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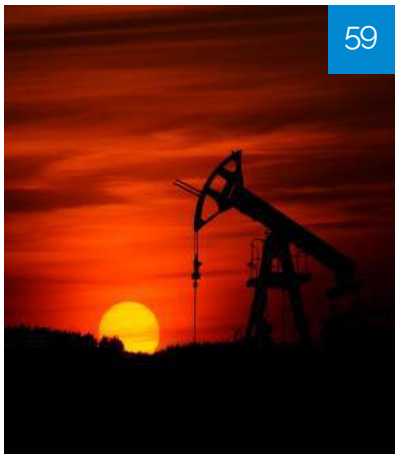

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Diretrizes Para Veículo-Escola: Empreendedorismo Social No Ramo Da Confeitaria Para Mulheres Mães Chefe De Família Na RMSP

ALMEIDA, Katia Reimy Kuwabara de & Scabbia, André Luiz G. (Orientador)

ABSTRACT

The total number of residences with women in charge is a growing indicator, and it is important to emphasize that more than half of Brazilian households are female-headed nuclear families, in other words, family compositions that comprise a single (economically active) single mother and child(s) or a single mother (economically active), child(ren) and grandparents. Specifically, it was identified that the cities of Carapicuíba, Itapevi and Jandira do not have, implemented, any kind of entrepreneurship actions aimed at Women Heads of Families (WHF), and in these locations they represent a population that does not have elementary education, with an income of up to two minimum wages and at least one underage child. Based on these initial considerations, the main objective of the study, which is condensed in this article, was to propose, from the comprehension and perception of the individual's sense, requirements for professional training, via vehicle-school, of WHF, benefiting the local and global society through social entrepreneurship. Among the types of vehicles studied, the vehicle V.U.C. (Urban Cargo Vehicle) with a variation of the configuration "students and teacher IN (inside)", the side of the vehicle will be lowered on a "stage" and projected out of the car for greater student participation.

Kyewords: social entrepreneurship. women. school vehicle.

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Diretrizes Para Veículo-Escola: Empreendedorismo Social No Ramo Da Confeitaria Para Mulheres Mães Chefe De Família Na RMSP

ALMEIDA, Katia Reimy Kuwabara de[α] & Scabbia, André Luiz G. (Orientador)[σ]

RESUMO

O total de domicílios com a mulher como responsável é um indicador crescente, sendo importante enfatizar que mais da metade das residências brasileiras é formada por famílias nucleares chefiadas por mulheres, ou seja, composições familiares que compreendem uma mãe solteira (única economicamente ativa) e filho(s) ou uma mãe solteira (única economicamente ativa), filho(s) e avós. Especificamente, foi identificado que os municípios de Carapicuíba, Itapevi e Jandira não possuem, implantadas, quaisquer tipos de ações de empreendedorismo voltadas a Mulheres Mães Chefes de Família (MMCF), além disso, nestas localidades elas representam uma faixa populacional que não possui ensino fundamental completo, com renda de até dois salários mínimos e pelo menos um filho menor de idade. Com base nestas considerações iniciais, o objetivo central do estudo, que segue condensado neste artigo, colocou-se sobre propor, a partir da compreensão e percepção do sentido do indivíduo, requisitos para capacitação profissional, via veículo-escola, de MMCF, beneficiando a sociedade local e global por meio de empreendedorismo social. Dentre as tipologias de veículos estudadas, foi selecionado o veículo V.U.C. (Veículo Urbano de Carga) com uma variação da configuração alunos e professor IN (dentro), a lateral do veículo será baixada tipo "palco" sendo projetada para fora do automóvel, visando maior participação dos alunos. O foco das aulas a serem desenvolvidas com o veículo refere-se à confecção de pães de mel para venda, também sendo realizadas ações voltadas ao ensino-aprendizagem da gestão de um pequeno empreendimento como este. A escolha do pão de mel como eixo norteador se deu pela grande durabilidade do produto (até 15 dias, desde que esteja embalado adequadamente) e a necessidade de poucos materiais e ingredientes para realizá-la. O veículo escola, como proposto, atenderia 10 alunos por período, ou seja, com 1 veículo, treinamento de 4 horas, por 280 dias, será gerada a aprendizagem de uma oportunidade para o incremento da renda das famílias chefiadas pelas mulheres que participarão do projeto.

Palavras-chave: empreendedorismo social. mulheres. veículo-escola.

ABSTRACT

The1[1] total number of residences with women in charge is a growing indicator, and it is important to emphasize that more than half of Brazilian households are female-headed nuclear families, in other words, family compositions that comprise a single (economically active) single mother and child(s) or a single mother (economically active), child(ren) and grandparents. Specifically, it was identified that the cities of Carapicuíba, Itapevi and Jandira do not have, implemented, any kind of entrepreneurship actions aimed at Women Heads of Families (WHF), and in these locations they represent a population that does not have elementary education, with an income of up to two minimum wages and at least one underage child. Based on these initial considerations, the

[1] Pesquisa Nacional por Amostra de Domicílios.

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main objective of the study, which is condensed in this article, was to propose, from the comprehension and perception of the individual's sense, requirements for professional training, via vehicle-school, of WHF, benefiting the local and global society through social entrepreneurship. Among the types of vehicles studied, the vehicle V.U.C. (Urban Cargo Vehicle) with a variation of the configuration "students and teacher IN (inside)", the side of the vehicle will be lowered on a "stage" and projected out of the car for greater student participation. The focus of the classes to be developed with the vehicle refers to the manufacture of honeybreads for sale, also being carried out actions aimed at teach-learning the management of a small enterprise such as this. The choice of the honeybread as a guiding axis was due to the great durability of the product (up to 15 days, provided it is properly packaged) and the need for few materials and ingredients to make it. The school vehicle, as proposed, would serve 10 students per period, that is, with 1 vehicle, 4 hours training, for 280 days, will be generated learning an opportunity to increase the income of families headed by women who will participate in the project.

Keywords: social entrepreneurship. women. school vehicle1.

I. INTRODUÇÃO

Estatisticamente, Cavenaghi e Alves (2018) alertam para o fato de que o lugar de responsabilidade e centralidade das mulheres em meio as famílias brasileiras cresceu, significativamente, desde o início do século XXI, processo resultante de diversas transformações de caráter econômico, social e demográfico que se desenvolveram nos últimos anos.

A exemplo, de 2001 a 2015, famílias com responsáveis do sexo feminino mais do que duplicaram em aspectos absolutos (crescendo em 105%), indo de 14,1 milhões, em 2001, para aproximadamente 28,9 milhões, no ano de 2015, contexto que se acentuou em meio a famílias com núcleo duplo e antes possuíam reponsabilidade compartilhada (casais que possuem ou não filhos) (CAVENAGHI, ALVES, 2018)1.

A seguir parte do cenário que expõe a porcentagem de famílias com responsabilidade feminina segue disposta em meio ao gráfico a seguir, com os dados da PNAD[1] Contínua de 2016.

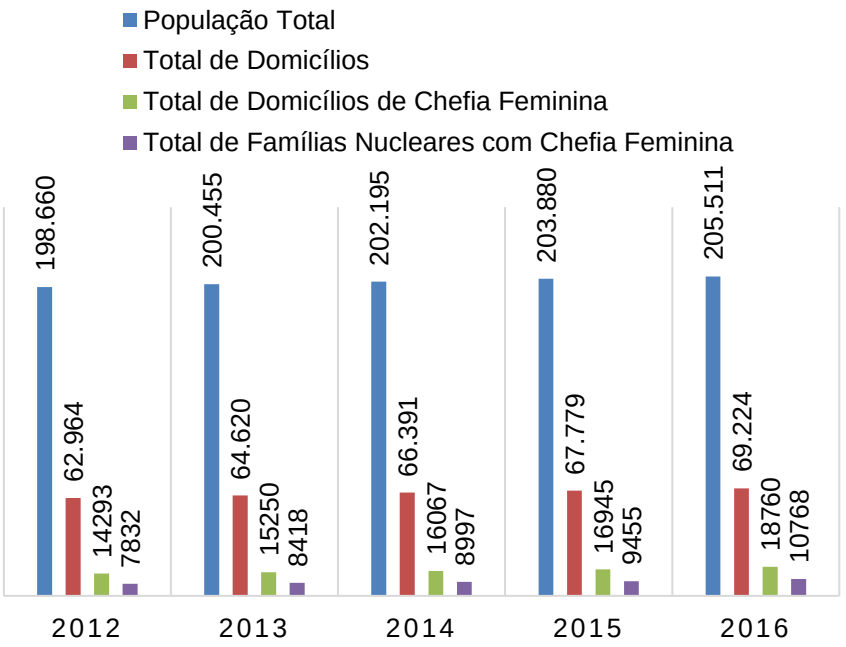

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Gráfico 1: Distribuição da população, dos domicílios e famílias com destaque para a porcentagem de mulheres como responsáveis pelo domicílio no Brasil, 2012-2017.

Com base nas informações contidas no gráfico 1, percebe-se que, de 2012 a 2016, o total de domicílios com a mulher como responsável é um indicador crescente, sendo importante enfatizar que, em todos anos avaliados, mais da metade deste total é composto por famílias nucleares chefiadas por mulheres, ou seja, composições familiares que compreendem uma mãe solteira (única economicamente ativa) e filho(s) ou uma mãe solteira (única economicamente ativa), filho(s) e avós.

O arranjo familiar, anteriormente hegemônico na sociedade brasileira – o modelo patriarcal e tradicional –, está mudando profundamente e a tendência é a configuração de novas formas de família, em meio as quais o papel da mulher, sobretudo como provedora financeira, domina as configurações atuais, alguns fatores e características essenciais são grandes contribuintes para a ocorrência deste fenômeno como, por exemplo, a queda nas taxas de fecundidade, de nascidos vivos, o crescente número de separações e maiores espectros de esperança de vida, em especial, do público feminino (CAVENAGHI, ALVES, 2018).

No gráfico 1, visualiza-se, que esta forma de família é significativamente presente no total geral de domicílios, denotando a importância de direcionar ações para a melhoria da qualidade de vida destas mulheres que, geralmente, recebem de 1 a 3 salários mínimos e responsabilizam-se por toda uma família, sem qualquer ajuda de terceiros ou auxílios de órgãos e programas governamentais.

Complementarmente, as mulheres que são chefes de família possuem algumas características específicas, a saber: são pardas ou brancas, separadas ou solteiras, têm poucos filhos, estão empregadas formalmente e confrontam jornadas duplas de trabalho, ou seja, exercem suas funcionalidades laborais e também realizam tarefas domésticas e cuidam integralmente de seus filhos (MOURA et al., 2016).

A recorrência do envolvimento de mulheres em meio a causas sociais, provocado por valores fundamentais (trabalho em equipe, persuasão, cooperação) e características geralmente ligadas à figura feminina (subjetividade, intuição, receptividade) é comum a mobilização destas em atividades de empreendedorismo social (NISHIMURA et al., 2012).

Com base nestas considerações iniciais, o objetivo central do atual estudo, é propor, a partir da compreensão e percepção do sentido do indivíduo, requisitos para capacitação profissional, via veículo-escola, de MMCF, beneficiando a sociedade local e global por meio de empreendedorismo social.

II. MATERIAIS E MÉTODOS

Essencialmente, este estudo compreende a realização de um projeto de trabalho voluntário que tem como público-alvo mulheres residentes de comunidades carentes – sobretudo, mulheres mães-chefes de família –, por meio da idealização de unidade móveis de treinamento voltadas à confeitaria enfatizado ao empreendedorismo.

Metodologicamente, esta pesquisa se caracteriza por ser qualitativa (pois toma como eixo de preocupação central os aspectos da realidade que não são quantificáveis e constrói uma tentativa de explicá-los), aplicada (pois seu intuito é a geração de conhecimentos que serão utilizados de forma prática) e descritiva (destina-se a descrever as diretrizes técnicas, requisitos e critérios mínimos para a operacionalização do projeto de um Centro Itinerante de Treinamento Culinário), utilizando-se dos procedimentos de pesquisa bibliográfica e de campo (por meio do método de pesquisa ação).

O presente trabalho pode ser designado como uma investigação social, empiricamente embasada pois atende as premissas de Thiollent (1988 apud GERHARDT; SILVEIRA, 2009), pois ela é idealizada e construída partindo de uma associação estreita com uma determinada ação ou com a resolução de um problema inerente à coletividade, ademais, nesta tipologia de pesquisa, pesquisadores e participantes que representam a situação ou o problema estão necessariamente relacionados de modo cooperativo e/ou participativo.

III. REVISÃO BIBLIOGRÁFICA

Este artigo é fruto de dissertação de mestrado[2] construída no ano de 2019. A revisão bibliográfica, aqui simplificada, discorre a respeito dos serviços itinerantes, associando-os ao empreendedorismo social e ao trabalho voluntário, que são diretrizes gerais deste projeto. Serviços itinerantes – como as escolas móveis – atuam no confronto das desigualdades das pessoas ao acesso de direitos e serviços essenciais à cidadania, como educação e saúde, auxiliando homens e mulheres na satisfação de suas necessidades mais fundamentais (HIP, 2014).

Para a construção de unidades móveis de ensino para formação profissional em confeitaria para realização do projeto, com base nesta perspectiva, cabe denotar que tais diretrizes referem-se às definições que são de extrema relevância para uma adequada compreensão do projeto e um execução que atenda aos objetivos previamente almejados (BRASIL, 2013).

Alguns exemplos de formação profissional em meio a unidades móveis de ensino são encontrados na literatura científica, como: escolas móveis de diversos ramos do conhecimento (gastronomia, elétrica, robótica, saúde, etc.); unidades para iniciação em programas de eficiência energética; bibliotecas móveis, dentre outros. Outra característica relevante é o fato de que estes projetos são desenvolvidos, em suma, por entidades inseridas no Sistema S[3], de Ensino, como é o caso do SESI (Serviço Social da Indústria), do SENAI (Serviço Nacional de Aprendizagem Industrial) e do SENAC (Serviço Nacional de Aprendizagem Comercial).

Na grande maioria das vezes, tais serviços itinerantes nascem em associação a atividades de empreendedorismo social, viabilizando-o e transformando a sociedade de forma a reduzir certas disparidades sociais e econômicas, modificando até mesmo os contextos urbanos e as invisibilidades nele presentes.

A respeito do pressuposto do empreendedorismo social, é necessário denotar que, em meio a uma sociedade em que as disparidades entre as classes socioeconômicas são profundas e irreversíveis, inovadores modelos de negócios emergem com o intuito de propor soluções para as demandas mais básicas e essenciais das populações, sobretudo, para aquelas que convivem em condições precárias e de extrema pobreza, com especial carência no atendimento a serviços básicos à cidadania, como por exemplo, energia, água potável e saneamento básico, e assim, estas formas de solução passa a ser denominadas de negócios sociais (MORAES, 2017).

Por sua vez, no Brasil, o empreendedorismo social verdadeiramente iniciou durante os anos 90 em meio a ocorrência de grandes problemas sociais (dentre eles a falta de segurança e inserção de crianças e adolescentes em atividades relacionadas ao tráfico de drogas), com a crescente redução de investimentos públicos em causas de interesse social por parte do Estado e pelo incremento de investimentos de ordem privada em tais causas acompanhado da surgimento desenfreado de empresas do terceiro setor, sob a denominação de organizações não-governamentais (OLIVEIRA, 2004).

O trabalho voluntário aqui incentivado poderá ajudar muitas pessoas que se encontram em condições sub-humanas, auxiliando também os envolvidos a sentirem-se úteis e não omissos frente às condições sociais desiguais presentes, isto é especialmente relevante pelo fato de que há um certo comodismo e aceitação de determinadas situações, acreditando-se que é dever do governo ou de outras entidades sociais resolver estes assuntos. Neste ínterim, deve-se compreender e enfatizar que fazer a diferença e doar-se será uma pequena contribuição, não com dinheiro, mas

[2] Almeida, Katia Reimy Kuwabara de. Diretrizes para veículo-escola: empreendedorismo social no ramo da confeitaria para mulheres mães chefe de família na RMSP. São Paulo, 2019. 125p. Dissertação (Mestrado em Habitação: Planejamento e Tecnologia) IPT - Instituto de Pesquisas Tecnológicas do Estado de São Paulo.

[3] "Os Serviços Sociais Autônomos, também chamados de Sistema "S", são entidades criadas por lei, de regime jurídico de direito privado, sem fins lucrativos, e foram instituídas para ministrar assistência ou ensino a determinadas categorias sociais, tendo autonomia administrativa e financeira. No cumprimento de sua missão institucional estão ao lado do Estado" (CGU, 2017, p. 4).

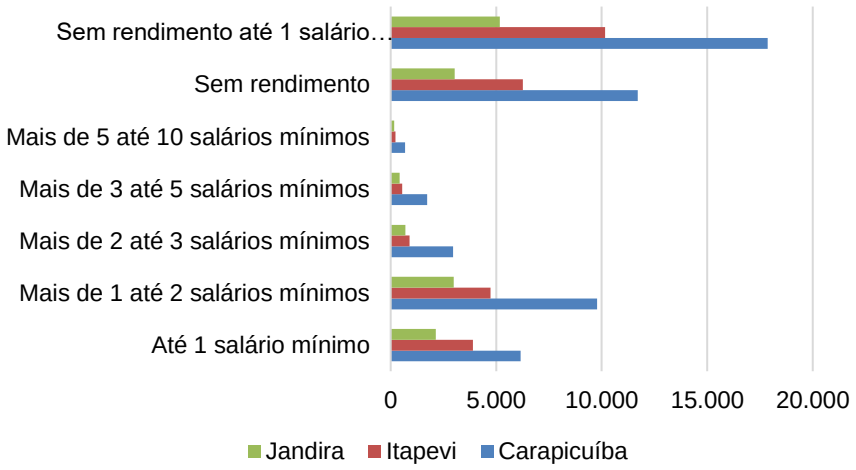
com uma parte do tempo de cada cidadão disposto a envolver-se no trabalho voluntário.

Legalmente, a Constituição da República Federativa Brasileira de 1988, por intermédio da promulgação da Lei nº 9.608 (BRASIL, 1998b) e do Decreto nº 2.536 (BRASIL, 1998a), toma o trabalho voluntário como sendo aquela atividade sem remuneração financeira com prestação executada por pessoa física a um ente público de caráter qualquer ou a uma instituição privada sem fins de lucratividade com objetivos voltados a interesses "cívicos, culturais, educacionais, científicos, recreativos ou de assistência social, inclusive mutualidade" (BRASIL, 1988; 1998a; 1998b).

IV. ESTUDO DE APLICAÇÃO DO VEÍCULO-ESCOLA

As cidades de Carapicuíba, Itapevi e Jandira foram os locais escolhidos para a aplicação do estudo em questão, neste ínterim, é necessário construir um entendimento sobre as necessidades e demandas das Mulheres Mães Chefes de Família que vivem em tais localidades. Carapicuíba, Itapevi e Jandira são municípios da Grande São Paulo (Região Metropolitana de São Paulo - RMSP) que possuem, respectivamente, um total populacional de 398.311 hab., 234.352 hab. e 123.481 hab. (estimativas do IBGE para o ano de 2018).

A seguir, destacam-se as métricas referentes à renda média mensal por domicílios, seccionada em composições familiares sem rendimento até aquelas que recebem 10 salários mínimos mensalmente.



FONTE: Desenvolvido pela autora.

Gráfico 2: Renda média mensal por domicílios dos municípios de Carapicuíba, Itapevi e Jandira.

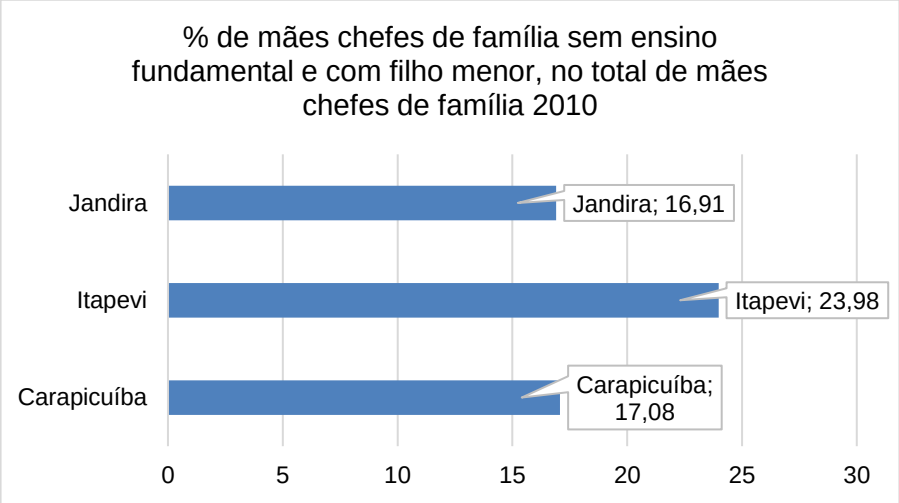
Com a observância dos dados alocados no Gráfico 2, tem-sea afirmação da realidade social dos munícipios analisados, uma vez que a grande maioria dos domicílios localiza-se classificado na faixa de "sem rendimento até 1 salário mínimo", ratificando a importância do desenvolvimento de movimentos e programas de empreendedorismo social.

Moraes (2014) ressalta que, na atualidade, as classes socioeconômicas D e E compreendem 24% do total populacional do Brasil, assim, são cerca de 48 milhões de pessoas em situação de risco pela carência na prestação de serviços públicos ligados a áreas como saúde, finanças, moradia, formação profissional, saneamento, lazer, cultura, dentre outros.

Para Nunes (2009), os desafios enfrentados pelas sociedades crescem em tamanho e complexidade e, assim, exigem maiores interações entre o Estado, organizações e sociedade civil, além disso, não dúvidas de que o decorrer do crescimento e do desenvolvimento econômico necessitará guiar-

se entre determinados limites físicos dos ecossistemas, de forma que serão necessárias transformações estruturais em meio as mais diversas dimensões, a saber: econômica, social, cultural, ambiental e outras.

Observando especificamente o grupo que compreende as mães que são chefes de família, o Gráfico 3 demonstra o índice de vulnerabilidade social dos municípios de Carapicuíba, Itapevi e Jandira em conformidade com a porcentagem de mães chefes de família que não possuem ensino fundamental completo e com ao menos um filho menor de idade, dados do ano de 2010.



FONTE: Desenvolvido pela autora.

Gráfico 3: Índice de vulnerabilidade social dos municípios de Carapicuíba, Itapevi e Jandira.

A respeito da posição da mulher em sociedade sob o aspecto de chefe de família é necessário pontuar que o contexto está transformando-se profusamente e a figura feminina passa a ser a responsável por destituir paradigmas e tabus complexos acerca da entrada das mulheres no mercado do trabalho e dos reflexos desta mudança para a sociedade (MOURA et al., 2016).

Considerando as premissas deste estudo e a situação socioeconômica das cidades mais carentes próximas à Grande São Paulo, foram selecionadas para o início do projeto social do centro itinerante de capacitação profissional em culinária as cidades de Carapicuíba, Itapevi e Jandira, que tal como pode ser visto nas tabelas a seguir, apresentam um panorama de pequena parcela de população ocupada (variando de 10,5% a 17,4%) e grandes porcentagens de população com rendimento nominal mensal per capita de até 1/2 salário mínimo (de 31,9% a 36,6%).

Tabela 1: Panorama socioeconômico de Carapicuíba.

População	
População estimada (2018)	398.611 pessoas
Trabalho e Rendimento	
Salário médio mensal dos trabalhadores formais (2017)	2,3 salários mínimos
População ocupada (2017)	10,5%
Percentual da população com rendimento nominal mensal per capita de até 1/2 salário mínimo (2010)	35%

Tabela 2: Panorama socioeconômico de Itapevi.

População	
População estimada (2018)	234.352 pessoas
Trabalho e Rendimento	
Salário médio mensal dos trabalhadores formais (2017)	3,9 salários mínimos
População ocupada (2017)	15,5%
Percentual da população com rendimento nominal mensal per capita de até 1/2 salário mínimo (2010)	36,6%

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Tabela 3: Panorama socioeconômico de Jandira.

População	
População estimada (2018)	123.481 pessoas
Trabalho e Rendimento	
Salário médio mensal dos trabalhadores formais (2017)	3,2 salários mínimos
População ocupada (2017)	17,4%
Percentual da população com rendimento nominal mensal per capita de até 1/2 salário mínimo (2010)	31,9%

Importa mencionar que não existe qualquer tipo de programa social ou iniciativa de empreendedorismo social voltado às Mulheres Mães Chefes de Família, nem previsto pelo Governo Federal, nem em meio aos municípios de Carapicuíba, Itapevi e Jandira, fato que reafirma e ratifica a necessidade de um estudo com este.

De posse das informações obtidas na revisão bibliográfica pode se evidenciar as seguintes questões:

1. Foi identificado que os municípios Carapicuíba, Itapevi e Jandira não possui, implantado, ações de empreendedorismo voltadas a Mulheres Mães Chefes de Família;
2. Mulheres Mães Chefes de Família representam uma faixa de estudo que não contempla nem mesmo a finalização do ensino fundamental, possuem renda de até dois salários mínimos e pelo menos um filho menor de idade.
3. Eempreendedorismo social é um meio de capacitar as pessoas, ainda mais as Mulheres Mães Chefes de Família.

V. PROJETO

O desenvolvimento do centro de formação culinária itinerante utilizará como referência os trabalhos voluntários que já vem sendo desenvolvidos pelo Projeto Travessia, apoiado pelo Rotary Club de Barueri Alphaville, com o objetivo de proporcionar oportunidades e fontes de remuneração.

A missão do trabalho voluntário desenvolvido pelo Projeto Travessia é resgatar vidas desviadas, dar oportunidade para as pessoas transformarem suas realidades atuais, recuperarem sua dignidade e assim poderem reparar danos causados, dando sua contribuição para si e para a sociedade. O trabalho voluntário aqui mencionado é especificamente realizado na Região Metropolitana de São Paulo, Zona Oeste do Município de Carapicuíba, na Comunidade Terapêutica Filhos da Luz.

O propósito do trabalho voluntário a ser desenvolvido consiste em dar apoio à comunidade com o Centro Itinerante de Capacitação Profissional em Culinária para MMCF, reunindo pessoas dispostas a dar uma contribuição pessoal com base em habilidades e recursos que possam ser captados por meio de uma rede de relacionamentos desenvolvidos ao longo de uma carreira profissional pregressa.

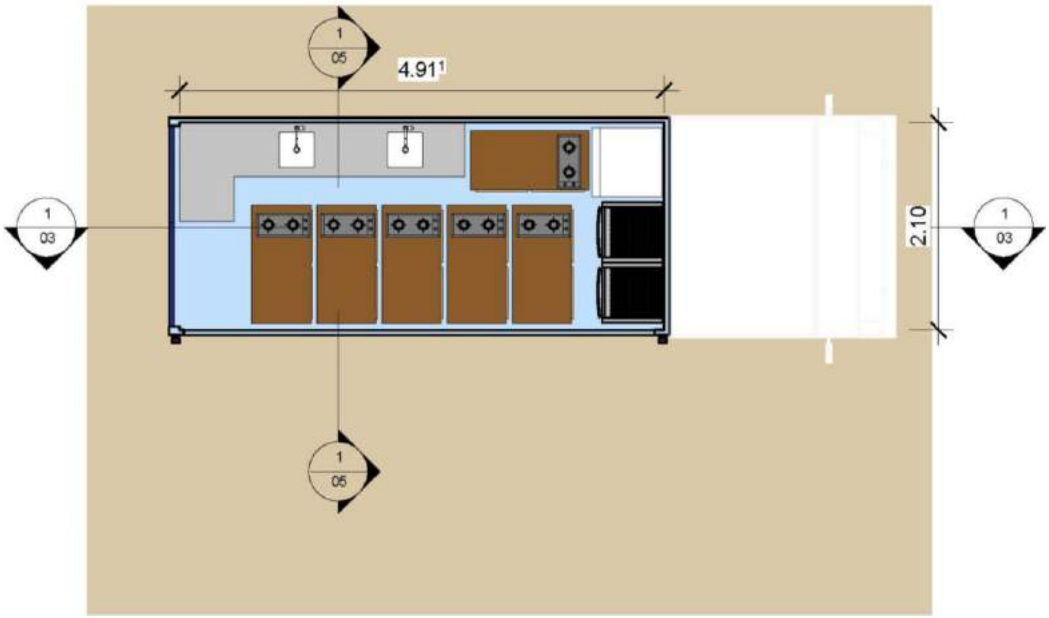
Inicialmente, cabe destacar que, acerca dos condicionantes legais para o funcionamento do *Truck* e Capacitação Profissional, após a realização de uma pesquisa de campo diretamente com as prefeituras dos municípios escolhidos para participar do programa de aprendizado itinerante aqui desenvolvido – Carapicuíba, Jandira e Itapevi –, não há uma legislação específica que legisle acerca da disponibilidade de local de funcionamento para projetos sociais móveis, uma vez que que a finalidade do negócio não é lucrativa e não ficará instalado fixamente.

Foram solicitados a duas empresas, especializadas em soluções para veículos, orçamentos para a construção de um Truck de Capacitação Profissional idealizado em meio a este estudo. A Empresa A definiu um valor total de R$ 66.225,00 para a construção do Truck aqui idealizado, com serviços adicionais (forno industrial elétrico e fogão elétrico cooktop de 2 bocas instalados, 5 bancadas de aço inox desmontáveis para os alunos e 10 banquetas dobráveis inclusos), e a Empresa B aferiu o valor de R$ 75.200,00 (para o caso de 50% à vista para dar início ao projeto + 50% em até 12 X Cartão de crédito) e R$ 67.800,00 (para pagamento

totalmente à vista, 50% para encomenda + 50% na entrega), sem serviços adicionais.

Além disso, foram previstos o investimento de R$ 5.206,00 para a compra dos utensílios de cozinha necessários para a confecção dos pães de mel e o valor de R$ 1.317,75 para a construção do estoque inicial de insumos para as três primeiras aulas do Centro Itinerante.

Em função da região de Carapicuíba, Itapevi e Jandira as tipologias de veículos mostrada anteriormente selecionou-se o veículo V.U.C. com uma variação da configuração alunos e professor *IN*, a lateral do veículo será baixada tipo "palco" sendo projetada para fora do automóvel para que os alunos participem das aulas. A seguir, tem-se exposto a memória projetual do layout em questão.



FONTE: Desenvolvido pela autora.

Figura 1: Planta fechada e aberta – disposição do layout Alunos e Professor IN.

O sistema de instalações hidráulicas é composto por dois reservatórios de água, sendo um para água limpa de aproximadamente 100 litros e um também de 100 litros para água suja, duas torneiras de cozinha, uma bomba pressurizadora, duas pias em aço inox e todas as conexões, tubos, mangueiras e registros necessários a seu pleno funcionamento.

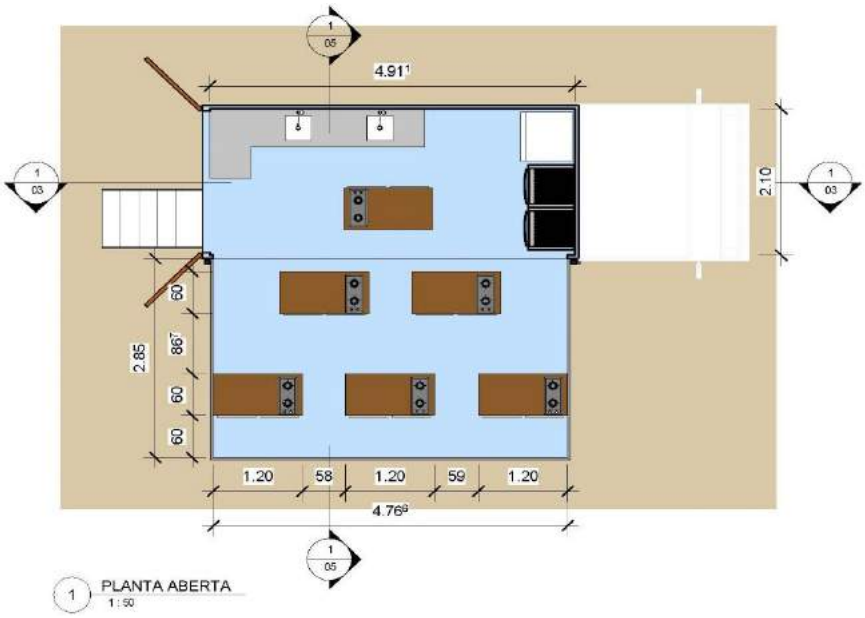
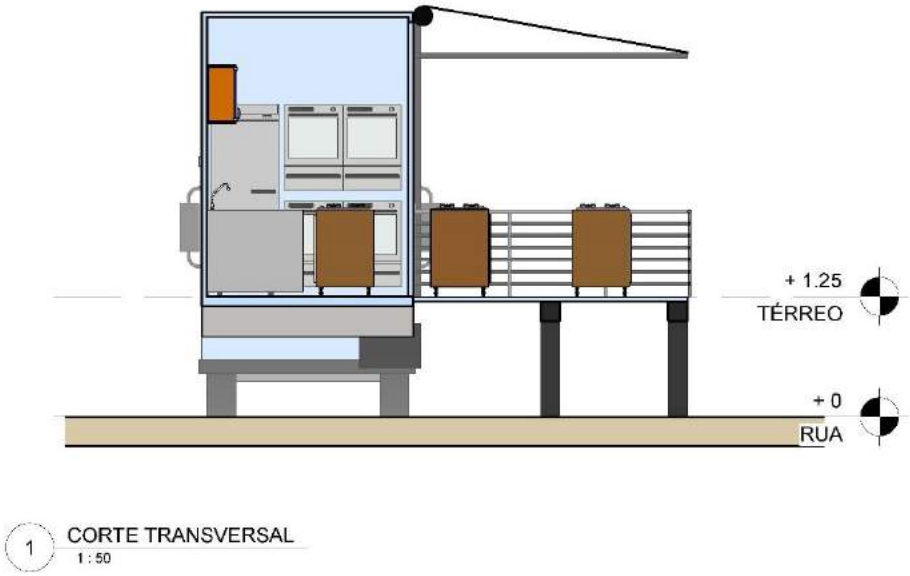


Figura 2: Cortes Longitudinal e Transversal – layout Alunos e Professor IN.



FONTE: Desenvolvido pela autora.

Por sua vez, no sistema elétrico do veículo serão utilizados conduites, fios e cabos antichama, disjuntores de proteção para uma maior segurança do sistema elétrico e equipamentos do veículo, possuirá luminárias em led (luz quente) de baixo consumo e maior durabilidade, instaladas no teto do veículo, posicionadas de acordo a fornecer uma maior iluminação dentro do veículo, com interruptor individual, tomadas, sistema de tomada stek com extensão de 15 (quinze) metros para captação de energia externa e um painel de comando com luzes indicadoras, disjuntores térmicos e botões individuais para todo o sistema elétrico do veículo.

FONTE: Desenvolvido pela autora.

Figura 3: Fachada – Layout Alunos e Professor IN

FONTE: Desenvolvido pela autora.

Figura 4: Perspectiva – layout Alunos e Professor IN.

VI. CONSIDERAÇÕES FINAIS

A presente investigação compreendeu uma ação social, materializada por meio de um veículo destinado a desenvolver a percepção e compreensão de uma faixa da população delimitada pela mãe, mulher e chefe de família no que tange a capacitação de empreendedorismo de modo que elas consigam sem a perda da convivência familiar sobreviver, sustentar e capacitar o núcleo familiar.

Os municípios inicialmente selecionados serão Carapicuíba, Itapevi e Jandira onde as mulheres mães chefes de família representam uma parcela significativa da população e, mesmo assim, não se localiza um programa de empreendedorismo nestas cidades.

Para isso, foi desenvolvido uma proposta, incluindo a descrição de premissas como: as condições do veículo, instalações, equipamentos, mobiliário, manuais de processo, softwares de gestão, utensílios, equipamentos de culinária, estoque com ingredientes, embalagens e materiais de apoio a serem utilizados no decorrer das aulas.

O layout escolhido para a construção do veículo escola de formação culinária no ramo da confeitaria foi o veículo V.U.C. com uma variação da configuração alunose professor IN, a lateral do veículo será abaixada criando-se um palco fora do automóvel para que os alunos participem das aulas. A seguir, tem-se exposto a memória projetual do layout em questão.

Importante destacar que o foco das aulas a serem desenvolvidas com o veículo refere-se à confecção de pães de mel para venda, também sendo realizadas ações voltadas ao ensino-aprendizagem da gestão de um pequeno empreendimento como este. A escolha do pão de mel como eixo norteador se deu pela grande durabilidade do produto (até 15 dias, desde que esteja embalado adequadamente) e a necessidade de poucos materiais e ingredientes para realizá-la. O veículo escola, como proposto, atenderia 10 alunos por período, ou seja, com 1 veículo, treinamento de 4 horas, por 280 dias, será gerada a aprendizagem de uma oportunidade para o incremento da renda das famílias chefiadas pelas mulheres que participarão do projeto.

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Integration of Humor in Math and Science Teaching

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Humor and laughter are two interwoven concepts, often related to enjoyment and good mood. They constitute a significant part of our behavior. In light of previous studies which pointed to the significance of humor in teaching, the present study examines the relations between math teachers' attitudes toward the use of humor and their motivation to use humor in their teaching. The study question is: what is the relation between elementary school math and science teachers' attitudes toward integrating humor in their classes, and their motivation to use humor in their teaching.

360 math teachers from the Arab and Druse sector were randomly chosen from elementary schools in the North of Israel. A quantitative methodology has been used in the present study: two questionnaires were used as tools: a questionnaire for examining math teachers' attitudes toward the use of humor (Gazit, 2013, Hebrew); and a questionnaire for examining the motivation for using humor in teaching (Ingels, 2010).

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ABSTRACT

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360 math teachers from the Arab and Druse sector were randomly chosen from elementary schools in the North of Israel. A quantitative methodology has been used in the present study: two questionnaires were used as tools: a questionnaire for examining math teachers' attitudes toward the use of humor (Gazit, 2013, Hebrew); and a questionnaire for examining the motivation for using humor in teaching (Ingels, 2010).

The results of the study show that math teachers who have positive attitude toward humor, have a higher motivation to use humor in their teaching, and a significant positive relation was found between teachers' attitude toward integrating humor and its spontaneous use by them.

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I. INTRODUCTION

Humor and laughter constitute a significant part of our behavior and make our lives more pleasant (Bolkan, Griffin & Goodboy, 2018). They are interwoven concepts which lead to enjoyment and good mood, ease tension and bring relief in different situations. As such, humor is treated seriously and its significance is revealed in many realms of our lives. When it comes to education and teaching, it seems that humor may contribute to the attention and focus of students, and help alleviate tensions which may hinder learning (Ostrober, 2010).

Inan, Lowther, Ross and Strahl (2011), claim that humor is a tool which helps to increase the concentration of the learner in class, and may be used as an efficient teaching strategy to motivate students to learn and improve their achievements. It may also help in organizing the learning material, for a better understanding and remembrance and may help the teacher to supervise and evaluate the learning process (Inan et al., 2011). Thus, creative, humor-integrated teaching strategies on behalf of teachers may be needed in order to improve students' learning.

Strategies of integrating humor for the purpose of learning, are especially relevant to teaching-learning of the math and science subjects which are considered by many students as stressful school subjects (Zedan, 2008). The teacher, as the one in charge of teaching and learning (Hativa, 2003) is expected to have a motivation to teach and to be skillful in creating a positive atmosphere in class. Thus, integrating humor, as a tool which creates positive atmosphere in class in general, and in the math

class in particular, may increase teachers' motivation to use it, create positive attitudes toward math and increase the likability that students will like it (Gazit, 2011).

II. LITERATURE REVIEW

Humor is a broad concept which relates to things people say or do that are perceived as funny and cause others to laugh (Martin, 2007). Another definition, which focuses on the cognitive aspect, defines humor as a state or a process in which the individual mentally experiences a revelation or creates absurd, incompatible ideas, events or situations. Thus, humor depends on the timing, place, culture, situation and participants (Bolkan, Goodboy, & Myers, 2017; Titsworth, Mazer, Goodboy, Bolkan, & Myers, 2015).

III. THE USE OF HUMOR AS A TEACHING STRATEGY

There are several types of humor, which can be used as teaching tools. Banas, Dunbar, Rodriguez & Liu (2011) mention the following types: humor related to the learning material, funny stories which are related to the learned contents, humoristic remarks, self-humor, spontaneous humor, jokes, riddles, word games, funny learning aids and visual demonstrations.

According to Gazit (2011), math teaching in Israel and in the rest of the world is usually done in a monotonous teaching style, which stresses drilling and memorization, and does not include the use of humor. Although math teachers sometimes use humor in their teaching, such as presenting to their students math riddles or mathematical curiosities related to the everyday reality, or to math history, such occasional usage is the exception rather than the rule. The reason for such occasional use, according to Gazit, is the rigid, unambiguous nature of the subject, and its focus on numbers and forms.

According to the Ministry of Education Curriculum one of the three goals of the math subject teaching is to prevent failure and make the students like the subject (the two other objectives being acquiring mathematical concepts and developing proper skills for the subject). Gazit (2011) suggests that integrating humor in math classes may create positive attitudes of students toward the subject. Unfortunately, the math curriculum does not include strategies for such cause.

Young (2013) who is both a math teacher and a comedian, described her positive experience with her students in using the comedy principles in her math classes. She used humor games and found positive reactions of students toward such usage. She concluded that using such games may help students to learn to think creatively, to take risks, to support their classmates and to solve problems. Young presents theoretical and practical applications that may help teachers to integrate humor in their math classes.

IV. MOTIVATION

Motivation or a lack of motivation is a personal characteristic, which determines to a great extent the individual's ability to achieve his personal goals. It is a main source for the fulfillment of the individual's needs and expectations. The word *motivation* is derived from the Latin word *motivus* which means a driving force. Therefore, it is defined as a driving force, in work as well as in other activities, to invest intellectual, physical and mental efforts, voluntarily (Bar-Haim, 2004).

Another definitions of motivation is offered by Robbins and Judge (2009) who suggests that motivation refers to investing many efforts in order to reach a goal which is conditioned on the individual's ability to fulfill his own needs. Williams and Burden (1997) suggest that individuals who demonstrate motivation are curious, highly interested in their work, and have passion for accomplishments. Yet, interest alone is not enough and there should also be an investment of effort, time and persistency.

Another definition of motivation is presented by Asor (2005) who defines motivation as a concept which refers to the will to invest time and effort in a certain activity, even when it is accompanied

with difficulties, high cost and failures (Asor, 2005, p. 3). Asor states that motivation is an internal mental entity, and that we are not able to estimate its power in different aspects, such as through conversations and verbal reports, tracking behavioral expressions (for example, investing time and effort in an activity, presence and punctuality, persistency and effort or failure, challenge responsiveness and fulfilling obligations). He refers to two main aspects of motivation: Power - the intensity of the will to invest in a relevant activity, and a sense of autonomy – the will to invest is perceived and felt by the individual as derived from his own choice, or as based on an external coercion.

Motivation is influenced by different factors related to the individual and the setting in which he acts. In its core lies the personal necessity of the individual to fulfill his own needs. Some needs have to be satisfied in order to enable a basic existence while others require fulfillment for the wellbeing of the individual. The highest needs are those which bring to self-fulfillment. Unfulfilled needs create an impulse, an inner psychological drive, which stimulates action (Maslow, 1954, in Asor, 2001). The goal of such action is to fulfill the needs. After being fulfilled, the needs subsides. According to these theories, the goal of the motivated behavior is needs fulfillment and drive sub.

Motivation is usually created when the individual experiences an unfulfilled need. In order to fulfill that need, a goal is set, and the way in which the need can be fulfilled is contemplated. In the work setting, rewards and incentives may be present, which increase the individual's motivation to reach his goal. The motivation level is also influenced by the social context. This context includes the organizational values as well as the organizational culture. It also includes leadership and management, as well as the group or the team influence in the framework of which the worker acts (Salanova & Kirmanen, 2010).

The teacher's motivation has a significant role in students' learning process, since he or she serves a role model. The teachers' motivation is of great importance, due to its direct influence upon the students. The significance of motivation in the educational realm presents different questions regarding the factors which influence the teacher's motivation. In this regard, Alam and Farid (2011) have found that the teacher's motivation is influenced by many factors such as: personal and social factors, the classroom setting, the socio-economic status, students' behavior, time pressures related to the learning material, rewards and incentives, teacher's self-confidence, teacher's personality, and more.

V. THE PRESENT STUDY

5.1 The Study Hypotheses

The study hypotheses are:

1. A positive relation will be found between math teachers' attitudes toward integrating humor in their classes, and their motivation to use humor in their teaching.
2. A Positive relation will be found between the measure 'benefits of integration of humor in math teaching' and 'tension alleviation' and 'the motivation to use humor'.

VI. METHODOLOGY

The study array is quantitative-correlative, which is commonly used in survey studies. It makes use of statistical-quantitative techniques to collect and analyze data (Zedan, 2018).

Sample

360 math and science elementary schools teachers from the Arab sector in the center and the North of Israel, were randomly chosen. The schools from which the teachers were chosen shared similar socio-demographic characteristics.

Tools

2 close questionnaires were used

A questionnaire for examining teachers' attitudes toward using humor in math classes (Gazit, 2013); and a questionnaire for examining the factors

which influence teachers' motivation to use humor during science and math classes (Ingels, 2010). Table 1 presents the structure of the two questionnaires.

Table 1: The structure of Teachers' Attitudes toward Using Humor in Math Lessons Questionnaire and Motivation for Using Humor Questionnaire

Questionnaire	Measures	Items	Alpha Cronbach Reliability	Mean	Standard Deviation
Teachers' attitudes toward using humor	General attitudes	1-20	0.83	3.19	0.76
	The nature of math lessons*	4,5	0.59	3.48	0.89
	Attitudes toward Integrating humor	1,8,17,19,20	0.81	3.87	0.66
	Humor characteristics	6,13	0.62	2.69	0.79
	Humor integration benefits	2,7,9,10,11,15,16,18	0.84	3.59	0.72
	Humor integration disadvantages	3,12,14	0.76	1.82	0.69
Motivation for using humor	Humor using motivation general	1-31	0.88	3.26	0.67
	Lesson situations	1,2,3,5,6,7,8,13,20	0.79	3.56	0.91
	Tension alleviation by the teacher	4,14,19,22	0.76	3.28	0.67
	Learning-oriented humor	12,17,21,28,29	0.81	3.27	0.71
	Humor for behavior processing	9,10,11,30	0.77	3.03	0.59
	Spontaneity in using humor	15,16,23,25,26,27,31	0.83	3.11	0.48

- Pearson coefficient correlation was calculated between the two items

VII. RESULTS

The results of the study regarding teachers' attitudes toward integrating and using humor in their teaching, as presented in table 1, show that the teachers expressed positive, yet moderate and sometimes above-moderate attitudes toward integration of humor in teaching. The teachers believed that the use of humor in class had more advantages than disadvantages. The mean result of the five measures of 'motivation for using humor in teaching' (in-class situations; the use of humor by the teacher to alleviate tension; using learning-oriented humor; using humor for processing behaviors; and spontaneity in using humor) was moderate, and points to a moderate motivation of the participants to use humor in their teaching.

The first study hypothesis was that a positive relation will be found between math teachers' attitudes toward integrating humor in their classes, and their motivation to use humor in their teaching. This hypothesis was examined by Pearson test for two variables: 'integrating humor' and 'motivation for using humor'.

Table 2 Presents the Pearson coefficients of the dependent variable regarding motivation to use humor in class.

Table 2: Pearson coefficients – Attitudes toward integration of humor and motivation to use humor in teaching (n=360)

	Motivation for using humor in teaching					
	Motivation for using humor in teaching	Situations in class	Alleviation of tension by the teacher	Learning -oriented humor	Using humor to process behaviors	Spontaneous use of humor
Attitudes toward using humor	0.47***	0.58***	0.14	0.43***	0.21*	0.32**

As can be seen in table 2, a significant, positive relation was found between the measure 'attitude toward using humor' and the general measure 'motivation for using humor in teaching' (r=0.47, p<0.001). Positive relation was also found between the measures 'motivation for using humor in teaching': 'situations in class' (r=0.58, p<0.001), 'learning-oriented humor' (r=0.43, p<0.001), 'using humor to process behaviors' (r=0.21, p<0.05), and 'spontaneous use of humor' (r=0.32, p<0.01), of the variable 'attitude toward integrating humor'. Yet, no relation was found between 'attitudes toward integrating humor' and the measure 'alleviation of tension by the teacher' of the 'motivation for using humor' variable.

The second study hypothesis was that a positive relation will be found between the measure 'benefits of integrating humor in teaching' and 'tension alleviating' and 'motivation for using humor'. Is has been examined by a Pearson test, as can be seen in table no. 3.

Table no. 3: Pearson coefficients between advantages of integrating humor and motivation for using humor in teaching (n=360)

	Motivation for using humor in teaching					
	Motivation for using humor in teaching	Situation s in class	Alleviation of tension by the teacher	Learning -oriente d humor	Using humor to process behavior s	Spontaneous use of humor
Benefits of integrating humor	0.43***	0.57***	0.11	0.48***	0.31**	0.35**

***p<0.01, ***p<0.001*

As can be seen in table no. 3, a positive relation was found between the measure 'benefits of integrating humor' and the measure 'motivation for using humor in teaching' (r=0.43, p<0.001). It can also be seen that a significant relation was found between the measure 'benefits of integrating humor' and the other categories: 'situations in class' (r=0.57, p<0.001), 'learning-oriented humor' (r=0.48, p<0.001), 'using humor to process behaviors' (r=0.31, p<0.01), and 'spontaneous use of humor' (r=0.35, p<0.01). No relation was found between the measure 'benefits of integrating humor' and the category 'alleviation of tension' (r=0.11).

VI. DISCUSSION

The first study hypothesis, a positive relation exists between math teachers' attitudes toward integrating humor in their classes, and their motivation to use humor in their teaching, was

verified. The results of the present study show that a positive relation exists between the measure 'attitudes toward integrating humor' and the measure 'motivation for using humor in teaching'. That is, math teachers with a positive attitudes toward humor, are more motivated to use humor in their teaching than teachers with less positive attitudes toward humor.

The literature supports this result and suggests that a positive attitude toward humor increases the motivation of teachers to use it in class, which in turn, contributes to students' motivation for learning (Rafiee, Kassaian and Dastjerdi, 2010; Girlefanny, 2004). In regard to the relation between teachers' attitudes and their motivation to use humor, the results of the present study show that teachers in general, and math teachers, in particular, resemble their students in this matter, and are interested in adding a humoristic touch to their classes. It is especially true in regard to teachers who already have positive attitudes toward humor. Accordingly, it can be concluded that individuals who have a tendency to use humor, see more situations as suitable for using humor. In addition, individuals with an orientation for using humor, make use of a wider variety of humor categories. These results are supported by Ingeles' (2010) suggestion that personality characteristics are among the main factors which contribute to the motivation to use humor and that using humor is related to several personality characteristics (Johnson & McCord, 2010).

In addition, according to the multi-measure theory for using humor, there are three main variables which influence the use of humor (Martin, 2007). The first variable is the motivation for using humor. Such motivation is derived from personality factors such as the tendency to look at the funny side of things, or from situational factors such as using humor as a reaction to certain situations. The second variable is cognition for humor and the third variable is using humor in communication. The main suggestion of the multi-variable theory is that these three variables act on one another mutually in order to create humor. In a certain place and time, an individual will either have or will not have the motivation to use humor. In case he has such motivation, the individual will be able or not, to use humor (original humor or not); and finally, in case a humoristic thought arises, it can be communicated between individuals (Bolkan, Griffin & Goodboy, 2018).

According to Ingels (2010), motivation is a predicting variable for using humor. Thus, a positive attitude toward humor, which is based on personality characteristics, contributes to the teacher's motivation to use humor in class. This is probably true not only in regard to teachers, but with regard to all individuals. That is, an individual with positive attitudes toward humor will be more motivated to use it.

The results of the present study show that there is a positive relation between teachers' attitudes toward integrating humor and the spontaneous use of humor by the teacher. Accordingly, it can be assumed that teachers' attitudes toward humor are derived from personality characteristics (Dvořáková, 2012) which serve as the basis for the spontaneous use of humor. Such usage of humor is spontaneous and so teachers whose attitudes toward humor are less positive, will not tend to use humor unintentionally (Dvořáková, 2012).

In addition, when humor is properly used, it may help the teacher to deal with discipline issues in class, to increase the attention of the students, to improve the interpersonal communication, to assist in solving conflicts between the teacher and the students and among the students and to increase the motivation for learning (Ziv, 2001). Since a reaction for discipline issues has to be swift, and almost spontaneous, it is advised that is shall include elements of humor, for alleviating tension and resistance.

In order to use humor properly, teachers should develop their ability to use it (Hativa, 1997, in Zamir, 2007). The teacher should recall the joke in advance, adjust his tone of voice to the joke, integrate it naturally in the lesson, as if it has been created during the lesson, and should never

explain the joke. Learning to use humor, including spontaneously, is of great significance especially when it is used in order to deal with discipline issues. Yet, since humor is seen as an ice breaker in organizations, teachers may fear that the use of humor may decrease the distance between the teacher and his students, and may be interpreted as a permit to cross borders and to discipline issues (Hativa, 2006, in Zamir, 2007).

In accordance with our first hypothesis, the results show that a negative attitudes toward humor affect the motivation of teachers to use it, even when the humor is planned. This is especially true when it comes to unplanned humor. When the teacher's attitudes toward humor are negative, and his motivation to use humor is low, the chance that he will produce humor spontaneously, is almost non-existent, in contrast to a teacher with a positive attitude toward using humor. Such teacher who enjoys humor uses it spontaneously during his lessons to his own benefit and to the benefit of his students (Young, 2013).

According to our second hypothesis, there a relation exists between the advantages of using humor for tension alleviation and the motivation to use humor in teaching. That is, teachers' perception regarding the advantages of integrating humor to their teaching, increases their motivation to use humor and decreases students' tension in class. The results of the present study support this hypothesis only partially, since a positive relation was found only between the perception of advantages of integrating humor and general motivation. Yet, no relation was found between the perception of advantages of integrating humor and alleviating the tension in class.

This hypothesis was based on previous studies which found that using humor has many advantages, including a higher self-esteem of the students, and improved attention and memory of the students (Banas et al., 2011 et al., 1996; Higbee et al., in Rafiee et al., 2010). One of the main advantages of using humor in class, is alleviating tension (Rafiee et al., 2010). Furthermore, studies have found that the use of humor in different learning frameworks contributes to a more pleasant atmosphere and supports learning (Ziv, 2001). Specifically, when teachers integrate humor in the learning process and exemplify through their behavior that integrating humor in the framework of online learning of academic courses, increases the interest level of the students and encourages them to increase their online participation in the lesson (Gibson & Shatz, 2005(. Thus, self-humor of the teacher may contribute to improve the learning climate. Such humor turns the teacher into the object of humor, emphasizes his human weaknesses and thus, evokes sympathy. In classrooms in which a high tension exists, self-humor of the teacher may decrease the gap between him and his students and make them feel comfortable: self-humor gives the feeling that the teacher is self-confident enough to laugh at himself and his shortcomings, in spite of his status. It seems that humor in uncomfortable situations in class may help the teacher to overcome them easily. For instance, after presenting the learning material frontally, when nobody speaks, saying something like "either I am a wonderful teacher and you understand everything, or I am a horrible one and you understand nothing", may break the ice and bring a flow of questions on behalf of the students (Gibson & Shatz, 2005.

The results of the present study show that a teacher who is aware of the benefits of using humor in class will be more motivated to use it, for the benefit of his students. In spite of our hypothesis that the use of humor reduces tension, the results of the present study did not show that. A possible explanation is that the math lesson is accompanied by great tension, and the use of humor is not sufficient in order to alleviate such tension.

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Mozambique is a country surrounded by English language speaking countries such as Malawi, Zimbabwe, South Africa, Tanzania, and Zambia. The use of the English language in the country is of paramount importance in several ambits such as education, politics, economy, trade, and social communication and interaction. However, the practice of English language teaching constitutes a challenge for English language teacher trainers and teacher trainees in the Teacher Training Colleges in Zambézia province. This article discusses the challenges faced by the English language teacher education program for primary schools in Zambézia province in Mozambique. The study employed a qualitative approach using a case study of three Teacher Training Colleges (TTC) for training primary school teachers, TTC A, B and C. The paper discusses the challenges the program faces and presents suggestions for the improvement of the program. To generate results, the researchers used interviews, document analysis, and focus group discussion as a means of data generation. The authors analyzed the data generated and discuss the findings taking into account the responses from the participants and the real situation observed in the field where the research took place.

Keywords: english language, teacher trainee, teacher training program, pedagogical perspective, teacher education.

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ABSTRACT

Mozambique is a country surrounded by English language speaking countries such as Malawi, Zimbabwe, South Africa, Tanzania, and Zambia. The use of the English language in the country is of paramount importance in several ambits such as education, politics, economy, trade, and social communication and interaction. However, the practice of English language teaching constitutes a challenge for English language teacher trainers and teacher trainees in the Teacher Training Colleges in Zambézia province. This article discusses the challenges faced by the English language teacher education program for primary schools in Zambézia province in Mozambique. The study employed a qualitative approach using a case study of three Teacher Training Colleges (TTC) for training primary school teachers, TTC A, B and C. The paper discusses the challenges the program faces and presents suggestions for the improvement of the program. To generate results, the researchers used interviews, document analysis, and focus group discussion as a means of data generation. The authors analyzed the data generated and discuss the findings taking into account the responses from the participants and the real situation observed in the field where the research took place. Through the analysis from the interviewees, focus group discussion and information from the documents the study concludes that lack of constant interaction among English language teacher trainees, teacher trainers' commitment at the TTCs and lack of continued professional development for TTCs teacher trainers are some of the critical challenges that teacher trainers and teacher trainees face during the implementation of the English language teacher training program for primary schools in Zambézia province.

Keywords: english language, teacher trainee, teacher training program, pedagogical perspective, teacher education.

I. INTRODUCTION

In 2004, in Zambézia Province in Mozambique, pupils from grades 6 and 7 started learning the English language. The pupils in cities or urban areas had trained teachers, and while the majority of the pupils in the countryside had untrained teachers, who were being simply guided by pupils and teachers' course books. Mawere (2012, p. 40) observes that "the newly introduced subjects like English remains with a critical shortage of resources such as textbooks, classrooms and qualified teachers". As result, the fact that pupils learn English taught by untrained and unqualified teachers impacts negatively on their English language competence and performance.

Many scholars around the world have conducted studies in the field of teacher training, including English language teachers courses for both users of English as a second as well as a foreign language. Some of the studies advocate first-class preparation for quality products at the end of the

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process. In this regard, the training of English language teachers for primary schools in Zambézia Province in Mozambique needs particular attention. Passos (2009) rightly stresses that "the goal defined in the new policy in Mozambique is to develop in trainees the competency to teach in primary schools" (p. 36). Hence, teacher performance should reflect identifiable knowledge, skills and attitudes, and appropriate personal attributes, within a specific curricular or professional area. Through the English language teachers' debates, people make many claims regarding the quality of English, and language teachers trained at the primary teacher training colleges in Zambézia Province. Passos (2009, p. 6) contends that "The Ministry of Education and Culture recognizes that the quality of education and teacher training provided in institutions is often poor." Worse still, the areas that the Ministry of Education recognizes and specifies as requiring more attention do not include the English language teacher training program. Ironically, the Mozambican Education Strategic Plan from MEC/INDE (2006, p. 43) observes that "well trained and motivated teachers are essential for quality teaching".

II. SIGNIFICANCE OF THE STUDY

The challenges to teacher training are lack of English language skills and competence, English language policy in education, quality of teacher training, professional development for the TTCs[1] trainer, teacher trainers' commitment at the TTCs, lack of constant interaction among English language teacher trainees, and the change of language of instruction from Portuguese to English in some courses. The study also contributes to a better understanding of the challenges of the English language, and teacher training program.

It is common knowledge that the purpose of all who are called teachers is to engage students in learning activities that facilitate teaching and learning. Hence, the teachers need to know to how facilitate teaching and learning process by involving themselves in on-going teacher education professional development programs. According to Heyworth (2013), in the United States, the Standards for Foreign Language Education (2005) set quality standards for language teaching that put the emphasis on what students can do by identifying cognitive development, as well as communication skills.

III. LITERATURE REVIEW

The constitution of the Republic of Mozambique published in 1975, 1990 and 2004, does not state anything about the use of English language in Mozambique, although the country's primary and secondary school syllabi state that English must be learned as a foreign language to help Mozambicans communicate with people from foreign countries. This disparity represents a gap that language planners, for policy makers can suggest to constitution-makers of the Republic of Mozambique to address. The reasons for learning English in Mozambique may be several; some may be common while the end may be due to particular program reasons such as business, traveling abroad, studying abroad, and receiving guests from abroad.

According to the 2003 INDE/MINED Curriculum Plan for Basic Education, the introduction of the English in primary education has the following reasons: first, geographically, most Southern African countries have English as their official language. Second, Mozambique is a member of the Southern Africa Development Community and of the Commonwealth, which uses English as the language of business. Third, from a global perspective, most social and economic interactions worldwide occur in English. Thus, Mozambique English introduced English in grades 6 and 7, to provide students with the basic vocabulary and language for communication. However, the quality of English language teaching in primary schools is still a challenge.

In a study conducted in Mozambique, Passos (2009) reveals that "the problem of teacher

[1] Teacher Training Colleges

competence is not related only to the level of teacher instruction but also to the level and quality of training" (p. 46). The preparation that teachers receive before beginning their work in the classroom, however, varies significantly around the world and even within the least developed countries. In Zambézia's colleges, English language teacher trainees do not undergo preparation before getting enrolled in the colleges. Moreover, these teacher trainees have a very undersized period of teacher training, which is only one year, equivalent to two four-month long semesters.

Richards (2003) identifies key questions related to the significance of language proficiency of second language teachers, namely, "the components of language proficiency that are most crucial for language teachers, and the interaction between the language proficiency the natural of the teaching skill" (p.7). Furthermore, there is recognition among several scholars that the teacher competence influences the learner performance. No matter how the school is organized in terms of infrastructure, there is a need to note that teachers with no positive attitudes towards teaching and helping learners in their weaknesses may negatively influence the students' performance. If a teacher rigorously attends to the students' preoccupations, he or she cares about the learners' performance and encourages the learners learning through positive and punctual feedback and enjoyable lessons, the learners may feel motivated to improve their failures. However, English language scholars have not done much in an attempt to find out the challenges faced by the English language teacher education program for primary schools in Zambézia, in Mozambique. Hence, this study investigated the challenges faced by the English language teacher education program for primary schools in Zambézia province, in Mozambique.

IV. THEORETICAL FRAMEWORK - COMMUNICATIVE COMPETENCE

The theory of communicative competence was used to guide this study to analyze, examine, and discuss English language teacher trainees' competences, which impact on the quality of the training program. Canale and Swain (1980) explain that Hymes, a sociolinguist is the proponent of communicative competence as opposed to Chomsky's view on linguistic performance. Scarcella, Andersen and Krashen (as cited in Mustadi, 2012, p. 14) observe that "for Hymes, the ability to speak competently not only entails knowing the grammatical rules of a language but also knowing what to say, to whom in what circumstances and how to say it" (p.14).

Canale and Swain (1980) proposed a theoretical framework in which they outline the contents and boundaries of three areas; grammatical, sociolinguistic, and strategic competence. Sociolinguistic competence was further divided by Canale (1983) into two separate components; sociolinguistic and discourse. Thus, it is worth noting that while Hymes' theory was under the sociolinguistic approach. Some teaching and learning studies use Canale, and Swain's framework. Furthermore, the aspects of skills that are needed to employ the knowledge are now assumed to be part of one's competence to use in daily and social life. As Hymes (2008, p. 31) observes, "a general theory of the interaction of the English language and social life must encompass the multiple relations between the linguistic means and social meaning".

Thus, the researchers recognize that English language teachers trained in Zambézia, and colleges need to be fluent in communication in both receptive and productive skills to attain communicative and teaching competences. Furthermore, the researcher adopted the framework and added one more element apart from the four components, namely; linguistic, sociolinguistic, discourse, and strategic. These were the four communication skills; listening,

speaking, reading, and writing to generate feasible findings for the benefit of this study.

Sun (2014) notices that "Hymes' attention to communicative competence inspired several models of such competence, the two world famous follow-up studies between 1980 and 1990 conducted by Canale and Swain (1980) and Bachman (1990)" (p. 1063). Sun (2014) further asserts that "a similar theoretical framework for communicative competence developed by Bachman (1988, 1990) and Bachman and Palmer (1982, 1996)" (p. 1063). In their 1996 model of communicative ability, Bachman and Palmer distinguished three components, namely; organizational knowledge, pragmatic knowledge, and strategic competence. According to Tarvin (2015, p.4), Canale and Swain (1980) use this definition to provide guidelines on developing communicative course syllabi, i.e, that grammar and sociolinguistics features not only to include in second language coursework but also to assess.

Some English language scholars have used a communicative competence theoretical framework to guide their studies. These scholars include Sun (2014), Mustadi (2012). Tuan (2017) stresses that:

There are many studies attempting to determine its effects on L2 learners (Breen and Candlin, 1980; Canale 1983; Canale and Swain, 1980; Fillmore, 1979; Kasper and Rose, 2002; O'Malley and Chamot, 1990; Oxford, 1990; Swain, 1985; Skehan, 1995; Tarone and Yule, 1989; Widdowson, 1978), (p.108).

The purpose of a language is to conveniently communicate with other speakers and convey sound and beautiful speech. In this regard, the communicative competence plays an important role in English language learning, teaching, and training. Therefore, there are two crucial aspects, which need to underline; the fact that communicative language teaching activities can provide teacher trainees' oral practice and the fact that the purpose of learning a language is basically for communication. Bagarić & Djigunović (2007) argue that:

In the model of Canale and Swain, strategic competence consists of knowledge of verbal and non-verbal communication strategies that recall compensating for breakdowns in communication due to insufficient abilities in one or more components of communicative competence. These strategies include repetition, reluctance, avoidance of words, structures or themes, guessing, changes of register and style, modifications of messages etc (p. 97).

They are reinforcing the need for training teachers to express themselves competently as professionals, available will contribute to the quality of the teachers, and successful teaching in Zambézia's primary schools and in Mozambique's schools in general. To successfully achieve communicative competence, one needs to consider two elements, namely fluency and accuracy in English language production. The two mean producing correct sentences and addressing speeches conveniently, which is essential for language teachers. Regarding English as foreign language teaching, it is expected that teacher trainees get profound knowledge of the English language as social value to share with others within their social group. The different aspects of a language are learned. Thus, training goes beyond learning in that it involves the acquisition of skills, competences, and professionalism.

In other words, an English language teacher training program should be developed by preparing teacher trainees with communicative competence, language teaching approaches, employing oral methods through debates, improvised dialogues, role-plays, and all oral activities. Johnson (1992b) identifies "students' understanding, students' motivation and involvement, instructional management, curriculum integration, subject matter content, student's language skills and ability, and student's effective needs" (p. 127) as reasons for interactive decisions. Indeed, looking at the profession of an English language teacher in a Mozambican

context, the introduction of English in the schools is, among many other reasons, justified for the purpose of communicating with foreigners as well as for the sake of globalization both of which require the application of teaching approaches and methods to meet learning goals. Heyworth (2013) observes that: a competency framework for teachers is a tool to enable classroom teachers to reflect on their professional effectiveness, to determine and prioritize areas for professional growth, to identify professional learning opportunities and to assist their personal and career development planning (p.288).

The communicative competence theory plays an important role in ensuring the quality of English language teacher training process. For many reasons, if by the end of a teacher training program, the English language teachers are equipped with communicative competence and communicative language teaching approaches, they can help their learners perform well in English classes. Savignon (as cited in Savignon 1997, p.3) uses the term communicative competence to characterize the ability of classroom language learners to interact with other speakers, to make meaning, as a distinct thing from their ability to recite dialogues or perform on discrete-point tests of grammatical knowledge. In the context of Zambézia Province, English language teachers trained at the primary school teacher training colleges find communicative language teaching a challenge. They find it easy to apply the approaches used in the Portuguese language, which are in some ways incompatible to those of English, bearing in mind that English must be taught as a foreign language.

V. MATERIALS AND METHODS

The qualitative approach was chosen for this study because the study was explorative in nature with the goal to understand phenomena around the quality of primary school English language teachers trained at the three Colleges in Zambézia province. Richardson, Peres, Wanderly, Correia and Peres (2010) go further to affirm that the studies which employ a case, and study research design, may describe the complexity of a given problem by analyzing the interaction of some variables, and classifying the dynamic processes shared by social groups.

VI. POPULATION AND SAMPLING

The number of teacher training colleges is three, TTC A, TTC B and TTC C. In TTC A there were 38 English language teacher trainees in classes A, and in class B there were 37 English language teacher trainees. In TTC B, there were 38 English language teacher trainees, whereas in TTC C there were 31 teacher trainees. For the English language teacher trainers, TTC A had four teacher trainers, TTC B had two teacher trainers and a similar number for TTC C. TTC A had two classes in the year 2017. Whereas in TTCs B and C had one class each. Thus, the total number of English language teacher trainers in the three colleges was 8 and the teacher trainees were 144 corresponding to the target population group. Eight teacher trainees in class of each college took part in the Focused Group Discussions, that is, in the three colleges, 32 teacher trainees took part in the interview. The question of gender issue was considered. TTC A had two classes. The researchers selected eight teacher trainees from each class, four male teacher trainees and four female teacher trainees in each class in total there were 16 teacher trainees. For the teacher trainers' interview, the researcher interacted with the eight teacher trainers. This was purposive sampling in which the subjects were selected taking into account the area of training and their ability to provide the data.

VII. DATA GENERATION METHODS AND TOOLS

For generation of data in this study, the researcher used three different generation methods; in-depths interviews, observation, document analysis and focus group discussion.

7.1 In-depth interviews

According to Blaxter, Hughes and Tight (2006, p.172), "the interview method involves questioning issues with people. It can be a very useful technique for collecting data, which would likely not be accessible using techniques such as observation, and questionnaires." Using the interview instrument, the researchers interacted with the English language teacher trainers, teacher trainees, and English language teachers trained in the same colleges within the years 2008 to 2012, who were working with more than four years of experience.

7.2 Focus Group Discussion

According to Denscombe (2003, p.169), "focus groups consist of a small group of people, usually between six and nine in number, who are brought together by a trained 'moderator', the researcher to explore attitudes and perceptions, feelings and ideas about a topic". For this study, the researchers had four Focus Group Discussions: two FGDs at TTC A, one FGD at TTC B, and one FGD at TTC C. Each group of FGD consisted of eight participants, four male teacher trainees and four female teacher trainees. At TTC A, one FGD took fifty-five, and thirty seconds, whereas the other FGD took fifty-one minutes, and four seconds. At TTC B, the interview with teacher trainees took forty-nine minutes and fifty seconds, whereas in TTC C, the interview with teacher trainees took fifty-nine minutes, and thirty seconds. A challenge occurred with one Focus Group Discussion at TTC A.

7.3 Non-participant observation

Lynch (1996, p.125) "with passive or non-participant observation, one has more flexibility to sample across different teachers, classroom, or schools". During lesson observations, the researchers sat at the back of the class, took notes through the observation guide and filled in the structured observation guide sheet without intervening in lessons. The non-participant position opted by the researchers had the advantages of carefully generating data through note taking, video-recording, and taking pictures, which were of paramount importance for deeper analysis and triangulation of the generated data.

7.3 Document analysis

Lynch (1996, p.134) claims that "relevant documents include program brochures, official press releases, articles concerning the program, curriculum descriptions, policy statements, memoranda...charts and correspondence". This research included the analysis of the following documents: the Teacher Training Curriculum Plan for Basic Education, Strategic Plan for Education and Culture 2006 – 2011, Strategic Plan for Education 2012-2016, Primary School English Curriculum, the syllabi, schemes of work and lesson plans.

VIII. DISCUSSION OF RESULTS

In this section the researchers analyze and discuss the results of the research, which include the following: lack of continued professional development for teacher training colleges teacher trainers, teacher trainers' commitment at the teacher training colleges, lack of constant interaction among English language teacher trainees, changing the language of instruction from Portuguese to English in some courses.

IX. LACK OF CONTINUED PROFESSIONAL DEVELOPMENT FOR TTCS TEACHER TRAINERS

English language teacher trainers from Teacher Training Colleges A, B and C lamented that they never had any meeting whereby they could discuss issues regarding their challenges and problems. The following statements from TT1 in TTC A, and TT2 in TTC B are pieces of evidence for lack of short developmental training where matters related to English language teaching could be shared. The verbatim quotes from the following teacher trainees provide evidence.

> *First of all it would be very good if we had more workshops where we could meet all*

English language teachers from different educational institutes. So, from that [those] workshops, we should overcome some of our weaknesses. [TT1 - TTC A - 18/08/2017]

The only thing that we think that is missing is the opportunity for the teacher trainees to share experience among them even among teacher trainers. [TT1 - TTC B - 01/09/2017].

In this regard, it is important to note that in TTC B, there were two English language teacher trainers only who were teaching different subjects, likewise in TTC C. Logically, if one is teaching writing or reading courses, ideally, should meet at least once or twice during a year with other colleagues teaching the same courses in the other two teacher training colleges. A discussion cannot be fruitful if one shares the challenges or gaps in given courses with one who has not embarked on the same issues. As it was argued by the teacher trainer 2 from TTC C during the data generation, the following constitute part of the major challenges in his view:

The typical challenges are: the syllabuses for Teaching Practice, ourselves as trainers we don't have the chance to exchange information experiences, ideas of the same subjects we teach with other trainers in other colleges. Lack of resources, books, dictionaries, our library is very poor, coping: I have been giving PDF books, personal grammar and some books are used in the classroom. [TT2 - TTC C - 18/07/2017].

From document analysis, and on the last Mozambican Strategic Plan, it becomes clear that the Mozambican Government is aware of some of the challenges that the teacher training colleges and the teacher trainees face in the colleges, as it is underlined by the Mozambican Strategic Plan 2012-2016:

Improving the quality of education is a complex matter. The outcome of the educational process does not depend solely on the resources made available, but rather on a set of internal factors, including physical, psychological and socio-cultural factors, in which education plays..... It also includes external factors such as families' socioeconomic conditions, home/ school distance, commitment of parents and guardians, among others, (p.35).

Though it may seem that a commitment regarding the quality of education in general is recent, the last but one Education Strategic Plan for Mozambique 2006 to 2011 recognized that there was a need to reflect on the quality of the teacher education for primary schools in Mozambique. In addition, The MEC/INDE Teacher Training Programme (2006, p.10) roughly focuses on research and innovation, thus it stresses that "training teachers for innovation does not simply mean providing them with knowledge...training means preparing them so that they are able to take their own initiatives in the local contexts in which the professional praxis will take place". Therefore, the question that can be raised is on how one can make innovations in the teaching without teaching experiences and enough period of professional preparation. Attention to continued professional development for teacher trainers in training colleges is also shared by Rani (2016) who explains the following:

> a professional culture of collaboration has yet to become widely implemented in Teacher Education and there is an associated need to advance the development of quality and based on career-long perspective on teacher development, which include initial teacher education, induction and continuing professional development (p.136).

Therefore, the English language teacher trainers, and teacher trainees in the teacher training colleges seem to be forgotten by the Educational administrators at intermediate and top levels. The researchers focus is on the Provincial Directorate and the Ministry of Education, who should support them with the training process. Adekola (2007, p. 21) who postulates that "the lack of professional development as a teacher educator,

specializing in fields of knowledge appropriate to primary school education, is common across other countries in Africa as international studies have shown". Furthermore, the need to implement workshops or developmental training program is a must for the colleges. The trainers suggested that they should meet at least once or twice a year to discuss issues regarding the training program to improve teacher trainers' performance and develop professional English language teaching competences.

X. TEACHER TRAINERS' COMMITMENT AT THE TTCS

The teacher trainers' dedication and commitment was a point worth noting during the research. Lack of dedication and commitment of the teacher trainers was an issue raised by some graduate English language teachers, teacher trainees and a teacher trainer. Indeed, this challenge was also observed by the researcher in TTC A and TTC B, where some teacher trainers would not show up for classes. This behaviour showed lack of professionalism, and indirectly inculcated negative attitudes into the teacher trainees. The following quotes from a teacher trainer and a graduate English language trainee reinforce the need for teacher trainers' commitment towards the teaching and learning process during the training process.

Teacher trainers should plan their lessons with activities that enable communicative competences. [TT2 - TTC1 - 21/08/2017]

The trainers should be very well trained professionally with specific methodology, fluent trainers, approachable, and familiarized with each and every content. [GELT6 - TTC C - 22/09/2017] .

The researchers believe that the teacher trainers' behaviour may implicitly or explicitly influence the teacher trainees in their future career. It would lead to carelessness, lack of commitment to work, lack of lesson planning, and lesson improvisation.

Lack of constant interaction among English language teacher trainees

In Zambézia province, it was observed that some of the teacher trainees did not live in the hostels. This affected the teacher trainees' performance on the grounds that they only shared their English language in the classroom and hardly outside the classroom in their daily conversation. This factor contradicts with the communicative competence theoretical framework, which demands the practice of English language in different settings, and with different social groups. The English language for this specific group of teacher trainees needs to be spoken and produced outside the classroom with colleagues, with other members of the same speech community such as teacher trainers, English language teachers from secondary schools, and teacher trainees from the university. The following quotation from the teacher trainee 1 in TTC C translates the worries which the researchers have been emphasizing.

Most of us live outside and we don't have a place in order to share knowledge. So we need to share knowledge among trainees. The direction [board of managers] should prioritise English course trainees because of the language. The schedule of the timetable doesn't provide us enough time because when we go home, it is almost late and it is difficult for us to perform outside activities. [FGD1 - trainee 1 - TTC C - 21/09/2017]

Richards (2014, p.4) contends that "using English for social interaction in out-of-class situations provides many opportunities for learners to maintain and extend their proficiency in English". Zambézia has got twenty-two districts and only three colleges offer the English language teacher training program for primary schools, namely: TTC A, TTC B and TTC C. It was the teacher trainees' view through the focus group discussions that if they were all or the majority lodged in the hostels it would help much for the English language communication as they would be interacting in English every day and thus,

fostering the communicative approach and sociolinguistic competence.

XI. CHANGING THE LANGUAGE OF INSTRUCTION FROM PORTUGUESE TO ENGLISH IN SOME COURSES

Delivery of content using English language is another challenge for the English language teacher training program. Interviewees suggested changing the language of instruction from Portuguese to English in some subjects. In addition, reducing the subjects delivered in Portuguese would enhance the quality of the training program. Teacher trainees would be exposed to the target language so that pedagogical technical terms and more language structure are acquired by them. The following quotes express evidence of such challenges:

The aspects I think undermine the English language teacher training program are the numerous subjects taught in other languages [Portuguese and Bantu]. I think such subjects should be taught in English. [GELT6 - TTC C - 22/09/2017]

The only thing that undermines the English language teacher training program is the lack of other English language subjects which are taught in Portuguese language and short duration of the training period. [TT1 - TTC B - 01/09/2017]

In 2017, the program had five subjects in Portuguese, and these were Psycho-pedagogy, School Organisation and Management, Fundamental Notions of Construction, Maintenance and School Production, Teaching Methodologies of Moral Education and Code of Conduct, and Mozambican Bantu Languages. From these five subjects, three should be taught in English and they would be advantageous for teacher trainees' language use in terms of vocabulary range, language structure and linguistic competence. The three subjects include: Psycho-pedagogy, School Organisation and Management and Teaching Methodologies of Codes of Conduct. Delivery of the subjects in the target language would foster the teacher trainees' linguistic proficiency through the learning and acquisition of English pedagogical terminologies.

According to Medgyes (as cited in Richards 2011):

Learning how to carry out these aspects of a lesson fluently and comprehensively in English is an important dimension of teacher learning for those whose mother tongue is not English. There is a threshold proficiency level the teacher needs to have reached in the target language in order to be able to teach effectively in English. A teacher who has not reached this level of proficiency will be more dependent on teaching resources for example (p. 3).

The researchers support the removal of some of the subjects delivered in Portuguese to give teacher trainees time to concentrate on subjects in the target language. By end of the training program they will be enriched with educational and pedagogical language from different perspectives which fit in the teaching and learning of English in primary schools and interaction with different speakers of English language. English language teacher trainers and teacher trainees at the three colleges, however, did not acknowledge any positive intervention from Provincial Directorate of Education in the training process as a mechanism of helping them with the challenges they faced in daily work. The National Directorate for Teacher Training (DNFP) should reflect on mechanisms to help the English language teacher trainers and colleges in Zambézia Province. The teacher trainers interviewed believed that the DNFP and other bodies worry about other areas of training and never the English language teacher training program. This raises the question whether English language teacher training program for primary schools is implemented to satisfy the government, the educational policy makers or curriculum designers, and why there appears to be no concern from the institutional managers

and the Ministry of Education regarding the many challenges.

The researchers therefore argue that there is an urgent need to implement a three year English language teacher training program for primary schools in Zambézia colleges delivered by both competent Mozambican language teacher trainers and native or foreign speakers of English trained to teach English as a foreign language. The researchers also argue that through interaction with foreigners, teacher trainees would have the chance to shape some of the pronunciation problems, through the practice of word stress, sentence intonation and active communication with native speakers in the classroom, naturally. Ideally, it would be somehow excellent if native English language teacher trainers who are Volunteer Services Overseas (VSO) were contracted to work for some years at the teacher training colleges. Teacher trainees would benefit much from natural language spoken by natives and thus, enhance their listening skills and communicative competences as natives speak naturally. According to the TESOL White Paper (2012), if ELT is to empower local communities by engaging with globalization and providing them access to global resources, then it must answer questions about the relevance of teaching English, and in particular about what variety of English is taught and for what purpose (p.9). From the document analysis based on the last Mozambican Strategic Plan, it becomes clear that the Mozambican government is aware of some of the challenges that the teacher training colleges and the teacher trainees face in the colleges.

XII. CONCLUSION

The study explored challenges the English language teacher trainers and teacher trainees faced during the training process. The results revealed that teacher trainees' lacked the ability to read and write proficiently in English as witnessed through writing tasks. There was also lack of interaction by teacher trainees with native English speakers in order for them to improve their speech skills. Lack of cooperation among teacher training colleges and other institutions like the *Universidade Licungo* in Quelimane, which trains English language teachers to Bachelor's degree with Honours in English Language Teaching undermined the need for teacher trainers to dialogue, share their experiences, weaknesses and strengths.

Furthermore, the study established the following challenges: lack of continued professional development program for teacher trainers, which could be delivered by more experienced teacher trainers and education experts from the Provincial Directorate in Zambézia Province and lecturers from Licungo University in Quelimane; lack of constant interaction among teacher trainees owing to the fact that most of them did not live in the hostels, where teacher trainees could share more time together interacting in English language; lack of English language practice outside the classroom; lack of trained host teachers in primary schools to help English language teacher trainees with their lesson planning; preparation and teaching practice process; a consistent English language teacher training program with all subjects delivered in English which could foster much teacher trainees' English knowledge, abilities and competences; lack of clear strategies of English language policy; and lack of support by the Ministry of Education for modeling teacher trainees competences in the teacher training colleges.

Moreover, during the study, it was also established that teacher trainers' teaching competence in English Language pose a big challenge in terms of the program delivery. This included lack of teaching confidence, lack of clear feedback that should be provided to teacher trainees during the English language classes and micro-teaching sessions. Additionally, the English language teacher trainees lacked enough supervision by their host teachers, and teacher trainers in primary schools where they did their teaching practicum during the first and second semesters.

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The Usage of Peer Feedback and its Influence on Afghan EFL Learners' Academic Achievement at Kandahar University, Afghanistan

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ABSTRACT

Peer feedback is an essential issue in educational context because learners can learn from their classmates. This research investigated the usage of peer feedback and its influence on Afghan EFL students' academic achievement at Kandahar University, Kandahar, Afghanistan. In this study, the quantitative research approach was used to collect data from 150 students through questionnaire and they were selected through random sample. Similarly, the data was analyzed through IBM 24 version Statistical Package for Social Sciences (SPSS) and found out frequency and percentage of demographic data also mean and standard deviation of the items. The findings of this study disclosed that students use peer response because they understand the value of peer assessment. Similarly, students preferred to peer feedback and they desire it. Moreover, the use of peer review abled learners to assess the writing of their peers and also the use of peer feedback reduced learners' anxiety. Furthermore, the findings also showed that students learn when they receive feedback from their peers. Likewise, peer feedback had positive impacts on students' achievement as well giving and receiving peer response helped with students writing.

Kyewords: peer feedback, usage, influence, Afghan EFL students.

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Keywords: peer feedback, usage, influence, Afghan EFL students.

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I. INTRODUCTION

English in Afghanistan is still considered as a foreign language; therefore, it has become a required subject to be learnt in schools and Universities. However, some learners still have problems in mastering English language and one of the skills in English language that is often claimed problematic is writing. Likewise, writing is one of the four language skills needed for communication besides reading, listening, and speaking. Compared to the three other skills, writing is believed to be the most difficult skill for EFL learners (Defazio, Jones, Tennant, and Hook, 2010; Elander, 2006). This is because when they write, they have to consider various aspects such as the topic, the function of the text, and the readers. In addition, writing contains a number of components, namely content, organization, vocabulary, language use, and mechanics (Brown and Abeywickrama, 2004).

Likewise, it is an essential component in the oriented teaching process of English language writing (Kamimura, 2006). According to Kusumaningrum, Cahyono, and Prayogo (2019) writing involves a process which starts from planning, drafting, revising, and editing before the written product is submitted to the lecturers. Hence, EFL learners need to be provided with feedback in the process of drafting as they are still learning to write.

As pointed before, writing is a language skill that is an essential in academic context and it is known one of an active skill of a language. Similarly, writing skill requires thinking that allows the individual to express him or herself ability in the other language or languages and it is a complex activity that wants a certain level of

linguistic knowledge, writing convention, vocabulary and grammar (Erkan and Saban, 2011). Additionally, writing expresses someone idea in a written form and it is a system for interpersonal communication which uses different style of language (Celce-Murcia, 1991). Likewise, there are different views on the levels of writing but Tribble (1996) identifies four stages prewriting, composing, revising, and editing. Prewriting is an activity that a writer brainstorms everything before writing a topic.

In the past, when the numbers of students were smaller, written feedback was a part of a larger corresponding system of teacher-student communication that also involved one-to-one discussion, drafting and redrafting of assignment (Nicol, 2010). Moreover, feedback is a fundamental component of the writing process approach it can be effective for a reader and writer because it provides information for writing revision. It consists information used by a learner to change the performance in a particular direction, in the context of writing it has the main role of revising for the deepest details in writing draft.

As well as, Narciss (2008) defines feedback as all post-response information that is provided by a learner in learning or writing performance. In addition, it also provides written comments on students' assignments, and it is known as a central feature of feedback process in higher education. Generally, giving feedback is commonly accepted as a practice or an activity and it has an effective role in writing process. According to Nelson and Murphy (1993) feedback has five characteristics such as summarization, specificity, explanation, scope, and affective language and all these features used in writing process.

Furthermore, the use of feedback in writing focuses on the performance of writing quality. Similarly, feedback has many advantages because it pushes the writer to make him/ herself aware from their errors as well as it increases the imagination ability of the writer (Keh, 1990). Similarly, peer feedback is the basic element in writing process (Wang, 2015). It is giving from student to student in the writing process to correct each other mistakes in educational context. It is used in the form of written commentary and unwritten interaction between readers and writers in the introductory and final stage of draft (Hyland, 2003). In addition, peer feedback is an important topic in educational context because Vygotsky's theory of Zone of Proximal Development stating that the students can learn from their peers (Saville-Troike and Barto, 2016). It is known like an assessment tool for learning (Black, Harrison, Lee, Marshal and Wiliam, 2003). The process of peer feedback involves collaborating learning in which students assess or revise one another's work and provide feedbacks or comments to each other (Somervell, 1993; Topping, Smith, Wanson and Elliot, 2000). Moreover, there are different terms that are used for peer feedback such as peer response, peer revision, peer critiquing, peer evaluation, peer review and peer editing and so on.

1.1 Problem Statement

Peer response is a writing activity in which students want form pairs or groups to read each other's writing and make suggestions for revision (Mangelsdorf, 1992). In Afghanistan most of the lecturers give feedback on students' works but peer feedback is used very less from student to student in EFL students' classes at Kandahar University, Afghanistan. Whereas it is considered that peer feedback is like an assessment tool for learning and peer response is a branch of formative assessment (Black et al., 2003; Hedge and Tricia, 2000). According to Higher Education Development Program of Afghanistan (2018) mentioned in the examination rules of higher education in second article that several kinds of assessment are performed during and at the end of semester. In addition, Yang, Badger and Yu (2006) that teacher-student feedback is used more compare to peer feedback on students redrafts. Similarly, Tsui and Ng (2000) observed that ESL learners in their study used more teacher feedback than peer feedback on the redrafts.

Consequently, this study tries to fill up this gap through carrying out a research in this academic

field, for there are few studies conducted in this context. Therefore, this study would help with Afghan Ministry of Higher Education (MoHE), teachers and students. Furthermore, the attention of (MoHE) will return more to active learning because in peer feedback students are involved. Moreover, lecturers may change the way of giving feedback and apply student-student feedback in EFL students' classes at Kandahar University. Lastly, students will be able to give and receive comments or feedbacks in writing course from their peers' more effectively than teacher feedback.

1.2 Research Objectives

1. To investigate the current status of peer feedback's usage in Afghan EFL students' classes at Kandahar University.
2. To investigate the effects of peer feedback on Afghan EFL students' academic achievement at Kandahar University.

1.3 Research Questions:

1. What is the current status of peer feedback's usage in Afghan EFL students' classes at Kandahar University?
2. What are the effects of peer feedback on Afghan EFL students' academic achievement at Kandahar University?

II. RELATED LITERATURE REVIEW

Peer response is a writing activity in which learners form pairs or groups to read each other's composition and make suggestions for revision (Mangelsdorf, 1992). The researchers will present related literature reviews on the usage of peer feedback and its effects of on students.

2.1 The Usage of Peer Feedback

A comparative study conducted by Zhao (2010) in China to find out the use of peer feedback in Chinese English writing classroom. The findings of this study revealed that students used more teacher feedback than peer feedback in their redrafts. Whereas a larger portion of students understand peer feedback than teacher feedback that was used in their redrafts. The study further asserted that for students the feedback of teachers was more important and trustworthy than peer feedback. Likewise, Wakabayashi (2013) carried out a research in Japan to determine the beneficial feedback tasks that can improve the writing of students. These tasks were reviewing peer text and one's own texts. The findings of this study indicated that students who review peer texts improve their writing quality compare to those learners who only review their own texts. Moreover, majority of the students in both groups preferred to receive peer comments; especially, in written form from their classmates.

Huisman, Saab, Driel and Broek (2018) in Australia to find out students' perceptions of receiving peer feedback in writing performance. The finding asserted that receiving and providing feedback increases writing performance. Likewise, research by Mendonca and Johnson (1994) in Pennsylvnia to find out the discussions that occur in ESL students' peer review and the ways these discussions shape students' revision activities. The findings of this study showed that there is need to include peer feedback in second language writing. Research conducted in China to find out the use and effect of peer feedback among Chines students. The finding indicated that most Chinese learners like to get feedback from their classmates and they think it is useful. In addition, students are already understand the effects of peer revision, which can also motivate self-revision (Junhua, 2005).

Study by Nguyen (2016) in two English writing classes at a university in Vietnam. The findings asserted that peer feedback was informally used in two EFL writing classes. Majority learners were unwilling to utilize peer response outside class. Yet, they understand the advantages of the feedback method in their writing development. The results of this research indicated more that despite being aware of the potential value of peer assessment, the students could not teach themselves nor prioritize it as a strategy in their own time unless it became a part of the syllabus and formal assessment processes. Additionally, peer evaluation was advised to use by the lecturer in a class at the beginning of the semester, but it was not in serious practice. As well as, it was not formally implemented in other class on a regular basis. This study further stated that the learners

expected for modification in peer response usage in their writing classes.

Shulin (2013) carried out a study on twenty-six Chinese EFL teachers' beliefs and practices regarding the use and role of peer feedback in second language writing classes. The findings indicated that most of the participants (20/26) used peer feedback in their classes. These teachers always required their students to work in pairs or small groups to comment on each other's second language writing. Mostly they implemented such activities in the classroom and they asked the students to give peer response outside the class. Similarly, teachers always presented explicit instructions as to how to give comments and for each round of peer evaluation they usually asked the students to focus on one aspect of their writing, such as tense, subject-verb agreement, and the use of conjunctions. Findings more revealed that teachers included peer feedback as one part of the students' final scores of the course.

Furthermore, study of Shulin (2013) asserted that teachers used peer feedback twice or three times during a semester. One teacher has not often used peer feedback in her classes due to the limited in-class time. Similarly, educators do not train their students to give comments. Moreover, the lecturers worked as trainers, organizers, demonstrators and models as well as checkers and commentators. Although some of the teachers did not train their students as to how to give effective feedback, most of them tended to intervene in the peer feedback process or give instructions and training before peer feedback and summarize the problems involved in peer feedback when students finished the activities. In addition, six participants stated that they had never used peer reviewing as an activity in the teaching and learning of second language writing. The findings of the study suggested that EFL lecturers may not be aware from the value and potential of peer feed-back for their students' learning.

2.5 The Influence of Peer Feedback

Gielen, Peeters, Dochy, Onghena and Struyven (2010) carried out a research in Belgim to investigate the effects of peer feedback in a secondary education field. The results of this study indicated that the use of peer feedback is an effective way for learning. Ho and Duong (2014) conducted a research in Vietnam to find out peer feedback revision processes and useful instructional activity in academic teaching writing. The finding indicated that peer feedback activity is an effective and helpful for teachers and graduate students. Furthermore, peer review is awareness and an effective way for teaching academic writing and especially for revision process.

A study carried out on EFL students in Indonesia to find the impacts of two types of peer feedback provision on EFL students' writing performance. The finding of this study revealed that both in-class peer feedback was providing and small group provision led to the students' better an effective writing performance (Kusumaningrum et al., 2019). In addition, Farrah (2012) conducted a research in Palestine to investigate students' attitudes toward peer feedback process of writing classes and to assess the effectiveness of this teaching technique. Findings of this study indicated that students viewed peer feedback as valuable and it offered students opportunity for social interaction. This study further indicated that it enhanced students' critical thinking, confidence, creativity and motivation.

In Korea by Suh (2005) research conducted to find out the effects of two different types of peer feedback activities such as written and oral feedback. The finding revealed that both types of peer feedback activities played as a facilitative role in improving writing attitude and writing skills, and it promotes and enhance learners writing interest and writing ability in second language writing. Moreover, Diaz Pizarro (2017) a study to find out the effects of peer feedback on students' writing production and their perception toward the use of these strategies in Santiago. The finding illustrated that peer feedback provides information about where learners were, considering the learning goals and it progresses their writing ability. Research conducted to find out the effects of peer feedback on students

writing anxiety. The findings revealed that the peer response group experienced significantly less writing anxiety than the teacher feedback group (Kurt and Atay, 2007).

Likewise, Anjarwati (2017) carried out a study in Indonesia to investigate the impacts of peer feedback on students' writing achievement. The findings indicated that peer feedback have significant effect on students' writing. Furthermore, the implementation of this kind feedback is beneficial for both students and lecturer. Similarly, study was conducted in Indonesia to find out the effects of corrective peer written feedback in writing course. The finding revealed that the implementation of corrective peer feedback can increase and keep the students to learn the materials more effectively (Nilam, 2018). In addition, Zhang (2018) implemented a study to investigate the effect of peer feedback on EFL students' English writing performance in China. The finding indicated that peer review activities have positively and significantly influence on students' writing achievement.

Maarof, Yamat and Li (2015) implemented a study in Malaysia to find out students' thinking of the role of mutual use of teacher feedback and peer feedback. The findings revealed many of the students think that both teacher feedback and peer feedback play a greater role and enhancing their writing. Besides, research carried out by Chen, Liu, Shih, Wu, and Yuan (2011) in Taiwan to investigate the effects of using peer feedback on elementary students' writing. The findings asserted that using peer feedback is an effective way to improve the quality of elementary students' writing, and students are able to write meaningful content. This study further indicated that peer feedback improve students' writing skills.

Study investigated by Sotoudehnama and Pilehvari (2016), in Iran to find out the beneficial effects of peer review on EFL learners' writing development. The findings illustrated that peer response cannot be considered as a replacement for teacher feedback, but it is a significant complementary source of feedback in EFL writing classrooms. As well as, study carried out by Kitchakarn (2013) in Thailand to investigate the influence of peer feedback activity on students writing ability. The finding showed that peer feedback can help to improve students writing abilities. Furthermore, it plays a significant role in refining their written work.

Min (2006) in Taiwan to find out the impact of trained peer feedback on EFL college students' revision. The finding indicated that trained peer review has a positive impact on refining reviewers' comments and communication strategies and writers' next revision. Besides, a study conducted by Bijami, Kashef and Nejad (2013) in Malaysia. The finding of this study revealed that peer feedback in writing classrooms is useful because peer feedback has social benefits. Furthermore, it can develop students' knowledge and opportunities to think critically and it is the part of instruction.

A qualitative case Study conducted by Shulin (2013) on Chinese EFL educators' beliefs and practices regarding the use and role of peer feedback in writing classrooms. The findings indicated that most of the teachers think peer feedback is useful, but they also show concerns about its use in classes. For the majority of teachers, peer feedback was helpful for their students to become aware of the common errors in their writing, to learn from their peer's writing, to raise the audience's awareness, to enhance their own writing quality, to stir self-reflections, and to promote interest and motivation in second language writing. For some teachers, peer feedback is a peer interactive process that can progress their learning. In addition, some teachers think that peer feedback could benefit feedback givers rather than feedback receivers. Some teachers never/seldom use peer feedback as for them the value of peer feedback is limited. One teacher was not aware from the effectiveness of peer response because he was stated that it is a waste of time. Furthermore, Lin and Chien (2009) in Taiwan, Republic of China to find out the effects of peer feedback in English writing course. The finding of this study revealed that most participants believed that peer feedback positively assisted their learning in English writing.

III. METHODOLOGY

3.1 Research Design and Population

This study investigates the implementation of peer feedback and its effects on EFL students' achievement at Kandahar University. The present study uses a quantitative, descriptive survey method using a questionnaire. According to Fraenkel, Wallen and Hyun, (2016) in a survey method the researcher collects information from a large group of participants through their response to the questionnaire items. Furthermore, quantitative research, describing a topic or phenomenon through gathering data in numerical form and analyzing with the assist of mathematical approaches (Aliaga and Gunderson, 2002). For this research 150 learners selected from Education and Languages and Literature faculties, English Departments, and they were from all four levels, freshmen, sophomore, junior and senior.

3.2 Sample and Instrument

The present study used random sampling method and the data were collected from the respondents through questionnaires. The instrument of this study consists from three parts: demographic data of the learners, usage of peer response and influence of peer assessment on students with a choice of four likerts scale ranging from "Strongly disagree" to "Strongly agree". Moreover, statements for the first objective were developed by the researchers and last part of the instrument is an adaption from Farrah's (2012) study.

3.3 Reliability and Validity of the Questionnaire

According to Heale, and Twycross (2015) reliability measure the quality or accuracy of the tool in a quantitative study or the extent to which a study instrument consistently has the same results if it is implemented in the same situation on repeated occasions. The reliability of the instrument was calculated and it was (0.7) Cronbach's Alpha which is excellent. The reliability values among .75 and 1.00 are considered excellent, .60-.74 is good .40-.59 is fair and below .40 is poor (Madan and Kensinger, 2017). Before collecting data from students the researchers shared the questionnaire with the adviser lecturer for better improvement to check and revise the variables of the instrument. Validity is the extent to which a concept is accurately measured in a quantitative research (Heale, et al., 2015).

3.4 Data Collection and Analysis Procedures

Before collecting the data, the researchers took the consent forms from the deans of faculties (Education and Languages and Literature) then the data were collected in four days. When the data collected from the respondents then it analyzed by IBM 24 version of SPSS and found out the frequency, and percentage of the demographic data as well as mean, and standard deviation of the statements.

IV. FINDINGS

4.1 Characteristics of the Respondents

Table 1. 1. Shows the demographic information of the respondents in categories of gender, level of education, age, and faculty.

Table 1.1: Demographic data

Distribution of respondents by demographic information			
	Characteristics	Frequency	Percentage
Gender:	Male	123	88.0
	Female	18	12.0
Level of Education:	Freshmen	58	38.7
	Sophomore	30	20.0
	Junior	30	20.0

	Senior	32	21.3
Age:	Between 18 and 20	57	38.0
	Between 20 and 25	88	58.7
	Upper 25	3	2.0
	Upper 28	2	1.3
Faculty:	Education Faculty	73	48.7
	Languages and Literature Faculty	75	50.0

Table 1.1. shows the demographic data of the participants. Out of one hundred and fifty (88.0%) are male and (12.0%) are female students. Depending to their level of education, freshman are (38.7%), sophomore (20.0%), junior (20.0%) and senior (21.3%). Likewise, the age between 18-20 years old are (38.0%), between 20-25 are (58.7%), upper 25 are (2.0%) and upper 28 are (1.3%) students. In addition, (48.7%) students are from Education and (50.0%) are from Languages and Literature Faculties.

Research Question 1: What is the current status of peer feedback's usage in Afghan EFL students' classes at Kandahar University?

Table 1.2: Current Status of the Usage of Peer Feedback

No	Items	Mean	Std. Deviation
2	I use peer feedback in writing subject.	2.96	.818
9	The use of peer feedback enables me to evaluate the assignment of my peer.	2.96	.818
3	The use of peer feedback decreases my anxiety in writing class.	2.79	.869
1	I use peer feedback partially in the classroom.	2.76	.792
4	I don't know about peer feedback compared to the feedback of teachers.	2.53	.903
10	I am uncertain when I give feedback to my peers.	2.50	.903
6	The use of peer response in writing classroom is difficult for me.	2.50	.896
5	I do not completely prefer peer feedback.	2.43	.862
7	I am not willing to give and receive feedback from my peer.	2.41	.977
8	I don't trust to receive feedback from my classmates.	2.41	.876

Likert Scales: 1. Strongly Disagree 2. Disagree 3. Agree 4. Strongly Agree

Table 1. 2. indicates the current status of the implementation of peer feedback and the above table show the items from high to low. The first item that got the highest mean score is 2 (M= 2.96, SD=818) that students use peer response in their writing subject because the mean score is near to the "3. Agree" as well as the remaining majority findings are also the same. Similarly, the item that got second highest position is item number 9 that the implementation of peer evolution able students to assess the works of their classmates (M=2.96, SD=818). Likewise, item number 3 (M=2.79, SD=869) that the use of peer assessment help with students to decrease their anxiety as well as, the item number 1 (M=2.76, SD=792) means that they implement peer feedback partially in their classroom. Moreover, the next item number 4 indicated that students do not know about peer feedback than teacher feedback (M=2.53, SD=903).

Similarly, item number 10 (M=2.50, SD=903) show that students are sure when they give feedback to their classmates. Item number 6 (M=2.50, SD=896) demonstrates that the use of peer response in writing classrooms is sophisticated for students. The next item number 5 (M=2.43, SD=862) revealed that students entirely prefer to peer feedback and they desire it. Another item number 7 (M=2.41, SD=977) that the students were ready to give and receive feedback from their peers. Finally, the result of number 7 (M=2.41, SD=876) indicated that students are trustworthy when they receive feedback from their peers.

Research Question 2: What are the effects of peer feedback on Afghan EFL students' academic achievement at Kandahar University?

Table 1. 3: The Effects of Peer FeedbCK on Students' Academic Achievement

No	Items	Mean	Std. Deviation
20	I like my writing to be revised by my classmates again because I can learn more.	3.32	.772
11	As a learning tool, peer feedback was very useful.	3.25	.695
12	I learn when I receive feedback from my classmates.	3.17	.755
15	The reviews helped me to improve my assignments.	3.15	.833
14	I think that I improve my writing work when I receive comments from my peers.	3.11	.728
18	The peer feedback process increased my motivation.	3.11	.913
16	I feel confident when ask to make suggestions about my peers work.	3.09	.830
13	I think that my peers do a good job in providing me with critical feedback on my work.	2.95	.822
19	The process of peer feedback provides me an opportunity of social interaction.	2.95	.830
17	The peer feedback process enhanced my creativity.	2.94	.779

Likert Scales: 1. Strongly Disagree 2. Disagree 3. Agree 4. Strongly Agree

Table 1. 3. asserts the effects of peer feedback on students' achievement. All of the items had the mean scores between ranges of two to three. The item number 20 (M=3.32, SD=772) indicates that students like when their work revised by peer because learners learn when they receive comments. Moreover, the item number 11 (M=3.25, SD=695) that peer feedback has positive effects because it is useful for learning. The next item number 12 (M=3.17, SD=755) shows that students learn when they get peer feedback. Besides, the item number 15 (M=3.15, SD=833) that checking the works of my classmates assist with my work. In addition, other item number 14 that students improve their writing ability when they seek peer feedback (M=3.11, SD=728).

Likewise, item number 18 (M=3.11, SD=913) that the process of peer feedback increase students' motivation and it give inspiration to them. The item number 16 (M=3.09, SD=830) "I feel confident when ask to make suggestions about my peers work." The item number 13 that students are not sure about their classmates peer feedback (M=2.95, SD=822). Similarly, the item number 19 (M=2.95, SD=830) shows that peer feedback process do not provide occasions to interact and communicate with their classmates. Moreover, the final item number 17 (M=2.94, SD=779) "The peer feedback process enhanced my creativity."

V. DISCUSSION

5.1 The Usage of Peer Feedback in Afghan EFL Students' Classes

In this study, the participants who were Afghan EFL students at Kandahar University stated that they use peer feedback in their classes (M= 2.96, SD=818). Through this finding it can be inferred that learners implement peer response in their classes. This finding is not in line with a comparative study conducted by Zhao (2010) in China that students used more teacher feedback than peer feedback on redrafts. Whereas a larger portion of students understood peer feedback than teacher feedback that was used in redrafts. The study further asserted that for learners the feedback of teachers was more important and trustworthy than peer feedback.

Moreover, the next finding revealed that the usage of peer assessment abled students to evaluate the writing of their peers. It can be said that learners right now can assess their classmates' works because right now they know the value of peer feedback as well as peer feedback improve their writing. This finding is supported by Huisman et al., (2018) that there is need to understand EFL students about the value and implementation of peer feedback activities in second language writing classes. Furthermore, receiving and providing feedback increases the writing performance of the students. Also, students learn more from peer feedback then teacher feedback.

Likewise, finding of this study revealed that the use of peer feedback decreased learners' anxiety. This finding is in harmony with Kurt et al., (2007) who carried out a study in Turkey that the group of peer response experienced significantly less writing anxiety than the teacher feedback group. In addition, EFL students reported that we use peer feedback partially in classrooms (M=2.76, SD=792) which means that they do not use peer feedback completely in classes. This finding is against with Shulin (2013) who carried out a study on twenty six Chinese EFL teachers' beliefs and practices regarding the use and role of peer feedback in second language writing classes. Findings of Shulin's study indicated that most of the participants used peer feedback in their EFL classes. These teachers always required their students to work in pairs or small groups to comment on each other's second language writing.

5.2 The Influence of Peer Feedback on Afghan EFL Learners' Academic Achievement

The findings of this study revealed that students like when their writing is revised by classmates because the learners reported that we learn when we receive comments from our peers. This finding is in line with Wakabayashi (2013) and Junhua (2005) that majority of the students in both groups preferred to receive peer comments; especially, in written form from their classmates and most learners liked to get feedback from their peers and they think that it was useful technique for learning. As well as, findings asserted that peer feedback has positive impacts on students because they reported that it is useful for learning. According to (Lin and Chien 2009; Min 2006) that most participants believed that peer feedback positively assisted their learning in English writing classes and trained peer review has a positive impact on refining reviewers' comments and communication strategies and writers' next revision.

Furthermore, the finding of this study asserted that giving feedback to learners assisted with the writing of the students who give feedback to their peers. This is supported by Suh (2005) who conducted a study in Korea, the findings revealed that both types of peer feedback activities played a facilitative role in improving writing attitude and writing skills, and it promotes and enhance students writing interest and writing ability in second language writing. Similarly, the finding of this research indicated that students who receive peer feedback from their classmates at Kandahar University improved their writing ability. This finding is supported by Chen et al., (2011) that using peer feedback is an effective way to improve the quality of elementary students' writing, and students are able to write meaningful content. This study further indicated that peer feedback improve students' editing articles and improve their writing skills. In addition, this finding is supported more by Diaz Pizarro (2017) that peer feedback provides information about where learners were, considering the learning goals and it progresses their writing ability.

VI. CONCLUSION AND RECOMMENDATION

This quantitative study was carried out to investigate the implementation and effects of peer feedback on Afghan EFL students' in the context of Kandahar, Afghanistan. The findings of this research revealed that many students use peer response, but some students use it incompletely in their classes. Besides, the implementation of peer critiquing enabled students to evaluate the writing of their classmates and also the use of peer review decreased learners' anxiety. Likewise, students learned when they receive feedback from their peers and peer feedback had positive

influence on students. Furthermore, giving and receiving peer response assisted with the writing of students. As in this study, peer feedback had positive impacts on students' academic achievement; therefore, the researchers strongly recommend it to be used in all Afghan EFL classes completely since students can learn more from their peers rather than teachers.

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An Assessment of ICT Usage in Library Automation by Federal Colleges of Education Libraries North-West Nigeria

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ABSTRACT

This paper assessed ICT usage in library automation of the Federal Colleges of Education libraries North-West Nigeria. The majority of the institutions of learning in North-West Nigeria operated in traditional library services, which doesn't tally with today's digital library user information needs. Therefore, the overall objective of the study was to examine the extent of ICT usage in library functions and services of the Federal Colleges of Education libraries North-West Nigeria. The population of the study involved a sample of 62 professional library staff and 1887 students across the relevancy colleges. A descriptive survey method was used, and a questionnaire for data collection. Before the survey, questionnaire items were validated by lecturers in the Department of Library and Information Science, University of Gezira Sudan. And a reliability test (alpha level 0.05) results in Cronbach's Alpha Coefficient 0.876 on availability of ICTs for library automation, 0.718 on ICTs usage in library automation, and 0.873 on the relevancy of library automation to student information needs. Data collected were analyzed using simple frequency count and mean scores, and ANOVA on ranks for hypothesis.

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Recommender System, Wikis, Blogs, Pod and Video casting, Cloud Computing, Social Networking, Real Simple Syndication feeds, and Intelligent Monitoring System, etc.

Keywords: Academic Library, ICT, Library Automation, Northern Nigeria

الملخص: العربية

قيمت هذه الورقة استخدام تكنولوجيا المعلومات والاتصالات في أتمتة المكتبات في مكتبات كليات التربية الفيدرالية شمال غرب نيجيريا. تعمل غالبية مؤسسات التعليم في شمال غرب نيجيريا في خدمات المكتبات التقليدية ، والتي لا تتوافق مع احتياجات مستخدمي المكتبة الرقمية اليوم من المعلومات. لذلك ، كان الهدف العام من هذه الدراسة هو دراسة مدى استخدام تكنولوجيا المعلومات والاتصالات في وظائف المكتبة وخدمات مكتبات كليات التربية الاتحادية شمال غرب نيجيريا. وشمل سكان الدراسة عينة من 62 من موظفي المكتبة المهنية و 1887 طالب في جميع الكليات الخمس. تم استخدام طريقة المسح الوصفي ، واستبيان لغرض جمع البيانات. قبل المسح، وتم التحقق من صحة بنود الاستبيان من قبل المحاضرين في قسم علوم المكتبات والمعلومات ، جامعة الجزيرة السودان. ويؤدي اختبار الموثوقية (مستوى ألفا 0.05) في معامل ألفا 0.876 لشركة كرونباخ حول توفر تكنولوجيا المعلومات والاتصالات لأتمتة المكتبة ، و 0.718 على استخدام تكنولوجيا المعلومات والاتصالات في أتمتة المكتبة ، و 0.873 حول ملاءمة أتمتة المكتبة لاحتياجات معلومات الطالب. وقد تم تحليل البيانات التي تم جمعها باستخدام عدد الترددات البسيطة وعشرات الدرجات ، وأنوفا على الرتب لغرض الفرضية. ومع ذلك ، تم استرداد 62 (100 ٪) استبيانات الموظفين و 1757 (93.1 ٪) استبيانات الطلاب لتحليل البيانات. وكشفت النتائج أن المستوى العام لمرافق تكنولوجيا المعلومات والاتصالات المتاحة للتشغيل الآلي في المكتبات كان منخفضًا للغاية ، على الرغم من وجود اختلاف كبير بين المكتبات. وأظهر الاستنتاج الثاني أن موظفي المكتبة في الكليات كانوا متفقين لأغراض استخدام مرافق تكنولوجيا المعلومات والاتصالات المتاحة لأتمتة المكتبة ، على الرغم من وجود فرق كبير بين المكتبات أيضا. وأخيرًا ، كان مدى أهمية أتمتة المكتبات الأكاديمية لاحتياجات الطلاب من المعلومات منخفضًا ، ولم يكن هناك فرق كبير بين المكتبات. وخلص الباحث في الملاحظة إلى أن مستوى توافر مرافق تكنولوجيا المعلومات والاتصالات لأتمتة المكتبات ليس مرضياً بين المكتبات ، على الرغم من أن القليل من تكنولوجيا المعلومات والاتصالات المتاحة كانت تستخدم لأغراض أتمتة المكتبة ولكن لم تكن جميعها ذات صلة باحتياجات الطالب من المعلومات. وبالتالي ، أوصت الدراسة بضرورة تحسين المكتبات في توفير أتمتة المكتبات ، إلى مستوى يصبح كل ما يتعلق باحتياجات معلومات الطالب التي لم تقتصر على أنظمة كتالوج الاسترجاع الإلكتروني، وتبادل المعلومات عبر الإنترنت ، وتوفير الوقت في السفر غير الضروري إلى مكتبة وتعليمات مكتبة عبر الإنترنت ومعرض مرئي على الإنترنت لموارد المكتبة ، وطلب مساعدة أمين مكتبة على الإنترنت ، من بين أشياء أخرى. هناك اقتراح آخر تم تقديمه وهو ضرورة قيام المكتبات بدمج أدوات تكنولوجيا المعلومات والاتصالات المفقودة التالية لأتمتة المكتبة: تحديد الترددات الراديوية، رف الكتب الذكي ، وحدة إسقاط الكتب وفرزها ، موقع المكتبة ، الكاميرات الرقمية ذات الماسح العريض الواسع ، صندوق تجميع الذات الذكي ، كتاب موزع ، عربة نقل الجوال ، نظام التوصية ، الويكي ، المدونات ، تسجيل الصوت والفيديو ، الحوسبة السحابية ، الشبكات الاجتماعية ، موجزات Real Simple Syndication ، ونظام المراقبة الذكي ، إلخ.

keywords: الكلمات الرئيسية: المكتبة الأكاديمية ، تكنولوجيا معلومات والاتصالات ، أتمتة المكتبات ، شمال نيجيريا.

I. INTRODUCTION

Information and Communication Technologies (ICTs) have come in a time when professionals in various fields of disciplines like engineering, medicine, aviation, and so on are looking for mediums of improving their process, and of services. Librarians are not an exception to the quest for new discoveries to effectively discharge their activities, they require ICTs most – especially at this day of the world where the entire community focus and rely so greatly on ICT. So, the role of libraries as safe gate keepers of information will be facilitated by integrating ICTs to the library system. Nonetheless, libraries existed for a long time in history but today, we can categorically classify them as either traditional or modern libraries comprising various functions and services of information related. The nature of library routines and or services in a traditionally oriented library differs from that of a modern library. The line of demarcation or differentiation of the two libraries, 'traditional' and 'modern library', is the utilization of automation. While the former is not characterized by a paradigm shift in the automation of it functions and services, the latter does. Most libraries, especially academic libraries in developed countries like America, had already automated their functions (library basic routines) and services (hooked on the internet for information delivery). The MARC (Machine Readable Catalogue) project by the library of congress in about the 1970s is a good example in the United State of America (Seikel & Steele, 2011). Although developing countries like Nigeria is in the move to the ICT world but yet the majority of their libraries can be seen not

automated, and the library old ways of activities will no longer be relevant to users. For example, the use of traditional public catalogue to locate books in the library is no longer the expectation of the library user; in fact, the library user perceives the use of the public catalogue as a waste of time and effort where there exists the Google search engine. But the presence of an Online/Offline Public Access Catalogue (OPAC) or Web Public Catalogue (WEBPAC) suites the digital age user need.

Library routines and services in a typical traditional library setting is less rewarding compared to an automated one. It requires such libraries selecting their information resources via a variety of traditional (for example, book) catalogue received from vendors, and they acquire these information resources through direct (manual) purchase, consortium, gifts and or exchange procedures. Organization is then done on the bases of classification, and cataloguing. The cataloguing process is the description of the library collections (non-printed and printed materials). The cataloguing is done on a card catalogue or in form of dictionary catalogue, book catalogue, subject stripe index catalogue and microform catalogue. Though the microform catalogue was a forerunner advance technology of the others, it is still seen as a traditional form of library process in the 21st century. While classification basically involves the use of classification schemes and sears list of subject headings which are in volumes of book format. While regarding information delivery or services rendered by traditional libraries, disseminating information includes direct and indirect reference services, user education service, loan services, exhibition service, SDI (Selective Dissemination of Information) and CAS (Current Awareness Services), which are carried out either written or on oral bases as the case may be with service intended. These traditional ways of library processes have given way to modern techniques via ICT.

Automation using ICTs is the new trend for libraries, highly essential, and has a wide range of activities. The automation is economically feasible and technologically required in modern libraries to cope up with the requirements of new knowledge, the enormous increase in the collection of materials, problems of acquisition, storage, processing, dissemination and transmission of information (Bhardwaj & Shukla, 2000). This is why (Madu, 2004) is of the view that one of the reasons for library automation is the efficiency which results in the use of an automated system, and elaborately (Eme, Sampson, & Esiere, 2012) identify the advantages of library automation each as a subject to include multiple access, information retrieval, preservation and conversation, space, added value, and round the clock availability etc. These advantages in automation cannot be over emphasized. (Lubanski, 2012), defines automation as the use of machines or technologies to optimize productivity in the production of goods and delivery of services. While (Mudassir, 2013), refer to ICT as hardware, software, networks and media for collection, storage, processing, transmission, and presentation of information in the formats of voice, data, text and images. Harmoniously, (Ukachi, Nwachukwu, & Onuoha, 2014), refer to library automation as the process of applying or utilizing ICTs to perform those tasks that are traditionally performed manually in libraries such as acquisition, cataloguing, circulation, serials management, etc. Also, library automation has changed the way libraries, especially academic libraries, select, acquire, organize, and disseminate information. In other words, library automation, so vast in scope like ICT with miscellaneous facets, is the general term for Information and Communication Technologies (ICTs) that are used to replace manual systems in the library to perform the different sets of activities in the library. Some of the ICTs essential for library automation process include computers, databases (such as Encarta, Hinari, Science Direct, Ebscohost, Datab, etc), software (such as Alice for windows, Evergreen, Koha, Tinlib, Cdsis, Libsys, Soul, Virtua, Glas, Caliban, Autolib, etc), and Web 2.0/3.0–internet

based facilities (such as syndication, tagging, blogging, pod casting, wikis, etc).

II. STATEMENT OF THE PROBLEM

(Sperring, 2008), observed that library users visit the library for one common reason, to find information, and if libraries don't provide them with that information they will go elsewhere to find it. Thus, libraries a better position to establish right contact between the right information, and the right user in the right service possible. However, majority of the libraries visited in Northern Nigeria still stick and make much concentration on the conventional library way, such as the use of traditional public catalogue system for information access, circulation manual procedures of charging and discharging processes, serial manual processes in abstracting newspapers and journals, and of the processes in SDI (Selective Dissemination of Information), CAS (Current Awareness Services), exhibition, and so on, all put together are not present library usage. In fact, the manual systems is very slow, limited in scope, obstacle, and not responding to the dynamic needs of users (Sambe, Omeje, & Onah, 2013). Could it be that the libraries under study have no ICT facilities needed for library automation? In every human endeavour, there is always a need to make an assessment in order to know if one is making progress or not (Abdullahi & Pisagih, 2009). Therefore, this study sets to examine the state of ICT usage in library functions and services by the academic libraries of Federal Colleges of Education North-West Nigeria.

III. OBJECTIVES OF THE STUDY

1.2.1 General Objective

The overall objective of the study is to examine the extent of ICT usage in library functions and services by the academic libraries of Federal Colleges of Education North-West Nigeria.
Specific objectives:

1. To investigate the availability of ICT facilities for library automation in the academic libraries of Federal Colleges of Education North-West Nigeria.
2. To find out areas of ICT usage in library automation in the academic libraries of Federal Colleges of Education North-West Nigeria.
3. To also examine the degree to which library automation provision in the academic libraries of Federal Colleges of Education North-West Nigeria are relevant to the information needs of the library users.

IV. HYPOTHESIS

One hypothesis was formulated on the basis of library automation provision by the academic libraries and users' information needs.

H1 – There is a significant difference among the Federal Colleges of Education libraries North-West Nigeria in their library automation provision to users' information needs.

V. LITERATURE REVIEW

In the past, studies have been conducted to provide insights on ICT usage in library automation across Nigeria. Some of these literatures were discussed in the following. (Idowu & Mabawonku, 1999), years back in the 20th century indicated the application of IT (information technology) gradually taking firm root in Nigerian university libraries. The author observed the university of Ibadan library as far the most advance in IT application in the country by fully automated cataloguing and circulation processes, using the network version of the TINLIB (The Information Navigator Library Management) software. Also, other federal universities and one state university used the four-workstation network version of the same TINLIB software mostly for cataloguing purpose. (Oketunji, Daniel, & Okojie, 2002), studied ICT in national, academic and special libraries in Nigeria, and results of their investigation found that an average of five computers could be located in each of the libraries they studied. And the

major operating system use in the computers was windows 98. Other IT tool available included photocopiers. (Kenneth, 2003), in his book, observed library routines in the image of computer application. The computer can be used in a library routine in what he first called CAR (Computerized Acquisition Routines). CAR functions in book selection, bibliographic searching, receipts of new book, check and claiming of the new acquired library products, payment to suppliers, and keeping of acquisition statistics. For CAR purpose, the author devised a cataloguing tool called MDIF (Master Data Input Form) which was seen essential in descriptive and subject cataloguing. Apart, CSR (Computerized Serial Routines) functions in the generation of orders of serials, financial management, including checking and claiming purposes. While a CCR (Computerized Circulation Routine) possibly can execute the activities of registering users, updating, browsing and printing of records, books records, and charging and discharging procedures. The computer-based library system provides a better service at lesser or no great a cost and gives added benefits at lesser cost. (Anunobi, 2004), studied the availability of ICT and use in 19 university libraries across Nigeria. About 84% of the libraries had at least a personal computer, 73% use CD-ROM, 58% use LAN (Local Area Network), internet and e-mail facilities. The use of available ICT facilities in the libraries was much applicable to administrative day-to-day library routines compared to routines of cataloguing and classification, acquisition, evaluation and serials management, and this confirms her affirmation that there is a scarcity of ICT facilities in third generation universities in Nigeria and almost total absence of these facilities in state funded university libraries. (Omekwu & Echezona, 2008), deliberated on the emerging challenges and opportunities for Nigerian libraries in a global information system. The authors corroborated benefits of ICT as follows: libraries are now situated in cyberspace, library services are no longer constrained to time of opening and closing hours, library users can access services in libraries beyond their own and beyond their country and continent, and the virtual of information resources means that millions of users can access one resource at the same time. They saw these benefits as an opportunity for Nigerian libraries to no alternative than to embrace ICT usage.

(Anunobi & Nwakwuo, 2008), studied the state of ICT in 8 university libraries in South-East Nigeria surveying the availability of the hardware, software, e-resources and their challenges. Most of the studied libraries have above average ICT literate professional staff, and computers found were used for document processing. Majority of the libraries could boast of standalone computers as against library software, network operating systems and LAN (Local Area Network), which are visibly absent in library operations. But a few of the libraries subscribe to online databases such as EBSCOhost (online reference system), HINARI (Access to Research in Health), AGORA (Access to Global Online Research in Agricultures), OARE (Online Access to Research in the Environment), and TEEAL (The Essential Electronic Agricultural Library). And some of the libraries were predominately of CD-ROM (Compact Disc Read Only Memory) electronic resources. (Abbas, 2014), studied Nigeria's ICT environment surveying the current state of automation in Nigerian university libraries with particular reference to, Ahmadu Bello University (ABU) Zaria and University of Ibadan (UI) libraries. The functions of acquisition, cataloguing, reference, circulation, and serial were all found partially implemented in the libraries, but cataloguing was completed in UI library. The UI study explored the processes worth considering in automating the library functions. These processes includes planning and managing the implementation project, infrastructure development, system configuration in terms of automation software and determining the hardware components, ensuring the system integration/compatibility, staff trainings, and retrospective conversion of library records. Last but not the least, (Makeri, 2017), studied the importance of information technology on electronic libraries in Nigerian

universities, adopting descriptive survey design and questionnaire. Two university libraries identified as John Harris Library (JHL) and Institute of governances and management Nigeria University Library (IGMN) were the case study. Both libraries were found computerized/ automated applying SLAM integrated library management software, and the computerized areas constitute readers services, technical service and collection development divisions. The libraries indicated to an extent the usefulness of ICT in terms of a search engine, World Wide Web, CD/ROM, and online database. Based on the effectiveness of ICT in both the university libraries, the librarians indicated that the automation has eased their library operations, aid their library in meeting users need quickly, speeded up the process of cataloguing and classifications of library materials, reduced anti-library crimes, and with automation the libraries have proven been effective in selective dissemination of information and positively impacted charging and discharging of books of the libraries.

VI. METHODOLOGY

The five college libraries in Federal Colleges of Education North-West Nigeria were subjected for assessment to find out their state of ICT usage in library automation. The survey method was used, and the use of survey method has long enjoyed the application in educational fields essentially for the purpose of generalization of findings. The population of the study involved 63 professional library staff and 59,505 NCE student across the aforementioned colleges. Using (Yamane, 1967) sample size formula at 0.05 Margin of Error and 95% confidence, a total of 62 library staff and 1887 student were sampled across the five colleges. Both respondents were selected randomly using table of random numbers. A table of random numbers ensures the researcher gave an equal chance in selecting the respondents. A questionnaire was administered for the purpose of data collection. But prior to that, the questionnaire instrument undergone thorough vetting in terms of relevance, clarity and merit by lecturers in the Department of Library and Information Science, University of Gezira Sudan. And a pilot study conducted at Isa Kaita College of Education (COE) Dutsin-Ma Katsina and Shehu Shagari COE Sokoto libraries indicated, a reliability result (alpha level 0.05) of Cronbach's Alpha Coefficient 0.876 on availability of ICTs for library automation, 0.718 on ICTs usage in library automation, and 0.873 on relevancy of library automation to student information needs. Data collected for this study was analysed using simple frequency count and mean scores, and ANOVA on ranks (non-parametric test) for the purpose of hypothesis.

VII. RESULTS AND DISCUSSION

A total of 62 (100%) library staff questionnaires and 1757 (93.1%) student questionnaires were retrieved and used for data analysis. The findings answered questions about Federal Colleges of Education libraries North-West Nigeria on (1) ICT facilities availability, if any, (2) ICT facilities used for library automation, and (3) extent to which library automation provision being relevant to student information needs. However, tables 1.1, 1.2, and 1.3 below provided the findings accordingly.

Table 1.1: Level of ICT facilities available for automation in academic libraries of Federal Colleges of Education North-West Nigeria

S/N	ICT Facilities	Response categories					Mean	Remarks
		HA	AA	UD	LA	NA		
1	Computers	35	27	0	0	0	4.565	Available
2	CD-ROM	19	32	0	5	6	3.855	Available

3	Wide format scanner Digital cameras	9	4	17	17	15	2.597	Not Avail
4	Book scanner	10	22	9	10	11	3.161	Available
5	Dark rooms lighting equipment	4	1	12	12	33	1.887	Not Avail
6	Local Area Network	26	26	2	2	6	4.032	Available
7	Wide Area Network	23	29	0	8	2	4.016	Available
8	Server	26	31	0	3	2	4.226	Available
9	Library software	21	27	4	5	5	3.871	Available
10	Database	22	20	4	3	13	3.565	Available
11	Radio-frequency identification (RFID)	2	9	13	5	33	2.065	Not Avail
12	Smart Bookshelf	2	15	0	12	33	2.048	Not Avail
13	Smart Self-Collection Box	2	1	11	6	42	1.629	Not Avail
14	Mobile Stock Take Trolley	11	3	0	0	48	1.855	Not Avail
15	Book Drop and Sorting Unit	12	1	3	5	41	2.000	Not Avail
16	Booking System	6	4	6	3	43	1.823	Not Avail
17	Self-Check In/Out Station	6	3	7	1	45	1.774	Not Avail
18	Book Dispenser	5	0	8	3	46	1.629	Not Avail
19	Intelligent Monitoring System	1	1	7	2	51	1.371	Not Avail
20	Real time location system	1	1	7	1	52	1.355	Not Avail
21	Recommender System	0	1	5	2	54	1.242	Not Avail
22	Face Recognition System	0	0	5	4	53	1.226	Not Avail
23	Smart Senior Corner	4	0	3	5	50	1.435	Not Avail
24	Interactive Library Wall	2	1	6	9	44	1.516	Not Avail
25	Mobile library	8	4	2	5	43	1.855	Not Avail
26	Library website	13	9	3	2	35	2.403	Not Avail
27	Social networking	5	8	4	2	43	1.871	Not Avail
28	Cloud computing	7	5	4	2	44	1.855	Not Avail
29	Pod and Video casting	7	5	3	7	40	1.903	Not Avail
30	Google Docs	6	4	3	3	46	1.726	Not Avail
31	Wikis	2	3	9	2	46	1.597	Not Avail
32	Blogs	1	2	10	4	45	1.548	Not Avail
33	Real Simple Syndication feeds	4	5	7	6	40	1.823	Not Avail
	Cumulative mean						2.283	

Standard/decision mean=3.000

From table 1.1 above, the general level of ICT facilities available for automation in the academic libraries of Federal Colleges of Education North-West Nigeria is very low, because 2.283 stood below the decision mean 3.000. Although, ICTs such as computers, server, library software, CD-ROM, databases, book scanner, Local Area Network, and Wide Area Networks were eminent for library automation across the libraries. The ICT facilities that were found not available for library automation included include Radio-frequency identification (RFID), Smart Bookshelf, Book Drop and Sorting Unit, Library website, Wide Format Scanner Digital Cameras, Smart Self-Collection Box, Book Dispenser, Self-Check In/Out Station, Mobile Stock Take Trolley, Recommender System, Wikis, Blogs, Pod and Video casting, Cloud Computing, Social Networking, Real Simple Syndication feeds, Intelligent Monitoring System, Mobile library, Interactive Library Wall, Smart Senior Corner, Real Time Location System, Booking System, Face Recognition System and Google Docs. Hence, the widely held of the lacking ICT tools for library automation by the Federal Colleges of Education libraries are obviously current trends for libraries. However, (Abram, 2009) observed that libraries had no alternative than to adopt emerging technologies, and similarly, (Chan, 2015) have explored the concept of Library 3.0 on the opinion of (Noh, 2012) evolution of library. In view of the already said, it is important to observe that, a

significant difference exist among the Federal Colleges of Education libraries North-West Nigeria regarding the availability of ICT facilities for library automation. A scheffe post hoc test result showed that FCE Gusau has the highest level of availability of ICT facilities (111.0909), compared with FCE Bichi (72.0000) and FCE Katsina (80.3333), while FCE Zaria (60.1818) and FCE Kano (67.3077) had the least level of ICT facilities.

Table 5.8: Level on purposes for which ICT facilities are used in library automation by the academic libraries of Federal Colleges of Education North-West Nigeria

S/N	Items	Response categories					Mean	Remarks
		SA	A	UD	D	SD		
1	Digitization for library resources	17	30	3	2	10	3.677	Agreed
2	Internet networking	17	39	3	2	1	4.113	Agreed
3	Computerized acquisition of library resources	11	35	6	6	4	3.694	Agreed
4	Computerized cataloguing and classification routines	10	29	8	11	4	3.484	Agreed
5	Computerized circulation routines	10	27	8	12	5	3.403	Agreed
6	Computerized serial routines	9	31	4	15	3	3.452	Agreed
7	Computerized reserve routines	7	17	10	18	10	2.887	Agreed
8	Computerized library security	8	11	12	22	9	2.790	Disagreed
9	Online selective dissemination of information	7	23	6	17	9	3.032	Agreed
10	Online current awareness services	7	18	7	20	10	2.871	Disagreed
11	Online exhibition services	8	11	12	21	10	2.774	Disagreed
12	Online reference services	12	13	6	22	9	2.952	Disagreed
13	Online database services	11	19	4	19	9	3.065	Agreed
14	Web PAC/OPAC services	12	12	11	16	11	3.000	Agreed
	Cumulative mean						3.226	

Standard/decision mean = 3.000

Form table 1.2 above, a cumulative mean response of 3.226, higher than the 3.000 decision mean showed that, the library staffs were generally in agreement in purposes for which available ICT facilities are being used for library automation. These areas of ICT usage by the libraries were not limited to internet networking, computerized acquisition of library resources, digitization for library resources, computerized cataloguing and classification routines, computerized serial routines, computerized circulation routines, online database services, online selective dissemination of information, and Web PAC/OPAC services. On another hand, areas of none ICT usage by the libraries included online exhibition services, computerized library security, online current awareness services, computerized reserve routines, and online reference services. Nevertheless, may it be that because the libraries lacked some ICT tools such as Face Recognition System and Intelligent Monitoring System which are useful in 'computerized library security', and ICTs such as Cloud Computing, Mobile library, Interactive Library Wall and so on, which are also vital for purposes like 'online exhibition services', 'online current awareness services', and 'online reference services'? In a similar note, (Hamisu, 2016), once found that, the library staff of FCE Zaria were particularly unskilled in using online information services, online databases, library database, CD-ROMs and OPAC. However, many authors such as (Kenneth, 2003), (Okiy, 2010), (Abbas, 2014), and (Ebunuwele, Ola, & Uduebor, 2014), have pointed at areas of ICT usage in library activities and the importance cannot be over mentioned. However, a scheffe post hoc test

result showed that significant difference exist among the Federal Colleges of Education libraries North-West Nigeria in the purpose for which they use ICT facilities for library automation. This was justifiable where FCE Zaria had the least mean (37.3636) placed in subset 1, followed by FCE Kano (42.3077) and FCE Bichi (44.1429) placed in subset 2, while FCE Katsina (51.6667) and FCE Gusau with the highest mean score (59.4545) placed in subset 3.

Table 1.3: Extent of relevancy of library automation provision by the academic libraries of Federal Colleges of Education North-West Nigeria to student information Needs

S/N	Items	Response categories				Mean	Remarks
		SA	A	D	SD		
1	Access to various search engines	50	641	868	198	2.309	Disagreed
2	Electronic book resources	126	807	654	170	2.506	Agreed
3	Electronic retrieval catalogue systems	1	78	1296	382	1.828	Disagreed
4	Internet accessibility	71	1624	39	23	2.992	Agreed
5	Online information sharing	0	30	1547	180	1.915	Disagreed
6	Online library-user interactive session	0	27	1667	63	1.980	Disagreed
7	Online ask librarian assistance	0	20	1645	92	1.959	Disagreed
8	Online suggestion box	0	18	1675	64	1.974	Disagreed
9	Online library instruction	0	25	1626	106	1.954	Disagreed
10	Online referral advice	4	7	1725	21	1.997	Disagreed
11	Online/offline library databases	34	80	1570	73	2.043	Disagreed
12	Time saving in needless travel to the library	0	19	1599	139	1.932	Disagreed
13	Visual-online exhibition of library resources	1	5	1681	70	1.964	Disagreed
	Cumulative mean					2.104	

Standard/decision mean = 2.500

From table 1.3 above, an overall mean response of 2.104 showed that the extent of relevance of library automation by the academic libraries to student information needs was low, because 2.104 stood below the decision mean of 2.500. Although, library automation was found relevant to student information needs in terms of electronic book resources and internet accessibility and to some extent, access to various search engines. This may not be surprising, because a good representation of the student had passion for a computerized library services despite their low levelness in computer literacy skills. Library automation provision by the libraries that was found not relevant to the student needs included areas of electronic retrieval catalogue systems, online information sharing, time saving in needless travel to the library, online library instruction, visual-online exhibition of library resources, online ask librarian assistance, online referral advice, online library-user interactive session, online suggestion box, and online/offline library databases. However, there seem an illogicality such that, the library staff in an earlier finding acclaimed ICT usage for the purposes of computerized cataloguing/classification routines and Web PAC/OPAC services, and to this juncture, the student were indicating none relevancy of library automation provision by the libraries to their information needs on 'electronic retrieval catalogue systems', and 'online/offline library databases'. Therefore, it means the libraries lack effective library automation provision in those said aspects to satisfy student information needs. A scheffe post hoc test result on library automation provision by the libraries in relevancy to the student information needs placed all mean

responses of the libraries in one same subset, which implies that library automation provision by all the libraries being relevant to the student information needs is relatively the same. The mean scores were 38.2948, 38.6973, 38.7577, 38.9169, and 39.1227 for FCE Bichi, FCE Gusau, FCE Kano, FCE Kastina and FCE Zaria in that order of magnitude.

VIII. CONCLUSION

The study assessed ICT usage in library automation by Federal Colleges of Education libraries North-West Nigeria. The problem being that most libraries in North-Western Nigeria rely on traditional library activities, which is not the expectation of today digital library user. The library staff and student of the five Federal Colleges of Education were sampled for the study. Findings revealed that: (1) The general level of ICT facilities available for automation in the Federal Colleges of Education libraries North-West Nigeria was very low, although, there exist a significant difference among the libraries. (2) The library staffs of the colleges are in agreement for purposes which available ICT facilities are being used for library automation, although, significant difference exist among the libraries too. And lastly, (3) The extent of relevance of library automation provision by the academic libraries to student information needs was low, and there is no significant difference that exists among the libraries. In summary, the researcher concluded on the note that ICTs availability for library automation is not satisfactory in the studied libraries. Although, the little available ICTs were utilized for some purposes in library automation, but not to a serious extent was library automation provision relevant to the information needs of the student-library user.

IX. RECOMMENDATIONS

Based on findings in this study, the following recommendations certainly will upsurge areas of feebleness in library automation of the academic libraries of Federal Colleges of Education North-West Nigeria:

There is the need for the libraries to integrate the following missing ICT tools for library automation. These included, Radio-frequency identification (RFID), Smart Bookshelf, Book Drop and Sorting Unit, Library website, Wide Format Scanner Digital Cameras, Smart Self-Collection Box, Book Dispenser, Self-Check In/Out Station, Mobile Stock Take Trolley, Recommender System, Wikis, Blogs, Pod and Video casting, Cloud Computing, Social Networking, Real Simple Syndication feeds, Intelligent Monitoring System, Mobile library, Interactive Library Wall, Smart Senior Corner, Real Time Location System, Booking System, Face Recognition System and Google Docs.

There is the need for the libraries to incorporate areas of none ICT usage in library functions and services, such as online exhibition services, computerized library security, online current awareness services, computerized reserve routines, and online reference services.

There is the need for the libraries to improve in library automation provision, to a level that it becomes all relevant to student information needs that are not limited to electronic retrieval catalogue systems, online information sharing, time saving in needless travel to the library, online library instruction, visual-online exhibition of library resources, online ask librarian assistance, online referral advice, online library-user interactive session, online suggestion box, and online/offline library databases.

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Crude Oil and Nigerian Economy: A Historical Appraisal

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ABSTRACT

Nigerian economy has undergone series of changes and structural changes since the post-colonial period. The economy of Nigeria was basically based on agriculture before and during colonial era. Before the colonial rule, Nigeria had fairly complex organization. These social organizations were predominantly peasant communities, producing variety of commodities, mostly to satisfy their needs with little surpluses for exchange with other neighboring communities. Trading among the various communities was broadly based on barter system and agriculture involved the production of food crops for subsistence. It involves the cultivation of land raising and rearing of domestic animals for the purpose of production for men, feed for animals and raw materials for local industries. It has always been the major employer of labours most especially in the pre-industrial societies and before the commercialization of crude oil in the country.

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The introduction of crude oil into Nigeria economy in the late 1950s brought a significant change and development in the country's economic sector. Crude oil is a very versatile and flexible non-productive, exploiting, natural (hydrocarbon) resources is a fundamental input into modern economic activity, producing about 50 percent of the total energy demand in the world. Oil was found in commercial quantities at Olobiri in Niger Delta, Nigeria. The exploration and exploitation of crude oil in commercial quantity changed Nigerian economy from agrarian to crude oil economy. It is interesting to note that crude oil has contributed immensely and still contributing to the economic development of the country in the area of economic growth and development. The full exploration of crude oil gave a bright hope to an average Nigerians. Many had hoped that oil would turn Nigeria into industrial power and a prosperous country based on a large middle class. Despite this, Nigeria still remains backward in the area of development most especially the industrial sector and standard of living of her citizens.

Therefore, the intention of this paper is to examine the contribution of crude oil to the economic development of Nigeria and how the sector has help Nigerian government to solve her economic problems and equally to elucidate on how and why Nigeria, a giant of Africa has not developed as expected.

Keywords: crude oil, production, economy, development, industrial, commercialization.

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I. INTRODUCTION

Indeed, the discovery of Crude oil in commercial quantity in Nigeria spelt a turning point for the country. Added to this is the fact that the commodity has a very high international demand and as such it is a major export for Nigeria so much so that it has been able to facilitate the state's government public spending due to revenues accrued from its sale invariably allowing for economic growth and development. Nonetheless, it must be said that oil has brought with it fluctuating fortunes to the Nigerian polity

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and economy while on the one hand it has been able to facilitate and even spark some level of economic, infrastructural and even social development on the other hand, it has equally dragged the country into stormy waters. It is not even surprising at this point that some commentators rather than refer to oil as a blessing view it as a curse.

However, it should be said that the foregoing only gives a picture 'Sensu Lato' in a more narrow sense the implication of the discovery of oil for the area where it was discovered has been mixed (that is positive and negative). Indeed, perhaps more than any other event in its history the discovery of oil in the Niger Delta has fostered increasingly a number of contradictions.

Following this background the purpose of this paper seeks to examine historically and critically the impact of the discovery of oil on the Nigerian economy and would also examine its effect on the Niger Delta region.

II. IN NIGERIA 'OIL IS WEALTH': AN ASSESSMENT

Crude oil became a substantial part of Nigeria's export and wealth with its discovery in 1955 and with the profit accrued from the sale of oil particularly from the 1970s (the oil boom years) the government had increased revenue to tackle the challenge of economic growth and development. This is not to say that the sector generated low profits in the 1960s however, due to the political climate at the time and the civil war that followed it was not until the 1970s independent Nigeria benefitted effectively from the sector. Indeed, as Falola and Heaton point out Nigeria emerged from the civil war, with varying problems. On the one hand, it was obvious that severe "ethnic and regional fissures continued to exist, preventing the establishment of a strong national identity and therefore inhibiting the development of a stable, democratically elected federal government."[1] Interestingly, they also point out that

> These issues were temporarily marginalized, however, as the Nigerian economy grew drastically due to the rapid expansion of the petroleum sector in the early 1970s. Located mostly in the Niger delta region, petroleum became Nigeria's chief export and single handedly made Nigeria the wealthiest country in Africa during the 1970s.[2]

To buffer this point it is said that in 1970 total production of oil rose to 396 million barrels, rising further to 643 million in 1972 and 823 million in 1974. These increases were owed to the activities of the Shell Petroleum Development Corporation, the Nigerian subsidiary of Royal Dutch Shell, given that the company accounted for the majority of petroleum production in the 1970s. Also, it is important to note that this dramatic surge in the productivity and profitability of the petroleum industry in Nigeria in the early 1970s was kindled largely by global oil scarcity at the time. This was in part due to the oil embargo on Western countries over their support of Israel in the Arab-Isreali war in October 1973. Unsurprisingly, "Prices of petroleum skyrocketed, rising from $3.80 a barrel in October 1973 to $14.70 by January 1974, and remained high for most of the remainder of the 1970s."[3]

III. ECONOMIC ADVANTAGES OF THE OIL INDUSTRY IN NIGERIA

Perhaps the major benefit of oil wealth was its direct effect to government revenue. According to Siollun the increase in government revenue encouraged the Federal Military Government under General Yakubu Gowon at the time (the 1970s) to embark upon a series of "unprecedented

[1] Toyin Falola and Mattew Heaton, A History of Nigeria (New-York: Cambridge University Press, 2008), 181.
[2] Ibid.
[3] Ibid.

and grandiose developmental construction projects to rapidly modernize Nigeria."[4]

Estimate

Year	Production (million barrels)	Revenue (N million)
1958	1.9	0.2
1959	4.1	3.4
1960	6.4	2.4
1961	16.8	17.0
1962	24.6	17.0
1963	27.9	10.0
1964	44.0	16.0
1965	99.4	29.2
1966	152.4	45.0
1967	116.6	29.6
1968	51.9	Not available
1969	196.3	75.4
1970	395.8	167
1971	558.7	510
1972	655.3	764
1973	719.4	1,016
1974	823.3	3,724
1975	660.1	4,272
1976	758.1	5,365
1977	766.1	6,081
1978	696.3	4,556
1979	845.5	8,881
1980	760.1	12,354
1981	525.5	8,564
1982	470.6	7,815
1983	450.9	7,253
1984	507.5	8,269
1985	547.1	10,915
1986	535.9	8,107
1987	482.9	19,027
1988	529.0	20,934
1989	626.7	39,131
1990	660.6	55,216
1991	689.9	60,316
1992	711.3	115,392
1993	695.4	106,192
1994	696.2	160,192
1995	715.4	324,548
1996	681.9	369,190
1997	855	416,811
1998	806.4	289,532
1999	774.7	500,000
2000	828.3	1,340,000
2001	859.6	1,707,600
2002	725.9	1,230,900
2003	844.1	2,074,300
2004	900.0	3,354,800
2005	923.5	4,762,400
2006	814.0	6,109,000
TOTAL	23,183.9	N29.8 trillion

d crude oil production an oil revenue in Nigeria 1958-2006

Source: Takon, N., "Distribution of oil revenue to Niger delta of Nigeria in post-2000: Is the debate how fairly the federal government has redistributed oil revenue?", International Journal of Development and Sustainability, Vol. 3 No. 4, (2014):592.

It is said that "city topography was transformed with the construction of new multi-lane highways and flyovers, bridges, hospitals, schools, universities, dams, factories, hotels, army barracks and office complexes."[5]

[4] Max Siollun, Oil, Politics and Violence: Nigeria's Military Coup Culture (1966–1976) (New-York: Algora Publishing, 2009), 168.
[5] Ibid..

Summary of Federal Collected Revenue – Oil Revenue

	Approved Budget 2017						
ITEMS	Annual	Expected Monthly Average	Expected Jan-July	July	Cummulative	Variance	% Variance
	N=b	N=b	N=b	N=b	N=b		
OIL REVENUE							
NNPC							
Crude Oil Sales	1,683.288	140.274	981.918	188.149	1,068.420	86.502	8.809
Gas Sales	544.468	45.372	317.606	29.689	85.834	(231.772)	(72.975)
Royalties Oil & Gas	899.824	74.985	524.895	41.593	263.311	(261.584)	(49.835)
Rent	1.678	0.140	0.98	0.044	0.104	(0.876)	(89.388)
Gas Flared Penalty	4.727	0.394	2.758	0.184	1.397	(1.361)	(49.347)
Miscellaneus, Pipeline fees, etc.	951.636	0.488	3.416	2.669	6.813	3.397	99.444
FIRS	-	-	-		-	-	
PPT & Gas Tax @CITA Rate	1,248.828	104.069	728.483	100.106	524.250	(204.233)	(28.035)
Total Gross Oil Revenue	5334.449	444.537	3111.759	362.434	1,950.129	(1,161.630)	(37.330)

Source: National Bureau of Statistics, "Fiscal Statistics (Revenue and Allocation) July 2017" (NBS, October 2017)

This increase in revenue accrued from oil did not stop in the 1970s. Indeed, a conscious perusal of the figures above clearly shows that this tradition has continued up till 2017.

No doubt the spillover of higher government public spending on capital and other socio-infrastructural projects increased employment opportunities for many Nigerians. It is said that many Nigerians were employed in the building of roads and bridges, the clearing of drilling sites, transportation of materials and equipment, and the building of staff housing and recreational facilities.

One report states that oil producing communities have benefitted greatly from oil production in terms of wages and employment opportunities. Pointing out that those with full time employment in the "oil industry are paid high wages for skilled work, but they are a well-paid minority surrounded by a mass of un- or underemployed"[6] in fact the report also points out that during the military regime contractors to the oil industry, often traditional leaders or those with close links to the military administrations of the oil producing states, also potentially make large amounts of money through contracts for state projects.[7]

However, according to Onoh direct oil industry employment in Nigeria is not likely to witness any significant expansion in the future given the fact that the industry is highly capital intensive compared with other industries. What this means essentially is that growth in the oil sector is

[6] The Price of Oil Corporate Responsibility & Human Rights Violations In Nigeria's Oil Producing Communities (Humans Rights Watch, 1999), 8.
[7] Ibid., 8.

generally reflected, not in the relative expansion of employment, but in the expansion of capital investment.[8]

Similarly, it is said that the oil industry's periodic injection of purchasing power through its local expenditure on goods and services is another of its important contributions to the Nigerian economy.[9] Towing this line of thought another scholar points out that apart from direct payments to the government, the oil industry expenditure in the country "takes the form of payments of wages and salaries, payments to local contractors, local purchases of goods and services, harbor dues, vehicle licenses, telephone and postal charges, local rents, educational grants and scholarship awards, donations and subventions, and other minor social charges"[10] it is said that the cumulative expenditure on these items totaled about N950 million by the end of 1974.[11]

It is worthy of note that with the discovery of oil there has been a sharp upturn in the country's foreign exchange reserve (which holds significant value for any country interested in economic growth and development[12]). According to the Central Bank of Nigeria since the 1970s -"Nigeria's external reserves derive mainly from the proceeds of crude oil production and sales."[13] While it is said that the money accrued from the oil boom years in the 1970s was not managed effectively CBN notes that from 1999, world oil prices began to rise again "resulting in another but better managed boom and unprecedented accumulation in the level of reserves from USD4.98 billion in May 1999, to USD59.37 billion as at March 28, 2007."[14] Nonetheless, it should be stated that fluctuating oil prices given our dependence has also had some effects on Nigeria's external reserve.[15]

So far this analysis might mislead one to think that the oil industry has brought all but positive changes to the Nigerian economy and polity. Unfortunately, this is not the case what the foregoing has indeed shown nonetheless, is that the industry holds an important index in terms of economic input to Nigeria.

III. THE CURSE OF THE BLACK GOLD

Extensive research has shown that particularly from two important pieces of evidence (the developing countries' postwar industrialization efforts and the performance of the mineral-rich developing countries since the 1960s) that not only do resource-rich countries fail to benefit from a favourable endowment or development, they may actually perform worse than less well-endowed countries.[16] This 'Resource Curse Thesis'[17] as it is called has become the norm when some scholars describe most African economies unfortunately Nigeria has not done much economically to counter or challenge this argument.

Unsurprisingly, perhaps towing the line of this train of thought Michael Pell in his usual lucid language points out that

> In the half-century since it shipped its first oil, the nation of Nigeria – one of the worlds ten most populous – has become a little laboratory for the arrogance of a fossil-fuel-obsessed world. It is a country where the oil economy is slowly being destroyed by its own hand and its own hubris. It has metamorphosed from pillar of unprecedented Western industrial prosperity to ominous parable for a rapacious age. Nigeria teaches us that the unfettered global cult of

[8] J. K. Onoh, The Nigerian Oil Economy. (London: Croom Helm, 1983), 67.
[9] Claude Ake, The Political Economy of Nigeria, (London: Longman, 1995), 201.
[10] James W. Nigeria's Oil Wealth Shuns the Needy, Ibadan, Africa Recovery, (2001):18.
[11] Ibid.
[12] "Reserve Management", https://www.cbn.gov.ng /intops/ ReserveMgmt.asp assessed October 22, 2018
[13] Ibid.
[14] Ibid.
[15] See for example, Boniface Chizea, "The content of Nigeria's foreign exchange reserves" https://guardian.ng/opinion/ the-content-of-nigerias-foreign-exchange-reserves/ assessed October 23, 2018.
[16] Richard M. Auty, Sustaining Development in Mineral Economies: The Resource Curse Thesis (London: Routledge, 2003), 1.
[17] Ibid.

> crude hurts not just the countries that produce it but – as relentlessly as in any Greek tragedy – the nations that consume it, too. That vulnerability is clear in the world oil market spikes caused by each production disruption in the Delta.[18]

The remarkable surge in oil prices from the 1970s and the so-called influx of petrodollars into government coffers amplified both the Nigerian government and people's developmental ambitions. However the oil boom came too soon and too quickly. The Nigerian government proved ineffective at managing the wealth, and was unable to use it to significantly increase Nigerians' living standards.[19]

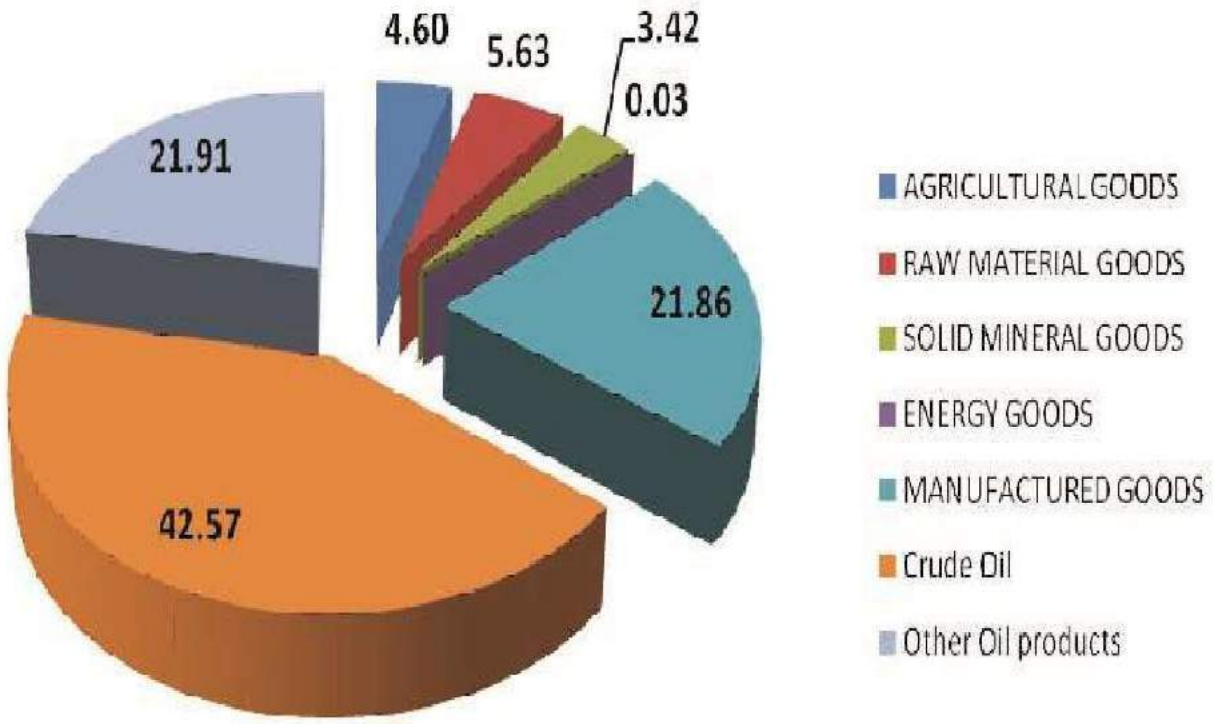
Also, it should be said that dependence on petroleum for the vast bulk of government revenue as examined earlier has caused many problems for Nigeria particularly from the Gowon era onwards. According to Falola and Heaton "the Nigerian economy became extremely vulnerable to fluctuations in the world price of petroleum."[20] A case in point was the shock in crude oil prices which started in July 2014. It is said that this fluctuation due to Brent oil price decline by 24 percent (a four-year low of USD 81 as at November 11, 2014, and stood at USD57.8 and 67.6 as at March 31, 2015) "adversely affected Nigeria, especially in the areas of foreign reserves, currencies crisis, declining government revenue, and ultimately, threat in terms of ability to meet financial debt obligations as at when due."[21]

Largely due to the concentration of the Nigerian government on the oil sector and the significant neglect of other important sectors that are necessary for a diversified economy. The agricultural sector for example from the 1970s declined rapidly due to neglect ensuring that Nigeria became more dependent on food imports, even beginning to import items such as palm oil and groundnuts, which had been staples of the agricultural economy.[22] It is said also that manufacturing decreased as a percentage of gross domestic product (GDP) from 9.4 percent in 1970 to 7.0 percent in 1973/4.7 thus, "the oil boom, rather than providing an impetus to grow the productive sector of the Nigerian economy, instead encouraged a rise in imports"[23]

It is interesting to note that as more money entered the domestic economy, it led to greater public consumption. Greater consumption led to inflation, thus affecting real income. A case in point is how for example "food prices ballooned by 273 percent between 1973 and 1981, and to offset inflation, the government sharply reduced tariff rates in order to encourage import growth, thereby flooding the market with imported goods."[24]

[18] Micheal Pell, A swamp Full of Dollars: Pipelines and Paramilitaries at Nigeria's oil Frontiers (Chicago: Lawrence Hill Books, 2010), xvii.
[19] Siollun, Oil, Politics and Violence, 169.
[20] Falola and Heaton, A History of Nigeria, 182.
[21] Ifea nyi O. Nwanna and Ayenajeh Manasseh Eyedayi, " Impact of Crude Oil Price Volatility on Economic Growth in Nigeria (1980 -2014)" *IOSR Journal of Business and Management,* Vol. 18: 6 (Jun. 2016):1
[22] Falola and Heaton, A History of Nigeria, 183.
[23] Ibid.
[24] Ibid.

Sector breakdown of total trade in 2017 (Q2)



Source: National Bureau of Statistics, "Foreign Trade and Goods Statistics" (NBS, September 2017)

Unfortunately, this policy measure failed to end the inflation within Nigeria at the time, and at the same time it discouraged growth in agriculture and manufacturing by providing competition in the form of cheap imports. Indeed, from the chart above it is clear that even in recent time oil and its associated products still represent the major export of the country. It is not gainsaying at this point to say that from the 1970s onward Nigeria could be said to have acquired the disease – AIDS (Acquired Import Dependency Syndrome).[25]

The growing significance of oil also to some extent affected the socio-political fabric of Nigeria. It is said that the oil boom resulted in widespread corruption on the part of the government officials responsible for the collection and allocation of revenues. The oil boom led to the development of a "Rentier state" in Nigeria.[26] According to Peter Lewis while the culture of corruption was already in existence in Nigeria the 1970s – oil boom gave it a new character[27] both in the public and private sector. Added to this was the fact that the Military era in Nigeria solidified this high level of corrupt practices.[28] Also, Perhaps because of the abundance of the oil years of the 1970s the government of Nigeria transformed into a welfarist state with large elements of Patron-Clientism emerging in the socio-political

[25] This view was expressed by Akinyeye in relation to West Africa but can still be said to hold true for Nigeria; Professor Abayomi Akinyeye, "Clothing others while Naked: West-Africa and Geopolitics" Inaugural lecture delivered at the University of Lagos, Akoka-yaba Lagos (2014).

[26] Falola and Heaton, 183.

[27] Peter Lewis, Growing apart: Oil Politics and Economic change in Indonesia and Nigeria (Michigan: Universiy of Michigan Press, 2010), 140.

[28] Ibid.., 144.

fabric. Thus it is not surprising that scholars like Falola and Heaton observed that

Unlike most countries, where government revenue is generated within the country through taxes on citizens, service provision, or internal borrowing, in a "Rentier state" the bulk of government revenue comes from outside the country. In the case of Nigeria, the vast bulk of government revenue since the 1970s has come from "rents" paid to it through licenses and royalties from the multinational petroleum corporations such as Shell, BP, Fina, Agip, and so on. Under such a system, corruption can – and has – run rampant, since there is no accountability other than that owed to the multinational corporations that pay the rents. Citizens' opinion of the government becomes irrelevant, since the government does not maintain its power through popularity but through coercion and the control of resources. [29]

Due to the increasing benefit accrued from the Oil industry it was not surprising that the federal government quickly went about making sure that it would be the body to control the bulk of oil revenues through legislation that gave them extensive control over resources. It should be said that although the Nigerian government had maintained involvement in the oil industry prior to 1971, it was mainly achieved through business deals on concessions of the foreign firms in operation. However, in an attempt to acquire more control over the oil industry the Nigerian federal government perhaps due to the Biafran war in May 1971 then under the military rulership of General Yakubu Gowon, nationalized the oil industry by creating the Nigerian National Oil Corporation via a decree.[30] In that same year even before the nationalization of the oil sector Nigeria joined Organization of Petroleum Exporting Countries (OPEC), which was encouraging member states to acquire 51% stakes and become increasingly involved in the oil sector. The creation of the NNOC made government participation in the industry legally binding.

In another effort to strengthen her hold over the industry Karl Maier points out that a major development in the 1970s in an attempt to "put some order into Nigeria's anarchic land-tenure system", was the Land Use Decree of 1978, which transferred control of land and mineral rights away from local people to the state and federal governments.[31] Interestingly, he goes on to point out that "not only did the decree increase the power of the state, but it also set the federal government on a future collision course with the residents of the oil-rich Niger delta."[32]

At this point it should be said that this gradual control over this industry did not stop in the 1970s indeed, the federal government would continue to consolidate its oil involvement throughout the next several decades.

A burning issue that emerged due to the increase in Oil wealth was revenue allocation[33]. Many all over Nigeria were concerned about revenue allocation and how to distribute revenues across the country. On the one hand, those in the oil-rich states of the Niger delta preferred an allocation process known as "derivation," whereby oil revenues would be allocated to states based on the portion of petroleum derived from each state. Those in areas that did not produce oil were opposed to this and instead proposed what was more convenient that revenues be allocated based on the populations of states.[34]

Even with the growing debate in 1970 the federal government adopted a compromise position. Oil-producing states were to split 45 percent of

[29] Falola and Heaton, 183.
[30] History of the Nigerian Petroleum Industry http://www.nnpcgroup.com/NNPCBusiness/Businessinformation/OilGasinNigeria/IndustryHistory.aspx assessed October 29, 2018.

[31] Karl Maier, This House has Fallen: Nigeria in Crisis (Colorado: Westview press, 2000), 15.
[32] Ibid.
[33] Takon, Nelson,"Distribution of oil revenue to Niger delta of Nigeria in post-2000: Is the debate how fairly the federal government has redistributed oil revenue?", *International Journal of Development and Sustainability*, Vol. 3 No. 4, (2014): 586-607.
[34] Falola and Heaton, 183.

the total revenues based on the concept of derivation; the remaining 55 percent went to the federal government. Of that 55 percent, half went directly to federal government coffers and half went to a fund known as the Distributable Pool Account (DPA). The DPA was to be distributed among all the states based on two criteria. Half of the DPA was to be divided equally among the states, while the other half was distributed to all the states in proportion to their populations. Similarly, the Onshore and Offshore dichotomy introduced by the federal government in 1975 saw the federal government carting away 100 per cent of the off-shore rents.[35]

Interestingly, the 45 percent allocated by derivation was later reduced to 20 percent, before finally being eliminated in 1979 in favor of a federally controlled account for mineral-producing regions As Takon points out given the large dependence of the Nigerian government on Oil they were compelled to drop the derivation formula. In place of derivation, the government was in favour of a Special Account for mineral producing areas, which split 4.5 per cent of the percentage share of on-shore petroleum proceeds into 1 per cent for ecological problems, 2 per cent for derivation, and 1.5 per cent for the development of the oil-producing areas during the Second Republic (1979-1983).[36] It is not surprising that with this changing dynamic the federal government increased its fiscal power in the country.

The Fourth Republic (1999-) ushered in noticeable changes in terms of the revenue allocation formula. The 1999 Constitution (basis for the fourth republic) raised derivation principle to "not less than 13% of the revenue accruing to the Federation Account directly from any natural resources". Surprisingly, this "provision of the constitution was substantially eroded in April 2002, in a case between the federal government and eight costal states (in the Niger Delta).....In this case, the Supreme Court held that the derivation principle applied only to resources derived from the seaward boundary of coastal states, defined as a state's "low water mark of the land surface"[37]

IV. WITHER NIGER DELTA: THE IMPACT OF THE OIL SECTOR

If the consequences of the discovery and further exploration of oil in Nigeria is particularly glaring a close look at the oil producing area – Niger Delta would worsen this picture. it is not gainsaying at this point to state that much like in the case of West Africa the Niger Delta is 'Clothing Others while Naked'[38]

[35] Ibid.

[36] Takon, "Distribution of oil revenue to Niger delta of Nigeria in post-2000: Is the debate how fairly the federal government has redistributed oil revenue?", 595.

[37] Ibid, 597.

[38] This was used by Prof. Yomi Akinyeye in his inaugural lecture in describing West Africa's plight in relation with the world.

Picture Showing a Leaked oil well at Elume Village

Source: Mohammed Nuruddeen Isah, "The Role of Environmental Impact Assessment in Nigeria's Oil and Gas Industry", PhD Diss., Cardiff University, 2012, 6.

The Niger Delta since the discovery of oil has been plagued with growing environmental problems, underdevelopment and stark neglect by the federal government which has to a large extent fostered inter-group conflicts, youth militancy, illegal bunkering, pipeline vandalization to mention a few.

The environmental implications of the Oil industry in Nigeria cannot be undermined. It is said that massive oil spills occurring in rivers in the Niger Delta have done very significant damage to the aquatic ecosystem, particularly in the mangrove swamp forest zone. Putting these oil spills in figures one scholar points out that in assessing the history of oil spills in the Nigerian oil industry from 1956-2008, the total number of "reported incidences of spills is put at 4,835; resulting in a cumulative spill volume of 2,382,373 barrels of crude oil. Of this amount only about 15.91% was recovered, that is 84.09% of cumulative spill (2,003,337 barrels) was released into the environment."[39]

Sadly this damage to the environment has continued so much so that it has affected the primary means of livelihood common to many Niger-Delta communities – Fishing/Agriculture.

As one author has argued elsewhere, "the economic activities of the rural communities have been adversely affected by oil industries activities. Consequently, fishing, the main source of livelihood has been made unprofitable. The dwindling catch of fishermen has intensified competition over areas where fishes can be found in abundance."[40]

[39] Mohammed Nuruddeen Isah, "The Role of Environmental Impact Assessment in Nigeria's Oil and Gas Industry", PhD Diss., Cardiff University, 2012, 21.

[40] Abosede Babatunde, "Oil Exploitation and Conflict in the Nigeria's Niger Delta - A Study Of Ilaje, Ondo State, Nigeria" *Journal of Sustainable Development in Africa* Vol. 11, No.4, 2009: 147.

Poverty Statistic in the Niger-Delta

State	Poverty Incidence (%)[12]	Core Poor (%) (quintile 1)[13]	Self-assessed poverty level[14]	Very Poor (%) (self-assessed)	Gini
Akwa Ibom	35	27	66	17	0.50
Bayelsa	20	22	95	62	0.47
Cross River	42	33	77	22	0.50
Delta	45	23	81	25	0.47
Edo	33	16	79	35	0.46
Rivers	29	19	67	15	0.48
South-South	35	23	77	29	0.51
North-East	72	35.4	81	26.5	0.46
Nigeria	54	21.3	76	21.37	0.49

Source: Paul Francis, Deirdre LaPin and Paula Rossiasco, "Securing Development and Peace in the Niger Delta: A Social and Conflict Analysis for Change" (Study prepared for publication by the Woodrow Wilson International Center for Scholars Africa Program and Project on Leadership and Building State Capacity, 2011), 39.

Unsurprisingly, during the 1970s and 1980s various communities in the Niger Delta launched a number of protests against the government and even multinational oil companies. It is said that more organized resistance sprang up in the 1990s. Cases in point were the emergence of the Organization for the Restoration of Actual Rights of oil Communities, the conference of traditional rulers of oil producing states; concerned youths of oil producing states, Movement for the survival of Ogoni People spearhead by the renowned Ken Saro-Wiwa among others[41]

It should also be pointed that due to the neglect of the government in terms of ensuring some level of growth and development in the area many of the groups and communities have taken on a survivalist character. This in turn has bred intense struggle for oil rich land and territories in a bid to acquire patronage from the government and multinational companies. More than any other period in this study's timeline the 1990s- 2003 was characterized by intense rivalry by different groups in the area over territories. Useful cases in point include border clashes between the people of Akwa Ibom and Cross River State which started from 1987, it is said that these border tensions are mainly due to competition over an area of land

[41] Martin Meredith, The State of Africa: A History of Fifty Years of Independence (London: Simon and Schuster, 2006), 576.

believed to contain oil reserves.[42] Similarly, Warri in Delta state which is the second most important oil town in the Niger Delta after Port Harcourt and home to these three ethnic groups—the Ijaw, Itsekiri and the Urhobo—who claim portions of Warri as their homelands, have witnessed "fierce and violent conflict.....Each wave of violence was rooted in historical grievances against the oil industry and the government for development neglect and the loss of local patrimony."[43]

Given that most of these protest emerged during the military era the government responded with an intense high handedness. Surprisingly, however, "even after the 1999 return to democratic rule, the army, navy, and paramilitary police continued to be regularly deployed and often resorted to force as a means of dealing with protests."[44]

V. CONCLUSION

A dispassionate assessment of the foregoing would no doubt show that Oil has been both a blessing and a curse to the Nigeria polity. While on the one hand it has sparked significant economic growth through increased government revenues, foreign reserve and the like on the other hand our over dependence on the resource has brought us a myriad of problems which has touched on the Nigerian socio-political and economic fabric. In the Niger Delta the consequences of oil discovery and exploration has been more severe. Due to the emergence of oil the area has seen a rise in conflicts, environmental degradation and underdevelopment. Perhaps for this reason and as pointed out in this paper there has been significant rise in agitations in the area.

[42] Paul Francis, Deirdre LaPin and Paula Rossiasco, "Securing Development and Peace in the Niger Delta: A Social and Conflict Analysis for Change" (Study prepared for publication by the Woodrow Wilson International Center for Scholars Africa Program and Project on Leadership and Building State Capacity, 2011), 27.
[43] Ibid., 28.
[44] Ibid.

Modernidade E Crise De Sentido – A Experiência Do Tédio Em Florbela Espanca E Mário De Sá Carneiro

Ayanne Larissa Almeida de Souza

ABSTRACT

É consenso chamar "crise da modernidade" ao pensamento que se insurge no mundo ocidental e que varreu de roldão aos abismos toda a prepotência do panlogismo hegeliano que punha na Razão humana o único e viável caminho para a cognoscibilidade do mundo e do próprio indivíduo, haja vista a presença da Razão em tudo. Tal crise, que já se prenunciava com os chamados críticos da modernidade, ainda no século XIX, desembocou no início do século passado no fenômeno que podemos definir enquanto a estrutura do sentir moderno: o tédio. Tal sentimento existencial de nulidade associa-se ao que denominaríamos de uma insônia do eu, quando o sujeito perde a dimensão subjetiva na obscuridade da velocidade e da fragmentação modernas, aprisionando o indivíduo no centro de um redemoinho vazio e, ao mesmo tempo, eterno. Com base na obra do filósofo sueco Lars Svendsen, além de trazer os aportes filosóficos de pensadores como Friedrich Nietzsche e Martin Heidegger, pretendemos explorar como o sentimento do tédio emerge na poética de Florbela Espanca e Mário de Sá Carneiro, dois dos maiores representantes da poesia lusitana da fraturada modernidade.

Palavras-chaves: modernidade. crise de sentido. tédio. florbela espanca. mário de sá carneiro.

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RESUMO

É consenso chamar "crise da modernidade" ao pensamento que se insurge no mundo ocidental e que varreu de roldão aos abismos toda a prepotência do panlogismo hegeliano que punha na Razão humana o único e viável caminho para a cognoscibilidade do mundo e do próprio indivíduo, haja vista a presença da Razão em tudo. Tal crise, que já se prenunciava com os chamados críticos da modernidade, ainda no século XIX, desembocou no início do século passado no fenômeno que podemos definir enquanto a estrutura do sentir moderno: o tédio. Tal sentimento existencial de nulidade associa-se ao que denominaríamos de uma insônia do eu, quando o sujeito perde a dimensão subjetiva na obscuridade da velocidade e da fragmentação modernas, aprisionando o indivíduo no centro de um redemoinho vazio e, ao mesmo tempo, eterno. Com base na obra do filósofo sueco Lars Svendsen, além de trazer os aportes filosóficos de pensadores como Friedrich Nietzsche e Martin Heidegger, pretendemos explorar como o sentimento do tédio emerge na poética de Florbela Espanca e Mário de Sá Carneiro, dois dos maiores representantes da poesia lusitana da fraturada modernidade.

Palavras-chaves: modernidade. crise de sentido. tédio. florbela espanca. mário de sá carneiro.

I. INTRODUÇÃO – A CRISE DA MODERNIDADE E A DERROCADA DA RAZÃO

De acordo com Lima Vaz (2002), tornou-se um consenso chamar "crise da modernidade" ao pensamento que se insurge no mundo ocidental em decorrência do *cogito* cartesiano, no século XVI. A ruptura que se dá à época, com a denominada virada antropológica, transforma o mundo – e os seus objetos – em meras extensões da autorreferencialidade humana. Matando Deus, o indivíduo humano era o produtor do conhecimento e o mundo, o objeto ao qual devo conhecer. Assassinado Deus, o indivíduo humano transformou ele próprio em uma divindade.

Tudo que estivesse exterior ao sujeito era tão somente o ser maciço e opaco, o ser-em-si, plena positividade, originado por uma ideia humana que o determinava e feito com a finalidade de responder às necessidades humanas. O mundo, bem como seus objetos, tornara-se um ser ao qual era necessário desvendar, chegar-se ao seu interior, alcançar-se o *númeno*, para utilizarmos um conceito que viria com Immanuel Kant e a revolução copernicana epistemológica da modernidade. E era o sujeito humano quem detinha a inteligência para desvelar o ser. A consciência humana transformara-se em um invólucro a partir do qual brotara o mundo.

Contudo, como salienta Lima Vaz (2002), tal pensamento era muito mais antigo que o cartesianismo, podendo ser encontrado na própria filosofia grega pré-socrática, entre os filósofos da natureza. Tal projeto filosófico cujo auge é a modernidade percorre cerca de 25 séculos de tradição e é marcado por uma busca desenfreada pela compreensão do mundo através de um único princípio; um motor primevo, Uno, que consubstanciasse tudo, o que demonstra a natureza da Razão humana cuja tendência é unir para dar sentido às coisas.

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A própria dúvida metódica cartesiana disseca, divide e separa o mundo e seus objetos – e o próprio sujeito – a fim de sintetizá-lo a partir de uma certeza indubitável. Se vemos um cachorro, somos capazes de dividi-lo e separar as partes que o caracterizam enquanto tal e, ao mesmo tempo, reconhecer estas mesmas características em outros cachorros, bem como não reconhecê-las nas outras espécies, o que permite que diferenciemos um cachorro de um papagaio. O mundo dos sentidos tende à multiplicidade, enquanto o mundo racional tende ao unitarismo. Percebo muitos cachorros, completamente distintos entre si, vivencio muitas formas de ser cachorro, mas minha ideia de cachorro é uma só.

Tal concepção também pode ser empregada na produção da subjetividade na modernidade, principalmente com o advento do hegelianismo, no final do século XVIII e início do século XIX. Essa ideia parte do princípio que a Razão humana é o instrumento ideal e único capaz de desvelar o ser do mundo e de seus objetos, encontrar o princípio de unidade que subjaz nas multiplicidades, capaz de estruturar, formar e oferecer um sentido único e um entendimento correto ao mundo. No que diz respeito à produção de subjetividade na modernidade, havia a ideia de um eu humano único, uma essência humana – a Razão – que subjaz nas multiplicidades de vivências de sujeitos. Não era possível pensar-se em uma subjetividade fragmentada, pois fragmentados eram os sentidos que permitiam experiências múltiplas de individualidades. Entretanto, indo além do ser-aí, a Razão humana seria capaz de achar a si própria enquanto princípio unitário que conforma e confere a natureza humana ao indivíduo humano: é a marca da Humanidade.

No século XIX, ainda em sua primeira metade, já encontramos os filósofos que iriam criticar, acidamente, a modernidade, principalmente a moral kantiana e o projeto de Homem hegeliano, essa Razão imperiosa que já ameaçava subjugar a humanidade que parecia constituir e ser sua própria essência. Søren Kierkegaard (2008), principalmente em sua obra *La enfermedad mortal – O desespero humano*, em tradução brasileira-, filosofia esta nascida em contraposição ao pensamento hegeliano, já alertava para a total irracionalidade da existência. Contra o panhegelianismo, Kierkegaard ergue a voz do indivíduo por sobre o gênero, fá-lo gritar sua existência contra a concepção conceitual e teórica de humanidade. O sujeito, sozinho, em seu desespero, tenta entender as próprias conflitividades que regem o existir humano e que não são passíveis de uma sintetização, de uma solução. A Razão, essa essência que determina e pré-concebe o sujeito humano, é uma ilusão, não é capaz de solucionar as contingências antinômicas do existir próprio do indivíduo humano. Não é possível apreender o indivíduo ou a existência por meio de teorias, haja vista que ambos são puras contingências e não á coisa alguma que os predetermine ou confira uma essência imutável.

Essa crise, cujo principal arauto será Friedrich Nietzsche, quando anuncia a "morte de Deus", assassínio este que não comete, mas do qual é apenas um emissário, desfralda as velas do que denominamos de crise da modernidade, um relativismo que provoca um refluxo caótico que vai de encontro à tradição secular. A crise proclamada pelos críticos da Razão, da sociedade moderna, do programa iluminista contrapõe-se a qualquer projeto de unitarismo, de unificação, correndo em direção a uma fragmentariedade que atingiria a própria produção de subjetividade. O que valia para a Razão é cortado fora, apenas o que vale para os sentidos vale também para o mundo racional. A razão humana é considerada débil como via para chegar-se ao eu e a dimensão existencial dionisíaca, tal como definida por Nietzsche, faz sua entrada passando dos bastidores aos palcos da história.

Toda a crença de que a Razão era suficiente para dar conta do mundo e do sujeito humano, de que havia uma Verdade que só poderia ser alcançada através da Razão, de que a realidade era lógica e era aquilo que estava fora do eu, de que esse eu só poderia ser acessado mediante o uso da Razão, toda essa concepção decai panlogística hegeliana arruína-se. Não havia realidade, mas realidades

fenomênicas transformadas em experiências da consciência e, como tal, o conhecimento dependia de como o mundo e seus objetos, bem como o eu e seus juízos, apareciam para cada pessoa. Havia apenas jogos de linguagem, nominalismos, categorias mentais e uma vontade de potência em querer eternizar aquilo que era passageiro; em outras palavras, o mundo e os objetos do mundo, assim como o eu e suas concepções, eram tão somente constructos subjetivos e, portanto, não existiam factualmente. A subjetividade fora implodida e o eu humano é reduzido a nada.

De acordo com Max Horkhheimer (2011), a crise da razão manifesta-se na crise do indivíduo, na perda da identidade, na ilusão acalentada pela tradição sobre o sujeito e sobre a autossuficiência da Razão, na quimera de sua eternidade. Se dantes o indivíduo pensava a razão enquanto instrumento do eu, com a decadência dos sentidos passou a experimentar a miragem que fora tal auto-apoteose, essa masturbação egóica. Essa crise do sujeito implica, necessariamente, na sua pulverização, ainda que haja uma representação do eu – uma auto-representação -, a efígie que possui de si próprio é, agora, semipleno, mutilado, parcial, ambígua; o eu encontra-se fraturado.

Os sujeitos que se inscrevem no mundo não mais tentam organizá-lo, muito menos dotar-lhe de um sentido; pelo contrário, desejam desesperadamente organizar-se no e com o mundo. Para Luiz Costa de Lima (2014; 2007, p.452), é próprio do sujeito querer "congelar a mobilidade do eu". A procura por uma unidade, por um princípio que possa garantir uma completude ao indivíduo jamais é alcançada. O eu não consegue, pois, realizar-se; porém, se tal princípio unificador é necessário para que o sujeito não se desmonte em sua existência, o que acontece na modernidade é justamente a desagregação desse eu.

A perda de identidade e a consequente perda de identidade do eu estão ligados ambos ao sentimento de tédio e o tédio, por sua vez, liga-se a uma perda de significado. É a partir dessa fratura da subjetividade e o tédio intrínseco a perda de sentido, que analisaremos de que forma o sentimento de tédio emerge nas poéticas de Florbela Espanca e Mário de Sá Carneiro, dois dos grandes representantes do modernismo lusitano. Utilizaremos os sonetos "Sem Remédio" e "Tédio", ambos de Florbela e "Além-Tédio" e "Dispersão", de Mário de Sá Carneiro para alcançarmos o nosso propósito. Buscaremos mostrar como um sentir que pode migrar de um ligeiro desassossego pode culminar em um visceral estado de perda de conteúdo e significação.

II. O PROBLEMA DO TÉDIO – MODERNIDADE E SIGNIFICADO

Nosso principal aporte teórico para a problemática filosófica do tédio vem do filósofo sueco Lars Svendsen, que disserta, em seu livro *A filosofia do tédio*, sobre o sentimento do tédio enquanto preocupação central de nossa época e a razão pela qual somos incapazes de superá-lo. O autor discute o que se esconde por detrás da estagnação que tiraniza e desorienta. O indivíduo, na modernidade, não consegue mais se encontrar no mundo, haja vista que a relação entre sujeito e mundo fora perdida.

Svendsen (2006) coloca a questão do problema do tédio enquanto uma incapacidade de se orientar na existência, a vontade não é capaz de agarrar-se ao que quer que seja. Com a "morte de deus", anunciado por Friedrich Nietzsche (2001), a presença de Deus, eficiente para preencher a existência, tornando desnecessária uma busca de sentido, esvai-se e o mundo, bem como seus objetos, o eu e seus juízos são falhos enquanto substitutos e transmissores de sentido. Uma vez que o niilismo faz sua entrada no palco da história, o tédio, essa experiência com o tempo esvaziado de significado, expressa, tal como entende o filósofo, "a ideia de que dada situação ou a existência como um todo são profundamente insatisfatórios" (SVENDSEN, 2006, p.22). Uma vez que todos os sentidos que orientavam a existência se desvaneceram, o tempo tornou-se uma experiência de consumo, um sincrônico e diacrônico passar do tempo que torna a existência algo intolerável.

Svendsen (2006) afirma que a experiência do tédio existencial encontra-se atrelado às reflexões e estas estão profundamente ligadas a uma perda de mundo, ou ao menos de sentido e significado de mundo. Na vida moderna, emerge a questão da crise de significado; o indivíduo moderno busca, desesperadamente, fugir do tempo, fazendo com que a modernidade se transforme em uma contínua tentativa de se escapar do titã que ameaça devorar seus próprios filhos. Não por acaso os gregos deram a Cronos, titã do Tempo, a imagem de um ser brutal e voraz que devora os filhos que ele mesmo gera. Interessante notarmos também que o titã era representado segurando uma gadanha ou foice, símbolo primordial da aniquilação a qual o tempo submete a tudo e a todos. Ninguém foge ao seu alcance. Como bem salienta Machado de Assis, em *Memórias Póstumas de Brás Cubas*, matamos o tempo, mas o tempo nos enterra.

Figura 1: Saturno devora um de seus filhos, Rubens, 1636/1638.

Se facilidade das informações que sobrecarregam o mundo encontramos mais substitutos para a significação, é porque há mais significado que precisa ser substituído. Entretanto, tais significados não são dados pelos sujeitos. Há falta, carência de significado pessoal e, por essa razão, a sociedade moderna – e suas tecnologias – precisam criar significados artificiais que sejam capazes de satisfazer os sujeitos a fim de fugir do vazio que os cerca:

> Essa corrida, a necessidade de satisfação e a falta de satisfação estão inextrincavelmente entrelaçados. Quanto mais a vida individual se torna o centro do foco, mais forte se torna a insistência de significado em meio às trivialidades da vida cotidiana. Uma vez que o homem, há cerca de dois séculos, começou a ser como ser individual que deve se realizar, a vida cotidiana parece agora uma prisão. O tédio não está associado a necessidades reais, mas a desejo. E esse é um desejo de estímulos sensoriais. Estímulos são a única coisa interessante. (SVENDSEN, 2006, p.28)

A necessidade humana por significados, por algum conteúdo capaz de ser um constitutivo de significado, torna a existência entediante. O sentimento de tédio, para Svendsen (2006), é um sintoma de que a necessidade de significado não está sendo satisfeita. O problema da modernidade não é propriamente uma falta de significado, mas uma abundância de significados postiços, pseudos-sentidos. Contudo, tais significados que nos submergem não são os sentidos que buscamos. Na verdade, o sujeito sequer tem noção do que realmente busca e, uma vez que não sabe o que busca, qualquer sentido sintético serve - ao menos por um prazo de tempo - e logo torna-se obtuso e desinteressante.

Para o filósofo sueco, o tédio pressupõe uma subjetividade ou seja, uma consciência de si. Para sentir tédio o sujeito necessita perceber-se enquanto indivíduo e é esse sujeito quem irá cobrar um significado do mundo e de si próprio. O sentimento de tédio é "a expressão da ausência de tal significado" (SVENDSEN, 2006, p.34). Por

esta razão percebemos que o tédio existencial na sociedade moderna encontra-se ligado ao niilismo e ambos confluem na morte de Deus.

Nesse sentido, o sentimento de tédio mostra-se como uma antecipação da morte na própria existência. Em Florbela Espanca, encontramos um verso que parece expressar essa morte em vida que é o tédio, tão profundo que assume a aparência letárgica da própria morte:

> Passo pálida e triste. Oiço dizer:
> "Que branca que ela é! Parece morta!"
> E eu, que vou sonhando, vaga, absorta,
> Não tenho um gesto, ou um olhar sequer...

Percebemos aqui algumas imagens que constituem a metáfora poética para a ideia do tédio enquanto morte em vida. O eu-lírico sente tão profundamente essa indiferença, tão devastadora a ponto de não se permitir um gesto ou um olhar de interesse ao que lhe passa em redor, que seu sentido de denso tédio existencial expressa-se na palidez de sua face, o que representa a própria imagem da morte. É conhecido o fato biológico de que, quando morre um corpo humano, a palidez é uma das principais características após algumas horas *post mortem*. Tanto é assim que o olhar do outro, objetivando-a, exclama que de tão branca, de tão pálida, parece já haver morrido. Tal imagem simboliza a morte espiritual do eu-lírico, somente o corpo permanece movimentando-se, a alma, esse eu que confere sentido e significado ao mundo, já não existe mais. Antero de Quental, poeta português e representante do Realismo que trouxe em sua poesia aspectos temporãs do Simbolismo lusitano, assim também se expressava em relação ao sentimento de tédio existencial no soneto *Anima Mea*, quando a própria Morte, personalizada enquanto uma "loba faminta", vem ao encalço do eu-lírico. E este assim, muito indiferentemente, lhe responde:

> — Não temas, respondeu (e uma ironia
> Sinistramente estranha, atroz e calma,
> Lhe torceu cruelmente a boca fria).
> Eu não busco o teu corpo... Era um troféu
> Glorioso de mais... Busco a tua alma —
> Respondi-lhe: «A minha alma já morreu!»

Se o tédio é capaz de matar o indivíduo em vida, a morte torna-se, por seu turno, a única forma de oposição ao tédio, pois, "na inumanidade do tédio ganhamos uma perspectiva de nossa própria humanidade" (SVENDSEN, 2006, p.43). O sujeito é um ser finito imerso em um tempo infinitamente esvaziado de qualquer significado e dentro do qual não temos qualquer importância. O tempo da vida torna-se uma prisão; o nascer e o morrer, os dois extremos entre os quais oscila o pêndulo do existir. Para Simone Weil (1996), a sucessão uniforme de minutos torna-se cruel, tal como o tique-taque de um relógio. Em Florbela, a cor roxa também emerge enquanto imagem metafórica da morte em vida, do sentimento de tédio:

> A minha Dor é um convento. Há lírios
> Dum roxo macerado de martírios,
> Tão belos como nunca os viu alguém!

A imagem do lírio, uma flor já roxo remete à ideia de corpo morto, haja vista que, além de empalidecer, o cadáver, após horas morto, as células vermelhas do sangue passam para as partes do corpo que estão mais próximas do solo, uma vez que a circulação foi interrompida. A consequência disso são manchas roxas, as veias incham, um processo conhecido como *livor mortis*. Juntamente com a temperatura do corpo, essas marcas ajudam os legistas a identificar o tempo e a posição do corpo no momento da morte.

O tédio é, pois, uma falta de expressão, por isso o eu-lírico flobertiano faz da aparência cadavérica o reflexo do indivíduo existencialmente entediado e essa carência expressiva diz respeito à incapacidade de se superar o estado de tédio, de ânsia por todo e qualquer sentido e, por sua vez, igualmente insatisfeito, uma vez que se perde a capacidade de se encontrar aquilo que buscamos, se é que o indivíduo sabe o que busca. Ele simplesmente sabe que procura por alguma coisa, mas não sabe dizer o quê. Algo falta, mas não tem

condições de responder o que precisamente está ausente. O escritor norueguês Arne Garborg, citado por Svendsen (2006, p.46), define o tédio como um "frio mental – um frio que atingiu minha mente", e também Fernando Pessoa afirma ser o tédio um "frio da alma" (1990, p.19):

> Sinto frio na alma; não sei com que me agasalhar.
> Para o frio da alma não há manto nem capa,
> quem o sente não se esquece.

> Também Florbela se utiliza de tal metáfora para expressar o tédio em sua poesia:
> Que diga o mundo e a gente o que quiser!
> O que é que isso me faz? O que me importa?
> O frio que trago dentro gela e corta
> Tudo que é sonho e graça na mulher!

O frio, a rigidez gélida, sem calor, sem vida, portanto, uma vez que o calor, a temperatura elevada de um corpo denota presença de vida. Quando morremos, nossa temperatura baixa. Quando o coração para, o corpo experimenta o que a medicina legal denomina de *algor mortis* ou o "frio da morte", quando a temperatura do corpo esfria em uma média de 1,5 ºC por hora, até atingir a temperatura ambiente. Percebamos que o eu-lírico pessoano, ao se referir a um frio da alma para o qual não há agasalho, metaforiza a morte da alma, ou seja, o eu-lírico é um morto que vaga sobre a terra, insepulto. É o tédio existencial, a morte na existência, a morte do eu. A mesma imagem frigidez encontramos no eu-poético flobertiano: o frio mortal congelou qualquer resquício de vida que possa caracterizar a energia vital feminina.

A experiência do tédio faz com que os indivíduos sejam incapazes de encontrarem qualquer sentido satisfatório que possa conferir um significado ao mundo, a si próprio, à existência. O mundo parece um túmulo e o sujeito é um "Vivo - que vaga sobre o chão da morte; Morto - entre os vivos a vagar na Terra" (CASTRO ALVES, 1965, p.22). Mário de Sá Carneiro põe como nome de seu poema *Além-Tédio*, o que indicia uma alusão ao termo "além-túmulo", ou seja, algo que já está morto e encontrar-se-ia em uma outra "existência", em um limbo existencial – se assim pudermos expressar -, algo que está para além da morte do eu, o que também caracteriza o tédio enquanto uma morte em vida. O vazio do sujeito e do mundo estão interligados e não há possibilidade de uma definição para o tédio, haja vista que carece de positividade. Em nossa análise, abordaremos o tédio enquanto uma privação de significação na poesia de Florbela e Espanca e Mário de Sá Carneiro.

III. A CRISE DE SENTIDO DA MODERNIDADE E A EXPERIÊNCIA DO TÉDIO EM FLORBELA E SÁ CARNEIRO

Sigmund Freud, em sua obra *Luto e Melancolia*, denomina esta última como uma forma de loucura cuja principal característica é o humor sombrio, uma profunda tristeza capaz de conduzir o indivíduo ao suicídio. Segundo o *Dicionário de Psicanálise* (1998, p.505), a melancolia sempre foi "a expressão mais incandescente de uma rebeldia do pensamento e a manifestação mais extrema de um desejo de auto-aniquilamento, ligado à perda de um ideal". Em nossa análise, trabalharemos o conceito de tédio em assonância com a melancolia, tal como caracterizada pela psicanálise freudiana, haja vista que no sentimento de tédio, o indivíduo perde algo importante para o seu equilíbrio no mundo, porém não consegue atentar para o que de fato foi perdido, o que claramente também tipifica o sentir melancólico.

O Dicionário de Psicanálise afirma que a melancolia liga-se ao mito grego de Cronos, o deus do tempo que devorava seus próprios filhos, o que é muito contundente, uma vez que o problema do tédio é uma experiência do tempo que precisa ser consumido. O sujeito se vê aprisionado ao tempo eterno sendo ele próprio finito e não consegue tornar satisfatório essa permanência do tempo existencial. A vida transforma-se em uma cela insuportável e a morte, a única saída para fora desta prisão.

Mário de Sá Carneiro, poeta do Modernismo português, amigo íntimo de Fernando Pessoa e um dos nomes da geração *Orpheu*, foi um poeta em busca de si e David Mourão-Ferreira (1990) traduziu tal sentimento identificando o eu-lírico do poeta como o Ícaro, o jovem, da mitologia grega, que tentou voar e teve as asas derretidas pelo sol. Assim como Ícaro, o eu-poético de Sá Carneiro parecia querer voar, ultrapassar sua condição de humano e ser Deus, a ambição desmedida do sujeito humano em querer desfazer-se da finitude e alcançar a eternidade.

Em seu poema *Além-Túmulo*, percebemos uma alusão ao mito de Ícaro, quando o eu-lírico assim diz que:

> Outrora imaginei escalar os céus
> À força de ambição e nostalgia,
> E Doente-de-Novo, fui-me Deus
> No grande rastro fulvo que me ardia.

Ícaro não é somente um jovem – imaturo – que peca por irreflexão, mas também pode ser visto enquanto herói do ideal, sonhador, que deseja alcançar o infinito, a liberdade plena. Aqui presenciamos o sentir melancólico/entediante, uma vez que o primeiro caracteriza-se enquanto um aniquilamento de si pela perda de um ideal, de um desejo e o segundo, assinala-se enquanto uma crise de significado: perdido o sentido que serviria enquanto bússola para a existência, esta encontra-se ela mesma em perigo.

Figura 2: Herbert James Draper, 1898.

> E o eu-poético dá prosseguimento:
> Parti. Mas logo regressei à dor,
> Pois tudo me ruiu... Tudo era igual:
> A quimera, cingida, era real,
> A própria maravilha tinha cor.

O anseio pelo novo torna-se insípido. Como podemos perceber, o eu-lírico procura uma nova sensação, um novo ideal que possa conferir sentido ao mundo e a si próprio. O eu-poético imagina poder construir um eu substancial e, por fim, superar o sentimento de tédio, se for capaz de preencher o Tempo que o devora com impulsos, com novas sensações. Não há lugar para a experiência, não há tempo para a significação, apenas a vivência superficial de momentos que se sucedem e que deveriam dar um sentido à vida. Porém, a novidade queda ultrapassada e a existência não adquire o significado que lhe falta. Vemos, pois, aqui, uma alegoria da caverna ao avesso. Sair da obscuridade do sentir melancólico, do tédio existencial para alcançar o alto, o eterno, a luz, é meramente uma ilusão. O sujeito depara-se com a vacuidade e cai, a queda aqui

aparecendo como uma metáfora para o próprio sentir melancólico, que é para baixo, depressivo:

Ecoando-me em silêncio, a noite escura
Baixou-me assim na queda sem remédio;
Eu próprio me traguei na profundura,
Me sequei todo, endureci de tédio.

O eu-lírico, tal como Ícaro, morreu, secou, endureceu, querendo alcançar algo inalcançável, pois, como o próprio Svendsen (2006) disse, a superação do tédio está fora da força de vontade humana, uma vez que a própria vontade não consegue mais agarrar-se a coisa alguma quando se encontra imersa no sentir melancólico. A imagem de um eco que ressoa o próprio silêncio é muito forte na estrofe, pois, na tentativa de superar a existência entediante, o tempo devorador, tal tentativa gera consequências desastrosas. O eu-poético mostra-se enlouquecido em sua busca ansiosa por diferença e termina por sucumbir ao intoleravelmente idêntico, sem qualquer natureza própria:

E só me resta uma alegria:
É que, de tão iguais e tão vazios,
Os instantes me esvoam dia a dia,
Cada vez mais velozes, mas esguios...

Na ausência de uma relação com Deus, responsável por significar a existência, o eu volta-se para si próprio e para as satisfações dos sentidos em busca de um sentido postiço capa\ de significar o mundo e o eu. O objetivo é esquecer o estado miserável da condição existencial humana e tal ação possui um efeito destrutivo: o eu fragmenta-se ao fugir do vazio da realidade. Se apenas a satisfação sensorial é capaz de consolar o sujeito da miserabilidade humana, essa necessidade constitui-se enquanto a maior miséria humana, impelindo o sujeito para a própria destruição.

Percebemos em Florbela Espanca, poetisa lusitana do Modernismo, cuja poética marca-se por uma ambiguidade que reúne características simbolistas e decadentistas, enquanto centralidade de sua poesia o tédio existencial metaforizar-se como a Dor e, tal como salienta Barreira 1992), o sentir poética expressa-se enquanto sofrimento. Em Florbela, não temos um tempo de experiência, contudo, ao contrário, uma experiência de tempo. O tempo, os minutos, segundos, horas, tal como no eu-lírico de Sá Carneiro, parecem iguais e vazios, idênticos, uniformes, em pleno repouso, eterno; emergem enquanto nulidades, impotências e vazios:

O que é que me importa? Essa tristeza
É menos dor intensa que frieza,
É um tédio profundo de viver!

Aqui, mais uma vez, a metáfora do gelo, do frio, enquanto característica do sentimento de tédio. O eu-lírico sente-se frio, gélido, tal como morto, por dentro. O tédio, uma morte em vida, resfria tudo, tira o calor da existência, o sopro da vida.

E é desde então que eu sinto este pavor,
Este frio que anda em mim, e que gelou
O que de bom me deu Nosso Senhor!
Se eu nem sei por onde ando e onde vou!!

Outra vez a imagem do frio cujos elementos primordiais que o caracterizam como tal permite um efeito sensorial quase táctil, permitindo um envolvimento físico do leitor. O frio que se abateu no interior do eu-lírico aparece como um pavor que a desnorteia, pois não sabe mais quem é ou aonde vai. Tudo está morto, o eu e o mundo. O eu perdeu sua identidade na escuridão e na apatia, na frialdade. Não há forma, nome ou objeto. O tédio não é somente um estado interior, mas também um traço do próprio mundo. Enquanto o eu-lírico de Sá Carneiro emerge como Ícaro, cujas asas são derretidas pelo sol, no eu-poético flobertiano surge como o morto, o herói já caído. Do eu brota o desânimo, a tristeza, o rancor, o desespero, a melancolia, o tédio:

E é tudo sempre o mesmo, eternamente...
O mesmo lago plácido, dormente...
E os dias, sempre os mesmos, a correr...

Em Sá Carneiro, esse passar dos instantes, sempre iguais, tal como tique-taque do relógio, é a única

alegria do eu-lírico, porque aproxima-o da morte, sua única rota de fuga. Em Florbela, não há mais a possibilidade de se preencher o vazio ocupado anteriormente pelas metanarrativas. É o entediante, o eterno mesmo; não há mais limites e nada é mais entediante que o eterno, o ilimitado. O eu-lírico flobertiano está imerso em um excesso de introspecção sem qualquer meta ou objetivo. O nivelamento, como salienta Svendsen (2006), provoca tédio. O uso das reticências é um artifício que indicia justamente o sentimento de tédio, a própria repetição dos atos do mundo, corroborando o discurso do eu-poético. A própria estrofe poderia, inclusive, ser mudada de ordem sem afetar a estrutura simbólica da mesma: E é tudo sempre o mesmo, o mesmo lago plácido, e os dias, sempre os mesmos, eternamente... dormente... a correr... Podemos perceber também a repetição da própria palavra "mesmo", demonstrando o desespero do eu-lírico em sua busca por diferenças, por naturezas próprias, por identidades, não somente do mundo e de seus objetos, mas do eu.

Sendo o sujeito uma síntese entre infinitude e finitude, entre temporal e eterno, entre necessidade e liberdade, tendo a própria palavra síntese um significado que diz respeito a uma relação entre dois termos, o indivíduo não pode mais ser considerado ainda um eu. O eu não é a relação em si, mas o voltar-se sobre si mesma, o conhecimento que adquire de si própria. O eu possui seu fundamento fora de si, - em Deus, por exemplo. Na modernidade, podemos perceber esse movimento que vai da base religiosa, Deus como fundamento e significação do mundo e da subjetividade, à ciência: a Razão como fundamento do eu e do mundo, única via de acesso ao mundo e a esse eu que é a síntese mesma das contradições humanas. De onde surge, portanto, o sentimento de tédio? Justamente da quebra dessa relação que a síntese estabelece consigo mesma. O eu rompe-se e fragmenta-se:

> Perdi-me dentro de mim
> Porque eu era labirinto,
> E, hoje, quando me sinto,
> É com saudades de mim.

Aqui encontramos novamente uma alusão ao mito de Ícaro, haja vista que o jovem Ícaro liga-se ao mito do Minotauro e do Labirinto de Cnossos, na ilha de Creta. O pai de Ícaro, Dédalo, havia construído o labirinto que manteria o Minotauro aprisionado. Após Teseu matar o monstro e o labirinto começar a ser destruído, Dédalo constrói, para si e para o filho, asas de cera. Contudo, quando Ícaro tenta voar mais alto para alcançar o sol, suas asas derretem pelo calor, levando o jovem à queda e consequente morte. O tempo, para o eu-lírico, assume a forma do labirinto do qual não se pode escapar e, ao tentá-lo, ao esforçar-se por fazê-lo, por ultrapassar a condição humana, tudo que se encontra é vazio, silêncio, que ecoa, como no primeiro poema e, logo em seguida, a queda e a morte.

O tempo e a própria experiência existencial são um labirinto que aprisiona o eu e este, tomado de uma náusea, tal como metaforizou Jean-Paul Sartre (ano) em sua principal obra filosófica, toma-se de horror pelo abismo e dilui-se. Quanto mais consciência se tem, maior será o sentimento de vazio. O eu-lírico demonstra uma clara insatisfação existencial e uma não adequação à existência, ao mundo. Sente saudades de si mesmo por haver perdido essa significação que sustentava essa subjetividade. Svendsen (2006) que o tédio pressupõe uma auto-reflexão no que diz respeito à própria condição do sujeito no mundo.

> Não sinto o espaço que encerro
> Nem as linhas que projeto;
> Se me olho a um espelho, erro –
> Não me acho no que projeto.

Percebemos em ambas as estrofes, e tal construção estética segue durante todo o poema, que a última palavra repete-se do primeiro e segundo versos repetem-se no último, assim como a assonância de /into/ e de /erro/, ocasionando um efeito sinestésico que caracteriza o próprio sentir entediante, que é repetitivo e, portanto, tal como um eco, repete-se infinitamente. Mediante o uso de figuras de linguagem, o eu-lírico expressa,

na forma estética do poema, o próprio sentimento melancólico, o próprio tédio existencial que torna seus dias uma experiência mortificante. Essa imagem também prefigura o próprio labirinto cuja saída não se é capaz de achar e termina por voltar-se ao início ou aos mesmos caminhos anteriormente percorridos.

O não reconhecimento de si diante do espelho declara a perda de referencial desse eu, pois não é mais capaz de significar, logo não sabe quem é, não se conhece. Percebemos um profundo desespero de não se conseguir encontrar nada que seja capaz de dar um sentido às necessidades do eu. O tédio, pois, pressupõe alguém que se entendia, mas que não sabe bem de quê, encontra-se enraizada na procura pela infinitude e aquele que deseja o infinito, ignora bem o que realmente deseja:

> Para viver uma vida significativa, o homem precisa de respostas, isto é, de certa compreensão de questões existenciais básicas. [...] A pessoa tem de ser capaz de se situar no mundo e de construir uma identidade relativamente estável. [...] ter uma identidade pessoal é ter a representação de um fio narrativo na vida, em que passado e futuro podem dotar o presente de significado. [...] Para se ter um significado, ser um eu, é preciso ser capaz de contar uma história sobre si mesmo, sobre quem se foi, quem se quer vir a ser e quem se é agora, entre passado e futuro. (SVENDSEN, 2006, p.83)

Desprovidos de um eu substancial ou essencial que possibilite uma significação a si e ao mundo, tornamo-nos mônadas nômades, indivíduos vagabundos, deserdados da universalidade da Razão, órfãos de Deus, vagando sem rumo sem qualquer possibilidade de descobrir qualquer coisa que possa garantir um sentido e dar consistência à existência. O eu encontra-se aprisionado no vazio infinito. O pensar torna-se tortura, a voz do pensamento é lamento torturante que o sujeito não é capaz de calar. O sujeito não quer pensar sua condição, contudo não é capaz de fazê-lo estacar, está sempre a remoê-lo por dentro:

> Sinto os passos da Dor, essa cadência
> Que é já tortura infinda, que é demência!
> Que é já vontade doida de gritar!

O eu-lírico flobertiano confere personalidade ao sentir melancólico, Dor, a qual denomina de tortura interminável, tal como uma cadência de interminável de mortificação. A imagem da cadência aqui, enquanto encadeamento de suplício, uma sucessão regular de angústia e padecimento, um ritmo, um compasso de tristezas, ameaça arrastar o eu-poético à loucura, à demência, desembocando em um comportamento imagético que emerge enquanto comportamento que sugere loucura, desatino, corroborada pelo desejo insano de gritar:

> E é sempre a mesma mágoa, o mesmo tédio,
> A mesma angústia funda, sem remédio,
> Andando atrás de mim, sem me largar!

Mais uma vez percebemos a repetição de palavras como uso estilístico na forma poética, como um *ethos* discursivo, para revalidar o conteúdo. Novamente a reiteração da palavra "mesmo", a mesma mágoa, o mesmo tédio, a mesma angústia, sem qualquer possibilidade de escapatória. O eu observa a si próprio e julga-se, a consciência de si está ligada à solidão, pois esta é incontestavelmente pessoal. A solidão é o próprio eu-lírico e, tal como a consciência e a solidão pertencem ao eu, a solidão também, um tédio pelo qual o sujeito torna-se responsável.

Para Martin Heidegger (2006; 2015), a solidão é condição original do *Dasein*. Quando nascemos, somos atirados à existência, lançados à própria sorte. Os indivíduos diferenciam-se uns dos outros pela maneira como lidam com a liberdade ou o abandono que daí provém. Heidegger observa o *Dasein* em fuga de si próprio, deseja esconder sua condição de facticidade, situa-se em sua cotidianidade que o mantém distante de si mesmo. O Dasein quer desesperadamente manter-se distante da angústia que o de existir

provoca. Tem a necessidade de escapar da solidão que o consome.

Se a essência do indivíduo humano é o fato de existir, enquanto tal estamos lançados em um mundo, somos facticidades, totalidades de significações históricas que sofrem a ação da sedimentação social. Não somos capazes de nos pensarmos fora do mundo, pois o mundo constitui nossa própria existência. Por isso Heidegger (2015, p.254) afirma que o sujeito angustia-se "pelo próprio ser no mundo", haja vista que "o mundo não é mais capaz de oferecer alguma coisa, nem sequer a co-presença dos outros". A solidão não pode ser analisada de maneira independente da existência, haja vista que a solidão é uma experiência do sujeito fático, do existente, que revela o seu modo de existir.

O indivíduo encontra-se sozinho no sentimento de tédio haja vista que não é capaz de encontrar apoio fora de si mesmo. Na verdade, não é possível encontrar apoio sequer em si próprio. O significado pessoal dado pelo sujeito ao mundo e ao eu com o intuito de estabelecer uma relação de significação como única coisa capaz de oferecer um sentido à existência, é inapreensível. Ainda que qualquer significado seja inalcançável, faz-se necessário aceitar o tédio, uma vez que não há modo de sair dele. Haja vista que não há qualquer solução para o tédio, é justamente isso que faz dele um problema.

IV. CONSIDERAÇÕES FINAIS

Como percebemos ao longo de nossa análise, o tédio parece ser um mal tipicamente moderno, ainda que a palavra seja bastante antiga. Na contemporaneidade, pode ser compreendido enquanto um fardo que arrasta a existência segundo o tempo ditado pelo mercado. Não é mais a rapidez vertiginosa que faz tudo parecer igual, mas a transformação do indivíduo é mera imagem, superposta a outras imagens, sujeitos tornados modelos opacos e planos, ocasionando uma inversão da iconicidade e concedendo à representação imagética um valor de realidade superior a própria realidade a qual pretende representar.

Percebemos que o sentimento de tédio existencial é uma experiência atrelada à vivência do moderno, cuja relação com o tempo torna-se uma correspondência esvaziada de conteúdo, mera superficialidade sem qualquer singularidade e, portanto, completamente nivelada na mesmice. Não há mais um entendimento qualitativo do tempo, mas quantitativo e, nesse sentido, a experiência do tempo transforma-se em um infinito passar dos segundos, todos iguais porque não possuem categorias de valor capazes de distinguir qualitativamente uma porção do tempo de outra.

A partir dessa experiência do moderno, percebemos como o sentimento existencial de tédio emerge nas poesias de Florbela Espanca e Mário de Sá Carneiro, analisando imagens que os eu-líricos dos respectivos poetas utilizam para metaforizar o sentir indiferente e sufocante do viver sem qualquer sentido ou significação. Ambos os poetas reconhecem-se enquanto estrangeiros deste mundo, como se a existência fosse uma espécie de exílio.

Tanto o eu-poético flobertiano quanto o eu carneriano não são capazes de se identificarem nesse mundo; sempre em busca de algo que lhes falta ainda que não saibam exatamente de que carecem, transformam-se ambos em embriagados de si próprios, como se se sentissem em uma existência inautêntica, a qual jamais pertencerão. Perdem-se, portanto, em uma vertigem labiríntica na qual são aniquilados, consumindo-se a si mesmos.

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