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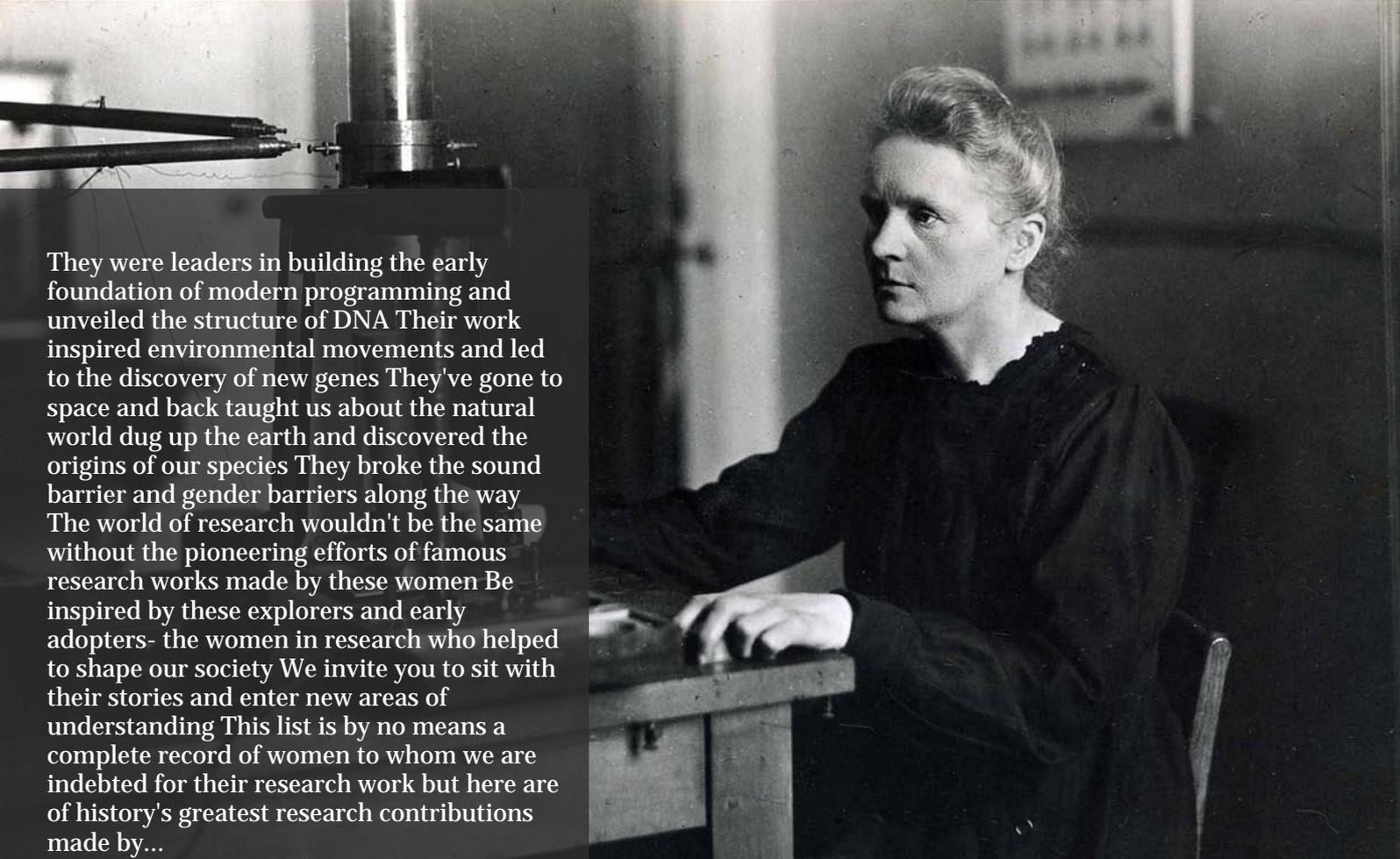
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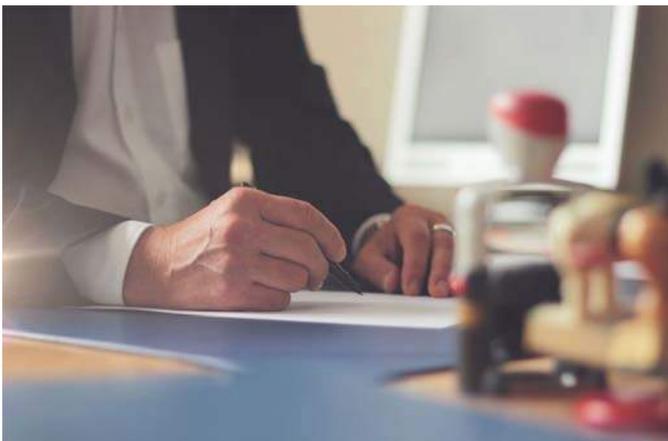
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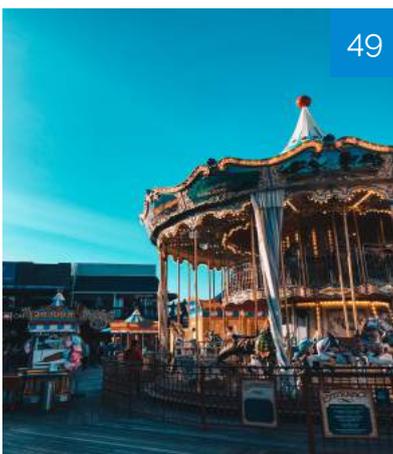
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A Social Assessment of Human Behaviour, Practices and Contamination of Rural Water Resources in Eket – Nigeria

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University of Roehampton

ABSTRACT

Contamination of water sources creates a significant economic burden on the rural poor. The impact of water contamination has a link to human behaviour, knowledge and attitude. This research investigates the relationship between Human Behaviour, Practices and Contamination of Rural Water Resources in Eket Local Government Area, Nigeria. The study sampled persons who interact at most on a daily basis with natural water sources in rural communities. Study revealed predominant human practices and behaviour to include open defecation into or beside water bodies, dead animal and human bodies deposits, feeding of cattle with weeds around and water sources, clearing of farmlands, bush burning, waste dump into drainage systems, ravine and erosion sites, use of chemical bait in fish farming and processing of cassava in streams.

Keywords: water contamination, human behaviour, human practices, water sources and environmental education.

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ABSTRACT

Contamination of water sources creates a significant economic burden on the rural poor. The impact of water contamination has a link to human behaviour, knowledge and attitude. This research investigates the relationship between Human Behaviour, Practices and Contamination of Rural Water Resources in Eket Local Government Area, Nigeria. The study sampled persons who interact at most on a daily basis with natural water sources in rural communities. Study revealed predominant human practices and behaviour to include open defecation into or beside water bodies, dead animal and human bodies deposits, feeding of cattle with weeds around and water sources, clearing of farmlands, bush burning, waste dump into drainage systems, ravine and erosion sites, use of chemical bait in fish farming and processing of cassava in streams. Conclusively, the findings reveal a significant relationship between human behaviour, practices and its influence on contamination of water sources in rural communities.

Keywords: water contamination, human behaviour, human practices, water sources and environmental education.

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I. INTRODUCTION

1.1 Background

Water has become the most necessary resource of the rural population but is widely threatened by contamination from different sources (Erisman et

al., 2016). Pollution of water affects the availability of water in desired proportion to meet the population. CDC (2016) and UNDP (2015) asserted the challenge of water to the rural population had increased due to cases of contamination, with replicate effect on livestock and human. Water contamination goes further to make rural communities adopt other approaches to getting water through rain-water harvesting, hand pumps, boreholes and wells (Ubong et al., 2016; Lumb and Clare, 1992; Makoni et al., 2004). Most of these approaches although innovative imply additional expenditure for the sparse rural population, basing it on the fact that averagely more than 53.5% of Nigeria's population is on less than 1.90 USD daily (World Bank, 2017b). Contamination of water sources creates a significant economic burden for the rural poor. In these communities, women trek or spent most of their useful hours to obtain 'perceived' clean water for use by the household (Omole and Ndambuki, 2014) and even with this effort, they are exposed to unclean and unsafe water (Yusuff et al., 2014).

The impact of water contamination has a link to human behaviour, knowledge and attitude. Several works of literature have linked human behaviour to the many environmental problems including water contamination (Welsch and Kuhling, 2011; Whitmarsh and O'Neill, 2010). Sidique et al. (2010) and Obafemi et al. (2012) asserted that attitude and behaviour of humans on environmental conservation are affected by critical factors of what they earn, gender and educational level. Other studies have also tried to investigate behaviour behind the use of water by households and further reveal variations on the expressed behaviour of household's access to

water (Dolnicar et al., 2012b). Literatures reviewed provided clear evidence that behaviour has influenced use of water, but there is the need to understand what set of behaviour or attitudes and human practices that cause water contamination. Evidence from this analysis provides the need for a research to explore how behaviour affects human practices to lead to water contamination.

1.2 Problem Statement

Water is synonymous with life, and its consumption should meet critical criteria of being safe, clear, tasteless, odourless and absent of disease pathogens (Fan et al., 2014). Water needed by a majority of the population is fresh water. Freshwater in Nigeria is available in its natural state as streams, rivers, lakes, wetlands, rainwater, surface water and improvised situation as well, boreholes, hand-pump taps (Galadima et al., 2011). Majority of these sources of fresh water are available for the rural poor. Unfortunately, a significant quantity of these sources of clean water is contaminated (Matos et al., 2014). Contamination of fresh water raises serious concerns even as the global community looks forward to averting deaths related to unclean water and poor sanitation.

The challenge with the availability of clean and safe water is a primary concern especially for rural communities (WHO, 2017b). Rural communities rely more on these water sources for their daily domestic and agricultural activities (Willis et al., 2013). Most rural households are farmers who would require fresh water for irrigation, feeding of livestock and supporting plant growth (WHO/UNICEF, 2012). Other domestic activities would include fishing of seafood for both consumption and trading. The implication of water contamination to the rural communities would not only affect health but significantly their sources of income and survival (WHO/UNICEF, 2012).

Willis et al. (2013) asserted that contamination of water bodies is linked to human activities some of which are industrial or domestic activities (agricultural, automobile, household wastes).

WHO (2017b) also noted that most water contaminants are faeces targeted at sources of drinking water with 2 million persons affected by its consumption. The primary concern is how educated are the affected population that their daily unnoticed and practically ignored activities can lead to contamination of their water sources and pose a threat to their health and wellbeing (Akpan and Omoogun, 2016). Environmental education is meant to increase knowledge of environmental issues and incite group or individual actions to addressing emerging gaps militating against the environment (Safari, 2014). Environmental education should significantly lead to change in behaviour with a significant effect on the quality of water available for use in the rural environment (Peter, 2013). This study will also explore what factors encourage such behaviour and how related are these behavioural factors to their social norms, education and gender roles.

1.3 Purpose of the Study

This study aims to explore the relationship between human behaviour, practices and water contamination in Eket Local Government Area, Akwa Ibom State, Nigeria. This investigation will seek to identify those social behaviours that encourage water contamination practices by humans. A qualitative study approach will focus on identifying and describing the relationships between human behaviour, practice and water contamination.

1.4 Research Questions

The following questions will guide this study:

- a. Is there any significant influence on socio-cultural norms and human behaviour in rural water contamination?
- b. Is there any difference in behaviour of persons with environmental education (literacy) and persons without environmental education towards water contamination?

1.5 Theoretical and Conceptual Framework for the study

This research seeks to draw the link between human behaviour and intended practices leading

to water contamination. Behavioural science evidence has shown that all demonstrated or intended actions are influenced by a particular behaviour (Fuhrer et al., 1995; Glanz et al., 1997). The implication is that behaviour or attitude has an influential role to play on people preventing rural water from being contaminated. Glanz and Rimer (1995) posited that several factors influence human behaviour which include beliefs, knowledge, interrelationship with social identity and roles, institutional factors related to local norms. Other factors also involve social networks constituting community factors as laws and regulations established as part of public policy measures (Glanz and Rimer, 1995). This research will, therefore, attempt to investigate how these levels of influence affect human behaviour which is evident in their practices and actions towards the water resources.

This research will be tailored towards the theory of planned behaviour as Ajzen in 1985. The theory postulates that every intention to carry out any action is a function of a known behaviour or previously conceived behaviour (Ajzen, 1985). Ajzen (1985) further asserted factual knowledge develops an attitude towards behaviour which will later show as a behavioural intention and actual execution of the behaviour as a human practice. Invariably, if the knowledge about the effect of an action is low or absent, the action demonstrated will still be based on what is known perhaps linked to learned customs, culture or peer influence. The influence behaviour has on humans further explains why humans will defecate into water sources without recounting the effect it has on their health when ingested or used to process food.

1.6 Scope and Delimitations

This research will focus on only human behaviour as a factor encouraging specific human practices that causes water contamination. The proposed study area is a rural community and persons participating should have had interactions with water sources at natural and make-shift states. The study will adopt a qualitative approach to ensure that respondents can provide responses that are related to belief, social norms, knowledge

and attributes exhibited as individuals or as a community towards water contamination.

Since the study looks more into knowledge, attitudes and practice of individual, it would be necessary to narrow the scope of the research to individuals who reside and use water from the different sources daily in the LGA. Data collated for this study will be limited to the respondent's opinions and triangulated with other sources (research, primary data) for concurrent. The study will be limited to rural communities in Eket Local Government Area and its environs.

II. LITERATURE REVIEW

2.1 Literature Search Strategy

Literatures used for this study were obtained through thorough, systematic and in-depth evaluations of relevant and existing evidence that support the study ideology and concepts. The literature search was conducted through review of relevant and related scholarly published and accredited articles in journals, books, conferences and dissertation. The systematic search process followed a protocol establish to first identify key words in the research that requires relevant literature support, and aligns with the research ideology and questions. The search for the key words was done using search engines, library catalogues, bibliographic databases and consulting scholars with related expertise.

Materials obtained were further assessed to establish relatedness, provenance, value, objectivity and demonstration of strong argument to support research ideas. The next stage was to evaluate, analyse and interpret content for use and establishing its appropriateness depending on the sections of this work. The final stage was to critic literature evidence for gaps and correlate it with the focus and rationale for conducting this research.

2.2 Theoretical and/or Conceptual Foundation

This research aligns with Ajzen's theory of planned behaviour (1985) which posited that social and moral values are critical factors that lead to subjective norms that produce behaviour

intention (practices) with a negative effect. This draws correlates with Glanz and Rimer (1995) that certain behaviour exhibited is a function of norms, beliefs, values, culture learned or inherited. This goes a long way to shape people’s behaviour and action towards the environment – water resources. Similarly, it goes to show that if the social and moral values are challenged with new knowledge (environmental education), it may also lead to positive change in behaviour (Blumstein and Saylan, 2007). This is also an area this research would want to investigate. The findings will make an attempt to critic the theory postulated by Ajzen (1985) and Glanz and Rimer (1995) to draw inference and conclusion around how behaviour can influence human practices towards positive or negative change.

2.3 Literature Review Related to Key Variables and/or Concepts

This section provides evidence from related literature as it aligns with key research variables and concepts of how human behaviour influences practices towards water contamination.

2.3.1 Human Behaviour, Agricultural Practices and its Influence on Rural Water Sources

One of human's activities that have so far posed detrimental effect on water sources is agricultural practice. Agricultural production has been carried out over the years without considering its effect on biodiversity (FAO, 2010). Agriculture which involves methods of cultivating the soil, harvesting crops, raising livestock produces end product from its processing, which further lead to agricultural wastes (agro-wastes). Agro-produce generates volume of collectable waste during harvesting and processing, example processing products like fruits, seeds, bulbs, nuts, grains (corn, sorghum, millet, rice, beans), tubers, sugarcane etc (FAO, 2010; Kanu Achi, 2011). Certainly, increase in agricultural produce leads to corresponding increase if not double in agro-wastes. Parris (2011) categorized agro-wastes into crop, animal, lignocellulosic and carbohydrate residues.

Nigeria being an agrarian country has abundant resources of agricultural communities with a potential of producing agro waste and biomass waste. Omoogun (2004) enumerated residues (wastes) that emanate from harvesting and processing of some agricultural produce:

Table 1: Agricultural Wastes from Harvesting and Processing of some Agricultural Activities (Omoogun, 2014)

Agricultural Produce	Residues Generated
Corn, wheat, rice	Straw, stalks, husks and cobs
Cattle	Animal waste e.g blood, bone, dung
Sugarcane	Bagasse
Fruits and vegetable	Seeds, peels, husks
Potatoes	Starch and wastewater
Oils and oilseeds	Shells, husk, fibres, sludges, press cake
Coconut	Coir dust, fibres, shell

Effective management of these residues (agro-wastes) can serve other purposes, strengthen energy supply and address deforestation (Parris, 2011; OECD, 2011). FAO (2010) affirmed that agro-wastes in modern agriculture should move beyond production of food for humans to generating biofuels (methane from biomass, ethanol, and biodiesel) and bio-pharmaceuticals. This cannot be achieved without the needed education and level of literacy of the population that agriculture can also contribute to another sector of life and in turn save the water sources from receiving their end-products as wastes.

Agricultural wastes are only detrimental to the environment if not properly managed, recycled and re-used (WHO, 2010; 2014). Discharge of agricultural wastes into available water sources poses a threat to the quality of water available for use. Agro wastes are either bio-degradable or non-biodegradable. The direct effect of agro waste accumulation is referred to as ‘eutrophication.’ Eutrophication is a phenomenon which involves gradual enrichment of nutrients and development

of plant and animal life in a lifeless water body (Chislock et al, 2013). Eutrophication is a very slow process. This process is accelerated by the addition of wastes which certain proportion of nitrates, phosphates and organic matter (Chislock et al, 2013).

Phosphates and nitrates are essential to plant nutrient and emerge from decay and decomposition of organic matter yielding numerous plant nutrients (Turner and Chislock, 2010). Gradual discharge of agro wastes causes the water body to become exceedingly rich in plant nutrients (Chislock et al, 2013; Turner and Chislock, 2010). Blooms of algae and other organisms appear and make the water unsafe for use as well having the entire biomass may suddenly die and starts decomposing which create a different in the taste of the water. Organically, eutrophicated water also supports a population of many pathogenic organisms and vectors, which aid in the transfer of water-borne diseases from one individual to another (Turner and Chislock, 2010).

Several other researches affirmed that the resultant effect of agricultural residues (agro-wastes) to water sources is the issue of eutrophication. This has significantly led to impoverishment of aquatic life and contamination of groundwater during leaching (Hauck and Youhana, 2010; Pruss-Ustun, 2014). Ekiye et al

(2010) asserted that agro waste impact on water comes in the form of suspended solids, dissolved solvent and sediments. Turner and Chislock (2010) noted that the major problem with agro waste impact on water is illicit disposal. Wastes from agricultural activities serve as organic matter and its disposal and discharge into water multiply the problem of agro wastes and contamination of water bodies. Invariably, there is no doubt that agro-waste not minding its transformative benefit could be that devastating if not properly managed.

2.3.2 Human Behaviour, Domestic Waste Management and its Influence on Rural Water Sources

Domestic wastes are waste generated from activities either in residential or non-residential environments (Yoda et al, 2014). This nature of wastes is either in solid or liquid state and can also be regarded as combustible or non-combustible (FAO, 2010). Domestic wastes are largely produced from daily activities and increases in volume and range (FAO, 2010). It is common to see streets in Nigeria overtaken by garbage and drainage blocked by domestic wastes. Ikuponisi (2004) asserted that 2.4 million tons of wastes are generated annually in Nigeria. Igborurike (2010) estimated and projected the volume of domestic wastes generated in some locations in Nigeria.

Table 2: Estimated and Project volume of Solid Domestic Wastes in Some location in Nigeria (Igborurike, 2010).

Location	1982	1985	1990	2000
Lagos	625,399	681,394	786,079	98,081
Ibadan	350,829	382,224	440,956	559,882
Kano	319,935	348,580	402,133	535,186
Aba	131,903	143,712	169,719	236,703
Warri	67,477	75,607	91,396	133,531
Uyo	12,503	13,638	15,721	20,923

Domestic wastes production increases geometrically with the population, in a situation where there is no proper waste management system (Anijah-Obi, 2001). The volume of wastes

produced can be described to be alarming and its impact on water quality can be guaranteed. The impact wastes will have on water sources is totally a factor of human behaviour (DeJesus et al, 2015;

WHO, 2015; Stock, 2010). The ineffective management of water is seen as the major cause of pollutants influencing the quality of water sources (Hauck and Youkhana, 2010). Effective management of wastes are the responsibility of humans and can be influenced by a change in behaviour or level of environmental awareness (Farmer et al, 2013). This correlates with the focus of this research to investigate how human behaviour and environmental literacy is related to water contamination.

Domestic solid wastes are regarded as by-products of activities of man which include wrapping papers, vegetables, empty cans, bottles, or container (FAO, 2010). These wastes are toxic, flammable and biodegradable (Pruiss-Ustun, 2014). Solid wastes like leaves, bones, rags and various food items are quite biodegradable, they decompose and find its way to the groundwater (WHO, 2015a). Similarly, there are also non-biodegradable wastes that are not decomposed by nature. These categories of waste are known to be a major problem as indiscriminate disposal into a water body or through erosion will lead to accumulation and fill-up of natural water-sources - streams, rivers, lakes etc (WHO, 2010; UNWomen, 2012; Omole et al, 2015). Omole (2014) posited that domestic wastes are water pollutants contributing significantly to the contamination of underground and surface water. Water sources contaminated with domestic wastes are major causes of cholera, diarrhoea, skin diseases, enteric diseases and other water-based diseases (Govender et al, 2011). Apart from the implication domestic waste has on water, indiscriminate disposal creates an aesthetic nuisance (WHO, 2015a). This beckons for an investigation into how human behaviour and practices have contributed to contamination of water sources which is primarily the focus of this research.

2.3.3 Environmental Literacy (Education) and its Influence on Human Behaviour

Environmental literacy or education has been seen to be integrated into our socio-cultural practices although not adhered (Aisbett and Steinhauser, 2014; Allen et al, 2011). This

unwritten guidance provides a relevant guiding principle of education to children and peers. Children learnt from their adult personal cleanliness and how to take care of their surroundings. Water bodies were attached to cultural beliefs, were respected and seen as 'sacred.' Communities were educated on environmental protection rules and those violating these rules were punished while those who complied were encouraged and most times rewarded (Anijah-Obi, 2001). This was related to the pre-colonial era in Nigeria where environmental education was an integral part of the society and culture. It presented an effective way of how environmental literacy influence human behaviour about the environment.

The colonial and post-colonial eras witnessed a drastic shift in human interactions to the environment. Instead of living with nature, the environment was seen to be conquered, over-powered, subdued and transformed to suit human welfare and needs (Spencer and Altman, 2010). Amsden et al (2013) will regard this period as a critical turning point that led to the destruction of the environment and gave the man the rights to exhibit illicit behaviour towards the environment. Natural resources like water were not respected, as human found water for use as means of transportation, adventure, exploration for mineral resources and manufacturing (Ashton-Graham and Newman, 2013). This is the period where man chooses to readjust the environment to serve its own personal desires.

In the course of achieving their desire, the environment and water resources have been contaminated and rendered unsafe for man consumption (Burgin et al, 2013; Carr et al, 2012). Invariably, the human is suffering from the consequences of their own actions emanating from practices against the environment – water resources. Rising incidents of environmental pollution have generated a lot of anxiety, concerns and emphasis about the prevailing state of the environment and the need to protect, conserve and sustain it for the present and future generations. This has led to the call for environmental education to raise awareness and build literacy towards shaping behaviour of

humans and secure actions that reduces environmental cases (Cockerill, 2010; Dolnicar et al, 2010).

Environmental education helps individuals and social groups acquire a basic understanding of their environment, its associated problems and critical responsibility (Doron et al, 2011; Fielding and Roiko, 2014). Knowledge of the natural and man-made environmental problems, their causes and consequences will no doubt enlighten the individual on how human activities contribute to contamination of water sources (Honkalaskar, 2014). Hubert and Gupta (2015) asserted that environmental education will also enable rural dwellers to realize the irreversible damage of some of these problems to health, wellbeing, social and economic growth as well as a threat to survival. Environmental education help individuals and social groups acquire social values and ethics, strong feelings of concern for the environment and the motivation for actively participating in its protection and improvement (Borisova et al, 2012; Udayakumara et al, 2010). The impact of environmental education and literacy in terms of building the right knowledge, skills and attitude towards solving water contamination issues in Eket Local Government Area, Akwa Ibom State, Nigeria will be investigated to ascertain its contributions to resolving water contamination issues.

III. RESEARCH METHODOLOGY

3.1 Study Area and Population

The proposed study area for this research is Eket Local Government Area of Akwa Ibom State, South-South Nigeria (Fig. 1). Eket is a semi-urban and rural setting with an estimated population of 233,544 (120,255 males and 113,289 females), located on this coordinate 4°39'N 7°56'E (Ministry of Economic Development, 2014). Interestingly, Eket contributes to over 4 million rural population of Akwa Ibom State and shares boundary with three other local government areas – Ibeno, Onna, Esit Ekid and Nsit Ubium Local Government Areas. This indigene populace is predominantly farmers, traders and fishermen and women. One of the key and known occupation

of the population is fishing perhaps related to its large mass of water surrounding the Local Government and its environs (Ubong et al., 2015). The background, therefore, connotes that Eket plays a suitable location for this study as persons in the study area will experience related issues to contribute to the what behaviour or practices increase contamination of this large water bodies.

Fig.1: Map of Study Area - Eket (Ekid) Local Government Area

3.2 Study Design

A qualitative research design is most suitable for this study as it relates to examining knowledge, moral, values and ideology. Elliot et al. (1999) posited that a qualitative research provides an opportunity for an in-depth interaction with the respondents, creating room to ask open-ended questions and collects additional details that will strengthen the study findings. The selection of a qualitative study is apt because it will allow the research an opportunity to observe and interpret every non-verbal clue as well as enquire more on issues that required qualitative count. The qualitative approach could have its challenge with time and bias; it might look very suitable for this research as it provides the needed depth of findings compared to a quantitative research approach. For example, knowing the number of human activities that cause water contamination does not answer the questions of why – why do people continue with such activities even when they are aware of the effect, are there moral justifications for their actions, could it be a factor of education or awareness and any other whys? Addressing the challenge with qualitative research approach will require a valid sampling, data collection and analysis technique that are time effective and free of the researcher's opinion.

The research although qualitative is structured to align with a phenomenological qualitative study. The phenomenological study addresses issues that socially and psychological related, targets people's experiences, interpretations and expressions towards a known issue. Although the study design aligns with phenomenology, it would also consider applying concepts in a field study and ethnography. The essence is to ensure that all

factors related to behaviour arising from culture, social interactions, norms and values expressed in the community are identified, classified, analysed and described.

3.3 Sample and Sampling Technique

The study sample for this research is selected from among persons who interact at most on a daily basis with natural water sources. There are rural populations who utilise water for their daily activities ranging from domestic, farming, fishing, and livestock rearing to recreation or washing practices. The choice of this sample helps to focus more on the ideal target for this study. Therefore, persons who are not in the described inclusion criteria will be in the exclusion list.

Although not every person within the selected sample location will participate, there is a need to adopt a useful sample technique to fairly and representative select sample that will provide sufficient data to draw research inference. The study chooses to implement a non-probability method in selecting the sample for this research. This study will use a non-probability sampling technique as it will allow the research choose sample within a short possible time (Krueger, 1994).

Neuman (2007) posited that non-probability sampling technique is most useful in a qualitative study as the probability of persons to be chosen for the study is indefinite. In applying the sampling techniques, quota and purposive sampling method are selected as the most suitable type of non-probability sampling techniques. The quota sampling technique will help in the selecting samples from the sub-group categorisation and location while the purposive sampling technique will help with selecting participants with known capacity to express perspectives and opinions on the issue of water contamination.

3.4 Data Collection Techniques and Instruments

The chosen data collection techniques for this study were the in-depth interview and focus group discussion. These methods align with the research methodology of a qualitative research which will

afford the investigation an opportunity to interact deeply on the issue. Further details on how the techniques was structured and rolled out are provided below.

In-depth Interviews – (n=150)

The in-depth interviews are proposed to facilitate in-depth understanding and discussions of behaviour factors that influence certain behavioural practices affecting the quality of water. Strauss & Corbin (2007) asserted that in-depth interviews are usually required to assist with probing further causal and enabling factors, generated during desk review as it relates to human practices and social norms. In-depth interviews will provide an opportunity to ask flexible, semi-structured questions leading to a deeper understanding of what behaviour influences detrimental practices of contaminating available rural water sources.

The research conducted a total of a hundred and fifty (150) interviews over the period of the study. In facilitating the IDI sessions, the research gave considerations in ensuring that the process is relatively engaging, creating an opportunity for discussants to interact freely and openly with the researcher. The researcher lead all interview sessions and solicit the support of a note taker. The note taker helped in capturing adequate data and manage turn-around time of concluding each interview session. An alternative option was use for voice recorder to support data capturing for analysis. All participants for the in-depth interview, agreed and sign-off on consent form before commencement of the interview. Participating in the interview was strictly voluntary. The researcher conducted debriefing for all participants on their opinion and responses to the discussion points before closing the interview session.

Focus Group Discussion (n = 25)

Focus Group Discussion was also selected as data collection technique for this study. The selected technique assisted with a deeper investigation of human behaviour and influence on water contamination. Focus Group Discussions was used to validate and obtain further details on issues raised using a quantitative process (Babbie,

2011). The technique assisted the researcher to investigate intensely into human behaviour, thoroughly assessing perceptions, opinions, ideologies and experiences in relations to its effect on water contamination.

The researcher conducted a total of twenty-five (25) focus group discussion, lastly for about 40-60 minutes. The size of persons for each focus group discussion session was within the range of 6-10 persons. The researcher lead all Focus Group Discussion sessions and solicited the assistance of a notetaker. The note taker helped the research capture mainly responses and will not be part of the discussions. Participation in the FGD sessions was voluntary and based on the inclusion criteria. Location of the FGD session was in a convenient environment to allow for productive and less distractive discussions.

Participants had the opportunity to opt out at any time if they feel pressured to answer any questions or uncomfortable with discussion points. However, the researcher will create an open, fair and less tense environment to allow for participants to express their views happily. All participants for the FGD , agree and sign-off consent form before commencement of the interview. The researcher also conducted debriefing for all participants of their opinion and responses to the discussion points before closing the interview session.

Data Collection Instrument

A semi-structured discussion questionnaire will be used to direct discussions for the in-depth interview and focus group discussion sessions. The instrument is developed and tailored in line with the research questions, conceptual framework and goal. The instrument although concise will help to elicit information that will allow for deep analysis and inference. The tool will be administered as paper-based and most suitable for a qualitative study. The total number of the instrument is produced based on the number of proposed participants for the study. Participants will be allowed access to the instrument to reflect on the questions to determine their participation.

3.5 Validity and Reliability of Data Collection Instrument

The quality of research instrument depends mostly on the ability to measure what it intends to be measured and generate findings that are consistent with research purpose and questions. Research instruments that are developed for use in the research are subjected to measuring its reliability and validity (Lincoln et al., 2011; Porter, 2007). The purpose of measuring the reliability and validity of research instrument is to mainly reduce error at the point of use, analysis and interpretation.

The researcher the tool for review, vetting and approval through the internal supervisor from the University of Reohampton, London to ensure that the proposed research instrument meets reliability and validity. The reviewed tool pre-testing and re-testing with the selected population to ensure it will deliver the same results as expected when reapplied. The essence is to ensure that there is consistency with the content, the process of administering the tool and expected responses (Grossoehme, 2014). The validity of the tool ensured that it's suitable for the study and can measure what it intends to measure. The validity focused on content, construct and criteria established to guide the research.

Conducting reliability and validity measure of the research instrument presented a reliable and valid reason to ensure that the inference drawn from the study will be socially desirable. The reliability and validity measurement strengthened the tool primarily to reduce biases, and promote accuracy in data collected, analysed and reported (Patton, 1999; Rolfe, 2006). The measure of validity also ensures that the proposed sampling techniques align with the conceptual research framework for assessing behaviour related to water contamination. The research also measured validity in data collection and analysis by ensuring that all collected and analysed data goes through two levels of triangulations, audit trails and process as well as verification by the respondents.

3.6 Method of Analysis

The process of analysis will commence concurrently with the data collection, with analysis of thematic content using an inductive approach. Data collected will first be indexed and transcribed to enable text coding. Key and related information from the transcripts will be sorted and summed as themes with the label as it is linked to the appropriate research question. The coding strategy will both be substantive and theoretical saturation. Substantive will assist with identifying key themes related to the research while theoretical saturation will aid to establish the relationship between identified themes with other factors. The correlations will further be linked to the research questions and ascertain its level of relatedness to the stated research questions.

IV. FINDINGS, ANALYSIS AND EVALUATION

4.1 Introduction

Quality of water for the rural poor have received several global attention. Concerns are how human activities have significantly influenced the quality of water available for the rural communities. Several studies have been able to identify few causal actions contributing to the quality of water identifying oil spills as a significant contributor especially in southern Nigeria. This study was proposed to identify more socially related activities and behaviours that are culturally or customary linked to producing contaminants depleting the water quality. The study area – Eket Local Government Area, Akwa Ibom State, Nigeria selected with the mix of a known issue of the oil spill and other unclassified causal activities. The research findings will be able to unveil diverse human-led activities, attributed behaviours and its effects on the well-being of the populace. The results will also demonstrate what relationship human activities, behaviour have with water contamination.

This section focuses on presenting the analysis of data collected from the interviews and focus group discussion conducted in the study area. The analysis presentation will be made using a

qualitative approach. Findings will be discussed and triangulated with other relevant literature and secondary information as a way of validating or critiquing the research results.

4.2 Presentation of Findings

The results of the findings are arranged based on the themes generated from the analysis. The results are supported with credited pictures to demonstrate the intensity of the findings, as described by the study participants.

4.2.1 Sample Characteristics

A total of four hundred (400) persons participated in the study a hundred and fifty scheduled (150) in-depth interview sessions and twenty-five (25) focus group discussions. Participants of the study were mainly community leaders, youth, women, elderly, student and policymakers (including Eket Local Government Environmental Officer) who are significantly affected by the issue of water contamination. A total of five (5) communities participated in the study, namely: Afaha Odoro Enen, Afia Nsit, Ede Urua, Ikot Eboh and Esuk Ntied.

4.2.2 The Value of Water to Rural Communities

Study participants narrated that the importance of water and several activities that water can help them achieve namely bathing, cooking, farming, irrigation, drinking and washing. Some study participants also mentioned that 'good water' required for activities as mentioned above were obtained mainly from the streams and spring water sources. Participants explained that streams served as habitat for fuelwood, fishing activities, a pure water source for drinking, 'clean bathing' and washing of huge volume of clothes (laundry). Streams were preferred water sources because of its flowing and can purify itself from dirt and impurities. Interesting, some study participants described streams and springs water sources as contributing to their good health. A study participant in Esuk Ntied summarised, '*People who drink from the stream look fresh*'; and another in Afaha Odoro Enen noted, '*It's a natural source of water, and people prefer to drink because of a belief for healing.*'

4.2.3 Human Activities and Behaviour Affecting Water Sources

As part of the research questions, participants were asked to describe and narrate several activities within the communities that have direct and indirect link to contaminating their water sources. Most study participants agreed on open defecation into or beside water bodies were regularly practised particularly when people have to spend nearly 8 hours in farms. Other participants mentioned that dead human bodies were discovered in water bodies floating and sometimes spend days before being evacuated. The source of the dead human bodies was attributed to persons who have been drowning in water and opening deposited. Further narrating the ordeal, a study participant exclaimed, *'You can see open defecation in Atabong River. For example, you can see abandoned dead bodies of people that water brings to the stream thereby contaminating the water.'*

Cattle rearing – feeding of cattle with weeds around and water from the streams, clearing of farmlands, bush burning, a deposit of dead animals, poor drainage systems were mentioned by the study participants as contributors to contamination of their water sources. Other study participants also mentioned that open dumping into drainage systems, ravine and erosion sites could have an effect on their water sources, especially during raining season when particles from the waste will be flush to the nearby streams, and other chemical deposits find its way to groundwater. Uses of chemical bait in fish farming and processing of cassava in streams were also additional causes of water contamination identified by the study participants. Two study participants in Ede Urua Community and Afaha Odoro Enen respectively described the situation:

'We have cattle rearers take their cattle to the stream, clearing of farmlands, burning the bush around the stream, dead animals and things and poor drainage system especially during rainy season (Gutters not clean) washing into our streams' – Participant in Afaha Odoro Enen Community

'Our women place cassava from their farms in bags and tie it up and leave to ferment and keep their farm produce fresh because they don't have containers. Fish farmers use chemicals/explosives for fishing. They do this as far as Edo River, and we even see dead fishes flow to our own stream' – Participant in Ede Urua Community

Some industrial activities like oil drilling at the top of the creeks, oil spills from the seismic explosion, gas flaring with fumes particles deposited on their roofs were also mentioned as causes of water contamination in study communities. A study participant in Ede Urua further described the situation,

'Our community is sitting directly on oil, and there has been drilling activities ongoing by the oil servicing company. There were seismic explosion and oil spilt into our water sources.'

Study participants also complained of some make-shift ranches and abattoirs sited close to streams that are not far away from homes. Participants described that these ranches and abattoirs produce wastes (wastewater, animal dungs, blood and blood products) and deposits which are channelled to the streams. The most affected communities were Ikot Eboh and Odoro Enen.

4.2.4 Impact of Environment Education on Human Behaviour towards Water Contamination

The study also attempted to find out if there has been any form of education on environmental management and what impact this education has created on the behaviour of persons in the community. Study participants described that as a result of education provided, communities resolved to take actions by setting up a waste management process where vendors are paid to pick up waste from communities and have them disposed of in dump site, kilometres away from the community. Participants took actions because it was eminent that human activities contributed to drying up and blocking the natural sources of water – streams. The efforts led to communities

resorting to using of boreholes. Several study participants described the situation:

'The streams are blocked because it has been abandoned... Almost every compound has a borehole' – participants in Afaha Esit Community

'People don't visit the stream again... so boreholes are predominant and very few people sell the water now. For example "Ekpo Owong" a stream there dried up because it was abandoned because of construction works, blockage from waste and people don't visit it again' – Key Informants in Esuk Ntied and Local Government Environmental Management Office

Study participants also mentioned some of the medium environmental education was provided. These includes churches, markets, seminars and town hall meetings. Participants agreed that the education received have improved the way we manage especially our waste from homes. A participant in Afia Nsit described:

"In our community, each household packages domestic waste in bags or make use of dustbin and at the end of the month, there are waste vendors that pick up these waste to dispose of. We usually make payments based on households; there is really no fixed amount."

Another participant posited:

'We see these changes in the community because we notice that on sanitation days, we see people actually working and making an effort to clean their environment' – Key Informant in Local Government Environmental Management Office

4.3 Analysis and Evaluation

The study results presented has provided significant contributions to the research questions. This section will interpret the results and draw necessary conclusions on each research questions.

4.3.1 Social and Cultural Norms Influence on Water Contamination in rural communities

Social and cultural norms are described as practices that are customary or accustomed and are carried out comfortable without a rethink of its implication on oneself or its immediate environment. In this study, several social and cultural norms were identified to have connection with water contamination in rural communities. This included open dumping practices, open defecation, rearing of livestock close to water sources, agricultural activities (bush burning, use of nitrogen fertilizers in farms close to water sources), use of chemicals as fishing bait, processing of food (e.g. cassava flour) and disposal of waste into erosion sites or ravines. The impact of these activities was linked to not only contamination of natural water sources, but the extinction of these naturally purified water sources. WHO (2010) posited that these practices (including by-products from agricultural activities) do not only affect the state of water, it significantly contributes to increase in standard of living by increasing cost for obtaining water to meet up with daily needs. UNWomen (2012), Ocheri et al. (2012) and Omole et al. (2015) also agree that indiscriminate disposal (as wastes or defecation) into a water body or through erosion will lead to accumulation and fill-up of natural water-sources - streams, rivers, and lakes. The study goes further to agree with Glanz and Rimer (1995) that certain behaviour exhibited by humans is a function of norms, beliefs, values, culture learned or inherited.

The study results identified that there was a significant and drastic shift of communities reliant on natural water sources (streams, springs) to having boreholes. This is also another area of concern, as people would naturally think that borehole water could be safer but not investigating effect of not meeting the requirements of continuous treatment of borehole water. WHO (2015) asserted that reliant on boreholes can be a time bomb for serious outbreaks of water-borne diseases, as regular treatment might not be practised by low-income countries. Relatively, Sidique et al. (2010) and Obafemi et al. (2012) expressed concerns that

rural communities will have to spend more to procure water from average income earners or when not able to afford setting up boreholes. This further aligns with Omole and Ndambuki (2014) assertions that its effect will mean rural communities are experiencing more poverty and vulnerability to diseases. The result presented demonstrates a significant influence on social and cultural norms and water contamination in rural and semi-urban communities.

4.3.2 Environmental Education Influence on Human Behaviour towards Water Contamination

Environmental education or awareness has been posited to be a catalyst for positive change in human behaviour towards the environment (Cockerill, 2010; Dolnicar et al., 2010). Aisbett and Steinhauser (2014) and Allen et al. (2011) agrees with the study findings that environmental education might not necessarily be in a formal setting but may be integrated into our socio-cultural structures and customs, mainly practised by rural communities. The study findings reveal that human attitudes towards their environment are determined by how informed they are about the consequences of their actions. This was demonstrated in communities taking action as a result of information and education received on the cause of water contamination and its detrimental effects on their lives and wellbeing. This, therefore, aligns with Honkalaskar (2014) and Hubert & Gupta (2015) assertions that environmental education will enable rural dwellers to realize the irreversible danger of contaminated water to their health, wellbeing, social and economic growth as well as a threat to survival.

The resultant effect of environmental education is the ability of the informed groups or persons to act on the information (Doron et al., 2011; Fielding and Roiko, 2014; Doren et al., 2011; Roiko, 2014). Communities in the study area reported setting up environmental watchdogs to monitor indiscriminate disposal of waste, especially around waterways. Study communities also were committed to harnessing their households waste into a designated waste bin for onward pickup by the contracted waste

management vendors. These actions were also attributed to the education and awareness received through interaction sessions, seminars and dialogue with government, community leaders and the rural inhabitants. This is what Borisova et al (2012) and Udayakumara et al. (2010) refers to as motivation and actively participating in the protection and improvement of water resources. Invariably, among sections of communities where environmental awareness has not been carried out (e.g. Ikot Eboh), dwellers reported ignorance of the impact their actions and activities on the environment. Fielding et al. (2013) and Boellstorff et al., (2013) linked this situation to gaining knowledge about the environment and refusing to act on the knowledge. The result presented therefore clearly demonstrates that there is a significant difference in behaviour of persons with environmental education and persons without environmental education in preventing water contamination.

V. SUMMARY AND RECOMMENDATION

The focus of this research aligns with achieving Target 6.1 of the Sustainable Development Goal which solicits that every community has access to harmless and inexpensive water for drinking. Achieving this goal require an investigation into what exposes available sources of drinking water to avoidable contaminants. Consequently, the rationale for this research is to understudy what human behaviour and activities are connected to water contamination in rural communities in Eket Local Government Area, South-south Nigeria. This chapter then focuses on summarizing the different sections of the research work and provide recommendations.

5.1 Summary

The environment is being polluted, and humans have been identified as critical agents who adjust and readjust the environment to suit their immediate needs, without thinking of the consequences of their actions and ignorance. Relatively, the primary reason for this study was to find how human activities and its related behaviour contribute to the contamination of rural water sources. The research was structured

and documented in chapters providing insights into the focus of the various chapters and sections of the research work.

The study illustrated the statement of problems, rationale and defined questions related to the importance of water to the rural communities and provides some initial background on how some human behaviour and practices affect the quality of water. The implication of human behaviour and practices on water as it affects wellbeing and economic status of people were identified. A theoretical concept that defines the design of the study was captured and related to the theory of planned behaviour as postulated by Ajzen (1985). Major definitions, assumptions and limitations of the study were developed to provide clarity on what the study aims to achieve or not able to achieve.

The next focus of the research work was a review of scientific and empirical evidence that supports the research dimension on human behaviour or practice influence on water sources. The literature search strategy allowed the research to explore different ways of sourcing, validation and utilising related evidence for the study. Literature evidence sourced and used was mostly linked to the study theoretical frameworks, questions and hypotheses. The focus was to find out what is existing (known facts) and the gaps in research that will be addressed by this research. Some of the known facts were on human activities contributing to water contamination but what was not clear was the reasons why these activities were continuously carried out by humans. Were their reasons related to the level of ignorance, education, cultural norms or practices or perceptions? These were areas the study intends to investigate.

In this study, several social and cultural norms were identified as linking up to water contamination in rural communities. This included open dumping practices, open defecation, rearing of livestock close to water sources, agricultural activities (bush burning, use of nitrogen fertilizers in farms close to water sources), use of chemicals as fishing bait, processing of food (e.g. cassava flour) and

disposal of waste into erosion sites or ravines. The study results also identified that there was a significant and drastic shift of communities reliant on natural water sources (streams, springs) to having boreholes. The study findings further reveal that human attitudes towards their environment are determined by how informed they are about the consequences of their actions. Conclusively, the findings reveal a significant relationship between human behaviour, their related practices and its influence on contamination of water sources in rural communities.

5.2 Conclusions

Social norms are critical factors influencing human behaviour towards contamination of rural water sources. The study findings reveal that human attitudes towards their environment are determined by how informed they are about the consequences of their actions. This further reveals the relationship and influence created by human behaviour towards contamination of rural water sources. Furthermore, a change in social norms which constitutes an influence of human behaviour can go a long way to solve issues of rural water contamination.

Education has also been noted to be a contributory factor to changing social behaviour and human attitude. This study further revealed how education was able to provoke local actions to solve water contamination issue. Invariably, environmental education will help in changing social norms, behaviour and attitude towards water contamination; by ensuring that people understand the effect of their actions.

5.3 Recommendations

The study results reveal several socio-cultural practices that deplete the natural water sources. Relatively, communities have shown that actions towards resolving the issue based on knowledge and awareness obtained on the consequences of their actions on their natural resources and well-being. The emphasis on the knowledge of environmental problems and consequences of water contamination, depletion of natural

resources can be resolved with an effective awareness and utilisation of environmental education (Odumosu, 1990). Indeed, it would be necessary for rural communities to embrace environmental education as a vehicle for creating change in behaviour towards averting water contamination issues.

Environmental education is further recommended as it will help communities acquire social values and ethics, strong feelings of concern for the natural water resources and the motivation for actively participating in protecting and improving the quality of water available for use. Attitude change is one of the most important aspects of environmental education (Honkalaskar, 2014). Institutionalizing environmental education will help create change in attitudes of individuals in communities towards water resources because they also have right to survive and be respected. Environmental education also encourages individuals to empathise with and care for the natural water sources to engender lasting environmental friendliness.

Individuals and social groups can also acquire skills in solving the problem encountered currently with the contamination and abandonment of natural water sources in Eket Local Government Area. Skills can be obtained through integrating environmental education in existing structures and platforms in the community. Such platforms could include formal and informal education settings – in schools or peer group settings with young or elderly. Learning new skills for addressing the current water contamination issue has to do with the psychomotor domain of learning experience whereby the individuals and social groups acquire conservation and environmental management skills (Anijah-Obi, 2001). Some skills communities can acquire through environmental education would include tree planting, flood and erosion control measures, low-cost waste management strategies, sustainable agricultural practices aimed at protecting water sources for the present and future generations.

It would also be necessary for leaders in the community and the government to view

environmental education as a life-long process, having come to terms the role environmental education plays in changing behaviour and mobilising communities to take action. The government should begin with building the future from today through incorporating environmental education into continuous education, spanning all age levels from pre-school age to tertiary level of education. The current curriculum can be reviewed to incorporate age-friendly sessions on environmental education. The non-formal education sector can also benefit from environmental education through developing the curriculum that addresses the knowledge need of out of school and persons involved in vocational training. The informal environmental education will be rewarding as most of the reported human practices occur outside the school environment, by persons who are involved in a trade, agricultural or industrial activities.

Utilizing the various arms of the mass media, newspapers, magazines, radios and television can be another way of mobilising people concerning educating and sensitising them on the contamination of their natural water sources. Programmes hosted on these platforms should emphasise why the community should take action to secure and protect their natural water sources, noting the importance and benefits derived from the present and future generation. A similar local approach to mass mobilisation could be the use of dramas, folktales, poems and songs to communicate the need to preserve natural water sources and its consequences on the wellbeing of people.

Community structures can also initiate the idea of setting up clubs and volunteer action groups in each ward of the community where members of the clubs and volunteer action groups should be charged with the responsibility of creating awareness, providing grassroots education and ensuring that every member of the community is aware of the consequences of current human practices on the water sources. A house-to-house approach can be adopted as a radical approach to ensuring every member of a household is fully aware of the issue of water contamination and their role in addressing the issue. The clubs and

action groups should also be responsible for monitoring deviant behaviour and practices contributing to contamination of water sources and setup mechanism for disciplinary actions.

Government can also mobilise development partners who are involved in humanitarian services to assist with environmental education, develop and implement environmental conservation strategies that are at no cost to the affected communities. Humanitarian services are provided by non-governmental organisations (NGOs) that will be committed to raising and creating social change on the water contamination issue. Non-governmental organisations (NGOs) can also assist with persecuting cases of a wide range of contamination, especially causes by industrial activities. Finally, the Government of Akwa Ibom State and Nigeria should work with experts in environmental education and science to design sustainable interventions of ensuring that communities in Eket Local Government Area have access to clean, safe and reliable water including launching a clean-up exercise of all natural water sources.

5.4 Implications for Further Study

Future study should consider extending the sample size to cover more communities and Local Government Areas with similar characteristics. This will help to broaden the scope of the study and give the study findings strong inference to inform policy directions and strategic decisions to address water contamination issues. In order to also strengthen the findings, the study should consider a scientific approach of analysing samples of water sources across the study areas to ascertain health effects of contaminations in the water sources. This will assist with additional evidence to influence policy decisions to act on addressing issue of water contamination.

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Specific Soft Skills Psychoeducation as a Strategy for Building and Developing a Life Project in Young People

*Daniela Carolina Arteaga Torres, Uberly Cuadros Aristizábal, Ana María Díaz Urzola
& Laura Sofía Mathieu Erazo*

ABSTRACT

The life project, through the search for a purpose, establishes the meaning of the individual's life, giving them reasons to continue living and to face the adversities that arise. Soft skills, on the other hand, allow the development of the individual's potential capabilities. Both variables are fundamental, hence the proposal of psychoeducation of soft skills as a strategy for the life project. This article seeks to answer the question: What are the specific soft skills that should be psychoeducated because of their relationship with the construction and development of the life project? For this, an exploratory documentary review was conducted during the period 2018-2022 of 50 research articles.

Keywords: psychoeducation, soft skills, life project, integral formation, education center, young people.

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Specific Soft Skills Psychoeducation as a Strategy for Building and Developing a Life Project in Young People

Psicoeducación de habilidades blandas específicas como estrategia para la construcción y el desarrollo del proyecto de vida en jóvenes

Daniela Carolina Arteaga Torres^α, Uberly Cuadros Aristizábal^σ, Ana María Díaz Urzola^ρ
& Laura Sofía Mathieu Erazo^ϐ

ABSTRACT

The life project, through the search for a purpose, establishes the meaning of the individual's life, giving them reasons to continue living and to face the adversities that arise. Soft skills, on the other hand, allow the development of the individual's potential capabilities. Both variables are fundamental, hence the proposal of psychoeducation of soft skills as a strategy for the life project. This article seeks to answer the question: What are the specific soft skills that should be psychoeducated because of their relationship with the construction and development of the life project? For this, an exploratory documentary review was conducted during the period 2018-2022 of 50 research articles. It is concluded that there are 22 soft skills that are related to the life project according to the authors: self-concept, self-knowledge, decision-making, emotional intelligence, interpersonal relationships, money management, values, among others.

Keywords: psychoeducation, soft skills, life project, integral formation, education center, young people.

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RESUMEN

El proyecto de vida mediante la búsqueda de un propósito establece el sentido de la vida del individuo, dándole razones para seguir viviendo y enfrentar las adversidades que se le presentan. Las habilidades blandas, por su parte, permiten el desarrollo de las capacidades potenciales del individuo. Ambas variables son fundamentales, de ahí que se proponga la psicoeducación de habilidades blandas como estrategia para el proyecto de vida. El presente artículo busca dar respuesta a la pregunta de ¿Cuáles son las habilidades blandas específicas que se deben psicoeducar por su relación con la construcción y el desarrollo del proyecto de vida? Para esto, se realizó una revisión documental exploratoria durante el periodo 2018-2022 de 50 artículos de investigación. Se concluye que, son 22 las habilidades blandas que guardan relación con el proyecto de vida de acuerdo con los autores: autoconcepto, autoconocimiento, toma de decisiones, inteligencia emocional, relaciones interpersonales, administración del dinero, valores, entre otras.

Palabras claves: psicoeducación; habilidades blandas; proyecto de vida; formación integral; centros de educación; jóvenes.

I. INTRODUCCIÓN

¿Cómo sería el mundo si cada uno de los 1.800 millones de jóvenes que hay recibiera apoyo y tuviera la posibilidad de alcanzar todo su potencial? Utópico. Sin embargo, ahora mismo

hay demasiados jóvenes que no consiguen alcanzar sus metas ni sus sueños, claro está no han tenido la guía ni la orientación adecuada para la planificación de estos, tampoco la confianza o la motivación suficiente para poder llevarlos a cabo (Unicef, s.f). Si a la falta de orientación le agregamos la desesperanza producida en el individuo por las problemáticas sociales de cada país: las crisis económicas, la falta de empleabilidad, la inseguridad, los estereotipos, la presión social, entre otros... se entiende que el futuro sea visto con incertidumbre y no con proyección pues, se espera de este algo no favorable (Cardona, 2020). En Colombia, específicamente más allá de las drogas, la delincuencia juvenil y los entornos digitales, los colombianos perciben la falta de sentido de vida (29%) y la falta de educación (17,5%) como las mayores problemáticas que afectan a los jóvenes (Universidad de la Sabana, 2019). Estos, además son los primeros en ser despedidos y los últimos en ser contratados por la ausencia de experiencia y la falta de conexión entre los sistemas educativos y el mundo laboral (El Tiempo, 2021). Estas problemáticas que afectan especialmente a los jóvenes traen a discusión la importancia de transformar toda desesperanza e incertidumbre sobre el futuro en una serie de metas y sueños que se puedan contemplar en el proyecto de vida y que más que angustia, provean al joven de ganas de prepararse y afrontar todas las circunstancias.

Lo anterior, da cuenta de la importancia del proyecto de vida y su comienzo desde la adolescencia o juventud, puesto que, son las etapas de mayor dificultad del ser humano debido a la transición de niño a adulto y los cambios físicos, sociales, emocionales y conductuales que se presentan. Pinargote et al., (2020) indican que la carencia de un proyecto de vida acarrea sentimientos de tristeza y frustración, exponiendo al adolescente a situaciones vulnerables que son prevenibles. De acuerdo con Arteaga et al., (2022), el proyecto de vida protege a los jóvenes de caer en conductas y situaciones que los ponen en riesgo. Si bien es difícil predecir el futuro y que en algunos casos las situaciones no resulten como se esperaban, la planificación da mejores

resultados. Probablemente existirán en el camino al cumplimiento del proyecto de vida varios obstáculos que la persona no pueda controlar, sin embargo, si el individuo se concentra en un propósito y trabaja por él posiblemente esté más cerca de cumplir sus metas. Además, el proyecto de vida mediante el planteamiento de un propósito le da sentido a la existencia y permite que los jóvenes siempre tengan anhelos, metas, deseos, motivos y razones para seguir viviendo y sobreponiéndose a las dificultades del contexto. Si no se tiene claro lo que se quiere y se espera de la vida difícilmente se podrán identificar los recursos necesarios y definir el camino a seguir. El Congreso Colombiano en el Artículo 3 del Proyecto de Ley 023 de 2016, define el proyecto de vida como un proceso que se da durante todo el ciclo de vida de la persona, teniendo presente las condiciones sociales y culturales que enmarcan las relaciones y el nivel de desarrollo humano. La construcción del proyecto de vida acoge la formación del individuo, la cual, es determinante en su planificación y visión. Es en esta última parte relacionada con el proyecto de vida, el desarrollo humano (potencialización de las capacidades que amplía las opciones y oportunidades de una persona) y la formación en la cual se quiere profundizar.

Está comprobado que, si a un joven se le brindan todas las herramientas de formación integral, podrá crecer como persona y desarrollarse como un individuo preparado que aporta a la sociedad. Se espera que la potencialización o el fortalecimiento de las capacidades sea realizado mediante la educación, recayendo la responsabilidad en las instituciones educativas, permitiendo esto que desde las aulas de clase los jóvenes reflexionen sobre las perspectivas de vida y su verdadero propósito a través del descubrimiento de todas las herramientas que posee para llevar a cabo este. Para Vargas, Riaño y Torres (2019), se debe garantizar una formación integral, en donde lo que importe sea la persona y su horizonte de sentido, manifestando que el proyecto de vida debe ser un curso dentro de la experiencia pedagógica, puesto que, va encaminado a la prevención de la deserción estudiantil sembrando desde ese momento un

proceso de corresponsabilidad con el estudiante, involucrándolo en las estrategias encaminadas no solo a la permanencia, sino también, al éxito académico y graduación oportuna. Es necesario que, en estos tiempos donde los estudiantes se ven presionados a estudiar persiguiendo una nota alta para aprobar se tenga en cuenta la formación humana, vista desde la particularidad de cada individuo y no desde un grupo homogéneo (estudiantes). Se trata de integrar los componentes técnicos (propios de la educación) con los aspectos cognitivos, conductuales y emocionales (propios del ser) brindando una integralidad que favorezca no solo el intelecto si no también la persona.

Actualmente, el aprendizaje va encaminado al desarrollo de habilidades técnicas, relacionadas a la apropiación de conceptos netamente académicos, dejando de lado la estimulación y el fortalecimiento de las habilidades blandas (aquellas del ser). Khamdun et al., (2021) manifiestan que las metodologías de aprendizaje deben no solo buscar posibles soluciones a problemáticas específicas del contexto, sino también, potencializar las habilidades blandas pues, serán estas las que aporten de forma directa al crecimiento personal del estudiante. La transmisión de este contenido en la educación generará en el individuo deseos de conocimiento y mayor motivación por desarrollar e implementar sus capacidades. Si las instituciones de educación aceptan el reto y se enfocan en el desarrollo personal de los estudiantes tienen la posibilidad de generar en ellos la capacidad de reconocer e interactuar con su entorno de manera responsable, participativa, innovadora y ética. Marrero, Mohamed y Xifra (2018) manifiestan que, en el aspecto generacional el foco más importante y hacia dónde hay que prestar atención es a la educación de los jóvenes, ahí el sistema de enseñanza entra a jugar un rol significativo, dado que, para los autores una educación para la vida debe responder no solo a las necesidades sociales, sino también, a las del individuo. Vinculando el conocimiento (saber hacer), las emociones y sentimientos (saber ser) con la formación tanto para aprender a aprender,

para aprender a emprender y para aprender a convivir.

En este acercamiento de la realidad social con la pedagógica, se ha identificado que el desarrollo de las habilidades blandas debe ser un interés central, ya que, se relacionan estrechamente con el bienestar personal y la adaptación al contexto social y laboral. La atención en esta área deviene de los cambios sociales, conforme transcurre el tiempo las personas se ven frecuentemente enfrentadas a situaciones hostiles y que retan su capacidad de adaptarse al medio. Las academias que reconocen esta realidad, están preparadas para transformar los modelos clásicos de educación y responder con la enseñanza estrategias que mitiguen estas dificultades, de modo que, los jóvenes egresen con formaciones para resolver problemas cotidianos, liderar y dirigir grupos, proactividad, autonomía en el aprendizaje, creatividad, pensamiento crítico, relaciones interpersonales, buena convivencia, compromiso con la sociedad, persistencia ante la adversidad, generación y emprendimiento de ideas, entre otros, que contribuyan a la sociedad. De hecho, las habilidades blandas se han convertido en indispensables para el ejercicio de la ciudadanía, respeto de los derechos humanos y solución creativa de conflictos, tanto así que la iniciativa global de salud escolar reconoce las habilidades blandas como una estrategia prioritaria de promoción de salud mental. Esto, puede deberse a que la educación de estas habilidades mejora las dinámicas que se presentan en los salones de clases, reduciendo situaciones de acoso, riñas, aportando a que los estudiantes se sientan mejor emocionalmente, mejorando su disposición frente al conocimiento que esté recibiendo, impactando su rendimiento académico. Feraco et al., (2022) mencionan la relación que guardan estas habilidades con la satisfacción de los estudiantes, siendo un factor que aporta al bienestar personal y de éxito en la vida. Además, las habilidades blandas, específicamente aquellas relacionadas con la interacción social, asumen un carácter preventivo a los problemas de comportamiento del adolescente, reduciendo los efectos del estrés y los síntomas depresivos, mejorando la convivencia

escolar, familiar y social (Dias et al., 2019). Marrero, Mohamed y Xifra (2018) destacan que estas influyen de manera positiva en el individuo, pues lo orientan en procesos fundamentales como la realización plena del ser, buscando formar individuos felices, satisfechos y socialmente responsables, contribuyendo al mejoramiento de su entorno, puesto que, el ser humano no se forma para sí mismo, sino que lo hace en un contexto sociocultural determinado con el objeto de aportar a él o mejorarlo.

El dominio de las habilidades blandas también es muy importante entre los jóvenes recién graduados, la mayoría de los empleadores están más interesados en contratar, mantener y promover empleados que sean confiables, proactivos, que puedan comunicarse, que estén dispuestos a aprender y que tengan actitudes positivas. A esto le sumamos que uno de los principales problemas que enfrentan los alumnos próximos a graduarse es tomar la decisión sobre lo que van a realizar en su futuro, el no tener bien definido sus objetivos y cómo se visualizan a sí mismos en el mediano plazo o cuáles son sus fortalezas y debilidades que les permitan cumplir con sus metas planteadas. La juventud, como etapa del desarrollo en la cual surgen diversos cambios en el proceso de construcción de identidades gracias a las necesidades que presentan en los contextos, se abre la oportunidad de adquirir nuevos hábitos personales y sociales que les permita mejorar. Es así como el proyecto de vida y las habilidades blandas se convierten en factores protectores en los adolescentes y jóvenes por los diversos riesgos a los que se ven expuestos.

A pesar de que se ha abierto el debate para que las habilidades blandas logren el reconocimiento que merecen, se sigue priorizando a las habilidades duras o técnicas, de ahí que se proponga a los centros de educación agregar como estrategia a sus procesos de formación, la psicoeducación en habilidades blandas. Entendiendo la psicoeducación (reeducación, educación psicológica o educación informada psicológicamente) como la búsqueda por enseñar al individuo a desarrollar recursos que apoyen su capacidad social específica para enfrentar los desafíos o retos que la vida le presente en algún

momento de su futuro (Alí, Amat y Nissa, 2019). En este caso, se espera que los recursos a desarrollar potencialmente sean las habilidades blandas, siendo estas un conjunto de habilidades cognitivas, interpersonales y socioafectivas que ayudan a que el individuo tome decisiones, resuelva problemas, piense de forma crítica, se comunique asertivamente, reconozca las emociones de otros, construya relaciones saludables y cierre oportunidades de negocio (Guerra, 2019). Psicoeducar habilidades blandas más que ampliar conceptos, es hacer que el individuo se apropie de estos y les encuentre sentido en su vida cotidiana.

Todo cuanto se ha mencionado desde el inicio, permite establecer la importancia de que los adolescentes o jóvenes construyan su proyecto de vida y se psicoeduquen en habilidades blandas. ¿Qué pasaría si se unen las variables y las instituciones utilizan la psicoeducación en habilidades blandas como una herramienta clave en la construcción del proyecto de vida? Pues, no solo formarían profesionales, sino líderes, mujeres empoderadas, hombres críticos y ciudadanos responsables. Si a la construcción del proyecto de vida buscando que el individuo tenga claridad de su propósito y enfoque en lo que desea cumplir, se le agregan las bases de una habilidad blanda se mejora la toma de decisiones, la planificación, la disposición y la visión de futuro, es decir, contará la persona con el conocimiento no solo para construirlo, sino también, para desarrollarlo e implementarlo.

La psicoeducación de habilidades blandas se convierte en una herramienta estratégica que orienta a los jóvenes en la planeación de su proyecto de vida, buscando a través del aprendizaje sensibilizarlos, concientizarlos y responsabilizarlos de su vida. Además, aportará a la toma de decisiones consciente del individuo, puesto que, se le proveerá de las bases necesarias para analizar las opciones que tiene disponible, su presente y su futuro, aportando así al cumplimiento de sus metas y sueños. Si el CEO de una compañía tiene como meta posicionar su empresa a nivel internacional, debe saber comunicarse de forma asertiva y establecer relaciones interpersonales fuertes con facilidad,

estas habilidades mencionadas le permitirán avanzar en su propósito pues tiene mayor probabilidad de conectar con personas claves.

Se quiere abrir la discusión sobre la psicoeducación en habilidades blandas en el proyecto de vida porque cada plan o ruta que se fija requiere de recursos personales para llevarse a cabo, el disponer unos objetivos por sí solo no es suficiente, se necesita motivación por cumplirlos, resolver los problemas que se presenten en el camino, tomar decisiones acertadas, establecer conexiones, soluciones y diversas alternativas de cumplimiento. Todo esto a través de la formación en habilidades blandas, las cuales, darán las herramientas necesarias para que los jóvenes exploten al máximo sus capacidades y aptitudes, encaminando su futuro conforme a sus intereses, gustos y fortalezas, evitando caer en situaciones de riesgo que inhabiliten e imposibiliten un desarrollo y crecimiento personal favorable. Asimismo, hablar de habilidades blandas en el proyecto de vida, aumenta las probabilidades de ejecución y perdurabilidad, puesto que, el ser contará con estrategias que le permitirán reconocer en rasgos propios aquellos elementos que le impulsen a alcanzar metas y sueños propuestos.

Por consiguiente, se considera necesario realizar un análisis detallado de cuáles son las habilidades blandas que inciden directamente en el proyecto de vida, siendo ese el objetivo de la presente investigación. Para poder cumplir con este objetivo, se indaga en un primer momento ¿Cuáles son (según autores) las habilidades consideradas blandas? Para luego, poder dar respuesta a través de una revisión teórica en los últimos 5 años (2018-2022) que demuestre ¿Cuáles de esas habilidades blandas específicas se deben psicoeducar por su relación en la construcción y desarrollo del proyecto de vida? Partiendo de la teoría de que la psicoeducación de habilidades blandas es una herramienta estratégica clave en la construcción y desarrollo del proyecto de vida.

II. METODOLOGÍA

2.1 Diseño y alcance de la investigación

Esta investigación presenta un diseño exploratorio de tipo documental longitudinal. Se realiza una recopilación exhaustiva de artículos científicos ya existentes sobre habilidades blandas específicas y su incidencia en el proyecto de vida durante el período 2018-2022. Esta revisión, sirve para explorar la teoría de la psicoeducación en habilidades blandas como herramienta estratégica para la construcción y desarrollo del proyecto de vida, estableciendo una relación teórica y literaria entre tres variables que de forma independiente han sido estudiadas, pero no relacionadas. Se busca examinar en detalle el tema poco estudiado o abordado desde una nueva perspectiva que permita especificar cuáles son las habilidades blandas que guardan relación con el proyecto de vida y de qué forma se manifiesta esa relación.

III. PROCEDIMIENTO

En primer lugar, se realizó una búsqueda teórica sobre qué variables son consideradas habilidades blandas. A partir de ahí, en segundo lugar, se buscaron artículos de investigación que establecieran una relación entre las variables específicas de habilidades blandas y la construcción o desarrollo del proyecto de vida, en las bases de datos (ver tabla 1): Dialnet, Google Académico y Scielo. Se utilizaron palabras claves como psicoeducación, habilidades blandas y proyecto de vida, en los idiomas español, inglés y portugués. La mayoría de los artículos encontrados se enfocan en el proyecto de vida de forma general, sus beneficios y su importancia, sin embargo, se hallaron 50 sobre las diversas variables que permiten dar respuesta al objetivo de la investigación.

Tabla 1: Bases de datos y número de artículos

Base de datos	No. de artículos
Scielo	2
Dialnet	4
Google académico	44
Total	50

En la tabla 1 se puede observar el número de artículos encontrados en cada base de datos consultada. La mayoría de los estudios sobre la habilidad blanda y el proyecto de vida fueron encontrados en la base de datos Google Académico.

Posterior a la búsqueda, se organizó la información de manera sistemática teniendo en cuenta los siguientes aspectos:

- Primero, para las habilidades blandas específicas, autor que determina la variable como habilidad, la habilidad y la definición de esta.
- Segundo, para las habilidades blandas que inciden en proyecto de vida, autor, habilidad, número de artículos por habilidad.

- Tercero, habilidad blanda y su relación según el autor correspondiente con el proyecto de vida.

Para el análisis de la información proporcionada en los reportes de investigación, se tuvo en cuenta qué habilidades blandas se estudiaban y cómo aportaban o incidían al proyecto de vida. Logrando así, establecer una relación teórica exitosa entre las variables.

IV. RESULTADOS

A continuación, en la tabla 2 se presentan los resultados obtenidos en la búsqueda teórica sobre cuáles variables son consideradas habilidades blandas, la definición y el autor(es) que la reconoce como una habilidad.

Tabla 2: Habilidades blandas

No.	Autor	Habilidad blanda	Definición
1	Tito y Serrano (2016)	Administración del dinero	Conocimiento y habilidad en operaciones matemáticas básicas y gestión de las finanzas.
2	Romero, Granados, López y González (2021)	Autoconcepto	Imágenes mentales y pensamientos que el individuo tiene de sí mismo. Incluye la percepción de sus emociones y su identidad.
3	Romero, Granados, López y González (2021)	Autoconfianza - Autoestima	Autoconfianza, creencia y aceptación de las habilidades y capacidades con las que se cuenta, las cuales generan expectativas realistas.
4	García (2019)	Autoconocimiento	Percepción y autoanálisis individual de las características y cualidades que se evalúan frente al ideal deseado.
5	Romero, Granados, López y González (2021)	Autodirección	Capacidad adaptativa del comportamiento en diferentes contextos que influye en la consecución de las metas propuestas.
6	Estrada et al., (2020)	Autodisciplina	Conjunto de actos favorables al bienestar de la persona, ejecutadas bajo la autorregulación.
7	García-Romero (2020)	Autonomía	Principios y normas que adopta un individuo, involucrando pensamientos y análisis crítico.
8	García (2019); Vera (2021)	Comunicación asertiva	Facultad de procesar e interpretar información, transmitiéndola de forma fluida, clara, amable y respetuosa, pero, también recibir y aceptar opiniones aceptando el error.

9	García (2019)	Estrategias de afrontamiento	Disposición para comprender lo que ocurre en el entorno y planificar la ruta a seguir para alcanzar el fin establecido.
10	Romero, Granados, López y González (2021)	Gestión del tiempo y planificación - Hábitos	Esquema mental que estructura pensamientos y patrones repetitivos llevados a la acción, a través del desarrollo de tareas y optimización del tiempo.
11	Romero, Granados, López y González (2021)	Integridad - Valores	Muestra un pleno uso, control y sapiencia de los valores de la sociedad, los cuales, se evidencian en una personalidad coherente y consistente.
12	García (2019)	Inteligencia Emocional	Capacidad de gestionar y direccionar las emociones.
13	Romero, Granados, López y González (2021)	Juicio - Locus	Percepción interna o externa de los acontecimientos que afectan al individuo, influyendo de manera favorable o desfavorable en este.
14	Rodríguez, Rodríguez y Fuerte (2021); Naranjo (2019)	Liderazgo	Influencia que ejerce un individuo sobre otras personas, que puede inspirar o guiar. Conocimiento, dominio y dirección sobre un proyecto o actividad.
15	Romero, Granados, López y González (2021)	Moralidad - Ética	Voluntad de hacer el bien y lo correcto a partir de normas o principios.
16	Naranjo (2019)	Motivación	Estímulo emocional interno o externo que lo conduce a algo.
17	García (2019)	Pensamiento crítico	Pensamiento que evoluciona a lo razonable, reflexivo, evalúa y es estratégico
18	Romero, Granados, López y González (2021); Rodríguez, Rodríguez, y Fuerte (2021)	Planificación (de Metas)	Anticipación logística de una programación, mediante el uso de técnicas procedimentales y estrategias que apuntan a un fin.
19	Romero, Granados, López y González (2021)	Predisposición para aprender y Gestión de la información	Inclinación o tendencia por razonar y asimilar una información.
20	García (2019)	Relaciones interpersonales	Relación entre dos o más personas, con características emocionales o sentimentales que pueden ser favorables o desfavorables.
21	Romero, Granados, López y González (2021)	Relaciones interpersonales - Redes de apoyo	Grupo de personas con vínculos cercanos que favorecen el acompañamiento en diferentes situaciones de la vida. Las redes de apoyo se conforman por las personas que se tiene una relación interpersonal estrecha, que brinde apoyo emocional, económico o social.
22	García (2019); Vera (2021)	Toma de decisiones	Disposición para analizar una información; planificarla, organizarla, orientarla y proceder.

Fuente: Elaboración propia

Los autores también indican que estas habilidades blandas generalmente no son utilizadas de manera independiente, de modo que, una misma situación puede implicar el uso de varias de estas

habilidades, por lo que, cada categoría complementa a la otra.

Habiendo establecido esto, en la siguiente tabla, se muestran los hallazgos de las publicaciones científicas en relación con las habilidades blandas presentadas anteriormente y su relación con el proyecto de vida según diversos autores, correspondiente a los años 2018-2022:

Tabla 3: Artículos científicos de habilidades blandas, en función de su relación con el proyecto de vida

Habilidad blanda	Nº de estudios	Autor(es) y Año
Administración del dinero	3	Torres, Plata y Núñez (2020); Chan, Druet y Sevilla (2020); Rincón (2020)
Autoconcepto	5	Jara y Echeverría (2020); Vargas (2019); Sevilla-Santo, Martín-Pavón, Sunza-Chan y Druet-Domínguez (2021); Jara y Echeverría (2022); Agramonte, Ureña y Luisangee (2021)
Autoconfianza - Autoestima	1	Franco (2018)
Autoconocimiento	3	Acuna (2020); Vargas (2018); Sanz (2019)
Autodirección - Propósito de vida	3	Turró y Seguró (2021); Suárez, Alarcón y Reyes (2018); Chan, Druet y Sevilla (2020)
Autodisciplina	1	Torcates y Rosales (2019)
Autonomía	4	Betancourth y Cerón (2018); Pedraza, Moreno y Villarraga Castañeda (2019); Montes (2020); Garcés-Delgado, Santana-Vega y Feliciano-García (2020)
Comunicación asertiva	2	Rivera, Lasso y Gómez (2019); Lesmes, Barrientos-Monsalve y Cordero (2020)
Estrategias de afrontamiento	2	Vargas, Quintero y Sánchez (2018); Pinargote, Tarazona, Mera (2020)
Gestión del tiempo y Hábitos	2	Vargas, Quintero y Sánchez (2018); Cubides (2021)
Integridad - Valores	1	Vargas, R. (2019)
Inteligencia Emocional	4	García, Hurtado, Quintero, Rivera y Ureña (2018); Guerra-Bustamante, León-del-Barco, Yuste-Tosina, López-Ramos y Mendo-Lázaro (2019); Carvalho, Guerrero y Chambel (2018); Garcés-Delgado, Santana-Vega y Feliciano-García (2020)
Juicio - Locus	1	Arboleda y Ruano (2018)
Liderazgo	1	Nieto, Nieto y Moreno (2018)
Moralidad - Ética	1	Boone y de Alencar (2018)
Motivación	2	Mera y Zambrano (2021); Díaz-Garay, Narváez-Escorcía y Amaya-De Armas (2020)

Pensamiento crítico	2	Deroncele-Acosta, Nagamine-Miyashiro y Medina-Coronado (2020); Betancourth, Paz y Obando (2019);
Planificación (de Metas)	2	Chan Chi, Druet y Sevilla (2020); Morales y Chávez (2020)
Predisposición para aprender y Gestión de la información	2	Ormaza (2019); Carbonell, Tissert y Pérez (2019)
Relaciones interpersonales	5	Vargas (2019); Pedraza y Villarraga (2019); Ramírez, Rojas y Álvarez (2022); Sanz (2019); Santana, Mawyin, Briones y Feijo (2020)
Toma de decisiones	3	Santana, Feliciano y Medina (2019); Garcés-Delgado, Santana-Vega y Feliciano-García (2020); Jara y Echeverría (2022)
Total, No. de estudios	50	

Fuente: Elaboración propia

Nota: Existen autores que estudiaron dos o más habilidades.

4.1 Administración del dinero

Torres et al., (2020) proponen que se formule un proyecto denominado “Educación financiera como estrategia didáctica para el desarrollo de estilos de vida sostenibles”, con el objetivo de aportar al proceso pedagógico de educación en finanzas de los jóvenes colombianos. La educación financiera, como soporte primordial de todo proyecto, además de favorecer el cumplimiento de las metas, proporciona al individuo tranquilidad, confianza y autoridad. Al contar con conocimientos sobre finanzas en el desarrollo de un proyecto de vida, esta toma un sentido realista, equilibrado y sostenible. En ese mismo sentido, Chan et al., (2020) encontraron en su investigación que, los estudiantes manifiestan interés por conseguir un empleo y trabajar, sin embargo, una minoría vislumbró la posibilidad de realizar emprendimientos laborales que les permitan generar ingresos, lo cual se convierte en un área de oportunidad que las instituciones educativas deben atender, a través del establecimiento de acciones enfocadas a motivar a los estudiantes, apoyar las ideas innovadoras y

proyectos de emprendimiento que generen, ya que en la actualidad representan nuevos modelos o esquemas laborales y aunado a lo anterior, se hace posible el desarrollo de empresas, que contribuirán en la generación de nuevas fuentes de empleo, recursos económicos y fortalecimiento del capital humano.

Rincón (2020) exponen que, el objetivo en materia de educación económica y financiera es promover en las niñas, niños, adolescentes y jóvenes el desarrollo de competencias básicas y ciudadanas, así como el pensamiento crítico y reflexivo necesario para la toma de decisiones responsables e informadas sobre temas económicos y financieros que favorezcan la construcción de sus proyectos de vida con calidad y sostenibilidad. Los autores concuerdan en que la administración del dinero desde el punto de vista de inteligencia financiera puede impulsar y favorecer sosteniblemente el desarrollo del proyecto de vida, esta relación además crea y desarrolla en los jóvenes una cultura de ahorro y valoración del dinero.

4.2 Autoconcepto

De acuerdo con Jara y Echeverría (2020), los adolescentes institucionalizados han sido poco atendidos hacia el desarrollo de un proyecto de vida que se sustente en el conocimiento personal. Por lo que, a través de una serie de intervenciones, los jóvenes plantearon su proyecto de vida laboral a partir de lo que ya conocían de sí mismos, del reconocimiento de sus gustos, habilidades, intereses, apoyos y recursos, logrando su meta, por ejemplo, de convertirse en médico. Todo esto, permitió realizar aportes a la construcción de un autoconcepto más amplio y funcional, puesto que, durante las sesiones los jóvenes agregaron nuevos elementos a su personalidad; habilidades no antes vistas, recursos no reconocidos o apoyos no considerados, lo que les abrió la puerta para alcanzar nuevas posibilidades para elaborar su proyecto de vida en cada una de sus áreas (escolar, laboral y social).

Vargas (2019) encontró en su investigación que sí existe una relación positiva entre la variable autoconcepto y proyecto de vida. Según los resultados obtenidos en este estudio, aquellos adolescentes que poseen un mayor conocimiento sobre sus capacidades, quienes se consideran importantes y poseen una posición positiva respecto a sí mismos tienen una mayor claridad sobre su proyecto de vida. Al individuo sentirse y percibirse favorablemente, se dispone a edificarse mediante la construcción de planes y metas futuras y al tener vislumbrado sus planes futuros, inevitablemente se traducirá en beneficios de su autoimagen.

Sevilla-Santo et al., (2021) concluyeron en su estudio que, los jóvenes que tienen definidas sus metas tienen una percepción de sí mismo positiva. Resaltan que, si un estudiante tiene una percepción positiva de sí y de sus capacidades, se planteará metas más altas y se encontrará más implicado en alcanzarlas.

Para Jara y Echeverría (2022), el autoconcepto es un factor determinante en la adolescencia, “se convierte en un eje central para el desarrollo de la personalidad y la identidad, llegando a ser el núcleo para la articulación y funcionamiento

personal, social y profesional”. Es trascendental trabajar en el individuo y en la búsqueda de conocerse a sí mismo y disponer a conciencia de sus recursos antes de elaborar un proyecto de vida. Al tener la capacidad de programar el futuro, formular metas u objetivos, esto, se constituye en bienestar para el individuo, puesto que, es guiado a realizarse o sentir que la vida tiene sentido.

Agramonte et al., (2021) evidenció que, la identificación y formación de la identidad en edades comprendidas en la adolescencia y juventud, es determinante en el proceso de construcción y planteamiento del proyecto de vida, puesto que, este va a estar respaldado y soportado bajo intereses, gustos, habilidades y autonomía, invalidando las demandas del contexto y exaltando aquellas capacidades y rasgos personales del adolescente. Trayendo como consecuencias favorables la perdurabilidad del proyecto a lo largo de su crecimiento y desarrollo, así como, la posibilidad de ejecución inmediata, debido a la sensación de satisfacción y bienestar generada por el planteamiento de este.

4.3 Autoconfianza / Autoestima

Franco (2018) concluyó que, hay una relación altamente significativa entre la autoestima y las dimensiones del proyecto de vida (posibilidad de logro, disponibilidad de recursos y fuerza de motivación) con la dimensión planeación de meta. De acuerdo con el autor, a mayor autoestima, mayores herramientas tiene el individuo para responder a diversos desafíos de la vida cotidiana, buscan soluciones más eficaces y en menor tiempo.

4.4 Autoconocimiento

Acuna (2020) señala que, al explicarle el proceso de identificación a un individuo y reflexionar sobre el mismo y las causas que lo acercan a aquello que ha podido identificar, se hace permeable hablar de sueños, deseos y expectativas de sí mismo, también de aquellas cualidades que le gustaría poseer, lo que puede llevarlo a reflexionar y hablar de su historia, deconstruir y construir a partir de una forma de ser que lo lleve o lo acerque a una figura deseada. Al percibir aquello con lo que el individuo se siente

identificado, haciendo desglose de cada detalle, su conciencia se amplía, esto, es inherente al favorecimiento de las condiciones psicológicas en cuanto a la alineación y construcción de planes y proyecto de vida de manera más realista y capacitada para hacer frente a las posibles dificultades que emerjan en el camino. El autoconocimiento es la esencia de lo que es el individuo y de hacia dónde dirigirse con lo que ya conoce de sí mismo, lo que descubre que tiene y lo que clarifica que necesita para proyectarse.

Vargas del Amo (2018) constata en su investigación que las mujeres gitanas logran construir sus proyectos de vida desde sus propios procesos transformadores, donde buscan mayores oportunidades a los que ya tenían establecidos, pero esto lo logran teniendo claro quiénes son como personas, las comunidades a las que pertenecen, cuáles son sus fortalezas, sus intereses, sus valores inquebrantables y sus metas en un futuro. De esta manera, contribuyen al bienestar de su misma comunidad. El autoconocimiento de su historia y sus intereses junto con el apoyo que reciben de sus familiares impactan de forma sólida en sus proyectos de vida, porque lo hacen adaptable y respaldado (por familia, amigos, docentes).

Conforme a Sanz (2019), el autoconocimiento, como metodología para indagar en las sensaciones, emociones, pensamientos, imágenes, comportamientos, permite concretar aquellos aspectos personales, relacionales y sociales que no van bien, que producen malestar y que se quieren cambiar para vivir mejor, lo que no solo impulsa a valorarlos más, sino que, configura en el individuo un esquema mental que rompe paradigmas o deconstruye creencias perceptuales acerca de lo que merece o no. A partir de estos nuevos esquemas, nace el deseo o ideal de lo que se quiere en la vida, el impulso de planificar, establecer metas y conquistar el éxito.

4.5 Autodirección

Turró y Seguró (2021) muestran en su estudio que, para el desarrollo de un proyecto de vida basado en conceptos, ideas y acciones alineadas con los gustos e intereses de una persona, es

fundamental acompañarlo de un factor determinante como lo es la vocación, refiriéndose a esta como, aquellos intereses o pasiones desarrollados por el ser para emprender una determinada forma de vida o trabajo. La vocación, al ser escogida responde también a la autodirección o propósito de vida, concepto que logra establecerse por pasos, permitiendo como primera instancia un reconocimiento del ser en sí mismo, basado en una comprensión de su vida, posterior a ello, plasmarla como proyecto estableciendo referentes de qué hacer y cómo hacerlo en función de dicho propósito o vocación.

Suárez et al., (2018) relacionan el proyecto de vida con el desarrollo humano individual, como proceso de maduración afectiva e intelectual, entendiéndose como el núcleo central del sujeto, el cual manifiesta la calidad de la vida que la persona persigue como un bien necesario o en gran manera útil, es decir, constituido “por el conjunto de cosas o realidades que son importantes para la persona, por sus valores y por su forma de vida”. Cuando es alcanzada la madurez cognitiva e intelectual, se hace presente la autoconciencia, que deriva en el individuo direccionándose a buscar respuesta al interrogante de, cuál es el propósito de vida. Tener el discernimiento para entenderlo y la aptitud para asumirlo, es haber avanzado en lo que se pretende lograr con el proyecto de vida.

Chan et al., (2020) señalan como parte de los resultados de su investigación, que un número de jóvenes educandos ha enfocado su interés en el hecho de fundar asociaciones que les permitan ayudar a otras personas, lo cual representa un aspecto importante, debido a que a esta edad, los jóvenes generalmente se encuentran centrados en ellos mismos y el hecho de preocuparse por el bienestar de los demás hace alusión a estudiantes que presentan la capacidad para autodirigirse y dejar una huella positiva en la vida de las personas, lo que también resulta ser un indicador del tipo de persona y profesional que se quieren convertir, al enfocar su atención en apoyar a los demás y velar por su bienestar. Lo anterior, se anida con el proyecto de vida, el cual funciona como plataforma donde se alojan las metas dispuestas para planificar su cumplimiento.

Sevilla-Santo et al., (2021) exponen que la falta de autodirección y de un propósito de vida limita el aprendizaje del estudiantado, dado que, al no tener claridad en las metas hacia dónde dirigir sus acciones, su compromiso con las demandas escolares serán pobres, minimizando la importancia del aprendizaje. Esta situación señala fallas en la implementación de los modelos educativos vigentes, pues, aunque en estos se declara la búsqueda de una educación integral se siguen centrando en los conocimientos técnicos.

4.6 Autodisciplina

Torcates y Rosales (2019) indican que, a pesar de todas las condiciones adversas que le pueden ocurrir a un estudiante universitario, éste persiste en su meta, demostrando así que es disciplinado en el logro de sus metas. Las autoras dentro de sus conclusiones señalan que, la investigación es de mucha importancia para la orientación, porque con el estudio realizado se llevó a conocer en profundidad el valor que representan la disciplina, la autodisciplina, el comportamiento ético y la madurez psicológica en la existencia de cada individuo. La disciplina indiscutiblemente lleva al individuo a un mejoramiento continuo y la obtención de resultados que vayan en línea con las metas propuestas. Al construir o elaborar un proyecto de vida desde un marco disciplinario, se asevera y fortalece la edificación de este.

4.7 Autonomía

Betancourth y Cerón (2018) en su estudio, mencionan que, los estudiantes se desprendieron del pensamiento de sus padres para tomar una decisión autónoma sobre su futuro: se hicieron dueños de sus ideas, sus gustos y opiniones sin dejarse afectar por los sentimientos de culpa, con argumentación sólida que respalda su postura y permite reconocer las consecuencias negativas y positivas de sus decisiones, sin limitar sus opciones, llevan siempre la sabiduría de ser exigentes consigo mismos teniendo claridad sobre lo que desean estudiar, y tomando conciencia de lo que se aprendió en el desarrollo de la investigación. Al tener sus ideas claras y establecidas, el estudiante edifica su proyecto de vida en pro de sus decisiones.

Pedraza et al., (2019) encontraron que los Youtubers poseen diferentes elementos para poder transferir aspectos identitarios a los adolescentes y que estos los puedan integrar a su proyecto de vida, esto ocasiona en ellos una identidad vocacional confusa, dado que, quieren estudiar carreras profesionales, pero se sienten cautivados por el estilo de vida ostentoso, divertido y descomplicado de los influencers, referenciándose por esta alternativa laboral, llamativa y atractiva. Los criterios propios para su toma de decisión vocacional están siendo influenciados, afectando esto la autonomía del estudiante.

Montes (2020) señala que los alumnos dan mayor relevancia en la construcción de sus proyectos de vida a los factores del contexto social. Es interesante observar que el aspecto de carrera o actividad laboral que llevará a cabo en el futuro, como conseguir un empleo o un título, es determinante, debido al estatus social y económico al que pertenecen la mayoría de la población analizada. A nivel personal es lo que se quiere lograr con el bienestar físico, como lo es la salud o hacer deporte. Esto lleva a pensar, que muchas de las veces, los retos y dificultades que enfrentan en su vida cotidiana son alicientes para superarse y alcanzar un mejor nivel y calidad de vida, y que, a través de esfuerzo y sacrificio constante, es el camino, que les permitirá concretar estas aspiraciones, fortaleciendo al mismo tiempo el temple y carácter personal.

Según Garcés-Delgado et al., (2020), la presión social indirecta del contexto en el que se encuentra el estudiante, lo ha llevado a que su criterio autónomo se vea afectado, reflejándose esto en expectativas académicas y profesionales limitadas y difusas, escasas metas u objetivos autoimpuestos, vago razonamiento en la toma de decisiones, conducta social conflictiva, desempeño de un rol social equivocado e impulsividad a la hora de actuar. La investigación abre nuevas líneas de trabajo sobre la influencia del contexto sociofamiliar en la construcción del proyecto vital de adolescentes en riesgo para comprender sus comportamientos y actitudes.

4.8 Comunicación asertiva

Rivera et al., (2019) sostiene que, el desarrollo de habilidades blandas como la comunicación asertiva y el manejo de emociones permite que los jóvenes establezcan relaciones interpersonales sanas, contribuyendo a su salud mental y a reforzar su proyecto de vida, ya que puede tener un desarrollo más sano por el uso de recursos en la adaptabilidad de situaciones complejas que se le presenten, respondiendo de forma satisfactoria a ellas. El comunicarse asertivamente, funciona como mecanismo que facilita la interacción social, familiar y personal. Esto, posibilita a los niños y adolescentes la forma adecuada de expresarse ante las diferentes situaciones o contextos, además de pensar, actuar y sentir de manera positiva y adecuada, en relación con lo socialmente aceptable.

Lesmes et al., (2020) expone que, la comunicación asertiva es de vital importancia, pues los estándares mundiales han indicado dentro del mercado globalizado, ser una particular e interdisciplinaria estrategia contextualizadora. El individuo visto como una organización, con autocontrol, optimización y habilidades de expresión y recursos comunicativos, asegura su desempeño en cualquiera de los roles que ejerza, aún en relaciones complejas. La comunicación asertiva, viéndolo desde un enfoque estratégico, se convierte en un pilar que mantiene los niveles comunicativos en equilibrio, permitiendo mantener el control del modo en que se comunica y de cómo recibe la información. A lo largo de su vida, en cada proceso, en cada iniciativa, en cada decisión y planificación, se encontrará con el arte de la comunicación y con redes de apoyo que lo guiarán y lo sostendrán, quedando a la luz que, si el individuo es asertivo, fomenta el desarrollo de sanas relaciones interpersonales.

4.9 Estrategias de afrontamiento

Vargas et al., (2018) señalan en su estudio que, cada día los factores de riesgo psicosociales afectan el desarrollo y avance del joven asociados a situaciones o eventos determinantes en la vida de este, perjudicando su calidad de vida. Uno de los factores de riesgo presentados se asocia a los estilos de vida, donde los estudiantes logran

sobreponer las actividades académicas sobre su bienestar físico, emocional y mental, favoreciendo solo su cumplimiento normativo y no personal. Así también, se ve afectada el establecimiento de relaciones interpersonales, donde se les dificulta solicitar colaboración a sus pares para contribuir a un mejor entendimiento de temáticas. Estos casos puntuales, entre otros, resaltan la importancia de las estrategias de afrontamiento como respuesta a los factores de riesgos presentados, así como, a riesgos que se puedan presentar que afecten el cumplimiento y desarrollo del proyecto de vida. Las estrategias de afrontamiento brindarán los mecanismos óptimos de respuestas a demandas y conflictos presentados a nivel personal y del contexto, el uso favorable de estas estrategias permitirá un desarrollo adecuado del proyecto de vida propuesto, pues contribuirá al manejo de situaciones, aportando al mejoramiento de la calidad de vida del joven y complementando su formación en habilidades blandas, las cuales, son primordiales en la construcción y perdurabilidad del proyecto de vida.

Pinargote et al., (2020) encontraron que, al individuo resiliente se le facilita el establecimiento de metas a corto, mediano y largo plazo, porque adquiere una fortaleza para enfrentar situaciones complejas en su vida, lo que puede generar procesos de análisis, reflexión, transformación y exploración de capacidades y habilidades, esto le permite adquirir recursos psicológicos que puede utilizar en el presente y futuro, planteando un proyecto de vida de acuerdo con sus realidades, e identificando las diversas alternativas que tiene para llevarlo a cabo.

4.10 Gestión del tiempo y Hábitos

Vargas et al., (2018) evidenciaron que, uno de los factores de riesgo más frecuentes actualmente va relacionado al estilo y ritmo de vida que llevan las personas. Donde sus esfuerzos se ven volcados al cumplimiento de actividades técnicas, académicas o laborales, generando conductas de riesgo que crean patrones de estrés y ansiedad, manifestándose en la afección de la salud física y por supuesto mental, impidiendo el desarrollo adecuado de acciones como: organización óptima del tiempo, cumplimiento de compromisos establecidos, alcance de logros establecidos, entre

otros. La creación de hábitos en respuesta a la mitigación de este factor de riesgo favorecerá las actividades en torno a la planeación y creación de proyecciones a futuro, pues brindará herramientas claves para la ejecución idónea de los logros a alcanzar. Así también, estimulará la creación de conductas basadas en la disciplina, respondiendo a cabalidad cada acción planteada dando paso a la potencialización de la responsabilidad, así como, de generar sensaciones subjetivas de éxito.

Para Cubides (2021) es muy importante promover y fortalecer los hábitos mediante diferentes técnicas, estrategias y programas de intervención que faciliten el proceso educativo, generando bienestar en el desempeño escolar. El autor resalta la importancia de fortalecer los hábitos y las rutinas para el desarrollo integral del niño, porque se relacionan con el aprendizaje. Un hábito saludable se puede convertir en un agente diferenciador y de cambio en una persona, este tiene como característica principal la persistencia, que es lo que permite que un hábito se cree y se establezca. Al establecer desde temprana edad conductas o hábitos como la gestión del tiempo, que influyen favorablemente en la vida del individuo, este podrá realizar tareas, emprender o crear nuevas actividades, que no representarán pensamientos de dificultad en él. Al plantearse su proyecto de vida, creará rutinas que se enfoquen en la obtención de logros, lo que permitirá el impulso, desarrollo y realización de este.

4.11 Integridad y Valores

Vargas (2019) encontró que, los valores tienen una relación positiva con el proyecto de vida. Estos hacen parte de la formación integral del individuo, son formaciones complejas del ser que van apareciendo durante el desarrollo, este proceso le permite tener la capacidad de vivir en la sociedad de forma sana. La escuela contribuye a la formación de valores, que al poseerlos le permite al individuo aceptar las diferencias existentes en la comunidad y tener mejores relaciones sociales, esto se evidencia en su proyecto de vida, porque el tener establecido sus valores les facilita la toma de decisiones y planeación de lo que quiere hacer o no. Así se

expone en la investigación, el autor afirma que los jóvenes consideran importante tener una congruencia en su comportamiento con los valores aprendidos o que poseen, es por esto por lo que tiene gran influencia en su proyecto de vida, porque cada plan establecido debe estar alineado a esos valores personales.

4.11 Inteligencia emocional

García et al., (2018), argumentan que, cada persona recibe y responde a una misma situación de forma diferente, porque sus emociones, su sistema de creencias, estados de ánimo, actitud y motivación influyen en cómo se conciben las circunstancias. La investigación arrojó como resultados que se debe seguir trabajando la inteligencia emocional, puesto que, tiene un impacto directo en la poca tolerancia al estrés y dificultades de adaptabilidad.

Guerra-Bustamante et al., (2019) señalan que, la regulación emocional no solo permitirá fortalecer la capacidad de manejar favorablemente las emociones, sino que, además permitirá que los jóvenes logren experimentar sensaciones relacionadas al bienestar ejecutando actividades que generen distracción y satisfacción. Así como también, contribuye a un manejo psicológico propicio, beneficiando así la salud mental. La emoción al relacionarse con el proyecto de vida logra adquirir un papel trascendental y determinante para el desarrollo y ejecución de este, puesto que, la perdurabilidad del proyecto estará sujeta a las sensaciones y emociones que experimenta el joven en su cotidianidad. Donde el cumplimiento será directamente proporcional a la regulación de estas. Si las emociones predominantes están basadas en aspectos desfavorables la realización del proyecto de vida se va a ver interrumpido. Ahora bien, si las emociones se basan en contenidos favorables el desempeño de estas logra trascender y generar un alto impacto.

Carvalho et al., (2018) indicaron que, las valoraciones de las emociones de los demás y el uso de las emociones tienen un efecto directo positivo sobre la satisfacción con la vida, y las valoraciones de las emociones propias tenían un

efecto indirecto positivo sobre el agotamiento. La inteligencia emocional no solo va a permitir la comprensión y expresión a totalidad de las emociones con naturalidad, sino que, contribuye al uso adecuado de las emociones orientando estas a actividades fructíferas, que logren un desempeño personal lo suficientemente constructivo y satisfactorio. Además, permitirá la fácil identificación de emociones tanto de sí mismo como del otro, encontrando herramientas y estrategias necesarias para el desarrollo de actividades encaminadas a lo que el ser quiere para su vida, logrando así un desarrollo del bienestar durante la ejecución de tareas y compromisos académicos.

Garcés-Delgado et al., (2020) señala que, el déficit en inteligencia emocional y habilidades sociales complica la tarea de construir un itinerario profesional y personal ajustado a las necesidades e intereses propios. Los proyectos personales de vida de los adolescentes en riesgo son construidos sobre una base socioemocional deficiente. Las escasas estrategias y destrezas socioemocionales de los adolescentes en riesgo de exclusión social plantean la urgente necesidad de trabajar y cambiar esa realidad. Es necesario: trabajar con los adolescentes en riesgo de exclusión la adquisición de estrategias socioemocionales y prevenir las conductas intra e interpersonales conflictivas a través de acciones de atención/apoyo.

4.12 Juicio

Arboleda y Ruano (2018) mencionan que, la creencia de situaciones de azares como el destino o la suerte son determinantes para la ejecución de actividades que planeamos, pero no cumplimos se encuentran cada día más arraigadas y codificadas en la memoria de las personas. Adjudicar el planteamiento, ejecución y logro de un proyecto de vida a factores externos, va a llevar al autosabotaje e incumplimiento de metas establecidas y, por ende, al estancamiento del proyecto de vida. Ahora bien, trasladar esas perspectivas asociadas al locus externo al locus interno, aumentará la posibilidad de cumplir de lo establecido para el proyecto de vida, no solo favoreciendo los planes a futuro, sino que, además

estimula y potencializa aspectos intrínsecos relacionados a la motivación, compromiso, responsabilidad, sensaciones subjetivas de felicidad y éxito, así como, al autoestima y autoconcepto, debido a que, expone al ser a buscar herramientas en sí mismo para lograr el desarrollo y culminación de lo propuesto en el proyecto. Generando así, la creación de concepciones favorables del ser sobre sí mismo.

4.13 Liderazgo

Nieto et al., (2018) concluyen que, el MHL (Modelo Holístico de Liderazgo) se convierte en ese eslabón que llega a unir el interés institucional por gestionar el cambio (Modernización y Transformación Institucional) y movilizar la cultura institucional. Al desarrollar o fortalecer el liderazgo en cualquier ámbito de la vida, se devela el carácter, la templanza, la influencia y el compromiso. Un individuo que se forma como líder, inicia liderando sus intereses personales, desde los más sencillos, hasta los más complejos, esto, hace parte de su autonomía. Un proyecto de vida, cobija factores internos y externos, al ser liderado por su gestor, contará con el compromiso y carácter para impulsarlo, tendrá la recursividad de influir de manera favorable en los socios claves o redes de apoyo requeridas para llegar al fin preciso.

4.14 Moralidad y Ética

Boone y de Alencar (2018) en su estudio muestran que los proyectos de vida tienen motivos egocéntricos en participantes superdotados, es decir, existe una ausencia de una perspectiva ética. Estos resultados se explican teniendo presente la cultura de competencia, valores superficiales que tienen, centrándose o dándole mayor importancia a las adquisiciones de valor económico. Cuando se involucran los valores éticos y morales en los proyectos de vida, su relación con el individuo es que tiene mayor probabilidad de tener una percepción favorable de sí, relacionándose con causas sociales, buscando mejorar la sociedad. Los proyectos de vida marcados por los valores de los adolescentes presentan metas basadas en la moral y la ética,

motivando a que estos proyectos de vida faciliten sociedades más justas y equitativas.

4.15 Motivación

Según Mera y Zambrano (2021), la motivación y el proyecto de vida sostienen una relación bidireccional. La motivación influye en la construcción y cumplimiento del proyecto vital porque es un impulso que incentiva la ejecución de una acción en específica, lo que facilita al individuo guiarse a hacer determinadas acciones con unos objetivos establecidos o metas, esta misma le permite ser constante hasta finalizarlo. Además, cumple el papel de motivador para que los jóvenes tengan nuevas perspectivas sobre sus capacidades y potencial para ejecutar sus objetivos y alcanzar una realización personal.

Díaz-Garay et al., (2020) argumentan que, la estructuración del proyecto de vida necesita de varios componentes del individuo como: la motivación, determinación, percepción de sí mismo, etc. La motivación es determinante en el proceso de alcanzar las metas, porque juega como impulso para cumplir con las metas establecidas y lograrlas es el mayor estímulo. Para conseguir estructurar un proyecto de vida ideal, es fundamental la orientación y la motivación de grupo social cercano como: familia, amigos, docentes.

4.16 Pensamiento crítico

Deroncele-Acosta, et al., (2020) indican que, el pensamiento crítico logra construir y deconstruir conceptos e ideologías a partir de mecanismos de análisis, reflexión y profundización de teorías. Brindándole al joven crear nuevas perspectivas respecto a conductas, actitudes, acciones, sueños, logros y metas. Este, permite la reevaluación y planteamiento de variables que se tienen en cuenta para la conformación de nuevas ideas. La indagación de conceptos, descomposición de teorías y cambio de perspectivas permiten al joven poder distinguir y profundizar en razonamientos que contribuyan al replanteamiento del sentido de su vida. El planteamiento de un proyecto de vida basado en el pensamiento crítico va a permitir que el joven logre ser trascendental en la toma de decisiones acerca del sentido de la vida y la

proyección que tenga del futuro de manera individual y su repercusión en el colectivo.

Betancourth et al., (2019) señalaron que, las personas que tienen establecido su proyecto de vida están orientados a encaminar todos sus esfuerzos físicos, psicológicos y cognitivos a conseguir lo que se establecieron. El pensamiento crítico, permite identificar diversos puntos de vista con un análisis argumentativo, facilitando la toma de decisiones durante y después del proceso de aprendizaje impactando las decisiones de su vida. Con este, se puede adquirir la habilidad de cuestionar, aceptar, rechazar y evaluar cualquier tipo de argumento dado por sí mismo, o por terceros, aportando a mayor tolerancia a diferencia y mejora de las relaciones interpersonales.

4.17 Planificación (específicamente de Metas)

Chan et al., (2020) concluyen que, los resultados permitieron comprender que los estudiantes tienen claridad en las metas que quieren lograr tanto a corto como a largo plazo, ya que cada una de ellas representa un motor en sus vidas, es decir, que han encontrado en estos momento de su vida un sentido que los impulsa para continuar luchando, al mismo tiempo que son conscientes de que cada aspecto de su vida es importante para mantener un sano equilibrio, por lo que lograron establecer metas en los aspectos tanto académicos, como ocupacionales y personales, haciéndose evidente en el análisis de los resultados que los estudiantes lograron encontrar relación entre una meta y otra en cada aspecto. El fin de un proyecto de vida, podría pensarse que es la obtención o conquista de metas, pero va mucho más allá de lo que es una planificación de metas o resultado de estas. Tiene que ver con el avance y crecimiento del ser a través de un proceso que lo lleva a un ideal. No obstante, las metas son el foco o el faro en cada fase de un proyecto de vida, la dirección del qué, cómo, para qué y cuándo.

Morales y Chávez (2020) muestran en su estudio que, los estudiantes poseen la capacidad de planear y proyectar sus metas en torno a sus aptitudes y limitaciones y cuanto más claras y afines son a un proyecto de vida, mayor es la adaptación a la vida universitaria. Si se poseen

metas claras, se proyectan hacia el futuro, dan estructura a la vida, y con ello es más factible que el adolescente mantenga la dirección hacia un propósito en particular, que en este caso sería ingresar a las aulas universitarias y sostenerse en ello. Al planificar sus metas, el adolescente aprende a organizarse en vías de llegar a la concreción de estas, puede tomar diversos atajos con la idea de llegar al punto que ha mentalizado logrará; en este proceso despliega diversos recursos para afrontar los retos que surjan en el camino, por lo cual influye en su proyecto de vida, que asimismo le brinda una estructura para la toma de decisiones que afecten su presente y futuro.

4.18 Predisposición para aprender y gestión de la información

Ormaza (2019) señala que, la orientación busca estimular la capacidad que tiene el individuo de la toma de decisión. El proyecto de vida se convierte en una proyección de la vida en un futuro, es ahí donde la orientación educativa debe construir certezas frente a un mundo incierto. El individuo debe tener una visión integrada de todo, de su persona, libertades, derechos y responsabilidades sociales. En esos aspectos es que juega un papel determinante la orientación que se le puede brindar para poder sobrevivir o saber responder frente a esas dinámicas reales. El proceso de orientación lo que busca es brindarle información veraz sobre diferentes dinámicas que puede presentar o tener inquietud, logrando que la persona pueda establecer de forma realista las situaciones, pensamientos, o creencias que posea. La orientación facilita el aprendizaje de un proceso de elección libre, donde sepa rechazar o desechar y concretar elecciones que permitan cumplir con lo establecido en el proyecto de vida.

Carbonell et al., (2019) indican que, la orientación es el centro del desarrollo del proyecto de vida. Es la escogencia voluntaria de aquellos factores que se desean incluir en la vida, donde busquen promoverlas como agentes activos y desarrolladores de su crecimiento personal. Esta, parte desde concepciones actuales que deberán tener una repercusión futura, las cuales, se crean a partir de ideales y sueños. La orientación

enfocada en la construcción idónea del proyecto de vida debe ir basada en la definición de la persona en sí, los componentes y características de este, las habilidades y aptitudes con las que cuenta, el nivel de autonomía y decisión, así como, las estrategias de afrontamiento y resolución de conflictos con las que cuenta.

4.19 Relaciones interpersonales

Vargas (2019) en su investigación dejó en evidencia que existe una relación significativa entre apoyo social y proyecto de vida. Esto se debe a que cuando la persona siente un respaldo en todos los momentos de su vida, independiente si son favorables o desfavorables, cuenta con ese acompañamiento, generándose un impacto positivo en que puede pensar o establecer un proyecto de vida con más precisión o claridad.

Pedraza y Villarraga (2019) mencionan que, el papel de los padres de familia frente a los planes de vida de sus hijos se enfoca al apoyo y motivación para que estudien, puesto que se encuentran preocupados por su futuro, no obstante, se determina que ejercen cierta presión frente a las aspiraciones de los adolescentes teniendo una alta influencia en la toma de sus decisiones profesionales. Los autores consideran necesario investigar más sobre los estilos parentales y su influencia en el proyecto de vida adolescente.

Ramírez et al., (2022) concluyeron que, dentro del rol que desempeñó el grupo nuclear, se observó que el papel de la madre es fundamental ya que, impulsó desde diferentes ángulos, que van desde la presencia, el ejemplo y el afecto. En la categoría proyecto de vida, se resalta la subcategoría de expectativas a futuro, las participantes identificaron áreas de crecimiento relacionadas con lo personal, afectivo y laboral, señalan que, su proyecto de vida fue influenciado y determinado por el contexto en el que vivían, en donde la familia tiene un lugar importante. Esto reafirma que, las redes de apoyo son el sostén y guía en la vida de un individuo, estas, escuchan, animan, fortalecen y permanecen.

Sanz (2019) observó que, las relaciones interpersonales se consideran punto clave en el

éxito de las personas, pues son las que te acercan o alejan de quienes te rodean. Al saber relacionarse, el buen trato se convierte en parte de la cotidianidad, habilitándolo con el poder de influir de manera favorable en las personas, logrando obtener recursos importantes de ellas que fortalecen el desarrollo en los diferentes roles del individuo. Al plantearse un proyecto de vida y planificarlo, inherente a este, deberá preguntarse quiénes serán sus asociados claves, quienes serán su red de apoyo en el proceso, con quién tendrá que crear nuevas relaciones que aporten significativa y estratégicamente en la construcción y expedición de este.

Santana et al., (2020) refieren que, la persona desarrolla aptitudes incrementando las posibilidades de alcanzar diversos objetivos que se implantaron desde pequeños por la influencia de familiares o amigos, forjando durante su transcurso una personalidad y la adquisición de habilidades que ayudarán a lo largo de su vida, estas se verán mejoradas con el pasar del tiempo, el proyecto de vida tiende a ser muy dependiente de las decisiones que se toman y los problemas que se encuentran, transformando este último en obstáculos que deberá evitar o inclusive tener que confrontar. Es necesario que los familiares del estudiante lo apoyen y le transmitan diversos consejos o experiencias que ellos hayan vivido en tiempos anteriores, para que así la persona obtenga una imagen sobre la sociedad laboral anterior y compararla con la que actualmente encuentra, verificando cuantos pros y contras encontrará en los diversos ámbitos laborales y tener una mejor visualización sobre cual le beneficia más tanto a él como para aquellos que le rodea.

4.20 Toma de decisiones

Santana et al., (2019) exponen que, el proyecto de vida debe centrarse en la identidad, en la adaptabilidad, en la intencionalidad, y en las historias de vida. Estos constructos contribuyen a la formulación de un nuevo modelo para la comprensión de la conducta vocacional, la toma de decisiones (implícita en esta conducta) toma especial significancia, puesto que, las decisiones académico-profesionales no se toman en el vacío y

para construir un proyecto profesional las personas deben analizar sus valores, capacidades, habilidades y competencias. La toma de decisiones asegura la dirección que tome el proyecto vital.

Garcés-Delgado et al., (2020) observaron que, el proceso de toma de decisiones y de construcción del proyecto personal de vida depende de la forma de procesar cognitivamente la información; dicho proceso está influenciado por el contexto y las capacidades socioemocionales de los adolescentes. Los elementos intra e interpersonales determinan el proceso de elaboración del proyecto personal de vida e influyen en el procesamiento racional de la toma de decisiones. Si su contexto no está bien, entonces su toma de decisiones se verá afectada.

Jara y Echeverría (2022) consideran que, la toma de decisiones es una variable que logra verse expuesta a la influencia total de la sociedad. Donde se logra priorizar aquellas determinaciones y pautas establecidas por el contexto, delimitando la participación del joven en las mismas, debido a la practicidad en la escogencia de elementos que pueden ser aparentemente favorables para ellos, convirtiéndolos en actores pasivos de sus propias vidas. Ahora bien, generar una toma de decisiones autónoma en el proyecto de vida de cada joven, desarrollaría no solo una actitud activa en estos, sino que, además les permitiría ser más preciso en logros que deseen alcanzar, los cuales, estarían basados en rasgos personales, evitando influencia del colectivo. El proyecto de vida es tomar decisiones importantes, conocer lo que quiero de mi vida y cómo lograrlo.

V. CONCLUSIONES

Se concluye que, existen 22 habilidades blandas que se relacionan con la construcción y el desarrollo del proyecto de vida, estas son: administración del dinero, autoconcepto, autoconfianza y autoestima, autoconocimiento, autodirección, autodisciplina, autonomía, comunicación asertiva, estrategias de afrontamiento, gestión del tiempo y hábitos, integridad y valores, inteligencia emocional, juicio, liderazgo, moralidad y ética, motivación, pensamiento crítico, planificación,

predisposición para aprender y gestión de la información, relaciones interpersonales y toma de decisiones.

En relación con la administración del dinero, se torna importante aprender a manipular y administrar el dinero desde temprana edad, aún con lo que se reciba de los padres para realizar pequeñas compras en el colegio y tomar la decisión de gastarlo todo o ahorrar por lo menos una parte, son las decisiones que posteriormente se van volviendo más complejas como: invertir en finca raíz, realizar préstamos, adquirir tarjetas de créditos, entre otros... que de una forma u otra hacen parte de la planificación que se tiene para la vida. Al final, el dinero puede convertirse en una herramienta para el cumplimiento de las metas y los sueños mediante la formación del ser o el estilo de vida que se quiere llevar.

Referente al autoconcepto, autoconfianza, autoestima y autoconocimiento, se concluye que, todas están relacionadas con la percepción, opinión, sentimiento y concepción que tiene el individuo de sí sobre sus habilidades, competencias, limitantes, intereses, gustos, virtudes y desaciertos y pudiendo cumplir su proyecto de vida acorde a esto, facilitando el establecimiento de ideales conforme a sus capacidades no solo académicas e intelectuales sino también, conforme a atributos personales, visionándose a través de estos. El conocerse a sí mismo ayudará a potencializar las capacidades, desarrollar actos de conciencia, crear imágenes realistas de sí, aprovechar oportunidades que se creen no son para él y reconocer los verdaderos intereses.

En cuanto a la autodirección, los autores tienden a relacionar esta variable con la búsqueda de sentido o propósito de la vida y el encaminarse a este. El propósito de vida es aquello que se quiere lograr, el proyecto de vida es todo lo que se hace para cumplir ese propósito, son las herramientas que se utilizan como medio o guía a seguir para alcanzar ese fin. Es el propósito lo que le da sentido al proyecto de vida. Lo que haces (proyecto) y la razón por la que lo haces (propósito).

En lo concerniente a autodisciplina, se resalta cómo la perseverancia y la constancia de la autodisciplina son factores claves en la persistencia para el cumplimiento de las metas o los propósitos establecidos en un proyecto de vida pues, se requiere de voluntad, trabajo duro, dedicación y creación de rutinas que favorezcan la planificación y desarrollo de este.

Acerca de la autonomía, la toma de decisiones, la integridad y los valores se concluye que, suelen estar relacionadas entre sí y con el proyecto de vida, puesto que, el individuo está en capacidad de diseñar su propio futuro por medio de las decisiones que toma día a día. En la medida en que esas decisiones sean tomadas de forma libre, consciente y con criterio propio responderán a su deseos y necesidades reales. La autonomía defiende a la persona de las influencias desfavorables y los forja como individuos libres en acción y expresión. En el proyecto de vida, la autonomía permite decidir no solo el camino a seguir, sino, además, las asociaciones claves, el capital de información, los principios, las virtudes y la formación que se requiere para alcanzar el máximo potencial.

Con relación a la comunicación asertiva se logró inferir que, la trasmisión de información de forma atenta y efectiva facilita el camino al cumplimiento del proyecto de vida dando paso a nuevas oportunidades y a la asociación de personas claves que pueden aportar de forma significativa a este. Cuando se expresa una idea respetuosamente, se está sentando un precedente que fomentará la escucha activa y el intercambio de perspectivas enriquecedoras.

En referencia a las estrategias de afrontamiento, estas constituyen uno de los factores más importantes del proyecto de vida: los protectores. Aquellos que permiten al individuo poder confrontar las situaciones y los obstáculos que se le presenten en el cumplimiento de su plan de vida, gestionando de forma adecuada las demandas que le presente el medio.

En cuanto a la gestión del tiempo los autores la anidan a los hábitos, puesto que, de acuerdo con

ellos la creación de hábitos como la planeación o el control consciente sobre el tiempo, aportará a que de forma productiva se ejecuten los logros a alcanzar. Así también, se estimulará la creación de conductas basadas en la disciplina, respondiendo a cabalidad cada acción planteada dando paso a la potencialización de la responsabilidad, así como, de generar sensaciones subjetivas de éxito.

En lo que concierne a la inteligencia emocional se puede mencionar que, esta es la herramienta que permitirá al individuo controlar sus impulsos y tomar decisiones de forma consciente y razonable. Al gestionar las emociones, se propicia el bienestar mental y la creación de relaciones de apoyo, lo cual, facilita el enfrentamiento a todo tipo de circunstancias (favorables o desfavorables) que se puedan presentar en el cumplimiento de sueños, metas y del propósito de vida, manteniendo al individuo motivado y enfocado en el logro de este.

Sobre la motivación se argumenta que, sin esta no hay proyecto de vida, dado que, es la motivación lo que incita al individuo a desarrollar su proyecto de vida. La motivación, se convierte en el motor que impulsa al individuo y lo lleva a esforzarse por cumplir sueños y metas. Es aquello que lo incita a buscar el logro de sus propósitos de forma satisfactoria. A mayor motivación, mayor iniciativa, a mayor iniciativa, más acción.

Con relación al liderazgo y las relaciones interpersonales, los autores dan a entender que el ser humano por naturaleza es un ser social, es decir, siempre está rodeado por otros y deberá vivir en función de la sociedad. Para esto, es necesario que sepa relacionarse con los demás mediante los roles (hija/o, madre/padre, hermana/o, vecina/o, compañera/o, esposa/o...) que tienen en la sociedad. Es importante en las relaciones, la comprensión de pensamientos y emociones de las vivencias del otro y el papel de escucha que juegan en estas. Debido precisamente a este junte social, las personas terminan cooperando entre sí (guiados por alguien más) a fin de cumplir objetivos comunes que suelen estar ligados a sus propósitos personales.

Finalmente, la predisposición para aprender y la gestión de la información mediante la orientación, guarda una relación bastante significativa con el proyecto de vida, debido a que, ayuda al individuo a elegir con base en sus intereses, pasiones, habilidades y competencias la ruta que definirá su trayectoria. Estableciendo esta, con base en metas y pautas demarcadas que favorecen al proyecto de vida de este. Asimismo, favorece la toma de decisiones, componente vital para la permanencia, cumplimiento efectivo y desarrollo del proyecto de vida propuesto.

Al proponer la implementación del proyecto de vida como una estrategia pedagógica se desarrollarían procesos de enseñanza-aprendizaje en las aulas de cualquier centro educativo, de igual forma, se aportarían elementos a los estudiantes que les posibilite comprender la importancia de consolidar metas, sueños, hábitos y demás, a partir de orientaciones pertinentes donde se promoverá el cambio y se impulsarán aspectos como la motivación, la planeación y la toma de decisiones que son factores fundamentales en la consolidación de este. Entendido esto y queriendo llevar la psicoeducación a ser la herramienta principal dentro de la formación integral, se definiría que los retos o desafíos principales serían la comprensión de los constructos y la aplicación de cada habilidad blanda que conforma un proyecto de vida. Al reconocer las habilidades blandas como los valores morales y éticos de las personas, se puede comprender que, estos pueden ser aprendidos en todos los contextos del ser, en casa, en la escuela, con los amigos, entre otros., permitiéndoles ser mejores personas y facilitando las decisiones que toman en su vida. Esta ambivalencia, contribuye a que no se presente una formación lineal sobre estas. Sin embargo, el ser al iniciar este proceso se sentirá confrontado, puesto que, comenzará un proceso de introspección, deconstrucción de perspectivas y prejuicios y deconstrucción de ideales y posturas, buscando formar a los jóvenes como agentes de cambio a partir de elementos inherentes a él. Es así como, la psicoeducación de las habilidades blandas específicas mencionadas anteriormente se convierte en una forma de construcción del

pensamiento que no busca respuestas concretas, fórmulas, ni consejos, sino que, pretende visibilizar las consecuencias de las acciones, identificar las oportunidades, buscar alternativas, crear opciones y generar futuros responsables.

Esta investigación busca abrir una discusión sobre realmente cuáles deberían ser los fundamentos para adquirir una formación integral en los centros educativos. Siendo las habilidades blandas y el proyecto de vida la contraparte de los conocimientos técnicos, se requiere de una oportunidad para demostrar que pueden aportar y dar respuesta a necesidades de la sociedad actual y los cambios generacionales. Además, al introducir estos conceptos de forma conjunta permitiría reevaluar los procesos de formación que se realizan en las instituciones sobre el valor que se les da a las habilidades duras, entendiendo que son importantes, pero que, las blandas aportan mayormente al bienestar y desarrollo del ser. También, este estudio abre un espacio para indagar acerca de las herramientas conceptuales intrapersonales e interpersonales que se deben tener en cuenta para la creación integral de un proyecto vital. Igualmente, es una oportunidad de explorar varios aspectos, como la transformación que puede tener un individuo si se involucra en un proceso de psicoeducación de habilidades blandas y el impacto que puede tener en su vida. Se establece un nuevo enfoque sobre proyecto de vida, no solo limitándose al diseño de planificación de metas, si no a identificar las variables que pueden aportar a que se cumpla, saliendo del solo diseño que se suele hacer para asegurar la ejecución.

La psicoeducación de habilidades blandas en el proyecto de vida es una perspectiva integradora del ser humano, que pasa a convertirse en un factor protector y una propuesta de mitigación frente a la desesperanza que poseen los jóvenes sobre el futuro. Así también, se abre el espacio para surgimiento de teorías que contribuyen al relacionamiento de conceptos como habilidades blandas y proyecto de vida, brindando estrategias que contribuirán a la innovación del ser. El uso de la psicoeducación como componente formativo y educativo desligándolo de conceptos netamente terapéuticos, se expone como una forma de

enseñanza relacionada más a la construcción pedagógica y no tanto a la intervención.

Entre los limitantes de la investigación se encontró que, hay poca teoría e investigaciones que relacionen las habilidades blandas con el proyecto de vida. Por el contrario, existe mucha flexibilidad para establecer cuáles son las habilidades blandas, por ende, cada investigación y autor puede indicar habilidades completamente diferentes a las de otro, es decir, no se encontró una figura única sobre este tema, escogiéndose totalmente al azar las habilidades de este estudio, teniendo en cuenta las más repetitivas. Incluso, existe poca información para cada habilidad y su influencia en proyecto de vida, lo que delimitó la cantidad de artículos presentados en el estudio.

Para finalizar, esta investigación quiere sentar un precedente frente a la temática, puesto que, es un tema poco explorado y abordado, dando paso a la indagación y el análisis acerca del proceso psicoeducativo de habilidades específicas para la composición de un proyecto de vida óptimo. Se sugiere que, a partir de este estudio, otros investigadores puedan llevar la teoría a la práctica y en un grupo específico medir el impacto de las habilidades blandas en el proyecto de vida, verificando la efectividad de lo propuesto. Asimismo, relacionar el proyecto de vida con autoconcepto, motivación, relaciones interpersonales, comunicación asertiva y todas las aquí expuestas.

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Deepali Tiwari & Dr. Santosh Bali

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ABSTRACT

Purpose: The study aimed at analysing the level of customer satisfaction in Bajaj and Hero two-wheeler users in terms of a performance vehicle.

Literature review: Customer satisfaction is the basis of developing a particular business plan. In the case of the two-wheelers industry, consumer's involvement is the most important area, which needs to be focused upon to ensure the required development of the planning. Both the famous two companies Hero and Bajaj gives focus on the structural development of business planning as part of ensuring business development goals.

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Purpose: The study aimed at analysing the level of customer satisfaction in Bajaj and Hero two-wheeler users in terms of a performance vehicle.

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Methodology: Mixed methods research demands the purposeful mixing of methodologies for data collection, analysis, and interpretation. The utilisation of quantitative and qualitative research approaches is based on two essential principles: data confirmation and increased comprehension, previously, the purposeful application of research techniques in the examination of significant athletic events was rare.

Findings: The study helps in analysing the various factors that are associated with achieving the success level of the customers. The finding of the study will also focus on the preference of most of the participants between the Hero and the Bajaj two-wheelers. The preference of the customers will also aid to understand the rationale for which the model that is preferred by the individual is mostly preferred. The benefits that the customers gain while using the product is most effective for achieving customer satisfaction.

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I. INTRODUCTION

The two-wheelers industry is the important part that ensures the required potential in the process of developing required economic development machinery. It is important to integrate with the existing area of required business development planning to utilise the automobile industry to generate the required amount of revenue (Kale & Kesheorey, 2018). Hero and Bajaj are two important entities in the process of developing an authentic business development structure. The aim of both the companies is to analyse the development of the required potential to ensure the involvement by ensuring the quality of products. At the present time, consumers prefer the effective utilisation of two-wheelers and ensure the required manner of brand promotion to improve the performance level. Two-wheelers are getting utility value, as the potential to use them is better. On the other hand, it is space saving so consumers incline the development of business. The research analyses different aspects of ensuring the required business development potential of these two companies.

Famous two-wheeler company Hero, which is also known as Hero Motor Cop or Hero Honda, is an Indian multinational company. Which has its headquarter situated in Delhi and it is the producer of motorcycles and scooters. At the global level, it has acquired 46% of the average category of two-wheelers (Kanagavalli & Devi, 2018). In India, it has acquired 50% of the two-wheelers market and ensured its important role in defining the growth of the automobile industry. With the provision of ensuring required

customer satisfaction, it has developed an authentic manner to ensure the development of required market needs. As an emerging figure in the Indian automobile industry, it has developed the better potential to ensure the involvement of consumers in the particular area of the ensure improvement in status. the provision of customer satisfaction plays an important role in a considerable amount of job creation in the particular industry of business planning.

Bajaj automobile company is another key player in defining the intensity of growth of the Indian automobile industry. Maharastra based automobile manufacturing company has adopted a particular trend to ensure the improvement in the Indian automobile sector with the incorporation of the concept of developing customer satisfaction with the Maintenance of quality of products. Ensuring the longevity of automobile parts is an important feature of the products of this particular company (Kamran *et al.* 2019). It is important to ensure the development of the required infrastructure of the business to ensure customers' involvement in the business process. Development of required potential is mandatory to ensure required business growth, and in this way, the company has established itself to develop the business model in the particular area. The manner of business has not only given profit to this particular company but developed the better potential to ensure the improvement of market development structure as part of developing business planning.

1.1 The rationale of the research

The purpose of any research is to provide a diversified approach and ensure the development of required planning as part of developing an authentic business structure and integrating them with the existing planning of the business. It is important to follow the research result and ensure the improvement in developing the required business plan. In this mentioned scenario, the particular research aims to ensure the development of authentic planning as part of ensuring proper infrastructure, which will ensure the fulfilment of authentic business development

planning by ensuring customer's involvement. The research will develop the required infrastructure development for business. The particular research will analyse different aspects of the development of the required potential to control factors of the market. On the other hand, in the development of business machinery, the need is to ensure the balance in that particular area.

1.2 Objectives

Consumer satisfaction level can ensure the manner to define the intensity of success of a particular business model. Hero and Bajaj have adopted the trend to ensure business expansion in that particular area (Kamran *et al.* 2020). The aim of the research

- To understand the trend of the development model of the two-wheeler industry concerning the two companies
- To develop knowledge on how to develop the required potential of customer satisfaction.
- To analyse the manner to ensure the required level of customer satisfaction
- To analyse the performance level of these two companies.
- To ensure the development of a particular manner to ensure customer satisfaction level in a particular manner.

II. LITERATURE REVIEW

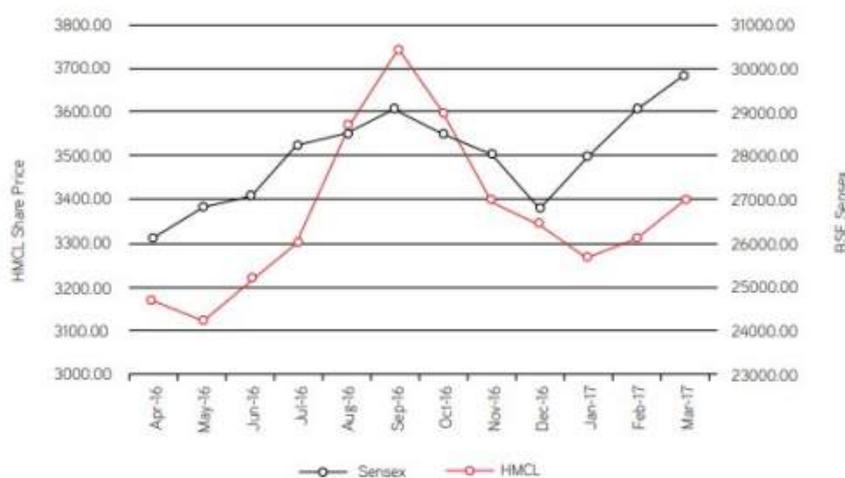
2.1 Performance analysis of two companies

To develop an understanding of the level of satisfaction of the consumers associated with the particular sector, it is important to analyse the impact of customer satisfaction in this particular area. With the capability to ensure customer satisfaction in a certain level of investment in the particular area, Hero and Bajaj, both two-wheelers companies, have proved themselves to be successful key players in the two-wheelers industry with their continuous potential to develop customer involvement with quality of products at affordable price. The Indian automobile industry plays a crucial role in the process of defining the main phenomena in developing the potential to generate a substantial amount of revenue. Both the companies have

taken advantage of it and ensured the development of the required potential to develop the required amount of initiative to bring improvement in the business development scenario and ensure improvement (Subashini 2019). The most important area, in this case, is to ensure the adoption of the required trend in developing business. It will help to ensure the required manner to develop a market development plan.

A particular level of customer satisfaction is an ambiguous concept upon which the development of manifestation of business potential is completely dependent (Govindarajan, Parthiba&Balu, 2020). These two companies produce two-wheelers by targeting the domestic

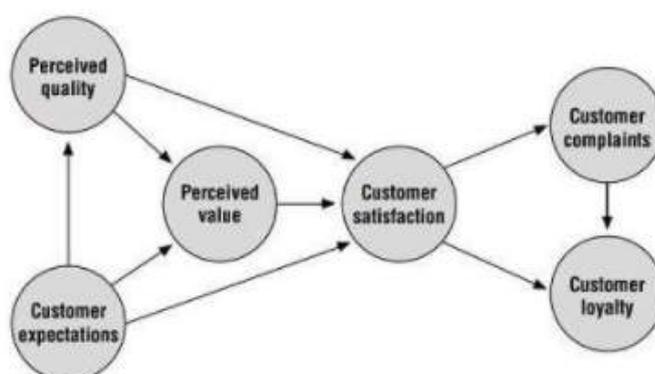
economy to ensure required market expansion. Required marketing potential needs to be adopted to ensure the involvement of potential as part of developing the authentic structure of market expansion and ensure the percentage increase in the number of customers. Consumer satisfaction is completely dependent upon the development of authentic trends in the process of ensuring the development of required machinery and involving wide-ranging customers in this particular process (Priyadharshini &Harindran 2020). The development of features of the products has ensured the authentic structural change in this particular area and ensured the strategic manner in bringing the required growth in developing proper business.



(Source: Sandeepa & Patel, 2018)

Figure 1: Graphical representation of share

2.2 Customer satisfaction towards two company's performance



(Source: Haralayya, 2021)

Figure 2: Model of customer satisfaction

According to Priyadharshini & Harindran (2017), Customer satisfaction is related to human activity that is also related to human wants with goods and services. Bajaj is the first Indian two-wheeler manufacturer that provides sporty performance in the Indian market. The Bajaj company achieves the 180cc and 150cc pulsar that provides the best consumer-level of satisfaction to their customer. Customer satisfaction plays a crucial significant role in the product and services because it leads to a heart on the entire business system. Every business prosperity is dependent on marketing efficiency. The marketing efficiency of Bajaj includes 4P models such as product strategy, price strategy, place strategy, and promotion strategy. This strategy provides a marketing mix for the Bajaj companies. Additionally, the customer analysis is important for the strength and weaknesses of the existing and potential competitors. This company provides both defensive and offensive contexts that help to identify threats and opportunities. The marketing strategy of Bajaj Company has a long-term, forward-looking approach that provides a sustainable achievement towards the Bajaj group of companies.

According to Haralayya (2021), customer content considers an effective relationship that provides a recall within the HERO Company. Advertisement plays an important role in the purchase of this company. The HERO Company shows the maximum satisfaction that is related to the customer. The growth of the two-wheeler industry is related to the period because India is the largest manufacturer of HERO companies that provide the largest number of sales in the market. The customer preference provides two-wheeler-based priorities with the Hero Company that enhances the standard living products as well as enhances the sustainability.

According to Khan *et al.* (2018), the two-wheeler preference is based on the taste and the priorities of the customer that include market-based opportunity. This company provides the right quality and right types of products that have a market-oriented economy. The manufacture of Hero Company has an attractive market production that creates an attractive market with

population. The number of Hero company forward vehicles for the customer preference and the selling improves the production dramatically.

2.3 Effect of customer satisfaction on company performance

According to BUBNA (2020), customer satisfaction is one of the frequent measures of marketing because it leads to a regular contest of customer preference. The business performance of Hero and Bajaj Company provide satisfying customer services by providing products and services. This product and services include customer behaviour and attitudes as well as related to the financial measure. The company Hero and Bajaj provide products within the customer interest and measure customer satisfaction. Hero Honda and Bajaj motorcycles come top in customer satisfaction with the rating of 2007 TNS motorcycles.

According to Reddy (2021), the live project motivated the customer preferences towards the Hero and Bajaj company.

The growth of the auto industry does not depend on domestic demands; on the other hand, it also equally depends on exports. The present projection of Hero and Bajaj two-wheelers that become a reality and trust within the original research. This projection of demand helps to address the global concern of the environment and fuel influence that provide the need of the customer. Bajaj two-wheelers have the largest manufacturing company that produces great cycles among the customers with the production.

According to Haralayya (2021), the price and quality of products deliver a great value for the consumers and also provide the technological capability. The technology has a new brand with employee interfaces that provide a move for the company that is closer to the customers. The price and quality prepare a brand image towards those companies that represent values and create a new identity. The growth of the auto industry enhances customer loyalty towards the brand and also enhances customer awareness about Hero and Bajaj Company. This company produces affordable prices with an affordable design that

provides total satisfaction for customers. This group of this company has a vision that has a long-lasting relationship with the workers, dealers, vendors, and customers. This company's products and services meet the performance, quality, and aspirations of the customers. This standard ethics deliver innovative products and develop the responsibilities of this company.

III. DATA AND METHODOLOGY

3.1 Research methods

Mixed methods research necessitates the deliberate blending of approaches for information gathering, analysis techniques, and information interpretation (Khou-Lattimore, Mura, & Yung, 2019). The crucial term is mixed since data linkage and otherwise, integration at an opportune moment in the design process is a vital element in the qualitative methodology. Purposeful information management helps researchers to gain a more comprehensive view of their study environment by examining occurrences from many perspectives and via various research lenses (Messina et al. 2020). The use of research methodology to compare and evaluate data collected using multiple approaches has grown in breadth throughout time, such that today's comprehension of mixed methods is considerably broader. Furthermore, from yesterday to today, quantitative and qualitative research techniques allow for a better and richer presentation of the findings, the development of new approaches and views in assessment, and the potential development of new structured questionnaires.

The use of mixed-method techniques is founded on two fundamentals: data corroboration and greater comprehension (Schlemmer et al. 2021). However, data confirmation may be challenging since different research methodologies and conceptualisations are used, and the quantifiability underlying qualitative data is not provided, drawing the following conclusions. To address this issue, regardless of something like the research approach used, look for logical redundancies (qualitative or quantitative). This should assist in improving data integration and

creating a deeper knowledge of the fundamental data. According to research literature, confirmations are connected to the second phase of understanding, demonstrating that they really are neither mutually contradictory. The second purpose of research methodology is comprehension: it combines qualitative data collection methodologies to create a more thorough and deep knowledge of the phenomena under consideration and/or to explain specific data abnormalities (Wium, & Louw, 2018). Some people believe that comprehending actually speeds up a researcher's grasp of a topic. Until recently, the intentional use of research methodology in major sporting event investigation has been unusual, which complements the current study's goal of combining three essentially diverse methodological techniques.

3.2 Data collection

The data collection that is used for this study is the survey and the questionnaire method with the help of which the satisfaction level of the customers can be analysed. The sample size for the survey is 50, and the interview is based on two customers of the Hero and the Bajaj organisation.

The survey questionnaire is based on closed-end questions, and the interview questions are open-ended with the help of which the innovative approach of the organisation can be focused so that the facility that the customers gain can be focused. The participants who are being interviewed and voluntarily participating in the survey help in focusing are the customers of Bajaj and Hero and have purchased the two-wheeler product manufactured by the company.

The interview is the one to one communication process with the customers engaged with the organisation; the interview helps in gathering the responses of the sole individual with the help of which the hypothesis that is presented in the study can be presented appropriately (Kabir, 2017). The interview questions that are set help in uncovering the deep and rich insight of the customers with the help of which the research views can be presented appropriately.

The survey question that is carried out with the help of the questionnaires presented help in researching in a formulated manner so that the outcome of the research is carried without any hindrance. With the help of the survey method, global customers who are engaged with the Bajaj and the Hero organisation can be focused. The advantage of the survey questionnaire is that the respondents for the survey can respond to the set of questions according to the convenient time of the participants (Parveen&Showkat, 2017).

3.3 Ethical consideration

Ethical consideration for the research is required so that the human subject can be protected with

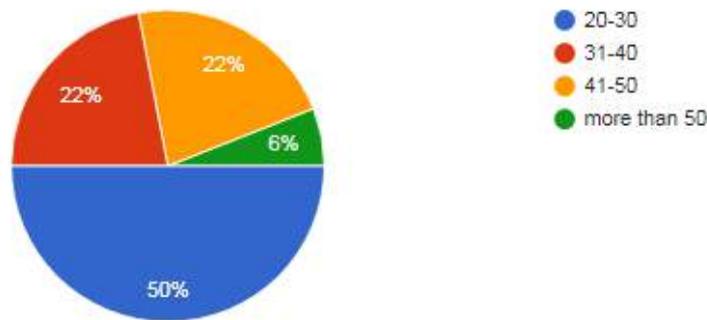
the aid of the appropriate ethical dimension that is maintained while carrying out the research (Arifin, 2018). The ethical consideration of this research is maintaining the anonymity of the participants in the interview and the survey. The response that is shared during the survey procedure is also kept confidential so that the dissemination of the findings can be carried out appropriately.

A consent form is signed by the participants that help in keeping a record of the voluntary participation of individuals.

3.4 Finding

What is your age?

50 responses

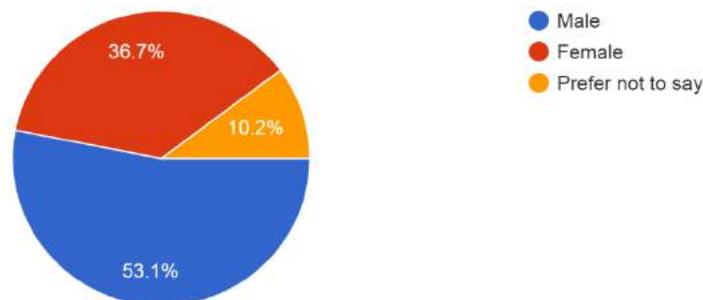


The finding helps in analysing that the age of most of the customers who participated in the interview is more than 50 years of age. The percentage of the customers between 20 to 30 years of age and

31 to 40 years of the participated in equal percentage in the survey. The age analysis of the participants helps in understanding the intention of the purchaser while purchasing the vehicle.

Kindly mention your gender

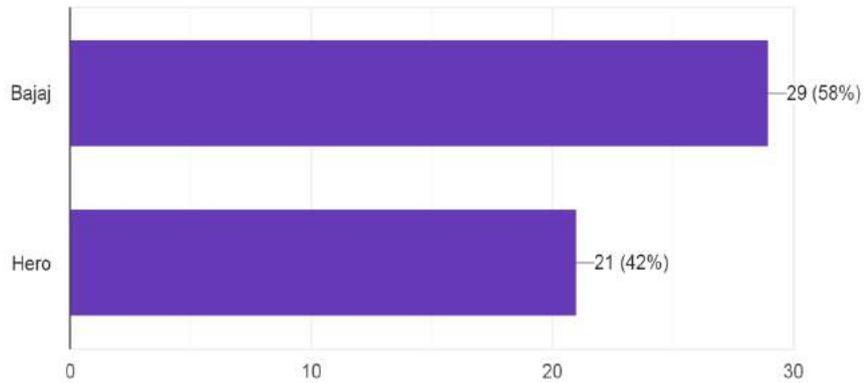
49 responses



The graph helps in analysing that the gender of the major participant in the survey is male. The percentage of the male who participated in the survey is 53%. This helps in understanding that

most of the consumers of the survey are male, and the second majority of the people who participated in the survey is female. The percentage of female participants in the survey is 36.7%.

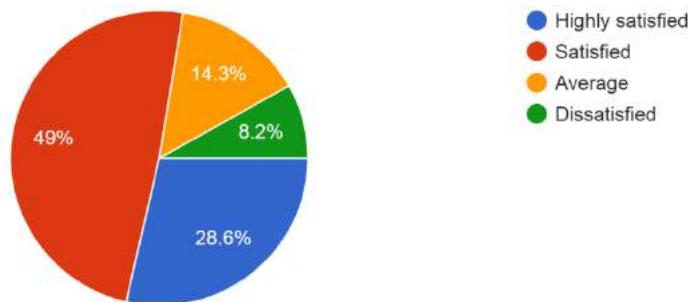
Which two wheeler do you have?
50 responses



The graph helps in analysing most of the customers purchasing the Bajaj two-wheelers than the Hero bike. The percentage of the people who purchase the Bajaj bike is 29.58 %, with the help of which it can be analysed that the benefits

rendered to the customer's aids in meeting the customers and the needs. This, in turn, helps in analysing that the enhanced purchase that is made of the Bajaj bike satisfies the customers to a great extent.

What do you feel while riding the Bajaj/Hero bike?
49 responses

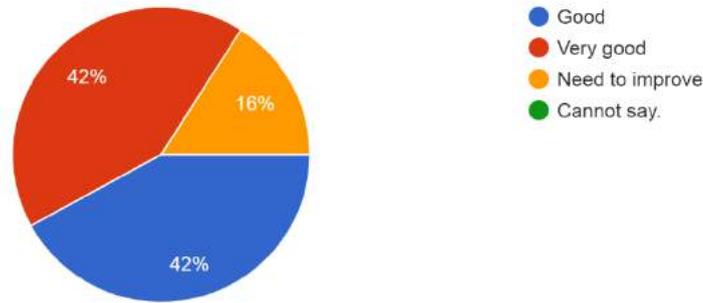


The graph helps in understanding that out of the 50 participants who voluntarily participated in the survey, 49% of the people feel satisfied while riding the two-wheeler that is purchased by the

individual. The feeling of the participants that were analysed during the survey help in analysing the satisfaction the customers achieves while riding the bike.

While comparing the Bajaj bike the other bike is?

50 responses

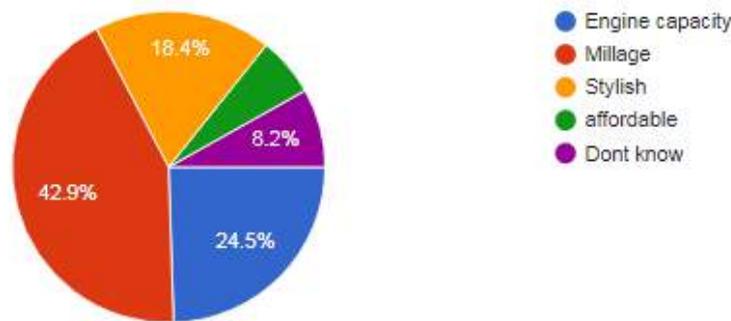


Comparing the other bike with the Bajaj bike, it can be said an equal percentage of the people like both the features of the Bajaj Bike and the other

bike. The need for improvement of the other bike is 16% so that the potency of the service that is rendered by the bike is rendered.

In what way is a Bajaj bike suitable for you?

49 responses

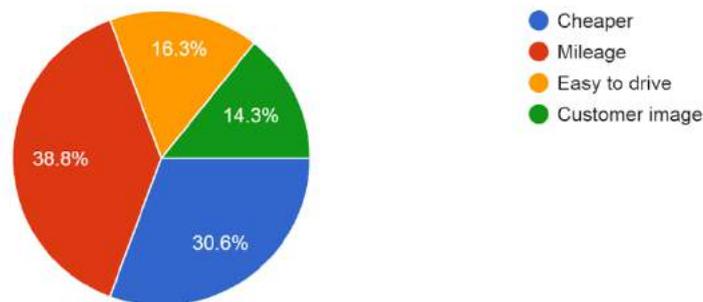


The illustration that is portrayed above helps in analysing that mileage for the bike is suitable as it helps in moving to long hindrance without any

hindrance. Out of the 50 participants, 42.9% of the respondents shared their view that mileage is the factor that makes the bike most suitable.

Why did you prefer Hero bikes?

49 responses



From this, it can be found that the majority of the audience prefer the Hero bike as compared to others and the bajaj bike out of all features of the hero bike, the majority of persons prefer hero due to the mileage feature of the hero bike and after

the mileage feature cheaper price is key feature for the popularity of the hero bike. All other features also help the hero bike to gain a large market share.

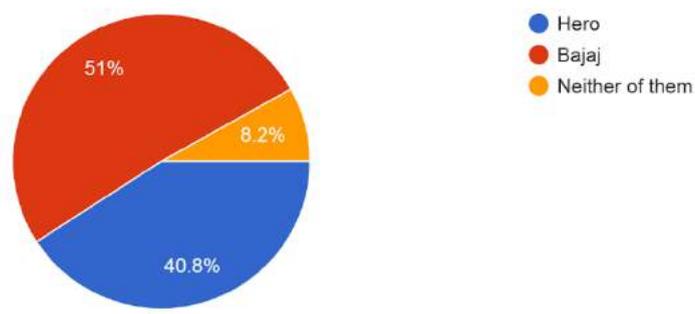
Are you satisfied with your two wheeler product?
50 responses



From the finding it can be concluded that out of every 50 persons some persons have a neutral opinion about the bajaj two wheeler, whereas 38 persons out of 50 choose that they are satisfied with the bajaj two-wheeler. This shows that the

bajaj customers are happy and satisfied with their two-wheelers. The majority of consumers choose bajaj because they think that both of the two-wheelers have almost the same features and have the same attention.

In terms of mileage which one is better?
49 responses

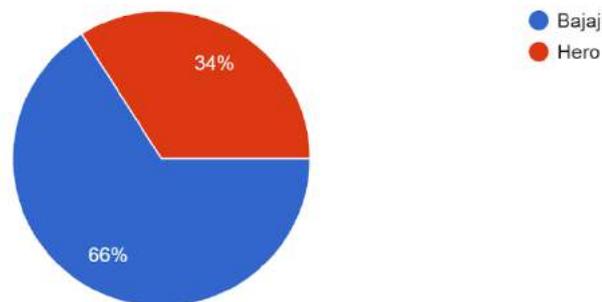


Even though many consumers choose the hero two wheelers for the mileage feature, but the findings show that the bajaj two gain the maximum number of response in terms of mileage feature, which clearly show that the bajaj two-wheeler not only known for its other feature

but also known for the mileage features also. Since the hike in the fuel price also plays an important role in selection and customer satisfaction in accordance with the other features. Consumers prefer mileage in the top priority.

in terms of fuel usage which is one is preferable?

50 responses



In this it can be concluded that the majority of consumers opt the two-wheeler in prioritising the mileage as the topmost valuable feature for selection of two-wheeler bike, so the bajaj consumers choose the bajaj for the mileage along with the other features.

IV. DISCUSSION

The findings that are illustrated in the study help in focusing on the various factors that help in analysing the factors that make the two-wheelers tar are being manufactured by the hero and the Bajaj organisation appropriately. The findings of the study also help in analysing the level of satisfaction and the impact of customer satisfaction on the sale and the revenue generation of the organisation. The fuel usage, benefit rendered and the usage of the fuel is considered with the help of which services and the quality of the products that are manufactured by the individual are appropriate.

Analysing the interview it can be said that the customers who were the users of the Bajaj two-wheeler are satisfied but desire that the style of the vehicle be improved to attract a large number of the customers. While the interview of participant 2 who is a customer of the Hero two-wheeler, is satisfied and the person shares that he will be dissatisfied if the individual will be unable to use the product.

Analysing the sections that are satiated in the literature review it can be satiated that both Hero

and Bajaj played a crucial role in being a successful two-wheeler organisation. It is crucial and the significant role that is played by both the organisations can be analysed from the market share that is collected by the organisation. This helps in understanding that customers are satisfied with the products that are being manufactured by both organisations.

The overall discussion help in understanding that the satisfaction level of the purchaser depend on various factors and help in understanding little improvement is necessary for both the Bajaj and the Hero organisation to retain their position and achieve the desired level of customer's satisfaction.

V. CONCLUSION

The customer level satisfaction provides knowledge and experience about the customer preference in the company's capabilities, product, and services. Customer satisfaction includes rating and serving that can help the company to determine the improvement or changes to the product and services. The level of customer satisfaction about the hero and Bajaj Company provides a huge focus on the perceived quality and value that delivers a huge customer loyalty within the company.

This study conclusively describes the consumer's level of satisfaction within the Bajaj and hero two-wheelers performance. This hero and Bajaj two-wheelers companies provide customer

satisfaction that ensures the development of business. Customers' satisfaction completely depends on the product trends that involve missionaries and technologies. The development features of the product that ensures the strategic management that provides a proper business with proper growth.

The marketing mix of Bajaj Company includes 4p models like product strategy, price strategy, promotion strategy, and play strategy. This strategy provides strength towards the company and also provides knowledge about the other competitor's weaknesses. The customer satisfaction with the hero company that delivered maximum satisfaction by delivering a large number of sellers in the business market. The manufacturers of two-wheelers company hero and Bajaj that improve their production dramatically and forward their business with great performance. The premium segment of buyers focuses on the manufacturers of Bajaj and hero companies that provide the best financing with availability with high-quality demand and services. For the preference of future service, the company provides height quality services for the customers.

The upper executive category contributes significantly to the total growth of the Indian three separate industries. The proper combination of capability, product design, and residual value has made this the favoured alternative among a huge percentage of Indian motorcyclists who intend to purchase a motorbike in the future. The survey also discovered that the buyer of ordinary motorbikes (entry level bikes) now demands the same lot of coverage and dedication as the buyer of higher price bikes. The styling of motorcycles in the executive sector is becoming more important in terms of total customers' satisfaction.

In the 2007 TNS Motorcycle Total Customer Satisfaction Study conducted by Hero Hero, Bajaj Auto, bikes came out on top in terms of customer patient satisfaction. According to the report, freshly introduced motorbikes such as the Hero Honda Splendor NXG and CBZ Extreme, Bajaj Auto Discover 135 and Enfield Bullet 350 were placed first in their current market segments. The

survey gathered comments from over 7,000 new vehicle customers on the performance of more than 50 models across factors such as reported significantly, customer satisfaction, motorbike performance as well as design, during in service, marketing strategy, and expenses. The index score measures the level of happiness and loyalty that a certain model company brand has among its clients. The industry's ongoing efforts to reduce the cost of possession and provide a positive sales environment have definitely paid off. The great success of new automobiles has been a consistent trend over the last few years. They often receive good evaluations for features and reliability, indicating the Indian industry's expanding design capabilities. The higher executive category contributes significantly to the total growth in India in three separate industries. The proper combination of performance, industrial design, and residual value has made this the favoured alternative among a huge percentage of Indian motorcyclists who intend to purchase a motorbike in the future. The survey also discovered that the consumer of ordinary motorbikes (entry level bikes) nowadays expects the same amount of attention and dedication as the buyer of value-added bikes. The styling of motorcycles in the premium sector is becoming more important in terms of total consumer satisfaction. Price reduction and communication have become increasingly important in dealing with service dealers, and they have a significant influence on retention.

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APPENDICES

APPENDIX 1

Interview questions: one customer of Honda and another of Bajaj

Interview questions and responses for participant one

1) How did you know the name of Bajaj?

Ans: I have known about the Bajaj organisation from my relatives who use the vehicle manufactured by them.

2) What model of the Bajaj products did you purchase?

Ans: the model of the Bajaj product that is purchased me is Ninja 150 R

3) What do you think of the products manufactured by the Bajaj organisation?

Ans: the products that are manufactured by the organisation provide super mileage that helps me in travelling for long distances.

4) How can the products of Bajaj be improved?

Ans: The model of the product needs to be a bit more stylish to attract customers.

5) What is your opinion regarding the two-wheeler products that are being used by you?

Ans: The model that is used by me has an appropriate mileage that was desired by me and the engine capacity of the vehicle is appropriate.

Interview questions and responses for participant two

1) Tell me something about yourself.

Ans: I am Edward (real name not bused) at present I am working with the foodservice organisation. The job role that is played by me is that of providing home delivery for which a two-wheeled vehicle is much needed. The product that is used by me is Hero Glamour.

2) What is your opinion regarding Hero products that are produced by the organisation?

Ans: The Hero products that are manufactured by the company are stylish, the engine capacity is appropriate.

3) Would you like to recommend any improvement for the products that are being manufactured by the Hero organisation?

Ans: The mileage of the products need to be improved so that vehicles can run for long distances.

4) What will be your feeling if you are not able to use the product?

Ans: I will be dissatisfied if I am not able to use the product, as it will hinder my livelihood and the monetary gain.

5) What benefits do you get by using the two-wheeler products of the Hero Company?

Ans: The benefit of reaching the products to the customer who demanded it within the specified time and it has also benefited by enhancing my mobility.

APPENDIX 2

Survey questions surveying 50 participants

1) What is your age?

a) 25-30

b) 31-40

c) 41-50

d) More than 50

2) Kindly mention your gender.

a) Male

b) Female

c) Prefer not to say

3) Which two-wheeler do you have?

a) Bajaj

b) Hero

4) What do you feel while riding the Bajaj bike?

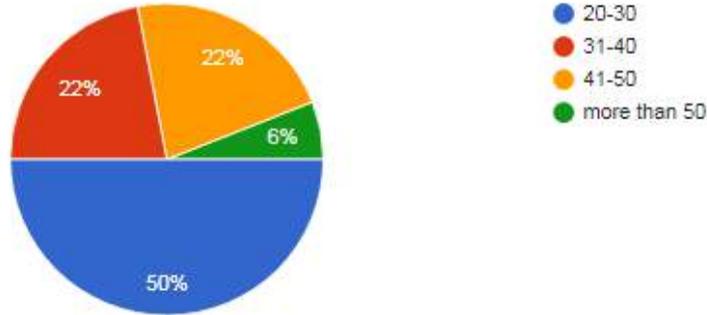
- a) Highly satisfied
 - b) Satisfied
 - c) Average
 - d) Dissatisfied
- 5) While comparing the Bajaj bike the other bike is.
- a) Good
 - b) Very good
 - c) Need to improve
 - d) Cannot say
- 6) In what way is a Bajaj bike suitable for you?
- a) Engine capacity
 - b) Millage
 - c) Stylish
 - d) Affordable
 - e) Do not know
- 7) Why do you prefer hero bikes?
- a) Cheaper
 - b) Mileage
 - c) Easy to drive
 - d) Customer image
- 8) Are you satisfied with Honda's two-wheeler product?
- a) I am satisfied with my Hero two-wheeler
 - b) I am not satisfied with my Hero two-wheeler
 - c) I am satisfied with my Bajaj two-wheeler
 - d) I am not satisfied with my Bajaj two-wheeler
 - e) I have a neutral opinion about my Hero two-wheeler
 - f) I have a neutral opinion about my Bajaj two-wheeler
- 9) In terms of mileage, which one is better?
- a) Hero
 - b) Bajaj
 - c) Neither of them
- 10) In terms of fuel usage, which one is preferable?
- a) Bajaj
 - b) Hero

Google form link: https://docs.google.com/forms/d/1N_MUeo4lW8OcEVHkJY72gQEmxTWH-skdw07Euq2IQjs/edit#responses

Survey results

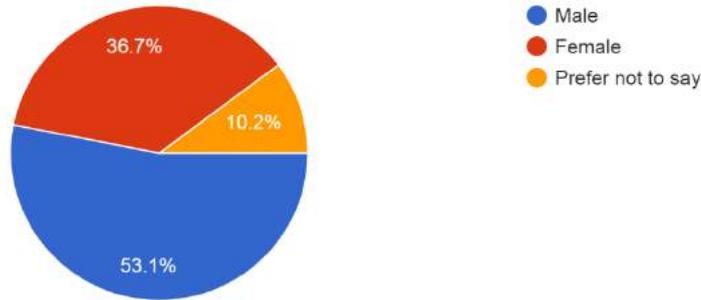
What is your age?

50 responses



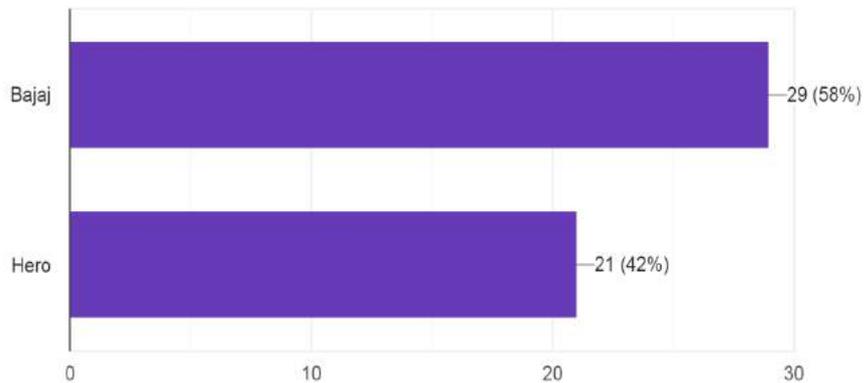
Kindly mention your gender

49 responses



Which two wheeler do you have?

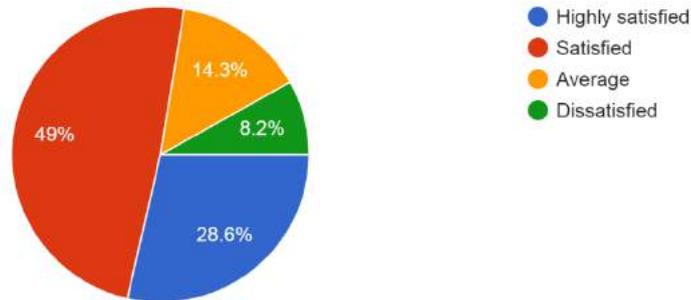
50 responses



To Analyse the Consumers Level of Satisfaction towards Hero and Bajaj Two-Wheelers Performance

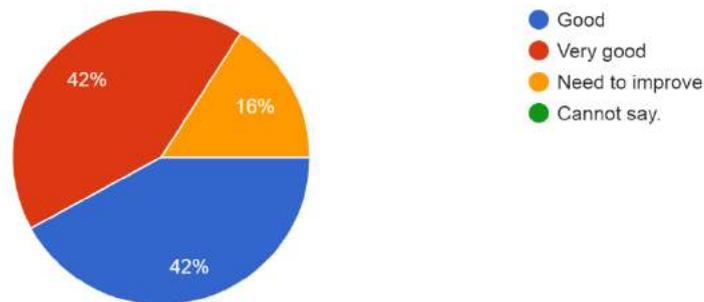
What do you feel while riding the Bajaj/Hero bike?

49 responses



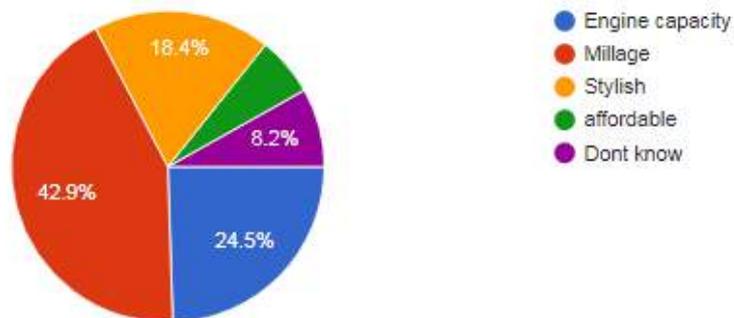
While comparing the Bajaj bike the other bike is?

50 responses



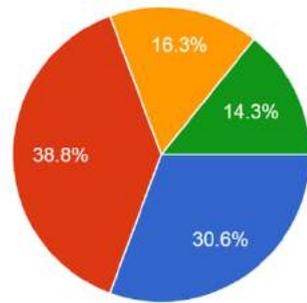
In what way is a Bajaj bike suitable for you?

49 responses



Why did you prefer Hero bikes?

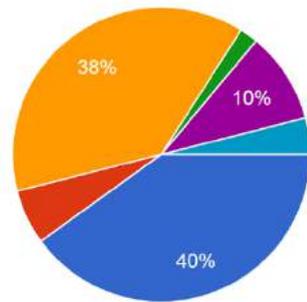
49 responses



- Cheaper
- Mileage
- Easy to drive
- Customer image

Are you satisfied with your two wheeler product?

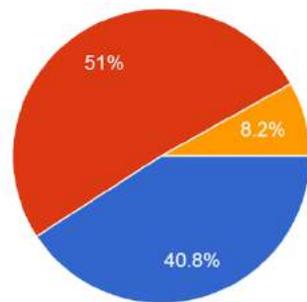
50 responses



- I am satisfied with my Hero two wheeler
- I am not satisfied with my Hero two wheeler
- I am satisfied with my Bajaj two wheeler
- I am not satisfied with my Bajaj two wheeler
- I have neutral opinion about my Hero two wheeler
- I have neutral opinion about my Bajaj two wheeler

In terms of mileage which one is better?

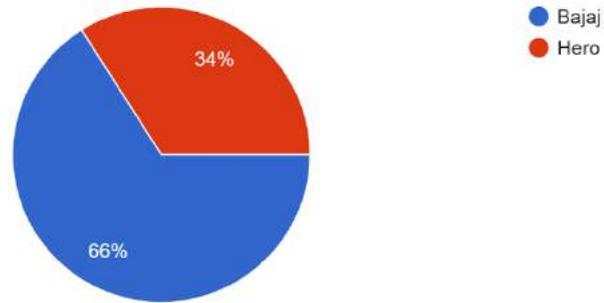
49 responses



- Hero
- Bajaj
- Neither of them

in terms of fuel usage which is one is preferable?

50 responses



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Economic Aspects of Reducing the Anthropogenic Load on Specially Protected Natural Areas

E. G. Radygina

Ural State University

ABSTRACT

An increase in interest in ecological tourism, together with a decrease in the tourist flow in other directions (including international ones), has influenced a significant increase in interest in specially protected natural areas. The increase in the flow of visitors affects the ecological state of natural systems, which makes it necessary to search for factors to reduce the anthropogenic load. The article discusses the economic aspects of reducing the anthropogenic load on specially protected natural areas.

Keywords: specially protected natural area, anthropogenic load, ecological tourism, economic efficiency, sustainable development.

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An increase in interest in ecological tourism, together with a decrease in the tourist flow in other directions (including international ones), has influenced a significant increase in interest in specially protected natural areas. The increase in the flow of visitors affects the ecological state of natural systems, which makes it necessary to search for factors to reduce the anthropogenic load. The article discusses the economic aspects of reducing the anthropogenic load on specially protected natural areas.

Protected natural areas account for 12% of the world's land surface and are the main targets of all national and international strategies supported by the Government and international agencies.

The author argues that in order to reduce the anthropological burden, it is necessary to combine the efforts of public authorities, entrepreneurs and the population of the region. To reduce the anthropogenic load, the creation of economic mechanisms for rationing the flow of visitors to specially protected natural areas, the creation of infrastructure facilities, and the development of a system of additional paid services are proposed.

The development of economic mechanisms of nature management is associated with the development of ecological tourism, which will be provided by the economic and ecological development of recreational resources without prejudice to natural areas, the preservation of forests and water bodies, and the reduction of anthropogenic load should be provided by regulating the flow of visitors to protected areas.

It is necessary to take into account the importance of environmental regulation of anthropogenic loads to maintain the ecological balance of natural ecosystems, each of which has its own "economic capacity", which should not be exceeded.

Keywords: specially protected natural area, anthropogenic load, ecological tourism, economic efficiency, sustainable development.

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I. INTRODUCTION

Consideration of environmental problems is becoming more and more relevant in the modern world, attention to ecological forms of management and ecological tourism is growing. This is due not only to the influence of the natural environment on the quality of human life, but also to the use of natural areas for the development of new types of tourism.

The change in the political situation has led to an increase in interest in domestic tourism. There is a reorientation of the tourist flow to the internal territories, the tourist development of the country's space. Ecological tourism is a priority area of tourism development in the country. Even despite the pandemic, this segment shows a growth trend of about 7% per year [5].

Unfortunately, the development of eco-tourism is associated with an increase in anthropogenic load

on natural landscapes. Considering that independent (unorganized) types of tourism are developed in Russia, it is relevant to use the possibilities of organizing the flows of independent tourists, as well as increasing the environmental responsibility of tourists using social mechanisms.

Among the directions of reducing the anthropogenic load are usually called: regulatory, technological, economic and others. Economic factors are only part of the overall environmental safety strategy. However, they can affect not only the reduction of the level of anthropogenic influence, but also the efficiency of the use of various technologies.

The purpose of the study is to identify the economic factors of reducing the anthropogenic load on specially protected natural areas used as objects of ecological tourism.

II. MATERIALS AND METHODS

Methods of analysis, synthesis, generalization, classification were used to conduct the theoretical stage of the study. The content of the concept of "specially protected natural area", "ecological tourism", "anthropogenic load", "sustainable tourism" is analyzed.

The content of the concept and features of specially protected natural territories were studied in the works of N.M. Reimers and F.R. Shtilmark, V.V.Dezhkin, A.N. Ivanov, V.P. Chizhova, O.Y.Gurievsy, E.A. Galinovskaya and others.

The economic mechanisms of nature management were studied in the works of Baysultanova L. B., Karasheva A. G., Ilyinov S. V. and others.

Specially protected natural territories are areas of land, water surface and air space above them, where natural complexes and objects that have special environmental, scientific, cultural, aesthetic, recreational and health-improving significance are located [4].

There are provisions according to which natural objects receive the status of "special protection".

Therefore, when allocating protected areas, the following criteria are met:

- The legislative framework, that is, protected areas must be specially allocated by law or regulatory act. Protected areas can have federal, regional and local significance, for each of which there is a legislative framework.
- The existence of special protection regimes that go beyond the universal environmental requirements and norms [2].

The concept, structure and principles of ecological tourism were investigated on the basis of the provisions of the World Tourism Organization, the works of O.A. Almukhamedova, M.I. Vasilyeva, A.B. Kosolapov, A.V. Tikhomirova. O.P. Burmatova, V.N. Krasnoshchekov, V.V. Kundius, A.I. Ponomarev studied anthropogenic load and applied methods of its assessment. The structure and development of ecological consciousness were studied by A.S. Odegov, E.A. Sorokoumova and E.A. Cherdynova.

A.B. Kosolapov understands ecological tourism as "tourism compatible with environmental and social requirements, responsible to nature, contributing to its protection, enhancing the culture of travelers, performing an educational function, taking care of traditional cultures and local communities" [7, p. 69]. The main objectives of eco-tourism are observation and familiarization with nature, as well as the reduction of anthropogenic impact on the environment.

O.A. Almukhamedova highlights the features of eco-tourism: the focus on environmental education of travelers, the use of natural resources of the territory, reducing the negative impact on the environment, preserving authentic local culture and ensuring the economic development of the destination [8].

Thus, the concept of eco-tourism is associated with a careful attitude not only to natural landscapes, but also to the indigenous population and its culture, with rational interaction with the natural and social environment. The development of ecological tourism is associated with the allocation of natural attractions attractive for the

development of tourism, their protection and effective economic use.

Based on the materials studied, the anthropogenic load on the natural territory is understood by us as a human impact that leads to undesirable changes or destruction. There are quite active discussions in the literature on standards and factors for reducing anthropogenic load. The main directions of anthropogenic impact are: air, water resources, soils [13, 19].

In the scientific literature, the factors of biological, chemical and physical effects on natural landscapes have been sufficiently studied. However, not enough attention is paid to the study of the economic mechanisms of reducing the anthropogenic load on the territory.

The state of natural territories and prospects for the development of ecological tourism in the Sverdlovsk region were considered on the basis of regulatory documents provided by the Ministry of Natural Resources and Ecology of the Sverdlovsk Region, as well as statistical reports.

III. RESULTS

In accordance with the Federal Law on Specially Protected Natural Territories, it is provided for the allocation of the main categories of protected territorial objects:

State nature reserves - full protection of nature and the natural course of natural processes;

National parks are a category of federal significance, which combines the tasks of preserving natural and historical and cultural objects with the organization of regulated active cognitive recreation;

Natural parks are a form of specially protected natural territories of regional or local significance, within which the tasks of preserving natural landscapes and historical and cultural objects are combined with the organization of regulated educational recreation and tourism, including mass;

State nature reserves – territories with temporary or permanent protection that are of particular

importance for the preservation or restoration of natural complexes or their components and the maintenance of ecological balance;

Natural monuments – full protection of unique, irreplaceable, valuable in ecological, scientific, cultural and aesthetic relations of natural complexes, as well as objects of natural and artificial origin; dendrological parks and botanical gardens - protection and reproduction of rare species of flora and fauna, preservation of diversity and enrichment of the plant world [2].

The area of all protected natural territories of the Russian Federation significantly exceeds the area of any country in the world. Only in terms of the area of biosphere reserves, Russia ranks second in the world.

Natural territories are often evaluated in terms of their commercial benefits, which, of course, turns out to be low. Often, natural areas are more attractive as objects of purely private interests - as places of elite construction or organization of elite recreation. But the directorates of territories, in search of funds to ensure the implementation of the direct functions of protected areas, are also looking for possible options for combining the protection regime and commercial activities. It is found in the expansion of tourism and recreation in the territories. At the same time, both the consequence and the cause of what is happening can be considered that a consistent state environmental policy that would give clear answers about the role of the system of specially protected natural territories in the new conditions has not yet been formed. But this is also due to the lack of a single fully verified concept of creating a system of protected areas (nature reserve fund) in Russia [3, pp. 32-33].

The legislation also calls the territories of traditional nature use of indigenous small-numbered peoples of the North, Siberia and the Far East of the Russian Federation as specially protected natural territories [9]. Although, as you know, traditional nature management is a type of economic activity. It is difficult, in our opinion, to call in its purest form the territory of nature conservation therapeutic areas and resorts. The

listed territories and the natural objects included in them certainly deserve special protection from the legislation and the state. But it seems that the very purpose of these objects and the peculiarities of their protection and use deserve a special approach, up to the allocation of them into a special type of protected areas.

Ecotourism is considered as a socio-economic activity that combines elements and directions of various types of tourism activities and reflects the objectives of ecotourism.

Ecological tourism has specific features, it simultaneously performs economic, social, political, cultural, humanitarian and communication functions. The economic functions of ecotourism are expressed in replenishing the revenue side of the budget; multiplicative impact on the relevant sectors of the economy, the development of regional and municipal economies. Social functions are expressed in the organization of recreation and health improvement of the population, the creation of new jobs and solving the problem of unemployment, ensuring socio-economic and political stability. Humanitarian and communication functions include interpersonal, interethnic and international communications, introduction to culture, physical and intellectual development of the individual.

Within the framework of ecological tourism, the following types can be implemented:

Scientific tourism (for the purpose of studying flora and fauna);

Historical tourism (acquaintance with history and original culture);

Active tourism (in order to get unique impressions);

Rural tourism (living in rural areas and getting acquainted with the values of folk culture).

The influence of ecotourism on the economic development of the territory allows to increase the gross domestic product of the region, affects the development of infrastructure, improves the quality of life. Tourism is one of the driving factors of socio-economic development and has a

multiplicative effect on the economy of the region, has an impact on the development of transport infrastructure, trade, folk arts and crafts. Ecotourism offers a unique solution that will provide jobs and consistently high incomes for the population and preserve the wildlife of Russia intact.

On the territory of the Sverdlovsk region there are 98 villages and settlements and 1,800 rural settlements, some of which have cultural and historical significance. The remoteness of these settlements from the central regions of Russia allowed preserving cultural identity and authenticity, which is significant in the direction of rural tourism development.

The hydrological resources of the Sverdlovsk region include 18,414 rivers with a total length of more than 68.0 thousand km, the largest of which are Tura, Ufa, Tavda, Pelym, Lozva, Sosva, Iset, Pyshma, Chusovaya, Sylva, Tagil, as well as more than 2.5 thousand lakes with a total mirror area of 1,100 sq. km (the largest Pelymsky Fog, Big Indra, Vagilsky Fog, Isetskoye, Tavatuy).

The composition of the land fund is dominated by the lands of the forest fund (70%), the lands of specially protected territories and objects (5%). There are also 529 specially protected natural territories (protected areas) located on the territory of the Sverdlovsk region with a total area of 1307.4 thousand hectares (of which: 5 - of federal significance, 506 - of regional significance and 18 - of local significance. The most significant are: the state nature reserves "Visimsky" and "Denezhkin stone", the national Park "Pripyshminsky forests", the natural parks "Deer streams", "Chusovaya River", "Small Source", the natural and mineralogical reserve "Rejevskoy" [13]. They are objects of tourist interest, as they include not only unique natural objects, but also objects of historical and archaeological value. At the moment, the index of the reserve of the Sverdlovsk region (the area of reserves and national parks as a percentage of the area of the region) It is 7.04%, which is lower than the average for Russia, which in 2020 was at the level of 13.9% [14, pp. 66-70]. During the pandemic, the number of visitors to nature parks has

increased significantly. Thus, the Nature Park "Deer Streams" in 2020 was visited by 17,000 more people than in 2019, and the number of visitors to the park "Bazhovsky places" increased by 27,000 [7].

The high sensitivity of ecosystems to anthropogenic impacts is a serious limitation for the development of ecological tourism in the Sverdlovsk region. Such a number of visits leads to degradation of the natural environment, increased load on the infrastructure of parks, has an adverse effect on ecosystems: the air is polluted by exhaust gases, natural landscapes suffer from household waste and human waste products, as well as industrial waste. Industrial areas of the Sverdlovsk region are saturated with enterprises that, due to the nature of the technologies used, cause great damage to the natural environment. The main pollutants of environmental objects are mining enterprises, motor transport and thermal power engineering. At the same time, 55% of all atmospheric pollution is accounted for by road transport.

The anthropological burden on natural landscapes is caused by:

A significant concentration of environmentally hazardous industries;

Using outdated technologies and equipment, high resource and energy intensity of production;

Insufficient level of environmental responsibility among the population.

To achieve environmental goals, transformations in society are necessary - a transition to sustainable production and consumption processes in order to limit climate change and preserve ecosystem functions for future generations [1]. The main mechanisms for the implementation of environmental objectives are:

Involvement of all interested parties in the process of protection and use of natural resources, including by informing about planned and ongoing events in the mass media, the Internet, social networks [12]. Information is necessary for the formation of public interest in ensuring environmental safety;

Support of volunteer activities and implementation of civic initiatives aimed at solving environmental problems of the Sverdlovsk region;

Attracting the population to participate in mass environmental actions;

Formation of public and expert councils and commissions in order to involve the public in discussing issues of improving the environmental situation.

To reduce the anthropological burden, it is necessary to combine the efforts of public authorities, entrepreneurs and the population of the region.

In terms of regulatory regulation, it is necessary to create a mechanism for the introduction of the best available technologies. The concept of "the best available technology" is provided for by Federal Law No. 219-FZ of July 21, 2021 "On Amendments to the Federal Law "On Environmental Protection" and Certain Legislative Acts of the Russian Federation" [19]. This mechanism is aimed at modernizing outdated production facilities through the activities of legal entities and individual entrepreneurs, as well as taking measures to reduce the negative impact on the environment.

Reduction of anthropogenic load is also possible with the organization of recreational space in places intensively visited by tourists. To this end, by 2023, it is planned to improve the creation of infrastructure facilities in eight specially protected natural territories of regional significance. It is planned to expand the network of roads and paths in specially protected natural areas, increase the number of places for recreation and regulate the flow of visitors [17].

According to the study, young people from 18 to 25 years of age (with higher education) have the highest level of environmental responsibility, they are more informed about the negative anthropogenic impact on the environment, as well as well-oriented in the application of new environmentally neutral technologies, aimed at an ecological lifestyle. Accordingly, the formation of

environmental and social responsibility should occur among younger people and the older generation. Great importance should be given to environmental education and the formation of environmental and social responsibility of the population through:

Competitions (for example, such as "Yekaterinburg is the city of the future", "Environmental Initiative of the Sverdlovsk region", "My city is my concern", implemented in Yekaterinburg) [12];

Educational campaigns ("Green Tram" and "Green trolleybus" in order to reduce the carbon footprint when visiting nature parks);

Popularization of eco-friendly consumption and lifestyle ("Ecological Lifestyle" project);

Organization of mass environmental festivals ("For a clean and healthy city", "Let's save the planet Earth and our city", "The Green Ring of the Metropolis");

Organization of environmental actions, educational events, social advertising.

One of the ways to reduce anthropogenic impact is the development of tourist infrastructure necessary to limit the negative impact of tourists on the natural environment (arrangement of controlled ecological tourist routes, ecological trails, observation decks, bivouac glades). It is also important to preserve the traditional way of life of the local population: support for folk arts and crafts, folklore, attraction of the local population to the provision of tourist services.

IV. DISCUSSION

Discussion of the research results took place within the framework of scientific and practical conferences and round tables held in offline and online formats.:

International Conference on Economics, Management and Technologies 2021 (ICEMT 2021), Yalta, Russia, May 17-19, 2021;

XVII All-Russian Scientific and Practical Conference "Innovative research: experience,

problems of implementation of results and solutions", Chelyabinsk, August 13, 2021;

V International Conference of Teaching staff "Actual problems of Humanities and Natural Sciences", Kazan, March 19, 2021.;

All-Russian Scientific and practical conference of students, undergraduates, postgraduates and teachers "Actual problems of the humanities" (Nizhnevartovsk, February 20, 2021

V. CONCLUSION

Ecological tourism has specific features, it simultaneously performs economic, social, political, cultural, humanitarian and communication functions. Within the framework of ecological tourism, the directions of scientific, historical, active and rural tourism can be implemented. The common goal for these areas is the use of natural landscapes for recreation while taking care of environmental protection.

The Sverdlovsk region, despite the development of industry, is a promising region for the development of ecological tourism, a significant limitation for which is the sensitivity of natural systems to anthropogenic impact. The development of ecological tourism is hindered by the imperfection of environmental legislation, the lack of qualified specialists in the field of environmental protection, insufficient attention of society to environmental problems, as well as the lack of developed infrastructure, transport services, competitive tour operator services, low level of service.

The main factors in reducing the anthropogenic load on natural territories are:

The formation of an ecological type of nature management through regulatory regulation and the introduction of the best available technologies;

Creating an information field and forming public opinion in the direction of an eco-friendly lifestyle;

Combining the efforts of public administration bodies, entrepreneurs, social organizations and the population;

Organization of environmentally oriented interaction of state, industrial, and the population of the region;

Organization of recreational spaces in places intensively visited by tourists.

Great importance should be given to environmental education and the formation of environmental and social responsibility, an ecological lifestyle of the population, the development of environmentally oriented activities.

With a rational organization, eco-tourism can provide real financial support for environmental protection and increase the importance of natural resources.

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