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Coaching Teachers of Multilingual Learners using the REAMS Framework

Fernando Naiditch

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ABSTRACT

This article presents a framework for coaching teachers of multilingual learners, focusing on a three-year professional development project in a linguistically diverse high school. The author introduces the REAMS (Recognition, Engagement, Action, Means, Support) framework, adapted from the ProSci ADKAR® change management model, to guide individualized teacher coaching. The study employs practitioner action research methodology, involving collaboration between a university researcher, classroom teachers, and the school principal. The project aims to prepare teachers to understand and address the needs of immigrant students learning English as an additional language. The article discusses emergent findings from the first year, highlighting the experiences of two teachers with contrasting backgrounds and approaches. Key outcomes include increased teacher awareness of multilingual students' needs, improved instructional strategies, and enhanced self-reflection. The author emphasizes the importance of sustained, context-specific professional development in supporting teachers of multilingual learners. The REAMS framework is presented as a systematic approach to fostering change and empowerment in educational settings, with potential implications for improving academic outcomes and cultural integration for immigrant students.

Keywords: multilingual learners, teacher coaching, professional development, sheltered english instruction, immigrant education.

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This article presents a framework for coaching teachers of multilingual learners, focusing on a three-year professional development project in a linguistically diverse high school. The author introduces the REAMS (Recognition, Engagement, Action, Means, Support) framework, adapted from the ProSci ADKAR® change management model, to guide individualized teacher coaching. The study employs practitioner action research methodology, involving collaboration between a university researcher, classroom teachers, and the school principal. The project aims to prepare teachers to understand and address the needs of immigrant students learning English as an additional language. The article discusses emergent findings from the first year, highlighting the experiences of two teachers with contrasting backgrounds and approaches. Key outcomes include increased teacher awareness of multilingual students' needs, improved instructional strategies, and enhanced self-reflection. The author emphasizes the importance of sustained, context-specific professional development in supporting teachers of multilingual learners. The REAMS framework is presented as a systematic approach to fostering change and empowerment in educational settings, with potential implications for improving academic outcomes and cultural integration for immigrant students.

Author: Montclair State University.

I. INTRODUCTION

Migration is a fundamental aspect of human history, with individuals and groups continuously seeking new places to settle and call home. References to people migrating can be found as early as in the 13th Century BCE in the biblical image of an Exodus to characterize the deliverance of the Israelites from Egypt. Migration, in that sense, is associated with liberation. Throughout history, we find examples of populations moving in search of freedom and a better life. This search can be voluntary when groups decide their own fate, but, in some cases, migration is not as an option, but a survival strategy, as many populations have been displaced or forced to migrate throughout history due to persecutions, intolerance, famine, disease, war, poverty, and hopelessness.

In the United States, migration is tightly associated with the development of the country itself. Immigration is part of the fabric and the soul of American society. People saw the new world as the land of opportunity where socioeconomic mobility and the vision for a more socially just society could be achieved.

This idea seems to still be part of the so-called American Dream, as it is estimated that more than one million immigrants arrive in the United States each year (Budiman, 2020). In fact, the U.S. is host to more immigrants than any other country in the world (Bolter, 2022). Immigration has truly and deeply shaped the history and the culture of the country and the contributions of these immigrants to American society can be seen in all realms of society – from its economic growth to its cultural and artistic expressions. There is ample evidence to suggest that immigrants contribute enormously to the development of a society and that their presence translates into wealth and opportunity (Naiditch,

2022). Immigration fuels the economy, improves the labor market, and diversifies the skills and the ways of knowing a society. The diversity of languages and cultures represented in the immigrants that arrive to the United States also contribute to making American society more pluralistic and inclusive.

Despite being a historical reality and a human rights issue, the subject of immigration has always been part of a fiercely contested territory. The discourse surrounding immigration is filled with examples of discriminatory language and xenophobic arguments that reflect the fear of the unknown and the rejection of anything which is perceived as not only unfamiliar or strange, but a threat to a country's national identity.

Schools always become part of the controversy surrounding immigration. This happens because they are seen as the nerve center of society. A school is the place where we educate our youth and expose them to the values and systems of beliefs that serve as the foundations of our society. In addition, schools are socialization centers where our children will learn the social and ethical rules that regulate society and the interactions among its members. Moreover, schools represent the official knowledge of a society (Apple, 2014). In the schooling process, we share the knowledge and the information we consider essential in the preparation of future citizens.

In the United States, there is an additional element that has become a bone of contention in schools: language. We have already established that the U.S. is a multilingual and multicultural society, but this notion does not always transpose well into the work being done in many school districts across the country.

Although the United States does not have an official language, English is considered the de facto primary language of the country, since it is used for communication in the media, businesses, and government agencies, including schools. In a nation of immigrants, it is not unrealistic to expect bilingualism or multilingualism to be the norm, particularly given the principles of free speech and civil rights that guide societal norms.

However, language diversity has always been a controversial issue when it comes to policies and protocols (Garcia, Kleifgen, & Falchi, 2008). Some states have designated English as their official language. These local state policies often use data from the U.S. Census Bureau to justify their choice (Dietrich & Hernandez, 2022) and argue that "making English the official language would encourage new migrants to learn the language of the country they have adopted as theirs" (Brice, 2014). Language, in this sense, is used as a symbol of nationalism and unity, which translates into an idea of community and social cohesion.

There is also the economic argument. Billions in federal dollars are directed towards translation and interpretation services. The city of Los Angeles, for example, spent 15 million dollars to print ballots in seven languages and to hire bilingual poll workers in 2002 (Brice, 2014). Large urban areas that usually have the largest multilingual and immigrant population do in fact spend millions of dollars in creating systems of communication in various languages and dedicate large percentages of their budgets for that purpose.

All these arguments are hiding the real reasons why people resist multilingualism. This is part of a larger anti-immigration discourse that intentionally neglects the societal benefits associated with being bi or multilingual. Language diversity is a fact of life both in the US and around the world. In the United States, hundreds of world languages and indigenous tongues have coexisted with English for centuries and this has not affected the status of English as the primary language of the nation (Crawford, 2008).

Language, thus, is another aspect of life that has become politicized in society. English is still the most common language spoken at home in the United States, with 78 percent of the U.S. population speaking only English (Dietrich & Hernandez, 2022), and although bilingual education in its various iterations and approaches is still widely used as a form of instruction throughout the country, English is still the language needed for participating in the teaching

and learning process, as well as the language used in standardized national assessments.

The work described in this article focuses on the language of schooling, also referred to as academic language. Learning to communicate in English, to understand textbooks and teachers and to be understood by teachers, classmates and school staff is one of the biggest challenges immigrant and refugee students face when they enroll in an American school. The same is true for the teachers who also face the challenge of learning to teach across the lines of language and culture. While immigrant students go through the language and culture socialization processes, everyone in the school building also needs to learn new skills and ways of teaching, interacting and communicating.

According to the National Center for Education Statistics' The Condition of Education report (NCES, 2020), 26.6 million out of the 50.7 million students enrolled in American public schools in 2017 were ethnic minorities. 10% of these students were classified as English learners (ELs).

While more than half of the total student population is made up of ethnic minorities, the teacher demographics is still mostly white and monolingual: about 79 percent of American public-school teachers are white compared to 44 percent of students (Egalite, 2024) and only 13 percent of them report speaking a language other than English at home (Williams, 2023).

The numbers mirror the reality we find ourselves in the field of teacher education and teacher development. There is an urgent need to prepare and qualify educators who can understand the meaning of this change in student demographics and who can become more culturally and linguistically responsive to address this change.

II. BACKGROUND

Language is at the center of everything we do in schools. Whether we are learning how to calculate in mathematics, how to distinguish between a fact and an opinion, or how to describe the layers of the earth, we need language to perform all of the above. Language is the vehicle through which we communicate our meanings and understand the world around us.

The language used in the context of schooling differs dramatically from the language we use to interact with our friends and family. This distinction between the social and the academic uses of language has been well documented in the literature of second language acquisition (Cummins, 2000). Through his BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency) acronyms, Cummins (2008) has been able to describe what it takes to learn and acquire a language both in social and in academic contexts and the challenges that this may present, particularly to immigrant students who are in the process of learning English as an additional language.

In order to fully engage with the language of schooling, students need to understand that there are different language registers, different features used in the various content areas and discourses, and the metalanguage associated with the awareness of the ways English is used in classroom tasks and texts (Schleppegrell, 2020).

In sum, students will not succeed academically if they do not learn the language of schooling. For multilingual learners (MLs), the challenge is even greater. When they start their schooling in the United States, multilingual learners are basically multitasking, going through the process of language and culture socialization and having to learn content through the new language while still learning the language itself.

Their teachers also need to engage in this multitasking effort, after all they need to learn to teach their content along with the language while also trying to understand the culture of their students and use their funds of knowledge (Moll et. al., 1992) as part of the school curriculum. Many teachers report not feeling prepared to teach across the lines of language and culture (Naiditch, 2022; Coady, 2020) and do not necessarily know how to adapt or modify their teaching to accommodate the needs of

multilingual multicultural learners (Gibbons, 2014).

The project described in this article is a result of our efforts to address this exact issue. Our focus is on supporting the work of teachers, as they develop the knowledge, skills and dispositions needed to succeed in multicultural multilingual classrooms. The project is being developed in a high school in a very culturally and linguistically diverse school district in the state of New Jersey on the northeast coast of the United States. We will refer to the school as Multilingual High School (MSH) hereafter.

MHS is situated in a large urban district. Data from the state department of education describes MHS as a minority-serving institution. Minority students comprise 99.5% of the total student population with 95.8% of them being categorized as Hispanic. Even the students who were born in the United States still go back to homes where English is not the primary language or where Spanish is the only language spoken. Spanish is also the language of the community where the school is located. MHS is in an ethnic enclave (Edin, Fredriksson. & Aslund. 2003) which is host to a large number of immigrants from South and Central America as well as the Caribbean. Additionally, the school serves a predominantly low-income student population, with 99.35% of the students qualifying to receive free lunch at the school. Many students need to work after school and need additional academic support and tutoring to keep up with schoolwork. The reality of MHS is not much different from the reality of other schools located in similar large urban environments that house large immigrant populations: low academic performance as measured by standardized tests, low graduation rates, and high absenteeism.

While ethnic enclaves provide a safe space for immigrants in terms of support systems such as a common language, networking and childcare, they can also limit the opportunities immigrants may have outside of their community. This geographical cluster ends up also becoming a socioeconomic cluster.

In the academic year 2022–2023, 29.8% of the students at MHS were classified as English learners. The number does not reflect the reality of this bilingual school environment. Many students who have passed their English requirements to be placed in mainstream classes could still profit from receiving additional language support in the form of English as a second language (ESL) class. However, there is a push towards mainstreaming students and creating a more linguistically inclusive environment by teaching multilingual learners in the content areas. This is where our project started.

The three-year project is still ongoing and aims at preparing teachers to understand the needs of immigrant students as they learn English as an additional language and to support them in transforming this understanding into pedagogy. Following a recommendation from the state Department of Education, school districts in New Jersey are developing professional development (PD) opportunities for teachers of all grade levels and content areas. The assumption is that all content area teachers are also going to become language teachers. As mentioned before, language is part of everything that we do in schools and teachers need to understand how language is used in their specific content areas and grade levels. Teachers also need to understand the discourse used in their respective disciplines and develop a linguistically responsive pedagogical approach that connects multilingual learners to the subject matter while they are still in the process of learning the language.

Teaching language along with content is also the premise of an instructional model known as sheltered instruction (Krashen, 1982) or sheltered English instruction (SEI). In this approach, language and content are intentionally integrated in the classroom and teachers make use of a number of strategies to provide multilingual learners access to grade-level content while also promoting English language development and proficiency (Echevarria, Vogt & Short, 2008).

Sheltered English Instruction has been used by content area teachers since the 1980s to help

make content comprehensible for English learners (ELs). Because ELs are placed with native English-speaking children in mainstream classes, the need to support their learning with a well-designed framework for teachers to prepare and deliver sheltered lessons in all content areas is even more critical. SEI encompasses instructional practices and pedagogical dispositions that help teachers address the needs of ELs in terms of content and literacy skills while at the same time providing academic support for emerging multilingual students to learn content in English.

School success lies in the development of academic literacy in English (Cummins, 2000). Students need to develop appropriate language skills to achieve the goals of every grade and to perform according to state standards in terms of content and knowledge. Short (2002) describes three knowledge bases as the major components of academic literacy:

- Knowledge of English
- Knowledge of the content topic, and
- Knowledge of how classroom tasks are to be accomplished

Because academic language is cognitively demanding and highly specialized (Cummins, 2000), teachers need to develop a deep understanding of language acquisition processes and the connections between literacy and content area knowledge so they can plan and implement a sound support system and adequate services for ELs to succeed academically.

Moving from BICS to CALP takes time and learners need exposure to language that is not only contextually academic, but that also offers exposure to rich literacy uses and practices; after all academic discourse is not only highly specific, but also technical, abstract, and even impersonal (Gibbons, 2014). Language only makes sense when contextualized and academic language in particular needs to be explicitly taught so that students can focus their attention on the specific features of the academic discourse.

Based on Krashen's (1982) input hypothesis, sheltered instruction emphasizes this intrinsic connection between content and language by having teachers focus on form and function in the content area classroom. Content area teachers are not expected to be linguists, but they need to learn to identify and engage in discourse that reflects their knowledge of the specific characteristics of the language used in their subject areas and be able to convey this knowledge and understanding on to their students.

III. METHODOLOGY

This study is part of a larger project which is planned to last for three years and focuses on providing individualized professional development (PD) for teachers at Multilingual High School. The novelty of our approach is on PD that is truly personalized based on the individual needs of the teachers and the makeup of their classrooms. The way we are developing the project is by working with each department within the school. The findings described in this article reflect the work done in the first year of the project. We started the work with the Social Studies/History Department. The choice was made by the school principal.

This is a collaborative study between a university researcher, the classroom teachers, and the school principal. Practitioner action research (PAR) is being used as both the data gathering technique and the method of inquiry to engage all stakeholders to examine their practice critically and to improve it (Anderson, Herr, & Nihlen, 2007). PAR engages the teachers in the project through a collaborative inquiry process. While teachers implement sheltered instruction and scaffolding strategies to support the learning of their MLs, they also engage in self-reflection and adapt or modify their teaching as they keep receiving additional coaching.

PAR is an ongoing form of professional learning, which allows teachers to reflect on their practice regularly, to assess it systematically, and to transform it as they identify aspects that need to be changed and improved. This developmental approach to PD empowers teachers to become accountable for their teaching and for the learning outcomes in their classrooms.

The university researcher engages in PAR as a participant observer (DeWalt, 2015) and comes to the school once a week. During classroom visits, modeling and even co-teaching strategies were used when both the teacher and the coach deemed necessary.

The data collected is being registered through field notes (Fawcett & Watson, 2016), and teachers are encouraged to keep a diary where they can reflect on their journey. The conversations and interactions throughout the coaching process are also being recorded and analyzed as part of the data set.

IV. COACHING TEACHERS: FROM ADKAR TO THE REAMS FRAMEWORK

The idea of using coaching as the model for this project on professional development is because coaching allows teachers to become accountable for their own learning (Knight, 2021). As an instructional coach, my job is to create the conditions for teachers to grow and opportunities for them to reflect and assess their teaching, so we can jointly think of ways and strategies to improve teaching and learning. This happens when you create a partnership where both the coach and the teacher take responsibility for their professional learning. After all, I am also an educator, and I am also growing professionally as I engage in the PD with the teachers. The way I presented myself as a coach was first as a teacher myself. I have taught in public schools and have had a vast experience both in and outside the United States as a bilingual and ESL teacher.

A coach is a more seasoned professional who deeply understands classroom dynamics and who can observe a lesson to identify aspects of the teaching and learning processes and the classroom itself that need to be refocused or improved. This is not a top-down approach where a coach tells teachers what to do in their classroom. Sometimes teachers do need to learn about a novel method or approach, or how to implement a particular instructional strategy – and the coach can teach them or even model it in the classroom. This is part of the process, but every time a teacher tries a different or a new

procedure in their classrooms, they always end up owning the way they go about implementing it.

Hess (2023) argues that instructional coaching is developed through highly focused and structured conversations that ensure teachers:

- Get a clear picture of reality in their classrooms,
- Identify powerful, measurable student-focused goals,
- Identify and learn high-impact teaching strategies that they can implement to hit those goals, and
- Make adaptations to their teaching until it is so effective that the goals are hit.

When I thought about creating a systematic and focused coaching model to work with the teachers at MHS, I wanted to develop a structure that would allow me to be consistent, so I could help teachers identify goals, implement new instructional practices, assess them, monitor progress and reflect.

This led me to another important methodological aspect of this project. My work is inspired by the ADKAR Model of change management (Ball, 2024), a widely used framework in corporate America for promoting organizational change.

ADKAR is an acronym that stands for the five components or stages of the model: awareness, desire, knowledge, ability, and reinforcement. The reason the model has been used successfully with a large number of companies (Ball, 2024) is because it is a model of change that focuses on the individual participants with the premise that change only occurs when people change. That was the first reason I wanted to explore the model further.

The other reason is that the ADKAR Model is an outcome-oriented change management method that aims to limit resistance to organizational change (Malhotra, 2024). Each of its steps represents a necessary condition for change to be effective and successful.

Let us look at the model the way it is implemented in the corporate world and then I will describe

how I adapted it to develop my own framework to be used as professional development for teachers and school staff as well as the immigrant student population.

When a company recognizes that change is needed, its leaders must go about it in a systematic way that will involve all stakeholders and that will consider everyone part of the whole process from brainstorming new ideas to eventually implementing them.

The first step, awareness, refers to the reason or reasons why change is necessary. A company will not have the buy-in of its employees without making sure everyone recognizes that change is needed. Awareness is the stage that involves the 'why.' People will not engage in the process of change without justification. Change needs to be implemented with transparent reasons and a coherent rationale.

The next step, desire, refers to the participants' willingness to actively take part in the process of change. Desire involves engagement and motivation. This can be a convoluted stage, particularly in organizations where members feel alienated and not listened to when it comes to the decision-making process. This is why it is important to consider every member of the organization and to ensure everyone has a voice and an opportunity to participate in the conversation about the change. Desire and engagement increase when there is clear communication among participants.

When awareness is created and desire is achieved, participants need to focus on the knowledge needed in order to promote change. Because change usually brings new ways of doing and understanding, it may also require new knowledge and skills that participants may not yet have. Developing new knowledge means learning about innovative ways and novel ideas, reading about current research and engaging in an inquiry process. Participants become learners and researchers. Whether the organization decides to design specific training or organize workshops and create study groups, the important part of this stage is the commitment to identify the knowledge

needed and what it is that each member must learn to be part of the change in an informed and educated way. This is, ultimately, an opportunity for professional development.

The ability step is a natural subsequent stage. As people acquire new knowledge and skills, they will likely identify barriers and will need to overcome roadblocks. Ability, then, refers to the conditions given for people to engage in the process. Members need to be given the appropriate conditions to engage in the work and that means sufficient time during work hours to meet with colleagues, practice newly acquired skills, develop in-depth knowledge, and prioritize tasks. This is why it is necessary to create a realistic timeline, so that change becomes apparent, and the process has a beginning and an expected end. Members will also require specific tools or equipment, and even some structural changes in the organization to facilitate the work.

The last step is reinforcement. Since we are describing a change management model, accountability towards change is required. This means that once changes are implemented, they need to be followed and achieved. They may need to be adapted to specific circumstances or even require some flexibility in their implementation. People react differently to change and have their own timing to experience it. In the desire step, we already got the buy-in from participants. In the reinforcement stage, change needs to be assessed and sustained. In order to do so, a company needs regular check-in points with every member and the continuity of open communication, so people can discuss their progress, potential limitations, challenges and successes. Reinforcement is an assessment that needs to be constantly put in place, so that when new knowledge is required or additional training is needed, the organization can plan accordingly.

The ADKAR model's strength lies in its practicality and focus on measurable outcomes. Its iterative nature, allowing for constant assessment, review, and repetition of stages, keeps the model dynamic and adaptable.

Change in any setting always brings resistance, but what we learn with ADKAR is that by making sure every member has a role, a task, a voice , a purpose and equal status, change can be a cooperatively achieved goal that can truly create innovative learning spaces and collaborative communities.

Building on ADKAR, I developed the REAMS Model for this research project. REAMS stands for Recognition, Engagement, Action, Means, and Support, adapting change management principles to educational settings.

When I was tasked with creating a district-wide professional development opportunity that would eventually involve all teachers from the high school, I saw in this framework the answer I was looking for in terms of internal consistency and coherence for my project. I have adapted it for the educational setting and tested it out this first year at MHS.

The first stage, recognition, also involves awareness. Teachers do need to develop an awareness of their student population, who the students are, their families, their funds of knowledge, the literacy levels of the students and their families in both their home language and in English as well as an awareness of the community where the school is embedded. Teachers also need to recognize their own preparation, their strengths and weaknesses in terms of what they feel prepared to do in the classroom with multilingual learners as well as what they need to learn and to develop professionally to meet the needs of this new student population. The reason I chose the work recognition is because I want teachers to transform the awareness into a more palpable actionable task. Recognition implies that you acknowledge yourself and others. In the recognition stage, teachers identify the knowledge of the immigrant families, their ways of knowing and doing, and recognize their own ability to work with multilingual students and their families. In this sense, the recognition stage is also a diagnostic stage.

Once teachers recognize their and their students' needs, they need to engage in the process of changing pedagogy and attitudes. In the engagement stage, we discuss the work that we are about to start, the commitment it requires and the expected benefits. We weigh the pros and cons, but always with an eye on the prize, i.e., even if there are obstacles on the way, we want teachers to keep their attention and motivation towards what we are trying to achieve, which is support our multilingual students, socialize them culturally and linguistically and improve our ways of doing so. Teacher engagement is necessary because resistance is always part of implementing something new or different. People tend to respond with statements such as, "change is hard" or "I have always done it this way," but when people recognize that in teaching, one size does not fit all, they become more engaged in the process of change.

We then move to the action stage. This is the central stage of the project because here is where new knowledge is acquired and put to practice. It is not just about learning what sheltered instruction is or learning about new strategies to use in the classroom. This is what I refer to as living knowledge, knowledge that is practical and focused on each context. Because this is an individualized form of PD, each teacher will go through the stages with different levels of understanding, preparedness, and response. There are no ready recipes, and each teacher will have different gaps in their knowledge that need to be addressed. The action stage allows teachers to look at what they identified as knowledge, skills and dispositions needed to work with multilingual learners that they do not yet possess and work towards developing this knowledge, the skills and the dispositions. This is about acquiring new knowledge and putting it into action. It is applied, actionable knowledge. Teachers decide what actions need to be taken to achieve their goals.

In the means stage, we identify all the elements that are needed to complement and facilitate the work. Most of the time, this is beyond the scope of the teacher and requires the coach, the principal, and other school staff to contribute to the process. Means refers to the appropriate conditions for the work to be developed. In an individualized PD, teachers need to be given time to work one-on-

one with the coach and the principal may need to select and hire several substitute teachers to cover the classes while participant teachers are in the PD session. Time is always an issue in the busy daily schedule of a school and finding time during the day that allows for the kind of embedded PD we are developing can be challenging. Means also refers to materials needed, and supplies teachers may want to improve their teaching or classrooms. As they learn new instructional strategies, teachers want to make sure they can have access to additional teaching resources, such as posters, realia, flashcards, and even books that will help them further their knowledge of sheltered instruction and immigration issues. Some teachers may choose to attend a conference, participate in a seminar or even enroll in a university class. This is the stage where all these tools are identified and provided to the teachers, so the work can be done adequately.

The final stage is the support stage. The first level of support comes from the coach. It is part of the coach's job to ensure the process runs smoothly and that teachers can navigate all the stages without complication. Any obstacle identified along the way needs to be discussed at this stage so we can address it and fix it. In this sense, support also involves assessment. This is the moment when teachers use their self-reflection to determine how much progress has been made, weigh all the variables that affected the work, and identify aspects that need to be further developed. The support stage is a checkpoint. Both teachers and coach evaluate their goals and establish new ones. This type of professional development is very personal and intense, so roles may need to be discussed and negotiated at this stage.

It is also important to note that teachers in each department will join the project for the period of a year. After that, they can and should continue working on these stages, but they may not have the classroom observation anymore. The coach will be at the school building and will be available for consultation, but, if implemented successfully, all these stages should provide teachers with what they need to continue the work on their own, in inquiry groups, or through professional learning communities. The reason we use action research

as a method of inquiry is because of its cyclical nature, which is exactly the way I developed the REAMS framework. Teachers can go back to the recognition stage once they recognize new skills or knowledge that needs to be developed or when they encounter students with issues they have not dealt with previously. After participating in the project for a full year, we expect teachers to become accountable and empowered to be able to continue the work following REAMS on their own terms.

V. EMERGENT FINDINGS

As mentioned earlier, the decision to start the work with the social studies department was made by the school's principal. His rationale was that the department is home to the most senior teacher in the building as well as the newest hire. Moreover, the courses offered in the department attract many multilingual students interested in learning about world history.

For the discussion of findings from the first year of the project, I am going to focus on those two teachers: Jon, the most senior tenured faculty member, who has been teaching at MHS for 30 years, and Ana, the department's newest hire who has been at the school for a year and is still untenured. They both participated as part of the first cohort of the project. The analysis follows the REAMS framework.

In the recognition stage, we find Jon, a seasoned educator who is also a former MHS student and lives in the community. The teachers that come from the community are usually seen as a positive influence on students because they live in the area, grew up there and even went to the school in their youth. Because they understand the community, its families and their funds of knowledge, they seem to already have skills that will help them relate to the students on a more personal level and develop rapport. This is the case with Jon. However, it is also important to understand that coming from the community may also be a negative factor when the teacher embodies a localized perspective and is not able to envision a future of possibilities for students outside that community. Some teachers end up

internalizing the deficit thinking that students are not achieving academically because they reflect the community they come from with all the socioeconomic issues they face, which prevents them from succeeding. This is not the case with our project. Ours is an asset-based perspective that looks at the contributions that families have made to the community and that imagines a possible future for their children. Jon is somehow in between these two perspectives. He wants his students to succeed academically but thinks that all the external societal pressures are going to move them away from the academic work. In this stage, he not only recognized his position, but also the fact that being in the same school for so many years may have clouded his judgment and may have made him more skeptical. The other aspect we see in Jon is the recognition of his resistance to change. He has been teaching the same way for years and has not always been open to changes in the way we teach and learn. He makes use of technology and has embraced the digital world, but is still more comfortable lecturing students and engaging in more traditional top-down approaches to teaching.

Ana, on the other hand, just finished her teacher education program. She is full of ideas that were taught at school that she now wants to implement. She does recognize that being a new teacher is very challenging because the lack of experience can translate into lack of respect from the students or poor classroom management skills. However, her enthusiasm and readiness speak louder and she engages in the project with lots of expectations. Ana is bilingual in English and Spanish. In fact, the principal has been intentionally hiring more bilingual teachers who can relate to the students and their families both linguistically and culturally. Ana may not come from that community, but she can speak to the students in their home language, and she also understands their life circumstances, as she comes from a similar immigrant background. She recognizes that she is still in the period of trial and error, as the knowledge acquired at the university is still more theoretical than practical and she is juggling a lot of new responsibilities as the teacher of record for the first time.

During the engagement stage, each teacher worked with the coach separately to establish goals based on their identified needs and those of their students. We focused on developing sheltered English instruction to promote both language and content learning for multilingual students. Teachers were encouraged to reflect deeply on the rationale behind this approach and how to implement it effectively.

In the engagement stage, we need to take into consideration the pedagogical expertise that teachers bring, but also their personalities, which is why this is also an individualized form of PD. Dispositions also play an important role in this project. Once teachers recognize they need to learn more about their students, the families, and the community, we need to think of ways of engaging them in the community. Engagement, thus, serves this dual purpose of motivating teachers to do the work inside the schools but also outside MHS. This was the case with Ana. Her level of engagement was so high that she wanted to learn about the community, the places to visit, where to have a meal, speak with community members and learn about their lived experiences. We discussed possible ways she could get more engaged in the life of the community, and even volunteer at the community center. Jon had a different perspective. As someone who had lived in the community for years, he understood its dynamics. However, because he sees himself at the end of his career, his level of engagement was not as high. The way we approached it was by discussing the changes in the neighborhood and the effects of that change. Jon is not bilingual and does not live close to the ethnic enclave. His feeling is that the community is segregated into cultural and linguistic groups that are not always welcoming of one another. As someone who went to school and college and even furthered his education by pursuing a master's degree, Jon eventually understood how important it is to motivate himself to also be able to motivate the students. After the initial reluctance, he showed more openness to working collaboratively and to developing ways to learn to listen to his students, not only about the content area, but about their lives before coming to the U.S. and acclimating to

the country. The more one learns about their students' backgrounds, the more prepared they become to engage in social and pedagogical endeavors that can support learning while also addressing the well-being of the students.

The Action stage is the core of our individualized professional development work. Jon and Ana each met with me weekly, allowing for consistent, personalized support. Each meeting consisted of a pre-class conference where we discussed the lesson of the day, the activities, strategies, assessment, and more importantly, how the teacher was going to ensure that the content was being made comprehensible for multilingual learners. This was followed by the class itself. The coach joins the lesson as both an observer and a participant when needed. Many times, as a coach, I found myself modeling strategies, monitoring student work and walking around the room observing pair and group work. After the class we have another conference. This time, the focus is on assessment and reflection. Teacher and coach discuss all the elements of the lesson, students' response to the lesson and the activities, and identify what went well and what needs to be modified. Every post-class conference is also an opportunity to review goals and establish new ones based on the progress being made. Teachers have both short and long-term goals for themselves and their students. Jon tended to set more short-term goals. He had a difficult time dealing with change and needed to do so in incremental steps, so we decided that we would identify one aspect at a time to focus on. In this kind of discrete-item approach, we chose a different element of the class to work on each observation. One day we worked on classroom handouts, then scaffolds used during PowerPoint presentations and even the questions the teacher needed to ask to check for comprehension. For a teacher who is more reluctant to engage in this kind of PD, establishing these short-term goals is actually a productive strategy because the teacher works on isolated items that they can manage and it is easier to visualize and assess change. Ana had a more holistic approach to her teaching and set long-term goals. Her energy and motivation made her want to tackle too much at a time sometimes,

so some guidance was needed. Her enthusiasm as a new teacher was visible and her willingness to try different strategies and ideas at the same time made her open to experimenting in her classroom without the fear of failure or at least with the understanding that things do not always go according to plan. As a teacher who had long-term goals, she felt comfortable not getting the kind of immediate feedback that Jon wanted. As a bilingual teacher and the daughter of immigrants who also grew up speaking Spanish, she understood that it takes time to learn a language, especially the language of schooling, and used her lived experiences as a way of connecting to students and implementing different strategies at once. There is no right way of engaging in the work. Each teacher needs to find what they are comfortable with, their strengths and their limits. Progress looks different for each teacher. This is what makes the PD contextual and individualized.

In the means stage, there was a common thread across all teachers participating in the project. They all needed more time to engage with all the aspects of the project: from learning more about SEI, to implementing the newly acquired strategies and practicing skills, to being able to reflect and assess and think of new ways of implementing SEI in their lessons. Teachers also identified a problem that has to do with curriculum and pace. Most schools have a pacing guide, which tells teachers what to cover within a specific timeframe. These pacing guides tend to require teachers to teach a lot of content in a short period of time. Teachers feel that they are just moving through the motions or teaching to the test. The project made them reflect on what teaching truly entails and the negative consequences of pressuring students into passing standardized tests. It takes time to learn a language and even more so to learn its academic uses, so multilingual learners need to be given more time to process information and practice language skills in the classroom. The same is true for teachers who felt that they also needed more time to hone their newly acquired skills.

Teachers primarily requested classroom resources, such as example activities for practicing academic vocabulary and sample

lessons. These materials served as models as they learned to develop new, tailored lesson plans.

Because we spent a lot of time talking about instructional strategies that are considered best practices in classes with multilingual learners, teachers also asked for different templates of graphic organizers. Graphic organizers help MLs to think visually as they have to put concepts into words. They are great for helping establish relationships between facts, ideas, storylines and help learners construct and organize their ideas before speaking or writing. Teachers in the project started making use of these graphic organizers regularly to support the learning of multilingual students. The different types of graphic organizers were very successful and the MLs enjoyed working with them as a support system.

Teachers responded differently to the Support stage. Jon felt relieved to complete the process, while Ana eagerly anticipated continuing the work in the following year. Ana managed to look back at the initial goals she had established for herself and her students and pinpoint aspects of her teaching that her helpful for multilingual learners as well as areas that she recognizes she needs additional work, specifically in the way she provides feedback to the students and how she can organize her classroom management more efficiently to maximize student participation and language production.

The process of self-reflection was extremely useful in helping teachers organize their thinking process. It was an extremely valuable tool for them to assess their pedagogy and develop critical lenses in the work with the coach. This could be seen in a teacher like Ana who had established clear goals from the very beginning of the project and who was focused throughout the year. Her ability to serve multilingual student populations evolved rapidly and consistently. Her growth as a teacher can also be linked to her engagement and attitude. She was able to systematize the way she approached certain tasks in the classroom and her self-reflections echoed her evolving thinking process. Jon, on the other hand, was always tentative. He seems to have developed the attitude of a teacher who needs constant approval. Even

though he is an experienced teacher, he was not used to being part of a project that is so intense and requires a deep level of trust and openness. This does not mean that he does not possess those characteristics. It just shows that throughout his career he was not challenged enough or even asked to self-reflect or question his choices in the classroom. He may not have grown as a teacher as much as Ana did, but he became more aware of his multilingual students and their needs and more open to talking about them with the coach to discuss ways of serving his students more effectively.

When Jon mentioned that he was relieved to get to the end of the journey, I had to remind him that there is no end to this journey. Even though I may not be working as directly with the social studies department as we continue the project at MHS, this is an ongoing process that needs to be sustainable.

The knowledge, skills, and dispositions that teachers developed as they went through the stages of REAMS are parallel to the stages one goes through when engaging in participatory action research. Through this type of PD, teachers were given the opportunity to look deeply at their daily work and to confront their practices, beliefs and attitudes towards multilingual learners. As they implemented sheltered English instruction, they developed the tools that should allow them to continue the cyclical process of REAMS and PAR.

VI.   FINAL CONSIDERATIONS

Around the world, we are witnessing a referendum on human migration. The role of host countries in providing support for immigrants, especially in their socialization process, is being questioned from different viewpoints. The conflict is far from over, but so is the reality of migration. Learning to maneuver policy and action is a balancing act, but one that needs to recognize the humanity that makes us who we are.

As educators, we do not get to pick the students we teach. Once we commit to this profession, it is essential to recognize our roles and responsibility in serving all the children in our classrooms and

school buildings, irrespective of their backgrounds or the language they speak.

Schools are the bastion of society. We will always welcome and embrace everyone and do our best to ensure that all the needs of our students are being met, including learning content and language, which is the aim of the project I described here.

Many teachers in the United States report that they do not feel prepared to teach culturally and linguistically diverse students. Despite the increasing diversity in American society, teacher education programs do not seem to have caught up with the changes in demographics and in the culture. This is why projects like the one described in this paper are necessary and essential for the academic achievement of immigrant and multilingual students.

The kind of individualized PD that we are developing at MHS is not common. This is only possible when a school district is fully committed to providing teachers with the knowledge and skills needed to teach multilingual students adequately and effectively. MHS has created the time, space and conditions for this labor-intensive project.

Success hinges on actively involving teachers in their own learning process. By fostering accountability in the coach-teacher partnership, we ensure that goals are collaboratively set, pursued, monitored, and achieved.

To promote change, we need to believe that change is possible and necessary. It is crucial to view change as an ongoing process rather than a finite product. The REAMS framework provides a systematic and consistent approach to this time-intensive, dedicated process of change.

As the project progresses, I anticipate additional validation of REAMS and this embedded professional development (PD) model. A key lesson learned during the initial year of the project centers around empowerment. REAMS has empowered teachers by equipping them with the tools to empower themselves. Furthermore, the cyclical nature of our project is impacting multilingual learners in various dimensions, extending beyond academics. Their languages and cultures are gaining visibility, and as they navigate the halls of MHS, they are also experiencing increased empowerment.

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Critical Notes to a Psellian Silentium

Dr. Alberto Longhi

ABSTRACT

This paper critically deals with a Silentium written by Michael Psellos, edited as no. 4 by A. R. Littlewood in Oratioria minora Teubner volume. Although this is the edition of reference, it presents several errors, especially in reading the manuscript L (unique witness of this work). The purpose of this paper is to review previous editorial approaches by Littlewood, advocating for a comprehensive analysis of all manuscript's readings; by proposing corrections and insights derived from L, the author underscores the need to reconsider Psellos' manuscript tradition.

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I.   THE PSELLIAN TRANSMISSION

Among the thirty-eight orations by Michael Psellos collected in the first Teubner volume dedicated to him,[1] the fourth one is a σελέντιος λόγος[2] speaking about the fasting (νηστεία), containing also a brief reference to a situation of war and alliance with "the people beyond the Danube – τὸ ὑπὲρ τὸν Ἴστρον ἔθνος" (l. 142).[3] Since the two critic editions are full of gaps and wrong reading from the manuscript, these failings must be filled by basing upon both the studies on Byzantine scholarship developed in the last twenty years and a new careful reading of the manuscript. The text was handed down only by the Laur. 57.40 (L in Psellos' traditions),[4] at. fols. 198v-202v; both the editions did not take into account manuscript's peculiarities and their apparatus are incomplete.

The first problem is the date of L: all the editors took for granted the date by Bandini, *i. e.* the beginning of the 15th century; only recently the actual date (the end of the 11th century) emerged.[5] This dating mistake caused a poor consideration of L and its *variae lectiones*, although it is one among the most important witnesses of Psellos' texts.

Littlewood[6] considers L among the *codices deteriores* and says that their "lectiones … quamvis fortasse sint Pselli ipsius, in apparatum relegavi." Leaving aside that he reports in apparatus just less than the half of what could be reported, this method is entirely wrong for the *constitutio textus*: it is a contradiction to say that some variants maybe deriving from the author himself are not considered. On the other hand, if the main idea is to publish a new critic edition,[7] then its readers would expect to see what the variants are, what the previous editors innovated, what they got wrong.[8] In particular, the idea of

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[1] A. R. Littlewood (ed.), *Michaelis Pselli Oratoria minora* (Leipzig 1985), [898]ORA.4 in the catalogue by P. Moore, *Iter Psellianum* (Toronto 2005) 342.

[2] Littlewood, *Pselli Oratoria* 10-16, firstly edited by E. Kurtz and F. Drexl (eds.), *Michaelis Pselli Scripta minora I* (Milan 1936) 335-342.

[3] As Littlewood, *Pselli Oratoria* 10 says, it is not clear if they are the Pechenegs or the Uzes; therefore, the emperor pronouncing the discourse is in the one case Konstantinos IX Monomachos (see also Dölger in Kurtz and Drexl 510), in the other Konstantinos X Doukas. I suggest that this is the first: there is a similar situation described by Psellos in an oration to Monomachos, cf. *Or. pan.* 4, 176-185 (G. T. Dennis [ed.], *Michaelis Pselli Orationes panegyricae* [Stuttgart/Leipzig 1994] 63).

[4] Diktyon 16409, described by A. Bandini, *Catalogus codicum manoscriptorum Bibliothecae Mediceae Laurentianae* (Florentiae 1778) 398-418. See also the accurate description by P. Gautier, "Deux manuscrits pselliens: le Parisinus graecus 1182 et le Laurentianus graecus 57-40," *RÉByz* 44 (1986) 45-110, at 89-101.

[5] Cf. D. Bianconi, "Età comnena e cultura scritta. Materiali e considerazioni alle origini di una ricerca," in A. Bravo García and I. Pérez Martín (eds.), *The Legacy of Bernard of Montfaucon: Three Hundred Years of Studies on Greek Handwritings* (Turnhout 2010) 75-96, at 94-96.

[6] Littlewood, *Pselli Oratoria* XIV.

[7] What I am saying can be also found in the review to Dennis, *Pselli Orationes* by I. Polemis, *Parnassós* 36 (1994) 498-501.

[8] From this perspective, Littlewood seems to be writing a 'remake' of Kurtz and Drexl, just by changing some subtleties.

codices deteriores in Psellos' transmission must be completely forgotten: his texts are often handed down by *codices unici*, whose almost all derived from what Psellos himself called "my personal register– τὰ ἡμέτερα σχέδια δελτάρια."[9] This was available at the Palaiologan era's beginning yet;[10] it means that the 'original' texts had been reading at least for two centuries after Psellos' death, and sometime the same text circulated in different versions.[11]

It can therefore easily be inferred that each single Psellos' work needs to be examined on its own. Nothing must be overlooked, nor should the possibility be excluded that supposed later innovations might derive actually from the author himself.

In this way, I will try to accomplish this purpose on *Or. min.* 4, by adopting the following criteria: the text by Littlewood will be transcribed as it is in a list form, accompanied by a critical comment, by providing corrections or suggestions of them; the lines not written in Littlewood's apparatus are followed by an asterisk. The purpose of this paper, and it is worth pointing out here, is not to replace the previous edition: it merely aims to provide, through the list that follows in the next pages, a point of reflection for anyone wishing to prepare a new critical or commented edition of the text in the future.

II.   NOTES

3 (ἀπὸ δύσεων): L has ἀποδύσεων, which the editors silently corrected. Although this operation is not wrong, it does not consider what the language evolutions are: for instance, as scholars well know, it is very frequent in the manuscripts to read διαταῦτα instead of διὰ ταῦτα.[12] It would

be better, in my opinion, to keep the *lectio* of L, since it testifies a different usage from both the ancient and the modern one.

5* (ἐπὶ τὰς ἡλιακὰς ταύτας ἀκτῖνας περιφερόμεθα): L has ἀκτίνας, which the editors silently corrected like the previous one. In Byzantine orthography, there is frequent interchangeability between properispomenon and paroxytonon:[13] this reflects, as at 3, a mere graphical evolution, which does not imply significant morphosyntactic changes; so, the correction can be avoided.

10-12* (ἀνεῳγόσι τοίνυν τοῖς ὀφθαλμοῖς τὸ τῆς νηστείας ὑποδεξώμεθα φῶς, ἵνα τὴν θείαν ἰδόντες καὶ παθόντες λαμπρότητα φωτοειδεῖς καὶ αὐτοὶ τοῖς ὁρῶσι φαινοίμεθα): The last verb is written as φαινόμεθα in L, corrected as φαινώμεθα by Drexl (Kurtz kept as L) and as φαινοίμεθα by Littlewood. The L scribe is clear to make a mistake by writing the present indicative;[14] and the present optative by Littlewood cannot be accepted, since the main verb is not a past-tense indicative. Thus, with Drexl, I prefer to read it as present subjunctive.

14* (ὅση τε πρακτικὴ): L has τὲ, which the editors likely did not notice; cf. ἀκτίνας at 5.

53 (-54) (πῶς δὲ φείσομαι τοῦ προπάτορος αἰδοῖ τῆς πλάσεως ...): The verb is conjectured by Kurtz, but L clearly has φήσομαι (it is not "in rasura," as Littlewood says: the ink is just faded). Obviously, this conjecture assumes that φήσομαι is a mistake because of iotacism, but it does not consider this is a *lectio difficilior*: the future indicative at *vox media* is extremely rare compared to the *vox activa*.[15] It would be better, therefore, to preserve the manuscript: there is no

[9] J. F. Boissonade (ed.), *Michaelis Pselli De operatione daemonum* (Nürnberg 1838) 116, on which see R. Anastasi, "Sulla tradizione manoscritta delle opere di Psello," *Quaderni del Siculorum Gymnasium* 2 (1976) 61-91, at 61.

[10] Cf. I. Pérez Martín, "The Transmission of Some Writings by Psellos in Thirteenth-Century Constantinople," in A. Rigo (ed.), *Theologica minora. The Minor Genres of Byzantine Theological Literature* (Turnhout 2013) 159-174.

[11] Cf. Psell. *Ep.* 539a-b (S. Papaioannou [ed.], *Michaelis Pselli Epistulae* [Berlin/Boston 2019] 966-970).

[12] Examples can be found in D. R. Reinsch (ed.), *Michaelis Pselli Chronographia* (Berlin/Boston 2014) XXXII-XXXIII;

see also Papaioannou, *Pselli Epistulae* CLVII-CLIX, or I. Polemis and E. Kaltsogianni (eds.), *Theodori Metochitae Orationes* (Berlin/Boston 2019) XVII-XVIII.

[13] A good panorama on the Byzantine accentuation can be read in J. Noret, "L'accentuation byzantine: en quoi et pourquoi elle diffère de l'accentuation «savante» actuelle, parfois absurde," in M. Hinterberger (ed.), *The Language of Byzantine Learned Literature* (Turnhout 2014) 96-146.

[14] One may say that the scribe inverted it with the previous ὑποδεξώμεθα, but I think it undeniably a jussive subjunctive.

[15] Cf. TLG online *s. v.* φημί.

reason to change a word which also makes sense on its own.

60-61 (ἀλλὰ σοῦ μὲν ἂν εὐλόγως φεισαίμην κλαπέντος …): L has φησαίμην; cf. φείσομαι at 53.

62* (σοι): L has σοὶ; the editors had no reasons to make it enclitic.

69*-70 (προσυφανθὲν … καὶ προσαρτηθὲν): This is a perfect example of glaring false reading from manuscript by the editors: L (at fol. 200r) clearly has προσυφάν^θ and προσηρτή^θ, unequivocally abbreviations for προσυφάνθη and προσηρτήθη. Kurtz misread προσυφανθὲν (as did Drexl and Littlewood) and proposed an unlikely προσηρτηθὲν by analogy; Drexl restored the latter one as in L, but Littlewood followed Kurtz's mistake removing the augment. By keeping both verbs in explicit form, the text flows better; moreover, following L's punctuation, the sentence (68-71) will sound better this way:[16] ὁρᾶτε γὰρ τουτὶ τὸ σῶμα ἡμῶν τὸ παχὺ καὶ ἀντίτυπον· τὸν ἐπιπροσθοῦντα ζόφον τῆς ψυχῆς ταῖς μαρμαρυγαῖς, ὕστερον προσυφάνθη ταῖς ἡμετέραις ψυχαῖς· καὶ προσηρτήθη τῇ φύσει βαρὺ καὶ βρίθον [cf. below at 70] ἐφόλκιον, ἀφ' οὗ, τοῦ ξύλου τῆς κακίας γευσάμενοι, τοῦ ξύλου τῆς ζωῆς ἀπεκλείσθημεν.

70* (βρῖθον): L has βρίθον; cf. ἀκτίνας at 5.

75* (δεσμῶτίς ἐστιν): L has ἐστὶν; the enclitic accent can be removed.

76* (ψυχὴ ὥσπερ τινὶ δεσμωτηρίῳ καθειργμένη τῷ σώματι): L has ὥς πέρ τινι; since the pronoun is indefinite, the grave accent is unnecessary.

77* (σιδηροῖ): L has σιδηροὶ, which was accepted by Kurtz (Drexl changed and so did Littlewood); since it is the adjective σιδήρεος and there is not any relevant morphosyntactic change, it can be accepted in the text like ἀκτίνας at 5 or, at least, written in the apparatus with *an servandum?*.

88 (καταναλίσκων): The verb is written by Littlewood between the *cruces desperationis*, and

he says in apparatus that Westerink "correctly suspected – recte suspicatus est" it, and he had the doubt whether to conjecture as καταδιώκων or not. L clearly has καταναλίσκων, but basing upon what Littlewood says, without consulting the manuscript, one might think there is an empty space on the page; this is not the case, because Psellos here is speaking about "surpassing the practical and earth-related virtues – τὰς πρακτικὰς καὶ περὶ γῆν ἑρπούσας καταναλίσκων τῶν ἀρετῶν." As Psellos himself says elsewhere,[17] duty of man is to elevate himself from the virtues of the earthly level, in order to understand and contemplate those of the "exemplary level – παραδειγματικὸς βαθμός." The meaning of the text, therefore, is that fasting is not meant to follow hard upon[18] the earthly virtues, but to surpass them, to reach a higher stage than the human one.

91* (ταώ): L has ταῶ; cf. ἀκτίνας at 5.

93* (ζῷόν ἐστιν): L has ἐστὶν; cf. the same at 75.

94 * (πτὼξ): This is the reading in L, accepted by all the editors; Littlewood correctly suggests in apparatus to conjecture as πτῶγξ, since Psellos is listing birds in this passage. It would be better to modify the text and explain the scribe's mistake in apparatus.

100-104 (ὁρᾷς τὸν οὐρανὸν … τῶν ἀστέρων χόρον;): Littlewood's correction to πηγὴ instead of πηγὴν L at 102 is right (the latter was preserved by Kurtz and Drexl), as it is analogous to the other nominatives in the sentence. Littlewood rightly specifies in the apparatus that πηγὴν τοῦ is addition *supra lineam*, but he forgets to mention it is *post correctionem*; simply stating it was made by an *alia manus* is not enough: the marginal sign

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[16] I adopt here the punctuation criteria by Reinsch, *Pselli Chronographia* XXXIV.

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[17] Cf. Psell. *Phil. min. II* 32 ([826]PHI.103 Moore), cf. D. J. O'Meara [ed.], *Michaelis Pselli Philosophica minora II* [Leipzig 1989] 109-11, newly edited by me in *MEG* 24 (2024) where the adjective πολιτικός is used as synonym of πρακτικός. See also Psell. *Omnif. doctr.* 66-81 (L. G. Westerink [ed.], *Michaelis Pselli De omnifaria doctrina* [Nijmegen 1948] 43-49).

[18] See LSJ *s. v.* καταδιώκω.

at fol. 200v likely indicates that the scribe himself suggested to another one to correct.[19]

114 (πάντα δὲ τῇ ἀκολακεύτῳ γαστρὶ χαριζόμενοι): Kurtz doubtfully suggested to change ἀκολακεύτῳ into ἀκολάστῳ. I honestly do not understand the meaning of this conjecture: the passage is speaking about the gratitude to fasting; so, how could fasters be "totally grateful for the undisciplined paunch?"[20]

128* (κἀκεῖνός μοι): L has κἀκεῖνος; it is very frequent in Byzantine manuscripts to find a properispomenon word followed by an enclitic without the second accent.

131* (ἐκ θεοῦ τε): L has τὲ; cf. the same at 14.

132* (αἱ χεῖρές μου): L has χεῖρες; cf. κἀκεῖνος at 128.

133 (οἱ δάκτυλοί μοι): It is part of a quotation from Ps. 151, 2; Littlewood indicates in apparatus that in the biblical text there is μου instead of μοι (so did not notice Kurtz and Drexl). I honestly do not know how useful it is to highlight only this difference: would it be better to add this might be a *lapsus scribae* or a quotation from memory by Psellos himself?

136* (ἐκεῖνός μοι): L has ἐκεῖνος; cf. κἀκεῖνος at 128.

142 (-143) (… πρῴην καθ' ἡμῶν ἐντεῖνον τὰ τόξα … νῦν ὑπὲρ ἡμῶν τὸ βέλος ἀφίησι): L has ἐντείνων (so did Kurtz); the imperfect tense is by Drexl, very interesting but not necessary in my opinion. Keeping L's participle better conveys the metaphor for war first and alliance later by Psellos, especially if intended as an adversative or concessive clause: " … while / although they aimed the bows against us until yesterday … now they shoot the arrow for us."

156* (Φαραὼ): L has Φαραῶ; cf. ἀκτίνας at 5.

164* (σοι): L has σοὶ; cf. the same at 62.

167* (αὖλαξ): L has αὕλαξ (so did Kurtz); cf. ἀκτίνας at 5.

168* (δοκοῦσί μοι): L has δοκοῦσι; cf. κἀκεῖνος at 128.

176(-177) (τεσσαρακονθήμερον): L has τεσσακονθήμερον, silently corrected by Kurtz.

177* (τεσσαράκοντα καὶ ὀκτὼ): L has μ´ καὶ η´; the editors did not indicate it. While it is legitimate for an editor to write numbers in word rather than using their numerical symbols, it would be better to specify in the apparatus if they are written differently in the manuscripts.[21]

178* (τεσσαράκοντα): L has μ´; cf. the previous above.

178-184* (αἱ μὲν γὰρ … καὶ κατάλυτον): The whole sentence is partially copied, partially synthetized (very roughly in both cases) in Vat. Chis. R.IV.12,[22] at. fol. VIIr; it is likely just a selection of *lemmata* without any ecdotic value.[23]

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[19] The sign I am referring to is very common in Greek manuscripts to note or annotate texts: it is the one like the modern % symbol.

[20] Moreover, this adjective had not a positive use in the ancient authors, cf. *e. g.* the commentary by C. W. Willink (ed.), *Euripidis Orestes* (Oxford 1986) 82.

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[21] So did *e. g.* O'Meara, *Pselli Philosophica II* 110.

[22] Diktyon 65199, described by P. Franchi de' Cavalieri, *Codices Graeci Chisiani et Borgiani* (Città del Vaticano 1927) 15-21. The manuscritp contains also *Phil. min. I* 19, 136 (J. M. Duffy [ed.], *Michaelis Pselli Philosophica minora I* [Stuttgart/Leipzig 1992] 73) and the Μέθοδος τῶν μηνῶν, cf. R. Kunze, "Die anonyme Hanschrift (Da 61) der Dresdner königlichen Bibliothek," *Hermes* 34 (1899) 345-62, at 361-362.

[23] Cf. Moore, *Iter Psellianum* 257, 305 and 342.

Exploring the Roots and Impacts of Human Trafficking in Bangladesh: Insights from a Qualitative Study

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ABSTRACT

Bangladesh has emerged as a significant hub in South Asia, serving as a source and transit country for trafficked individuals. Human trafficking is still a widespread problem worldwide. The socioeconomic factors that contribute to human trafficking in Bangladesh are examined in this qualitative study, as is the efficiency with which the country's existing legal and institutional frameworks deal with this complicated phenomenon. The study identifies poverty, lack of education, gender discrimi- nation, and cultural norms as primary drivers of human trafficking through case studies. The experiences of survivors and the socioeconomic conditions that increase vulnerability are the subjects of the analysis. The findings emphasize the need for a comprehensive strategy that integrates strategies for prevention, protection, and prosecution as well as the fragmented nature of existing interventions. The study provides empirical insights that will help formulate effective policy and practice to combat human trafficking in Bangladesh.

Keywords: Human trafficking, Consequences, Vulnerability, Qualitative study, Bangladesh.

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I. INTRODUCTION

Every nation experiences human trafficking in some way, but the underlying causes are the same.

Previous studies highlight that human trafficking is a worldwide issue that can occur anywhere, even in large cities on the other side of the world. According to the United Nations Office on Drugs and Crime (UNODC), countries like Bangladesh play a crucial role in both the supply and demand chains of trafficked individuals, making South Asia a significant hub for the trade (UNODC, 2020). Researchers like Shelley (2010) and Bundles (2012) have highlighted the mind boggling networks that work with dealing, frequently spreading across borders and including numerous entertainers, from selection representatives to end exploiters. Bangladesh, which is in South Asia, has emerged as a significant country for human trafficking as a source, transit, and destination. Destitution, absence of instruction, joblessness, and social imbalance are essential drivers that push weak populaces towards dealers. Hossain (2019) emphasizes that human trafficking is particularly prevalent in rural Bangladesh, where poverty rates are highest. Also, social standards and orientation segregation further fuel the weakness of ladies and kids to dealing (Amin, 2018).Various methodologies have been executed to neutralize illegal exploitation in Bangladesh. Awareness campaigns, community-based interventions, and international collaborations are examples of these. NGOs assume a critical part in casualty recovery and reintegration. However, research conducted by Karim (2021) suggests that these efforts are frequently dispersed and deficient in a unified strategy that integrates prosecution, protection, and prevention. This examination expects to give a top to bottom examination of the systems and influencing variables of illegal exploitation in Bangladesh, zeroing in on current points of view and the adequacy of existing mediations. The particular targets are to recognize

and dissect the financial, social, and political elements adding to illegal exploitation in Bangladesh and to assess the viability of current lawful and institutional structures in forestalling and battling illegal exploitation. With a focus on current perspectives, the goal of this study is to investigate and analyze the factors that influence human trafficking in Bangladesh.

II. RELATED LITERATURE REVIEW

The exploitation and coercion of individuals for labor or sexual gain is the hallmark of human trafficking, which continues to be a significant global problem. The complexities of modern slavery and human trafficking have been extensively studied and documented by scholars like Zoe Trodd and Kevin Bales (Bales & Trodd, 2008). Bundles, specifically, uses stories from 95 slaves overall to show the difficulties looked by casualties and contends for complete techniques to annihilate bondage, underlining the significance of paying attention to and focusing on the voices of casualties (Parcels and Trodd, 2008). Human trafficking has existed for millennia, beginning with the African slave trade and ancient civilizations. In ancient Greece, slavery was widespread and accepted as a normal part of society, highlighting shifting social perspectives on exploitation and human rights (Great Courses, 2020). Campaigns like the 1885 London demonstrations against "white slavery" marked the beginning of international efforts to combat human trafficking in more recent centuries (Lammasniemi, 2017). These demonstrations led to the Criminal Law Amendment Act and subsequent international agreements in the early 20th century. Lawful reactions to illegal exploitation advanced over the long haul, coming full circle in global shows like the 1949 Joined Countries Show for the Concealment of the Traffic in People and the Abuse of the Prostitution of Others (Oster et al., 2020). These endeavors checked pivotal strides towards characterizing and condemning illegal exploitation, however challenges continued addressing work dealing and guaranteeing general adherence to hostile to dealing measures (Oster et al., 2020).Bangladesh, thickly populated and monetarily tested, has turned into a critical source and travel country for

illegal exploitation. The historical and socioeconomic circumstances of the nation have contributed to the vulnerabilities that human traffickers exploit. Early relocations of Bangladeshi laborers to the Center East during the 1970s presented numerous to extreme double-dealing and misuse, showing beginning difficulties in safeguarding transient specialists (Hossain and Hasnath, 1980). Ensuing reports featured dealing of ladies and kids, frequently underreported because of lacking information and fluctuating meanings of dealing (Shoban, 1989; Paul and Hasnat, 2000).Estimating the size of illegal exploitation in Bangladesh stays testing, with media reports and hierarchical information giving divided bits of knowledge. Reports demonstrate critical dealing streams to the Center East, with ladies and youngsters excessively impacted, highlighting progressing weaknesses and holes in assurance measures (MWCA, 1997; Center for the Study of Women and Children, 1998).

Even though human trafficking is widely recognized as a serious problem in Bangladesh, very little research has been done on how it actually occurs. Based on media reports, the existing information is frequently fragmented and varies significantly between governmental and NGOs. Accurate assessments of the country's scale, dynamics, and specific forms of trafficking are hampered by this gap. The following research questions will direct the study in order to fill the research gap and achieve the research objectives:

RQ-1: What are the primary factors that contribute to human trafficking in Bangladesh?

RQ-2: How effective are current institutional frameworks in preventing and prosecuting human trafficking cases in Bangladesh?

III. RESEARCH METHODOLOGY

This research employs a qualitative approach, specifically utilizing case studies, to explore the affecting factors of human trafficking in Bangladesh. Qualitative methods are well-suited for this study as they allow for an in-depth exploration of complex social phenomena and the perspectives of key stakeholders involved in or

affected by human trafficking. The study involves purposive sampling to select participants who have direct experience or expertise related to human trafficking in Bangladesh. Survivors of human trafficking willing to share their experiences have counted here with maintaining proper ethical guidelines. Case studies have been selected based on their relevance to understanding specific instances of human trafficking in Bangladesh. Cases have been chosen to represent a diversity of factors such as trafficking for labor exploitation, sexual exploitation, and child trafficking. Descriptive study has also been conducted from selected newspapers (The Daily Star and Dhaka Tribune) to explore the scenario on human trafficking. To analyze, thematic analysis has been employed. This process involves identifying recurring themes, patterns, and relationships within the data related to the research objectives and questions.

IV.   ANALYSIS

The causes behind the clear development in illegal exploitation in Bangladesh are shifted and muddled. A thorough investigation is required because these variables are deeply ingrained in the socioeconomic structure of the nation.

Case-1

Siddika (alias), the youngest of four sisters, was compelled to drop out of school after three years. Because of poverty, she had to get married when she was twelve years old. A couple of years after the fact, her better half ended his own life. Siddika was left all alone to deal with her two kids and herself. A dealer reached Siddika at this weak time in her life. The human dealer exploited her shortcomings and attracted her to Saudi Arabia with the possibility of regarded and well-paying work. After significant thought, Siddika sold the ranch in her town, left her children with her mom, and loaded onto a plane for Saudi Arabia. Siddika came to Saudi Arabia with the hope of a better life and the expectation of working in a madrasa, an institution that provides Islamic education. She was, in any case, brought to a home and utilized as a homegrown partner. She immediately figured out that aspect of her responsibilities portrayal included giving sexual blessings to her chief. Siddika wanted to get back to her Bangladeshi village as soon as she heard she had been sold. She was scared by the supervisor of Siddika. She was not eating great and was having issues nodding off. Finally, she culled up the valiance to move toward her boss, taking steps to commit suicide on the off chance that he wouldn't let her return home. Her organization helped her re-visitation of Bangladesh since they feared the lawful outcomes.

Case-2

It was deplorable to learn about Liza (not her real name), a bold lady from Bagherpara, Jashore, who uncovered the horrendous bits of insight that numerous casualties should persevere. Liza's companion had deserted her, bringing her into the dinky universe of illegal exploitation. She was constrained into prostitution by him, and through a horrendous spot of destiny, she was detained for violations she had never finished. Even after she was released, Liza was forced to stay with her abuser, which led her into a life she never wanted. Her statements demonstrated her bravery and tenacity despite the severe suffering she had endured. As she described her experience, my commitment to the cause grew stronger.

Case-3

Tori (alias), a youthful Rohingya woman, accepted that her family's circumstance would improve if she could leave the evacuee camp where she was residing and function as a lodging servant in an ocean side hotel. She was actually conned and ended up living in a brothel. The "kind aunty" who helped her get the job made her fall into forced prostitution.

Case-4

Ruhul (alias), a Rohingya father of two, thought he would leave the camp for a good job overseas. While traveling abroad in an unidentified nation, he was held captive in a storage container and subjected to severe abuse while his family was called and threatened with paying a ransom.

Case-5

Sabina (alias), a domestic servant from Chittagong, was sold in a red light district in West

Bengal six years ago. She got married when she was young and now has three children. After leaving her two young children in the care of relatives in Ramu, Cox's Bazar, the woman, who is approximately 22 years old now, traveled to Jashore with her employer. Following her significant other's second union with another lady, she started functioning as a homegrown partner. Her employer sold her to a family in India's Haldia region after escorting her to Jashore, where she was forced into prostitution for five years.

Case-6

Rimjhim (alias), a resident of Postogola, Dhaka, who was 17 years old, related a similar tale of treachery. She was sold by her boyfriend. The following is Rimjhim's account of how she got to be in a safe house: I was told by my boyfriend that he would take me to a nice place. I was sold as a sex specialist in India by one of his colleagues. At that point, my proprietors planned to sell her in Mumbai since she was excessively youthful. As soon as she heard it, she fled and turned herself into the police. For the past four years, the young lady has dwelled in two separate sanctuaries in India.

V.   NEWS ANALYSIS

The article on the The Daily Star titled `Trafficking to Malaysia: Victims made to walk thru jungles, wade canals' reports on the harrowing experiences of Bangladeshi victims trafficked to Malaysia. Promises of well-paying jobs deceived victims, but instead they were exploited and abused. When they got to Malaysia, they had to go through dangerous canals and jungles. Traffickers abused many of them physically and sexually while holding them captive. Bangladeshi specialists and NGOs teamed up to save and localize these casualties back to Bangladesh.

The article features the tricky strategies utilized by dealers to bait casualties, promising rewarding open doors abroad which end up being misleading. It reveals the severe hardships endured by victims of human trafficking, including dangerous journeys and severe exploitation in the countries of destination.

The significance of multi-agency efforts to combat human trafficking is exemplified by the rescue and support efforts of NGOs and Bangladeshi authorities. To stop this kind of trafficking and keep vulnerable people from falling prey to traffickers, the article emphasizes the need for stronger regulatory measures and education campaigns.

Another investigative report titled 'Sex trafficking: The untold exploitations of Bangladeshi women in India' focuses on the plight of Bangladeshi women trafficked into sex work in India. It demonstrates the systematic exploitation and abuse of these women, who are frequently duped into believing they are working legitimate jobs. Once in India, they are constrained into whorehouses, exposed to viciousness, and denied their fundamental common liberties. This exploitation is perpetuated by traffickers, brothel owners, and corrupt officials, as the article reveals.

The article features how neediness and absence of chances make Bangladeshi ladies defenseless against dealing plans, where commitments of business are utilized as a trap. It describes in detail the appalling conditions in which trafficked women are kept, including the physical and sexual abuse they endure as well as the psychological trauma they go through. Local authorities and law enforcement agencies' complicity in the trafficking network demonstrates the systemic difficulties in combating cross-border trafficking and prosecuting those responsible. The requirement for upgraded two-sided collaboration between Bangladesh and India to battle dealing and safeguard casualties is underlined.

Another article reports on the repatriation of 23 trafficking victims from India through the Benapole border. The victims, including women and children, had been trafficked for various forms of exploitation, including labor and sex work. The people in question, including ladies and youngsters, had been dealt with different types of abuse, including work and sex work. They received psychological and medical assistance

upon their return to Bangladesh after being rescued with the assistance of local NGOs and law enforcement agencies.

The article emphasizes the significance of cross-border cooperation and the coordinated efforts made by authorities in Bangladesh and India to rescue and return trafficking victims. It demonstrates how important it is for non-governmental organizations to provide victims with immediate assistance, including medical care and psychological support upon their return. The difficulties that repatriated victims face, such as stigma and reintegration into society and the economy, emphasize the need for long-term rehabilitation and support services. It is emphasized that stronger preventative measures and awareness campaigns are needed to stop people from being trafficked and protect vulnerable populations, especially in border regions where trafficking is common.

VI. DISCUSSION

When we read the aforementioned accounts, the most striking aspect is how badly they were treated as a result of being trafficked. However, everyone ought to consider what brought them there in the first place. Among the many factors that contribute to an increase in this horrible crime in Bangladesh are poverty, gender discrimination, social exclusion, illiteracy, broken families, a poor border system, a lack of religious knowledge, lenient punishments for traffickers, the search for work, a better life, a lack of awareness, and a lack of accountability on the part of the agencies that send a significant number of people abroad as laborers or workers. However, the following factors have been identified for this discussion:

Poverty: Destitution is a significant supporter of illegal exploitation. It has the potential to motivate individuals to become human traffickers and parents to sell their children or other members of their family into slavery. 27 million people are living in extreme poverty in Bangladesh, and another 31% live in chronic poverty in less developed areas68. In these circumstances, people living in poverty are willing to take any job opportunity they can find. Traffickers target the poor, promising them a way to make money when, in fact, they will get nothing and be treated like slaves. Poverty also significantly contributes to many other trafficking root causes, such as encouraging people to migrate, making it difficult to obtain education and legitimate work, making it impossible to recover from war and disaster, and so on.

Lack of education: An absence of instruction can prompt diminished open doors for work at a living pay, and it can likewise prompt a piece of diminished information on freedoms. People may be more susceptible to human trafficking as a result of either outcome. In the anticipation of dealing, training can likewise enable youngsters to cause changes locally as they become older which will forestall circumstances and weaknesses of which dealers make use.

Geography: Bangladesh's topography plays a critical part in the country's illegal exploitation issues. It is near the Bay locale, which interfaces it to South Asia. Individuals are shipped on boats to the 18 travel focuses along the India-Bangladesh line, which is utilized to sneak youngsters and ladies out of the country.69 Khulna, Jessore, Satkhira, Rajshahi, Dinajpur, Rangpur, Mymensingh, Comilla, Brahmanbaria, and Sylhet's boundary regions are habitually utilized as land courses for dealing. The northern districts of Kurigram, Lalmonirhat, Nilphamari, Panchagarh, Thakurgoan, Dinajpur, Naogoan, Chapai Nawabganj, and Rajshahi, as well as the southern districts of Jessore and Satkhira, are where women and children are most at risk of being trafficked. Since there are three Muslim Rohingya evacuee camps in this locale, Cox's Marketplace is a famous area for the enlistment of youngsters and ladies to be dealt with.

Unemployment: Bangladesh is a center in light of its topography as well as a result of its shortage of occupations and assets. Since they need to work, individuals are effortlessly tricked into becoming casualties of illegal exploitation. The joblessness rate is 5.20 percent, and the typical month-to-month compensation is $80.71 Human dealers exploit this by drawing clueless individuals into

work tricks. In reality, traffickers use desperate individuals in a variety of torture, prostitution, and labor schemes after promising a good job in another country. The number of people who are trafficked would be significantly reduced if the economy expanded more.

High Demand for Sex/Sexual Adventure: Because of the strict limitations in Bangladesh, open sexual associations with the other gender are disliked. As indicated by fundamental financial matters, an organic market should exist for a market to frame. Consequently, requests for modest popularized sex set out open doors for dealers to take advantage of. About 100,000 women and young girls are thought to be working as prostitutes, but less than 10% of them do so voluntarily. Constrained sex work is an issue influencing ladies and young ladies all over Bangladesh, yet the nation seldom condemns it. Out of 6,000 individuals that specialists captured for sex dealing-related wrongdoings, just 25 individuals got a conviction.72 Dealers can rake in tons of cash by delivering labor and products with modest or free work and selling them at a greater cost. Popularized sex is a rewarding business sector since there are in every case new purchasers and the costs are high. This implies that dealers and pimps are the ones in particular who benefit from their casualties.

The Low Caste Status: Because of their low status, law enforcement does not protect this vulnerable group, so traffickers prey on them; their families, and, surprisingly, the general public where they live, are threatening them. Dealers accept they can pull off their activities all the more effectively because these gatherings know nothing about essential basic liberties regulations and can't safeguard themselves against them.

Women and Girls' Social Vulnerability: Bangladesh is a male-centric culture where men are viewed as financial suppliers and ladies as wards whose jobs are restricted to natural proliferation. Because of this, there are different gender roles, each with its own set of values and standards. Once more, the philosophy of sexuality is based on this, with men controlling ladies'

sexuality. Again, this idea of controlling and protecting women puts them in a vulnerable position of being exploited, where the smallest sexual deviation or social dislocation makes them "polluted" and the target of social degradation. Because they serve as unpaid family helpers, the majority of female children develop a dependency mentality as they grow up in a male-dominated environment. The teaching of girl children how to be effective "housewives" in both rural and urban settings through their participation in household chores is regarded as a method of preparing them for marriage. The girls are at risk of being abused even within the family. Their day-to-day environments and rules can once in a while imperil their well-being.

Inadequate legitimate economic opportunities: Whenever individuals need genuine monetary chances, they are more powerless against illegal exploitation. Migrants without work permits, people without an education, people who live in rural areas where there are fewer jobs, women, and people of certain ethnic groups who might be discriminated against are especially at risk in this area. Traffickers lure people who are unable to find work elsewhere into forced labor, sex trafficking, bonded labor, and other forms of exploitation by offering them jobs that appear to be legitimate.

Cultural Myths: There are reports that one of the primary drivers of the rising interest for little kids is the fantasy that intercourse with a virgin can fix a man of physically communicated sicknesses (sexually transmitted diseases) and revive him. Additionally, it is a widely held belief that having sex with a female child does not cause sexually transmitted diseases (STDs) or the human immunodeficiency virus (HIV). Victims of human trafficking may also be discouraged from speaking out or identifying their traffickers due to cultural factors like fear or respect for the elderly, particularly if they are poor and belong to groups that do not protect human rights.

Dowry and Divorce: Divorce and dowry are frequent contributors. In light of their powerlessness to pay a settlement, guardians are much of the time unfit to offer their little girls.

Sometimes, the girls are married off to much older men to avoid paying a dowry. This can bring about early widowhood, conjugal disappointment, or partition. The authorization of polygamy supports separation and departure, regularly on the grounds of non-installment of endowment or post-conjugal share requests. According to the Muslim Family Laws Ordinance of 1961, men must obtain permission from the Union Parishad Chairman based on consent from the first wife before remarrying. Women who resist are frequently left behind, and men generally ignore this requirement. Both polygamy and the possession of dowries have been linked to an increase in instances of domestic violence and the separation of partners.

Natural Disasters: Bangladesh experiences a lot of natural disasters, including floods, cyclones, and river erosion. They rarely visit a nation with sufficient destructive power to leave behind misery. Indeed, they are significant and active roadblocks to the growth of our state. These variables add to monetary uncertainty and an absence of basic liberties, giving dealers a benefit and making individuals more defenseless against illegal exploitation circumstances. A few cataclysmic events can make individuals escape their homes and nations, making them more defenseless against dealers, particularly on the off chance that they are searching for work or paying bootleggers to get to their objective. Additionally, as the economy declines, traffickers will have more opportunities to entice victims into trafficking by posing as employment opportunities.

VII. CONCLUSION

The Analysis finds that human trafficking is more than just a criminal act; it is also a result of systemic issues like poverty, unemployment, gender discrimination, and social inequalities. The instances of Siddika, Liza, Tori, Ruhul, Sabina, and Rimjhim show the frightening individual stories behind the measurements, exhibiting how dealers exploit weaknesses and misleading vows to trap people in patterns of misuse and double-dealing. Notwithstanding different meditations, including local area-based

drives, mindfulness missions, and global joint efforts, the endeavors to battle illegal exploitation in Bangladesh stay divided and lacking. Lawful and institutional structures frequently miss the mark in giving extensive security, counteraction, and arraignment, as verified in the examinations by Karim (2021). While non-governmental organizations (NGOs) play a crucial role in victim rehabilitation and reintegration, for more effective outcomes, a cohesive strategy that incorporates all aspects of trafficking prevention is required.

The investigation of contextual analyses and news stories further underlines the intricacy of illegal exploitation and the requirement for a comprehensive way to deal with and address it. Trafficking thrives in the context of underlying socioeconomic conditions, cultural myths, and inadequate economic opportunities. Additionally, these vulnerabilities are exacerbated by natural disasters and geographical factors, making particular populations and regions particularly vulnerable to trafficking.

Accurately assessing the scope, dynamics, and specific forms of human trafficking in Bangladesh is a significant research gap. Based on media reports, the existing information is frequently fragmented and varies significantly between governments and NGOs. The development of specific strategies to effectively combat human trafficking is hampered by this gap.

Future research should focus on collecting and analyzing comprehensive data, including detailed victim profiles, trafficking routes, and the roles of various actors in trafficking networks, to fill this research gap. Upgraded techniques, for example, blended strategy approaches consolidating subjective and quantitative information, would give a more nuanced comprehension of the issue.

To battle illegal exploitation really, there should be a purposeful work to address its main drivers. This incorporates working on financial open doors, upgrading instructive access, implementing stricter legitimate measures against dealers, and offering powerful help frameworks for casualties. Cross-line participation and thorough two-sided

arrangements between nations, especially among Bangladesh and its adjoining nations, are fundamental to upset dealing organizations and safeguarding weak populaces. In the end, the fight against human trafficking in Bangladesh will only be successful if the government, civil society, and international partners all commit to it for a long time. It is possible to create a safer environment where individuals are protected from exploitation and can pursue their lives with dignity and security by addressing the underlying factors, bridging research gaps, and strengthening response mechanisms.

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End of Covid-19 Insolvency Emergency Measures in Post-Soviet Countries

Yury Yur'evich Karaleu

ABSTRACT

This study focuses primarily on the scope of measures that have helped national governments withstand the destructive consequences of the COVID-19 pandemic and save domestic businesses from bankruptcy. The aspect is explored from the point of view of employee rights in insolvency. Looking back over the insolvency situation in the pandemic period, the unprecedented measures of national governments that inhibit the significant growth of bankruptcies were discussed. The review of crisis measures has highlighted that, once temporary emergency measures conclude, countries will still require effective insolvency protecting workers' rights to manage the resulting employee debt burden.

End of Covid-19 Insolvency Emergency Measures in Post-Soviet Countries

(COVID-19 Insolvency Tendencies that are not Supported and Employee Claims Guarantees that don't Work)

Yury Yur'evich Karaleu

ABSTRACT

This study focuses primarily on the scope of measures that have helped national governments withstand the destructive consequences of the COVID-19 pandemic and save domestic businesses from bankruptcy. The aspect is explored from the point of view of employee rights in insolvency. Looking back over the insolvency situation in the pandemic period, the unprecedented measures of national governments that inhibit the significant growth of bankruptcies were discussed. The review of crisis measures has highlighted that, once temporary emergency measures conclude, countries will still require effective insolvency protecting workers' rights to manage the resulting employee debt burden.

I. INTRODUCTION

The adverse consequences of the COVID-19 pandemic and drastic changes in civilized character in some countries have escalated the main socio-economic problems (a drop in income and wages, unemployment, the polarization of the society, destruction of social infrastructure, and social assistance) that had a negative impact on the condition of the population and especially in the case of business insolvency and in its extreme form – bankruptcy. In the context of the COVID-19 pandemic, business insolvency risk has surged, and when a company faces insolvency, protecting workers' rights, especially their wage claims, becomes crucial.

Among the most significant and important support measures of workers' protection in such situations, experts highlight the following (ILO, 2020; Karaleu, 2021; Nuno de Oliveira Fernandes, 2021; Huaiyu, 2007):

Priority of Wage Claims: Workers are among the first to be paid from the remaining assets of the company.

Wage Guarantee Funds: Wage guarantee funds established in some countries ensure that workers receive their unpaid wages (total or up to a certain limit) if their employer becomes insolvent.

Severance Pay: Workers may be entitled to severance payment (usually calculated based on their length of service and last drawn salary) that essentially represent a kind of financial support during the transition period.

Social Insurance Benefits: Ensuring that social insurance benefits like disability, maternity, unemployment benefits, etc. are calculated based on the full wage, including unpaid amounts, is essential.

Legal Frameworks and Conventions: National legislation and International conventions, such as the ILO Protection of Workers' Claims (Employer's Insolvency) Convention, 1992 (No. 173) or Directive (EU) 2019/1023 of the European Parliament and of the Council of 20 June 2019 on preventive restructuring frame works, on discharge of debt and disqualifications, and on measures to increase the efficiency of

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procedures concerning restructuring, insolvency and discharge of debt, and amending Directive (EU) 2017/1132, provide guidelines and standards for protecting workers' claims in insolvency situations.

Rehabilitation and Restructuring: Efforts to rehabilitate and restructure insolvent companies can help preserve jobs and ensure that workers continue to receive their wages.

These measures aim to mitigate the financial impact on workers and their families during insolvency, ensuring they receive the compensation they are owed.

II. POSTPANDEMIC RECOVERY

The 2022 results did not meet post-pandemic expectations and were far short of hope in the euphoria of post-pandemic recovery. Mr. Jean-Christophe Caffet, Coface Group Chief Economist, has warned that the macroeconomic outlook for 2023, in contrast, looks bleak, to say the least (Coface, 2023). Most of the identified risks were confirmed, and in 2023, company insolvencies continued a growth trend that began in 2020.

According to Dun & Bradstreet, the number of corporate bankruptcies in the world's major economies increased in 2023 for the second year in a row amid high interest rates, the withdrawal of post-Covid support measures, inflationary pressure, and unstable demand (Dun & Bradstreet, 2024).

Observers of bankruptcy trends have long expected an increase in bankruptcies following the surge in corporate borrowing that took place during the extended period of near-zero interest rates set by National Banks. Interest rates began to rise just before the pandemic but were subsequently slashed during COVID-19 to prevent economic collapse. Businesses took advantage of this period by borrowing trillions of dollars at historically low rates and spending freely. Some pursued ambitious growth plans and accumulated significant debt. In recent years, these companies have started to run out of cash and are unable to secure new financing, resulting in a wave of bankruptcy.

The number of businesses declared insolvent increased in more than half of the 45 countries for which Dun & Bradstreet analyzed data annually. Simultaneously, in 14 countries, including the United States, France, Great Britain, Canada, and Poland, the 2023 figure exceeded the pre-pandemic level.

In the United States, the number of bankruptcies increased by 79% over the year and reached a record high of 10 years, in Canada — 70% in, Poland — 56% in India and the Netherlands — by 53%, Ukraine 48% in Ukraine.

At the same time, 10 countries, on the contrary, recorded a decrease in bankruptcies by more than 10% — in particular, in Croatia (35%), Belarus (29%), Italy (23%), Turkey (19%), Russia (18%).

On average, across all countries, the number of bankrupt businesses increased in 2022-2023 by an average of 12% per year, against about 5% in 2020-2021, when government support measures were in place in most economies. During the pandemic, despite the freezing of activities in all sectors of the economy, the number of bankruptcies was below the level of 2018-2019.

Experts from Dun and Bradstreet, whose global database covers almost 600 million companies, point to the risk of further growth in the number of bankruptcies this year due to geopolitical risks, expensive loans, inflationary pressure, and rising costs.

The described business environment is expected to continue through 2024. Coface's experts expect that insolvencies in the CEE region will increase further in 2024, but this will be with onedigit dynamics, i.e. at a lower rate than last year (Coface, 2024).

Under these conditions, specialists observed the "paradox" of insolvencies resulting from the COVID-19 pandemic and have witnessed the situation in recent years, when the number of bankruptcy declarations decreased dramatically. How possible and what are the main triggers of this process are the key reasons for the present research.

III. RESEARCH METHODS AND AIMS OF THE STUDY

In this study, we have addressed the issues mentioned above and, consequently, have a strong interest in discussing unwinding support measures that we have studied from the point of view of the protection of workers' claims in the event of an employer's insolvency. These two topics could not be discussed in isolation, and the scope of governments' unwinding support measures was concentrated on the support of workers' claims that were the most vital and urgent during the pandemic.

In addition to discussion of the issues related to corporate social responsibility aspects and the protection of workers' claims in the event of insolvency (see, for example, Karaleu, 2018, Karaleu, 2020) or the progress that has been made by EU countries in having a balance of interests between employers, employees, and society in the protection of outstanding claims of employees in the event of their employer's insolvency (see Karaleu, 2021, Karaleu, 2022), we intended

- To assess the results of pandemic-time efforts that helped to save the European economy from bankruptcy and evaluate archived results;
- To outline both positive and negative consequences;
- To predict further steps that can be taken to improve the situation.

To accomplish these tasks and establish sound conclusions and recommendations, a comparison of the statistical data and an analysis of legal regulations were used. To make relevant assumptions and formulate our proposals, a literature review and comparative studies of local legislation and the applicable European insolvency regulations associated with the protection of workers' benefits were analyzed. More specifically, the inductive method, revealing cause-effect relationships, generalization, etc. were applied to elucidate the conceptual and operational relations between the higher level of inflation, financing costs, and the deteriorated

sentiment and global challenges affecting both the international economic system and domestic economies, for which the proper functioning of the insolvency regime is vitally important.

In particular, the methods listed above helped to reveal the tendency based on the data presented in the quarterly registrations of new businesses and declarations of bankruptcies statistics by Eurostat released on August 16, 2024 (Eurostat, 2024) (Fig. 1).
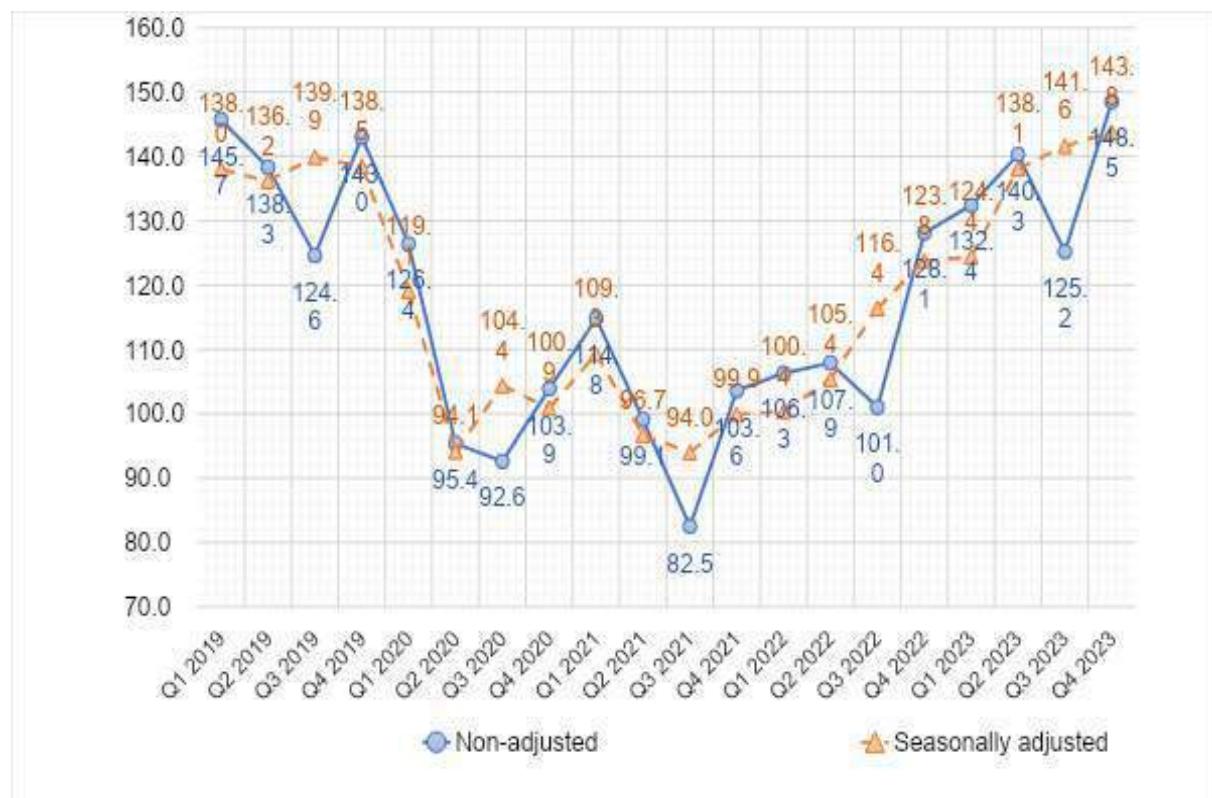
Source: Eurostat, 2024

Fig.1: Declarations of bankruptcies of businesses in the EU, Q1 2019 to Q3 2022 (2021 = 100)

There was an upward trend in the number of bankruptcy declarations until almost the end of 2019. We can then note considerable decreases in the first and second quarters of 2020. This kind of "paradox" can be explained by the temporary emergency measures of the business support, such as tax exemptions and deferrals, loans, subsidies, and other financial assistance, employees' salary supplementary payments, simplifying various administrative procedures, etc. (Karaleu, 2022). Such measures also called "flattening the bankruptcy curve," helped to prevent viable firms from prematurely being pushed into insolvency and keep courts from "being overwhelmed by insolvency cases" (Menezes and Muro, 2020).

Subsequently, as shown in Figure 1, the number of bankruptcy declarations increased for three consecutive quarters until the first quarter of 2021. The bankruptcy declarations slightly decreased in the second and third quarters of 2021 and were considerably below the levels of the pre-COVID pandemic period for the whole of

2021. Then, for the following quarters (since the third quarter of 2021), the number of bankruptcies declarations has increased substantially and reached the highest levels at the end of 2023 since the start of the data observation in 2019 (the seasonally adjusted number of declarations of bankruptcies increased by 5.8 percentage points in the EU, compared with the first quarter of 2019). Thus, unwinding support measures have already triggered an increase in business insolvencies in the EU, and the Russian-Ukrainian military conflict in this region would only serve to compound the problem.

The "paradox" of insolvencies resulting from the COVID-19 pandemic is set to disappear for two key reasons. The first relates to government intervention, which is under much more pressure now than two years ago due to the return of inflation and conflicting objectives with monetary policy. Budgetary support introduced during the pandemic is not currently available, and national governments are more cautious about spending. In other words, the "whatever the cost" approach

adopted by governments is not applicable (Coface, 2023).

The second reason relates to the essential nature of the current crisis, which is diametrically different from the health crisis: the COVID-19 pandemic was a temporary shock that extinguished almost all the variable costs borne by companies. On the other hand, the current crisis is more of a permanent shock, leading to increased costs across the board, which the state cannot bear in its entirety. Under these conditions, it is difficult to anticipate a steep rise in corporate insolvency over the next quarter.

In the situation of the ongoing global liquidity crisis, the international community, together with national governments, should do all in its power to avoid further escalation of the situation, which may entail dire consequences of insolvency. For example, the UK Government has already set out new proposals to reform and simplify the regulation of the insolvency sector. Business Minister Lord Callanan said: "The proper functioning of the insolvency regime is vitally important to support business investment and growth and to provide a safety net for individuals in severe financial difficulty." (Insolvency Service & Lord Callanan, 2021).

Based on the global trends and main challenges identified as the first output of the research process, it is possible to identify and classify all unwinding support measures by stage when they are introduced.

The first stage provides an overview of short-term insolvency law reforms adopted at the beginning of the COVID-19 outbreak to prevent businesses from being systematically pushed into insolvency. As an initial policy emergency response to restrain business distress arising from COVID-19, many countries introduced interim measures in early or mid-2020, which are classified in Table 1.

Table 1: Classification of short-term insolvency law reforms adopted at the beginning of the COVID-19 outbreak

Adopted measures	The nature of the authorized measures	Countries
1. Temporary barriers to creditor-initiated insolvency filings	Suspension of creditors' rights to initiate insolvency, restrictions on those rights by increasing thresholds for creditors to initiate insolvency proceedings or extending statutory periods to respond to written demands, or both	Australia, India, Italy, Singapore, Spain, Switzerland, Turkey
2. Suspension of the directors' duty to file for insolvency	Suspension of the statutory requirement for directors to initiate insolvency proceedings once a company is insolvent	Bulgaria, France, Germany, Luxembourg, Poland, Portugal, Russia, Spain, Switzerland
3. Suspension or relaxation of liability for wrongful trading	Suspension or relaxation of liability of directors for trading while insolvency have been suspended (without changing the directors' liability for fraudulent trading)	Australia, New Zealand, Singapore, United Kingdom

4. Moratoria or restrictions on debt enforcement actions	Suspension of insolvency filings along with suspension of specific debt enforcement actions as consequences of insolvency (evictions, foreclosures, debt collections, etc.) to protect debtors against enforcement of debt or security interests and to prevent social disruption	Argentina, Bangladesh, Belgium, Brazil, Bulgaria, Egypt, France, Germany, Guatemala, Indonesia, Italy, Kenya, Latvia, Malaysia, New Zealand, Nigeria, Portugal, Singapore, Spain, Sri Lanka, Switzerland, Thailand, Turkey, Uganda, United States

Source: World Bank, 2021

Other short-term insolvency law reforms adopted at the beginning of the COVID-19 outbreak can be found in *Coronavirus (COVID-19) tracker of insolvency reforms globally* by INSOL Europe (INSOL Europe, 2024).

Thanks to the prompt follow-up action that countries had taken to resist the COVID-19 crisis and the massive scale of support measures provided by the national governments during such a significant crisis, a paradoxical situation emerged whereby business insolvencies in CEE countries dropped in 2020, as shown in the research methods and aims of the study.

IV. ACTIONS TAKEN

The second stage examines the actions taken by some countries during the previous financial crises, as well as the COVID-19 crisis, to address medium- and long-term challenges. Reforms in the second stage were categorized into three categories.

- Reforms to strengthen insolvency implementing institutions;
- Reforms to strengthen insolvency legislative frameworks for addressing both corporate and MSME financial distress; and
- Centralized or government-coordinated frameworks for out-of-court workouts.

The COVID-19 pandemic and official lockdowns have had a devastating impact on macro activity. Even though there is a subsequent decrease in rates of transmission and infection, making the actual ongoing pandemic a secondary issue, there is another challenge that affected economies and businesses – the alarming rise in rates of inflation and economic instability because of the soaring prices of oil, natural gas, and other raw materials imports from Russia, on which European consumption depends economically. Therefore, national economies have experienced accelerated inflation, mostly due to increased energy prices at the time of growing food prices.

How do, in such a situation, the national guarantee institutions (funds) that provide resources for workers who have lost their jobs due to the insolvency of their employer and have not received the full wage or salary owed to them react? We suggest that Latvia is a good example of our conclusions.

V. POST-SOVIET COUNTRIES RESPONSE TO NEW CHALLENGES

In 1991, Latvia declared its independence, and transition to a market economy started with legal reforms that determined a legal framework for entrepreneurship in the post-Soviet era. Alongside the development of "Commercial Law", numerous changes have also occurred with regard to legal rules dealing with the insolvency process in Latvia. Introduced in 1992, the "Law on Company Insolvency and Bankruptcy" was the first law in Latvia specifically pertaining to the regulation of insolvency. Since January 1, 2003, the Employee Claims Guarantee Fund (Dar binieku aizsardzība darba devēja maksātnespējas gadījumā) (hereafter – Fund), operated by the Insolvency Control Service (state agency), has been introduced and got the power to act on behalf of employees who have lost their jobs as a result of

the insolvency (bankruptcy) and have not received the full remuneration owed to them. All employees are eligible for the satisfaction of claims and may claim wage or salary, reimbursement for annual paid leave, etc., that is owed to them by their employer.

The Fund is financed by contributions from employers – the state entrepreneurial risk fee (which has remained unchanged since 2006 and is equal to EUR0.36 per employee) – gifts and donations, and resources recovered by insolvency administrators in the insolvency procedure (Karaleu, 2022). Fig. 2 shows how payments from the Fund have evolved over the last five years.
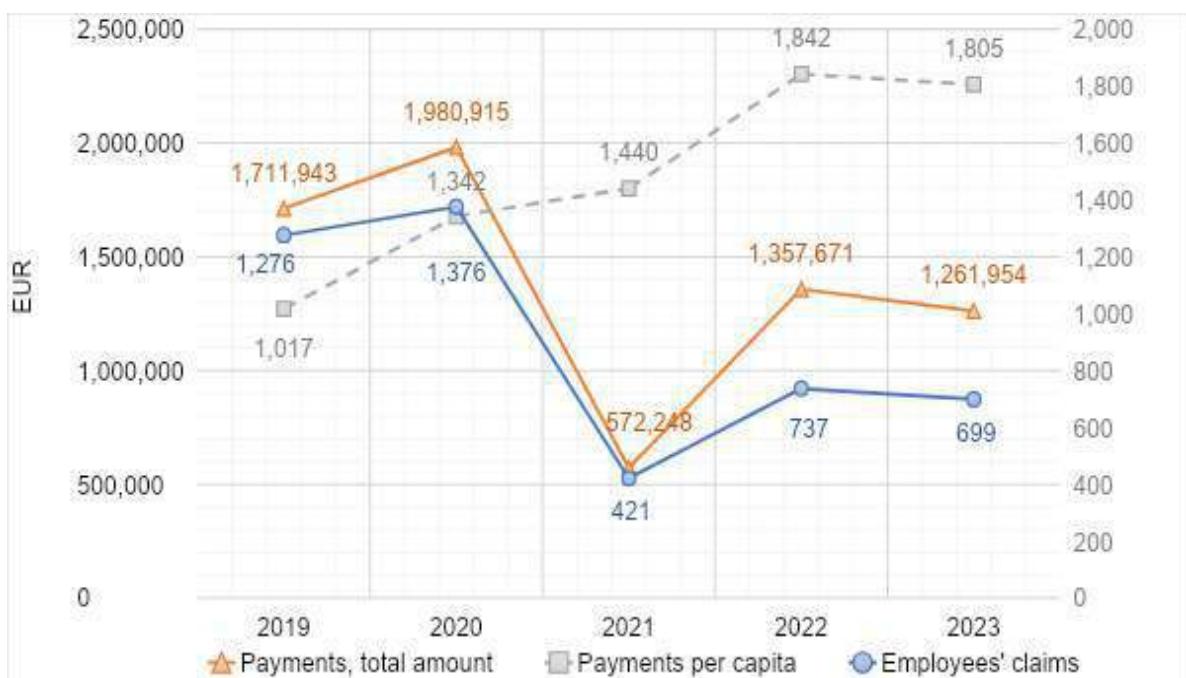
Fig. 2: The Latvian Employee Claims Guarantee Fund's payments for 2019-2023

It is rather evident that the moratoria on insolvency applications introduced in response to the destructive consequences of the COVID-19 pandemic from March 22, 2020, to September 1, 2020, and from December 23, 2020, to September 1, 2021 has led to a decrease in the number of employees' claims in 2021 and caused the "paradox" of insolvencies. This is the result of the fact that only those employees whose position has been declared in an insolvency proceeding before the moratoria were entitled to benefit from the Fund and it is not a reflection on the state of the insolvency of Latvia's companies.

Out of three Baltic state countries, the only visible decrease in the number of insolvency cases in 2023 was in Latvia: -3.90%, in contrast to +14.4% in Estonia and +1.8% in Lithuania. The past year

for Lithuania did not bring any significant changes as well, since the number of insolvencies was almost the same as in 2022 and has increased only by 1.83%. Gabrielė Didžiariekytė, Senior Business Information Specialist of Coface Baltics, believes that mostly bankrupt companies were already balancing on the edge of survival before the pandemic period began; therefore, these companies have simply delayed the start of insolvency processes (Coface, 2024).

In 2023, the Fund has paid out funds in the amount of EUR1,261,954 to employees of insolvent companies. The claims of 699 employees from 62 insolvent companies are satisfied. The average amount allocated to cover the claims of one employee this year was EUR1,805. Although these figures are lower than

those in 2022, they are significantly higher than the 2021 results.

In contrast to the well-established body of the EU system of administrative authorities and guarantee institutions established and launched in accordance with Directive 2002/74/EC of the European Parliament and of the Council of September 23, 2002, on the approximation of the laws of the Member States relating to the protection of employees in the event of the insolvency of their employer, most post-Soviet states rely on the priority creditor status for employees (preferential treatment) in the event of insolvency (bankruptcy). It is the only form of protection conferred on employees in the case of corporate insolvency.

Preferential treatment assumes that employees (former employees) with wage and other compensation claims are given statutory priority over other classes of creditors. The highest level of such priority is absolute or so-called super-

priority, a specific mechanism to ensure that employees' claims are first in line (including over-secured creditors) to be satisfied with any liquidity difficulties of the company. The most significant disadvantage of this system is the lack of legal satisfaction of workers' claims in the situation of the absence of own funds in the insolvent company available to cover debts (Karaleu, 2022).

We think it is necessary to note related problems showing the vast increase in the volume of employees' claims as claims of priority creditors in the Russian Federation, where preferential treatment is the only tool for employee wage claims satisfaction in the case of insolvency. This trend is reflected in Fig. 3, compiled for 2019-2023 by JSC Interfax in Fedresurs (fedresurs.ru) based on the information from the published reports of arbitration managers (administrators in the insolvency procedure).

Source: https://fedresurs.ru/news
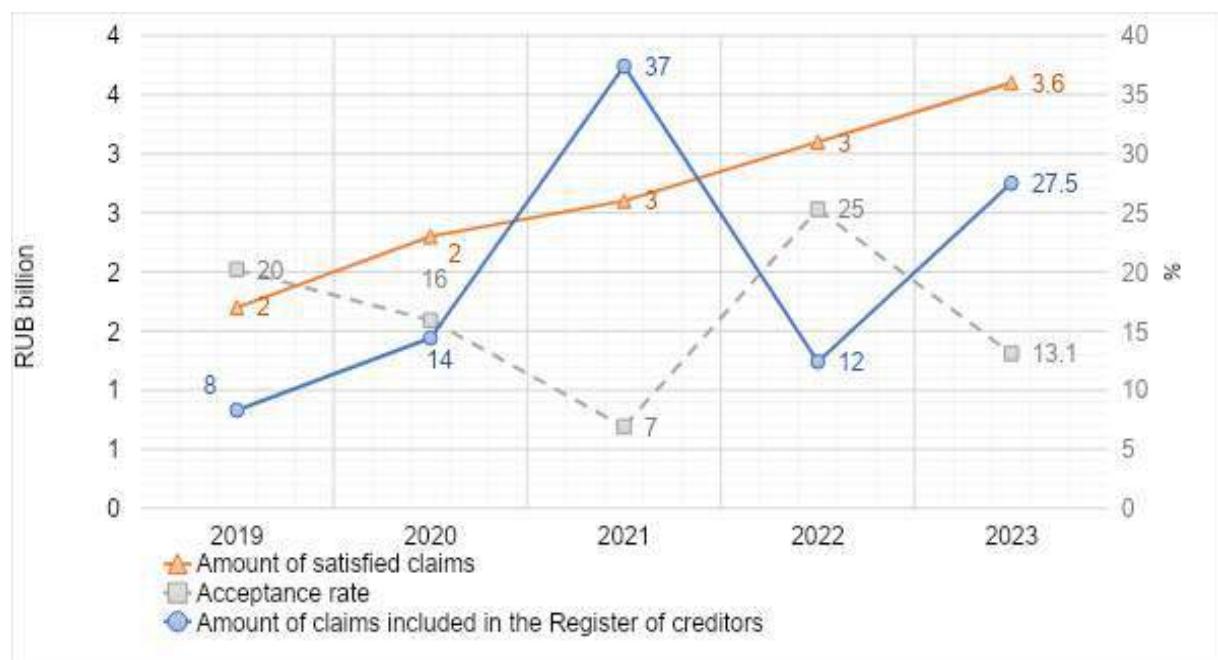
Fig. 3: The dynamic of the second priority creditors' claims in completed bankruptcy cases for 2019-2023 in the Russian Federation

As can be seen from Fig. 3, the total amount of priority claims included in the Register of creditors' claims showed a clear negative growth trend in their volumes, and in 2021, the

percentage of satisfaction of claims fell to an extremely low level. Thus, the acceptance rate for the second-priority creditors' claims (in the Russian Federation, wages and severance pay

claims have the second priority) in the period under consideration was only about 6.9% and must be regarded as less than satisfactory.

It can be assumed that this trend has emerged only in recent years and is associated with the economic consequences of the COVID-19 pandemic. However, our earlier studies showed that from 2016 to 2018, the average number of satisfied requirements was approximately 30 %(Karaleu, 2020). It was much higher than the level formed in the last three calendar years, but at the same time, was far from full payment of priority creditors' claims for wages, severance pay, and other similar payments due to them.

The percentage of satisfaction of the priority creditors' claims in 2022 reached 25% after the introduction by the Government of the Russian Federation of a six-month moratorium on bankruptcies initiated by creditors against citizens, individual entrepreneurs, and legal entities (with some exceptions) (from April 1, 2022, to October 1, 2022), with an average of 16% for the last three years (Fedresurs, 2023). In 2023, the satisfaction rate decreased by almost two times and was approximately equal to the pre-pandemic level. While businesses initially weathered the storm and acceptance rate was increased thanks to government support measures during the pandemic, the subsequent withdrawal of these initiatives, combined with other factors, brought the situation back to its original state.

This problem will become more apparent and further aggravated for the Russian Federation if we remember that many foreign companies curtailed operations in the country last time. Under pressure from investors and consumers, many foreign companies have begun to unwind their investments, close production lines, and pause sales in the Russian Federation.

VI. CONCLUSION

Summarizing the analysis of the market situation, one may state that the companies' adaptation of their business operations and activities with lockdowns and the post-COVID-19 situation combined with unprecedented measures

of national Governments were among the few grounds, which have allowed them to avoid a number of fresh bankruptcies. Crisis containment includes the short-term insolvency law reforms adopted at the beginning of the COVID-19 outbreak to prevent businesses from being systematically pushed into insolvency. The objective of the reforms implemented during this stage was to "flatten the curve" of insolvency cases and reduce the burden on the institutions.

Crisis recovery, the second stage, assesses actions taken by some countries during the COVID-19 crisis as well as during previous financial crises to address the medium-to long-term challenges of high levels of firm distress. The objectives of these second-stage reforms are generally to strengthen the institutional capacity and overall functioning of a country's insolvency regime, and to prevent a potential systemic banking crisis caused by elevated levels of non-performing loans.

By examining the outcomes of the two stages above and the lessons learned from past crises, we find that certain types of procedures might be particularly beneficial in the post-pandemic period when other insolvency tools could be useful if the economic recovery is muted and non-performing loans (NPLs) rapidly increase. Examination of crisis measures has promoted the understanding that when temporary emergency measures come to the end, countries will still need the appropriate insolvency and debt restructuring tools available to address debt overhang. Robust formal insolvency and reorganization procedures that may not be sufficient in times of crisis should always be the goal of systematic and continuous improvement and development.

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Evolution of Female Leadership: Invisible Barriers and Simulations of Equality

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ABSTRACT

This study is part of the research project "Female Leadership and Its Organizational Barriers to Its Development" which contributes to sustainable development goal number five, gender equality. In this case, three variables are addressed: misogyny, glass ceilings and tokenism, social phenomena, and stereotypes that female leadership has experienced. The objective is to analyze the evolution or transformation of the barriers, walls, and simulations (tokenism) that women experience and that limit their leadership development, as well as how female leaders have overcome them as barriers to their leadership.

In this case, the evolution in the last four decades of how misogyny, glass ceilings and now tokenism are manifested is analyzed. The research is carried out from a qualitative approach, as part of the field research, the technique of two "focus groups" was used with profiles of female leaders who have overcome.

Keywords: female leadership, misogyny, glass ceiling, tokenism, organizational barriers.

Classification: LCC Code: HD6054.3

Language: English

Evolution of Female Leadership: Invisible Barriers and Simulations of Equality

Evolución del Liderazgo Femenino: Barreras Invisibles y Simulaciones de Igualdad

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& Verónica Morcillo Casas[ρ]

ABSTRACT

This study is part of the research project "Female Leadership and Its Organizational Barriers to Its Development" which contributes to sustainable development goal number five, gender equality. In this case, three variables are addressed: misogyny, glass ceilings and tokenism, social phenomena, and stereotypes that female leadership has experienced. The objective is to analyze the evolution or transformation of the barriers, walls, and simulations (tokenism) that women experience and that limit their leadership development, as well as how female leaders have overcome them as barriers to their leadership.

In this case, the evolution in the last four decades of how misogyny, glass ceilings and now tokenism are manifested is analyzed. The research is carried out from a qualitative approach, as part of the field research, the technique of two "focus groups" was used with profiles of female leaders who have overcome.

The study reflects how female leadership development continues to be limited in its growth and development by various factors and stereotypes, as well as tokenism practices at all levels of women's work performance. In this case, the case studies are presented in high-level positions and the aforementioned inequality phenomena occur.

Keywords: female leadership, misogyny, glass ceiling, tokenism, organizational barriers.

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RESUMEN

Este estudio forma parte del proyecto de investigación "Liderazgo femenino y sus barreras organizacionales para su desarrollo" que contribuye al objetivo de desarrollo sustentable número cinco, igualdad de género. En este caso, se abordan tres variables: la misoginia, techos de cristal y el tokenismo, fenómenos sociales y estereotipos que ha vivido el liderazgo femenino. El objetivo es analizar la evolución o transformación de las barreras muros, simulaciones (tokenismo) que vive la mujer y que limitan el desarrollo de su liderazgo, así como las lideresas han superado estas barreras.

En este caso se analiza la evolución en las últimas cuatro décadas de cómo se manifiestan la misoginia, los techos de cristal y ahora el tokenismo. La investigación se lleva a cabo desde un enfoque cualitativo, como parte de la investigación de campo, se empleó la técnica de dos "focus group" con perfiles de líderes femeninas que han superado.

El estudio refleja cómo el desarrollo del liderazgo femenino sigue limitado su crecimiento y desarrollo por diversos factores y estereotipos, así como las prácticas de tokenismo en todos los niveles de desempeño laboral de la mujer. En este caso los estudios de caso se presentan en puestos de alto nivel y se dan los fenómenos de desigualdad mencionados.

I. INTRODUCCIÓN

El liderazgo de las mujeres ha enfrentado desafíos diversos, como el techo de cristal en las empresas, que son obstáculos invisibles para el ascenso a puestos de dirección. Además, el tokenismo, donde se incluye de forma simbólica a mujeres en roles de liderazgo, persiste la misoginia y el sexismo en el ámbito laboral. Constant (2023) refiere que, a pesar de algunos avances, la violencia de género es un problema en diversas instituciones de educación superior.

Según el *III informe de Políticas Públicas de Igualdad de Género en América Latina y el Caribe* hace referencia al progreso hacia la igualdad de género, debido al movimiento feminista y la participación de las mujeres en la política y el mercado laboral, pero prevalecen los obstáculos, como la violencia contra las mujeres, la brecha salarial y la subrepresentación en puestos de liderazgo.

Desde la trayectoria en el ámbito organizacional y la experiencia en la gestión, liderazgo y dirección de más de 40 años, ha sido posible identificar como las barreras, estereotipos, que se convierten en laberintos del liderazgo como lo mencionan Eagly & Carli (2007). Estas son algunas de las limitaciones más destacadas para el liderazgo femenino. Sin embargo, en las últimas décadas se ha identificado cómo el tokenismo es una práctica para simular que el grupo dominante en el poder apoya la equidad de género.

La razón principal de este estudio es plantear la sensibilidad hacia la dirección y el liderazgo, mostrar cómo estos fenómenos persisten y se simulan a lo largo de la historia, al sumar barreras para el desarrollo del liderazgo femenino, que genera otro tipo de manifestaciones silenciosas que limitan su desarrollo. El objetivo de esta investigación es analizar y discutir las barreras que enfrentan las mujeres en posiciones de liderazgo. Se busca entender la evolución de las barreras y simulaciones (tokenismo) que limitan el desarrollo del liderazgo femenino.

La investigación se lleva a cabo desde un enfoque cualitativo. Como parte de la investigación de campo, se empleó la técnica de dos "focus groups" con dos perfiles de líderes femeninas. Las fuentes de información incluyen literatura académica, informes de políticas públicas y estudios de caso en puestos de alto nivel, donde se presentan los fenómenos de desigualdad mencionados.

II. FUNDAMENTACIÓN TEÓRICA

Partimos de un análisis conceptual del laberinto que enfrenta el liderazgo femenino, en especial con tres variables: misoginia, techos de cristal y tokenismo. La misoginia ha sido una barrera histórica significativa para las mujeres en posiciones de poder. Desde inicios del siglo XIX, las mujeres han luchado para erradicar la discriminación de género, la falta de reconocimiento de sus habilidades y capacidades, así como la invisibilización de su liderazgo. La misoginia no solo se manifiesta en actitudes y comportamientos individuales, sino también en estructuras y sistemas que perpetúan la desigualdad de género. Teóricos como Eagly y Carli (2007) han destacado cómo estos prejuicios y estereotipos afectan el desarrollo del liderazgo femenino.

Los techos de cristal son barreras invisibles que limitan el avance de las mujeres en la jerarquía laboral. Estos obstáculos impiden que las mujeres alcancen posiciones de liderazgo, a pesar de tener las competencias y habilidades necesarias. El concepto de techo de cristal fue popularizado en la década de 1980 y se refiere a las limitaciones estructurales y culturales que impiden el progreso de las mujeres. Los resultados de investigaciones sobre el tema han demostrado que, aunque las mujeres pueden ingresar al mercado laboral en igualdad de condiciones, su ascenso a puestos de alta dirección es más difícil debido a estos techos de cristal. Algunos de los factores que contribuyen a esta problemática son la falta de modelos a seguir, el sesgo y las políticas organizacionales que no favorecen la equidad de género.

En la actualidad, las mujeres en posiciones de liderazgo han enfrentado nuevos desafíos y oportunidades. El tokenismo, es una práctica en la

que se incluye a mujeres en roles de liderazgo para dar una apariencia de equidad de género, sin un compromiso real con la igualdad. Sin embargo, han surgido oportunidades significativas. El movimiento feminista y la conciencia sobre la igualdad de género han impulsado cambios en las organizaciones. Por ejemplo, la participación de las mujeres en la política, se han implementado políticas públicas que promueven la igualdad de género.

El Premio Nobel de la Paz fue establecido en 1895, reconoce los logros de personas y organizaciones. Las mujeres que han sido ganadoras han demostrado una increíble resiliencia y dedicación en su lucha por la equidad, la paz y los derechos humanos. Estas mujeres han enfrentado enormes desafíos y han utilizado su plataforma para promover cambios significativos en sus comunidades y en el mundo.

Las mujeres galardonadas han sido pioneras en la promoción de la paz, derechos humanos y justicia social. Desde Bertha von Suttner en 1905, con su activismo pacifista, hasta Maria Ressa en 2021, defensora de la libertad de expresión, estas mujeres han liderado movimientos cruciales en contextos diversos, desde la lucha contra la violencia sectaria en Irlanda del Norte hasta la defensa de los derechos indígenas en Guatemala.

A lo largo del siglo XX, figuras como Jane Addams y Emily Greene Balch consolidaron la paz en tiempos de guerra, mientras que la Madre Teresa de Calcuta subrayó la importancia de la labor humanitaria. En décadas más recientes, líderes como Shirin Ebadi y Wangari Maathai han vinculado la paz con los derechos humanos y el desarrollo sostenible. El reconocimiento a mujeres jóvenes como Malala Yousafzai y Nadia Murad resalta el papel emergente de las nuevas generaciones en la redefinición del activismo global.

Estos premios no solo celebran los logros individuales, sino que también sirven como un recordatorio de las barreras persistentes que las mujeres enfrentan en su camino hacia el liderazgo. A pesar de sus logros notables, muchas de estas mujeres han tenido que superar una serie de obstáculos, desde la misoginia hasta los estereotipos de género. Por lo tanto, es imperativo que la sociedad apoyé y promueva el liderazgo femenino, no solo en la búsqueda de la paz, sino en todos los aspectos de la vida pública y privada.

La implementación de políticas de igualdad de género en las organizaciones con el fin de superar las barreras identificadas. Estas políticas incluyen medidas como la igualdad salarial, la promoción de mujeres a puestos de liderazgo y la creación de entornos de trabajo inclusivos. Además, es crucial fomentar la educación y la sensibilización sobre los prejuicios de género y el sesgo inconsciente.

III. MÉTODOS

La investigación se basa en un enfoque cualitativo, se utilizó una combinación de literatura académica, estudios de caso y análisis de datos. Se analizaron artículos y libros académicos que abordan los conceptos de misoginia, techos de cristal y tokenismo. Esta revisión permitió comprender el alcance y las implicaciones de estos fenómenos en el liderazgo femenino.

Se seleccionaron cinco estudios de caso de mujeres líderes que han alcanzado altos niveles en sus organizaciones. Estos casos proporcionan una visión detallada de cómo estas mujeres han enfrentado y superado las barreras mencionadas.

Se realizaron entrevistas a líderes femeninas con diferentes perfiles en instituciones gubernamentales, educativas y organizaciones civiles, así como a mujeres en etapas de formación en posgrado. Las entrevistas se llevaron a cabo utilizando una guía semiestructurada para explorar sus experiencias y perspectivas.

Se utilizaron herramientas de análisis cualitativo para identificar patrones y temas recurrentes en las entrevistas y estudios de caso. Este análisis permitió desarrollar una comprensión más profunda de los desafíos y estrategias de las mujeres líderes.

IV. RESULTADOS Y DISCUSIÓN

Esta investigación contribuye al campo del liderazgo y la equidad de género al proporcionar

un análisis detallado de cómo la misoginia, el techo de cristal y el tokenismo afectan a las mujeres en posiciones de poder. Además, ofrece una perspectiva crítica sobre las estrategias actuales de inclusión, destaca la necesidad de enfoques efectivos y auténticos para promover la igualdad de género en el liderazgo.

internacional para abordar estos fenómenos, ha surgido un nuevo desafío conocido como tokenismo. Este fenómeno se refiere a la inclusión simbólica de mujeres en posiciones de liderazgo sin un compromiso real con la equidad de género, con énfasis en simular que hacen y se respeta el liderazgo femenino.

V. LIDERAZGO FEMENINO

El liderazgo femenino se ha desarrollado a lo largo del tiempo enfrentando una serie de desafíos, desde la misoginia, el machismo, la desigualdad laboral y la invisibilidad, especialmente a finales del siglo XX. Este proceso ha comenzado con la lucha contra los "techos de cristal" y los "pisos resbalosos", metáforas que describen las barreras reales que enfrentan las mujeres en diversos contextos laborales.

A medida que se han implementado leyes, normas y políticas tanto a nivel nacional como

VI. LA MISOGINIA

El sexismo se refiere a la discriminación basada en el género, mientras que la misoginia se refiere en específico al odio o aversión hacia las mujeres, es un fenómeno que ha sido estudiado en diversos campos académicos. El estudio realizado por Buquet et al. (2018) resaltan los fundamentos históricos y culturales. Se aprecian los alcances y enfoques, en la tabla uno. No obstante, en la literatura de la última década 2014-2024, se identifica el mismo fenómeno, pero con manifestaciones diferentes de acuerdo al contexto.

Tabla 1: Alcances y enfoques de la misoginia

Teórico	Enfoque	Alcance
Glick, & Fiske, (1996)	Es como una aversión profunda e irracional hacia las mujeres, manifestada en actitudes negativas, discriminación y desprecio basado en el género.	Aversión hacia las mujeres
Eagly & Karau, (2002)	Se puede manifestar a través de la perpetuación de estereotipos de género negativos que limitan el papel de las mujeres en la sociedad, contribuyendo así a su discriminación y marginación	Manifestación de estereotipos de género
Hofstede, (2001)	La misoginia puede considerarse como un componente cultural arraigado en normas sociales y prácticas históricas que perpetúan la desigualdad de género y la discriminación hacia las mujeres	Componente cultural arraigado
Rudman, & Phelan, (2008)	En contextos laborales, la misoginia puede manifestarse como hostilidad hacia las mujeres en posiciones de liderazgo, creando barreras para su avance profesional.	Hostilidad en ambientes organizacionales
Stark, (2007)	En el contexto de la violencia de género, la misoginia se manifiesta como una ideología subyacente que contribuye a la justificación y perpetuación de actos violentos contra las mujeres.	Instrumento de violencia de género

Fuente: Elaboración propia, con diferentes referencias, 2024

La tabla 1 presenta una visión integral de los distintos enfoques y alcances de la misoginia, desde la adversidad hacia la mujer según los

autores. Cada uno de ellos aporta una perspectiva única sobre este fenómeno social, destacan su complejidad y manifestaciones de los estereotipos,

hostilidad en ambientes organizacionales, sociales y culturales, son utilizados como instrumentos de violencia hacia las mujeres.

Se observa una evolución de los alcances y enfoques de la misoginia. Desde una perspectiva teórica, el feminismo, la psicología, la sociología, la antropología y la política han contribuido al análisis de este fenómeno. Se han explorado aspectos como la representación cultural de la mujer, las causas psicológicas, en contextos institucionales y laborales, así como las políticas públicas y medidas destinadas a combatirla. Estos aspectos han permitido comprender su complejidad y sus impactos en la percepción social, la salud mental, así como en la implementación de políticas preventivas.

Los diferentes enfoques presentados ofrecen una comprensión integral y multifacética de la misoginia, destacan su complejidad y sus diversas manifestaciones en distintos ámbitos sociales y culturales. Desde la aversión profunda e irracional hacia las mujeres, manifestada a través de actitudes negativas y discriminación, hasta la perpetuación de estereotipos de género que limitan el papel de las mujeres en la sociedad, la misoginia se manifiesta de formas emocionales, sociales, culturales y organizacionales. Además, se destaca su arraigo en normas sociales y prácticas históricas, así como su presencia en contextos laborales y su conexión con la violencia de género.

VII. EL TECHO DE CRISTAL

El techo de cristal es un fenómeno global que afecta a las mujeres en diversos contextos y culturas. El concepto fue introducido por primera vez en 1977 por Rosabeth Moss Kanter, quien argumentó que las mujeres enfrentan barreras sistémicas en el lugar de trabajo que les impiden alcanzar el mismo éxito que los hombres. Este fenómeno, descrito por Morrison, White & Van Velsor (1987) como barreras invisibles, limita el acceso de las mujeres a roles de liderazgo, como también señala Powell & Butterfield (1994) al destacar su naturaleza cultural y su impacto en la representación femenina en puestos de alto nivel, así como en las disparidades salariales.

El techo de cristal impide a las mujeres ascender a posiciones de liderazgo, a pesar de contar con las competencias necesarias. Cuando la inseguridad de la mujer se manifiesta, las estructuras organizacionales erigen muros reales, lo que se refleja en la falta de representación femenina en roles de liderazgo y genera desigualdades salariales.

La investigación en España dentro del sector público Carrancio Baños (2018), propone estrategias para abordar la desigualdad de género en los desafíos y obstáculos que enfrentan las mujeres en el acceso y la promoción a puestos de responsabilidad. En tanto, Camarena Adame y Saavedra García (2018) hacen hincapié que, a pesar de los avances en materia de igualdad de género, las mujeres todavía enfrentan dificultades para romper el techo de cristal en los roles de liderazgo en México. Se señala que, dentro de las 500 principales empresas para trabajar en México, solo el 3% están lideradas por mujeres, y de las 50 mujeres más influyentes del país, solo el 14% ocupan cargos ejecutivos en empresas.

VIII. TOKENISMO EN EL DESEMPEÑO DEL LIDERAZGO FEMENINO

En el liderazgo femenino, Kanter (1977) introdujo la noción de "mujer token" para describir cómo las mujeres en entornos laborales dominados por hombres son incluidas de forma simbólica sin compromiso real con la equidad de género, su incidencia se ha intensificado en el siglo XXI. Las mujeres han debido superar la discriminación de género y la falta de reconocimiento de sus habilidades y capacidades en los ámbitos sociales, culturales y económicos.

En el contexto actual se da el tokenismo como una inclusión simbólica de mujeres en posiciones de liderazgo sin un compromiso real con la equidad de género. Se seleccionan solo para cumplir con un requisito de diversidad superficial, sin que se aborden las verdaderas barreras sistémicas que limitan el acceso y el avance de las mujeres en roles de liderazgo en puestos de alto nivel. No obstante, que en el ámbito de la política en México se ha legislado para que la presencia femenina en puestos de elección popular desde 2012 el

fenómeno de tokenismo se sigue dando. Por ejemplo, el caso de Beatriz Paredes en su contienda por la precandidatura a la Presidencia de la República:

*Beatriz Paredes fue llamada a conducirse de forma "institucional", es decir, alineándose a las determinaciones de la cúpula de su partido (dominada por hombres) en pro de un supuesto interés superior de partido, Paredes cambió de decisión y declinó (*Marea Púrpura, 2023).

El anterior ejemplo no es la única forma en que se manifiesta el tokenismo en el liderazgo femenino, como se ilustra en otras manifestaciones que se detallan en la tabla dos. Estos ejemplos subrayan la complejidad y variedad de desafíos que enfrentan las mujeres en posiciones de liderazgo, destaca la necesidad de abordar el tokenismo y disminuir estas prácticas en las organizaciones y otras formas de discriminación de género en todos los niveles de la sociedad.

Tabla 2: Tokenismo cuatro formas de identificarlo

Tema	Alcance
Reclutamiento	Inclusión superficial de mujeres en procesos de selección para cumplir con cuotas de género, sin un compromiso real con la diversidad o la igualdad de oportunidades que el hombre en puestos de mayor jerarquía.
Promoción	Promoción selectiva de mujeres en roles de liderazgo para mostrar diversidad superficialmente, sin proporcionar un verdadero apoyo o desarrollo para el crecimiento profesional y el éxito a largo plazo.
Asignación	Asignación de tareas o proyectos femeninos a mujeres líderes como una forma de demostrar inclusión, pero limitando su participación en proyectos estratégicos o de alto perfil que ofrecen oportunidades significativas de crecimiento y reconocimiento.
Consulta	Consulta superficial a mujeres líderes en decisiones importantes para mostrar diversidad de perspectivas, pero sin tomar en cuenta realmente sus opiniones o sin otorgarles un poder real de influencia en la toma de decisiones.

Fuente: Elaboración propia varias fuentes, 2024.

IX. TOKENISMO EN SOCIOLOGÍA

El tokenismo implica la inclusión superficial de miembros de grupos minoritarios para cumplir con objetivos de diversidad, pero sin un compromiso genuino con la equidad o la inclusión, según Karter (1997). Esto puede generar una percepción distorsionada de la diversidad en una organización, crear la ilusión de inclusión mientras persisten desigualdades significativas. Además, puede tener efectos psicológicos en los individuos de estos grupos, ya que enfrentan la presión de representar de forma positiva a su comunidad sin que esta inclusión superficial se traduzca en oportunidades reales de desarrollo. Esta dinámica puede crear tensiones dentro de los equipos y puede afectar la cohesión del equipo.

Si consideramos la amplitud de los cuatro conceptos: misoginia, techos de cristal, pisos resbaladizos y tokenismo, podemos notar que son examinados desde diversas disciplinas y perspectivas, lo que nos lleva a comprender que estos temas son intersectoriales y requieren una gestión continua y apropiada. A pesar de que muchas veces las investigaciones en este ámbito se enfocan en la diversidad de género, étnica y cultural en el liderazgo.

X. EL LABERINTO DEL LIDERAZGO FEMENINO: RESULTADOS DE ENTREVISTAS LIDERESAS

Se describen cinco resúmenes de casos de lideresas que han sabido sortear y entender el fenómeno de misoginia, tokenismo y

discriminación por el simple hecho de ser mujer y que lo han sorteado de tal manera que lo relatan apasionadas, con lágrimas en los ojos, pero que sirven de referencia y aprendizaje para que a las futuras generaciones no les toque vivir y se fomente una cultura de igualdad y equidad. Para efectos de cuidar la identidad y respeto a la colaboración en la investigación se nombra lideresa A, B, C, D y E.

A. *Tokenismo en el liderazgo femenino: El caso de la Cátedra UNESCO de Liderazgo y Equidad*

Inauguraron la Cátedra Unesco de liderazgo y equidad Unesco en 2008, el 2017 fue inaugurada ante la comunidad universitaria, hasta el 2019 le asignan presupuesto para su desarrollo. Aunque la inauguración y el reconocimiento público pueden haber sugerido un compromiso inicial con la equidad de género, la falta de apoyo continuo, revela una falta de voluntad real de abordar las desigualdades sistémicas.

Este estudio subraya la importancia de un compromiso genuino con la equidad de género en todas las áreas de la vida institucional. Simplemente cumplir con requisitos superficiales de diversidad no es suficiente para abordar las barreras sistémicas que enfrentan las mujeres en roles de liderazgo. Se necesita un compromiso continuo, recursos adecuados y políticas institucionales efectivas para promover un cambio significativo hacia la igualdad de género. Este fenómeno se dio no obstante que el objetivo de la catedra es el de empoderar y fomentar el liderazgo femenino en condiciones de igualdad y equidad.

B. *La experiencia de Juana: El desafío del tokenismo en el ascenso profesional*

Juana investigadora destacada ocupaba un puesto medio en una institución educativa, cuando debían relevar los puestos directivos de al nivel por ley cada 3 y 6 años siempre la ponían en la terna para rector dos hombres y una mujer y siempre era el rector un hombre. La tercera vez ella les dijo que no quería simular más.

El caso de Juana ilustra los desafíos que enfrentan las mujeres en el ámbito laboral, donde la inclusión superficial puede perpetuar la desigualdad de género en lugar de abordarla. Además, destaca la importancia de que las organizaciones adopten medidas concretas para eliminar el tokenismo y promover una verdadera igualdad de oportunidades para todas las personas, independientemente de su género.

C. *La difícil realidad del tokenismo en el liderazgo educativo*

Líder educativa, activista y con trabajo e impacto académico en su institución a nivel nacional e internacional. Menciona siempre el día internacional me llamaban para ser parte del presidium tratando de enviar un mensaje de que había mujeres en el equipo directivo, siendo la única de 14 directivos.

El caso de esta líder educativa destaca la complejidad del tokenismo en el liderazgo, donde la inclusión simbólica puede ocultar la persistencia de desigualdades de género en el ámbito laboral. La líder enfrentaba el desafío de equilibrar el reconocimiento de sus logros con la necesidad de abordar las barreras estructurales que limitan la representación de mujeres en roles de liderazgo genuino y significativo.

El caso también subraya la importancia de abordar el tokenismo de manera crítica y reflexiva, reconociendo que la verdadera inclusión de género va más allá de gestos simbólicos y requiere un compromiso genuino con la equidad y la diversidad en todas las áreas de la organización.

D. *El costo de la misoginia en el desarrollo regional: La experiencia de Beatriz*

Beatriz líder destacada en la región siempre propositiva, presentó tres proyectos estratégicos para el desarrollo regional, pero no los aprobaron argumentando falta de presupuesto. Un año después el mismo proyecto con otro nombre fue presentado por un hombre y fue aprobado y asignado presupuesto.

Este caso subraya la necesidad urgente de abordar la misoginia en todas sus formas y de promover una cultura organizacional que valore y reconozca las contribuciones de las mujeres en igualdad de condiciones con los hombres. Además, destaca la importancia de implementar políticas y prácticas

que garanticen una evaluación justa y equitativa de las propuestas, independientemente del género de quienes las presenten.

E. *Limitaciones impuestas por la misoginia en el liderazgo*

Este estudio de caso se centra en la experiencia de Raquel, una mujer multifacética que se desempeña como coordinadora de un programa de estudios, investigadora y madre comprometida con causas sociales. A pesar de su dedicación y habilidades, Raquel se enfrentó a limitaciones impuestas por actitudes misóginas por parte de su jefe inmediato, lo que la llevó a tomar la difícil decisión de renunciar a su puesto directivo.

La situación se volvió insostenible para Raquel, quien se vio obligada a tomar la difícil decisión de renunciar a su puesto directivo en el programa de estudios. Aunque era una líder talentosa y comprometida, las barreras impuestas por la misoginia en su lugar de trabajo le impedían alcanzar su máximo potencial y contribuir plenamente al desarrollo académico y social.

El caso de Raquel subraya la persistencia de la misoginia en el liderazgo académico y la necesidad urgente de abordar estas actitudes y prácticas discriminatorias. Además, destaca la importancia de crear entornos laborales inclusivos y equitativos que valoren y reconozcan las contribuciones de todas las personas, independientemente de su género.

Cada barrera, cada manifestación y limitación que ha vivido la líder tiene su manifestación e impacto en su desarrollo del liderazgo femenino ver diagrama uno. Barreras del liderazgo femenino que se manifiestan de la misma manera no obstante donde se desenvuelva la mujer.

Tabla 3: Las barreras y limitaciones del liderazgo femenino

Barreras y limitaciones	Descripción
Estereotipos de género	Expectativas sociales sobre el rol de la mujer. Creencias limitantes sobre habilidades.
Falta de representación	Pocas mujeres en posiciones de liderazgo. Falta de modelos a seguir.
Desigualdad salarial	Brecha salarial que desincentiva el liderazgo. Menos inversión en formación y desarrollo.
Redes de apoyo inadecuadas	Falta de mentoría y patrocinio. Escasa inclusión en redes profesionales.
Conciliación laboral y familiar	Dificultades para balancear trabajo y vida personal. Presiones sociales para asumir roles familiares.
Cultura organizacional	Entornos laborales que no apoyan la diversidad. Normas que favorecen a líderes masculinos.
Impacto en el desarrollo del liderazgo femenino	Disminución de la confianza en sí mismas. Menor percepción de oportunidades. Limitado acceso a posiciones de liderazgo. Perpetuación de la desigualdad de género.

Fuente: Elaboración propia varias fuentes, 2024.

Estas barreras impactan de forma negativa en el desarrollo del liderazgo femenino, limita el potencial de las mujeres para ocupar roles de liderazgo y contribuye a la desigualdad de género en diferentes contextos, ya sea en el ámbito corporativo, político o social. Incluso cuando las mujeres superan sus miedos e inseguridades, el grupo en el poder implementa nuevos obstáculos, como techos y pisos resbalosos, para frenar su progreso. Estos fenómenos han sido documentados en la literatura científica, los líderes masculinos continúan con esa práctica como muestra en la tabla tres. Estos fenómenos sociales y antropológicos impactan en la mujer y la sociedad.

XI.   DISCUSIÓN

El liderazgo femenino ha sido históricamente condicionado por una serie de barreras estructurales y culturales que impiden a las mujeres alcanzar posiciones de poder en igualdad de condiciones con sus contrapartes masculinas. Estas barreras, a menudo invisibles, pero arraigadas en las normas sociales y organizacionales, pueden entenderse a través de tres conceptos clave: la misoginia, los techos de cristal y el tokenismo.

La misoginia, entendida como una aversión o discriminación sistemática hacia las mujeres, constituye una de las barreras más antiguas y persistentes que enfrentan las mujeres en su camino hacia el liderazgo. Desde el siglo XIX, las mujeres han luchado contra un sistema patriarcal que minimiza sus capacidades y subestima su liderazgo. Este fenómeno no solo se manifiesta en actitudes individuales, sino también en estructuras institucionales que perpetúan la desigualdad de género (Eagly y Carli, 2007). La misoginia afecta de manera transversal a las mujeres, limita sus oportunidades y restringe su acceso a roles de liderazgo en todos los sectores de la sociedad.

El concepto de "techos de cristal" complementa la discusión sobre la misoginia al describir las barreras invisibles que impiden a las mujeres alcanzar puestos de alta dirección, a pesar de estar igual o más calificadas que sus colegas hombres. Este término, popularizado en la década de 1980, se refiere a las limitaciones estructurales y culturales que, aunque no explícitas, restringen el progreso de las mujeres en el ámbito laboral (Morrison, White & Van Velsor, 1987). La existencia de techos de cristal refleja una falta de equidad en la movilidad vertical de las mujeres dentro de las organizaciones, perpetúa las disparidades de género en la representación y la remuneración en niveles de liderazgo.

A medida que la sociedad avanza hacia una mayor conciencia sobre la equidad de género, ha emergido un nuevo desafío para las mujeres líderes: el tokenismo. Este fenómeno, introducido por Kanter (1977), se refiere a la inclusión simbólica de mujeres en posiciones de liderazgo para cumplir con cuotas de diversidad sin un compromiso real con la equidad de género. No solo perpetúa la desigualdad, sino que también puede desmoralizar a las mujeres, ya que las coloca en situaciones donde son visibles, pero menos influyentes. En lugar de promover un cambio genuino, refuerza las estructuras de poder existentes, impide que las mujeres accedan a roles de liderazgo con impacto real.

La interrelación entre la misoginia, los techos de cristal y el tokenismo crea un laberinto que complica el ascenso de las mujeres al liderazgo. La misoginia alimenta las estructuras que sostienen los techos de cristal, mientras que el tokenismo ofrece una falsa solución a la desigualdad de género. Este entramado no solo frustra los esfuerzos de las mujeres por avanzar en sus carreras, sino que también limita la capacidad de las organizaciones para beneficiarse de la diversidad en su liderazgo.

Es importante que las políticas de igualdad de género no se limiten a la inclusión simbólica, sino que busquen desmantelar las barreras sistémicas que perpetúan la desigualdad. Un compromiso real con la equidad de género requiere un enfoque integral que aborde tanto los prejuicios individuales como las estructuras organizacionales, promover un entorno donde las mujeres puedan ejercer su liderazgo de manera plena y efectiva.

La discusión teórica presentada sobre el liderazgo femenino, enmarcada en los conceptos de misoginia, techos de cristal y tokenismo, nos lleva a varias conclusiones clave que son esenciales para comprender y abordar las barreras que enfrentan las mujeres en su camino hacia roles de liderazgo.

La misoginia no es un problema individual, sino que está arraigada en las estructuras sociales y organizacionales. Su persistencia en diferentes contextos limita el acceso de las mujeres a oportunidades de liderazgo, perpetúa la desigualdad y refuerza los techos de cristal. Es necesario reconocer y confrontar esta realidad para desmantelar las barreras que impiden a las mujeres alcanzar posiciones de poder en igualdad de condiciones con los hombres.

Los techos de cristal representan las barreras invisibles pero tangibles que restringen la movilidad ascendente de las mujeres en las organizaciones. A pesar de los avances en la igualdad de género, estas barreras continúan siendo un obstáculo significativo para las mujeres que aspiran a roles de liderazgo. Abordar los techos de cristal requiere no solo políticas inclusivas, sino también un cambio en las estructuras organizacionales que perpetúan la desigualdad.

Aunque el tokenismo puede parecer un avance superficial hacia la inclusión, en realidad puede ser perjudicial, ya que crea una ilusión de progreso sin abordar los problemas subyacentes de la inequidad de género. Puede desmotivar a las mujeres líderes al limitarlas a roles simbólicos sin un poder real, perpetuando la desigualdad en lugar de combatirla. Es crucial que las iniciativas de diversidad y equidad se enfoquen en la inclusión genuina y en la creación de un entorno donde las mujeres puedan ejercer liderazgo con impacto y autoridad.

La interrelación entre misoginia, techos de cristal y tokenismo evidencia la necesidad de un enfoque integral para abordar las barreras que enfrentan las mujeres en el liderazgo. Este enfoque debe ir más allá de las políticas de inclusión superficial y buscar transformar las estructuras y culturas organizacionales que perpetúan la desigualdad. Solo mediante un compromiso real con la equidad de género y la implementación de estrategias sostenibles, es posible crear un entorno en el que las mujeres puedan acceder y ejercer el liderazgo en condiciones de igualdad.

Es necesario reconocer el papel de la educación y la sensibilización en la lucha contra la misoginia, los techos de cristal y el tokenismo. La formación continua y la promoción de una cultura organizacional inclusiva son esenciales para transformar las actitudes y prácticas que perpetúan la desigualdad de género. Las organizaciones deben comprometerse a capacitar a sus líderes y empleados en cuestiones de equidad de género, creando así un entorno propicio para el avance y el éxito de las mujeres en roles de liderazgo.

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ABSTRACT

The innovation of the Internet facility, no doubt has significantly transformed the manner in which individuals, organisations and groups collect, create and share messages. Social media as one of the Internet-related platforms has become important in the practice of public relations. Therefore, the crux of this study is to assess the adoption and use of social media for engagement by public relations professionals in broadcasting organisations in Plateau State, Nigeria. The study collected data from 58 respondents through the employment of the quantitative research design. Technological determinism theory is used to explain the thrust of the study. The research found among others that social media has great influence in the practice of public relations in the broadcasting organisations studied. The study recommends among others that public relations professionals in media organisations should continue to take advantage of social media for better engagement with their clients.

Keywords: adoption, social media, public relations, engagements, broadcasting.

Classification: LCC Code: HM742

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I. INTRODUCTION

The emergence of internet and technology especially the advent of the 21st century is in no small measure changing the way people live their lives, relates with one another and also carry out some schedules or tasks be it privately or publicly. The drift from what we used to know to what it is now "the in thing", coupled with the role of gadgets and technologies in the mix, is calling for an encompassing discourse in academic.

The rising fame of social media is becoming obvious among users of the online facilities (Kim & Johnson, 2011 cited in Andoh-Quainoo & Annor-Antwi, 2015). McCorkindale and DiStaso (2014) posit that social media has evolved a great deal, and more consumers of the platform are using it to communicate and engage than ever before. Dunbar, Arnaboldi, Conti, and Passarella (2015) also argue that the use of social media globally has gained an upward trend in the world of communication, and organisations have gained mileage by using it to communicate in a much more effective and fast way with their customers about their businesses as wellU as responding to queries and questions (Coombs & Holladay, 2018; Carroll & Buchholtz, 2022).

According to Kaplan and Haenlein (2010) " data from the Forrester Research, 7 revealed that 5% of internet surfers around the world used 'social media' in the second quarter of 2008 by joining social networks" (p. 59). From then to 2023, information from Search Engine Journal (2023) revealed that there are about 4.8 billion social media users across the globe. This suggests that social media use has become a global phenomenon. Rahman (2018) concurs that there is a commonly acceptable presumption that the Internet's importance as a medium for communication has grown progressively and has increased regarding corporate communication, which public relations belongs.

According to the Pew Research Internet Project (2014), 74% of online adults in the United States of America (USA) use social networking sites, which include a wide range of ages, education levels, and socioeconomic statuses. The

researchers found that Facebook is one of the most popular sites (71% of online adults in the U.S. use this site); fewer respondents used LinkedIn (22%), Pinterest (21%), Twitter (19%), and Instagram (17%). As of July 26, 2023, the statistics of social media users in the USA was put at 302.35 million, representing 90% of the total population in the country (DemandSage, 2023). Thanks to the popularity of multiple platforms across a wide range of audiences, social media has become one of the most popular topics in public relations.

In France, social media penetration statistics shows that France has more than 66 million of its population using social media for both personal and organisational engagements as of August 29, 2023 (Statista, 2023). In Britain, information from Statista (2023) indicates that as of 2022, there were a total of 61.67 million social network users in the United Kingdom, who use the platforms for the personal and corporate duties while that of China and South Africa were 1.02 million and 28 million respectively (Kepios, 2023 & Mclnnes, 2023).

In Nigeria, social media has become a powerful political platform. Records show that as of January 2021, the country has about 33 million social media users, with the percentage put at over 40%. Another statistics indicate that there are more than 90 million Nigerians with mobile phones, with over 48% and internet access of 36% (*Premium Times,* 2022). From this, it can be deduced that majority of staff of organisations including broadcasting corporations in Nigeria have access to social media platforms, implying that social and internet-related tools have nearly supplanted the combined mix of traditional media as essential routes of communication in both public and private organisations.

Social media, its uses in public relations and domains as well as its general effects has become the reigning thing in the society. The uses of these social media in public relations engagements, its impact including the internet as well as other associated gadgets of technologies has been subsumed into the daily activities and relationships of people all over the world. It is not only connected with passing information to the public but with keeping up with friends, clients, relatives and loved ones through chats, videos or voice calls, also accessing news at the fingertips, or surfing the internet to get information about virtually everything.

Social media are increasingly used in public relations by practitioners (Dimovski, 2022). Allagui and Breslow (2016) further submit that public relations scholars and practitioners alike agree that social media are changing the PR industry and increasingly playing an important role in the business planning process. DiStaso and McCorkindale (2012) suggest that the significance of social media to public relations practice cannot be underscored, and PR is necessary for the operations and success of many firms. Valentini and Kruckeberg (2012) contend that social media is heart of public relations activities due to the fact social media platforms are used to boost organisational relationships with their various publics.

Public relations engagements are proponent factors of human development which is not restricted to material well-being of a person or group of people or society in general, rather it has to do with other areas of human growth meant to sustain the society as well as advance its mode of operation. Public relations engagement is a communication with the public through different communication platforms (such as social media) aimed at building a positive image for an organisation or a person, or brand (SendPulse, 2023). Public relations engagement is a very important planning process for influencing public opinion, i.e., for mutually satisfactory two-way communication, argues Smith (2013). Public relations engagement contributes to creating and projecting the perfect image of an institution to the public. It is a two-way process in which the message is transmitted to the audience, but there must be feedback, due to the practicality of the work (Dimovski, 2022). This implies that through public relations, engagement, a positive reputation is acquired and the image of each organisation is being built.

Adoption and use of Social Media for Engagement by Public Relations Professionals in Broadcasting Organisations in Plateau State, Nigeria

52   Volume 24 | Issue 13 | Compilation 1.0   ©2024 Great Britain Journals Press

There is no doubt that broadcasting corporations like other organisations in Nigeria have embedded PR ideas into their operations since the inception of public relations in the country. Also, it is safe to say that social media have become vital tools for PR practice in broadcasting organisations in Nigeria just as obtainable in other countries. Thus, the crux of this study is to assess the adoption and use of social media for engagement by public relations professionals in broadcasting organisations in Plateau State, Nigeria.

II.   ESTABLISHING THE RESEARCH PROBLEM

The field of public relations has encountered remarkable alterations in the last two decades as a result of the introduction of new communication technology, which has paved way for communicating with international and external publics of an organisation. Facts suggest that the major reason for the changes in the public relations industry is linked to the emergence of social media networking which enable public relations practitioners to quickly and easily engage with their clients and vice-versa (Moustakas, 2015). The coming on board of social media and its use across the globe has made it to be embraced by PR specialists including those in broadcast organisations.

There is no doubt that social media is dominating practices in organisations due to its fast growing nature. It's therefore, becomes imperative to assess the impact that social media have had on the public relations practice, as well as how the public relations practitioners in broadcast organisations in Plateau State, Nigeria are incorporating this new media into their communication strategies.

Scholars have researched on the use of social media on public relations practice in organisations (Barbara, 2021; Djabanor, 2019; Dornyo, 2014; Olayinka & Ewuola 2019; and Nchabeleng, Botha Bisschoff, 2018 & Ende et al, 2020). For instance, the study of Barbara (2021) focused on the role of social media in public relations practice – a study of security agencies in Ghana. That of Djabanor (2019) was on social

media as a public relations tool: a study of MTN Ghana and Vodafone Ghana. Dornyo (2014) researched dwelled o the use of Facebook in organizational public relations practice: a study of selected organizations in Ghana. The crux of Ende et al, (2020) was on the appraisal of the use of social media as tools for public relations practice in tertiary institutions in Federal University of Technology, Minna and Niger State College of Education, Minna. While the thrust of Olayinka and Ewuola (2019) was on the impact of social media on public relations practice. That of Nchabeleng, Botha and Bisschoff (2018) dwelled on the uses, benefits and limitations of social media for public relations in South African non-governmental organisations.

While these authors have contributed significant literature on the use of social media and PR practice in organisations, the adoption and use of social media for engagement by public professionals in Nigerian Television Authority, Jos, Plateau State, Plateau Radio Television Corporation (PRTVC), Jos, Highland FM, Jos, Unity FM, Jos, Plateau State, Jay FM, Jos, TinCity FM, Jos, Rhythm FM, Jos, and Dr. Fish Radio, Jos, Plateau State, Nigeria remains an interesting area to investigate. This is, therefore, the gap in knowledge that this study bridged.

III.   OBJECTIVES OF THE STUDY

- To find out the types of social media platforms use for PR engagements by the PR practitioners.
- To assess the factors that determine the preference of social media tools employed in public relations practice by PR specialists in these broadcast organisations.
- To determine how the use of social media has enhanced the achievement of public relations objectives of these broadcast organisations.
- To ascertain the extent to which these broadcast organisations PR professionals are deploying the social media to communicate with their publics.
- To investigate the challenges that public relations practitioners in these broadcast organisations encounter while using social media for their practice.

Adoption and use of Social Media for Engagement by Public Relations Professionals in Broadcasting Organisations in Plateau State, Nigeria

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IV. REVIEW OF EMPIRICAL LITERATURE AND IDENTIFICATION OF GAP

Scholars have conducted studies on PR relations and organisational improvement. Komodromus (2015) in a study conducted on public relations professionals' use of social media platforms in Cyprus. The researched adopted the survey strategy and established PR practitioners in Cyprus prefer to have interactive specialists and groups responsible for communicating to their stakeholders through social media and the Internet. The study also found that organisations of all types have increasingly been adopting new communication strategies, incorporating social media tools in their communication strategies, both when planning online activities and when evaluating the outcomes of these activities. Findings of the research equally revealed that most of the practitioners reported the use of the Internet and social media tools in organisations will inevitably grow with the passage of time. The study, thus, concluded that social media was having great impact on public relations practice. It was recommended that PR specialists should continue to make positive use of the social media for engagement with their clients. The relevance of this study to the current study is that both studies seek to understand the potency of public relations in organisational management. Similarly both studies adopt same methodology to arrive at findings. It is however in sector wise and subject scope that both studies differ. While the current study dwelled on the use of social media for public relations engagement in select broadcasting organisations in north central Nigeria. This under review however focused on use of social media for PR practice in Cyprus.

Adopting the survey research design, Olayinka and Ewuola (2019) examined the influence of social media on public relations practice in Osun State Broadcasting Corporation (OSBC), Osogbo. The study made use of the technological determinism theory and found that social media platforms such as instant messaging, social bookmarking, photo-sharing, wikis, Facebook, etc. have had an immense impact on how public relations specialists communicate as it makes it possible for people and media organisations to have faultless exchanges. The study also discovered that social media has enhanced the achievement of public relations goals by impacting on public relations knowledge, enhancing relationships with people, sharing information on the latest innovations on the tools and methods of public relations, and also helps in shaping the attitude of those in public relations practice. It was concluded that social media was having positive impact on PR practice. Also, Oneya (2010) stated that PR practitioners interviewed admitted to social media having highly impacted or influenced communication, especially in the way in which their organisations handled external communication. He further stated that social media provides a cost-free forum for the expression of ideas, information and opinion. Wright and Hinson (2009) also highlighted that blogs and social media has also impacted massive public relations thus promoting instant feedback, thereby agreeing with Oneya (2010). Social media increases the immediacy of communication and offer platforms for public view on various issues, and enables reaching new younger audience that traditional media could not have Wright and Hinson (2009).

It is recommended that public relations practitioners tap into these resources and begin taking appropriate measure of their social media efforts. It was further suggested that higher institutions of learning in Nigeria should implement stronger curriculum that better prepares future public relations professionals to use, implement and measure social media.

Both studies have bearing on each other giving that social media is one of the core strategies of reaching publics by public relations practitioners. By adopting this important strategy the study has strong bearing on the current study which seeks to ascertain how public relations strategies can be adopted in the management of broadcast organisations in Plateau State, Nigeria. Both studies adopted survey research method. However, while the current study has Nigerian Television Authority, Jos, Plateau State, Plateau Radio Television Corporation (PRTVC), Jos, Highland FM, Jos, Unity FM, Jos, Plateau State, Jay FM, Jos, TinCity FM, Jos, Rhythm FM, Jos,

Adoption and use of Social Media for Engagement by Public Relations Professionals in Broadcasting Organisations in Plateau State, Nigeria

54   Volume 24 | Issue 13 | Compilation 1.0   ©2024 Great Britain Journals Press

and Dr. Fish Radio, Jos, Plateau State as its focus, the study under review dwelled on Osun State Broadcasting Corporation (OSBC), Osogbo.

Rahman (2018) assessed the use of new media in online public relations activities among the public relations practitioners. Content analysis research approach was employed. Findings of the study showed that, a PR practitioner utilises online PR because the Internet is valuable to people, and PR is a competitive field. It was also discovered that there are many advantages of the utilisation of online PR, which include message accuracy, precision, low cost, improving the positive image of the institution, maintaining relations with the public and crisis management, etc. More finding equally revealed that a PR practitioner who does not communicate effectively with online communities can no longer shape or maintain the desired public image effectively results from many factors, including fear of taking responsibility, official reprimands, and criticism from the public and the inability to deal with rapid developments in the social media. Also, organisational policy organisation, which is often the reflection of state policy, plays an essential role in allowing freedom to expression and participation. The study concluded that online media was proving effective for the practice of PR. The study, therefore, recommended that good use of new media for public relations practice among PR personnel.

The relationship between both studies is that both the current study and the one under review have as core objective to explore the role of new media in public relations engagements. However, the study under review adopted the content analysis research strategy, while the present study employed the survey research method. Also, both studies differ because the while the current study seek to ascertain the applicability of social media for public relations engagement in select broadcasting organisations in Plateau State, Nigeria, the study under review focused on somewhere else.

Nchabeleng, Botha and Bisschoff (2018) concentrated their study on the uses, benefits and limitations of social media for public relations in South African non-governmental organisations,

The authors employed qualitative research using in-depth, semi-structured interviews to collect data from the target population. The study found that the main benefits of using social media include increasing public relations interactions with audience, improving the accessibility of public relations communication, increasing the speed for feedback and input. Others are social/ peer and emotional support, potential to influence the public, improving the long-term cost effective relationship of public relations communication, reaching youth and other audiences on specific issues. It was concluded that social media is a powerful tool, which offers collaboration between users and is a social interaction channel for a range of individuals. The study recommended that information needed to be monitored for quality and reliability for user's confidentiality and privacy to be maintained. It was further suggested that organisations should recognise and understand the social media landscape and develop strategies that are suitable and be aware of what others are doing online and act accordingly.

The connection between both studies is that both the current study and the one under review examined the impact of social media on organisational performance. However, the reviewed study employed qualitative research using in-depth, semi-structured interviews to collect data from the target population, the present study adopted survey research methodology. Also, while the study differs from the current study in the sense that the present study centred on the broadcast organisations, namely, Nigerian Television Authority, Jos, Plateau State, Plateau Radio Television Corporation (PRTVC), Jos, Highland FM, Jos, Unity FM, Jos, Plateau State, Jay FM, Jos, TinCity FM, Jos, Rhythm FM, Jos, and Dr. Fish Radio, Jos, Plateau State. The study under review dwelled on non-governmental organisations in South Africa.

In a related study, Andoh-Quainoo & Annor-Antwi (2015) explored the use of social media in public relations: A Case of Facebook in the Ghanaian Financial Services Industry. The authors used content analysis method to conduct

Adoption and use of Social Media for Engagement by Public Relations Professionals in Broadcasting Organisations in Plateau State, Nigeria

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Volume 24 | Issue 13 | Compilation 1.0

55

the study. The study found that all the selected companies use Facebook most as a public relations tool to increase relationship and foster closer relationship between the organization and its publics. The researchers further observed that despite the fact that companies are cognizant of the interactive opportunities that Facebook offer, most companies are still under-utilizing the platform to its full capacity. The study posited that the interaction is prevalent from the organisation to the customers and the public with few responses from the customers. It was concluded that social media was vital in Ghanaian financial sector. The study recommended that there is utmost need for two-way interaction between the organisations and their publics.

The relevance of this study to the present study is that both studies have as core objective to gain understanding of the role of social media public relations activities. However, Andoh-Quainoo & Annor-Antwi (2015) used content analysis method to conduct their study, while the current study adopted the survey method. Another difference is that while the present study assessed the use of public the relations in Nigerian Television Authority, Jos, Plateau State, Plateau Radio Television Corporation (PRTVC), Jos, Highland FM, Jos, Unity FM, Jos, Plateau State, Jay FM, Jos, TinCity FM, Jos, Rhythm FM, Jos, and Dr. Fish Radio, Jos, Plateau State, this under review examined the use of Facebook by PR practitioners in the Ghanaian Financial Services Industry.

Achor, Nwachukwu & Nkwocha (2015) evaluated the impact of social media on information management in public relations practice. The study adopted the survey research design. The study found that the use of Facebook by public relations practitioners ranked first, followed by Twitter, blogs, and Myspace. The researchers disclosed that information gathering, processing and delivering are now fastened as noted by the speed and information flow in social media platforms because majority of the respondents sampled used social media to communicate not only in crisis situation but in all ramifications of organisational communications and information management. The study concluded that public

relations professionals used the various social media platforms to monitor events that are related to their organisations and scanning for potential crisis, detect misperceptions about the organisation. The research recommended the need for proper adoption and use of social media by PR professionals in meeting the needs of their various firms.

The connection of this study to the present study is that both studies focused on the use of social media by PR practitioners in enhancing their practice. Equally, Survey research methodology is adopted for both studies. The point of departure is that the present study explored the use of social media for public relations engagement in select broadcasting organisations in north central Nigeria. The study of Achor, Nwachukwu & Nkwocha (2015) evaluated the impact of Facebook information management in public relations practice.

Wright and Hinson (2017) study focused on tracking how social and other digital media are being used in public relations practice within the past twelve years. The authors used trend-analysis method combined with an extensive web-based questionnaire to conduct the study. The researchers disclosed that the use of social and other digital communication media in public relations practice has continued to increase each year. The authors stated that the trend has given huge opportunities not only for those who practice public relations but also for a wide variety of strategic publics who have been given dynamic new communication vehicles. The study discovered that Facebook still remain the major platform used by public relations practitioners to communicate with their publics with Twitter as the second most used social medium in the public relations industry. The authors concluded that public relations professionals have agreed that social and other digital media are changing the way public relations is practiced in contemporary era in view of the inherent potentials of social media. The study then advocated the continued use of online communication platforms for good PR practice.

London Journal of Research in Humanities & Social Science

Adoption and use of Social Media for Engagement by Public Relations Professionals in Broadcasting Organisations in Plateau State, Nigeria

56   Volume 24 | Issue 13 | Compilation 1.0   ©2024 Great Britain Journals Press

The relationship between both studies is that both aim at evaluating how the use of social media by public relations professionals can be used to position the image of organisations. On the other hand, the study under review adopted the trend-analysis method combined with an extensive web-based questionnaire to arrive at findings, the current study made use of survey research. Another point of divergence is while the current study evaluated the applicability and efficacy of social media by PR practitioners in some broadcast stations in North Central Nigeria, the study under review examined how social and other digital media are being used in public relations practice within the past twelve years.

Ende et al (2020) appraised the use of social media as platforms for public relations activities higher institutions of learning in Niger State, Nigeria. The dialogic theory of public relations was used as theoretical underpinning, while survey design was employed to collect data from the respondents. It was established that investigated institutions have adopted the various social media platforms as a channel of communication between the institutions and their publics. Data further showed that both institutions mostly used Facebook to communicate with their internal and external publics. The study concluded that social media was being used for PR practice in the institutions. The study suggested that public relations practitioners should be well trained on the use of various social media tools for the purpose of information dissemination between their establishments and target audience/publics.

The relationship between this work and the current study stems from the fact that both studies aim at evaluating how social media is affecting the practice of public relations in organisations. Also both studies adopt survey research method to arrive at findings. The point of divergent though is that while the current study sought to understand how public relations practitioners are using social media in the management of Nigerian Television Authority, Jos, Plateau State, Plateau Radio Television Corporation (PRTVC), Jos, Highland FM, Jos, Unity FM, Jos, Plateau State, Jay FM, Jos, TinCity

FM, Jos, Rhythm FM, Jos, and Dr. Fish Radio, Jos, Plateau State, the study under review did evaluate social media contributions to PR practice in Federal University of Technology, Minna and Niger State College of Education, Minna.

Gordon (2010) investigated the use, value and impact of social media on public relations practitioners in the FOX Cities". The researcher used survey method to conduct the study. The study found that people and organizations valued social media more than its usage. The study showed that preponderance of the respondents sampled for the study, believed that social media have changed their organizations communication pattern. The study found that most firms are not measuring the impact of social media practice even though most of the respondents agreed that public relations practitioners should measure who is talking about their organizations or their clients' organisations in these outlets. Another finding from the study showed that the data elicited from the universities have no formal social media curriculum, however, most of the departments are moving in that direction. It concluded that social media was being used by the universities for students engagements. The study recommended that the data obtained from the universities, when properly implemented, the data can aid universities in preparing their communications students for their careers.

The study by Gordon (2010) like the others is relevant to this work in that it centred on the role of social media for public relations practice in elevated organisational output. Several findings of the study also have relevance to this work since this current study is to ascertain the use of social media by PR practitioners in select broadcast establishments. Equally, both studies used survey method. However, while that study was a case study of FOX Cities, the present study is to determine the adoption use of social media in public relations in Nigerian Television Authority, Jos, Plateau State, Plateau Radio Television Corporation (PRTVC), Jos, Highland FM, Jos, Unity FM, Jos, Plateau State, Jay FM, Jos, TinCity FM, Jos, Rhythm FM, Jos, and Dr. Fish Radio, Jos, Plateau State.

Adoption and use of Social Media for Engagement by Public Relations Professionals in Broadcasting Organisations in Plateau State, Nigeria

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V. THEORETICAL UNDERPINNING

The study is situated within the thrust of the Technological Determinism Theory. The theory is associated with investigations conducted by Marshall McLuhan who posits that the world is presently experiencing an extraordinary era of technology, especially as it relates to creating and dissemination of information. While studying media and culture in England, McLuhan endeavoured to understand the mass media environment that around him. Individuals who witnessed the innovations and advent of the phonetic alphabet, the printing press, and the telegraph experienced noteworthy enhancements in communication methods. Often called the "Oracle of the Electronic Age," Marshall McLuhan stated that emerging electronic media is transforming human thought, behaviour, and emotions. He theorised that the current technological environment will sooner or later be recognised as an important moment in the discourse of packaging and dissemination messages. The theory explains that the mass media serves as a fundamental component in sending messages to large number of people, which sparked considerable debate during the 1960s, largely due to Marshall McLuhan's findings. He contended that each medium of communication reshapes our physical surroundings, imposing specific patterns of perception, thought and influence on us in ways we may not fully realise (Emery, et al 1991). The technological determinism theory, is therefore, considered relevant in this study because it helps to explain how the practice of PR specialists in broadcasting organisations in Plateau State, Nigeria is now on the social media as a new communication and information sharing platforms.

VI. METHODOLOGY

In carrying out this study, the researcher adopted quantitative research approach. According to Coghlan and Brydon- Miller (2014), quantitative research is a set of strategies, techniques and assumptions adopted to study a particular phenomenon through the use of numerical numbers. Phandari (2020) concurs that quantitative research is the method of gathering, examining and scrutinising statistical numbers to explain, forecast or organise variables. The researcher found the quantitative research technique suitable because the technique covers vast populations, the method is more factual, as well as it can be conducted in secret, meaning without knowing the person that is giving you the information and the respondent may not know the researcher as well. The quantitative research strategy is also relevant to the study due to the argument that it is one of the best methods in obtaining data quickly and it can be used to reproduce results.

The population of the study covered the entire staff of the PR departments of Nigerian Television Authority, Jos, Plateau State, Plateau Radio Television Corporation (PRTVC), Jos, Highland FM, Jos, Unity FM, Jos, Plateau State, Jay FM, Jos, TinCity FM, Jos, Rhythm FM, Jos, and Dr. Fish Radio, Jos, Plateau State. The sum total population is 58, according to information obtained from the administrative departments of these broadcasting organisations. Census sampling technique was adopted due to the small number of the population, while data was collected through the use of questionnaire.

Furthermore, descriptive statistics using tables, charts, figures, frequencies, percentages and mean deviation of five-point likert scale of Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD), which the criterion mean was put at 3 point and above is accepted result, while 2 point and below is rejected result were used to present the data. The reason for the adoption of this data presentation and analysis method was for easy understanding by anyone that may stumble on the study.

VII. DATA PRESENTATION AND ANALYSIS

A total of fifty-eight (58) copies of questionnaire were distributed, out of which 53 (representing 91%) were retuned and found valid for analysis. Graphical representation of the retrieved and not retrieved copies of questionnaire is as shown in the Chart below:

London Journal of Research in Humanities & Social Science

Adoption and use of Social Media for Engagement by Public Relations Professionals in Broadcasting Organisations in Plateau State, Nigeria

58   Volume 24 | Issue 13 | Compilation 1.0   ©2024 Great Britain Journals Press
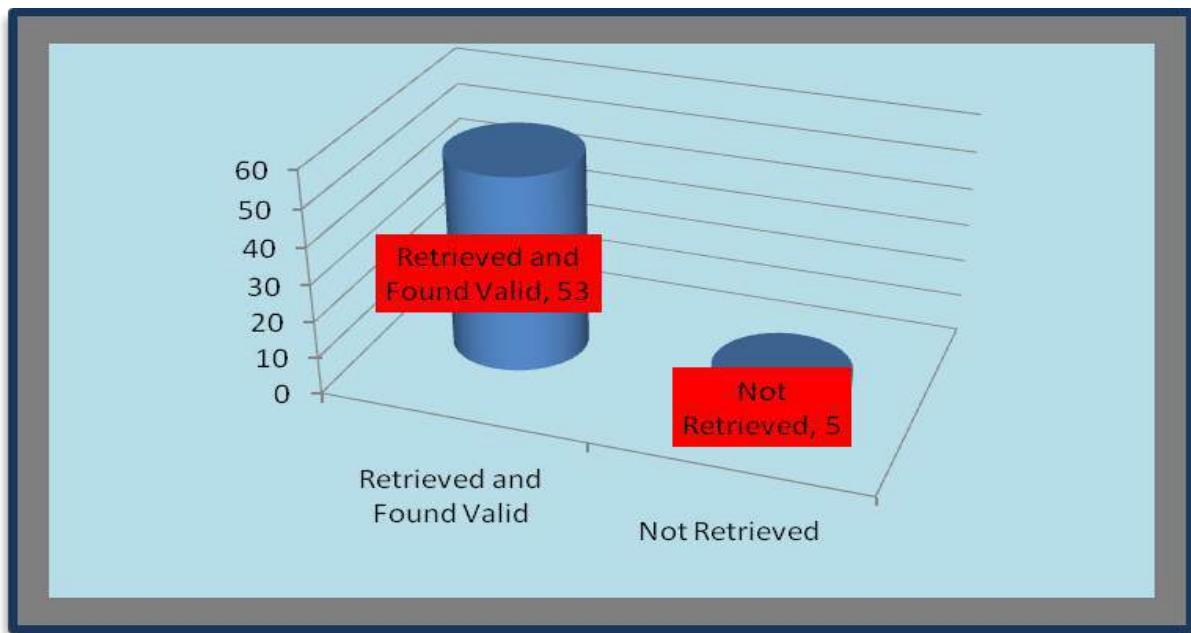
Figure 1: Analysis of Response Rate

Table 1: Respondents' Use of Social Media for Public Relations Practice in their Organisations

Option	Frequency	Percentage
Yes	53	100
No	0	0
Total	53	100

The data contained in the Table above signifies that social media has become important in PR discipline to enable broadcast organisations attain set-communication objectives of enhancing mutual and two-way beneficial relationships with their varying publics online.

Adoption and use of Social Media for Engagement by Public Relations Professionals in Broadcasting Organisations in Plateau State, Nigeria

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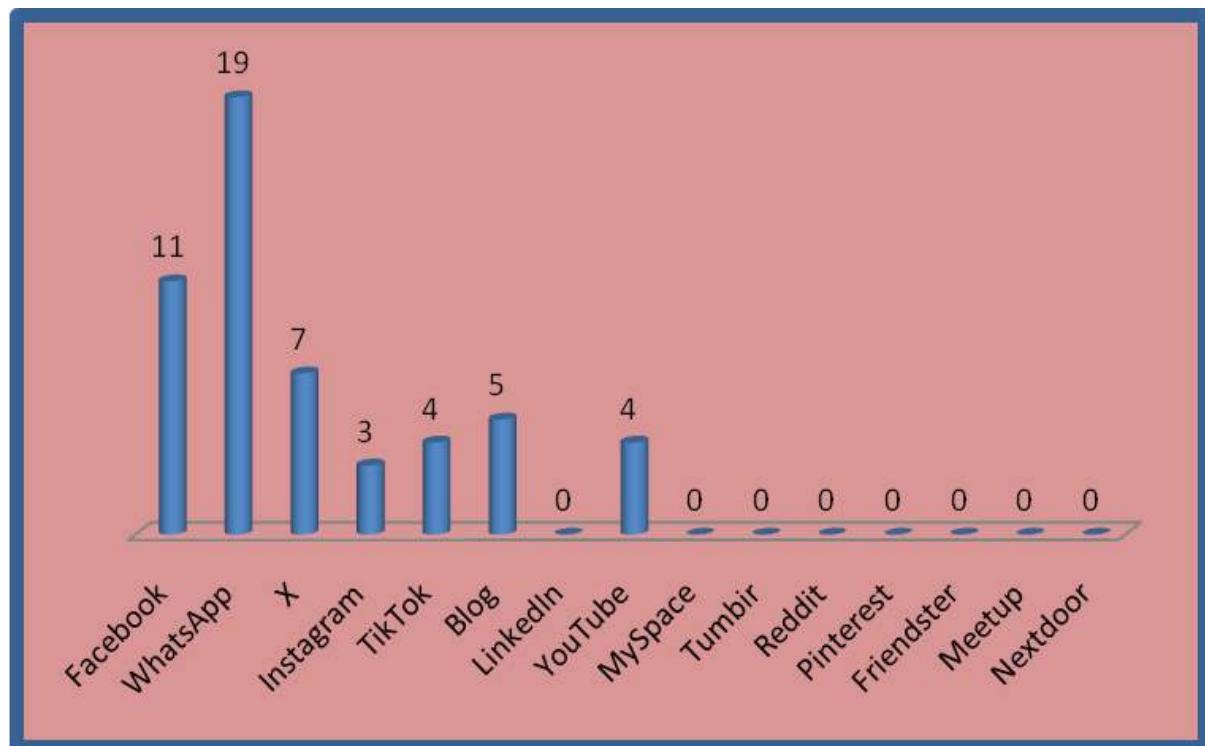
Figure 2: Types of Social Media Platforms That Are Employed By the Respondents for Public Relations Practice in their Organisations

The finding suggest that social media, especially Facebook, WhatsApp and X have emerged as a primary means for PR professionals to convey their messages to the various publics of their organisations. The finding also is not unconnected with the fact that large number of Facebook, WhatsApp and X users across the world compared to other social media platforms.

Table 2: Respondents' Frequency of the Use Social Media for PR Practice

Response Option	Frequency	(%)
Daily	49	92.4
Once in every two days	4	7.5
Weekly	0	0
Thrice a week	0	0
Once a month	0	0
Twice a month	0	0
Total	53	100

It therefore implies, based on the data contained in Table above that PR practitioners of the studied broadcasting organisations make use of social media on a regular basis to reach out both the internal and external publics of their organisations. In fact, according to the data in the table, it could be inferred that the PR practitioners embarked on the use of social media for public engagements more on a daily basis.

Adoption and use of Social Media for Engagement by Public Relations Professionals in Broadcasting Organisations in Plateau State, Nigeria

60   Volume 24 | Issue 13 | Compilation 1.0   ©2024 Great Britain Journals Press

Table 3: Factors that Determine the Use of Social Media for Public Relations Practice by the Respondents

Options	SA	A	SD	D	UD	Total	Mean Rating	Decision
To handle internal communication	53	0	0	0	0	53	5	Accepted
To handle external communication	53	0	0	0	0	53	5	Accepted
All of the above	53	0	0	0	0	53	5	Accepted
None of the above	0	0	0	0	0	53	0	Rejected

Source: Field Survey, 2024

It could be deduced from the data above that due to the wide and fast reach of social media, the PR practitioners in the studied broadcasting organisations saw the need to use social media.
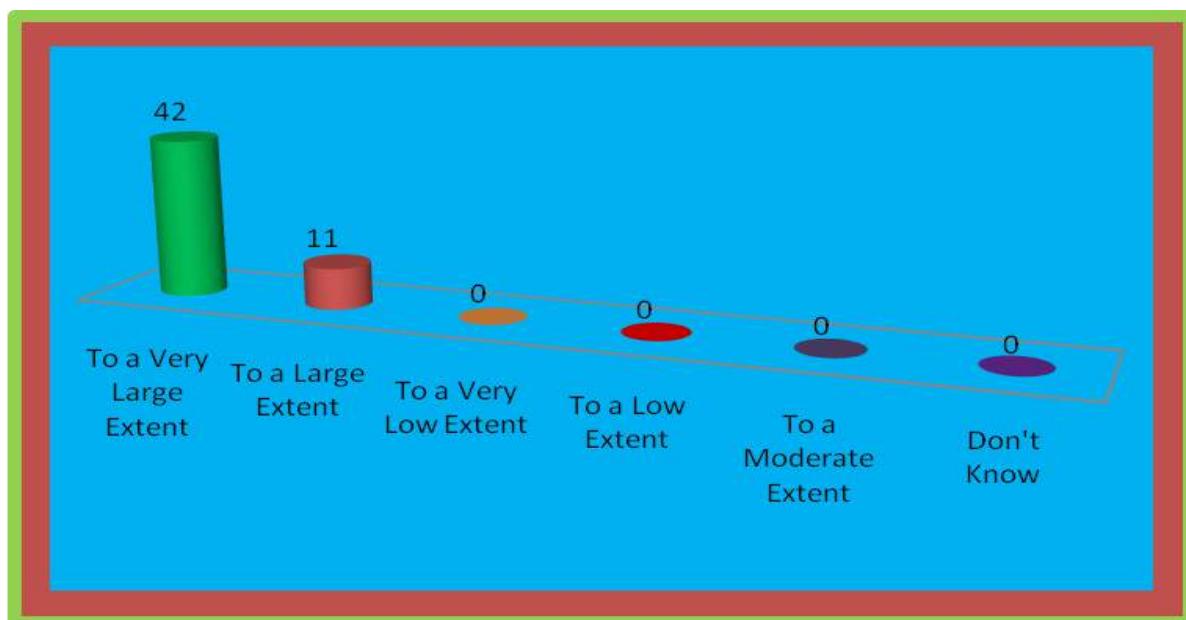
Source: Field Survey, 2024

Figure 3: Extent to which the Respondents Use Social Media for Public Relations Practice

It could be deduced from the results in Figure 3 that there is very high employment of social media for PR engagements in the investigated broadcasting media organisations.

Table 4: Use of Social Media for Public Relations Practice has Influence on the Effective Managing of your Organisation

Scale	Frequency	(%)
Strongly Agree	29	54.7
Agree	21	39.6
Undecided	3	5.6
Strongly Disagree	0	0
Disagree	0	0
Total	53	100

Source: Field Survey, 2024

Adoption and use of Social Media for Engagement by Public Relations Professionals in Broadcasting Organisations in Plateau State, Nigeria

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The data presented in Table 4 highlights the significant role that social media plays in effective management of both internal and external publics of the investigated broadcast organisations.

Table 5: Areas in Which Social Media Use Influence Public Relations Engagements in Your Organisation

Options	SA	A	SD	D	UD	Total	Mean Rating	Decision
Provide knowledge to the publics on my organisation's services	45	8	0	0	0	53	4.8	Accepted
Educate the publics on how to access my organisation's services	39	14	0	0	0	53	4.7	Accepted
Social media has become strategic in the image management of my organisation	42	11	0	0	0	53	4.7	Accepted
It has changed the way PR campaigns are carried out in my organisation	44	9	0	0	0	53	4.8	Accepted
Social media puts a face to my organisation we the PR practitioners can interact with our clients any time, any day	32	21	0	0	0	53	4.6	Accepted
Social media reduces the social gap between my organisation and its publics	47	6	0	0	0	53	4.8	Accepted
Social media has enhanced the practice of PR in my organisation	43	10	0	0	0	53	4.8	Accepted
All of the above	44	9	0	0	0	53	4.8	Accepted
None of the above	0	0	0	0	0	53	0	Rejected

Source: Field Survey, 2024

The data presented in Table above suggests that social media influences the practice of PR in many ways such as putting a new face to PR practice, enhancing organisations social relations, gives fast access to the broadcasting organisations' services, among others. This underscores social media continued importance as powerful communication platforms for PR professionals to engage with their publics.

Table 6: Challenges Encounter in the Use of Social Media for Public Relations Engagements

Options	SA	A	SD	D	UD	Total	Mean Rating	Decision
Inadequate funds to purchase and management social media tools	21	9	12	8	3	53	3.6	Accepted
Challenge of fake news and misinformation	26	11	3	5	8	53	3.7	Accepted

Adoption and use of Social Media for Engagement by Public Relations Professionals in Broadcasting Organisations in Plateau State, Nigeria

62   Volume 24 | Issue 13 | Compilation 1.0   ©2024 Great Britain Journals Press

Challenge of how to eliminate time-intensive, repetitive tasks such as stuffing envelopes with press releases or faxing them to hundreds of media outlets one at a time	13	18	11	7	4	53	3.5	Accepted
Inadequate PR professionals who know how to use social media for organizational engagements	2	2	24	22	3	53	2.1	Rejected
Inadequate social media tools that support PR practice	17	25	8	3	0	53	4.0	Accepted
Too much information to handle	33	12	2	0	0	53	4.1	Accepted
Challenges like credibility, multiple channels, measuring the impact of social media and two-way communications	35	14	0	4	0	53	4.5	Accepted
Nonchalant attitude of management to the use of social media for PR practice	3	5	15	23	7	53	2.3	Rejected

Source: Field Survey, 2024

Data in the above implies that there are some challenges that tend to affect the use of social media for public relations practice.
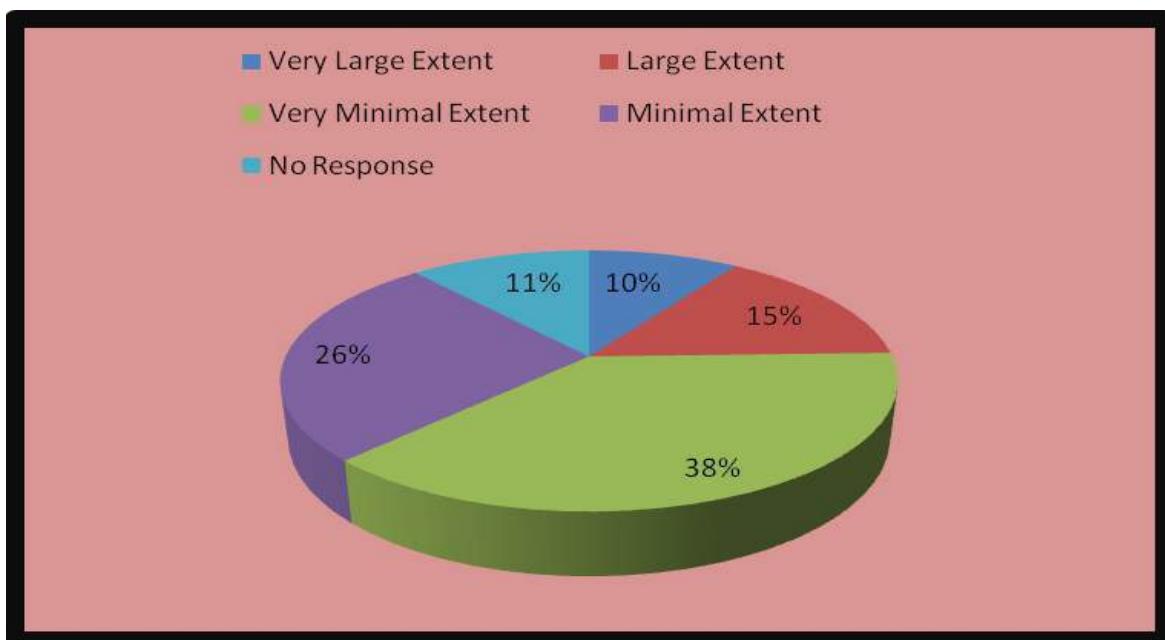
Source: Field Survey, 2024

Figure 4: Extent to which the challenges above affect the Use of Social Media for PR Engagements

It implies from the data in the Chart above that PR practitioners in the investigated broadcasting organisations that encounter challenges in the use of social media for publics' engagements on a minimal scale.

VIII. DISCUSSION OF FINDINGS

This section of chapter four provides the required answers to the research questions earlier raised in chapter one of this study.

Adoption and use of Social Media for Engagement by Public Relations Professionals in Broadcasting Organisations in Plateau State, Nigeria

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Research Objective One: To find out the types of social media platforms that are employed for engagement by public relations practitioners. Data found in Figure 1 provide the needed answer to Research Objective One. The study indicates that social media such as Facebook 11 respondents, representing 21%; WhatsApp, 19 participants, accounting for 36%; X, 7 respondents, representing 13%; Blog, 5 respondents, representing 7%; while YouTube and TikTok had 4 respondents accounting for 7% respectively. It is implied, based on the data that Facebook, WhatsApp and X have emerged as a primary means for PR professionals in broadcasting organisations to convey their messages to the various publics of their organisations. The finding here agrees with an earlier one by Ende et al (2020) who found Facebook has become a dominant communication platform by RP practitioners to reach out to their internal and external publics. Wright and Hinson (2017) also corroborate in a study that Facebook, Twitter now X and WhatsApp are major platform used by public relations practitioners to communicate with their different publics. Consequently, Research Question One has been answered to the effect that PR professionals in the investigated broadcasting organisations adopt and use social media platforms to expand the scope of their organisations activities. The study finding here also justifies the adoption of the media richness theory, which assumes that the purpose of any communication is to resolve ambiguity and reduce uncertainty. It states that different types of social media differ in the degree of richness they possess and based on capacity to convey multiple verbal and nonverbal signals, ability to allow immediate feedback, usage of natural language, and presence of personal focus.

Research Objective Two: To find out the factors that determine the preference of social media tools employed in public relations practice by PR specialists in these broadcast organisations. Answer to Objectives Two is addressed using the data on Table 3. The finding signifies that a number of actors affect the choice of social media employment for RP practice among the respondents. These factors include to deal with

internal and external communications. This is as attested by all the respondents representing (5 point mean score). It is also signified by the data that the respondents employed the use of social media in their practice on a frequent basis. The finding is in consonant with that of Wigley and Zhang (2011), who established that PR professionals do make use of the social media to communicate with most of their clients on daily people. Achor, Nwachukwu & Nkwocha (2015) further affirmed in a study that some of the factors that influence the use of social media for PR engagements fast and easily communication flow and to solve crisis with minimal stress. Thus, it could be deduced from this finding that due to the wide and fast reach of social media, the PR practitioners in the studied broadcasting organisations saw the need to use social media. Deduction is further made that based on the results PR practitioners of the studied broadcasting organisations make use of social media on a regular basis to reach out both the internal and external publics of their organisations. In fact, according to the results, it could be inferred that the PR practitioners embarked on the use of social media for public engagements more on a daily basis.

Research Objectives Three and Four: Extent and how has the use of social media enhanced the achievement of public relations objectives of these broadcast organisations. Answer to Research objective three is provided using the data on Table 5 and Figure 3. Data in Figure 4.3 above implies that the use of social media for public relations activities by the respondents is on a very high degree. This is as attested by a significant number of 42 respondents representing (79%). Further, the use of social media for public relations practice has influence on the effective managing of the studied broadcasting organisations. This signifies that public relations engagements by the broadcasting organisations through the deployment of social media have overtime provided knowledge on their organisations' services, educated the people on how to access their organisations' services, enhanced publics knowledge on the importance of their organisations' services, and provided knowledge

Adoption and use of Social Media for Engagement by Public Relations Professionals in Broadcasting Organisations in Plateau State, Nigeria

64 Volume 24 | Issue 13 | Compilation 1.0 ©2024 Great Britain Journals Press

to their organisations' management on the services' needs of their various publics. Baruah (2012) corroborated in a study that engaging with organisations publics through the instrument of online mode becomes easy as it facilitates fast and quick understanding of organisations' services and products. Andoh-Quainoo & Annor-Antwi (2015) equally affirmed in a study that social media was vital to PR practitioners in Ghanaian financial sector. This finding here is also linked to the dialogic theory of public relations, which posits that the Internet communication platforms such as social media offer opportunities for organisations to develop genuine, legitimate and authentic interaction with their publics.

Further question was asked on the areas in which social media use influence public relations engagements in the investigated broadcasting organisations. Findings revealed these to providing knowledge to the publics on the organisations services; educating the publics on how to access their organisations' services; and that social media has become strategic in the image management of their organisations. Others are, social media has changed the way PR campaigns are carried out in their organisations; social media puts a face to their organisations which enable the PR practitioners to interact with our clients any time, any day; social media reduces the social gap between their organisations and publics; as well as social media has enhanced the practice of PR in my organisation (Table 5).

Research Objective Five: What are the challenges that public relations practitioners in these broadcasting organisations face while using social media for their practice? In answering this research question, data on Table 6 showed the findings. Results revealed the challenges to include: Inadequate funds to purchase and management social media tools (mean score of 3.6); challenge of fake news and misinformation (3.7 mean rating); challenge of how to eliminate time-intensive, repetitive tasks such as stuffing envelopes with press releases or faxing them to hundreds of media outlets one at a time (3.5 mean score); inadequate social media tools that support PR practice (mean rating of 4.0); Too much information to handle (mean score of 4.1); and

challenges like credibility, multiple channels, measuring the impact of social media and two-way communications (mean score of 4.5). An earlier study by Christ (2019) stated that the first challenge of utilising social media communication platforms for PR practice was discovering how to eliminate time-intensive, repetitive tasks such as stuffing envelopes with press releases or faxing them to hundreds of media outlets one at a time. Karim and Ghareb (2021) also found these challenges to include circulation of unsubstantiated information on social media by dubious people who claim to be representing organisations that are not theirs, issues of dealing with plenty clients online and the challenge of knowing what you as a PR practitioner is doing online for your organisation is actually yielding the desired results. However, finding in Figure 4.5 further indicated the effects of the challenges on a minimal level. Little wonder, the extent of adoption and use of social media for PR engagements in the investigated broadcasting stations by PR professionals is found to be on a high degree.

IX. CONCLUSIONS

The study was set out to investigate the adoption and use of social media for engagement by public relations professionals in broadcasting organisations in Plateau State, Nigeria. From the findings of the study, it is concluded that WhatsApp, Facebook and X are the dominant social media platforms used by the respondents to achieve their goals of engaging with both an external publics of their organisations. The study also concludes that two main factors are responsible for the use of social media for PR activities by the respondents. These factors include handling communications issues within and outside their organisations. Conclusion is further drawn that the use of social media for public relations activities by the respondents is on a very high degree and has effective influence on the broadcasting organisations investigated. Lastly, the study concludes that there have been some obstacles to the use of social media for PR engagements among the respondents. These challenges are insufficient financial resources to buy and maintain social media equipments, high

Adoption and use of Social Media for Engagement by Public Relations Professionals in Broadcasting Organisations in Plateau State, Nigeria

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rate of false information circulation on social media, time consumption, and challenge of handling large volume of information on social media.

RECOMMENDATIONS

From the conclusions of the study, the following recommendations are put forwards:

- Public relations professionals in media organisations should continue to take advantage of social media for better engagement with their clients.
- Public relations units of broadcasting organisations should set up teams that will regularly monitors social media to ensure that information falsifications are curtailed.
- PR units of broadcasting organisations should set up effective channels through which the their organisations' social media efforts can be measured so that challenges, inconsistencies and/or inefficiencies as concern social media use can easily be recognised and work on.
- Broadcast media owners should increase the funding of PR units to enable them take care of their challenges of using social media to improve the image of their organisations.

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66 Volume 24 | Issue 13 | Compilation 1.0 ©2024 Great Britain Journals Press

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The Rifian Oral Tales: Cultural Specificities and Narrative Characteristics

Rachid Belhadi

ABSTRACT

The Rifian oral tale, like any literary text, possesses distinctive characteristics that define its unique nature. This narrative universe is deeply influenced by elements that enrich its literary dimension and enhance its narrative and discursive diversity. By closely examining Rifian oral tales, we can uncover the particularities that give them their singularity and richness. In essence, this article aims to provide a thorough understanding of the specifics of the Rifian oral tale, revealing the richness of its narrative universe and the elements that contribute to its diversity and cultural significance[1].

This article focuses on several crucial aspects of Rifian oral tales. On one hand, it explores how these narratives incorporate cultural and historical motifs specific to the Rif region, revealing the influences and cultural exchanges that have shaped their evolution. On the other hand, it examines the narrative and stylistic structure of the tales, highlighting recurring patterns, unique stylistic techniques, and rhetorical methods that contribute to their impact and memorability.

Keywords: tale, characteristics, Amazigh, literary, diversity.

Classification: LCC Code: GR350

Language: English

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Le Conte Oral Rifain: Spécificités Culturelles et Caractéristiques Narratives

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ABSTRACT

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In summary, this article aims to provide a comprehensive understanding of the specifics of the Rifian oral tale, unveiling the richness of its narrative universe and the elements that fuel its diversity and cultural importance.

Keywords: tale, characteristics, Amazigh, literary, diversity.

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RÉSUMÉ

Le conte oral rifain, comme tout texte littéraire, possède des caractéristiques distinctives qui définissent sa nature unique. Cet univers narratif est profondément influencé par des éléments qui enrichissent sa dimension littéraire et renforcent sa diversité narrative et discursive. En examinant de près les contes oraux rifains, nous pouvons dévoiler les particularités qui leur confèrent leur singularité et leur richesse. En somme, cet article vise à fournir une compréhension approfondie des spécificités du conte oral rifain, en dévoilant la richesse de son univers narratif et les éléments qui alimentent sa diversité et son importance culturelle.

Cet article se concentre sur plusieurs aspects cruciaux des contes oraux rifains. D'une part, elle explore la manière dont ces récits intègrent des motifs culturels et historiques spécifiques à la région rifaine, en révélant les influences et les échanges culturels qui ont façonné leur évolution. D'autre part, elle s'intéresse à la structure narrative et stylistique des contes, en mettant en lumière les schémas récurrents, les techniques stylistiques uniques, ainsi que les techniques oratoires qui contribuent à leur impact et leur mémorabilité.

En somme, cet article vise à fournir une compréhension approfondie des spécificités du conte oral rifain, en dévoilant la richesse de son univers narratif et les éléments qui alimentent sa diversité et son importance culturelle.

Mots-clès: conte, caractéristiques, amazigh, littéraire, diversité**.**

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[1] Il s'agit d'un corpus de contes oraux en amazigh du Rif marocain que nous avons collecté, transcrit et traduit en français.

I. INTRODUCTION

Les contes existent depuis bien avant leurs conteurs. Ces récits oraux se situent dans l'espace indistinct de la voix. La forme orale est plus incisive favorisant un contact humain direct. L'objet de cet article est d'aborder la question du conte an tant que produit littéraire qui émane de l'oralité amazighe. Par ce travail, nous visons à voir les différentes caractéristiques de ce patrimoine culturel qui jusqu'à présent, est, à notre connaissance, peu abordé. S'inscrivant dans le cadre de la narratologie, cette étude s'appuie sur les travaux de Galand-Pernet, Paulette (1998), Belmont (1999), et Genette (1982) entre autres. Nous illustrerons nos propos par des exemples relevant du contexte contique. De même, nous ferons appel aux exemples tirés de notre corpus rifain en vue de rendre compte de certaines caractéristiques que le conte oral partage avec les autres cultures dans le cadre de l'interculturalité. Dans cette étude, nous essaierons de décrire les propriétés essentielles de l'art de conter en rifain à savoir la performance du conteur en tant que détenteur du fait contage. Seront énumérées, dans cet article, les différentes caractéristiques du conte rifain en tant que récit sobre et destiné à divertir. A cet égard, quelques traits internes seront discutés:

II. ANONYMAT, SOBRIÉTÉ ET VARIATION

Le conte est un récit présenté avec un style simple et sobre qui véhicule avec souplesse dans la société, cet élément trouve facilement sa place dans la mémoire collective par le biais de son accessibilité. Il est en fait gravé dans la mémoire des enfants en évoquant un monde traditionnel qui s'adapte à la communauté dans laquelle il est conçu.

Ce qui caractérise le plus le conte oral d'un côté, c'est son but pédagogique : ce sont des histoires créées pour prodiguer des conseils, éduquer, mettre en garde contre les conduites à éviter et guider le public visé, tant les enfants que les adultes, à bien se comporter dans la société. Schiller a déjà avancé: « je trouvais plus de sens profond dans les contes de fées qu'on me racontait dans mon enfance que dans les vérités

enseignées par la vie »[2]. De l'autre côté, le conte vise à la distraction et au passe-temps dans les veillés de l'hiver et au cours des fêtes. Le conte est « un récit en prose d'événements fictifs et donnés pour tels, faits dans un but de divertissement»[3]. Ce divertissement ne vise pas seulement les enfants, mais aussi les adultes, à travers des récits qui ne visent pas nécessairement à provoquer le rire. Ahmed Kharbouch distingue trois aspects définissant ce récit populaire à savoir:

- l'aspect syntactique: « récit », c'est-à-dire une composition faite selon certains canons discursifs; c'est l'aspect étudié par Propp, par exemple;
- l'aspect sémantique : « événement fictifs »
- l'aspect pragmatique: le conte a pour fonction sociale de divertir[4].

Les récits constituent le patrimoine du peuple et appartiennent à la communauté. Ils sont anonymes et ouverts au changement. Le conte oral n'a pas d'auteur connu[5], sa transmission devient parfois une création du conteur, qui peut ajouter ou supprimer des éléments, conduisant à la transformation de l'histoire pour l'adapter au public.

Il s'avère particulièrement ardu de restituer fidèlement la forme originale de diverses versions d'un conte à caractère oral. L'empreinte du conteur imprègne le déroulement de la narration, celle-ci se façonne à sa propre manière. Ainsi, il peut altérer les noms des personnages, certains lieux, voire quelques événements. À cet égard, « le texte du conte transmis oralement est perpétuellement ouvert, expansif et imparfait »[6]. En effet, une multiplicité de versions d'un même conte se déploie à travers le monde, chaque conteur adaptant cet héritage de la tradition orale à sa propre culture. Néanmoins, le schéma

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[2] Bettelheim, B. (1999) psychanalyse des contes de fées, Paris, édition Pocket., p.19

[3] Simonsen, M. (1984), Le conte populaire, P.U.F, paris, p.13

[4] Kharbouch, M. (2007), Les modes d'existence du conte populaire: le texte et le vécu, forum d'Imerqan, actes du premier colloque des cultures immatérielles méditerranéennes de Nador- juillet 2007.p.197

[5] BELMONT, N. (1999), Poétique du conte. Essai sur le conte de tradition orale, Gallimard, Paris, p. 18.

[6] Ibid, p.41

narratif conserve sa constance, arborant une structure immuable malgré la diversité des récits. Les contes, par leur nature, se révèlent singuliers, perpétuellement en mouvement : bien qu'un récit puisse être conté à maintes reprises, il demeurera toujours distinct, insaisissable dans sa fixité. Présenté par un conteur à un public captivé et curieux, le récit prend vie et se prête à des variations incessantes, seuls les éléments fondamentaux demeurant invariants.

III.   INTERTEXTUALITÉ

Le concept d'intertextualité issu de la théorie bakhtinienne est extrêmement riche en implications pour l'analyse de la narration. Etant donné que la théorie de l'intertextualité telle qu'elle est présentée dans les écrits de M. Bakhtine sous le terme de dialogisme est : « l'orientation dialogique du discours est, naturellement, un phénomène propre à tout discours. C'est la fixation naturelle de toute parole vivante. Sur toutes ses voies vers l'objet, dans toutes les directions, le discours en rencontre un autre, « étranger», et ne peut éviter une action vive et intense avec lui. »[7]

L'étude de l'intertextualité est l'un des domaines les plus explorés au sein des études littéraires et des sciences du langage, suscitant l'intérêt de critiques et de théoriciens de la littérature. Cependant, le concept d'intertextualité peut également être analysé en dialogue avec d'autres disciplines humanistes, telles que l'histoire, la philosophie, l'anthropologie et la mythologie, entre autres.

L'intertextualité se manifeste dans le contexte de la sémiotique et du structuralisme français, qui établissent dès le départ un lien entre la linguistique et les sciences de la communication. Ce concept a été introduit par Julia Kristeva dans "Semiotics".

Kristeva identifie la relation entre un texte et un autre comme le produit de l'établissement d'un dialogue. Selon cette auteure « *tout texte se construit comme une mosaïque de citations, tout texte est absorption et transformation d'un autre texte* »[8]. Kristeva étudie les textes théoriques du linguiste soviétique Mikhaïl M. Bakhtine, considéré comme l'un des précurseurs de l'étude du discours et de la relation entre les différents genres discursifs. Dans cet essai, l'auteure commence par affirmer que la tâche de la sémiotique, en tant que science des significations, est de chercher un modèle pour la construction du sens poétique, de telle sorte que l'influence de Bakhtine sur la théorie et la critique des années 1960 et 1970 est évidente, en particulier dans les domaines de la sémiotique et du structuralisme.

À partir du concept d'intersubjectivité, proposé par Bakhtine, Kristeva propose le concept d'intertextualité, qui est repris par d'autres auteurs, tels que Gérard Genette. Le dernier, étant structuraliste, consacre une étude approfondie à l'intertextualité littéraire dans son ouvrage Palimpsestes[9]. Il y établit une série de catégories intertextuelles englobées dans le concept de transtextualité c'est-à-dire l'œuvre «considérée dans sa structure d'ensemble».[10] A ce sujet, Genette reconnaît que toute référence transtextuelle est en fait hypertextuelle, puisque tout texte, suivant Bakhtine et Kristeva, se connecte à d'autres textes. Ainsi, Genette fait la distinction entre deux catégories de textes: l'hypotexte, qui représente le texte original ou source, et l'hypertexte, qui est le texte dérivé de l'hypotexte.

Dans le domaine de l'orature, et spécialement dans l'univers contique, le conteur ne cesse de projeter dans son discours des indices intertextuels provenant de sources diverses, notamment du monde arabo-musulman. À ce sujet, Paulette Galand-Pernet déclare:

Aucun texte littéraire berbère traditionnel ne se construit donc sans le recours à des éléments préétablis dans la mémoire de

[7] Bakhtine, Mikhaïl, (1984), Esthétique de la création verbale, traduit du russe par Alfreda Aucouturier, préface de Tzvetan Todorov, Paris, Gallimard, p.102

[8] Kristeva, J. (1969): «Le mot, le dialogue et le roman », Sèméiotikè, cité par Roux-Faucard, G. (2006). Intertextualité et traduction. Meta, 51(1), p. 99, Consulté le 12 avril 2024 sur https://doi.org/10.7202/012996ar.

[9] Genette, G. (1982), Palimpsestes : la littérature au second degré, Paris, Éditions du Seuil, p.9.

[10] Ibid

l'auteur ou du remanieur et dans celle du récepteur, constitués en un stock de données littéraires, formulations anciennes ou contemporaines, moulées mas toujours malléables et qui ménagent à tout texte nouveau une liberté de choix entre les possibles et l'action créatrice.[11]

Ces éléments socio-culturels (œuvres antérieures ou contemporaines) dont le conteur puise des citations, des fragments d'historiettes, ne sont pas nécessairement issus de la même langue ni de la même culture. La source du conteur étant son environnement culturel musulman, par la simple raison que le conte demeure et reste nomade par nature, il se teinte des couleurs de la localité « source » de sa diffusion. Nous examinerons dans ce qui suit trois exemples issus de notre corpus, dont voici les passages:

Le conte de Muhamed nous sert comme premier exemple, examinons ce qui suit:

Di rweqt nni tuɣa lḥujjaj traḥen tḥijjan xef iḍaren, kkin d senni tlata n lḥujjaj yeẓri ten d weqzin nnes yeḥwa d ɣarsen itazzel itzu itzu uca ad yedwel, yegga amenni ɛawed yegga amenni. Ijj zi lḥujaj nni yenna sen:

- *Lla aḥarsi ya war yelli labas ?*

Ruḥen ḍfaren t aqzin itazzel netni ɣar warna as arami iwḍen ufin t din icarf merra iyzem. Isi t ijj zi lḥujaj nni. Netta d weqzin xef uyis nnes yenna asen:

Necc war zemreɣ ad jjeɣ bnadem a ad yemmet ! inneḍni kemlen abrid nsen ad ḥijjen. Umi yiweḍ ɣer taddart yenna asen i tarwa nnes menɛem d icarri nni ameqran ɣerṣem as uca yeks as ddunt icemɛi t zayes marra uca ixeyḍ as iyezzimen nni, inety it deg ijdi uca itɛan as cwa itegg as dwa yalleh yalleh, ɛdun wussan uca itaca aked ixef nnes mliḥ yeggenfa.

A cette époque-là, les pèlerins partaient au pèlerinage à pieds. Certains voyageurs se rendirent à la Mecque, quand ils aperçurent le chien de Mohamed qui courut vers eux en

aboyant puis retourna, le chien refit cela plusieurs fois. Un des pèlerins dit :

- *Ce chien n'est pas à l'aise !*

Ils suivirent alors ce chien. À leur arrivée, ils découvrirent là Mohamed ligoté baigné dans le sang de son corps qui était plein plaies.

Un de ces pèlerins le porta sur son cheval en compagnie du chien et leur dit :

- *Je ne peux pas laisser mourir cet homme !*

Les autres voyageurs continuèrent leur chemin et repartirent au pèlerinage. Regagnant son logis, l'homme demanda à ses fils de choisir le meilleur mouton, de l'égorger et avec sa graisse, il mit du suif à toutes les plaies. Puis l'enterra dans le sable. Il lui prépara de méchoui et lui donna du remède, les jours passèrent et petit à petit, il se rétablit et recouvrit ses forces, il fut enfin guéri.

L'univers contique amazigh en général et rifain en particulier est fortement imprégné par la culture arabo-musulmane. En effet, nous trouvons dans cette tradition une histoire similaire où le conteur a recours à un motif religieux. Il s'agit de pèlerinage se résumant comme suit:

Abdullah bin Al-Mubarak[12], avait l'intention d'accomplir le pèlerinage chaque année. Il alla dire adieu à ses compagnons lorsqu'il rencontra une femme qui changea complètement son itinéraire. Il la vit penchée sur les ordures, cherchant jusqu'à ce qu'elle trouve un poulet mort. Elle le prit et partit le cuisiner pour ses enfants. Ibn Al-Mubarak fut stupéfait par cette scène. La femme l'informa qu'elle était veuve, pauvre et mère de quatre filles, personne ne l'aidant. Elle ajouta qu'elle était sortie chercher le dîner pour ses filles qui souffraient de la faim. À ce moment, Abdullah ibn Al-Mubarak pleura et lui donna tout l'argent qu'il avait prévu pour son pèlerinage. Il retourna chez lui et y resta tout au long de la période du pèlerinage.

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[11] Galand-Pernet, P. (1998), littératures berbères des voix des lettres, P.U.F, Paris, p.201

[12] L'Imam Abdullah ibn al-Mubarak, l'un des plus éminents savants des Tabi'ins, Abd Allāh ibn al-Mubārak (118/726-797 AH/CE; arabe: 1 عبد الله بن المبارك) est né sous le règne de Hisham ibn Abd al-Malik. Il était un des premiers musulmans pieux connu pour sa mémoire et son zèle pour la connaissance, collectant des hadiths (muhaddith) et dont on se souvenait pour son ascèse.

Cependant, il fut surpris lorsque les pèlerins le remercièrent, à leur retour, pour son aide et les provisions qu'il leur avait fournies pendant le pèlerinage. Il s'étonna, mais ne révéla pas son secret. En effet, Allah avait chargé un ange de pèleriner à sa place et d'accompagner les habitants de sa ville pendant le pèlerinage. Allah le récompensa d'un voyage qu'il n'avait pas parcouru.

uca yuɣar d netta d tamɣart nnes ɣer wargaz nni yufa iwdan qqan as:

- *A lḥaj aqqa tweqfed akineɣ!*

Yenna asen:

- *Qa necc war ruḥeɣ ca ɣar lḥij*
- *Lla! Nezr ic din!*

Netta umi yegga lxir nni di Muḥemed idwel axmi iḥij

Après cela, Mohamed quitta le lieu avec sa femme. En chemin, il passa devant la maison du vieil homme qui l'aidait lorsqu'il était blessé, il trouva les gens lui dirent:

- *O haj ! Tu as été avec nous à la Mecque !*
- *Mais, je ne suis pas allé au pèlerinage ! s'exclama l'homme.*
- *Nous t'avons vu là-bas ! ajoutèrent les gens*

Un autre exemple issu du conte intitulé « *tenni yeccin mmis* », traduit littéralement par « celle qui a mangé son fils », où le pronom démonstratif « tenni », signifiant « celle », renvoie à la mère. De même, dans sa version « ajdjid d tayya » (le roi et l'esclave), il s'agit de l'histoire de l'esclave qui a jeté l'enfant dans la rivière. Cette évocation nous renvoie immédiatement au motif de fond du récit de Moïse, « Moussa »

Nettat tayya nni teksi tnayen nni n wacniwen tggi ten dg ijj n uṣnduq, tendar iten deg yiɣzar, ṭruḥ temneɛ d ijj n uyaẓiḍ tɣars as, temneɛ d idammn nni tegga s ten xef uqmmum d ifassen i tmɣart n ugellid. Iḥenjiren nni iwyi ten iɣzar, iwyi ten arami d ijt n tmurt tiggʷej, dinni ijj n ufdjaḥ tuɣa iṭeẓẓu di tmurt nnes, ittwala ijj n uṣenduq zi laggʷaj days lḥess n iḥenjiren sɣuyyun, yuzzel ijbedi ten d, yaṛẓem asnduq nni

yufa dayes icniwen nni, yufa ɣarsen ccamet ccamet di tenyart, inna:

- *Bismillah… sidarebbi iwy ayi d arzeq inu.. necc d tamɣart inu war nettiru.. d yina d tarwa inu zi nhar a.*

yeksi iḥenjiren nni iwy iten ɣar temɣart nnes, farḥen zaysen, ucin asen ad ccen ad swen, ggin ten d tarwa nsen.

L'esclave porta ces deux jumeaux, les mit dans un coffre, les jeta dans la rivière puis égorgea un coq et versa son sang sur la bouche et les mains de la femme du roi.

Les deux jumeaux furent trainés par la rivière jusqu'à une contrée lointaine, il y avait là, un paysan qui était en train de labourer son champs, il voyait ce coffre de loin et entendit les cris des enfants, il courait, les tira et ouvrit la caisse pour trouver deux jumeaux qui furent marqués par une trace sur le front de chacun.

Au nom de Dieu qui m'a apporté des enfants, ma femme et moi sommes stériles! Dès ce jour, ces deux jumeaux seront mes enfants adoptés. Le paysan porta ces enfants à la maison pour sa femme, ils étaient très heureux à tel point qu'ils les adoptaient et leur donnaient de la nourriture et du lait.

D'une autre part, le conteur s'inspire de la figure du corbeau pour donner valeur à son discours et enrichir ses propos au profit de son auditoire. En fait, nous ne pouvons pas réciter le conte de « Lounja et sa sœur » sans percevoir le motif de l'enterrement dans l'histoire de Qabil (Caïn) qui a tué son frère Habil (Abel). *Qabil s'est pas repentit et s'est retrouvé seul avec sa dépouille. Dieu dépêcha un corbeau qui gratta la terre pour lui montrer comment couvrir le cadavre de son frère. »*[13]

Il s'agit d'un conteur créateur qui sait donner vie à une histoire en puisant dans son imagination, tout en introduisant de nouvelles figures pour enrichir le récit. Voici le récit de cette séquence narrative, accompagné de notre traduction : *Yegga s min das yenna, kemlen xef webrid nsen, war din min*

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[13] Coran, 5:31

uyaren arami ufin tnayen ifunasen netḥen aya uya, umas n Lunja yexs a ten ifekk maca war t tejji ca. Umi tuɣa ggʷar ad awḍen ufin deg ubrid tnayen n rebtuz tmenɣan, yextutter umas iruḥ ifekkiten am terha nettat war t tez̧ri uca iṣarḍ it ijj zi rebyuz nni, tennexreɛ teqqim tarzem aqemmum. Tufa yamenni tkemmer xef webrid nnes tseqsa xef taddart n babas d yemmas arami tiweḍ, yerqa tt id babas d yemmas d temɣart n babas s ict n refraḥet d tamqrant maca nettat rbar nnes yerha akd umas tenna asen:

- *Uma aqa iṣarḍ it rbaz, iruḥ a ten ifekk maca ijj zzaysen iṣarḍit yekmer !*

Yekkar babas iruḥ ɣa ijj n lmujarreb iɛawed as marra min imsaren, lmujarreb nni yenna as:

- *Ruḥ ɣares i yejj n icarri yemɣar, cwa t tkettared dayes tamellaḥt uca tegg t xef tama n urimam ad asen rebyuz ad ccen uca ad ḍwen marra ad yekkim illa wenni yeccin memmic*

Babas n uḥenjir nni yegga marra min das yenna lmujaṛṛeb, usin d rbyuz nni ccin alami jjiwnen uca ḍwin, yeqqim din illa wenni iṣarḍen aḥenjir nni war izemmar ad iḍu, ruḥen as marra tizemmar nnes uca iɛuq it id yekmer maca idewwex war yelli di rbar nnes. Babas itwara din ijj n tnayen tzermummiyin tmenɣant ict ssaysent tewta tenneɣni tesdewx itt, tekkar tzemmumect nni teks id ict n rɛecbet tḥekk as tt i wanzaren uca tfaq d. Amenni yegga iruḥ yeks id rɛecbet nni iḥekk itt i wanzaren i memmis uca ifaq d ra d netta yerr d rbar nnes.

Il fit de l'avis de sa sœur et continuèrent leur route, après quelques temps, ils aperçurent deux bœufs qui se battaient l'un contre l'autre à coups de têtes et de cornes. Le frère voulut les séparer

mais sa sœur refusa de nouveau. Quand ils furent sur le point d'arriver chez eux, ils croisèrent dans leur chemin deux aigles qui se battaient, le frère se faufila sans être vu par Lounja et tenta de les séparer mais fut avalé par l'un des deux aigles. Choquée, Devant cette situation, Lounja eut peur et resta bouche bée. Devant cela, Louja continua son chemin en interrogeant les gens sur le logis de son père de de sa mère. Arrivée, son père, sa mère et sa belle-mère l'accueillirent chaleureusement avec beaucoup de bonheur mais Lounja ne pensa qu'à son frère, elle leur dit:

- Un aigle a avalé mon frère, il a tenté de séparer deux aigles qui se battaient mais il fut englouti par l'un deux.

Le père alla voir un sage et lui raconta tout ce qui fut arrivé, ce sage lui recommanda:

- Va et égorge un grand mouton, grille-le et mets-y beaucoup de sel puis pose-le au bord du lac, des aigles viendront et s'envoleront après avoir en manger sauf celui qui a avalé ton fils mangera et ne pourra s'envoler.

Le père exécuta exactement ce que lui dicta le sage, les aigles arrivèrent au lieu, ils mangèrent jusqu'à ce qu'ils furent rassasiés et s'envolèrent sauf celui, qui avala le garçon, ne put s'envoler, il perdit toutes ces forces et vomit aussitôt le garçon mais celui-ci s'était évanoui et n'était pas conscient.

Le père aperçut tout à coup deux lézards qui se dispute, l'un d'eux assomma l'autre et prit une herbe et la frotta à son nez et se ranima aussitôt, le père fit le même manège en cueillant l'herbe la frotta au nez de son fils qui se réveilla aussitôt de son sommeil.

Nous utilisons dans ce tableau le lexique narratologique de Gérard Genette

	Figure	action	Sujet
Texte contique (hypertexte)	Deux lézards	Frotter le nez par une herbe	Habil
Texte source (hypotexte)	Corbeau	Enterrement	Le père de Lounja

Un dernier exemple renforce ce phénomène fait du conte un récit où se mêlent des indices

religieux qui appuient les propos du conteur au bénéfice de l'auditoire. Il est à souligner que tous

les exemples cités s'inspirent de la culture musulmane pour persuader l'auditoire de l'importance de ces fragments. Voici donc le dernier passage à titre illustratif:

Iwa teddar d ɛanen tt di tesraft, ggint xafes sennej tasirt uca ḥaryent xafes. Iwa teqqim di tesraft nni, xerqen ɣares tnayen iḥenjiren d acniwen lḥasan d lḥusyen. Tinuḍin nnes ḥaryent nettat teqqar:

- *Hella hellaru, lḥasan d lḥussayen tarwa ugellid s tnayen, lḥasan d lḥussayen tarwa ugellid s tnayen.*

Inada tt id lmunadi yanna as: aqqa m areddu n tifa, ecc it ccem d tarwa nnes. Iwa tarwa nnes tetten aɣi nni n uɣeddu, nettat tettet afar nnes.

Elle descendit quand soudain, les coépouses la poussèrent dans un silo qui fut couvert par un moulin à bras et s'apprêtèrent à broyer. Elle restait là, et donna vie à deux enfants jumeaux, Hassan et Hussein dans le silo. Tandis que ses rivales broyaient, la femme chantait:

Dodo, enfants do, Hassan et Hussein Tous les deux fils du souverain.

Un appel lui ordonna de manger les plantes, alors que ses enfants se nourrissaient de son lait pendant que la mère se nourrissait de ses feuilles. Cette séquence présente des similitudes avec la situation suivante tirée du récit coranique dont le résumé ci-dessous:

Le Coran relate que Marie était au milieu du désert, allongée sous un palmier lorsque les douleurs de l'accouchement commencèrent. Marie a alors crié de douleur et s'est accrochée à un palmier. À ce moment-là, elle entendit une voix en dessous d'elle. Cette voix lui ordonna de secouer le palmier afin de faire tomber des dattes pour qu'elle puisse les manger. « Une voix l'appela, d'au-dessous d'elle: « Ne t'afflige pas. Ton Seigneur a mis une source à tes pieds. Et secoue vers toi le tronc du palmier; il en tombera des dattes fraîches et mûres. Mange et bois, et réjouis-toi. Si tu vois quelqu'un d'entre les humains, dis-lui: « J'ai fait vœu de jeûne, à mon Seigneur; je ne peux donc parler à aucun être humain, aujourd'hui. »[14]

IV. ENCHÂSSEMENT

Il s'agit dans ce volet de parler de l'enchâssement en tant que technique utilisée par le conteur pour donner la parole à l'un des personnages-acteurs de ce conte. Ainsi, Todorov écrit:

La structure formelle de l'enchâssement coïncide (et ce n'est pas là, on s'en doute, une coïncidence gratuite) avec celle d'une forme syntaxique, cas particulier de la subordination, à laquelle la linguistique moderne donne précisément le nom d'enchâssement.[15]

Cette propriété de conjonctions causales est empruntée à la syntaxe et à la grammaire générative pour la première fois par le sémiologue et critique littéraire bulgare-français, Tzvetan Todorov. Dans une phrase complexe, telle qu'une subordination par exemple, il se peut qu'il y ait dans un énoncé phrastique des propositions, dont l'une est enchâssée dans l'autre.

C'est alors un procédé de rupture syntaxique consistant à insérer dans une phrase un ensemble de mots ou de phrases. Ainsi, le récit enchâssé est une technique littéraire qui consiste à inclure une ou plusieurs histoires au sein d'un récit principal. La séquence de l'histoire principale est interrompue pour introduire une situation différente, et pour revenir au texte après. Cette séquence d'enchâssement peut impliquer les mêmes personnages ou de nouveaux personnages. Habituellement, les récits enchâssés apparaissent lorsque l'un des personnages, qui n'est pas le narrateur de l'action, assume temporairement ce rôle. Lorsque le récit enchâssé se termine, le narrateur principal reprend la parole et l'histoire principale continue.

D'une manière générale, deux usages du récit enchâssé peuvent être distingués. Dans le premier cas, le récit principal en occupe la majeure partie et le récit enchâssé est bref. Tandis que dans le second type, le récit principal fonctionne comme

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[14] Coran, 19:24-26
[15] Todorov, T. (1971), « Les hommes-récits », Poétique de la prose, Paris, Seuil, « Poétique », p. 82.

un contenant de divers récits enchâssés, qui occupent la majeure partie de l'espace dans l'univers contique. Dans ce dernier cas, le récit se compose généralement d'un personnage ou d'un groupe de personnages qui se réunissent pour raconter et écouter un conte. Examinons l'extrait suivant du conte « *seb3a n tawmatin* », (les sept sœurs):

Ruḥen ussan usin d inneɣni arami d ijj wass yekk d senni umas nettat tɛeqr it maca, netta ur tt iɛqir, yender d xas ṭram yetta ḍif llah, tenna asen i tarwa nnes:

- *xmi ɣa neqqim inim ayi ɛawd aneɣ tḥajit a yemma uca ad awem ɛawdeɣ tḥajit inu!*

Iwa umi qqimen tebda tɛawad asen tḥajit nnes netta itesla. Tɛawd asen marra min xafes yekkin ifhem umas marra min tenna ultmas rumi ɣa tkemmer tḥajit qqimen tarwa nnes sqan ɣa xezzaren deg immatsen, tessemr asen tenna-asen:

- *Aqqa xalitwem d wanita qibar nwem.*

Rami ɣares d ɣzaren, ufin t yudef di tmurt iqqim ɣa uɛecmir nnes, teks it id tendar it xef idura, tenna as:

- *Ruḥ ad ac yegg abbi d ari xed reɛrawat.*

Les jours passèrent jusqu'au jour où son frère passa par là. Sa sœur le reconnut mais lui ne se rappela plus d'elle. A la tombée de la nuit, le frère demanda être hôte de Dieu. Elle ordonna à ses enfants de lui demander de leur raconter une histoire, et qu'elle leur raconta la sienne. Lorsqu'ils furent assis ensemble, la femme commença à raconter sa propre histoire, son frère écoutait. Elle leur raconta tout ce qu'elle lui fut arrivé, le frère se rendit compte de tout. Ayant terminé de conter, ses fils restèrent ébahis en regardant leur mère. La mère leur désigna son frère en disant:

- *Voici votre oncle en face de vous !*

A peine qu'ils s'apprêtèrent à le regarder, ils le trouvèrent enfoncé dans le sol. Il ne resta que sa barbe en surface. La mère la saisit et la jeta sur les montagnes en disant:

- *Va ! Que ta barbe soit du jonc germé sur les montagnes !*

On le voit tout de suite, dans la séquence narrative de ce conte, le conteur, instance d'origine cède la voie au protagoniste du récit, personnage principale, c'est-à-dire, il s'efface pour exposer sa propre histoire à travers la voix du conteur. Selon Bezzazi:

> [N]2 est un énonciateur de statut de particulier car il délègue n1 en le chargeant de rapporter son discours : la voix absente de n2 (la mère se fait présente par le discours qu'elle énonce à son propos en empruntant la voix de son représentant n1). Ici, n2 parle à travers n1 ; ce n'est pas ce dernier qui qualifie ce qu'il dit de la tḥajit, c'est n2 par la voix de n1 qui est en fait responsable de cette dénomination[16].

Sur le plan discursif, on distingue deux narrateurs du conte en question, là où n1 désigne le récitant du conte englobant, n2 indique la voix de la mère. En effet, le conteur-n1- s'initie de quelques procédés pour faire connaitre à son auditoire que le protagoniste prendra la parole à raconter à sa place parce qu'elle la connait mieux que lui. Le passage suivant est un préambule « rituel intra conte »:

- *xmi ɣa neqqim inim ayi ɛawd aneɣ ijt n tḥajit a yemma uca ad awem ɛawdeɣ tḥajit inu!*

Cette phrase montre que la mère est une deuxième instance qui cherche à raconter sa propre histoire vécu « *tḥajit inu* » par le biais de la voix du conteur pour dévoiler son identité personnelle « une voix qui consiste à dire sa position ou à la déclarer vis-à-vis du narré qu'il cherche à rendre compte de son identité personnelle.»[17] L'expression « xmi ɣa neqqim » annonce le temps du contage de la mère à ses enfants (auditoire), La proposition principale « *inim ayi, ɛawed aneɣ ijt n tḥajit* » (demandez-moi de vous raconter un conte) révèle l'intention de la

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[16] Bezzazi, A. (1996), la tḥajit (conte) et son énonciation: éléments de définition, Sémiotique, phénoménologie, discours, du corps présent au sujet énonçant, l'Harmattan, paris. P. 136 (135-142)

[17] Ibid

mère de faire connaître son histoire à son « hôte », (le père).

Dans le livre des Mille et une nuits, Shéhérazade raconte une série de contes fantastiques à son mari, le sultan, pendant de nombreuses nuits. Beaucoup de ces contes sont, à leur tour, des récits enchâssés. Le récit principal sert simplement à introduire les petits récits et à les relier entre eux. À une époque où les histoires et les traditions étaient couramment transmises et où les livres étaient récités, la forme de l'histoire enchâssée offrait un avantage. Les récitants pouvaient sélectionner les histoires qu'ils préféraient, omettre celles qu'ils n'aimaient pas et ajouter de nouvelles séquences. C'est ce qui s'est produit avec les Mille et Une Nuits, où existent différentes versions avec des histoires différentes. La ressource consistant à inclure une seule histoire dans le récit principal est également ancienne. Par ailleurs, Dans l'Odyssée, le protagoniste Ulysse devient, au fil de plusieurs chants, le narrateur de ses propres aventures.

Il est important de noter que dans les contes, il y a un enchâssement d'autres genres de la littérature orale, tels que les proverbes, les expressions figées, les dictons, les distiques, les devinettes et bien d'autres. Ces éléments enrichissent le conte en le transformant en un abri et un réservoir culturel.

V. MÉTAMORPHOSE

La métamorphose occupe une place centrale dans les contes, étant le motif principal qui les anime. Elle représente le cœur même du processus de transmission de chaque conte, à travers l'appropriation que chaque nouveau conteur réalise grâce à sa parole vivante.

Luda Shnitzer a abordé ce thème qui revêt une importance cruciale dans son livre intitulé « ce que disent les contes »[18]. Il s'agit d'une transformation qui touche l'être humain car dans les contes, tout revient à l'homme ; ce dernier est l'axe principal de toute trame contique. D'une manière générale, la métamorphose est un

changement d'état ou une transformation, réalisée par un sujet, qui a des répercussions sur l'identité des acteurs, notamment le héros, en termes d'être et d'apparence. En parlant de cela, l'auteure énumère trois types de métamorphose : primo, la métamorphose involontaire, c'est-à-dire imposée par le biais de sortilèges ou de l'utilisation d'un instrument détourné de son usage ordinaire.

Secundo, La métamorphose délibérée, cette transformation intentionnelle, peut-être accomplie par le biais d'un objet magique ou par l'application de connaissances scientifiques. Nous examinons de près les trois contes suivants, à savoir: Le conte de « cendrillon », celui « des femmes rivales » et « la sœur des sept frères » dans leurs versions rifaines. Lesquels contes nous offrent les parfaits exemples de cette métamorphose, les passages suivants nous serviront pour analyse:

a. *Tamɣart n babas twala amenni teswjed i urar min tegga maɣiɣḍa tegg it i yellis; rḥenni, lḥemmam, aṛṛuḍ deg ass nni idi ɣa ggen urar nnes teqqim tamɣaṛt n babas d ultmas tedduqquzent ur xsent manaya ad yili, tekkar maɣiɣḍa ad tadef ɣar rḥemam umi id teffeɣ tenna as lallas:*

● *Qbar d xafem a yelli!*

Umi i teqbar tegg as ict n tsinfet deg uzellif tedwel zayes maɣiɣḍa d taskkurt teḍwa, tedwel deg umcan nnes ultmas nni d taslit ad tawi agellid netta ur yessin min imsaren.

Voyant cela, la belle-mère se prépara pour le mariage, non seulement pour Cendrillon, mais aussi pour sa fille, elle prépara le henné, le hammam, les habits. Le jour des noces, la belle-mère et sa fille se sentirent déprimées et ne voulurent pas que cela soit réalisé. Cendrillon entra au hammam, se lava et à sa sortie sa belle-mère lui dit:

● *Ô ma fille ! Couvre-toi !*

Dès qu'elle s'apprêta à se couvrir, sa belle-mère enfonça une aiguille dans sa tête, ce qui la métamorphosa aussitôt en perdrix et s'envola. A sa place, sa belle-sœur remplaça sa fille comme

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[18] Schnitzer, L. (1999), ce que disent les contes, Sorbier, Paris, p.77

étant la mariée du fils du roi qui ne savait rien de tout de ce qui se passait.

L'opération de métamorphose est pleinement réalisée dans ce conte par le biais d'un objet, qui est l'aiguille (fine tige d'acier pointue à une extrémité et percée à l'autre d'un trou (➜ chas) où passe le fil)[19], ayant subi une autre signification qui est celle d'objet transformateur. Ainsi, sur le plan figuratif, « *Marɣḍiɣḍa* » (cendrillon) se caractérise par sa beauté et sa bonté, tandis que sa marâtre se distingue par sa laideur et sa méchanceté. Il est à noter que l'héroïne n'a pas choisi cette transformation, mais l'a subie à cause de la jalousie de l'antagoniste, par le biais d'un objet « *magique* ».

Passons en revue quelques faits du conte "*tnayen tacniwin*", "les femmes rivales" dont voici le passage que nous exposerons à l'étude:

b. *Tuɣa din ijj n wargaz ɣars tnayen n temɣarin ict ɣars akids taḥenjirt waha, tennɣni ɣars akids tnayen n iḥenjiren nunja d umas.*

ijj n wass di tfeswin ffɣent temɣarin n wargaz nni ad ḥetcent buzegzu, uca yemmas n nunja teẓṛa ijj n tkemmust n uzegzu treqḥed d tazizawt. Tenna as i tecna nnes:

● *Mri lliɣ d tafunast taff cciɣ arbiε in!*

tara xas nettat tenna as:

● *ad cemm uteɣ s tḥezzamt a ad ddewld d tafunast, ar ɣa tecced buzegzu in tessmuhat d xafi ad cemm uteɣ εawed ad cemm arreɣ mamec tuɣa cem qber.*

Teqber xef wawal i das tenna, wami tecca buzegzu nni teqqim tesmuharet xef tecna nnes, maca nettat teεbar itt xafs tugi ad ttar amec ira tella.

Jadis, un homme avait deux femmes, avec l'une d'elle il avait une fille unique, avec l'autre, il avait deux enfants : un garçon et une fille.

Un jour printanier, les deux femmes sortirent pour ramasser les herbes vertes, quand tout à

coup la mère de Nounja aperçut un tas d'herbes germées bien verts. Elle dit alors à sa rivale:

● *Si j'étais une vache, j'aurais brouté cette herbe là-bas !*

Elle lui répondit :

● *Je te donnerai un coup avec ma ceinture, tu te métamorphoseras en vache, après avoir mangé l'herbe, tu n'auras qu'à meugler puis je te frapperai pour la deuxième fois et tu redeviendras femme.*

La femme accepta la proposition de sa rivale, lorsqu'elle consomma l'herbe, elle s'apprêta à mugir, sa rivale lui joua le tour et refusa de lui donner le deuxième coup pour la transformer à son état normal. Elle mit le cabas d'herbes sur le dos et traina la vache derrière elle.

Dans ce conte, la femme mère subit une métamorphose par le biais de la « *taḥezzamt* » (ceinture). Dans ce cas complexe, la métamorphose n'est pas imposée par la rivale, mais elle est désirée par la femme à condition qu'elle reçoive le deuxième coup pour revenir à son état initial. Chose qui n'est pas réalisée, et la femme finit par être égorgée et consommée en tant que vache. La femme est morte, mais elle continue d'assumer son rôle de mère en se transformant du monde des vivants au monde des morts. Cette figure, c'est-à-dire la mère, se matérialise sous forme d'un arbre qui jaillit à partir de ses restes (les os). On assiste à une double métamorphose sans retour à l'état initial. Et puis, il y a le conte de "la soeur et son frère", "*tahenjirt d umas*":

Ijj n wass uyuren senni, gʷaren gʷaren, uyuren aṭṭaṣ n webrid ffuden iwḍen ɣer ijj n wemlan dayes tnayen n tariwin, nettat teswa zeg ict n tara uma-as nni iswa zi tara neḍni uca yedwer d iɣid isbaεa akd wedrid itwara ca n rebhayem n ugellid iruḥ yudef akisent, umi id ɣa yaweḍ uεecci rebhayem nni yakʷḥent truḥ kis ultmas tudef aked rebhayem.

La fille but d'une source tandis que son frère but de l'autre et devint chevreau. Il bêla derrière sa sœur. Dans leur chemin, ils trouvèrent un

étant la mariée du fils du roi qui ne savait rien de tout de ce qui se passait.

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La femme accepta la proposition de sa rivale, lorsqu'elle consomma l'herbe, elle s'apprêta à mugir, sa rivale lui joua le tour et refusa de lui donner le deuxième coup pour la transformer à son état normal. Elle mit le cabas d'herbes sur le dos et traina la vache derrière elle.

Dans ce conte, la femme mère subit une métamorphose par le biais de la « *taḥezzamt* » (ceinture). Dans ce cas complexe, la métamorphose n'est pas imposée par la rivale, mais elle est désirée par la femme à condition qu'elle reçoive le deuxième coup pour revenir à son état initial. Chose qui n'est pas réalisée, et la femme finit par être égorgée et consommée en tant que vache. La femme est morte, mais elle continue d'assumer son rôle de mère en se transformant du monde des vivants au monde des morts. Cette figure, c'est-à-dire la mère, se matérialise sous forme d'un arbre qui jaillit à partir de ses restes (les os). On assiste à une double métamorphose sans retour à l'état initial. Et puis, il y a le conte de "la soeur et son frère", "*tahenjirt d umas*":

Ijj n wass uyuren senni, gʷaren gʷaren, uyuren aṭṭaṣ n webrid ffuden iwḍen ɣer ijj n wemlan dayes tnayen n tariwin, nettat teswa zeg ict n tara uma-as nni iswa zi tara neḍni uca yedwer d iɣid isbaɛa akd wedrid itwara ca n rebhayem n ugellid iruḥ yudef akisent, umi id ɣa yaweḍ uɛecci rebhayem nni yakʷḥent truḥ kis ultmas tudef aked rebhayem.

La fille but d'une source tandis que son frère but de l'autre et devint chevreau. Il bêla derrière sa sœur. Dans leur chemin, ils trouvèrent un

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[19] Définition consulté sur : https://dictionnaire.lerobert.com

déchirés. Du temps passa, jusqu'au jour où le roi chargea la parole à un crieur d'informer les gens qu'il y aura une fête pour que ses sept filles choisissent un mari, il leur dit :

- *Que chacune de vous choisisse l'homme qu'elle désire épouser !*

Les filles du roi regardèrent de la fenêtre, les hommes prétendants passèrent au-dessous, celle qui tomba amoureux de l'un parmi eux lui jeta un mouchoir pour le choisir comme son futur mari. Chacune des princesses jeta son mouchoir sur l'homme qu'elle aimait. La cadette des filles du roi, celle qui était tomba amoureuse de Mohamed, lui jeta son mouchoir Et ses sœurs, voyant qu'elle avait choisi un homme chauve, commencèrent à se moquer d'elle :

- *Elle épousera l'homme des poubelles !*

Mais celle-ci leur dit :

- *C'est celui-là que je veux !*

En d'autres termes, le héros se déguise pour rejoindre et épouser celle qu'il aime. Or, il s'ingénie pour venger et s'emparer de sa sœur.

Le roi veut soumettre ses prétendants à l'épreuve. Il leur demande d'apporter le remède à sa maladie intraitable. Les prétendants passent l'épreuve, mais c'est le héros qui prend finalement la relève et apporte le remède incognito grâce au déguisement. Le déguisement du héros lui permet d'accéder à la fille du roi. Ce déguisement est lié à une manière de paraitre pour accéder à une nouvelle manière d'être. En cachant son identité, le héros masqué se trouve dans une situation où son identité réelle (son être) entre en opposition avec son identité transformée (son paraître), car « la raison essentielle d'un masque est de prendre un visage, de l'adapter à son comportement et de se faire passer pour un autre »[20] Ainsi, la personne en question, c'est-à-dire le héros, exerce un pouvoir sur son entourage (le roi et ses prétendants). Comme le souligne le Conte déjà mentionné, « La fonction du masque consiste à être, à la fois, un instrument de

dépersonnalisation et de personnalisation. On devrait même dire transpersonnalisation.»[21]

Parmi les thèmes révélés des contes à déguisement figure le mariage forcé et la fuite de l'héroïne poursuivie par son fiancé indésirable. Ce thème est illustré dans le conte « *Aberkechud* », qui est la version rifaine du conte occidental « Peau d'Âne », relevant du thème de Cendrillon, soit le type 510B selon la classification d'Antti Aarne et Stith Thompson dans leur classification internationale. Nous nous permettons d'exposer dans ce volet la séquence suivante:

Umi tawer tesrit nni tudef deg ijj n uxrij uɣanim ad teffar, tiwecca nnes usin d inni itqessan ɣanim nettat teffar teggʷd a tt arren manis id tusa umi itt id yiweḍ wenni itqessan ɣanim tenna as:

- *Ay anemjar ay anemjar uɣanim ɣark ad tqessed tiḍwḍin yenʷan di rḥenni!*

Ay anemjar ay anemjar uɣanim!

Yesra as unemjar yenna:

- *Aɛudu billah mina cciṭan arrajim! ma d bnadem ma d cciṭan allah yexzih!*

tarra xafes:

- *Lla necc qa d bnadem am cek am nec, ggʷdeɣ waha ad ayi ṭfen ha min dayi ijṛan, ha min d ayi ijṛan!*

Yegg as ijt n texxant ukccuḍ s uɣanim i di ɣa ttadef thnunnuy, ijj n wass yekk d senni i ijj n memmis ugellid ɣares yemmas d ijj n umas u ɣarsen ixeddamen. yufa takccuṭ nni uɣanim ddkʷar d ṭamẓyant.

- *La fille prit la fuite et alla se réfugier dans un enclos de roseaux et s'y cacha dedans. Le lendemain matin, le moissonneur de roseaux arriva, elle eut peur d'être découvert, il commença à couper les roseaux du côté où elle se cachait, elle lui chanta :*

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[20] Allard, G. et Lefort, P. (1998), Le masque, Paris, PUF, p. 113

[21] Alexandre. P, cité par Raponda Walker, Roger Sillans (1995), in Rites et croyances du Gabon, Paris, Présence africaine, p. 143.

- *Ô moissonneur, Ô moissonneur de roseaux ! Fais attention aux petits doigts au henné ! Ô moissonneur, Ô moissonneur de roseaux !*
- *Je cherche protection auprès d'Allah contre le diable banni ! Qui est là? Est-ce un humain ou un diable ! demanda le moissonneur.*
- *Non, je suis un être humain comme toi, j'ai eu peur ! Voici le récit de mon histoire !*

Elle lui raconta tout. Ému par l'histoire de la jeune fille, le moissonneur lui fabriqua une petite boîte roulante pour qu'elle puisse s'y cacher. Le volume de la boîte changea une fois que la jeune fille y fut entrée, ce qui lui permit de ne pas attirer beaucoup d'attention.

VI. CONCLUSION

Pour conclure, le conte oral rifain incarne un patrimoine culturel et littéraire d'une grande richesse, témoignant de l'identité et de la créativité du peuple rifain. Son exploration et son étude nous permettent de mieux comprendre les spécificités de la tradition narrative amazighe, tout en soulignant son importance dans la préservation et la transmission de la culture.

En scrutant notre corpus de contes oraux collectés et traduits, nous avons pu observer la diversité des caractéristiques abordées, des traits récurrents et des variations contiques propres au conteur, facteur d'interculturalité, qui puise à partir des autres cultures pour adapter le récit à son environnement culturel. Ces caractéristiques témoignent de la vitalité et de la créativité de la tradition narrative rifaine, qui continue de s'enrichir et de se renouveler au fil du temps.

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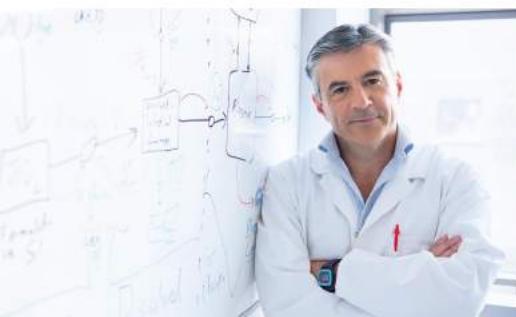
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