and instructional settings in an environment (Oguz, 2007). By such understanding, one will have a clear grasp of the social factors, cultural and historical nature of that environment, and how it influences the way a person behaves.

Oguz explained that Vygotsky's socio-historical approach "has its roots in this perspective that emphasized the importance of cultural-historical context in which learning takes place and how that context has an impact on what was learned" (2007, p.3). Vygotsky was also well known for cultural-historical psychology (Cherry, 2018). Lloyd and Fernyhough further express that "Vygotskian psychology provides a deeper understanding of the social basis of human nature and psychology-that human needs and aspirations are satisfied in collaboration with others and that "human" development is impossible outside of human society" (1999, p.381). The environment in which a person lives influences the way he or she behaves. Adam Waude (2016) explains that the socio-historical and socio-cultural approach provides researchers and psychologists with a more informed dimensional view and understanding of the deep motivations which cause a person to behave in a particular way in life. Therefore, the socio-historical approach is adopted and use in this study to analyse, and appraise the magnitude of αἰσχροκερδῶς and κατακυριεύω form of leadership in the Graeco-Roman world at the time the epistle of 1 Peter was written and the nature of suffering the Christian community was experiencing.

II. The Religious, Political, Social, and Economic Diversities in the Graeco-Roman World

In considering the socio-historical context regarding religion, political, social, and economic in the Graeco-Roman world, the study in this section is limited to those aspects of the Graeco-Roman life and religion, which bear directly, or almost, upon the subject.

a) The Religious and Political Life

The Roman empire is marked with a lot of religious activities, of which Christianity was one of them. Ekeke (2013), and Boer (1990) confirm that the Christian church was born in the Roman Empire, where religion is fully tolerated during the reign of Emperor Tiberius. It was a big empire with "hundreds of tribes' living within her borders and also nations with ancient history than that of Rome were under its control" (Boer, 1990, p.1). The centre of the empire was the city of Rome, and unlike the other empires in the history of the church, the Roman Empire "power of government was in the hands of the emperor" (Boer, 1990, p.1). Elwell (1998) enlightens that the Roman Empire was dominated by Greek or Hellenistic culture and features. It was aptly called the Graeco-Roman world. According to Evans and Porter, the Graeco-Roman world is the "world of the Roman empire, a world that began as Rome became dominant through its conquests and acquisitions of territories and as it changed from being a republic to participate to governance by the oligarchy to governance by Emperor" (2000, p.633). Little (2019) and Lee (2018) explain that by 200 BCE, the Roman Republic had conquered Italy. In 27 BCE, the republic became an empire, which lasted for another 400 years after it had subjugated Greece, the North African coast, Asia Minor (Turkey) and Spain, much of the Middle East, modern-day France, and even the remote island of Britain until it completely surrounded the Mediterranean Sea. Such development explains how powerful and influential the empire was during the New Testament time, especially when 1 Peter was written. This aspect would further be discussed in the next section to demonstrate to the fact of Apostle Peter's recipients being considered as a dispersed community according to 1 Peter 1:1-2.

The emperor was a leader in charge of everything in the empire, and that gave him the power to control the people the way he wants. In fact, within the empire, and even beyond its confines, busy commercial life was going on. The "rich were very rich, but their position was often insecure because of demands made upon them by emperors and other officials" (Grant, 1972, p.248). The citizens had the right to work for a living, but their resources were being controlled by the powerful, especially the emperors. Furthermore, the dignity of humans being was not quite respected in the empire since one cannot have absolute authority over his/her earning. The Law in the Graeco-Roman world was predominantly the law of Rome. Evans and Porter further assert clearly that the "Roman law originated as a function of the pontiffs or priests during the period of the kings, it developed into a legal system concerned almost entirely with secular matters" (2000, p.631). Such a secular legal system signifies that the law for protecting the religious activity within the empire was not strong compared with that of the secular matters. According to Grant (1972), the religion of the Graeco-Roman world was primarily and traditionally, civic; this is to say that the gods were the ones who are recognized by the state, either the Roman state or the local city-state to the extent that the priesthoods were reserved. In most instances, for the more prominent citizens, and at Rome, the emperor himself expressed his religious function in the role of pontifex Maximus. That is the religious activities were considered in the same way as secular activities. Hurtado (1998) expounds that the tendency to amalgamate cults and gods was characteristic of the period; though to a considerable extent, it was resisted by Jews because the faithful Jews during the period always maintain and strengthen a distinction between their monotheistic devotional pattern and the polytheistic pattern of the larger Graeco-Roman society.

The Graeco-Roman world considered the Jewish religion as a foreign and non-Roman. Wilken (2003:52) articulates how the Graeco-Roman world views the Jew; they were seen as people who did not fit into Graeco-Roman society, they lived as a people apart, and claim that their religious practices had a vulgar origin. The Romans were taught to excel in law, in political sagacity, in their skill and foresight in constructing roads, in their administrative accomplishments, and tolerant rule over many disparate peoples. But their religion is cold and lifeless, lacking in emotive appeal and ritualistic (Wilken, 2003:53). Within this framework of belief, it was possible to distinguish true from false practices, the religion which fostered traditional beliefs and that which undermined the wisdom of the past. However, from the ongoing, it presupposes that both in theology and practice, the Jews in the Graeco-Roman world "demonstrate concerns for God's supremacy and uniqueness to the intensity and with solidarity that seen to go far beyond anything else previously known in the Graeco-Roman world" (Wilken, 2003, P. 52). The Jews kept the faith and enhancing their religious practices. The Jews were granted some freedom to maintain their Jewish religion in the empire despite being under the control and leadership of emperor Julius Caesar (Jeffers, 1999). The Jews were living and maintaining their religious identity in the Graeco-Roman world.

In the Graeco-Roman world, there was an extant practice of imperial worship. Livingston (2018) expounds that the worship of the emperor was one aspect of religion shared by everyone in the empire, and loyalty was given through participation in the imperial priesthood. Their major form of worship was sacrifice and prayer. The Christian faith was regarded as a distinct faith from the Jew. As a result, the Jews were allowed freely to practice their faith, but the Christians were not (Jeffers, 1999).Green (2010), Jeffers (1999), and Bediako(1992) enlighten that the Christians were seen as a newcomer and foreign religion, with no land to call its own, to the extent that the conflict was more than the encounter of different systems of thought and belief or a clash of cultures. Then adherents of the new religion clashed with Roman authorities to be sure Christians, who put their duties to God first, would not "honour the emperor as a divinity and might seem to reject the authority of the state in other spheres" (Betz, 1998, p. 10). The worship of the Emperor became a big problem for Christian who put their faith in Christ Jesus.

Consequently, according to Johnston (2004), most Christians considered the worship of the emperor as blasphemous. The refusal of the Christians to worship the emperors was taken as an "act of sedition, a capital offence" (Johnston, 2004, p. 561). Then since the Christians were not loyal to the Emperor's worship, several early emperors within the empire, including Nero, persecuted Christians, killing some and driving their worship underground (Jeffers, 1999, Gromacki, 2008 and Green, 2010). The action of Emperor Nero against the Christian was so pathetic. Keener explains that "Nero burned Christians alive as torches to light his gardens at night. He killed other Christians in equally severed ways (e.g., feeding them to wild animals for public entertainment)" (2014, p. 685). Such ugly action of Nero against the church affect believers physically, socially and economically but does not jiggle their confidence and faith in serving the Lord Jesus as Betz whispers that "the Gentile Christians remained culturally Graeco-Roman but ceased religiously being pagan polytheists" (1998, p. 10). This Gentile Christians, despite their suffering, they depend on God and hold strongly on their Christian faith. They continue serving the Lord Jesus Christ but under persecution in the hands of leaders who are bent on αἰσχροκερδῶς and κατακυριεύω leadership. The overview glanced on the identity and practices of the Graeco-Roman world gives this study a firm basis for understanding the historical significance of the epistle of 1 Peter 5:1-11 on leadership.

b) The Social and Economic Life

In view of the above, the social and economic life of the Graeco-Roman world, it can be observed that there were two categories of people. The first grouping includes the military, political leaders, and priests as the wealthy people, and the second is the common people like the poor, which includes the "widows, orphans and strangers" (Cassidy, 1978, p.110). Hagner (2012) explains that slavery was an accepted reality within the Graeco-Roman society as well as poverty, which separated the poor from the rich. The same social strata were transcended by the church, where rich and poor were equally accepted. However, in the New Testament time, Jesus condemned such development in the Graeco-Roman time. Cassidy explicates that "Jesus asked the rich to divest themselves of their surplus possessions, and counterposed an emphasis upon humility and service to the domination being practised by the political rulers of his day" (1978, p.47). The poor were suffering as a slave in their land (Haldar, 2015). Some of the slaves lived without hope because of the unjust act or treatment, which they underwent pain, suffering, and even died (Deligero, 2012). The slave trade was all over, and there was no one to stop and condemn that molestation of people and its trading system in the Graeco-Roman community. Even Cicero, who was well known at the time as the man of peace, "never challenged Roman slavery, which was among the most brutal in history, but he was more humane than his contemporaries. He preferred to have his farms worked by tenants rather than by slaves" (Powell, 1997, p.1).[1] Haldar explains that "to prove aristocracy and honour in the society, any family would keep at least ten bonded-slaves. Two hundred slaves were respectable for any wealthy and well-established family, although a few extraordinary rich people used to keep thousands of slaves" (Haldar, 2015, p.1). This fact was further affirmed by Webster thus:

> In the first century Graeco-Roman culture, slavery was the social, legal, and economic reality. It was not subject to debate. Slavery was central to the economic order as our 'service industry' is to our economy. The institution of slavery was a fact of Mediterranean economic life so completely accepted as a part of the law structure of the time that one cannot correctly speak of the slave 'problem' in antiquity (Webster, 2015, p.82).

The situation was so pathetic because the poor people and some slaves were not considered as human beings; rather, they were treated by the rich people as 'substance' or property of the masters. Just as animals are sold for profit, the "poor were traded in the market for gross revenue like animals" (Haldar, 2015, p.2). The Graeco-Roman society was so polluted to the point that the slave-trading market could be seen on the roadsides of Rome without any restriction (Haldar, 2015). In line with, it is worth noting here that human beings at whatever level should be treated with respect, but this is not the case in the Graeco-Roman world. Some slaves

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[1] Jim Powell, 1997. Marcus Tullius Cicero, Who Gave Natural Law to the Modern World. https://fee.org/articles/marcus-tullius-cicero-who-gave-natural-law-to-the-modern-world. 5/4/2020

maltreated by their masters; they were being tortured, beating, abused sexually, insulting, and even overwork them as non-human being (Riess and Fagan, 2016). So, slavery, under any circumstances, is dehumanizing and should not be encouraged at all. All those experiences of suffering were happening because most of the rich people were selfish, greedy, and captured the wealth for themselves while the poor are suffering as a result of the leader's tyranny character.

In view of the above, the Graeco-Roman world was surrounded by issues of injustice, anarchy, and inequality. It also shows that leaders in the Graeco-Roman world were not free from the quest for material benefits and κατακυριεύω their followers. It is from such a background that Apostle Peter appeals to the leaders in 1 Peter 5to focus on their tasks in devoid of αἰσχροκερδῶς and κατακυριεύω, and encouraged the people of Asia Minor to remain steadfast in the grace of God as well as to long for the better reign of God to come in their time and the future.

III. THE MOTIVE FOR LEADERSHIP IN THE GRAECO-ROMAN CONTEXT

In every century, there are always issues regarding how leaders conduct themselves in public and private settings. Most leaders in the Graeco-Roman context were not free from the quest for material benefits. Cicero (1889:1) elucidates that the leaders were so delighted in magnificent furniture and an elegant and profuse style of living. Wealth in the Graeco-Roman context was sought sometimes for the necessary uses of life, and indulgence in extravagance. There was an unbounded desire for money in which large numbers of leaders were led to losing sight of justice simply because of the craving for military commands, civic honours, and fame. According to Cicero, such a "desire for money is entertained with a view to the increase of the means of influence and the power of generous giving" (1889, p.1). In fact, regarding honour and fame by the leaders, Russell asserts that the "teachers and leaders in the Graeco-Roman culture used domination of their pupils to gain and maintain honour for themselves" (Russell, 2019, p.160). The domination to gain honour bespeaks the motive of leaders in the Graeco-Roman context was not to meet the need of the people but for personal gain and self-glorification. The desire for money, power, and fame was put above their required tasks and functions in the community. Such desire for power and money could be one of the reasons from such a context that Apostle Paul wrote to a young leader, Pastor Timothy; admonishing him to run away from the love of money in 1 Timothy 6:9-10.

Furthermore, in the Graeco-Roman context, good leadership with the right motive is dependent on the goodness of whoever was governing. It is not also

all the leaders have a wilful desire to promote and work for the interest of their people. Leaders in the "Graeco-Roman society did not have an elaborate system of public security or social services. There was little to stop unbridled greed or power" (Christians *et al* 2010, p.43). The inability to stop unbridled greed and power struggle in the society signals that there was no willingness in service by the leaders to perform kind acts and build absolute love and admiration with their followers. The wellbeing of the community, according to Christians *et al* (2010) is depended much more on the internal, disciplined goodness and magnanimity of citizens with less concentration of the leaders towards the needs of the community. So, the tendency for αἰσχροκερδῶς and κατακυριεύω by the leaders is high compare to the level of their love and concern towards the community. That again signals a great danger to the wellbeing of the people who were living during the Graeco-Roman era.

Another motive for leadership in the Graeco-Roman context is the accumulations of lands by the leaders. Finley explains that the leaders had "succeeded in acquiring land, sometimes large tracts, in subject territories byways which were, strictly speaking, illegal, and which created considerable ill will in the empire" (1978, p.8). Plutarch (1998) speaks that the leaders were described as speakers who are only promoting self, being αἰσχροκερδῶς and longing for the gold and silver, while consciously and deliberately did not counsel the people to receive and protect a poor citizen in the community that came to them for relief. According to Malina, the honourable leader in the Graeco-Roman time would certainly strive to avoid and prevent the accumulation of capital, simply because it is a "threat to the community and community balance, rather than a precondition to economic and social improvement" (Malina, 2001, p.97). However, the dishonourable leaders make policy, and their policies are motivated by greed and envy rather than reasoning on the need of the community (Plutarch, 1998). That shows how the attitude of the leaders in the Graeco-Roman context was endangering and adding more sorrow to the citizens due to the selfish policies by the leaders.

In agreement to the assertions of Finley (1978) and Plutarch (1998) above, Johnston (2004) enlightens that the officials or leaders in the Graeco-Roman context benefited from their services, for they were able to influence a wide range of policies such as prices, land use, banking, wages, labour, citizenship, and the local criminal justice system in ways that enhanced their fortunes and status. Malina sheds more light on that by postulating that the leaders "made a profit by defrauding others, by forcing people to part with their share of limited good through extortion" (2001, p.98). Such attitudes demonstrated by the leaders towards the people develop a big barrier between them and the people. Rohrbaugh (2007) expounds that leaders

develop self-protective predispositions that are finely tuned to the restrictions between friends and enemies. Both leaders and followers talked against each other, pass along the gossip, factions owing commitment to individuals begin to emerge, and as result, leaders lost respect from the people, and the community undergo suffering because of the leaders' style of leadership that only centred on αἰσχροκερδῶς and κατακυριεύω.

A critical assessment of the motive and manner of leadership in the Graeco-Roman context reveals that there were a lot of irregularities and unfaithfulness in the delivery of services by the leaders in the community. As seen above, leaders were full of envy, αἰσχροκερδῶς, κατακυριεύω, and careless towards the need and condition of their subjects. Power was in the hands of the emperors and the elite leaders. They used such privileges to marginalise the people in the communities. Johnston affirms to that fact by saying that "only members of the wealthiest elite families could afford the burden of political responsibility, for officials volunteered their time and normally supplemented meagre civic budgets from their own personal wealth" (2004, p.561). Such practices were not just peculiar to the Graeco-Roman political sphere; the elements were also visible in the early church practice. According to Cohn-Sherbok and Court (2001), the temple in the Graeco-Roman context also had a political function since it is an institution that legitimate the control which the priests exercised over Palestine, in conjunction with Roman and Herodian authorities. Then the high priestly elite-controlled religious operations and her symbols, and the vast economic resources they required, in a way that will only benefit them directly. Johnston further explains that because of such practice in the church by the leaders, most church members did not "have the resources to break into this small group of elite leaders" (2004, p.561). The behaviour of the elite leaders indicates that leaders in the Graeco-Roman context were only driven by what they will get in serving their people rather than what they will offer in meeting the needs of the community as good shepherds or leaders. As such, they love to dominate their subjects without minding their predicaments. Such a background of the Graeco-Roman context pictured what is happening in every community and gives the reason why 1 Peter 5:1-11 were written to combat such an ungodly attitude of the leaders in the Christian suffering community of Asia Minor.

IV. The Influence of Graeco-Roman Leadership to the Jews and Christians Community

The Roman leadership had a strong influence on the Jews and Christians community during the Roman Empire. Harry Oates explains that the Roman Empire in the early 1st century CE were often considered as 'the perfect Empire.' He also notes that "the outstanding military prowess of the Romans were used to expand the empire, and once the territories were acceptably pacified, Roman political power were installed from the capital of the empire to the local governments of the territories" (Oates, 2015, p. 1). Equally, affirms that the "Roman Empire in the first century AD mixed sophistication with brutality and could suddenly lurch from civilization, strength, and power to terror, tyranny, and greed" (Meyerhoff, 2013, p.73). The empire, without any doubt, grew by conquest, and being already stratified, society, had its lower levels swelled by large numbers of slaves and other persons displaced by wars (Johnson and Penner, 1999). The Roman Empire was indeed so sturdy and seen as emblematic of power, unity, and peace (Hingley, 1996). According to Achtemeier et al, the empire could be understood as a "blasphemous power whose every move were being calculated to frustrate the purpose of God and to compromise the faith of God's people" (2001, p.16). Such an assertion of Achtemeier et al depicts an empire with the power to suppress other faiths at that given time. The empire was well known for the kind of tyrannical leaders that manifest in the New Testament period.

a) The leadership from Pompey64 BCE- Augustus 14 CE

The Roman empire became more tyrannical during the leadership of Pompey, one of the Roman Generals whose leadership style had a huge negative impact on the Jews nationality. His κατακυριεύω form of leadership became the genesis of the Jews suffering in the entire Roman Empire. Hagner (2012) and Metzger (1965) explain that the Roman General Pompey, armed with unprecedented forces, took possession of Jerusalem in 63 BCE. He abolished the Jewish kingship, and the whole of Judea was subjected to Rome due to the κατακυριεύω form of leadership exercised by him. After the fortification of Palestine fell, about 12,000 Jews were killed. Then according to Wylen (2008), the Roman General (Pompey) himself entered the Holy of Holies in the Temple and declared Roman sovereignty over the whole of Palestine as well as taking a large number of the Jews to Rome as prisoners of war, which were later displayed as trophies in Pompey's triumphal procession.

Equally, Josephus affirms to that fact in Book II Chapter 17 of the "Jews Wars" by saying that "Herod marched to Jerusalem, and brought his army to the wall of it; this was the third year since he had been made king at Rome; so he pitched his camp before the temple, for on that side it might be besieged, and there it was that Pompey took the city" (Josephus, 2006). However, having satisfied his curiosity, "Pompey was likewise surprised because he found no cult object representing the high god of the Jews, but only an

empty room and Torah scrolls" (Gill, 2019, p.1). Kitto explicates that the Romans during their dominion, introduced into "Judaea many of their manners and customs; their money became current; their weights and measures were adopted; their mode of reckoning time was employed" (1845, p.643). The action of General Pompey, according to Mbuvi (2007), was a disruptive event in the history and the entire life of the Jewish community with a significant impact on all spheres of life, which involved geographical, social, moral, psychological, spiritual, emotional, and cultural displacements. Such practice was indeed a horrible and unbearable condition for the Jews in the Graeco-Roman world. The action of Pompey became a big disaster on the Jewish nationality because they were used to be an independent nation but now being controlled by the Romans Government and were required to pay tribute to them. However, they were allowed for a time to choose their natives as rulers without the empire or the Roman Government interference.

In 40 BCE, according to Hagner (2012) and Metzger (1965), due to the influence of power and the desire to dominate, Antony and Octavius placed the Jews under the rule of a powerful Idumean chieftain named Herod, who subjugated the inhabitants of Judea and captured Jerusalem in 37 BCE by Antipater II, the son of Idumean who later became the king of Judea. Rattey and Binyon(1976) and Hagner (2012) explain that he was, in fact, a 'puppet' king who had to obey Rome in everything. As such, he was hated by the Jews for three reasons. That "he was an Idumean, a member of the hated Edomite people who had only recently been conquered by the Jews. He was a friend of the Romans. He had no real religious faith" (Rattey and Binyon 1976, p.130). His ruling passion according to Drane (1999), was built on a strong desire to maintain and extend his own influence and κατακυριεύω leadership. For those reasons, he was willing to eliminate anyone who appeared to threaten his position even if they were his closest relatives. He was harsh and ruthless towards his own subjects. He was totally obedient to his Roman masters, whom he knew could not resist with impunity. He was full of power drugs, and that was seen glaring in his passion for subjugating everyone in the empire.

Julius Caesar's leadership (49 BCE) favoured the Jews communities. Caesar, according to Roth (1972), Westenholz (1995), Skolnik and Berenbaum (2007:575), Parenti (2004:165), in a series of decrees decisions made by the Senate at his prompting, inaugurated a new administration in Judea. He allowed Jewish association in the Diaspora, and his "lenient attitude to Diaspora Jewry was emulated by the rulers of the provinces. Hepermitted the reconstruction of the walls of Jerusalem"[2] and confirmed Hyrcanus as high priests, as well as ethnarchs of Judea. "Caesar's enmity

toward Pompey, who had conquered Jerusalem and defiled the Holy of Holies, led to a positive attitude toward him among the Jews."[3] After his assassination in 44 BCE, he was mourned by the Jews more than by any other nation because of His lenient attitude toward the Diaspora Jews increased the sympathy of the Jewish masses for him. Julius Caesar's kind of leadership would always be remembered by the Jews communities. His leadership impacted the Jews community positively.

After the defeat of Antony at Actium in 31 BCE, Augustus became the first Roman emperor (27 BCE-14 CE). It was under his leadership occurred the birth of Jesus, the census connected with his birth, and the beginning of emperor worship (Gundry, 1997). Unlike Pompey's other subsequent leaders who were so tyrannical and greedy, Augustus allowed the Jews daily sacrifices of whole burnt offerings in the temple of Jerusalem as a tribute to the most God. Jews throughout the Diaspora were favourably treated by Augustus. Porter and Pitts (2012) and Roth (1996) explain that the Jews of the Roman Empire, especially the inhabitants of Judea, enjoy the policies of Augustus, which he followed the satisfactory line established by Julius Caesar. Augustus was considered as one of the best emperors because throughout the empire, people peace, and there was stability but imposing Herod the great (37 BCE–4 BCE) upon the Jews did not go went with most of the Jewish community.

Herod the Great was tyrannical towards his people. His leadership brought a strong setback on the nationality of the Jews community, especially on matters that have to do with their faith. His style of leadership does not go well with the Jewish community in the empire. However, having the full knowledge of what Herod is passing through within his monarchy, Augustus "did everything within his power to support him in his effort to fulfil his responsibilities as a faithful vassal of the Roman Empire" (Harvey, 2004, p.420). Augustus acceptance of Herod's hard work to introduce Roman culture into Judea and, for this reason, paid little heed to the claims of Herod's enemies, foreign and domestic(Porter and Pitts, 2012 and Roth, 1996). Harvey (2004) describes Augustus contribute positively to Herod the Great most specular achievements (of building the temple to please the Jews) because he always thought highly of his ability as a ruler and valued his personal friendship.

Consequently, upon the death of Herod the great in 4BCE, the kingdom was divided among his three sons. Each of them exercised civil authority, but all were dependent on the Roman legate of Syria for military support. Drane (1999) and Rattey and Binyon (1975) elucidate that Archelaus governed as ethnarch of Judea, Samaria, and Idumea (4BCE-6CE); Herod

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[2] https://www.jewishvirtuallibrary.org/julius-caesar-x00b0. 6/7/2020

[3] https://www.jewishvirtuallibrary.org/julius-caesar-x00b0. 6/7/2020

Antipas as tetrarch of Galilee and Perea (4BCE-39CE). Philip was tetrarch of regions north of Galilee 4BCE to 34CE. After Archelaus, a series of prefects ruled Judea, with the most famous of them being Pontius Pilate 26-36CE. However, the two brothers (Archelaus and Antipas) were deposed for administrative incompetence as a result of the αἰσχροκερδῶς and κατακυριεύω form of leadership inherited from their father. According to Gundry (1997), the misrule of Archelaus in Judea, Samaria, and Idumea led to his removed from office and banishment by Augustus in 6 CE, and Judea came under direct Roman rule. This fact was also depicted by Drave (1999) that with one possible exception, none of them was any better than his father. Both Archelaus and Antipas style of leadership was within the perimeter and equated to that of their father in all ramifications.

Equally, beginning from 6 CE-41CE, Judaea, Samaria, and Idumaea, according to Johnson and Penner (1999), were ruled directly by a succession of Roman governors called prefects or procurators, appointed by the emperor. They were military colonies and installations throughout the empire, and their troops were used to quell local disturbances. However, according to Wylen (2008), many of the prefects some governors were careless, added needless cruelty and insensitive to their cupidity in their dealings with the Jews, and others were positively harsh and oppressive. They displayed contempt for the native customs, oppressing the Jews beyond the requirements of maintaining public order and collecting taxes.

b) The Leadership from Tiberius 14CE- Claudius 54CE

Ten years after the death of Augustus, according to Losch (2008), the Roman senate named Tiberius emperor at the age of 56. It was believed that during His reign that John the Baptist started his ministry based on the gospel of Luke 3:1 at about 29 CE. Tiberius' reign spanned the whole of Jesus's adult life, and almost all the references to Caesar in the gospels are Tiberius. It was Tiberius who appointed Pontius Pilate as procurator of Judea, who hated the Jews. It was also Tiberius who removed Pilate 10 years later. Gundry (1997), Oates (2015), Wylen (2008) andDavid and Walton (2001)explain that when Pontius Pilate, who condemned Jesus, and Felix (52–60) and involved in the trial of Paul was elected by the senate to be the prefect of Jerusalem in 26-36 CE, both the family members of the Jewish people and the Roman were in ruins. He was considered as one of the cruellest among the prefects. Emperor Tiberius quickly began to bring about a new kind of cult to replace the Jewish religion in the area when Pilate shared the disregard for the Jewish people. Unlike Augustus, Losch (2008) and Owen and Gildenhard (2013) elucidate that Tiberius was one of scandal, debauchery, massacres, and terror. He puts severed checks on his architectural self-aggrandisement. He was never popular with the people who dislike his cold and surly manner. He was conservative and more paranoid. He died in 37 CE and was succeeded by his grand-nephew Gaius Caligula, who reigned from 37 CE-41 CE.

Emperor Gaius Caligula fell heir to the political and military order first established by Augustus and nurtured by his successor Emperor Tiberius when he came to power (Barrett, 2002). Sicker (2001), Reed (2018), and Barrett (2002) expound that in late 39 CE Gaius Caligula became absorbed with power and was convinced of his own divinity and demanded worship from all his subjects. He proclaimed his divinity than sycophants throughout the empire began erecting altars, statues of himself should be set up in the temple at Jerusalem, and the temples are dedicated to him. He also "drained the treasury to pay for his dissolute life and reckless building."[4] Gruen (2009) explains that Caligula's action reveals the hatred that had long been smouldering against the Jews. The dilemma, according to Sicker (2001) and Gundry (1997), was deterred when he was assassinated, his uncle and successor, Claudius (41 CE-54 CE) who expelled Jewish residents from Rome, among them was Aquila and Priscilla (Acts 18:2), for civil disturbance, inherited the imperial throne. Consequently, Wasson (2011) elucidates that after the death of Emperor Gaius Caligula (37-41 CE) and his family at the hands of the Praetorian Guard, the future Emperor Claudius was found quivering behind a set of curtains, fearing for his own life, still, having been proved to be an efficient emperor by the senate, he was named emperor. Then when his fourth wife Agrippina poisoned him, and Nero (54-68 C.E.) became emperor, and a new era of depravity and corruption began.

c) The Leadership from Nero 54 CE- Marcus Aurelius 180 CE

In Book 20, chapter 8 of 'Antiquities of the Jews,' Josephus (2006) and Boccaccio (2009) expound that when Emperor Nero took control of the empire, he began to display his κατακυριεύω and things started to deteriorate. By Agrippina's cunning, Claudius's legitimate son and heir, Britannicus, was pushed into the background by Nero. He later poisoned Claudius' son, executed his own wife, and arranged for the assassination of his mother. Sorek (2008), Jona Lendering (1998), and Metzger (1965) designate that in 66CE, emperor Nero ordered his representative in Judea, Gessius Florus, when he required money, to confiscate it from the Temple treasure; and he went to Jerusalem with a military contingent to enforce payment. Josephus (Book II Chapter 14) of Antiquities of the Jew, attests to that fact that the citizens of Jerusalem "ran

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[4] James Tabor, the Jewish Roman World of Jesus. https://pages. uncc.edu/james-tabor/the-roman-world-of-jesus-an-overview. 7/7/2020

together to the temple, with prodigious clamours, and called upon Caesar by name, and be sought him to free them from the tyranny of Florus" (Josephus, 2006). Equally, Sorek (2008) depicts that the procurators and other leading members of the elite are greedy; they only spend money from the Treasury on the construction of pavement for their selfish reasons.

Such an attitude of αἰσχροκερδῶς and κατακυριεύω by some leaders in the Roman Empire was gradually leading to the impoverishment of the Jewish peasantry. The sixty years of Roman taxation had continued to be indelible and caused setback on the growth and development of the Jews. The "Jews had to pay money, which was spent in Italy and on the border. Judaea had become substantially poorer, and many peasants had been forced first to mortgage and then to sell their land."[5] Moreover, in Jerusalem, "many people had become unemployed when the renovation of the temple was finished in 63CE. The peasants and artisans had a reason to fight, and they were willing to do so."[6] The condition of the peasants and artisans signals how life was so unbearable to the Jews nationality as a result of the αἰσχροκερδῶς and κατακυριεύω form of leadership exercised by the emperors.

Oaste (2015) explains that the corruption of both the local and senate governments in the area and the uncontrolled disregard for the Jewish people brought about a riot in Caesarea in 66 CE.[7] Then, in 67-68 CE, Cohn-Sherbok and Court (2001) enlighten that many Jewish peasants who had turned to banditry as a result of the gradual advance of the Romans in Galilee fled to Jerusalem and formed a coalition called the 'Zealots,' in an attempt to set up an alternative rule as that of the high priests. They advocated a purified temple and freedom from the Roman rule, and they considered themselves as people who are being 'Zealous' for all that was good. They were indeed "willing to assassinate those whom they recognised as the enemies of God" (Hagner, 2012, p.37). According to Sicker (2001) and Oates (2015), the Zealots, a band of un-Hellenised anti-elite Jews, led by Eleazar, wiped out the Roman-backed elite Greeks that had inhabited the area, and they controlled the inner court of the temple. Josephus (2013), in Book II, chapter 16 of the Jews Wars, explains that Gessius Florus, in eager to obtain the treasures of God, plundered the Holy Temple to fund the cult of Caesar and erected statues of Emperor Nero and himself with the money he took. Such action of Nero infuriated the Jewish people; because they consider the temple not only as of the Centre of

religious and social life, but it was an emblem of God's presence in the Holy City of Jerusalem. Oaste elucidates that when Florus" raided the temple and ordered the residents nearby to follow his form of polytheism around it, it was the biggest insult to the Jewish religion. The Jewish people rebelled. Random attacks on Roman citizens followed throughout Judaea, particularly in the northern towns" (2015, p. 1).[8] According to Pregeant (1997), the immediate cause of the revolt was based on the brutality with which the governor Florus responded to popular protests against his intention to appropriate funds from the treasury for his selfish ambitions and self-gratification.

Subsequently, Roetzel (2002) and Oates (2015) enlighten that the Roman military general Vespasian destroyed the rebel armies and punish the citizens in the Judean province based on the command of Emperor Nero, who was so angry at the impudence of the Jewish rebels. In Book III, Chapters 7 and 8, Josephus (2013) further elucidates that Vespasian gave an order that the city of Judaea should be entirely demolished, and all the fortifications burnt down. His men slaughtered nearly every Jewish rioter in Caesarea and northern Galilee. Oates expresses by the year 67 C.E, the "Romans under Vespasian and Titus had taken back all of Judea and killed the Jewish rebels that were left. The Jewish stronghold of Jodapatha, after a 47 days siege, was now under Roman control. The Romans were on the march to Jerusalem. Shortly before the siege of Jerusalem, a civil war broke out in Rome" (Oates, 2015, p.1); then in the summer of 70 CE, the Roman soldiers penetrated the city. Pregeant (1997) depicts that the Romans recaptured Jerusalem, destroying and burning the city and slaughtering the Jewish people in their wake. They set fire to the Holy Temple. The place that once gave thousands of Jewish people hope was destroyed. As such, the Jews believed that the presence of God was no longer inexistence in the city. The result of such development became one of the most devastating Roman blows to Judaea. The rest of the city was plundered and burned to the ground soon after the Temple fell.[9] Wylen (2008) explains that the Pharisees and Jewish Christians are the only sects that survived the great rebellion. Then according to Oates (2015), by September 70 CE, Jerusalem became completely under the control of the Romans.

In 73 C.E and 132 C.E respectively, according to Pregeant (1997), the Romans took the final group of holdouts at the mountain fortress of Masada, along the Dead Sea, and a man named Bar Kochba led another war which lasted for two and a half years. When the

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[5] https://www.livius.org/articles/concept/roman-jewish-wars/roman-jewish-wars-3. 7/7/2020
[6] https://www.livius.org/articles/concept/roman-jewish-wars/roman-jewish-wars-3. 7/7/2020
[7] https://www.ancient.eu/article/823/the-great-jewish-revolt-of-66-ce. 8/7/2020

[8] https://www.ancient.eu/article/823/the-great-jewish-revolt-of-66-ce. 8/7/2020
[9] https://www.ancient.eu/article/823/the-great-jewish-revolt-of-66-ce. 8/7/2020

fighting was over, they renamed the province of Syria, Palestine. They forcefully forbade Jews to enter Jerusalem and when ahead to erect a temple to Jupiter at the exact position where the Jewish Yahweh once stood. That was how the ancient Jewish state was put to an end in the Roman Empire, as a result of both αἰσχροκερδῶς and κατακυριεύω form of leadership displayed by the emperors. Then such unbearable condition makes the whole of the Jews remnant, even those in Palestine henceforth became Diaspora Jews, which shed light on the background of the epistle of 1 Peter. The kind of leadership demonstrated by the Graeco-Roman leaders above impacted the Jews and Christians community negatively. It brought huge devastation to the integrity and nationality of the Jewish way of living and worship because the Roman's leadership influence is like humiliation to them in the face of other nations. But they have no option rather than to keep paying their allegiance to the Roman authority.

Consequently, since the Temple was destroyed and can never be rebuilt again at that particular time, Oates (2015) and Wylen (2008) enlighten that such development instigates a new form of Judaism (Rabbinic Judaism). Rabbinic Judaism and Christianity grew as a result of the fading away of the Jewish sects. Oates explains that "Rabbis were now the focal point of the religion, taking over from the High Priest. The synagogue became the centre of Jewish life, and with the diaspora, the Torah became the most invaluable source of knowledge for the Jewish people" (2015, p.1). Rattey and Binyon (1975) also depict that as a result of the burning down of the temple in Jerusalem, the Jews no longer had their temple, and they were becoming increasingly scattered throughout the world. The scriptures (Torah) became their cardinal point for unification. Subsequently, Bunson expounds that the Jewish Christianity decline as the creed moved outward to Asia Minor and Greece. Asia Minor is a name given to "Anatolia, the extensive peninsula between the Black Sea and the Mediterranean Sea, fronting the Aegean. Throughout the Roman Empire, Asia Minor contained the provinces of Asia, Lydia, Cappadocia, Bithynia, and Pontus, 3S Well 3S Galatia and Pamphylia" (1994, pp.118, 221). The entire region was one of the most prosperous and well-travelled (commercially) areas in the Roman Empire, as well as the entire New Testament period.

According to Tabor (2013), there are other emperors which rule during the Roman Empire which their leadership style also has both negative and positive impact on the Jews nations as well as the gentiles who lived as the Diasporas people in the New Testament time; such as "Vespasian's son and successor, Titus, who had concluded the war with the Jews, reigned wisely for two years (79-81 C.E.)"

(Tabor, 2013, p. 1). But the second son of Vespasian, Domitian (81-96 C.E.), was a tyrant of the first order. He relied on informers and had his enemies murdered. He laid a heavy tax on the people of the empire, especially the Jews. And as well persecuted the Christians. It is believed that the Domitian persecution of the Christian may have provided a background for Revelation, written to encourage oppressed Christians (Gundry, 1997). Other emperors that reign after him are Nerva (96-98 C.E.), Trajan (98-117 C.E.), Hadrian (117-138 C.E.), Antonius Plus (138-161 C.E.), and the Stoic philosopher-emperor Marcus Aurelius (161-180 C.E.). But this study would not go into detailed to delve into their influence in the empire since the study only engrossed into the aspect that shed light to the epistle of 1 Peter; especially on leaders which leadership impact led to the occasion and the purpose of 1 Peter as an epistle written to the diaspora's suffering churches in Asia Minor.

In view of the above, and without any doubt, leadership in the Graeco-Roman context has, directly and indirectly, impact the growth of the Christian faith in the world today. Although, the leadership was surrounded by issues of αἰσχροκερδῶς and κατακυριεύω, which caused an unbearable way of living for the Jewish nationality throughout the empire. Such κατακυριεύω form of leadership makes the Jews to scattered into a wider world, which gave birth to the growth of the church all over Asia Minor of the Graeco-Roman world. Johnson and Penner (1999) explain that the Roman Empire was a significant and positive force in the spread of the Christian movement. Synagogues or the houses of prayer in the Diaspora were established wherever Jews migrated. It is as a result of that network of common Jewish centres that grow and became the stepping stone from which Christianity moved into the Gentile world. It is from such a background that Apostle Peter wrote to encourage the Diasporas in their predicaments and to call on the attention Christian leaders to disregard the practice of αἰσχροκερδῶς and κατακυριεύω (1 Peter 5:1-11) in the Christian community, which they might have been mimicked as a way of life from the Graeco-Roman world.

V. Conclusion

The Socio-Historical background of 1 Peter in relation to leadership in the Graeco-Roman Context reveals the world in which leaders contribute to making life unbearable to their followers. Respect for human dignity lacked in some points. The elite groups in the society, including the emperors, rich people, and priests, dominate the poor citizens, such as the widows, orphans, and slaves in the community. It was glaring that there is a high level of marginalisation in the Graeco-Roman context caused by the leaders due to their αἰσχροκερδῶς and κατακυριεύω form of leadership. As such, there was in existence the imperial worship,

which was such an antagonist to the Christian faith. Some Emperors used to suppress the Jew's nationality in the Roman Empire and the Christian movement. Several of Christ's followers were being harassed, ridiculed, discriminated, and even killed just to stop the spread of the faith. The Diasporas Christians indeed suffered due to their faith in God in the empire, especially at the time of Apostle Peter. The practice of αἰσχροκερδῶς and κατακυριεύω form of leadership by leaders in the Graeco-Roman background was becoming as a way of life, which the Christians leaders tend to be mimicking into their congregations. Such development into the Christian communities of Asia Minor led to the reason why the epistle of 1 Peter, especially chapter 5, was written to draw the attention of the church leaders on the mode and motive of their oversight. The practice of such forms of leadership cannot give hope to the people who are suffering and would as well affect the efficacy of the gospel Christ in the world.

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The Activities of Sea Robbers and its Implication on Water Transportation: Experience from Niger Delta Region of Nigeria

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Abstract- The main thrust of this study was to examine activities of Sea Robbers and its implication on water transportation in Niger Delta Region of Nigeria. A multi-stage sampling technique was employed to select respondents from three littoral states in the region. The population of the study comprised maritime business operators, and a sample size of 400 was derived using the Taro Yamane sample size determination technique. Questionnaires and oral interviews were the instruments used for data collection. The hypothesis formulated for the study was tested using Pearson Product Moment Correlation Coefficient (PPMC). Findings from the study revealed that there is a significant relationship between Sea Robbers and water transportation. This implies that the activities of sea robbers in the region are alarming. If left unrestrained, will frighten seafarers/ tourists from travelling by water as well as hinder commercial and socio-cultural activities. Consequently, problem oriented policing at hotspots along creeks and waterways in the region is recommended.

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GJHSS-C Classification: FOR Code: 160899

THEACTIVITIESOFSEAROBBERSANDITSIMPLICATIONONWATERTRANSPORTATIONEXPERIENCEFROMNIGERDELTAREGIONOFNIGERIA

Strictly as per the compliance and regulations of:

The Activities of Sea Robbers and its Implication on Water Transportation: Experience from Niger Delta Region of Nigeria

Adongoi, Toakodi [α], Otodo, Ifeanyichukwu [σ] & Azibasuam Adioni-Arogo [ρ]

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I. Introduction

Globally, about eighty percent of trade is carried out through the sea. This stresses the important role the sea plays in the economic development of many nations including Nigeria (Bowden, Hurburt, Aloyo, Marts and Lee, 2010). Despite the enormous wealth generated from the sea, maritime security in the Gulf of Guinea is not given the deserved attention. An evidence of the neglect of maritime security manifests not only in personnel strength, but also in the size of budgetary allocations to maritime forces (Onuoha 2012). According to Onuoha (2012), maritime security forces are ill equipped and underfunded to perform interdiction operations off West and Central Africa. For example, there are fewer than 25 maritime crafts exceeding 25 meters in length, readily available for interdiction exercise. Nigeria heavily depends on the sea as its lifeline with the international community. The nation's maritime environment is important for the import and export of oil, petroleum resources, vital food items,

industrial machinery and raw materials for the country's survival and industrial development (Abiodun, 2015).

According to Bowden et al (2010), any activity that inhibits or endangers the free transit of vessels in the maritime domain of Niger Delta can have serious economic and security implications. Similarly, Osodi (2014) opined that, maritime insecurity is one of the serious social problems confronting residents of the Niger Delta region of Nigeria. Sea robbers frequently attack commuters whose livelihood depends on the waterways. Acorn Media Services Ltd (2007); Ehwarieme (2009); Oyetunji (2012); Leverink (2013); Ekpo and Essien-Ibok (2013) observed that the activities of sea robbers pose a major threat to maritime business operators as well as the Oil and Gas sector. Maritime insecurity in recent times has a negative impact on the cost of shipping and shipping related activities especially by hijacking of large tankers, seizing their cargoes and delay in delivery of goods and services. Besides oil tankers, other vessels that ply the waterways are equally vulnerable to sea robbers' attacks as one of the major means of transportation in the region is by water transportation (Igbokwe, 2012). Other contributory factors to insecurity in the region include: the geographical nature of the region characterised by maze of shallow creeks which hinders effective policing of Niger Delta waterways.

Residents of the region as well as domestic and international tourists use canoe, speedboat and local ferryboats to move from one destination to another. Often, sea robbers attack and rob passengers in these vessels. In some instances, passengers are even injured, maimed or at worst killed during confrontation with sea robbers (The Citizen, 2013; Ziron Marine, 2014; Rider, 2014, 2015). This situation makes Nigeria waterways especially the Niger Delta waterways very unsafe places to be and since travelling by water continues to be an important means of transportation in the region, maritime insecurity is a worrisome issue in Niger Delta in particular and Nigeria in general.

Most incidents of sea robbers in Nigeria's territorial waters are largely thefts in ports, where the crews' personal belongings, unsecured material on deck and the contents of containers and crates are taken by threat of violence. Such cases of robbery

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actually make up the bulk of maritime criminality worldwide.

Apart from its adverse consequences on the livelihood of residents in the study area, the activities of sea robbers have also undermined revenue generation in the affected states. The extent of commercial traffic by boat operators has reduced considerably, as persons who would have travelled by water for trading or job related purposes are afraid of attacks by sea robbers who often target expatriate and other Nigerian workers in the Oil and Gas industry. This has led to a reduction in investment ventures in the region since most investors are afraid to invest in the region on account of insecurity to life and business enterprises. The incessant increase in sea robbers attacks and the level of continuing security absence suggest that Nigeria's maritime environment will remain perilous for the foreseeable future.

Onuoha and Hassan (2009) noted that the rate of occurrence of sea robbers attacks on ships within Nigeria's territorial waters has not only assumed exceptional proportions in recent times, but also has attracted some measure of concern from international organizations. According to the International Maritime Bureau (IMB) (2013), Nigeria's maritime domain is classified as a risky and dangerous route for navigation due to the activities of sea robbers. In view of this, vessels are advised to be vigilant when navigating Nigeria's territorial waters. In addition to this, Nigeria has been enlisted as the second most dangerous country in the world (International Maritime Bureau, (2014). This raises a lot of concern among policy makers as well as within academic circles, thereby providing the necessary justification for this study.

To most residents of the littoral states in Nigeria, maritime business operations are essential to their survival. In a public lecture on the fundamental causes of maritime insecurity by Amaechi (2008), it was observed that the creeks, rivers and oceans that make up Nigeria's territorial waters play an essential role especially in the lives of the people who live in these littoral states. These waterways assisted in income generation through activities such as oil and gas exploration, fishing, lumbering, among others. Amaechi (2008) further noted that, the continued violence and high levels of insecurity and sea robbery in the coastal areas and the territorial waters have affected the Nigerian economy both in the short and long term. This observation typically highlights the problem of sea robbers that has characterised the everyday experience of Nigeria coastal dwellers, who reside in locations where water transportation plays a major part in the mobility of most people. The maritime insecurity situation in Akwa-Ibom, Bayelsa, Cross River, Delta and Rivers States represent the current challenges confronting water transportation in the Niger Delta region.

Despite the devastating effect of sea robbers on the nation's maritime environment, there is dearth of studies to demystify the extent of damage done to this sector by sea robbers. Available studies focused more on the effect of sea robbers on the oil and gas industry, as well as its implication on national security (Onuoha and Hassan, 2009; Udensi, Okpara. Oyinyechi, 2014). Indeed, little has been done to unravel the problems caused by sea robbers to water transportation. Consequent upon this knowledge gap, this study was undertaken to examine activities of Sea Robbers and its implication on water transportation in Niger Delta region of Nigeria.

II. Conceptual Framework

According to ICC International Maritime Bureau (2017), piracy is defined in Article 101 of the 1982 United Nations Convention on the Law of the Sea (UNCLOS) and Armed Robbery defined by the International Maritime Organization (IMO) in its 26th Assembly session as Resolution A.1025 (26).

Article 101 of UNCLOS defines Piracy as:

a) Any illegal acts of violence ,detention, or any act of depredation, committed for private ends by the crew or the passengers of a private ship or a private aircraft, and directed -

   i. On the high seas, against another ship or aircraft, or against persons or property on board such ship or aircraft;

   ii. Against a ship, aircraft, persons or property in a place outside the jurisdiction of any State;

b) Any act of voluntary participation in the operation of a ship or of an aircraft with knowledge of facts making it a pirate ship or aircraft;

c) Any act of inciting or of intentionally facilitating an act described in subparagraph (a) or (b).

The IMO defines Armed Robbery in Resolution A.1025 (26) "Code of Practice for the Investigation of Crimes of Piracy and Armed Robbery against Ships" as:

1. Any illegal act of violence ,detention or any act of depredation or threat thereof , other than an act of piracy; committed for private ends and directed against a ship or against persons or property on board such a ship, within a State's internal waters, archipelagic waters and territorial sea ;

2. Any act of inciting or intentionally facilitating an act described above.

Based on critical evaluation, this study therefore adopts IMO Resolution A.1025 (26) that defines any illegal act of violence or detention or any act of depredation or threat thereof, other than an act of piracy; committed for private ends and directed against a ship or against persons or property on board such a ship, oil tanker, fishing crafts, trawlers, ferryboat, canoe, and speedboat within Nigeria territorial waters as "Sea Robbers".

III. Theoretical Framework

The Routine Activity Theory propounded in 1979 by Cohen and Felson in their work entitled "Social Change and Crime Rate Trends" was adopted as the theoretical framework for this study. In the "Routine Activity Approach", Cohen and Felson proposed that crime is a product of the combined result of three essential elements: First there must be a motivated offender who is capable of committing an offence. Second it is not enough for the potential offender to be motivated; he must also be able to execute his criminal intent.

According to Cullen and Agnew (2006), the routine activity approach is based on two rather simple ideas. First, for crime to occur, motivated offenders must converge with suitable targets in the absence of capable guardians. Secondly, they noted that the probability of this situation occurring is influenced by their routine activities including the work, family, leisure, and consumption activities. For example, if we spend more time in public places such as bars and on the street, we increase the likelihood that we will come into contact with motivated offenders in the absence of capable guardians. However, routine activities theory does not explain why an offender is motivated to commit a crime, but instead assumes that motivation is constant (Cohen and Felson, 1979; Morrow, 2015; Wikstromolof, 2009; United States Legal Incorporation, 2015).

Igbo (2008) noted that for a crime to occur, a motivated offender must also identify and engage a suitable target. Suitable targets can take a number of forms depending on the nature of the crime (i.e. the particular intent of the offender) and the situational context (i.e. the available opportunities). A suitable target might be an object, such as a piece of valuable property to steal or a home to burglarise.
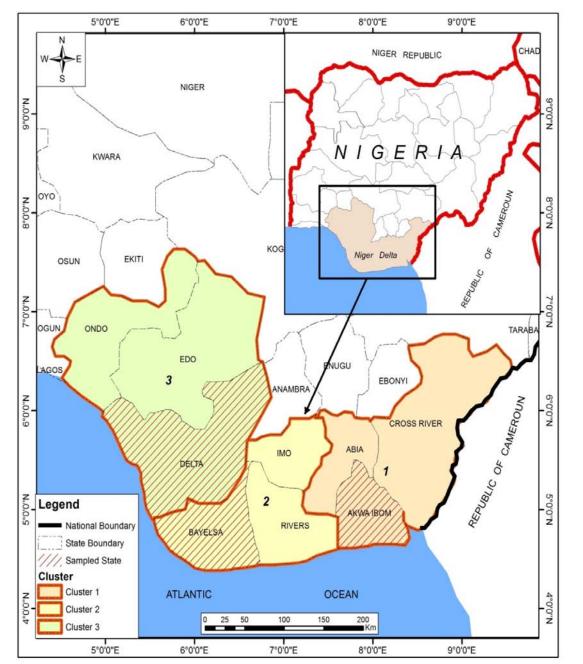
The final component of routine activities theory consists of capable guardianship, which bears the potential to dissuade or prevent crime even in the presence of a motivated offender with a selected suitable target. Capable guardianship is an expansive concept that researchers interpret and study in a variety of ways. Formal types of guardianship such as police officers and other types of law enforcement agents, symbolise a well-recognised form of protection from crime and victimisation. Routine activity theory suggests that the presence of these agents might prevent a crime from happening. Many potential offenders, despite being motivated to commit a crime, would be hesitant to engage in criminal behaviour with a police officer's presence.

The routine activity theory is relevant to this study on activities of sea robbers and its implication on water transportation because it assists to explain the existence of the crime in the littoral states of the Niger Delta Region. First, unemployed youths in the region are a pool of persons who are ready and capable of committing crime of the nature of sea robbery. Vulnerable targets are in the form of shipping vessels, ferry boats, speedboats, oil tankers, fishing crafts, trawlers, and passengers that ply the waterways. Most of these targets are not always well guarded. The numerous mazes of creeks in the littoral states of the Niger Delta provide hiding places for suspects or offenders who usually lay ambush for their targets in waterways that are not well protected. The absence of protection for these targets exposes the latter to incessant attacks by these motivated offenders. Besides, when faced with threat to life, such target usually panic enough to promise their assailants instant wealth reward. Such offers are quite appealing to sea robbers and fuel their appetite for maritime criminality. Therefore, the routine activity theory is very useful for concisely explicating the activities of sea robbers and its implication on water transportation in the Niger Delta region of Nigeria.

IV. Methodology

In this study, the researchers employed the survey design. A survey is a systematic method for gathering information from (a sample of) entities for the purposes of constructing quantitative descriptors of the attributes of the larger population of which the entities are members (Avedian, 2014). Its choice for this study was informed by the fact that, the survey is concerned with collection of information from a specified target population in whom interest is expressed. The information is collected from a relatively small subset (sample) of the population and the researcher generalises the results obtained from the sample to the whole population (Taylor, Sinha, and Ghoshal, 2009). Survey design was chosen to enable the researchers gather informed opinion and experiences of sea robbery attack from maritime business operators without any attempt to manipulate or control them.

The population of the study comprised maritime business operators in the region. A multi-stage sampling technique was adopted to select a representative sample for this study. This method involved successive stages of selection (Osuala, 2005); which is useful when the researcher recognises that the population is distributed in pockets of settlements or clusters with interest in using the clusters as a basis for selection (Asika, 2009). In the first stage, the study area (Niger Delta Region) was divided into three clusters namely: Western, Central, and Eastern Zones. The Western zone comprises Delta State, Edo State, and Ondo State. The Central zone consists of Bayelsa State, Imo State and Rivers State. The Eastern zone comprised Abia State, Akwa Ibom State and Cross River State (See Figure 1 for details).

Source: Field Survey (2016)

Figure 1: Map of the study Area

A Sample size of 400 respondents comprising maritime business operators in the region was derived using the Taro Yamane sample size determination technique. The instruments used for data collection in this study were structured questionnaire and interview schedule. A Likert scale type questionnaire consisting 30 closed-ended questions was designed and administered to the respondents in proportion to the size of each stratum.

Likert scale measures the intensity or degree of agreement by respondent to a statement that describes a situation or phenomenon (Ary, Jacobs, Sorensen and Walker 2014). Likert scale is useful when measuring the

characteristics of people such as feelings and opinions. This questionnaire design was chosen to measure the opinions and feelings of maritime business operators because apart from the fact that it is easy to analyse results and draw conclusions therefore, the scale format with which the questions were presented gave respondents the freedom to choose answers that best expressed their opinions. Another reason for the choice of questionnaire was due to the largeness of the study area.

Four hundred (400) copies of the questionnaire were administered (through the help of 3 research assistants comprising one assistant from each of the

sampled state). Section A of the questionnaire assessed the demographic characteristics of the respondents, while section B assessed the substantive issues based on the study variables. It is noteworthy that out of the 400 copies of questionnaire that were administered to the respondents, 389 copies were found useable for data analysis as 11 copies were not useful. Thus, the study achieved 97.3% questionnaire response rate. Additionally, since it would have been impracticable to conduct interviews in the three states selected for the study, key stakeholders from each of the states selected were interviewed.

The data collected were analysed using descriptive and inferential statistics. Descriptively, simple percentages (%), and tables were adopted for the study. Simple percentages (%) and tables were used to analyse the demographic characteristics of respondents, while inferential statistics specifically Pearson Product Moment Correlation (PPMC) was used to test the research hypothesis, in order to make a sound statistical decision. Pearson Product Moment Correlation (PPMC) at 0.05 (r) level of significance was used to determine the relationship existing between the activities of sea robbers and water transportation in Niger Delta Region of Nigeria.

V. Validity and Reliability of the Instrument

To establish validity of the instrument, experts in maritime safety and security, as well as experts in tests and measurements validated the questionnaire and interview schedule. A pilot study comprising ten respondents each of speedboat operators, members of Maritime Workers Union of Nigeria and market women in Ogbia Jetty, Bayelsa State, was conducted on a Wednesday weekly market day in order to test the reliability of the instrument. The data collected were subjected to Cronbach's Alpha reliability analysis and yield a reliability coefficient of 0.80.This confirmed the reliability of the instrument. See Table 1.1 for details.

Table 1: Reliability analysis

S/N	Variable	No. of Items	Cronbach Coefficient (α)
1	Discouraged people from travelling by water	5	0.81
2	Hindered free flow of gods and services along Niger Delta waterways	5	0.83
3	Discourages Development in the Maritime sector	5	0.79
4	Introduction of 'Security Dues' in Niger Delta Waterways	5	0.82
5	Increase in marine transportation	5	0.76
6	Heighten unemployment in the maritime sector in Niger Delta region of Nigeria	5	0.80
	Total		4.81
	Average		0.80

VI. Result and Discussion

This section presents results of data analyses to examine the activities of sea robbers and its implication on water transportation in Niger Delta region of Nigeria.

Table 2: Socio-demographic Characteristics of Respondents (N=389)

Demographic Profile	Variable	Frequency (N)	Percent (%)
Gender	Male	225	57.8
	Female	164	42.2
Age of Respondents	18-25yrs	82	21.1
	26-32yrs	139	35.7
	33-50yrs	168	43.2
Educational Status	No Formal Education	44	11.3
	Primary Education	120	30.8
	Secondary Education	155	39.8
	National Diploma	64	16.5
	Bachelor Degree	4	1.03
	Masters Degree	2	0.57

Occupation	Speedboat operators	75	19.3
	Fishermen/women	155	39.8
	Traders	103	26.5
	Maritime Union workers	56	14.4
Years of Maritime Business Experience	Below 5yrs	154	39.6
	5-10yrs	123	31.6
	Above 10yrs	112	28.8

Source: Field Survey (2016)

The socio-demographic distribution of the sampled respondents presented in Table 2 indicates that the total number of respondents is 389, constituting 225 (57.8%) male and 164 (42.2%) female. Thus, the views being expressed in this study are representative of both male and female with the male respondents in the majority. The result also revealed that the majority of respondents (38.0%) were between the ages of 33-50 years. Similarly, 33.4% of respondents were aged 26-32 years, 21.1% of respondents were 18-25 years of age, and 7.5% were aged 51years and above. This suggests that majority of respondents in this study were young, energetic and still in their productive age. Based on these characteristics, they were expected to be of sound mind and in a position to understand the central theme of this study and make meaningful contributions accordingly.

The educational status of the respondents could be categorized into five groups as shown in Table 2: (a) Those without any formal education (b) Primary- those who had only 1- 6 years of formal education; (c) Secondary education – those who had 6years of post primary education; (d) Tertiary - those who had 6 – 12 years of formal education and may include those with diploma certificate, bachelor and post graduate degrees; (e) those with additional qualification. Consequently, 44 (11.3%) of respondents in this study had no primary education. 120 (30.8%) had primary education since they were First School Leaving Certificate (FSLC) holders, 155 (39.8%) had secondary education with GCE/SSCE certificate. In like manner, 64 (16.5%) of respondents were National Certificate and Diploma (NCE/ND) holders. There were 4 (1.0%) respondents in the qualification category that had Higher National Diploma and Bachelor Degree (HND/B.Sc.) as well as 2 (0.5%) who had Masters' degrees. This implies that most respondents in this study were of average educational status.

The number of years of experience in the maritime business environment is also an important socio-economic factor that could influence the perception of respondents on the subject matter of the study. Therefore, results in Table 2 show that 154 (39.6%) respondents have spent below 5 years in the Nigerian maritime industry, 123 (19.7%) have spent over 5-10 years, and 112 (28.2%) have spent 10 years and above working in the maritime business environment. With the level of experience in the industry, it is safe to conclude that issues concerning the activities of sea robbers would not be strange to the respondents, but would be clearly understood by them.

The distribution of the respondents' primary occupation was grouped into four occupational categories namely; speedboat operators, fishermen/ women, traders, maritime union workers. As indicated in Table 2, fishing was the primary occupation of the respondents under survey with 155 (39.8%) of fishermen engaged in the business. Apart from fishing, traders were 103 (26.8%), speedboat operators constituted 75 (19.3%) of the total number of respondents, and 56 maritime union workers constituting (14.4%) of the respondents were the least in the occupation distribution statistics. Accordingly, it is clear that the study cut across various occupations. This is important in obtaining a balanced and unbiased data from respondents who gave their occupational perspectives on the theme of study.

VII. The Implication of Sea Robbers to Water Transportation in Niger Delta Region of Nigeria

Travelling by water continues to be an important means of transportation in Niger Delta region. Thus, sea robbery is a worrisome social problem as it poses threat to passengers, crews on board and their cargo. This study attempted to x-ray the effects of sea robbers on water transportation thus respondents were required to describe the challenges they have experienced in travelling and conveying their goods from one point to another. Percentage of agreement, mean score of the sample, and standard deviation were used to evaluate the respondents' opinion. The extent of agreement with regards to the challenges was calculated as a sum of percentage strongly agreed and agreed, while mean score of 2.5 was used as a benchmark in determining whether the opinion about a particular effect of sea robbers is significant or not. The mean score (2.5) was derived by dividing the sum of the scale by 4. Thus, any item with a mean score of 2.5 and above was accepted as a significant challenge. This does not imply that the challenges posed by sea robbers are not important, they actually do, but some are more important than others in terms of their implications on water transport business.

Table 3: Distribution of respondents on the implication of sea robbers on water transportation (N= 389)

Parameters	SA	A	D	SD	M	S.D	% of Agreement
Discourages people from travelling by water	123 (31.6)	257 (66.1)	7 (1.8)	2 (5.0)	3.29	0.52	97.7%
Hinder free flow of goods and services along the Niger Delta waterways	112 (28.8)	264 (67.9)	11 (2.8)	2 (5.0)	3.25	0.53	96.7%
Increase in marine transport fare.	23 (5.9)	35 (9.0)	143 (36.8)	389 (48.3)	1.72*	0.86	14.9%
Introduction of "security dues" in the waterways	86 (22.1)	186 (47.8)	67 (17.2)	50 (12.9)	2.79	0.93	69.9%
Discourages development in the Maritime sector	77 (19.8)	189 (48.6)	109 (28.0)	14 (3.6)	2.85	0.77	68.4%

Source: Field Survey, 2016
NB: Figures in parenthesis are percentages
M = Mean, S.D = Standard Deviation
***Non- significant mean score*

Evidently in Table 3, the respondents generally agreed that sea robbers poses serious challenges to water transport business in the study area. Apart from the increase in marine transport fare (% of agreement = 14.9%, M= 1.72, SD= 0.86), all other challenges were significant. For instance, most respondents agreed that sea robbery discourages people from travelling by water (% of agreement = 14.9%, M = 1.72, SD = 0.86); hindered free flow of goods and services along the Niger Delta waterways (% of agreement = 14.9%, M = 1.72, SD = 0.86); introduced "security dues" in the waterways (% of agreement = 14.9%, M= 1.72, SD= 0.86); and discourages development in the maritime sector (% of agreement = 14.9%, M = 1.72, SD = 0.86). Surprisingly, the item on the increase in transport fare hardly received popular consideration by the respondents. This may be attributed to the fact that other factors from the activities of sea robbers may affect when considering cost of transportation. Factors such as current hike in fuel price, cost of spare parts acquisition for boat maintenance, etc, also contribute to increase in transport fare. The finding that sea robbers discourage people from travelling by water was considered the greatest challenge by the surveyed respondents. Almost all the respondents were in support of this view (strongly agree = 123 (31.6%); agree = 257(66.1%). The above result corroborates the responses of the subjects during the interview session in the study area. According to the Chairman, Maritime Worker Union of Nigeria Ogbia Chapter Bayelsa State; in an interview conducted on 15/3/2016 posited that:

"Sea robbers have really impacted negatively on the traffic in this waterfront. Passengers from Nembe and Brass axis now travel through the yet to be completed Ogbia-Nembe road using Hilux Jeep with auxiliary to Nembe and from Nembe they find their way to Brass.

The menace of sea robbery has significantly hindered free flow of goods and services along the Niger Delta waterways."

It was revealed from the study that, the activities of sea bandits along all the waterways in Niger Delta have almost stopped a lot of travellers from using the waterways which are relatively usually shorter in distance and, are a faster route for travellers to arrive their destinations. In a similar view, an (Ex-officio Member of Maritime Workers Union of Nigeria, Ogbe-Ijoh Branch Warri) in an interview conducted on 16/4/2016, who is a stakeholder in water transportation submitted that "sometimes people chose to even bury their loved ones in Warri rather than travel to their hometown and risk attack by sea robbers, especially along Warri-Burutu, Ogulagha and Aghoro waterways". In any case, those using the waterways are mostly those who have no alternative means of reaching their destination other than the waterways hence their unavoidable use of the route.

In addition, it was also observed from the views of the respondents that, the activities of these sea bandits appear to be on the increase and more dangerous by the day rather than decreasing. A respondent a speedboat operator at Besege Unit of Maritime Workers Union of Nigeria Akwa Ibom State Chapter in an interview conducted on 16/5/16 stated that:

"Sea robbers have killed over five drivers from this beach recently. Most times the robbers will float their boat, pretend as if the engine has developed fault, and attack any unsuspecting boat that come their way. Particularly, at Atabong Unit in Oron, sea robbers hijacked over 21 engines including the fibre between 2014 to date. And in these attacks, they have killed over eight speedboat drivers and wounded many".

VIII. Test of Hypothesis

There is no significant relationship between the activities of sea robbers and decline in water transportation in the Niger Delta region of Nigeria.

Table 4: Pearson's correlation matrix of relationship between sea robbers and water transportation

		Sea Robbers	Water Transport
	Pearson Correlation	1	.491[**]
Sea Robbery	Sig. (2-tailed)		.000
	N	389	389
	Pearson Correlation	.491[**]	1
Water Transport	Sig. (2-tailed)	.000	
	N	389	389

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

The result of the correlation analysis of the relationship between sea robbers and water transportation (Table 4) showed a significant relationship (r = 0.491; p < 0.01). The correlation coefficient of 0.491 implies that a strong relationship exists between the two variables, leading to the rejection of the hypothesis, which states that there is no significant relationship between sea robbery and decline in water transportation in the Niger Delta region of Nigeria. Thus, the higher the activities of sea robbers in Niger Delta waters, the greater its adverse effect on water transportation business since it discourages people from travelling by water, hinders free flow of goods and services, and discourages commercial activities in the maritime sector of the Nigerian economy. Apart from the business operators being affected, socio-cultural activities could equally be hindered.

IX. Limitations of the Study

The study of the activities Sea robber and its implication on Water Transportation: Lessons from Niger Delta region of Nigeria is a sensitive one as some of the respondents were initially skeptical about the study. But later, the respondents cooperated when they were convinced that the information sought for was strictly for academic purposes and would be treated with utmost confidentiality. Larger data would have been gathered by the researcher if the respondents had allowed the use of tape recorder by the researchers during the fieldwork for this research.

X. Conclusion and Policy Implications

The maritime environment especially the Niger Delta region is where most of the trade in Nigeria takes place. Consequently, anything that inhibits or endangers the free transit of vessels in the maritime domain of Niger Delta region may pose serious economic and security challenges. This implies that, the higher the activities of sea robbers in Niger Delta waters, the corresponding impact it will have on water transportation business. This discourages people from travelling by water, hinders free flow of goods and services, and

discourages commercial activities in the maritime sector of the Nigerian economy. Apart from the business operators being affected, socio-cultural activities could equally be hindered.

It has been variously affirmed that the extent to which waterway users are guaranteed safe faring and utilisation, determines the growth and productivity of the water transport (Ezem, 2012; Igbokwe, 2012). This is only achievable when the security of the waterways is adequate and effective, and a proactive policing measure adopted as obtainable elsewhere this corroborates the study of Eck (2005).

Consequently, the study suggests the following recommendations:

First, problem oriented policing in sea robbers hotspots in the region is recommended. This is a proactive measure of policing which is more effective than the traditional random patrol. This will guarantee safety of lives and property of seafarers, domestic and international tourists as well as residents of the littoral states of Niger Delta region.

Second, a static floating duty post should be stationed at hotspots or cluster of hotspot, in addition to adopting a twenty-four hour policing by security operatives in partnership with youths in the affected communities. This police–Youth partnership should be provided with effective and highly secured communication equipment/channels for prompt dissemination of information and control of the policing network .This will help reduce the activities of sea robbers especially the attack on speedboats, ferryboats and local crafts along the waterways and creeks of the study area.

As a third measure, preservatives should be applied to all perishable goods before transporting along the creeks and waterways of Niger Delta region. This will help reduce the quantity of goods spoillage resulting from delay in delivery as a result of attacks.

Lastly, the problem of unemployment in Nigeria should be tackled through the provision of skill acquisition programmes. This platform will reduce the number of idle youths who usually see sea robbery as a means of earning material things quickly.

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Appendix I

Correlations

		Sea Robbery	Water Transport
Sea Robbery	Pearson Correlation	1	.491[**]
	Sig. (2-tailed)		.000
	N	389	389
WATER TRANSPORT	Pearson Correlation	.491[**]	1
	Sig. (2-tailed)	.000	
	N	389	389

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

Association of the Elementary Students with Remote Learning: An Analytical Awareness

By Lipa Hoque & Fariya Begum Disha

Abstract- This research paper aims to improve our understanding about the commonness and factors of Remote Learning in a sense of comparative application with a basic reflections on the nature and role of elementary students with remote learning. The inter-connection and obstruction among elementary students in general, further issues covered include the strategies to make remote learning easier for children. The attention and attempt of this article is the abstracts and components of far off learning especially for elementary learners.

It is especially pertinent for students and teachers interested in process of improving their interaction and aimed for teachers who are out there to adopt the new role of education in determining and reforming the Social order with some recipes and ideas in the second half the article.

Keywords: elementary students, remote learning.

GJHSS-C Classification: FOR Code: 930199p

ASSOCIATIONOFTHEELEMENTARYSTUDENTSWITHREMOTELEARNINGANANALYTICALAWARENESS

Strictly as per the compliance and regulations of:

Association of the Elementary Students with Remote Learning: An Analytical Awareness

Lipa Hoque [α] & Fariya Begum Disha [σ]

Abstract- This research paper aims to improve our understanding about the commonness and factors of Remote Learning in a sense of comparative application with a basic reflections on the nature and role of elementary students with remote learning. The inter-connection and obstruction among elementary students in general, further issues covered include the strategies to make remote learning easier for children. The attention and attempt of this article is the abstracts and components of far off learning especially for elementary learners.

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Keywords: elementary students, remote learning.

I. Introduction

In the majority of the nations on the planet, the state of instruction in far off and disengaged zone has been troublesome. As a rule, school structures and hardware are poor and social and traffic conditions are at an impeded. To make far off learning more reasonable for students and improve participation. Within the course of the foremost later couple of months, the widespread has made various troubles for educates, understudies, and gatekeepers as they advanced into separate learning. Getting children to contribute in virtual consider lobbies takes a few work, it turns out. Understudies require person help, system, and reassurance that internet doesn't give. It's not a teacher, it may be a fundamental device to communicate. In each classroom, there are learners who reliably have their hand raised to share, and the people who are hesitant to bolt in. Regardless of whether they're independent, will in general think for some time before they contribute, or are simply having an awful day, it very well may be difficult to bring kids into conversations who are hesitant to include their voices. The difficulties of getting understudies to take an interest have strengthened during far off learning.

II. Methodology

Data Utilized in this article have been collected from the secondary sources and constant practical appliance of research method applied by balancing antithetic applicable rules from Contradistinctive Curriculum and locality, ie, from the books, Academic Journals and articles as mentioned in the references. This Research paper has also revealed some which are considered necessary to obviate in terms of remote area.

III. Objectives

Against the milieu of the set statement, the main objectives of the research study follows:

i. To encourage educators towards distance learning.
ii. To identify and equate with the various circumstantial issues of far of learning.
iii. To signify the outcome of extension and deliberate to interactive remote learning.
iv. To become aware of the split application of different remote education.

A few systems to make far off learning more reasonable for students:

1. *Get to realize your students far more:* An exceptional connection causes us to feel as though we matter. Building associations on a human level is the essential and most competent move prepared to do as educators, and it is tolerably direct to do. At school we like to plunk down with our students balanced in any event once per week and simply talk when we start a new year. If you understand your students well, by then your homeroom will run a ton of smoother, and helping students fathom will be less complex. At the purpose of distant realizing when we put aside the push to get comfortable with our understudies, it genuinely pays off finally. In the event that you set aside the effort to begin with calling them exclusively or simply have a concise discussion with the guardians before beginning in this fall with separation learning. It's totally supported, regardless of the apparent multitude of difficulties.

2. *Try to be present remotely:* Initially students will have parcel of questions to inquire around the strategy of joining lessons and doing classwork. Try not to freeze, simply show that you're on the web and available to handle questions and give uphold and back where it is required. Noting gets back to and informing can be extraordinary approaches to speak with understudies right away. Microsoft Teams accompanies a heap of all these. Surely MS Forms works like charm when we come to discussion around classwork and schoolwork tasks.

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3. *Keep it simple and straightforward:* Inside the blocked off learning measure, it's generally tiresome to satisfy the separation focuses for instructors. Keeping straightforward destinations during this period can assist with expanding class participation, cooperation and commitment therefore simple objectives to be accomplished for teachers. To be fruitful, define moderate objective. Outlining objectives high can be frustrating for both students and teachers.

4. *Engaging students in peer/group work:* We're surviving a pandemic, it is undeniable that students are lost one-one interaction with teacher and their gather individuals.[1] Using small groups to increase engagement can be the most efficient way to keep them encouraged. The power of a group-work works like enchantment for both higher accomplishing and less-competent understudies. Getting parents involved can be a potential final resort for teachers. Sending them schedule and updating them if the student is missing lessons recurrently.

5. *Creating Reflection everyday:* Looking back every morning of every students understanding is one of the principal basic work to accomplish for a teacher. Reflect about what worked out positively and what you would try another way next time exceptionally while we tech online. Time to time all extraordinary educators have failed lessons, in reality they're all incredible due to their exact reflection and estimating capacity.

Reflection:

➤ What parts of the every-day plan were met or postponed?
➤ Individual student requirements (Differentiation).
➤ Reforesting tasks.
➤ Teacher's satisfaction on student's learning?

6. *Using relevant slides:* We are well on the way to taught for all intents and purposes this drop since of the pandemic. To ensure effective learning we ought to use a few computerized devices. It's a useful way to educate remotely with slides or power point presentation. In some lessons can be completely composed with collaborative slides.

An extra slide may be applied at whatever point we have an exercise particularly accommodating as a get prepared to induce students sharing toward the starting of lessons. It can connect a mathematical

picture and request for students to consider. The students respond by composing a request or comment on the chat box of the class-meeting.

For example game slides are adaptable for early rudimentary kids. On the grounds that they can be utilized as game sheets or scoreboards, and they basically ensure enthusiastic number related talk.

7. *Don't forget to give individual feedback:* As we can't really have eye-contact or arrange collaboration with students in the midst of virtual exercise, here we must be chip away at feedbacks so accurately. Appreciation makes a difference to bridge the crack between a student's capacities and potential. Teachers can provide the students with ideas for improvement and adjustments for errors with accurate feedbacks.

Particularly, input makes a difference to: Make a positive vive in lessons. When advance is compensated, objectives are unequivocal and concrete steps are laid out for change, learners will be propelled to succeed. Most importantly it helps individual student understand their strengths and deficit.

Use *The Feedback Sandwich:* This feedback tool contains of three mechanisms:

1. Start with positive feedback;
2. Then, introduce constructive or area of improvement.
3. Close with particular input that builds up the learner's believe and consolation.

IV. Remote Learning: Interactive Lessons

Make your online lessons resourceful. One thing to always remember that in a traditional class room you are sitting only with your learners but in an online class you are exposed to learners' family and others. Even if you don't record your class someone might start recording. Having your lessons connected with engaging activities will make your classroom breathe. There are different ways to connect your lessons to engage with your learners. An educator's priority has always been to plan and prepare well in advance. As for online classes it plays a vital role.

Our elementary learners are delicate and often choose to remain quiet in our physical class room. Surprisingly, you may find the student who is introvert enough in a traditional class room started responding in your online session. This happens because a child like this requires special attention from his/her teachers. Online sessions will make it feel like you are sitting in front of your students' one on one. An engaging resourceful lesson will help your students' core to come out and be expressive. This shared digital adventure will

[1] Larry R. Irons Ph.D., et al. "Interactivity in Distance Learning: The Digital Divide and Student Satisfaction." Journal of Educational Technology & Society, vol. 5, no. 3, 2002, pp. 175–188.
Beaver, Cheryl, et al., editors. Resources for Preparing Middle School Mathematics Teachers. 1st ed., vol. 80, Mathematical Association of America, 2013.

strengthen the relationship between teachers and students.

Following are the few suggestions that you may use while planning your lessons:

Having a fixed lesson template may reduce your future labor. A particular planning format will prevent you miss out any important stage of your lesson which your student may love the most. Arranging time according to your activities is another thing to consider while planning for online lessons. Your lesson planning doesn't have to be rugged or time-consuming.
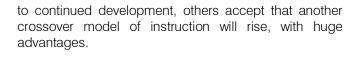
1. *Review to continue:* Warm up your class before you go deep in your lesson. It is always better if your class starts with a review after welcoming them in the class. Coming before all others in order is to look back your previous lesson. A brief or an interactive quiz, discussion related to your last lesson should serve the purpose. As elementary learners are young, it is most likely for them to forget about their lessons done previously. Online lessons will make it for them more obvious to get rid of traditional studies with books and copies. Review will help an educator to reconnect learners with the flow.

2. *Day-to-Day Lesson Recipe:* There are many different teaching methods. Choose the one that suits best for your students. Keep close ended questions during the session in your plan so as to understand the progress of your learners. It is very important for an online educator to keep chasing students by asking questions frequently. Different online software will allow you have different ways to encourage your students to participate. For instance, Microsoft Teams will allow your learners instantly type the answer to your question and submit. Plan your lesson in a way that will let you have introduction period which may further subdivided into welcoming and reviewing sections. Using interactive tools like 3D models for your mathematics and science lesson will be a great help. It will magnetize your young learners to stay connected. Some of these resources are freely available online. Planning on a video or power point presentation with sound and animation will help your English lesson to be captivating. However, a very long speech or video showing sometimes may pull your students back from their attention. Balancing these all in your day-to-day lesson plan is the main task of planning lesson. It is okay if your learners make mistakes online rather take it as an opportunity to paraphrase your point. These little super stars tends to not pay attention on an elaborate explanation unless they make mistakes. Digital lesson planning often become unsuccessful due to lack of diversification. Yes, you can diversify your planning following one same template. To

illustrate, don't repeat your techniques more often or for consecutive days. It will increase the boredom among learners. Let your students be creative. To hold online classes to restraint your learners back from being the expert, think creatively, you can often use the platform of English story time class. Ask them to offer some titles and let them suggest how the story should go. This will open a remarkable scope for an educator to analyze the progress of individual students as well as to find all the possible areas where necessary help should be offered. Encouraging these young learners to participate in a group or individual activity will also keep them spiritually fit.

3. *Resource to use for a lively lesson plan:* As mentioned earlier in this article, there are a number of ways to make your lesson plan resourceful. With the blessings of this modern digital communication system, we can share and get ideas from educators around the globe. There are lot other websites that also offer help and support educators to plan their lessons ingeniously. Some of these websites are,

- twinkl.co.uk
- education.com
- superteacherworksheets.com
- greatschools.org

Learners' engagement in remote learning is challenging but once you successfully establish some rules for your digital classroom you will find it serene. Stating rules before starting sessions will act as an indication for this Youngers to maintain a healthy classroom environment. A positive feedback or appreciation from educators not only stimulus this entire process but also strengthen the relationship between both educators-learners and educators-guardians. Amiable associations between adults and educators demonstrate an ideal faraway learning scope and lend a hand to operate this digital learning ship triumphantly.

V. Conclusion

Every student in every school regardless of their locality deserves to have quality teachers, because we know from research that great teachers have the biggest impact on student learning. With this unexpected move away from the homeroom in numerous pieces of the globe, some are puzzling over whether the reception of internet learning will keep on enduring post-pandemic, and how such a move would affect the overall training market. In light of noteworthy interest, numerous web based learning stages are sans offering admittance to their administrations, including stages. While some accept that the spontaneous and quick move to web based learning with no preparation, inadequate transmission capacity, and little readiness – will bring about a helpless client experience that is unconducive

to continued development, others accept that another crossover model of instruction will rise, with huge advantages.

36

Perceived Influence of Skills Acquisition Programmes on Socio-Economic Development of Women in Andoni Local Government Area, Rivers State

By Vidah James Ataije & Dr. Ihejirika, J.C

Rivers State University

Abstract- This study investigated the perceived influence of skills acquisition programmes on the socio-economic development of women in Andoni Local Government Area, Rivers State. The study was guided by five research objectives, five research questions, and four null hypotheses which were tested at 0.05 significant levels. The study adopted a descriptive survey design. The population for this study comprised 742 trainees in 20 functional skills acquisition training programmes, out of, which 371 trainees in 20 functional skills acquisition training programmes were selected through a proportionate sampling technique. A validated questionnaire titled "Perceived Influence of skills acquisition programme on Socio-Economic Development of Women" with a reliability index of 0.83 was used for data collection. Mean and standard deviation was used to analyse data collected. The findings revealed that skills acquisition programmes had influenced their socio-economic life by providing them with life-changing skills for self-reliance and improved women social status.

Keywords: skill, skill acquisition programmes social development, economic development, and socio-economic development.

GJHSS-C Classification: FOR Code: 140202

PERCEIVEDINFLUENCEOFSKILLSACQUISITIONPROGRAMMESONSOCIOECONOMICDEVELOPMENTOFWOMENINANDONILOCALGOVERNMENTAREARIVERSSTATE

Strictly as per the compliance and regulations of:

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Vidah James Ataije [α] & Dr. Ihejirika, J.C [σ]

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Keywords: skill, skill acquisition programmes social development, economic development, and socio-economic development.

I. Introduction

In Rivers State, women's status in the rural communities is low due to their attachment to subsistence farming, petty trading with little or no skills attached to their vocations. This lack of skills to boost their socio-economic lives has made women in rural areas earn less, thereby belong to the low economic status group in society. In Andoni Local Government Area, economic status of most women living in rural communities are low due to lack of access to better income generating activities. They are mostly fisher folks, sea food gatherers, petty traders, weavers, and so on, who generate little income due to lack of skills to improve their economic activities.

Wife of successive governors in Rivers State, in an attempt to better the lives of her citizens (mostly women and youths) have been providing different skills acquisition training programmes for people. These skill acquisition programmes are expected to empower the beneficiaries to be self-reliant and independent. Among these skills acquisition programmes include fashion and designing training programme, decoration and event planning training programme, cosmetology and production of liquid soap and sanitary agents training programme, catering and pastries making training programme, agricultural training programme, and so on. Also, wives of local government chairpersons/ caretaker committee's chairperson have equally provided skills acquisition programmes in different skills as their pet programmes for the developing their people at the grassroots level.

Women in Andoni Local Government Areas have benefited from skill acquisition programmes such as fashion designing training programme, decoration and event planning training programme, cosmetology and production of liquid soap and sanitary agents training programme, catering and pastries making training programme, agricultural skills training programme. The essence of these programmes is to empower women to be more productive and to contribute to the welfare of their families. Women who benefit from these programmmes are trained on different skills that will make them self-reliant and economically sound to face some economic challenges in their various homes and also contribute meaningfully to the development of the community and society at large. Based on this background, this research is carried out to investigate how the different skills acquisition programmes provided for women in Andoni Local Government Area have influenced the socio-economic development of women in the LGA.

II. Conceptual Clarification

Skills acquisition programme, in general includes every form of education that aims at acquirement of qualifications related to a profession, art, or employment which provides the necessary training and the appropriate skills as well as technical knowledge. This type of training enables learners to

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practice a profession, art or activity, independently of their age and their training level, though the training programme contain elements of general education (Kotsikis, 2007). Ibrahim (2013) emphasised that skills acquisition programme is education and training for work; it is an education where skills are taught to gain employment through exposure to practical experience for self-actualization.

According to Inyang and Agwadu (2017) in traditional Nigerian societies, skill training was largely run on the apprenticeship system. While Fafunwa in Inyang and Agwadu (2017) stated that this vast apprenticeship training system began as part of a wider education process in which indigenous societies of Nigeria passed on their cultural heritage from one generation to the next. To Okoro, in Hime (2003) and Kpanja (2003), apprenticeship was the method of skills acquisition and training before establishing vocational and technical schools. Okoro further maintained that due to inadequate vocational and technical schools, the apprenticeship system still supplied the bulk of Nigeria's skilled and semi-skilled workers. Hime (2000) further revealed that the Federal Republic of Nigeria through National Directorate of Employment (NDE) launched the apprenticeship scheme in a bid to fight unemployment and provide individuals with psychomotor skills. Backer and Mincer (2014) observed that the investment made in acquiring skills was central to the development and advancement of societies. In Industrial Training Fund (ITF, 2014), it was established that citizens' acquisition of relevant skills is a sine qua non for industrialisation and by extension, economic development. This corresponded to Mba's (2008) observation that for any nation in search of a high level of industrialisation to succeed, provision of relevant skills must be given serious consideration.

UNESCO in Ibrahim (2013) defined skills acquisition programme as education designed to prepare skill workers for industries, agriculture, commerce etc. Skilled acquisition programme can be regarded as experience gained directly or indirectly that enables one to participate in a socially useful occupation either in or out of school, at various levels and to be sufficiently equipped to become an intelligent creator of goods and services. Olaitan (1985) conceived vocational skill as a highly useful education as its occupational content is such that the trainee acquires skills, attitudes, interest and knowledge. Given this, Denga in Udo, Boyi, & Ewuga. (2002) contended that by and large, the education that produced technician is technical education while vocational skill is all-embracing since it prepares its recipient for a living. The National Policy on Education (1981 revised) defined vocational Education as an aspect of education, which leads to the acquisition of practical and applied skills as well as scientific knowledge (Udo, Boyi, & Ewuga. (2002, pp. 2-3).

Okoro, (1999) defined skills acquisition programme as all those experiences where by an individual learns to carry on successfully any useful occupation. These experiences may be organized and institutionalized or unorganized and haphazard. Simply put, skills acquisition programme may be looked at as a series of controlled and organized experiences arranged to prepare a person for socially useful employment. Skills acquisition programme is generally defined as the part of skills acquisition programme that provides the specialized professional knowledge and skills, which attribute professional adequacy to the trainee and are the focus of every skills acquisition programme. Skills acquisition programme training can be seen as an activity or a set of activities designed to transmit theoretical knowledge and also professional skills that are required for certain types of jobs (Kotsikis, 2007).

As an educational policy, it refers to the initial skills acquisition programme training, whose aim are connected to the given-offer and demand of specialties, as they are formed by the structural characteristics of each county's economy (Efstratoglou & Nikolopoulou, 2011). Skills acquisition programme according to Ibrahim (2013) is introduced to enhance livelihood opportunities of women who are at a disadvantageous position and have a scant exposure to technical skills and knowledge. The skills acquisition programme for women aims to develop entrepreneurial skills among women.

Agbogo and Azih (2015) pointed out that skill acquisition programmes should be considered a matter of national policy and designed to train potential entrepreneurs within and outside educational institutions. Skill acquisition programmes focus on entrepreneurship development which is an important aspect of human capital development that is able to contribute to the financial empowerment and self-reliance of the participants

Okolocha (2006), pointed out that skills acquisition programme programs focus on the acquisition of appropriate skills, abilities and competencies as necessary equipment for the individual to live in adapt to the real work situation and contribute to the development of his society. Skills acquisition programme according to Magaji (2015) is an educational training which comprehends knowledge, skills, competencies, structural activities, abilities, capabilities and all other structural experiences acquired through formal, on-the-job or off-the-job which is capable of enhancing recipient's opportunity for securing jobs in various sector of the economy or even enabling the person to be self-dependent by being a job creator. Skills acquisition programmes are geared towards equipping the beneficiaries with life changing skills that will economically empower them for socio-economic development. Economic empowerment according to Ogbe, in Sunday (2016) is the way of

motivating individuals in the society to be productive and self-dependent by inculcating into the individual entrepreneurship skills such as personal business initiatives and basic skills in business development. skills acquisition programme for women social-economic development as pointed out by Sunday (2016) will:

1. Contribute to maintaining and improving the skills and competences of women by the needs on the labour market and to furthering competence for socio-economic development of the participants;
2. Contribute to solving lack of financial capability faced by women; and
3. Give women the possibility of upgrading of their status in the society as well as making them self-reliant.

Women's participation in skills acquisition programme is very critical to the development of any society or nation, because they play significant roles in family and nation-building. A mother with a few years of formal education is considerably more likely to send her children to school. In many countries for instance, each additional year of formal education completed by a mother translate into her children remaining in school for additional one-third to one and half years. Aroge (2016) pointed out that many women who have participated in skill acquisition programme have gained experiences that enable them to be self-reliant, establish their small-scale businesses which yield income for their families, communities, and society. This is in support of Hassan and Olaniran's (2011) assertion that skills acquisition programme improves the socio-economic status of individuals and communities. Skill acquisition programme is designed to meet the employment needs of particular areas of the economy. The training provided is closely matched with specific job requirements so as to foster immediate production performance by the trainees. Trainees can become wage earners, thereby becoming more useful and productive citizens who will be assets to the society and not liabilities.

Eheazu in Mbalisi and Oyebamiji (2015) define socio-economic development as it applies to rural dwellers to mean a process of positive social and economic change which aims at raising the standard of living, quality of life, and the dignity of rural dwellers. The definition and explanation of socio-economic development specified a development spectrum that is modeled along human development framework and its impact on the quality of life of the people. Fritz (n. d) noted that the purpose of socio-economic development is to improve the social and material well-being of all individuals and social institutions with the goal of achieving the highest possible level of human development. at community level, the processes of socio-economic development as pointed out by Mbalisi

and Oyebamiji (2015) include the provision of functional education; transformation of the basic production processes; provision of adequate infrastructure; and provision of basic industrial technology. Socio-economic development of women is geared towards equipping the beneficiaries with life changing skills that will economically empower them for socio-economic development. This study will evaluate the impact of fashion design, decoration and events planning, pastries and cosmetology training programmes of Andoni Local Government on socio-economic development of women participants.

III. STATEMENT OF THE PROBLEM

The status of rural women in most rural communities in Andoni Local Government Area is economically low, and this has prompted government and some Non-Governmental Organizations to provide rural people in this LGA with different skills acquisition programmes. Skill acquisition programmes were provided for women to equip them with relevant educational needs which they require to function better in their respective economic lives and also to be able to utilize the gains for development of their economic lives, families and communities. However, based on the expected goal for the provision of the skills acquisition programmes, the researcher is carrying out this research to answer questions on the extents to which the skills acquisition programmes have impacted on the lives of the women from Andoni LGA, who are the beneficiaries of the programmes. Therefore, to answer the question on the extent to which these skills acquisition programmes have influenced the socio-economic lives of women in Andoni LGA, Rivers State is problem of this study.

IV. PURPOSE OF THE STUDY

The purpose of this study is to investigate the perceived influence of skills acquisition programmes on socio-economic development of women in Andoni Local Government Areas, Rivers State. The objectives of the study are specifically to:

1. Find out the extent to which fashion designing training programme influenced women's socio-economic development in Andoni Local Government Areas.
2. Ascertain the extent to which training in Decoration and event planning programme influence socio-economic development of women in Andoni Local Government Areas.
3. Identify the extent to which training in fisheries has influenced socio-economic development of women in Andoni Local Government Areas.
4. Ascertain the extent to which training in cosmetology influence socio-economic

development of women Andoni Local Government Areas.

V. Research Questions

1. To what extent does fashion designing programme influenced women's socio-economic development of women in Andoni Local Government Areas?.
2. To what extent has training in decoration and event planning programme influenced socio-economic development of women in Andoni Local Government Areas?.
3. To what extent does skills acquired by women in agricultural skills acquisition programme (fisheries) influenced the standard of living of women in Andoni Local Government Areas?.
4. To what extent has training in cosmetoloy training influenced socio-economic development of women in Andoni Local Government Areas?.

VI. Methodology

The research design that was adopted for this study was descriptive survey design, the study was carried out in communities in Andoni Local Government Area. The population for the study was 446 beneficiaries of 10 functional skills acquisition programmes in Andoni Local Government Areas of Rivers State. Out of which 371 beneficiaries were proportionately sampled. The instrument used for this study was a validated researcher-made questionnaire titled "Perceived Influence of Skills Acquisition Programmes on Socio-Economic Development of Women Questionnaire" (PISAPSEDWQ). The instrument has a reliability index of 0.83.The questionnaire was administered by the researcher with the help of two trained research assistants who are literate members of the communities in the area of study. out of the 371 copies of questionnaire administered, 366 representing 98.65 percent was retrieved as dully filled and used for the analysis. 5 copies representing 1.35 percent were not retrieved, therefore not used for the study Data generated was analysed with mean statistic and standard deviation.

VII. Results

Research Question 1: To what extent has fashion designing programme influence women's socio-economic development in Andoni Local Government Area?

Table 1: Weighted Mean and Standard Deviation Scores on the Extent to which Fashion and Designing Training Programme Influence Socio-Economic Development of Women

S/N	Statement	X	SD	Decision
1	Through the fashion designing programme, I am now self employed.	2.71	1.02	High Extent
2	Through the skill I acquired from the fashion design programme, now make money to support my family.	2.86	1.09	High Extent
3	The fashion designing programme provided employable skills for many unemployed beneficiaries, who are now employed in different fashion homes where they earn a living.	2.73	1.06	High Extent
4	The fashioning design programme provided opportunity for some of us to update our fashion and designing skill and have increase our customers base due to increase in patronage.	2.76	1.15	High Extent
	Grand Mean	2.77		High Extent

Table 1 reveals that participants in Andoni Local Government Areas respondent responses on items 1-4have weighted mean values that range from 2.71-2.86 which are all greater than the criterion mean of 2.5 and corresponding standard deviations that ranges from 1.02-1.15 which are all positive. Respondent responses gave a grand mean value of 2.77, which is also greater than the criterion mean of 2.5 and imply that fashion and designing programme has influenced socio-economic development of women in Andoni Local Government Area by equipping them with improved skills for self-employment; provided capability for making money to support their family, and so on.

Research Question 2: To what extent has training in decoration and event planning programme influence socio-economic development of women in Andoni Local Government Area?

Table 2: Weighted Mean and Standard Deviation Scores on the Extent to which Training In decoration and Event Planning Programme has Influence Socio Economic Development of Women in Andoni LGA

S/N	Items	X	SD	Decision
6	I employ people now due to the training from the Decoration and event planning training programme I participated in.	3.08	1.071	High Extent
7	I have my own shop where I do my business due to training, I got from decoration and event planning training programme.	3.16	1.330	High Extent
8	The skill I acquire in Decoration and event planning training programme enable me to get job.	2.90	1.094	High Extent
9	I have been training many people as a result of the training I acquired in the decoration and event planning training programme.	3.08	1.176	High Extent
	Grand Mean	3.05	1.153	High Extent

Table 2 reveals that respondents in Andoni LGA were of the opinion that skills they acquired in decoration and event planning training programme have influenced job opportunities for them. This is shown in their responses mean values of 2.90-3.16, which are greater than the criterion mean of 2.5. The analysis also shows positive response rate with corresponding standard deviations of 1.071, 1.330, 1.094 and 1.176 respectively. The result implies that to a high extent, the training in decoration and event planning programme has influenced socio-economic development of women in Andoni LGA by making the beneficiaries employers of labour, self-employed, employable and also run train-the-trainer programme.

Research Question 3: To what extent has training in fisheries influenced socio-economic development of women in Andoni Local Government Area?.

Table 3: Weighted Mean and Standard Deviation Scores on the extent to which Training in Fisheries has Influenced Socio-Economic Development of Women in Andoni Local Government Area

S/N	Items	X	SD	Decision
10	I am now a boss due to my ability to establish my own fish pond due to training i received from agricultural skills acquisition programme training programme.	2.94	1.02	High Extent
11	Through the empowerment I got from the fishery training programme, I am more informed on how to carry out my farming activities.	3.12	1.04	High Extent
12	I no longer wait for people to give me money, due to the training I got from the fishery training programme, I now produce local fish feed.	2.86	0.99	High Extent
13	I am now an employer of labour as a result of training i got from the fishery training programme.	2.88	1.09	High Extent
14	People patronize my farm more now than before because of the improvement on my skill due to the training I got from the agricultural skills acquisition programme. I participated in.	2.89	1.21	High Extent
15	I no longer beg people for financial assistance, due to the training I got from the fishery training programme.	2.98	1.09	High Extent
	Grand Mean	2.95	1.07	High Extent

Table 3 reveals that women in Andoni Local Government Area responses items 10-15 have positive response rates, since their weighted mean values which ranges from 2.82-3.12 are all greater than the criterion mean of 2.5, and also their corresponding SD is also positive. The grand mean value which is 2.95 is also greater than the criterion mean and implies that to a high extent agricultural skills acquisition programme has influenced socio-economic development of women in Andoni Local Government Area by making them self-reliant (commercial farm owner); improved their knowledge of farming methods; they are no longer depending on people for financial assistance; and women are employer of labour due to expansion of their farm.

Research Question 4: To what extent has training in cosmetic, make-up and pastries training influenced socio-economic development of women participated in Andoni Local Government Area?

Table 4: Weighted Mean and Standard Deviation Scores on the Extent to which Training in Cosmetic, Make-Up and Pastries Training Influenced Socio-Economic Development of Women

S/N	Items	X	SD	Decision
16	I am now a boss due to my ability to establish my own business due to training i received.	2.69	1.096	High Extent
17	Through the empowerment I got from the skill acquisition programmes, I am more informed on how to carry out my farming activities.	2.86	1.151	High Extent
18	I no longer wait for people to give me money, due to the training I got from the skill acquisition programme.	2.61	1.049	High Extent
19	I am now an employer of labour as a result of training i got from the skills acquisition programmes.	2.62	1.147	High Extent
20	People patronize my business more now than before because of the improvement on my skill due to the training I got from the skills acquisition programmes.	2.87	1.823	High Extent
	Grand Mean	2.73	1.566	High Extent

The result from Table 4 shows that weighted mean values of items numbers 16-20 Andoni Local Government Area on items 16-20 range from 2.61- 2.87 and are all greater than the criterion mean value of 2.5, and this implies that skills acquired in cosmetic, make-up and pastries training have influenced the status of women in Andoni Local Government Area. Also, respondent responses gave grand mean values of 2.73, which is also greater than the criterion mean value of 2.50. This reveals that training in cosmetic, make-up and pastries training influenced socio-economic development of women positively in Andoni Local Government Area by equipping the beneficiaries with knowledge and skills of establishing, maintaining and growing their own business for improved socio-economic development.

VIII. Discussion of Findings

The findings reveal that training in fashion design programme, decoration and event planning programme has influenced socio-economic development of women by providing them with job opportunities and thereby promote socio-economic development of women in Andoni LGAs. Skill acquisition training programme are adult learning geared toward self-development. Women who benefited from the skills acquisition programme acquired life changing skills that transform their socio-economic life from dependent to that of self-employed adult. Akko and Addison (2009) asserted that skill acquisition programme provide the beneficiaries with improved employability and income skills that can increase their social status. This is in support of Mbalisi (2010) definition of adult education as any educative and purposeful learning activity organized for adults to initiate them into a new way of life by providing them with relevant skills, competencies, knowledge, information and attitudes required to excel in that aspect of life. Literacy empowers and it is the most essential of all educational skills. Education, formal or non-formal, is the basis for the full promotion and improvement of women status.

Findings also reveal that training in fisheries has improved women beneficiaries' standard of living, the women are more informed on different fishery practices for socio-economic development. Shamsideen's (2016) observed that through skills acquisition programme, beneficiaries will acquire the skills of recording the names of debtors and creditors, the ability to use calculator to calculate profit or loss of trading activities, and transact business at the bank very quickly, among others. That the skills gained will help the beneficiaries to improve on their trading activities and bring about efficiency and profitability.

Training in cosmetics, make-up and pastries skills acquisition programs as established in the findings, revealed that the socio-economic development of women in the area have improved because they gain relevant socio-economic skills for personal development and contributions to their community. With the requisite knowledge on how to grow and to maintain small scale business, productivity could be increased and the level income raised as well. Shamsideen (2016) also observed that adult education has a role to play in nurturing the skills and knowledge necessary to reduce the risk of poverty and also to provide the capacity to withstand poverty-inducing pressures. This is also in line with Sabates in Shamsideen (2016) view that participating in adult learning can help substantially reduce poverty through enhancing employment prospects, improving health levels of poor people and giving better chances of acquiring the tools needed to run their own lives.

IX. Conclusion

The study concludes that skill acquisition programme provided for women have actually influence their socio-economic life because the beneficiaries are now self-employed due to them practicing the different skills acquisition programme they benefited from. They are better informed on how to save money from their various vocations and grow their business, and also contribute to development of their communities.

X. Recommendations

Based on the findings and conclusions, the researcher made the following recommendations:

1. Any skills acquisition programme designed for socio-economic development of women should be an integrated programme that will not only give them livelihood skills but also empower them to aspire for greater self-development.
2. Fashion and designing programme should not only be a tailoring scheme but should include other components of modern fashion training scheme and also re-training packages provided at intervals for the beneficiaries of the programme to enhance their capabilities.
3. Job opportunities provided by the decoration and event planning training programme for women should be sustained by provision of soft packages to the trainees to enhance their capabilities.
4. The fisheries training programme should be a continual training process to accommodate new technologies in farming and sustainability of the skills by the beneficiaries.
5. Andoni Local Government Council should promote/ provide regular skills acquisition workshops and make them attractive for women to participate in order to be less economically dependent on their husbands.

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- Writings
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Acknowledgments

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

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

Manuscript Style Instruction (Optional)

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

Structure and Format of Manuscript

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

A research paper must include:

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

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

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

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

All manuscripts submitted to Global Journals should include:

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Author details

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

Abstract

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

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

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

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

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

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

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

Numerical Methods

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

Abbreviations

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

Formulas and equations

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

Tables, Figures, and Figure Legends

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

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

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TIPS FOR WRITING A GOOD QUALITY SOCIAL SCIENCE RESEARCH PAPER

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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Informal Guidelines of Research Paper Writing

Key points to remember:

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

Final points:

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

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

The discussion section:

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

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

General style:

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

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

Mistakes to avoid:

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

Title page:

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

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

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

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

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

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

Approach:

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

Introduction:

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

The following approach can create a valuable beginning:

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

Approach:

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

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

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

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

Materials:

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

Methods:

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

Approach:

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

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

What to keep away from:

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

Results:

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

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

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

Content:

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

What to stay away from:

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

Approach:

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

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

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

Figures and tables:

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

Discussion:

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

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

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

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

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

Approach:

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

Describe generally acknowledged facts and main beliefs in present tense.

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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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INDEX

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9 2

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