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DREAMWORK, DREAM-HANDEDNESS AND BEHAVIOURAL IMPLICATIONS IN A CULTURE OF PHENOMENOLOGICAL SYMBOLS AMONG CITY DWELLERS IN LAGOS, NIGERIA.

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ABSTRACT

Many a man wakes up from an apparently sound sleep only to imagine that he can possibly go back to sleep to continue the unfinished 'dream-work' that has left an indelible mark on his psyche positively or negatively. The scenario is better imagined if due to the sleeper's handedness, he could not piece together all the bits of the dream-work sequentially. Every culture has its various phenomenological implications for all symbols, activities and predisposing factors. The significant aspect of dream-work is the consequence it has positively or negatively on the behaviors, perceptions and interpersonal/intrapersonal relationships between the dreamer and his immediate world. The stratified random sampling technique was used to select 100 participants made up of 25 married men, 25 married women, 25 bachelors and 25 spinsters among the city dwellers in the highly populated multicultural city of Lagos, Nigeria. A researcher-made instrument titled 'DREAMWORK QUESTIONNAIRE' (DQ) was used to gather data to test the three null hypotheses formulated for the study. Results showed that dreamers' perception and ontoward homework after symbolic dreams should be guided by the dreamer and the psychotherapists to alienate pessimisms and unjustifiable suspicion or anxiety that can colour intra/interpersonal relationship as well as lifestyles in general.

Key words: dream-work, dream-handedness, déjàvu, lucidity and dream symbols.

BACKGROUND TO THE STUDY

It is the desire of every man to sleep for at least eight hours of the day possibly at night after a hectic day's job. The essence of sleep from all indications is to rest, that is, switch off from the numerous physical activities so as to prepare the body for another day. Research has shown that while the body is apparently inactive, the brain is actively engaged in series of organized or disjointed 'activities' some of which can make the sleeper wake up with a start with rapid breathing paces or with a strong desire to sleep back to continue and see the end of the drama. This is dream-work.

Incidentally, man's reaction to dreams is quite subjective. Some wake up and do not remember their dreams; some do not care to remember whereas some are disturbed for not

remembering their dreams. A tangible percentage paradoxically feel disturbed by their dreams while some religious circles in metropolitan Lagos have warned their followers to intensify prayers if they claim not to dream so that they can ‘dream’ every night. The focus of this study is to investigate the impact which dream experiences, symbols and their interpretations have on intra/interpersonal relationships and behaviours of the dreamers in a way that may touch effective life positively or negatively. Inferences could be drawn from the Bible in the lives of Joseph, Jacob and King Pharaoh (KJV).

STATEMENT OF THE PROBLEM

It has been observed among city dwellers especially in Lagos that sleep timing is irregular due to unavoidable circumstances arising from transportation system that impede movements either in private vehicles or commercial buses, dichotomized accommodation on the strength of socio-economic status (eg; some parts of Lagos like Mushin, Ajegunle, Mile12, etc are densely populated with inadequate/discomforting accommodation unlike Magodo, Lekki, Ikoyi, etc with large mansions but tiny population of occupants), noise (from churches, mosques, sellers/hawkers, bus conductors, music stores, hooting and blaring of horns and people characteristically speaking in high tones as if struggling to be heard above all others. All these disturb sound sleep. Thanks to the present Governor of Lagos State who is planning a time-table for bus drivers otherwise they ply the roads till day break.

With these disturbing pollutants in the city, it is sad to note that many dreamers experience a carry-over of typical daily activities by replicating the haggling, the arguments and unprecedented struggles for buses as commuters or in typical daily experiences in their dreams to the extent that they wake up more tired than before the sleep. Many wake up panting or sweating. What is worse is that many dreamers seldom retrace or relive previous day’s or week’s encounters to attest to the above assertion; they claim that their dreams probably signal impending horror.

Quite worrisome is the visual aspect of dreams; human faces are seen in dream-work. Such faces may be familiar or not. If some familiar faces are seen in some dreams, dreamers hypothetically make more enemies/friends in real life depending on what they encountered in such dreams. Some religious circles attribute ‘faces’ to dream manipulation but problem arises when the dreamers react in real life to affiliate or disengage from such faces to promote or avert the consequences of their dreams. A lady from a polygamous home who saw her mother’s face as a witch pursuing her in her dream kept away from her own biological mother and labeled her as a witch until the step-mother started manifesting and confessing her atrocities publicly on the streets of her home-town. Lagos with a population of about 15million people filled up with many ‘faces’- friendly, grotesque, smiling and antagonistic- too many to see in a decade of dreaming and to make enemies from the familiar faces is to make the city a lonely place for oneself. Life is meant to be enjoyed, not endured.

The multi-cultural nature of the target population in Lagos further complicated the mixed reactions to dreams. Virtually, all the major ethnic groups are represented and they all have different phenomenological interpretations to the different symbols experienced in dreams. For instance, the Fulanis from the northern part of Nigeria value their cows and cattle hence dreaming about them will have desirable interpretations rather than the Igbos in Lagos. So also the masquerades among the Yorubas are not common sight in the middle belt. One man's meat now becomes another man's poison as far as dream symbols are concerned.

Bachelors, spinsters, married men and women in Lagos all have their different yearnings and aspirations. For example, where a spinster dreamt that she was getting married but the interpretation is diabolic may cause more sorrow than happiness because the culture interpretes the dream like that. This may be saddening. For a childless couple to dream of carrying a baby where the culture interprets this as to mean further childlessness is quite sad. Dreamers should be trained to study their dreams, avoid the bad aspect but uphold the joyful ones.

Some religious circles make a mountain out of a mole-hill in their dream interpretations. There is no overdose of prayers but since the pastors/ Imams are not psychotherapists, accepting their interpretations may be disturbing.

OBJECTIVE OF THE STUDY :

This study is designed to;

- 1- Identify the different patterns of dream-work among city dwellers in Lagos metropolis.
- 2- Investigate those factors –environmental, sociological and experiential that affect dreams.
- 3- Identify how religious inclinations impact dream interpretations; and
- 4- Present cultural interpretations of certain dream symbols in a multicultural setting.

SIGNIFICANCE OF THE STUDY:

This study would be of immense benefit to practising counseling psychologists and psychotherapists by equipping them with the multifarious cultural backgrounds and the different belief systems and how they impact dream interpretations even as the dreamers reside in mega cities far away from their origins. It would also better organize the interactive patterns, interviews, data collations and modification techniques of counseling psychologists whenever they handle clients whose cases necessitate dream analysis. Clients would henceforth be better adjusted in their intra/interpersonal relationships without prejudice irrespective of previous related dream-work.

The society at large would panic less or be less exuberant about good or bad dreams because they would be better trained to go down memory lane and recall previous and

latent circumstances penultimate the dreams or better still work towards avoiding the dark sides of dreams while planning to achieve the good ones in actual life since the worst is yet to happen.

Serenity seems utopian in major cities in Nigeria where all dwellers struggle to make it in a big way financially; with this study, government agencies in charge of the environment (ministry of the environment) can work harder to enforce the decrees that they already put in place over environmental noise pollution by traders, hawkers, religious preachers (Muslims, Christians and traditionalists), commuter buses, marketers/advertisers and pepper-soup joints in the metropolis. If the serene environment is guaranteed, the brain will be less saddled and will store signals in an organized manner with the hope that the sleep that comes after such experience will be less disturbing.

RESEARCH HYPOTHESES

- 1- Handedness and peculiar phenomenological symbols experienced by dreamers will not significantly affect their attitude towards lifestyle in wakeful period.
- 2- Religious inclinations will not significantly influence phenomenological interpretations of dreams by the participants.
- 3- There will be no significant relationship between dreamers' marital status and phenomenological interpretations attached to their dream-work.

REVIEW OF RELATED LITERATURE

CONCEPT OF DREAMS

Various definitions have been presented for the concept of dreams yet they are inexhaustive and all encompassing. Dreams refer to successions of images, ideas, emotions and sensations that occur involuntarily in the mind during certain stages of sleep (Deirdre, 2007). The successive occurrences are quite dramatic as if the dreamer is watching a video that he cannot control. The fact that these occur involuntarily makes the dreamer feel jittery if he/she is unable to recall coherently all the images, ideas, emotions and sensations so as to address the seemingly exigencies if there is any. Many human faces seen during such dream-work may be haphazardly connected to the confusing scenario or misinterpreted as scape-goats of prevailing circumstances.

Where certain wishful thoughts precede a dream, a dream can be defined as a way to act out unconscious desires in a subconscious scenario because to attempt acting out in reality would be sanctioned in the society (Harris, 2009). There is a common saying that if wishes were horses, beggars would ride; such metaphorical horses were ridden in dreams even to the satisfaction of the dreamers whereas in real life that may not be possible. Dreamers in this category are not hasty about interpretations, rather they hold on strongly to the desired manifestations of what they had been praying silently for. Realistic and

serious-minded dreamers seldom attach much hope to such pre-empted dreams, but on the contrary, the pessimistic ones imagine contrary omen.

Adler (1969) described dreams as problem-solving devices which if brought to the conscious level with better understanding, can shed light on personal prevailing problems. Adler (1969) believed that dreams can form an important tool to guide behaviours in wakeful periods. A regular traveler who dreamt to have missed his flight due to unnecessary distractions would take precautions and be meticulous about time management. During sleep, Adler described dreams as a kind of encapsulating devices that over-compensate the dreamer's shortcomings in waking period because under normal circumstances, there is a limit to the level of aggression that can be displayed in wakeful periods whereas in dreams, there is no limit. This presupposes the moderating capacity that dreams have to offer satisfaction to socially acceptable behaviours.

Judging from the myriads of scenarios that a dreamer witnesses either latent or recent, a dream could possibly refer to the dreamer's thoughts at the subconscious level in a way to recall, warn, prepare, encourage, foretell and jolt up the dreamer for a seemingly hitch-free future.

Deirdre (2007) described dreams as avenues for solving personal problems to ensure survival. Blackmore (2004) considered dreams as a free ride on a system designed to think and sleep. Kelley (2008) described a dream as a rehearsal of frightening scenarios to prepare the dreamer for survival in real life. To Cloud (2009), dreams try to say something that is not directly communicated outrightly. According to Jessica & Nadell (2004), dreams reflect past experiences in an exaggerated form. Lee (2005) posited that dreams reveal meaningful hidden truths.

TYPES OF DREAMS :

There is no disputing the sequence of images, thoughts and sensations that pass through the mind of the sleeper while the sleeping period lasts. Some are pleasant, delightful and hopeful while some fuel disenchantment, fear, anxiety, worry and hopelessness. Scientists worldwide believe that all animals dream especially the higher animal called man; the scientific study of dreams is called **ONEIROLOGY**. Man is expected to sleep for about eight hours overnight during which there may be five to eight dreams of different time-span or length as well as different experiences. Below are some types of dreams irrespective of how normal, ordinary, overly surreal and bizarre they are:

LUCID DREAM:

this a type of dream that has a tinge of consciousness on the part of the dreamer to the extent that the dreamer can exert control over his activities and possibly manipulate experiences in the dream milieu. In most lucid dreams, the dreamer spontaneously realizes

that all is but a dream! However, the possibility of the dreamer gaining by taking advantages from such dreams is high.

Many a dreamer prefers lucid dream that is manipulable to be able to sift the good from the bad, the ugly and the undesirable experiences in some dreams,

PARANORMAL DREAM :

The term ‘paranormal’ means ‘beyond normal’; scenarios that are paranormal are peculiar to different cultures because what is considered weird in the Yoruba culture may just be a child’s play in Igbo culture. In paranormal dreams, the dreamer perceives weird, odd and quite strange scenarios (Kellogg, 2005). Examples are; an Indian who reverences a cow will raise no eyebrow dreaming about it whereas a Yoruba man in Nigeria would consider it an arch-enemy; same perception for reptiles, snails and insects depending on different cultures. The main focus of this study is the PARANORMAL PHENOMENON attached to dreams with symbols that are culturally perceived as odd, occult, peculiar and fearful. Phenomenon refers to some objective or subjective events that the dreamer experienced in his/her dreams.

DEJAVU- The individual at first dreams about a place or something, forgets about it for a while but incidentally witnesses it by having a feeling that he has previously seen such a place or experienced such a situation; alas! In a previous dream.

PRECOGNITIVE DREAM:

This is quite predictive and futuristic; the dreamer experiences a future that later manifests exactly as he saw it. The term ‘cognitive’ encompasses imagining, recalling, remembering, foreseeing and insight hence pre-cognitive is almost synonymous with foresight (Blackmore, 2004).

PAST-LIFE DREAM:

This is seeing oneself where one was several years back. Culturally in this locale (Lagos metropolis), this is rather retrogressive and unprogressive; it depicts backwardness. Examples are dreaming about the Primary/basic school days, previous years spent at the village before moving to the metropolis, years of bachelorhood/spinsterhood, etc. (Tierney, 2010). Quite ominous to dream about dead relatives or impoverished historical past.

PARALLEL SELF DREAM:

This is dreaming about self as if you are looking at a mirror; the dreamer sees himself as another person in another place. Dreamers struggle to piece together such dreams to uphold the good things therein and avoid the unpalatable.

Guidance dream: This is a dream that provides useful information that are helpful in the future; It can be likened to a prophesy. Information can be positive or negative but as long as the dreamer can recall and work on them, it is quite gainful.

PSYCHOPOMPIC DREAM:

This is a dream about dead people-rather scary and fearful. It relieves the pains of loss of the loved ones because they can never see them again in real life settings. This is why the Yorubas in metropolitan Lagos sorrowfully say this about their dead relatives;

"O di arinnako, a di oju ala ka to tun ri ara wa"

(Its only in wild imaginations and in dreams that we can only imagine or experience seeing the dead ones)

This is not a dream that many people desire to experience in their sleep. (See interpretation later in this write-up).

SPIRITUAL DREAM:

This type of dream has spiritual and religious undertone as it is not just seeing the dead friends or relatives but also meeting angels or demons. The physical/visual representation is subjective and relative to the caricature versus angelic structures as presented in the brain of the dreamer. This is why most oneirologists believe that the best way to study a dream is to ask the dreamer.

CLAIRVOYANCE:

This refers to a remote scene under the guise of psychic dreams that manifest psychokinesis.

VISION DREAMS:

In these dreams, there seems to be an outside force being experienced by the dreamer as if the direction is showing on a TV screen.

SIGNIFICANCE OF DREAMS:

Dreams can be predictive: some can foretell future events. Incidentally, some dreamers claim that some of their dreams manifest in the opposite. Good or bad, the dreamer has got an assignment to work toward the achievement of the good side of the dream and adjust to avert the bad side. On many occasions, dreams can be a reflection of a man's thoughts at the subconscious level. Wishes and aspirations are brought to bear on prevalent dreams and these help a dreamer to adjust generally. However, some dreams assist the dreamer to recollect past events; the memory like that of the computer brings to the fore, many past events and places. To many religious circles, this signals demotion or

backwardness. To the extent that man has the strong will to work towards achieving that which is positive and avoid the unsuitable, dream is not to be avoided in everyday sleep.

DREAMS AND SLEEP POSITIONS:

Research has shown different sleeping positions and how they affect sleep patterns which will consequently affect the longevity of dreams. Examples are the over 40% sleepers in the category of the Fetus style wherein the sleeper curls up like the fetus; they are extremely sensitive. The Log style wherein the sleeper lies on his side without curling up; about 15% of sleepers assume this posture; they are characteristically easy going and presumably unassuming in their dreams because they do not have bottled up feelings unlike the Fetus style that are typically belligerent. The Yearners that form only 13% of the sleepers lie on one side but stretch forth their arms; this relaxed posture may depict slowness in action even in dream life. The Soldiers lie on their back but put the two hands by their sides, the Freefall sleepers that form only 7% lie on their front with the heads turned to one side and the hands round the pillow but the Starfish lie on their back with hands on the pillow put on the belly. The last three categories of sleepers are characteristically stubborn in real life and may manifest stubborn compulsive tendencies even in dream work (www.well-restedwoman.com).

There is no disputing the fact that all these manners of sleepers are represented in metropolitan Lagos, Nigeria but more importantly, certain socio-economic conditions may force them to assume such postures. For instance, after a hectic day's work and traumatic experiences in vehicular and traffic situations coupled with the fact that one must jump out very early the next day, sleep in whatever position must be endured and not enjoyed. This is why typical Lagosians celebrate TGIF – THANK GOD IT IS FRIDAY--- the only day they can assure themselves of prolonged sleep. The nature of dream in these situations can better be imagined to be natural.

RELIGION AND DREAMS:

Religion and culture are undoubtedly closely intertwined (Makinde, 2004). This is why the religious interventions in solving the dilemma caused by disturbing dreams hinge solely on cultural foundations of the dreamer or at least the culture of the cultural environment where the dreamer resides in. Typically, the religious intermediaries recommend prayers and what they call 'special programme' like fasting, deliverance and personalized curfew. Suffice it to say that many interpretations are tactfully lumped with eternity for the Christians and Aljaana for the Moslems as well as elements of prosperity which is the ultimate desire of all Lagosians. Olayeri (2010) buttressed this point by cataloguing different dreams with their interpretations as well as PRAYER POINTS as panacea for cancelling the evil implications of bad and ominous dreams. Problem occurs where after all said and done religiously and otherwise, the said dream keeps reoccurring. This is because there is a deep-seated problem in the latent subconscious level. Only a psychotherapist can assist to unravel this through dream analysis and free association.

DREAM HANDEDNESS IN REM/NREM SLEEP

Dream handedness refers to dream recall. Recalling largely depends on the nature of sleep being experienced by the sleeper whether it is REM (rapid eye movement sleep) or non-REM (non-rapid eye movement) in which case no dream recall at all (Siegel, 2005). Evidence has shown that some factors influence the “eye movement” by different sleepers. For instance, a seemingly sound sleep after a hard day’s work, sleeping pills and during convalescence may not show eye movements either rapid or non-rapid to the extent that observers may practically wave hands before the sleeper’s closed eyes to ascertain soundness in sleep. Quite an insignificant number of sleepers have their eyes half-closed while sleeping and yet would not blink if hands are waved across their faces.

Evidence has equally shown that many people become sad and disoriented because they are unable to recall their dreams. Many a sleeper desires to wake up and piece together all mental activities easily to be able to decipher and designate them within cultural milieu. However fragmental recalling of dreams is, tiny recall is still better than none at all as any little bit can colour interpersonal relationship positively or negatively.

Incidentally, environmental pollution in form of physical, sociological and psychological ‘noise’ may affect soundness of sleep that may give room to or prevent rapid (REM) or non-rapid eye movement (NREM). The metropolitan nature of Lagos city with its hurly-burly ranging from the blaring of music to the hooting of horns, commercial music, late night entertainers, African Magic programmes, Television programmes, densely populated environments, personalized provision of power through the use of generators (to the extent that each occupant has one or more to avoid power outage), human and vehicular traffic hold-up and the different encounters in the different worlds of work all affect dream content and handedness.

Genevieve, Tore, Powell & Kuiken (2003) worked extensively on how the dreamer’s external stimuli are incorporated into dream content to ensure continuity of sleep. Examples are phone ringing tones in real life near the sleeper, early morning bells of evangelists, muslim calls to prayers, baby cries in the neighbourhood and many others some of which may translate to dream contents.

DREAM SYMBOLS AND INTER/INTRA-PERSONAL RELATIONSHIP

Some dreamers behave in a peculiar way in wakeful period when they come across or cite the faces that they experienced in their dreams. The prevailing culture is rooted in traditional beliefs about witchcraft, enemies within and without apart from the fact that evil exists. Through series of interactions in interviews with people generally in addition to responses in the instrument used in this research, it was evident that many ‘faces’ seen in dream-work were a mis-representation of the perpetrators in such wild and horrible dreams and that it was just a case of dream manipulation.

It is the candid opinion of this researcher that intra/interpersonal relationships should be carefully scrutinized in wakeful periods and must not be subjectively managed so as not to make enemies among prospective friends.

DREAM SYMBOLS AND INTERPRETATIONS

This section itemized the different cultural paradigmatic dream symbols in a typical Nigerian setting. Three major cultures are represented purposively in this study viz; the Yorubas, the Igbos and some people from the middle-belt close to Northern Nigeria.

Table showing different dream symbols and their peculiar interpretations in the different cultures represented in Lagos city, Nigeria.

Dream symbols in Lagos Metropolis	Common Interpretations	Dream symbols in Lagos Metropolis	Common interpretations
Pepper (red)	Affliction, poverty,suffering, etc.	Pepper (green) or any green fruits	Naturalness, fruitfulness.
nakedness	Disgrace, shame	Crabs- live	Stagnancy or just perambulating-no progress.
Eating in the dream	Destiny pollution and bewitchment	A bunch of broom	Organized conspiracy
Cutting hair in the dream	Losing one's glory	Snake-live	Pretentious enemy
Fish --- if alive	Blessing	Seeing the ocean	Marine spirit
Fish ----- if dead	Failure	Being chased by animals	Witchcraft attack
Egg ---- unbroken	Fruitfulness in childbearing	Climb a hill successfully	Achievement
Egg ----- broken	Miscarriage of pregnancy or plans	Rainfall	Blessing
Palm-oil	Blood ---- bad omen	Muddy water	Hard times
Mush-room – fresh	Joy, good omen,	Selling in the market	Business failure
Sex in a dream (at any age)	Being pursued by spirit husband/wife	Eating in the dream	Initiation into occultism/witchcraft
Snail	Slow progress	Counting money	Poverty/lack
Turtle/Tortoise	Fake glory	Bathing in the dream	Achievement
Wandering in the market	Fruitless efforts	Cobwebs	Rejection
Seeing dead relatives	Spiritual attack/sickness	Corpses	Spirit of death
Bats	Surrounded by pretenders and hypocrites	Being pursued by dogs/masquerades	Demonic attack
Getting married	Bad omen on marital experience	Trees blossom with leaves	Progress

Going through some of the interpretations above especially the ones connoting sadness, a typical dreamer is likely to experience more head-ache if he/she stamps the interpretations on his/her psyche without questioning the mind what the previous or latent experiences are and the possibility of coloring dreams. For instance, due to poor storage facilities in some quarters in the city, unripe fruits that are harvested en-mass is a common sight, the ocean covers more than one third of the land mass and those that work on the Island must see the ocean en-route daily; bats migrate by hovering above the sky in the evenings while masquerades parade the suburbs in and outside festivity seasons to beg for alms; crab is a special delicacy in the city while sex in the dream, though undesirable, may be a spill-over emotions among hot and sizzling lovers.

It is essential to train dreamers to be mindful of prevailing common sights in their environments so that they would not end up 'carrying gun to kill ordinary mosquitoes' in their bid to agree hook line and sinker with the above paradigm of interpretations. Besides, Lagos city dwellers sleep less hours than eight due to the busy transportation system where the population is higher than the number of BRT- BUS RAPID TRANSPORT system, taxi cabs and Danfo buses available hence commuters may leave home as early as 5am to get back by 10pm amidst the uncontrollable 'noises' from surrounding churches, mosques, screaming traders who struggled to ensure that their voices are louder than that their contemporaries at bus stops and shops around in addition to the blaring of horns, sounds of televisions, radios and power generators if there is power outage. All these are pollutants that add to the load that the dreamer's brain is naturally saddled with to ensure 'activity' while the body is at rest.

It is worthy of note that many visual aspects of dreams are manipulated in the brain such that it is possible to see one's mother pursuing him/her and afterwards, in wakeful period, manifest hatred towards the mother; equally, it is possible to see that one was getting married to 'a person' in a dream; the paradigmatic interpretation labeled the two examples above as ominous whereas, meeting with a psychotherapist may enlighten the dreamer better. Rather than looking at his/her mother as an enemy or running away from the 'supposed lover', he/she could be better guided in such interpersonal relationships. This is not to run down the esoteric nature of some cultural beliefs; dreamers should not be totally pessimistic. On a humorous note however, the popular songster in Lagos city, aka Ebenezer Obe warns thus:

"Eni rowo he loju ala to ndunnu, e so fun ko tepa mose nitori ebi".
Literally translated as "..... he who saw a large sum of money and picked it in his dream should be warned against laziness but work hard to avert hunger". equally sarcastic are the common sayings that;

--- he who ate cow skin in a dinner and dreamt of being pursued by a cow should realize that it is the owner of the skin that came for it.

----- he who soaked "gaari" (cassava delicacy) as his previous diner must not be surprised at swimming in a large ocean in his dream.

THEORETICAL FRAMEWORK

A few theories have been reviewed to see how they impacted dream life and the factors to consider. Freud (1939) posits that though when we sleep, we try to disconnect from the external world by putting off the light but the MIND protects the sleeper from external stimuli by being active. All the internal stimuli are censored and disguised to pave way for uninterrupted sleep hence there are dreams. To Freud, there is the **manifest** dream which refers to what the dreamer remembers on waking up and the **latent** dream that refers to the disjointed, unconscious actions and seemingly unpalatable some of which are seldom recognized; the metamorphosis of latent dreams into manifest dreams is referred to as **dream-work**. In sleep, vague, complex and dissimilar concepts form symbols that must be carefully correlated with the sleeper's life wishes and aspirations. Using free association, the therapist assists the dreamer by making the mind wander to debunk the dream-work. Symbols like sticks, trees and balloons have sexual correlation as they may represent male physique. Dream therefore should not be considered as sleep disturber, rather, it prolongs sleep (Genevieve et al,2003).

Alfred Adler considered a dream as that which orchestrates the transition from infantile sense of inferiority to adult stage of superiority, success, ambition and goal achievement. Adler posited that dreams help clients to connect their present problems and conflicts to their future goal to pave way for accomplishment (Nwadinigwe & Makinde,1997). Adler warned however that information should be gathered on the dreamer's early recollection and family constellation before attempting to analyze the dream. Due to man's irrationality, man is undoubtedly optimistic hence he may focus only on dreams with good events and deliberately forget the bad ones.

Fritz Perls (the founder of the Gestalt therapy) opined that certain aspects of our personality as well as certain objects or characters that we do not accept or consider significant especially in other people around us often appear in our dreams perhaps for emphasis (Makinde,2004). This is why dreamers should not become sorrowful about all aspects of their dreams.

While supporting Freud on the use of free association to unravel dreams, Jung (2002) added that the dream content is just a collection of unconscious memories that could be racial, sociological, environmental and vocational such that a dreamer could see figures like fathers, shrines, sacrifice at junctions, dead relatives, etc.

RESEARCH DESIGN

The descriptive survey research design was used for the study. The researcher gathered opinions from the participants to underscore the anxiety attached to some dream symbols.

AREA OF STUDY

The locale for the study was the multicultural densely populated Lagos metropolis. Research has shown that almost all the ethnicities and cultures in Nigeria are represented in the 15,000,000 approximated population of Lagos city in Nigeria (1981 census). The daily influx of human traffic due to mass urban drift to the metropolis shows evidence of a densely populated city not only from within Nigeria as a whole but also from the neighboring nationalities so close to Nigeria especially along the west coast like the Republic of Benin, Togo, Ghana and Cameroun- all in Africa.

Lagos has 22 LOCAL GOVERNMENT AREAS and 52 LCDAs (Local Community Development Areas) with the heterogeneity of cultural pluralism. Using this locale allowed contact with different cultural backgrounds in a jiffy.

POPULATION

The target population referred to all residents of metropolitan Lagos from different cultural backgrounds, marital status, religious affiliations and worlds of work.

SAMPLE AND SAMPLING PROCEDURE

The stratified random sampling technique was used for this study; stratification was by gender, marital status and LGAs to ensure that all participants had equal chance of being selected for the study. The study adopted stratified random sampling to select 100 participants made up of 25 married men, 25 married women, 25 bachelors and 25 spinsters among the city dwellers in the highly populated multicultural city of Lagos, Nigeria.

INSTRUMENTATION AND DATA COLLECTION

A 20-item researcher-made questionnaire titled DREAM QUESTIONNAIRE was used to gather data for the study to test the three null hypotheses formulated for the study. It had 25 items that required responses which ranged from STRONGLY AGREE to AGREE, DISAGREE and STRONGLY DISAGREE. The scoring were 4,3,2 and 1 for positive items while the reverse was the case for negative items.

A test retest procedure was used to determine the reliability of the instrument using a sample of 25 participants from a selected area in the city which yielded a coefficient of 0.79 within a time interval of six weeks between the first and second administration of the instrument.

The researcher personally administered the questionnaire to the participants. Descriptive and inferential statistics were employed to collate the data which were subjected to Analysis of Variance, Pearson Product Moment Correlation and Independent t-test statistics where all the null hypotheses were tested at 0.05 level of significance.

Results

Hypothesis one states that handedness and peculiar phenomenological symbols experienced by dreamers will not significantly affect their attitude towards lifestyle in wakeful period. Table 1 presents the results of data analysis utilizing One Way Analysis of Variance.

Table 1: Influence of phenomenological symbols on attitudes of dreamers

Attitude	Sample size(n)	mean	Standard deviation
Positive	45	3.68	0.78
Negative	55	4.21	0.54
Total	100	3.28	0.37

Source of variation	SS	df	MS	F-ratio
Between	1120.92	1	1120.92	9.31
Within	11799.2	98	120.40	
Total	12920.12	99		

Significant at 0.05, df= 1 & 98, F-crit= 3.07

Table 1 show that F –calculated of 9.31 is greater than the F –critical of 3.07 given degree of freedom 1 and 98 at 0.05 level of significance. This suggests that handedness and peculiar phenomenological symbols experienced by dreamers will significantly affect their attitudes toward lifestyles in wakeful period..

Hypothesis two states that religious inclinations will not significantly influence phenomenological interpretations of dreams by the participants. Table 2 presents the result of data analysis utilizing One Way Analysis of Variance.

Table 2: Influence of Religious Inclinations on Phenomenological Interpretations

Religion	Sample size(n)	Mean	Standard deviation
Christianity	50	10.68	3.45
Islam	50	12.33	4.22
Total	100	14.78	3.98

Source of variation	SS	df	MS	F-ratio
Between	1345.66	1	1345.66	7.34
Within	17966.34	98	183.33	
Total	19312.00	99		

Significant at 0.05, df= 1 & 98, F-crit= 3.07

Table 2 show that F –calculated of 7.34 is greater than the F –critical of 3.07 given degree of freedom 1 and 98 at 0.05 level of significance. This suggests that religious inclinations will significantly influence phenomenological interpretations of dreams.

Hypothesis three states that there will be no significant relationship between dreamers’ marital status and phenomenological interpretations attached to their dream work. Table 3 presents the result of data analysis utilizing Pearson Product Moment Correlation.

Table 3: Relationship between dreamers’ Marital status and phenomenological interpretations

Variable	N	\bar{x}	sd	Df	r-cal
Marital status	100	16.96	3.46	98	0.17
Interpretation	100	18.15	3.10		

Not significant at 0.05, $df = 198$; $r_{crit} = 0.19$

Table 3 shows that r -calculated of 0.17 is less than the critical r of 0.19 given 198 degrees of freedom at 0.05 level of significance hence, there is no significant relation between dreamers’ marital status and phenomenological interpretations attached to their dream work.

CONCLUSION AND RECOMMENDATIONS

Dreams can shape a dreamer’s thought, give him/her a sense of direction as well as inspire him to achieve a lot in life-time. Dreamers should be encouraged not to catastrophize and sulk after a disturbing dream but to meet a therapist who will psychoanalyze him to allay his fears so much so that the worst has not actually happened. City dwellers can reorder their activities and movements to reduce stress and create enough time for a tangible sleep such that their dreams will not be encumbered with fatigue. They should also be mindful to accept some situations that they cannot help in such a way that they would trivialize them if they appear in their dreams rather than allow them to misadjust their behaviours in wakeful periods both in intra and interpersonal relationships.

Religion should be seen as a panacea to building and strengthening our faith to achieve that which is good and desirable but reject and avoid that which is ominous in our dreams when we finally wake up. There is no overdose of prayers; whatever the religious inclination is, prayers should be used as the key to achieve the manifestation of desirable dreams and thwart defeating and retrogressive ones instead of wasting precious time on pessimism.

Research has emphasized that the only way to study dreams is to ask the dreamer. The state government should set up counseling clinics for the public where psychotherapists will meet people who have problems with their dream life for professional assistance outside religious circles; records of bio-data of clients and subsequent interviews will help

to allay fears and make way for unalloyed interpersonal relationship in the society at large. Other sociological variables like unemployment, workplace bullying, harassment, broken marriages, polygamy, divorce, poverty, political ambitions and eroded values of being our brother's keepers must also be considered in their impact on dream content. Dreamers are advised to be mindful of the common sights and environmental features (for example, of fruits- good/bad, ripe/unripe, witches/wizards as labeled by the society, meat, blood, etc) as penultimate sights before sleep either REM or non-REM type.

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BOOK CLUBS: BUILDING A LEARNING COMMUNITY AND IMPROVING LITERACY FOR UNDER-PERFORMING STUDENTS

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ABSTRACT

Although literature has extensively documented the stereotypes of developing learning communities in schools through book clubs - especially to improve literacy - little is revealed about varied indicators of improvements, such as student self-identification, authentic dialogues, and transforming small groups into learning communities. This paper presents research findings that seek to explore the effect of book clubs on improving literacy and building a learning community among seventh-grade, under-performing students in Canada. This paper is contextualized through a thorough review of related literature and discussion of findings from classroom observations, and students' interviews. This paper indicates a positive, causal relationship between using a book club as a learning tool and building a learning community, to improving literacy.

Keywords: Literacy, Learning Community, Under-Performing Elementary Students, Identity, Academic Performance, Authentic Dialogue

INTRODUCTION

This study helps to explore the impact of using a book club in building a learning community and on the students' academic performance. It explores the impact of reading in a social context among under-performing students and self-identification and offers further suggestions for new or improved teaching practices that may assist the learning and teaching of literacy.

Two researchers met in a 'Communities of Learning' graduate course in the 2010 summer and were asked to conduct a research project. At that time, one of the researchers, Robert, was also teaching a summer school literacy course to under-performing grade 7 and 8 students. After sharing a personal anecdote about book clubs with the students regarding his own schooling at the time, the students became interested in establishing their own book club, the same way Robert was asked to do in his course. Since he had already read the students the picture book "Listen to the Wind" by Greg Mortenson, the students naturally were inclined to select his complete text, "Three Cups of Tea", as they had many outstanding questions. Robert was extremely hesitant to permit the students to establish a book club in order to gain their literacy credit for several reasons, but primarily he was concerned it would be a complete failure given their gaps in knowledge in the

various literacy areas. He brought his concerns back to his graduate course. After reviewing the knowledge on book clubs, one of his classmates and eventually the second researcher, Dalia, asked Robert to be more critical about the situation he was experiencing with his students. Why was he so opposed to trying something new? Why did he believe that these students would not effectively manage the book club or experience success with this text, given their intense interest? Through a lengthy discussion and after great reflection, Dalia convinced Robert to implement a book club with his students and volunteered to help. The book club was implemented as an optional, additional task, and this is how the study began.

This research explores the use of a book club in a classroom of students underachieving in literacy and how it assisted them in their re-identification which ultimately changed their reading, writing, oral communication, and eventually critical thinking habits and perceptions. It acts upon informed classroom practices and their findings in order to attempt to better understand the full spectrum of effects the book club had on the students. Furthermore, it addresses why traditional practices are failing to connect with students' learning strategies and realities although, further investigation needs to be conducted to examine the underlying reasons for these students' initial under-performance.

This article reviews the importance of reading and writing for students and how a student's performance of these activities influences their identity and self-perception. It discusses the disconnect between research and practice with regards to remedial courses and the affect they have on students' identities. Furthermore, it explores how student identity impacts student performance; specifically, how students' perception and performance are closely linked and inform one another. Following this, it introduces current research on reading and writing, and finally, authentic dialogue and communities of learning and the impact the community has on its learners.

RESEARCH QUESTIONS

How does using a book club as a literacy tool assist in building learning communities that improve academic performances among under-achieving elementary students?

- How does a small group become a community of learning?
- How do the social dialogical interactions affect and shape learning?
- Are there other unanticipated outcomes from using a book club? If so, what are they and how were they changed?

LITERATURE REVIEW

Current literature argues that transformative practice is important and necessary in order to help underachieving students engage with the literacy curriculum and to become successful in school. Students who are unsuccessful require different approaches and differentiated instruction in order to be successful. Unfortunately, the collection of current

research suggests a variety of different reasons as to why students are not engaged or successful, but limited research exists that provides practical support for educators to help these students in the classroom. The research provides educators with limited concrete examples to implement and support struggling students. Thus, it is important to review current literature on the topics, Reading and Writing, Identity, and Communities of Learning and Authentic Dialogue to better understand how this paper helps educators support students struggling or underachieving in literacy.

READING & WRITING

Since 1997, there appears to be a shift of paradigms away from the traditional act of reading - that is reading independently and in isolation, to an intermediary model - where reading was shared between a few students as partner or buddy reading.

Stahl et al. (1997) worked with classroom teachers to revise the traditional basal reading lessons from a more traditional directed reading activity format to a model that combines elements of shared reading, partner reading, and choice. The evaluation of the results of this model suggests that a fluency-oriented model of instruction produces significant positive effects on not only fluency but also word recognition, comprehension, attitude toward reading, and students' view of themselves as readers. (Guthrie & Alvermann, 1999, p. 55)

Current research on writing dictates that reading and writing are not separable but instead linked. An individual's identity as a reader informs their identity as a writer and vice versa. Language develops contextually throughout the engagement of the learner. What this means is that these skills should be integrated and taught in combination instead of in isolation as was previously done in traditional practice.

According to the "Writing Development Continuum":

- Language learning takes place through interactions in meaningful events, rather than through isolated language activities.
- Language learning is seen as holistic, that is, each mode of language supports and enhances overall language development.
- Language develops in relation to the context in which it is used; that is, it develops according to the situation, the topic under discussion, and the relationship between the participants.
- Language develops through the active engagement of the learners.
- Language learning can be enhanced by learners monitoring their own progress.

The way in which children begin to make sense of the world is constructed through the language they use and reflects cultural understandings and values (Raison, Rivalland, Cowan, & Australia, 1994, pp. 5-6)

But what happens when the reading and writing learning continuums are interrupted? What happens to these students? Arguably, they end up being labelled as under-performing students. This label is provided to them by teachers in a myriad of ways such as in their grades, their assignments, and through the way they are spoken to by teachers and other students. In reading and writing, there are numerous articles to specifically address concerns of under-performing students. Most of the research indicates that students have significant gaps of knowledge and speculate why these gaps exist (e.g., poor attendance, lack of support at home or at school, disengagement), the research does not investigate the cause between self-perception and academic performance. Why is it that many students believe they cannot read or write? Why do they not see themselves as poets and authors?

IDENTITY

Students are more engaged and prepared to learn when they feel they are represented in what is being studied in school; when their work reflects their lives, interests, and realities (Ligorio, 2010). A large body of research currently exists discussing the link between self-perception and academic performance on an overall level; however, much of this research does not specifically investigate the influence it has on literacy. The current research that does exist on literacy, simply stresses the importance of having a solid understanding and knowledge base in literacy, but neglects to provide tangible activities that can be implemented class-wide (Raphael T. E., Florio-Ruane, Kehus, George, Hasty, & Highfield, 2001) (Beers, 2003) (Bloom & Egan-Robertson, 1993) (Chall, Jacobs, & Baldwin, 1990) (Christie & Derewianka, 2010) (Ehri & Wilce, 1985) (Kweon & Kim, 2008) (Petrosky, 1982). In today's social and economic climate, it is imperative that our students are literate in all forms of text, in all areas such as reading, writing, and oral abilities (Giroux, 1992).

COMMUNITIES OF LEARNING & AUTHENTIC DIALOGUE

According to Alvermann and Phelps (2002) "creating a favorable learning environment in which students learn to respect and listen to each other is without doubt much easier to write about than to do" (p. 68). This favorable learning environment wouldn't be built without that connection between the students and their teachers when they feel that they are all like one family. Moreover, when they feel that they can express their opinions with respect to others.

These communities of learning, as discussed above, allow for authentic and genuine dialogue which results in - statistically significant positive changes in attitudes, feelings and behaviours (Dessel, 2010). This claim is supported by - [q]ualitative data analysis [which] confirmed positive changes as a result of dialogue participation (Dessel, 2010). Authentic dialogue and learning not only influence positive changes in regards to attitudes about school, it can specifically and positively influence a students' attitude towards

reading and writing when those discussions are extended to include or focus on these topics respectively. According to Maurer, when permitted to engage in conversation, children could meet and construct understanding (Maurer, 2010), of any topic they chose and encountered in their daily lives. It is the collaborative dialogue that lead to this authentic learning and conceptual understanding of an idea, not the specific activity that students are asked to complete (Maurer, 2010).

Recent research shows, as demonstrated above, that authentic dialogue between and amongst students is imperative to their cognitive abilities, critical thinking, and sound, conceptual understandings (Polleck, 2010) (Maurer, 2010) (Ruzich&Canan, 2010). As book clubs create a space in which authentic dialogue can take place, they are a vital resource that can be used in our classrooms and in practice to induce learning within and around our students. This research then comments on how these dialogues can impact student performance in and outside of the classroom. Unfortunately, most of the evidence is anecdotal and inferred; data is not provided to support these claims or what the researchers used to measure this change was absent.

RESEARCH DESIGN& METHODOLOGY

Our study uses an ethnomethodological approach, combining both phenomenological and narrative analysis. In order to ensure accuracy and reliability of the data, all recorded data was transcribed and coded and categorized. This combined qualitative approach focused on verbal and holistic information rather than numerical data or value; however, to provide support for this information, quantitative results have been provided for illustrative purposes only. The study included four research participants, all whom volunteered and were selected from a remedial middle school literacy course. Participants were not provided compensation; however, they were provided with a copy of the text. Participants, given their age, also had parental consent to participate in the study, and were informed that they could withdraw from the study at any point without repercussion and would still be permitted to keep the book. All participants have been assigned pseudonyms in order to protect their identity.

PARTICIPANTS' PSEUDONYMS

All participants were assigned a pseudonym in order to protect their identity and personal information.

Rena: Rena is a reserved student. She volunteered for the study as she was interested in finding out more about the context of Dr. Mortenson and how he accomplished so much so easily. She found him to be a fascinating individual. She is willing to speak during small and large group instructions but rarely challenges peers' ideas or defends her ideas when challenged by others. In writing, she tends to be very brief and has stated that she does not enjoy writing activities. Her writing scores are below the academic standard as measured by Ontario's Ministry of Education's expectations.

Anita: Anita is a very quiet student who rarely if ever shares ideas orally during classroom or small group conversations. She has stated that she feels she has very little to contribute to these discussions and that her ideas often are not ready to be shared or are not worthy of being said. She also does not enjoy writing activities and her reading and oral communication scores are below the academic standard as measured by Ontario's Ministry of Education's expectations.

Lena: Lena is an upbeat student who will share her ideas in group discussions. She appears very artistic and prefers to show her understanding in various ways different that expected of her such as through visual arts instead of writing. She does not mind reading according to her initial response when asked but feels as though she is not a strong reader. Her oral communication grades are approaching the academic standard as measured by Ontario's Ministry of Education's expectations but her reading and writing scores are at least one full grade below.

Sarah: Sarah is a very sensitive individual often seeking out how others are feeling and inquiring the reasons behind their feelings. She is easily affected by the mood of others around. She reads, according to her, because she has to but does not find reading to be an enjoyable activity. Her oral communication grades are approaching the academic standard as measured by Ontario's Ministry of Education's expectations but her reading and writing scores are at least one full grade below.

FINDINGS

After conducting our research, our findings demonstrate that book clubs have direct and indirect positive outcomes. To better explain these outcomes, below is a concept map to detail our research. Using book clubs as a learning tool has a direct and positive impact on building a learning community. When learning communities are established as supportive and encouraging, they have a positive impact on students' academic performance and self-identification.

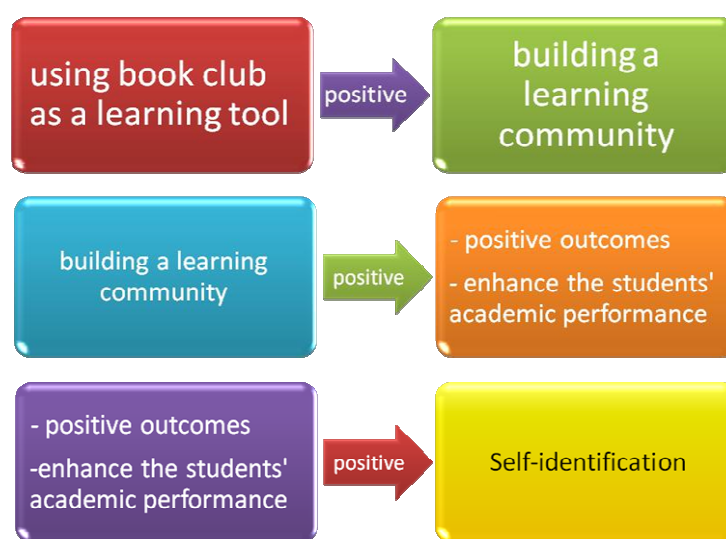


Figure 1. Conceptual map of relationships within the research variables

So, how does using a book club as a literacy tool assist in building learning communities that improve academic performances among under-achieving elementary students? To better address these questions, our research findings have been divided into five areas: small community of learners, large community of learners, social interactions and performances, identity, and academic performance.

SMALL COMMUNITY OF LEARNERS

After completion of the book club, a significant observation regarding the members of the book club (the small community), was noted by the researchers. Students appeared to undergo a transformational change in attitude both within the book club and within the larger class community.

Inside the book club, students' attitudes had a positive transformation. Initially, students were reluctant and shy not wanting to share ideas or discuss the book. They sat in a traditional sense, one student per chair, feet on the floor. Towards the end of the book club, students demonstrated a positive change in attitude and behavior noted by the observers when seen sitting on desks, sitting on each others' legs, playing with each others hair, talking with one another in rapid succession instead of waiting and raising their hands, and without waiting for instructor's prompts.

Outside of the book club, the students became collegial with one another calling each other at home, and making plans to socialize that did not include the book club.

Anita [Regarding her initial experience in the group]: I felt invisible in the group. At first, we didn't really know anyone, it is just like we knew about five students and then when you like get to know them from the book club you like know who they are and their personality ... in recess we didn't usually talk but when we started the book club, then we kind of knew each other and we started to talk about the book and then in recess time, we started like to talk to each other when we have free time.

LARGE COMMUNITY OF LEARNERS

In addition to impacting the smaller group, the book club appears to have an impact on the broader classroom community, in which it was situated, as well.

Following the study, members of the book club displayed a greater level of confidence speaking in the class. This was observed by the number of times they independently offered to share their ideas and participate in whole-class discussions. The quality of their ideas shared appeared to be well-thought out and logical compared to their previous whole-class responses which seemed scattered and hesitant. This lead to a richer, deeper, and more meaningful whole-class discussions.

Lena: I got comfortable [speaking and interacting] around my classmates.

Surprisingly, there appears to be a positive impact on non-book-club members as well. Non-members started to show interest in the book by asking questions about the story. Some students went as far as to ask to borrow the members' books after they had completed the story in order to read it themselves. These non-members were not known for selecting reading as a leisure activity both by their original teacher as well as their summer school teacher. Furthermore, non-members also began to direct questions and concerns, not only about the book, towards their peers and members of the book club demonstrating a perceptual shift amongst all students. All students no longer viewed the teacher as the gatekeeper of knowledge. They discontinued participating in their learning in a traditional sense where they only felt it was appropriate to ask and seek support from the teacher, to a more social model where they felt they could work collaboratively to seek and explore ideas. By seeking out and enlisting book club members to support them in their quest for new knowledge and understanding, non-members demonstrated a shift in perception from the old model to a social model of learning since the members of the book club had become experts of the book and literacy and were viewed accordingly.

SOCIAL INTERACTIONS & PERFORMANCES

As previously discussed, positive impact on both members and non-members took place following the book club. Students learned about their selves as well as each other.

Rena: I learned new things about myself and others ... [i]f I think I have a good point I share it ... [book clubs] help you participate more in class discussions ... For us in summer school, we didn't really know anyone, it is just like we knew about five students and then when you like get to know them from the book club you like know who they are and their personality

IDENTITY

Over the course of our research, members of the book club experienced and demonstrated a transformative perception of self and their self-identification. Initially, members of the book club shared that they were not readers and writers, that they didn't like these activities, and believed they were not able to complete activities that involved these skills with any degree of success. Following the book club, these same students felt as though they could read and write successfully. They gained a significant amount of self-confidence and no longer believed they were under-performing or under-achieving as they were labelling upon entering the summer school program. The students now felt that they could attempt most of the work that they had and would be presented with in school and, outside of school. They began to enjoy literacy rich activities such as reading to a relative and keeping a journal or diary. The lens in which these students used to view their selves was completely transformed. Sarah said, "I enjoy reading to my own limit", while Anita said, "I did enjoy the book club. It was an amazing experience. I would organize a

book club [in my own school]." "I would love to participate in this [the book club] again if it was in a regular classroom", shared Rena.

ACADEMIC PERFORMANCE

The study found a significant improvement in the students' grades in all areas (Figure 2). The academic performance after the book clubs showed almost a full letter-grade improvement in all literacy areas compared to the beginning of the club.

Furthermore, a study, including 50% of the original participants, was conducted approximately one year later (Late Winter 2011). The students' perception of self and academics appeared to remain positive. These participants shared that they were implementing similar high-yield strategies learned in book clubs, in their classes and with their schoolwork (i.e., collaboration, organization, initiative, communal learning outside of the classroom). Most notably, they had become empowered to advocate for themselves, which they had not felt comfortable doing before.

Rena: my marks are improving I guess for reading and writing and just like oral marks ... They really were Cs maybe C- or C+ and they went like to high Bs. Anita: for me my reading and writing marks have improved because last year I got like high Cs. Now I am getting high B's because in summer school [book clubs], I learned how to answer questions and we do that a lot this year. My oral marks had increased too.

Participant	Strand	Grade (before book clubs)	Grades (after book club)
Anita	Reading	D or 54-56%	B- or 70-73%
	Writing	D or 54-56%	C or 64-66%
	Oral comm.	C or less	B- or 70-73%
Rena	Reading	C- or less	B or greater or 74%-79%
	Writing	C- or less	B or greater or 74%-79%
	Oral comm.	C- or less	B or greater or 74%-79%
Lena	Reading	D or 54-56%	B- or 70-73%
	Writing	D or 54-56%	C or 64-66%
	Oral comm.	C or less	C or 64-66%
Sarah	Reading	D or 54-56%	C or 64-66%
	Writing	D or 54-56%	C or 64-66%
	Oral comm.	C or less	B- or 70-73%

Figure 2. Chart shows the students' academic performance before and after the book club

ELEMENTS FOR EFFECTIVE LEARNING COMMUNITIES

Analyzing our data and speaking with students provided us with five key elements necessary for starting an effective book club: choice, structure and format, collective establishment, collective and collaborative learning, safe and comfortable environment. Although separated for our discussion purposes, these areas are interconnected and directly relate and impact one another.

CHOICE

Students were given multiple choices throughout the study, which led to higher engagement and accountability. From the beginning of the study, where students were given the option of joining the group and participating how they felt, to selecting the text and how they felt it was best to demonstrate their understanding, students choice is imperative to student success. This is true for most students, especially students who are struggling learners as it allows them to re-engage with school and academic work, and form a new identity for themselves. Make sure when starting a book club that students have as many choices as possible.

STRUCTURE & FORMAT

In addition to choice, students admitted to appreciating a unique and non-traditional format and structure of the club. They enjoyed collaboratively establishing deadlines for when they would read sections of the book, collaboratively deciding on the task to demonstrate their understanding, and they simply appreciated that it was ‘different’ and ‘relaxed’ when they came to book club. They were not forced to sit at a desk, write every response, or read chapter by chapter. They were encouraged to bring snacks as well as encouraged to enjoy the snacks that were brought while in the book club. One way to include choice in your book club is to ask students how they feel the book club should run. When and where should you meet? How long should each meeting be? What should everyone bring (or not bring) to these meetings and why? As educators, we recognize the difficulties in requiring control of the structure and format of classroom activities, try to step back and allow for student input. It will help to reaffirm your role as a facilitator which is integral to this process.

COLLECTIVE ESTABLISHMENT

The students felt it was necessary and important to decide on deadlines and tasks collaboratively. It gave them a timeline in which to organize their time but it also made them accountable to the group, their friends, and their selves. As teachers, we often feel pressured by timelines and due dates. Recognizing the importance of these pressures, join in the conversations with your book club and try sharing your concerns about them with

the students. As a group, this will provide an opportunity to discuss important issues external to the book club and allow all members to feel included.

COLLECTIVE & COLLABORATIVE LEARNING

The students identified how important it was to read the book together and talk about their ideas, questions and concerns on an on-going basis. This allowed them to check in with one another to make certain they understood the narrative and to correct any misconceptions with each other. They sometimes shared similar questions that they were able to solve as a group simply through their conversations at book clubs. Other times, they would pose a question and argue over opinions, referencing the book to support their ideas. As a facilitator, allow and encourage students to bring in outside questions into the discussion. In our group, one member brought in the effects of 9/11 and how that would impact the book. From an outsider's perspective, this may seem off-topic and a 'waste of time'; however, it led to a rich discussion that impacted their understanding of the text. Don't be afraid when students ask unrelated questions. Be prepared to say that you do not have an answer or ask for clarification for how the question is important to the group's discussion and purpose.

SAFE & COMFORTABLE ENVIRONMENT

Although the participants did not reference this element directly, indirectly they mentioned how they finally found a space they could ask questions without being laughed at. They no longer concerned about sharing ideas. No matter how on or off-track their thoughts and ideas were, the group was supportive and assisted them in making sense of it. More often than not, students admitted having a dialogue about their ideas assisted them in better understanding the text. More importantly, students admitted that these different thoughts were used to help improve someone else's understanding within the group. Concerns about teasing, feeling embarrassed, unworthy or less than other people and their ideas, no longer existed. As a facilitator of a book club, ensure that students engage in rich, authentic conversations without mocking or teasing. Address any situation that a student is teased in immediately, with the group. During these situations, Robert has found it useful to include the group in the conversation about the actual teasing event itself. While reaffirming the importance and expectations of the other key areas, this discussion has also deepened students' understandings as to why teasing happens and why it is unproductive. It has also served to demonstrate how teasing is different from productive conversations in where members disagree on an idea.

REFLECTIONS & LIMITATIONS

Overall, the researchers believe the project and in turn, the research, was an overwhelming success and had a positive impact on those students directly and indirectly involved. However, a few outstanding questions still remain:

- 1- `What can teachers do to transform this knowledge to other academic subjects?
For example how would this work in a mathematics course? What would it look like?
How would it be implemented?
- 2- What is the best format or structure teachers should use in implementing book clubs
in regular classrooms? We recognize the average class size in Ontario is
approximately twenty-six students. How will teachers overcome this challenge? What
would a book club look like in a class that large? How will teachers access the
necessary materials for this strategy? How will it be assessed?
- 3- How will teachers select the text to be used? Recognizing our study, all students were
reading at similar academic levels, in a regular classroom, this is often not the case.
How will teachers then meet the needs of all learners? For example, in our study, all
students agreed on one text. In our class, our teacher provided a list of approved texts
and we were asked to select our top two choices. These solutions may not be
reasonable for the regular classroom teacher.
- 4- What is the role of mixed gender in participating in a book club? How would having
different genders in the book club influence its results and outcomes? Although we
suspect, based on our larger class community, it would have no negative impacts,
since there were no males in our study, we are unable to make this conclusion.

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THE ROLE OF GROUP WORK AND CREATIVE THINKING AMONG GRADE TWO AND GRADE THREE STUDENTS

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ABSTRACT

The purpose of this paper is to investigate the results of a study that is carried out to explore the effects of group work problem-solving strategies on students' creative thinking as well as their attitudes towards collaborative learning. Particularly, the study is designed in order to determine how grade 2 and 3 students respond to the use of the collaborative learning process. Finally, the research aims to discover how effectively group work can serve within the context of peer-to-peer group work thus identifying agencies that transcend the conventional norms and boundaries of education, i.e., the teacher-student relationship and methodologies.

Keywords: Group work- Problem-solving Strategy- Grade 2/3 Students- Creative Thinking

1. Introduction

Traditionally, classes are primarily teacher-centred. In other words, the teacher is the central figure, the authority figure that sets the pace and the tone of the entire learning process in the classroom. It is the teacher who monitors the flow of information, and students on the other hand provide very little in the way of input during the whole process. This type of rote learning has been one of the main reasons that prompted this study.

In an atmosphere where the student is simply a passive participant, creativity plays little or no role as it becomes increasingly difficult to provide feedback and practice what has been taught. Moreover, under such circumstances, there is a much greater emphasis on individual work at the expense of group work which consequently undermines the significance and effectiveness of classroom cooperation.

In an attempt to find out more about the importance of group work, the researcher observed and studied a grade 2 and a grade 3 class in a suburban school in Ontario in winter 2010. The class was primarily learner-centred and therefore the students had an active role that allowed for more group work.

Second, the learner-centered class that the researcher attended for observation in suburban school in Ontario for grade 2 and 3 showed a considerable level of shared leadership between the teacher and his students that made the researcher eager to explore

the effectiveness of group work as a strategy that enhance students achievement. The strategies employed in those classes clearly indicated a marked level of progress and achievement in the students' overall performance.

2. Literature Review

Numrous scholarly works and articles have already been published on the importance of group work in the classroom (Johnson, 2008) (Nagel, 2001) (Evelyn, 1999). What is regarded as coopertaive learning is simply an effective strategy that allows students to have the opportunity to work harmoniously together therefore enhancing their knowledge and skills. It must be noted that the teacher plays his or her part in planning and organizing the groups and therefore the responsibility is shared in order to provide maximum results.

In his book, *Cooperation in the Classroom*, Johnson (2008) points out that the essence of cooperative learning is positive interdependence where students recognize that it is a joint effort regardless of the outcome. He also emphasizes the importance of determining the size of each group according to their tasks and responsibilities. According to Johnson (2008), teachers play a crucial role in several key areas such as formulating the academic objectives, outlining and elucidating tasks, structuring positive interdependent atmosphere, and finally evaluating both quality and quantity of students' learning and group accomplishments. According to Hyatt and Gottlieb (1993), the most common cause of job failure is the lack or absence of interpersonal skills. This observation further emphasizes the effectiveness and importance of cooperative learning within the work place.

It goes without saying that in order to create a better and more fruitful larning experience, the focus must be shifted from the learner as a lonely competitive individual to one who functions as a member of a learning community. As educators and educationalists, it is quite important that we recognize and promote the educational value of group work, otherwise we would be 'playing school'. In his momentous publication, Nagel (2001) shows how to engage students using research-based knowledge, ability and affection as a conceptual model represented by a graphic organizer.

According to Evelyn (1999), It is cruicial within the context of education to understand educational innovations, such as cooperative learning, which can bring about impressive results mostly or entirely in experimental situations. She states that cooperative learning is a powerful teaching tool which is backed up by a great body of research. According to Webb (1982), the primary reason for the use of cooperative small groups is that students can help other students with some sort of learning diffuculty to understand the materials better.

In their colaborative book, *Interaction in Cooperative Groups*, Rachel Hertz-Lazarowitz, Norman Miller (1995) point out that cooperative interdependence in classroom settings can lay the foundation for numerous interventions designed to enhance both social

relationships as well as academic achievements in schools and that this has been the primary focus in both educational and social psychological literature and discussions for over two decades.

There is an ongoing debate among teachers and educators as to what best serve students during their school years. There are those who still advocate the traditional methods of teaching, the so-called chalk and talk way, for example, while others believe that a more collaborative method can bring about better results. There are of course those who encourage the use of both approaches according to their syllabus. Many scholars and educators maintain that a more collaborative approach should be applied in the classroom. In his book, Bruffee (1983) points out that traditional teaching makes cognitive, or as he puts it, foundational, assumptions about knowledge whereas Collaborative learning makes nonfoundational or “social constructionist” assumptions. Therefore he recommends a shift from traditional to collaborative learning.

One issue that has provoked a lively and continuing debate among cooperation and cooperative learning researchers is the issue of group competition vs. pure cooperation. For example, Salvin (1981) defends the use of competition among learning groups as a practical means of motivating students to cooperate within the learning group. However, Johnson & Johnson (1981) criticize such mixed strategies since he believes that they are unnecessary and therefore potentially harmful.

From the above literature review, we can deduce that there are several issues regarding using group work as a collaborative learning strategy and this means that we need to conduct further investigation using experimental studies in both schools and universities.

3. The Study and Its Methodology

Group work problem solving can play a significant role in enhancing both the experience as well as the quality of learning due to the fact that it can encourage students to collaborate and to share their ideas. In addition, group work can help teachers carry out their roles as educators and even mentors more effectively, as students will be able to work with their teachers in managing the classes in a more effective fashion. Furthermore, it is through group work that students can learn how to take charge of their learning process realizing that the teacher is not the sole provider of ideas. Finally, engaging in group work can enable students to work more closely with their classmates and peers. This can entail a variety of skills and activities such as how to negotiate meanings, how to discuss and share ideas, and finally how to help those students who are considered slow learners.

The research was conducted using the following steps:

- *Classroom observation*

Prior to conducting the research to ascertain how the students performed their tasks in class thus reaching valid results, the researcher observed the classes under study three times. There were 18 participants of grade 2 and grade 3 students.

- *Exercise*

The researcher distributed an exercise that contained four pictures. Each picture showed a learning style such as pair work, individual learning, group work, and a typical teacher-centered class. The students were then asked to number the pictures based on their opinion and preference using a 4-point scale. Number 4 represented the most favorable style of learning while number 1 indicated the least preferred style. This instrument was designed by the researcher to identify and summarize the students attitudes toward group work.

- *Story reading*

The researcher also read a story entitled "*Why*" by Nikolai Popov. It is a pictorial book without words that tell the story of a frog that sits peacefully on a rock in a meadow, smelling a flower. Suddenly, an umbrella wielding mouse digs his way out of the ground and for no apparent reason snatches the frog flower and runs. The frog then gives chase and manages to seize the mouse's umbrella. All too soon, the hostilities escalate into a war. This story depicts the absurdity of aggression and the inevitable consequences of violence. The story is also intended to promote original and creative thinking in children.

Before the researcher began to read the story, she divided the class of eighteen students into six groups. She then distributed a designed schedule which showed the number of pages in the first column and the second column. The students were to write what they saw in the pictures according to the page number. There were two rows with the word "Why", which was the title of the story. The researcher put the first why at the beginning as she first asked the students what they thought about the title of the story. The second why at the end was put at the end after the students finished the story and the question was: "So now why do you think the name of the story is why?".

This sheet helped the students to write what they saw. Although the researcher divided them into six groups, she asked each individual student to write the answer in his/her own separate sheet after consultation with his/her group members. After that, the researcher carried out an interview with the six groups. Each group was interviewed separately. The researcher also used a group evaluation form from a book called, *Cooperative Learning: A Resource to Small Group Learning K – OAC*. (1992)

4. Research Findings

As previously mentioned, prior to using the pictorial book, the researcher distributed an exercise with four pictures each showing a different learning style. This was designed to check and summarize the students attitude towards group work. The results showed that 10 out of 18 students who did the exercise chose group work as their favorite style of learning and 10 out of 18 chose the teacher-centered classes or traditional classes as the least favorite style of learning (figure 1).

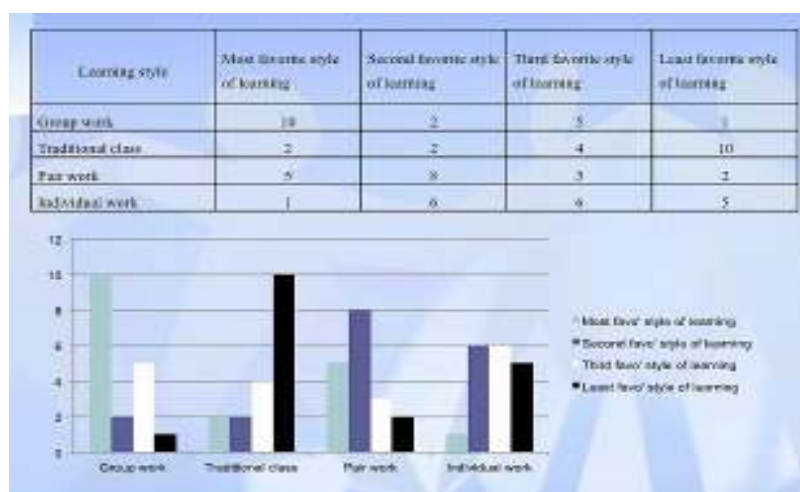


Figure 1. The Exercise Result before Starting the Group Work Activity

Subsequent to the completion of the exercise, the researcher began to tell the story "Why" by Nikolai Popov. Although the researcher divided the students into different groups, she asked each individual to provide their own answers. The researcher then noticed that in the course of doing this activity some students moved from their chairs to sit with the other groups in order to exchange their ideas. In fact, they were so eager and active that it made it quite difficult to manage the groups and make them sit quietly. The researcher was in for a surprise as the students gave their feedback not just with a few words but with several sentences. Also, interestingly, they all managed to discover the message and the moral of the story.

Afterwards, the researcher went on to collect the sheets and distributed a large board white poster to each group and asked them to use colors to draw and write what they learnt from the story. What surprised the researcher was that all the students started to draw pictures only without writing even a single word. When asked to write something to convey the message of the story, they all replied that they would rather draw than write. The students could not complete the task as they ran out of time. However, the researcher informed them that she would return to the school the next day and would give them more time to complete their assignment.

The next time, much to the researcher's surprise, she found that the students had already finished the posters and had also written some words and phrases such as "the sky is blue", "I cannot believe that they were fighting over a flower", "I believe I can fly", "Frog", "Mouse", "I learnt not to fight and I learnt not to share". These words and phrases showed that they had understood the moral behind the story. Also, all the six groups draw flowers, trees and clouds to emphasize the beauty of nature.

Once the task was completed, each group was interviewed using a form taken from the book, *Cooperative Learning: A Resource to Small Group Learning K – OAC* (1992). Through the interview, new points came to light which raised more questions in the interviewer's mind. These points would require further research. One point that is worth noting is that not all the six groups thought that they worked well together throughout the experiment. In fact, two of the six groups thought that they collaborated well most of the time while the remaining four thought that their collaboration was good all throughout the project. All the group members however agreed that everyone in the group listened carefully and contributed ideas.

The researcher put three important questions to each group and received different responses. The first question was "What things did you do in your group that made it work well?" Some thought it worked well when the group members looked at the pictures in the story carefully. This they thought helped them to draw them well and write many words, others on the other hand believed that the fact that they were in charge encouraged them to listen to new ideas and cooperate with each other. One group reported that dividing the tasks between them helped to facilitate their work. The others believed that their success derived from the fact that they worked as a team. The second question was "What did you see happen that caused problem in your group?" The responses were quite varied. Some thought that the posters were not done well and that they were "messy". Others complained about not having enough time. Some also mentioned dissention and occasional disagreements within the group. There were also complaints regarding interference from some other groups.

Finally, the researcher asked them to comment on their performance and to evaluate their works as groups. Four groups praised themselves and described their work as "wonderful" while two groups thought that their performance was mediocre and not quite satisfactory. One group even described their group work as completely unsatisfactory because of disagreements and quarrels within the group. Following the interview, the researcher repeated the same exercise asking the participants about the best and least favourite style of learning. She was surprised to find out that their opinions quite changed compared to the previous answers. 7 out of 18 thought that group work was their most preferred style of learning while 6 responded that it was their least favorite style of learning (figure 2).

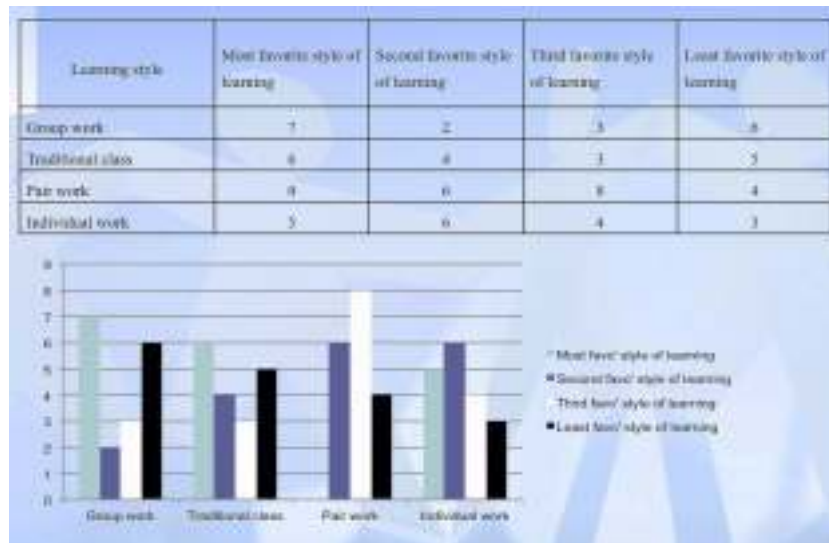


Figure 2. The Exercise Result after the Completion of the Group Work Activity

5. Conclusions

On the basis on the study, it has become clear that although the students managed to accompolish more than what the researcher had anticipated and that the prticipants had succeeded in completing their tasks, their responses towards group work showed that some of them changed their minds when faced with certain unexpected situations such as disagreements and lack of focus .This shift in their attitudes towards group work problem solving raised several questions for the researcher. There were dilemmas and obstacles that the students might have been faced with. The results identify certain points evidencing the importance of a learning environment that can extend beyond the traditional contexts and practices;however, there are also important questions that emerge as a result of the change in the students attitudes. Qustions such as: *Which approach is more effective, to appoint a leader for each group, or to let the students work without a leader? And why?*, Also, *should the decision regarding leadership be made according to the size of the group or should it be made based on the asssinment?* Clearly, these are important and legitimate concerns which deserve futher investigations and discussions.

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**IMPLEMENTATION OF THE MOROCCAN FAMILY CODE
BY SPANISH AUTHORITIES TO IMMIGRANT WOMEN
(THROUGH THE "RECOGNITION METHOD")**

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ABSTRACT:

The legal-family situation of female Moroccan immigrants in Spain cannot be treated mechanically; rather, cultural aspects must also be taken into consideration. To this end the solutions offered under Private International Law linked to immigration must respect “cultural identity” and also “cultural diversity” common to these private relationships. Furthermore the Spanish system of Private International Law must promote the continuity of the family relations of people who migrate in their foreign place of origin. On the other hand, as part of the gradual formation of multicultural societies, the understanding of the role of public policy in relation with the legal-family situation of female Moroccan immigrants in Spain is changing nowadays.

KEY WORDS: dowry, *mut'a*, *talaq* and *tatliq*, revocable and irrevocable dissolution, *hadana* and *wilaya*, Recognition Method, Public policy

Introduction

Studies carried out on the repercussions that the new Moroccan Family Code has had on Western countries can be appreciated in the bibliography which is not only growing in importance but also contains material written in Spain and Morocco as well as in Belgium, France, Italy and other Maghreb countries¹. The commentary on the reforms put in place by the Family Code especially relating to the position of women within families and, consequently, in society, does not escape the attention of researchers not only in the field of sociology but also legal and cultural fields (anthropology, psychology, socio-pedagogical, etc.) and translation or philology among others.

The reforms in question are controversial to say the least. Whilst some authors believe that they constitute real progress which society, and especially women’s organizations,

1 - Please see, FOGLETS, M^a Claire/LOUKILI, Mohamed. “Mariage et divorce dans le nouveau Code marocain de la famille: Quelles implications pour les Marocains en Europe?”, *Revue Critique de Droit International Privé*, 2006. p. 521-543; QUIÑONES ESCÁMEZ, Ana. “Ressortissants des pays islamiques résidant en Europe: quel droit de famille?”. En: *Migration et citoyenneté*. Actes du Colloque international organisé à la Faculté de Sciences juridiques, économiques et sociales, Rabat-Agdal (25-26 avril 2003), AMERM, Rabat, 2004. p. 158-170.

have been demanding for decades, others are more skeptical and consider that these new provisions will have no real repercussions as long as the mentality of the people who have to apply them remains unchanged.

In any case, it is undoubtedly an innovative regulation, showing an advance in the recognition of greater freedom and independence for women within the family, and a move towards gender equality; a concept which cannot be understood along the same lines as in Western countries or legislations, on the one hand. And, on the other, regarding the daily life of the Moroccan population living in Spain and in the Autonomous Community of Andalusia at this time², these modifications are applicable insofar as the personal and family relationships of these women are governed by the Spanish system of Private International Law³.

Thus, there is currently an increasing number of cases brought before Spanish authorities linking the current Spanish family law with the Moroccan *Mudawwana*⁴. These are “private international situations linked to immigration”, where not only the socio-economic factor, characteristic of migrations, comes into play, but also the cultural factor, given that the cases involve people from a part of the world which, although geographically close to Spain, has a wholly different way of understanding life and personal and family relationships, from a deep-rooted Islamic judicial and cultural tradition.

Therefore, the main topic to be treated in this article is the legal-family situation of the female Moroccan immigrant in Spain and, in particular, institutions such as the dowry system, child support (or *nafqa*) and dissolution of marriage, through the application of the current *Mudawwana* (as well as the old in some cases) in Spanish law. This allows not only an analysis of the legal status of personal and family relationships from the perspective of the Spanish system of Private International Law but also considerations relating to the recognition of such relationships in their country of origin. Here the “recognition method” can be applied (see below) ⁵.

2 - Please refer to, especially, GONZÁLEZ FERRERA, Gema/DÍAZ SESÉ, Lía. “Familias marroquíes en la otra orilla del Estrecho de Gibraltar”. En: Gavidia Sánchez, J. (ed.). *Inmigración, Familia y Derecho*. Madrid: Marcial Pons, 2011. p. 520-546.

3 - Please see, RODRÍGUEZ BENOT, Andrés. “El Estatuto personal de los extranjeros procedentes de países musulmanes” In: AAVV. *Derecho islámico e interculturalidad*. Madrid: Iustel, 2011. p. 90-110.

4 - Please refer to, CERVILLA GARZÓN, M^a Dolores/ ZURITA MARTÍN, Isabel. *El Derecho de familia marroquí. La Mudawana 2004 desde el Derecho español*. Madrid: Difusión Jurídica, 2010. 216 p.

5 - This involves consideration of the response offered by the Moroccan Private International Law system in order to eliminate, as far as is possible, the difficulties concerning the recognition of Moroccan judgements abroad. For more detail please refer to, ESTEBAN DE LA ROSA, Gloria. “El método del reconocimiento como propuesta de regulación de las nuevas situaciones privadas internacionales vinculadas con la inmigración”. *Revista de Estudios Jurídicos*, 2009, nº 9, p. 201-234.

The Moroccan Family Code of 2004: main modifications

The Moroccan Family Code (FC) which came into play on 5th February 2004 repealed the Code of Personal Status and Inheritance (1957-58), better known as the old *Moudawana* (summary)⁶. The current Family Code is made up of 400 articles, which regulate in six Books: Marriage (Book 1), the dissolution of the bonds of matrimony and its effects (Book 2), Birth and its effects (Book 3), Legal capacity and representation (Book 4), Wills (Book 5), Inheritance (Book 6)⁷. Book 7 contains a collection of interim and final provisions⁸.

The Family Code is based on tolerant Islam which honours man and preaches justice. As highlighted by the King of Morocco on the occasion of the opening of the autumn parliamentary session of 2003, the Family Code should be interpreted as a policy aimed at the entire family, which serves several purposes: to overcome the inequality that weighs upon women, to protect the rights of children and to preserve the rights of man. The Sovereign tried to reconcile in this way the development requirements of the country whilst ensuring family rights were upheld. This new legal instrument is both linked to the precepts of Islam and the rules of universally recognized Human Rights.

In this way the Family Code is based on the principles of Islam as an egalitarian and tolerant religion, given that, despite the views of other more radical legal schools, Islam can be a source of modernity. There is, however, still debate over *ijtihad*, between those who consider the interpretation to be dangerous and those who are in favour of it⁹.

This has gradually become a formal debate, given that the interpretation is considered to be not only necessary but, to all intents and purposes, indispensable, as, of the 80 verses contained in the Koran dealing with the rules of Law, many are not applicable in our times as the historical context for which they were written no longer exists.

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- 6 - On 23rd January the Moroccan Parliament unanimously approved the new Code. On 5th February 2004 this was published in the *Official Gazette of Morocco* (No. 5184). For a better understanding of this new text overseas, the Ministry of Justice has prepared a French translation, which is accompanied by a commentary on each of its provisions, in order to guide the user in the direction of reform. Please refer to ADJJ. *Guide pratique du Code de la famille*. Rabat: Ministry of Justice, 2005.
 - 7 - For an assessment of the reform please see above all OUHIDA, Jamila. “Del Código del Estatuto personal y de las sucesiones al actual Código de familia de Marruecos de 2004”. In: Esteban de la Rosa, G. (dir.). *Traducción del Código de familia de Marruecos*. Jaén: Ed. Blanca, 2009. p. 17-42.
 - 8 - The English translation of the articles of the Family Code have been employed here, borrowed from www.hrea.org
 - 9 - Please see, OURKIA, Abderrazak. “Las fuentes del Derecho malikí y su influencia sobre el Código de Familia de Marruecos”. In: ESTEBAN DE LA ROSA, G./MENOR TORIBIO, J.A. (eds.). *Estudios e Informes sobre la inmigración extranjera en la provincia de Jaén (2009-2011)*. Comares: Granada, 2012. p. 340-352.

For this reason, the Monarch of Morocco issued a Family Code, with the conviction that Islam gives women a number of rights, to be regulated and exercised by them. Thus, the Code advocates *ijtihad*, which, as seen above, is the interpretation of the Koran in the context of modern society and its demands, contrary to patriarchal hierarchy and designed to validate arguments present in sacred legal texts¹⁰.

Like other Muslim countries, Morocco applies classical Muslim law, which led to the birth of various rites or schools (see below for more detail)¹¹. On issues of personal status, Morocco followed the malikí doctrine up until the enactment of the Personal Status and Inheritance Code (previously *Moudawana*)¹². This came about in response to the need for a norm to regulate family relations in accordance with the precepts of the Koran, above all to end “Urf” Law (on local customs and practices).

The *Moudawana* responded to this purpose, but furthermore it captured the situation of discrimination lived by women throughout the 1950s. Although there had been previous specific reforms (1993), family law underwent a significant change with the entry into force in February 2004 of the Family Code, which repealed the *Moudawana* ¹³.

The Family Court clarifies the concept of head of family, in that it considers the sharing of responsibility between the two spouses a necessary condition for the construction of a family, and underlines the importance of mutual comprehension and consent in managing all issues relating to the family (article 4 FC)¹⁴. It also annuls the *wilaya*, so that a woman can enter into matrimony without the consent of a legal

10- Please see, AAVV. *El derecho privado en los países árabes: códigos de estatuto personal*. Granada: Universidad de Granada y Fundación Euroárabe de Altos Estudios, 2005. p. 27.

11- For an overview, see, BOTIVEAU, Bernard. *Loi islamique et droit dans les sociétés arabes*. París: Karthala, 1993.

12- Article 400 of the current Family Code states that, for all issues not addressed by a text in the present code, reference may be made to the Malikite School of Jurisprudence and to *ijtihad* (juridical reasoning).

13- Women’s associations had been calling for this reform for decades. King Mohammed IV made a speech to parliament on 10th October 2003 in which he outlined his intention to preserve the principles of Islamic legislation whilst considering the social evolution undergone by Moroccan society. The Code contributes to the construction of an open, progressive, democratic society, based on the protection of women’s rights. As stated in the Doctrine, in the Maghreb, both family and society are undergoing a double evolution: firstly, man no longer dominates woman, except in legal issues, and a father no longer dominates his children (*vid.*, FARGUES, Philippe. “La demografía de la familia en el Magreb: una clave para la comprensión de la familia”. In: Roque, M^a A. (ed.), *Las culturas del Magreb*. Barcelona: Icaria, 1950. p. 141).

14- Article 4 of the Family Code states that: “*Marriage is a legal contract by which a man and a woman mutually consent to unite in a common and enduring conjugal life. Its purpose is fidelity, virtue and the creation of a stable family, under the supervision of both spouses according to the provisions of this Moudawana*”.

representative 15. A dowry must be presented (according to article 26 FC) 16. Finally, the aspect of the regulation of marriage which causes greatest controversy in the eyes of Western legal systems is the requirement that a woman marries a Muslim.

Although polygamy is upheld, some limitations have been introduced, so that a man needs court approval to marry for a second or successive time¹⁷. A judge will not give authorization until he is certain that it is fair to the wives¹⁸. The woman can also introduce as a condition in the marriage contract that, if her spouse marries again, she has the right to file for divorce.

The Family Code has also simplified the procedure to be followed by Moroccan Muslims who wish to enter into marriage overseas. They can celebrate the marriage according to the local administrative procedures of their country of residence, provided that the conditions of consent (offer and acceptance), capacity and offering of the dowry are fulfilled, and the ceremony is held in the presence of at least two Muslim witnesses¹⁹. A copy of the marriage contract must be submitted within three months of its conclusion to the Moroccan consular section (articles 14-15 FC).

Regarding the dissolution of marriage, this can occur through *ta'liq* or *talaq*, as well as through death of either spouse, (or the issuance of a judgement declaring him or her deceased when there is uncertainty surrounding the fact), through the existence of a defect (noted at the time of celebrating the marriage), or other causes stipulated in the Code (article 71). Finally, another relevant provision is article 128 of the Family Court, which

15- Article 25 of the Family Code states that: *"The woman of legal majority may conclude her marriage contract herself or delegate this power to her father or one of her relatives"*.

16- However article 13 of the Family Code, on the requirements of marriage, refers specifically to there being *"no intention or agreement to cancel the dowry"*.

17- Repudiation and polygamy have been well received in Arab countries as a result of a surplus of women in the marriage market. However, this is not a natural excess, but is rather the product of a society, the arithmetic result of a rule (the universality of marriage) and a custom (the big age difference between spouses), which have led to a patriarchal model of the family. Polygamy is nevertheless quite rare in contemporary Maghreb. See, FARGUES, Philippe. "La demografia...", *loc. cit.*, p. 137-139.

18- Article 40 of the Family Code states that: *"Polygamy is forbidden when there is the risk of inequity between the wives. It is also forbidden when the wife stipulates in the marriage contract that her husband will not take another wife"*.

19- The celebration of marriage is said to be valid if the parties are in agreement, expressed through offer and acceptance. Moroccan case law prior to the entry into force of the new Family Code tried to relax and facilitate the marriage of Moroccans abroad. The sentence of the Supreme Court (no. 835) of 19th June 1990 (Supreme Court Cases 86/8331) considered a marriage celebrated in a non-Muslim country to be valid, even though the adouls (public notaries) were not present when the marriage was celebrated. The claimant's situation was exceptional, given that he brought together 12 people who were present at the act of celebration of the marriage and the party which followed, who were able to act as witnesses.

allows recognition in Morocco of decisions rendered by foreign courts concerning divorce through *ta'liq* or *talaq*, through mutual consent or annulment, as long they are issued by a court with jurisdiction over the matter and are based on grounds for terminating the marriage relationship that do not contradict those contained in this *Moudawana*.

In any case, the conditions and procedures laid out in articles 430-432 of the Code of Civil Procedure must be met²⁰. This new regulation incorporates the jurisprudence of the Supreme Court of Morocco in the approval of decisions taken overseas.

The “Recognition Method”

As seen above, the personal and family situations of the female Moroccan immigrant must be dealt with by the Spanish system of Private International Law, given that a foreign element is present. It is worth pointing out that currently a methodological renovation of Private International Law is taking place, especially after the second half of the twentieth century, where a collapse in the leadership previously enjoyed by certain States in the world order took place on the one hand and, on the other, the world became divided into symbolic units (sometimes in preference to people)²¹.

This renovation can also be linked to the current conformation of a micro-system within the legislation, the “social law of immigration”, which effects Private International Law, obliging a reconsideration of its function and, above all, its traditional regulatory techniques, with the aim of verifying whether an adequate response to the needs of the people who migrate, in particular regarding their social integration, is offered²².

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- 20- Approved by Dahir of 28th September 1974 (*Official Gazette of Morocco* of 30th September). These provisions constituted a significant step for the modernization of Moroccan private international law, together with the reform of the legal system by Dahir on the 26th January 1965 (*Official Gazette of Morocco* of 3rd February 1965), which eliminated the duality of jurisdictions present until this time. See, DÉPREZ, Jean. “La réforme de l’organisation judiciaire et de la procédure au Maroc (Dahirs des 15 juillet et 26 septembre 1974) et le Droit international privé», *Revue juridique, politique et économique du Maroc*, 1977, vol. 3. p. 45-56; *id.* “La réforme de l’organisation judiciaire et de la procédure au Maroc (Dahirs des 15 juillet et 26 septembre 1974) et le Droit international privé (deuxième partie)», *Revue juridique, politique et économique du Maroc*, 1978, vol. 4. p. 49-60 ; *id.*, «Bilan de vingt-cinq années de droit international privé au Maroc», *Revue juridique, politique et économique du Maroc*, 1981, n° 10. p. 125-151.
- 21- As Antonio PÉREZ-AGOTE points out, this divide took place once all aspiration to understand the sense of each of the “functional systems” which currently make up the world was lost. These systems interact as complex systems and do not allow predictions over the consequences (effects) that they may have over some aspects [see, “En la era global: ruptura de ecuaciones y dicotomías de la modernidad”. In: ARIÑO VILLARROYA, A. (ed.). *Las encrucijadas de la diversidad cultural*, CIS, Madrid, 2005, p. 313 onwards].
- 22- The conformation of a social immigration law is related to a concrete understanding of the legislation proposed by George GURVITCH. *La idea del Derecho social*. Granada: Comares, 2005.

This question can also be found in the framework of a concrete political theory and/or philosophy, given that the system of Private International Law is no stranger to either the social demands or to the principle constructions and reflections on these demands. For this reason the “Theory of Recognition” offered by Charles TAYLOR seems to be the one to follow. This author refers to “*the overwhelmingly monological tendency of the mainstream of modern philosophy*” before cultural communities who wish to survive and who demand “recognition”, because they have realized that the identity of each person conforms to and is molded by, in part, their recognition or lack thereof (false recognition)²³.

So that the current system of Private International Law can respond to the social question of immigration it must be -above all- a law which supports the needs of the people who migrate²⁴. Its aim is to promote the spatial continuity of a person’s family relationships, both in the country of origin and of habitual residence overseas. Thus, the “recognition method” depends on there being a general clause, which allows interpretation in accordance with the principle of social integration, in the system in question²⁵.

The Spanish authorities ought to verify whether the relationship which they are to enter into the Forum would be recognised in the immigrant’s country of origin and, if not, they must verify and consider the interests in play and the fairness of the result²⁶. That is, the authorities must examine the interests of those involved in order to decide, through the elimination, as far as possible, of difficulties concerning the recognition and enforcement of foreign judgements (in accordance with Spanish law) whether the foreign law must be

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- 23- For this author, the notion of recognition is linked to the current concept of personal dignity (versus the concept of honour, abolished following the decadence of the hierarchical society) and is a vital human necessity (see, *El multiculturalismo y “la política del reconocimiento*. México: Fondo de Cultura Económica, 1993. p. 45, 52, 91 y 97-98). Y, de otro lado, la identidad “*designa algo equivalente a la interpretación que hace una persona de quién es y de sus características definitorias fundamentales como ser humano*” (p. 43).
 - 24- It has been noted that “mass immigration”, most importantly since the end of the last century, calls for a transformation of the system of PIL, which must give safe and simple responses (see, MAYER, Dieter. «Evolution du statut de la famille en droit international privé», *Journal du Droit International*, 1977. p. 453). From a different perspective, along the same lines, it is believed that the solutions must be efficient (see, MUIR WATT, Horatia. “Le modèles familiaux á l’épreuve de la mondialisation (aspects de Droit international privé)”. In: CALVO CARAVACA, A.L./IRIARTE ÁNGEL, J.L. (eds). *Mundialización y familia*. Madrid: Colex, 2001 p. 12).
 - 25- Please see, ESTEBAN DE LA ROSA, Gloria. “La integración social de los inmigrantes desde la perspectiva del sistema (español) de Derecho internacional privado”. In: GAVIDIA SÁNCHEZ, J. (ed.). *Inmigración, familia y Derecho*. Madrid: Marcial Pons, 2011. p. 155-179.
 - 26- This reasoning is not new in the field of Private International Law, rather, it was examined in KOPELMANAS. “La théorie du dédoublement fonctionnel et sa utilisation pour la solution du problème dit des conflits des lois”, *Études en l’honneur de George Scelle*, vol. II, *quoted in* MIAJA DE LA MUELA, Antonio. “La teoría del desdoblamiento funcional en el derecho internacional privado”, *Revista Española de Derecho Internacional*, 1953. p. 145-146.

applied to promote extraterritorial recognition of the (Spanish) decision in the immigrant's country of origin²⁷.

Note that the "recognition method" does not require a reform of Private International Law, rather its interpretation in accordance with the principle of social integration when a private international situation related to immigration is submitted to the judicial authorities or other orders. Some cases in the Spanish case law can also be considered here, in which judicial authorities value the constitution of legal relations in the forum in response to the possibilities that have to be accredited in the immigrant's country of origin.

In this regard, the Sentence of the Appeal Court of Barcelona, no. 381/2006 (12th Section) of 8 June is noteworthy, as it considers the appeal filed and partially reverses the judgment at first instance, based on a different rationale law than that relied on by the appellant, in accordance with the Family Code²⁸. The Appeal Court considers article 128 of the Family Code in order to assess whether the Spanish decision will be recognized in the country of origin of the former spouses, of Moroccan nationality²⁹. If the Family Code of the dissolution of marriage is applied, the Spanish decision will be recognised in Morocco (art. 128 FC)³⁰.

Finally, the recognition method represents a limit to the performance of peremptory norms (that protect fundamental rights), given that social integration is measured by Private International Law in the spatial continuity of an immigrant's family and personal relationships, both in their country of origin and in their country of habitual residence overseas.

27- See below for more detail, in the case of the attribution of the *hadana* on female Moroccan immigrants in Spain.

28- See, *Aranzadi Database*, JUR 2007\19193.

29- See comments made by ESTEBAN DE LA ROSA, Gloria/OUALD ALI. Karima/SAGHIR, Tijaniya. *Revista Española de Derecho internacional*, 2007-I. p. 304-307.

30- Article 128 of the Family Code allows for the accreditation of foreign decisions over the dissolution of marriage, even if the Family Code was not applied, as long as the causes set out in Moroccan law were respected, in accordance with the case law interpretation. See, loukili, mohamed. "El reconocimiento de decisiones en Marruecos en el ámbito del Derecho de familia". In: AAVV. *Inmigración e integración de los inmigrantes desde una perspectiva hispano-francesa en el contexto de las actuales políticas comunitarias sobre inmigración*. Granada: Comares, 2010, p. 285-304. However, article 128 must be considered in relation to articles 430-432 of the CPC, as well as to the Convention between Morocco and Spain of 30th May 1997, on judicial cooperation in civil, trade and administrative matters (*Official Gazette of Spain* no. 151, 25 June 1997). See, OUNNIR, Abdallah. "La reconnaissance et l'exécution des jugements étrangers au Maroc". In: AAVV. *Estudios e Informes sobre la Inmigración extranjera en la provincia de Jaén (2005-2006)*. Observatorio Permanente sobre la Inmigración. Granada: Comares, 2008, p. 451 onwards.

Difficulties in applying the new *Moudawana* in Spain

The application of the FC by Spanish legal operators is not simple, to the extent that it is not only a question of knowing its contents, but also, behind each of its articles and, relating to the institutions contained in the Code, there is a specific understanding of the world and, more specifically, family relations³¹. Furthermore, the provisions present in the FC cannot be read disregarding the fact that Islam is the official State religion in Morocco, recognised as such under the constitution, on the one hand and, on the other, that the Code is the part of positive Moroccan Law most highly influenced by Islamic Law, given that following Independence many of the Codes adopted during foreign domination (French Protectorate) remained valid and have never been substituted or replaced with other texts.

For this reason, the FC is not exempt from religious influence in Morocco, but rather King Mohammed VI has emerged as the sole interpreter of the Code (in his capacity as Commander of the Faithful), despite approval being submitted to Parliament³². And, in so far as the King stands as supreme interpreter of its provisions, the authorities of the court order will have to follow his *ijtihad*.

The provisions of the Code are for personal application, of Moroccans (Muslims), regardless of whether or not they hold another nationality, whilst residing in Morocco but also overseas³³. In the latter case, the extraterritorial application of its provisions means that the family relations of Moroccans are governed by the FC, even when they reside overseas, because all people who are believers or are faithful, are ruled by religious Law regardless of nationality. Nevertheless Moroccans of Jewish faith shall be governed by the provisions of the Hebraic Moroccan Family Law (article 2).

31- The sentence of the Appeal Court of Jaén no. 175/2012, of 18th June (*Aranzadi Database*, JUR 2013\139157), is a good example of the difficulties a correct application of the Moroccan Family Code can present to Spanish authorities. This case dealt with an issue relating to the capacity of a Moroccan woman married to a man of the same nationality to officially bind him to a loan agreement of industrial machinery to be used by a family business, signed by both spouses. The lack of a correct understanding of article 51 of the Family Code prevents an adequate defence of the defendant.

32- Please see, ROUSSILLON, Alain. "Réformer la Moudawana: Statut et condionss de marocaines", *Maghreb-Machrek*, 2004, no. 179. p. 79-99.

33- Along these lines, although article 2 of the FC was not included in the old *Moudawana* its contents cannot be considered new, given that Morocco is a Muslim state and the aim of the FC is to regulate the homogenous relationships between Moroccan Muslims, be they refugees or stateless persons. Please see, FOBLETS, M^e-Claire/CARLIER, Jean-Yves. *Le Code marocain de la famille. Incidentes au regard du droit international privé en Europe*. Bruxelles: Bruylant, 2005, p. 6; QUIÑONES ESCÁMEZ, Ana. "El estatuto personal de los inmigrantes musulmanes en Europa: exclusión, alternancia y coordinación de sistemas". In: *XVII Jornadas de Profesores de Derecho internacional y Relaciones internacionales*. Madrid: BOE, 1999, p. 181-193.

In the specific case of Morocco, regarding the interpretation of Islamic Law, the doctrine which prevails is that of the Maliki School which permeates at all times the sense of its provisions³⁴. From this perspective, it is important to consider that the revelations of the Prophet constituted a major change in the understanding of social relations, which is not, however, considered sufficient in our time for the defence of actual equality for women (equal opportunities) within the family and society.

Marriage: the dowry

The celebration of marriage is a universal right (*ius connubii*)³⁵. As is known, in Spain, the marriage system is unique, consisting of dual forms: civil and religious, and whose effects, regardless of the type of ceremony, will be the civil³⁶. The celebration of a marriage is configured as a solemn act, in which consent has to conform to certain formalities, and at which an authority figure must be present, giving rise to the relationship between the authority and the form (*lex magistratus*)³⁷.

In general, under Muslim Law, a man must hand over a dowry to his wife as a symbol of his desire to enter into marriage with her, as foreseen in the current Moroccan Family Code³⁸. The dowry is fundamentally a requirement for a valid marriage celebration. Furthermore it plays an important role in cases of dissolution or if the husband dies, given that it is a debt to his wife³⁹.

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- 34- Please see, ZEGHAL, Malika. *Islam e islamismo en Marruecos*. Barcelona: Bellaterra, 2006.p. 25-36.
 - 35- In Spain, article 32 of the Constitution protects this right, but at the same time, refers to the law that regulates it and, in turn, the law has left plenty of scope for people to choose the way of celebrating their marriage.
 - 36- See, GAVIDIA SÁNCHEZ, Julio. *Inexistencia, nulidad del matrimonio y sistema matrimonial*. 1º ed. Barcelona: Bosch, 2012.
 - 37- Please refer to, GONZÁLEZ CAMPOS, Julio Diego. “Capítulo VII. Matrimonio”. In: AAVV, *Derecho internacional privado, Parte especial*, 5ª ed. revisada. Madrid: Centro de Estudios Superiores Ramón Carande, 1995, p. 413.
 - 38- Article 13 of the Family Code states that: “*The conditions required to contract marriage are:- The legal capacity of both spouses to marry;- No intention or agreement to cancel the dowry;- A marital tutor (wali), if required;- The hearing and notarized statement by two adouls (public notaries) of the offer and acceptance pronounced by the two spouses;- The absence of any legal impediments*”.
 - 39- That is, it offers economic security to the wife before such situations. The Family Code foresees that: “*The dowry is that which the husband gives to his wife as an expression of his desire to marry her and to build a stable family based on affection and good amicable relations between husband and wife. Its legitimacy is based on its moral and symbolic value rather than its material value*” (article 26). The legislature makes clear that its value is symbolic, not material, so it cannot be regarded as a payment, rather as a notion that is the product of the historical circumstances of a specific time and at the same time, of both economic and social changes experienced by the present Moroccan society. Along with this, the legislature has gone further in stating, in article 27 of the Family Code, that: “*The dowry amount is specified upon the conclusion of the marriage contract, and in the event it is not specified,*

If not delivered in full (if it is a sum of money), at the time of the celebration of marriage, it becomes a debt acquired by the man towards the woman which will eventually be inherited by his heirs. For this reason, the treatment of the dowry in such cases could be considered closer to the field of property law, and not family law, given that it is an actual debt which can be claimed in court.

The lack of correspondence at present of the dowry in Spanish legislation has led the courts, even those inclined to its recognition, to resolve inadequately those cases that have been raised by spouses united by marriage according to their personal law or in a mixed marriage, when one party holds either Moroccan nationality or that of another country where the dowry exists.

From the point of view of marriage in Spain, the requirements present could be considered a limitation inconsistent with the freedom to marry and contrary to the principle of equality and, therefore, a public policy issue. If a female Moroccan immigrant claims before the Spanish authorities the payment of her dowry, it would not make sense - as has happened previously- that her claim be dismissed simply because the dowry constitutes an institution which does not currently exist in Spanish legislation. This response is inconsistent with women's rights, given that she should be protected by a foreign legislation. In any case the relevant public policy must tread carefully⁴⁰.

This is what happened in the famous case resolved by Judgment n ° 5/2004 of the Appeal Court of Castellón (Section 3), January 21st, 2004, where an appeal was made (by a woman) against the verdict offered by the court. The interested parties were married in the Islamic way in the Embassy of the Republic of Iran in Spain. During the celebration the man promised the woman a dowry of 3,000 euros.

Before the court's decision rejecting the claim for the payment of dowry, the appellant (an Iranian) was directed to the Appeal Court, who reiterated the arguments of the court: on the one hand, the marriage was not celebrated validly in Spain, nor was it registered in the Civil Registry. On the other, the dowry is considered an effect of marriage, regulated under article 9, 2º of the Spanish Civil Code (CC from now on) and therefore under

the marriage is deemed one of entrustment". The wife is entitled to the full dowry after the consummation of the marriage or before that time if the husband dies before consummation has taken place (and also in cases of "marital privacy").

- 40- The doctrine has made a series of proposals to determine the legal status of the dowry in Private International Law according to its function in each case: if it regards questions of alimony, the applicable law is the law governing alimony between spouses, if it operates as a pension paid on death of the husband, the applicable law should be the law governing the succession (article 9.8 CC), and, finally, if the existence or non-payment of a dowry affect the validity or nullity of marriage in Spain, it would be inconsistent with public policy. Please see, Diago Diago, M^a Pilar. «La dot islamique à l'épreuve du conflit des civilisations sous l'angle du Droit international privé espagnol», *Annales de Droit de Louvain*, 2001, n° 4. p. 407.

Spanish law, which does not recognise the dowry at present. And finally, proof of the Law of the Republic of Iran (a requirement of the Spanish Supreme Court) was not provided.

In any case, a claim petition for payment of the dowry would not be covered by article 9.2° of the Civil Code, as, according to the Moroccan Family Court, it shall not be considered an effect of marriage, but is rather a requirement for the valid celebration of the marriage, without which a marriage is invalid. On the other hand, if the dowry is considered through the application of article 9.3 of the Civil Code, that is as an aspect included in the property regime of the marriage, it would not correspond to its meaning in the Moroccan Law which states that its value is symbolic, and not economic or material.

For this reason it can be said that Private International Law does not yet hold the necessary instruments to respond to questions raised by the dowry, as regulated in the Family Code. From the perspective of the Spanish system of Private International Law the dowry should be considered a condition for the valid celebration of marriage, when celebrated on Spanish soil, in a legally recognized religious form, and, in particular, under Islamic faith⁴¹. And in cases where a delegated marriage has been celebrated (as stipulated in the Moroccan Family Code), and the woman claims her dowry before the Spanish authorities, a possible classification of the case under the system of Private International Law is that of debt (financial).

Dissolution of marriage. Is this regulation incompatible with public policy?

The regulation of the dissolution of marriage, according to the Family Court, maintains –largely - the religious comprehension of family and social life. This is the main reason why such changes have not had a decisive impact on the understanding of the function of the dissolution of marriage in Moroccan law. *Talaq* consists of a unilateral dissolution presented by one of the spouses, usually the husband, given that if the request is presented by the woman she must first seek her husband's consent (arts. 78, 79 and 89 CF)⁴², either because this right was handed over at the moment of celebration of the marriage (*ta'lik*), in exchange for compensation (*julc*) or for the remainder of the dowry if it has not been paid in full⁴³. Court authorization is required in any case⁴⁴.

41- Please refer specifically to, GARCÍA RODRÍGUEZ, Isabel. *La celebración del matrimonio religioso no católico*. Madrid: Tecnos, 1999.

42- For a detailed analysis please see, OUALD ALI, Karima. "La regulación del matrimonio en el Derecho marroquí". En: GAVIDIA SÁNCHEZ, J (ed.). *Inmigración, familia y Derecho*. Madrid: Marcial Pons, 2011. p 289-314.

43- Article 115 refers specifically to mutual consent (*julc*), considered a form of divorce (article 72 CF). As declared by the Moroccan High Court, in Sentence of 13th January 1998, this mode of dissolution is invalid if the woman is not present. In the stated case, the woman did not attend the act of *julc*.

44- Article 79 of the Family Code states that: "Whoever wishes to repudiate must petition the court for authorization to certify the repudiation by two adouls (public notaries) accredited for this purpose in

The court will also determine an amount to be paid in compensation to the woman (*mutca*) for damages caused by the dissolution of the marriage, assessed based on the length of the marriage, and the degree to which the husband has abused this right, etc. (art. 84 CF)⁴⁵.

The wife may petition for divorce *ta'liq* if one of the causes stipulated in article 98 of the Family Court occurs. These are: Non respect by the husband of one of the conditions in the marriage contract; harm; non-maintenance; absence; latent defect (*ayb*) or abstinence and abandonment⁴⁶. Alongside these, the Family Court offers two new forms of dissolution of a marriage: by mutual consent (*al-talaq b-l-ittifaq*) as in article 114 of the Family Court, and for irreconcilable differences (*ta'liq li a-siqaq*), under article 94. Both the woman and the man can ask for these two forms of divorce before a judge.

The question arises whether the fact that the Family Court regulates the forms of dissolution of marriage which a man or a woman can apply for differently is, in itself, incompatible with Spanish (international) public policy. Firstly it is necessary to delimit the essential content of fundamental law, as it is not possible to apply or take into account foreign law, because these aspects are regulated by rules of necessary application⁴⁷. And consequently an assessment must be made of the point at which it is feasible to stop considering the essential content of fundamental law in order to give way to cultural

the judicial district of the conjugal domicile, the wife's domicile or place of residence, or the place where the marriage contract was issued, in that order".

- 45- The Sentence of the Appeal Court of Barcelona 582/2010, 14th October, on the dissolution of a marriage between two Moroccans, considers the *mut'a* to be equivalent to the compensatory pension in Spain. On the other hand, the doctrine of the Constitutional Court is applicable, as in the well-known Sentence 10/2000 of 17th January, under which the court has to use all means at its disposal to bring the foreign law into the proceedings, when the actor has brought a minimum indication of proof of its content.
- 46- Divorce can also be declared through the courts on petition of the husband if there is reasonable doubt surrounding paternity of his son (article 159 FC). In these cases an imprecation of adultery takes place, during which the husband must swear five times, saying 'I testify by Allah that I am truthful in charging her with adultery or that this foetus is not mine' four times and on the fifth 'And may the curse of Allah be upon me if I am lying.' If the woman denies the accusation, she must swear four times "I testify by Allah that he is lying about what he has charged me with." And the fifth time say "And may the wrath of Allah be upon me if he is telling the truth." The judge will honour the divorce as the oaths prove that trust has been lost between the spouses. Please see, SCHACHT, Joseph. *Introduction au Droit musulman. Islam d'hier et d'aujourd'hui*. Paris: Maisonneuve and Larose, 1983. p. 140.
- 47- For this reason the doctrine is critical of the use of the public policy of proximity, justified in the limitation of reactions available to public policy (against a foreign law), demanding a minimum link in the relationship with the forum. Please see, salamé, Georgette. *Le devenir de la famille en Droit international privé*. Aix-Marseille: PUAM, 2006. p. 464-470.

diversity (legal), insofar as the norms of conflict require the application of a foreign law⁴⁸.

At present a new interpretation of public policy is called for, whose objective is to verify to what point fundamental law can be interpreted in accordance with the value of cultural diversity⁴⁹. For this reason, the application of Moroccan Law cannot be omitted on the grounds that it is incompatible with Spanish public policy, as, if the essential content of the rights to equality are interpreted, and according to the (cultural) guidelines laid out in Islamic Law, it may be understood that the differences have been upheld (ounnir), and are present in the way dissolution of marriage is conceived⁵⁰.

So, public policy must act in a way which is not only attenuated but also limited, that is to say more as a clause than as an exception – as stated above⁵¹. The difference lies in the fact that a clause can be clarified, whilst the action of the exception takes place before circumstances which are assessed as public policy issues⁵². In any case, it is important to consider the notion of social integration as seen from the perspective of Private

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- 48- Please see in relation to this question, gannagé, Léna. “Le relativisme de droits de l’homme dans l’espace méditerranéen. Regards du proche-Orient sur la reconnaissance en France des répudiations de droit musulman”, *Revue International de Droit Comparé*, 2006, no. 58. p. 101-1116.
- 49- This new interpretation would require consideration of public policy as being integrated by its more specific contents linked to comparative law rather than the more general human rights. Please see, salamé, Georgette. *Le devenir de la famille...*, op. cit. p. 457-460.
- 50- For the position of Islamic Law in relation to human rights, please refer to reuzer, Karl. “International Instruments on Human Rights and Shariah Law”. *Vers de nouveaux équilibres entre ordres juridiques. Mélanges en l’honneur de Hélène Gaudemet-Tallon*. Paris: Dalloz, 2008. p. 343-346.
- 51- For the use of public policy as exception see, among others, mosconi, Francesco. “Exception...”, loc. cit., p. 26-35. On the other hand, as stated by Alegria borrás rodríguez, it is necessary to increase the adaptability of the action of the rules of application (of the rule of conflict) and, specifically, of the public policy, as this can no longer be interpreted in the sense that a foreign law must cease to be applied for the mere fact that it contradicts the basic principles of the forum legislation, given that this solution may be unjust from a material point of view in the current context of the formation of immigrant and multicultural societies. See, “Europa multicultural. El caso de España”. In: borrás, A./mernissi, S. (eds.). *El islam jurídico y Europa. Derecho, religión y política*. Barcelona: Institut Català de la Mediterrània, 1998, p. 159].
- 52- Please see along these lines, hammje, Petra. “Droits fondamentaux et ordre public”, *Revue Critique de Droit international privé*, 1997. p. 12-15. As stated in the doctrine, according to the Savignian concept of public policy, this was the expedient necessary to impede in the forum the application of foreign laws not pertaining to occidental civilisations and, especially, in the historical context examined by this author, in the Ottoman Empire. For this reason, the conflict between civilisations was latent in such a proposal and, from there, the function of public policy as an exception stems. See, feldstein de cárdenas, Sara Lidia. “El orden público internacional: una mirada desde el Derecho internacional privado contemporáneo”. En: calvo caravaca, A.L./Blanco-morales limones, P. (dirs.). *Globalización y Derecho*. Madrid: Colex, 2003, p. 266.

International Law, which requires that the connection which is established in the forum be recognised under the legislation of origin (recognition method).

The use of public policy as a safeguard clause allows consultation of the foreign Law and its application when this is not incompatible with the essential content of the fundamental law of the forum, as happens in this case, given that the current regulation foreseen in the FC relating to the dissolution of marriage is not incompatible with the right to equality⁵³. The fact that new ways of dissolution of a marriage have been introduced, allowing both parties to terminate their relationship through the same procedure and alleging the existence of disagreements must also be taken into account (article 97 FC).

Thus public policy becomes a safeguard clause, that is, a limit on the possibility of the forum accepting the cultural peculiarities or specifications of the foreign law, as this is not permitted by the sense in which this fundamental law is regulated, not only in the forum's legislation but also in the international community⁵⁴. Finally, and in any case, even when the foreign law is not to be applied, its specifications can be considered in order to, for example, promote recognition of the decision in the country of origin of the immigrant⁵⁵.

In this way intercultural communication between the legislations of the country of origin and of residence of the immigrant is favoured. Thus public policy acts more as a safeguard clause whose action is limited than as an exception and, in any case, it is subject to the "recognition method", as it is also important to verify – in order to make such a comparison -, whether the connection established in the forum will be recognised in the immigrant's home country⁵⁶.

53- The doctrine refers in this sense to public policy as a preoccupation of material law. Please see, gaudemet-tallon, Hélène. "Cours général. Le pluralisme en droit international privé: richesses et faiblesses (le funambule et l'arc-en-ciel)", *Recueil des Cours*, 2005, vol. 312. p. 275.

54- For the action of public policy as clause see, vischer, frank. "Der Wandel im Familienrecht und das internationale Privatrecht". En: AAVV. *Familienrecht im Wandel. Festschrift für Hans Hinderling*. Basel and Stuttgart: Helbing and Lichtenhahn Verlag, 1976, p. 320. The critique made of the ethnocentric character of human rights must also be considered. Specifically, de lucas martin, Javier: *El desafío de las fronteras. Derechos humanos y xenofobia frente a una sociedad plural*, Temas de hoy, Madrid, 1994.

55- That is, even when the public order clause has impeded the application of the foreign Law, there remains scope for the consideration of its specialities as a way to take responsibility for the free development of the personality and to promote the recognition of decisions in the home country of the person who migrates. Please see, esteban de la rosa, Gloria. *Inmigración y Derecho internacional privado*. Madrid: Difusión Jurídica, 2009.

56- Please also see the proposal of the action of public policy offered by, salamé, georgetta. *Le devenir...*, *op. cit.* p. 460. The author states that a closed conception of public policy (ethnocentric) based on fundamental laws considered in their strictest form leads to a diminishing situation in Private International Law and compartmentalises the judicial systems.

The Appeal Court ruling of Murcia, number 166/2003 (section 1), 12th May, acts as an example of the action of public policy as an exception, where even the judicial authority went to the trouble of finding out the content of a foreign law (in this case the Moroccan law relating to the causes for the dissolution of marriage), to prove that the public policy had acted in haste⁵⁷. However this procedure is justified only when public policy is seen as an exception which, insofar as the authority appreciates the incompatibility with the higher principles or values of the forum's legislation, cannot stop the exception being used to discard the application of a foreign law.

Nevertheless, public policy as a clause allows the content of a foreign law to enter, a comparison to be established with the regulation given by the forum's legislation, and an assessment made of its possible incompatibility with the higher principles or values⁵⁸. To do this, the content of the foreign law must be consulted, compared with the considered fundamental law, and if it is not compatible with the superior values of Spanish law, it may not be applied⁵⁹.

Legal separation of Moroccan women in Spain

Other cases of special interest are those presented at a specific time period in Spain, where female Moroccan immigrants filed for divorce from their husbands, of the same nationality. These requests led to a series of differing responses, cumulating in the reform of article 107 of the CC, and the birth of Organic Law 11/2003 of 29th September⁶⁰. This

57- Notice of Appeal no. 66/2003 (*Aranzadi Database*, AC 2003\1676).

58- The doctrine mentions, along these lines, a specific public policy dedicated to the defence of fundamental laws. Please see, hammje, petra. "Droits fondamentaux...", *loc. cit.* p. 19-35.

59- The terms of this comparison are: the essential content of the fundamental law, which expresses the higher values of the forum's legislation, on one side, and on the other, the effect produced by the specific application of the foreign law in the forum. Please see. mosconi, franco. "Exception...", *loc. cit.*, p. 107. Now to another sector of the doctrine, public order does not act against the foreign law as a set of rules, but against a part of it, made up of concrete and specific rules that conflict with the principles or values of the forum. Please see, aguilar benítez de lugo, Mariano. "Los problemas de aplicación de la norma de conflicto: una concepción internacionalista y funcional". En: AAVV. *Pacis Artes. Obra homenaje al Profesor Julio D. González Campos*, Tomo II. Madrid: EUROLEX, 2005. p. 1133.

60- *Official Gazette of Spain* nº 234, 30th September. Please see the Sentence of the Court of Appeal of Barcelona no. 718/2005 (Section 12), of 17th November, which revoked the decision of the Judicial Officer of first instance who had failed to apply the common national law of the spouses (the Moroccan), for failure to bring it to the procedure, even though the plaintiff had referred to such legislation at the hearing that took place before the judicial authority (Notice of appeal no. 556/2005, *Aranzadi Database* 2006\66471). It is also worth noting the decision of the Court of Appeal of Barcelona no. 303/2006 (Section 12), of 3rd May, which dismisses the notice of appeal presented by the defendant against the judgment of the Court of First Instance on the separation and alimony owed by the defendant, a Moroccan national, his wife and children, of the same nationality (Notice of appeal no.

modification was related to the situations of helplessness in which Moroccan women, victims of abuse, found themselves when, in order to maintain the order of protection, they were obliged to file a civil action in the home within 30 days, according to article 544 of the Criminal Procedures Act (after modification by Law 27/2003, 31st July)⁶¹.

At that time, the fact that the possibility of filing for divorce without prior judicial separation was not referred to in Spanish law thwarted these claims, causing a patently unfair result for Moroccan women. The dissolution of marriage was governed by article 107 of the CC, according to which Moroccan law would be enforced, as both interested parties held that nationality.

Nowadays, these situations do not occur, because divorce has become independent of legal separation under present Spanish legislation, so the Moroccan immigrant woman can divorce in accordance with the indications of the Spanish law, as provided in the current Regulation 1259/2010, of the Council of 20th December 2010, for which enhanced cooperation in the field of the law applicable to divorce and legal separation is established (article 5). This regulation became effective on 21st June 2012⁶².

Revocable and irrevocable characteristics of the dissolution of marriage

Another question which has caused suspicion to the Spanish authorities relates to the revocable nature of certain methods of marriage dissolution expressed in the FC. Specifically, there are both revocable and irrevocable methods of dissolution, but the revocable methods stated in the Code also become irrevocable over time. As a general rule, any divorce granted by the court is irrevocable, with the exception of cases of divorce on the grounds of abandonment and non-maintenance (article 122 FC).

Contrarily, any divorce pronounced by the husband (*talaq*) is revocable, with the exception of: a third repudiation (presented by the husband), divorce before the marriage is consummated, divorce petitioned by both spouses (*ta'lik* and *julc*) and divorce by mutual consent (article 123 CF)⁶³. If the husband wants to take back his wife after a

1016/2005, *Aranzadi Database* 2006\261212). The provisions of the new FC are applied to determine the maintenance obligation. And finally the decision of the Court of Appeal of Barcelona (Section 18), of 30th September 2003 (Notice of appeal no. 879/2002, *Aranzadi Database* 2003\1881), that, although prior in time to the entry into force of the Family Code is of great interest because the judicial authority stresses the foreign (Moroccan) law be applied automatically.

61- *Official Gazette of Spain* no. 183, 1st August 2003. See especially, ADAM MUÑOZ, M^a Dolores. “La modificación del artículo 107 del Código civil y su incidencia en cuanto a la protección del derecho a la no discriminación por razón de sexo”. *Ámbitos. Revista de Estudios de Ciencias Sociales y Humanidades*, 2004, 2^a época, no. 11.p. 79-92.

62- *Official Journal of the European Union*, Series L, no. 343, 29th December 2010.

63- There are doubts surrounding the possibility to revoke this method of dissolution of a marriage as foreseen in article 114 of the Family Code, as it is not strictly a form of *talaq*, referred to in article 123.

revocable divorce, two adouls (public notaries) shall certify this and immediately inform the judge, and the wife's consent is also necessary (article 124 CF) 64. The length of time for which the dissolution of the marriage is revocable corresponds to the *cidda* (legal period of continence), which is three menstrual months65.

When recognition by the Spanish authorities was called for of a Moroccan decision on the revocable dissolution of marriage, the General Directorate for Registries and Public Notaries considered that there is no uncertainty about the circumstances of the marital status of the person and therefore it is incompatible with public policy. Of particular relevance is the Resolution of 26th October 2006, which denied the registration of a marriage, given that there was no record that previous matrimonial ties had been broken, which goes against public policy66.

The case referred to a marriage registration dossier in which an appeal was brought against a decision issued by the Clerk in charge of the central Registry Office, rejecting the registration of a marriage celebrated in Morocco on 10th September, 2000. The husband was born in Morocco in 1972 and held Spanish nationality, and his wife was born in Morocco in 1972, of Moroccan nationality. The husband was obliged to present the original marriage certificate and the marriage license, which states that he was divorced as of 7th October 1999, a divorce of revocable nature.

On 17th January 2005, the Clerk of the Registry Office passed sentence denying registration of the marriage, as previous matrimonial ties still existed. The divorce was not considered to be an authentic dissolution of marriage as its revocable nature meant that the ties had not been definitively broken. For its part, the General Directorate for Registries and Public Notaries considers the "application" of Moroccan law is incompatible with the public policy of the forum, because it does not provide assurance of the marital status of a person67.

64- Article 124 of the Family Code states that: *"The husband may take his wife back during the legal waiting period (iddat). If the husband wants to take back his wife after a revocable divorce, two adouls (public notaries) shall certify this and immediately inform the judge. Before validating the "resumption document," the judge must summon the wife to inform her of this. If she does not comply with this request and refuses to return, she may resort to the irreconcilable differences procedure in preceding Article 94"*.

65- However there are a number of exceptions, taking into account whether the woman is pregnant at the time of declaring repudiation or divorce, or whether the woman has regular or irregular menstrual cycles, or is in menopause. The objective of the long-winded regulation of these cases (article 136 FC) is to avoid any confusion in the affiliation, as Allah revealed to the Prophet.

66- *Official Gazette of Spain*, 13th December 2006.

67- Specifically, the General Directorate for Registries and Public Notaries considers that although the Moroccan legislation accepts the second marriage as valid, the foreign law on personal status cannot be applied as: *"... the foreign law, applicable as a rule according to our norms of conflict, must be excluded in this case by virtue of its conflict with international public policy (article 12.3 CC), which*

However, in this case public policy should not prevent the Moroccan decision of dissolution being recognised and, thus, registration of the new marriage should take place, paying attention to the regulation in the legislation of the revocable nature of the termination of matrimonial ties (see above). The position of the DGRN cannot be accepted for various reasons: firstly, for the fact that it contemplates recognition of a Moroccan decision on the dissolution of marriage and, more specifically, the issue of the termination of the personal bond of marriage.

It is not a question of recognising the possibility of a person, having terminated his marriage, resuming co-habitation with his first spouse, if he so desires, as they are, to all intents and purposes, still married. In this case, if both parties wished to resume said co-habitation, it would be necessary to celebrate a new marriage. Therefore, the issue presented before the General Directorate is not related to the application of Moroccan Law, rather to whether or not decisions made in Morocco on the dissolution of marriage are allowed to take effect before the forum.

Even if this issue had been raised from the perspective of the application of Moroccan law by the Spanish authority, it cannot be considered to be inconsistent with public policy, as the fact that the foreign law governs the termination of the personal bond of marriage can be accepted, without taking into consideration its revocable nature. That is, if reconciliation occurs, a couple will be required to remarry.

Consider, on the other hand, the similarities between the revocable nature of the dissolution of marriage and the status of legal separation. These similarities mean that the Family Code cannot be considered incompatible with the international public policy of the forum. In short, if the public policy mentioned acts as a clause, the foreign law may be consulted, in the first instance. Secondly, it allows for a comparison with the regulation offered by Spanish legislation and, finally, there is room to assess its possible compatibility with the superior values of the forum.

Attributing *hadana* to female Moroccan immigrants

The search for an expression in Spanish which grasps the meaning of the notion of *hadana* is fruitless given that custody (care) as conceived by Spanish law has no

does not allow registration of a possibly polygamous marriage as this infringes on the Spanish concept of marriage and the constitutional dignity of the woman, ... in the same way that it is forbidden during registration in the Spanish registry office to record the fact that one of the spouses was already married at the time the marriage was celebrated, neither can the fact that the divorce from a previous marriage is of revocable nature be recorded, as dissolution of the marriage by divorce may only take place by means of judgement declaring the divorce, effective once the judgement becomes final (article 89 CC). ... the marital status of both parties in this moment is a requisite in the registration of the marriage.

similarities in Moroccan law. The main differences lie in the comprehension of parent-child relationships, given that according to Moroccan law it is the father who is sole holder of paternal rights (understood as paternal authority).

While the use of the expression “tutelage” is common, it does not allow for the understanding that there is actually a link with “*patria potestad*” (parental rights) conceived in Roman law as: exclusive and sovereign power of the *pater familias* over his offspring (RODRÍGUEZ ENNES). The term “*wilaya*” means “power”.⁶⁸ In fact during the pre-Islamic period, paternal authority – as in Roman law – gave the father *ius vitae nescisque*, or the power to make decisions about the lives of his son or daughter. However, Muhammad tried to introduce in this relationship the notion of protection, that is, tried to transform the power of control to a protective power of the daughter and son, an idea that customs have been slowly changing.

Both family systems (Roman and Arabic) respond to a symmetrized family model of patrilineal character, in other words they define symmetric roles for the brothers which imply an equitable distribution of property from which the sisters are often excluded (TODD). The power of control and protection (*wilaya*), over both the person and the property of the son and the daughter is related to succession and the rights to inheritance.

In this context the use of the expression “tutelage” to refer to the relationship established between the father and the son or daughter due to the fact of (legitimate) parentage is misleading. It must be said, therefore, that in current Moroccan family law there is no concept similar to that (known in Spain) as parental rights, which presupposes, in any event, equality between men and women in relation to their duties and rights towards their children.

According to Moroccan legislation, only the father holds parental rights over his son or daughter, and the mother holds the right to bring up the child (*hadana*), that is personal and material care (except alimentation) until the child comes of age. *Hadana* consists of the care and attention given by one person (usually the mother) to another and, more specifically, can be defined as the right/duty to bring up the child. *Hadana* is a right held by certain persons, according to an order of preferences established by the Family Code. The Maliki School clearly states that *hadana* is the right of certain persons, although its practice must respond to the interests of the child.

An innovation in the new Family Code over the old is that now the interests of the child are specifically mentioned. *Hadana* is attributed, or specifically established (art.

68- See, ESTEBAN DE LA ROSA, Gloria/OUALD ALI, Karima/SAGHIR, Tijaniya. “Capítulo XI. El derecho de *hadana* de la mujer marroquí con respecto a sus hijas e hijos en relación con el Derecho español”. In: Rueda Valdivia, R./Ruiz Sutil, M^a C. (coords.). *La mujer marroquí inmigrante en España*. Sevilla: Instituto Andaluz de la Mujer, 2008, p. 269-302.

179), whilst tutelage (*wilaya*) corresponds, by law, to the father of the child (art. 236). The court may resort to the assistance of a social worker to prepare a report on the home of the person who holds *hadana* and the extent to which it meets the material and moral needs of the child (art. 172 CF).

Hadana shall be awarded first to the mother, then to the father (art. 171 CF). However the mother may lose *hadana* in preference to the father if she is not Muslim or if she resides outside of Morocco, even when the marital home is in Spain, for example, and the father manages to prove before a Moroccan judge that the marital home is in Morocco. This comes about because the notion of marital home does not have the same meaning in Moroccan law as in Spanish law.

According to Moroccan law, it is up to the husband alone to decide where this home is to be found (*bai't azzaoujia*). Should changes occur in the status of the person who holds *hadana* that are likely to cause harm to the child, child custody shall be withdrawn and awarded to the next eligible person. The conditions which, according to article 173 of the Family Code, the person who holds *hadana* must meet are: the age of legal majority (if it corresponds to persons other than the parents); Moral rectitude and trustworthiness; The ability to raise the child, protect his or her health and ensure his or her moral and religious upbringing and schooling; and that women petitioners for custody may not marry except in the cases provided for in Articles 174 and 175. In general, *hadana* will be lost if the person does not meet any of the conditions.

In principle, the effects involved in the dissolution of marriage in Spain of the female Moroccan immigrant regarding her children are determined in accordance with Spanish law, that is, the judicial decision pronounced by the separation or divorce (or marriage annulment) determines the custody of children, visitation rights, if any, and the provision of alimentation which correspond to the minor or person who has come of age, and alimony, if applicable (see, among others, the Sentence of the Court of Appeal of Barcelona 582/2010, 14th October).

This means that the points on which the Spanish judicial authority has to rule are those provided by Spanish law without a foreign legislation being able to specify or clarify anything. This differs from the question of the legal status of aspects relating to the dissolution of marriage, since the Spanish system of Private International Law has conflicting rules which allow for a specific response to such questions⁶⁹.

These matters do not come under article 9.2 of the Spanish civil code either, as there is no specific reference to any of the effects of the dissolution of marriage, but only to the

69- Application of art. 107 of the Civil Code cannot be justified in determining the custody and visiting rights over common children, as seen in case law (see Sentence of the Court of Appeal of Málaga, no. 48/2005 -Section 7^a, 13th May).

(personal and patrimonial) effects mentioned for the duration of the marriage and to the liquidation of the marital property system. However, case law does not always recognise the differences between the two questions (Sentence of the Appeal Court of La Rioja – Section 1-, no. 211/2005, 21st July).

The decision of the Provincial Court of Barcelona (Section 12), 17th November 2005, is a clear example of issues raised in a private international situation when one of the spouses, especially the wife, holds Moroccan citizenship in order to determine custody and visitation rights when a couple is in crisis or when there is a situation of gender violence.

This court considers that one of the causes for divorce given in art. 98 of the FC has been breached here, specifically *“ignominious behaviour by the husband (...), as deduced from the initiation of a criminal case against the husband, for allegedly committing an offense of injury caused to his wife (...) having received a guilty verdict”*⁷⁰. The statements relating to the attribution to the mother of custody and guardianship of the minor daughter and of visitation rights to the father are also confirmed. However, the fact that the mother moved from Barcelona to Pamplona means that the Court considers that the father must visit his daughter at a Meeting Point situated in Pamplona.

Although this decision was taken before the Hague Convention of 19th October 1996 came into force, regarding competence, the applicable law, recognition and cooperation in parental responsibilities, and methods of protection of a child, the consequences are the same, given that the text allows for the competent authority to apply their own legislation (art. 15)⁷¹. That is to say, attribution of custody and visitation rights of children is determined under Spanish law. However there is the possibility to apply or consider (in exceptional cases) the law of another State where a strong link exists (art. 15, 2nd).

In any case, Spanish decisions giving the (Moroccan) father visitation rights in the new place of habitual residence of the children, after the dissolution of a marriage, would not be recognised in Morocco. Taking into account the role that men and women play within the family, marriage and relations with children according to the Moroccan system, only the father can be attributed the right to visit the children, but, as this is the person

70- It is worth noting that both the Family Code (art. 98, 2º) and the previous *Mudawwana* recognise harm to the woman as grounds for dissolution of marriage. Harm can be any action which does not allow for completion of the marriage contract or any action by the husband which goes against good manners and which cause the wife material and/or moral damage which makes conjugal life impossible. The facts must be proven before judicial authorities, who will declare dissolution of marriage together with compensation given to the wife (as provided for under Islamic law, conforming to the Malikita School). If the wife cannot prove the facts and still goes ahead with the divorce, she can appeal on the grounds of dissent (*“al chiqaq”*).

71- *Official Gazette of Spain* no. 291 of 2nd December 2010.

who holds parental authority, that right cannot be limited or impeded, except in cases of deprivation of parental rights (*wilaya*).

This Regulation may be considered incompatible with Spanish public order, given that parental authority over a child is not given to the mother for the simple fact that she is a woman (see below.) In such cases, Moroccan law ceases to be applied to regulate the personal effects of the dissolution of marriage relating to children, and in its absence Spanish law is to be applied, with the consequent limitations when recognition of the decision is requested in Morocco.

For all of these reasons, it would be possible to take into account the Moroccan law (as this is the nationality of most of the family members), and attribute visitation rights according to Moroccan legislation and, even, *hadana*⁷². As seen above, article 171 of the Family Code states that *hadana* shall be awarded first to the mother, then to the father, then to the maternal grandmother of the child. If this is not possible, the court shall decide to award custody to the most qualified of the child's relatives in light of what would serve the interests of the child. *Hadana* is, therefore, a right attributed to the Moroccan woman (mother) by law from the moment a child is born, without necessity of any declarative or constitutive act.

While it is necessary that the person holding the right meets a series of conditions, these conditions are considered to have been met except when a specific case is brought before the courts to deprive the mother of her right. Thus the mother does not have parental rights over the child, just guardianship, and it is the father who is the child's tutor and legal representative until the child comes of age (at 18 according to the new Code). Therefore the father can prohibit the mother moving the child from their habitual place of residence (the residence of the child), if such a move would mean that the father loses the ability to control and supervise, as stipulated in the *wilaya*.

Regarding the allocation of the right to *hadana*, neither the man nor the woman is obliged to follow the Islamic religion according to the Maliki School, but there is a strict obligation on the part of the man (if he is awarded the right) to be assisted by a woman in the care of the child, in those tasks where he lacks experience, or for which he has no patience, especially if the child is very young. The situation stated above could only come about in cases, where custody corresponds to a man who is not the mother's husband, as Moroccan women can only marry Muslim men.

Finally, child visitation comes under article 180 onwards of the Family Code, mainly through the ratification by the judge of the agreement reached by the child's parents. As seen, the FC foresees that the parents will be able to reach an agreement over visitation rights, likewise it is to be believed that they will agree on the right to *hadana* in those

72- See, ESTEBAN DE LA ROSA, Gloria. *Inmigración...*, *op. cit.* p. 340-345.

cases where the person who is first called upon to exercise this right (the mother) hands it over to the people recognised under the legislation as having access to this right, as could be the case of the father.

As seen above, if the regulation in question is believed to go against public order, the authorities will cease to apply Moroccan legislation in favour of Spanish law, with the disadvantages this will pose when approval of the Spanish decision is requested in Morocco. In these cases it is possible to apply the “recognition method”, consisting in the consideration of both situations, relating to the fairness of the case: constitution, in the Forum, of the elimination of difficulties concerning the recognition and enforcement of foreign judgements or the application of foreign law, with the aim of recognising the decision in the female Moroccan immigrant’s country of origin.

The Spanish legal practitioner can consider the Family Code when assigning *hadana* in Spain, given that otherwise the decision would not be recognised in Morocco. The institution of “*patria potestad*” (parental rights) does not exist in Morocco and is therefore not recognised under Moroccan law. However, the regulation contained in the Family Code could be considered to go against the fundamental right of equality between a man and a woman within the family insofar as *wilaya* (specifically, legal representation over children) belongs to the father (and not the mother, except in exceptional cases), as are the rights to decide on habitual place of residence and the obligation to alimony.

The idea of protection, according to *wilaya* and *hadana*, is different than that considered under Spanish law. These cultural particularities must be taken into account when trying to establish a relationship of family law in the Forum, especially when trying to foster Spanish-Moroccan relationships. If the recognition method is applied to the attribution of custody and visitation rights of Moroccans who apply for the dissolution of their marriage in Spain, the unfair outcome which impedes spatial continuity of the individual’s lives in their countries of origin could be avoided.

In this way the continuity of life of the people who migrate will not be broken, so that the *hadana* of the female Moroccan immigrant could be recognised when she travels to Morocco with her children. Finally, and in any case, article 154 of the Spanish Civil Code is to be applied as an imperative material norm and, as such, parental rights are to be shared between both parents (in Spain) unless there is cause to revoke it, which must be decided by the courts.

Conclusions

The Spanish system of Private International Law is to serve as a "communication channel" between legislations which are beginning to coincide due to the new private international situations taking place in Spain, as a new foreign population begins to settle, in particular when it comes to female Moroccan immigrants. In these cases Moroccan

family law may be applied or considered by the Spanish authorities, favouring thus the recognition of decisions taken in Morocco.

Finally, as part of the gradual formation of multicultural societies, the understanding of the role of public policy is changing, to the extent that it acts once the content of the foreign law is apparent (an action in advance of public policy cannot be considered), dismissing application of the law if it is contrary to the higher values of the forum, and provided that it cannot be interpreted taking into account the foreign cultural specificity (legal).

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IS FREEDOM OF RELIGION POSSIBLE IN CANADA?

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Abstract

Many laws, constitutions, and international treaties today grant legally enforceable rights to those whose religious freedom is infringed. The impossibility of religious freedom is not obvious, nor is the advocacy of such a position popular. However, this article is about the impossibility of religious freedom in Canada. It takes as its point of departure the provocation and compelling argument made by Winnifred Sullivan in her book, *The Impossibility of Religious Freedom* (2005), which religious freedom as a legal promise is untenable; and will argue against Lori G. Beaman, who believes this thesis may be plausible and convincing in the context of United State; but is less applicable in Canada. In order to demonstrate my argument, I will address and analyze some cases which deal with religious discrimination issue in Canada. The ‘reasonable limits’ of the charter of rights and freedom will also be discussed. Furthermore, I will critique the ways in which the government is trying to stop these discriminations.

Keywords

Religious freedom; definition of religion; Charter of Rights and Freedom; multiculturalism

Religious discrimination is a phenomenon that has existed for millennia but has recently been receiving increasing attention. It is one of the many inequalities that are plaguing western societies. This article takes as its point of departure the provocation and compelling argument made by Winnifred Sullivan in her book, *The Impossibility of Religious Freedom* (2005), which religious freedom as a legal promise is untenable; and she argues that with the view of United State. She essentially argues that because all free exercise lawsuits basically ask the courts to define what expressions of religion deserve legal protection, religion is still defined by the government and is therefore not fully free, nor can it be [8].

In 2012, Lori G. Beaman published his article, *Is Religious Freedom Impossible in Canada?*, arguing against Sullivan’s claim. He argues that while plausible and convincing in the context of United State, Sullivan’s thesis may be less applicable in Canada for three key reasons. First, the embeddedness of Roman Catholicism in Canadian social structure has resulted in a textured and nuanced understanding of religion, or, at the very least, a recognition that religion is in some measure a multifaceted notion. Secondly, the recognition of group rights, however defined, means that there is a space created for alternative religious discourses, in part because of the constitutional recognition of multiculturalism. Thirdly, the recent turn by the Supreme Court of Canada to an

understanding of the subjectivity of religious freedom strengthens the idea that religion must be conceptualized in relation to the ways in which individuals understand and practice it in their day to day lives [1].

In this paper I argue that religious discrimination might be guaranteed in the Constitution; but in Canada is, in fact impossible. Claiming to have freedom of religion by state is simply lying to the citizens. A state would always have a limitation to deal with issues, in Canada this limitation is defined in section one of the *Canadian Charter of Rights and Freedom*; and the framework may sometimes be contrary to freedom of religion of the citizens. However, my point is that state should not claim to promote freedom of religion when in real world it is unable to accomplish that. In order to demonstrate this argument, this paper assess different cases which deal with religious discrimination issues in Canada ; at the end it will also critique the way that Canadian government is trying to stop these discrimination by opening *Canadian's Office of Religious Freedom*. Ultimately, it will be concluded that it is not possible to have freedom of religion in Canada, and hence, neither should it be claimed by the government. For the purposes of this study, we will define religious discrimination as restrictions placed on the religious practices or organizations of a religious minority in a state that are not placed on those of the majority religion.

R. v. N.S. is one of the very recent cases that took place on December 2011 in Supreme Court of Canada. The facts may be briefly stated. M---d S. and M---l S. stand charged with having sexually assaulted N.S. The accused are N.S.'s cousin and uncle, respectively. The prosecution called N.S. as a witness at the preliminary inquiry. N.S., who is a Muslim, wished to testify wearing her Niqab. M---d S. and his co-accused, M---l S., sought an order requiring N.S. to remove her Niqab when testifying. The preliminary inquiry judge held a voir dire, during which N.S. wore her Niqab. N.S. testified that her religious belief required her to wear a Niqab in public where men (other than certain close family members) might see her. She admitted that she had removed her Niqab for the photo on her driver's licence, which was taken by a female photographer, and that, if required, she would remove it for a security check at a border crossing. The judge concluded that N.S.'s religious belief was "not that strong" and ordered her to remove her Niqab. N.S. objected. The preliminary inquiry was adjourned. N.S. applied to the Superior Court of Justice to quash the order of the preliminary inquiry judge and to permit her to testify wearing the Niqab [7].

At the Superior Court of Justice, Marrocco J. quashed the order that N.S. testify without her Niqab ((2009), 95 O.R. (3d) 735). He held that N.S. should be allowed to testify wearing a Niqab if she asserted a sincere religious reason for doing so, but that the preliminary inquiry judge would have the option to exclude her evidence if the Niqab were found to have prevented true cross-examination. N.S. appealed, and M---d S. cross-appealed [7].

The Court of Appeal, per Doherty J.A., held that a judge faced with a request to testify wearing a Niqab should determine whether the request was the result of a sincere religious belief, and if so, whether it impinged on the accused's fair trial rights (2010 ONCA 670, 102 O.R. (3d) 161). If the rights of the witness and accused could not be reconciled by adapting court procedures to accommodate the religious practice, the accused's fair trial interest may require that the witness be ordered to remove her Niqab. This would depend on whether the credibility of the witness was in issue, how much the Niqab interfered with demeanour assessment, whether the trial was a jury trial or a judge-alone trial, the stage of the proceedings, the nature of the evidence to be given (i.e. is it central or peripheral, controversial or uncontested), the nature of the defence to be advanced, and other constitutional values and societal interests. The Court of Appeal returned the matter to the preliminary inquiry judge, to be dealt with in accordance with its directives. N.S. appealed [7]. Finally at the Supreme Court, it was issued a test for judges to decide in individual cases. The case was now back in provincial court for the preliminary inquiry, five years after the challenge began, and Judge Norris Weisman ruled that the woman must remove her veil to testify at the hearing. The judge was concerned that N.S. face covering would hinder assessment of her credibility, possibly resulting in wrongful convictions. Some would argue that the decision is fair and will balance N.S. right to freedom of religion with the accused men's right to a fair trial; but did actually religious liberty happened here?

The *Bhinder* case is an early case of religious discrimination in Canada. Mr. Bhinder, a member of the Sikh faith, worked for over four years as a maintenance electrician for Canadian National Railways in its Toronto coach yard. On November 30, 1978, CN instituted a new policy making the coach yard a "hard hat" area. Since one of the tenets of the Sikh faith requires the wearing of a turban at all times, Bhinder informed his employer that he could not comply with the hard hat requirement because of his religion. He was then informed that there would be no exception to the hard hat requirement and that if he did not wear one, his employment would be terminated. Bhinder was not prepared to work other than as an electrician and there were no positions available in which an electrician could work without a hard hat. His employment with CN effectively came to an end when he refused to wear a hard hat. Bhinder therefore lodged a complaint with the Canadian Human Rights Commission seeking compensation for lost wages [2]. The relevant sections of the Canadian Human Rights Act read as follows:

3. For all purposes of this act, race, national or ethnic origin, colour, religion, age, sex, marital status, convictions for which a pardon has been granted and, in matters related to employment, physical handicap, are prohibited grounds of discrimination.

7. It is a discriminatory practice, directly or indirectly,

- a) to refuse to employ or continue to employ any individual, or
- b) in the course of employment, to differentiate adversely in relation to an employee,

On a prohibited ground of discrimination.

14. It is not discriminatory practice if:

- a) Any refusal, exclusion, suspension, limitation, specification or preference in relation to any employment is established by an employer to be used on a bona fide occupational requirement;

A human rights Tribunal, under the chairmanship of Professor Cumming, upheld Bhinder's complaint. In doing so, adopted an "effect" approach to discrimination and found that, although CN had no intention to discriminate against Bhinder because of his religion, its hard hat rule had the effect of discriminating against him on that basis. The tribunal rejected the employer's BFOR defence on the grounds that, when viewed on an individual basis vis-a-vis Bhinder, CN's hard hat rule was not necessary to job performance. The tribunal was also of the view that there was no safety risk to members of the public or other employees if Bhinder did not wear the hard hat, the slightly greater safety risk being a risk only to Bhinder himself. Accordingly the tribunal held that CN was under a duty to accommodate its. "religious" employee short of undue hardship and as no undue hardship was established, it upheld Bhinder's complaint [2].

The Federal Court of Appeal overturned the tribunal's decision on the basis that only intentional discrimination was prohibited by the act, that CN's hard hat rule was a BFOR within s.14 (a) and that the concept of a duty to accommodate was inapplicable in any cases.

The Supreme Court of Canada, in a split decision, dismissed an appeal by Bhinder and the Canadian Human Rights Commission. The court reiterated its concurrent finding that intention to discriminate is not a necessary element in establishing a violation of human rights legislation. The majority of the court found the employer on the grounds that (1) the legitimacy of a BFOR is to be considered on a "job" basis rather than on an "individual" basis; (2) the employer's hard hat rule was, therefore, a BFOR; and (3) once a BFOR is established under s.14(a), no duty to accommodate arises. Dickson C.J. and Lamer J dissented on the basis that a duty to accommodate is part of a bona fide occupational requirement. At the end, Mr. Bhinder chose his religion over his job [2].

More than 30 years later, not only we have not been successful to improve our system towards respecting different beliefs and religions; but, Quebec would step forward to pass legislation (Bill 60) to establish a secular state and religious neutrality which they believe would provide equality between women and men, and a framework for accommodation requests. In order to do that, they are trying to ban wearing of religious symbols for employees of the province acting in government service capacities.

The above cases are only few examples of religious discrimination cases, (with or without an acceptable reason). They are taking place in Canada while multiculturalism is claimed to be one of the most important parts of the Canadian society; and while the Canadian Charter of Rights and Freedom is supposed to protect the citizens from any discrimination on the basis of religion.

Freedom of religion in Canada is informed, to a certain extent, by the fact that no policy exists to officially separate church and state. In general, the Canadian approach to religion has been to promote multiculturalism by celebrating the expression of various religions while recognizing the supremacy of none. The government plays a role of neutral accommodation. The goal is not one of assimilation, but of integration based on differences. Although that the Preamble to the *Canadian Charter of Rights and Freedoms* does refer to God; legal experts and the Supreme Court of Canada have agreed that this reference is merely symbolic and does not contradict the religious freedoms contained in the document itself [3].

Freedom of religion encompasses both a positive dimension: freedom to believe and to manifest one's religion; and a negative dimension: no one can be forced, directly or indirectly, to recognize a particular religion or to act contrary to what he or she believes. Moreover, freedom of religion in Canada has also been interpreted as necessitating the reasonable accommodation of minorities. This means laws must be adjusted if they have even an indirect discriminatory effect on a person or group based on their particular characteristics. In this sense, Canada's form of religious neutrality attempts to make laws receptive to the particular needs of minorities, rather than espousing a more uniform conception of equality.

The question is now, whether or not these legal values are being followed. It seems to me that the Legal System had violated these rights while making "reasonable" excuses to do so. But what is the definition of "reasonable"? The judge would decide on each case. One of the steps that were recently taken by the government in order to avoid religious discrimination was to open a *Canadian's Office of Religious Freedom*. On February 19, 2013, the Government of Canada officially opened its Office of Religious Freedom, within Foreign Affairs and International Trade Canada. A Canada-based ambassador and a team of officials carry out the office's mandate. The purpose of this Office is to protect, and advocate on behalf of, religious minorities under threat; oppose religious hatred and intolerance; and promote Canadian values of pluralism and tolerance abroad. Through the Office of Religious Freedom, Canada is supposed to continue to work with like-minded partners to speak out against egregious violations of freedom of religion, denounce violence against human-rights defenders and condemn attacks on worshippers and places of worship around the world.

Mr. Harper in a public speech about the office of religious freedom said: "People who choose not to believe, that's a valid religious and democratic perspective that we all must also accept and promote. We're not trying to oppose, we're trying to respect people's own religions, their own faith choices, or non-faith choices, and not impose those choices on others. Just as it is important that religion be respected in a pluralistic and democratic society by those who don't share religion, it is likewise expected in a very religious society that those who don't share faith will be respected"[5].

Such institution is required to have an ambassador who has a great knowledge of different religions and is able to deal with them. The ambassador that is currently being in charge for this position is Dr. Andrew P.W. Bennett. He is a public servant and academic with an educational background in history and political science. Dr. Andrew received a Bachelor of Arts in History from Dalhousie University in 1995, a Master of Arts in History from McGill University in 1997, and a Ph.D. in Political Science from the University of Edinburgh in 2002. In addition, after finishing his education, now he is in the process of completing a part-time degree in theology in Eastern Christian Studies at the Metropolitan Andrey Sheptytsky Institute of Eastern Christian Studies at Saint Paul University in Ottawa [6]. As it is clear he is specialized in history and political science and trying to get to know Christianity more. Thereby, he probably is not the best person for the position.

Furthermore, there is no any list available of the group members of this Office. Why should it not be clear that who are the members of this office; and if there is a representative from all different minority religions in Canada. I could find no answer to any of these questions. All the information about the office that can be found online and also in public libraries are the purpose of it and some of the activities that they have done so far.

To sum up the foregoing, many laws, constitutions, and international treaties today grant legally enforceable rights to those whose religious freedom is infringed. However, there is a very real sense in which religious freedom is turning out to be impossible to realize, even in Canada. This paper says about cases in which freedom of religion has been violated and the “reasonable limitation” had been the excuse of the court for ruling in that way. Whether or not these limits are reasonable or not might vary from one point of view to another. Moreover, I discussed and critiqued the “Canadian’s Office of Religious Freedom” which was opened in order to protect Canadians from religious discriminations.

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MAINTENANCE AND SUPPORT SYSTEMS FOR INFORMATION AND COMMUNICATION TECHNOLOGY RESOURCES IN STATE UNIVERSITIES AND COLLEGES IN REGION III, PHILIPPINES

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Abstract

This study was undertaken to determine the status of maintenance and support systems for information and communication technology resources in state universities and colleges (SUC) in Region III, Philippines. The study used the descriptive survey method to determine the present set-up of ICT resources in SUC in Region III Philippines in terms of equipment and infrastructure, personnel, maintenance processes, and support processes. The study also looked into the problems that beset the maintenance and support systems for ICT resources in SUC. An evaluation was conducted to ascertain the strengths and weaknesses of the maintenance and support systems for ICT resources in the SUC. The subjects of this study were the twelve (12) state universities and colleges in Region III Philippines namely: Tarlac State University, Central Luzon State University, Nueva Ecija University of Science and Technology, Bulacan State University, Bulacan Agricultural State College, Don Honorio Ventura College of Arts and Trades, Pampanga Agricultural College, Ramon Magsaysay Technological University, Philippine Merchant Marine Academy, Aurora State College, Tarlac College of Agriculture, and Bataan Peninsula State University. Included as respondents of the study were the supply officer, the head of the IT department, the IT technical support staff in each SUC, and randomly selected administrative and teaching staff who use ICT resources in each SUC. On the basis of the findings, the following conclusions were drawn: (1) An inventory of existing ICT resources in the state universities and colleges in Region III shows that the SUC have amassed a huge number of ICT equipment and infrastructure to address the demands of the academic community. SUCs have invested heavily in information technology as these are deemed to be truly essential to support instructional and overall educational goals; (2) The study revealed that, in most cases, the number of full time equivalent (FTE) technical support staff assigned to perform maintenance tasks and provide technical support is low. Technical support in SUCs is provided by teachers, students, and administrators to supplement the services of the technical staff; (3) Corrective and preventive maintenance processes and resources are not well-placed in the SUCs with only one out of the four identified preventive maintenance processes and four out of the eight identified corrective maintenance processes actually existing in majority of the SUC; (4) Support processes and resources are not well-placed in the SUCs with only one out of the seven identified processes actually existing in majority of the SUC. The SUCs lack technical support staff to maintain existing ICT resources. The average ratio of FTE technical support staff to computers in the SUCs is 1:135 which is way below the ideal ratio of 1:50; (5) The

maintenance system for ICT resources in the SUCs was evaluated as ‘Satisfactory’ by the administrative staff, teaching personnel, and technical support staff while the support system was evaluated as ‘Fair’. On the basis of this evaluation, the need for improved systems of maintenance and support for ICT resources in the SUCs becomes highly pressing and crucial towards a more effective and efficient use of information and communication technology. (6) The problems that beset the maintenance and support systems of SUCs in Region III that have been identified in this study, namely: the inability to keep machines up-to-date, lack of spare parts available on stock and inadequate appropriate repair tools, and technical support staff shortage, all boil down to funding issues.

Keywords. Information and communication technology, state universities and colleges, maintenance system, support system

Introduction

Information and Communication Technology (ICT) is now recognized as an integral component in the social and economic development of most societies. In many developing countries, ICT plays a key role in social development. It provides the community with the power to access virtually all kinds of information, knowledge, as well as communications services. ICT has the potential to uplift the quality of lives for people. Through the use of ICT, for example, managing public health care may be improved by generating data with the accuracy and timeliness necessary for policy analysis and planning the public health system of the country.

Most countries use ICT as a tool to achieve better learning outcomes and enable access to educational resources from all over the globe. The use of ICT in education and training has been a priority in most countries worldwide during the last decade. Computers and the internet have become common features in many schools and play an important role in the teaching-learning process. Over the past two decades, massive financial investments in technology have characterized most educational systems. Many institutions invest significant time, effort, and massive financial resources to keep abreast with a dynamic information and communication technology capable of enhancing delivery of services and attainment of institutional mission, goals and objectives.

India recognized the importance of ICT in education as early as 1984 when the Computer Literacy and Studies in Schools (CLASS) project was initially introduced as a pilot with the introduction of microcomputers. Today, India prides itself in having one of the largest technical manpower in the world. Her software industry has seen tremendous growth with over 50% each year during the last 10 years. The students from India's top science and technology educational institutions are highly sought after by research universities in the US and Europe (Ramamrithan, 1995).

Similarly, the Philippine Government has always considered the use of technology as one of its tools in turning into reality its social and economic policies and programs for the country's economic growth. Chapter 4 (Building on the Country's Strengths in Information and Communications Technology) of the Medium Term Philippine Development Plan (MTPDP) covering the period 2001 to 2004 was specifically developed to give emphasis on the role that ICT will have in the economic development of the country. Among the strategies identified in the pursuit of this plan is to develop the country's human capital to enable Filipinos to compete in the digital age. Thus, it became imperative to review and update the Master Plan for Basic Education, include ICT subjects in the curriculum of elementary and secondary schools, and determine new policies and standards for ICT education at the tertiary level. The integration of ICT in the Philippine educational system is believed to be an enabling step for the government to deliver high quality education to all learners throughout the country.

In recent years, there has been ceaseless investment in emerging technologies by Philippine institutions of higher education, an undertaking that is hinged on the belief that these technologies are truly essential to support instructional and overall educational goals. Like any other sector of society, schools maintain maximum performance through the use of the most up-to-date technologies. It is a hallmark of the institutionalization of technology that formal systems for maintenance and support are established. Information and communication technology resources and associated infrastructure have to be maintained for optimal use considering the enormous institutional budget allocated for these technologies.

Lawson (2005) has released findings from the new global enterprise asset management benchmarking survey. The results suggest that inadequate maintenance strategies are resulting in unnecessary losses and missed profit opportunities for organizations. Over 85 percent of the respondents agreed that preventive maintenance increases production and operations capacity, with almost two-thirds reporting that their preventive maintenance gave them a competitive advantage in their market. However, the proportion of actual spending committed to maintenance by the majority of organizations (from the total cost of operation) is less than 10 percent – with almost two-thirds allocating less than half of their maintenance budgets for preventive works. Almost seven percent of survey respondents reported annual lost production costs in excess of USD 1 million. Lawson says that areas such as preventive maintenance, criticality analysis and diagnostic management are still some of the few areas left that offer true improvement potential, and ultimately impact a company's profitability. Lawson believes a key problem is that many still hold the perspective that maintenance is a cost rather than an investment. Though viewing equipment failure, or even wear and tear, as a profitability inhibitor, some organizations still find themselves working in a 'fix-it-when-broken mode' and have not yet moved into a more preventive approach, or in some cases are yet to be convinced of the extent of value a preventive maintenance plan offers.

Recognizing the importance of ICT as a competitive business tool today, Subic Bay Metropolitan Authority (SBMA) formed strategic partnerships with some of the world's leading Information Technology proponents as it entered into an agreement with Fujitsu Philippines, Inc. to provide SBMA hardware maintenance and software support services. FPI covers preventive and corrective maintenance of all SBMA equipment, both hardware and software. Aside from the ensured two-hour response time to all escalations, the services provided by FPI also included quarterly checks and troubleshooting that were carried out by skill-and-knowledge-rich Fujitsu field engineers. In addition, the services also included performance monitoring and necessary upgrade recommendation. The partnership gave SBMA better cost control in maintaining its IT infrastructure. As the operating and implementing arm of the government in developing the 67,000 hectare area of Subic Bay Freeport, the Subic Bay Metropolitan Authority is envisioning to become the next Information Technology Center in Asia. It aims to transform SBF as the country's Silicon Valley. Hence, the Freeport's ICT infrastructure is now growing at a dynamic pace, from software development, computer hardware manufacturing to academic institutions, R&D, and e-commerce. Accordingly, it is setting the ICT foundation by developing a seamless integrated ICT culture and lifestyle among enterprises and residents within the Freeport (Fujitsu, 2008).

Lawson's (2005) findings and the SBMA experience underscore the importance of institutional ICT maintenance and support systems to maximize benefits from technology. Thus the present study was undertaken to determine the status of maintenance and support systems for ICT resources in state universities and colleges (SUC) in Region III, Philippines. Specifically, the study looked into the present set up of ICT in SUC in terms of equipment and infrastructure, manpower resources, and maintenance and support processes, and the problems that beset the maintenance and support systems for ICT resources in SUC.

Methodology

The study used the descriptive survey method to determine the present set-up of ICT resources in SUC in Region III Philippines in terms of equipment and infrastructure, personnel, maintenance processes, and support processes. The study also looked into the problems that beset the maintenance and support systems for ICT resources in SUC. An evaluation was conducted to ascertain the strengths and weaknesses of the maintenance and support systems for ICT resources in the SUC.

The subjects of this study were the twelve (12) state universities and colleges in Region III Philippines namely: Tarlac State University, Central Luzon State University, Nueva Ecija University of Science and Technology, Bulacan State University, Bulacan Agricultural State College, Don Honorio Ventura College of Arts and Trades, Pampanga Agricultural College, Ramon Magsaysay Technological University, Philippine

Merchant Marine Academy, Aurora State College, Tarlac College of Agriculture, and Bataan Peninsula State University.

Included as respondents of the study were the supply officer, the head of the IT department, and the IT technical support staff in each SUC. Administrative and teaching staff who use ICT resources in each SUC were randomly selected to complete the list of respondents.

The survey questionnaire developed by the researcher dealt with indicators to ascertain whether resources and processes are in place to maintain school technology such as the presence of preventive maintenance schedules, backup procedures, and disaster recovery plans. The human resource component that provide technical support was also assessed in terms of structure and number of full time equivalent positions assigned to technical support. Other important indicators that formed part of the survey include replacement and upgrade schedules for hardware and software, the waiting time for replacement of parts, and the ratio of full-time equivalent technical support staff to number of workstations/computers. The questionnaire also focused on the evaluation of the maintenance and support systems of each SUC by the administrative staff and teaching personnel who use ICT resources and IT technical support staff. Identification of problems that beset the maintenance and support systems in each SUC was another part of the questionnaire.

Descriptive statistical analysis using frequency counts and percentage distribution was employed to facilitate interpretation of data.

Results and Discussion

With the many hundreds of millions of pesos the Philippine government is pouring into technology for schools, heads of state universities and colleges nationwide must pay careful attention to whether appropriate and functional technology resources are actually available and accessible to their students, faculty, and administrative support staff. Technology resources which include hardware, software, networks, and technical support staff are important considerations to make technology useful in order to support student learning and school management.

An inventory of existing ICT resources in state universities and colleges in Region III, Philippines shows that the SUC have amassed a huge number of ICT equipment and infrastructure that include, among others, desktop computers, laptop computers, LCD projectors, printers, digital cameras and uninterrupted power supply, overhead projectors, video cameras, fax machines, scanners, broadband routers, wireless network, and fiber optic backbone network.

Apparently, higher education institutions recognize that ICT equipment and its associated infrastructure are deemed essential to support the teaching-learning process and thus have invested heavily in ICT resources. Most academic institutions, accreditation agencies, and educational and political leaders recognize that the use of technology resources to enhance learning and deliver effective services is a critical component of all 21st century classrooms and office settings. Thus, the Philippine government allocates a certain portion of the annual budget for capital outlay in the annual appropriations for state universities and colleges. A significant amount from this budget is spent for the procurement of computers and peripherals used for instructional and administrative purposes. Oftentimes, however, this budget allocation is not sufficient. In order to provide students, faculty, and staff with these much-needed technology resources, the SUC augments this with budget derived from its income-generating projects. Translated into pesos, the quantity of existing ICT equipment and network infrastructure in SUC runs to millions. Such huge investment, therefore, necessitates on-going maintenance and support for optimum utilization of these devices and keep them functional for the longest time possible.

Among the key considerations for ICT development in schools are well-placed resources and processes to maintain school technology. Such resources and processes include the deployment of personnel to perform maintenance procedures and provide support to teachers, students, and administrative staff. More formal systems for maintenance and support of ICT resources have been established in a number of SUC in Region III. As a hallmark of the institutionalization of technology, at least three of the eleven SUC have found it necessary to create a unit which performs a collection of relevant tasks, functions, and endowed with the skills necessary for the management of ICT in their respective institutions. This unit, often named Management Information System Office (MISO), is responsible for, among others, systems (hardware and software) installation, maintenance and upgrading, repair of equipment and replacement of parts, wiring/cabling, network administration (internet and e-mail servers maintenance), helpdesk services, MIS project end-user training and support, web design, development and maintenance, and technology support management (planning, budgeting, purchasing).

The study revealed that, in most cases, the number of full time equivalent (FTE) technical support staff assigned to perform maintenance tasks and provide technical support is low. In addition to one or two technical support staff, the trend in most SUC includes the deployment of On-the-Job Training (OJT) students as sources of technical help. A good amount of technical support also comes from administrators working on donated time and teachers assigned to provide technical support in addition to their teaching assignments. Data show that technical support in SUC is provided by teachers, students, and administrators to supplement the services of the technical support staff. In one instance, only one technical support staff is employed whose main task is to prepare an inspection report on the repair of equipment to be undertaken or parts to be replaced. A work order is then processed for an outsourced contractor to do the repair works or

replacement of parts. Thus, the data show that SUC lack technical support staff to address their ICT maintenance needs.

With the introduction of new hardware, increased demand for personnel to provide technical support becomes more and more imperative. School administrators must pay attention to the technical support needed by the end-users of technology. They must recognize that for technology to reach its potential in the school setting, technology experts must be intimately involved as early as the planning stages of technology implementation.. According to Beattie (2000), achieving these goals start with a firm commitment to quality in technical support staff which can be achieved in four ways: (1) Administrators should recognize that technology experts must be able to focus on their roles fulltime. (2) These individuals must have an understanding of the educational process, as well as computer technology. (3) Schools must budget realistically not only to purchase technology, but also to maintain and upgrade it on a regular basis so that it can be used by students and teachers. (4) Tech staff must be committed to making themselves key members of the school's planning process, not just crisis managers who keep the machines running.

Maintenance Processes

Maintenance refers to those preventive, diagnostic, updating, and corrective (replacement and repair) procedures that the SUC has in place. Some maintenance items might include periodic replacement of parts and renewal of consumable supplies, repair or replacement of faulty components, periodic inspection and cleaning of equipment, updating or upgrading hardware and software including installing new operating system versions, adding or deleting users from a system or modifying user rights and properties, periodic backup of stored files on a school network, monitoring the condition and functionality of networks and equipment including testing web site accesses and links, and installing and removing equipment and applications (NCES-<http://nces.ed.gov>). In this study, maintenance procedures have been classified into two levels namely (i) preventive maintenance procedures and (ii) corrective maintenance procedures.

To identify the preventive and corrective maintenance procedures that are in place in the SUCs, a survey was conducted among heads of offices in charge of ICT in the SUC. Questionnaire items on preventive maintenance processes in place in SUC included (1) preventive maintenance schedule in place, (2) preventive maintenance checklist provided to users with dedicated machines, (3) backup procedures in place, and (4) disaster recovery procedures in place.

Data show that preventive maintenance processes are not well-placed in SUCs. Only one SUC has all four identified preventive maintenance processes in place. Moreover, only five SUC have one to three preventive maintenance processes in place in their institutions. The remaining five SUC have no preventive maintenance processes in place at all.

Interviews also reveal that, if ever a preventive maintenance schedule is in place in the institution, such schedule is not consistently followed in two of the SUC-respondents due to lack of technical support staff.

Questionnaire items on corrective maintenance processes and resources in place in the SUC included (1) replacement schedule for hardware in place, (2) replacement schedule for software in place, (3) upgrade schedule for hardware in place, (4) upgrade schedule for software in place, (5) help desk support software /manual(trouble ticketing, resolution tracking), (6) diagnostic software for network and software, (7) appropriate repair instruments/tools for hardware problems available, and (8) spare parts for hardware problems available on stock.

Data show that only three out of the eight identified corrective maintenance processes and resources are in place in at least half of the SUC. Availability of appropriate repair instruments/tools for hardware problems is the most established in the SUC from among the corrective maintenance processes and resources identified with nine out of the eleven SUC declaring that appropriate repair tools for hardware problems are available in the school and one SUC declaring that the appropriate tools needed to resolve hardware problems are available but inadequate. Only one out of the eleven respondents said that no repair tools for hardware problems are available in the institution. Evidently, SUC recognize that appropriate repair tools are indispensable for troubleshooting and performing minor repairs in order to keep ICT resources operational and prevent unnecessary interruption of academic and administrative functions.

In contrast, SUC have not focused much on acquiring diagnostic software for network and software assessment with only three of them declaring that such diagnostic software for network and software assessment is available in their institutions. Seven out of the eleven respondents said that help desk support software/manual for trouble ticketing and resolution tracking is available. Results also show that schedules for replacement and upgrade of hardware are in place in six out of the eleven SUC-respondents. In the rest of the SUC, replacement of faulty components and upgrade of hardware are done only upon end-user request. Moreover, only four respondents said that spare parts for hardware problems are available on stock. End-users in seven of the eleven SUC revealed that when faulty components need to be replaced, end-users will have to request for the procurement of replacement parts and wait until the requested parts are procured. In light of the existing procurement process and government procurement rules to adhere to, such occurrences often slow down administrative functions and reduce instructional efficiency. Waiting time for replacement of parts varied among the SUC-respondents with eight out of the eleven respondents declaring that it takes from one to three months before faulty components are replaced; two out of the eleven said that the same process takes one week while in one SUC, faulty components are replaced within three days.

Data show that only two SUC have seven out of the eight identified corrective maintenance processes and resources in place in their institutions with. Additionally, one SUC has only one corrective maintenance process in place. The rest of the SUC have from two to five corrective maintenance processes and resources in place.

Comparatively, corrective maintenance processes and resources are more well-placed than preventive maintenance processes in SUC. Such is the reality in most organizations as studied by Lawson (2005). Lawson saw that many organizations still hold the perspective that preventive maintenance is a cost rather than an investment and that some organizations still find themselves working in a 'fix-it-when-broken' mode. Lawson also observed that some organizations have not yet moved into a more preventive approach or in some cases are yet to be convinced of the extent of value a preventive maintenance plan offers.

Support Processes

Support refers to actions taken on behalf of users rather than to actions taken on equipment and systems. Support denotes activities that keep users working or help users improve the ways they work. Included under support might be such items as help desks and other forms of putting a person in touch with another person to resolve a problem or provide advice, automated information systems such as searchable frequently-asked-questions (FAQ), databases or newsletters, initial training and familiarization tours for equipment and software whether automated or conducted by a human, instructional and curriculum integration support usually through observation and personal interaction between a teacher and a technology coordinator, and technology integration support for administrative applications usually conducted through specialized consultants or software/systems vendors (NCES-<http://nces.ed.gov>).

Indicators for measuring support of technology resources in a school's administrative and instructional settings have been determined. Indicators address the procedures, response time, support sources, and workloads related to technical support systems. Questionnaire items to determine support processes and resources in place in SUC included (1) help desk or technology support services provided to users, (2) software and systems manuals provided to users, (3) FAQ (frequently-asked-question) support provided to technology support service personnel, (4) FAQ support provided to users, (5) initial training and familiarization tours for equipment and software, whether automated or conducted by a human, (6) instructional and curriculum integration support, usually through observation and personal interaction between a teacher and a technology coordinator, and (7) technology integration support for administrative applications, usually conducted through specialized consultants or software/systems vendors.

Among the seven (7) identified support processes and resources, help desk or technology support services is the most established in the SUC. Data show that seven

out of the eleven respondents said that help desk or technology support services are provided to users in their institutions. Apparently, SUC find no difficulty in putting up help desk or technology support services in their institutions to provide assistance to computer, network, or software users. Access to a help desk is usually offered to users via telephone, fax, or e-mail. The rest of the support processes and resources exist in two to four SUC only. One SUC does not have even one of the identified support processes and resources in place. Obviously, support processes and resources are not well-placed in the SUC.

In addition, workloads and ratio of full-time equivalent (FTE) technical support staff to number of computers, deemed as important indicators to measure technology support, were also investigated. The findings reveal that SUC lack technical support staff to maintain existing ICT resources. Teachers and, in some cases, administrators have to double up as IT maintenance staff. Some SUC utilize their students to assist in IT maintenance tasks. Evidently, technical support staffing is a problem in SUC. Interviews conducted reveal that this is primarily due to budgetary deficiencies restricting manpower recruitment to fill up technical support units.

Beattie (2000) says that as school technology systems get more and more complex, schools must further professionalize their technical support departments. No longer can schools rely on members of their academic departments who have an interest in technology to perform major system upgrades, maintenance, and troubleshooting. Anecdotal evidence shows a rising burnout on the part of those educators who have added the informal title of 'computer expert' to their list of responsibilities in the school setting. As schools record the levels of support staffing and maintenance incidents, they can work to determine a functional staffing ratio of technical support personnel to end-users or computers.

The inadequacy of technical support staff in the SUC is further indicated by the ratio of full-time equivalent technical support staff to computers. Data show that the average ratio of full-time equivalent technical support staff to computers in the SUC is 1:135. The acceptable ratio of end-users or computers to professional support personnel is generally very high. The Tech Support Rule-of-Thumb is to have one support personnel for every fifty computers or a ratio of 1:50 (Beattie 2000). Apparently, SUC have a long way to go. As a point of comparison, large companies strive to have at least one professional computer support person for every fifty (50) computers in use. Not a single SUC in this study enjoys a ratio this low. Current data show that with the number of full-time equivalent technical support staff available to provide technical support in the SUC, the ideal ratio of 1:50 is yet to be achieved. With the many other demands for hiring in most school systems, it is no surprise that administrators cannot focus on improving technical support departments – especially if this would come at the expense of hiring teachers to provide additional educational options or reduce class sizes.

The inadequacy of technical support staff may present a drawback in the instructional field and in the delivery of administrative services in the organization. When the network goes down in a school setting, for instance, the administrators, teachers, and students would just have to wait until it comes back up. Oftentimes any information lost may not be restored during such episodes. Such occurrences may greatly impede academic or administrative functions especially if information lost are vital.

Evaluation of the Maintenance and Support Systems for ICT Resources in SUCs

An evaluation was conducted to determine whether existing maintenance and support systems for ICT resources in SUCs are responsive to the needs of stakeholders and thus ensure effective use of ICT in schools. The maintenance and support systems in each SUC was evaluated by the stakeholders consisting of the administrative staff and teaching personnel who use ICT resources and the technical support staff. Several measures have been identified to assess the maintenance and support systems for ICT in SUCs. For the maintenance system assessment, the measures included periodic replacement of parts, renewal of consumable supplies, repair or replacement of faulty components, updating or upgrading hardware and software including installing new operating system versions, periodic backup of stored files on a school network, monitoring the condition and functionality of networks and equipment including testing website accesses and links, and installing and removing equipment and applications. Evaluation of the support system was based on the following measures: help desks and other forms of putting a person in touch with another person to resolve a problem or provide advice, automated information systems such as searchable frequently-asked-question (FAQ) databases, initial training and familiarization tours for equipment and software whether automated or conducted by a human, instructional and curriculum integration support usually through observation and personal interaction between a teacher and a technology coordinator, technology integration support for administrative applications usually conducted through specialized consultants or software/systems vendors, technical support staffing as indicated by the number of persons assigned to technical support, technical support workload as indicated by the various ratios of support calls to support staff, of support staff to number of computers, and of support staff to the number of users.

Overall, the maintenance system for ICT resources in the SUC was given a descriptive rating of 'Satisfactory' indicating the far from perfect status of the maintenance system currently existing in the SUC. SUC, therefore, need to consider carefully maintenance issues and employ the necessary policies to ensure effective and efficient use of ICT resources. As a whole, the support system for ICT resources in the SUC was given a rating of 'Fair'. On the basis of this evaluation, the need for an improved support system for ICT resources in the SUC becomes unmistakably pressing and critical towards a more effective and efficient use of information and communication technology. Thus, school administrators must begin to recognize that maintenance and support systems for ICT in educational institutions are important management concerns to

make possible the optimum utilization of ICT resources in schools. Higher education institutions must provide the necessary ICT maintenance and support system. Its absence may form a barrier to smooth and effective use of ICT in teaching and learning and may adversely affect the quality of higher education as a whole.

Problems that Beset the Maintenance and Support Systems for ICT in SUC

At least three major problems that plague the computing infrastructure in State Universities and Colleges in Region III have been identified in this study: (1) lack of funds to keep machines up-to-date, (2) no available spare parts on stock; and (3) lack of fulltime technical support staff. All of the SUC pointed to inadequate funding as a major issue making it difficult for them to keep machines up-to-date. This problem is further aggravated by the rapid obsolescence of hardware making it necessary to plan for upgrades and replacements after 3-5 years. The continued decline in government subsidy presents an obstacle to ICT modernization programs of SUC. The funding problem has resulted in the net fall of the funds available to SUC for upgrading of equipment and most schools have not been able to acquire better and more up-to-date computing and communication equipment. It then becomes highly probable that most machines are utilized sub-optimally because of inadequate conditioning and limited capabilities. Experimentally- intensive research in the academe may be greatly affected and may even be made impossible by these problems. The absence of readily available spare parts in the school to resolve hardware problems and the lack of full-time technical support staff are seen as offshoots of funding issues

It is highly recognized that ICT in education is costly. Under current financing arrangements, schools have insufficient operation and maintenance budgets to cover costs of consumables, servicing, maintenance, electricity, and cost of equipment replacement. Unless fully provided by the government, this would seriously impair ICT maintenance and support systems development in schools. Under existing budgetary constraints in the government, schools have to devise ways and means to create a fund to support ICT. Many schools tend to rely on parental contributions through the PTA or IT fees incorporated in student registration fees to make up for shortfalls in operation and maintenance budget. This situation represents a disproportionate burden on the poor. Parental contributions and additional student fees for ICT use would add a great burden especially for those who are less able to afford it.

Implications of the Findings of the Study to Industrial Educational Management

Findings of the study show that SUC in Region III have invested massive financial resources to embrace a technology that would allow achievement of educational goals.. Thus, it becomes highly evident that SUC recognize the important role ICT plays in driving Philippine higher education towards excellence. The integration of ICT in the education arena is believed to be an enabling step for the Philippine educational system to

deliver high quality education to all learners throughout the country. The study also reveals that there seems to be a significant need for improvement of the technical ICT maintenance and support systems in SUCs. Due to the high costs of investment, it is important for management to give serious consideration to ICT maintenance and support issues. Installed technology needs ongoing maintenance and support or it will not remain functional for long. Improvements in this area could most likely have a very positive impact on an even better use of ICT in schools to the advantage of students, teachers, and administrators. Further, the study shows that the number of full time equivalent (FTE) technical support staff assigned to perform maintenance tasks and provide technical support is low. This finding offers insights on an issue that is relevant to policymakers in the educational setting. Educational managers should recognize that introducing ICT into the school setting without the proper staff development plan is a low-return investment. Technology is expensive and requires constant support for hardware and network repairs and software configurations and updates. But, following Lawson's (2005) line of thinking, educational managers may very well agree that the benefits SUC may reap from a well-maintained ICT may far exceed the financial investments. Furthermore, the study also shows that maintenance and support processes and resources are not well-placed in the SUCs. Maintenance and support issues are important considerations that need careful attention of school managers and policymakers. Failure to address maintenance and support issues may result in wasted resources and ineffective use of technology in schools. School managers and policymakers should be aware that educational decision-making almost always leads to decision about resource allocation. School managers must plan and must budget realistically not only to purchase technology but also to maintain and upgrade it on a regular basis to make possible the optimum utilization of ICT resources by students, teachers and administrators. Sound management of the school's precious material resources calls for adequate maintenance and support strategies for ICT resources. Thus, school managers and policymakers should recognize that maintenance and support systems are necessary features to ensure effective use of ICT

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OIL THEFT AND PIPELINES VANDALIZATION; IMPLICATIONS FOR NIGERIAN ECONOMIC GROWTH AND NATIONAL DEVELOPMENT

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Abstract

Oil production began in Nigeria after its discovery at Oloibiri in the Niger Delta area by the British in the 1950s. This area where oil has been discovered remain very strategic to the country's economic survival as it accounts for almost all of Nigeria's gas and oil production which in turn represents 80% of governments revenue, 95% of export receipts and 90% of foreign exchange earnings. According to the Ministry of Petroleum Resources, the country has a total number of 159 oil fields and 1,481 wells in operation, though most of these oil fields are small and scattered. Walter, Steen & Fritz (1995) noted that pipelines represent critical infrastructure for the smooth running of the oil & gas industry and are pivotal to sustained energy supply and economic growth. The construction and oil pipelines operation can create significant social and environmental impacts. In addition, several environmental impacts can arise when pipelines are damaged during operation. However, due to lack of proper investments in infrastructure, weak environmental governance and oil leakage from pipelines as a result of poor management and maintenance; oil theft and pipelines vandalization in Nigeria assumed a frightening dimension due to the nefarious activities of well-equipped professionals and opportunistic local residents. As Traub-Merz & Yates (2004) argued, Nigeria became the very symbol of oil related violence which Adebayo & Dada (2008) corroborated. This research therefore, made use of secondary sources to gather information to discuss the volatile operation of the pipelines vandals leading to oil bunkering and how it has led to national scarcity of oil products and market volatility at one point or the other. The study seeks to interrogate the core challenges posed by vandal's activities and oil bunkers in relations to its implications to the economic growth of the nation and national development.

Key words: Oil Production, Vandalization, Volatile Operation, National Scarcity

Introduction

The discovery of petroleum oil at Oloibiri in 1956 marked the watershed in general exploitation and mining operations in Nigeria (Jike, (2004). With the passage of time, the

country embarked on a large novel exploration of a national resource that had ample ramifications for the collective upliftment of the larger society. When oil was discovered, it raises fresh hopes for a bright future because the area where oil was discovered hitherto was known for its agricultural export of palm oil, and later rose to become a significant in Nigeria's crude oil political economy as Oluwaniyi (2010) observed. The export earnings of the country increased from 1% in 1958 to almost 98% and about 90% of the government's total revenue in the 1990s. By this trend, all other economic activities became peripheral and subservient to oil exploitation activities since the bulk of the expatriate personnel in multinational oil companies live and work in areas where oil has been discovered. Todaro (1982) noted that, there arose a wide range of techno-industrial complexes inclusive of petrochemical complexes, a steel complex, gas plants, a Liquefied Natural Gas Plant, several gas-fired electricity stations, myriad oil export terminals as well as bitumen exploration plant in all these areas.

It is instructive to note as Traub-Merz & Yates (2004) argued, that Nigeria became the very symbol of oil related violence due to petroleum exploration and ancillary problems of spillage arising from pervasive and predominant cause of environmental degradation which invariably became a clog in the wheel of development of the oil producing areas. Further afield, the hope, expectations and anxiety surrounding this oil discovery waned because the general livelihood of the people in those areas has not been positively affected. People could not feel the multiplier effect of oil exploration in their respective areas. Indirectly, the intricate crises cross of oil exploration pipelines and rig facilities as Adebayo & Dada (2008) opined, within the Niger Delta displaced farmsteads and farmers. Notably, the virile young men found themselves out of work and began to swell the bloated labour market. Closely related to this, is the fact that, productive farm lands have been lost to oil production operations.(Akorodu (2000).Kennedy (2006) expressed that, while the state and oil companies have continued to profit enormously from oil production, the rural population from where oil is produced has benefitted the least from its wealth which eventually led to fatal consequences. The purpose of this study is to contribute hitherto unexamined insights in various ways that enhanced the understanding of the oil theft and pipelines vandalization in Nigeria as against its implications for economic growth and national development.

Causes of Oil Theft and Pipelines Vandalization

The Nigeria oil industry and its dominant actors are embroiled in intense conflict with the oil bearing communities over issues of environmental degradation as well as charges of marginalization in employment provision, patronage and ancillary contracts. In his argument, Karl (1997) noted that the conflict has assumed a radical dimension since the 1990s with local militias frequently using violent protests to subvert and obstruct oil activities. This act later on aggravated to vandalization of oil pipelines and oil bunkering. Though oil is most strategic to Nigeria's economy and politics as Omoeje (2006) asserted, it is significant that the Nigerian state has been unable to evolve a coherent and

constructive policy framework for the management of oil resources and their negative externalities. Consequently, the country suffers a large number of deliberate attacks on oil pipelines carried out by well-equipped professionals and by opportunistic local residents (Dadiowei (2009). Similarly, Obadina (1999) stated that despite billions of petrodollars collected by (Nigerian) governments over the past decades, little has been done to improve the living conditions in the oil-producing areas, where inhabitants are among the poorest people in the country.

Suffice therefore to mention that causes of oil theft and pipelines vandalization includes-denial of employment opportunities, many of the virile young men in the oil producing areas are not employed gainfully. Employment opportunities available are reserved for those youths outside oil-producing communities, in addition few ones lucky to be employed as casual staff or contract staff got positions as drivers, cleaners of oil installation, pipeline security personnel, and other trivial posts. Permanent employment opportunities were never created for the youths in the oil-producing areas. Instead most of the oil companies prefer to implement a programme known as the sit at Home allowance paying the youth to prevent them from disrupting oil operations and attacking industry workers and facilities in those areas

Another reason for oil theft and pipelines vandalization is pollution of water by oil spills in those communities which invariably affects their professions as fishermen and as farmers therefore leaving the people with no positive and productive engagement (Aroh et al (2010). Undoubtedly, the creeks are the economy of the people in the oil producing areas; as a result of the crude oil being extracted and laying of the pipelines across farms and houses, blockage of the creeks arose making farming and fishing practically impossible in those areas. In most cases when the oil pipelines became hot, and the crude oil sweats and when the sweats get into the water, fish suffocate and die. Hence the farmers were left with nothing to catch in order to sell and earn sustainable livelihood. Closely added to this, oil spills have adverse effects on prices of farm products in the markets without any adequate compensation even when compensation is paid, they are only paltry sums that could hardly cover for the years of planting of affected crops. Unfulfilled electoral promises made by politicians to the oil producing populace is another problem resulting to oil theft and pipelines vandalization as Osaghie et al (2007) argued, promises made by politicians are often not kept upon assumption of power thereby, leading to agitation, anger and frustration. Oruwari & Opuence (2006) further posited that the oil producing communities is replete with historical antecedents of socio-political 'broken' promises for instance none provision of developmental projects like roads, potable water and health facilities. Invariably, people resulted to the invasion of oil company properties, take employees hostage, and shut down facilities of oil companies and as well typically negotiate the release of captured personnel and properties with relative ease by paying the youth ransoms.

The display of wealth by oil workers is another cause of oil theft and pipelines vandalization in the oil producing areas. Many male workers at night usually invite young women both married and single to oil camps as prostitutes and in the mornings, they return to their homes. Such money earned from prostitution is used in alleviating the sufferings of their families. Following this ugly trend, young men are not happy because they see it as hindrance to getting their future wives. Similarly, the nature of the oil pipelines vandalization is such that leaves much to be desired, because the technological sophistication required to untie a pipeline valve and the subsequent use of the pumping machine to load products into waiting tanker(s) is likely beyond what the poor can afford (Igwe (2007)). For instance, pipeline vandalization that occurred on 17 October, 1998 in Jesse community area of Niger Delta involved the use of explosive devices, high-powered rifles, bombs and timers used in pipeline attacks (Parformak (2004) are expensive and perhaps hard to obtain for most poor people. In 2006, a major operation in Nigeria reported the arrest of 207 persons, 48 oil tankers, 21 vehicles and 18 barges. To a very large extent, collusion between vandals, the police and some Nigerian National Petroleum Company (NNPC) staff in pipelines vandalization and oil theft could not be over emphasized because of the relative ease with which these vandals identify the pipelines buried in the remote areas, sometimes six feet below the ground, shows some expert knowledge. Without doubt, the confidences with which they carried out their operations depict that they have powerful godfathers.

Effects of Oil Theft and Pipelines Vandalization.

While peaceful efforts were made initially by oil producing communities to attract attention to the problems encountered through oil political economy, they were always met with repression by the state in collaboration with oil companies. This eventually led to oil pipelines vandalization with adverse consequences on the communities itself and the society at large. Without doubt, oil pipeline vandalization as Anifowose et al (2001) noted, have been reported in many countries including Indonesia, United Kingdom, Canada and Iran. Hosmer et al (1997) argued that some attacks may result in substantial oil spills in sensitive locations hard to reach for facility operators to repair. The annual absolute total of pipeline vandalized in Nigeria alone is very high when compared to other countries like Russia which had a total of 113 incidents over a period of 10 years with only 17 related to deliberate attacks (ESMAP (2003)). Deliberate attacks on pipelines in Nigeria over the years according to the Nigerian National Petroleum Corporation (NNPC) and Petroleum Pipeline Marketing Company (PPMC) have led to several loss of lives and properties worth several millions of Naira been burnt in the aftermath of deliberate pipeline attacks. Bala-Gbogbo (2010) mentioned that, between 2000 and 2010, the Federal Government of Nigeria spent well over 174.6 billion Naira repairing pipelines due to vandalization. Similarly, Akpoghomeh & Badejo (2006) added that, previous oil theft and pipeline attacks led to market volatility and national scarcity of oil products. Subsequently, this has contributed to increasing prices of oil products such as dual purpose kerosene many of the rural dwellers depend on for cooking and lighting. As Odili (2003) argued, the problem of

kerosene adulteration and killer fuel is not unrelated to pipeline vandalization in Nigeria. Importantly, the consequence of the militant actions of Movements for the Emancipation of Niger Delta (MEND) and others was a significant reduction in the quantity of oil produced in the Niger Delta (normally 2.5 million barrels per day) and a significant increase in world oil prices. According to one international news reports;

Oil prices rose by \$1.46 a barrel after violence cut production in Nigeria
Aftermath of the blowing up of a major crude oil pipeline owned by
Shell Oil Company near its Chanomi creek facility in the Niger Delta
On 20 February 2006 and subsequent attacked of a berth for tankers
loading oil at Shells forcados export terminal as well as destruction
of a pipeline that feeds gas from Escravos gas plant to Lagos.
Nigeria's oil export fell by 15% after militants kidnapped nine foreign
workers. (BBCNews, (2006)

The Dilemma of Economic Growth and National Development

According to Todaro (1982), development refers to the multidimensional changes involving progress or rapid improvements in rapid structures, institutions and general aspects of life of a given people that entails economic growth acceleration, poverty declination as well as inequality reduction. Consequently, because of the Nigeria's political economy as an oil dependent states Watts (1999) opined, oil resources and oil rents are central in shaping national political discourses bringing institutional structures in Nigeria becoming considerably weak and the leverage for popular central been whistled down.

Be that as it may, oil business and the Nigerian state have suffered enormous losses since the intensification of oil theft and vandalization of pipelines. Losses occurred in terms of suspension of oil theft operations in conflict /turbulent areas of such communities, deferment of production, vandalization of equipment and sabotage of oil pipelines, occasional payment for collateral damage (mostly clean-up of oil sabotage-related spills) associated with equipment vandalization. In terms of economic cost, in year 1993 following the intensification of community uprising and vandal's activities in Ogoni, Shell was forced to pull out of Ogoni land. It is pertinent to note that, Shell had a total of five major oil fields, containing 96 oil wells capable of yielding 28,000 barrels of crude oil daily (Frynass, 2000). Shell and the Nigerian government have lost close to US\$133 million per year in oil revenues from the Ogoni area. The development dilemma is that the country has not been able to create resistant institutional structures to promote economic growth which could bring about major national development in order to address the agitation of the masses for food, water, light, shelter and to further enhance hitch free oil production

Conclusion and Recommendations

The dilemma of oil theft and pipelines vandalization carried out by the local opportunistic residents, local chiefs and the youths in the oil producing communities assumed a frightening dimension that basically hinders economic growth and national development in the country. However, an alternative development that is people-centered must be instituted. Employment opportunities needs to be creative for indigenes displaced from their farmstead. In addition, for the nefarious activities of vandalization of pipelines to come to an end, soil samples must be taken at regular intervals to check the level of toxicity, and correspondingly, a comprehensive program of remediation must be instituted. Government should at all-time monitored the issue of oil spillage to enhance improvement of the economy of the rural oil producing areas in order to re-channel the resources that otherwise would be used for clearing spills may be redirected for more productive purposes bringing about sustainable national development.

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DEAF CHILDREN AND PAD TECHNOLOGY: IMPROVING THE SELF-CONCEPT OF DEAF AND HARD OF HEARING CHILDREN

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Abstract

Children develop their skills and learn through play. There are different curricular options available for children to promote learning, including technology devices that can be used in partnership with adults, such as the iPad and similar Tablet devices.. This research compares school children who do and do not have access to such devices, and is based in Riyadh city, Saudi Arabia. In the study seventeen children aged five-years-old were given access to a Tablet device for the first time to enhance their self-concept skills.

The research raises the question of whether the Tablet devices affected deaf children's self-concept using Ibrahim Gashgosh's set of criteria for assessing self-concept. The children did not have access to the internet and were using an iPad for the first time. The researcher downloaded an educational game on to the iPad and gave each family one iPad; the child was then required to play with the iPad for three hours daily. Other children in the same family were also permitted to play with the iPad. The researcher tested the deaf children's self-concept skills as pre- and post-application measures to assess changes to their self-concept skills.

Key words: Technology device, Tablets, Self-concept.

Introduction

The development of tablet computers promises considerable potential for assisting classroom learning. The fact that these devices give young children the ability to learn independently, and to use different methods of learning means introduces a host of potential implications. The focus of this work is on the link between iPads and self-concept, offering a comparison of this effect on deaf and non-deaf children. The fact that this technology allows children who struggle in school to work independently is its most significant feature this benefit applies to both deaf and non-deaf children. The method followed in this work will be to discuss the different potential benefits of using an iPad to answer the research question, which is: How does the use of an iPad impact on deaf self-concept? It will employ relevant literature to highlight areas where there may be greater or lesser benefit to deaf and hard of hearing children, as well as offering an analysis of whether this benefit is truly as great as has been suggested.

Independence

One of the most commonly cited reasons within the literature for the use of iPads in particular, and technology more generally, is the extent to which these devices provide children with an independent way of learning (Couse and Chen, 2010, p. 78). One of the primary benefits of using technology when teaching children is that it enables them to follow a structured learning path, while still acting autonomously. This circumvents one of the biggest challenges faced by young learners in the classroom setting, namely the fact that they may often fall behind when learning in a group. This is particularly true of those who suffer from learning difficulties, or other communication problems such as deafness. Reduced involvement can become a vicious circle, as those who fall behind in a classroom setting often suffer from a more negative self-concept, which compounds their classroom participation issues, rapidly leading to a critical situation.

However, with the use of an iPad, a teacher is able to ensure that the individual is undertaking the work set and learning independently. Although it is not often feasible for every child in a classroom to have access to a tablet computer, it is proposed here that the use of an iPad with deaf students is something that could greatly improve their overall abilities, as well as their self-concept. The importance of introducing technology in this way is primarily an issue of empowerment, albeit one that can feed into issues associated with learning ability and (seemingly paradoxically) social interaction with other students; this is a form of empowerment born out of the sense of confidence that comes from independent learning (Weglinsky, 2006).

Self-concept and self-esteem

Self-concept, self-esteem, self-regard, self-image and self-worth, have been used interchangeably in academic literature throughout the years (Coopermith, 1967; Piers, 1984; DeLuigi, 1990). Self-concept is a set of beliefs about that self that begin to develop from birth and continue to form during childhood. It is a process which is experienced and expressed differently by children at various stages of development (Lynch, 1981; Piers, 1984). James (1890), described this as the "I", suggesting that the self develops to become the "I", the experiencer, and "me" the self that is experienced. James (1890) argued that there are three possible influences on the development of self-concept; these are: human aspirations, which develop through a comparison of oneself with the other, and a social self. Cooley (1902) elaborated on the concept of "I" and described a social self, arguing that the self imagines a perception of itself in the minds of others that affects behavior. Mead (1934) expanded this further, proposing a social interaction theory of self-concept. He argued that individuals develop attitudes similar to their parents and other primary caretakers. He argued that individuals respond to their immediate environment, valuing themselves to the extent that others accept or reject them. Sullivan (1947) accepted Mead's interpretation of the social origins of personality and focused on the interpersonal processes involved in the development of self-concept. He argued that the evaluations of

others impacts greatly on children's self-concept and recognized the importance of early experiences in the family.

Coopersmith (1967: 5) focused on the formation of positive and negative attitudes toward the self and defined self-esteem as "The evaluation which the individual makes and customarily maintains with regard to himself: it expresses an attitude of approval or disapproval, and indicates the extent to which the individual believes himself to be capable, significant, successful, and worthy." Morris Rosenberg's definition of self-esteem as a special category of a person's evaluation of their worth and role as a human being is adopted here (Rosenberg, 1979). In this context, self-esteem is presented as a global category that refers to the degree of the totality of attributes, which categorize the person within a single symptomatic dimension (Rosenberg, Schooler, Schoenbach, & Rosenberg, 1995). The category of self-esteem, a very important element of self-concept, and has been shown to have a persuasive and strong impact on the process of cognition, emotion, motivation, and behavior (Campbell & Lavalley, 1993). Some previous researchers have found out that self-esteem strongly correlates with issues of psychological well-being and feeling (Rosenberg et al., 1995), achievements (Campbell & Lavalley, 1993), and the ability to deal with stressful and difficult events in life (Campbell & Lavalley, 1993). Gashgosh (1990:4) defines self-concept as an "Individual's awareness of what he has, the qualities and characteristics of any perceptible for identity and self-evaluation of the properties and qualities for others and is synonymous with self-esteem"; he also agrees that there is an overlap between self-concept and self-esteem, especially in young children. This research defines self-concept as referring to an individual's perception and evaluation of his/her own mental, physical, and social functionality, which is, according to Gashgosh (1990), synonymous with self-esteem.

Empirical data related to self-esteem and theoretical approaches to it can be found in the many works of contemporary and classical researchers. Some researchers have asserted that minority group members have low levels of self-esteem when they perceived of as holding a lower status in society. In fact, there are some systematically valid contradictions to this (Blaine, & Broadnax, 1994; Phinney, 1991). Even though the aspects of discrimination appear to be psychologically grounded, a number of important factors impacting on issues associated with self-esteem should be discussed (Phinney, 1991; Crocker & Major, 1989). According to earlier theoretical reviews and backgrounds investigating self-esteem, hard of hearing people would be expected to have a more negative self-concept and lower self-esteem, having internalized the negative attitude of the majority of hearing people (Lane, 1992). However, empirical research on the self-esteem of hard of hearing people does not support this opinion (Bat-Chava, 1993, 1994). On the contrary, researchers have argued that hard of hearing individuals do not necessarily have low level of self-esteem, leading these authors to call for a more in depth means of examining how deafness effects self-esteem (Emerton, 1996; Munoz-Baell & Ruiz, 2000).

One of the important factors, claimed to produce moderating effects on levels of self-esteem is inclusion in a minority group. Minority groups consist of members that share one or several characteristics that may place them in subordinate positions within society, in comparison to more significant majority groups. Minority groups that are stigmatized may include those from racial or ethnic minorities, or persons with disabilities (in this case being hard of hearing or deaf).

Crocker and Major (1989), in studies and discussions related to self-protective perspectives on stigma, state that identification with a minority group protects self-esteem from both explicit prejudice and discrimination, along with associated issues such as daily setbacks, rejections and failure. Established relations among minority groups enables individuals to disregard the thoughts of outsiders as of no significance, and to set up an environment of mutual respect and appreciation within the group. In some research studies on ethnic minorities it is suggested that additional factors, such as family support and school experience can influence the level of self-esteem among minority groups (Verkuyten, 2003; Way & Robinson, 2003). These significant studies highlight the fact that minority groups of students often have strongly integrated family backgrounds, usually leading to a higher level of self-esteem. In addition to their active membership of self-affirming minority groups, that have a positive effect on self-esteem, there are additional influences that might be helping to protect deaf and hard of hearing people, especially children, from the negative attitudes of the predominantly hearing majority (Crowe, 2003).

Research in the school setting has shown that students that have a more positive school experience, facing less discrimination from their peers, have higher self-esteem and a more positive self-concept. Bat-Chava (1993) reported evidence of the significance of such factors in cases of deaf individuals. Although there have been considerable debates on the issue of whether deaf people can be considered a cultural minority, broad views of the sociocultural position of the hard of hearing are becoming more widespread. In accordance with this, deaf and hard of hearing people share unique communities, mainly comprising individuals that come together to share a common sense of group identity. These communities partly represent a response to everyday experiences of living as deaf people in predominantly hearing societies. In comparison to other cultural minorities, all hard of hearing people need to make a concerted effort to associate with and find each other. The members of these communities, according to some researchers, share organizational networks, a unique language, and their own unique values and norms (Bat-Chava, 1994; Higgins, 1980; Lane, Hoffmeister & Bahan, 1996; Reagan, 1995).

There are some contributory factors to self-esteem and positive self-concept that are not clearly identified in theoretical studies as yet. It is unclear which coping strategies hard of hearing people use to protect their self-esteem in their everyday lives, in a world that is not designed for them. Coping represents a clear attempt on the part of individuals to lessen any physical and psychological inconveniences associated with clearly negative

events and ongoing stress factors. There are a great number of coping strategies that are actively employed by people who are therefore aware of what they are. There are also common features and shared coping strategies, adopted by hard of hearing people that should be identifiable.

Theoretical studies to date argue that implementing productive coping strategies can positively effect the self-esteem of members of minority groups (Jones et al., 1984). This statement is applicable to hard of hearing people especially. They can select from possible coping instruments means to protect their sense of self-worthiness. However, there is scope to properly research the strategies they usually use as this has not been done as yet (Bat-Chava, 1993; Becker, 1981; 1994 Higgins, 1980).

This research explores self-esteem among hard of hearing children; examining how they can make use of modern technologies, such as tablet computers, to facilitate their lives among the majority of hearing people. By searching for a theoretical understanding of these issues in

literature, evidence was found in the works of Crocker and Luhtanen (2003), Crocker, Karpinski, Quinn and Chase (2003) and others. For instance, Crocker et al. (2003) revealed that some academic achievements are only predetermined by the attitude of college students to the evaluation of their role in society by means of the self-esteem that they commonly value as a key issue of the self-worth. Their families and peers commonly support them also, and this is related to the level of self-esteem among children and students (Fass & Tubman, 2002).

Factors Related to Hard of Hearing and Self-Concept

In this paper the term “deaf” is used as an audiological term referring to the wide community of deaf and hard of hearing people with some hearing loss. Some direct and indirect features and effects of this on self-esteem are factors directly related to deafness.

Positive self-regard is extremely important for the success in everyday life. The issues of self-evaluation that affect minority groups, including deaf people, are challenged by a certain degree of prejudice on the part of hearing society. In fact, this literature review focuses on different aspects of self-esteem among deaf people. While some research suggests a lower degree of self-esteem among hard of hearing people (Bat-Chava, 1994; Schlesinger, 2000), as touched

on above, other studies it clearly demonstrate that prejudice does not inevitably lead to lower self-esteem (Bat-Chava, 2000; Crowe, 2003; Emerton, 1996).

There are a number of factors designed to protect and enhancing the degree of self-esteem in the groups of deaf children: (a) home communication, (b) kind of education prior to college, (c) age at onset of deafness, (d) degree of hearing loss, with or without hearing aid, and (e) identification within a minority group. These sections explain the

nature of each component, in reference to the situation experienced by hard of hearing people, especially children.

The first factor to consider is the mode of home communication, deaf children can be divided into those who grow up in deaf or hearing families. Many researchers have studied the advantages being a deaf child raised by deaf parents, has relative to deaf children born into hearing families. In deaf families children grow up in an environment where communication is naturally related to the visual. Nevertheless, children in both groups have to learn to manage the same difficulties, sharing similar life experiences as they attempt to find their way in the world the majority of people live in. They more likely to face frustration, misunderstanding, loneliness, as a result of lack of involvement in communication scenarios, such as conversations with their peers. These theoretical studies argue that all kinds of effective communication between parents and children is crucial to their. Lip-reading is a skill that the majority of deaf people need to learn to develop eventually, regardless of their family background (Moore & Levitan, 1992).

Education offering technological solutions can provide children embarking on life in a world that is not designed for them with the opportunity to develop a sense of their individual identify through independent learning. Although this links also to the empowerment issue discussed above, it has a slightly different focus. Allowing children to learn independently means that they are attain a greater understanding of their own abilities. This is therefore important in helping them to develop a sense of themselves, which in turn helps to improve their overall sense of self. This is by far the most important ‘structural’ ingredient for fostering improved self-esteem, and is therefore one of the most tangible benefits provided by the use of technology to assist independent learning (Gordon, 2012, p. 508).

Tailored technology

Perhaps a key benefit of using technology to foster a sense of independent learning comes from the fact that teachers are able to tailor the learning experience to the specific needs of the child. This is vitally important as a means of shaping the way that teachers and other educators can provide specific tasks to children. Often, those using iPads are also those who are struggling to learn in a specific classroom environment. The benefit of using technology is that the child can undertake specific exercises that play to his or her weaknesses, and therefore more readily improve in the key areas they need to master in order to catch up with the rest of their class. Of particular importance, according to the literature consulted, is the ability of technology to provide interaction based on touch, which is a key benefit for deaf children, whose interactions in the classroom setting are limited. Landua and Wells (2003) describe ‘tactile sensory input’ as key in this respect (Landua and Wells, 2003). In addition, the fact that a student is able to be left alone with a piece of technology such as an iPad means that the teacher’s resources can be maximised.

A series of children undertaking tailored tasks require minimal supervision, and the teacher can focus on the specific needs of the children (Straker, Pollock & Maslen, 2009, p. 1390). This is a key practical benefit to using iPads, and something that is of great importance to teachers.

An additional, facility offered to teachers by iPads is the opportunity to vary the focus of learning between individuals. There is a growing understanding within the academic community that it is important for students with varied aspirations to be given tasks that are unique to their needs, in order for them to get the most out of their education. Those students who focus solely on one particular goal will not have the same level of all-round education, as those who have a variety of different aspirations. An iPad allows children to complete short exercises that are pre- designed to foster different focuses. This then is a major advantage when it comes to the development of a rounded education. According to Rathalah, Rao and Rao (2004) the more varied a child's education, and educational goals, the better off they will be; not only in terms of their speed of learning, but also in terms of self-esteem (Rathalah, Rao and Rao, 2004, p. 38). This area of the literature is under examined, although is perhaps something that bears further investigation in order to gain a greater sense of how best to use iPads within a classroom setting. In particular, the fact that iPad applications are currently designed to offer short-term exercises, that are deeply interactive, can help a child to constantly refocus their goals (Weinreich and Saunderson, 2013). This is a major strength.

Research method

Seventeen children aged five years old, from low-income families participated in this project. There were nine children in the experimental group, who played with the Tablet devices, and eight children in the control group.

None of the children had previously had access to a Tablet device before and none had internet access at home. The researcher downloaded an educational game for the experimental group and gave them a Tablet to take home. The children's families were asked to allow the children to play with the Tablet for three hours a day. The experimental group played with the Tablet device for 14 weeks. The children were observed in school only, and their communication with their teachers was in Sign-Supported Arabic. The researcher used the self-esteem test devised by Ibrahim Gashgosh, and each child took the test individually for 35 minutes in a quiet room with their teachers.

Results

Means with standard deviations were calculated for the experimental group and the control group following the pre- and post-applications of the self-concept, to answer the research question, which sought to discover an effect from the tablet devices on children's self-concept (Table-1).

Table-1: Self-concept Skill for experimental group and the control group

Group	Applied	Mean	Std. Deviation	N
Experimental Group	Before	15.50	6.32456	8
	After	32.78	5.26444	8
Control Group	Before	23.40	2.17051	9
	After	27.00	3.41971	9

Table-1 reveals a difference in the average responses of the experimental group for the pre- and post-test of the children's self-concept. The average responses for the experimental group in the post-test was higher than the average responses pre-test, and there was no difference between the average responses of the control group in the pre- and post-test. To determine whether the difference is statistically significant an ANCOVA analysis was performed (see Table-2).

Table-2: ANCOVA analysis for Hard of Hearing Children's Self-Concept

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Applied	935.803	1	935.803	48.321	.000
Group	408.996	1	408.996	21.119	.000
Error	619.723	32	19.366		
Total	23509.000	35			
a. R Squared = .679 (Adjusted R Squared = .659)					

Table-2 shows a different statistical significance (0.05α) between the average responses for the pre- and post- test for the two groups and desired behaviors in terms of children's self- concept, the result shows a statistical significance for the post-test (the average difference between the two groups is shown in Table-2). In addition, to determine the differences between the two groups the mean and standard error are presented in table-3.

Table-3 The mean and standard error for the two groups

Group	Mean	The standard error
Pre-test	95451	54.5
Post-test	..49	.444

The table above shows that the differences for the mean between the children in the pre- and post- test was notable in the post-test (33.1); this indicates that the tablet devices had a positive influence on deaf and hard of hearing children's self-concept. To discover whether this difference was statistically significant a t-test analysis was performed, as shown in Table-4.

Table-4: t-test for the control and experimental groups

					Std. Error Difference
Scale	t	df	Sig. (2-tailed)	Mean Difference	2.12752
	-2.716-	15	.016	-5.77778-	2.18258
	-2.647-	11.785	.022	-5.77778-	

Table- 4 shows a significant statistical difference (0.05α) in the post-test between the control and experimental groups for the self-concept, which indicates the effectiveness of using the Tablet devices with deaf children to improve their self-concept.

Discussion

Studies on the self-concept of children in the last thirty years have focused on middle childhood and the adolescent years, with limited attention directed towards young children (Marsh, Craven & Debus, 1998; Sun, 2005). Marsh et al (1998) argued that there is a lack of research on young children for the following reason: there was no explicit structural model of self-concept for young children, and a psychometrically sound multidimensional instrument had not been developed for young children. It is the opinion of this researcher that more research is necessary into young children's self-concept.

This research focused on hard of hearing children's use of the iPad and its influence on their self-concept. As can be seen from the results, comparing the main and *SD* between hard of hearing children using the iPad over the fourteen week treatment and those who did not, hard of hearing children benefitted from using the iPad in terms of developing a positive self-concept.

The children played with the iPad using the educational games which the researcher downloaded for them. The iPad was easy for them to use and proved a useful resource in that it helped them to educate themselves. The results of research analysis suggested that there was a positive correlation between playing with iPad and self-concept, the children in the treatment group were not inclined to under-estimate themselves or characterize themselves as inferior in any way. These results suggest that, the more the children play with iPads, the more positive the children felt about themselves, which concurs with Dweck's argument. Dweck (1975) argued that children often experience a mental state and behavior pattern common to those with a feeling of powerlessness during their time in school. This is exaggerated among individuals faced with difficulty, failure, or frustration, such as hard of hearing children. In addition, Dweck and Elliott (1983) believe that these two tendencies in children mean that each has a different self-concept system. The self-concept of children who behave with learned helplessness is a stationary, specific system; these children are passive, dependent, and afraid of losing, or failing to maintain their self-esteem through easy success, avoiding failure. In contrast, the self-concept of autonomous

children is a trainable and developing option. Children like overcoming challenges, and when they do this develops their self-esteem.

In light of the findings of this study, the researcher can conclude that there is a relationship between playing with an iPad and developing hard of hearing children's self-concept. Deaf or hard of hearing children's live in a physical environment that is designed for hearing people, which represents multiple challenges. The purpose of this research was to demonstrate the effectiveness, or otherwise, of Tablet devices on hearing impaired children's social interaction. Laurene Simms and Helen Thumann noted that hearing impaired children have not often been the target of general educational research, and so this research seeks to introduce this area for further study.

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THE EFFECT OF COOPERATIVE LEARNING ACTIVITIES ON WRITING SKILLS OF IRANIAN EFL LEARNERS

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Bio-data

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Abstract

Recent trends in second and foreign language pedagogy reflect a shift of focus from traditional teacher-dominated classes to more learner-centered contexts. Cooperative learning as opposed to individualistic and competitive learning, has been proclaimed as an effective and fruitful teaching method to improve the learner's linguistic, social and communicative competence. Cooperative learning requires learners to work together in groups to achieve a common goal and have the same measure of success. Maximizing the opportunities for student-student interaction with meaningful input and output in a supportive environment, cooperative learning has been confirmed as a desirable method for teaching all language elements. This study has investigated the impact of cooperative learning through Learning Together Model, proposed by Johnson and Johnson in 1987, on the writing skills of Iranian EFL learners. Thirty learners who were selected based on their English proficiency scores participated in this study. They were divided into two groups of experimental and control that took a pre-test and post-test in writing. The results of comparing their pre-test with their post-test scores indicated statistically significant differences between the control and experimental groups on the dependent variable and lent empirical support to the language teachers using cooperative learning as their teaching

system. Some pedagogical implications can be offered as the results of the study. Language teachers by using cooperative learning techniques can create an enjoyable class of maximized participation and outcome. EFL learners in a cooperative learning environment, explore the language knowledge that they want to master.

Key Words: competitive leaning, cooperative learning, group processing, heterogeneous grouping, individual accountability, learning together model, positive interdependence,

Introduction

Learning and teaching another language is a long and complex undertaking. In this process, we usually encounter a multitude of questions about the factors that affect our way of acting. These factors may be learners, teachers, and the way of teaching, the required time, the place and our purpose of learning another language. The world of teaching has changed drastically. The idea of using small groups in order to accomplish shared goals was nearly neglected in Grammar-Translation and Audio-Lingual Method (Kagan, 1985). Of course, there were some little attempts but they weren't systematic. Most fundamentally, schools are based on the relationship, and interactions are structured among everyone in the school environment determines how effective schools are. According to Brown (2001), cooperation among students is part of the larger issue of the organizational structure of the school. In the last decade, one of the systematic attempts to activate the role of group working in order to reach shared goals has been cooperative learning.

According to Henley (2000), Learning Together Model, introduced in 1987 by Johnson and Johnson, refers to having a team of four or five students working on a group project. He also states that this model provides group members with the opportunity for interaction, negotiation, discussion, consultation, and reflection on how team members contributed to the achievement of common goal. Obviously, these are among the significant properties of an ideal language class.

Cooperative Learning (CL) as opposed to individualistic and competitive learning has been proposed as an effective instructional approach which deals with the characteristics of learner-centered approaches (Brown, 2001). Cooperative Learning requires learners to work together in groups to achieve a common goal and have the same measure of success (Chafe, 1998a). This is in contrast with the traditional methods in which goals are individualistic rather than group –wide. Working together in groups promotes student's linguistic, cognitive, and social development (Johnson and Johnson, 1988a).

According to Johnson and Holubec (1993), cooperative learning refers to making small groups of students who work together to increase their own and their group mate's learning. In a cooperative learning group, students help each other to learn and understand the material, and encourage each other to do so. So Interaction, consultation, negotiation

of meaning and explanation among students along with the feeling of responsibility toward self and peer learning are the main characteristics of Cooperative Learning groups.

Cooperative Writing

As Gabrielatos (2002), stated in order to be able to select and use appropriate procedures and materials, as well as assess their learners needs and progress, teachers need to be clear regarding the desirable outcomes of a writing program and the processes involved in good writing. “First goal of writing like reading is to understand; only then one can make that understanding available to others in writing” (Pacurari and Arad 1995, p). Researchers report that cooperation typically leads to higher group and individual achievement, healthier relationships with peers, and greater psychological health and self-esteem (Johnson and Johnson 1989c).

In recent years there has been a renewed interest in the writing process, especially from a learning viewpoint. The poor, “ever declining” written production performance by writers of different age levels (from young children to college students) in a variety of text types (e.g., expository, argumentative, or narrative texts) was a strong motivating factor in the development of new models and hypotheses about the writing process (Zammuner, 1988, 1990, 1991.cited in Zammuner, 1995). Traditional theories about “composition” rules that were concerned with the written product only, were shown to be inadequate and were replaced by a new emphasis on the writing process and on the writer’s (social) production context.

Zammuner (1995), pointed that in the new approach, writing is conceptualized as the solution for an ill-structured problem; it is a recursive multiphase process, containing different levels, from low-order ones that generate lexical decisions and the like, to higher-order ones that are responsible for topic relevance and text structure. He also stated that this problem-solving process is guided by a writer’s purpose and by his/her representation of his/her audience; the output of the process is constrained by the system’s limited capacity e.g. the writer’s linguistic and social skills, his/her attention resources, his/her knowledge of a specific topic.

However, as (Kroll and Well, 1983 cited in Gabrielatos 2002) put it, there is a two-way traffic between theoretical research and educational classroom practice. Therefore, given that our main purpose is to influence the writing process in order to obtain higher quality products (texts), it would be unproductive to separate results about processes from those about products, or research on classroom practices from studies of cognitive processes.

According to Slavin (1978) cooperative learning is very desirable because of its tendency to reduce peer competition and isolation, and to promote academic achievement and positive interrelationships. Therefore, cooperative learning helps students with

learning disabilities, those who have social interaction difficulties. It is an instructional arrangement that fosters the practice and application collaborative skills within a natural setting (i.e., group activity). Thus, cooperative learning has been used extensively to promote writing achievement of students both with and without learning disabilities (Slavin, 1978). Research (e.g. Johnson and Johnson, 1974) supports cooperative learning as an effective approach for including students with learning difficulties in classroom group work and promoting peer acceptance. However, some researchers (e.g. Andersen, Nelson, Fox, and Gruber, 1988; Rivera, Gillam, Goodwin, and Smith, 1996; Slavin, Madden, and Leavey, 1984 cited in Moore-Hart, 1995) caution teachers to integrate direct instruction and cooperative learning. Thus, in cooperative learning groups with proper instruction and preparation (i.e., previous direct instruction on skills), students with writing disabilities can benefit from peer interactions to learn writing skills and concepts.

Just as a teacher needs to teach academic skills, social skills also need to be directly addressed. Students who work in teams need

(a) an opportunity to work together cooperatively (where teamwork skills need to be manifested), (b) a motivation to engage in the teamwork skills (a reason to believe that such actions will be beneficial to them), and (c) some proficiency in using teamwork skills (Johnson, Johnson, and Holubec, 1998 , p. 15).

Rivers (1984) states that, in order to give students opportunities to relate their own lives, activities and concerns to second language writing, teachers should stimulate work in groups, where students work together and learn from each other. Small-group writing tasks increase active student participation in which working with others in a harmonious way and open-mindedness about others' feelings and idea is emphasized. Students learn from their peers how to conceptualize ideas and interpret content. They constantly discuss their findings and refine them by peer's reflection, "through the checks and contributions of others, they learn to relate bodies of knowledge meaningfully, to make cultural observation refined by discussion and to evolve new and richer interpretations of material" (Rivers, 1984, p. 78).

Traditionally over the past century, schools have been developed as "mass-production" organizations that divided work into small component parts performed by individuals who worked separately from and, in many cases in completion with peers. Teachers worked alone, in their own set of curriculum materials. Students were assigned to one teacher for short segments of time such as one class period each day and/or one school year. Teachers and students alike were considered to be interchangeable parts in the organizational machine (Johnson & Johnson, 1994).

In order to solve the above mentioned problems, new and useful ways of teaching should be used in the process of learning and teaching languages. To do this, we should change our competitive and individualistic conditions in our classes to cooperative ones.

Some researchers have investigated the impact of cooperative activities on learners' skill improvement. For example Proto (2001) presented a study on cooperative writing response and self evaluation. He stated that giving working environment which offered the flexibility to shift focus to cooperative writing helped learners to synthesize product and process and capture the complexity of writing. In another study conducted by Burley (1998), he found that word processing alone has little effect on writing behavior; however, conferencing software (based on cooperative learning) seems to help create more authentic writing environment. It helps students identify and use varying learning styles of cooperative groups to successfully reach writing goals. Zammuner (1995) proposed a study on individual and cooperative computer-writing and revision. The results of that study showed that children, especially when they revise their text with a peer, are able to carry out both local and more global revisions.

As English language teachers, the researchers have noticed some of the problems of students that can best be solved through group working and cooperation. Students can learn from each other at the same time that they learn from their teacher. So inspired by those ideas about the benefits of cooperative learning, the researchers intended to investigate the effect of using **cooperative-learning** activities on improving writing skill of university students in Maragheh Azad University, Iran.

Research Questions

As mentioned previously, Cooperative Learning is one of the techniques of language instruction, which results in mastering the content to be learned. As such, this research seeks to answer the following questions:

- Q1:** Do cooperative writing activities improve Iranian EFL Learners' writing performance?
- Q2:** Which components of Iranian EFL learners' writing product (content, organization, vocabulary, language use, mechanics) are mainly affected through the cooperative learning activities?

Method

Participants

To conduct this research study, the researcher selected 50 students of Islamic Azad University Maragheh Branch and examined their proficiency levels by giving a preliminary English Test (PET). Those whose scores ranged from 40 to 55 out of 60 were

selected to participate in the study. Ninety percents of the participants were female and 10 percent were male, and their majors were teaching English. The participants in this study with an age range of 20 to 28 were in the intermediate level, based on their proficiency (PET) test. All participants came from a bilingual background i.e. Turkish and Persian. The participants were randomly assigned to two groups: a control group that received no cooperative learning activities and an experimental group that received cooperative learning activities.

Instrumentation

The text book used for both experimental and control groups was “The Practical Writing through Reading, intermediate level, by Bailey & Powell, (2006). The book was selected by the university administration for writing 1 course of the given students. The units of the mentioned book were taught for both experimental and control groups. Each unit started with a topic page including the topic of the unit, related exercises, and chapter focuses.

The pre-test and post-test

The writing test was selected from the participants’ writing book which was used both as the pretest at the onset of the study and posttest at the end. The topic of the pre-test was (Describe the Reasons of coming to University and Your Plans for the Future). In this test, the participants were asked to write about 250 words. The scoring procedure was Analytic Scoring Method according to Jacobson writing checklist cited in Weigle (2002). Furthermore, according to Multiple Trait Method, in order to make sure of the reliability of the test, two different raters scored each paper. At the end of the study the participants were also asked to write on another topic from the same book (Describe Iranian Marriage Costumes). In this test, which was considered as the post-test the participants were asked to write about 250 words. The scoring procedure was the same as the pre-test.

Procedure

This part consisted of seven phases. First, a population of 50 Iranian university students participated in this study. In order to check their level of proficiency, the researcher gave the participants a preliminary English test (PET) that included 35 multiple choice reading questions and seven writing questions. According to their English language proficiency scores, 30 participants were chosen (those whose scores ranged from 40 to 55 out of 60), as the participants of the study. Afterwards these participants were divided into two groups of experimental and control and their homogeneity was checked by running an independent t-test for their proficiency scores. In the second phase, both groups were given a pre-test including writing about 250 words on the topic.

The third phase dealt with creating small teams among the experimental group according to the principles of cooperative learning. Regarding the students' pre-test scores, gender, and field of study, the researcher tried to make three equal teams out of 15 participants. That is, each small group included one weak student, who received below 50, three average students who received between 50 to 70, and one high performance student who had got 70 to 100 in the pre-test. All teams included both male and female students. Consequently, the experimental group was divided into three teams, each with five members to work together for the purpose of the research.

The fourth phase concerned with familiarizing the teams with the principles of cooperative learning, particularly the Learning Together Model, proposed by Johnson and Johnson in 1987 and has been confirmed to be the most effective model of cooperative learning (Johnson et al, 2000). The five essential elements of cooperation and the benefits of cooperation over the competitive and individualistic learning were explained to them. This phase lasted for one 90 minutes session and most students promised to follow the principles since the method seemed a new and interesting one to them.

The fifth phase dealt with familiarizing students with their roles in the team along with the teacher's roles and expectations. Each member in a group was assigned to a role and each session the roles changed so that each member played all the roles during the treatment. The responsibility in each role was clearly discussed. It was hoped that giving the team members these roles and responsibilities would result in high quality learning and promoted positive interdependence among the learners (Johnson & Johnson, 1994).

During the sixth phase which lasted for 5 sessions, the learners were involved in real group activities. In each session they wrote about one topic. The classes were conducted according to the lesson plan for the experimental group. The plans included instructional objectives, a list of materials needed as well as specification of time required, group size, assignment to roles, and arrangement of the room. The lesson plan also included an explanation of tasks, procedures to structure positive interdependence and individual accountability, criteria for success, the social skills, expected behaviors as well as procedures for group monitoring and processing how well the group functioned.

Meanwhile the control group received the whole class instruction. That is, it was taught in a teacher-centered context according to their lesson plans. The lesson plans for the control group focused on writing the same material with the same instructional objectives. The plans also included opening, instruction, and closer.

Both the experimental and control groups' lesson plans addressed the same instructional objectives and were based on the same writing activities and exercises. However, the experimental plans provided opportunities for small group instruction and for sharing resources among team members. Conversely, students in control group worked individually and shared their answers with the class.

Finally, the seventh phase of the study was conducted after the treatment. Students in both control and experimental groups were administrated the same post-test; i.e. “Describe Iranian Marriage Customs”.

Design

The research questions proposed in the present study requires a quasi experimental method of research. Accordingly, the study employed a pre-test and post-test, control group, and experimental group design while focusing on the variables of cooperative learning, with the specific emphasis on Learning Together Model as an independent variable and the participants’ writing performance as a dependent variable which was hypothesized to be influenced by the independent variable.

Data Analysis

Having collected the data from the pre-test, and post-test, the researcher employed SPSS (version 15-evaluation) to analyze data. First descriptive statistics of each individual test was calculated. Then, it was compared with their pre-test performance to check whether learning had happened and how well each group had done. At the other stage, it was compared with different aspects of writing (content, organization, vocabulary, language use, and mechanics), to find which aspects of the writing skills have been strongly affected by cooperative activities.

The first data considered were the two groups of participants’ proficiency scores which were Compared through an independent t-test, the results of which are given in Table 1 below.

Table1. T-test between Groups for Proficiency Scores

Group	N	Mean	Std. Deviation	T	df	Sig. (2-tailed)
Proficiency 1	15	46.13	4.96	.729	28	.472
Scores 2	15	44.93	3.99			

According to descriptive data in table 1, the mean score of the groups are approximately at the same level, and the results of the t-test in Table 1(**t (28) = .729, P = .472**) show that the P value of (.472) is more than .05, therefore it demonstrates that there is not a significant difference among two groups regarding their proficiency scores.

Then the participants of both groups were asked to write a composition as a pre-test. After the treatment they were asked to write another composition as a post-test. The scoring procedure of both compositions was Analytic Scoring Method. Furthermore, according to Multiple Trait Method, in order to make sure of the reliability of the test, two

different raters scored each paper. In order to check the reliability of the scores between two raters, reliability estimates for both pre-test and post-test between raters were calculated, which showed a high index of (.94) for the pre-test scores and (.98) for the post-test scores.

The first research question in this study addressed the effect of cooperative learning on writing skill of Iranian EFL learners.

For answering the first question, the researcher conducted an ANCOVA analysis between the post-test of both experimental and control groups. As the descriptive data in Table 4 shows, during the post-test the mean score of this experimental group was 88.80, but the mean score of control group was 73.10. In order to see whether this difference was statistically significant, the researcher conducted an ANCOVA analysis, the results of which are presented in table 5.

Table 4. Descriptive Statistics for the Post-test Writing Total Score ANCOVA

Dependent Variable: post-total

Group	Mean	Std. Deviation	N
1.00	73.1000	12.48885	15
2.00	88.8000	8.87975	15
Total	80.9500	13.30825	30

Table 5. ANCOVA Analysis for the Post-test Writing Total Score

Dependent Variable: post-total

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	3993.597a	2	1996.798	47.186	.000
Intercept	996.762	1	996.762	23.554	.000
Pre.total	2144.922	1	2144.922	50.686	.000
Group	2524.667	1	2524.667	59.660	.000
Error	1142.578	27	42.318		
Total	201723.250	30			
Corrected Total	5136.175	29			

R Squared = .778 (Adjusted R Squared = .761)

As it is clear in Table 5, the results of the ANCOVA implicates that there is a statistically significant difference among the performance of experimental group on the post test $F(1, 27) = 59.66$, $P = .000$, since P value is lower than .05. Therefore, the results confirmed that the cooperative learning activities in writing classes improve Iranian EFL learners' writing performance.

The second research question in this study aimed to examine the effect of cooperative learning activities on the components of EFL learners' writing performance. So this question is later on divided into five sub-questions each one dealing with one of the subcomponents of the scale. Question 2.1. was related to the content component of the writing as following:

Q2.1: Do cooperative writing activities have any effect on the content aspect of writing skill?

Table 6. Descriptive Statistics for the Content Component

Dependent Variable: content-post

Group	Mean	Std. Deviation	N
1.00	23.4000	4.40454	15
2.00	26.7333	3.43234	15
Total	25.0667	4.23396	30

By looking at the mean scores of the content component of learner's post-test in both experimental and control groups, it can be noticed that there has been considerable increase in the mean score of experimental group. As the descriptive data in Table 6 shows, during the post-test the mean score of the experimental group was 26.73, but the mean score of control group was 23.40 out of 30. In order to see whether this difference was statistically significant, the researcher conducted an ANCOVA analysis, the results of which are presented in table 7.

Table7. ANCOVA Analysis for the Content Component

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	269.052a	2	134.526	14.482	.000
Intercept	214.139	1	214.139	23.052	.000
Content.pre	185.719	1	185.719	19.993	.000
Group	114.695	1	114.695	12.347	.002
Error	250.814	27	9.289		
Total	19370.000	30			
Corrected Total	519.867	29			

a. R Squared = .518 (Adjusted R Squared = .482)

As shown in Table 7, the difference was statistically significant. Therefore, the results reveal that Cooperative Learning activities had a significant effect on improving content component of writing skill. **F (1, 27) = 12.347, P = .002**

The third research question in this study investigated the effect of cooperative learning activities on the organization aspect of writing skill.

Q2.2: Do cooperative writing activities have any effect on the organization aspect of writing skill?

Table8. Descriptive Statistics for the organization

Group	Mean	Std. Deviation	N
1.00	16.0667	2.28244	15
2.00	18.0000	2.07020	15
Total	17.0333	2.35597	30

Regarding the differences among the mean score of organization component of learner's post-test in both experimental and control group in Table 8, during the post-test the mean score of this experimental group was 18.00, but the mean score of control group was 16.06 out of 20. In order to analyze the results an ANCOVA was conducted to compare total means of two groups in the post-test. Table 9 illustrates the results clearly.

Table 9. ANCOVA Analysis for the Organization Component

Dependent Variable: organ. post

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	118.594a	2	59.297	37.784	.000
Intercept	51.139	1	51.139	32.585	.000
Organ. pre	90.560	1	90.560	57.705	.000
Group	50.576	1	50.576	32.227	.000
Error	42.373	27	1.569		
Total	8865.000	30			
Corrected Total	160.967	29			

a. R Squared = .737 (Adjusted R Squared = .717)

The results of ANCOVA test displayed in Table 9, indicates that there is a significant difference among the organization mean scores of the two experimental and control group. Therefore, the results reveal that Cooperative Learning activities had a significant effect on improving organization component of writing skill. **F (1, 27) =32.227, P = .000**

The fourth research question in this study examined the effect of cooperative learning activities on the vocabulary aspect of writing skill.

Q2.3: Do cooperative writing activities have any effect on the vocabulary aspect of writing skill?

Table 10. Descriptive Statistics for the Vocabulary of Writing

Dependent Variable: vocab. post

Group	Mean	Std. Deviation	N
1.00	13.8667	3.11372	15
2.00	18.0000	2.23607	15
Total	15.9333	3.39303	30

The obtained data of the post-tests of groups' vocabulary component in both experimental and control groups were analyzed through utilizing ANCOVA. Table 10 demonstrates the descriptive data for the performance of the groups on the post-test. During the post-test the mean score of this experimental group was 18.00, but the mean score of control group was 13.86 out of 20. In order to see whether this difference was statistically significant, the researcher conducted an ANCOVA analysis, the results of which are presented in table 11.

Table 11. ANCOVA Analysis for the Vocabulary Component

Dependent Variable: vocab. Post

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	157.926a	2	78.963	12.118	.000
Intercept	195.283	1	195.283	29.968	.000
Vocab.pre	29.793	1	29.793	4.572	.042
Group	155.085	1	155.085	23.799	.000
Error	175.941	27	6.516		
Total	7950.000	30			
Corrected Total	333.867	29			

a. R Squared = .473 (Adjusted R Squared = .434)

With regard to the findings obtained from conducted ANCOVA in Table 11, it becomes clear that Cooperative Learning activities had a significant effect on improving vocabulary component of writing skill. **F (1, 27) = 23.79, P = .000**

The fifth research question in this study investigated the effect of cooperative learning activities on the language use aspect of writing skill.

Q2.4: Do cooperative writing activities have any effect the language use aspect of writing skill?

Table 12. Descriptive Statistics for the Language Use

Dependent Variable: use-post

Group	Mean	Std. Deviation	N
1.00	15.9333	4.11386	15
2.00	21.6000	3.11219	15
Total	18.7667	4.59898	30

To answer this question the researcher conducted an ANCOVA analysis between the Language use component of learner's post-test of both experimental and control groups. As the descriptive data in Table 12 shows, during the post-test the mean score of the experimental group was 21.60, but the mean score of control group was 15.93 out of 25. In order to see whether this difference was statistically significant, the researcher conducted an ANCOVA analysis, the results of which are presented in table 13.

Table 13. ANCOVA Analysis for the Language Use Component

Dependent Variable: use.post

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	418.752a	2	209.376	29.048	.000
Intercept	293.375	1	293.375	40.702	.000
Use.pre	177.919	1	177.919	24.684	.000
Group	320.964	1	320.964	44.529	.000
Error	194.614	27	7.208		
Total	11179.000	30			
Corrected Total	613.367	29			

a. R Squared = .683 (Adjusted R Squared = .659)

Based on the results obtained from the conducted ANCOVA in Table 13, we can conclude that the answer to the fifth research question in this study is positive, and the cooperative activities produced by participants enhanced the scores of their Language use. So Cooperative Learning activities had a significant effect on improving language use component of writing skill. **F (1, 27) = 44.529, P = .00**

The sixth research question in this study investigated the effect of cooperative learning activities on the mechanics aspect of writing skill.

Q2.5: Do cooperative writing activities have any effect the mechanics aspect of writing skill?

Table 14.Descriptive Statistics for the Mechanics of Writing

Dependent Variable: mech.post

Group	Mean	Std. Deviation	N
1.00	3.2000	1.01419	15
2.00	4.5333	.63994	15
Total	3.8667	1.07425	30

The mean score of mechanics component of learner's post-test in both experimental and control groups in Table 14 were 4.53, and 3.20 out of 5 respectively. That is, the mean score of mechanics component in experimental group was more than that of control group.

Table 15. ANCOVA Analysis for the Mechanics Component

Dependent Variable: mech.post

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	22.038a	2	11.019	26.033	.000
Intercept	10.697	1	10.697	25.272	.000
Mech.pre	8.705	1	8.705	20.565	.000
Group	15.322	1	15.322	36.198	.000
Error	11.429	27	.423		
Total	482.000	30			
Corrected Total	33.467	29			

a. R Squared = .659 (Adjusted R Squared = .633)

Finally, for mechanics measure, the results of the ANCOVA analysis in Table 15 above revealed the positive effect of Cooperative Learning activities on improving mechanics component of writing skill. **F (1, 27) = 36.19, P = .00**

Discussion

To answer the proposed research questions two homogeneous groups were chosen and one of them received the treatment, working together in small groups. The results of the given measurements after the treatment indicated a difference between the mean scores of the two groups. However, to be statistically confident about the significance of the differences, the results were compared using the ANCOVA analysis. The value of observed F was calculated using the means and standard deviations obtained from the post-test. The observed F was compared with the critical P in .05 level of significance with the df of(1, 27). Since the observed F was lower than .05 critical P, the first research question was answered positively. Therefore, we could be statistically sure about the existence of a significant difference between the two group's performances after the treatment. Accordingly the outcomes of this study confirm the effect of cooperative

learning activities on improving the components of writing skills i.e., (content, organization, vocabulary, language use, and mechanics). All of these five components were improved by using cooperative learning activities in the experimental group.

We can suggest that writing performance can be improved through small-group cooperative interaction among peers in a supportive and stress-reduced environment; working with small groups provides various quality and quantity of input, output, and correction along with the increase of face-to-face interaction. There is almost missing in traditional teacher-centered classes. Working in small group develops the learner's interaction and communicative skills such as active listening, speaking, and turn taking. Cooperative group work can also foster cognitive skills such as problem solving, discovery learning, and creativity. Working together provides a context for students to learn and practice social skills. Learning how to make social relationship, how to value and respect others, how to cope with different ideas and how to tolerate conflicts are important factors which should be taken into account by any kind of educational program if it aims to make the learners ready for a prosperous future life.

Consequently, the results of this study confirm the results of the study done by Ghorbani (2008), who has tried to determine the impact of cooperative instruction on the writing skill of Iranian EFL learners. He concluded that cooperative instruction compared to traditional method is more effective as a technique for language teaching and leads to better learning.

Similarly the results of this study proved the findings by Razavi (2005). She found out cooperative learning improved reading performance of Iranian University ESP students. She has shown that students who have learned in more student-centered classes had better understanding than those in teacher-dominated classes.

The outcomes of this study were also in line with Liang (2002). The study implemented cooperative learning to EFL teaching. He showed that cooperative learning is a feasible and practical teaching method that puts communicative approach into action. Such a student-centered teaching method helps to improve the students' oral communicative competence of the target language.

Conclusion

Most EFL teachers concerned about the unsatisfactory outcome of English courses in Iran. It is disappointing and discouraging for them to witness incomplete student performance despite their high efforts to increase the input for better student intake. This problem is remarkable in writing classes, too. Students prefer to have a teacher to solve their writing problems through explanation and translation into the target language. They expect to receive a direct and explicit correction from the teacher. The result is a boring and despairing atmosphere.

One of the solutions to motivating these inattentive learners to master the target language is shifting the responsibility of learning from the teacher to the learners. Nowadays that we consider learners as significant information providers with specific background knowledge, and the effect of socio-cultural factors and interactions in the process of learning, the need for collaboration and cooperation in language classes is undeniable.

The impact of more knowledgeable person on one's language mastery should not be ignored in language pedagogy. This is proved by the significant theoretical viewpoints such as Vygotskian ZPD. In this regard, creation of conditions under which the learners can be exposed to language and take part in real communication is of great importance. On the other hand, writing skills as a complex and self selected activity can be learned and practiced through the student-student interactional process. That is, writing improvement needs more learner-centered courses due to its being a personalized activity. Respectively, putting the learners in collaborative situation to challenge their own learning is a better way to attain desirable outcomes. This thesis is hoped to sharpen the ideas of those concerned in language pedagogy.

Drawing the results obtained from the present study, it might be concluded that:

- 1- Cooperative Learning activities improve writing skills in EFL classes.
- 2- All of the components of a piece of writing i.e. content, organization, vocabulary,

language use, and mechanics might be improved though cooperative learning activities.

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THE RELATIONSHIP BETWEEN IRANIAN EFL TEACHERS' AGE AND THEIR EMOTIONAL ATTITUDES

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Abstract

EFL teachers' age, which might be considered as a determining factor in their occupational health and success, and in particular in its relationship with their emotional attitudes, was the main focus of this study. In addition, this study aimed at designing an instrument to unfold the relationship between teachers' emotional attitudes and their age. To accomplish this goal, semi-structured interviews were conducted with 30 English teachers. The obtained data, along with the results found from the related literature, helped the researchers in designing the first draft of the questionnaire. Then, the feasibility of the research was examined through 2 phases; at first with the help of 10 experts rating the items from 1 to 5, and then conducting a pilot study with 60 participants, from which the overall reliability of the questionnaire was calculated ($\alpha=0.93$). Finally, a sample of 200 EFL teachers of English from different regions of Iran filled out the questionnaire. The analyses of the data from both interviews and questionnaires revealed that there was no significant relationship between teachers' age and their emotional attitudes. The obtained results might be due to contextual factors or irrelevance of the two variables. Contrary results might also be obtained in future studies with a more generalizable sample.

Key words: Age, Teachers' Emotional Attitudes, EFL Context, Contextual Factors

1. Introduction

A modern language teacher, should not only be an expert in teaching a second language, but also be a linguist, a technologist, a therapist, a psychologist, a sociologist and a cultural anthropologist due to internal and external modern, if not postmodern, forces and requirements.

"It goes without saying that teachers are an ultimate key, if not the key, to successful education and that they play a vital role in bringing about educational reform (Hargreaves &Fullan, 1992; Suwandee, 1995)" (as cited in Birjandi&Bagherkazemi, 2010, p. 135).

The role of the teachers, in particular the successful ones, in education programs, have led the researches to investigate the multiple intervening factors that might cause success.

In other words, the general characteristics, conditions and emotional and social attitudes of successful language teachers are being reported and investigated for further improvements.

Language teachers, regardless of what level they teach, possess certain emotional attitudes to their workplace, students, and colleagues. This variability might be due to different determining factors. Job satisfaction, occupational stress, control over their work environment, their gender and age, or their backgrounds and personalities are a number of ones. Researchers have examined some of these factors, and their relationships with other psychological and social constructs. One way of looking at this issue is that more experienced teachers and older teachers might be different from the novice younger teachers in their level of success. The way each group perceives the world based on the amount of experience they have, might also be different. It is worth mentioning that the quality and nature of those experiences might not be the same among them. Contrary results show, there is no unanimous agreement upon whether which group might be more or less successful. Accordingly, the question of whether the more experienced, and in most cases the older teachers, are adaptable to the flow of changes in the modern educational programs, is of great significance. In spite of what has been said, it is also worth mentioning that the experienced, older teachers, might act more patiently to their students and have more consistent management techniques. As Gorrell and Dharmadasa (1994) states, although pre-service teachers prefer implementing new methods of instruction, experienced teachers are more concerned about classroom management and organization of instruction and their impacts on students. Other views might take the side of younger teachers, for their energetic modern way of implementing teaching and learning theories. Therefore, contrary positions towards the age and the experience of teachers, particularly EFL teachers, have led us to investigate the relationship between EFL teachers' emotional attitudes, and their age in order to gain a better understanding of the efficiency and success of both younger and older groups of EFL teachers.

The emotional attitudes that language teachers have towards their students, workplace and colleagues, are said to affect the way they teach and behave. "Indeed, emotional attitudes concern both emotions defined as expressing involuntary an emotional state and attitudes defined as expressing the intention of the speaker and produced by the speaker in order to influence the interlocutor's reaction in the communication act" (Botherel & Maffiolo, 2006, p.191). The question of whether teachers of different ages have certain emotional attitudes towards their environment would be an interesting unresolved one. Accordingly, this study aims at unfolding the relationship between EFL teachers' emotional attitude and their age.

2. Review of Literature

There continues to be a great deal of debate about the role of EFL teachers' age in teacher development and success. The importance of teachers in the education process has

been demonstrated by many empirical studies (e.g., Hattie, 2003; Sanders, Rivers, 1996; Rockoff, 2004; Hanushek, 1992). Since teachers usually gain extensive experience of successful and unsuccessful performances throughout their years of teaching, this assumption has generated in-depth research into how teachers who have been involved in teaching for different periods of time perceive their teaching (Hoy & Woolfolk, 1993; Imants & Brabander, 1996; Fives & Lisa, 2008; Fives, 2010; Soodak & Podell, 1997; Campbell, 1996; Kotaman, 2010).

Wolters and Daugherty (2007) found that teachers in their first year of teaching reported significantly lower self-efficacy for instructional practices and classroom management than did teachers with more experience. Furthermore, Soodak and Podell (1997) observed that experienced teachers are more resistant to change in their beliefs of personal efficacy and use of activities of different types than teachers with less experience. Additionally, there are some other studies which show mixed results, such as the work of Gorrell and Dharmadasa (1994), who indicated that although pre-service teachers preferred implementing new methods of instruction, experienced teachers were more concerned about classroom management and organization of instruction and their impacts on students.

Finally, some researchers have reported no significant relationship between teachers' years of experience and their activity preference and/or efficacy beliefs (e.g., Guskey, 1987). On the other hand, researches on teacher development have extensively examined pedagogical and cognitive concerns, especially on novice teachers (Freeman & Richards, 1996). However, an EFL teacher's professional life involves relationships with students, colleagues, parents and many others connected to the institutions that they work in (Cowie, 2010). Teaching is an emotionally charged activity and changing the way teachers teach is extremely difficult (Scott & Sutton, 2009). As Nias (1996) noted, teaching involves human interaction and therefore has an emotional dimension. Emotions frequently shape cognitions, and some emotion theorists include changes in cognitive functioning as part of their definition of the emotion process (Mesquita, Frijda, & Scherer, 1997).

When it comes to emotional attitudes, research shows some attitudes are stable over time, but some of them depend on the context (Bohner, Wänke, 2002). For instance, teachers' attitudes to teaching are influenced by teacher development because teachers can see the effects of changes in their students (Guskey, 2002). According to the conclusions of some studies, teachers' attitudes and responses to reforms are correlated with characteristics such as age, length of professional experience, gender or cultural background (e.g. Huberman, 1989; Datnow, 1998). As a matter of fact, although a lot of investigations have been conducted regarding learners emotions, personality types and styles, and individual characteristics, teachers' emotions have been neglected which could be regarded as a gap considering teaching as an "irretrievably emotional job" (Hargreaves, 2000, p.812). Emotions are the focus of analysis, increasingly, among a number of

professional settings, including education; however, emotion is the least investigated aspect of research on teaching, yet it is probably the aspect most often mentioned as being important and deserving more attention (Zambylass, 2005).

As a result, although there have been researches done on the relationship between teachers' age and some other teaching variables, still there is a vital need for more studies on the relationship between EFL teachers' emotional attitudes and their age.

3. Methodology

This study aimed at investigating the relationship between EFL teachers' age and their emotional attitudes. An instrument is also designed to achieve this goal.

3.1 Participants

The participants constituted two groups of teachers and raters who were teaching English at Iranian private and public English institutes countrywide.

3.1.1 Teachers

In this study the emotional attitudes of teachers towards their colleagues, workplace and students were investigated. In other words, teachers' views were studied and an instrument has been designed in form of a questionnaire. In this regard, firstly a group of 30 English teachers at Iranian English institutes were interviewed. The interviews were transcribed. Later using 'content analysis' the transcriptions were analyzed. Then, 60 Iranian English teachers teaching at different private and public institutes participated in the pilot study, testing the validity and reliability of the questionnaire. At the final stage, 200 filled questionnaires were received from about 270 distributed questionnaires (both paper and electronic versions). To guarantee the generalizability of the results, the participants were chosen from 4 different regions of Iran: Rasht, Tehran, Mashhad and Shiraz through purposive sampling.

3.1.2 Raters

A group of 10 university English Language lecturers participated in the study in order to evaluate the items of the questionnaire which were based on the analysis of the interviews. They assessed the items critically to ensure their appropriateness and the content validity of the instrument. Their comments and suggestions along with the statistical evidence and the researcher's own views, were the main tools in the process of revising the items of the questionnaire. The main purpose was to come up with a user-friendly and clear instrument to operationalize emotions based on scientific methods.

3.2 Instrumentation

Data collected questionnaire consists of 65 items under 11 categories and the overall reliability of the questionnaire was $\alpha = 0.934$. The reliability of the questionnaire was measured after implementing the pilot study, calculated through Cronbach's Alpha.

2.2.1 Semi-structured Interview

In the first step, semi-structured interviews were conducted with 30 English teachers. Through these interviews, the researcher managed to obtain specific qualitative information from the sample as well as general information relevant to specific issues related to the aim of the study. Having known the basic questions to be asked in the form of an interview framework, the researcher gained a range of insights on specific issues through two-way communication with interviewees (Appendix B).

3.2.2 Closed Questionnaire

In order to check the reliability and validity factors, the designed questionnaire went through three stages which had been suggested by Devellis (1991): 1. Generating an item pool, 2. Reviewing the items by experts, 3. Selecting the final items. The final version of the closed-questionnaire is shown in Appendix A.

3.3 Data Collection and Analysis Procedure

The present study was carried out in several phases. Since the researchers were seeking an instrument to operationalize the emotions of English teachers towards three main factors, namely towards their students, colleagues, and workplace, the following steps were needed to come up with a reliable and valid questionnaire:

- Step one: Conducting Semi-structured interviews
- Step two: Analyzing the obtained information
- Step three: Designing the questionnaire
- Step four: Administering a pilot testing
- Step five: Preparing the final version and distribution of questionnaire

In order to analyze the gathered data, several steps were taken to find an answer to the posed questions. In the first step, the transcription of the interviews went through content analysis. Then, a statistical analysis was done, using SPSS software version 19.0, to find out the frequency of the answers given by participants. Hence mean, standard deviation, minimum and maximum values were determined. In order to find out the main emotions that Iranian EFL teachers perceive regarding their students, colleagues they are cooperating with and their working environment, one-sample T-test was used. Also, Pearson Product-Moment Correlation and Chi-Square Test were used to find out whether

any relationship between emotions and teachers' experience (as a personal variable) of participants exist.

4. Results

Based on the analysis, the most frequent emotions that Iranian English teachers perceive regarding their students, colleagues and workplace are provided in the following table. According to Table 1, there are 12 most frequent feelings that teachers usually experience towards their students, including satisfaction and dissatisfaction (based on different reasons), anger and respect. The participants also mentioned the way in which they feel close to their students, even regarding them as friends. In general, the expressed feelings were mostly positive and most of the interviewees believed that their relation with their students is one of the basic reasons for teaching.

Table 1. Feelings towards Students

1. Satisfaction as a result of their students' compliments
2. Satisfaction as a result of interaction with students
3. Satisfaction as a result of students' improvement
4. Dissatisfaction when students are not cooperating
5. Dissatisfaction because of heterogeneous students in class
6. Dissatisfaction as a result of traditional beliefs of students towards learning
7. Anger towards students when they keep repeating the same mistakes
8. Being close to students when they are adults
9. Being close to students as a result of having common interests
10. Going beyond the role of a teacher and becoming a moral guide to students
11. Friendship, because some of the students turn into close friends
12. Respecting different ideas in the class

As Table 2 indicates, although the feelings described towards colleagues were not as positive as those in regard of students, it does not mean that there was no emotional warmth between them. Most of teachers preferred to share their experiences of different classes with their colleagues, and they found it useful to ask for help or advice. However, in some institutes, the competitive atmosphere caused negative feelings such as anger. As a matter of fact, the general relation between teachers was based on mutual respect and some of the participants named their colleagues as their best friends.

Table 2. Feelings towards Colleagues

1. Suppression of feelings whenever there is a problem with another colleague
2. Anger whenever they just want to show off their abilities
3. Confidence, that if necessary, teachers can ask other colleagues for help or advice
4. Collaboration with colleagues through meetings
5. Respect towards other colleagues
6. Friendship, because some of the colleagues turn into close friends
7. Anger, when colleagues say unpleasant stuff about each other
8. Sharing problems with colleagues, when it seems helpful

According to Table 3, teachers' opinions of the institutions that they worked at were often positive and they were trying to stay optimistic. However, they complained about lack of trust and freedom, making them self-conscious of whatever they were saying, and consequently limiting their creativity. The source of some of the negative feelings were in lack of facilities such as computers, soft-wares, dictionaries and other materials in the classroom. All the participants expressed respect towards the staff they were working with, although their relations were limited to the workplace and were mostly a formal one.

Table 3. Feelings towards Workplace and Staff

1. Dissatisfaction when constantly being checked through cameras, observations, etc.
2. Dissatisfaction as a result of lack of freedom in the workplace
3. Anger, when the facilities are not available
4. Respect towards the staff

In order to find the answer to the main question of the study and to see whether there is a relationship between teachers' age and their emotional attitudes, the following tables and results of analysis are presented.

Table 4. Age/ Emotion Corelation

Correlations

		Age	EMOTION
Teachers' Experience	Pearson Correlation	1	-.048
	Sig. (2-tailed)		.500
	N	200	200
EMOTION.	Pearson Correlation	-.048	1
	Sig. (2-tailed)	.500	
	N	200	200

According to Table 5, the result of t-test and chi-square shows that the level of significance is higher than 0.05 and there is no significant relationship between EFL teachers' age and their emotional attitudes.

Table 5. Chi-Square Between Teachers' Age and Their Emotional Attitudes

Result	Level of significance	Correlation	N	Variables
Hypothesis Rejected	0.05	-0.048	200	Age and Emotions

5. Discussion and Conclusion

The findings of this study, notwithstanding its limitations, shed some light on the relationship between EFL teachers' emotional attitudes and their age. According to the results of the analyses, which showed a level of significance higher than 0.05, there was no significant relationship between teachers' age and their emotional attitudes. In other words being older or younger did not have any relationship with the way EFL teachers felt and thought about their students, colleagues or workplace. It was assumed that older and younger EFL teachers did not have the same emotional attitudes. It should be mentioned that there is a paucity of research on the relationship between teachers' age and their emotions. Therefore, it was difficult to check whether the outcomes of this research were in accordance with other results. In spite of this fact, according to Guskey (1987), there is no significant relationship between teachers' years of experience and their activity preference and/or efficacy beliefs. On the other hand, the results of this study are in contrast with some other studies (Wolters and Daugherty, 2007) who found that teachers in their first year of teaching reported significantly lower self-efficacy for instructional practices and classroom management. Taking into consideration these contrary results, further research might also be needed in order to illuminate the relationship between the aforementioned constructs.

This study took place in certain institutes of a number of cities in Iran. Duplications of the same study might be needed in order to be more generalizable and contain a wider range of social class backgrounds of the teachers. In other words, it would be valuable to replicate this study through distributing the same questionnaires with a larger group of participants, perhaps with teachers from a different geographical or cultural background. It is believed that by great enthusiasm, other intervening factors could be controlled in future studies. In order to be able to fully understand the effect of age on other social and psychological constructs, or their relationships in the field of TEFL, other studies could be done on the relevance of the aforementioned factors to teachers' burnout, level of success and their own attitude towards teaching and learning.

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Appendix A: The Final Version of the Questionnaire

General information

All information is completely confidential.

Age:

Gender: male / female

Years of language teaching experience: ... Field of study/Degree:

- *Instruction: You are kindly requested to fill this questionnaire, which has been especially designed for our research on Teachers' Emotional Attitudes towards their Students, Colleagues and Workplace. We appreciate your sincere responses, which are no doubt of great value to our purpose. Please read the following questions and choose one answer from strongly agree(1) to strongly disagree(5).*

	Strongly Agree (١)	Agree (٢)	Somewhat agree/ disagree(3)	Disagree (٤)	Strongly Disagree (٥)
* Satisfaction					
1- I feel satisfied whenever I hear others appreciating me as a good teacher and compliment my effort to teach.					
2- The most important source of my satisfaction is my income (financial aspects).					
3- My students are the reasons that I feel satisfied with my job.					
4- I love my job.					
5- I feel satisfied with my job because of the interaction between me and my students.					
6- I feel satisfied whenever I see my students' improvement.					
* Dissatisfaction					
7- I feel dissatisfied whenever I cannot do my best.					
8- I feel dissatisfied when students are not cooperating.					
9- I feel dissatisfied when I am constantly checked through observations, cameras, etc.					
10- I feel dissatisfied with my job because I have to censor myself and I am not free.					

	Strongly Agree (۱)	Agree (۲)	Somewhat agree/ disagree(3)	Disagree (۴)	Strongly Disagree (۵)
11- Heterogeneous classes make me feel dissatisfied.					
12- I feel dissatisfied because students have traditional beliefs towards learning and they don't accept new methods.					
* Interaction with Colleagues					
13- When I have a problem with a colleague, I'd rather keep it in my mind.					
14- When I have a problem with a colleague, I just suppress my feeling.					
15- I feel mad at my colleagues, when they just want to show off their abilities.					
16- I feel mad at my colleagues, when they say unpleasant stuff about me.					
* Anger towards the Institutional Context					
17- Whenever I feel angry because of the institutional context, I try to be positive and deal with it.					
18- Whenever I feel angry because of the institutional context, I would talk with the manager.					
* Anger towards Students					
19- I wouldn't become angry with the students because I know they haven't got a good sense of learning.					
20- I am annoyed when a student keeps on committing the same mistakes.					
* Being Close to Students					
21- When my students are adults, I am very close to them.					
22- When my students share interests with me, I feel very close to them.					
23- Most of my close friends are my students.					
24- There is a friendly atmosphere in the class but my students are not my friends.					
25- As an English teacher, I am closer to					

	Strongly Agree (1)	Agree (2)	Somewhat agree/ disagree(3)	Disagree (4)	Strongly Disagree (5)
my students than other teachers and I try to eliminate the boarders between teacher and students.					
26- I've gone beyond my role as teacher and become a "moral guide" to my students, because I believe that we are teaching the culture as well.					
27- Sometimes I go beyond my role, but I think we have got to have some redlines.					
28- I don't go beyond my role and I try to be indifferent to the topics.					
29- I think you've got to be more careful with the opposite sex.					
30- I think you've got to be more careful at the beginning of the term when you don't know their points of strength.					
31- I try to be equal to all my students, no matter they are male or female.					
32- Sometimes because of cultural reasons you may unintentionally make a difference.					
33- You have to follow the social norms, because of that I DO treat my students differently.					
* Interaction with Students & Colleagues					
34- I believe the most interaction between teacher and students usually happens through discussions.					
35- Students like to communicate when the topics are related to their lives.					
36- I share my personal life with my students because it encourages them to talk.					
37- I share my personal life with my students because then they start sharing as well and it is authentic interaction.					
38- I share my personal life with my students because when you talk, they					

	Strongly Agree (۱)	Agree (۲)	Somewhat agree/ disagree(3)	Disagree (۴)	Strongly Disagree (۵)
can see you as a real person.					
39- I think sharing my personal experiences helps creating the bond between me and my students.					
40- I share my problems with my colleagues because I think it is really helpful.					
41- I just ask those colleagues who have more experience to help me with my problems.					
42- I am confident that, if necessary, I can ask my colleagues for advice.					
* Emotions and Staff					
43- I usually don't talk with the staff about anything beyond the work.					
44- When it is necessary, I am able to ask a colleague for assistance.					
* Creating Rapport					
45- In order to create rapport with my students, I go for topics that they can share.					
46- In order to create rapport, you highlight their positive features.					
47- In order to create rapport, having some sense of humor would help.					
48- In order to create rapport, I usually start with their interests and then we progress to more personal issues.					
49- In order to create rapport, I respect all the ideas in my class without any personal criticism.					
* Collaboration					
50- In order to collaborate with other colleagues, we have regular meetings at the institute.					
51- In order to collaborate with other colleagues, we have meetings but they are not regular.					
52- Sometimes we share any piece of useful					

	Strongly Agree (1)	Agree (2)	Somewhat agree/ disagree(3)	Disagree (4)	Strongly Disagree (5)
information through email with each other.					
53- There is a respectful relationship between me and my colleagues.					
54- Some of my colleagues have become my close friends.					
55- My relation with the staff is just a formal one.					
56- I know the names of people working at the institute, but we are not close.					
* General Feeling towards Your Career					
57- I generally feel so positive about my job.					
58- My job is one of the priorities in my life.					
59- I like my job but the long hours of work make me feel so tired.					
60- Teaching is the best thing I can do.					
61- I like my job because of the interaction with the students.					
62- Teaching is indeed a fulfilling job.					
63- I can never quit teaching cause I like dealing with people.					
64- Teaching is not a boring job, it is rather a social life.					
65- I feel that if I had to choose again, I would choose teaching one more time.					

- If there are other points not mentioned above, please write them below. Thank you in advance....

Appendix B: The Interview Questions

• What are the most important sources of your satisfaction in relation to your job as a teacher?
• What are the most important sources of your dissatisfaction in relation to your job as a teacher?
• How close are you to your students?
• Have you ever felt like a 'moral guide' to them?
• Have you ever tried to build a kind of bond with your students? How?
• What are the ways in which you collaborate with other teachers as your colleagues (email, meeting, etc.)?
• How do you create rapport with your students?
• Have you ever gone beyond your role as an English teacher?
• What are the sources of your anger (towards your students, colleagues and workplace)?
• How long would your anger last?
• Is there a difference between the way you treat your male and female coworkers?
• Do you usually talk about your emotions with your colleagues? Would it be helpful?
• Have you ever become angry because of the institutional context? Did you try to solve it? How?
• Do you know the name of the staff where you are working?
• Do you usually talk with the staff about anything beyond the collegial relations and issues? How close are you to them?
• Have you ever asked your colleagues to help you at any situation? Would you do that again?
• Use an adjective to describe your relation with the following: <ul style="list-style-type: none"> - Students - Colleagues - Workplace
• How do you generally feel about your job?
• Feel free to add anything which you believe has been missed through the discussion.

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**Foreign Language Learning: the background
to this initiative in Primary Schools in the UK.**

This paper looks at the background to foreign language learning amongst primary age school children in the UK, and its place in the curriculum. It looks at the Framework for Primary Languages and explores the rationale behind the content and the learning objectives. The varied skill level of teachers has an impact on the methodologies and these are discussed, alongside the debate about progression, differentiation and assessment. Finally, opinion is divided as to the importance of the inclusion of this language initiative into the primary curriculum, and so this paper touches on some of the issues surrounding second language learning and its impact on our children's ability to thrive and contribute in today's global world.

Published in 2002, The National Languages Strategy for England 2002 stated that, as a desired outcome, all children aged 7-11 should be entitled to study a language.

'Every child should have the opportunity, throughout KS2, to study a foreign language and develop their interest in the culture of other nations. They should have access to high quality teaching and learning opportunities, making use of native speakers and e-learning.' (DfES, 2002)(1.)

Language teaching should be an integral part of the values of primary education. It should complement the key features of the primary education and allow the children to become engaged in their language learning through inclusivity, building on prior learning and wherever possible, linking into other areas of the curriculum.

As this language learning initiative was not statutory, primary schools in England were able to set their own agenda with regard to timing the introduction of a foreign language into the curriculum, although it was recommended that by 2012, all children at key stage two should be provided with this opportunity. Schools were able to choose which language to introduce to their pupils and phase in the initiative in a way which was appropriate to their individual school development agenda and curriculum.

The Framework for Languages, introduced to support the teaching of languages in primary schools, was exactly that, a framework. Drawn up by language professionals, it is non-prescriptive, and non- language specific and was intended to be a supporting framework, with relevance for which ever language a school decided to introduce as part of its curriculum.

Designed to enhance children's understanding of other cultures, as well as give them the opportunity to achieve a level of linguistic competence, the Framework has three core strands: Oracy, Literacy and Intercultural Understanding. These core strands are supported by two further cross-cutting strands: Knowledge about Language and Language Learning Strategies.

Progression is planned into the Framework. For example, the Oracy strand describes how children, at the age of seven, should be given the opportunity to 'listen and respond to simple rhymes, stories and songs', and by the age of eleven, should be able to 'use spoken language confidently to initiate and sustain conversations and to tell stories.' The Literacy strand describes how children should be able to 'make links between some phonemes, rhymes and spellings, and read aloud familiar words, and experiment with the writing of simple words'. By the age of eleven, children should progress so that they are able to 'read and understand the main points and some detail from a short written passage, identify different text types and write sentences on a range of topics using a model. Similarly, there is an expectation that children should make progress in their level of Intercultural Understanding and by the age of eleven, should be able to compare attitudes in different cultures, and present information on a range of aspects of everyday life, comparing and contrasting values and beliefs.

Underpinning these three strands, Knowledge about Language enables children to understand how language works, and apply their insights into sounds, grammar and rules of language so that they can create new language themselves, and successfully decode unfamiliar texts. The strategies for learning language run alongside and children are encouraged to reflect on how they memorise new language, and what strategies they employ to help them to get to grips with new grammar, vocabulary and sounds.

The DfES announced a pilot scheme of 19 areas which were to investigate successful methods and best practice for delivering the government's initiative for languages. The pilot scheme ran for about 2 years, 2003-2005. This was followed by a further pilot scheme initiated by CILT, which consisted of the 19 areas and a further 12 areas. Both reports highlighted an enthusiastic response from the pupils, with a varied approach to teaching subject content. Songs, games, rhymes and stories were used to introduce and consolidate new language. However, there were concerns, the main one being lack of language skills amongst teachers themselves. A proportion felt that they would be able to deliver the first year of the curriculum, but would not have the expertise or knowledge to successfully and confidently deliver the fourth year of the programme. Another concern involved the particular nature of school structure; in many primary schools in the UK, children are taught in mixed -age classes where by the two, three , and in small rural schools, four year groups are taught in the same class. How do teachers ensure language progression and differentiation in these environments, where children are at different levels of the programme. Problems of timetabling also arose. Teachers felt that the timetable was already overloaded so how could the language lesson be accommodated?

Would another area have to give way, or could language learning be integrated across the curriculum with other subjects? Would the class teacher be the best person to deliver the language curriculum, or would it be better to introduce a specialist for the specific lesson? Ideally, the lesson should be delivered by a language specialist, but the problem of children having no further opportunity to practise their new language skills until the following lesson a week later, raises the question of sustainable progress. If children are to gain a level of proficiency, they need maximum exposure to the sounds and written words, and daily opportunities to practise. Ideally, every day routines should lend themselves to language practice and where possible, incorporate aspects into the curriculum.

The government has now announced a new curriculum for primary school children, to take effect from September 2014. Learning a foreign language will be a statutory element in the new proposed curriculum. Two consultation documents, published towards the end of 2012, revealed continuing support amongst the teaching profession for the inclusion of languages underlining the rationale for starting language learning at a younger age:

"that younger children learn languages more easily and so starting in Key Stage 2 will build their confidence for further learning in Key Stage 3 and beyond; that it was important to align England with other countries which begin language teaching earlier; and that it would enhance pupils' career prospects in a global market and broaden their cultural horizons." (2.)

<http://media.education.gov.uk/assets/files/pdf/c/ks2%20choice%20of%20languages%20consultation%20report%20final%2005-02-13.pdf>

The draft proposals, published in February 2013, state that children will be expected to make "substantial progress" in one of seven languages, during the course of Key Stage Two (7-11 years of age). The specified languages are: French, German, Italian, Mandarin Spanish, Latin or Ancient Greek. Despite the call for inclusion of other languages such as Russian, Japanese and Urdu, as revealed in the consultation document, the government supported its choice of languages by stating that:

"The languages in the list comprise a sample of important languages that, each in its own right, give a good grounding for further languages study." (2.)

<http://media.education.gov.uk/assets/files/pdf/c/ks2%20choice%20of%20languages%20consultation%20report%20final%2005-02-13.pdf>

The report also stressed the importance of continuity in language provision as students move into Key stage Three and it was felt that by having too wide a choice of languages at Key Stage Two, teachers at Secondary School would be unable to sustain progression with such a diverse intake of language learning experiences. However, further consultation (July 2013) has now resulted in the removal of the language list, leaving schools free to teach which ever language they choose.

One other important point emerged, which recognised the importance of providing teachers with the necessary skills to deliver the languages curriculum:

"We are working with a range of stakeholders, including publishers, educational suppliers, teaching schools and subject associations, to make sure that high-quality support and adaptable models of Key Stage 2 foreign language teaching become available for schools. The Teaching Agency is working with Initial Teacher Training providers to influence training from 2013/2014 onwards and we will consider further the possible demand for primary teachers with a foreign language specialism." (2.)

<http://media.education.gov.uk/assets/files/pdf/c/ks2%20choice%20of%20languages%20consultation%20report%20final%2005-02-13.pdf>

This is vital for the success of language teaching in our Primary Schools. The skills shortage is no surprise, given that since 2004 when it was no longer compulsory for students to study a language at GCSE, the number of students choosing this option has declined with inevitable drop in the number of students presenting for a language examination at A level. A decline of 50% uptake of French and German by students over the last decade was reported in the summer (2013): there was a slight increase, 4%, in students studying Spanish to A level, taking the total number to 7,651, accounted for by the popularity of Spain and Spanish speaking countries as holiday destinations. (3.)

<http://www.telegraph.co.uk/education/educationnews/10245143/A-level-results-2013-foreign-language-courses-in-freefall.html>

This decline in interest in languages has left the UK with a skills shortage, with almost a generation of young people unable to communicate in a second language. So it is important for the government to address this in order to ensure that teachers in our Primary Schools have the necessary language skills to deliver the entitlement. Some teacher training programmes now do offer their students the opportunity to specialise in a foreign language. But there is concern amongst the teaching profession that the government has not drawn up plans for a far-reaching language up-skilling programme to ensure that teachers have the confidence and necessary skills to teach to a high standard. There are programmes on offer, with funding, to help teachers improve their language skills, some of which offer an immersion programme for a one or two weeks- in, for example, France or Spain. However, the problem lies in ensuring that participants receive language input and the relevant pedagogical skills to allow them to become proficient practitioners in the classroom.

The Programme of Study for 2014 is shorter than the current one, allowing schools to develop the curriculum along lines best suited to their pupils' needs. Focusing on knowledge and skills, the programme is nevertheless challenging, with an appropriate balance of spoken and written language. The objectives in the new Programme of Study are very similar to the Framework for Languages and should enable schools who have

already developed their language teaching along the lines of the Framework, to continue to progress.

“Pupils should be taught to:

- *listen attentively to spoken language and show understanding by joining in and responding*
- *explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words*
- *engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help**
- *speak in sentences, using familiar vocabulary, phrases and basic language structures*
- *develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases**
- *present ideas and information orally to a range of audiences**
- *read carefully and show understanding of words, phrases and simple writing*
- *appreciate stories, songs, poems and rhymes in the language*
- *broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary*
- *write phrases from memory, and adapt these to create new sentences, to express ideas clearly*
- *describe people, places, things and actions orally* and in writing*
- *understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.*

The starred () content above will not be applicable to ancient languages.” (4.)*

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/210969/NC_framework_document_-_FINAL.pdf

The focus is on practical communication, but for those studying the ancient languages, the Programme states that the linguistic exercise of studying Latin or Ancient Greek would provide a foundation for their language learning in Key Stage Three. The key is to give children an interest in languages, in how they work, to make links and connections. In order to attract and retain their interest, it is important that children capture the spirit of new challenges, which should be presented to them in a positive atmosphere where they are not afraid to take risks and make mistakes. If motivation opens the door to language learning, the children should feel comfortable and ‘safe’ in their learning environment. They need to be given plenty of opportunity to hear new sounds and phrases and to be given different ways to respond, according to how ready they feel to contribute. For example, children could build a tower of cubes, placing one on top of another, every time they hear a particular sound. This could eventually lead to children repeating the

sound when they are ready. Stories, poems, rhymes and songs in the target language give the young learners exposure to new language and the opportunity to join in at an appropriate level when they feel ready. Rhyming words also act as a ‘hook’ on which to hang new learning and songs are easily memorable. Repetition and imitation and memorising, involved in these activities, are all strategies for learning new language. This approach also allows for differentiation; it allows children to develop their language skills at their own pace, within the same lesson. Progression is planned into the Framework and, amongst practitioners, much thought has gone into devising a programme whereby children in mixed-age classes do not cover the same ground in two consecutive years. Although each school arrives at its own unique way of delivering the programme to mixed-age classes, it is possible to build progression using the same materials: for example younger children could respond to simple question about a text with simple one word answers, whereas older children could respond to the same question with a simple sentence as a response. Progression, as indicated in the Framework refers to “an increase in the amount and complexity of language which children can understand and use” (Framework). As stated in the Oracy strand of the Framework, Year 3 children should be able *to recognise and respond to sound patterns and words*, and Year 4 children, *to listen for specific words and phrases in a song, poem or story*. As with the example above, this can be achieved in a mixed-age class by using the same teaching material but encouraging a different response according to year group.

Whatever the challenge facing teachers, the main emphasis is on enjoyment, that children are encouraged to be curious about how languages work, to make links and explore how they learn. It should enable children to expand their horizons and allow them to step inside other cultures.

There is not a strong tradition of language learning in the UK. Why learn another language when everyone else can speak English? This is often a common response. However, it is not fundamentally true; there are large corners of the world where English is not spoken. And it is extremely difficult to understand and to communicate when one has no knowledge of how languages work. As a native English speaker, one should not be complacent. A study in 2005 placed English as the fourth most populous language, behind Mandarin, Hindi and Spanish. (5.)

http://www.vistawide.com/languages/top_30_languages.htm

Predicted population growth in both China and India far exceeds predicted growth in any other country; by the year 2030, it is predicted that growth in India will overtake population growth in China and is estimated to rise to over 1,500,000 million by 2050. (6.)

<http://www.worldometers.info/world-population/>

This ever increasing shift towards Asia, certainly in terms of population growth must surely have an effect on our concept of English as the world language. The future is ever-changing and unpredictable, despite our best efforts to identify trends and patterns. So the

ability to be flexible and adaptable is a necessary skill for our children. Into this framework, I would argue that we do not need to teach our children to become fluent in a second language, but rather empower them with language skills. Not only does this open channels of communication but it also offers the chance to appreciate the values and beliefs of another culture from a different perspective. It gives them an insight into the kind of people they will become. It gives them the self- confidence to be tolerant and inclusive and the kind of world in which they will live. As Fellini wrote:

“A different language is a different vision of life.” *Fellini* (7.)

Learning a language allows children to look at things from another’s perspective, to understand their own lives against the backdrop of understanding the lives of others. Language learning encourages creative thinking. It gives children the opportunities to make connections, discover relationships, to question, to speculate about possibilities.

Finally :

“If you talk to a man in a language he understands, that goes to his head.
If you talk to him in his language, that goes to his heart.” Nelson Mandela (8.)

Sharon Jenkins Carter
2013

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THE TOP SKILLS OF COURSE COORDINATORS BASED ON THEIR EVALUATION BY EFL INSTRUCTORS AT THE ENGLISH LANGUAGE INSTITUTE

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Abstract

This paper aims to investigate the top skills needed by EFL course coordinators based on the point of view of the instructors they coordinate in terms of their strengths and weaknesses of individual coordinators. In order to accomplish this, the researcher used a module-based survey that includes a variety of questionnaires that directly pertain to this issue distributed throughout the population of the English Language Institute of King ABDULAZIZ University. After collecting the necessary data and comparing it with the various arguments presented within the literature, this paper sufficiently highlights the necessity of training within educational intuitions for educators. The end result expected by this study is the development of a long term sustainable plan that enables the university to immediately address the professional development activities thus resulting in an overall better methods of performance conducted by course coordinators which should significantly improve the overall quality of the coordinating system and the teaching practices performed by language instructors.

Keywords: assessment, evaluation, training, development, coordinators, skill sets, and improvement

Background of the Study

Based on the work of Lawy & Tedder (2012) which examined the evolution of teaching and training methods through a variety of educational institutions, it was seen that the process of development necessitates not only the need to provide teachers with the necessary tools in order to develop their own teaching styles but it also requires the identification of particular strengths and weaknesses within the educational institution providing the lessons (Lawy & Tedder, 2012). The reason behind this is quite simple, no matter how complex, elaborate or technical a particular educational institution makes its lessons out to be the fact remains that it all boils down to the teaching staff and how the lessons are implemented that makes a difference between students that have actually internalized the lessons and can succinctly apply them with only a modicum of assistance as compared to those who were barely able to understand the lessons at all and cannot apply them without considerable assistance (Bain, 2012). Such a case is particularly important in the case of EFL (English as a Foreign Language) institutions that are training the next generation of instructors for local schools, corporations and training companies

(Albina, 2012) (Saunders, 2012). One of the ways in which educational institutions have attempted to address such concerns involving the identification of specific traits and skills that a teacher should focus on in order to improve the quality of the lessons provided is to institute a yearly feedback process wherein students evaluate the overall ability of teachers to succinctly and effectively teach the lessons that they specialize in (Hegender, 2010). The end result of such processes is usually the teacher focusing on identified weaknesses and strengths in order to improve their overall skills and be able to teach at a level that results in better internalization of lessons on the part of students. It is based on this that a similar process of evaluation is implemented in the English Language Institute of King Abdulaziz University (Brown, 2012). The reason behind the implementation of this process at the University is twofold. The first reason is to address the concerns of teachers regarding the quality of the performance provided to them by their coordinators while the second reason is to ensure that the quality of the EFL program that the university prides itself on is maintained at a level that is commensurate with international standards of teaching and coordination. It is expected that through an identification of the top skills of the course coordinators within the institution as well as their inherent weaknesses a program can be devised wherein strengths can be enhanced and weaknesses addressed which would enable the provision of better learning programs and lessons for the EFL instructors at the institute.

Research Question

- What are the top skills needed in coordinators based on their evaluation by EFL instructors at The English Language Institute of King Abdulaziz University?

This main question will be analyzed through the answer to the following sub-questions:

- 1- What are the greatest areas of strengths in the performance of EFL coordinators in terms of the general and mentoring skills?
- 2- What are the greatest areas of weaknesses in the performance of EFL coordinators in terms of the general and mentoring skills?

Objectives

This paper aims to investigate the top skills needed by EFL course coordinators based on the point of view of the instructors they coordinate in terms of their strengths and weaknesses of each individual coordinator. According to the initial findings of this paper, all top skills should be considered during the hiring process of course coordinators in EFL institutes and during the planning of professional development activities for these coordinators. Further elaboration on this will be conducted within the literature review of the study.

Significance of the Study

The English language coordinator is a person who has a passion for leadership, assistance, and positive communication to hold responsibility for the supervision and

coordination of language instructors. Such an important role lays itself to be the steering wheel of important responsibilities in EFL institutes around the world. This research presents full descriptions of the support and administrative skills required from coordinators of EFL courses, and focus on the top and greatest areas of strengths to be considered and at the same time draw conclusions on the greatest areas of weaknesses to be fixed and enhanced in the coordinator's performance. The findings of this paper will contribute to the development and enhancement of proper coordination systems in EFL programs in terms of multiple work skills needed from an EFL course coordinator and through the eyes of instructors being coordinated.

Reliability and Validity

Reliability in any research process implies that the same set of data would have been collected each time in repeat examinations of the same variable or phenomenon, otherwise referred to as consistency of measurement. To realize reliability of the study findings, the researcher will certify that items incorporated in the questionnaire will only capture data that are of interest to the broader objectives of the study. The range of measurement of the surveys will also be adjusted upwards to enhance internal consistency of the study findings. Various research study guides have determined that validity is a measurement that is used to describe a measure or instrument that correctly reflects the variable or phenomena it is intended to evaluate, thus reinforcing the conclusions, assumptions, and propositions made from the analysis of data. Internal validity, which denotes the soundness of a study or investigation, will be achieved through the establishment of a framework for the application of effective sampling techniques and employing a validated and reliable survey schedule for the propose of data collection.

Literature Review

Impacts of training and learning on teachers/coordinators within Educational Institutions

Studies have shown that there are numerous ways in which training and learning in an organization impacts the bottom line. Laker & Powell (2011) notes that training and learning in an organization helps to cascade the entire strategies used to learn an organization (Laker & Powell, 2011). In this case, without training and learning, it becomes very difficult to implement and develop new strategies in an organization. Consequently, Miltenberger (2009) elucidates that the performance and end results in an organization are subject to skills and knowledge gained through training (Miltenberger, 2009). Arguably, it is definite that the two processes help to identify critical issues that are vital in organizations. Whenever teachers learn new strategies, they are able to exercise explicit alignment to achieve objectives and relevant goals in an organization (Dobbins, 2010). As a result stake holders in any educational institution become strategy driven, a factor that increases the benefits derived in the overall activities (Singh et al., 2004).

In line with this, training in the current century has been regarded as a crucial tool of enhancing educational activities (Singh et al., 2004). To some extent, the kind of training given to teachers in a school helps to predict the outcomes of how the school is ranked and how such teachers fair within a normal teaching environment. Once trained the article “Employer champions promote basic-skills training (2003)” highlights that teachers are expected to depict a certain degree of progress in helping the organization make attractive returns in its investments (Employer champions promote basic-skills training, 2003). Moreover, learning helps to achieve both long-term and short term objectives with ease. Nevertheless, studies have shown that a lot of educational institutions decline to offer learning and training services to teachers since they take much time before positive results can be realized (Bathmaker, 2007). In this case, these activities are often ignored and time that could have been spared is used as an upfront method to increase organizational performance (Brierley, 2005). A critical evaluation has revealed that educational institutions that offer training and learning services to teachers and coordinators have a higher success rate as compared to those who choose to ignore to utilize such a strategy (Twentyman, Jensen, & Kloss, 1978). Therefore, one can deduce that these practices have a positive cost benefit ratio irrespective of the expenses incurred (Bassi & McMurrer 1998).

Research has revealed that learning is an investment that is directly supported through training (Shechtman, 2005). McCombs (1984) presents an assumption that through learning and training processes, myriad individuals get to understand and analyze various structures within their current realm of education (McCombs, 1984). Furthermore, they get to comply with the authority, values, culture, and customs, decision-making and staffing of their organization which in turn helps them to better understand the needs of their students (Grant, 2007). There are other added values that are experienced by teachers/coordinators once they undergo additional training. For instance, Doo (2006) notes that teachers benefit from career development, succession planning, and performance management, budgeting and informed thinking (Doo, 2006). According to Mathieu & Leonard (1987) these activities aids individuals to reinforce desired output and set boundaries without the need of being supervised (Mathieu & Leonard, 1987). From a scholarly approach, Lepkowski (2009) analyzed that some of the leading educational institutions are at the forefront in terms of investigating and utilizing diverse modalities to train and enhance the learning programs of their teachers and coordinators (Lepkowski, 2009). These learning institutions ensure that teachers get the appropriate knowledge and skills at the right time, manner, place and cost (Wright, 1984). Some of the notable modalities include classrooms and training stations. During the learning and training sessions workers get an opportunity to practice role play, blended learning and technology applications (Myers, 1992). Recently, advancement of technology has enhanced distance learning where employees train and learn at through e-learning modalities (Fraser & Phillips, 1980). Having driven the skills and knowledge through diverse channels helps the organization to match a teacher’s skills with anticipated benefits.

Training and learning in contemporary educational institutions helps to capitalize on an employees' ability and prospective through shared accountability. Labarca (1998) argues that competent organizations are those that aim at tapping into the potential and ability of employees (Labarca, 1998). This is done through self-directed learning and training programs. In the long run, employees get an opportunity to identify their personal needs hence create their own learning plans (Smith et al., 2004). Moreover, having identified their strength and weaknesses, they are able to seek available opportunities to presuppose relevant knowledge and skills that will help them cope with external and internal environment in their respective teaching environments (Rohsenow et al., 2001).

From a careful review of relevant literature on the topic, it can be seen that every organization should experience the transferability of acquaintance and skills back to the organization (Smith et al., 2004). This is one of the key factors that determine whether training programs are relevant in an educational institution. Timing of training activities and impacting of relevant content to teachers boosts their appropriateness and quality of their skill. This also helps them to maintain and acquire new skills and knowledge (Foreign Language Skills Training Programmes, 1991). This is a sure guarantee of a university's future success. From a theoretical perspective, it is worth noting that learning and training should be exercise regularly and designed to perform specific functions aligned to the needs in an organization. Koch (2007) concurs with this idea as he argues that continuous learning process acts as a drive to positive change in behavior, habits and culture within a school or university (Koch, 2007).

Training and development and the weak selection process within an organization

Advanced studies have illustrated that training and development can be used to cure weak selection process within schools and universities. A careful review of literature conducted by Leigh, Stewart & Mallios (2006) to examine the benefits of training after selecting teachers/coordinators has revealed that this process is crucial in managing human resources (Leigh, Stewart & Mallios, 2006). As a matter of fact, training does not only improve financial outcomes and performance but also influence performance intensity by human resources. In line with this, development in this context entails irreversible improvement of knowledge and skills within a school's workforce (Akhtar & Akbar, 2011). Just like training, development in work place has become increasingly important in boosting the performance of teachers/coordinators that are hired to work without having the appropriate skills.

In line with this, research has revealed that numerous organizations lack competent strategies of recruiting teachers/coordinators for employment. Consequently, they end up using weak selection criteria to recruit employees, a factor that calls for the need to establish training and development programs to boost their skills (O'Sullivan et al., 2008). Additionally, most organizations use a single strategy such as intelligence quotient criterion to select potential teachers/coordinators (O'Sullivan et al., 2008). Ferney (1990)

acknowledges that single selection method is subject to numerous errors where training and development act as buffer to overcome resultant weaknesses (Ferney, 1990). Barrett (2011) asserts that one of the notable benefits of overcoming weak selection through training and development is that they upgrade skills and as a result bring about positive change (Barrett, 2011).

According to Nurden (2007), training is an essential tool that is used in an organization to equip teachers/coordinators with work-oriented skills. (Nurden, 2007) Most coordinators recruited to work in organization experience a certain shortage of skills despite the fact that they passed the recruitment test. Moreover, most of them gain certain skills through traditional training which as a result creates a distinct disparity between what they know and the contemporary working conditions they are now present in (Grossman, 2012). It must also be noted that it is deceitful for an organization to recruit workers on the merit of their academic credentials (Ripley, 2012). This is due to the facts that, majority of them tend to forget concepts learnt in schools and hence experience stagnation in their personal development. Furthermore, skills acquired in the past tend to become obsolete especially in a situation where they are not put into practice frequently (Ripley, 2012).

Rapp (2012) writes that some teachers/coordinators might possess basic skills but do not have adequate experience. In line with this, some organizations desperately recruit teachers/coordinators that are willing to work for them whereas those with competent skills opt to occupy high positions in other organization (Rapp (2012). Out of desperation such organization are compelled to establish training and development programs which will help to sharpen worker's skills, impact appropriate values and foster specialization (Weshah & Tomok, 2011). In the event of recruiting workers to work in an organization, some of them lack the self-will to execute numerous activities due to individual differences (Gallant & Mayer, 2012). Training helps to liberate new teachers/coordinators from unworthy cultural assumptions and motivate them to participate in various activities (Ucar, 2012). Organizations often face great pressure trying to change teachers/coordinators values, opinions and beliefs. This has largely been attributed by selecting workers top work on the firm without putting in place the ethical considerations (Guide to Teacher Training Programs, 2012). It is based on this that it can be stated that training contributes towards holistic personal development and satisfaction within a working environment.

Baker-Henningham (2011) point out that there is no genuine selection criterion for recruiting teachers/coordinators in an organization (Baker-Henningham, 2011). This is due to the fact that the notable strategies used do not consider the fact that human beings have got different abilities despite the similarities in their assessment results. Baker-Henningham (2011) highlights that there are hidden abilities that cannot be identified through use of selection standards. For instance, there are aspects such as behavior, ethics, mentality, morals and determinations that cannot be evaluated through some standards

Baker-Henningham (2011). This fact proves that all modes of recruitment are weak and hence intervention measures should be made to overcome impending bias. Unlike recruitment that is restricted to specific attributes, training and development processes are diverse making it possible to address personal issues. Eventually, these processes increase a teachers/coordinator's confidence, esteem, self-control, understanding, motivation and interpersonal skills (Carlson et al., 2011).

From a careful analysis of literature on the subject, it can be seen that most organizations select employees based on their fields of specialization. Nevertheless, due to diverse changes in organizations, there is need for an individual to have multiple skills in order to execute services in more than three posts. Therefore, training and developments enhance a multidimensional ability to perform diverse duties, a factor that has a lot of competitive advantaged for organizational performance. Ajmal et al. (2010) admit that what makes people valuable and effective in an organization is their inherent altitude which can be shaped positively through training (Ajmal et al., 2010). There are numerous challenges faced by organizations trying to assimilate teachers/coordinators with diverse mindsets. Aspects related to emotional maturity, morals and confidence needs significant amounts of training and development which extends far beyond concepts learnt in classroom (Ajmal et al., 2010).

An empirical review of literature conducted by Cuddapah (2012) revealed that performance of teachers/coordinators is as a result of his/her ability and motivation. Personal aptitude can only be elevated by training and developing available resources by the organization (Cuddapah, 2012). Organizations should develop the desires commitment and motivation to train and enhance development of teachers/coordinators. This will help them to cover up their weaknesses especially in cases where the recruitment process that was carried out did not match appropriately with their skills. Koç (2012) notes that certain organizations are desperate for human resources and this makes them more likely to employ nearly anyone that applies (Koç, 2012). This can be devastating and challenging in terms of performance management. Therefore, based on what has been stated so far, minor deficiencies and errors can be eradicated through training. Other than weak selection methods, there are other factors that contribute to poor performance (Chesley, 2012). Therefore, before employees embark on training and development processes, there is a need to diagnose these factors.

Strategies to Implement to Resolve Identified Weaknesses

Mentoring

Mentoring in the case of job satisfaction involves guiding an employee via either a team leader or an adjunct employee that is willing to "take them under their wing" so speak in order to help adjust to the various aspects of the job, teach them how to do it well and guide them as they advance. The advantage of this particular method is that it

eliminates the dissatisfaction employees have with a job by enabling them to see “the bigger picture” and have them develop a development plan from which they can ascertain what they want out of their current job. It must be noted though that while this method is effective it hinges on the fact that the mentor will actually have time to address and guide the concerns of the person that he/she is mentoring. In instances where there is sporadic mentorship what often occurs is that employees fall back into old habits and job dissatisfaction occurs as a direct result. What must be understood is that mentorship which is a benefit is not as effective as a process/program instilled by a company that creates the necessary self-motivated interest within an employee and as such should not be considered 100% effective. It must also be noted that due to the size of certain organizations mentoring is at times not feasible and as such is limited because of this.

Continuous Training Development Programs

When it comes to continuous training development programs, it is interesting to note that researchers such as Perry (2012), indicates that by continuing to develop employees in order for them to accomplish multiple different tasks actually results in a greater degree of job satisfaction since it takes away factors related to repetitious actions that actually cause job dissatisfaction (Perry, 2012). From the perspective of Jones (2012), an employee actually loses satisfaction with their job over time unless some degree of variability is included in order to make the job more interesting (Jones, 2012). For example, various studies in psychology that have attempted to use economic theories as a means of explaining certain types of human behavior state that a job can be construed as being similar to the concept of marginal utility wherein the more you consume a particular product the more likely you will consume less of it later on (Broderick et al., 2012). The same can be said for doing the same job over and over again wherein it will eventually reach a point where the marginal utility derived from doing it will be negative thus resulting in job dissatisfaction. In order to avoid such an occurrence, it is recommended that continuous training development programs which allow employees to assume different job roles as well as sufficiently progress in their career are an optimum method for increasing job satisfaction since this enables them to “reset” their marginal utility so to speak as they are placed into new roles. This creates continued interest, the desire to learn and improve which in the end results in high degrees of job satisfaction.

Methodology

Introduction to Methodology

This section aims to provide information on how the study is conducted and the rationale behind employing the discussed methodologies and techniques towards augmenting the study’s validity. In addition to describing the research design, the theoretical framework, the population and sample size that will be used in this study, this section will also elaborate on instrumentation and data collection techniques, validity and

reliability, data analysis, and pertinent ethical issues that may emerge in the course of undertaking this study.

Research Design

The present study utilizes a primarily qualitative research design to explore what the top skills needed in coordinators are, based on their evaluation by EFL instructors at The English Language Institute of King Abdulaziz University. In order to accomplish this 150 language instructors have been asked to evaluate their coordinators by filling out an electronic evaluation form by the end of each academic module totaling 3 modules. Each instructor is assigned an academic coordinator by the beginning of each module in the institute where each academic coordinator coordinates between 5-10 instructors. By the end of each module, each instructor evaluates her coordinator based on a form developed by the Professional Development unit in the institute which in turn is responsible for training and enhancing the performance of those coordinators. All evaluations of each coordinator have been calculated and the coordinator who gets the highest score has been awarded the title of Miss Coordinator. However, the evaluation of skills and commitment to responsibilities needs to be analyzed in order to find out the greatest areas of weaknesses and strengths. Sekaran (2006) observed most qualitative studies are either descriptive or experimental. The study utilizes a descriptive correlation approach because participants will be measured once. According to Sekaran, a questionnaire technique is used when the researcher is principally interested in descriptive, explanatory or exploratory appraisal, as is the case in this study. The justification for choosing a questionnaire approach for this particular study is grounded on the fact that participants will have the ability to respond to the data collection tool by way of self-report, thus, this project utilizes a self-administered questionnaire schedule for purposes of data collection. An analysis of related literature is used to compare the study findings with other research on what top skills that are needed in coordinators based on their evaluation by EFL instructors at The English Language Institute of King Abdulaziz University and how such information can be utilized in order to create better and more effective coordinators in the future. Such analysis, according to Sekaran (2006), is important in identifying the actual constructs that determine efficient analysis because “it goes beyond mere description of variables in a situation to an understanding of the relationships among factors of interest” (p. 119).

The research subjects for this particular study consist of the 150 language instructors who will be asked to evaluate their respective coordinators.

Results and Analysis

This section forms the major part of the research development as it dictates the ability of the study to meet the previously pre-established objectives. It is worth noting that as indicated earlier, the major consideration for the research was indeed highly complex in

terms of the response given by the samples as identified by the sampling method and the actual outcome that was observed.

The researcher designed the approach in a manner that all the collected data at the time of study maintained the holistic orientation of the research as provided by the objectives to easily establish the viability of the hypothesis. Following this notion, the study employed a Likert 5-point scale to establish the different categories of the information given by the respondents. This method has been used extensively in effectively scaling qualitative data given by the respondents to ease its analysis. Likert 5-point scales use weights of 1,2,3,4, and 5 as the main indicators to mean strong agreement, general agreement, satisfaction or general disagreement with a particular proposition, and strongly disagreeing with the aspect in consideration. It is worth noting that through the use of this method, major complexities were eliminated for the respondents and the researcher during the data gathering process. When examining the results of the study it was seen by the researcher that many of the respondents had answered with a “perfect” score for their respective coordinators and as such created an initial problem with differentiating “top” skills with the areas that needed to be improved upon. It is was due to this that the researcher focused primarily on areas that indicated “weakness” starting with the Likert scale factors of satisfactory, needs improvement and unsatisfactory. It was determined by the researcher that by initially combining the results from these sections it would be easier to determine what particular skill sets course coordinators would need to focus on in order to improve their skills. While it may be true that the Likert rating of “satisfactory” is generally understood to mean that an individual has reached a sufficient level of performance it was determined by the researcher that such a level does not constitute a “top” skill rating and as such it is better to include it under the section that indicates an area that needs to be improved upon. Another reason why this particular rating is being utilized to examine the weaknesses of the course coordinators is connected to the fact that a large percentage of the questionnaire results had little variation between the factors of outstanding and very good. While this is a positive result in terms of evaluating the general views of the instructor population regarding the quality of education they are receiving it was not what the researcher was looking for since it created significant issues over what particular skill set has a sufficiently divergent number of results so as to determine which is better than the other. Combined with the fact that relatively few of the respondents actually placed a rating on the “needs improvement” and “unsatisfactory” sections of the questionnaire resulted in the need to utilize a third section in order to create a sufficiently large enough basis for the examination. Lastly, in order to determine an accurate range for what can be considered the “weakest” skill range the researcher determined that 19 was a sufficient median to start the examination on with questionnaire scores of 19 and above being indicative of an inherent weakness that is attributed to a particular skill range. In the case of the “top” skills of coordinators within the university, obtaining such a score is quite easy since all that was needed in order to tabulate the results was to examine the outstand and very good sections. Unfortunately as mentioned earlier the inherent problem with the current population set is a relatively less

diverse method of evaluation with many of the members giving outstanding as their score with relatively few “very goods”. In order to address the similarity both the “outstanding” and “very good” sections were examined with the total score between the two being an indicative method of measurement in order to determine the top skills of coordinators within the university. Unfortunately when examining the scores there was very little divergence making it that much harder to determine who had the highest score within a particular section.

Table Results

The end result of the study reveals that the following skills have been determined by the instructors as the most “lacking” among the course coordinators of the university and has been arranged by level of “importance” as indicated by the number of responses per category. More clarifications are provided in table 1 and figure 1.

- 1- Encourages leadership development in instructors. 23.
- 2- Recommend improvements to teaching tools, practices and other academic activities. 22.
- 3- Analyzes instructor’s performance and provide evidence-based justifications 21.
- 4- Encourages instructors to attend workshops and facilitate their attendance. 19.
- 5- Provides support services to instructors in areas such as office space, classroom services and equipment 23.

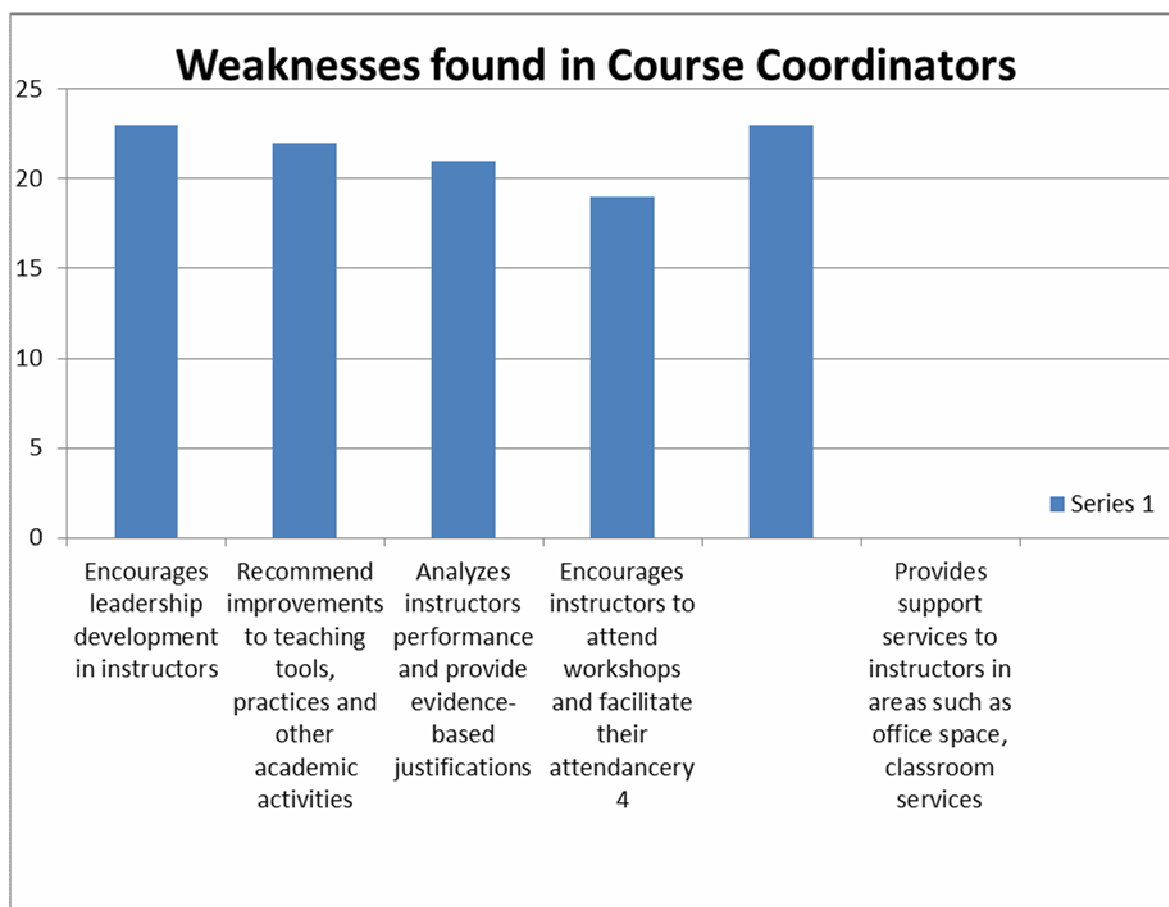
Top skill sets based on score

- Promotes respect of rules and norms of the ELI
- Meets regularly with instructors to discuss pertinent issues and announcements of teaching and examinations.
- Allows ample time for instructors to perform their academic duties.
- Models leadership behaviors.
- Manages instructors’ matters with respect to classroom coverage due to illness, emergency, leaves, and other unexpected cases.

Table 1. Results

	Statement	Outstanding	Very Good	Satisfactory	Needs Improvement	Unsatisfactory	Result
GENERAL SKILLS							
1	Ability to establish clear objectives of the coordination process.	116	14	9	0	2	11
2	Ability to perform team management skills.	110	15	12	1	2	15
3	Ability to understand and interpret instructor's needs.	119	14	6	4	2	12
4	Ability to listen actively and give full attention to what others are saying.	119	13	9	0	2	11
5	Ability to resolve emerging crisis successfully among instructors.	86	15	9	2	3	14
6	Ability to foster enthusiasm among teachers.	77	16	9	7	1	17
7	Ability to work independently as well as in groups.	129	14	5	1	0	6
SUPPORT AND MENTORING SKILLS							
8	Develops supportive relationships among instructors	116	16	10	1	2	13
9	Able to maintain motivation while managing a fluctuating workload.	84	17	6	5	2	13
10	Able to maintain initiative and share information and learning with instructors.	56	10	11	3	0	14
11	Supports the development and implementation of new teaching methods and academic and professional practices.	77	21	12	2	3	17
12	Models leadership behaviors.	125	22	11	4	3	18
13	Encourages leadership development in instructors.	89	19	15	5	3	23
14	Recommend improvements to teaching tools, practices and other academic activities.	94	30	14	5	2	22
15	Analyzes instructors performance and provide evidence-based justifications	100	18	11	7	3	21
16	Gives appropriate and constructive written and oral feedback	115	17	11	5	2	18
17	Meets regularly with instructors to discuss	130	15	4	0	0	4

	Statement	Outstanding	Very Good	Satisfactory	Needs Improvement	Unsatisfactory	Result
	pertinent issues and announcements of teaching and examinations.						
18	Maintains immediate online communication with instructors	87	25	5	1	0	6
19	Promotes respect of rules and norms of the ELI	129	14	2	0	1	3
20	Encourages instructors to attend workshops and facilitate their attendance.	115	13	15	2	2	19
21	Allows ample time for instructors to perform their academic duties.	128	12	9	1	1	11
22	Manages instructors' matters with respect to classroom coverage due to illness, emergency, leaves, and other unexpected cases.	136	16	6	1	1	8
23	Provides support services to instructors in areas such as office space, classroom services and equipment	98	18	17	2	4	23
24	Demonstrates knowledge regarding EFL teaching and curriculum issues.	112	15	12	0	1	13

Figure1.

Analysis

Weakness Analysis

When examining the skills that the respondents have determined as "lacking" among the course coordinators an underlying theme can be seen among their choices wherein it is apparent that the instructors desire a more "hands on" approach by the coordinators as compared to the current setup utilized. The reason behind this deduction originates from the fact that aspects related to the concept of evidenced based feedback justifications, recommendation of teaching tools and practices, encouraging leadership and development as well as the provision of support services are aspects which require a course coordinator to not just present the needed lessons and data but to actually be there with the instructor in order to help them develop. What you have to understand is that it is usually the case that course coordinators merely present what has to be done and the best way in order to accomplish it and rarely do they actually work on an individual basis with instructors so as to enable them to develop their own personalized method of teaching. As evidenced by the indicated responses from the instructors such a state of affairs has not been lost on them and as such it is in their opinion that the coordinators should be there to provide a more personal and in-depth approach towards the design of lessons and the provision of

particular pieces of advice that go beyond the aspects of completing an exercise but rather encompasses the various nuances of what is necessary in order to succinctly apply a particular lesson in the best way possible. In other words instructors are seeking a method of feedback from their coordinators regarding their performance and lesson plans that they desire to be informed of where they are lacking and what specific processes can be implemented to address such concerns.

Identified Strengths

The inherent problem with examining this particular section was that the scores of the respondents were far too close together to actually create a sufficiently broad enough approach that could accurately determine the top skills of coordinators within the university. In order to address this concern the researcher picked the necessary subjects for examination based on their overall score. The identified strengths of the coordinators can all be stated to conform to the basic values of education without delving too deeply into the nuances of the process.

Conclusion

The results of this study have in effect identified the inherent top skills and weaknesses associated with the teaching method utilized by course coordinators. Despite the fact that the end scores themselves were far too close to create what the researcher can assume as a "legitimate" differentiation, they scores were able to reveal that the top skills of the researches within the EFL program focuses primarily on basics of education while the main weakness is the inherent lack of sufficient methods of personal feedback and advice which this researcher deems as important for the process of learning.

Recommendation

Based on the results of the study as well as the information from the literature review, it is the recommendation of the researcher that in order to address the weak skills discovered within this study it would be necessary to implement continuous development and mentoring programs for the coordinators so that the concerns brought up can be sufficiently addressed. As it was seen within the literature review, training and development programs can help to address weaknesses and enable a teacher/coordinator to perform better at their respective job. It is based on this that this study recommends the development of a new process of coordinator evaluation wherein all the coordinators within the EFL institute of the university will be evaluated by their students. Once specific areas that require significant levels of improvement have been identified it would then be necessary to administer training and developing program that specifically targets this particular weakness. By doing so this would enable the EFL program of the university to create EFL coordinators that can sufficiently address the concerns of their students while at the same time help to develop the EFL instructors under them in a way that enables both

the effective internalization of the course material as well as the provision of specific advice towards the development of particular lesson outcomes.

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EMOTIONAL STABILITY AMONGST COLLEGE GOING STUDENTS



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Table of Contents

Executive summary

- Abstract

Introduction

Methodology

Results

- Findings

Discussions

Conclusions

Recommendations

Appendix

References

An attempt to study prevalence of emotional stability existing within college going students and to examine/find out at what degree does emotional stability exist amongst college going students. Along with that to find out how much effect or what effect does emotional stability causes/holds amongst college students. And lastly to find out if there is any significant difference of emotional stability between male and female college students. Emotional stability is independent variable while college students are dependent variable in this study. For the purpose of this study emotional stability questionnaire: rumination dealing with emotions was administered on 30 male and 30 female college going students of different colleges of Ahmadabad in Gujarat, India. Thus sample size would be in total 60 college students. Results shows that female students are less emotionally stable as compared to male students. This research might help all the aspiring individuals who want to work upon a delicate topic such as “emotions” mainly students, professors and psychologists.

Keywords for the research: emotions, stability, rumination and gender.

In psychology, emotion is frequently described as a complex state of feeling that results in mental, physical and psychological changes influencing thought and behavior. Emotion is a disturbance, the shift from the normal/usual state of composure. Emotions are affective in that they are characteristically pleasant, unpleasant or indifferently excited. According to John D. (Jack) Mayer says, “Emotions operate on many levels. They have a physical aspect as well as a psychological aspect. Emotions Bridge thought, feeling, and action – they operate in every part of a person, they affect many aspects of a person, and the person affects many aspects of the emotions.” Emotional stability remains the central theme in personality studies. Individuals' steadiness of mood, their ability to withstand minor setbacks, failures, difficulties, and other stresses without becoming upset emotionally. Emotionally stable persons tolerate minor stresses and strains of day to day living without becoming emotionally upset, anxious, nervous, tense, or angry. They are able to maintain composure under minor emotional stress. They are fairly constant in their basic mood. The unstable person, on the other hand, is subject to fairly wide, frequent, and often unpredictable mood shifts that may swing from pole to pole. Emotional stability refers to the ability of being able to have the suitable feelings about the common experiences and being able to act in a rational manner. Neuroticism is a long-term tendency to be in a negative emotional state. Individuals who score high on neuroticism are more reactive to stress and are less emotionally stable while individuals who score low in neuroticism are more emotionally stable and less reactive to stress. The emotional stability is crucial in the behavior of individuals. Since the students are the guiding light of the future generations their emotional stability is significant one. Also performance largely depends on mental-physical strength and emotional stability. Adding to these we civilized citizens of our culture/society like to think/ponder/believe about ourselves as rational beings who go on satisfying our motives in an intelligent way, to a certain extent we do that but we are also emotional beings more emotional then we realize and most of the affairs of daily life are tinged with emotions and feelings. So the present study intends to measure the emotional stability of college students. Although this research study paper will be carefully prepared, I am still aware of its limitations and shortcomings. Firstly because of the time limit research will be conducted comparatively on small sample size of sixty in population. Second, the population considered for the sample size is not strong enough; only sixty students might not represent the majority of the students. In addition, since the research study would be conducted by individual candidate, it is possible that in this study certain degree of limitations in terms of information, facts, ideas etc can be found. In fact, it would have been better if the research study would have included more than one individual.

An intensive study on emotional stability with the help of various resources and related papers was carried out. An emotional stability questionnaire: rumination dealing with emotions contains 7 items

Three items are pairs; the respondent is required to choose one item in each pair while the others contain statements which the respondent is required to rate on a five point scale,

indicating frequency of occurrence. It is simple to administer. The instrument was administered on 60 subjects those subjects were taken from different colleges of Ahmadabad who aged between 18-25. Subjects include 30 male and 30 female college students so that we are able to find out if there is any significant difference of emotional stability between male and female college students. After completing data collection an excel work sheet for the purpose of studying, analyzing and scoring of data is prepared. The first three items are scored four for a yes and zero for a no while item numbers four to seven are scored as rated, scale will be from zero to four for each. Later rumination score flow score and rumination index was calculated using formula. **The rumination range will be from 0 -100**. After these individual results of each 30 male and 30 female students were analyzed by categorizing them into below motioned rumination range in result table of females and males. Later the total numbers obtained of both females and males in each of the rumination ranging category were calculated in terms of percentage.

Rumination formula – $1a+2b+3b+4a+4b+4c+5a+5b+6b+6c+7a+7b+7c+7d+7e * 1.67$

Flow formula – $1b+2a+3a+4d+4e+5c+5d+6a+6d*2.78$

Rumination index range- $\text{rumination score} / \text{rumination score} + \text{flow score} * 100$

Hypotheses

- There will be prevalence of emotional stability among both male and female students.
- There will be significant differences in the emotional stability of male and female students.

Results, discussion and conclusions:

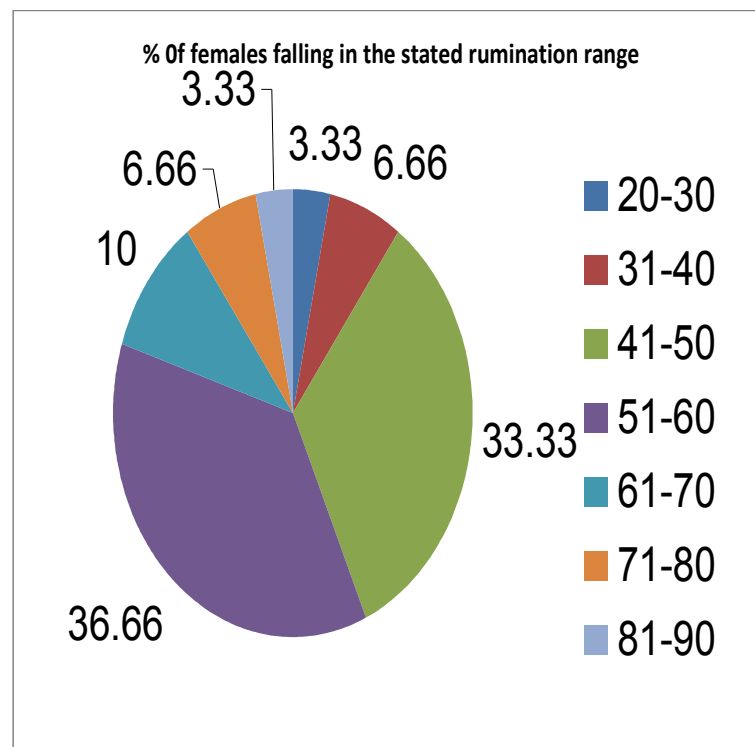
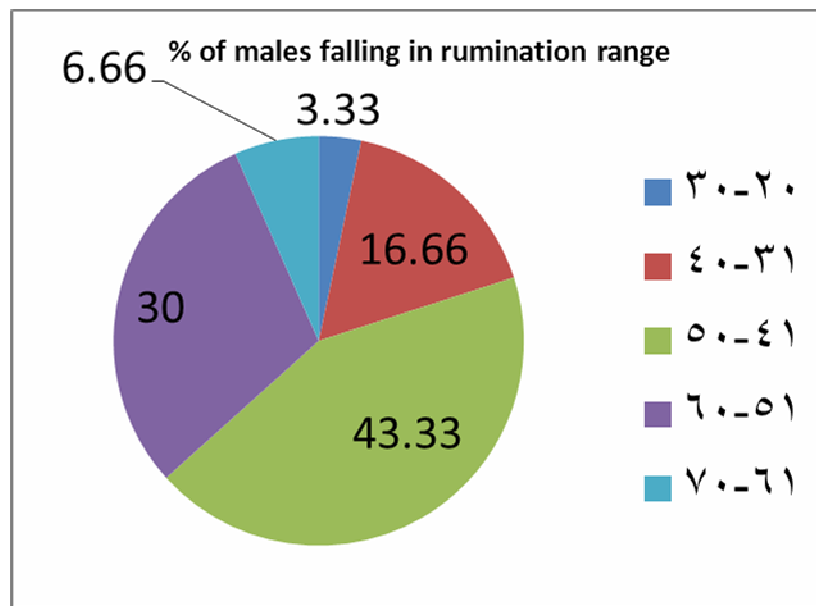
% of MALE College going students falling in each of the given rumination range.

20-30 rumination range	31-40 rumination range	41-50 rumination range	51-60 rumination range	61-70 rumination range
3.33%	16.66%	43.33%	30%	6.66%

% of FEMALE College going students falling in each of the given rumination range.

20-30 rumination range	31-40 rumination range	41-50 rumination range	51-60 rumination range	61-70 rumination range	71-80 rumination range	81-90 rumination range
3.33%	6.66%	33.33%	36.66%	10%	6.66%	3.33%

The above tables show that Female students are less emotionally stable as compared to male students and there is a significant difference between the percentage score of male and female students on emotional stability.



When we sit alone or day dream and recall all our miseries, misfortunes, failures, or bad experiences with several people it is rumination. Sitting in groups talking about past miseries or current disappointments is also rumination. Worrying about matters is also rumination. Research has shown that rumination is associated with a variety of negative consequences, including depression, anxiety, post-traumatic stress disorder; binge-drinking, binge-eating etc. ruminating conjures up more negative thoughts. It becomes a

cycle. Rumination also becomes the fast track to feeling helpless. Specifically, it paralyzes your problem-solving skills. You become so preoccupied with the problem that you're unable to push past the cycle of negative thoughts. Rumination is damaging and makes situation even worse. More the rumination lesser the emotional stability while lesser the rumination more the emotional stability. It is clear from above table that percentage of female college going students is leaning towards higher rumination range as compared to male college going students hence it can be concluded from the above results females are less emotionally stable as compared to males while males are more emotionally stable as compared to females. For instance 36.66% of females falling into rumination range of 51-60 while 30% of males fall into rumination range of 51-60 and same can be seen in the table in following rumination range. The differences in the emotional stability of males and females may be due to the fact that females become anxious very soon. Their feeling of insecurity, lack of ability to adjust makes them less stable. They may get annoyed easily by things and people, showing marked dissatisfaction. Sometimes they may also get annoyed by increasing responsibilities. They get frustrated easily as compared to males. Whereas males face have the capacity to withstand delay in satisfaction of needs, ability to tolerate a reasonable amount of frustration, belief in long term planning and are capable of delaying or revising their expectations in terms of demands of the situations. Females are twice likely to suffer from depression than males because they tend to think about problems in a way that amplify depression. Males tend to act rather than reflect but women tend to contemplate their depression mulling it over and over, trying to analyze it to determine its source. Females want their feelings to be recognized. They want to be feel loved and appreciated every day. Their primary emotional needs are caring, understanding, respect, devotion, validation and reassurance. On the other hand males want their talents and achievements to be recognized. They want to receive approval for their achievements. Their primary emotional needs are trust, acceptance, appreciation, admiration, approval and encouragement. Research shows that males tend to use the left side (reasoning) of their brain more and females use both left (reasoning) and right (emotional) side of the brains. This gives women more ability to understand people and express their emotions more effectively. In females part of brain that deals with stress is linked to the area that controls hormones and digestion, which is not the case in men. Physiological differences and genetic variations also play an important role in these according to various studies. Females have more sympathetic nervous system as compared to males and are more sensitive to environment stimulation. Many studies have been conducted, examining emotional expressiveness in males and females and there is a fairly substantial body of research demonstrating that women are the more emotionally expressive gender (Kring & Gordon 1998) It has also been found in previous studies that there are certain gender stereotypes associated with particular emotions and these stereotypes have been observed in individuals as early as pre-school age (Kelley & Hutson Comeaux 2002). It has also been found that the emotions of happiness, sadness and fear are believed to be more characteristic of women, whereas men are believed to be more characteristically angry. These stereotypes have provided a basis for society to deem

what is and is not socially acceptable for males and females in displaying emotions. Thus females are less emotionally stable in comparison to males.

Pay attention to how you feel. Emotions affect your physical bodies; People who ignore, dismiss, repress or just ventilate their emotions are setting themselves up for physical illness. Emotions that are not felt and released but buried within the body can cause serious illness, including cancer, arthritis, and many types of chronic illnesses. They especially affect your ability to grow spiritually and shift your level of consciousness. Buried emotions affect your reactions to today's events as they are affected by this pain and hurt that remains buried in your body. It takes a lot of energy to bury emotions and to keep them buried. There isn't much energy left over for other activities when your energy is being used to keep stuffing these emotions back down. By nature, buried emotions want to come up so you can become aware of them, feel them and release them. On the other hand Positive and stable Emotions add excitement and pleasure to our lives while negative and unstable emotions add stress and complication to our lives, they can easily get us into trouble also activity occurs in body's hormonal system during emotional states, anger or anxiety etc negative emotions thus affect person's mental emotional and physical well being. So change your thought pattern if you are stuck with negative emotions and try shifting your attention towards positive emotions in order to release the grief, sadness and distress related with negative emotions. When you feel annoyed or angry or anxious move your focus towards thoughts that bring happiness or calmness to you. As we take up responsibility for our emotional stability we will find that we are able to move focus to thoughts that make us happy. We must be patient and tolerant and be creative with our challenges. Some people may be scared when natural calamities like earthquake erupts or when a cyclone is approaching, but there are many other people acting out of courage and bravery during these trying times. It sometimes appears during emotional setbacks that the grass is greener on the other side. So, when you are entrenched and obsessed with negativity you should not make arrangements to escape instead one should try looking at the situation or issue in a new light "When something happens, think about it in a more positive light, a glass half full instead of half empty," You sort of reframe and reappraise what's happened and think what are the positives about this? What are the ways I can look at this and think of it as a stimulating challenge rather than a problem" Though a moderate amount of negative state may provide benefits, such as increased drive and productivity, due to greater sensitivity to negative outcomes. Too much, however, may result into above mentioned outcomes.

It's very important to remain emotionally stable in each and every circumstance we are placed in, to avoid emotional ups and downs during the day, or to avoid change in emotions quickly in reaction to some event (such as a disagreement with a friend) and to maintain balance into our daily lives. A good night's sleep is one of the most important things one can do to maintain emotional stability. If one has trouble falling or staying asleep, try out some things to improve overall sleep which may help to get through days with less emotional turmoil. One feels better when his/her body is physically and mentally

active. Exercise doesn't just fight a host of physical health problems it is also a great way to maintain a more stable emotional system. When one is feeling low, he/she might be more likely to let their diet slip: Negative emotions can lead to urges to eat unhealthy foods, to binge eat, or to skip meals. Unfortunately, this can turn into a vicious cycle, because poor eating also impacts mood, leaving you feeling even worse and thus affecting emotional stability so maintaining healthy diet always is necessary. The best way to reduce emotional ups and downs is to make a commitment to take good care of your own self. With all the demands that one is facing in daily lives, this can be easier said than done. However, the time you spend on a self-care program, will pay off if one can improve emotional well-being.

Appendix

EMOTIONAL STABILITY QUESTIONNAIRE (ESQ)

Dealing with emotions

Name:

Date:

Institution:

We are studying how people deal with some happenings and feelings. There is no right or wrong ways. Please answer the following questions frankly.

A- For each of the three questions below pairs are given. Choose one item in each pair that you do more frequently than the other. Write either a/b in the answer column.

1 - When bad mood strikes what do you generally do?

- a- Analyze your mood.
- b- Do something to distract your attention.

Answer:

2 - When you quarrel with your friend/partner, how do you react?

- a- Get away and take attention off one some other thing, and not be over concerned with it.
- b- Express your emotions and be quite concerned about it.

Answer:

3 - What events do you generally recall and relieve?

- a- Pleasant ones which you enjoyed.
- b- Unpleasant ones and sufferings you have had.

Answer:

B- Read each item given below and respond how often you do them. Use the following key to give your responses.

Write 4 if this happens frequently

Write 3 if this happens often

Write 2 if this happens sometimes

Write 1 if this happens occasionally

Write 0 if this happens almost never

Please kindly do the numbering of your answers in the brackets given besides the options.

4 - When you are depressed for some reason, how often do you do the following?

- a- Think about events causing depression. ()
- b- Recall details of the events. ()
- c- Analyze to determine source of depression ()
- d- Get involved in music, play or some other activity ()
- e- Go to sleep ()

5 - When you are having some problems, and you are sitting by yourself, how often the following thoughts come to your mind?

- a- Detailed analysis of the causes of the problem ()
- b- Related emotions of anger/resentment/frustration. ()
- c- Alternative solutions to be attempted. ()
- d- Some other thoughts to turn the attention away from the problem ()

6- If you sit and daydream (think or fantasize), which of the following are main themes of your daydream?

- a- The good time you had with family and friends. ()
- b- Problems people created for you. ()
- c- The suffering you underwent. ()
- d- Work related matters. ()

7- How often do you do the following?

- a- Recall the events that you failed to achieve what you wanted to achieve, think why you failed, and what you should have done instead. ()
- b- Relive the quarrel you had to analyze who started it, what was the cause, and whether your relations deteriorated with the person? ()
- c- Regret why you did what you did, what you should have done or wonder why the other person did which hurt you. ()
- d- Rethink similar events which happened to you in the past and wonder why it happens to you. ()
- e- Talk about and lament amongst friends the deteriorating conditions/values in our community/society. ()

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**ALL IN ONE: (APPLYING CLOTHING & TEXTILE TECHNOLOGY
IN INDUSTRY): PROMOTING ENTREPRENEURSHIP OPPORTUNITIES
IN CLOTHING AND TEXTILE EDUCATION**

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Abstract

Clothing and textile entrepreneurial education is the process of providing individuals with the ability to recognize opportunities in the fashion and creative industry. It includes fashion entrepreneurs traits, networking skills, competitive advantage which is going right to the heart of the fashion entrepreneurship. It also includes business plan, market research, marketing, finance resources and accounting, branding, and skills needed to be successful entrepreneurs. Here, a course was designed to present “a nontraditional” educational intervention in the form of one course in action “All in one”. This course was conducted in the Home Economics Department, Women Faculty for Art, Science, and Education at the University of Ain Shams, Cairo, Egypt. The course focused on female students. The aim of this course was to develop an application of all concepts and skills students learned in clothing and textile courses, and develop the idea into a resource which can be used as entrepreneurship opportunities. All students scored above 85% in their final assessment, where three of them did an exceptional job by starting their own business within their first year after graduation proving the success of this course. Thus, calling for the need to integrate entrepreneurship education in the teaching /learning process, for equipping the graduates with the necessary entrepreneurial knowledge, skills, values, and attitude for them to live as competent members of the society.

Keywords: Entrepreneurship, Entrepreneurial education, Fashion industry, tailored training course, clothing and textiles.

Introduction

Entrepreneur is a French word that dates back to the 1700s. It means someone who undertakes a venture, particularly starting a new business, and this is central to the understanding of the word entrepreneur in the English language (Burk, 2010). Nowadays, entrepreneur is known as the person who makes money by running a business, especially when it involves taking financial risks. Also, an entrepreneur should be self-confident; that is, he/she should believe in himself/ herself, be self-reliant, innovative and creative hardworking, be a good setter and be able to take risks in financial investment (Hornby, 2000).

Entrepreneurship is generally defined as the process of creating something different with value by devoting the necessary time and assuming the accompanying financial

psychological and social risks and reviewing the resulting rewards of most personal satisfactions (Lankford *et al.*, 2004; Ode, 2006 and Dabson and Malkin, 2003).

The purpose of this paper is to describe the process of designing and applying a novel course in promoting entrepreneurship in clothing and textile education at University of Ain Shams, Egypt. The paper is set out as follows. First, general concepts about fashion industry, applying entrepreneurship in clothing and textile education and female participation are discussed. Second, an overview about how the course was designed, including the literature that provided support for the chosen content, and the choices of teaching and delivery strategies that support a contemporary approach to entrepreneurship education are outlined. Third, the outcomes of the course are listed and the post course implementation is considered. Finally, course unique features and lessons learned are discussed.

Fashion industry and entrepreneurship

Fashion is a global business about exciting, dynamic and creativity. It reflects cultural and social boundaries. The mix of aesthetic, technology and business makes fashion a special and fascinating industry.

Fashion industry employs more than 40 million people around the world where the majority of them are women. Although figures vary from country to country, it is estimated that over 70% of all employment in this industry are females, and profits are measured in billions of Euros, where world trade in fashion industry is around US \$350 billion. (Hines and Bruce, 2007; Colovic, 2011)

Fashion industry is facing heavy challenges due to various factors including global competition, production costs increase, less productivity/efficiency, labor attrition and most importantly well trained technical staff (Babu, 2012).

Technical staff is the backbone for fashion industry to run successfully, where there is a number of colleges and educational institutions worldwide offer to provide technical knowledge. But the actual work involved in the industry is more of managing the resources such as human resources, infrastructure and addressing the critical issues in supply chain, changing customer needs and expectations, production balancing and so on. Taking the best out of the existing infrastructure, machineries, men and the materials is the challenge faced by all technical staff. However, none of the technical universities, institutions or colleges is addressing these in their syllabus, and also it is not practical for them to address these issues as they do not have adequate knowledge or experience to do so (Purushothama, 2012).

Entrepreneurship opportunities in clothing and textile education

Clothing and textile education equip individuals with enormous employment opportunities in occupations relating to clothing and textile, namely: dress

making/clothing construction, designing, tie & dying, batik, fashion marketing and merchandising, pattern illustration and so on. Whereas, entrepreneurship education is generally aimed at creating or increasing entrepreneurial attitudes, spirit and culture among individuals and in the general community (Co and Mitchell, 2006; Henry *et al.*, 2005a and b; Galloway *et al.*, 2005; Hytti and O’Gorman, 2004; Kirby, 2004; Bechard and Toulouse, 1998; Gibb, 1993 and Hills, 1988). Promoting entrepreneurship with creativity makes room for self-employment thereby reducing poverty in the society. The aim of clothing and textile education is centered on the acquisition of knowledge and skills that can be applied for purposeful living (Nwaokaomah, 2010).

By reaching year four in Home Economics Department, Women Faculty for Art, Science, and Education at the University of Ain Shams, Cairo, Egypt, students are equipped with the following entrepreneurship opportunities in clothing and textile education:

Designing: Individuals in this business usually create new designs for garments. There are designers for fabrics/textiles as well as for clothing accessories.

Dress making/clothing construction: Dress makers are those who design, cut, arrange and sew different components of dresses. According to Ochiagha (2005) it is one of the sorest ways through which young people can find their way into the labor market.

Tie-dyeing and batik: Graduates of clothing and textile education can do tie-dyeing and batik to produce locally dyed materials to earn a living. They can equally establish tie-dye and batik institute where they can train people.

Modeling: Graduates of clothing and textile education can work in fashion industries. They wear newly designed dress styles for people to see and buy.

Fashion merchandising: This is another avenue of entrepreneurial opportunity for clothing and textile graduates. They select, buy and sell textile, apparel and other clothing accessories to earn their living. They can sell cloths ranging from wax wrappers materials for chieftaincy wears to materials for sewing coats and other wears for various occasions.

Pattern illustrators develop paper pattern for sale: pattern making involves the making of patterns for males, females, and children as well for the purpose of selling them.

Knitting and crochet shop: The graduates of clothing and textiles education can engage in knitting and crochet to earn a living for example they can knit cardigan for both children and adults.

Why investing in young women

The global financial crisis is affecting families and communities everywhere. And when money is short it is girls and young women who are most affected especially in developing countries, where 7 out of 10 workers being laid off, due to the impact of the financial crisis, are women as they are still considered to be secondary earners (Friedman and Schady; 2009).

Each year, developing countries lose billions of dollars because of failing to invest in girls and young women. There are around 500 millions of young women in developing

countries that could and should play a crucial role in the next generation's economic and social development, but many do not have the opportunities for education or economic activity (Plan UK; 2009). Early investment in girls' education to help develop meaningful work opportunities will ensure a more prosperous and equitable society. Young women, who are economically empowered in decent, secure jobs or successful small businesses, are better equipped to create a solid future for themselves, their families and communities. Mothers of all ages are more likely to spend their income on the welfare of the household, thereby creating the conditions for the next generation to move out of poverty (UNIFEM; 2005).

There is evidence from the Middle East and North Africa to show that, if women's labor force participation had increased at the same rate as education during the 1990s, the average household income would have been higher by 25% only by making sure that women and girls have life-changing opportunities from education to health care (World Bank; 2009).

Course design:

The course was designed by setting the following points: 1. choosing specific course topics, 2. designing of course structure and content, 3. teaching methods applied and 4. Evaluation of course progress.

1. Choosing specific course topics

In order to choose the topics to be taught in this course, a total of 18 most popular subjects, in Entrepreneurship education were identified, which later were shortened to the nine most popular (Hills 1988; Fiet, 2000a and b; Hynes, 1996; Matley, 2005a and b and Bennett, 2006). The most taught subjects were: (1) resources marshalling and finance; (2) marketing and salesmanship; (3) idea generation and opportunity discovery; (4) business planning; (5) managing growth; (6) organization and team building; (7) new venture creation; (8) SME management; and (9) risk and rationality. These subjects were used to design a total of 13 topics that were taught in the "All in One" course.

2. Designing of course structure and content

"All in One" course consists of 13 different topics plus the final project. These topics were taught through the school year. Each semester consists of 14 weeks with a total number of 168hrs (including the final oral presentation). Topics were divided over the two semesters of the school year as follows: the fall semester (topics one to seven) and the winter semester (topics eight to thirteen plus evaluation of the final projects). Working in the final projects started on week four throughout the school year. The topics were:

1. Traits and Characteristics
2. Networking

3. Competitive Advantage
4. Business Plan
5. Starting your Own Business
6. Market Research
7. Marketing, Branding and Merchandising
8. Sales and Negotiations
9. Design and Production Cycle
10. Finance
11. Accounts
12. Project Management
13. Case Studies
14. Final project

The description of each topic and the final project is listed in table 1.

Table 1: The description of topics and the final project taught in “All in One” course

Session	Topic	Contents
1	Traits and Characteristics	This topic helps students assess themselves and their surroundings. They can assess their strengths, and understand that by building on these strengths they can excel, it helps them identify their weaknesses in order for them to be able to avoid them or work on them where necessary. It helps them assess both opportunities and threats around them
2	Networking	Contacts are critical part of entrepreneurship. This topic gets each student to understand and identify their key stakeholders' needs and expectations taking into consideration that this differs from one student to another. So each comes out with an understanding of the network they individually need for their own business
3	Competitive Advantage	This topic teaches students that a core competency is what makes fashion business stand out amongst all the other businesses out there. Each student by the end of this class has to have come up with that single proposition that makes their business different and with an advantage over other businesses in the fashion industry
4	Business Plan	This topic teaches students how to build successful businesses by having a clear plan as to how their business will run and how to make it happen. It's a blueprint that'll lead to viewing their business from different angles and it'll help each student foresee if it will succeed or not. Each student comes out of this class with a business plan for their own individual projects

Session	Topic	Contents
5	Starting your Own Business	Now that the students have written their plans, they need to take the first steps towards establishing it. This is what this topic is all about. It gets students to understand all the right steps required to start a business with eyes wide open to benefits and problems that may arise. Each student at the end of this topic will know all procedures they need to go through to start the business from company registration, to setting up a premises where necessary and many more
6	Market research	This topic teaches the students all about how to conduct market research, how to identify a target market and how to take all the research collected to create a strategy that caters to these insights and information
7	Marketing, branding and merchandising	This topic teaches students how to create the right image for their business. Towards the end of the class each student would have created a brand for themselves, an identity, and a communication plan, catered to the target audience they identified in earlier classes
8	Sales and Negotiations	This topic teaches students all about dealing with customers, maintaining them, satisfying them. By the end of this class each student would have come up with an idea of how to present her products and how to close a sale.
9	Design and Production Cycle	Students here will learn how design cycle works and the production cycle as well by learning how a garment is created, from the first design sketch to the retail store. <ul style="list-style-type: none"> • Follow the design process as a sample is created for each adopted style from a handmade pattern. • Learn about the efficient “cut to order” system that allows selling first and mass produce later. • Discover how the cost of materials, labor, and overhead affect a garment’s pricing. • Watch how a production pattern is created and graded. • Learn how manufacturers guarantee the quality of their materials and minimize waste fabric. • Learn how technology has impacted the manufacture of clothing. • Learn how garments are assembled and sewn
10	Finance	This topic will have students come out with a full understanding of all the different ways they can finance their business and what their specific financial requirements are to make their business work

Session	Topic	Contents
11	Accounts	At this stage students have enough cash flow to run their business; in this topic they learn how to implement a right accounting system that manages the profit, cash flow etc. of the business. Each student comes out of this class with a system that works for their own business
12	Project Management	<p>Here, students learn how to put together the right hierarchy, the skills needed to run a smooth and exceptional business. Some businesses need a boss, others need a system. Each student has to assess and decide what their individual businesses require.</p> <p>Production management provides all of the tools that are required for the smooth and economic operation of manufacturing processes. It regulates the interaction in space and time between people, equipment, information and resources to achieve the objectives of the manufacturing system.</p> <p>Every manufacturing company has a production program to follow. For a garment maker, the production program is embodied in the collection plan. The collection is the range of products that will be manufactured for marketing in a particular season. The Production department co-ordinates the development of new products, the procurement of materials and their processing, and the control of quality throughout manufacture</p>
13	Case Studies	This class is meant to inspire and motivate students that others have done it before and succeeded
14	Final project	The aim of this project is to help students using their previous knowledge and skills gained through the four years of clothing & textile study together with the topics learned in the “All in One” course to create a product that can be used as a start for their own business

3. Teaching methods applied

Authors categorized teaching methods into two groups that are termed: a. traditional methods (comprising normal lectures) and b. innovative methods (which are more action-based), also known as "passive methods" and "active methods", respectively.

Compared with passive methods, active methods are those that require the instructor to facilitate learning, not to control, and apply methods that enable students' self-discovery (Bennet, 2006). Although the three most used methods in these studies, and also other business-related courses, were: (1) lectures; (2) case studies; and (3) group

discussions. But, according to Bennett (2006), these teaching methods are passive and less effective in influencing entrepreneurial attributes. Fiet (2000a and b) explains that instructors rely on lecture-based methods because they can be easily accomplished, and also because they require less investment. Other methods used, but not as common include: business/computer or game simulations (Hindle, 2002), video and filming (Verduyn *et al.*, 2009), role models or guest speakers (Hegarty, 2006; Fiet 2000a and b), business plan creation and project works.

Also used were games and competitions, setting of real small business ventures, workshops, presentations and study visits (Keogh and Galloway, 2004). This latter category of methods is termed “active” and is said to be more appropriate for nurturing entrepreneurial attributes among participants (Bennett, 2006), but as the low rankings reveal, they are used less than traditional methods.

Due to the nature of this project, it was decided to only concentrate on the studies that attempted to measure a change in some pre-determined variables among students as a result of attending a course in entrepreneurship (the active methods) (Fayolle *et al.*, 2006; Henry, 2004 and Charney and Libecap, 2000).

4. Evaluating the course progress

One way to measure the success of an entrepreneurship course is to establish the number of graduates who have started their own ventures as a result of attending a course in entrepreneurship. This finding is in line with the views of scholars who associate entrepreneurship courses with the creation of individuals who are destined to start businesses (Henry, 2004; Rosa, 2003; and Charney and Libecap, 2000). Also, students’ academic standards (including examination scores and GPAs) were ranked the second most immediate impact indicator (Charney and Libecap, 2000; Vesper and Gartner, 1997 and Hynes, 1996). Hynes (1996) argues that the use of formal examinations is mainly aimed at testing students’ knowledge and attitude (towards entrepreneurship). The third group of indicators originates from psychological constructs, for example change in students’ attitudes, perceptions, interest, self-efficacy, confidence, abilities and skills towards entrepreneurship (Souitaris *et al.*, 2007; Lee *et al.*, 2006; Fayolle *et al.*, 2006; Veciana *et al.*, 2005; Peterman and Kennedy, 2003 and Rosa, 2003).

In the current course, the above three methods of evaluation were used to measure the impact of taking entrepreneurship course on students' knowledge and attitude on one hand, and their success in starting their own ventures after graduation on the other hand.

How this course was taught/ applied

The chosen topics were taught in the above mentioned order and classes were run like workshops. Student had to achieve a certain goal at the end of each class, which will lead

to the final goal where each student had to come with a solid plan for a business and have acquired all the skills to make it work.

During the workshops, students were forced to experience situations similar to those they might face in the real world. For example, during the "Starting your own business" class, team changes were made to help them learn to adapt to changes they may face when they start a business. Another example, in the "market research" class, where changes were imposed on the projects they were working in pushing them out of their comfort zone and leading them to come up with creative solutions. This was a teaching method implemented in each class to promote strategic thinking.

Assignments were tailor made for each student based on her technical skills, the kind of business she was interested in starting and so on.

Participants, Outcome and assessment

“All in One” course was applied on a group of fourth year students in the Home Economics Department, Women Faculty for Art, Science, and Education at the University of Ain Shams, Cairo, Egypt. The group consisted of Females students aged, between 20 and 23 years old, at their senior year of college, studying fashion and have zero income, where they are dependent on a family member. From a Psychographic perspective, the group was from urban areas, conservative and with good technical fashion skills (e.g. pattern making and modeling techniques).

Through this course, each student made her own go-to-market product. This product was a functional design that is suitable for multi-use clothes. This design was aimed to help working women who have many activities to do through the day, morning to evening, do not have enough time for shopping or simply do not have enough money to spend on clothing and yet need to keep appropriate apparel. Clothing technology, from cutting to shipping used in each design was run as follows:

- 1- The original design description
- 2- Cost and Profit
- 3- Design Specific sheet
- 4- Material
- 5- Sewing operation & time study, and a sample of one of the students' designs is shown in appendix (designs 1-5).

Students used the knowledge they gained from the entrepreneurship topics they learned during this course to create their own marketing plan to take this product to the real market as a start for their own business.

The effectiveness of this course was assisted through a final presentation that each student presented in front of a committee of ten people. The committee members were

selected from the faculty of Marketing and Accounting, designers, well-known businessmen and fashion professors. Each student was wearing her own product and presented her own go-to-market idea. They were assessed based on: quality standard for sewing items/projects, quality standard for fitting, project cost worksheet, measuring product outcomes checklists and presentation skills. It is worth mentioning that the checklists were designed and validated by a committee of six university professors specialized in business and clothing and textile education.

Data were gathered, to evaluate the “All in one” course, through the school year providing an insight into the attitudes of students encountering this form of learning for the first time. Included below are some of the students’ comments made on the confidential and unidentifiable evaluation forms.

The course was extremely interesting, I really enjoyed attending it.

I enjoyed this course very much, it was interesting and challenging and different than what we are used to. Also, made me feel that I have a plan for after graduation.

This course gave me hope for my future under the bad economy we live in

Best course ever, I wish that I take it in earlier years

This course was very innovative and creative. It really changed my way of thinking

I’m very happy I take this course; it stretched my mind and creativity. I’ll recommend it to other students.

All students scored above 85%, in their presentations, proving the success of this course. Furthermore, students were monitored and assessed, for a whole year, after graduation. Below are the skills that, as per initial observation, were missing: (1) The Opportunity recognizing mind, (2) The designing mind, (3) The risk managing mind, (4) The resilient mind and (5) The effectuating mind. And by providing one on one support through individual meetings, three of them did an exceptional job by starting their own business within their first year after graduation.

Discussion and conclusion

The goal of entrepreneurial skills education is to orient students towards self-reliance if wage earning jobs become inaccessible. Clothing and textile, which is one of the major areas of Home economic, studied at university level emphasizes skill acquisition for its graduates with a view to enhancing their capability for self-employment ventures (Nwaokaomah 2010).

To date, introducing entrepreneurship education within clothing and textile course at the Home Economics Department, Women Faculty for Art, Science, and Education at the

University of Ain Shams, Cairo, Egypt, has been well accepted by students. The feedback received is that students are interested in enterprising activities that offer an alternative career path mainly as self employment. However, the fork in the road that divides students who succeed in self-employment and others desiring employment should not be viewed as a negative. Education of this kind enables the development of skills that are transferable across all workplace settings, therefore increasing student employability (Cooper *et al.*, 2004). It should not be the number of new enterprise start-ups that determines the success of such courses like the one presented here. The development of a student centered learning experience that delivers measurable outcomes for future entrepreneurs and innovative employees should be the aim of such courses, although the benefits of entrepreneurship education are not limited to start-ups, innovative ventures and new jobs.

This paper also supported the need for entrepreneurial education to be introduced in more university-level courses and in earlier stages in the university education. And also, suggested the need for entrepreneurial education to be conducted in a different learning way than the traditional lecture-like one. It showed that the action-oriented teaching style, which is supportive of experiential learning, problem-solving and project based, is the way to go in such courses involving entrepreneurial concepts. The results so far reinforce the commitment to this style of teaching. However, just as entrepreneurship is not easily defined, neither are the motivations and expectations of students enrolling in such courses, the challenge remains to deliver a course that is relevant to the differing needs of the students. In this context, Our course can be presented as a role model in providing rich insights into a wide range of stakeholders seeking to improve the field of entrepreneurship education not only in the field of clothing and textile but also can be applied in other fields.

The course described in this paper was directed to female students, as mentioned before, to introduce them to some of the entrepreneurial principles knowing the important role that young women play in economic growth and the missed opportunities of failing to invest in their futures. The Entrepreneurial activity had been largely restricted to males and only later on, did studies start examining female entrepreneurship (Bruni *et al.*, 2004). Evidence suggests that women are more likely to have lower expectations for success than men in a wide range of occupations, while possessing differing motivators for becoming entrepreneurs (Eccles, 1994).

Males usually view entrepreneurship as a pathway towards wealth creation and economic advancement, while women follow such career in order to provide better life for their families specially in countries like Egypt with such low national income and youth unemployment stands at 24% according to the Economist (2010 data). However, such comparisons between the two sexes suffer from a lack of consideration of educational levels and backgrounds on one hand and the preconditions and characteristics of entrepreneurship education they received on the other (Eugenia *et al.*, 2009). Overall, females feel less confident and capable of initiating entrepreneurial activity than males,

even when receiving the same education and coming from similar backgrounds. This is explained by Wilson *et al.* 2007. As the present paper's findings indicate, entrepreneurship education directed to female students can enhance students' entrepreneurial mindset and actions, where designing of such course, as the one presented here, can significantly help in encouraging female students who have not been exposed to any kind of entrepreneurial experience to be more confident in becoming successful entrepreneurs.

Courses, like the one presented in this paper, create positive attitudes towards entrepreneurship and promote female entrepreneurship as a challenging career prospect for female students. In general our national entrepreneurship education curriculum should become more focused on encouraging potential female entrepreneurs by designing courses that are tailored to their particular needs and by considering their misgivings and concerns associated with starting a new venture.

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Appendix



Design 1

1. The original design description:

Fabric: Cotton

Fabric Decoration Technique: Mechanical Embroidery

Design Decoration Technique: Photoshop

Structural design Sleeveless-straight dress fits closely at the waist and hip with rounded neckline; opened from sideline; simple cut line on the waist line

Suitable Decorative designs The motivation is the potential of this form of structural design for the acceptance of a variety of curved decorative element and the contrast colors between black and white

Suitable Functional design suitable for multi-use clothes for women who have many activities to do in her day from the morning to the evening

Design can help by wearing it with several shape in cut line, adding pieces like skirts or jeans, and also when choosing favorite colors, materials and accessories.

2. Cost and Profit:

An income statement is a financial statement that relates revenue (sales) to costs to determine profits for a specific period of time. A business must plane to achieve a level of sales revenue, to incur a level of costs and thus generate a level of profit.

3. Design (1) Specific sheet:

Design (1): Female dress		Season: Spring
Size: S-M-L-XL-XXL	Description: Sleeveless Dress	
Fabric: Embroidered cotton	Content: 100% cotton	
Self-Fabric	No. of Pieces	
Back	3	
Front	2	
Neck Band	2	
Armhole facing	4	
Total pieces	11	

4. Material:

Materials used in apparel manufacturing include:

Piece goods: are fabrics that are cut and assembled into the shells of garments.

Findings: include all the rest of the materials required to complete garments including support/shaping materials, trims, closures, threads, labels and accessories.





For instance:

Piece goods	Qty/Unit	Cost/Unit
Fabric cost for a style= true cost per meter× No. of meter per style	2 m.	24 EGP*
Trim & Finding	Qty/Unit	Cost/Unit
Thread	300 yards	0.30 EGP
Zipper	one	0.20 EGP
Button	one	0.10 EGP
Label	3	0.30 EGP
Hand tag	2	0.10 EGP
Hanger	1	0.05 EGP
Plastic bags	1	0.05 EGP
Total materials cost		25.10 EGP

*EGP: Egyptian Pound

5. Sewing operation& time study:

Type of machine	Operation description	Seam class	Seam Type	Time/sec for each	Time added* 20%
Flat bed	Join left & right shoulder of dress	SSa	Lock stitch 301	15	18
Flat bed	Join the left & right side of the bodice	SSa	Lock stitch 301	40	48
Flat bed	Join the left & right side of the skirt	SSa	Lock stitch 301	40	48
Raise bed	Over lock	EFd-1	Overedge 504	22	26.4
Flat bed	Join the left & right facing of armhole	SSa	Lock stitch 301	20	24
Flat bed	Join the bodice & skirt to make dress	SSa	Lock stitch 301	19	22.8
Raise bed	Overlock	EFd-1	Overedge 504	13	15.6
Flat bed	Insert the zipper in center back line	SSa	Lock stitch 301	40	48

Flat bed	Applying neck band	SSa	Lock stitch 301	12	14.4
Flat bed	Hem finishing	SSa	Lock stitch 301	20	24
Manual	Attach hook & eye	by worker		15	18
Manual	Final assembly & finishing	by worker		27	36.5
Manual	Steam iron	Pressing the dress		22	26.4
Manual	Packaging	by worker		10	12
Manual	Final inspection	by worker		25	33.8
Total Time for one piece				340	415.9

*Time added 20% including Re threading machine, changing bobbin, changing needle, changing color of thread

Type of needed Machines	No. of machine
Vertical straight Knives	1
Singer	6
Over lock	2
Pressing	1
Total	10

Operation description	No. of operators	Time per style/min	Rate/hours	Total wages / hours
Marker making	1	0.12	5.75	5.75
Spreading	2	0.02	5.75	11.50
Cutting& bundling	2	0.99	5.75	11.50
Sewing & finishing	10	6.93	6.75	67.50
Total	15	8.06	24	96.25
No. of piecec/hour	483.6 piece			

A simple view of profit of design (1):

Material cost	25.10 EGP
Direct labor cost	2.07
Total overhead (Labor cost×150%)	3.11
Total cost	30.28 EGP
Selling price (total cost + profit)	37.85 EGP
Gross profit (total cost×25%)	7.57 EGP



Idea No. 1	Wearing dress with suitable jeans
Idea No. 2	Wearing dress with any suitable skirt
Idea No. 3	Wearing dress with white or black bodies
Idea No. 4	Wearing dress with any suitable accessories such as scarf with any suitable color
Idea No. 5	Wearing dress with bolero of any suitable color



Design 2

1. The original design description:

Fabric: Cotton/polyester

Fabric Decoration Technique: Abaya style with removable piece.

Design Decoration Technique: Photoshop

Structural design: Slit flared dress with band collar and raglan sleeve; one color of the main garment and gray buttons which produce informal balance

Suitable Decorative designs: The motivation is the potential of this form of structural design for the acceptance of a variety of lines, colors, textures and accessories between the main design and other additives pieces.

Suitable Functional design: suitable for multi-use clothes for women who have many activities to do in her day from the morning to the evening.

Design can help by wearing it with several shape in cut line, removable piece, bolero, crochet jacket and scarf and also when choosing favorite colors, materials and accessories



Idea No. 1



Idea No. 2



Idea No. 3



Idea No.4



Idea No. 1	Wearing a baya with removable piece
Idea No. 2	Wearing it with bolero jacket with different color
Idea No. 3	Wearing it with colorful crochet jacket
Idea No. 4	Wearing it with accessories such as one or colorful scarf, footwear and hand bag.



Design 3

1. The original design description:

Fabric: Cotton/polyester

Fabric Decoration Technique: Double face/ two pieces garment

Design Decoration Technique: Photoshop

Structural design: Sleeveless bodice with square neckline and tubular skirt; simple straight lines; one color garment of the first face and pattern garment for the other one; can give the design new look in every time wearing it with itself or with any other piece of garment.

Suitable Decorative designs: The variety of lines, colors and textures between the two different faces of the main design parts and between them and other additives pieces is the potential of this form of structural design.

Suitable Functional design: Its idea depend on decreasing the cost of the garment with high quality; also suitable for multi-use clothes for women who have many activities to do in her day from the morning to the evening.

Design can help by wearing it with several shapes with itself or with other garment.



Idea No. 1

Idea No. 2 Idea No. 3

Idea No.4

Idea No. 1	Wearing any face of the design with different colors of pants, bodices and accessories
Idea No. 2	Wearing the first face with the second one
Idea No. 3	Wearing any face of the bodies with any skirt and accessory such as scarf or belt can give a new look.
Idea No. 4	Each time you wear one piece of the main garment with skirt or pant or blouse or accessories you will have great opportunities to be different.



Design 4

1. The original design description:

Fabric: Polyester 100%

Fabric Decoration Technique: Bodice with gathering bands in both sidelines under waist line

Design Decoration Technique: Photoshop

Structural design: Sleeveless straight blouse with square neckline and gathering at waistline

Suitable Decorative designs: The changeable in line motion due to the gathering form from one or both sides of the blouse is the potential of this form of structural design.

Suitable Functional design: suitable for multi-use clothes for women who have many activities to do in her day from the morning to the evening.

Design can help by wearing it with several shape by gather one or both sides of the blouse or release it and by wearing it with favorite colors, materials and accessories.



Idea No. 1

Idea No. 2

Idea No. 3

Idea No. 1	Wearing the blouse with different colors of bodice and pants.
Idea No. 2	Gathering the blouse from one or both sides and wear it with skirt and different accessorise.
Idea No. 3	Changing of colors of scarves, bag, footwear as well as wearing bolero will change your out look.



Design 5

1. The original design description:

Fabric: Dark Polyester 100%

Fabric Decoration Technique: A double face /wrap skirt; one face with dark color and the other one with pattern fabric.

Design Decoration Technique: Photoshop

Structural design: Simple wrap skirt with straight lines wrap around the body and overlap at the side-front; also with two different faces.

Suitable Decorative designs: The changeable colors due to the different two faces of the skirt are the potential of this form of structural design.

Suitable Functional design: suitable for multi-use clothes for women who have many activities to do in her day from the morning to the evening.

Design can help by wearing it with several shapes by change the sides of the skirt and by wearing it with favorite colors, materials and textures of blouses and accessories.



Idea No. 1

Idea No. 2

Idea No. 3

Idea No.4

Idea No. 1	Wearing the first face of the skirt with different blouse
Idea No. 2	Wearing it with different accessories such as scarf and belt.
Idea No. 3	Wearing the other face of the skirt with different blouse and belt.
Idea No. 4	Each time you change the blouse and accessories such as scarf, belt, necklace and footwear you will look nice with new look.

THE DIFFERENCE IN PROSE BETWEEN FEMALE AND MALE AUTHORS

Alua Magzumova

Key words: Female & male prose, difference in prose between different sex users, gender discrimination.

Abstract

There are certain peculiarities, which are inherent to female or male authors in a large subset of prose, covering different genres. It is impossible to consider apart female prose from gender criticism. Female prose developing started since women are treated equally, and educating on the same level with men.

In the beginning many female authors as sisters Bronte were forced to take male name to publish their works. The most prominent feature of female's in prose is emotionally involveness as for male's rationality and tendency to realism. The writing of male and female differs because they have different life experience and functions. Also, male writer marker is use of determiners while inherent to female is use of pronouns to personalize sentences. The series of linguistic, literary and grammatical features which is recognizable is still in need of more gender study.

Language is an important means of communication nowadays and as it was since human being spoke. Particularly, English language since last century gathering popularity as amain language of communication. The problem of differentiating sex of the author in literary works always was one of the interesting questions.

There is no certain opinion about the origin of language; but certainly it is language + necessity in communication + necessity in education = literacy work.

My work explores differences between male and female writing. Understanding these peculiarities inherent to different sex authors helps in our communication. We could with a looking through every text guesstimate an author's sex.

Aim of my research work is to explore possible variation of difference/ peculiarities between male and female mode of writing style in English prose.

Looking through Jane Austen's work for instance, we could notice that women usually attract attention with cajoling and pretending to be seriously smart. Also, female utterance is noticeable too much of emotive while male sentence is clear and rational.

Lexically, women prefer more words as *very, so, too, much, more, because*. What indicates that women are exaggerating utterance. In addition, such personalized pronouns as “I”, “she”, “he” and “they” are associated with women's writings while male texts prefer determiners like “a”, “the”, “these”, “more” and “some”.

Women writing style is also seen to differ fundamentally syntactic level. Women writers, as I observed, use shorter, structurally less complex, sentences than men's.

Thus, paradoxically, while the male sentence with its subordination and hierarchizing is seen as transparent, the female sentence is described as opaque on account of its complexity.

From linguistical point of view, is very clear the way male and female authors display to the reader what “things” are being talked about. The choice of pronoun in women's writing are obviously relating to something: “I think that you think what about I am thinking to,”. While male's utterance is more personless, and the message is with no reference to someone: “here is details of upcoming events”.

As we shall see, these differences align with differences between what has been termed “involved” and “informative” writing, as well as with differences between prose. Inherent to wome involveness contain features typical to show interaction between the writer and reader. Furthermore, I listed markers inherent to females are use present-tense verbs and contractions and analytic negation.

Usually, male authors are not such good in political journalism, or news commenting. Because, in such scope they have an opinion they'll put to their work. While women are better in this field for the reason of they are not such good in political science to comment it including own opinion. Hence, they merely commenting political events as a constation of a fact.

Johnstone observed that in oral narratives, male authors gave more references to place and time than female narrators.

I find here two related aspects of language use that distinguish text written by males from those written by males. First, female writers use more pronouns that encode the relationship between the writer and the reader (especially first person singular and second person pronouns), while males tend to not to refer to it. Second, female writers more often use personal pronounsthat make explicit the gender of the “thing” being mentioned (third person singular personal pronouns), while males have a tendency to prefer more generic pronouns. Both of these aspects might be seen as pointing to a greater “personalization” of the text by female authors.

I would like to mention disadvantages when male writers in novel writes about female protagonists (which is very popular, such famous works as Thomas Hardy «Tess of the D'Uberville», Theodor Driser «Sister Carry», etc):

- In many cases male authors describes female protagonists as a helpless creature.
- The character's only defining trait is being hyper-smart or (more rarely) a total foolish.
- A character that always does the right thing and it's boring.
- The character is a love interest that doesn't have a role outside of romance.
- Protagonists attracts men's attention by sexual appeal. Men consider women in many cases as a sexual object.
- Humiliation of female nature as something mean.

I complete my theory or hypothesis with examples taken from Jane Austen's *Pride and Prejudice* (PAP) and Thomas Hardy's *Tess of the D'Ubervilles* (TD'U).

In PAP we could see blatant example of female style in novel, where she wants to show women's pride, nobility, wit. And in TD'U we could see true male style with women humiliation, what is very inherent to men. Tess she is a realistic protagonist, we could see her in every women nowadays, when Elizabeth Bennet is more fictional, we-never-see-such-noble-person-nowadays protagonist.

In PAP style we could see true female style when she puts pronoun to identify things personally, opinions and plenty of adjective to describe one thing, which is also quite exaggerational.

There are some examples taken from PAP:

- I beg your pardon; - one *knows* exactly what to *think* (p.129 PAP).
- ...she recollected having heard of Mr Fitzwilliam Darcy *formerly* spoken of as a very proud, ill-natured boy (p.180 PAP).
- But he is, beyond all comparison, the most *agreeable* man I ever saw.... Oh! that *abominable* Mr. Darcy! (p.181 PAP).
- Long before it had taken place, my opinion of you was *decided*. (p.223 PAP).
- ... and I had not *known* you a month before I *felt* that you were the last man in the world whom I could be prevailed on to marry. (p. 224 PAP).
- How *differently* did everything now *appear* in which he was concerned! ... she had been *blind, partial, prejudiced, absurd* I have courted prepossession and *ignorance*, and driven reason away, where either were concerned. Till this moment, I never *knew* myself (pp.236-237 PAP).
- ... to assume even the *appearance* of what is right The rest of the evening passed

with the *appearance*, and his side, of usual cheerfulness.... (p. 260 PAP)

- It was a large, handsome, stone *building*, standing well on rising *ground*, and backed by a *ridge* of high *woody hills*;-- and in front, a *stream* of some natural importance was swelled into greater, but without any artificial *appearance*. Its banks were neither formal, nor falsely adorned.... (p.267PAP).

In second novel we clearly see Hardy's male style. Tendency to women humiliation, to show women nature as a filth, also he clearly shows that women could not attract attention with a wit, but with sexual attractiveness and voluptuous.

In comparison with Austen's work, she never depicts such type of woman. She never depicts such sexually attracted type of women. Her protagonists usually takes noble type of women, and attracts men's attention with nobility and wit. Here I also noticed that Hardy is trying to show female's moral turpitude.

Then, TD'U is written with quite archaic and bookish way of words. What typical for a man, who we consider as a educated beings to write in intelligent way.

There are some examples taken from TD'U:

- "Bless *thy* simplicity, Tess" said her companions. "He's got his market-nitch. *Haw-haw!*" (p. 7 TD'U)
- Well. As one of the genuine stock, she ought to make her way with 'en, if she plays her trump card *aright*. (p. 32 TD'U)
- Who can find a virtuous woman? For her price is far above rubies. She *riseth* while it is yet night, and *giveth* meat to her household. She *girdeth* her loins with *strength* and *strengthen-eth* her arms. She *perceiveth* that her merchandise is good; her candle *goeth* not out by night. She *looketh* well to the ways of her household, and *eateth* not the bread of idleness. Her children arise up and call her blessed; her husband also, and he *praiseth* her. Many daughters have done virtuously, but *thou* excellest them all. (p. 162 TD'U).

The sentences in this passage are longer and more complex, and the word choice more sophisticated. Also, we could see here tendency to use of archaic forms of words. Such as: *thy* > *your*, *ye* > *you* (polite), etc.

Here, I note a blatant example when men dominates on women. What is very typical for that period. I not only think that the male authors I have studied have accurately portrayed real life, I confident in opinion that here, Thomas Harty's TD'U is realistic, while Jane Austen's PAP is more artificial as theatral play. I have made several discoveries throughout my research that have increased my knowledge of writing and gender theory. These discoveries have allowed me to analyze female protagonist literature more critically. The first discovery is that male authors have not written many novels

exclusively from a woman's viewpoint. Some reasons may be that men are really incapable of writing from the female perspective or that they fear that they will be met with too much skepticism. Many critics believe that because men and women have different life experiences, the writing of male and female authors will differ, as well. Some believe that male authors are not able to write accurately from the female perspective or present feminist ideals because they have not experienced life as women. The majority of the time, life from the female point of view is portrayed in literature by women authors, but male authors have also taken on the female perspective. When writing about women it is possible that authors will describe them differently depending on gender.

The main difference is that females concentrates in prose writing in description of their own feelings. And males concentrates more in common, general thing describing.

There are some literary work where we can't differ author's sex. And it is for the reason of men writer or women writer in the very witty way of integrity with both sexes. In this attribute that often defines the greatness of the author. I could say that J.Rowling's Harry Potter is very androgenius to me. I guess it is influence of modern time, where women are independent and able to functions in the same level as males ind pass same experiance to write the same prose.

CULTURAL SOCIOLOGY: THE STUDY OF COLLECTIVE TRAUMA

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Revolution in Ukraine is absolutely unprecedented phenomenon which is currently happening and gives the scientist a unique opportunity to see the evolution of it, to study the consequences of traumatizing event in the nation wide scale. It is proposed to study it by means of cultural sociology that provides us with multiple instruments for understanding, studying, comprehending and catalysing of a huge variety of social events, both of peaceful and separatist as well as war-oriented character. Cultural trauma, occurring on the scenery of historical self-identification of the whole young nation fighting its way through the world's history is vividly one of the most interesting events happening nowadays. J. Alexander, the inventor of cultural sociology gives us the perfect tool for explaining of the on going situation, and theory of traumatizing events adds to the general plot of social meaning extra reason. The article, presented here is dedicated to studying and describing this social fact.

Keywords: cultural trauma, multi-cultural conflict, 'chosen' trauma, cultural sociology, traumatizing event.

Cultural sociology is the autonomous modern scientific paradigm that provides us with multiple instruments for understanding, studying, comprehending and catalysing of a huge variety of social events, both of peaceful and war-oriented character. This powerful scientific paradigm gives as possibilities not only to see the consequences but also to discover the roots of certain social facts in modern world history. Unlike sociology of culture, where cultural changes are being treated as consequences of structural and functional changes, and the culture is widely considered their epifomenom, cultural sociology refers to culture as number of basic sources of changes in social activities as a mater and instrumental forces. The revolution in Ukraine is absolutely unprecedented phenomenon that is currently happening and gives us a unique opportunity to see the evolution of it and to study the consequences of traumatizing event in the nation wide scale. Cultural trauma, occurring on the scenery of historical self-identification of the whole young nation fighting its way through the world's history is vividly one of the most interesting events happening so far. J. Alexander, the inventor of the above mentioned paradigm gives us the perfect tool for explaining of the on going situation.

Ukraine presently is in the midst of a violent revolution that has raged since November 2013. The number of human victims is growing daily, now we have the official statistics that it comes to three hundreds, from the unofficial sources we get the number of

five hundreds. It all started when thousands of pro-Europe demonstrators have clashed with riot police loyal to President Viktor Yanukovich and his pro-Russian stance. Under leaden skies and heavy snowfall, demonstrators have built barricades and set them on fire as they repel government forces. So, as I may say, it all started from looking for European integration, but ended with finding Ukrainian nationality. The words “Ukrainian nationalist,” are now associated with controversial topics Depending on where you come from, you may imagine an anti-Semite or a murderer of Polish peasants or the fighter for independence and glorious heroic acts. Like any other stereotype, this one will be related to some historical realities. I do care to admit that three generations ago, there were Ukrainians who, caught between two of the most murderous dictatorships in history, collaborated with the Nazis against the Soviet Union. No one is denying it at any point, but now the words "Ukrainian nationalism" have gained the whole new meaning. It is no wonder that there exists a common belief that all the revolution was paid either by American or by Russian governments, because what can be expected from the nation where for decades you could have been imprisoned or executed just for being too Ukrainian? But still the nation is craving for self-identity, for looking for and finding their heroes. And those are people fighting on baricades. Of course there is another cluster of Ukrainian society that don't want any “new people” to come to power, because they would “arrive hungry,” in need of fast money and big bribes, that is why it is better to leave the old politicians in charge; they had already stolen what they needed. And those people are staying at home and leaving all the nationalistic fuss behind.

Being a sociologist, I am far from thinking that any kind of public riot of that level can be brought up without financing professional radical groups, who are ready to turn violent, but as the tale goes on what we see is the public support and sincere craving for patriotism, public spirit, national loyalty, national allegiance, whatever word you prefer: the sense that there was something special and unique about Ukraine, the feeling that Ukraine was worth fighting for. Through the years - people who eventually came to lead independent Ukraine failed to build Ukraine's institutions. Instead, they built their own fortunes. Ukrainian politicians act in their own favour. Some have sided with “Ukraine” or “Europe” in the current conflict, but others will side with “Russia.” Their decisions have nothing to do with the welfare of ordinary Ukrainians at all. Thus do the tiny group of nationalists in Ukraine, whom perhaps we can now agree to call patriots, represent the country's only hope of escaping apathy, rapacious corruption, and, eventually, dismemberment?

In the due course of my research I came to the conclusion that this process of national establishment resulted in an on-going cultural traumatising event that people in Ukraine live through right now. This cultural trauma is the result of the conflict. Conflict should be specified here as competition between groups or individuals over incompatible goals, scarce resources, or the sources of power needed to acquire them. This competition is also determined by individuals' perceptions of goals, resources, and power, and such perceptions also differ greatly among individuals. One determinant of perception is

culture, the socially inherited, shared and learned ways of living possessed by individuals in virtue of their membership in social groups.

Conflict that occurs across cultural boundaries thus is also occurring across cognitive and perceptual boundaries, and is especially actual to problems of intercultural miscommunication and misunderstanding can fully be considered a cross-cultural conflict. In this sense culture is an important factor in many sorts of conflicts that at first may appear to be exclusively about material resources or negotiable interests – ergo – as it started in Ukraine – Euro integration. To this broad definition must be added the observation that culture is always manifested in two ways, sometimes they are referred to as generic and local. Generic culture is an attribute of all humankind. In contrast, local culture refers to those complex systems of meanings created, shared, and transmitted, socially reproduced and inherited by individuals in particular social groups, at particular points in time. As the research topic that we are dealing with is mostly unpredictable and at some point quite hard for measuring and, actually, finding the right way for its investigation, it is very important to say a few words about the methodology of the technic.

It is a matter of utmost importance not to loose the subjectified cluster of the trauma study. The scientist has to ‘dive into’ the suffering presses, but still stay objective himself, as Durkheim concluded – think sociologically. The process of collecting personal narrations of the participants of the actual event is exceptionally important. Because in the due course of history personal attitudes are wiped away, living the scientist without explanation, while if they are preserved we can be free to draw wholesome conclusions, basing on the inside view, presented to us by the respondent. In order to accomplish this goal it is obvious that personal interviews should be conducted, but the trick here is to gain reflexivity, to move from the sense of something commonly experienced to the sense of strangeness that allows to distance the scientist and to give him the opportunity to look from above on the escalating process. Because trauma is not something naturally existing, it is something constructed by society.

‘Living through’ the traumatising event is, therefore, understood as sociological process that defines a painful injury to the masses. Establishes the victim, attributes responsibility, and distributes the idea and material consequences. These processes inevitably result in formation of the existing social reality and collective identity in order to overcome the consequences of the traumatising event or make the needed changes in social order. Once the collective identity has been reconstructed, there will eventually emerge a period of de-escalation and peace, though the spiral of signification flattens out, affect and emotions become less inflamed, preoccupation with patriotism, in our case, fades. Charisma of people, events and processes is routinized, effect of the shock evaporates and while fragmentation, instability, and here I refer to J. Alexander, who claims that authoritarianism in the decades following prevented the trauma process from fully playing itself out, the processes of reconstruction, representation and working

through produced significant commemoration, ritual and reconstruction of national identity. We are observing this process in the due course in Ukraine happening right before our eyes, the obtaining of new not only national, but also self identity is going right now, but in is influenced by a number of factors, so it is quite hard for now to predict the outcome of this formation, as for now we do not still observe the routinized social reality in Ukraine, we are still watching on the traumatic process happening because of the conflict.

As it was previously specified, the conflicts, leading to traumatic experience can be classified as generic or global and local. Most contemporary discussions of culture stress the local sense, focusing on difference. Ukrainian language as the language of "freedom" opposed to the Russian or vice versa, in this case one culture is ultimately opposed to the other – it is a kind of a play on feelings of masses. In the described situation those opposed cultural groups were chosen to be Russians and Ukrainians. I say "were chosen", because historically and solely Ukrainian and Russian people are closely bonded and have deep affection for each other, though I am far from the thought that they can be unified and considered as one people. One set of powerful symbols illustrative of this linking process and especially relevant for understanding the relationship of culture to conflict, involves what scholars tend to call "chosen traumas." These refer to experiences of great hurt or victimization by others that are part of a group's historical memory. These experiences come to symbolize for group members tremendous threat, fear, pain, and feelings of hopelessness. The vivid example of such trauma is Holocaust, and J.C. Alexander gives to this cruel event in the modern history thorough description through the prism of cultural sociology. Using the case of the Holocaust as a cultural trauma in the Jewish-Israeli context, some insights are suggested as to the ways younger members of collectives view cultural trauma as a symbolic boundary. While so-called chosen traumas are the most extreme examples of culture's identity-constituting potential, they are not the only ones. What we are witnessing now in Ukraine is definitely one of those. Culture, as a source of shared symbols for making sense of the world, can constitute collective identities in more benign ways. But with whatever degree of affective intensity, culture affords symbolic resources for defining group boundaries, and within them for effecting political organization and mobilization.

We can now observe the situation when bits of culture have been "objectified" by political actors - the objectified bits are then projected and often performed onto public domains, such as festivals, rituals, or marches. But it takes very little "cultural content" to make of cultural difference a social boundary-marker between groups. Sociologists might find it useful to be aware that in dealing with conflict across cultural boundaries they are dealing with more than superficial differences in "style," but with something foundational. When social groups do construe events as gravely endangering, suffering becomes a matter of collective concern, cultural worry, social panic, fear and anxiety. Individual victims react to traumatic injury with repression and denial, gaining relief when these psychological defences are overcome, bringing pain into consciousness so they are able to

mourn. For collectives, it is much more different: rather than denial, repression, and working through, it is the matter of symbolic construction and framing, of creating stories and characters, and moving along with them through the history, preserving and worshiping their creations.

In Ukraine the process of symbolic construction is almost over. The first victims of government cruelty were called the heavenly hundred – ‘Nebesna sotnya’, the street was renamed in their honour, Maidan Nezalejnosti (Square of Independence)– the place of clash is now considered a unique symbol of freedom and fight for the rights and independence of the young but mighty nation. What started from the individual trauma experience is rapidly escalating into collective trauma experience. The transformation of individual sufferings into collective trauma is undoubtedly a cultural work. It depends upon, as it was previously mentioned, on the ‘objectified’ bits, such as speeches, marches, meetings, movies and different narrations. Carrier groups tie their material and ideal interests to certain scripts about the events that took place. These constructions have the potential to trigger terrible group conflicts, but what is much more important in this case, they tend to become the platform for reconciliation. The relative independence of collective trauma narration from individual experience and historical event, the intervening agency of culture creators, the performative impact of textual enactment – these social facts explain why and how collective dramatic chosen traumas have such a great impact on the organisation of the surrounding social world.

Trauma scripts are performed in the theatres of every day collective life. Throughout our rich history we have witnessed hundreds and thousands of rapidly escalating patriotic deeds accomplished to gain the right for freedom. What I can say is that democracy fails when citizens don't believe their country is worth fighting for. Presently Ukraine and Ukrainians have shown to the whole world that democracy is not a myth, preserved in the movies and fine literature, it is life, and sadly it cannot be established without bloodshed.

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FINANCIAL SUPERVISION AND STAFF MOTIVATION AS INSTITUTIONAL VARIABLES FOR PREDICTING AGRICULTURAL EDUCATION LECTURERS' TEACHING EFFECTIVENESS IN NIGERIAN UNIVERSITIES

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ABSTRACT

This study was conducted to determine the extent to which institutional variables of financial supervision and staff motivation predict teaching effectiveness of Agricultural Education lecturers in Nigerian universities. Four null hypotheses were formulated on the basis of the independent variables of financial supervision, motivation, nature of teaching and the combined effect of the institutional variables respectively to guide the study. A 45-item questionnaire was structured to obtain data for the study. Expost facto research design was adopted for the study. A sample of 68 Agricultural Education lecturers was selected for the study using stratified sampling technique. The Pearson Product Movement Correlation and multiple regressions were the statistics used in data analysis. The results of the study revealed among others, that teaching effectiveness of Agricultural Education lecturers in Nigerian Universities was significantly higher with respect to teachers' self-control, classroom design techniques, teaching of appropriate behaviour and student-teacher relationship. Also, the combined effect of institutional variables of financial management supervision, staff motivation, and student teacher – relationship were significant predictors of Agricultural Education lecturers' teaching effectiveness. To optimize Agricultural Education lecturers' teaching effectiveness, it was recommended among others that the Nigerian Government and University administration should provide appropriate motivation and adequate funds for Agricultural Education programmes.

Key Words: Institutional variables, Teaching effectiveness, motivation, Agricultural Education, Financial supervision.

Introduction

Education in general and university education in particular, is fundamental to the development of knowledge, economy and society in all nations. Therefore, education shall continue to be highly rated in national development plans as the most important instrument of change (FGN, 2004; 2009a). According to Afe (2003), education, apart from being the most powerful instrument for social progress, is also the greatest power yet known to man for his improvement. The fundamental considerations upon which all business organizations are established are productivity, profitability and efficiency made possible through education. Owusu-Acheaw (2007) opined that an organization' primary aims of productivity and profitability are dependent upon education.

Agriculture is one of the core subjects in Nigeria education system. The important accorded it in the school curriculum reflects the recognition of the vital role it plays in contemporary society. The goal of teacher education in Nigeria includes, among others, the encouragement of the spirit of enquiry and creativity in teachers, and providing them with the intellectual and professional background that will be adequate for their assignments and also make them adaptable to changing situations (FGN, 2004a). As entrenched in the policy, teacher education shall continue to take cognizance of changes in the methods and curriculum and teachers be regularly exposed to innovations in their profession. Agricultural Education is a formal academic programme of instruction systematically organized for in-school learners who are willing and ready to be prepared for a teaching career in agriculture. As an academic programme, Agricultural Education stresses in its content those professional skills required by a learner in professional education and vocational/ technical areas of agriculture. The vision is to produce globally competitive teachers who will contribute significantly to development through quality research and teaching. Agricultural Education Programme is hinged on the national philosophy of agriculture. It emphasizes self-reliance based on the production of professional teachers of agriculture endowed with balanced approach between principles and practice of agriculture for academic and skill development ends. The objectives of Agricultural education programme at the university level as highlighted by Ben (2014:1706):

- 1- To produce graduate teachers with the right attitude, knowledge, and professional competences in agriculture
- 2- To produce teachers who will be capable of motivating students to acquire interest in and attitude for agriculture.
- 3- To develop in the prospective teachers of agriculture appropriate communicative skills for effective communication of agricultural information and skills to the students in the context of their environment.
- 4- To equip the prospective agricultural educators with adequate knowledge and ability to establish and manage model school farm effectively.
- 5- To provide a sound background to enhance further academic and professional progress of prospective agricultural educators.
- 6- To provide the high-level academic manpower in agricultural education needed at colleges of education, polytechnics, monotechnics, and universities
- 7- To provide a sound background in research skills and knowledge to enhance further academic and professional progress of prospective agricultural educators

By the policy stipulations, the professional training of teachers of agriculture is two-fold: pre-service and in-service trainings (FGN, 2004a). To implement this, certain institutions are charged with the responsibility to provide the required pedagogical training. Universities in Nigeria are one of such institutions. The Nigeria Universities are therefore, “train-the-trainer” institutions established to provide pedagogical and technical training to teachers to enable them carry out their professional duties. Graduates Nigeria

Universities in Nigeria are assigned to teach in the nations primary schools, thereby helping to nurture and shape the kids who are the future and leaders of tomorrow.

Faculties/Institutes of Education of Universities in Nigeria train agricultural teachers by offering Bachelor of Science Education degree programme to candidates with Senior Secondary School Certificate and National Certificate in Education (NCE) qualifications. They also offer Master's and Doctorate degree programmes in Agricultural Education. For admission into the Bachelor of Science Education degree programme candidates with Senior Secondary School Certificate, the entry requirement is five credits, which must include Agricultural Science, the major teaching subject. In addition, prospective candidates are required to sit for an entrance examination, the Unified Matriculation Examinations (UTME). The pedagogical training prepares perspective teachers to participate effectively in the educational system and usually involves exposure to varied courses in the following areas :

- i- General studies (Use of English, Introduction to Computers, Entrepreneurship Development etc.)
- ii- Core courses in education including Philosophy of Education, Sociology of Education, Psychology of Education, History of Education, Comparative Education, Schools Administration, classroom Management, and subject pedagogy
- iii- Technical areas of agriculture: Crop Science, Animal Science, Soil Science, Agricultural Economics and Extension and Forestry and Wildlife Management
- iv- Teaching Practice
- v- Research Project

At the completion of the programme, trainees are awarded degrees based on their overall academic performance. Recently, they are also required to register with the Teachers Registration Council of Nigeria which is a body responsible for the licensing. At the fulfillment of these requirements, they are considered professional teachers of agriculture.

Institutional variables have been a cause for concern in attainment of the objectives of Agricultural Education in Nigeria Universities (Osinem, 2008). It is observed that Nigerian universities generally, suffer inadequate funding. This results in inadequate tools and materials which adversely impact teaching and learning effectiveness. There is paucity of Agricultural Education lecturers. Also, the available ones are inadequately motivated leading to passive disposition in the dispatch of their teaching work role. There is a positive correlation between motivational factors and teaching effectiveness (Haruna, 2004). When properly used, staff motivation initiatives such as enriched physical working environment, adequate infrastructure, and attendance at workshops, seminars, and conferences could be a veritable tool for getting the most out of the teachers and at the same time enhance effective teaching.

Teachers hold the key that unlocks the door to modernization (National Universities Commission (NUC), 2006) No education system can rise above the quality of its teachers and that no national development can supersede the quality of her teacher. Teacher education is the foundation of quality education system. If Nigeria will achieve success in the production of well- informed Agricultural Education lecturers, sustained attention should be given to the indispensable elements of elements of institutional variables. According to Okure (2001), effective teaching of agriculture can only occur where there are effective teachers. Teachers need to be made effective by providing acceptable teaching method, effective class size and adequate staff-student ratio, adequate facilities that would ensure individualized teaching without increasing cost. Teachers are the doctors who strive to save life, the electrical engineers who produce illumination and power with which to see and operate, the farmers who produce food for the people and teachers train all the manpower needed for sustaining the above professions and upgrading the economic activities of the nation. It was against this backdrop that this study was conceived.

1.2- Statement of Problem

When Nigeria Universities were initially established in Nigeria, Agricultural Education facilities were adequate (Fafunwa, 2004). As students' enrolment increased with years, the facilities became grossly inadequate as there was no corresponding additional provision of resources to match with the demands. In this regard, Agricultural Education lecturers were faced with the problem of inadequacy and dilapidation of instructional resources. This inserted negative influence on their teaching, as they cannot deliver their lectures effectively and efficiently. This also results in students' failure and outcry from parents, employers and the society. The university administrators have the duty is to procure, supervise and administer resources to enhance effective teaching and learning. The contemporary Nigeria Universities seems to suffer underfunding culminating into poor teaching materials and facilities. This ultimately results to apparent ineffectiveness in the job delivery. It was upon this backdrop that this study was conceived. This study therefore sought to establish a relationship between the institutional variables and Agricultural Education lecturers' teaching effectiveness. In other words, it tends to ask the question, do institutional variables influence of financial Agricultural Education lecturers' teaching effectiveness in Nigerian universities?

1.4- Purpose of the Study

The purpose of this study was to ascertain the influence of institutional variables of financial supervision and motivation on Agricultural Education lecturers' teaching effectiveness in Nigeria Universities.

Specifically, the study sought to:

- 1- Establish the influence of institutional variable of financial supervision on Agricultural Education lecturers' teaching effectiveness in Nigeria Universities

- 2- Ascertain the influence of institutional variable of staff motivation on Agricultural Education lecturers' teaching effectiveness in Nigeria Universities.
- 3- Ascertain the status of Agricultural Education lecturers' teaching effectiveness
- 4- Determine whether institutional variables of financial supervision and staff motivation are significant predictors of Agricultural Education lecturers' teaching effectiveness in Nigeria Universities.

1.5- Statement of Hypotheses

The following hypotheses were formulated to guide the study :

- 1- There is no significant influence of institutional variable of financial supervision on Agricultural Education lecturers' teaching effectiveness.
- 2- Institutional variable of staff motivation of staff motivation has no significant influence on teaching effective among Agricultural Education lecturers.
- 3- The teaching effectiveness by Agricultural Education lecturers is not significantly high.
- 4- Institutional variable of financial resources and staff motivation are not significant predictors of Agricultural Education lecturers' teaching effectiveness in in Nigeria.

Literature Review

Concepts of institutional variable and teaching effectiveness

For any organization to achieve its goals there must be adequate resources at its disposal. The resources in the in Nigerian universities to be supervised are the human, material and money. The three are very important for optimization of Agricultural education programme. The human resource in this case is the lecturers; the material resources include the physical facilities, equipment and instructional materials. Fund is the money used in for recurrent expenses. There is a consensus among university administrators, educational planners and researchers that these resources are essential ingredients for effective teaching and learning outcome (Adeboyeji, 2004). In the same vein, Olaloko (2001) asserted that in Nigeria Universities supervision of available resources enhances and ensures effective realization of objective and worthwhile education services. The extent of supervision of personnel, physical facilities, curriculum and finance are major variables that are capable of determining the lecturers' teaching effectiveness in schools. In a study carried out by Okedara (2001) on administrators' supervisory management and teachers' productivity, the result revealed that teachers' productivity was dependent on administrator's supervisory and financial management. In the same vein, Akamkpa (2003) carried out a study on resource management and teachers' teaching effectiveness using teachers and students as respondents. The result showed that there was a significant influence of administrators' resource management effectiveness on teachers' over teaching effectiveness.

Effective supervision of available financial resources can lead to satisfaction which can enhance teachers' teaching effectiveness. This is because when the available financial resources are prudently utilized to provide needed facilities, the assurance is that the lecturers use them to facilitate their teaching. Where this is not the case, Agricultural Educations teachers are forced to make choices which are unpleasant and often compromising. The teachers may be forced to resort to verbal explanations of practical-based lessons or may resort to giving assignments to students who will have to undertake an uphill task of searching for the required solution. Besides some teachers may skip or totally abandon some courses when faced with the challenges of paucity of essential instructional resources. This is an aberration on teaching effectiveness.

Teaching effectiveness connotes building strong relationship with students that cultivate the socially as well as intellectually and working collaboratively with other teachers and administrators, to create a culture of excellence and active encouragement. Sinha (2008) identifies four core components of teaching effectiveness. These are: self-control, classroom design techniques, teaching appropriate behavior, and students' teachers' relationship. He also pointed out key elements towards achieving high teaching effectiveness to include the following: prioritizing key tasks and remaining dedicated, focusing on team work, good leadership role, and good relations with students, good quality of workforce and a sound organizational culture.

Motivation of lecturers is crucial and fundamental in achieving effectiveness and efficiency in the university system; the greater the level of motivation, the higher the quality of workers' contribution to the achievement of the organizational goal (Siggin, 2002). There is an extricable interplay among teaching effectiveness, satisfaction and productivity. Bryson (2000) identifies human motivation as the key to successful and effective supervision of an organization. This is because where the staff is actively motivated; there is usually a clearly noticed improvement.

Ekoh (2001) conducted a study on Vice Chancellors' administrative behavior and teaching effectiveness of lecturers in Universities in South eastern states of Nigeria. The findings showed that high teaching effectiveness of lecturers was influenced by the diacritic administrative behavior of Vice Chancellors, age of lecturers, lecturer's workload, and teaching experience. According to Etor (2002), high morale among lecturers is a tangible indicator of high teaching effectiveness among them. Nsor (2002) carried out a study on the sources of low teaching effectiveness among teachers in the University of Ibadan, Nigeria. The result indicated that majority of subjects had experienced a high measure of low teaching effectiveness in the profession in areas that included salaries, poor human relations among staff, inadequate buildings and equipment, high teaching load, training inadequacy, lack of time for certain professional duties and low status of the profession in society. These are some of the problems our present day lecturers are facing in our tertiary institutions in Nigeria. The heads of departments as the

closest super-ordinates of lecturers should do what they can to alleviate some of these problems to make for teaching effectiveness among lecturers.

Gregory (2002) pointed out that teaching effectiveness has some major components and factors that impact positively. These as highlighted by him include:

- i- Increasing the staff degree of control over their work (that is providing the staff with the opportunity of setting their own goals)
- ii- Providing the staff with the opportunity for participative decision making.
- iii- Providing teaching equipment and material motivation.
- Iv- Increasing the professional competent of the teachers through in-service training, so that they may be better informed as decision makers.
- v- Organizational communication.
- vi- Delegation of powers (authority)

The university administrators that adhere to these may induce the lecturers under him or her to have a sense of satisfaction on the job performed. Robbins (2004:132) in a related vein maintained that to enhance teaching effectiveness the university administrators should:

- i- Supervise the skills and abilities of individual lectures indirectly to know how well they are doing, little challenges create boredom, too much challenge creates frustration and feeling of failure. Under condition of moderate challenge, most teachers will experience pressure.
- ii- Provide personal comfort, comfortable physical environment, supervise modern facilities available, and with adequate materials and equipment to teach with.
- iii- Agitate for the lecturers' pay and promote policies that they will perceive as being just. When pay is seen as fair based on job demands, individual skill level and community pay standards, high performance is likely to occur.

Teachers' teaching effectiveness is very important hence, Robbins (2004:139) concluded that:

- i- There is clear evidence that low performed teachers skip work more often and more likely to resign.
- ii- It has been demonstrated that teachers who are satisfied in the teaching effectiveness have better health and live longer.
- iii- Satisfaction on the job performed carries over to the teacher's life outside the job.

An effective teacher helps students to learn, and builds strong relationship with students hence aids them socially as well as intellectually. Components like self-control strategies, classroom design techniques, teaching to appropriate behavior and student teacher relationship could be used to achieve teaching effectiveness.

Financial Supervision Variable and Agricultural Education Lecturers' Teaching Effectiveness

Financial supervision involves the prudent check, use, monitoring and control of funds in an organization. As pointed out by Ada (2004), it involves efficient and effective supervision of the inflow and outflow of funds with a view to breaking even to achieve objective and maximize profit. Accordingly, for any department in the university to consistently grow in its academic activities without seriously lacking in the provision of its basic instructional needs, the head of department should judiciously or prudently supervise the available. To this end, Amddi (2003), reiterated that funds in the university has to be used for the purpose it was meant for. It is true that the fund made available for the running of the department are usually negligible, even then it behooves on the head to supervise and manage such funds efficiently and effectively. Akube (2003), describes supervision as the efficient and effective use and check of human materials and financial resources. According to him effective means doing the right thing while efficient mean doing thing rightly. The head has to allocate the money on things that will bring growth to the department, because according to Isayaku (2003), if the available financial resources are not utilized as expected, the consequence may be as discrediting as if the funds were not available at all.

In a study conducted by Ekpiken (2002), on motivation and lecturers' perception of Head of Departments' administrative effectiveness it was found out that there was positive significant relationship between the financial and supervision behaviour of the Head of Departments' administrative effectiveness and lecturers' motivation and teaching effectiveness. He further pointed out that efficiency in the supervision of institutional finance depends largely on the level of investment (funding) of any institution.

Amaddi (2003) conducted a study on teacher's perspective on resource supervision for effective instruction in Nigerian Universities. The findings revealed that though the funds available for instructional supply are limited, but the little available funds often mismanaged because of lack of supervision. It was therefore emphasized that school funds should be used for the purpose of purchasing instructional aids, agricultural equipment and resources room for effective instruction by lecturers. This would normally lecturers' work effective and thus enhance their teaching effectiveness. In the same vein Akpama (2003) conducted a study on "University administrators' resource management and teachers' teaching effectiveness in Cross River State". The result revealed that lecturers' perception of their administrators' financial management effectiveness significantly influenced their teaching effectiveness.

Abi (2007) conducted a study on the influence of finance on administrative efficiency of universities in south Eastern States of Nigeria, using lecturers from five selected universities. The findings showed that inadequacy and delay in the released of funds to Vice chancellors seriously affected the administration of universities in the geographical zone. He recommended that budgeted finance should be released to Vice chancellors to

enhance the effective running of their institutions. He revealed that the imprest system of funding in the university is faulty with a fixed meager amount of money for all departments as well as irregular or non-release of such funds to heads of department to enable them provide for the instructional needs of lecturers to enhance their efficiency and teaching effectiveness.

According to Lodie (2002), the need to supervise available financial resources effectively should be viewed as very critical, most especially since universities are restricted in their ability to generate further resources. Ezeocha (2005) pointed out that only a financially viable university can function well, and that it is quite an uphill task to operate any system without adequate finance because this can result in frustration on the job. It is a general complaint that funds to run the universities and departments are always not enough; therefore the heads of departments who want their departments to move forward in terms of having the needed instructional materials and meeting other educational needs should source for funds. Denga (2003) stated that many tertiary institutions have been forced to adopt cost mitigating strategies such as establishing endowment funds, persuading wealthy individuals and private sectors to donate funds to institutional developmental strides. In the same vein, departmental heads can source for funds for their departments by contacting their alumni, starting small scale business, printing departmental hand book, running a journal etc. This can boost the financial stand of the department. Every head knows that fund in the department are meant for the running of department, via provision of agricultural materials and supporting lecturers to improve teaching materials that are in short supply, because according to Eziegbe (2003), lack of financial support from the administrators to encourage the teachers provide needed materials is a serious constraint which can result in poor teaching effectiveness.

Offiong (2004) studied the correlates of administrative efficiency among secondary school principals in Cross River State, Nigeria and found that the level of availability of funds has significant influence on the principals' administrative efficiency. This means that if the funds are available the administrators can attend to their numerous institutional needs expressed by lecturers as a strategy so as to sustain their teaching effectiveness. In the same vein, the study carried out by Nyong (2001) on factors that influence administrative effectiveness of principals in Akwalbom State, Nigeria using teachers and students from secondary schools found out that there was significant relationship between level of financial and administrative effectiveness of principals. From the foregoing, it can be deduced that the supervision of an administrator depend to a large extent on the availability of adequate funds at his/her disposal. It is however expected that he /she should be effective in the supervision of such funds. Ezeocha (2005) further pointed out that the school administrator who administers school or department imprest account should see that records are carefully kept of all items of expenditure, and should also ensure that a good accounting system is in place. Okorie(2001),lamented that so much attention in the professional literature and even at conferences has been given to the administrator's role concerning instruction, but very few articles seems to have been

written about financial supervision strategy. She stressed that this calls for concern as it is a common knowledge that administrators in our schools tend to be transferred or lose their jobs due to financial misappropriation. Accordingly, Okeke (2005), cited in Okorie (2001), advised that administrators should have a fair knowledge of accounting so as to be able to administer accounting and auditing functions. This is very important so that he or she may be able to defend himself /herself in cases of accusations of poor financial supervision. However, it is a common practice for administrators to misappropriate funds entrusted to them. In this regard, Aguokoagbuo (2003:252) has recommended that:

- i- Money meant for the purchase of facilities and equipment and other teaching materials should be judiciously used for the purpose.
- ii- Administrators or persons who embezzled institutional funds should be made to pay back.
- iii- Appointment of an administrator should be based on merit.

This means that only lecturers of proven integrity and character should be appointed heads of department in Nigeria Universities irrespective of their seniority in ranking. This is because they will put the interest of the department first before their personal interest. Furthermore, in a study conducted by Akpan (2002) on financial management using teachers as respondents, the findings showed a significant relationship between the amount of imprest received and the administrators supervision on the utilization of such imprest in the provision of facilities and equipment for use by teachers as well as to motivate them.

Effiong (2009), investigated the relationship between finance and supervision of secondary schools in Itu Local Government Area of Akwalbom State, Nigeria. He found out that the level of administrators, satisfactory supervision was specifically influenced by the sum total of the revenue made available for his/her use. Further emphasizing the importance for adequate funding in the successful implementation of instructional programmes, as inadequate funding and poor supervision has been identified as one of the factors militating against poor teaching effectiveness. Prudence in the supervision and management of funds by administrators should be among the rank and file in the University setting.

Staff Motivation Variable and Agricultural Education Lecturers' Teaching Effectiveness

Ndagana (2007) opines that teaching effectiveness and motivation are two side of the same coin. He contends that lecturers teaching effectiveness and motivation are twin inseparable concepts. A well performed worker is a motivated worker and vice versa. When a worker performed well in his work he is contented with his work. A well performed worker is a happy worker. A well performed worker looks at him as the best

that could happen to his organization. He also looks at his organization and his assignment as the possible best anywhere in the world. When he compares his salary and all other accruable benefits with those of other lecturers in the same institution or any other institution under prevailing socio-economic, circumstances a motivated worker rates himself very highly. He feels far better than his counterparts.

Ali and Ahmed (2009) report in their study that there is a statistically significant relationship between reward and recognition and motivation and performance respectively and that if rewards or recognition offered to employees were to be altered, and then there would be a corresponding change in work motivation and performance. Similarly, Kaya (2005) posited that teaching effectiveness plays a great role in the type and quality of service that lecturers render. Fitzgerald (2005) affirmed that appropriate compensation system would affect the performance and the productivity of the employment. Storey and Sission (1999) aver that staff training and development would not only enhance skill of the worker, but could also make them realize how they are valued by the organization. Henman (2007) admitted that if properly used, staff motivation could become a vital tool to get the best out of the workers. He emphasizes further the impact of using different strategies and demeanour such as: speaking positive words to applaud a good job, exercising restraint, patience and understanding on staff as morale booster with a view of getting the best out of them.

In a formal organization, staffs are recruited principally for the performance of tasks that would result in the attainment of the organizational goals. According to Gregory (2002), motivation is therefore closely interwoven with behavior and there are a variety of factors that affect it. These factors are the needs of the individuals and the attitude of supervisors (administrators) towards them. The pioneering work of Herzberg, Mausner and Synderman carried out in 1959 among factory workers revealed the following factors which if considered motivates people to work: (i) Intrinsic motivators which are growth oriented factors (ii) Extrinsic (maintenance of hygiene) factors which are peripherally related to the job. Herzberg factors, which are- sense of achievement, recognition for job well done, work itself, responsibility, advancement (promotion) and growth i.e opportunity for professional training are capable of producing good teaching effectiveness since there are related to the job content. On the other hand maintenance of hygiene factors which are institutional (company) policy and administration, supervision, working conditions, interpersonal relations (with peers, and superiors), salary and job security, cannot be themselves promote job because they are associated with the work context or work setting.

Motivation may also be recognized as being positive or negative, for example, poor salary paid regularly as at when due could become a positive motivator than good salary that is paid irregularly. Denga (2006) defined motivation as the inner force which ignites, propels, spurs, energizes, direct and sustain behavior towards goal attainment. George and Jones (2009) viewed motivation as important because it explains why workers

behave the way they do. To them work motivation involves the psychological forces within a person that determines the direction of a person's behavior in an organization, a person's level of persistence in the face of obstacles. Etuk (2001) defined motivation as the willingness or propensity of an individual to act in a certain way and that the willingness or propensity depends on a person's motives and abilities.

John (2006) conducted a research study on the applicability of Maslow's Need Theory in secondary schools administration in Cross River State, Nigeria and discovered that teachers were not effective while being utilized at work because their needs were not met. He concluded that teachers should be adequately motivated so as to awaken their interest and attain high teaching effectiveness. In tertiary institutions, lecturers are assigned teaching and other functional duties by their various heads of departments referred to as administrators in this study. Moreover, the college provost, Rectors, Dean of Faculties and even Vice chancellors also assign some special duties to lecturer of proven integrity in various aspects of the institutional administration. These are aspects of stage utilization. But to enhance their commitments, and dedication to such duties, the staff concerned should be motivated to create in them a sense of fulfillment and satisfaction.

Motivation as a supervisory strategy and teaching effectiveness should be of great concern to the administrators of Nigeria Universities. Sherman and Denga (2006) asserted that employees' performance is an important dimension of the motivational process which reflects the degree to which the individual perceives that the needs are being met. Edem (2002) suggested that administrators should adopt a motivational strategy such as making the teacher to participate in major policy-making decisions, assisting them to improve their teaching skills (through staff training) being attentive to their materials and social problems, and by procuring for them sufficient teaching equipment and facilities. In a study conducted by Frase, Hetzel and Grant (2002) on promoting instructional excellence through a teacher reward system; Herzberg theory applied, concluded that staff recognition through conference sponsorship was highly cherished by teachers. Moreover teachers believe that professionalism and value to their institutions were greatly enhanced as a result of conference attendance.

In another study concluded by Tientjen and Myers (2008) on "motivation and teaching effectiveness", it was concluded that although aspects of one's personal life as well as non-job factors at work influence the performance of the staff, it is the work itself which brings fulfillment. To this end, the study concludes that the tasks of staff should be altered in such a way that the fulfillment gained from doing the job is expected daily. This is why Herzberg's motivation Hygiene Theory of 1968 suggested that jobs should be enriched, enlarged and related to one's abilities to include the motivating factors in order to utilized workers effectively and thus increase their teaching effectiveness. In Nigeria Universities, this may be adopted in the form of reassigning courses which have been taught by a particular lecturer for over ten to fifteen years, while assigning that lecturer

another set of courses that can promote further research and professionalism in his/her field of study.

In a study conducted by Engelking (2006) on teachers' high and low performance, the findings which were based on Herzberg's (1968) showed that recognition and achievement were significantly highest as performed while communication with administrators was ranged highest as low performed. This shows that administrators in need to do more to maintain high degree of staff performance in their mode of communication, both written and spoken. It is sometimes disheartening for lecturers to hear official release or statements from students while the information would only be heard by the staff through radio or television broadcasts. These are aspects of dissatisfaction which can cause low teaching effectiveness and should be corrected in the system.

In a study on Maslow's hierarchy of needs and employee' motivation in Nigeria motivation, conducted by Emosairu (2002), it was concluded that effective motivation of university teachers was contingent upon the integration of the individual needs of individual lecturers into the traditional goals of the college which initially attracted them to the system. This is evidence in the issue of outcry of university lecturers against any form of government interference with college autonomy that would naturally breed low performance among lecturers. Thus an administrator who indulges in undue infringement on the rights and freedom (autonomy) of the lecturers through high handedness and lacking in the spirit of comradeship has failed to motivate them for higher performance. Hence, Emosairue (2002) in a study on administrative factors and supervision of higher education in Abia state, Nigeria concluded by tasking educational administrators to create conditions in which the needs of the faculty or departments are given priority attention by building into peoples' (lecturers) jobs, specific conditions and opportunities for personal achievements recognition and challenging works that would enhance teaching effectiveness.

The influence of motivation on university lecturers' work role disposition is enormous. A motivated lecturer, under normal circumstances would be a happy, joyous and at the same time highly effective in job disposition. This is because when the lecturer is happy he will under normal circumstances be willing to give the best to his students. In other words, a motivated lecturer does not need to be coerced to do his normal duties, but will rather be willing to discharge it joyfully, optimally and efficiently. A motivated lecturer would be willing to do everything possible to optimize his performance since this has direct bearing on the total university performance.

Methodology

The Ex-post facto research design was used for this study. This research was conducted in the six states that constitute the south-south geo-political zone of Nigeria

namely, AkwaIbom, Bayelsa, Cross River, Delta, Edo and Rivers State. The population of the study was 68 lecturers. This comprised all the lecturers in Universities that offer Agricultural Education programme in south-south Geo political Zone. The total population of the Agricultural Education lecturers from both federal and state universities in south-south geo-political zone of Nigeria was small therefore no sampling was carried out. The entire population of Agricultural Education lecturers was involved in the study. A structured questionnaire was used as instrument for collecting data for the study. The items in the study instruments were developed personally by the researcher. The items were developed on the basis of the major independent and dependent variables that directed the study. The instrument consisted of three sections (A, B, and C). Section A was developed to elicit information on respondents' demography such as their school location, sex, age bracket, qualification and years of teaching experience. The questionnaire was vetted by the project supervisors and useful suggestions were offered so as to ascertain its face validity. It was also validated by a Test and Measurement expert in the Faculty of Education, University of Calabar, Nigeria.

To determine the reliability of the instrument, a trial testing was done using 20 lecturers drawn from Universities from the South East Geopolitical zone of Nigeria who were not part of the study. Test retest method of reliability was used to determine the reliability estimate of the instrument. Here the researcher gave the same group of respondents the questionnaire to complete and after two weeks interval, they were again given the same questionnaire to complete. The scores for the set of administration were correlated. This method yielded reliability coefficients as follows: Institutional variables: of financial supervision strategy (0.78) and motivation (0.84); Teaching effectiveness: self-control (0.75), classroom design techniques (0.72), teaching of appropriate behavior (0.81), student's lecturer relationship (0.83). These indicated that the instrument was reliable.

The research instrument was administered personally by the researcher with the help of a research assistant who was trained specifically for this purpose. The hypotheses postulated for this study were tested at 0.05 significance level using the following statistical tools: Pearson product moment correlation coefficient (r), Independent t-test, Population t-test and Multiple Linear Regressions. The decision rule that guided the result interpretations was that the null hypothesis was accepted if the calculated t- value was less than or equal to the critical t- value and vice versa

Presentation of Results

Hypothesis One

There is no significant influence of the institutional variable of financial supervision strategy on the teaching effectiveness of Agricultural Education lecturers in Nigeria Universities.

The dependent variable in this hypothesis was teaching effectiveness of Agricultural Education lecturers (as categorized into four sub-scales) while the independent variable was financial resource supervision. To test this hypothesis, the Pearson Product Moment Correlation Coefficient (r) analysis was used. The results of the analysis as tested through all the four sub-scales of the dependent variable (self-control, classroom design techniques, teaching of appropriate behaviour, and Students'– lecturers' relationship) are presented in Table 1.

TABLE 1

Pearson Product moment correlation analysis of influence of financial supervision on agricultural lecturers' effectiveness in Nigeria Universities

Variable	$\sum X \sum Y$	$\sum X^2 \sum Y^2$	$\sum XY$	r-cal.	P-Cal.
Self-control	100.20	404	592.10	0.174*	0.152
Classroom design techniques	705.2	846.09	124.40	0.224*	0.152
Teaching of appropriate behavior	1067.0	108.73	159.90	0.204*	0.084
Students'– lecturers' relationship	119.0	330.14	486.0	0.243*	0.46
Teaching effectiveness	869.0	515.20			

* Significant at $P < .05$, $df = 67$, $Crt - r = 0.195$ (2 tailed)

Data in Table 1 indicated that all the calculated r-values of 0.174, 0.224, 0.204 and 0.243 were found to be greater than the critical r-value of 0.195 needed for significance at 0.05 alpha levels with degrees of freedom. With these results the null hypothesis was rejected for all sub-scales of the dependent variable. This meant that teaching effectiveness of Agricultural Education lecturers was significantly influenced by the institutional variable of financial resources supervision strategy in Nigeria universities. Further indications were that the calculated r-values showed that they were all positive. This meant that the higher the rate of institution supervision of the financial resource variable, the more effective lecturers of agricultural education become in in their teaching particularly in terms of self-control, classroom design techniques, teaching of appropriate behaviour and Students'– lecturers' relationship.

Hypothesis Two

Institutional variable of staff motivation of staff motivation has no significant influence on teaching effectiveness of Agricultural Education lecturers in Nigeria University.

The independent variable in this hypothesis was staff motivation strategy (uncategorized), while the dependent variable was lecturers' teaching effectiveness (categorized into self-control, classroom design techniques, teaching to appropriate behaviour, and student-teacher relationship).

The respondents were categorized into two groups; motivated and unmotivated. To test this hypothesis data was summarized into mean (X) and standard deviation (SD), as well as according to each sub-variables of the dependent variable. The summarized data was then subjected to statistical analysis, using the independent t-test analysis procedures. The results of the analysis are presented in Table 2

Table 2

t-test analysis of influence of institutional variable of motivation on Agricultural Education lecturers' teaching effectiveness in Nigerian universities

Variable	Motivation	N	X	SD	df	t-cal.	P-cal.
Self-control	Motivated	28	14.31	3.08	66	3.888*	0.000
	Not motivated	40	11.42	4.23			
	Total	68	12.865	3.655			
Classroom design techniques	Motivated	32	12.594	2.331	66	1.983*	0.000
	Not motivated	36	11.142	3.659			
	Total	68	11.868	2.995			
Teaching of appropriate behaviour	Motivated	48	17.377	2.331	66	3.228*	0.000
	Not motivated	20	14.526	3.659			
	Total	68	15.952	2.995			
Students'– lecturers' relationship	Motivated	22	16.988	2.531	66	5.573*	0.000
	Not motivated	46	13.464	3.046			
	Total	68	15.226	2.789			

N = 68, *Significant at $P < .05$, $df = 66$, Critical $-r = 0.195$ (2 tailed)

From Table 2, the calculated t-values of 3.888, 3.288* and 5.573* were all higher than the tabulated t-values, while the calculated t-value of 1.983 was found to be lower than the tabulated t-value of 1.968 needed for significance at 0.05 alpha level with 67 degrees of freedom. With these results, the null hypothesis was rejected for the 3 scales of self-control, teaching of appropriate behaviour and Students'– lecturers' relationship, but retained for the sub-scale of classroom design technique. This means that there is significant difference in the teaching effectiveness of Agricultural Education teachers who are institutionally motivated and others who are not motivated, only with respected to self-control (mean = 12.856; teaching appropriate to appropriate behavior (mean = 15.952) and

student – teacher relationship (mean = 15.226) but not in term of classroom design techniques (mean = 11.868), in Nigeria Universities. This means that there is no significant difference in the teaching effectiveness of agricultural Education lecturers between those who are motivated and others who are not motivated in terms of classroom design techniques.

Hypothesis Three

The extent of teaching effectiveness of Agricultural Education lecturers in Nigeria Universities is not significantly high

The independent and dependent variables in this hypothesis are the same i. e. the hypothesis is single variable (or one-tailed) with the main variable as teaching effectiveness as categorized into the four sub-scales or self-control, classroom design technique, teaching to appropriate technique, and students-lecturers' relationship. To test this hypothesis, population t-test statistical analysis procedures were applied. The results of the analyses are presented on Table 3.

TABLE 3

Population t-test analysis of the extent of Agricultural Education lecturers' teaching effectiveness in Nigeria Universities

Variable	μ	SD	Cal. t value	P-value
Hypothesized mean	12.50			
Self-control	13.816	2.433	7.019*	.000
Classroom design techniques	14.812	3.214	10.713*	.000
Teaching of appropriate behavior	15.464	2.816	14.672*	.000
Students' – lecturers' relationship	17.377	2.2499	27.007*	.000

N = 68, *Significant for all groups at $P < .05$, $df = 66$, critical value $t = 1.968$ (1 tailed)

In Table 3, the calculated population t-values of 7.019, 10.713, 14.672 and 27.007 were all found to be greater than the tabulated t-value of 1.968, needed for significance at 0.05 alpha level, with 67 degrees of freedom. With these results, the null hypothesis was rejected. This meant that the teaching effectiveness of Agricultural Education lecturers in Nigeria Universities was significantly high in terms of teachers self-control, (13.816), classroom design technique 14.812), teaching to appropriate behaviour (15.464) and Students' – lecturers' relationship (17.377). Thus, the higher the mean score, the more effective the respondents (Agricultural Education lecturers) perceive their teaching facilities.

By this analogy, the respondents in this study perceived Students'– lecturers' relationship as the best from or approach teaching effectiveness, by their highest mean scores. This was followed closely by teaching to appropriate behaviour (with mean = 15.464), classroom design technique with mean = 14.812 and teachers' self-control with the least mean score of 13.816.

Hypothesis 4

Institutional variable of financial resources supervision and lecturers' motivation are not significant predictors of Agricultural Education lecturers' teaching effectiveness in Nigeria Universities

In this hypothesis, the dependent or criterion variable were teaching effectiveness while the independent or predictive variables were the two indicators of institutional variables –financial resources supervision, and lecturers' motivation. To test this hypothesis, data were summarized into their sums ($\sum X$, $\sum Y$), squares (X^2 , Y^2), sum of squares ($\sum X^2$, $\sum Y^2$) and sum of products ($\sum XY$) etc. The summarized data were subjected to analyses using the Linear Multiple Regression Statistics. The results of the analyses are presented in Tables 4, 5, and 6.

TABLE 4

Summary of analysis of Multiple Linear Regression of institutional variables of financial resources supervision and lecturers' motivation on agricultural education lecturers' teaching effective in Nigeria Universities

Enter model	R	R2	Adjusted R-square	Std. Error of Estimate	Change-States	F-change	Df	df2	P-cal
1	0.63	0.68	0.363	4.06995	0.400	10.688	4	64	.000

Enter model		Sum of square	Df	Mean square	F- Cal.	p-value
2	Regression	78.162	6	177.041		
					10.688*	.000
	Residual	1060.127	62	16.564		
	Total	1768.289	68			

(a) Predictors constant: financial resources and lecturers' motivation

(b) Dependent Variable = Teaching effectiveness:

Result: significant at $P < .05$, $df = 6$ and 62

From the result in Table 4, it could be observed that when all the predictor variables were combined together using the “Enter” model, a significant R-value of 0.633 was recorded, with a R²- value of 0.620. This meant that all the two institutional variables put together could account for about 62.0 percent of the total weights predicting the teaching effectiveness of Agricultural Education lecturers in Nigerian Universities. The remaining 38.8 percent of the weight could be attributed to inexplicable values, I.e. factors other than those used in this study.

A further look at Table 4 (Model 2 summary) values a calculated ANOVA fishers (F) value of 10.688*. This value was found to be higher than the critical F-value of 3.002, needed for significance at 0.05 alpha level with 5 and 63 degrees of freedom. With this result the null hypothesis was rejected – thus implying that the combined effects of institutional variables of financial supervision, lecturers’ motivation and students’-lecturers’ relationship are significant predictors of Agricultural Education lecturers’ teaching effectiveness. For a clearer understanding of the interactive effects of the individual predictive variables, Table 5 presented for details.

TABLE 5

Model summary of Pearson Product inter-correlations among teaching effectiveness of Agricultural Education lecturers in Nigeria Universities

Pearson correlation (r) Constant =A	Teaching effectiveness (Y)	Human resource supervision (X3)	Facilities supervision (X4)	Students’- lecturers’ relationship (X5)
Teaching effectiveness	(Y)	.108	.026	.219*
Financial resource supervision	(X3)	.50	1.000	.661*
Lecturers’ motivation	(X4)	.272*	.855*	1.000
Students’-lecturers’ relationship	(X5)	.302*	.281*	.626*

N = 68 * Results significant at P =.05, df= 66, critical -r = 0.195 (2 tailed)

Results in Table 5 indicated that all the correlation coefficient results revealed that all the variables entered in the model have proven to contribute effectively in the prediction of the dependents variable-teaching effectiveness of Agricultural Education lecturers in Nigeria Universities.

To further buttress the above explanation, Table 6 showing the “Beta (β) (weights”, or “regression coefficient”, for each predicting variable, is thus presented.

TABLE 6

Model summary of β -co-efficient for the predicting factors

Model		Unstandardized coefficients		Standardized coefficients		Significance	Correlations		
		β	Std. Error	β	t-value		Zero code	Part	Partial
2	Constant	13.694	4.395	-	3.116	.003	-	-	-
XI	Financial resource supervision	.794	.180	.524	4.402*	.000	.574	.482	.426
X2	Lecturers' motivation	2.43	.154	.177	1.576	.120	.412	.193	.153

* Significant at P,.05, critical -t = 1.968 (2 tailed).

Constant: Dependent Variable: Teaching effectiveness

Predictors: X1,X2

From Table 6, it could be observed that the regression constant derived from the analysis was 13.694 with regression weights (or β -variables) of -2.167, 0.523, 4.402 and 1.576 respectively. That is, the calculated t-values of - 4.402 for financial supervision were found to be greater than the critical t-value of 1.968, while the t-value of 1.576 for lecturers' motivation were found to be lower than the critical t-value of 1.968, needed for significance at 0.05 alpha level with 58 degrees of freedom. With these results, the null hypothesis was rejected (especially with respect to Financial resources supervision, but retained for lecturers' motivation. The implication of this result was that while financial supervision highly predicted the dependent variable (XI= -2.167, X3 = 4.402) lecturers' supervision predicted the dependent variable lowly (X2 = 0.502, X4= 1.576). From the analysis, it could be inferred that Agricultural Education lecturers' teaching effectiveness is predicted mainly by a regression constant factor or weight 13.694; this is followed by financial resources supervision, then by weight of lecturers' motivation respectively.

Discussion of findings

Financial Supervision and Agricultural Education Lecturers' Teaching Effectiveness

The findings in this aspect of the study revealed that there was significant influence of the institutional variable of financial management supervision on teaching effectiveness of Agricultural Education lecturers in Nigeria Universities, mainly with regard to self-control, classroom design techniques, teaching of appropriate behavior and students –

teacher relationship. But no significant effect of financial supervision strategy exists with respect of self-control. For the significant category of teaching effectiveness, the results showed that the more the financial management supervision, the higher the teaching effectiveness of Agricultural Education lecturers.

These findings were in consonant with Ada (2004) who in his study pointed out that that for any department in tertiary institution to consistently grow and advance such department must endeavour to overcome the issue of “serious lack” in the provision of such basic necessities as human and physical infrastructures and amenities. Furthermore, the departmental head should judiciously or prudently supervise its financial resources however small it may be at his/her disposal. It is to this end, and in line with the findings of this study that Amadi (2003) reiterated that school funds has to used strictly for the purpose it was meant for.

Corroborating the above facts, Ekpiken (2002) pointed out that efficiency in the supervision of institutional finance depends on extent of availability. Financial supervision is a sine quo non for improving to a large extent teaching effectiveness of Agricultural Education lecturers in Nigeria Universities. This is because as has been asserted by professionals like Amadi (2003), Ekpiken (2002), Okorie (2001) and Karmel (2001) among various others, effective financial supervision enables lecturers to develop themselves through seminars, conference and professional workshops attendance and participation.

Effective financial supervision also enables the principals and head of departments to procure relevant Agricultural Education equipment and facilities necessary for the smooth running of the department as well as the actual participatory behavior of both lecturer and students in Agricultural Education activities to be enhanced and advanced. In line with the above assertions, Akpama (2003) whose findings also agreed fervently well with the findings of this study revealed that teachers’ teaching effectiveness has always been found to correlate effectively well with the provision and availability of funds as a quintessential factor.

Motivation and Agricultural Education Lecturers’ Teaching Effectiveness

The findings in this aspect of the study revealed the fact that there was significant difference in the teaching effectiveness of agricultural education teachers who were institutionally motivated and others who perceive themselves as not institutionally motivated in their teaching especially with respect to self-control, teaching of appropriate behavior, and students-teacher relationship. On the other hand agricultural education lecturers’ teaching effectiveness was not significantly different among lecturers who were institutionally motivated with respect to classroom design techniques.

These findings were in agreement with Ndagana (2007) who in his study sees teaching effectiveness and motivation as the opposite sides of the same coin (that is, as twin-inseparable concepts). To Ndagaha, a well-performing worker is a motivated worker, and vice versa; who is always happy and contented with his work. But the worker feels more contented when he compares in similar organizations and sees no disparity once any disparities are observed the effective worker becomes discontented. These assertions are also corroborated by Ali and Ahmed (2009) who in their study found a statistical significant relationship between reward and recognition, and between motivation and performance; and that, if reward of recognition offered to employees were to be altered, a corresponding change in work motivation and performance would be observed in a similar vein, the study by Kaya (2005), said that teaching effectiveness plays a great role in the type and quality of service rendered by lecturers, and that appropriate compensation systems must be put in place(s) for motivation of those workers who put their effort for the realization of the ideal objectives of the organization. Such motivational systems have been found to go a long way in boosting the morale of workers to a high extent (Storey and Sission, 2009). This finding that was also confirmed by Henman (2007) has been adopted by several institutions and proven to be very effective in improving productivity in not only the academic systems, but also in large industries organizational systems, the world over. This is why Gregory (2002) posited that motivation is closely interwoven with behavior, which is influenced by variables such as the needs of individual workers, the attitude of supervisions (or administrators) toward them.

The findings of this study has added credence to the work of Human Psychologists-Ferzberg, Mausner and Synderman, who in the 1959's studied behavior of factory workers and found significant relationships between intrinsic, motivational or growth-oriented factors as extrinsic (maintenance of hygiene) factors of workers with level of organizational productivity. Here, Herzberg and his associates in 1959 found out that human motivation factors of: sense of achievement, recognition for job well done, work itself, responsibility, advancement (promotion opportunities) and actual growth (which is opportunity for capacity building) etc. are all capable of enhancing good teaching effectiveness of teachers. This is because these factors are related to the job content in a similar vein, human maintenance of hygiene factors of institutional (company) policy and administration, supervision, working condition; working conditions interpersonal relationships (with peers and superiors), salary and job security. For as asserted by Denga (2006) positive motivation of workers could take the form of prompt payment of their salary is good or poor in a similar manner as a good salary paid lately or irregularly could constitute negative motivation that can affect lecturers' effectiveness adversely. In summary, this study also aligns very well with Etuk (2001) who recommended that certain lecturers in the tertiary institutions, who are assigned special functional duties in addition to their normal teaching functions due to their proven integrity, should be appropriately motivated. This will create in such lecturers a high sense of fulfillment and satisfaction.

Conclusion

Based on the findings of study, the following conclusions were drawn: That there was significant influence of institutional variables of financial supervision and motivation on the teaching effectiveness of Agricultural Education lecturers' teaching effectiveness in Nigeria Universities in terms of classroom design technique, teaching to appropriate behavior, and students-teacher relationship, but not with respect to the teachers self-control. There was significant difference in the teaching effectiveness of Agricultural Education lecturers who institutionally are motivated and those who not motivated only with respect to self-control, teaching of appropriate behavior and students-teacher relationship, but not in term of classroom design technique. The teaching effectiveness of Agricultural Education lecturers' in Nigeria Universities was significantly high with respect to all the self-control, classroom design technique, teaching of appropriate behavior, and students-teacher relationship, respectively. The combined effect of institutional variable of financial management supervision and staff motivation are significant predictors of Agricultural Education lecturers' teaching effectiveness in Nigeria Universities.

Recommendations

On the basis of the findings and conclusion arising there from, the following recommendations were made:

- 1- The government of Nigeria should increase funding to Universities in general and the Agricultural Education Department in particular.
- 2- Agricultural Education lecturers should be adequately motivated with respect to good offices, provision of adequate institutional materials, visuals and audio-visuals, and adequate financial reward, sponsorship to and conferences and workshops among others.
- 3- Agricultural education lecturers should be given opportunity to develop their professional capacities. Such opportunities should include in service courses for higher degree programmes to serve as a source of motivation

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**IMPACT OF THE POVERTY REDUCTION PROGRAMME
(SAMURDHI CREDIT COMPONENT)
IN EMPOWERING WOMEN IN SRI LANKA**

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1.0 Abstract

Like in other Asian countries, Sri Lanka also has a severe problem of poverty. After several decades of developments efforts, poverty remains as a major problem in Sri Lanka. According to the 'Poverty indicators -2011' the report of Department of Census and Statistic, estate sector poverty is 11.4% and the rural sector 9.4% and urban poverty is 5.3% reported in 2009/10. In order to State Sector has adopted number of Policies and Strategies to reduce regional disparities especially reduce rural poverty. The new regime, in 1995, initiated a new poverty alleviation programme, Samurdhi. In order to alleviate poverty, the government of Sri Lanka spends around Rs. 10 billion annually for the Samurdhi programme. Samurdhi programme has three main components, Samurdhi Credit Programme is a major component of the reduction of rural poverty and it gives a special focus on poor rural women.

Therefore, this study was conducted to analyse the role of poverty reduction programme (Samurdhi credit component) in empowering poor women in Sri Lanka. Stratified Random Sampling was used to select the respondents. Fifty creditors and 50 non-creditors were selected from Mihintale Divisional Secretarial Division in Anuradhapura District. Data were collected by using a Questionnaire.

The study was revealed that the samurdhi credit programme play a major role in empowering women in Sri Lanka. Specially, the evidence suggests that access to credit for poor women has increased income in their families. Such program mainly focused on the level of participation in household decision making, level of access and control over family resources, level of self-confidence, level of participation community-based organizations, and leadership development. Hence, women capacity in managing their household activities as well as other societal obligations has enhanced through these program. Finally, it can be concluded that access to credit from the samurdhi programme gave many women the opportunity to improve their social status within their family, society and build self-confidence in participation community development activities.

2.0 Introduction

2.1 Poverty in Sri Lankan context

Like in other developing countries, Sri Lanka also has a burning problem of poverty. After several decades of developments efforts, poverty remains as a major problem in Sri Lanka.

Table 01: Poverty and inequality in Sri Lanka 1990 to 2010
(% of total population)

Poverty indicators	1990-91	1995-96	2002	2006-07	2009/10
Poverty incidence	26.1	28.8	22.7	15.2	8.9
Poverty incidence by sector					
Urban poverty	16.3	14	7.9	6.7	5.3
Rural poverty	29.4	30.9	24.7	15.7	9.4
Estate poverty	20.5	38.4	30.0	32.0	11.4
Poverty incidence by region					
Western	21	18	11	8	4.2
North Central	24	24	21	14	5.7
Central	28	37	25	22	9.7
Northwest	25	29	27	15	11.3
Southern	30	33	28	14	9.8
Sabaragamuwa	31	41	34	27	10.6
Uva	33	49	37	24	13.2

Household Income and Expenditure Survey period 1990 to 2010, Department of Census and Statistics - Sri Lanka

According to the Household Income and Expenditure Survey in 2009/2010, the Poverty Head Count Index has fallen to 8.9% from 15.2% in 2006/2007 (Central Bank of Sri Lanka, 2011). Although the level of income poverty has declined over the years, the level of consumption poverty remains at a high level. Therefore, poverty can be identified as a major economic problem in Sri Lanka.

According to the ‘Poverty indicators -2011’ the report of Department of Census and Statistic, estate sector poverty is 11.4% and the rural sector 9.4% and urban poverty is 5.3% reported in 2009/10 (Household Income and Expenditure Survey - 2009/10, Department of Census and Statistics - Sri Lanka). When considering causes of rural poverty in Sri Lanka several factors, contribute to the prevailing poverty levels in rural areas,

The main income earners in poor households were in the agricultural sector. A large majority of poor farmers were those with holdings of less than one acre, although in areas with

adequate rainfall and opportunities to grow and market high value crops such as vegetables and fruits even a holding of 0.25 acre can generate enough income for a household to be out of poverty. Thus, apart from land scarcity, the productivity of land and pattern of use was a major contributory factor to the poverty of farm households. The lack of adequate housing and civic amenities such as water and sanitation were more general features of rural poverty (Quibria, 1993: 64).

Therefore, it can be identified that poverty in Sri Lanka is predominantly a rural phenomenon.

2.2 Gender and Poverty

Literature in Sri Lanka and other countries has revealed that women are more likely to suffer from poverty than men and, it would seem likely, that women would experience poverty at higher levels than men.

Of the 1.3 billion people around the world living on \$1 a day or less, 1 billion of them are women. Of the estimated 854 million illiterate adults in the world, 64 percent of them are women (Brym and Lie, 2005: 239).

The Gender Inequality Index (GII) reflects gender-based inequalities in three dimensions – reproductive health, empowerment, and economic activity. Sri Lanka has a GII value of 0.402, ranking it 75 out of 148 countries in the 2012 index. In Sri Lanka, 5.8 percent of parliamentary seats are held by women, and 72.6 percent of adult women have reached a secondary or higher level of education compared to 75.5 percent of their male counterparts. For every 100,000 live births, 35 women die from pregnancy related causes; and the adolescent fertility rate is 22.1 births per 1000 live births. Female participation in the labour market is 34.7 percent compared to 76.3 for men (Human Development Report-2012).

Further, table 02, indicates that more details relating to the status of women in Sri Lanka in the macro level.

Table02: Women in Sri Lanka: A Profile

<u>Total Population (‘000) 2009:</u>	<u>Life Expectancy (2007)</u>
20,450 (100.0%)	Average : 74.0 Years
Male : 10,148 (49.6%)	Male : 70.3 Years
Female : 10,302 (50.4%)	Female : 77.9 Years
<u>Literacy Rate (2010)</u>	<u>Labour Force (2010)</u>
Average : 91.9%	Total : 8,107,739 (100%)
Male : 93.2%	Male : 5,317,553 (65.6%)
Female : 90.8%	Female : 2,790,186 (34.4%)
<u>Employed Population (2010)</u>	<u>Labour Force Participation Rate (2010)</u>
Total : 7,706,593 (100%)	Total : 48.1%
Male : 5,131,986 (66.6%)	Male : 67.1%
Female : 2,574,608 (33.4%)	Female : 31.2%
<u>Women’s Representation:</u>	
Parliament : 5.6% (2008)	
Provincial	
Councils : 4.2% (2008)	
Local	
Councils : 1.8% (2010)	

Sources:

- (1) Department of Census and Statistics, Sri Lanka
- (2) Central Bank of Sri Lanka
- (3) Social Scientists' Association

Feminization of poverty in Sri Lanka, Marga Institute-2012

According to these factors Sri Lankan women represent a higher status than their counterparts in many other developing countries. But there are pockets of economic and social deprivation there women bear a disproportionate share of the burden of poverty.

Gender analysis of poverty in Sri Lanka is a difficult task because of the absence of gender disaggregated poverty-related data, which makes it difficult to compare female and male poverty quantitatively or to state definitively the degree to which it is increasing or decreasing. Macro income data that excludes information pertaining to women working and living in the harsh realities of the informal sector have been used to conclude in official documents that there is no major difference in the incomes of male and female "income receivers."

Table 03: Poverty by Sex of Head of the Households-2006/07

Sector	Male	Female	Total
Urban	6.0	9.3	6.7
Rural	15.8	15.2	15.7
Estate	31.3	33.2	32.0
National	15.3	15.1	15.2

Household Income and Expenditure Survey 2006/07, Dept of Census andStatistic, Sri Lanka

Household Income and Expenditure Survey 2006/07 reveals that about 23.3 present of the population live in household headed by females. The table 03, shows that poverty in female headed households is not significantly different from male headed households at national level. However, sectoral examination of poverty show that in the urban sector female headed household is much higher than male-headed households.

According to the above evidence that have been discussed, the status of Sri Lankan women is at a higher level than other countries in the region. Sri Lankan women more than men, enjoy high human development. However, poor women are facing several problems due to the unequal pattern of development. Many women have to face unequal sharing of food, inadequate or lack of work, unequal wages, loss of employment, and persistent verbal and physical violence. Further, mainly in the rural sector women have limited access to resources such as credit, land, inheritance, education and lack of supportive services and hence their participation in decision making is limited. Because of these gender based discriminations women are poorer than men. Therefore, poor women should to be empowered to reduce these disparities.

3.0 Empowerment

World Bank has identified empowerment as one of the key constituent elements of poverty reduction and as a primary development assistance goal (Kranti Rana, 1994; 01). The development of the civil society and participatory development methods at any level of society are usually recognized as the mechanism to achieve the empowerment. In a broader context,

Empowerment is referred to as an increase of power of an individual or group but in development view it refers to an internal change that is within and individual sense of self and autonomy and external change that is in social status and basic power relation in society (Ariyasena and Ariyawardana, 2005; 03).

Many researchers and development institutions have defined empowerment by using several key variables United Nation High Commissioner for Human Rights has defined empowerment,

The process of giving people the power, capacities, capabilities and access needed to change their own lives, improve their own communities and influence their own destinies. It is a process, which enables a person to understand the working of power therefore; they can deal with questions of existing power and exercise control over the sources of power (United Nation High Commissioner for Human Rights-2003).

Above explanations related to empowerment it can be identified as a multidimensional concept. Some dimensions of empowerment may be more closely interlinked with others. Therefore, it is difficult to separate each dimension.

Empowerment can apply to women as well for other disadvantaged groups or socially excluded groups. Kabeer, defined women empowerment is captured in the concept of women's decision-making power as an indicator of women empowerment (Kabeer, 1999: 438) and some scholars pointed out that women empowerment is "identifying their inner strength, opportunities for growth, and their role in reshaping their own destiny". Finally, women empowerment has frequently been termed a process of women gaining more access to a steady income and economic power or security (Malhotra, et al., 2002; 04).

Women empowerment is not a new one. Since 1970, popular women's movements in Latin America and the Caribbean as well as feminist movements have struggled for the women's rights and their liberation. As a result of some developed countries actively involved discrimination against the women.

The establishment of the United Nations in 1945 marked a new beginning in the respect of equal rights of women. The United Nations has been instrumental in improving the status of women by spearheading change and raising awareness of their situation throughout the world. Yet discrimination against women entrenched in poor-rooted cultural beliefs and traditional practices, persisted throughout much of the world. In order to draw attention to these obstacles and catalyse a swifter change in women's status, the United Nations declared 1975 as international women's year. The year focused on the threefold objective of equality, development and peace (Basic Facts about the United Nations, 1989; 121). It also convened the 1975 world conference of the international women's year in Mexico City, the first global conference ever held on women, which was attendant by 133 states and more than 1000 delegates.

Even in the post- war world in which women enjoyed the right to vote in only 31 countries, "the equal rights of men and women" were enshrined in the preamble of the United Nations Charter which legally established gender equality as a fundamental human

right for the first time in history. The next milestone on the road to women's equality was the adoption of the convention on the elimination of all forms of discrimination against women by the United Nations General assembly on 18 December 1979.

The world conference to Review and Appraise the achievement of the United Nations Decade for women, held in Nairobi, Kenya in July 1985, marked the end of the Decade. At the conclusion of the conference, which drew some 16,000 delegates and non-governmental organization representatives from all over the world, all participating Governments adopted by consensus the Nairobi Forward-Looking Strategies for the advancement of women to the year 2000, a blueprint for women's future in all realms of life? It identified specific areas for actions by governments and the international community to improve the status of women over the 15 years until the year 2000 (Women Challenges to the year 2000, United Nations, 1991; 1-2).

At the level of development bodies, the concept of empowerment was adopted after the Beijing Conference (1995) The Beijing Declaration (section 13), presents women's empowerment as a key strategy for development.

In addition, to enhance the development of all over the world, the UNO announced the millennium development goals, 1st is aimed to Eradicate Extreme Poverty and Hunger by 2015, and 3rd is taken to promote gender equality and empower women (Gunatilaka, Wan, and Chatterjee, 2009; 07). So reduction of poverty and empower women is very important as it appears in the millennium development goals.

According to the World Bank policy paper in 1993, investing more in women rather in men leads to proportionately greater development. A mother's education has a stronger impact on the health of her children than does the father's. And income controlled by women more likely to be spent on household needs than income controlled by men. Therefore, the paper says, World Bank's lending in future will aim at strengthening the role of women in development for achieving social justice and reducing poverty (Kranti Rana, 1994; 01).

4.0 Poverty Reduction Programmes in Sri Lanka

Sri Lanka has a long history of social programme and food subsidy programmes by targeting poor people. These poverty alleviation programmes were launched as early in 1930s. Several consumption and the production oriented measures have been taken at different times. Some of these measures are food subsidy scheme in 1942, milk feeding scheme for free school children in 1944, mid day meal for school children in 1940, food stamp scheme in 1979, settlement scheme from 1930, land tenure reforms in 1953, fertilizer subsidy, credit for paddy cultivation, etc. This poverty alleviation programmes have implemented under the three major welfare reports, namely the Education Act of 1945 (Kannangara Report 1943); the establishment of the Department of Social Services,

1948 (Jennings Report 1943); and the Health Act of 1953 (Cumpston Report 1950). The implementation of these reports in public policy terms established firmly the principle of collective provision for common human and social needs through state intervention (Jayasooriya, 1996; 3-6).

The state has adopted number of Policies and strategies to reduce regional disparities especially reduce rural poverty. Successive governments have sought to reduce poverty through providing free Education and health services, targeted grants, employment creation, land redistribution and development and, since the late 1970s, through economic growth. From the 1940s to the 1970s the emphasis was on state planned and managed approaches with a commitment to universal provision of basic needs and services. The ideas of welfare, poor nutrition, small farmer's productivity, landlessness and equity informed programme design rather than a clear conceptualization of poverty). Though these different strategies have adopted they have had little visible success. Therefore, the government decided to design a better poverty alleviation programme at the national level in order to reduce poverty as much as possible. Janasaviya and Samurdhi programmes are those national level poverty alleviation programmes that have implemented under two different government regimes in Sri Lanka.

4.1 Samurdhi Programme

Samurdhi programme is the single, largest national level poverty alleviation programme in Sri Lanka that is being in implementation since 1995. Providing solutions to unemployment which has become the gravest problem among the youth, eradicating poverty in general, and mobilizing the direct participation of youth in development are the main objectives of this programme (Samurdhi, National Programme for Poverty Alleviation, Monitoring and Evaluation Division-Samurdhi Authority of Sri Lanka).

The Samurdhi Programme covers the entire population of the country, consisting about 1,200,000 families estimated to be at the bottom of the income scale. The poorest of the poor within this category earn on average about Rs. 700 per month, consisting of about 100,000 families scattered in all parts of the country. Their monthly income will be raised to about Rs. 1700 by a direct income transfer of Rs. 1000 per month. The remaining 1,100,000 families, who are estimated to earn an average of around Rs. 1,200 per month, are entitled to an income transfer of Rs. 500 a month.

The programme will draw on the commitment and motivation of social mobilizers chosen locally from among educated youth, the Samurdhi Niyamakas, who will start by carrying out surveys in their areas to identify the samurdhi beneficiaries (Ratnayake, 1999, 588).

Samurdhi programme has three main components, consumption grant transfer (Food Stamp), saving and credit programme and rehabilitation and development of community

infrastructure through workfare and social development programmes. Samurdhi subsidy programme is one of the major component was continued under the Samurdhi programme. A total number of 1.5 million families benefitted from the samurdhi subsidy programme in 2011. The total expenditure amounted to Rs. 9,043 million this period (Central Bank of Sri Lanka, 2011).

**Table 04. Samurdhi Welfare Programme
Number of Beneficiary Families and Value of Grants**

Year	Number of Families	Value (Rs. millions)
2007	1,844,660	9423
2008	1,631,133	9967
2009	1,600,786	9274
2010	1,572,129	9241
2011	1,541,575	9043
2012	1,549,107	10553

(Annual Report, 2012, Central Bank of Sri Lanka)

The Samurdhi social security programme was continued with a view to preventing poor families from falling in to the lowest depths of poverty due to unforeseen events such as, deaths, hospitalization, and childbirth. These disbursements amounted to Rs. 233.7 million during the year (Central Bank of Sri Lanka, 2011).

4.1 Samurdhi Credit Programme

Among these programmes Samurdhi Credit Programme is a major component of the reduction of rural poverty. Samurdhi bank foundation and rural bank societies were established in 1996. Samurdhi banking system functioning under the Samurdhi authority of Sri Lanka covering 313 Divisional Secretarial Divisions (DSDs) in the country as 1034 samurdhi banking societies. Samurdhi bank issues loan facilities for their members basically for cultivation and self employment activities. Five categories of loans are provided for poor households namely, self employment, agriculture, fisheries, consumption and emergency purposes. Around 40% of loan funds distributed to the poorest 40% households. Of the total members of the creditors 62.61% are females (Samurdhi Authority of Sri Lanka; 2003).

5.0 Research Objective

According to above background, this study was conducted with a view of analysing the role of poverty alleviation programme (Samurdhi Credit Component) in empowering poor women in Sri Lanka.

6.0 Research Problem

By considering the above all facts, it is clear that poverty in rural sector is predominant is compared other two sectors. Furthermore, existing social status of women in rural sector is a key element for preventing poverty incident. Considering to the poverty reduction programmes in Sri Lanka Samurdhi credit programme has been playing vital role for reduction of rural poverty. Through this credit programme, samurdhi bank issues loan facilities for their members. Most of the credit borrowers can be identified as females. In this Background research problem of the study was formulated as follows; Samurdhi Credit Programme is successfulness strategy for empowering poor women in Sri Lanka?

7.0 Research Methodology

The study was implemented in Mihintale Divisional Secretariat Divisions (DSDs) of Anuradhapura District in North Central Province of Sri Lanka. 25 Grama Niladari Divisions and 149 villages can be identified in Mihintale. Total population of Mihintale is 29814. Among them highest number of people living in rural sector as 28024 (94%) and urban sector it gets 1790 (7%) (Anuradhapura Hand Book-2011, Department of census and statistics).

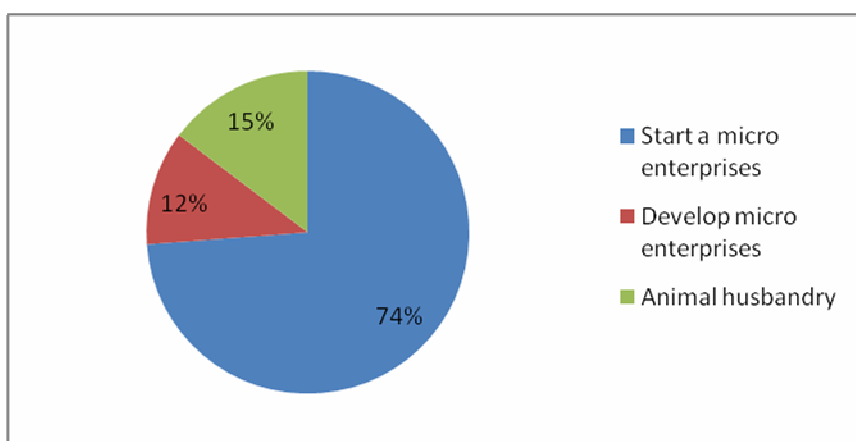
When considering the Samurdhi programme implemented by this area revealed that total number of families of Mihintale DSDs is 9179. Among them 2522 (25.57%) families are as Samurdhi beneficiaries. Two Samurdhi Zones and 25 Grama Niladari Divisions (GNDs) are included in the Mihintale. One GNDs was selected purposely one Samurdhi Zone. Samurdhi beneficiaries in 564 – Pothana GN Division in Mihintale DSDs were selected as the sample frame of this study. 50 Samurdhi creditors were selected randomly from GN division as a sample.

A questionnaire was prepared to obtain information from both creditors and non-creditors. Questions were created to collect data from the key Areas such as general information about the beneficiaries – age, sex, educational level and occupation.

8.0 Results and discussion

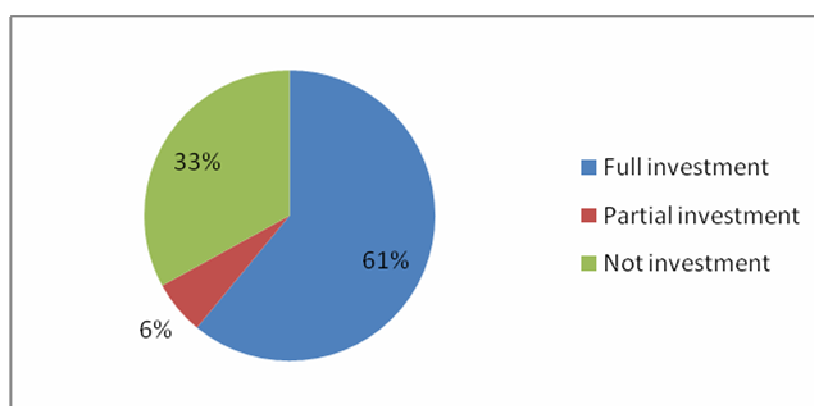
Samurdhi credit programme is mostly focused in obtaining credit for develop to income generating activities. Especially, enhanced to self-employment is major aim of this credit programme. As a result of 73.8% of the creditors applied loans to start micro enterprises. But some creditors (11.5%) have already started micro enterprises, therefore they used credit for improvement their enterprises. In addition, 14.7% of the creditors have requested loans for animal husbandry.

Figure 01: Aim of Credit request



According to the primary data, creditors have applied loans for investment purposes. Especially, they utilized their credits to start the income earning activities. 61% of the borrowers have invested the total credit on that requested purpose. However, 6% of the creditors could be identified as partial investment. Of the total creditors 33% of them have not invested money on the requested purpose. They have used it for consumption, urgent situations, and family occasions.

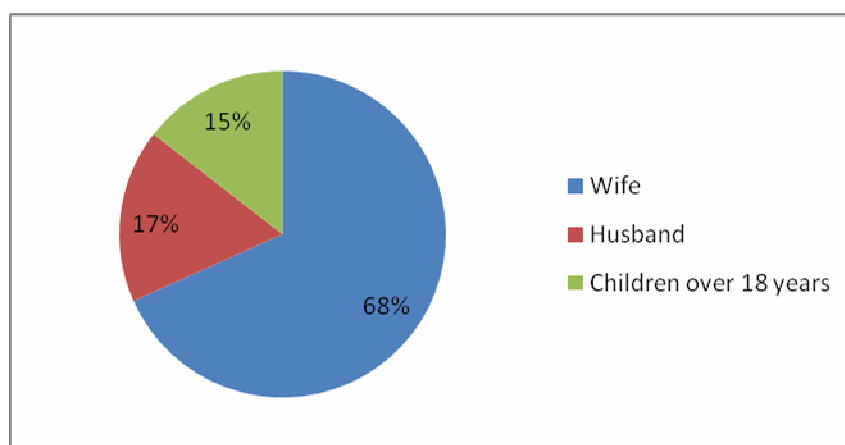
Figure 02: Investment on credit on requested purpose



According to this background, micro credit has supported to break the vicious cycle of poverty. Thus, provision of credit enables to break the vicious cycle of poverty through enhancing investment capabilities that finally enhance the household income.

When consider the credit utilization within the family, the money has been used wife, husband and their children (over 18 years). Primary data revealed that 68.3% of the credit has been controlled and utilized by wife and 17.2% of them have taken loans and given it to the husband. 14.5% of the credit utilized and controlled by children over 18 years for their enterprises.

Figure 03: Utilization of the credit within the family



Samurdhi credit programme and its impact on participation in group savings and credit activities

Of the total respondents, 60% have participated in the rotating group savings and credit activities. Most importantly, 88% of the creditors and 32% non-creditors have involved with this type of savings and credit activities. This may due to adequate income earning ability of the creditors unlike non-creditors. This indicates that credit receivers have a higher participation when compared to the non-creditors.

Table 04. Participation in group savings and credit activities

Participation	Samurdhi beneficiaries				Total	
	Creditors		Non-creditors			
	Frequency	%	Frequency	%	Frequency	%
Yes	44	88	16	32	60	60
No	6	12	34	68	40	40
Total	50	100	50	100	100	100

9.0 Samurdhi credit programme and the level of women empowerment

Samurdhi credit programmes have helped the poor to reduce their economic difficulties in many ways. According to the figure 03, such loans have been particularly beneficial to poor women, allowing them to start a micro-enterprise and earn income, which is critical to the survival of women and their families. In order to reduction poverty among rural women and to contribute to women's economic and social empowerment are two main outcomes of women headed micro and small enterprises and it act as a main vehicle for economic growth. A reduction of women's vulnerability can sometimes also translate in to empowerment and greater financial security and she become more assertive in household and community.

10.0 Conclusion

The study was conducted in order to how Samurdhi credit programme is contributed to poverty reduction and empowering poor women in selected area. The study was revealed that the samurdhi credit programme play a major role in empowering women in Sri Lanka. Specially, the evidence suggests that access to credit for poor women has increased income in their families. Such programs mainly focused on the level of participation in household decision making, their level of access and control over family resources, their level of self-confidence, level of participation community-based organizations, and leadership development. Hence, women capacity in managing their household activities as well as other societal obligations has enhanced through these programs. Finally, it can be concluded that access to credit from the programme gave many women the opportunity to improve their social status within their family, society and build self-confidence in participation community development activities.

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SEXUAL BEHAVIORS AND REPRODUCTIVE HEALTH KNOWLEDGE OF ALBANIAN AND CANADIAN FEMALE STUDENTS: CULTURAL DIFFERENCES AND SIMILARITIES

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Abstract

Empirical studies on sexual behavior may have recently increased in number but this is not the case in Albania, where that field of study is currently unexplored. For nearly last twenty years one may frequently listen in Albania free conversations among young people focused on sex or specific individual behaviors. In the meantime, under the dictatorial regime before 90s which restricted the intimacy of private life of each member of the Albanian society, conversations about sexuality and sexual behaviors of the society were considered a taboo. By this theoretical and empirical study, we intend to analyze sexual behaviors and reproductive health knowledge among the Albanian and Canadian students living and studying in Canada and Albania respectively. This study will investigate the similarities and differences of sexual behavior, experience and reproductive health knowledge of students living in different social environments. To what extent and how does it influence the environment where these young people live and grow up? Research methodology of the present study will be quantitative, where about 300 students localized in Albanian and Canadian universities will be interviewed. Data obtained from this sample population will be analyzed through SPSS statistical program. Testing of hypothesis will be conducted through chi-square (χ^2) tests, which determine the likelihood ratio at $p < 0.05$ (5%). The study will be finalized with conclusions drawn from empirical and theoretical data.

Keywords: sexual behavior, reproductive health, female students, society, culture.

1- Introduction

College students are generally considered as a focus group at risk of sexual and reproduction health problems (Roberts et al, 2006; Rimsza 2005). Many researchers admit that around 80% of the university students are involved in active sexual relations, therefore the lack of knowledge on sexuality and reproduction health issues, in particular among females, would be a major potential risk for their physical, emotional and psychological health (Davis et al, 2007; Randolph, Pinkerton et al. 2007; Shapiro et al, 1999; Gullette and Lyons 2006; Lewis et al, 1997). College females are basically the most

vulnerable group regarding sexual, reproductive health and knowledge in these fields (Abbey, Parkhill et al. 2007; Aldebert 2006). The 18-25 year old age group of students shows that young women and men are at the age of exploring any fields of life, mainly sexual relations. Therefore, in addition to sexual relations with several consecutive partners, they are prone to have also sexual relations with more than one partner simultaneously (Arnett 2000; Banister & Schrieber, 2001). In his study, Sadovszky showed results that when young people needed information on reproductive and sexual health, mainly those of 18-28 years old, did not know where to find relevant sources to find answers for their questions. Hence, they had no access to proper knowledge on reproductive and sexual health and there is less likely that young people enjoy healthy sexual relations but they suffer adverse consequences due to the lack of knowledge (Sadovszky et al 2006; Foreman 2011).

All these factors and cultural factors, as in the case of Albania, make the young women be withdrawn and not talk about or ask information about sexual relations and reproductive health due to the fear from prejudice and discrimination, attaching importance to the present study. The concept of comparison between the Albanian and Canadian college young women was raised to compare in which of the respective societies, females have wider knowledge in the field of reproductive health. What is the sexual behavior of students in both cultures? Does the culture influence sexual behavior of college young women? On the other hand, a number of studies admit that the economic, social and cultural status of a country also determines the forms of sexual behavior of young adults: are there any real differences or similarities in the sexual behavior of students in Albania and Canada? Therefore, our objective was focused on the cultural comparison and differences encountered in the sexual behavior and knowledge on reproductive health of female students in Albania compared to those in Canada. Basically, these research questions related to culture, sexual behavior and sexual health were the starting points of our study.

By this empirical study, we raise the hypothesis that H1=> There is no link between the culture of a society and sexual behavior of college students. H2=> Knowledge in the field of reproductive health is more present in the open societies than in patriarchal ones. H3=> Knowledge on reproductive health encourages early sexual activity among the college students.

Quantitative methodology and random sampling were applied for the testing of these hypotheses. Interviews were conducted with students from both Universities, such as the one of York in Canada and of Tirana in Albania, who studied at the Faculty of Social Sciences and of Health. Clearly, the number of students attending college in Canada was higher than those in Albania because the total number of students in Canada was almost twice the number of students in Tirana University, branch of Social Sciences. Their selection was randomly made; 1/10 students coming out of the main gate of their campus were randomly selected. There were 27 students who refused the questionnaire, mainly

from Albania, who showed a lack of interest in the study or they had no physical time to fully complete the questionnaire.

The questionnaire contained a total of 24 questions with pre-defined alternative questions, where the measurement levels of each variable were horizontal with an ascending value or lichert. The questionnaire was divided into three sections, as the demographic one, where general data were requested for the sampling, section of the sexual behavior of students at these universities and the third section was focused on care and knowledge of the students in the field of reproductive health.

This study is important as it is the first study in Albania comparing the sexual behavior and knowledge in the field of reproductive health between both cultures and societies, such as the Canadian and Albanian one. On the other hand, it introduces empirical data refusing many prejudices on sexual behavior and reproductive health knowledge of the students in patriarchal societies.

2- Literature Review

2.1- Cultural differences and impact on sexual behavior

Before 90s, as a country of collectivist culture, parents or the oldest family members in Albania were the ones to take decisions on marriage or creation of couple relationships. In these societies, marriage/relationship of a young couple are based on agreements which satisfy the families' wishes and that was a duty for the young people who got married. Emotions, emotional well-being, love and sexuality are less evaluated aspects in the life of a couple in collectivist cultures (Ting-Toomey, 1991), and the case of Albania was the same.

Obviously, following the collapse of the communist regime, Albania daily advanced with steps forward to an individualist culture but it cannot be said that it is an open culture. Basically, it remains a masculist and patriarchal culture (Tushi, 2007). The concept of woman as a sexual object is explicit in the patriarchal societies (Fainzang & Journet, 1991; Rushing, 1995). Masculine culture of competitive values and economic success highlights gender differences (Hofstede, 1991, 1998). In masculine cultures the sexual masculine activity is expected to be more frequent as males should demonstrate their perfect sexual performance (Gilmore, 1994). From that perspective, even females in patriarchal societies have more frequent sexual activity.

Revision of sexual behavior surveys in Europe shows differences in favor of males. Males assert to have more frequent sexual relations in the countries where gender differences are more sensitive (Sandfort et al., 1998). These results suggest that in masculine cultures people are apt to be more involved in sexual activity or that males overvalue sex more than females but it is not about feelings, passion, love and emotion

because males in this society are more anxious than in the societies with feminist culture. Males are less communicative with females and less tolerant to the women's sexual behavior (Arrindell et al., 1997). On the other hand, some authors admit that females in patriarchal societies are dependent on males, they show obedience and consider feminine virginity as a value and many sexual behaviors are prohibited for them (Arrindell et al., 1997).

Another key aspect of each culture is also represented by class differences, where the standards of each society treat the female sexual behaviors differently. For instance, in feminine culture societies the number of female partners and initiation of a sexual act by the female does not represent a standard prohibited from the society and this may be the case of Canadian society (Kottak, 1994) but in the Albanian society the number of partners and initiation of a sexual relation, especially in small towns, constitutes a violation of local culture standards, where females are presupposed to have only one male in their life and the relationship is basically initiated by the partner, otherwise the female would be subjected to a number of prejudices (Zenelaj, 2014). Therefore, the young adults take on initiatives for a sexual relation, also based on cultural norms or beliefs.

According to the reasonable action theory, a decision to be involved in a behavior (for instance, to have sexual relations) is directly foreseen by the aim of an individual to realize the behavior. On the other hand, the purpose is a function of two factors: an individual's attitude to the behavior (how desirable the behavior seems to be) and the individual's perception for the general social norms regarding the behavior (what the others think I should do). Both attitudes and norms are established on the basis of the groups of beliefs: beliefs about the consequences of behavior, for instance "I will get pregnant" and beliefs about the way how other close relatives feel about the individual behavioral performance, for instance the beliefs of one's close friend or of family members (Cooper et al, 1998).

Each resulting belief constituting the basis of attitude has two components: 1) possibility, how much are the chances to get pregnant? and 2) assessment, how positive or negative would be a potential pregnancy? Each normative belief has also two components; 1) reference norm (what does my close friend believe I should do?) and 2) motivation to accomplish this concept (to what extent I wish to do what my close friend wishes me to do?) (Fishbein and Ajzen, 1975).

Morrison etc (1998), for instance, found that the use of condoms by teenagers was mostly linked with the attitudes than norms and that more predictive resulting beliefs were not beliefs about the efficacy of condoms for the prevention of pregnancy and diseases but they were rather beliefs about their negative potential impact on intimacy. Fishbein and Ajzen, 1975, applied some concepts from the reasonable action theory, as well as similar theories to forecast the beginning of sexual activity from the young people and they discovered how the attitude and the perceived norm also predicted the beginning of sexual

activity . (Fishbein and Ajzen, 1975). These studies generally demonstrate that the reasonable action theory may help with our perception of feminine sexual behaviors. However, most of these studies do not make the difference between the young people who had sexual experience and those who didn't, and they rarely included tests of the full theoretical model (Cooper et al, 1998).

Other authors explored the option of the reasonable action theory to predict the decisions of young people, if they had to commit sexual relations or not. As foreseen, the objectives were linked with the commission of sexual relations and attitudes (Fisher and Fisher, 1995). It is clear that norms and objectives influence the initiation of a sexual relationship. Although they appear to be stronger in patriarchal societies, the other people's opinion is crucial in those societies and this is also clear in the case of Albania.

Culture and identity play a key role in someone's life. It is critical to understand how cultural heritage contributes to sexual identity, behaviors and attitudes, and therefore it directly influences an individual's sexual life (Robinson, Bocking et al. 2002). Among the university students, cultural identity is essential for the self-discovery. In colleges students are exposed to many new cultures and during that period they may explore perceptions about sex and sexual behaviors from their culture and other people's culture.

A biomedical model of sexual and reproductive health, with special focus on the discovery and treatment of reproductive health issues, has failed to highlight how important social factors are for the female sexual health, including cultural factors, education and their socio-economic status (Misra, 2001; Totolero et al., 2005).

2.2- Sexual behavior of college females and knowledge on reproductive health

There are a number of factors that may influence sexual behavior and reproductive health of college females. Social institutions such as family, school, media and peers are clearly the institutions that may have a direct impact on the sexual behavior of female colleges and beyond. Certainly, the fact that the beginning of higher studies for most of the students represents separation from the family at an age between the adolescence and early adulthood is one of the factors that may render them one of the most susceptible groups from sexual diseases due to the absence of knowledge or other related factors. (Koumans et al, 2005).

One of my studies shows that 61% of the students of Albanian universities are involved in sexual relations (Zenelaj, 2014), while according to some studies about 79% of students in Canada are involved in sexual relations and this figure is even higher in the case of students who live in campuses, compared to those who live with their families (Byers et al, 2009). Clearly, there may be found data differences if we make gender difference, where for the case of Albania, males outscore females who admit of being involved in sexual relations (Zenelaj & Shoraj, 2013). For the students in Canada, these

differences are not visible; gender differences do not show any figures with striking differences. (Fisher et al, 2012).

Being a focus group under full sexual activity, young people should be informed about reproductive and sexual health. The issue is where they may provide their knowledge on sexual reproduction, from their families, school, peers or media? Which of them would transmit accurate information to the female students in our case?

Information delivery at schools on reproductive health and sexual behavior may be fairly emotive for the students but even more for parents and teachers. Sexual education has always stirred debates concerning morality, society or religion, thus escalating the parental concern that knowledge on sexual behavior and reproductive health enhances the desire for early sexual activity. In particular, doses of morality were stronger for females in patriarchal societies (Zenelaj, 2012). There are authors who are based on morality for an available sexual education, giving colors to the truth in order to not accept the ideology within the framework of their philosophical positions. According to Lickona, as an educational institution, school should teach young generations the truths and good values, where according to him the truth is based on the fact that pre-marital sexual relations remain harmful for the young people and the value lies in the avoidance of sexual desires in the early adulthood (Lickona, 1991).

Ira Reiss clearly expresses in her studies the need to refuse dogmatic and dangerous philosophies on sexuality. She encourages teachers and parents to develop discussions and open communication with children and adolescents about sexuality issues. According to her, only through democratic and open communication methods, children may learn about the sexual truths without distorting them. Hence, they will not need other alternatives such as media or Internet, which are often not related to sexuality truths. However, this step should firstly begin from the teachers, who have to overcome traditional restrictions of sexuality and sexual education of young people and mainly females, in order to understand the importance of sexual education in the life and socialization of a young woman. (Reiss and Ellis, 1991).

There is a growing body of data demonstrating that the increase of information on sexual behavior provided to females at schools or families does not lead to an increase of sexual activity (World Health Organization, 2011), on the contrary, the more information on sexual behavior and reproductive health makes the young people capable to undertake responsible sexual behaviors and be protected from sexually transmitted diseases.

On the other hand, if school had not informed young people on sexual issues, would the parents be able to do so? Patricia Schiller, who has founded the American Association of Sexuality Educators, Counselors and Therapists, states in one of her books: I have heard many parents who boast themselves on the way how they communicate with their children, when they declare: “You may ask me everything about sex” but the real

nonverbal message they give is: “ I would be very upset if you have sexual activity and commit sexual relations” (Kelly, 2012, p.32). Parents and teachers forget that if communication on sexuality is developed in a healthy manner and openly, people are more relaxed in their life, more active, healthier, more assertive to the achievements, and therefore more critical to their behaviors” (Kelly, 2012, p. 81).

In around 87% of cases, young people in the Albanian universities prefer to talk with their peers/friends rather than with their parents or teachers (Zenelaj, 2012) and many other researchers have found out in their researches that youngsters prefer their peers to discuss about sex and sexuality related issues (Lungley & Paulin, 1993) According to Fisher, the young adults who talk with their parents about sexual relations and reproductive health, are likely to develop the same sexual attitudes with the ones of their parents (Fisher, 1984). However, parents are not expected to talk with their children about sexually transmitted diseases and their risk for a woman’s reproductive health (Fisher, 1984).

If as an institution, school encounters difficulties and criticism in terms of sexual education and information on sexual acts, sexual reproduction, sexual desires, other sexuality issues and on the other hand, family fails to transmit accurate information about the females, then the media would be a social institution from which everything may be taken without making too many questions. Yet, does the media really provide knowledge on reproductive health?

Social learning theory stresses that through active attendance of (TV) media, some examples are offered that may shape attitudes and reinforced beliefs in the behaviors of young people (Huit, 2004). Numerous researches have demonstrated that the most common kind of TV sexual image is the verbal one through which they manifest sexual desires. Accordingly, in 59-74% of times the TV characters talk about sex and advertise forms of sexual attraction (Kunkel, Cope and Colvin, 1996).

According to some researchers television is a key source of sexual information for the adolescents and college young people (Brown et al. 2005). Sexual content of most of the TV stations which the students pay attention has a major impact on that age group (Greenberg & Busselle, 1996). Studies have also shown that TV images may cultivate a distorted reality, thus having an adverse impact on the sexual behavior learned from that reality (Aubrey et al., 2003; Brown et al., 2005; Strouse, Buerkel-Rothfuss, & Long, 1995; Ward, 2003). In Albania, a simple survey during daytime hours would be sufficient to find out that there are adequate TV programs which do not respect any of the rules on time schedules of a specific program or on the use of respective warning signs in cases when the program contains violence or sexual scenes and then educational programs on sexual behavior or information on the female reproductive health are almost inexistent.

According to some researches, the larger is the number of sexual experiences, the larger are exposures to sexual TV programs, viewability from the students and young

people is higher and expectation for similar programs is increased (Brown & Newcomer, 1991; Greenberg & Busselle, 1996; Strouse et al., 1995). Students who had started a sexual relationship were more interested in media programs of sexual content (Ward & Friedman, 2006). Following the analysis of at least 25 most watched TV programs in Canada and USA, some researchers had proven that females who attended these programs are involved in sexual relations once a year earlier than the others (Brown et al., 2005; Chapin, 2000; Villani, 2001).

2.3- Reproductive health of females and sexual rights.

Countries with a low level of socio-economic development have reported a number of violations of the females' sexual rights, such as unsafe motherhood, traditional abortions under non-hospital conditions due to prejudices or incapacity to raise a child as a single mother, virginity and early marriages of females, sexual harassments, continuous violence of females up to other extreme violations. Albania is certainly an economically undeveloped country and with an excess prolonged transition, where there are cases of the violation of women's rights.

Since the 1994 Cairo International Conference for Population Development, researchers have started to recognize the importance of sexual and reproductive health, and the gender-based power dynamics within the framework of sexual relations of both men and women (Gupta and Weiss 1993; Whelan 1999; Parker et al. 2000, Blanc 2001). Reproductive health is defined by the World Health Organization as a "full physical, mental and social well being and not merely as the absence of disease or weakness. It treats reproductive health as a reproductive process and functions in all phases of life" (WHO, 2010). Reproductive health means that everyone should be able to have responsibilities, a satisfactory and safe sexual life and reproductive skills how often they wish to (WHO, 2010). The World Health Organization has defined reproductive health as respect for the other person's sexuality and sexual relations, and an opportunity for sexual relations initiative upon full consent, without violence or discrimination (WHO, 2011).

The mission of reproductive health sector in Albania is highlighted to be the continuous protection and improvement of women and children's health, striving to prevent and resolve problems of this group of the population. The reproductive health sector organizes, directs and controls work in the reproductive health services, mainly in the primary health care (health centers and clinics in villages, medical consultancy centers of mothers and children), (Report of the Ministry of Health, 2013).

According to UNICEF, their annual report on public health and female reproductive health stated that the vision of KSHP is rather limited to the prevention of diseases and does not include public health approaches and aspects generating requirements (health protection and health promotion), which are crucial aspects to be taken into account, especially when particular aspects are addressed such as female reproductive health during adolescence and

child development, which are strongly influenced by social factors and cultural norms. (WHO, 2011). In view of the above, public health directorate addresses reproductive health in very general terms, clearly disregarding the emotional part or the respect for sexuality and sexual relation as underscored by the World Health Organization.

Hence, as with other developed countries attaching importance to all components of the reproductive health of men and women, in Albania the relevant institutions which take care of reproductive health, are clearly focused only on prevention and medication of sexually transmitted diseases or other physical diagnoses. (WHO, 2011).

As shown by Lindau et al. (2008), recognition of rights on sexual health along with the sexual compatibility and reproductive health education, are not present among young women and this is a separate violated right. Lack of information on any social, economic, cultural grounds and other related factors constitutes a violation of women's rights for information on reproductive health and sex per se (Lindau, Tetteh, Kasza, & Gilliam, 2008; Report on The Sexual and Reproductive health of Young Victorians, 2005). Meanwhile, in Canada and in other western countries, reproductive health occupies a main place in the educational institutions of children at all levels (Cecil, Bogart, Wagstaff, Pinkerton, & Abramson, 2002; Bogart, Collins, Ellickson, & Klein, 2007).

The sexual health model and not only the reproductive one have combined many topics that have proven to be important for the prevention of a number of sexually transmitted diseases. Topics such as specific knowledge on reproductive health, personal awareness of sexual act and self-acceptance are common either for the Sexual Health Model, Reasonable Action Theory and Social Cognitive Theory (Glanz, Morrison et al, 2002;. Robinson, Bockting et al. 2002). The sexual health model also includes the skill to lead an intimate life with a partner, the skill to develop clear conversations about the sexual needs and wishes with the partner, skills to take care of reproductive health, staying far from the sexually transmitted diseases and showing skills to commit sexual relations without any coercion by the partner but with the full consent of the female (Robinson, Bockting et al. 2002).

All these sexual rights are clearly not applicable in every society and mainly in the undeveloped ones they are almost unexplored and discussed with the Albanian females, either by family, school or many other institutions of the society. In Albania, most of the population still considers as a taboo the manifest expression of sexual desires or conversations about sexual act. (Zenelaj & Shoraj, 2013).

3- Data Results

3.1- Data description

Of 300 surveys launched with students of York University/Canada and Tirana University / Albania, 273 (n=273) is the number of students who participated in this study by completing the questionnaire. Further, the rest of 27 students refused the survey due to

different reasons such as the lack of interest in the study or lack of time to fill out the questionnaire. Of these students, 182 (66.7%) are young women who attend their studies in Canada and 91 (33.3 %) females are students in Albania. Students are of different origins and cultures. 14.3 % are Caucasian, 4.4 % African American, 14.7 % are South Asian, 11 % Middle Eastern, 17.6 % Aboriginal, 31,9 % Albanian, 0.4 % of the students are Roma (only one student proved to be of Roma origin), 0,7 % are Egyptian, 0.4 % Macedonian, 0.4% Romanian and 4.4 % are of other origin.

In this section the students were asked questions about religion in which they believed and according to the results; 28.2% believe in Christian religion, 4.8% in Orthodox religion, 22.7% are Moslem believers, 1.1% are Judaists, 2.6% Buddhists, 4.8% believe in Hinduism, 9.5% of the students believe in the existence of one single God but they are not religious believers, 13.9% of the students are atheists and 12.5% believe in mainly Catholic sects. Further, students were asked about the concept they have on the society in which they live, giving two main options such as the society in which they live is modern and feminist and the society in which they live is patriarchal and masculinist. In this case it followed that 64.5% admitted they lived in a modern feminist society (in all cases they were students who attended college in Canada) and 35.5 % admitted they lived in a patriarchal and masculinist society (more than 90% of cases are represented by young women attending their studies in Albania).

The students were further asked about their status, sexual preferences and age when they had their first sexual act. Data have shown that 30.8% of females are unmarried, 19.4% are involved in a casual relationship, 27.8% are committed to an important relationship, 7.7% are engaged, 10.6% are married (and most of them are Albanian students), 3.7 % are divorced. As regards the sexual preferences, there are only 2 lesbians and 5 bisexuals, the rest of them admit to be heterosexual. The question on age when they had sexual relations for the first time was deemed very important for that study, where according to data, 15.4% had committed sexual relations at the age of 12-14 years (the vast majority were students who studied in Albania), 23.8% of them had sex for the first time when they were 15-17 years old, 32.2% at 18-20 years of age (most of them being students in Canada), 8.8% were at the age of 21-23 years, 0.7% were 24-27 years old and 19% of the surveyed females were virgin (most of them were students in Canada).

This section also included two variables such as the knowledge on reproductive health and methods for acquiring such knowledge, where in 2.6% of the cases the students admitted they had no knowledge at all about the reproductive health and in all cases of students from Albania aged 18-20 years old, 13.2% admitted they had little knowledge, 22.3% stated they had some knowledge on reproductive health, 33% had adequate knowledge and in 28.9% of cases the females asserted they had broad knowledge on reproductive health. While asked about the source of information on reproductive health, 30% of the students admitted they were informed by their peers, 21.6% were informed by their sexual partners, 8.1% by their families (father, mother, sister or brother), 25.3 %

were informed by sexual health professionals (such as social workers, psychologists, nurses, physicians or teachers at schools), 13.6 % obtained the information on reproductive health by media (TV, magazines, Internet etc) and only in 1.5% of cases they were informed by other sources.

The second section of the questionnaire treated the variables on students' sexual behavior, where the results for the mean of answers, mode and standard deviation are summarized in table 1. We should take into account that alternatives for each question were at an ascending order, where 1= Never, 2=Sometimes, 3= Rarely, 4=Often, 5= Always.

Table 1: Mean, Mode and Standart Deviation for Sexual behavior

		Number of your partners during the last year?	How often per month do you have vaginal sexual relations?	How often per month do you have oral sexual relations?	How often per month do you have anal sex?	How often per month do you stimulate sexual pleasure touching your sexual organ by hand or by other means?	How often do you have sexual relations with more than two partners at the same time (orgy)?	How often do you reach orgasm during sexual relations?	How often have you had sexual relations only to satisfy the wish of your partner?
N	Valid	220	220	220	220	220	220	220	220
	Missing	53	53	53	53	53	53	53	53
Mean		2.4182	3.2818	2.7409	1.7045	2.7773	1.0409	3.5773	2.1818
Mode		2.00	4.00	4.00	1.00	2.00	1.00	5.00	1.00
Std. Deviation		.96875	1.29369	1.20166	.98805	1.38828	.25848	1.32017	1.09112

As observed in the table 1, there are 220 students who have answered this section, who attend University studies in Canada and Albania, while 53 cases are considered as missing value because they admit they have still not committed sexual intercourse, namely, they are virgin. If we compared both countries, the results would be calculated as in tables 2 and 3 below.

As observed in table 2, the students in Canada totaled a number of 182 young adults who participated in the study, where 40 cases prove to be a missing value as they admit to be virgin, namely they have never had sexual relations. The table provides mean values, mode and standard deviation for each sexual behavior asked, where the alternatives were: 1= Never, 2=Sometimes, 3= Rarely, 4=Often, 5= Always.

Table 3: Mean, Mode, Standart Deviation of sexual behavior of Albanian students

		Number of your partners during the last year?	How often per month do you have vaginal sexual relations?	How often per month do you have oral sexual relations?	How often per month do you have anal sex?	How often per month do you stimulate sexual pleasure touching your sexual organ by hand or by other means?	How often do you have sexual relations with more than two partners at the same time (orgy)?	How often do you reach orgasm during sexual relations?	How often have you had sexual relations only to satisfy the wish of your partner?
N	Valid	80	80	80	80	80	80	80	80
	Missing	11	11	11	11	11	11	11	11
Mean		3.0125	3.9125	2.9250	2.1375	3.3500	1.0875	4.1250	2.5125
Mode		4.00	5.00	4.00	1.00	5.00	1.00	5.00	3.00
Std. Deviation		.87863	1.14950	1.30019	1.09941	1.58394	.39598	1.12930	1.10228

Table 2: Mean, Mode and Standart devijation of sexual behavior of students in Canada

		Number of your partners during the last year?	How often per month do you have vaginal sexual relations?	How often per month do you have oral sexual relations?	How often per month do you have anal sex?	How often per month do you stimulate sexual pleasure touching your sexual organ by hand or by other means?	How often do you have sexual relations with more than two partners at the same time (orgy)?	How often do you reach orgasm during sexual relations?	How often have you had sexual relations only to satisfy the wish of your partner?
N	Valid	140	140	140	140	140	140	140	140
	Missing	42	42	42	42	42	42	42	42
Mean		2.0786	2.9214	2.6357	1.4571	2.4500	1.0143	3.2643	1.9929
Mode		2.00	4.00	3.00	1.00	2.00	1.00	4.00	1.00
Std. Deviation		.84876	1.23538	1.13296	.82559	1.14631	.11909	1.32280	1.04225

Table 3 provides data on the mean, mode and standard deviation on the sexual behavior of students in Albania. We will compare both the respective tables for sexual behavior of female students in Canada and Albania. Clearly, females in Albania have an higher mean value either for the number of partners per year, or the frequency of vaginal, oral, anal sex or masturbation. Further, the commission of sexual relations with more than one partner at the same time produces higher mean values in the case of Albanian females than those who attend their studies in Canada. Regarding the question how often they reach orgasm during a sexual act, again there are presented higher values in their answers. It is interesting to stress out the case of the last question of this section, where the students are asked how often they have sexual relations only to satisfy the sexual wish of their partner, where in most of the cases the students in Canada admit they do so almost never, while the students in Albania approximately answer sometimes and rarely, the only higher mean value in this section.

The third section included 6 questions related to the care for the students' reproductive health, as well as the forms of protection from undesired pregnancies or sexually transmitted diseases, frequency of gynecological visits, examinations for the sexually transmitted diseases, HIV/AIDS test, use of emergency pills in case of undesired pregnancies and abortions in case of undesired pregnancies. Data summarized for the case of females in Canada and Albania are introduced as follows in tables 4 and 5.

Table 4 as above, according to the relevant data, shows that in most of the cases Albanian students admit they are protected from undesired pregnancy only through the care shown by the sexual partner during the act (males and females interrupt sexual activity at the moment of ejaculation). The Albanian females go to the gynecologist for routine examinations approximately once a year. They are examined for sexually transmitted disease at times as per the mean value given, they have never carried out HIV/AIDS test, they have used emergency pills in case of doubts of potential pregnancies only in some cases, thus implying that on average more than twice the females have used emergency pills and carried out abortion in some cases at least once (cases which are limited in number, however they are reported to be higher than abortions in Canada).

Table 4: Reproductive health, case of Albanian students

	What means do you use to prevent an undesired pregnancy?	How often do you conduct gynecological examinations ?	Have you ever been examined about sexually transmitted diseases?	Have you carried out HIV/AIDS test?	Have you ever used emergency pills, if you suspected of unplanned pregnancy?	Have you ever carried out any abortion due to undesired pregnancy?
N	Valid 80	80	80	80	80	80
	Missing 11	11	11	11	11	11
Mean	3.6000	4.0000	1.7875	1.0000	2.2000	1.3500
Mode	4.00	5.00	1.00 ^a	1.00	3.00	1.00
Std. Deviation	.80505	1.10236	.90977	.00000	1.01133	.47998

a. Multiple modes exist. The smallest value is shown

Table 5 provides data on the care for reproductive health of students in Canada, where compared to the Albanian students, in most of the cases the students in Canada used condoms as a protective methods against undesired pregnancies, they conduct medical examinations on average once a year, they are examined at times for sexually transmitted diseases. Only two of the students in Canada have carried out the HIV/AIDS test. On average, some of them have used emergency pills at times and most of the students have never carried out any abortions (more than 95% of cases). If we see the values of the number of students, in some questions they represent 137 cases and in some others 140 as in addition to the fact that there are 140 females involved in sexual activity, there are also lesbians who are not protected from undesired pregnancies or have not carried out any abortions. Their sexual preference for these cases was homosexual.

Table 5: Reproductive health of Canadian students

	What means do you use to prevent an undesired pregnancy?	How often do you conduct gynecological examinations ?	Have you ever been examined about sexually transmitted diseases?	Have you carried out HIV/AIDS test?	Have you ever used emergency pills, if you suspected of unplanned pregnancy?	Have you ever carried out any abortion due to undesired pregnancy?
N	Valid 137	140	140	140	138	138
	Missing 45	42	42	42	44	44
Mean	2.3066	4.2429	1.7286	1.4643	1.5000	1.1304
Mode	2.00	5.00	1.00	1.00	1.00	1.00
Std. Deviation	1.25769	.85555	.92014	.84318	.70711	.43271

3.2- Testing of study hypothesis

As we highlighted in the introduction, we raised four hypotheses for the present study, which are tested below through the hi-square test and ANOVA test. Regarding the first study hypothesis: there is not any relationship between the cultures of a society and sexual behaviors of college females. It followed that in all dependent variables such as the vaginal, oral, anal sexual relations, masturbation, sandwich sex (two females one male and vice versa), sexual relations to satisfy the wishes of sexual partners and reaching orgasms have a freedom scale from 2 to 4, and in all variables $p < 0.005$, thus implying that there is no relationship between cultural variables of a society and the sexual behavior of university students. The following table provides data on the observed statistical value of

the hi-square test, freedom scale and likelihood ratio for each variable tested for the first hypothesis of our study.

Table 6: The culture of the society where you live and the impact on sexual behaviors

Sexual behaviors	Value	Df	Asymp.Sig
Vaginal sexual relations per month	35.014 ^a	4	.000
Oral sexual relations per month	43.742 ^a	4	.000
Anal sex per month	23.334 ^a	3	.000
Stimulate sexual pleasure per month	36.991 ^a	4	.000
Sexual relations with more than two partners at the same time	3.681 ^a	2	.004
Orgasm during sexual relations	60.525 ^a	4	.000
Sexual relations only to satisfy the wish of your partner	18.038 ^a	4	.001
Number of your sexual partners during the last year	65.001 ^a	4	.000

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 6.95.

Further, testing of the second study hypothesis; knowledge on reproductive health is more present in open than in patriarchal societies, which showed that the observed statistics of the hi-square test equal to 27.853, freedom scale of 4 and likelihood ratio equal to $0.000 < 0.005$, we admit that there is a relationship between the hypothesis variables, where in open societies (case of Canada), knowledge on reproductive health is more present among the students than in patriarchal societies (case of Albania), thus implying that our hypothesis is proven (Table 7 below).

Table 7: Chi-Square Tests for hipothesis 2

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	27.853 ^a	4	.000
Likelihood Ratio	28.388	4	.000
Linear-by-Linear Association	21.698	1	.000
N of Valid Cases	273		

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 2.49.

Folowing the testing of the third study hypothesis that knowledge on reproductive health encourages premature sexual relations among college females, where observed statistics of the hi-square test of 35.236, freedom scale of 20, and likelihood ratio of $0.019 > 0.005$, we admit that there is no relationship between the variables of this hypothesis, thus implying that the hypothesis is not proven (Table 8).

Tabela 8: Chi-Square Tests of hypothesis 3

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	35.236 ^a	20	.019
Likelihood Ratio	31.736	20	.046
Linear-by-Linear Association	.255	1	.613
N of Valid Cases	273		

a. 11 cells (36.7%) have expected count less than 5. The minimum expected count is .05.

4- Discussion

Data results of this study conclusively show that the society in which students live does not condition the sexual behavior of females. According to the collected data and analyzed females in Albania, contrary to the theory of many authors who assert that sexual behavior in patriarchal societies is repressive (Arrindell et al., 1997), it follows they have the same sexual behaviors and even more frequent ones than the students living in an open society such as Canada. Some main behavioral differences are clearly observed among females in front of the sexual desires of their sexual partners, where in the case of Albanian students; they admitted they had sexual relations only to satisfy the wishes of their partners, without considering if they wished to have sex at that moment or not. Meanwhile, in 90% of cases the students in Canada admitted they never had sexual acts without their consent or simply that their partners wished so. This means that there are differences in gender roles in the Albanian society but not in the sexual behavior of females in the patriarchal societies compared to those in more open societies.

One of the discussions of many authors is whether knowledge on reproductive health increases the chances for sexual relations at an earlier age than the case when females lack knowledge on sexual health and behavior (Lickona, 1991). This study showed that in fact the females who admitted of having no knowledge on reproductive health up to a moderate recognition level and they have obtained most of this information from their peers or media (case of Albanian students), had sex at an earlier age, around 12-14 years old and 15-17 years old, while the well-informed females on reproductive health who basically receive such information from school and reproductive health experts, admitted of having sex for the first time at 18-20 years old (the vast majority of cases are represented by females who study in Canada). Consequently, they admit that knowledge on reproductive health does not encourage premature sexual relations. On the contrary, they make the young women be more responsible and start their first sexual act at a latter period.

Notwithstanding the value and importance of this study, we do not claim our study is generalizing. Therefore, one of the study limitations is the small number of participating students, thus rendering the generalization difficult. Our aim was to introduce a representative study of the selected sample. On the other hand, the too personal topic and

short time available did not allow a broader extension of the study. Another limitation of this study was the fact that in Albania this field is almost untreated. Being one of the first researchers of this case has made the comparisons and literature reviews of the Albanian authors almost impossible because they do not exist, therefore in most of the cases there have been made comparisons between the articles and studies in Canada and some of my articles partly reflecting the reality of the Albanian society.

Based on the results of this study, we recommend that in the Albanian society special importance should be attached to the information of young people on reproductive health and their education to realize a protected sexual act as in most of the cases young women in Albania admitted they did not use contraceptive methods during sexual act. Social workers, psychologists and school teachers should pay particular importance to the sexual education at elementary schools or among the high school adolescents, in order to provide them with all necessary knowledge about the reproductive health and sexual relations.

The highest Albanian authorities, including the Ministry of Education and Health, should train teachers and other reproductive health professionals on communication methods and information skills of the young adults on sexual health. Special programs focused on reproductive health and sexual act should be implemented in order to occupy a central place at all educational institutions. Sexual education in the hands of parents would be a real challenge in the case of Albania. Extensive efforts would be required for the education of parents who have lived in a period where everything about sexual relations in Albania was considered a taboo. Therefore, the direct work with groups of young people, either be males or females, would be much more effective and fruitful.

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MULTICULTURAL TEACHER PREPARATION: A HERMENEUTICAL DISPOSITION

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Abstract

It is a fact that learning to teach is basically a social and practical activity that is supported and informed by theoretical reflections. Field experience and realities should be the core component of any teacher preparation program. That is why, most of the teacher education programs based on theory into practice model. The main aim of this research is not to reject this model, but to sketch out an alternative way of teacher preparation that is based upon teacher's own context and socio cultural settings or in other words teacher preparation must be organized Hermeneutically. The hermeneutical approach of Hans-Georg Gadamer, is not only of philosophical importance but contains practical implications also. The concepts of understanding, interpretation and application are the core concepts of teacher preparation. In contrast to adopting an entire theory as the guiding principle to the whole content and practice of teacher preparation courses, this research argue for the focus to be on inculcating a hermeneutic disposition in all teachers preparation programs and courses. Hermeneutics is basic to human interaction, especially in dealing with student-teachers belongs to diverse socio-cultural settings or multicultural environment. The main argument or focus of this research is that it is necessary that the teacher preparation programs must be consider the problem of multiculturalism (inter and intra cultural). Multicultural Teacher Preparation (MTP) or hermeneutical mode of teacher preparation plays an important role in the preparation of teachers. It will be helpful for teachers to develop a deep level understanding of students needs belongs to various backgrounds and perspectives, not through applying a predetermined model of classroom activities, but through helping future teachers to recognize their own prejudices and how these help to determine their understandings of diversity in their future classrooms. Developing a hermeneutic disposition in teachers training facilitates and enrich experience of future teachers. A mixed method design was used to conduct the study.

Introduction

It is a fact that learning to teach is primarily a practical activity, informed by theoretical reflection. Also, that field experience should be the core component of initial teacher education programs, and all other components should be planned and conducted in relation to that core. ' This contrasts with the priority given to learning established educational theory in the theory-into-practice model that dominated teacher education for

much of the twentieth century, but which came under increasing criticism in the 1990s (Carr, 1995; Kemmis, 1995; Wilkin & Sankey, 1994). The theory-into-practice model assumes that:

- 1- established educational theory is largely unproblematic;
- 2- student teachers need to be well grounded in theory before they are able to teach;
- 3- the main purpose of teaching is to provide student teachers with classroom experience so that they can apply established theory in tackling the problems they encounter in the classroom.

According to Wong Wanchi's (1998) assessment "idea of applying theory into practice may be a totally misplaced notion" (p. 110). The main aim of the paper, however, is not to address these three assumptions directly, but instead to sketch out an alternative theoretical and conceptual base for understanding classroom teaching teacher education. The main argument of this paper is teaching is essentially a hermeneutical activity, and that the supervision, mentoring and assessment of the teaching component of teacher education programs should be conducted within a hermeneutical, conceptual paradigm.

Hermeneutics

According to Stanford Encyclopedia of Education, "the term hermeneutics covers both the first order art and the second order theory of understanding and interpretation of linguistic and non-linguistic expressions". This is not a new theory. It is dated back to Greek Mythology and further in middle ages and the era of Renaissance. It is basically treated as a part of Biblical studies (Adopted from <http://plato.stanford.edu/entries/hermeneutics/>)

The Beginnings of Hermeneutics

The word Hermeneutics is originated from the Latinized version of Greek word *hermeneutice*. It became a part of language in 17th century, but its base is philosophical. It is said that even Plato used this term in his famous and ever green "Dialogues". He treated it as a knowledge of Sophia.

An Ontological Turn

Martin Heidegger's (1927) completely transformed the discipline of hermeneutics. In Heidegger's view, "hermeneutics is not a matter of understanding linguistic communication, nor is it about providing a methodological basis for the human sciences". Hermeneutics is about the most fundamental conditions of man's being in the world. Yet Heidegger's turn to ontology is not completely separated from earlier hermeneutic philosophies. These philosophers saw hermeneutics as one of the bases for interpretation (Schleiermacher 1938).

Hermeneutics and the Prejudice Against Prejudice

The death of Hans-Georg Gadamer in March 2002, at the age of 102, marked the end of a distinguished career that only really began when he was sixty years old. The publication, in 1960, of his book *Truth and Method* brought philosophical hermeneutics to a wide audience. It was closely in tune with the post-modern spirit of the time, in undermining objectivist notions of "knowledge" and "understanding" that had predominated since the onset of the scientific revolution in the seventeenth century and on through the Enlightenment. Hermeneutics has its origins with such intellectual giants as Friedrich Schleiermacher (1768-1834) and the concerns raised by the interpretation of ancient texts, particularly Biblical texts. Gadamer's account of hermeneutic theory takes it beyond the confines of textual interpretation to embrace all toms of knowing and understanding, in all areas of inquiry (Dilthy 1998).

One of his central insights was that all acts of reasoning and knowing involve prejudice and prejudgment, and, as Richard Bernstein explains, this is indeed a very radical thesis:

If Gadamer is right in claiming that not only understanding but all knowing "inevitably involves some prejudice" then it is difficult to imagine a more radical critique of Cartesianism, as well as the Enlightenment conception of human knowledge. For in these traditions there are sharp dichotomies between reason and prejudice, or between knowledge and prejudice. (Bernstein, 1983, p. 128)

Three basic Concepts of Understanding, Interpretation and Application

Gadamer's notions of prejudice, tradition, and authority are directly related to a second strand of his thought, his interpretation of "interpretation". The word hermeneutics is derived from the Greek word for interpretation, *hermenia*. So, perhaps we can say that hermeneutics is the study of "interpretative theory". Arguably, Gadamer's main insight is that hermeneutics is at the heart of all inquiry --- not only within the human sciences but also the natural sciences. He therefore opposes the idea that method is the defining characteristic of human rationality. Instead, whatever methods the human and natural sciences may adopt in gathering information, and these historically have been many and varied, all forms of human rationality and inquiry are essentially hermeneutic; for all are engaged in processes of interpretation, understanding and application. (Bannick and Dam 2007)

Paul Ricoeur places the notion of understanding at the heart of his account of hermeneutics. He refer to Gadamer and said that traditionally, within hermeneutic theory, interpretation, understanding, and application had been considered as distinct and independent entities, but he argues that they are all moments in the single process of understanding. "Interpretation is not an occasional post facto supplement to understanding;

rather understanding is always interpretation, and hence interpretation is the explicit form of understanding" (Ricoeur P, p. 44). This is totally contrary to the Enlightenment view that there can be "objective understanding", freed from all prejudices and not contaminated by interpretation. Gadamer insists that our prejudices, pre-judgments, our relationship to authority, and our being situated within traditions, are all part of the process of interpretation and coming to understand, and cannot be bracketed out. It is only by embracing them that we will understand that which we seek to understand. This idea comes close to Thomas Kuhn's (1970) notion that science always and inevitably operates within paradigms. These paradigms, "research programs", "research traditions" (Laudan, 1976) are harbingers of prejudice, pre-judgment and authority, but they also provide the necessary theoretical framework within which the participant observer is situated in her/his quest for deeper understanding (Gallie W 2004).

Understanding is therefore not just one activity among others; rather it underlies all other human activities and is strongly implicated in the creation of meaning. "Meaning is always coming into being through the 'happening' of understanding" (Bernstein, 1983, p. 139). Understanding, Gadamer argues, constitutes the very mode of our being in the world. In that sense, we are what we understand. Moreover, language is the medium of all understanding and all tradition. It should not be viewed simply as a tool of communication; rather it is the medium in which we live. Authentic 'understanding, therefore, cannot be detached from the interpreter for it is rooted in his or her very being, and is manifested in what he or she does, in practice. "In Gadamer's eyes, theory is... a kind of human practice. Any genuine human practice is at the same time an expression of theory" (Wong, 1998, p. 108). So, on this account, there can be no radical divide between understanding (theory) and application (practice). What we do is always and inevitably a combination of theoretical reflection and action (Robert and Robert 1996).

Hermeneutical Circle

The hermeneutical circle of understanding is one in which interpretation is constantly played off against alternative interpretations in the process of deepening understanding. Of course, from the point of view of those who require hard data as the touchstone of truth, this will seem like a vicious circle in which we simply trade off interpretations without any chance of reaching the truth. To assume that, however, is to assume that all interpretations carry the same weight, but this relativist conclusion should be strongly resisted.

Multicultural Teacher Education

Teacher Education is now passing through the age of changing (Ambe 2006). There is a big paradigm shift from traditional teachers training to online teachers training and developing strategies for e-learning. Beside these advances, there is another debate of addressing culture issues in teacher education (Banks 2004). Major educational reforms are unable to address the issues of multiculturalism and multicultural needs of future teachers.

. The review suggests that teacher education is problematic and that it is not possible to decontextualized multicultural teacher education from other problems of teacher education that arise in actual field (Boyle 2005).

While reviewing the work of previous multicultural teacher educators raises questions about the growth of the field and the quality of that growth. Current multicultural teacher education scholarship is beginning to balance the experimental and quasi-experimental and casual comparative research that has been prominent with a more qualitative case literature that uncovers the wisdom of practice. The increased use of autobiography, restructuring of field experiences, examination of situated and culturally specific pedagogies, and the return of the researcher to the classrooms of experts are resulting in the development of a critical multicultural teacher education. (Bruna 2007).

The Need for Multicultural Infusion.

There are many studies that document Several studies document the usefulness developing and executing multicultural teacher education program (Dressman 1998, ; Cochran-Smith, 2004). A multicultural infused program enables teachers to teach students who differ in various capacities like gender, ethnicity, physical and mental ability, language, cultural heritage, religious affiliation and socioeconomic level. It is a fact that multicultural education must be an essential element of the teacher preparation program (Keiser , 2005), not only an additional component which is addressed in one or two courses by one or two instructors. Following are the reasons and ways to promote cultural diversity:

- 1- Cultural competency and skills cannot be attained in an academic vacuum. Cultural competency develops through a the combination of different things like cultural knowledge, direct and indirect intercultural experiences, and reflection on those experiences.(Larke 1990).
- 2- It is also important that educational environment promotes cultural diversity. For example university environment that appreciates and promotes cultural diversity becomes essential to the promotion of cultural competency within the university community. (Grant 1992).
- 3- It is also noted that a multicultural university climate emerges when the administration and academia sincerely, properly and actively strives towards diversity in its staff, faculty, programs, and curriculum (Gollnick 1995). A university that values diversity, offers multiple opportunities for interpersonal cross-cultural communication, incorporates a diversity of opinions and ideas, and explicitly acknowledges the contributions many groups made to our nation, the sciences, the arts, and literature.
- 4- It is assumed that teachers who are culturally competent have a batter awareness of their cultural, ethnic, and gender attitudes, expectations, learning preferences, teaching style, and personal biases. So they reflect these competencies not only in

their class but give critical reflection on personal experiences, classroom observations, cross-cultural encounters, research findings, documentaries, readings, demonstrations, and role playing, leads pre-service teachers to scrutinize long held beliefs, values, misconceptions, and feelings that influence how we interact with others. Therefore it is necessary to produce culturally competent teachers .

- 5- The development of cultural competency is not an easy task. It requires multiple, broad based and varied opportunities, within school settings and beyond school settings, to interact with culturally, linguistically, and ethnically diverse communities over a prolonged period (Grant & Secada, 1990).
- 6- Novice teachers may benefit from field experiences that place them in multicultural settings and engender sharing with a diversity of people. Direct opportunities to live and teach in another culture generate multicultural competency, nurture positive cross-cultural attitudes and skills, and produce a deeper understanding of the need for cross-cultural competencies (Cooper, Beare, & Thorman, 1990). Retrieved from <http://www.edtechpolicy.org/ArchivedWebsites/chisholm.htm>

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**MAINTENANCE AND SUPPORT SYSTEMS FOR
INFORMATION AND COMMUNICATION TECHNOLOGY
RESOURCES IN STATE UNIVERSITIES
AND COLLEGES IN REGION III, PHILIPPINES**

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Abstract

This study was undertaken to determine the status of maintenance and support systems for information and communication technology resources in state universities and colleges (SUC) in Region III, Philippines. The study used the descriptive survey method to determine the present set-up of ICT resources in SUC in Region III Philippines in terms of equipment and infrastructure, personnel, maintenance processes, and support processes. The study also looked into the problems that beset the maintenance and support systems for ICT resources in SUC. An evaluation was conducted to ascertain the strengths and weaknesses of the maintenance and support systems for ICT resources in the SUC. The subjects of this study were the twelve (12) state universities and colleges in Region III Philippines namely: Tarlac State University, Central Luzon State University, Nueva Ecija University of Science and Technology, Bulacan State University, Bulacan Agricultural State College, Don Honorio Ventura College of Arts and Trades, Pampanga Agricultural College, Ramon Magsaysay Technological University, Philippine Merchant Marine Academy, Aurora State College, Tarlac College of Agriculture, and Bataan Peninsula State University. Included as respondents of the study were the supply officer, the head of the IT department, the IT technical support staff in each SUC, and randomly selected administrative and teaching staff who use ICT resources in each SUC. On the basis of the findings, the following conclusions were drawn: (1) An inventory of existing ICT resources in the state universities and colleges in Region III shows that the SUC have amassed a huge number of ICT equipment and infrastructure to address the demands of the academic community. SUCs have invested heavily in information technology as these are deemed to be truly essential to support instructional and overall educational goals; (2) The study revealed that, in most cases, the number of full time equivalent (FTE) technical support staff assigned to perform maintenance tasks and provide technical support is low. Technical support in SUCs is provided by teachers, students, and administrators to supplement the services of the technical staff; (3). Corrective and preventive maintenance processes and resources are not well-placed in the SUCs with only one out of the four identified preventive maintenance processes and four out of the eight identified corrective maintenance processes actually existing in majority of the SUC; (4) Support processes and resources are not well-placed in the SUCs with only one out of the seven identified processes actually existing in majority of the SUC. The SUCs lack technical support staff to maintain existing ICT resources. The average ratio of FTE technical support staff to

computers in the SUCs is 1:135 which is way below the ideal ratio of 1:50; (5) The maintenance system for ICT resources in the SUCs was evaluated as ‘Satisfactory’ by the administrative staff, teaching personnel, and technical support staff while the support system was evaluated as ‘Fair’. On the basis of this evaluation, the need for improved systems of maintenance and support for ICT resources in the SUCs becomes highly pressing and crucial towards a more effective and efficient use of information and communication technology. (6) The problems that beset the maintenance and support systems of SUCs in Region III that have been identified in this study, namely: the inability to keep machines up-to-date, lack of spare parts available on stock and inadequate appropriate repair tools, and technical support staff shortage, all boil down to funding issues.

Keywords. Information and communication technology, state universities and colleges, maintenance system, support system

Introduction

Information and Communication Technology (ICT) is now recognized as an integral component in the social and economic development of most societies. In many developing countries, ICT plays a key role in social development. It provides the community with the power to access virtually all kinds of information, knowledge, as well as communications services. ICT has the potential to uplift the quality of lives for people. Through the use of ICT, for example, managing public health care may be improved by generating data with the accuracy and timeliness necessary for policy analysis and planning the public health system of the country.

Most countries use ICT as a tool to achieve better learning outcomes and enable access to educational resources from all over the globe. The use of ICT in education and training has been a priority in most countries worldwide during the last decade. Computers and the internet have become common features in many schools and play an important role in the teaching-learning process. Over the past two decades, massive financial investments in technology have characterized most educational systems. Many institutions invest significant time, effort, and massive financial resources to keep abreast with a dynamic information and communication technology capable of enhancing delivery of services and attainment of institutional mission, goals and objectives.

India recognized the importance of ICT in education as early as 1984 when the Computer Literacy and Studies in Schools (CLASS) project was initially introduced as a pilot with the introduction of microcomputers. Today, India prides itself in having one of the largest technical manpower in the world. Her software industry has seen tremendous growth with over 50% each year during the last 10 years. The students from India's top science and technology educational institutions are highly sought after by research universities in the US and Europe (Ramamrithan, 1995).

Similarly, the Philippine Government has always considered the use of technology as one of its tools in turning into reality its social and economic policies and programs for the country's economic growth. Chapter 4 (Building on the Country's Strengths in Information and Communications Technology) of the Medium Term Philippine Development Plan (MTPDP) covering the period 2001 to 2004 was specifically developed to give emphasis on the role that ICT will have in the economic development of the country. Among the strategies identified in the pursuit of this plan is to develop the country's human capital to enable Filipinos to compete in the digital age. Thus, it became imperative to review and update the Master Plan for Basic Education, include ICT subjects in the curriculum of elementary and secondary schools, and determine new policies and standards for ICT education at the tertiary level. The integration of ICT in the Philippine educational system is believed to be an enabling step for the government to deliver high quality education to all learners throughout the country.

In recent years, there has been ceaseless investment in emerging technologies by Philippine institutions of higher education, an undertaking that is hinged on the belief that these technologies are truly essential to support instructional and overall educational goals. Like any other sector of society, schools maintain maximum performance through the use of the most up-to-date technologies. It is a hallmark of the institutionalization of technology that formal systems for maintenance and support are established. Information and communication technology resources and associated infrastructure have to be maintained for optimal use considering the enormous institutional budget allocated for these technologies.

Lawson (2005) has released findings from the new global enterprise asset management benchmarking survey. The results suggest that inadequate maintenance strategies are resulting in unnecessary losses and missed profit opportunities for organizations. Over 85 percent of the respondents agreed that preventive maintenance increases production and operations capacity, with almost two-thirds reporting that their preventive maintenance gave them a competitive advantage in their market. However, the proportion of actual spending committed to maintenance by the majority of organizations (from the total cost of operation) is less than 10 percent – with almost two-thirds allocating less than half of their maintenance budgets for preventive works. Almost seven percent of survey respondents reported annual lost production costs in excess of USD 1 million. Lawson says that areas such as preventive maintenance, criticality analysis and diagnostic management are still some of the few areas left that offer true improvement potential, and ultimately impact a company's profitability. Lawson believes a key problem is that many still hold the perspective that maintenance is a cost rather than an investment. Though viewing equipment failure, or even wear and tear, as a profitability inhibitor, some organizations still find themselves working in a 'fix-it-when-broken mode' and have not yet moved into a more preventive approach, or in some cases are yet to be convinced of the extent of value a preventive maintenance plan offers.

Recognizing the importance of ICT as a competitive business tool today, Subic Bay Metropolitan Authority (SBMA) formed strategic partnerships with some of the world's leading Information Technology proponents as it entered into an agreement with Fujitsu Philippines, Inc. to provide SBMA hardware maintenance and software support services. FPI covers preventive and corrective maintenance of all SBMA equipment, both hardware and software. Aside from the ensured two-hour response time to all escalations, the services provided by FPI also included quarterly checks and troubleshooting that were carried out by skill-and-knowledge-rich Fujitsu field engineers. In addition, the services also included performance monitoring and necessary upgrade recommendation. The partnership gave SBMA better cost control in maintaining its IT infrastructure. As the operating and implementing arm of the government in developing the 67,000 hectare area of Subic Bay Freeport, the Subic Bay Metropolitan Authority is envisioning to become the next Information Technology Center in Asia. It aims to transform SBF as the country's Silicon Valley. Hence, the Freeport's ICT infrastructure is now growing at a dynamic pace, from software development, computer hardware manufacturing to academic institutions, R&D, and e-commerce. Accordingly, it is setting the ICT foundation by developing a seamless integrated ICT culture and lifestyle among enterprises and residents within the Freeport (Fujitsu, 2008).

Lawson's (2005) findings and the SBMA experience underscore the importance of institutional ICT maintenance and support systems to maximize benefits from technology. Thus the present study was undertaken to determine the status of maintenance and support systems for ICT resources in state universities and colleges (SUC) in Region III, Philippines. Specifically, the study looked into the present set up of ICT in SUC in terms of equipment and infrastructure, manpower resources, and maintenance and support processes, and the problems that beset the maintenance and support systems for ICT resources in SUC.

Methodology

The study used the descriptive survey method to determine the present set-up of ICT resources in SUC in Region III Philippines in terms of equipment and infrastructure, personnel, maintenance processes, and support processes. The study also looked into the problems that beset the maintenance and support systems for ICT resources in SUC. An evaluation was conducted to ascertain the strengths and weaknesses of the maintenance and support systems for ICT resources in the SUC.

The subjects of this study were the twelve (12) state universities and colleges in Region III Philippines namely: Tarlac State University, Central Luzon State University, Nueva Ecija University of Science and Technology, Bulacan State University, Bulacan Agricultural State College, Don Honorio Ventura College of Arts and Trades, Pampanga Agricultural College, Ramon Magsaysay Technological University, Philippine Merchant

Marine Academy, Aurora State College, Tarlac College of Agriculture, and Bataan Peninsula State University.

Included as respondents of the study were the supply officer, the head of the IT department, and the IT technical support staff in each SUC. Administrative and teaching staff who use ICT resources in each SUC were randomly selected to complete the list of respondents.

The survey questionnaire developed by the researcher dealt with indicators to ascertain whether resources and processes are in place to maintain school technology such as the presence of preventive maintenance schedules, backup procedures, and disaster recovery plans. The human resource component that provide technical support was also assessed in terms of structure and number of full time equivalent positions assigned to technical support. Other important indicators that formed part of the survey include replacement and upgrade schedules for hardware and software, the waiting time for replacement of parts, and the ratio of full-time equivalent technical support staff to number of workstations/computers. The questionnaire also focused on the evaluation of the maintenance and support systems of each SUC by the administrative staff and teaching personnel who use ICT resources and IT technical support staff. Identification of problems that beset the maintenance and support systems in each SUC was another part of the questionnaire.

Descriptive statistical analysis using frequency counts and percentage distribution was employed to facilitate interpretation of data.

Results and Discussion

With the many hundreds of millions of pesos the Philippine government is pouring into technology for schools, heads of state universities and colleges nationwide must pay careful attention to whether appropriate and functional technology resources are actually available and accessible to their students, faculty, and administrative support staff. Technology resources which include hardware, software, networks, and technical support staff are important considerations to make technology useful in order to support student learning and school management.

An inventory of existing ICT resources in state universities and colleges in Region III, Philippines shows that the SUC have amassed a huge number of ICT equipment and infrastructure that include, among others, desktop computers, laptop computers, LCD projectors, printers, digital cameras and uninterrupted power supply, overhead projectors, video cameras, fax machines, scanners, broadband routers, wireless network, and fiber optic backbone network.

Apparently, higher education institutions recognize that ICT equipment and its associated infrastructure are deemed essential to support the teaching-learning process and thus have invested heavily in ICT resources. Most academic institutions, accreditation agencies, and educational and political leaders recognize that the use of technology resources to enhance learning and deliver effective services is a critical component of all 21st century classrooms and office settings. Thus, the Philippine government allocates a certain portion of the annual budget for capital outlay in the annual appropriations for state universities and colleges. A significant amount from this budget is spent for the procurement of computers and peripherals used for instructional and administrative purposes. Oftentimes, however, this budget allocation is not sufficient. In order to provide students, faculty, and staff with these much-needed technology resources, the SUC augments this with budget derived from its income-generating projects. Translated into pesos, the quantity of existing ICT equipment and network infrastructure in SUC runs to millions. Such huge investment, therefore, necessitates on-going maintenance and support for optimum utilization of these devices and keep them functional for the longest time possible.

Among the key considerations for ICT development in schools are well-placed resources and processes to maintain school technology. Such resources and processes include the deployment of personnel to perform maintenance procedures and provide support to teachers, students, and administrative staff. More formal systems for maintenance and support of ICT resources have been established in a number of SUC in Region III. As a hallmark of the institutionalization of technology, at least three of the eleven SUC have found it necessary to create a unit which performs a collection of relevant tasks, functions, and endowed with the skills necessary for the management of ICT in their respective institutions. This unit, often named Management Information System Office (MISO), is responsible for, among others, systems (hardware and software) installation, maintenance and upgrading, repair of equipment and replacement of parts, wiring/cabling, network administration (internet and e-mail servers maintenance), helpdesk services, MIS project end-user training and support, web design, development and maintenance, and technology support management (planning, budgeting, purchasing).

The study revealed that, in most cases, the number of full time equivalent (FTE) technical support staff assigned to perform maintenance tasks and provide technical support is low. In addition to one or two technical support staff, the trend in most SUC includes the deployment of On-the-Job Training (OJT) students as sources of technical help. A good amount of technical support also comes from administrators working on donated time and teachers assigned to provide technical support in addition to their teaching assignments. Data show that technical support in SUC is provided by teachers, students, and administrators to supplement the services of the technical support staff. In one instance, only one technical support staff is employed whose main task is to prepare an inspection report on the repair of equipment to be undertaken or parts to be replaced. A work order is then processed for an outsourced contractor to do the repair works or

replacement of parts. Thus, the data show that SUC lack technical support staff to address their ICT maintenance needs.

With the introduction of new hardware, increased demand for personnel to provide technical support becomes more and more imperative. School administrators must pay attention to the technical support needed by the end-users of technology. They must recognize that for technology to reach its potential in the school setting, technology experts must be intimately involved as early as the planning stages of technology implementation. . According to Beattie (2000), achieving these goals start with a firm commitment to quality in technical support staff which can be achieved in four ways: (1) Administrators should recognize that technology experts must be able to focus on their roles fulltime. (2) These individuals must have an understanding of the educational process, as well as computer technology. (3) Schools must budget realistically not only to purchase technology, but also to maintain and upgrade it on a regular basis so that it can be used by students and teachers. (4) Tech staff must be committed to making themselves key members of the school's planning process, not just crisis managers who keep the machines running.

Maintenance Processes

Maintenance refers to those preventive, diagnostic, updating, and corrective (replacement and repair) procedures that the SUC has in place. Some maintenance items might include periodic replacement of parts and renewal of consumable supplies, repair or replacement of faulty components, periodic inspection and cleaning of equipment, updating or upgrading hardware and software including installing new operating system versions, adding or deleting users from a system or modifying user rights and properties, periodic backup of stored files on a school network, monitoring the condition and functionality of networks and equipment including testing web site accesses and links, and installing and removing equipment and applications (NCES-<http://nces.ed.gov>). In this study, maintenance procedures have been classified into two levels namely (i) preventive maintenance procedures and (ii) corrective maintenance procedures.

To identify the preventive and corrective maintenance procedures that are in place in the SUCs, a survey was conducted among heads of offices in charge of ICT in the SUC. Questionnaire items on preventive maintenance processes in place in SUC included (1) preventive maintenance schedule in place, (2) preventive maintenance checklist provided to users with dedicated machines, (3) backup procedures in place, and (4) disaster recovery procedures in place.

Data show that preventive maintenance processes are not well-placed in SUCs. Only one SUC has all four identified preventive maintenance processes in place. Moreover, only five SUC have one to three preventive maintenance processes in place in their institutions. The remaining five SUC have no preventive maintenance processes in place

at all. Interviews also reveal that, if ever a preventive maintenance schedule is in place in the institution, such schedule is not consistently followed in two of the SUC-respondents due to lack of technical support staff.

Questionnaire items on corrective maintenance processes and resources in place in the SUC included (1) replacement schedule for hardware in place, (2) replacement schedule for software in place, (3) upgrade schedule for hardware in place, (4) upgrade schedule for software in place, (5) help desk support software /manual(trouble ticketing, resolution tracking), (6) diagnostic software for network and software, (7) appropriate repair instruments/tools for hardware problems available, and (8) spare parts for hardware problems available on stock.

Data show that only three out of the eight identified corrective maintenance processes and resources are in place in at least half of the SUC. Availability of appropriate repair instruments/tools for hardware problems is the most established in the SUC from among the corrective maintenance processes and resources identified with nine out of the eleven SUC declaring that appropriate repair tools for hardware problems are available in the school and one SUC declaring that the appropriate tools needed to resolve hardware problems are available but inadequate. Only one out of the eleven respondents said that no repair tools for hardware problems are available in the institution. Evidently, SUC recognize that appropriate repair tools are indispensable for troubleshooting and performing minor repairs in order to keep ICT resources operational and prevent unnecessary interruption of academic and administrative functions.

In contrast, SUC have not focused much on acquiring diagnostic software for network and software assessment with only three of them declaring that such diagnostic software for network and software assessment is available in their institutions. Seven out of the eleven respondents said that help desk support software/manual for trouble ticketing and resolution tracking is available. Results also show that schedules for replacement and upgrade of hardware are in place in six out of the eleven SUC-respondents. In the rest of the SUC, replacement of faulty components and upgrade of hardware are done only upon end-user request. Moreover, only four respondents said that spare parts for hardware problems are available on stock. End-users in seven of the eleven SUC revealed that when faulty components need to be replaced, end-users will have to request for the procurement of replacement parts and wait until the requested parts are procured. In light of the existing procurement process and government procurement rules to adhere to, such occurrences often slow down administrative functions and reduce instructional efficiency. Waiting time for replacement of parts varied among the SUC-respondents with eight out of the eleven respondents declaring that it takes from one to three months before faulty components are replaced; two out of the eleven said that the same process takes one week while in one SUC, faulty components are replaced within three days.

Data show that only two SUC have seven out of the eight identified corrective maintenance processes and resources in place in their institutions with. Additionally, one SUC has only one corrective maintenance process in place. The rest of the SUC have from two to five corrective maintenance processes and resources in place.

Comparatively, corrective maintenance processes and resources are more well-placed than preventive maintenance processes in SUC. Such is the reality in most organizations as studied by Lawson (2005). Lawson saw that many organizations still hold the perspective that preventive maintenance is a cost rather than an investment and that some organizations still find themselves working in a 'fix-it-when-broken' mode. Lawson also observed that some organizations have not yet moved into a more preventive approach or in some cases are yet to be convinced of the extent of value a preventive maintenance plan offers.

Support Processes

Support refers to actions taken on behalf of users rather than to actions taken on equipment and systems. Support denotes activities that keep users working or help users improve the ways they work. Included under support might be such items as help desks and other forms of putting a person in touch with another person to resolve a problem or provide advice, automated information systems such as searchable frequently-asked-questions (FAQ), databases or newsletters, initial training and familiarization tours for equipment and software whether automated or conducted by a human, instructional and curriculum integration support usually through observation and personal interaction between a teacher and a technology coordinator, and technology integration support for administrative applications usually conducted through specialized consultants or software/systems vendors (NCES-<http://nces.ed.gov>).

Indicators for measuring support of technology resources in a school's administrative and instructional settings have been determined. Indicators address the procedures, response time, support sources, and workloads related to technical support systems. Questionnaire items to determine support processes and resources in place in SUC included (1) help desk or technology support services provided to users, (2) software and systems manuals provided to users, (3) FAQ (frequently-asked-question) support provided to technology support service personnel, (4) FAQ support provided to users, (5) initial training and familiarization tours for equipment and software, whether automated or conducted by a human, (6) instructional and curriculum integration support, usually through observation and personal interaction between a teacher and a technology coordinator, and (7) technology integration support for administrative applications, usually conducted through specialized consultants or software/systems vendors.

Among the seven (7) identified support processes and resources, help desk or technology support services is the most established in the SUC. Data show that seven out

of the eleven respondents said that help desk or technology support services are provided to users in their institutions. Apparently, SUC find no difficulty in putting up help desk or technology support services in their institutions to provide assistance to computer, network, or software users. Access to a help desk is usually offered to users via telephone, fax, or e-mail. The rest of the support processes and resources exist in two to four SUC only. One SUC does not have even one of the identified support processes and resources in place. Obviously, support processes and resources are not well-placed in the SUC.

In addition, workloads and ratio of full-time equivalent (FTE) technical support staff to number of computers, deemed as important indicators to measure technology support, were also investigated. The findings reveal that SUC lack technical support staff to maintain existing ICT resources. Teachers and, in some cases, administrators have to double up as IT maintenance staff. Some SUC utilize their students to assist in IT maintenance tasks. Evidently, technical support staffing is a problem in SUC. Interviews conducted reveal that this is primarily due to budgetary deficiencies restricting manpower recruitment to fill up technical support units.

Beattie (2000) says that as school technology systems get more and more complex, schools must further professionalize their technical support departments. No longer can schools rely on members of their academic departments who have an interest in technology to perform major system upgrades, maintenance, and troubleshooting. Anecdotal evidence shows a rising burnout on the part of those educators who have added the informal title of ‘computer expert’ to their list of responsibilities in the school setting. As schools record the levels of support staffing and maintenance incidents, they can work to determine a functional staffing ratio of technical support personnel to end-users or computers.

The inadequacy of technical support staff in the SUC is further indicated by the ratio of full-time equivalent technical support staff to computers. Data show that the average ratio of full-time equivalent technical support staff to computers in the SUC is 1:135. The acceptable ratio of end-users or computers to professional support personnel is generally very high. The Tech Support Rule-of-Thumb is to have one support personnel for every fifty computers or a ratio of 1:50 (Beattie 2000). Apparently, SUC have a long way to go. As a point of comparison, large companies strive to have at least one professional computer support person for every fifty (50) computers in use. Not a single SUC in this study enjoys a ratio this low. Current data show that with the number of full-time equivalent technical support staff available to provide technical support in the SUC, the ideal ratio of 1:50 is yet to be achieved. With the many other demands for hiring in most school systems, it is no surprise that administrators cannot focus on improving technical support departments – especially if this would come at the expense of hiring teachers to provide additional educational options or reduce class sizes.

The inadequacy of technical support staff may present a drawback in the instructional field and in the delivery of administrative services in the organization. When the network goes down in a school setting, for instance, the administrators, teachers, and students would just have to wait until it comes back up. Oftentimes any information lost may not be restored during such episodes. Such occurrences may greatly impede academic or administrative functions especially if information lost are vital.

Evaluation of the Maintenance and Support Systems for ICT Resources in SUCs

An evaluation was conducted to determine whether existing maintenance and support systems for ICT resources in SUCs are responsive to the needs of stakeholders and thus ensure effective use of ICT in schools. The maintenance and support systems in each SUC was evaluated by the stakeholders consisting of the administrative staff and teaching personnel who use ICT resources and the technical support staff. Several measures have been identified to assess the maintenance and support systems for ICT in SUCs. For the maintenance system assessment, the measures included periodic replacement of parts, renewal of consumable supplies, repair or replacement of faulty components, updating or upgrading hardware and software including installing new operating system versions, periodic backup of stored files on a school network, monitoring the condition and functionality of networks and equipment including testing website accesses and links, and installing and removing equipment and applications. Evaluation of the support system was based on the following measures: help desks and other forms of putting a person in touch with another person to resolve a problem or provide advice, automated information systems such as searchable frequently-asked-question (FAQ) databases, initial training and familiarization tours for equipment and software whether automated or conducted by a human, instructional and curriculum integration support usually through observation and personal interaction between a teacher and a technology coordinator, technology integration support for administrative applications usually conducted through specialized consultants or software/systems vendors, technical support staffing as indicated by the number of persons assigned to technical support, technical support workload as indicated by the various ratios of support calls to support staff, of support staff to number of computers, and of support staff to the number of users.

Overall, the maintenance system for ICT resources in the SUC was given a descriptive rating of 'Satisfactory' indicating the far from perfect status of the maintenance system currently existing in the SUC. SUC, therefore, need to consider carefully maintenance issues and employ the necessary policies to ensure effective and efficient use of ICT resources. As a whole, the support system for ICT resources in the SUC was given a rating of 'Fair'. On the basis of this evaluation, the need for an improved support system for ICT resources in the SUC becomes unmistakably pressing and critical towards a more effective and efficient use of information and communication technology. Thus, school administrators must begin to recognize that maintenance and support systems for ICT in educational institutions are important management concerns to

make possible the optimum utilization of ICT resources in schools. Higher education institutions must provide the necessary ICT maintenance and support system. Its absence may form a barrier to smooth and effective use of ICT in teaching and learning and may adversely affect the quality of higher education as a whole.

Problems that Beset the Maintenance and Support Systems for ICT in SUC

At least three major problems that plague the computing infrastructure in State Universities and Colleges in Region III have been identified in this study: (1) lack of funds to keep machines up-to-date, (2) no available spare parts on stock; and (3) lack of fulltime technical support staff. All of the SUC pointed to inadequate funding as a major issue making it difficult for them to keep machines up-to-date. This problem is further aggravated by the rapid obsolescence of hardware making it necessary to plan for upgrades and replacements after 3-5 years. The continued decline in government subsidy presents an obstacle to ICT modernization programs of SUC. The funding problem has resulted in the net fall of the funds available to SUC for upgrading of equipment and most schools have not been able to acquire better and more up-to-date computing and communication equipment. It then becomes highly probable that most machines are utilized sub-optimally because of inadequate conditioning and limited capabilities. Experimentally- intensive research in the academe may be greatly affected and may even be made impossible by these problems. The absence of readily available spare parts in the school to resolve hardware problems and the lack of full-time technical support staff are seen as offshoots of funding issues.

It is highly recognized that ICT in education is costly. Under current financing arrangements, schools have insufficient operation and maintenance budgets to cover costs of consumables, servicing, maintenance, electricity, and cost of equipment replacement. Unless fully provided by the government, this would seriously impair ICT maintenance and support systems development in schools. Under existing budgetary constraints in the government, schools have to devise ways and means to create a fund to support ICT. Many schools tend to rely on parental contributions through the PTA or IT fees incorporated in student registration fees to make up for shortfalls in operation and maintenance budget. This situation represents a disproportionate burden on the poor. Parental contributions and additional student fees for ICT use would add a great burden especially for those who are less able to afford it.

Implications of the Findings of the Study to Industrial Educational Management

Findings of the study show that SUC in Region III have invested massive financial resources to embrace a technology that would allow achievement of educational goals.. Thus, it becomes highly evident that SUC recognize the important role ICT plays in driving Philippine higher education towards excellence. The integration of ICT in the education arena is believed to be an enabling step for the Philippine educational system to

deliver high quality education to all learners throughout the country. The study also reveals that there seems to be a significant need for improvement of the technical ICT maintenance and support systems in SUCs. Due to the high costs of investment, it is important for management to give serious consideration to ICT maintenance and support issues. Installed technology needs ongoing maintenance and support or it will not remain functional for long. Improvements in this area could most likely have a very positive impact on an even better use of ICT in schools to the advantage of students, teachers, and administrators. Further, the study shows that the number of full time equivalent (FTE) technical support staff assigned to perform maintenance tasks and provide technical support is low. This finding offers insights on an issue that is relevant to policymakers in the educational setting. Educational managers should recognize that introducing ICT into the school setting without the proper staff development plan is a low-return investment. Technology is expensive and requires constant support for hardware and network repairs and software configurations and updates. But, following Lawson's (2005) line of thinking, educational managers may very well agree that the benefits SUC may reap from a well-maintained ICT may far exceed the financial investments. Furthermore, the study also shows that maintenance and support processes and resources are not well-placed in the SUCs. Maintenance and support issues are important considerations that need careful attention of school managers and policymakers. Failure to address maintenance and support issues may result in wasted resources and ineffective use of technology in schools. School managers and policymakers should be aware that educational decision-making almost always leads to decision about resource allocation. School managers must plan and must budget realistically not only to purchase technology but also to maintain and upgrade it on a regular basis to make possible the optimum utilization of ICT resources by students, teachers and administrators. Sound management of the school's precious material resources calls for adequate maintenance and support strategies for ICT resources. Thus, school managers and policymakers should recognize that maintenance and support systems are necessary features to ensure effective use of ICT

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IS FREEDOM OF RELIGION POSSIBLE IN CANADA?

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Abstract

Many laws, constitutions, and international treaties today grant legally enforceable rights to those whose religious freedom is infringed. The impossibility of religious freedom is not obvious, nor is the advocacy of such a position popular. However, this article is about the impossibility of religious freedom in Canada. It takes as its point of departure the provocation and compelling argument made by Winnifred Sullivan in her book, *The Impossibility of Religious Freedom* (2005), which religious freedom as a legal promise is untenable; and will argue against Lori G. Beaman, who believes this thesis may be plausible and convincing in the context of United State; but is less applicable in Canada. In order to demonstrate my argument, I will address and analyze some cases which deal with religious discrimination issue in Canada. The ‘reasonable limits’ of the charter of rights and freedom will also be discussed. Furthermore, I will critique the ways in which the government is trying to stop these discriminations.

Keywords: Religious freedom; definition of religion; Charter of Rights and Freedom; multiculturalism

Religious discrimination is a phenomenon that has existed for millennia but has recently been receiving increasing attention. It is one of the many inequalities that are plaguing western societies. This article takes as its point of departure the provocation and compelling argument made by Winnifred Sullivan in her book, *The Impossibility of Religious Freedom* (2005), which religious freedom as a legal promise is untenable; and she argues that with the view of United State. She essentially argues that because all free exercise lawsuits basically ask the courts to define what expressions of religion deserve legal protection, religion is still defined by the government and is therefore not fully free, nor can it be [8].

In 2012, Lori G. Beaman published his article, *Is Religious Freedom Impossible in Canada?*, arguing against Sullivan’s claim. He argues that while plausible and convincing in the context of United State, Sullivan’s thesis may be less applicable in Canada for three key reasons. First, the embeddedness of Roman Catholicism in Canadian social structure has resulted in a textured and nuanced understanding of religion, or, at the very least, a recognition that religion is in some measure a multifaceted notion. Secondly, the recognition of group rights, however defined, means that there is a space created for alternative religious discourses, in part because of the constitutional recognition of

multiculturalism. Thirdly, the recent turn by the Supreme Court of Canada to an understanding of the subjectivity of religious freedom strengthens the idea that religion must be conceptualized in relation to the ways in which individuals understand and practice it in their day to day lives [1].

In this paper I argue that religious discrimination might be guaranteed in the Constitution; but in Canada is, in fact impossible. Claiming to have freedom of religion by state is simply lying to the citizens. A state would always have a limitation to deal with issues, in Canada this limitation is defined in section one of the Canadian Charter of Rights and Freedom; and the framework may sometimes be contrary to freedom of religion of the citizens. However, my point is that state should not claim to promote freedom of religion when in real world it is unable to accomplish that. In order to demonstrate this argument, this paper assess different cases which deal with religious discrimination issues in Canada ; at the end it will also critique the way that Canadian government is trying to stop these discrimination by opening Canadian's Office of Religious Freedom. Ultimately, it will be concluded that it is not possible to have freedom of religion in Canada, and hence, neither should it be claimed by the government. For the purposes of this study, we will define religious discrimination as restrictions placed on the religious practices or organizations of a religious minority in a state that are not placed on those of the majority religion.

R. v. N.S. is one of the very recent cases that took place on December 2011 in Supreme Court of Canada. The facts may be briefly stated. M---d S. and M---l S. stand charged with having sexually assaulted N.S. The accused are N.S.'s cousin and uncle, respectively. The prosecution called N.S. as a witness at the preliminary inquiry. N.S., who is a Muslim, wished to testify wearing her Niqab. M---d S. and his co-accused, M---l S., sought an order requiring N.S. to remove her Niqab when testifying. The preliminary inquiry judge held a voir dire, during which N.S. wore her Niqab. N.S. testified that her religious belief required her to wear a Niqab in public where men (other than certain close family members) might see her. She admitted that she had removed her Niqab for the photo on her driver's licence, which was taken by a female photographer, and that, if required, she would remove it for a security check at a border crossing. The judge concluded that N.S.'s religious belief was "not that strong" and ordered her to remove her Niqab. N.S. objected. The preliminary inquiry was adjourned. N.S. applied to the Superior Court of Justice to quash the order of the preliminary inquiry judge and to permit her to testify wearing the Niqab [7].

At the Superior Court of Justice, Marrocco J. quashed the order that N.S. testify without her Niqab ((2009), 95 O.R. (3d) 735). He held that N.S. should be allowed to testify wearing a Niqab if she asserted a sincere religious reason for doing so, but that the preliminary inquiry judge would have the option to exclude her evidence if the Niqab were found to have prevented true cross-examination. N.S. appealed, and M---d S. cross-appealed [7].

The Court of Appeal, per Doherty J.A., held that a judge faced with a request to testify wearing a Niqab should determine whether the request was the result of a sincere religious belief, and if so, whether it impinged on the accused's fair trial rights (2010 ONCA 670, 102 O.R. (3d) 161). If the rights of the witness and accused could not be reconciled by adapting court procedures to accommodate the religious practice, the accused's fair trial interest may require that the witness be ordered to remove her Niqab. This would depend on whether the credibility of the witness was in issue, how much the Niqab interfered with demeanour assessment, whether the trial was a jury trial or a judge-alone trial, the stage of the proceedings, the nature of the evidence to be given (i.e. is it central or peripheral, controversial or uncontested), the nature of the defence to be advanced, and other constitutional values and societal interests. The Court of Appeal returned the matter to the preliminary inquiry judge, to be dealt with in accordance with its directives. N.S. appealed [7]. Finally at the Supreme Court, it was issued a test for judges to decide in individual cases. The case was now back in provincial court for the preliminary inquiry, five years after the challenge began, and Judge Norris Weisman ruled that the woman must remove her veil to testify at the hearing. The judge was concerned that N.S. face covering would hinder assessment of her credibility, possibly resulting in wrongful convictions. Some would argue that the decision is fair and will balance N.S. right to freedom of religion with the accused men's right to a fair trial; but did actually religious liberty happened here?

The Bhinder case is an early case of religious discrimination in Canada. Mr. Bhinder, a member of the Sikh faith, worked for over four years as a maintenance electrician for Canadian National Railways in its Toronto coach yard. On November 30, 1978, CN instituted a new policy making the coach yard a "hard hat" area. Since one of the tenets of the Sikh faith requires the wearing of a turban at all times, Bhinder informed his employer that he could not comply with the hard hat requirement because of his religion. He was then informed that there would be no exception to the hard hat requirement and that if he did not wear one, his employment would be terminated. Bhinder was not prepared to work other than as an electrician and there were no positions available in which an electrician could work without a hard hat. His employment with CN effectively came to an end when he refused to wear a hard hat. Bhinder therefore lodged a complaint with the Canadian Human Rights Commission seeking compensation for lost wages [2]. The relevant sections of the Canadian Human Rights Act read as follows:

- 3- For all purposes of this act, race, national or ethnic origin, colour, religion, age, sex, marital status, convictions for which a pardon has been granted and, in matters related to employment, physical handicap, are prohibited grounds of discrimination.
- 7- It is a discriminatory practice, directly or indirectly,
 - A- to refuse to employ or continue to employ any individual, or
 - b- in the course of employment, to differentiate adversely in relation to an employee,
 - On a prohibited ground of discrimination.

14. It is not discriminatory practice if:

- a- Any refusal, exclusion, suspension, limitation, specification or preference in relation to any employment is established by an employer to be used on a bona fide occupational requirement;

A human rights Tribunal, under the chairmanship of Professor Cumming, upheld Bhinder's complaint. In doing so, adopted an "effect" approach to discrimination and found that, although CN had no intention to discriminate against Bhinder because of his religion, its hard hat rule had the effect of discriminating against him on that basis. The tribunal rejected the employer's BFOR defence on the grounds that, when viewed on an individual basis vis-a-vis Bhinder, CN's hard hat rule was not necessary to job performance. The tribunal was also of the view that there was no safety risk to members of the public or other employees if Bhinder did not wear the hard hat, the slightly greater safety risk being a risk only to Bhinder himself. Accordingly the tribunal held that CN was under a duty to accommodate its "religious" employee short of undue hardship and as no undue hardship was established, it upheld Bhinder's complaint [2].

The Federal Court of Appeal overturned the tribunal's decision on the basis that only intentional discrimination was prohibited by the act, that CN's hard hat rule was a BFOR within s.14 (a) and that the concept of a duty to accommodate was inapplicable in any cases.

The Supreme Court of Canada, in a split decision, dismissed an appeal by Bhinder and the Canadian Human Rights Commission. The court reiterated its concurrent finding that intention to discriminate is not a necessary element in establishing a violation of human rights legislation. The majority of the court found the employer on the grounds that (1) the legitimacy of a BFOR is to be considered on a "job" basis rather than on an "individual" basis; (2) the employer's hard hat rule was, therefore, a BFOR; and (3) once a BFOR was established under s.14(a), no duty to accommodate arises. Dickson C.J. and Lamer J dissented on the basis that a duty to accommodate is part of a bona fide occupational requirement. At the end, Mr. Bhinder chose his religion over his job [2].

More than 30 years later, not only we have not been successful to improve our system towards respecting different beliefs and religions; but, Quebec would step forward to pass legislation (Bill 60) to establish a secular state and religious neutrality which they believe would provide equality between women and men, and a framework for accommodation requests. In order to do that, they are trying to ban wearing of religious symbols for employees of the province acting in government service capacities.

The above cases are only few examples of religious discrimination cases, (with or without an acceptable reason). They are taking place in Canada while multiculturalism is claimed to be one the most important part of the Canadian society; and while the Canadian

Charter of Rights and Freedom is supposed to protect the citizens from any discrimination on the basis of religion.

Freedom of religion in Canada is informed, to a certain extent, by the fact that no policy exists to officially separate church and state. In general, the Canadian approach to religion has been to promote multiculturalism by celebrating the expression of various religions while recognizing the supremacy of none. The government plays a role of neutral accommodation. The goal is not one of assimilation, but of integration based on differences. Although that the Preamble to the Canadian Charter of Rights and Freedoms does refer to God; legal experts and the Supreme Court of Canada have agreed that this reference is merely symbolic and does not contradict the religious freedoms contained in the document itself [3].

Freedom of religion encompasses both a positive dimension: freedom to believe and to manifest one's religion; and a negative dimension: no one can be forced, directly or indirectly, to recognize a particular religion or to act contrary to what he or she believes. Moreover, freedom of religion in Canada has also been interpreted as necessitating the reasonable accommodation of minorities. This means laws must be adjusted if they have even an indirect discriminatory effect on a person or group based on their particular characteristics. In this sense, Canada's form of religious neutrality attempts to make laws receptive to the particular needs of minorities, rather than espousing a more uniform conception of equality.

The question is now, whether or not these legal values are being followed. It seems to me that the Legal System had violated these rights while making "reasonable" excuses to do so. But what is the definition of "reasonable"? The judge would decide on each case.

One of the steps that were recently taken by the government in order to avoid religious discrimination was to open a Canadian's Office of Religious Freedom. On February 19, 2013, the Government of Canada officially opened its Office of Religious Freedom, within Foreign Affairs and International Trade Canada. A Canada-based ambassador and a team of officials carry out the office's mandate. The purpose of this Office is to protect, and advocate on behalf of, religious minorities under threat; oppose religious hatred and intolerance; and promote Canadian values of pluralism and tolerance abroad. Through the Office of Religious Freedom, Canada is supposed to continue to work with like-minded partners to speak out against egregious violations of freedom of religion, denounce violence against human-rights defenders and condemn attacks on worshippers and places of worship around the world.

Mr. Harper in a public speech about the office of religious freedom said: "People who choose not to believe, that's a valid religious and democratic perspective that we all must also accept and promote. We're not trying to oppose, we're trying to respect people's own religions, their own faith choices, or non-faith choices, and not impose those choices on

others. Just as it is important that religion be respected in a pluralistic and democratic society by those who don't share religion, it is likewise expected in a very religious society that those who don't share faith will be respected"[5].

Such institution is required to have an ambassador who has a great knowledge of different religions and is able to deal with them. The ambassador that is currently being in charge for this position is Dr. Andrew P.W. Bennett. He is a public servant and academic with an educational background in history and political science. Dr. Andrew received a Bachelor of Arts in History from Dalhousie University in 1995, a Master of Arts in History from McGill University in 1997, and a Ph.D. in Political Science from the University of Edinburgh in 2002. In addition, after finishing his education, now he is in the process of completing a part-time degree in theology in Eastern Christian Studies at the Metropolitan Andrey Sheptytsky Institute of Eastern Christian Studies at Saint Paul University in Ottawa [6]. As it is clear he is specialized in history and political science and trying to get to know Christianity more. Thereby, he probably is not the best person for the position.

Furthermore, there is no any list available of the group members of this Office. Why should it not be clear that who are the members of this office; and if there is a representative from all different minority religions in Canada. I could find no answer to any of these questions. All the information about the office that can be found online and also in public libraries are the purpose of it and some of the activities that they have done so far.

To sum up the foregoing, many laws, constitutions, and international treaties today grant legally enforceable rights to those whose religious freedom is infringed. However, there is a very real sense in which religious freedom is turning out to be impossible to realize, even in Canada. This paper says about cases in which freedom of religion has been violated and the "reasonable limitation" had been the excuse of the court for ruling in that way. Whether or not these limits are reasonable or not might vary from one point of view to another. Moreover, I discussed and critiqued the "Canadian's Office of Religious Freedom" which was opened in order to protect Canadians from religious discriminations.

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A STUDY ON POVERTY AND WOMEN UNEMPLOYMENT (WITH SPECIAL REFERENCE TO SLUM DWELLERS)

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Background

This paper explores one of the key issues in current research on gender and development: the links between poverty and women's employment and underemployment. The nation's economic crisis has deeply affected the lives of thousands of Sri Lankans. Unemployment has pulled the rug out from under many families, particularly those living in low-income communities. Deepening poverty is inextricably linked with rising levels of homelessness and food insecurity/hunger. Poverty can be considered as a central socio and economic problem.

The purpose of the study is looking the women unemployment and makes proposals to uplift the women's contribution to the national economy.

Objectives: To identify male vs. female unemployment, what extent is a woman's household economic status, which programs are most suitable for women for livelihood.

Research question: What is the co-relation between poverty and women's unemployment?

Methodology: Survey method has been done for collecting primary data through structured questionnaires. FGDs and KII has done.

Physical characteristics of study area

Research area was Wanathamulla *Grama Seva division* and it is located on the eastern side of the city of Colombo, about 4 km east of the central Colombo municipal area. Borrella and Dematagoda (two names of cities) are the nearest to Wanathamulla. The Baseline road bounds Wanathamulla on the west, the Dematagoda stream on the east, Sri NigrodharamaMawatha on the north and Swarnapalahimi Mawatha and Seevali Lane on the south side.

Wanathamulla is one of GramaNiladari divisions of Colombo city. Wanathamulla is in ward 30, one of 47 wards that comprise the administrative units of Colombo. Colombo city is the main city in Sri Lanka. Colombo city covers of 37.3 square kilometers, which is

about 5.4 percent of the total area of Colombo district (696 sq km) (Department of Census and statistics 2004). There are two divisional secretary's divisions namely Colombo and Thibirigasyaya with effect from 3rd March 1999. Wanathamulla is under the Thibirigasyaya divisional secretary. Wanathamulla covered with more than 75 acres. Wanathamulla was one of the settlements identified for urban upgrading under the Million Houses Program (1984-1989) the National housing development authority was receptive to the request of the Wanathamulla Community Development Council.

Table 1: Population of Wanathamulla from 1971 to 2001 comparing with Colombo city

	Census 1971 (Thousands)	Census 1981 (Thousands)	Census 2001 (Thousands)	Percent changes 1981-2001
Colombo city	562,420	587,647	647,100	10.1
Wanathamulla	12,818	13,177	13,032	-1.1

Source: Department of census and statistics, 2001.

This area was populated by different people from various parts of the country. Most of the migrants are from the Western province, Southern province, Central province and few in number from other provinces. The total population in Wanathamulla area is 13032, almost equally divided between males and females as 6742 and 6290 in orderly.

Table 2: Population by age of Wanathamulla

Variable	Categories	Number (Thousands)	Percentage
Age Group	1-14	3344	27
	15-59	8735	67
	60 & over	953	6
	Total	13,032	100

Source: Department of census and statistics, 2001.

Sixty seven percent represent age between 15-59 age group. As indicated in table 5.2 further says on dependents as 33% of total population and nearly one third of population included it. This amount is similar to national wide statistical data (DCS, 2001).

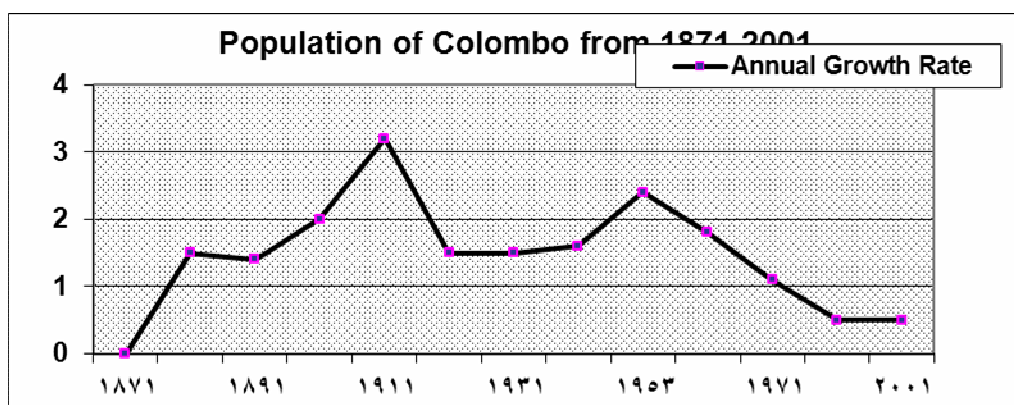
Common characteristics of slum dwellers

Origin of slums in city of Colombo

In general view of the study of that tried to understand the life pattern of low income residents who are living in urban areas. As a historical over view it can be seen as a one

result of urbanization as well as colonization. When we consider the origin of slums in Sri Lanka, it was connected with the city and harbor such as Bombe, Kolkata and Karachchi. In 19 century Sri Lanka was ruled by the British government and it was the period of start of the urbanization. Plantation sector was developed under British ruled time. They built upped railway. Tea plantation companies were in up country of the country. The exchange market was in Colombo city near by the harbor. The export market was uplifted by this time and they used Galle and Colombo harbor for transit. But it was increased as 95% in Colombo as a result of introducing plantation industry. As consequence, the population of Colombo had been increased. It can be summarized as bellow.

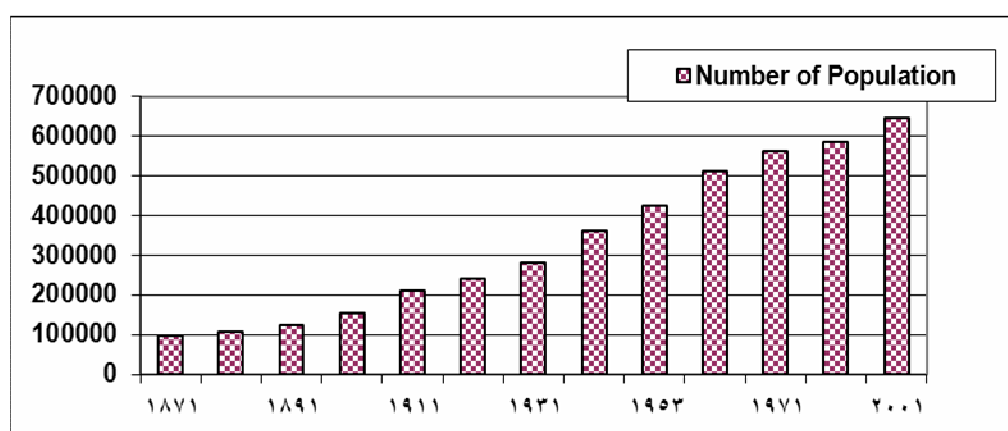
Diagram 1: The population growth rate of Colombo from 1871 to 1911



Source: Department of census and statistics, 2001.

There is a remarkable annual growth rate was showed in 1953 as 2.4 as national level. Since 1891, the growth of population in Colobmo city had increased by more than 40000 per year respectively. When consider this improvement, it was the external migration in early 19 century. Especially, south Indians came to Sri Lanka to engage with plantation industries. After 1953 it was mostly represent by internal migrants.

Diagram 2: The population of Colombo from 1871 to 1911



Source: Department of census and statistics, 2001.

The first population census in Sri Lanka was held in 1871. According to that census the population of Colombo city was 98843. The total population enumerated in the city of Colombo on the 2001 final census is 647100. This represents a more than six fold increase since the first census in 1871. Population density, measured as the number of persons per square kilometer of land, regarding the Colombo city, it is the most densely populated city in the island with 17353 persons per Sq.k.m in 2001. Back the density of population of the Colombo city was only around 6000 persons per SqK.m. whereas it has almost trebled in 2001. This is more than five times higher than that of the Colombo district (3330 persons per SqK.m).

Colombo became the metropolis of the European rulers in 1796- 1815. After the annexation of the Kandyan kingdom in the interior by the British in 1815 it became as the capital of the whole island. There was a rapid growth of capitalistic import-export economy based plantation agriculture. The impact of this change on Colombo, it became as major administrative and commercial city. On the other hand it was directly made influence to the Colombo port. The growth and expansion of the Colombo city followed the typical colonial pattern of urban development. As a result it shares many characteristics in common with other primate cities in Asia and Africa which expanded during the colonial period.

This population growth was not only based on natural birth rate in Colombo city. Actually, migration was the vital factor of this. It was not the internal migration, it was the external migration. There was a significant value of this change.

The Sinhala people who lived in villages were very simple and independent. They were mostly farmers. They didn't like to engage with more complex jobs as well as workers in the city. But there were more job opportunities in the city sector at this time. So owners considered on external labors. As a result of this necessity, many south Indians were migrated to Colombo as workers. They needed to live in city area. Therefore Slum dwelling system was introduced for them which they used in India.

There was a hosing structure which was most popular within the poor families in southern India. This is a special type of houses called "*kidangi*". Each of this kidangi eight feet long and ten feet wide. The factory owners introduced this system to them in nearby Colombo harbor. This was very significant to the owners because of the lack of land in Colombo. This was fast spreader in Petta, Saint Basthiyam and Saint Palles urban council areas. This is the starting point of slum houses. Now it has been spread around one third of Colombo city area in Kotahena, Thotalaga, Boralla, Slave Island, Paliyagoda so on. Now it has become as a big social issue in the country. There are different kinds of social, economic, and cultural matters were identified in this housing.

The study was mainly focused on slum occupants within these low-income dwells. There is an especial culture have been developed in this community. It has most important

issues to study to sociologist. Wanathamulla can be considered as one of most urbanized place in Colombo city and it represents 2% of Colombo city population.

Table3:Ethnic composition of the community level and the national level

The community level:

Nationality	Number	Percentage
Sinhalese	8805	58
Sri Lankan Tamil	4058	27
Muslims	1693	11
Burgher	32	0.2
Sri Lanka Moor	214	1.4
Chetti	01	-15
Indian Tamils	144	1.0
Other	129	0.9
Total	15076	100.0

Source: Field study, 2008.

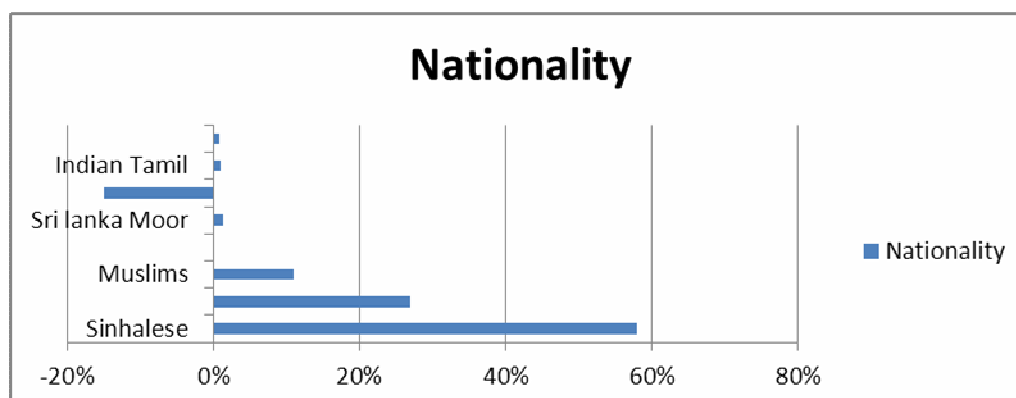
The National level

Nationality	Percentage
Sinhalese	81.9
Sri Lankan Tamil	4.3
Muslims	8.0
Indian Tamil	5.1
Other	0.7
Total	100

Source: Source: DCS, 2001.

Sinhalese are the majority of the country. Tamils are originated as Sri Lankan Tamils and Indian Tamils. They represent second highest percentage of ethnicity.

Diagram 3:Ethnic composition of the community



Source: Field study, 2008.

Among the people who are living in Wanathamulla are two forth of them are Sinhalese respectively. This proportion is different with national ethnic composition; it was 81.9% in 2001 (DCS, 2001). Other one fourth is covered by Tamils. The share of Tamil population in Sri Lanka has increased in national level analysis. Other one forth is covered by Burgher, Moors and Muslims. Therefore there are different religious group in this community such as Buddhist, Catholic and Islamic. The distribution of the population by major religions is shown below.

Table 4: Religious composition of national level and the community

National Level

Community Level

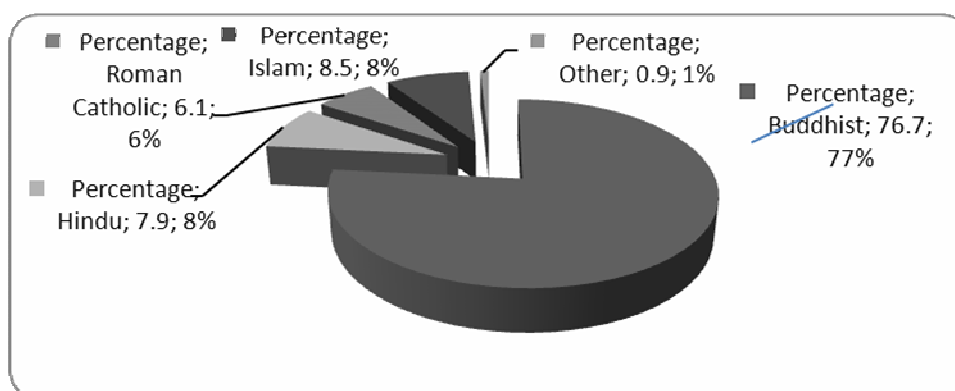
Source: Source: DCS, 2001. Source: Field study, 2008.

Religion	%	Religion	Number	Percentage
Buddhist	76.7	Buddhist	8673	56
Hindu	7.9	Hindu	1874	12
Islamic	8.5	Islamic	1963	13
Roman Catholics	6.1	Roman Catholics	2353	16
Christian	0.8	Christian	315	2
Other	0.1	Other	19	1
Total	100.0	Total	15197	100

The major religious groups are Buddhist, Hindu, Islamic and Roman Catholics. Most of Buddhist are Sinhalese. Hindus are mostly Tamil people. Roman Catholics are combination of Sinhala people, Tamil people, and Burghers. Islamic are totally Muslims. When this religion composition compared with national data, it reveals significant features of the community.

The religious affiliations in Wanathamulla showed that out of the total population 57% are Buddhist. Comparison with the corresponding city of Colombo with national level; figures reveals that this percentage is little different with city Buddhist percentage. It was 77% according to the 2001 census report. From the community religion composition 12% percents are Hindus, 13% percent are followers of Islam 16% are Roman Catholics.

Diagram 4: Religion composition of the country

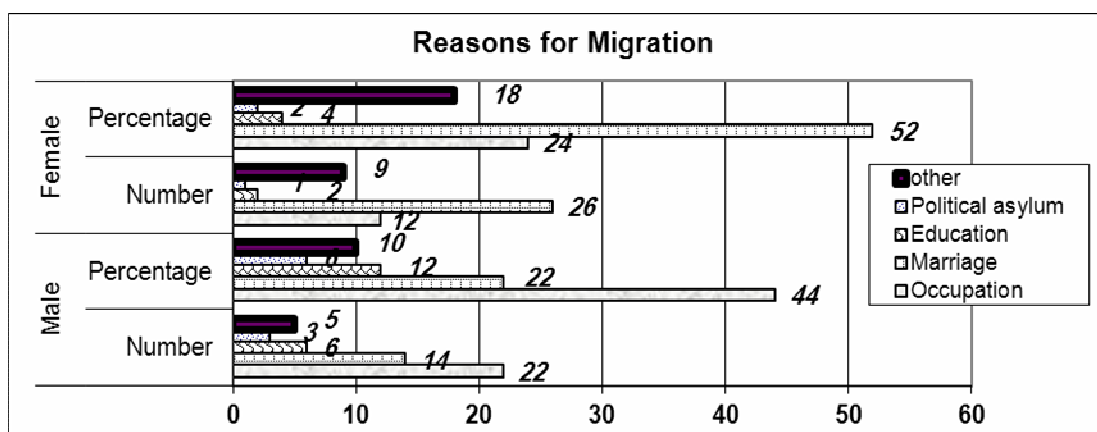


Source: Department of census and statistics, 2001.

For an instance, there are five temples in this area as ShriDharmasrama, Vivekaramaya, Sri Lankaramaya and Weluvanaramaya etc. There is a small Hindu Kovil (the temple of Hindus). But there are no Catholic churches or Muslim churches in this area. On the other hand when it compare with country census report, it is little complicated. It indicates that there is a good combination or actually miscegenation in the community as nationalities and religious. On the other hand, it presents different choices of the members of the group of people.

Migration is the other important determinant of urban population combination. The usual focus is on the net migration from rural to urban areas. But there is a large amount of migration from urban to urban areas. Thus this area was populated by different people from various parts of the country. Most of the migrants are from Western province. The first stage of migration, rural to urban migration is largely characterized by surplus rural labor. The export market was the foremost factor. In addition to, the absence of landownership, or unproductive land ownership, unhealthy family environment, lack of rural employment pushed this rural labor out from their home areas.

Diagram 5: Reasons for migration



Source: Field study, 2008.

But in the present time, I have identified several reasons for that. According to the study occupation and marriage are the most significant issues of their migration. On the other hand unstable political situation was the other significant factor.

Table 5: Reasons for migration

Reasons	Male		Female	
	Number	Percentage	Number	Percentage
Occupation	22	44	12	24
Marriage	14	22	26	52
Education	06	12	02	04
Political asylum	03	06	01	02
other	05	10	09	18
Total	50	100	50	100

Source: Field study, 2008.

There are three generations in this community. The first generation was who migrated before thirty years respectively. The second generation was the children of first generation. The third generation was who were born in this place. 46% of them were migrated because of occupation. It was a result of lack of job opportunities of rural sector. The second issue for the migration was marriage. It represents 40% of total and it was highly influenced on female. For example; there was a one lady from rural area said that she very much like on her village but now she couldn't escape from this life because of her husband and children. She further mentioned that her husband doesn't like to go her village because of their market oriented life. Another significant feature was this place could be considered as a place for political asylum.

Family profile

Family is a basic social institution which is found in every society and in every part of the world. The form and structure of the family may differ from place and time to time. The “family” in this research means people related by blood, marriage, children who were adopted and they live in same household. The family has been functioning to fulfill societal needs in different sector as economic functions, socialization, and welfare. The “family” in a slum area has failed to perform its various other social functions apart of course from that of bearing and rearing children. According to the general observation of the study, overwhelming majority of families was found to be nuclear, Thirty percent of them are extended family unites. There was a gradual decline of an extended family system. This is due to wide range of factors including migration, urbanization, urban poverty, limited spaces of household, being most of them working for salary paid in day today basis. Most of the slum dwellers were identified as intermediates that were engage in the process of buying and selling of goods such as fruits, vegetables, clothes, and even drugs. All these factors immensely related to a hand to mouth existence of dwellers which

eventually resulted in an inability to mould number of relatives. This essentially paves way to formulate nuclear family system instead of extended family system.

According to empirical figures on their home appliances, it showed that 80% of them have television sets. 70% of them have fan and refrigerators. 80% of them have electric power. But there is a problem regarding their houses that some of those houses are built upped illegally. Because of illegal tenureship they couldn't apply electricity from the government. Some limited respondents used kerosene by people who use the bottle lamps and chimney lamps. When consider on water and sanitation facilities, most of they use pipe borne water. Some of them have their own lavatory facilities in their home. But most of people use common lavatories. These common latrines are not enough for them because one common system is for more than ten families.

Some of families have large number of persons as members, who cannot be accommodated in small size houses. They rent their rooms. It is needless to say that these houses were over-crowded. There are no separate rooms for parents and children. Most of them are living in common living room. Also, no proper supervision over children is possible. Most of parents lose all control over their children and family members. Quarrels are frequent. Confusion abounds. Nobody bothers to carry out the orders of the head of the family. As a result these families look disorganized, broken and deserted, having little or no control over its members.

Research findings showed the fact that there is a remarkable tendency of dwellers for romantic love out of which most of them ending in marriage. Here, it could be expected that the responsibility of life is minimum whereas the emotional reaction is at its maximum. Whatever it is, the inevitable result of this is the declining coherence of the husband and wife. It was found that there was a restricted sexual and marital relationship among these couples, which was a leading tendency for domestic violence. Dowries are not common in these settlements. Virginty tests and the "*Poruwa*" (This ceremony is held at the wedding to symbolically express the brides virginty.) ceremony are very rare. Dowries usually consist of clothes, ornaments, furniture and domestic utensils.

It is an important to note that, most of families were becoming female headed as their husbands who functioned as breadwinners had been died as well as some of them were arrested or remanded. The noticeable feature here is that these factors coming in succession appear as vicious circle. Stable marriages and families are important to the women. In one side, they often spoke of how such stability in the family can be achieved by the women pleasing their husbands. On the other hand, stable marriage is often help to control their children as good way.

Economic Profile

According to the structural-functionalist perspective, poverty and economic inequality serve a number of positive functions for society. But, poor people often have viewed as a

burning factor to the society. They are having low paid, impoverished workers ensures that someone will be willing to do dirty, dangerous, and difficult work that others refuse to do. Poverty also provides employment for those who work in the “poverty industry” (Gan, 1982). This community is a blue print of this. There were able- disabled people, ethnic villagers so on.

It is noteworthy that, economic conditions are related to man’s ability to produce and consume. Therefore production and consumption are the determining factors that may lead us to assess the economic condition of people. The capacity to produce and to consume, differ from place to place, time to time as also individual to individual. Thus those who succeed in producing and consuming more are rich, or in the upper level of status ranking. And those who fail to do this are in the lowest continuum of status ranking or are in other words “poor”. Thus this place can be considered as intermediate scrounge society. Most of them engaged with buying and selling system.

In the writings of economic issues, the concept of labor force has taken vital place. Economically active population or the labor force comprised of both employed and unemployed persons. The proportion of the economically active population to the total population aged 10 years and over is called the labor force participation rate. When it consider with the study population it was showed that 67% of them were between ages of 15-59, but economically active percentage was 41%. The first 67% represented both able bodied as well as disable people.

Table 6: Work participation

Variable	Category	Indicator		
		Economically active people by age	Employed	Unemployed
Sex	Total	5369	5002	367
	Male	4103	3868	235
	Female	1266	1134	132

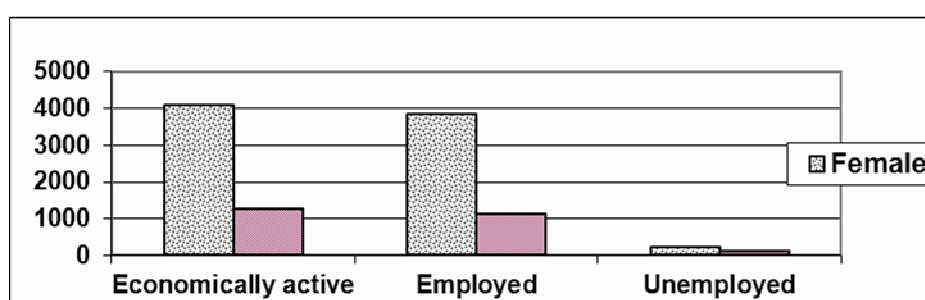
Source: Department of census and statistics, 2001.

According to above mentioned table 77% of them are male workers. 23% represent female workers. But 76% males are economically active. There is a gap between economically active age people and employed people. They were identified as unemployed. The other significant issue is that unemployment rate of female is low. It is interesting to note that a small percentage of the overage and underage population also employed. But 41% of them are in the real working class category. Furthermore, 39% of them are engaging with various sorts of activities in skilled, semi-skilled, and unskilled labor categories.

Above two tables present distribution of working population as, 5002 are representing as employed. 20% of them are working in government and semi government institutes. 60% of them are working in garments, shops, security services, restaurants, catering services, beauty parlours etc. In relation to the findings, it is clear that, more than 75% of them working as temporary workers.

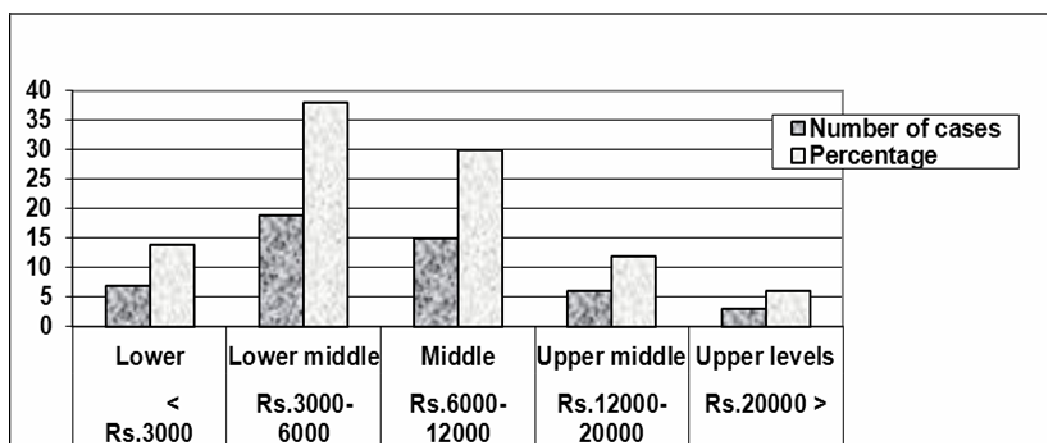
According to general observation most of them can be identified as temporary workers. Some of them work for few hours as cleaners, house maids, helpers, porters, and so on. Some of them are working as land and housing brokers, pawn brokers, money lenders and some of them are selling drugs, alcohol as well as selling sex.

Diagram 6: Gender Wise Work Participation



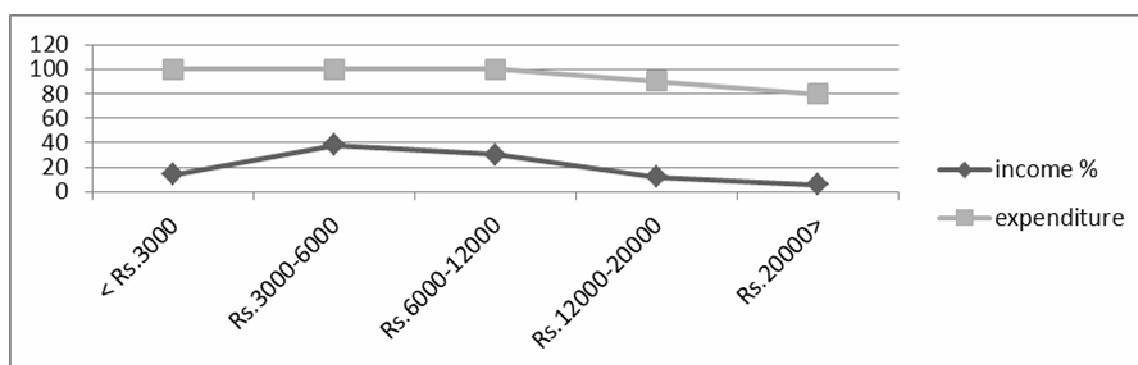
Source: Department of census and statistics, 2001.

The study was revealing that there is a high rate of temporary employees and there is unemployment also. The total number of unemployed population in Wanathamulla is 367. Majority of them are males. The overall unemployment rate in Colombo city area is 6.0 percent and it was 3% in research community. The highest proportion of male employed population is engaged in elementary occupations as unskilled laborers. Some of employed belongs to personal and protective services workers and sales and services respectively. For instance, they are engaging with all kinds of business such as land and vehicle buying and selling (brokers), restaurant, small scale shops, and boutiques, and laundries etc. Some of them have been working in hospitals and urban council as minor staff workers. There are some odd jobs as well as illegal economic activities such as smuggling and gambling. Some of women are working as baby sitters or as housemaids. Some of them are hiring three wheels as working as three wheel drivers. Most of them have low income employments.

Table7: Income Levels

Source: Field study, 2008.

It further mentioned that, there are different economic activities in this community. Public, private sector and self-employment are the basic strategies of it. But, as stated earlier; there are more unskilled labors. Most of them didn't have permanent jobs as well as they don't want to do one exactly job as regularly. Therefore they did not have regular income. As a consequence they have tight monthly budget. Self-employers don't having substantial income. Hence, 52% of them earned less than 2 US dollar per day and 38% from this proportion earn below 60 USD per month. 14% of them earned less than 1 US dollar per day and it means they earn less than 30 USD per month. 12% of them earn between 120 USD to 200 USD per month respectively. 6% earn more than 200 USD per month. This is the rough idea on their earning.

Diagram 8: Monthly Expenditure

Source: Field study, 2008.

Another characteristic of this community is that, from the total number of cases 82% of them spend their total monthly income for daily expenses basically for foods, and cloths, for schooling and housing. 12% of them spent 90% of their monthly income for this. They are expressing their hand to mouth existence. As a consequence, they are habitual to taking loans for high rate of interest from informal sector. The interest showed as from 5% up to 20% per month. There is a gap between income and expenditure and

their income enough for “just sufficient”. They are paying high expenses to fulfill their fundamental needs with comparing their total income; they can’t manage their budget without debit.

When it compared with the poverty line given by the World Bank, it called as “person who earn below 1 dollar per day he should be considered as a poor”. According to the study 14% of them earn below 1 dollar per day. It revealed that 14% of the community couldn’t fulfill their basic needs. On the other hand, other 86% of them are in above of the poverty line which was given by the World Bank ranking. In contrast, empirical data make known that, if it will compare with village life, city dwellers meet to fulfill their needs for money every time. By this I meant that, city dwellers have to pay for everything such as water, fire, even curry leaves also. Therefore they don’t have a chance to saving their money or even fulfill their basic necessities.

Their credit balance also very low, because of they usually spend more than 75% of the total expenditure on food. Therefore they have poor lack of basic amenities and poor access to services.

Table 7: Occupational Status

Variable	Category	Indicator					
		G	SG	PS	E	OW	UW
Occupational Status	Male	701	115	2410	25	592	23
	Female	187	26	776	7	111	27

G = Government

SG = Semi government

PS = Private Sector

E = Employer

OW = Own account worker

UW = Unpaid family worker

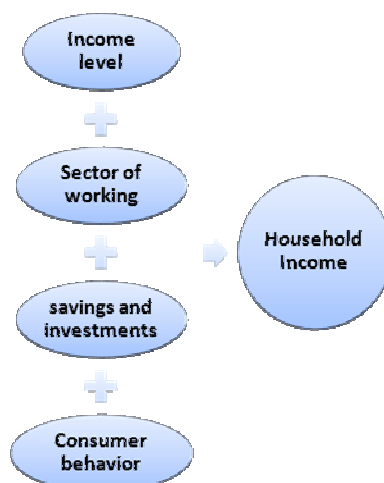
Source: Department of census and statistics, 2001.

As an overall discussion, considerable amount of them are working in outside of Wanathamulla. Yet Wanathamulla is surrounding by the Colombo city. Hence, this place is generally considered as working class community. Especially there is an urban council, Petroleum cooperation, Ceylon government railway, and garment factories. Business activities in this area are in permanent and temporary locations. It can be seen as pavement hawking, mobile vendoring, small boutiques, and pastry shops so on. Some of them are running hotels, selling fish and vegetables, selling firewood, as well as renting houses. However, the sources of employment and the pattern of income distribution indicate a marked variation that reflects on life pattern, living conditions, and social network of the community.

It is interesting to say that people who are engaged in employment activities which are of a highly informal and illegal nature. The income of the indigenous leading group comes from activities such as bucket shops, clubs, trade in narcotics and money lending,

etc. According to the observation, the majority of the indigenous land owning group is engaged in professional activities while a fair proportion is engaged in working class occupations.

Diagram 9: Household Income



The diagram depicts the collection for household progress. If these four sub categories give positive answers, the final output also will be good. In its substance, it helps to uplift their quality of life. These variables mostly obtain negative marks in certain community. There are some shortages regarding meet sufficient of needs. Lack of enough wage, lack of permanent livelihood, lack of social inclusion, and lack of efficiency make them deficiency. On the other hand urban life is not easy when they couldn't earn enough money for their day to day life in Sri Lanka as other most developing countries. The city dwellers have to have bought everything what they need to survive including foods, fire, even water. Thus, budget balancing is a very difficult task for city dwellers. This situation was same to this people who live in Wanathamulla.

Their consumer behavior also can be considered as one of figures of showing its culture. For instance, observation revealed that, teenagers spent more money for cosmetics and for buying cloths whether their household income was enough or not. Some of them addicted to take instant foods. In further, considerable amount of them wasted their money for taking drugs. Therefore they don't have a chance to saving money or even they couldn't manage getting into debt. For example, if they get loan or borrow money; they settle that in different ways. Some of them have habit of collecting money as put in to tins. Some of them collect money as paying installments as calling "seettu". Actually in the final, loan will be settled but there was no savings. They are doing this as a cycle.

"*Samurdhi*" is the main project which was conducted by the government. It has been launching different kinds of programs to uplift their life in this community. There were 456 families as members of this movement. These families are the poorest or disable

people in this community. The government pay monthly subsidy for them as money and materials. The movement has introduced some savings schemes as “diriyamatha”, “sisuraka” and compulsory savings. In addition there were social development programs conducted by this movement throughout the society such as preventing suicides, preventing drug addiction, preventing and acknowledging on venereal disease.

Gender Profile

Empowerment is used in many different contexts and by many different organizations. The Human Development Report (1995) stress that empowerment is about participation. It further says that development must be by people, not only for them. People must participate fully in the decisions and processes that shape their lives. In gender studies it is used about people both women and men taking control over their lives: setting their own agendas, gaining skills, building self-confidence, solving problems and developing self-reliance (UNESCO 2003). But in the idea of "power" is at the root of the term empowerment. Power can be understood as operating in a number of different ways as below,

- 1- *Power over*: Relationship of domination/subordination.
- 2- *Power to*: Having decision making authority, power to solve problems and can be creative and enabling.
- 3- *Power with*: People organizing with a common purpose or common understanding to achieve collective goals.
- 4- *Power within*: This power refers to self-confidence, self-awareness and assertiveness (Swedish international development agency (Sida). 1997).

Structural adjustment, the expansion of market economies contribute to widening the gap between rich and poor, and men and women. Why scholars are talking on female empowerment because, there are some socio-cultural issues has been arisen in the society. There is continued violence against women, transnational labor exploitation, the limitations on women's sexual and reproductive rights, and the ongoing control of women's mobility. Feminist activists stress that women's empowerment is not about replacing one form of empowerment with another. Empowerment, in short, indicated informed decision making power in social, economic, political and other aspects of life.

Throughout the research, gender issue had been taken significant approach. The research has shown existence of a close relationship with gender and gender inequality. Firstly, outlook of their behavior makes us an image of same opportunities and same rights they have among male and female in this community. The whole population also equally divided quantitatively. However, female employment rate is only nearly 22% including self-employment. Whatever it is, most families has become as female headed. As pre industrial society; required a division of labor based on gender. Women, out of biological necessity, remained in the home performing such functions as bearing, nursing, and caring for children. Men, who were physically stronger and could be away from home

for long periods of time, were responsible for providing food, clothing, and shelter for their families. This traditional role of family as male for earns money and female for home worker still in the society with few differences. One side of the coin, they have discrimination in their family and the other side, there is discrimination in the occupation sector. It can be seen through domestic violence as early mentioned and through low wages and low working rights in their working places. They don't have chance to taking decisions on their future. They don't have chance to talk on their production, promotions, basic rights, and even their reproductive.

The study looked at the connection with woman and work in their point of view. The same question had been asked from man and woman but each in different families. The question was that “what is your idea on working woman and its effects of certain household”. They responded as below.

Table 8: Attitudes toward women and work

Response	Male		Female	
	Number	Percentage	Number	Percentage
Women only for house work	12	24	08	16
Female in employment is useless	05	10	05	10
Best responsible on children but work is ok	22	44	25	50
Women should work	11	22	12	24
Total	50	100	50	100

Source: Field study, 2008.

Let me illustrate what results showing on gender role ideology. The proportion of 66% male respondents paid their attention on positive way regarding female working. It was 74% of share regarding females. The significant issue for that was as they mentioned that they are dealing with over the counter market in urban life. They have to have buy everything what they need to live. For instance, the villagers are respectively independent comparing with city dwellers. Most of villagers are farmers or their relatives are farmers. Most of them can find fire, vegetable, fruits, leaves and such things from their land or for less money. But urban dwellers have some difficulties if they don't have enough money. Thus, these respondents believe that if the wife has job it will be benefited regarding their family doings.

Not only positive reactions on woman and working but also there were negative reactions. 28% of female rejected this. It concludes with illustration of traditional and male oriented point of view. They stay at home voluntary or involuntary. Observation revealed that there was a high quota representing by Tamil and Muslim female as non-working. There are two reasons have been seeing in this context as number of children in

family and cultural disparities. When consider population growth by ethnic, there is a new trend that there was a gradual deduction of Sinhalese portion (DCS, 2001). On the other hand there was increase of Muslim and Tamil population portion. That may be because; these two ethnic groups have special customs on female such as clothing, marriage, and even lodging. Hence, not only male but also female also considered working is useless for woman.

In the second part of this issue had been conversed on how far working woman effects to whole family. Whole family⁴ takes its mean including parents, children, husband and wife and other relatives also.

Table 9: Attitudes toward working woman and the family

Response	Male		Female	
	Number	Percentage	Number	Percentage
It makes more negative effects for children	13	26	08	16
It makes harms to husband and whole family	15	30	12	24
It helps to make good income	16	32	21	42
It helps to happy life	06	12	09	18
Total	50	100	50	100

Source: Field study, 2008.

Out of full responses, 48% of respondents thought when woman is working, it influence to their family as bad way. If the house wife is working, she couldn't look after her children. So it should be fulfilled by other who can get this responsibility. Otherwise, this is the responsible of her husband. Or else it should be done by their grandparents. According to them it makes more troubles. The woman has been playing two characters as instrumental role and expressive role that is living in this community (Parsons & Bales, 1955). They have been earning money as well as caring of children and settling relations. They often try to manage their time. Most of them allocated their free time or leisure time to cover her work what should be covered by her. As consequence, male partake leisure more than female in same household.

Meanwhile 52% of them consider this factor as optimistic view. Out of female it was 60%. Women who are working they have a thought that they are independent because of their job. They mean independence as their desire on marketing, their willingness on taking foods, or something like that. But there was no idea on decision making on even on their right of reproductive. They think because of their salaries, they enjoy their lives. It helps to uplift their household income.

In the general observation revealed that, women often chatting each other and they take more time to that. It was more often with Muslims and Tamils. One reason for that were their husbands engaging with economic sector and women mostly consider on caring children. Their cultural values force to them. In contrast most of Sinhalese women active in economic sector.

In next phase of my research paid its attention on domestic violence. Domestic violence covers a variety of behaviors ranging from verbal and emotional abuse to physical attack, including sexual assault and rape (Marsh, 1996). It included with “beating” and “battering” both. It includes domestic violence against husband, wife as well as children. It appeared from the community. Attitude toward violence against man was low. Oral violence against man was 30%. But oral violence against woman was 40%. Although physical violence against man was nil and it was 8% for woman. But there were 22% proportion for physical and oral both against woman.

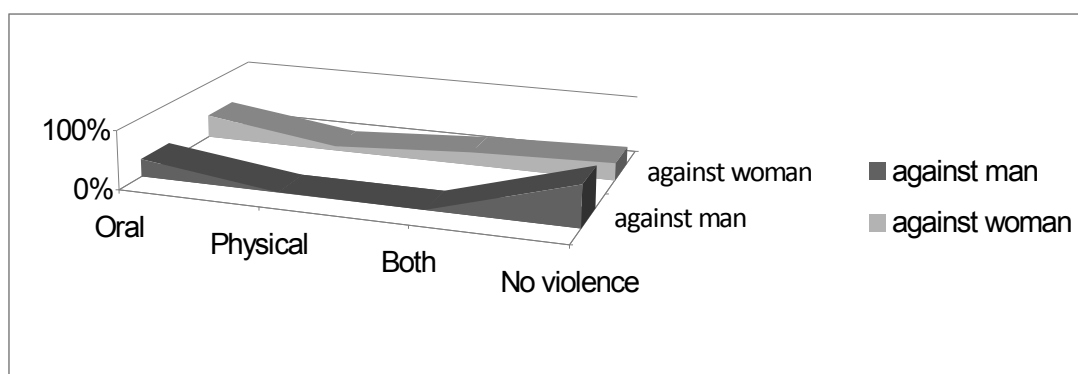
Table 10: Attitudes toward domestic violence

Attitudes toward domestic violence against women						Attitudes toward domestic violence against man				
Response	Total	Male		Female		Total	Male		Female	
	%	No.	%	No.	%	%	No.	%	No.	%
Oral violence	40	18	36	22	44	30	12	24	18	36
Physical violence	08	06	12	02	04	00	00	00	00	00
Both	22	10	20	12	24	00	00	00	00	00
No violence	30	16	32	14	28	70	38	76	32	64
Total	100	50	100	50	100	100	50	100	50	100

Source: Field study, 2008.

The concentration of overall idea make that, there was a 70% of domestic violence against woman can be seen in this community. According to observation, oral violence including with bitter and rough words, blaming and abusing, shouting were very common. Beating was the most common physical violence regarding woman. When they were making quarrel, some husbands or males committed to destroy their home appliances.

Diagram 10: Attitudes towards domestic violence

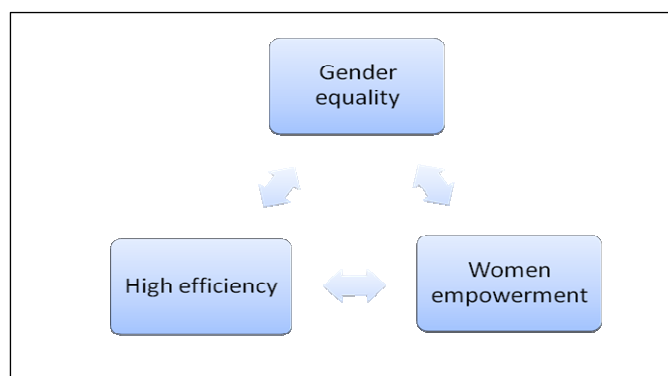


Source: Field study, 2008.

This bad home environment directly influence to kids to select and learn the behavior. The home is the fundamental place of socialization and it hopes to make expectations, changed behavior and the desire to conform. So children absorb certain cultural values through the process of socialization. Mothers revealed that their children committed to deviant or disobedient, because, they learn their role through their parents. Fathers don't have enough effort to that because of experiences of domestic violence. Fathers release their stress or anger through their children or wives. It was 70% from blaming to beating.

“Women empowerment”, in its broadest sense implies development of women's life in every sphere. It is a process of social transformation where women gain control over their own body, financial and other resources and hence influences decisions which affected their life. However, while they have a subordinate position in the society, various studies shows that uplift of women helps directly to uplift their families and improve the socio-economic conditions. As a result, empowerment of women, especially their economic empowerment is gaining increasing importance in the development of the most essential and primary component in empowerment of women on the one hand and to remove poverty on the other.

Diagram 11: Gender equality and empowerment



There is an interrelationship among these three of issues as gender equality, high efficiency and women empowerment. Gender represents not an idea on female; it represents both sides of male and female. In its wide range of focusing, there is a massive discussion on gender inequality in south Asian societies. It especially focuses on female inequality. For gain high efficiency; woman should be empowered in every society at present.

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