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A STUDY OF TRANSFERABLE SKILLS FOR WORK BASED LEARNING (WBL) ASSESSMENT

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Abstract

Transferable skills are learnt abilities which are mainly acquired when experiencing work. University students have the opportunities to develop the knowledge and aptitude at work when they undertake WBL placement during their studies. There is a range of transferable skills which students may acquire at their placement settings. Several studies have tried to identify a core set of transferable skills which students can acquire at their placement settings. However, the different lists proposed have often been criticised for being exhaustive and duplicative. In addition, assessing the achievement of students on practice learning based on the transferable skills is regarded as being complex and tedious due to the variability of placement settings. No attempt has been made in investigating whether these skills are assessable at practice settings. This study seeks to define a set of generic transferable skills that can be assessed during WBL practice. Quantitative technique was used involving the design of two questionnaires. One was administered to University of Mauritius students who have undertaken WBL practice and the other was slightly modified, destined to mentors who have supervised and assessed students at placement settings. To obtain a good representation of the student's population, the sample considered was stratified over four Faculties. As for the mentors, probability sampling was considered. Findings revealed that transferable skills may be subject to formal assessment at practice settings. Hypothesis tested indicate that there was no significant difference among male and female as regards to the application of transferable skills for formal assessment. A list of core transferable skills that are assessable at any practice settings has been defined after taking into account their degree of being generic, extent of acquisition at work settings and their consideration for formal assessment. Both students and mentors assert that these transferable skills are accessible at work settings and require commitment and energy to be acquired successfully.

Keywords: Knowledge, Skills, Assessment, Placement, Mentors

1. Introduction

Academics have to cope with increasing issues as regards to the assessment of competences of students due to the exigencies of employers about skills capabilities of fresh graduates. [1] showed it is the portfolio of skills a graduate could offer an employer that is the differentiator in gaining employment. This is causing a re-examination of assessment practices to include assessment of students' transferable skills besides the academic content of what students are studying. All of this is leading to the development of new assessment methods, giving rise to the need for greater than ever ingenuity and flexibility, while still monitoring and assuring the quality of the process. Many Universities are thus considering the importance of assessing transferable skills which students acquired when they are undertaking WBL practice. New teaching and learning strategies are being developed to ensure that students become more aware of the demands of future employers for graduates who are able to display a range of personal transferable skills. Employers required individuals who possess a variety of competences in addition to intellectual ability. Communication and presentation skills, problem-solving and time management, teamwork and leadership skills are now being given due consideration to be incorporated into degree courses. While Universities recognised that

these transferable skills are more accessible at placement settings rather than thru on-campus courses, they experienced difficulty in setting the proper structure for assessing these skills. The workplace is found to be the best site where students can acquire transferable skills to make them fit for purpose and practice [2]. The challenge is to establish a set of generic core transferable skills on which assessment may be based whilst taking into account the tremendous variation in placement settings with differing employers and mentors.

2. Literature review

In recent times there has been an emphasis on embedding generic skills development into teaching programs within degree studies [3], given the increased emphasis on the importance of generic skills in gaining employment [4]. There is general agreement that generic transferable skills are those skills that are required to be competent in any discipline, including analytical and problem solving skills [5]. However, there is still a widespread debate on what constitutes generic transferable skills (e.g. [6]; [7]; [8]). [8] defined transferable skills as those skills that someone has acquired and developed through one situation and are useful when transferred into another (next career). In fact, transferable skills are those versatile skills acquired during WBL practice which students initially developed, applied and made use of in a number of different ways. [9] and [10] found that students' ability to integrate and demonstrate generic skills was linked to the development of confidence in their application to new and different contexts, including the workplace. [11] has defined the transferable skills as "essential skills which people need in order to function effectively as members of a flexible and competitive workforce". [11] identified six key skills which are: communication, application of number, information technology, working with others, improving own learning and performance, problem solving. But, this list is found to be inadequate for assessment as students are exposed to a greater range of transferable skills on practice. [12] described the key skills as generic transferable skills that contribute to individual effectiveness, flexibility and adaptability within the labour market. Student learning in placements has been described as being problematic and influenced by a myriad of contextual factors [13]; [14]. The learning environment differs, but yet Universities and Employers wish to see rigorous application of assessment in WBL practice [15]. Defining what skills are to be assessed is paramount. It is argued that, unless there is explicit assessment of generic skills, the teaching of these skills is unlikely to be given the required attention. A discipline-embedded approach to developing generic skills is favoured, but with explicit assessment and reporting of the outcomes. [16] have established a list of twenty-five skills to be considered for WBL Practice. However, the list has often been criticized as some of the skills are seen as being duplicative and confusing. Several other researchers have tried to improve the list (e.g. [17]; [9]; [18]; [19]; [20]). The most widely used one today is from [21] which identified a list of fourteen transferable skills. The few Universities which attempted to assess transferable skills on WBL practice based themselves on the list developed by HEA. However, they complained that the work is tedious due to the complexity of placement settings rendering the application of list difficult. However, [22] were convinced that assessment can make its way in WBL practice based on well referenced competencies and standards. This study envelops the transferable skills defined by previous researchers and attempts to define a fine list of generic transferable skills that may be subject to assessment.

3. Research methodology

Two sets of questionnaires were developed. One was administered to students to extract relevant information about the transferable skills they had experienced during their WBL practice. The second set of questionnaire was destined to mentors who had coached and assessed students during their WBL practice. Both questionnaires contained section that included Likert scale questions to rate the degree of importance of transferable skills at practice settings (rating scale 1-5: 1: not important (NI), 2: a little important (LI), 3:Neutral (N), 4:Important (I) – 5:Very Important (V)). The extent students have acquired those skills have also been rated (rating scale 1: Not acquired at all, 2: Acquired a little, 3: Neutral, 4:Acquired to some extent, 5: Acquired Fully). The degree to which those skills are being considered as being generic was also being measured using Likert scale as well as their consideration for being subject to assessment. Open-ended questions were also provided for enabling respondents to share their experiences and insights. The mentor's questionnaire was administered to mentors based on probability random sampling technique. The mentors were sorted on a list in alphabetical order and the selection was made by using an integer random generator. On the other hand, the student's questionnaire was stratified over four Faculties of (1) Faculty of Law & Management (FLM), (2) Faculty of Science (FOS) and (3) Faculty of Social Studies & Humanities (FSSH) and (4) Faculty of Engineering (FOE). This ensured a good representation of students across the different Faculties.

4. Results and discussion

The quantitative data were analysed using SPSS version 21. Table 1 shows the mean rank of the extent of transferable skills acquisition as experienced by the students and the mentors. Skills such as 'Team Working', 'Planning', 'Listening', 'Oral Communication' have been highly rated by both students and mentors which mean that they are easily accessible at practice settings. While other skills such as 'Negotiation', 'Innovative' and 'Leadership' are not found to be adequately available.

Table 1: Extent transferable skills are being acquired

Extent of Acquiring	Students Mean Rank	Mentors Mean Rank
Team Working	4.13	4.18
Planning	4.32	3.96
Listening	4.30	3.95
Oral Communication	4.15	3.88
Information Technology	4.07	3.89
Self Learning	4.19	3.68
Time Management	4.17	3.63
Problem Solving	4.14	3.59
Professional Development	4.00	3.71
Numeracy	3.98	3.64
Organisational	3.98	3.62
Written Communication	3.87	3.55
Decision Making	4.03	3.38

Negotiation	3.86	3.27
Innovative	3.82	3.25
Leadership	3.77	3.27
Enterprising	3.25	2.85

As regards to the degree of being generic, it was observed that both mentors and students rated highly skills such as 'Team Working', 'Oral Communication', 'Planning', but provided a lower ranking for skills such as 'Leadership', 'Negotiation' and 'Enterprising' as shown in Table 2.

Table 2: Degree transferable skills are generic

Degree of being generic	Students Mean	Mentors Mean
Team Working	4.38	4.36
Oral Communication	4.37	4.29
Planning	4.36	4.26
Professional Development	4.32	4.20
Time Management	4.29	4.23
Listening	4.28	4.19
Information Technology	4.19	4.27
Planning	4.23	4.22
Written Communication	4.19	4.18
Self Learning	4.26	4.04
Problem Solving	4.26	4.04
Decision Making	4.21	4.04
Innovative	4.22	3.90
Numeracy	4.06	4.02
Leadership	4.07	3.88
Negotiation	4.10	3.82
Enterprising	3.80	3.48

Consideration of assessing these transferable skills under formal assessment was rated by students and mentors. The means and standard deviation of the different transferable skills under test are illustrated in Table 3. Skills such as 'Oral Communication', 'Team Working', 'Planning' were ranked in the first positions while 'Innovative', 'Leadership' and 'Negotiation' were poorly rated. This demonstrates close similarity to the previous two tables indicating that there is close correlation among those transferable skills that may be subject to assessment.

Table 3: Consideration for assessment

Consideration for assessment	Student		Mentor	
	Mean	SD	Mean	SD
Oral Communication	4.35	0.754	4.38	0.737
Team Working	4.35	0.713	4.35	0.731
Planning	4.25	0.784	4.23	0.883

Written Communication	4.20	0.806	4.25	0.882
Problem Solving	4.21	0.852	4.23	0.816
Time Management	4.20	0.840	4.18	0.845
Information Technology	4.11	0.960	4.26	0.828
Organisational	4.10	0.789	4.14	0.946
Professional Development	4.17	0.800	4.01	0.923
Listening	4.24	0.775	3.91	0.861
Numeracy	4.01	0.923	4.09	0.896
Self Learning	4.20	0.835	3.87	0.901
Decision Making	4.10	0.841	3.89	0.953
Innovative	4.09	0.853	3.75	1.047
Leadership	4.07	0.799	3.74	1.056
Negotiation	3.95	0.854	3.64	1.056
Enterprising	3.66	1.034	3.37	1.119

The order of importance of the different transferable skills were rated by both students and mentors. This was analysed through factor analysis where all the items were observed to correlate fairly well with no singularity (p values < 0.05). Factor extraction revealed that there were three factors that were found to have eigen values > 1 which accounted for the total variance as illustrated under Table 4. Varimax Orthogonal Rotation was considered to optimise the factor structure thereby equalising the importance of the three factors. Based on the rotated component matrix which was obtained after 7 iterations as illustrated in Table 5, the lower rating skills were eliminated leaving a concise list of ten transferable skills that was important and accessible at practice settings and what might be subject to assessment.

Table 4: Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6.316	37.155	37.155	6.316	37.155	37.155	4.348	25.579	25.579
2	1.523	8.960	46.115	1.523	8.960	46.115	2.464	14.494	40.073
3	1.105	6.498	52.614	1.105	6.498	52.614	2.132	12.540	52.614
4	.991	5.830	58.444						
5	.969	5.701	64.145						
6	.769	4.522	68.667						
7	.741	4.360	73.027						
8	.683	4.018	77.044						
9	.592	3.482	80.526						

Table 5: Rotated Component Matrix

	Component		
	1	2	3
oral communication skills.			.698
written communication skills.			.792
listening skills.			
team working skills.		.678	
self learning skills.		.583	
problem solving skills.	.636		
numeracy skills.		.649	
information technology skills.		.622	
professional development skills.			
time management skills.	.519		
decision making skills.	.765		
organisational skills.			
planning skills.	.675		

Two hypotheses were tested to investigate whether transferable skills acquisition (i) differ from public, private and parastatal practice settings and (ii) differ according to gender.

H₀: There was no significant difference in transferable skills acquired by students among public, private and parastatal bodies

H₁: There was a significant difference in transferable skills acquired by students among public, private and parastatal bodies

Kruskal Wallis which is a non-parametric test was used as the data was not found to be normal. The result revealed that $p\text{-value} = 0.063 > 0.05$ indicating that there was no significant difference in skills acquisitions among the various types of practice settings. This provides further evidence that the core transferable skills are accessible at any practice settings which demonstrate further that the application of formal assessment is plausible.

In addition, hypothesis was also tested as to whether there was a difference in skills acquisitions as experienced by male and female students.

H₀: There was no significant difference in transferable skills acquired by male and female students

H₁: There was a significant difference in transferable skills acquired by male and female students

The result depicted that $p\text{-value} = 0.471 > 0.05$ indicating that there was no significant difference in skills acquisitions between male and female students indicating uniformity in skills acquisitions.

5. Conclusion

The study demonstrated that the following ten transferable skills were retained after considering various features which included extent of acquisition, degree of being generic, consideration for assessment, factor analysis and hypotheses: (1) Oral communication; (2) Written communication; (3) Team working; (4) Self learning; (5) Problem solving ; (6) Numeracy; (7) Information Technology; (8) Time management; (9) Decision making; (10) Planning. The findings have shown that these skills acquisitions are acknowledged by students and mentors. It provides an improved list over the HEA proposed one and is found to be applicable to any practice settings. In addition, the findings suggest that the integration of assessment based on transferable skills into the undergraduate curriculum is feasible once the structure is properly defined. In fact, it should be encouraged as it reinforces the commitment of students in acquiring the right skills.

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Change in the Status of the Third Gender around the Globe: Declaration of legal Recognition to Their Gender Identity

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It is a brave and honest person who can stand apart from the masses and openly challenge its most treasured beliefs. ~ Donna Evans

ABSTRACT

The “third gender” is an intermediate state between men and women, a state of being both "the spirit of a man in the body of a woman" or “the ability to cross or swap genders”, another category altogether independent of male and female. The history of the third gender community's stretches back to antiquity. Since then, they are being deprived and dispossessed of all rights and privileges which the other genders are possessing as the citizens of the country. This is because they have not been provided with the equal legal status as compared to the other genders of States. The law only consider the two genders i.e male and female but what about the third gender? No doubt that, After a long pending fight for the declaration of the gender identity many countries have made this pressing issue as part of their respective legislations either by enacting the laws or by proposing the legislative Bill on the recognition of the gender identity. There are some countries where the laws are still pending in the legislature, the rights, privileges and many facilities have been provided to them by the order of the Court. **The paper will explore the contemptibly: conditions of the third gender community and their grievances. It will also attempts to focus on the condition of the third gender community in different countries such as Australia, Canada, Thailand , Nepal, India, Pakistan, United States, United Kingdom etc where their gender identities have been recognized or under the consideration of the State.**

Keywords : Transgender, Third Gender, gender identity, untouchables, third gender Laws,

INTRODUCTION

Generally when we talk about the human beings only two sexes comes into our mind i.e male or female. Actually the human biology, on the basis of the genes identifies only these two genders. But additionally, there are intersex people also whose sex is not assigned at birth they are known as **Transgender**. They are the people whose gender identity, expression or behavior is different from those typically associated with their assigned sex at birth¹. In contemporary usage, transgender has become an “umbrella” term that is used to describe a wide range of identities and experiences, including but not limited to transsexual people; male and female cross-dressers; intersexed individuals; and men and women, regardless of sexual orientation, whose appearance or characteristics are perceived to be gender atypical.² There are different kind of transgender exist in the society based on their sexual orientation³ and gender identity⁴ and sexual identity⁵

Some of the category of the transgender is the Transsexual men or transmen⁶, Transsexual women or transwomen⁷, Gender queer⁸. Some gender queer people do not identify as transgender such as *androgynous, multigendered, gender nonconforming, third gender*. Exact definitions of these terms vary from person to person and may change over time, but often include a sense of blending or alternating genders. The mainstream society has largely failed to understand the culture, gender, and sexuality of transgender community and their social deprivation and harassment have seldom received attention by policy makers.⁹ But as the focus

¹ NAT'L CTR. For transgender Equal., transgender terminology1 (2014), available at <http://transequality.org/Resources/NCTETransTerminology.pdf>. cited under Legal loophole: How LGBTQ Non discrimination laws leave out the partners of transgender People, *Elizabeth K Ehret*, , *Rutgers University Law Review* ,vol.67.available at <http://heinonline.org> (visited on 14th Oct,2015)

² Transgender people and their problems, available at <http://socialjustice.nic.in/pdf/introduction.pdf>

³ Sexual orientation is which sex you find romantically/erotically attractive: opposite (hetero), same (homo), or both (bi)

⁴ Gender Identity is how you see yourself socially: man, woman, or a combination of both. One may have a penis but prefer to relate socially as a woman, or one may have a vagina but prefer to relate as a man. Or one might not identify as either one, relating androgynously

⁵ Sexual Identity is how you see yourself physically: male, female, or in between. If someone is born female, but wishes to see their body as male in all respects, their sexual identity is male. It is generally rude to speak of such a person as female, since it denies their right to inhabit the social and physical role of their choosing. We call such a person a transsexual, whether or not they have had any surgery.

⁶ It is also known as female-to-male or FTM

⁷ It is also known as male-to-female or MTF

⁸ There is a term that some people use who identifies their gender as falling outside the binary constructs of “male” and “female.”

⁹ Available at <http://hardcorenudoty.wmu.digitalflopouse.com> (visited on 2nd March 2014)

of the paper is only on the third gender so it is important to study in detail the term third gender and the social and the legal issues related to them.

Who are Third Genders ?

The term third gender or the third sex is an intermediate state between men and women, a state of being both "the spirit of a man in the body of a woman", "the state of being neither (neuter)", "the ability to cross or swap genders", another category altogether independent male and female. The biological differences between men and women have always been used as a justification to assign different societal roles and characteristic traits to each of the sexes which tend to restrict and constrain their behaviour¹⁰. A third gender is a human being who is naturally born with both the sexual organs, of the man as well as the woman. They are people with sound and intelligent minds like the rest of the normal human beings, but born with freak sexual features. They are known by different names in different countries such as **baklas** in the Philippines, **berdaches** among American Indian tribes, **serrers** in Africa, **Kathoeys** in Thailand and **Muxes** in Mexico and **hijras**, **jogappas/jogtas**, **shiv-shaktis** and **aravanis** in South Asia and often called **eunuchs** in English.

The history of the third gender community's stretches back to antiquity and they are widely accepted in South Asian cultures like India, Pakistan, Bangladesh, Nepal and other places like Phillipines, Oman and so on. But unfortunately they are only accepted as such in the society but not been treated equal to the other members of the society they are being deprived and dispossessed of all rights and privileges which the other genders are possessing as the citizens of the country. The reason behind is the non recognition of their gender identity. The law only considers the two genders i.e male and female but what about the third gender? Because of their non recognized gender identity, they have not been provided with the equal legal status as compared to the other genders of States. And as their status is silent in the laws they are facing the discrimination everywhere in the word that may be a developed country or under developed country. The conditions of the third genders are almost similar at the globe. They are being

¹⁰Srikanth Bhaskar and Swetha Vadarevu: Current Scenario and the Third Gender. Available at <http://www.lawctopus.com/academike/current-scenario-third-gender/>

deprived of many rights and privilege that other genders enjoying as the citizen of that country. That's why, the third genders have to hide or lie about their gender because that they have to face of the social stigma and discrimination after disclosing the sex. But the truth is truth they are also the human beings but having different gender identity which was not recognized by the law and that is the legal problem. Then why the third genders should lie? There are several issues with secrecy and lying.¹¹ Secrecy and stigma are worse than the condition itself. Without truth and transparency, it is difficult to pass laws, provide equal rights, offer support and help for all. Without recognition of the truth, how will an intersex person marry legally or how can an intersex couple (who are infertile) adopt a child legally or have a child through in vitro fertilization (IVF) legally? ¹² We need to have an environment which encourages truth, tolerance, and respect for all and that is only possible when everyone start treating them equal I.e. not only the law but the society too and for that the society has to change their mindset towards the their gender, their participation in the social institutions should be encouraged and the law has to give them equal status as the other genders have in the law

Discrimination and the problems of the Third Genders:

Third genders have hardly any safe place in the society. They are not only been discriminated by the society or the law makers of the society but also by their own family members. This community has been excluded from the effectively participating in social and cultural life; economy; politics and decision making process. The non recognition of their gender identity is the major reason of the said exclusion of the third gender community. The non recognition of their gender identity often prevents them in exercising their civil rights in their desired gender. Discrimination against trans and gender nonconforming people remains a pervasive problem in virtually every area of life, from schools to service providers to the workplace to public accommodations and public facilities such as access to public toilets is the serious problem they face quite often as there is not separate toilet facility for them or in getting accommodation on rent is also one of them. In the schools they chased and harassed by the other students specially the senior students of the institutions they pass rude comments on them and no matters how

¹¹How come many people have never heard of intersex? : Intersex society of North America
Available at http://www.isna.org/faq/end_secrecy visited on 23rd June,2015

¹² Caregiver of androgen insensitivity syndrome support group, Available at <http://caisg.org/caregivers/> visited on 15th April,2015

much they try to hide their true identity and hence they leave the education at the early stage and they hardly find to utilize their qualification and end up dancing and singing on the roads to earn their living specially in the south eastern countries¹³. Most sexuality minorities dare not be open about their sexuality at their work space for fear of isolation and termination of employment. Even in a largest survey of transgender people in the United States by the National Gay and Lesbian Task Force (NGLTF) and National Center for Transgender Equality (NCTE), found that 90% of trans people reported experiencing some kind of harassment or mistreatment on the job because of their gender identity, and 47% specifically report having lost out on job opportunities- such as not getting hired, being denied a promotion, or being fired-because of their gender identity¹⁴.

The society treat third gender communities as Untouchables and this extreme stigmatization surrounding the third gender makes it extremely difficult for families to accept their children. According to the Universal Declaration of Human Rights, the founding document of human rights law, “the family is the natural and fundamental group unit of society and is entitled to protection by society and the state.”¹⁵ However, for this communities the experience of the family is frighteningly different. Third genders are also among the victims of so-called “honour” killings, carried out against those seen by family or community members to have brought shame or dishonour on a family. As there are very few cultural/social resources for families to draw upon that will enable them to understand the sexual and gender identity and behavior of their children.¹⁶

PRESENT LEGAL CONDITION OF THIRD GENDER COMMUNITY IN DIFFERENT COUNTRIES:

No doubt, that the ways the third gender people are talked about in popular culture, academia and science are constantly changing, particularly as individuals’ awareness, knowledge and openness

¹³ India, Nepal, Pakistan and Bangladesh.

¹⁴ Jaime M. Grant ET. AL., Injustice at Every Turn: A Report of the National Transgender Discrimination Survey at 2-8 (2011), available at <http://www.thetaskforce.org/downloads/reports/reports/ntdsfull.pdf.published> in Pioneering Strategies to win trans rights, *University of La Verne Law Review*, Vol .34:1

¹⁵ Article 16 of Universal Declaration of Human Rights.

¹⁶Human Rights Violations against the Transgender Community: A PUCL Report <http://www.pucl.org/Topics/Gender/2004/transgender.htm> accessed on 05.02.2015 at 3.15pm.

about transgender people and their experiences grow. In the International Scenario the way that countries address transgender identification issues varies widely around the world. Many countries now legally recognized the third gender identity by permitting a change of gender on an individual's birth certificate after the third gender have undergo permanent surgery to change their body by having medical treatment through Sexual Reassignment Surgery (SRS).¹⁷ Some of the countries that have enacted laws for recognizing rights of transsexual persons, who have undergone either partial/complete SRS, including United Kingdom, Netherlands, Germany, Australia, Canada, Argentina, etc. United Kingdom has passed the General Recommendation Act, 2004.

Not only this, even in some of the countries the judiciary has recognized their gender identity and directed the Government of its country to enact the legislation for their protection of the third gender community and providing them all the rights and privileges equal to the other genders. Instead there have been other countries but the Asian countries has taken the lead on this issue and given the legal recognition to the third gender identity.

The detailed legal condition of some countries are as give below:

- **INDIA-** The Indian position becomes unique as compared to the rest of the world whereby although society has accepted the third gender, for a long time, there was no legislation which recognized them unlike in most other cultures. Due to this Hijra social movements have campaigned for recognition as a third sex⁵. Due to this increasing demand, in 2005, Indian passport application forms were updated with three gender options: M, F, and E (for male, female, and eunuch, respectively).⁶ Furthermore, In November 2009, with the intention of ensuring further recognition for the third gender India agreed to list eunuchs and transgender people as “others”, distinct from males and females, in voting rolls and voter identity cards.

¹⁷ Sex Reassignment Surgery: Surgical procedures that change one's body to better reflect a person's gender identity. This may include different procedures, including those sometimes also referred to as “top surgery” (breast augmentation or removal) or “bottom surgery” (altering genitals). Contrary to popular belief, there is not one surgery; in fact there are many different surgeries. These surgeries are medically necessary for some people, however not all people want, need, or can have surgery as part of their transition. “Sex change surgery” is considered a derogatory term by many.

These steps are some of the ways in which the Indian government has tried to integrate The Third gender in Indian society but this has not been a complete success as there is still a section of society who fail to understand the third gender which leads to discrimination. Some people fail to understand them as they fail to recognize them as a separate gender and instead think of them of them of either being a male or a female. Many activists and people belonging to the third gender feel that this is the main reason for discrimination. Therefore, there was a massive demand from the transsexual community for the recognition of their gender identity.

- In the year 2012 a Writ Petition¹⁸ was filed by NALSA against the Union of India and Others. A Bench of Justices K.S. Radhakrishnan and A.K. Sikri, in separate but concurrent judgments, said “eunuchs, be treated as a “third gender” for the purpose of safeguarding their rights under our Constitution and the laws made by Parliament and the State Legislature.” The Bench said “recognition of transgenders as a third gender is not a social or medical issue but a human rights issue. Transgenders are also citizens of India. The spirit of the Constitution is to provide equal opportunity to every citizen to grow and attain their potential, irrespective of caste, religion or gender.” The Bench said gender identification is essential. It is only with this recognition that many rights such as the right to vote, own property and marry will be meaningful. By virtue of this verdict, all identity documents, including a birth certificate, passport, ration card and driving licence would recognise the third gender. If any Indian wants to change their gender assigned at birth, then they are permitted to do so by filling a gender affidavit indicating their preferred gender (from any of the three legally recognized ones). No additional medical certificate or endorsement/clearance by third parties (including relative) need be furnished for the procedure.

For protecting the rights of trans people Bench directed the Centre and States to take steps to treat them as socially and educationally backward classes and extend reservation for admission in educational institutions and for public appointments. In a series of meetings convened between October 2013 and Jan 2014 by the transgender experts committee of India's Ministry of Social Justice and Empowerment, hijra and other trans activists asked that the term "eunuch" be discontinued from usage in government documents, as it is not a term with which the

¹⁸ Writ Petition (Civil) No.400 of 2012

communities identify. However, that the bench clarified its verdict is pertained only to eunuchs and not to gays, lesbians and bisexuals.

- **NEPAL**- Nepal is believed to have become to the world's first country to include a 3rd gender option on its census from following of Nepal's landmark decision in Sunil Babu Pant case¹⁹. The term third gender entered the Nepali legal sphere with the decision in *Pant case*²⁰. On Dec. 27, 2007, the Supreme Court of Nepal issued a decision in the said case mandating that the government scrap all laws that discriminated based on sexual orientation and/or gender identity and establishes a committee to study same-sex marriage policy. The court took the unique approach of establishing a third-gender category. Nepalese official documents afford citizens three gender options: male, female, and "others". This may include people who present or perform as a gender that is different from the one that was assigned to them at birth. The Supreme Court decision even ordered the government to issue citizenship ID cards that allowed "third-gender" or "other" to be listed.²¹
- **PAKISTAN** – In Supreme Court of Pakistan in Dr. Mohammad Aslam Khaki²² decided on 28th May, 2009 recognized the rights of the Eunchs as the citizen of the country and subject to Constitution of Islamic Republic of Pakistan. At the end of 2009 the chief Justice of Pakistan ordered the National Database and Registration Authority to issue national identity card with a “third gender” category for non-binary citizen.
- **BANGLADESH**- In Bangladesh they have the right to vote since 2009 but in Nov 2013 the Govt. announced the recognition of the Hizra as 3rd gender in all national documents.
- **AUSTRALIA** — Australia became the first country in the world to introduce legal guidelines on gender recognition. Since September 2011, Australian passports have carried a third gender option, "X". The X signifies indeterminate/unspecified/intersex gender identification. Gender reassignment surgery is not required for someone to change their gender on a passport they just

¹⁹ *Sunil babu pant and others V Government of Nepal and others* (2008) writ no 917, 2064BS (2007 AD)2NJALJ (2008)261

²⁰ Ibid

²¹ knight, kyle: “Nepal's thierd gender and the recognition of gender Identity” Huffington Post. Retrived April,2012. Available at http://www.huffingtonpost.com/kyle-knight/nepal-third-gender_b_1447982.html?ir=India. Visited on 7th Feb,2015

²² *Dr. Mohammad Aslam Khakiand others V Federation of Pakistan*, Shariat Petition No. 2/1 of 2006.

need a doctor's report. According to a 2012 report by the Global Commission on HIV and the Law, 20 countries have passed progressive legislation on the issue, including Argentina, Uruguay, and Portugal.²³

- **CANADA-** Jurisdiction over legal classification of characteristic sex in Canada is assigned to the provinces and territories. This includes legal change of gender classification, for which the requirements vary from one sub-federal jurisdiction to another. Hence, Procedures for changing legal gender assignment in Canada vary between provinces and territories. Canadians may soon be able to apply for passports that do not reveal their gender. Although the details of the change are not yet known, Canada may follow the Australian example and allow Canadians to mark their sex as “X” rather than “M” or “F.” Or the agency may simply streamline the process for transgendered people to obtain a passport denoting their new sex²⁴. Under current requirements, Canadians can change the sex on their passport only if they provide medical proof of having undergone gender-reassignment surgery. If they are still in transition they can obtain a temporary two-year passport by furnishing medical documents showing the surgery is scheduled for sometime in the next 12 months.²⁵ Canadian Parliament is also considering Bill C-279²⁶ which

²³ Madison Park and Kiki Dhitavat, Thailand's new constitution could soon recognize third gender

<http://edition.cnn.com/2015/01/16/world/third-gender-thailand/> visited on 24th Feb,2015

²⁴ Aviva Rubin “He, She, it – Does it really matters what our gender is on passports? Available at http://www.huffingtonpost.ca/aviva-rubin/passport-gender-policy_b_1518909.html accessed on 23th Jan,2015

²⁵ see <http://news.nationalpost.com/2012/05/08/genderless-passports-under-review-in-canada/> visited on 24th Feb,2015.

²⁶ Section 2 of the *Canadian Human Rights Act* is replaced by the following:

2. (1) The purpose of this Act is to extend the laws in Canada to give effect, within the purview of matters coming within the legislative authority of Parliament, to the principle that all individuals should have an opportunity equal with other individuals to make for themselves the lives that they are able and wish to have and to have their needs accommodated, consistent with their duties and obligations as members of society, without being hindered in or prevented from doing so by discriminatory practices based on race, national or ethnic origin, colour, religion, age, sex, sexual orientation, gender identity, marital status, family status, disability or conviction for an offence for which a pardon has been granted or in respect of which a record suspension has been ordered.

(2) In this section, “gender identity” means, in respect of an individual, the individual’s deeply felt internal and individual experience of gender, which may or may not correspond with the sex that the individual was assigned at birth.

2. (1) Subsection 3(1) of the Act is replaced by the following:

3. (1) For all purposes of this Act, the prohibited grounds of discrimination are race, national or ethnic origin, colour, religion, age, sex, sexual orientation, gender identity, marital status, family status, disability and conviction for an offence for which a pardon has been granted or in respect of which a record suspension has been ordered

(2) Section 3 of the Act is amended by adding the following after subsection (2):

(3) In this section, “gender identity” has the same meaning as in subsection 2(2). Available at

<http://www.parl.gc.ca/HousePublications/Publication.aspx?Language=E&Mode=1&DocId=6053237>

would amend both the Canadian Human Rights Act and Criminal Code to include protection of gender identity. In the Bill “gender identity” means, in respect of an individual, the individual’s deeply felt internal and individual experience of gender, which may or may not correspond with the sex that the individual was assigned at birth. The Bill passed the House of Commons, and is before the Canadian Senate as of June 17, 2013²⁷. This enactment amends the *Canadian Human Rights Act* to include gender identity as a prohibited ground of discrimination. It also amends the *Criminal Code* to include gender identity as a distinguishing characteristic protected under section 318 and as an aggravating circumstance to be taken into consideration under section 718.2 at the time of sentencing.

- **THAILAND-** Thailand could soon recognize a third gender category for the first time in the country's constitution. The third gender in Thailand form a community referred to as the ladyboys or *kathoeys*. Equal rights and equal opportunities are all that this community demands. There's a perception that transgender people are well accepted in Thailand, due to the availability of gender reassignment surgery. But challenges still exist, there is no legal recourse when discrimination occurs, because there have been no laws to protect them, Another problem is that the gender marked on government documents doesn't match how individuals identify their gender.²⁸ "It is now time to recognize the existence of the third gender in Thai society, so that it expand the region of protection as well. Hopefully introducing third gender will help reduce discrimination in society but Thailand does not have plans to legalize same sex marriages in its constitution," said Sittisamarn.²⁹ Thailand's constitution is currently being rewritten and is set to include a chapter recognising a third gender category to ensure its members have the same rights and freedoms as everyone else.
- **NEW ZEALAND-** Birth certificates are available at birth showing "indeterminate" sex if it is not possible to assign a sex. The New Zealand Department of Internal Affairs states, "A person's sex can be recorded as indeterminate at the time of birth if it cannot be ascertained that the

²⁷ Available at http://www.parl.gc.ca/Content/Sen/Chamber/411/Debates/175db_2013-06-17-e.htm?Language=E#43> 16th Feb, 2015.

²⁸ *ibid*

²⁹ Kamnoon Sittisamarn, the spokesperson of Constitution Drafting Committee, which is working on a new draft of the country's constitution.

person is either male or female, and there are a number of people so recorded.”³⁰Passports are available from December 2012 with an 'X' sex descriptor, where "X" means "indeterminate/unspecified". These were originally introduced for people transitioning gender.³¹

- **UNITED KINGDOM** — There has been some discussion among British politicians about the possibility of introducing a gender-free passport. Currently, British citizens can apply to change the gender on their passport after they undergo gender reassignment or during the process if a doctor certifies that they are living their daily lives in the gender they are transitioning to.
- **UNITED STATES** — In July of 2010 the U.S. changed its rules for gender changes on passports. U.S. citizens only need a note from a doctor saying they've undergone clinical treatment for gender transition, and gender reassignment surgery is no longer a requirement. As of 2015, neither the federal government nor any of the states recognize a third gender option for transgender persons on passports, drivers licenses and birth certificates.
- **CONCLUSION:**

Everyone is important in the society and everyone has the right of life which means living with dignity and respect. But some are directly responsible for the advancement of human society and get all the benefit from the society some are only indirectly responsible such as transgender or Third Genders or intersex people but are always be discriminated by the other sections of the society. They are the part of the society but still not treated as human being and that's why they demand to have legal declaration of their Gender identity. The Question is that what practical steps the States require to take in order to safeguard the rights of Third gender people nationally and internationally? The core legal obligations of States with respect to protecting the human rights of third gender people include obligations to:

- Enact laws that discourage violence against individuals based on sexual orientation, and set up effective systems for reporting hate motivated acts of violence to provide justice. Provide training to law enforcement officers and monitor places of detention, and

³⁰ Department of Internal Affairs, "General information regarding Declarations of Family Court as to sex to be shown on birth certificates" Accessed on 16th Feb,2015.

³¹ Jaimie Veale. "The prevalence of transsexualism among New Zealand passportholders." Retrieved 27 December 2014. https://www.academia.edu/167272/The_prevalence_of_transsexualism_among_New_Zealand_passport_holders. visited on 25th Jan,2015

provide a system for victims to seek remedies. State should ensure that individuals are not arrested or detained on the basis of their sexual orientation or gender identity and are not subjected to any degrading physical examinations intended to determine their sexual orientation.

- Prohibit discrimination based on sexual orientation and gender identity. The laws criminalizing homosexuality including all legislation that criminalizes private sexual conduct between consenting adults should be repealed. And enact such legislation that prohibits discrimination on the grounds of sexual orientation and gender identity. Provide education and training to prevent discrimination and stigmatization of intersex people.
- Safeguard freedom of expression, association and peaceful assembly for all intersexed people and promote a culture of equality and diversity that encompasses respect for the rights of third gender people³²

³² International Human Rights Law and Sexual Orientation & Gender Identity. Available at https://www.unfe.org/system/unfe-6-UN_Fact_Sheets_v6_-_International_Human_Rights_Law_and_Sexual_Orientation_Gender_Identity.pdf visited on 27th March,2015

COMPARATIVE STUDY OF LIFE SKILLS AMONG ADOLESCENTS IN GOVERNMENT AND NON-GOVERNMENT SCHOOLS OF INDIA

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ABSTRACT

Life skills consist of various psychosocial competencies and interpersonal skills that assist people make well-versed decisions, resolve problems, reflect critically and imaginatively, correspond effectively, create strong relationships, empathize with others. The objective of this study was to measure life skills of adolescent boys and girls and to compare life skills of adolescents in government and non- government schools. Life Skills Questionnaire (LSQ) was used to measure and compare the life skills. The data were obtained from 25 secondary schools from the students attending 11th and 12th grade of Jalandhar region of Punjab, India. The major findings of the study were girls have high level of life skills in all dimensions except decision making and coping with emotions. Non- Government school students have high level of life skills in all the dimensions. We can conclude that nearly every one of government school teachers was not aware of the concept of life skills in India. Mother education was significantly associated with higher life skill levels in adolescent girls.

Keywords: Life skills, adolescence

INTRODUCTION

Adolescence, a vital stage of growth and development, marks the period of transition from childhood to adulthood. It is characterized by rapid physiological changes and psychosocial maturation. Adolescence is also the stage when young people extend their relationships beyond parents and family and are intensely influenced by their peers and the outside world in general. As adolescents mature cognitively, their mental process becomes more analytical. They are now capable of abstract thinking, better articulation and of developing an independent ideology. These are truly the years of creativity, idealism, buoyancy and a spirit of adventure. But these are also the years of experimentation and risk-taking, of giving in to negative peer pressure, of taking uninformed decisions on crucial issues, especially relating to their bodies and their sexuality. Adolescence is thus a turning point in one's life, a period of increased potential but also one of greater vulnerability.

Life skills have been defined as follows:

“Those skill needed by an individual to operate effectively in society in an active and constructive way” (Edward de Bono)

“Personal and social skills required for young people to function confidently and competently with themselves, with other people and with the wider community” (TACADE, UK)

Life skills, or skill for psychosocial competence is the reflection of affective skill of an individual. The cognitive skill based on the assimilated information and knowledge, the socio-cultural environment, the value system and beliefs all play a role in the development of life skills. Although life skills differ from vocational training, or livelihood skill (Psychomotor competence) that enable a person to earn a living, some have envisaged life skills as competence and actual behaviours.

Life skills can be innumerable, some specific to certain risk situation and others of a generic nature. Common elements of life skills which were found across all cultures and settings, in the developed and the developing countries, are self awareness, empathy, interpersonal relationship skill, effective communication, decision making, problem solving, critical thinking, creative thinking, coping with stress and coping with emotions. Adolescents with low levels of life skills are known to develop high risk behaviours which lead to long lasting health and social

consequences. Many countries across the world have introduced life skills education in the school curriculum or for adolescents in special situations.

OBJECTIVES OF THE STUDY

- 1) To measure the life skills of adolescent boys and girls.
- 2) To assess the levels of life skills in adolescents in government and non- government schools.

HYPOTHESES OF THE STUDY

The present problem is designed to examine the following hypotheses:

- 1) There is no significant difference between the mean scores of boys and girls on the Life skills questionnaire.
- 2) There is no significant difference between the mean scores of Government and non-government schools.

METHODOLOGY OF THE STUDY

In the study, Adolescents from classes 11th and 12th of Government and non- government schools of Jalandhar region of Punjab were selected for the study. The data for the current study were obtained from 1000 secondary school students (414 girls; 386 boys) (500 government; 500 non-government) attending secondary schools in Jalandhar region of Punjab.

TOOL OF THE STUDY

Following tool have been used for conducting the present study:

Life Skill Questionnaire was used to measure life skills of adolescents prepared by the investigator.

ANALYTICAL TECHNIQUES EMPLOYED

Following analytical techniques have been employed to investigate and reach to the results:

- 1) Mean, Standard Deviation and t-ratio have been calculated to analyze the data quantitatively.

ANALYSIS OF THE STUDY

The data obtained have been analyzed under the following headings:

- 1) **Significance of difference between the mean scores of life skills in relation to gender of the students**

TABLE 1

Dimensions of Questionnaire	Gender	N(size of the sample)	Mean	σ(SD)	D (diff. Between means)	σ_d	t- Ratio

Self awareness	Girls	414	93.26	5.10	23.54	0.5885	40.003* *
	Boys	386	69.72	10.46			
Empathy	Girls	414	92.03	8.78	24.85	0.8916	27.87* *
	Boys	386	67.18	15.33			
Critical Thinking	Girls	414	86.31	19.47	22.73	1.4031	16.2* *
	Boys	386	63.58	20.16			
Creative Thinking	Girls	414	77.11	28.07	13.81	1.6634	8.302* *
	Boys	386	63.30	18.26			
Decision making	Girls	414	60.22	21.78	9.93	1.9568	5.075*
	Boys	386	70.15	32.81			
Problem solving	Girls	414	53.64	9.83	21	0.9039	23.23* *
	Boys	386	74.64	15.01			
Coping with stress	Girls	414	75.80	15.12	20.33	0.97	20.958* *
	Boys	386	55.47	12.25			
Coping with emotions	Girls	414	65.44	20.81	6.99	1.9018	3.675*
	Boys	386	72.43	32.14			
Interpersonal skills	Girls	414	70.59	20.73	5.79	1.8533	3.124*
	Boys	386	76.38	31.00			

* Significant at the 0.05 level of confidence

* * Significant at the 0.01 level of confidence

INTERPRETATION

The above table suggests that significance of t-ratios between boys and girls on the scores of the self awareness, empathy, critical thinking, creative thinking, problem solving, and coping with stress was found to be significant at the 0.01 level of confidence. Thus, the data provide sufficient evidence to reject hypothesis namely, “There is no significant difference between the mean scores of boys and girls on the various dimensions of life skills. Further, the analysis of means from table 1 suggest that the means of the girls in dimension self awareness is significantly higher than empathy, critical thinking, creative thinking, coping with stress and problem solving ability respectively. Meaning thereby girls exhibit high self awareness life skills and low in decision making, coping with emotions and interpersonal skills.

2) Significance of difference between the mean scores of life skills in relation to different schools

TABLE 2

Dimension of Attitude Questionnaire	School	N(size of the sample)	Mean	σ(SD)	D (diff. Between means)	σ_d	t- Ratio
Self awareness	Non-Govt.	500	66.3958	7.0318	4.7708	1.5290	3.1202**
	Govt.	500	61.6250	7.9231			
Empathy	Non-Govt.	500	45.1250	4.7462	4.3125	1.1216	3.8449**
	Govt.	500	40.8125	6.1531			
Critical Thinking	Non-Govt.	500	62.8750	7.4906	6.9792	1.5979	4.3677**
	Govt.	500	55.8958	8.1528			
Creative Thinking	Non-Govt.	500	65.9583	6.5031	7.4583	1.6697	4.4668**
	Govt.	500	58.5000	9.5677			
Decision making	Non-Govt.	500	57.5416	6.7853	4.0625	1.2062	3.3680**
	Govt.	500	53.4791	4.8776			
Problem solving	Non-Govt.	500	69.8846	6.0911	8.7995	1.6698	5.2697**
	Govt.	500	61.0851	7.9995			
Coping with stress	Non-Govt.	500	62.2692	6.6884	5.6947	1.7816	3.1964**
	Govt.	500	56.5745	8.2662			
Coping with emotions	Non-Govt.	500	50.89	9.05	2.76	0.532	5.1884**
	Govt.	500	48.13	7.67			
Interpersonal skills	Non-Govt.	500	57.57	11.86	3.25	0.6921	4.6961**
	Govt.	500	54.32	9.87			

* Significant at the 0.05 level of confidence

* * Significant at the 0.01 level of confidence

INTERPRETATION

The above table suggests that significance of t-ratios between non-government schools and government schools on the scores of various dimensions of life skills was found to be significant at the 0.01 level of confidence. Thus, the data provide sufficient evidence to reject hypothesis namely, “There is no significant difference between the mean scores of non-government schools

and government schools on the various dimensions of life skills. Further, the analyses of means from table 2 suggest that the means of the non-government schools in all the dimension life skills is significantly higher than government schools. Meaning thereby non-government schools exhibit high life skills than government schools.

DISCUSSION AND CONCLUSIONS

The discussions revealed that the adolescents had found the first statement on self awareness a bit unclear and difficult to answer. The mean scores of the girls in dimension on self awareness is significantly higher than empathy, critical thinking, creative thinking, coping with stress and problem solving ability respectively. Meaning thereby girls exhibit high self awareness life skills and low in decision making, coping with emotions and interpersonal skills. It was learnt that the adolescent girls were familiar with the statements for self awareness, because of the routine lectures delivered during the assembly. This is most likely, the reason for higher score for this dimension. Parental education, especially maternal education was significantly associated with higher self awareness life skill levels in adolescent girls. The low score obtained for decision making skill was due to that in Indian culture it was and traditionally more appropriate to have the parents decide their career options for them - hence the score obtained for this aspect of the statement was relatively lower. However, the adolescents generally either disagreed or strongly disagreed to the statement that adolescents do not have the ability to decide for themselves. It indicates that although the adolescents feel they have the ability to decide for themselves, they feel it is appropriate to have the parents decide major life events for them.

The mean scores of the non-government schools in all the dimensions of life skills is significantly higher than government schools. Meaning thereby non-government schools exhibit high life skills than government schools. When the government teachers were asked about the need for life skills education they understood life skills as vocational training and livelihood skills. Most of the teachers in government schools had been teaching in the school for 3 years to 19 years. Most of them had no refresher courses or skills update except occasional subject related refresher course. Training for the teachers should be given priority if one is planning to introduce life skills education in the schools.

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ENHANCING READING COMPREHENSION AND SUMMARY WRITING OF NIGERIAN SECONDARY SCHOOL STUDENTS THROUGH SHORT STORIES

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Abstract:

Reading as a language skill is basically concerned with meaning and the reader's responsibility of getting meaning out of the text. Reading, comprehension and summary writing are specialized activities which are important in a person's educational career. Effective comprehension helps the reader to read, extract meaning from the text and generate ideas from the information extracted from the text. Despite the place of English language in Nigeria, the performance of candidates in the English language in standard Public examinations like West African Senior Secondary Certificate Examination (WASSCE) and the National Examination Council (NECO) examinations shown that effective comprehension of passages read by students is grossly lacking. This paper attempts to show how short stories can be adopted to teach reading for effective comprehension at the Junior Secondary School level in order to facilitate student's reading skills both for public examination and also for a meaningful education in later life. Short stories were carefully selected, followed by activities aimed at developing the reader's capacity to read and comprehend effectively. Recommendations were made which include that teachers and students should make conscious efforts to nurture and sustain a positive attitude towards reading for effective comprehension of texts.

Introduction:

One of the major ways of preparing students to improve their ability to comprehend is to assist them to develop the ability to read fluently in order to enhance their potential to comprehend. Another way is to help them to acquire and develop a good vocabulary. Teachers of English in schools must remain sensitive to factors, techniques and methods that can enhance learning. Comprehension of what a person reads is so vital that it may be regarded as a life skill.

Many students who had failed English language in the secondary school certificate and related examinations had believed that their major problem was the essay paper. They, therefore, spend inordinate amount of time and energy learning how to write a good composition. Contrary to this belief, Onukaogu (2001) has found out that over 70% of candidates failed because of their performance in the comprehension and summary sections. Over 40% of those who failed in this section scored less than 10%. The candidates' inability to understand a passage makes it difficult for them to summarize it. This implies that students have to be drilled adequately in reading skills to facilitate comprehension using different reading comprehension strategies.

Reading comprehension strategies are the techniques that help to improve students' reading comprehension. Some of the strategies are: Activation of Prior knowledge, teacher read aloud, Vocabulary instruction, sustained silent reading of students' selected texts, scaffold retelling, school-wide reading programme, home reading program, comprehension monitoring, co-operative learning, graphic organizers and story structure, question generating, background knowledge and so on. Background knowledge has been useful in the understanding of any reading material. Based on its importance, teachers have been using it as a technique in reading comprehension. This is because the activation of prior knowledge helps the students to see the relationship between their previous knowledge and the new

content. Pardo (2004), stresses this when he states that when skillful readers use their schema, their known information is integrated with their new information through a series of connections. He stresses that skilful readers ensure that what they are reading makes sense and if not, they use other strategies to comprehend the text.

“Teacher Read Aloud” is one of the commonly used strategies in teaching reading comprehension. Cuninghams (2006) comments on this when he states that ‘Teacher Read Aloud’ is a great opportunity for students to learn vocabulary as well as reading skills and strategies. He also asserts that teachers should choose a few vocabulary words that the students may not understand, then focus attention on those words during the interactive read aloud, teaching students to use pictures and content clues to figure out their meaning. Still commenting on the relationship between vocabularies and reading comprehension, Huckin, Haynes and Coady (1993) state that while words are regarded as tools for comprehending texts, it is equally clear that reading comprehension also assists in developing one’s vocabulary. Extensive reading is a vocabulary-building activity and it is believed that a great deal of the vocabulary like syntax and morphology can be acquired through comprehensible input, especially when the oral input is augmented by reading plays in vocabulary building, using short stories to teach reading in junior secondary school could improve their comprehension of passages or texts.

Uwemedimo (2000) has demonstrated the use of short stories in building vocabulary and giving moral lessons as prerequisites for effective comprehension. Also Segun (2000), used short stories and questioning strategies to improve effective comprehension among secondary school students. Short story is an aspect of literary work which can be used to develop the “appetite” for reading in learners.

Reading, Comprehension and Summary

Reading and comprehension have come to operate as one concept due to their synonymous relationship. Ngwoke (2007), states that comprehension is a byproduct of reading. It does not occur in the absence of reading neither is reading interesting or meaningful without understanding.

Reading is one of the four basic communication skills, together with speaking, listening and writing. Ngwoke (2006) defines reading as the recognition and conscious reproduction of written or printed symbols, letters, words, word groups and sentences either mentally or vocally by means of eye or finger contact. In the view of Okwaligwe in Eyisi (2005), it should be more of reasoning, involving the meaningful interpretation of words, phrases and sentences, requiring all types of thinking such as critical, analytical, creative imaginative, evaluative, judgmental and problem-solving. From the forgoing, it is obvious that the reading process requires one’s sieving of intended meanings of the writer as well as making contributions in form of interpreting and evaluating the meanings. Therefore, anyone that is reading is at the same time thinking, guessing, questioning, evaluating, defining, and redefining what is being read (Eyisi, 2005). Using short stories to teach reading comprehension exposes the junior students to the above enumerated skills employed in reading and equip them for the reading activities ahead of them in life.

The International Reading Association (IRA) (2000) position paper on the methods debate, for example, declares that learning to read and write is a “complex multifaceted process that demands a wide variety of instructional approaches since no single method or single combination of methods can successfully teach children to develop the skills and understanding they need to become a reader.” However, the children in this generation are in a world of rapidly growing technology with high literacy demand. There is need for the language teachers to help them develop the essential reading skills to cope with the reading

challenges of their time. Reading as observed by Hoffman and Pearson (2001) is a complex and ill-structured domain. This implies that there is a need for the children to be exposed to different approaches to acquiring reading skills especially at the lower level of education.

Comprehension involves understanding and making sense of what is being read or heard. It simply means understanding or showing understanding of a reading text. Comprehension of a text is shown by responding correctly to issues or questions raised in the text. There is no way of separating reading and comprehension. For whatever reason one decides to read, comprehension is aimed at. One does not continue to read if one does not comprehend the material being read.

Summary writing is the process of rewriting a passage to make it shorter while retaining the essential points. It is a shorter account of a write-up that gives only the most important information, ignoring the details. Eyisi (2005) asserts that the art of summarizing is not a one-dimensional issue. It is a herculean task, complex and challenging ... summarizing involves the ability to transmit accurately and concisely the information put forward in a given discourse. Akpama et al (2005), state that the ability of students to summarize a passage is an indication of their total understanding of the passage. Therefore there exists a relationship between comprehension and summary, if summary requires the construction of a concise statement from a given discourse, it also means giving only the information that is necessary and important from the given passage, using a few words.

The Problem:

Many students who fail the English language papers in Public examinations admit their poor performance in the comprehension section. The main problem experienced by students in comprehension is in their reading skills. This also affects their understanding of the content. In addition, poor reading habits like vocalization and pointing fingers at the word while reading make it difficult for students to read the passage effectively within the stipulated time. Such students are incapable of answering all the comprehension questions asked, which in turn affects their overall performance. As a chain reaction, poor comprehension affects students' summary writing. Effective comprehension for students in the context areas is important. The comprehension questions the students are expected to answer in examination help to ascertain their level of understanding at different levels like the vocabulary, lack of understanding in any of those areas contributes immensely to the mass failure of students in the English language examinations. The problem can be addressed early through students' exposure to reading techniques that will facilitate their comprehension.

The significance of the study

Teachers and students who had not understood clearly the need to build vocabulary and effective comprehension through the use of short stories will benefit greatly from this research. Effective comprehension in content areas is necessary for every student who wishes to pass examination both at lower and higher levels of education. Many students retake public examinations in order to pass English language, but to no avail. Their inability to pass the English language examinations demonstrates a lack of skills to comprehend passages given to them as part of the examination. The study emphasizes how teachers can apply reading techniques in order to facilitate the students' understanding of the passages; learn how to acquire a good stock of vocabulary to improve their knowledge of grammatical structure and thereby reduce the increasing rate of failure in the O'level English language examination.

Research Question

Two research questions were raised by the researcher to guide the study:

- (1) What is the difference (if any) between the performance in reading comprehension of those taught through the use of short stories and those taught without the use of short stories.
- (2) Is there any difference in the level of performance in summary writing between the students taught through the use of short stories and those taught without the use of short stories.

Hypotheses

Two hypotheses were formulated to guide the study.

Hypothesis 1: Students taught reading comprehension and summary writing through reading of short stories comprehend more effectively than those taught without the use of short stories.

Hypothesis II: There is no significant difference in the level of performance in summary writing between students taught through short stories and those taught without the use of short stories.

Population

The population of the study were junior secondary school two (JSSII) students in four secondary schools in Nsukka main town. A total of hundred (100) students were randomly sampled from a population of two hundred (200) students in four classes of two (2) secondary schools in Nsukka. The sample was stratified, fifty (50) of the students were female while fifty (50) were male.

Method:

The measures selected for instruction were four short stories meant to arouse students' interest and encourage them to read extensively on their own in order to gain a good vocabulary for effective comprehension. The students were assigned into two groups, the experimental group and the control group. Each group has 50 students (mixed sex). Classroom observation of actual teaching of the experimental group was conducted for a minimum of one hour per teaching period. The exercise was conducted three times a week for two weeks. Four (4) short stories were used for this group. The short stories were as follow:

After the flood, adopted from *After the flood* by Wale Okediran (p.51); "Nwankwo Kanu, superstar," from *the Guardian* (Thursday June 23, 2011), "The Fulani creation story," from a *selection of African Poetry* by K.K Senanu and T. Vincent and "Water Close (WC)" from *Introductory Technology* for JSS 3 (NERDC/Longman, 2010.p.62).

Activities for this group included reading skill/speed, identification of grammatical units and structures, discussions of the meaning of the stories, moral lesson, vocabulary development, summary writing and questions and answers. To achieve unbiased result, the researcher observed the students individually. This helped both the researcher and the teacher to assess each student's reading speed and correct poor reading habits. Each student was made to keep a notebook where unfamiliar words from the stories were written. At the end of each lesson every student was given a take-home assignment as part of the evaluation exercise. The students were to come to the next lesson with the dictionary/lexical meaning and implied meaning of the new words they have written down in their notebooks. Students were required to answer the questions from the short stories and write a summary of each one. This was to help the researcher establish how effectively the students comprehended the stories and also help the students develop their vocabulary.

For the control group, the same lesson period and time duration was used to teach them. The researcher had the same focus of developing in the students the reading skill, speed and identification of linguistic units, but this group was taught the ordinary way of

reading comprehension. Here the teacher reads a passage for the students after which some students read individually, and the questions are answered. No short story was used for this group and they did not engage in the activities carried out by the experimental group. After a period of two (2) weeks, the control and experimental group were tested in comprehension and summary using the four (4) short stories earlier listed.

Result

An independent t-test was used to test the two hypotheses, using the experimental and control groups at .05 level of significance.

Table 1: Means, Standard Deviations and t-values on comprehension scores.

S/N		Treatment Group		Control Group		T-value
		X	SD	X	SD	
1	After the flood	14.31	.83	6.4	.65	3.52
2	Nwankwo, Kanu, Superstar	8.35	.74	5.3	.58	2.37
3	The Fulani creation story	12.01	.85	7.12	.63	4.31
4	Water closet (WC)	11.04	.91	6.31	.64	3.49

*P<.05

Table 1 presents a comparative result of performance of students who were taught comprehension through short stories and those who were taught without short stories. The mean differences of the groups are significant in all the four cases. These result supports the hypothesis postulated earlier, that students taught comprehension through short stories comprehend more effectively. It therefore, strengthens the case that reading short stories leads to more effective comprehension.

Table II: Means, Standard Deviation and t-values on Summary Scores.

S/N		Treatment Group		Control Group		T-value
		X	SD	X	SD	
1	After the flood	12.25	.89	7.01	.64	4.25
2	Nwankwo, Kanu, Superstar	14.30	.81	6.5	.66	3.51
3	The Fulani creation story	9.35	.84	5.4	.59	3.32
4	Water closet (WC)	12.01	.85	6.31	.64	3.49

Table II shows a comparative performance of students who were taught summary writing using short stories they have read and those who did not use short stories. The study reveals a significant difference in their performances, therefore, the null hypothesis is rejected. This means that students who were taught summary writing using their experiences of summarizing the short stories they had read performed better in summary questions than those taught without the use of short stories.

Discussion

Reading is not just for school, it is for life. Reading is in all its variety, vital to being better informed, has a better understanding of oneself as well as others. Most of the reading that people engage in throughout their lives is personal and private. A person who can read meaningfully can avail himself on the numerous information in the internet on various issues of life. In line with this, Vandermoortele (2009), states that it is only those who can read functionally that can benefit from the emerging trends. Building the capacity to read and understand is such a basic investment in the future that it should be encouraged in schools. This study has revealed the potential which short stories have in improving the ability to comprehend written text. However, the selected short stories must meet the interest, relevance, maturity and readability criteria, not randomly selected.

There must be lessons students would learn from the stories. Lessons of courage, humility, morality, love and justice can be consciously selected and included in the

comprehension questions. The study has revealed that effective comprehension is a vital tool, not only in public examinations at the secondary school level but also for life-long reading. Activities that help to build the skills of vocabulary acquisition, summary writing, identifying and analyzing grammatical units and comprehension should be used by the English language teachers.

Recommendation

In view of the need for functional reading among secondary school students. The following recommendations were made:

- (1) Teachers at the junior secondary school level should help students develop their comprehension skills through the regular use of short stories and follow up relevant questions and answers.
- (2) Students should be encouraged to keep a glossary of words picked from the stories they read and their meanings. This helps to prepare them for public examinations at a higher level.
- (3) Attitude is a learned predisposition to respond in a favourable or unfavourable manner with respect to a given object. In view of this teachers and students should make conscious efforts to nurture a positive attitude towards reading.
- (4) The task of improving as well as developing reading skills and habits is for all and sundry, the family, teachers, government and the general public. All hands should be on deck to fight poor reading skills among the Nigerian students.
- (5) For effective comprehension to take place especially at junior secondary school level, students should be taught how to distinguish between facts and details in order to effectively summarize ideals in a passage. If this is addressed at the junior secondary school level, effective comprehension of texts at a higher level must be achieved.

Conclusion

Learning to read is a complex process that demands a variety of instructional approaches to teach students how to develop their reading skills. The possible effects of teaching comprehension and summary at JSS level through the use of short stories are clear. The researcher observed that students' poor performance in summary and comprehension could possibly be attributed to ineffective study methods and poor reading techniques. Introducing short stories for comprehension and summary at JSS level will help the students to cope with the systematic steps of problem-solving. As they progress to higher secondary school level, students can experience a transfer of the acquired skills to handle more difficult texts in their career. This instructional approach should be adopted to enhance the teaching and learning as well as the students' performance in the English language in secondary schools.

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E-tools and their Impact on English Language Learning

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Abstract

The main purpose of this paper has been to evaluate the e-learning components and their effects on learning the four central skills of English language; i.e. listening, speaking, reading and writing. For this purpose, a questionnaire has been prepared. Its reliability and validity were verified accordingly and the forms were distributed among 150 students in the English education major to be filled out. In addition, for data analysis, Spearman correlation test and SPSS software were employed.

According to the results, electronic tools are of the greatest impact on reading, speaking and listening skills. Moreover, using weblogs is one of the most effective tools in improving writing skills.

Key words: E-learning, English language, Electronic tools

1. Introduction

Learning is defined as a process in which knowledge is created through experience. The most common perceptions of learning are related to the quantitative increase in knowledge, information acquisition, and memorization. Learning is a practice to acquire facts, skills, and methods that can be memorized and used by individuals to induce sense, summarize concepts, interpret the reality, and understand different methods. Thus, learning does not happen overnight but is a process including a number of steps (Beldaghi and Adiguzel, 2010). Learning process has been existed in all ages and has gradually evolved. Therefore, nowadays new ways of learning have been emerged. One of the most useful methods is called e-learning. This article has been aimed to assess the impacts of this learning style on English language learning. E-learning or electronic learning, in a broad definition, includes any application of web and internet technologies to create learning experiences (Yazdani et al., 2010). This learning style will be reviewed in this paper in more detail.

2. Literature Review

2.1. E-learning

E-learning is both knowledge and skill that is offered as a part of human performance development process with the use of internet, intranet or CD technologies as distribution channels. In other words, e-learning has been raised as a structured content or learning experience, which is activated or offered by electronic technologies including internet, intranet, and extranet. This new way of learning help learners to access a variety of databases, information, knowledge and/or to other learners in the desired time and place, while providing an appropriate basis to offer suitable services through delivering rich content and to

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comply with those requirements based on superior technologies. The offered content and experiences have successfully broken the time and space limitations and it is associated with usefulness and numerous benefits including the lower cost, the significant perceived training advantages, and the opportunity for people retraining. Therefore, the e-learning effect is a fact, which has been extensively focused by information systems researchers and scholars (Albdvy and Ali Jani, 2009).

Although there are many different definitions for e-learning, what is common in all these definitions is technology. The requirement is that the learner has access to educational materials by using a variety of computers and network technologies (Oyelami, 2008).

2.2. Advantages of e-learning

A number of advantages of e-learning are addressed here to provide a closer overview for this style of training:

- In this style of learning, the training process is learner-centered and the role of teacher is to guide or facilitate the training process.
- The access is convenient for all the students at any time and in any place.
- It is a type of learning, associated with cooperation.
- E-learning is a fast and dynamic process and can reduce costs (including time and travel costs for students).
- E-Learning provides a self-paced approach in which students can learn as quickly or slowly as they intend.
- E-learning develops the interactions between students and teachers.
- Learning is a comprehensive process in a way that it contains all resources and educational tools such as virtual classroom and simulations.
- All activities such as registration, supervision and tuition are conducted over the internet.
- Materials are prepared by different professors from different places.
- Learners can learn from more than one expert.
- E-learning can increase the students' motivation and this motivation is necessary for learning, especially learning a foreign language, because e-learning has effect on all the essential parts of learning a foreign language.
- The most significant advantages of e-learning are: flexibility, convenience, and the possibility of learning more rapidly (Mohammadi et al., 2011).

2.3. Disadvantages of e-learning

Despite the advantages of e-learning, there are some shortcomings and disadvantages that are mentioned below:

- E-learning may damage the social relationships among language learners.

- Some language learners may have little knowledge about the use of the internet and computers and hence, they would not benefit from that as much.
- E-learning reduces number of face to face sessions and also supervision of teachers is no longer required as much as before.
- Some teachers have a little experience and knowledge about this kind of training / learning.
- Cultural and verbal differences may hinder this style of learning.
- Unreasonable fees that are imposed by virtual universities can be expressed as a significant impediment.
- Various technical limitations may also restrict the broad usage of e-learning.
- There is no need for face-to-face interactions with teacher (Mohammadi et al., 2011).

2.4. Differences between e-learning and traditional learning

Table 1 is used to examine the differences between traditional learning method and e-learning style:

Table 1: Differences between traditional learning and e-learning

Traditional learning	E-learning
Teacher-centered	Student-centered
Knowledge transfer	Knowledge construction
Writing environment	Audiovisual environment
Traditional method	New technology

Source: Abedi and Kaffash, 2011

2.5. E-learning sectors

E-learning is divided to the following parts according to Mohammadi et al. (2011):

- A. Electronic tools
- B. Online games
- C. Internet and multi-media
- D. Weblogs (Mohammadi et al., 2011)

This paper has been aimed to evaluate the effects of e-learning components on learning four central skills in English language (listening, speaking, reading, and writing). For this purpose, firstly, a brief definition is given about these cases and in the next section; their effects on learning four skills in English are evaluated.

A. Electronic tools

The advantage of using electronic tools, such as TV, is that they have some sounds and movements, which can easily attract and have significant influence on language learners and -children. When children are attracted by movements, sounds, and images on TV, at first, they try to mimic them. Imitation is the first step of learning for children. In order to increase the level of attraction by television, animals' specifications and short programs can be used (Mohammadi et al., 2011).

B. Online games

Online games can be used as a language-learning tool. They can directly affect various aspects of language training.

Word: By assessing games contents, language learners face different words and will try to use them in enjoyable ways. This can increase language learners' motivation.

Pronunciation: Since pronunciation in language learning is stressful, children and other language learners can play some word-games and will strengthen the ability of speaking and correct pronunciation. This can reduce stress and error levels. For pronunciation reinforcement, language learners can use online dictionaries (Mohammadi et al., 2011).

C. Internet and multimedia

Improvements in internet and multimedia technologies positively affect the efficient use in e-learning environments (Beldaghi and Adiguzel, 2010). For learning a language like English through the use of multimedia technologies, students must be self-directed and they need to use new strategies. The English learning in a country whose native language is not English, especially through internet and multimedia without physical presence of the students, will be hard and challenging. The internet helps people to communicate with native English speakers via chat rooms and e-mail. In fact, students are placed in an original environment (an environment where everyone speaks English) via the internet. Using the internet and web, students can strengthen their communication competences, familiarize with different cultures, and strengthen their necessary skills such as listening, speaking, reading, and writing. In the internet- and web-based learning, anxiety is reduced and language learners gain more confidence. Teachers also try to integrate the internet with educational materials and teaching methods in order to create a meaningful learning environment. Emails and chat rooms within the internet are important parts of communication between language learners and professionals and also it improves writing skills for English language learners. Language learners are able to enhance both accuracy and fluency through the internet. People and language learners acquire independency through using the internet; there are a number of favorable factors that affect this process as follow:

- ✓ It is self-regulated.
- ✓ Cooperation is required.
- ✓ Web sites offer texts for listening, speaking, reading, and writing.
- ✓ Online English learning magazines can be of considerable effect.
- ✓ Chat rooms are helpful.
- ✓ By using the internet, students will be able to choose their own methods, materials, and depth of study as they desire.

The above-mentioned factors lead language learners to gain independence in their works and processes (Mohammadi et al., 2011).

D. Weblogs

Weblog is defined as a web application for representation of successive entries with date and time effects. Weblogs are one of the tools used for communication. Online publishing has currently become easier than ever before (Mohammadi et al., 2011).

Technically, a teacher with absolutely no technical knowledge about the internet publishing languages (HTML is the standard language) can still easily publish his ideas and online

lessons with the use of weblog services. Most weblog services are easy-to-use, rich multimedia (i.e. they can deliver video, audio, picture-to-use tools for users), and free. Consequently, if a teacher has lessons for online publication, s/he can share it with the world (even students with limited access). It is applicable easily and with minimal effort as opposed to the past (Yengin et al., 2010).

3. Methodology

This study is an applied research from target viewpoint, causative from the study style viewpoint, and also, from the research method point of view, it is categorized as a descriptive-survey research. In addition, this method is statistic-based from the viewpoint of perception, description, analysis, evaluation, and reviewing the accuracy of collected data.

In this study, following hypotheses have been proposed in order to study the effect of e-learning components on four skills of English language learning:

1. Electronic tools have an impact on English listening skills.
2. Electronic tools have an impact on English speaking skills.
3. Electronic tools have an impact on English writing skills.
4. Electronic tools have an impact on English reading skills.
5. Online games have an impact on English listening skills.
6. Online games have an impact on English speaking skills.
7. Online games have an impact on English writing skills.
8. Online games have an impact on English reading skills.
9. Internet and multimedia have an impact on English listening skills.
10. Internet and multimedia have an impact on English speaking skills.
11. Internet and multimedia have an impact on English writing skills.
12. Internet and multimedia have an impact on English reading skills.
13. Weblogs have an impact on English listening skills.
14. Weblogs have an impact on English speaking skills.
15. Weblogs have an impact on English writing skills.
16. Weblogs have an impact on English reading skills.

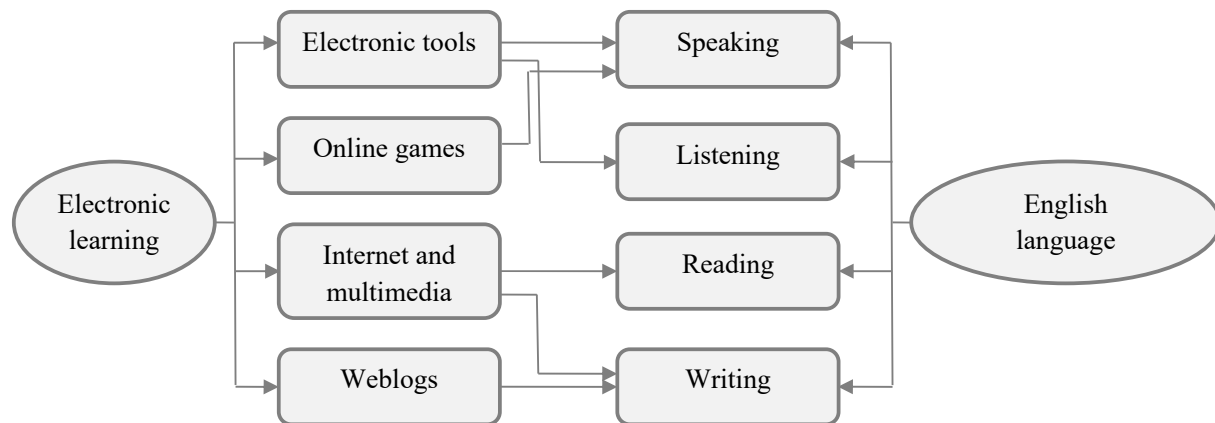


Figure 1: Conceptual Model

4. Results

A questionnaire with 17 questions was prepared in order to collect different opinions about this style of teaching and learning. The questionnaire was distributed among students who were using this method for English learning. Nearly 150 questionnaires were collected from

200 distributed questionnaires. Reliability of this questionnaire was confirmed by a relatively high Cranach's alpha coefficient (0.84).

In order to test the hypotheses, one sample t-test and Spearman correlation coefficient was used:

Table 2: One sample t-test result

Variables	T	Sig	Mean
Writing	67.65	0.00	3.92
Listening	52.30	0.00	3.68
Speaking	52.78	0.00	3.59
Reading	43.06	0.00	3.47
E-tools	53.105	0.00	3.44
Online games	51.079	0.00	3.05
Internet and multimedia	70.83	0.00	3.48
Weblogs	60.127	0.00	3.67

Regarding the results presented in table 2, it is clear that all variables are significant at the confidence level of 95%. Spearman coefficient has been applied to assess the relationship and correlation among them and the related results are presented in table 3.

Table 3: Test results of Spearman correlation coefficient

Variables		Writing skill	Listening skill	Speaking skill	Reading skill
Electronic tools	Correlation coefficient	0.270	0.333	0.427	0.428
	Significance	0.001	0.00	0.00	0.00
Online games	Correlation coefficient	-0.024	0.186	0.295	0.283
	Significance	0.766	0.022	0.00	0.00
Internet and multimedia	Correlation coefficient	0.249	0.251	0.262	0.296
	Significance	0.00	0.002	0.001	0.00
Weblogs	Correlation coefficient	0.165	0.291	0.118	0.052
	Significance	0.043	0.00	0.152	0.526

It was recognized by observing the results in table 3 that correlation between online games and writing skills and the correlation between weblogs and speaking and reading skills is not significant. Based on this, the 7th, 14th, and 15th assumptions were not confirmed. However, other assumptions at the confidence level of 95% were fully confirmed.

Electronic tools have the greatest impact on reading, speaking, and listening skills. Online games have the greatest effect on speaking in English while the internet and multimedia have the greatest impact on listening and reading skills. Weblogs affect writing and listening skills the most. The abovementioned outcomes indicate that a combination of e-learning tools can be useful for learning four skills in English.

5. Conclusions

In this research, various aspects of e-learning and its impact on the four main skills of language learning was examined. According to the results, in order to strengthen reading, listening, and speaking skills, electronic devices, including television programs, educational videos, participation in radio contests, and phone conversations, can be significantly effective.

The study by Mohammadi et al. (2011) confirmed the results of this study. In the current study, technological and electronic devices shape one of the most important differences between traditional learning and e-learning. Furthermore, for strengthening writing skills, the use of educational weblogs and in general, information exchange via internet, is highly recommended.

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Evaluation of LMS Quality Based on ISO-9126 A Partial Least Squares Path Modelling Approach

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Abstract

The main purpose of this paper is to study the quality of e-learning system in Iran's Industrial Management Institute by applying the ISO-9126 standards. This model is based on six main variables, which are measured by other indicators. To measure the indicators of the model, a questionnaire was prepared and distributed amongst 168 experts to fill out. According to the results, there is a direct and significant relationship between the quality of LMS in Industrial Management Institute and the six effective factors of the model. It was perceived that the quality of LMS depends on its efficiency and functionality.

Keywords: ISO-9126, E-learning, System Quality, Partial Least Squares (PLS)

1- Introduction

LMS is the abbreviation of "Learning Management System", which is also known as e-learning. LMS is a class of software applications that are used for administration and documentation of educational contents and products. These applications are able to remotely provide some features such as tracking of submissions, reporting to professors, and delivering electronic educational courses or training programs to groups of students and trainees.

Evolution of IT and ICT has led to a great shift in learning and also substantial changes in local education systems. In general, LMS applies modern teaching techniques with the aid of the latest information and communication technologies to create programs for students. In this regard, the raised interests have ended up in expanding the e-learning concept among students as a common and easy-to-use framework for all types of information including the systems for testing and evaluation of the knowledge gained by trainees.

LMS can be defined from different perspectives and in various technologies; but in general, it represents a teaching solution for distance education with the aid of the massive penetration of communication technologies. Nichols (2003) defines this concept as "the use of various technological tools that are either Web-based, Web-distributed or Web-capable for the purposes of education." Nichols' main focal point and perspective lies in the main component of the phenomenon of e-learning, Internet and web-based technologies, which allow the transfer of information at any time in any location, to as many people as needed.

The American Society for Education and Development defines e-learning as "any form of information transmitted, facilitated or provided by electronic technologies to explicitly support the process of learning." A different approach in terms of participation in the process of e-learning is found in Jackson's work (quoted by Partridge, 2005), where he talks about

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two secondary concepts: technologically distributed e-learning and technology-facilitated e-learning. While the first situation arises in the case of distance education, the second one describes the process of traditional education using various technical means.

Many researchers have investigated the influence of LMS on education. Petrakou (2009), Dalgarno et al. (2009), Limniou et al. (2008), and Berta (2009) worked on different aspects of LMS systems including the advantages and the features. Added to them, some others studied the challenges of implementing the system (Sadeghi, 2008). In most of the studies, there are some factors more noticeable among all the other aspects, which are organizational factors, infrastructure (Dalgarno et al., 2009), feasibility issues, planning, and policy-making subjects. Moreover, a number of studies have discussed the effectiveness of LMS in education (Berta, 2009). Meanwhile, only a few studies have concentrated on the quality of LMS systems, in which ISO-9126 is one of the models for measurement of the system quality.

ISO-9126 was originally developed in 1991 and refined over a decade, and provides a framework for evaluating software quality (Abran et al., 2003). It should be indicated that many studies have criticized ISO-9126 for not prescribing specific quality requirements, but instead defining a general framework for evaluation of software quality (Valenti, 2002).

The authors of the present paper believe that the criteria and sub-criteria presented in ISO-9126 offer a more accurate model for evaluating any software system. In addition, Abran et al. (2003) claimed that even though this model does not consist of sufficient details and possibilities, the combination of the suggested criteria is the best model for assessing the system quality of any LMS software.

ISO-9126 assesses e-learning systems from different aspects, including the technical requirements for human interaction. Having considered this characteristic, it is attempted in this paper to apply this model for assessing the quality of virtual training system in Industrial Management Institute of Iran.

2- Virtual training quality models and ISO/IEC 9126

In terms of system structure, the quality standards of a software are divided into two major groups of hierarchical and non-hierarchical. Hierarchical models mostly consist of two levels, where the quality features and the sub-characteristics are placed on the first and the second levels, respectively. The most important hierarchical models are: McCall, Boehm, FURPS, Dromey, and ISO-9126 (Calero 2005, 649; Dromey 1995, 13). A brief comparison based on the strengths and weaknesses of these models is shown in Table 1.

Table 1- Comparison of quality models

Quality model	Structure	No. of levels	Disadvantages	Advantages
McCall	Hierarchical	Two	Overlapping components	Having an evaluation criterion
Boehm	Hierarchical	Two	No evaluation criteria	Having hardware-related characteristics
FURPS	Hierarchical	Three	No attention to portability	Splitting the operational and non-operational requirements
Dromey	Hierarchical	Two	Disintegration of model components	Presenting the model in terms of the special features of the software
ISO	Hierarchical	Three	-	Providing universal quality features Having an evaluation criterion
Star	Non-hierarchical	-	No evaluation criteria	Offering quality features from several viewpoints

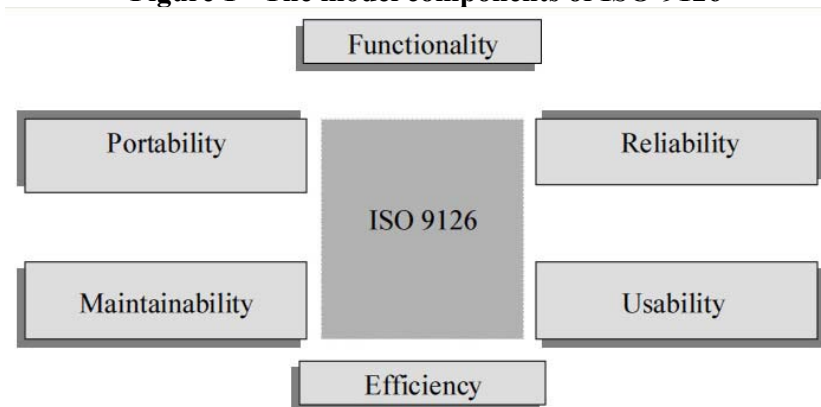
BBN	Non-hierarchical	-	No evaluation criteria	Presenting high precision due to the weighted quality features

Source: ISO/IEC 9126, Software engineering, Product quality, 2001

With regard to Table 1, the ISO model, due to fewer disadvantages, is more complete than the other models. This model was employed for the current study because of its special features such as the universality of qualitative features, understandability in the hierarchical structure, common phrases and titles, precise and clear definition of components, and having measurement criteria.

The quality of software products can be categorized into six main qualitative characteristics according to international standards. Each of the characteristics comprises of several minor features. The relationship between the first level of characteristics and 21 minor ones under the second level, due to the minimum overlaps, is of a one-to-many type. There are many studies criticizing ISO-9126 for not prescribing specific quality requirements, but instead defining a general framework for evaluation of software quality (Valenti 2002). In fact, this is a positive point since it is more adaptable and can be used across many systems, including LMS. The model is shown in Figure 1.

Figure 1 - The model components of ISO-9126



Source: (Chua and Dyson, 2004)

3- Methodology and findings

In this research, the virtual training system of Industrial Management Institute of Iran was studied using the ISO-9126 standards. Accordingly, seven variables, including quality variables of the virtual training system in general, operationalization of the system, system reliability, system performance, system usability, system maintainability, and system transmissibility, were applied. The main variables are not typically measurable per se; hence, some indicators were designed for measuring the variables in the defined model, in conformity with each index of the question/s in the form of dive choices of the Likert range. The designed questionnaire was handed out to 168 experts to fill out, including professors and those who were in connection with the virtual training system of Industrial Management Institute. The questionnaires were then collected and the obtained information was analyzed.

The above model was estimated and its validity was examined using the Partial Least Squares (PLS) Path Modeling Technique. At first, having extracted the answers, the manifest variables were normalized in such a way that the original items Y_i (scaled from 1 to 5) were transformed into the new normalized variables $X_i = 100/4(Y_i - 1)$. The minimum possible value of X_i was 0 and its maximum possible value was equal to 100. If there was any missing data for variable X_i , they were replaced by the mean of the variable.

After specifying the relationship between the variables of the model, using the PLS Path Modeling Technique, all the coefficients and parameters were estimated using Visual PLS 1.04 software in order to estimate the relationship between the latent variables of the model.

A PLS path model consists of a structural model as well as a measurement model. In the next stage, it is taken into account that the validation of a PLS path model requires the analysis and interpretation of both the structural and measurement models. This validation can be regarded as a two-stage process: assessment of the measurement model, and the structural model discussed below (Henseler et al., 2009).

3-1- Assessing the structural model

According to Chin's theory, R^2 is measured for endogenous variables and shows the variance of the endogenous latent variables. In any specific model, which includes endogenous latent variables with only one or two exogenous latent variable(s), the average value of R^2 is acceptable (Trujillo, 2009). In this study, R^2 value was equal to 0.838, which is acceptable. Also, the average redundancy of the model was estimated to be 0.63. In here, high redundancy means a high ability to predict (Trujillo, 2009).

3-2- Assessing the measurement model

Thereafter, we evaluated the three aspects of reflective measures, including:

- The unidimensionality of the indicators;
- Whether the indicators are well explained by their latent variables;
- Assessing the degree to which a given construct is different from the other constructs.

3-2-1- Unidimensionality of the indicators

Recently, some tools have been proposed to evaluate the unidimensionality of the PLS-PM reflective blocks (Shamir et al., 2005). However, the most common methods employed for this purpose are the following three indicators (Jafari Samimi & Mohammadi, 2011):

- Checking the first eigenvalue of the MVs correlation matrix;
- Cronbach's alpha;
- Dillon-Goldstein's ρ .

In this paper, unidimensionality of the indicators was measured using Cronbach's alpha coefficient. If the coefficient is more than 0.7, the reliability of the model will be high and if the coefficient is smaller than 0.6, the model will have low reliability (Henseler et al., 2009). Although Cronbach's alpha coefficient for maintainability and efficiency was less than 0.6, since the average Cronbach's α coefficient of the model was higher than 0.7, the reliability of the model was generally confirmed.

3-2-2- Checking that the indicators are well explained by their latent variables

It was checked by means of the three following tools whether the indicators are well explained by their latent variables:

- Communalities: is calculated to check whether the indicators in a block are well explained by its latent variable (Trujillo, 2009). The mean communality of the model was estimated 0.6189, which is the average of all block communalities.
- Composite reliability: is the measure of model reliability. For this criterion, the values less than 0.6 indicate the lack of reliability (Henseler et al., 2009). The value of this criterion in this study was much more than 0.6, which signifies the high reliability of the model.
- AVE: To calculate the convergent validity, Fornell and Larcker suggested the AVE. The AVE values larger than 0.5 mean that 50% or more variance of the indicators should be

accounted (Henseler et al., 2009). In this study, the AVE of the model was higher than 0.5, so the convergent validity of the model was confirmed.

Table 2 - Reliability and AVE

Construct	Composite reliability	AVE	Cronbach's alpha
EFFIC	0.764572	0.530312	0.586771
RELIA	0.848709	0.659390	0.732002
USABI	0.789337	0.627955	0.860418
MAINT	0.843394	0.721001	0.590257
PORTA	0.710362	0.693173	0.619691
FUNCT	0.662367	0.758523	0.790208
ISO-9126	1.000000	1.000000	0.865429

3-2-3- Assessing the degree to which a given construct is different from the others

We evaluated the extent to which a given construct differentiates from the rest of constructs by verifying that the shared variance between a construct and its indicators is larger than the shared variance in other constructs. In other words, no indicator should load higher on the other construct than it loads on the construct it intends to measure. We calculated the correlations between a construct and the indicator beside its block. If an indicator loads higher with other constructs than with the one intended to measure, we might consider its appropriateness as it is still unclear that which construct(s) it is actually reflecting upon (Henseler et al., 2009).

On this basis, U3 and P2 were not identified as appropriate indicators for latent variables and were excluded from the model. However, the other indicators of the model were confirmed.

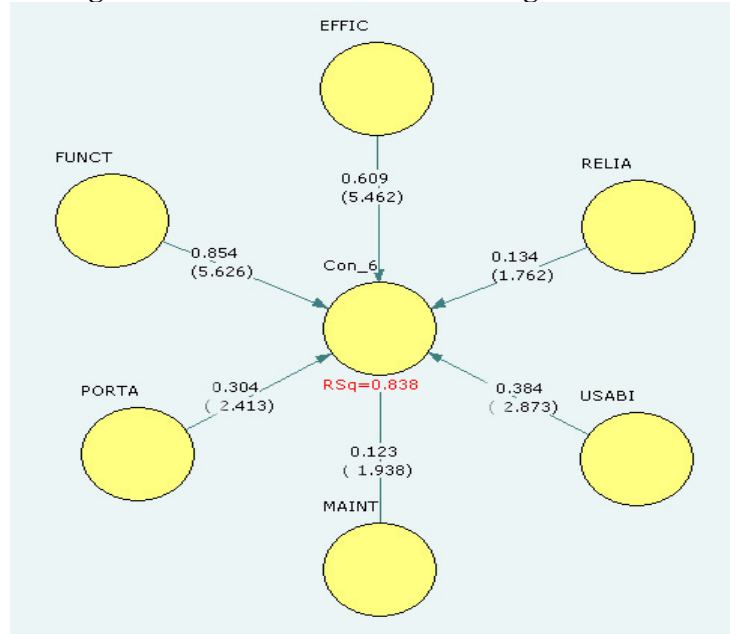
Table 3 - Correlation of manifest and latent variables of the model

Items	EFFIC	RELIA	USABI	MAINT	PORTA	FUNCT	ISO-9126
F1	0.5138	0.3523	0.2116	0.3868	0.3496	0.0554	0.2764
F2	0.8063	0.5503	0.2127	0.3561	0.4828	0.2053	0.4802
F3	0.8535	0.4217	0.3520	0.4178	0.2746	0.4058	0.0838
F4	0.6182	0.2222	0.5854	0.2279	0.1891	0.1979	0.0426
R1	0.5836	0.8113	0.5800	0.3467	0.3457	0.1891	0.2160
R2	0.0505	0.2826	0.2307	0.0964	0.0008	0.1388	0.0459
R3	0.4549	0.7174	0.2174	0.1873	0.0614	0.2107	0.2772
U1	0.0371	0.0470	0.1813	0.0786	0.0699	0.0667	0.0978
U2	0.2868	0.5922	0.9551	0.4230	0.5081	0.6181	0.4360
U4	0.5236	0.4762	0.8490	0.1823	0.4076	0.3917	0.4242
E1	0.2418	0.1658	0.2265	0.6650	0.2179	0.3663	0.1213
E2	0.4725	0.3181	0.3906	0.9709	0.3317	0.4779	0.3838
M1	0.0937	0.2068	0.0278	0.1419	0.3606	0.2357	0.0524
M2	0.4576	0.3583	0.5063	0.4231	0.6257	0.5455	0.3434
M3	0.1764	0.4416	0.0132	0.0429	0.6891	0.4052	0.3553
M4	0.1565	0.3770	0.3528	0.2311	0.4929	0.4574	0.1412
P1	0.5506	0.5487	0.6599	0.4352	0.3909	0.8230	0.4736
P3	0.4038	0.5873	0.5707	0.3324	0.5640	0.8504	0.6992
P4	0.0976	0.0400	0.1264	0.0639	0.0057	0.3406	0.3032

SQ	0.1813	0.6071	0.4843	0.3949	0.4985	0.4965	0.9161

On the other hand, considering the fact that the weights of manifest variables of the model are all positive, it was concluded that all measurement indicators have correctly explained their latent variables.

Figure 2 - The estimated model using Visual PLS



5- Conclusion and discussion

Based on the presented model, the relationship between usability, efficiency, portability, and functionality, and the system quality, and also, the relationship between the rest of variables (reliability and maintainability) and the system quality were confirmed at the confidence levels of 95% and 90%, respectively. Despite that, it was comprehended that the quality of university's LMS software was mostly affected by the functionality (0.85) and efficiency (0.61) of the system. After them, the variables' usability and portability had the highest impact on the quality of the system. Moreover, the effect of the variables' reliability and maintainability on the quality of the system was negligible compared to the other variables.

Table 4 - The structural model

	Entire sample estimate	Mean of sub-samples	Standard error	t-statistics
RELIA -> ISO 9126 QUALITY	0.1340	0.1304	0.0761	1.7616
EFFIC -> ISO 9126 QUALITY	0.6090	0.5999	0.1115	5.4620
FUNCT -> ISO 9126 QUALITY	0.8540	0.7666	0.1518	5.6262
PORTA -> ISO 9126 QUALITY	0.3040	0.2101	0.1260	2.4132
MAINT -> ISO 9126 QUALITY	0.1230	0.1005	0.0635	1.9381
USABI -> ISO 9126 QUALITY	0.3840	0.3233	0.1336	2.8732

Since the operationalization of the system and efficiency variables were identified as the

most important effective variables on the quality of university's LMS, all the related effective indicators, including time behavior, utilization of resources, suitability, accuracy, interoperability, and security should be seriously taken into account. In addition, necessary attempts should be made in order to enhance the quality of LMS with respect to the above factors.

With respect to the importance of e-learning and its increasing application in Iran, the presented model in this research can be used as a basic model for evaluation of LMS in all organizations and institutions. Furthermore, varieties of models have been offered so far for evaluating the quality of LMS. The other mentioned models can be defined as a new research subject and be compared with the model results of this research.

Appendix 1:

Table 1 - ISO-9126 characteristic and sub-characteristics

Latent variables	Manifest variables
Functionality	Suitability: Can the software perform the tasks required? Accurateness: Is the result as expected? Interoperability: Can the system interact with the other systems? Security: Does the software prevent unauthorized access?
Reliability	Maturity: Have the majority of faults in the software been eliminated over time? Fault tolerance: Is the software capable of handling errors? Recoverability: Can the software resume working and restore lost data after failure?
Usability	Understandability: Can the user comprehend how to use the system easily? Learnability: Can the user learn to use the system easily? Operability: Can the user use the system without much effort? Attractiveness: Does the interface look good?
Efficiency	Time behavior: How quickly does the system respond efficiently? Resource utilization: Does the system utilize resources efficiently?
Maintainability	Analyzability: Can faults be easily diagnosed? Changeability: Can the software be easily modified? Stability: Can the software continue functioning in case changes are made? Testability: Can the software be tested easily?
Portability	Adaptability: Can the software be moved to other environments? Installability: Can the software be installed easily? Conformance: Does the software comply with portability standards? Replaceability: Can the software be easily replaced by another software?
System quality	System quality: Does the quality of the university's current system satisfy you?

Source: ISO 1991 (Chua and Dyson, 2004)

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FACTORS AFFECTING THE ADOPTION OF UPLAND NEW RICE FOR AFRICA (NERICA) VARIETIES IN AGRICULTURAL ZONE 1 OF NIGER STATE, NIGERIA.

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The study was conducted in Agricultural Zone 1 of Niger State, Nigeria. A total of 75 upland NERICA Farmers were sampled. Data for the study were collected through structured interview schedule/questionnaire. Data were analyzed using descriptive statistics and inferential statistics (probit regression). The result revealed that majorities (62.70 %) of the respondents were still in their productive age of between 21-50 years and 84.00 % had one form of education or the other. The result of the study also showed that there was high level of awareness of different NERICA varieties among the respondents; the most popular were NERICA 7 (100%), NERICA 1 (92.00 %), and NERICA 8 (96.00%). Similarly the most adopted varieties include NERICA 7 (92.00%), NERICA 1 (81.33%) and NERICA 8 (73.33 %). It was found that the adoption of upland NERICA rice was influenced by NERICA farmers Age, Family size and education at 1% level of probability and farm size at 10%. The constraints perceived by the NERICA farmers as serious were: problem of weed, climatic problem and high cost of technologies. It is recommended that NERICA varieties that can withstand weed competition be developed and irrigation facilities be provided through public and private partnership efforts.

Key Words: Adoption, upland, NERICA, rice, farmers.

INTRODUCTION

NERICA is a new group of upland rice varieties that perfectly adapt to the rain fed upland ecology in sub-Saharan Africa (SSA), where smallholder farmers lack the means to irrigate or apply chemical fertilizers or pesticides. However, NERICA varieties also respond even better than traditional varieties to higher inputs. The upland or dry land ecology, where rain fed rice is grown without standing water, represents about 40% of the total area under rice cultivation in West and Central Africa (WCA) the rice belt of Africa and employs 70% of the region's rice farmers ^{[3],[5]}.

The new varieties with higher yield potential are spreading faster than any new farm technology ever before introduced in Africa, covering by 2006 an estimated area of 200,000 hectares in West, Central, East and Southern Africa. The NERICA seeds offer hope to millions of poor farmers, and for countless others who struggles in urban squalor, spending most of their meager income on rice ^[3]. The NERICA rice varieties were developed at the Africa Rice Center (WARDA). In the early 1990s research center of WARDA in Bouake', Cote d'Ivoire, developed stable and fertile progeny from crosses between Asian rice, *O. sativa* L. and African rice, *O. glaberrima* Steud ^{[13],[14]}.

Africa has become a big player in international rice markets, accounting for 32% of global imports in 2006, at a record level of 9 million tones that year. Africa's emergences as a big rice importer is explained by the fact that during the last decade rice has become the most rapidly growing food source in sub-Saharan Africa ^[20]. Indeed, due to population growth (4% per annum), rising incomes and shift in consumer preferences in favor of rice especially in urban areas ^[5], the relative growth in demand for rice is faster in this region than anywhere in the world ^[2]. This is occurring throughout the sub-regions of sub-Saharan Africa (SSA). In recent years rice production has been expanding at the rate of 6% per annum, with 70% of the production increase due mainly to land expansion and only 30% being attributed to an increase in productivity ^{[9],[10]}. Much of the expansion has been in the rain fed systems, particularly the two major ecosystems that make up 78% of rice land in West and Central Africa (WCA): the upland and rain fed lowland systems; nonetheless, demand for rice in WCA has far outstripped the local production ^[6].

The NERICAs have been evaluated and characterized for a range of agronomic traits and reaction to key African endemic diseases and pests. NERICA varieties generally have shorter growth duration than most traditional rice varieties. A number of NERICA varieties possess early vigor, which is an important trait for weed competitiveness in rice, thus improving the productivity of scarce labor. Moreover, some of them also have tolerance to drought and soil acidity. NERICA characteristics include cooking and eating qualities particularly acceptable to local consumers; NERICA protein content is generally higher than that of much of the imported rice widely available in African local markets ^[3].

Early maturity (by 50-70 days) earlier than farmers varieties. Resistance to local stresses (blast, stem borers, termites). High yield advantage (up to 6 tones per hectare under favorable conditions). High protein content (by 25%) and good taste. Early maturing (within 80-100 days; i.e. 50-70 days earlier than farmers' varieties) under low altitude conditions (<1,000 meters above sea level masl). Early vegetative growth contributes to the shorter duration of the upland NERICA varieties which is one of their major attractions for farmers. This can be a useful trait to escape drought or compete with weeds, and it enables farmers to diversify their cropping systems through rotations or intercrops. Some of the second generation NERICA recently characterized by WARDA appear to mature in less than 85 days. Resistance/tolerance to blast, stem borers and termites in NERICA varieties has also been indicated.

NERICA varieties have high yield potential and short growth cycle. Several of them possess early vigor during the vegetative growth phase and this is a potentially useful trait for weed competitiveness. Likewise, a number of them are resistant to African pest and diseases, such as the devastating blast, to rice stem borers and termites. They also have higher protein content and amino acid balance than most of the imported rice varieties. Participatory varietal selection (PVS) trials in rain fed environments across WCA have met with an enthusiastic response from farmers ^[4].

The objectives of this study includes to:

- i. describe the socio-economic characteristics of small-scale NERICA rice farmers.
- ii. identify the level of awareness of NERICA rice farmers of existing improved NERICA varieties.
- iii. determine the level of adoption of the improved NERICA varieties by farmers.
- iv. identify the factor affecting the adoption of NERICA varieties by farmers.

- v. determine the NERICA farmers perception of the constraint faced in adopting upland NERICA varieties by farmers.

METHODOLOGY

This study was conducted in Agricultural zone 1 of Niger state. The state is bordered to the North by Zamfara state to the North-west by Kebbi state, to the south by Kogi, to the south west by Kwara state while Kaduna state and the federal capital territory border the state North-west and North-east respectively. The major tribes in the state are mostly Nape's Gwari's and Hausa's.

Multistage sampling technique was adopted for this study. The first stage involves the purposive selection of Agricultural zone 1 of Niger state Agricultural development project. The second stage involved the identification of National Cereal Research Institute demonstration locations in the zone; seven of such locations were identified. The third stage involves the identification of upland NERICA farmers collaborating with NCRI staff. A total of 75 of them were identified and were used as respondents.

Data for this study were collected mainly through primary source. A well structured interview schedule/ questionnaires were designed to illicit information from the upland NERICA rice farmers. Descriptive statistics technique was employed in the analysis of socio-economic characteristics, level of awareness and the level of adoption of NERICA varieties, these includes frequency distribution tables, percentages, Mean, likert type of scale and probit regression analysis technique was applied to determine the factor affecting adoption of the upland NERICA varieties.

The probit regression model is express as $Y = 1$, if farmers adopted, and 0 if otherwise

B_0 = is the intercept

B_i = are regression coefficients that explain the adoption of the farmer,

e_i is error term and x_i = independent variables ($i = 1,2,3,.....$) as defined below;

the dependent variables specified as factors affecting adoption of varieties of NERICA rice.

$$Y = f(X_1, X_2, X_3, X_4, X_5, ... X_n)$$

Where

Y = adoption of the NERICA rice varieties

X_1 = Age of the farmer (in years)

X_2 = Family size (number of household member)

X_3 = Years of experience (in years)

X_4 = Farm size (in hectares)

X_5 = Level of education (number of years spent in school)

RESULTS AND DISCUSSIONS

Age: Table 1, showed that majority (62.7 %) of the respondents were between the age range of 21-50years while 24.0% of the respondents were between 51-60yrs. This implies that majority of the respondents in the study area were in there middle aged, thus they are in their economically active age, which could have positive effect on NERICA production and adoption of improved varieties. This result is in agreement with that of ^[1] who pointed out that the youth were more involved in carrying out agricultural activities than the aged.

Table .1: Socio-Economic Characteristic of Upland NERICA Farmers

Characteristic	Frequency	Percentage
AGE		
21-30yrs	10	13.3
31-40yrs	14	18.7
41-50yrs	23	30.7
51-60yrs	18	24.0
>60yrs	10	13.3
SEX		
Female	27	36.0
Male	48	64.0
MARITAL STATUS		
Single	11	14.7
Married	55	73.3
Divorced	5	6.7
Separated	4	5.3
HOUSEHOLD SIZE		
1-5	30	40.0
6-10	33	44.0
11-15	7	9.3
16-20	1	1.3
>20	4	5.3
EDUCATIONAL LEVEL		
Primary	23	30.7
Secondary	5	6.7
Tertiary	2	2.7
Arabic & Quaranic education	2	2.7
Adult education	31	41.3
Non	12	16.0
MAJOR OCCUPATION		
Trading	6	8.0
Civil servant	23	32.0
Farmer	45	60.0
FARMING EXPERIENCE		
1-5yrs	3	4.0
6-10yrs	7	9.3
11-15yrs	14	18.7
16-20yrs	13	17.3
>20yrs	38	50.7

Source : Filed survey, 2014

Sex: The sex distribution of the respondents as shown in table 1 revealed that 36% of the respondents were female while male were 64%. This implies that majority of the NERICA rice farmers in the study area were male. This may not be unconnected with the fact that women in the study area are mainly involved in carrying out post harvest activities.

Marital status: As indicated in Table 1, majorities (73.3%) of the respondents were married and only 14.7% were single. Marriage most especially in rural and sub-urban communities

uplifts the status of an individual. And has the tendency of providing additional cheap source of labor (wives and children) to help out in farm work. This is in agreement with ^{[7],[8]} who found that marriage play a major role in agricultural production activities by providing additional cheap source of labor

Family size: Table 1 also revealed that. 44.0% of the respondents had a family size ranging between 6-10 while 40% reported that their family size is between 1-5. This shows that majority of the respondents had moderate family sizes. This implies that majority of the NERICA rice farmers have the tendency of easily accepting and adopting new technologies and to some extent meet other socio-economic needs of the family. This result is how ever inconsistent with that of ^[17] who noted that large households' sizes facilitate easy and quicker access to innovations.

Education: Majority (84.0%) of the respondents had one form of education or the other and only 16.0 claimed they do not have any form of education. This implies that spreading of new or improved innovations can be done speedily, because education is said to affect adoption significantly and positively.

Major occupation: Majority (60.0%) of the respondent are predominately farmers while 32.0% are civil servant. this indicates that most of the respondents participating in farming activities had farming as their major occupation and spent a greater proportion of their time on their farms, this can however, affect their decision to accepted and adopt new technologies to boost their production and to earn more income to be able to carter for their families.

Farming experience: The farming experience of the NERICA farmer indicated that 50.7% of the respondents had being in the farming business for over twenty years. About 17.3% and 18.7% had being in farming business for between 16-20 years and 11-15 years respectively. This implies that NERICA Rice farmers were experienced farmers; this could positively or negatively affect the acceptance and adoption of improved technologies. This is in agreement with ^{[8],[18]} who reported that long period of farming experience significantly and positively affect acceptance and adoption of improved practices

Table 2: Distribution of respondents' base on awareness of different upland NERICA Varieties.

NERICA	Varieties	Aware	Not aware
NERICA	1	74 (98.67)	1 (0.05)
NERICA	2	66 (88.00)	11 (14.67)
NERICA	3	56 (74.67)	19 (25.33)
NERICA	4	52 (69.33)	23 (30.67)
NERICA	5	51 (68.00)	24 (32.00)
NERICA	6	49 (65.47)	26 (34.67)
NERICA	7	75 (100)	00 (00)
NERICA	8	72 (96.00)	3 (96.00)

Source: Field survey, 2014

Table 2 revealed that there were basically eight varieties of NERICA upland rice available in the study area. NERICA 7, 1 and 8 were the most popular followed by other in their order of

their releases. This implies that the NERICA upland rice farmers were very innovative because they were always conversant with the latest varieties released. This may not be unconnected with the fact that these categories of farmers from different locations work directly with the NCRI Staff. ^[16] argued that the awareness of new innovations is an important determinant of adoption.

Table 3: Incidence of Adoption by Adoption step for eight upland NERICA Varieties (% of previous step, except for aware and Adoption which is % of whole sample). n = 75

		Aware %	Tried (% of aware)	Adopted (% of tried)	Adoption %	Rank
Varieties						
NERICA	1	98.67	85.14	96.83	81.33	2 nd
NERICA	2	88.00	65.15	93.02	53.33	4 th
NERICA	3	78.67	69.64	89.74	46.67	5 th
NERICA	4	69.33	63.46	78.79	34.67	6 th
NERICA	5	68.47	46.07	79.17	25.33	7 th
NERICA	6	65.47	32.63	62.50	13.33	8 th
NERICA	7	100	96.00	95.83	92.00	1 st
NERICA	8	96.00	81.94	93.22	73.33	3 rd

Source: Field Survey, 2014

Table 3 showed the incidence of adoption by adoption steps for eight upland NERICA Varieties. The table indicated a varying degree of awareness, trial and adoption rates. Table 3 showed a high incidence of awareness, the rate of trial and adoption of these varieties were however low compared to the rate of awareness. adoption percentage revealed that there were high adoption of NERICA 7, 1 and 8 which ranked 1st, 2nd and 3rd respectively, while NERICA 7 was the most adopted because of it peculiarities. This implies that awareness does not mean the same thing as trial and trial not adoption, a farmer may decide to stop at any of this stages, Adoption is when a farmer finally decided to put in full practice what he is aware of, tried and ready to use on continual bases. This result is in agreement with that of ^[15] who reported that farmers' awareness is a major pre-requisite to adoption

Table 4. Probit Estimate of the Socio-Economic factors affecting adoption of upland NERICA varieties.

VARIABLES	ESTIMATE	STD ERROR	Z
Constant	-1.920	.132	-14.516***
Age	.016	.003	5.544***
Family Size	.021	.004	5.514***
Farming Experience	-.002	.003	-.626 ^{NS}
Farm Size	.019	.010	1.946*

Education	.056	.006	9.794***
Chi-square value	1688.046***		

Source:FieldSurvey,2014

NOTE: *** Implies statistically significant at 1%

* Implies statistically significant at 10%

NS Implies statistically Non- significant

Table 4. The result of the probit analysis shows that age ($z = 5.544$), family size ($z = 5.514$), farm size ($z = 1.946$), education ($z = 9.794$) had positive and significant effects, except experience ($z = -.626$) which show negative and non-significant effect. All other variables were significant at 1% (0.01), in exception of farm size which is significant at 10% level of probability, these shows that there is a significant relationship between these variables: age, family size, farm size, education and NERICA adoption. The finding further reveals that experience is not significant and has a negative relationship with adoption of the Upland NERICA varieties. This result is in agreement with that of ^[19], who reported that personal characteristics like: age, education, family size, farm size and farming experience significantly and positively influence farmers acceptance and adoption of new and improved crop varieties.

Table 5: Upland NERICA Farmers Perception of the Constraints

Constraints	Mean	Remark	Rank
Low yield of upland NERICA		Serious	6 th
3.17			
Inferior quality of domestic upland rice	1.52	Not Serious	11 th
Low price of rice	3.36	Serious	4 th
Adequate extension contact	3.11	Serious	7 th
Inadequate credit facilities	3.31	Serious	5 th
High cost of technologies/inputs	3.39	Serious	3 rd
Climatic problem (drought and flood)	3.48	Serious	2 nd
Problem of weeds	3.68	Serious	1 st

Problem of insect pest	1.56	Not Serious	10 th
Problem of Birds and Rodents	2.36	Serious	9 th
Poor soil fertility	3.04	Serious	8 th

Source: Field Survey, 2014

Table 5 revealed that NERICA upland rice farmers perceived all the problems identified as serious problems in exception of inferior quality of domestic upland rice (1.52), problem of insect pest (1.56) and problems of birds and rodents (2.36). The most serious problem were problem of weed (3.68), climatic problem (drought and flood) (3.48) and high cost of technologies/inputs which ranked 1st, 2nd and 3rd respectively. Weed drastically reduce upland NERICA rice yield because rice belongs to the same family with the major weeds in the study area, as such there is always high rate of competition between the rice and the weeds, weeds however are more advantageous because they are more adaptive to the soil and climatic condition than the NERICA rice varieties, which incidentally ranked 2nd, thereby given weeds upper hand than the real rice plant, this directly or indirectly affect rice growth and productivity. This findings is in agreement with those of [12],[11] who pointed out that weeds have great potentials of drastically reducing upland rice yield because they are more adaptive to the soil and climatic conditions than the NERICA rice.

Conclusion

The major determinants of adoption of upland NERICA rice identified by the study includes: Age, Family size, education and farm size. The study revealed high level of awareness of different upland varieties, the most adopted however, were NERICA 7, 1 and 8. The study also showed that upland NERICA rice farmers faced series and different problems: weed problems, climatic problems (drought and flood) and high cost of technologies/input

Recommendations

- i. Since the level of awareness of different NERICA varieties of the respondents were high, extension agents should intensified their activities to persuade and encourage up land NERICA farmers to try out and adopt more improved varieties
- ii. Improved NERICA varieties that can withstand weed competition should be develop
- iii Irrigation facilities and inputs should be subsidized to the farmers through joint efforts between the farmers, government and non-government organizations like FADAMA.

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Fragility Prediction in Banking Sector, An Ordered Probit Model

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Abstract

Over the past two decades, financial crises in banking system have affected many of banks and credit institutes and consequently, many of them have been bankrupt. In this paper, we are going to build index-based model to evaluate the prediction of banking bankruptcy. Two fragility indices were introduced and by using ordered probit model, we estimated the effects of different financial and real sector variables for Iran banking sector. The results demonstrated that exports, short-term debts, and inflation rate have positive impacts, and imports and real official exchange rate have negative effects on the two fragility indices and influence of real official exchange rate on fragility indices was not statistically significant.

Keywords: Financial Crisis, Fragility, Banking, Bankruptcy, Ordered Probit

Introduction

Occurrence of important bankruptcies during 1960s led to a growing interest in the field of bankruptcy predicting models. Global economy has become conscious on the risk in the firms' capital structure, especially after the bankruptcies of large organizations such as WorldCom and Enron. The heavy social and economic costs that bankrupt companies and organizations impose on their shareholders have provoked researchers to propose various methodologies for predicting bankruptcy (Etemadi and Farajzadeh-Dehkordi, 2008).

Bankruptcy always affects a many people in organizations and the society and is difficult to determine the influenced groups because of bankruptcy. It can be claimed that the groups of management, investors, debtors, competitors, and legal entities are more influenced from the bankruptcy than the others. The subject has attracted the attention of researchers due to its critical economic, social, and political consequences that imposes on different groups in the society (Etemadi, Farajzadeh-Dehkordi, 2008).

Financial fragility means high impression of a financial system from small shocks and it may lead a crisis to begin. As a result, identifying the sources of the crisis for making necessary decisions to reduce the severity of its effects is crucial. Crisis in financial system may cause depositors to withdraw their savings from banks, so if depositors expect uncertainty and instability in banking system, they would find a better way to maintain their money and attempt to withdraw their deposits from banks. In addition, since the banks have granted a great portion of customers' deposits as loans, if the loans were not repaid on time, they will be challenged with a sudden decline in their resources and in pessimistic situations, it may even lead to bank bankruptcy (Heydari et al, 2011). In general, it can be said that the financial crisis is defined as a

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shock or a sudden and rapid change in all or most financial indicators, including short-term interest rates, assets' prices, change in managerial behaviors and performances. The fact that whether small financial perturbations would lead to a financial crisis or not, depends on many factors. The fragility of bank credit growth, reversal rate of expectations, crumble of public trust (such as failure of a financial institution), etc. are all involved in crisis formation (Filosa, 2009). From macroeconomic perspective, economic progress of the society has a consistent and appropriate relationship with the amount of investments. If investment is not formed in favorable opportunities or used inefficiently, national economy will hurt (Mousavi, 2006).

Rapid advances in technology and broad environmental changes and increased competition among economic firms and banks increase the probability of bankruptcy. Bankruptcy and financial crises in banks are not detached from financial and economic crises. Investors, owners, managers, creditors, and government agencies are interested to assess the financial condition of banks; because in bankruptcy, large amounts of costs are imposed on them. Thus, financial decision-making becomes more vital than before. One of the ways to assist investors is to provide them with the predicting patterns on the overall prospects of banks and corporations. The closer the forecasts to reality are, the more correct the bases of their decisions will be (Mehrani et al., 2005).

The bankruptcy probability is a permanent risk for the organizations and companies that work in competitive economic conditions. Managers always seek to have critical information to control this risk. This has caused to found a specialized branch of financial research to respond to the information needs of managers, which focuses on the problem of bankruptcy and its prediction. Moreover, the rapid advances in technology and vast changes in the environment have granted increasing acceleration of economy.

In this paper, we try to predict fragility in banking sector, through ordered probit model.

Background

Given the importance of predicting financial distress and bankruptcy, many researches have been done in the field. Each of these models has the ability of predicting bankruptcy of companies with a percentage of confidence. The preliminary research conducted in the case of bankruptcy prediction was done by Charles Merwin in 1942, who presented a model with three variables of working capital to total assets, net value to total debts, and the current ratio (Raei and Fallah-Pour, 2008). Fu Chen explored the fragility indicator of Estonian banks. Based on the obtained results, market indices are almost useful in predicting financial future fragility and ranking transition economies. He concludes that banking reform is one of the most important elements of economic transformation in the central and Eastern Europe. Michael and Svatopluk (2011) tried to give an index for predicting bankruptcy in the banking sector based on probit model. Using liabilities relative indexes, Čihák (2007) tried to develop financial health indices. By studying the experiences of other developing countries, several factors have shown that might create fragility for the financial system. These variables are imbalanced foreign exchange rate, illogical relationship between offering and receiving loans in accordance with interest rate, their incompatibility with investments' returns, other countries' impacts on capital market, price bubbles due to the unrealistic rolling of demand drifts, inefficiency of rules and regulations, and also lack of establishment of appropriate corporate governance system along with the unstructured banking system.

In this paper, the bankruptcy indicator of the banking sector has been reviewed from January 1999 to December 2010. The bankruptcy of the banking sector is primarily divided into four different periods: the accumulation of risk, stability and the periods of moderate and high bankruptcy. Then, the duration of each level of fragility is identified and in the second step. The purpose of this research is to evaluate some variables for prediction and provide an early warning system for the banks' bankruptcy period. The results demonstrated that there is a significant relationship between stability of banking sector and descriptive statistical values. This study has been conducted by reviewing more than 150 reports of financial stability and plans, which included financial detailed indices in the projects of International Monetary Fund and the Central Bank of Europe. Detailed indices to assess the stability of the banking sector were also discussed.

Wallace (2006) by designing a neural network model, used key financial ratios to explain bankruptcy, which were reported as the best ratios in past bankruptcy studies. The used ratios are working capital to total assets, cash flows to total assets, net profit to total assets, total debts to total assets, current assets to current liabilities, quick assets to current liabilities. The Wallace's model had an overall accuracy of 94 percent. He also reviewed 65 different financial ratios of past studies. Yan Tam and Kiang (1992) also forecast the fragility of banks through neural network model. Neural network model is a competitive method among the existing methods for assessment of the probability of bank bankruptcies. In addition, advantage of neural networks approach over the other methods is that it does not need to apply certain statistical assumptions about the variables' behavior such as assumptions about their probability distribution function or the presumptions on the relations among variables.

Min et al (2006) designed a model for predicting bankruptcy of firms using support vector machine. The research results showed that support vector machine model has better performance to predict firm's bankruptcy than traditional statistical models.

Firouzian et al (2011) used genetic algorithm in predicting bankruptcy and compared it with Altman's Z model for 84 companies in Tehran Stock Exchange. They conclude that genetic algorithm model possesses more accuracy in predicting fragility. Ibrahimi-Kordlar and Arabi (2011) study the application of bankruptcy predicting models (Altman, Falmer, Springit, Zimski and Shirata) in predicting default of the loans granted to Tehran Stock Exchange companies by Bank Sepah. It was realized that blocking resources because of due and deferred demands may reduce the banks' capability to provide credit loans and consequently, can have a negative effect on productivity. Correct and precise decisions at the times of granting loan are one of the most important ways to prevent overdue demands. The most important tools include validation and credit ranking of customers. According to the findings of this study, Altman and Springit models have been identified as suitable for customers' credit ranking system. The results of studying the predicting power of these models indicate that there is a significant difference between the results of these models. Additionally, Altman and Springit models have the greatest potential for prediction. Bahrami (2010) by giving an overview of bankruptcy models examines the accuracy of Altman model in Tehran Stock Exchange companies. This study tries to answer the question that which model for predicting bankruptcy fits better to the specific conditions of Tehran Stock Exchange companies. It also reviews the accuracy percentage of Altman model in such economic conditions in the selected companies during 2001-2007. Using applied-descriptive statistics, the

results show that, despite the fact that Altman model is a traditional model, it still possesses more accuracy to explain bankruptcy.

Empirical Investigations

We used ordered probit model to predict the fragility of banks during 2003-2011 in Iran. Ordered probit is an extension of probit model to the case that there are more than two outcomes for an ordinal dependent variable. The model was estimated after collecting data using Eviews software. Dependent variable is Banking Sector Fragility Index (BSFI), which has been suggested by Kibritciouglu (2002). This index is used as arithmetic mean of four variables of banking sector and represents three main risks of credit risk, liquidity risk and exchange rate risk. The four variables of this index include:

CPS: Annual percentage change of non-government loans, as index of credit risk

FL: Annual percentage change of the bank foreign liabilities, as index of exchange rate risk

DEP: Annual percentage change of real bank deposits, as index of liquidity risk

RES: Annual percentage change of foreign exchange reserves in the banking sector

BSFI offers an appropriate base to recognize the values of fragility period and is calculated as:

$$BSFI_t = \frac{\left(\frac{CPS_t - \mu_{cps}}{\sigma_{cps}}\right) + \left(\frac{FL_t - \mu_{ft}}{\sigma_{ft}}\right) + \left(\frac{DEP_t - \mu_{dep}}{\sigma_{dep}}\right) + \left(\frac{RES_t - \mu_{res}}{\sigma_{res}}\right)}{4}$$

$$CPS_t = \frac{LCPS_t - LCPS_{t-12}}{LCPS_{t-12}}$$

$$FL_t = \frac{LFL_t - LFL_{t-12}}{LFL_{t-12}}$$

$$DEP_t = \frac{LDEP_t - LDEP_{t-12}}{LDEP_{t-12}}$$

$$RES_t = \frac{LRES_t - LRES_{t-12}}{LRES_{t-12}}$$

Where

t: Time (beginning of the year)

t-12: Time (end of the year)

μ : Arithmetic mean of the related variables

σ_{cps} : Standard deviation of annual percentage change of non-government loans

σ_{ft} : Standard deviation of annual percentage change of bank foreign liabilities

σ_{dep} : Standard deviation of annual percentage change of bank deposits

σ_{cps} : Standard deviation of annual percentage change of bank foreign exchange reserves

Independent variables of the model include exports, imports, inflation rate, short-term debts, and the real official exchange rate. Export variable (million dollars) is exported goods excluding exports of oil and gas products and import variable (million dollars) were derived from Iran Customs Administration (IRICA). Official exchange rate is conversed by Central Bank. Short-term debts refer to that part of foreign obligations (million dollars) that their payment due date is less than one year. Real official exchange rate was calculated as multiplication official exchange rate (Rials/dollar) by foreign (USA) consumer price index and divided by domestic

consumer price index. Statistical population of the research includes all commercial banks of Iran. We estimated descriptive statistics, which were resulted from the ordered probit model as are shown by the table 1.

Table 1 – Descriptive statistics of research variables

Variable	Mean	Standard deviation	Minimum	Maximum
Exports	16933.19	8729.43	5960.2	33818
Imports	47648.51	12113.91	26585.8	64363
Real official exchange rate	59840.03	1491.03	8382.6	3868
Short term debts	8602.47	2693.28	2065.2	11612
Inflation rate	0.147	0.006	0.02	0.253

Source: Software output

Table 2 – Descriptive statistics of banking variables (2003-2011)

Variable	Mean	Standard deviation
Annual percentage change of non-government loans (CPS)	27.83	63.92
Annual percentage change of the bank foreign liabilities (FL)	19.98	29.61
Annual percentage change of bank deposits (DEP)	19.02	17.51
Annual percentage change of foreign exchange reserves (RES)	14.63	27.61

Source: Software output

The fragility index was calculated as the arithmetic mean of four variables of the banking sector, including the annual percentage change of non-government loans in private sector, annual percentage change of bank deposits, annual percentage change of bank foreign liabilities, and annual percentage change of foreign exchange reserves. Results of the descriptive statistics are listed in table 2.

The correlation between the calculated indices of BSFI₃ and the variables of annual percentage change of non-government loans in private sector, annual percentage change of bank deposits, and annual percentage change of the bank foreign liabilities are shown in Table 3. Pearson's correlation between BSFI₄ index and the mentioned variables and annual percentage change of the bank foreign exchange reserves are presented by Table 4.

Table 3 – Matrix of Pearson's correlation between BSFI₃ index and related variables

	BSFI ₃ index	Annual percentage change of non-government loans	Annual percentage change of the bank foreign liabilities	Annual percentage change of bank deposits
BSFI ₃ index	1			
Annual percentage change of non-	0.50	1		

government loans				
Annual percentage change of the bank foreign liabilities	0.31*	0.63*	1	
Annual percentage change of bank deposits	- 0.03	- 0.09	- 0.208*	1

Source: Software output

Table 4 – Matrix of Pearson's correlation between BSFI₄ index and related variables

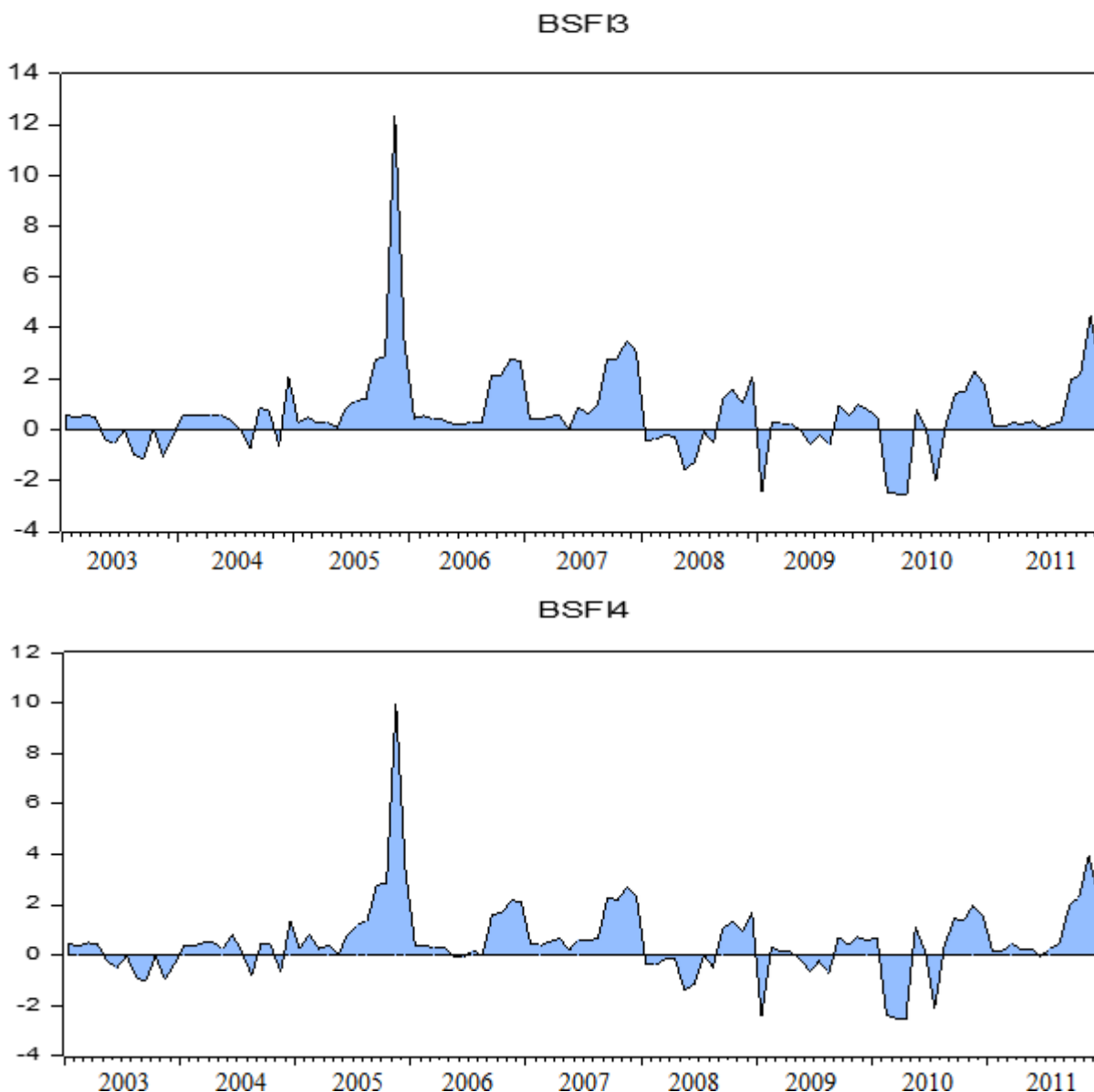
	BSFI ₄ index	Annual percentage change of non-government loans	Annual percentage change of the bank foreign liabilities	Annual percentage change of bank deposits	Annual percentage change of the bank foreign exchange reserves
BSFI ₃ index	1				
Annual percentage change of non-government loans	0.51*	1			
Annual percentage change of the bank foreign liabilities	0.31*	0.63*	1		
Annual percentage change of bank deposits	0.69*	0.57*	0.63*	1	
Annual percentage change of the bank foreign exchange reserves	- 0.03	- 0.09	0.19*	0.09	1

Source: Software output

The results of Pearson's correlation coefficients show that there is a significant and positive relationship between the BSFI₃ index and annual percentage change of non-government loans in the private sector and the annual percentage change of the bank foreign liabilities. Annual percentage change of loans and foreign debts have a strong positive effect on the value of BSFI₃ index. There is an insignificant negative relationship between this index and the annual percentage change of bank deposits.

The results of Pearson's correlation coefficients show that there is a significant positive relationship between the BSFI₄ index and annual percentage change of non-government loans in the private sector, annual percentage change of bank foreign liabilities, and annual percentage change of bank deposits. This indicates that the annual percentage change of loans, liabilities, and deposits have strong positive effects on BSFI₄ index, and there is an insignificant negative relationship between this index and annual percentage change of the bank foreign exchange

reserves. Time charts of fragility indices of $BSFI_3$ and $BSFI_4$ for the period 2003-2011 are shown in following figures:



As expected before, by comparing the time charts of the two fragility indices, it was revealed that fragility index $BSFI_4$ has more stability and constancy than $BSFI_3$ index during the study period. Fragility index is categorized into three periods of high fragility, medium fragility, and risk as shown by table 5. The months listed in this table include the fragility periods and the blank cells present stability.

Table 5 – Fragility periods according to BSFI index

Standard deviation 1.71 ($BSFI_3$)			Standard deviation 1.47 ($BSFI_4$)		
High fragility	Medium fragility	Risk	High fragility	Medium fragility	Risk

	Jul-Aug 2003			Jul-Dec 2003	
	Jan-Feb 2004			Oct 2004	
	Oct 2004			Jan 2005	
	Jan 2005	Feb 2005			Nov 2005- Feb 2006
		Nov 2005- Feb 2006		Jul-Aug 2006	
		Nov 2006- Feb 2007		Oct 2006	Jan-Feb 2007
		Nov 2007- Feb 2008			Nov 2007- Feb 2008
	Mar-Oct 2008	Feb 2009			Feb 2009
	Mar 2009		Mar 2009	Jul-Oct 2009	
	Jul-Oct 2009		Apr-Jun 2010	Sep 2010	Jan-Feb 2011
Apr-Jun 2010				Aug 2011	Nov 2011- Jan 2012
Sep 2010		Dec 2010- Feb 2011			
		Nov 2011- Feb 2012			

In general, the areas under the two curves for the two fragility indices of BSFI₃ and BSFI₄ in these figures show the progression of the bank fragility during the period of stability. By examining the trend of indices in both figures according to the standard deviation values in three states of high fragility, medium fragility, and risk, it can be perceived that the period of Nov 2005 - Feb 2006, which includes the risk period, indicates the probability of crisis in the future of banking sector. Given the fact that this period was short, it can be concluded that the bank policies and activities have acted well in preventing the crisis. After a short period, the circumstances are improved. Then, a one-month risk can be observed in Jan-Feb 2007 in the banking sector. Therefore, the peak of fragility index trend is less than the previous risk period. Unfortunately, the fragility index trend in the beginning of the years 2007, 2008, 2010, and 2011 represent short periods of risk. These periods, as the starting points of crisis, serve as risky points for the banking sector, because if the collapse of index is not controlled, the banking sector will enter into the fragility trend (medium and high). The index trend less than the standard deviation indicates medium and high fragility. As can be witnessed, in short periods in 2009 and 2011, medium fragility, and in short periods in 2009 and 2010, high fragility are observable.

Probit Model for $BFSI_4$

In the ordered probit, dependent variable is a tetragonal variable and our independent variables are exports, imports, inflation rate, the government's short-term debts, and exchange rate.

Table 6 – Coefficients of the model's predicting variables and their significance results

Independent variable	Coefficients	Standard deviation	Z statistics	P-Value	Test results
Exports	8.43×10^{-5}	4.01×10^{-5}	2.11	0.03	Significant
Short term debts	0.00279	6.09×10^{-5}	4.58	0.000	Significant
Imports	- 0.00016	4.81×10^{-5}	- 3.22	0.001	Significant
Inflation rate	0.00643	2.08	3.08	0.002	Significant
Real official exchange rate	- 0.0006	0.0004	- 1.58	0.111	Insignificant

Other statistics

AIC Statistics	2.146
R^2	0.8055
LR Statistics	25.46
P-value	0.000113

The results obtained from the test of model coefficients show that at 95% confidence level, coefficients of variables of exports, imports, short-term debts, and inflation rate are significant and only the variable of real official exchange rate is insignificant. The low value of Akaike Information Criterion (AIC), the high value of the coefficient of determination (R^2), and the significance of Likelihood Ratio (LR) statistics (with the P- value of smaller than 0.05) also confirm the results of the model fitness. Thus, it can be expressed that the defined model in terms of $BFSI_4$ index is appropriate to achieve the prediction for Early Warning System (EWS) in Iran banking environment.

The estimated coefficients from the probit model based on $BFSI_4$ index present that for a million dollar increase in exports, fragility will probably increase very little, i.e. 8.43×10^{-5} units. For a million dollar increase in imports, fragility will probably decrease by 0.00016 units. For a million dollar increase in government's short-term debts, fragility will probably increase by 0.00279 units. For a unit increase in inflation rate, fragility will probably increase by 0.00643 units. And, for a unit increase in real official exchange rate, fragility will probably decrease by 0.0006 units.

Probit Model for $BFSI_3$

The results of estimating the ordered probit model for $BFSI_3$ index are shown by table 7. The results from the test of model coefficients showed that at 95% confidence level, coefficients of variables of exports, imports, short-term debts, inflation rate, and real official exchange rate

are significant. The low value of Akaike Information Criterion (AIC), the high value of the coefficient of determination (R^2), and significance of Likelihood Ratio (LR) statistics (with the P- value of smaller than 0.05) verify the results of the model fitness. Accordingly, it can be claimed that the defined model is appropriate in terms of $BSFI_3$ index, in order to achieve the prediction for Early Warning System (EWS) in Iran banking sector.

Table 7 – Coefficients of the model's predicting variables and their significance results

Independent variable	Coefficients	Standard deviation	Z statistics	P- Value	Test results
Exports	0.000117	4.17×10^{-5}	2.79	0.000	Significant
Short term debts	0.0035	6.72×10^{-5}	3.513	0.0004	Significant
Imports	- 0.00224	5.24×10^{-5}	- 4.28	0.024	Significant
Inflation rate	0.00773	2.20	3.51	0.005	Significant
Real official exchange rate	- 0.000935	0.000415	- 2.25	0.000	Significant

Other statistics

AIC Statistics	1.97
R^2	0.9526
LR Statistics	35.63
P-value	0.000

The estimated coefficients from the probit model based on $BSFI_3$ index show that for a million dollar increase in exports, fragility will probably increase by 0.000117 units. For a million dollar increase in imports, fragility will probably decrease by 0.000222 units. For a million dollar increase in government's short-term debts, fragility will probably increase by 0.0035 units. For a unit increase in inflation rate, fragility will probably increase by 0.007736 units. For a unit increase in real official exchange rate, fragility will probably decrease by 0.000935 units.

Conclusions

Except the relatively constant trend of exports and imports in the period under consideration, other trends, including real official exchange rate, inflation rate, foreign short-term debts in 2010, experienced shock. This shock is the consequence of the subsidy reform plan, which has already affected the banking fragility index. In fact, during recent years, the banking fragility index has increased substantially. This index is a combination of changes in non-government loans, changes in bank's foreign debts, and changes in banking deposits. In other words, irregularities and unorganized plans in the economic system have increased liquidity risk, credit risk, and exchange rate risk in the banking system. In such circumstances, avoiding command-based economy to decrease the interest rate of loans, and maintaining the sovereignty of Central Bank to control liquidity and decreasing inflation can be appropriate solutions to control banking fragility index. Based on the obtained results from the research, inflation rate is one of the most influential factors on the banking fragility. Thus, it is suggested that government takes contractionary policies (such as not initiating the second phase of subsidy reform plan until achieving relative economic stability) in order to control the liquidity level.

Short-term debts are the second factor affecting the country banking system fragility. Short-term debts experienced a sudden and considerable increase in 2010. Although it diminished in 2011, it is necessary to control this variable to maintain stability in banking system.

Findings of this paper can be influential in identification and improvement of warning indicators for emergence of crises. Even though the time of crisis is unpredictable, it is likely to monitor the factors leading to financial imbalance such as quick, unexpected, and fast growth of credit and asset prices.

Suggestions for Further Research

We had not access to some variables, such as annual percentage change of non-government loans in the banking sector, bank foreign debts, bank deposits, and the required foreign exchange reserves, for calculation of BSFI index for the years before 2003. Lack of access to general financial report of banking system in Iran for calculation of the variables in a way that separated information for commercial banks, private banks, financial and credit institutes be available and we just focused on commercial banks.

Considering the reciprocal impact of macroeconomic variables on fragility in the banking sector, it is recommended to examine the proposed model of this study by the vector autoregressive model and then, compare the obtained results with the findings of this research. It is also suggested to predict the banking fragility by using heuristic algorithms (such as neural networks, genetic algorithm, imperialist competitive algorithm, etc.).

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Innovation in the Language Classroom: Process and Intervention

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Abstract

We live in a busy world with sudden distractions and many things to think about. The rapid speed of science and technology keeps our world in constant motion. Students leaving the classroom after being taught by the teachers are thinking about a thousand things: Did I understand what teacher taught? But, when they come into the classroom. We teachers expect them to be ready to learn, ready to receive information and retain it. There is a question that how can learners do this with so much in their learning process. It is obviously with the use of innovation in the classroom. It fosters them (students) to learn innovatively to establish learner's autonomy. This article outlines the role, need and process of innovation in the language classroom and teaching.

Key words: distraction, retain, foster, innovatively, learner's autonomy,

Innovation is willed intervention in the conventional practice, and it brings about beneficial changes in that practice (Markee, 2010). But that does not mean that innovation is easy, and it does not mean that innovation occurs in the foreign-language classroom just because teachers teach. Yet innovation is on the basis of education; innovation in the language class room is continuous and ongoing. In fact, education is innovation –specifically, foreign language students who are learning how to use noun clauses or guess a word's meaning from context or to request: a librarian's help or to structure a paragraph are constantly making change in their background knowledge and experiences, in their learning styles and strategies. This article discusses the role of innovation that occurs in the language classroom and suggests that teachers who consider the integral relationship between education and innovation can better assist learners in the learning process.

Innovation is the notion that is commonly discussed in the disciplines such as business studies, education, sociology, information technology and so on. The insights of the 'Innovation has been extremely relevant in the field of ELT or of SLA. In our everyday teaching, innovation takes place constantly we choose to eat different food for dinner, to take a different route to work, to need a book we haven't ready before. This innovation is generated with the multiple route/ approaches for better learning and teaching. Every teacher has the great echo of making learning effectively. Innovation is a key factor for the betterment of teaching and learning we expect the benefits of the innovation and we teachers realize that our goal involves both responsibility and consequences.

It is crystal clear that change is an ongoing and voluntary process, innovation is international and planned attempt to adopt newness in teaching and learning. It is newness brought by the teacher practices so that it can make any practice. But even choosing to innovative class does not mean that innovation is easy or fun. In fact research shows that even small innovative ideas can leave us fired and tumble. For instance as you

take breakfast, eat in a different sequence. Tomorrow morning consciously choose to comb your hair or shave in a different pattern, and reflect on your feelings about event this single discrete change. Numa, Markee notes, "language teaching professional have built up a body of theoretical and practical knowledge since the 1980s that has resulted in the formulation of various innovative approaches to language teaching (2010,p 3). Finally, think about the need, interest and aspiration of learners and choose innovative ideas for the effective teaching and learning process research about change (Goldenberg and Gallimore 1992; Gresso and Robertson 1992; Kirkpatrick 1987; Schlossberg 1987) have shown the following:

1. Educational change occurs in the individuals first. That is, change is a highly personal experience and only after individuals change does not occurs in larger group: classroom, institutions and nations.
2. Individuals change only if the change will benefit them. There are of course, many kinds of personal benefits. Financial, intellectual, social, social psychological. One benefit is a good grade on a test. Another might be award of praise from the teacher.
3. People may appear to change even when they have not. While imposed change can make individuals appear to change, real change comes it individuals determine- or are persuaded that the change is in their best interest.
4. Change takes time, patience, and resources and the move complex or difficult the change the more time patience and resources it will take.
5. Significant change (that is complex change) is neither fun nor easy.
6. Significant change is not an event. Rather it is a process, and that process includes several stages.

Now, The research model I think the most applicable to change in the classroom, the Concerns Based Adoption Model (CBAM) (Hord et al. 1987), has mentioned that the are seven stage i) awareness stage ii) information stage iii) Language stage iv) collaboration stage of concern in the change process. These occur when students encounter a new concept in the classroom (or when teacher, parents or citizens encounter change in their live

Change leads to be the positive learning of content; everyone begins the change which depends on:

- a) The nature complexity of the change: How much do the students already know? How difficult is the change? How complicated is the change?
- b) The nature and situation of the students who is changing. Are the students open to change? Motivated to change? Able to change?
- c) The ways in which the teacher implements and supports the change: How experienced is the teacher in the change process? Is the teacher sensitive to the need of the students who facing the change? Are there appropriate resources to give the students practice? Opportunities and appropriate feedback?

Teacher and Innovation in the Language Classroom:

We teachers open the mind of our students to wide range of knowledge, equip them with skills and infuse in them attitudes and values that will support their well-being of the society and the productivity of the economy. A variety of roles for teacher has emerged in the connected, digital age that emphasizes social and technological networking. This kind of shift has led to a change in the value of teachers since the valuable teachers are not simply with knowledge and skill for the betterment of teaching and learning.

The proper implementation of personal Learning Environment (PLE) for supporting out of class language learning is the key to make our goal by asking student to use their own ideas, and take increasing control over managing all aspects of student learning. Innovations are possible to bring personal learning environments into the curriculum as a non-formal education complement to the course as a course for teachers to draw on innovations teacher is a means to enable learner's autonomy. Because, it includes tools for goal setting and assessment, for example, innovations can be used to model, practice and give feedback on different aspects of autonomous learning.

Breen and Littlejohn (2000) discuss the role of negotiation and change that the most successful classes are those that resolve around the learners, not around the teachers or predetermined and static sets of content. Learning with innovations allows learners to explore their wants and needs to share with the teacher, it allows teachers, and it allows teachers to learn things about his /her students, their difficulties, their preferences, and their backgrounds that I would have otherwise not found out.

If teachers need not spend large amount of time teaching the innovative teaching the topic provides content about which learners can write read and speak innovatively. Sin order to use the innovation process effectively in the language classroom teachers must establish a mindset. Teachers must understand, for instance, that the more complex the innovation, the more, the time practice, and Resources such as demonstrations, lectures field trips, reading and laboratory projects that the innovation will take. In addition teachers must believe that individual concerns about innovation are normal, shared and even expected. As we must understand that the steps of concern do not exist in a vacuum; they are influenced by students feeling about the innovation, by their thinking of their capacities to do it, by the number of other innovation they are involved in by the classroom environment and most valuable by the kind and level of support and assistance they receive as the move through the stages of concern.

(Joy Rid the Monoster Book for Language Activities (2015)

Teacher Intervention:

To tell something about the innovation to the students, by addressing the stages of concerns as we plan our awareness and information lessons. And by showing to our students that they are capable of learning and changing with innovations, we teachers are already intervening indirectly in our student's stages of concern. But intervention can also

take place more directly. Teacher's intervention in the innovation process can support students in moving through the stage of concern more easily quickly and effectively.

The use of such intervention consist using techniques that are suitable to teach individual stage of concern. It means that teachers must be skillful in identifying the stages of concern in their students and assessing the immediate need of those students.

Conclusion

This article suggested that language teaching/teachers investigate and then enhance the integration of the change with the innovation in their classes. Yes, I agree that language classroom is not easy, it incorporates with innovation.

Teachers committed to this innovation/change in their daily teaching/Learning activities. One thing, teachers need to be more responsible for providing learners/ students with long term objectives and rationales which will allow them to benefit in their learning.

Teachers need to be co-operative with themselves and their students' learning of using proper CCE system and the appropriate resources to implement in the classes for innovative teaching and learning. This will benefit in language learning for the formation of independent learning skill and given sense of responsibility for their learning.

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Intellectual Capital and Organizational Citizenship

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Abstract

The aim of this research was to study the relationship between intellectual capital and organizational citizenship behavior in the Research Institute of Petroleum Industry in Iran. The statistics population of this research includes 200 staffs of the research institute and the statistic sample was calculated using Morgan table as 127 individuals. Questionnaire was used for data collection and structural equation modeling (SEM) and LISREL software was used for data analyses.

The findings of the research revealed that intellectual capital have a direct and significant effect on the organizational citizenship behavior, meaning that the increase in intellectual capitals can lead to increasing organizational citizenship behavior. Moreover, it should be stated that among the intellectual capital indicators, relational and human capitals have respectively the highest and lowest influence on organizational citizenship behavior.

Key words: *Intellectual capital, structural capital, human capital, relational capital, organizational citizenship behavior, Research Institute of Petroleum Industry*

1- Introduction

Intellectual capital is a valuable resource that is generally recognized as intangible assets of an organization. Today's economy is based on intellectual capital and its goods are knowledge and information. Intangible sources are the elements other than physical and financial assets, which can take part to create value in a company and are under its control. The emerging field of intellectual capital is a new research field for academics and organizational practitioners that is focused to create new measurement mechanisms for reporting of the intangible variables, such as human capital, customer satisfaction, and innovativeness (Chang and Lee, 2008). This capital includes the mechanisms and structures that play a major role in supporting employees to acquire optimal intellectual performance added to optimal business performance.

In fact, this capital includes all the inhuman knowledge resources in an organization such as databases, processes, strategies, and organizational charts, which offers a value more than its physical assets (Chang and Huang, 2010). Considering the significance of the knowledge issue in the last decade, and with regard to the changes in the economy world and the movement from the industrial towards knowledge-based economy, valuation and management of intellectual capital has become an increasingly important and vital issue for corporations. Managers must be aware of the value of intellectual capital in the company in order to be able to manage intellectual capital of the company desirably. The users of

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financial statements should have the information about the level of intellectual capital in order to be able to forecast the future of the company and take decisions vigilantly. Thus, the correct and precise identification and valuation of intellectual and human capitals is essential for the managers as well as users of financial statements and its importance is increasing progressively.

Human resources are accounted as one of the most valuable organizational capitals, the most important competitive advantage, and the scarcest resources in today's knowledge-based economy. This valuable capital, due to its enormous effect on the organization's effectiveness, has become the pioneer in terms of importance compared with other organizational capitals. According to this fact, organizations and managers have currently applied various solutions and methods to attract the best and most competent human forces (Belcourt et al., 2008). One of the valuable features of human resources, which have taken up considerable attention of many people, is organizational citizenship behavior. This variable, which is inspired from the definition of good citizen, describes employees who are prepared at all times to perform his/her duties and contribute to the organization, even more than his/her pre-determined duties. In other words, employees with organizational citizenship behavior are like a committed citizen, who is prepared to put his/her effort with no expectation in order to develop the organization.

Naturally, if organizations could employ such staffs, they will be no longer concerned about the effectiveness and in the competition arena, can conveniently deliberate about investment in other influential fields on effectiveness. In addition, the managers of such beneficial employees devote most of their times for the affairs, other than the tasks of their subordinates (Organ, 1988). Organizations particularly in undeveloped and developing countries should provide the grounds for their employees and managers to conveniently enable them to employ their experiences, abilities, and capacities to develop organizational objectives. This target cannot be achieved unless the necessary rules and principles related to organizational citizenship behavior added to essential grounds are provided for implementation of such behaviors.

2- Review of literature

2-1- Intellectual capital

Intellectual capital is born in the realm of knowledge and science. This term is still in its formative period. Although more systems are applying intellectual capital, there are still many employed people in organizations and businesses, who are unaware of this concept (Zanjirdar et al., 2008).

Stewart believe that intellectual capital is a set of knowledge, information, intellectual assets, experience, competition, and organizational learning that can be applied to create wealth. In fact, intellectual capital of all employees includes their organizational knowledge and abilities to create value added and can provide continuous competitive benefits (Ghelichli and Moshabbaki, 2006). According Bontis (2004), intellectual capital can be defined as a set of intangible assets (resources, abilities, competition) that are obtained from organizational performance and value creation. Edvinson and Malon expressed that intellectual capital is the information and knowledge required for working and value creation (Veltri, 2011). Moreover, Sibay (1997) has defined intellectual capital as three components of human capital (the capacity to perform tasks in various situations to create tangible and intangible assets), structural capital (patents, concepts, models, administrative and computer systems), and

relational capital (relationship with suppliers of materials and customers). Some others have considered intellectual capital as the competencies of a company, and such competencies are mainly related to experience and expertise of the organization's internal people. In fact, the knowledge and experiences of the people inside the company can create value and this value creation can be performed using knowledge exchange and new knowledge creation processes. It should be considered that these competences are not only created by individuals and inside the organization. They are sometimes created using the organization's environment. For instance, the collaboration network between companies in a specific region can be indicated (Tan et al., 2007).

Hardware, in his statements and papers, recognized the most valuable and important resources of a company as intellectual capital and intangible assets. From his viewpoint, due to the special specifications of these assets (i.e. the corporate intellectual resources), they have the nature of monopoly and uniqueness and are not capable and imitable. For this reason, they are valuable for the company and can create competitive advantages for the company (Abeysekera, 2009).

Overall, academics and practitioners in the intellectual capital field are agreed on this issue that intellectual capital consists of human, structural, and relational capitals that can be explained as follow:

Human capital: It is the foundation and base of intellectual capital and the primary element to perform its duties. Human capital is related to factors such as knowledge, abilities, and talents of employees and also, their behavior with regard to the encouraging performance of staffs, which customers are satisfied to pay for and can be the company's main source of profit (Chen et al., 2004).

Structural capital: Structural capital is related to routinization of organizational affairs, sequence and order of performing the organization's activities, and availability of the required software and hardware to perform tasks. Structural capital is defined as the possession of patents and infrastructural facilities for undertaking activities (Hemmati and Zamani Amoughin, 2012).

Relational capital (Customer capital): Relational capital includes all the relations between the business and any individual or another business. These relations include customers, intermediaries, material suppliers, regulatory authorities, creditors, and investors. The aforementioned relations can be divided into two main groups: The first group is the relations that are validated by a contract between customers and material suppliers or main partner. The second group mostly includes informal relations (Marr et al., 2004).

2-2- Organizational citizenship behavior

The initial investigations were made in the field of organizational citizenship behavior to figure out the responsibilities or behaviors of the employees in organizations, which were previously overlooked. These behaviors although were measured incompletely in conventional evaluations of professional performance or sometimes they were unnoticed, they were influential on improvement of the organizational effectiveness. The other stream of researchers like Graham suggested that organizational citizenship behavior should be regarded separately apart from the professional performance. Therefore, the problem of differentiation between in-role and extra-role performance will no longer exist. In this perspective, organizational citizenship behavior should be attended as a global concept, covering all the positive behaviors of the people inside the organization (Castro et al., 2004).

Organizational citizenship behavior is one of the relatively new concepts in organizational behavior, which were entered into the science field of organization and management by pioneering movement of Organ in 1983. Organ has expressed five factors for this variable through his studies as are provided in the following:

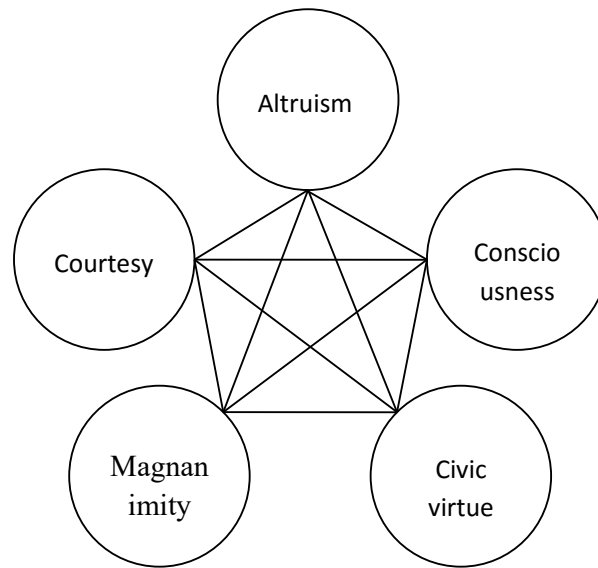


Figure 1 - Organizational citizenship behavior factors

Altruism: The contributing and totally voluntary behavior of individuals to assist their colleagues is called altruism. Altruism implies the useful and beneficial behaviors, which create sincerity, sympathy, and compassion among colleagues that directly or indirectly assist the employees with working problems (Jafari, 2006).

Conscientiousness: An organizational citizen is conscious. S/he presents favorable performance in in-roles tasks. Productive thinking is his/her key objective. S/he is prepared to contribute to the organization in case needed and even more than the organization's expectations. Conscientiousness is called to efforts performed more than the formal requirements (Belcourt et al. 2008).

Magnanimity: In this aspect, employees with their magnanimous behavior reduce their groans, complaints, rumbles, accusations, cavils and they plan most of their times for organizational efforts and activities. Magnanimity or tolerability is the second dimension of citizenship behavior, which implies the patience against unfavorable and undesirable situations with no objection, reluctance, and discontent. Organizational citizens are always continent and tolerant in confronting problems and adversities, are not convinced with their achievements, and consider success and failure as a message to stay prepared for future difficulties (Podsakoff et al., 1991).

Civic virtue and complaisance: Civic virtue is in fact the complement of magnanimity. Civic virtue highlights the necessity of participation of an employee in organizational life. In other words, organizational citizen is patient and tolerant in confronting problem; however, in civic virtue, he tries to play a major role in eliminating the difficulties. The behaviors that require active and responsible participation in performing duties and can increase corporate reputation are called complaisance (Organ, 1988).

Courtesy: Polite behaviors that impede the creation of new issues and problems in the working environment. This dimension indicates the behavior of individuals with colleagues, supervisors, and audience of the organization. The people who treat with others with courtesy and esteem are of advanced citizenship behavior. Organizational citizens always maintain politeness and courtesy in their interactions.

Principally, their social reputation helps them to maintain reciprocal courtesy in their relationships. Although each of the dimensions has completely different nature compared to others, they are complement of each other and have common target (Mousakhani et al., 2012). Podskoff, McKinsey, Moorman, and Fetter (1990) indicate seven functionalities of organizational citizenship behavior. From their perspective, organizational citizenship behavior can provide the following benefits:

- It increases the collaboration and managerial productivity.
- It reduces the need for allocation of scarce resources, which are required to protect the organization's resources, monitor and control the performance, and perform daily tasks.
- It can free the resources to achieve the objectives.
- It facilitates the coordination of activities among team members and working groups.
- It enables the organizations to absorb and maintain employees of higher quality, through providing a pleasant working environment.
- It increases the organizational performance via reducing the changeability in the performance of working units.
- It increases the organization's ability to adapt with the environmental alterations.
- A research was done by Mayel Afshar et al., (2013) titled "The Effect of Demographic Characteristics on Organizational Citizenship Behavior in the Selected Teaching Hospitals in Tehran". The statistic population of this study was six hospitals of Tehran University of Medical Sciences and Shahid Beheshti University. This research was accomplished with attitude measurement approach. The findings revealed that in these six hospitals, organizational citizenship behavior affects the employees' productivity.
- A study was carried out by Rezaei and his co-workers (2011) titled "Studying the relationship between organizational citizenship behavior and quality of services in hospitals in Guilan province". The statistic population includes all the private and state hospitals in Guilan province. The results disclosed that there is a direct relationship between different dimensions of organizational citizenship behavior (such loyalty, obedience, and participation) and quality of services.
- A research was done by Shams and Khalili (2011) titled "Studying the relationship between intellectual capital and financial performance of the companies listed in the Tehran Stock Exchange". The relationship between intellectual capital and performance of the companies listed in the Tehran Stock Exchange was investigated. The outcomes indicate that intellectual capital has a direct relationship with the efficiency rate indicators of the shareowners' rights, employees' productivity, market-to-book ratio for each share, the efficiency of assets, and profit of each share.
- A research was done by Dastgir and Mohammadi (2009) titled "Intellectual capital, the interminable treasure of the organization". The managerial stages of intellectual capital management were studied including the concept and definitions of intellectual capital, constitutive elements, and various methods of measurement and

at last, the method of reporting has been described. The findings showed that today, numerous companies throughout the world have found that measurement, development, and other intangible assets should be inserted into financial statements of the organization. The main problem in reporting of intellectual capital relates to accounting standards, which compel a company to fulfill all pre-determined specifications of the standard, when inserting an item into the assets account.

- A study was accomplished by Lu et al., (2010) titled “The effect of intellectual capital on the retail companies’ performance”. The aim was to study the intellectual capital effect on retail companies’ performance. The findings reflect that intellectual capital in addition to exhibition of real value of the companies , can create competitive advantages between retail companies.
- A work was performed by Buentello et al. (2008) titled “Studying the relationship between organizational citizenship behavior and total quality management”. This research studies the relationship between organizational citizenship behavior and total quality management. The results show that total quality management play an intermediary role between performance and organizational citizenship behavior, meaning that citizenship behavior cannot simply improve the organizational performance, and total quality management can improve the performance along with organizational citizenship behavior.

3- The research methodology

The statistic population of this study included 200 staffs in Research Institute of Petroleum Industry. In this research, due to the limited statistic society, the sample volume was calculated using the Morgan table formula as 127 individuals. In order to collect the required data and perform necessary measurements of the research variables, two standard questionnaires on intellectual capital and organizational citizenship behavior were used. To measure intellectual capital, the Buntis questionnaire was employed including 12 questions, and to evaluate the employees’ organizational citizenship behavior, VanDyne questionnaire was applied including 19 questions that were distributed among the statistic population. As the questionnaires were standard, they are of the essential validity and reliability of two questionnaires was calculated 0.8 and 0.83, which are acceptable.

4- Analysis method

After becoming ensured about the relative acceptability of research variables, the conceptual model of the research was estimated via structural equation modeling (SEM) by using LISERL software. In fact, this method is a statistical method for modeling of covariance structures, which can estimate the continuous and simultaneous relationships between dependent and independent variables of a model. SEM approach is a comprehensive method to test the hypotheses about the relationships between the observed and latent variables.

4-1- Research hypotheses

The present study has the following hypotheses:

- There is a relationship between intellectual capital and organizational citizenship behavior in Research Institute of Petroleum Industry.

- There is a relationship between human capital and organizational citizenship behavior in Research Institute of Petroleum Industry.
- There is a relationship between structural capital and organizational citizenship behavior in Research Institute of Petroleum Industry.
- There is a relationship between relational capital and organizational citizenship behavior in Research Institute of Petroleum Industry.

The path analysis results and the relationships between the research variables were provided in the below. In order to determine the fitness of the path analysis model, Chi-square test and other indices for the model's fitness was studied, which are provided in table 1.

Table 1 - Fit indices of path analysis model

Model	χ^2	Df	χ^2/df	RMSEA	GFI	AGFI	NFI	NNFI	RMR
Intellectual capital - Organizational citizenship behavior	1729.19	463	2.69	0.060	0.92	0.95	0.90	0.90	0.039

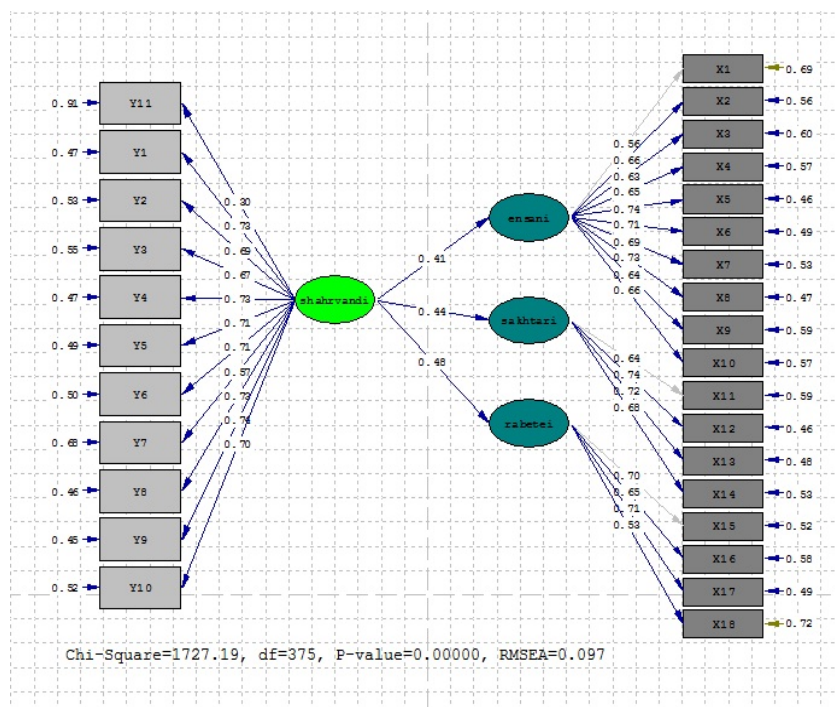


Figure 2 - The research path fit in standard estimation

The fit indices of the measurement model of intellectual capital-organizational citizenship behavior illustrate in figure 2 that the mentioned model is acceptable. Because the chi-square ratio with degree of freedom of 2.69 is positioned in the desired interval of 1 and 5 . The RMSEA value of the model is 0.06. The RMR (root mean square residuals) value is lower than 0.05. The GFI and AGFI value of fit indices are respectively higher than 90 percent and

the NFI and NNFI values of fit indices are respectively higher than 90 percent, which are acceptable.

4-2- The path coefficient analysis

Considering the acceptability of structural equation models based on the calculated indices in the previous section, in this stage, the relationship between the research variables is studied using t-test at the confidence level of 95 percent. At first, the estimation of t-test related to the relationships between variables in structural equation was estimated, as shown in figure 3.

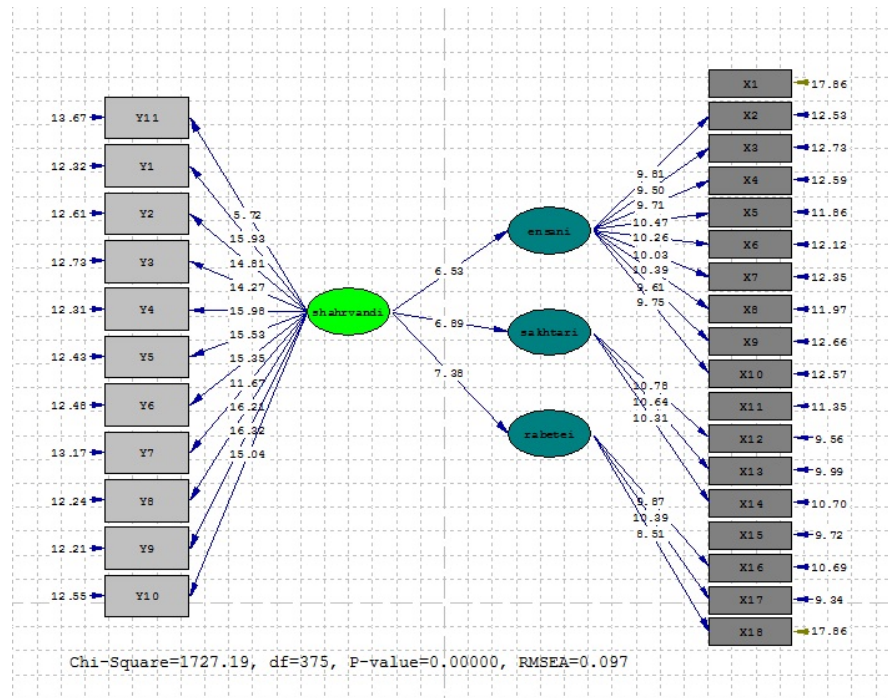


Figure 3 - T-test related to the relationship between intangible variables

The results of standardized path coefficients analysis in the table show the direct effects of the research's conceptual framework variables. In this table, the coefficient values allocated to each path, t-test, significance level, R^2 value, and the coverage level of dependent variable are specified by the presented model. At first, the results obtained from path analysis are expressed in the table. Afterwards, the findings from the model's hypotheses are displayed.

Table 2 - The results from correlation coefficients

Variables	Path coefficient	T-test	p-value	Results (rejected or confirmed)
Intellectual capital → Organizational citizenship behavior	0.86	10.13	0.000	Confirmed
Human capital → Organizational citizenship behavior	0.95	6.53	0.000	Confirmed
Structural capital → Organizational citizenship behavior	0.95	6.89	0.000	Confirmed
Relational capital → Organizational citizenship behavior	1.06	7.38	0.000	Confirmed

5- Discussion and conclusion

As the current research has aimed to determine the effect of variables on each other, it can be stated that intellectual capital has a direct and significant effect on organizational citizenship behavior, which means that the main hypothesis of the research was verified and the increase in intellectual capitals can lead to increasing organizational citizenship behavior. The relational and human capital indices had the highest and lowest effects on organizational citizenship behavior, respectively. Among the components of intellectual, structural, and relational capitals, “respecting to freedom of speech”, “easy access to information via information systems”, and “presenting the best and most valuable services to customers” were recognized as the most effective components, respectively. Among the quadruplet components of organizational citizenship behavior (sacrifice and devotion, good and clean intent, working conscience, and altruism), the most effective component (according to questions 9-11) was recognized as altruism.

According to the proposed model, the findings of the paper demonstrate that intellectual capitals (including human, structural, and relational capitals), which are mostly described as intangible assets, can be taken as a resource for sustainable competitive advantage. They could lead to organizational citizenship behavior (magnanimity and altruism dimensions) and then, are appeared as the effects and results of ethical behavior in the organization.

Recommendations

In order to support every single element of human capital (the employees’ attitude, team work, competence, creativity, and satisfaction), the following recommendations were made:

- Identification of the organization’s strategic professions, constant measurement of the competence level of employees and using the improvement plans, design and creation of the career satisfaction’s measurement systems of in the organization, constant measurement of the employees’ professional satisfaction in time periods and analysis of the obtained information, codification of the balanced performance objectives and plans while acquiring a systematic approach for that, constant measurement of the employees’ performance in certain intervals, analysis of the information obtained from employees’ performance evaluation and comparing them with functional standards and execution of the required measures including incentives and punishments, provision of the career paths and alternative tables for organizational professions, using functional information of individuals while enhancing them, presentation of the educations, consultations, and organizational opportunities to assist the improvement of the future situation of employees to have acceptable performance.
- In order to support each component of structural capital (operational processes, innovative mechanisms, efficiency, and organizational structure), the following recommendations were presented:
 - Identification of key processes that are of high importance to customers, documentation of the mentioned processes, identification and application of the experiences of internal and external competitors, utilization of advanced and modern structures like team and project structures in various divisions of the organization, using the information systems to ease the access to data, budget and time allocation to applicable R&D, collaboration and interaction with sources and academic centers and using the experiences of internal and external competitors, using the recommendation system inside the organization to gather the viewpoints of employees and receive the ideas of customers outside the organization.

- In order to support each component of relational capital (loyalty, market volume, satisfaction, and relationship with customers), the following recommendations were offered:
- Teaching appropriate customer-centered behavior to employees, who have direct contact with customers, identification of the target markets, identification of the customers' requirements, distribution of customer feedbacks throughout the organization, participation of all the departments in service marketing process, consideration of the customers' viewpoints in designing and offering of the services, reinforcement of customer-centered attitude among all the members of the organization, employment, motivation, and enabling the employees in such a way that they could provide complete services to customers, continuous pursuit and on-time accountability for customers' expectations and complaints, automation of some of customers' affairs, and utilization of electronic banking.

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International Teacher Education Study Abroad Programs: A Review of the Literature

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Introduction

Student demographics in public and private elementary and secondary institutions have increasingly become more diverse. In order to effectively educate culturally diverse student populations, pre-service teachers must be adequately trained for culturally responsive teaching. International teacher education study abroad programs with immersion experiences in foreign schools are offered as an innovative way to influence pre-service teachers' intercultural development and personal autonomy. The literature, acquired through Google Scholar and ERIC, on international teacher education study abroad programs in the past five years culminates to over two dozen empirical studies suggesting the enhanced interest in international educational experiences for pre-service teachers.

The objective in the literature review is to provide an extensive overview of present empirical studies regarding available international teacher education study abroad programs for pre-service teachers. The findings presented can identify the type and length of an international teacher education study abroad program that is most beneficial for pre-service teachers. College teacher education administrators can then organize international teach abroad experiences to facilitate improved global awareness and personal autonomy resulting in culturally responsive teachers. In addition to the review of literature, future research is proposed in this area of research.

Review of the Literature

Personal Growth

Little is known about how study-abroad programs affect what learners believe about their individual learning abilities. Amuzie & Winkie (2009) employed a mixed method research design to explore the changes in beliefs about language learning experienced by individuals who take part in study abroad programs. The authors hypothesized that a learners' beliefs on language learning is dependent on an individual's perception of the program and the duration of the study abroad program. The sample consisted of seventy international students from two universities in the northern part of the United States. The target population was limited to students who had been in the United States no more than two years. Data in the research study indicated a vast number of study abroad learners more strongly believed in the importance of personal autonomy for achieving language learner goals and believed less in the importance of the teacher's role in learning. During the study abroad program, learners became more independent and demonstrated learner growth.

The results in the study also indicated that learners who spent more time abroad had significantly stronger beliefs in learner autonomy and independence. Individuals who spent less time abroad experienced less learner autonomy and independence and were less likely to report increased participation in speaking and writing activities with their classmates. Participant responses to interview questions provided direct insight on instructional practices and the context

of language exposure in the classroom. These results corroborate with prior studies conducted on the length of study abroad programs and learner behavior and beliefs. Lastly, the results in the study illustrated the factors related to study abroad experiences and how the factors influenced the belief of learner independence.

The results from the research study support the hypothesis that study abroad programs can influence the personal characteristics of learner autonomy and independence. Participants who studied for a longer period of time, demonstrated increased components of self-regulation, which allowed the students to adjust their actions and goals in order to achieve success in changing environment (Amuzie & Winkie, 2009). A limitation to the study however is the type of recruited participants for the study. Group 1 and Group 2 included students with varying educational experience and English proficiency. The differences in academic ability and English proficiency can account for the changes in beliefs across the groups. Similarly, another limitation to the study was the small sample size. To increase reliability in the future, researchers can obtain more participants.

The findings in this research study validate the beneficial components of study abroad programs in that studying abroad can reflect increased oral fluency, grammar development, reading competence, and student perspective on language learning. The data findings in this research study also support the belief that learners who study abroad often change their beliefs about learner autonomy and language acquisition.

In the next study, the personal growth of participants in international study abroad programs is evident in the research study conducted by Lee (2011). The author utilized qualitative tools supported by quantitative research measures to examine the benefits of international field experience for a group of Hong Kong postgraduate student teachers in a six-week immersion program in New Zealand (Lee, 2011). The study attempted to answer three research questions including: (1) in what ways the international field experience increases participants' understanding of classroom teaching?; (2) how international field experience broadens and deepens participant's cultural awareness and understanding?; (3) how the international field experience enhances student teachers' English language awareness? (Lee, 2011). The researcher recruited seventeen postgraduate, diploma in Education, English language student teachers. All participants had varied teaching experience, from teaching in China to assistant teaching in Hong Kong (Lee, 2011). All participants wrote reflections about their experience during the immersion program and completed two post immersion questionnaires.

Data indicated that the immersion program had enhanced participant understanding of the teaching and learning of English and the educational system in New Zealand. Participants reported learning teaching strategies, classroom management, and the classroom environment. These developments are singular to other international immersion program research studies because the author utilized post-immersion interviews which allowed for in-depth discussion of the experience (Lee, 2011). Further, all of the participants indicated that to some extent the immersion program broadened their cultural awareness of the culture of New Zealand. This view of increased cultural awareness is supported in prior research studies in that cross-cultural experiences enables pre-service teachers to develop a deeper understanding of the culture (Lee, 2011).

Meanwhile, many of the participants also indicated that the immersion experience further developed their English language proficiency to some degree. The impact of immersion programs on language is also supported in the research of Amuzie & Winkie (2009). However, the extent of language acquisition during this immersion program proved to be more advanced

than in the participants within the Amuzie & Winkie (2009) research study. Further, participants in this research study demonstrated attitudinal gains as a result of the immersion experience, including confidence and attitude toward teaching and learning. The participants became more confident during the delivery of the lessons and the ability to create a student-centered classroom conducive to learning. Similar to the research study conducted by Amuzie & Winkie (2009), the student's attitude changed, however the participants in this research study felt emotional gains towards professional characteristics rather than individual characteristics.

The results from the research study support the hypothesis that international field experiences increase participant's understanding of classroom teaching while broadening and deepening cultural awareness and understanding. The data findings also illustrated how international field experience can enhance English language awareness (Lee, 2011). A limitation to the study however was the structure of the data collection instrument. The survey only detailed the perspectives of the recruited participants for the study and not the other members of the program including the program coordinator, assistant teachers, and tutors. Similarly, another limitation to the study was the method of data collection and analysis. The researcher employed mainly qualitative methods limiting the scope of the study to personal responses. The reflections and questionnaires were open-ended to encourage the teachers to express their feelings freely and openly. However, components like the gains in oral proficiency cannot be substantiated because objective language tests were not administered (Lee, 2011). To increase reliability in the future, researchers can restructure the method of data collection and analysis.

The findings in this research study validate the benefits of international school placement for teachers. The data from student reflection papers and post immersion questionnaires surveys are valuable tools to show how immersion programs can enhance participant understanding of the teaching and learning of English in the educational system in New Zealand. This research study also supports the notion that international field experience for novice teachers can impact participants on a personal and professional level.

Cultural Awareness

Likewise, increased cultural awareness and sociocultural consciousness are additional beneficial components for pre-service teachers in international teacher education study abroad programs. Clardy & Skinner (2011) employed a mixed method research design to explore the efforts of a bilingual education program within a primarily white institution to prepare students to become culturally responsive teachers through two study abroad programs in Mexico. In the first study abroad program, Taxco, four bilingual education majors were enrolled and immersed in the Mexican village of Taxco for eight weeks. Similarly, the second study abroad program, Cuernavaca, five students with varied proficiency in the Spanish language were enrolled and immersed in the village of Cuernavaca for three weeks. The student participants submitted weekly reflections on their reading, lectures, and other experiences in Mexico (Clardy & Skinner, 2011). The guiding question for the research study was how to best prepare culturally responsive bilingual teachers for future educational placements.

Data in the research study indicated that all of the student participants in the Taxco and Cuernavaca study abroad programs improved their Spanish language skills. Comparably, the students also reported an increased level of confidence in their ability to effectively communicate. This research study is similar to the research study of Amuzie & Winkie (2009) and Lee (2011) in that there was an increase in confidence. However, this is the only research study that demonstrated an increase in confidence in the ability to effectively communicate with

nationals of the host country. Furthermore, participants in this research study, specifically, were able to speak the language with various levels of proficiency prior to their arrival unlike the participants in the research study of Amuzie & Winkie (2009) and Lee (2011).

Participants in the Taxco and Cuernavaca study abroad programs also acquired an increased sociocultural consciousness and cultural awareness of the native country. Students experienced a sense of being the “other” in a majority culture which allowed them to reflect on their social position in the United States. This experience can then lead them to a deeper level of empathy for their future students. The development of sociocultural consciousness as a character trait is a strength of the research study. Clardy & Skinner (2011) designed the research study to specifically detail the respondents’ encounters and emotions while immersed in an unfamiliar experience resulting in a first-hand account of how their perceptions and beliefs changed as a direct result of the immersion experience.

Similarly, participants reported an increase in cultural awareness of the native country. Students recognized components of daily life including work and home life as well as the political areas of race, class, and gender (Clardy & Skinner, 2011). Though one of the most influential aspects of the experience was the recognition of school life and the responsibilities of the family in the educational process of the child. Unlike the research articles by Amuzie & Winkie (2009) and Lee (2011), this research study by Clardy & Skinner (2011) illustrated the socioeconomic impact of a family on the education of the child. Specifically, the student participants gained insight on the sparse materials provided to Mexican students in the school. The immersion participants found that the additional expenses of toilet paper, dry erase markers and other school supplies, and school uniforms could be a deterrent for many families resulting in low enrollment within the school (Clardy & Skinner, 2011).

The results from the research study support the hypothesis that international immersion programs can increase language proficiency and cultural awareness and understanding. A limitation to the study however was the duration of the two immersion programs. The duration of the Taxco immersion program was eight weeks while the Cuernavaca immersion program was three weeks. Thus, the participant’s experience was limited, but the results of the research study did not decipher any differences. Equally, another limitation to the study was the method of data collection and analysis. Similar to the data collection in the research study conducted by Lee (2011), the researchers, Clardy and Skinner, mainly utilized self-reports of the students to assess an increase in language proficiency and cultural responsiveness. The use of personal responses limits the objectivity of the research study. However, components like sociocultural consciousness and cultural awareness of the native country were available because of the self-reflections illustrating the positive influence of immersion programs. In the future to increase reliability, researchers can restructure the method of data collection to include a mixed-method form of data collection.

The findings in this research study validate the existing theory on the benefits of international study abroad programs for foreign students. The data from student reflections are valuable tools to assess the effectiveness of language acquisition, increased sociocultural consciousness, and cultural awareness of the native country. This research study also supports the notion that pre-service teachers who study abroad often increase their speaking and listening skills while also acquiring an increased appreciation for the foreign country.

Professional Growth and Development

Similarly, international teacher education study abroad programs can have a positive professional impact on pre-service teachers. Franklin (2010) employed a mixed method research design to determine how the international study abroad experience impacted the professional lives of the participants' years later. Participants in the study are 1998 alumni from Dickinson College who studied abroad on at least one occasion during their years as an undergraduate. Out of the 435 alumni surveyed, 52 alumni participated in the study. The duration of the study abroad experience varied. The results indicated the following: 59.6 percent participated in a full academic year, while 25 percent participated in a semester, and subsequently 15.4 percent participated in a short term experience, which was classified as a four-seven week period (Franklin, 2010). Data was collected ten years after the participants graduated in order to fully assess the impact of the immersion program on professional abilities. The guiding question for the research study was if study abroad programs impact professional development of the participants.

This research study is similar to the other studies that were previously discussed due to the increased confidence level. Franklin (2010) reported alumni experienced personal growth from the study abroad experience in the areas of confidence, independence and maturity. Comparably, data in the research study also indicated that 64 percent of survey respondents strongly agreed that their study abroad experience impacted their professional success ten years later in their profession. Additionally, 69 percent of survey respondents indicated that their experience influenced their aspirations for future professional development (Franklin, 2010). Respondents believed their experience encouraged them to seek additional training on culturally responsive teaching and advanced training on cultural context.

The results from the research study support the hypothesis that study abroad programs can impact professional development of the participants. A limitation to the study however was the lack of a control group within the study. The research study did not include alumni from the same graduating class who did not have any study abroad experience (Franklin, 2010). The missing control group did not allow for any correlation between the study abroad experience and the impact on professional developments. Equally, another limitation to the study was the method of collection. Similar to the research studies by Lee (2011), Clardy & Skinner (2011) and Amuzie & Winkie (2009), Franklin (2010) utilized self-reflections for the impact of the immersion experience. The use of personal reflections however limits the objectivity of the professional development of the educator. However, the use of personal reflections allowed the researcher to evaluate personal and professional developments from the experience. In the future to increase validity, the researcher can include administrative evaluations of the educator to quantify the educator's professional advancements. Further, a strength of this longitudinal research study is that the researcher collected data ten years after the participants graduated in order to evaluate long term effects. Similar research studies investigate only short term professional impacts. In addition, future research is needed for long-term professional and personal impact.

The methodology implemented in this study is beneficial for future longitudinal studies because of the mixed method design evaluating the lasting impact of study abroad programs on participants. The researcher recruited alumni and analyzed how the experience shaped participant personal and professional growth. Further, the study highlighted the belief that participation in study abroad programs can have a significant long-lasting career impact on professional development and applicability.

Short term international education study abroad programs have also been reviewed to show the positive impact of international student teaching experience. Researchers Lupi & Turner (2013) employed a mixed method research design with multiple data sources to explore the impact of short-term international teacher education study abroad programs during the first five years following graduation from the teacher preparation program. The research specifically focused on the long term effects of a short-term international student teaching experience in Plymouth, England.

Researchers collected data from 28 (47%) student teachers out of the 60 student teachers surveyed. The students' majors varied with the following: Pre-K (18 percent), Elementary education (64 percent), Secondary education (11 percent), and Special education (7 percent) as reported by Lupi & Turner (2013). The researchers tested their hypothesis that a short term international student teaching internship can impact personal and professional growth during the first five years following graduation of a teacher preparation program

Data from student reflection papers and surveys indicated a strong agreement regarding the positive benefits and influence of the short-term teaching internship post-graduation into the first five years of teaching. Specifically, educators felt an increase in knowledge within the areas of curriculum development, pedagogical skills, and teaching strategies (Lupi & Turner, 2013). Results indicated that the immersion experience was very important to the participant's development of curriculum and instruction in the classroom. Respondents implemented new curriculum from the immersion experience into their lessons. The incorporation of new curriculum and pedagogical skills in the classroom following the immersion experience is similar to the results indicated in the research study by Franklin (2010).

Similarly, many of the participants also indicated that the immersion experience had an impact on self-esteem, independence, and self-efficacy in classroom settings and social situations (Lupi & Turner, 2013). Participants noted that following the immersion experience, there was an increase in personal accomplishment and transformation. The personal impact of the immersion experience is also supported by the research studies conducted by Amuzie & Winkie (2009) and Franklin (2010). However, the participant's personal growth and accomplishments was more apparent in a "transformational" sense than in attitudinal gains as noted by Amuzie & Winkie (2009) and Franklin (2010).

The results from the research study support the hypothesis that a short term international student teaching experience can impact personal and professional growth during the first five years following graduation of a teacher preparation program. The data findings also illustrated how a short-term international teaching experience can impact a teacher's pedagogy, cultural understanding, personal lives (Lupi & Turner, 2013). A limitation to the study however is the sample size. From 2007-2011, 60 student teachers completed the student teaching internship and researchers were only able to collect data from 28 alumni, limiting the scope of the study. Similarly, another limitation to the study is the missing quantifiable data connected to the teacher's professional development in the classroom. Lupi & Turner (2013), utilized a survey and personal reflections to gather data. However, comparable to the research study conducted by Franklin (2010), the use of personal reflections limits the objectivity of the professional development of the educator. Yet, a strength of the study is the use of a survey. The researcher incorporated a 22 item survey focused on how the short-term international internship continued to influence the student's personal and professional lives (Lupi & Turner, 2013).

This study reinforces the existing theory of the beneficial impact of international study abroad programs. The data from student reflection papers and surveys are valuable tools to

illustrate how international study abroad programs can be beneficial for the professional development of pre-service teachers. This research study also reinforces the hypothesis that when pre-service teachers participate in international study abroad programs, they demonstrate an increased awareness in cultural competence, global perspective, curriculum, and pedagogical skills.

Professional Development and Global Careers

International teacher education study abroad programs can have a lasting effect on the participant's personal growth and professional development in the classroom. In the same way, international immersion experiences can also shape the participant's career path. Further, the study was conducted to examine the long-term impact on participant's career choices, language abilities, and personal development. Norris & Gillespie (2013) conducted a longitudinal study in 2002 to examine the impact of international education study abroad programs on future career paths for alumni from the International Education of Students (IES). IES provides study abroad opportunities through 78 programs in 118 countries. The program educates almost 5,000 per year (Norris & Gillespie, 2013).

Researchers collected data from 3,723 of the 17,000 IES alumni who participated in its program between 1950 and 1999 (Norris & Gillespie, 2013). A longitudinal survey instrument was utilized consisting of 28 questions, divided into three categories: (1) basic demographics; (2) impact of key study abroad program elements; (3) impact of study abroad on select behaviors, attitudes, and specific achievements. The study then measured student outcomes in academic attainment, career development, personal and social development, and intercultural awareness. Respondents were asked to rate, on a 5-point Likert scale, the influence of their specific study abroad experience on each of the developmental measures (Norris & Gillespie, 2013).

Data from the IES alumni survey indicated that the immersion experience had an effect on the participant's their career path by increasing skills sets, including foreign language ability, and increasing interest in a global career. Further, 48% of the participants reported working or volunteering in an international organization since the immersion experience (Norris & Gillespie, 2013). These developments are supported by the increase in study abroad alumni who have pursued globally oriented careers since 1950 according to the IES survey. This view of increased skill sets and interest in global careers is shared in prior research studies, though a strength of this research study is the extent in which researchers gathered data from participants who were enrolled in the IES program from 1950 to 1999.

Moreover, many of the alumni, as a result of the international study abroad experience, experienced increased personal and social development and intercultural competence (Norris & Gillespie, 2013). The impact on personal and social development is also supported in the research studies conducted by Amuzie & Winkie (2009), Franklin (2010), and Lupi & Turner (2013). Although, the personal and social development experienced by the participants in this study included higher rates of continued contact with the host families and other foreign participants in the immersion program. Further, alumni reported an increase intercultural awareness due to the study abroad experience. After the experience, alumni had a heightened interest for the host country and acquired more education on the native language and culture of the host country. Comparable to the research study conducted by Clardy & Skinner (2011), the participants gained insight on the culture and traditions of the host country, yet the participants in

this research study felt more of an emotional connection to their host nationals and maintained continued contact.

The results from the research study support the hypothesis that international long-term study abroad programs can impact on participant's career choices, language abilities, and personal development (Norris & Gillespie, 2013). A limitation to the study however is a missing control group which does not allow for any correlation between the study abroad experience and the impact on career choices, language abilities, and personal development. Additionally, another limitation to the study is the structure of the participant survey. The survey was created to demonstrate student satisfaction which limits the researcher's ability to draw conclusions on causation. Yet given the design of the survey and the 50 year span between participation and data collection, the survey instrument is most appropriate.

The data in this research study validate the hypothesis of the long-term impact of international teacher education study abroad programs on pre-service teachers. Further, the use of a longitudinal survey in the research study is beneficial for future research because the components within the survey can provide a framework for future studies. Lastly, this research study supports the proposed benefit of study abroad experiences and career development for pre-service in prior research studies on international teacher education programs.

Summary

It is hypothesized that international teacher education study abroad programs have an impact on a participant's personal growth and professional development. The research studies presented were conducted in the past five years utilizing mixed method and quantitative research designs. The employed criteria for the research added to the extent and nature of the literature. Researchers examined international study abroad programs for an influential impact on the participant's personal growth and professional development. Similarly, the research studies included American and international pre-service teachers, which have all participated in accredited international study abroad programs. Further, research found that both short-term and long-term international teacher education study abroad programs contribute to additional personal characteristics including confidence, independence, and self-efficacy. Additionally, researchers noted an increase in cultural awareness and language acquisition. Thus, international educational experiences for pre-service teachers are beneficial for both personal and professional growth.

Discussion

The depth of research on the impact of international teacher education study abroad programs on participants is minimal, though in the past five years more comprehensive research is evident. In the present research, it can be concluded that pre-service teachers who take part in international teacher education study abroad programs illustrate positive effects in personal growth and professional development. However, there is caution regarding the type of impact on the professional developments of the educator. Specifically, few researchers incorporated quantifiable data regarding increased teacher performance. Similarly, the use of self-reflections can draw inconclusive evidence within the research study and should be interpreted with caution. Yet, the implications of the data results illustrate that international immersion programs have a positive personal and professional impact on participants. More research must be conducted to document the need for future research.

Although the evidence reviewed in this review has clearly drawn a link between international immersion programs and positive personal and professional growth, it has also

highlighted some existing gaps in the literature. Researchers can improve the validity of the research studies by incorporating more quantitative measures to illustrate the short-term and long-term impact of international teacher education study abroad programs. Each of the research studies presented in this literature utilized self-reflections as a form of data collection which limits the objectivity of the researcher and thus limits the impact of immersion programs for pre-service teachers. Clearly, future research is needed to address the impact of the international teacher education study abroad programs on pre-service teacher.

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ISSUES, CONSTRAINTS AND STRATEGIES FOR POVERTY ALLEVIATION THROUGH QUALITY ICT EDUCATION IN NIGERIA

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Abstract

Nigeria remains a society rich in natural and human resources but bedeviled with cultural, linguistic, religious, ethnic, and political diversities. The differences have made some sections of Nigerians feel aggrieved in one way or the other. The average Nigerians scramble to make ends meet see themselves poorer than the rich. That is why this paper explained the concept of poverty as global, multidimensional phenomenon and the strategies in reducing it. It asserted that inspite of the vast natural and human resources endowment, policies and programmes of the government toward poverty alleviation, yet, Nigerians are poor. It explains key concepts, causes of poverty, issues, and constraints to poverty alleviation programme in Nigeria. Suggested strategies in the paper are basically on ICT literacy, empowerment, promoting opportunities through establishment of ICT industries as an avenue for job creation. Especially, in the area of Small and Medium Scale Enterprises (SMEs) labour market, communication, agriculture, health, internet business and education. It also gave viable recommendations such as; teachers of ICT be trained and retrained from time to time, sponsored on ICT courses, introduction of faculty of ICTs in all universities and colleges of education by the government, reduce taxation etc. It is envisaged that these strategies and recommendations will definitely help to reduce the incidence of the virus “poverty” to a large extent in Nigeria if adopted as a blue-print for national development.

INTRODUCTION

Poverty is a global phenomenon. Particularly, the issue in Nigeria is so worrisome. In spite of the vast natural and human resources, practical policies and programmes of the government towards poverty reduction, yet Nigerians are poor. Nigeria is still ranked among the poorest nations of the world by financial institutions, donor agencies, philanthropist and other well meaning personalities in and around the world. Again, the giantism claimed by Nigeria is gradually diminishing because of the inability to address the contemporary and unprecedented social problems in the country today.

Though, Nigeria is a very complex society, differences are reinforced by different historical, socio-economic and political sphere but should not be an obstacle to the development of the country. Unless political instability, absence of good government, insecurity, implementation of ICT policies and other miscellaneous predicaments are addressed, the country will continue to experience sharp negative dynamism in economic and social policies and programs of the government in poverty reduction.

The paper takes a look at causes of poverty as an issue, constrain or limitations to poverty alleviation programmes, suggest strategies when adopted through quality ICT education, conclusion and recommendations are made to serve as a model for poverty management in the country.

CONCEPTUAL CLARIFICATION

Concept of Poverty

Poverty is multidimensional. So, like most other concepts has no consensus definition. On this note, the Central Bank of Nigeria (CBN, 1999) views poverty as: “A state where an individual is not able to cater adequately for his or her basic needs of foods, clothing and shelter, is unable to meet social and economic obligations, lacks gainful employment, skills, assets and self esteem and has limited access to social and economic infrastructure such as education, health, portable water, sanitation and consequently has limited chances of advancing his or her welfare to the limit of his or her capacities.” Again, Mashal (1998:56), is of the view that poverty is a state in which resources, usually material but sometimes cultural are lacking.”

He further explained that, poverty is in two broad categories of “absolute and relative.” That absolute poverty refers to “a state in which an individual lacks the resources, necessary for subsistence while the relative definition refers to the individuals or groups that lack resources when compared with that of the other members of the society. Furthermore, Yekini, Rufai, Adetoba and Ojo (2012) gave modern approaches to poverty which they said is beyond World Bank approach of 2000/2001 because reliance on income tax alone misses many facets of the everyday life of the poor and therefore unsatisfactory. That poverty is not only restricted to material deprivation, but encompasses intangible aspects, such as lack of access to schooling, health care, vulnerability towards external events or being excluded from decision making process. Three concepts were given to facilitate poverty reduction, they are; empowerment,

opportunity and enhancing security. Again, poverty is the ability to attain a minimum standard of living (World Bank Development Report, 1990).

It can be divided into two main dimensions; income poverty, which is the lack of human capabilities for example poor life expectancy, poor maternal health, illiteracy, poor nutritional levels, poor access to safe drinking water and perceptions of well-being (UNDP, 2003). We can also add here that, poverty is the comparison and contrasting the differences between the rich and the poor. The difference between have and the have not, connotes poverty.

Causes of Poverty

Poverty has no single cause. It is complex. It interrelates widely with diverse factors. Robertson (1980) identified four categories or causative factors which includes economic, discrimination, cultural and political. Abdullahi (1993), also pointed out that “limited productive resources, lack of skills for gainful employment, location disadvantages or endemic socio-political and cultural factors” are the causes of poverty. In addition, the socio-economic profile of Nigeria FOS (1996) summarized the main causes of poverty in the following ways:

- Lack of adequate access to assets such as land and capital by the poor
- Inadequate access to markets for their goods and services that the poor can sell; that this is caused by their remote geographic location.
- Inadequate access to education
- Destruction of natural resources endowment which has led to reduced productivity of agriculture, forestry and fisheries.
- Inadequate involvement of the poor in the design of development programmes
- The inadequate access to assistance by those who are the victims of transitory poverty such as drought, flood, pest and war.

Again, the Central Bank of Nigeria (CBN, 2005), reported that poverty is caused by lack of basic services such as clean water, education, health care. Another is lack of assets such as land, tools, credit and support, network of friends, family, shelter, clothing, empowerment, and discrimination on the ground of gender, race disability, age or ill health, increase vulnerability to poverty, natural and human cause, shocks, market collapses, drought or floods.

However, the Encyclopedia Americana (vol. 22) explained that, there are certain theories about the causes of poverty. They are case and generic poverty. While the case poverty hold that poverty is explained on a case by case basis by such personal characteristics and circumstances as intelligence, education or skills, health, age and handicap, race, together with discrimination; and attitudes such as work orientation. The total number of poor at any time is given by simply adding up these individual cases. Approximate policy for combating case poverty is seen as dealing with these characteristics- for example, providing more education, fighting discrimination and so on. On the other hand, those who subscribed to theory of generic poverty

argued that the economy provided too few non poverty jobs and that at any time some must be unemployed and others employed at low wages, irrespective of racial discrimination, the number of handicapped and so on.

Therefore, we can also add here that, the conventional causes of poverty in the third world ranges from the lack of capital, technology, literacy, huge population, mismanagement of economy, unequal distribution of wealth, the evil of capitalism, large family size, lack of assets and investment, natural disaster, under-utilization of industrial capacity, regular retrenchment of workers, poor needs, values and aspirations of the society, lack of social amenities, health care, inadequate food production etc.

In a sociological perspective, therefore, two major views on causes of poverty. These theoretical views include micro and macro perspectives. The micro perspective holds that poverty is seen as arising largely from individual dispositions. Sociologist like Bilton (1987) termed poverty as “the product of deficient personal character and morality. The poor were seen as thriftless, lazy and undisciplined, lacking initiative and moral fibre.” That is, the poor have a habit that prevents them from achieving success and prosperity. The poor usually lose confidence, feel inferior, helplessness, isolated etc. The way of life of the poor are different and any changes in their lives had to be achieved through efforts. Their future lies in their hands.

The macro perspective holds that poverty is a social problem to be handled by systematic government actions and provisions of welfare services. Even if an individual desires a change in his position or status, institutionalized constraints within the socio-economic and political environment may hinder him from realizing this ambition (Nobbs, 1984). These hinderances range from corruption, misappropriation of public funds, and bureaucratic bottleneck amongst others. All those causative factors are applicable to Nigeria. The big question is that how can we as individual and the society reduce the major causative factors of poverty if not totally eradicated in Nigeria? In a subsequent section, we shall look at quality ICT education as a strategy in combating poverty.

Consequently, poverty has manifested in so many ways. This range from high mortality rate, malnutrition, prostitution, robbery, street begging, increase in unemployment, human degradation, dwelling in poor environment etc.

Concept of Poverty Alleviation

Upon all the country's wealth, poverty remains a reality for many people in Nigeria. Though, poverty alleviation is the greatest challenges facing the world today, it is an indispensable requirement for sustainable national development. The United States government came up with a policy to improve the poorly developed areas through the national information infrastructure, an initiative which has contributed majorly in the widespread diffusion of internet globally. This is one way of alleviating poverty and has had direct influence on Nigerian economy. According to Alfa, Otaida and Audu (2014), poverty alleviation is “a situation of redeeming the unpleasant situation or making it possible to get those essential things.”

In my own view, poverty alleviation is the process of creating enabling environment, avenue, strategies and general conditions where man can make meaningful living. The central focus on poverty alleviation is empowerment. Empowerment is multidimensional processes. It has to do with the wholistic transformation of the economic, political, legal, social, cultural, philosophical, educational and psychological circumstances surrounding the poor. Therefore, poverty alleviation is an effort to free poor people from poverty. Over the years, many poverty alleviation programmes have been instituted but failed to accomplish its goals and objectives. It has come to an extent where those policies fail to alleviate, instead elevated poverty in the society. The reasons were that corruption in government and neglect of the targeted groups (the poor) are excluded from the formulation and implementation of those policies and programmes.

Issues and constraints to poverty alleviation programmes in Nigeria

This paper will not be complete if I failed to look at some of the issues or problems of poverty alleviation in Nigeria: the limitation of the full implementation of policies and programmes for poverty alleviation in Nigeria. The following are some of the programmes of poverty alleviation. They include: The National Directorate of Employment (NDE) established by decree No. 11 of 1984. This was to develop vocational skills and small scale enterprise to create more and self-reliant jobs and at the same time to reduce unemployment and poverty. The Family Support Programmes (FSP) aimed at reducing poverty among rural women, providing social welfare packages to improve their living standard.

The Petroleum Trust Fund (PTF), mainly for rehabilitation and provision of urban infrastructures such as educational materials, health facilities, road, water etc. Moreover, the National Poverty Eradication Programme (NAPEP), YOU WIN programme mainly to provide financial grant to young graduate, Subsidy Reinvestment Programme (SURE-P), Presidential Job Board, Free Trade Initiative (FTI, Victim Support Fund, Mortgage Board, Presidential Scholarship Scheme (Independent Day speech by the President Oct, 2014) etc.

Because of time and space, all the list of poverty alleviation programmes cannot be mentioned here. But the question is how far has these programmes gone in reducing poverty in Nigeria? The successes of these programmes have not been achieved due to the following constraints or limitations.

First, Aliyu (1999) postulated that the constraint is the non-existence of the right or appropriate implementation agencies thus creating gaps in implementation trend. Again, that there is the problem of poor management, poor accountability, high level of corruption and dishonesty, pursuit of parochial interests, poor staffing, incompetence, lack of commitment among the rank of files of the workers in many of the implementation agencies.” In addition, duplication of unnecessary offices, diverting of budget into private pockets, non-involvement of the poor in policy formulation, capacity under-utilization in the industrial sector of the economy is another issue. Aliyu again posited that this has meant massive lay-off and regular retrenchment exercises that the development has resulted to the incidence of poverty in Nigeria than any other causes.”

Concept of ICT Education

The acronym (ICT) stands for Information and Communication Technology. It comprises (physical features) software Internet features) and programmes (activities that run on them). In other words, it encompasses computers, television, projectors, phones etc.

ICT education refers to the teaching and learning the subject matter that enables understanding the functions and effective use of information and communication technologies (web definition, 2014). According to Abraham (2014) “ICT education is the process of teaching and learning how to use ICT hardware, contents, software behaviour, skills, knowledge and competence for its application.” He added that modern ICT gadgets are becoming sophisticated and complex such that it requires ICT experts to educate the people on how to compute and communicate information, programme, maintain, deploy, assemble and create suitable software that can fit several jobs, businesses and industrial activities.

The Government and the ICT Education

It is important to note that the Federal Government of Nigeria, according to the National Policy on Education (2004:7), recognizes the chief role of ICT education and has therefore integrated ICTs into education in Nigeria. Some of the captivating objectives of Nigeria’s ICT policy as cited by Magaji and Ghali (2014), are to:

- i. Create ICT awareness and ensure universal access in promoting ICT diffusion in all sectors of national life.
- ii. Create an enabling environment and facilitate private sector in national and multinational investment in the ICT sector
- iii. Develop human capital with emphasis on creating and supporting a knowledge-based society. Also, build a mass pool of ICT literate manpower using the NYSC, NDE and other platform as a train-the-trainer scheme for capacity building.
- iv. To achieve the objectives of ICT education policies, successive governments attempted to introduce computer education in schools. Magaji and Ghali further reported that, “the most serious attempt was made in 1988, when the Nigerian government enacted a policy on computer education.” The plan was to establish pilot schools and introduce a computer education, innovation first to all primary and secondary schools. Again, in 2008 New Partnership for African Development (NEPAD) launched the e-school initiative, intended to equip all African high school with ICT equipments. Moreover, the Federal Ministry of Education, Agencies and stakeholders in the private sector initiated ICT-driven projects and programmes to impact in all levels of educational sector. The aim and objectives of all the initiatives is to impact ICT skills and competencies to young Nigerians of school age to harness, improve economic expansion as a strategy for poverty alleviation.

Suggested Strategies for poverty alleviation through quality ICT Education

A person who is free from poverty must be empowered or helped to permanently overcome poverty rather than just for a while. This could be done by educating the people on the trend of ICT application to our daily activities to leverage people from poverty. The sustainability of the nation now is drastically based on ICT and other related technologies.

Labour Market

In ICT labour market, job opportunities are dependable on the quality ICT skills and competencies. The population of the country is growing in a geometrical progression without a corresponding increase in job creation. So, available job vacancies are highly competitive. To leap up with the competitiveness, one needs to have ICT education. You may wonder why in spite of all academic qualifications one may attain, yet, one may find no job. Definitely, these days you will be turned-down in your proposed job career opportunity. The issue is, can all Nigerian youth afford to be educated on ICT courses? Some may say that the conventional problems are lack of capital, cost of training and equipment purchase. If the targeted groups acquire the ICT skill, they could become productive resources for gainful employment through empowerment by the government. Furthermore, the possibility of creating new jobs, making labour market more innovative, inclusive, attractive, competitive and global will be there. ICTs are influencing employment both as an industry that creates jobs and as a mechanism that empowers workers to access new forms of works. It connects many people to job online. Research indicated that ICT have helped an estimated 12 billion people worldwide. Such services make labour market more transparent and accountable. To harness the benefits of ICT on employment, it is recommended that policy makers pay prior attention on human capital development, infrastructure, network security, financial enablement and regulations. This is because the development of any society is often measured by the degree and extent of the socio-economic, cultural and political development that are brought through enterprises of ICT. Sustainable development aggrandize to the achievement of societal goals and objectives relevant to the need and aspirations of the society. The factors which leverage such development are based on human dexterity to explore, invent and utilize ICTs to the fullest for the good of the society.

It has been stated by many scholars and authors that the development of any nation depend on the advancement of ICT and its applications. If Nigeria is to build an organized, self-reliant and ICT compliant society, much emphasis has to be continually made on ICT education to reduce poverty in Nigeria.

Small and Medium Scale Enterprises/Business Management

ICT is an essential part of infrastructures both in public and private sector business enterprises. It provides opportunities especially for companies located from urban areas, improves links among firms, supplies clients and customers. Furthermore, Ascon in Buki (2014) gave basis reasons for ICT literacy in small scale business organization. These reasons for ICT literacy in small scale business organization, includes:

1. Serves as a written memory of personnel in an organization a basis upon which action and activities are based in attempt to determine the future.
2. Serves as the store-house for the much needed factual data about organizational policies, procedures, performance and productivity status.
3. Provide facts and figures as a background for long range planning and management control.
4. Flourish fact information on the human resources of an organization in terms of their capacity and productivity profits, training and development needs.
5. Provide fact about the situation of things in an organization as basis for decision making in the effective management of education.
6. Generate day to day operational services for inputs into the results of the organization, such as vital records.

Internet Business

This has proven to be most valuable vehicle for accelerated information flow. According to Ogbomo in Oziokwo (2014), “it is a network of computer that communicates with each other, often over telephone line.” The potentials of the interest lie in the provision of global platform for information sharing among organizations and individuals. Information sharing creates awareness, ensures continuous use of products and services, provide feedbacks and support for organization.

In the internet world, numerous opportunities are there to be tapped by ICT skillful players. These are the e-trading, e-publishing, e-marketing, e-advertisement, e-shopping, e-banking, e-library, e-job opportunities, e-education etc.

All these electronics economic activities have bridged distance. The probability of expending money on transportation, risk taking and road accident, robbery and other miscellaneous expenses have been curtailed with the advent of modern electronic system. For employment and income generation towards poverty reduction, internet has promote livelihood such as increasing productivity, opening international market access and creation of job opportunities and higher chances of finding job. There are many graduates roaming about the street with their certificates without jobs but few ones with ICT knowledge have been upgraded in life. However, certain limitations have curtailed the success of internet benefit to man. They include frequent fluctuation of internet connectivity, lack of regulation on the use of internet, fraudulent activities online and lacks of availability of free internet services to all users of ICT etc.

Health Care

Lack of health care is one of the dangerous manifestations of poverty. There is what is called “tele-medicine.” Obviously, the use of ICTs is not in the direct delivery of health care, but used for managing, facilitating the fast and effective flow of information about health related issues and problems. For instance, ICT provided preventive measures on recent Ebola outbreak in

Nigeria, HIV/AIDs, bird flu, measles etc. This information are gotten, stored, retrieved for convenient dissemination using ICTs. Educated elites find a possible way of preventing and treating these deadly sicknesses and diseases through the use of medical ICTs.

ICT and Poverty in Local Communities

There is a gradual awareness of the critical impact of ICT in poverty reduction in the cities in particular. Though local communities are the less beneficiaries, this requires the creation of capacity building at the local level. The rural dwellers are most believed to have been the carrier of the virus (poverty), ICT has over the years been centralized in the cities and thereby breaching a gap between rural and cities dwellers. If the local people are employed with ICT skills, invariably will enable them to become effective, creative, problem solvers in their localities.

ICT and Agriculture

In the agricultural sector, there is an imperative need to invest in agricultural technology so as to boost its productivity hence the vast population are farmers. With proper diffusion of ICT, it could aid the rural farmers to acquire knowledge suitable for increase in farm output. The skills needed mostly include designing and building of software suitable for farming operations. Again, ICT also provide useful information on prices of farm products and market environment where their products are highly needed and sold at higher profit margin. Dictation of weather condition appropriate for farming e.g. when, where and how to farm crops and rear animals is another benefit of ICT to farmers in order to take precautionary measures against unforeseen circumstances natural disasters, flood, erosion, drought etc. The good effects of ICT in action on agricultural sector will reduce hunger in the country which is one of the manifestations of poverty. Distribution of fertilizers is also done through GSM phones by the Federal Ministry of Agriculture.

Education

Nworgu (2007), pointed out the benefits of ICT and education to include:

1. Learning how to optimize the creativity of African scientists through participation in international networks and working with data set.
2. It reduces time and cost of conducting educational investigation
3. Data sets, irrespective of size can be stored and retrieved when needed
4. Researchers in different locations can collaborate more easily.
5. Educational researchers have easy access to current literature materials etc.

Ijafuyi and Adebajo (2006) spoke on the usefulness of ICT in sustainable development. They propose for a well-equipped ICT centres across educational institutions to enable them live up to the social and political responsibility.

Communication

Communication of all forms also serves to address one of the symptoms of poverty which is in the inability to know and influence the events controlling their lives. The introduction of mobile phones in Nigeria had drastically brought about changes in our economy. The business of communication has to do with printing and selling of recharge cards, buying and selling of phones, computer accessories, repairing, charging of phones, typesetting and printing of documents, photocopying, scanning, laminating, binding etc Abraham (2014).

Soyinka, (2008) stated that mobile phone has empowered the poor by opening of wealth generation for them to get out of scourge of poverty. Adebayo (2008) also contributed that the introduction of mobile telecoms has the potential for reducing the cost of doing business and increasing output. More so, Soyinka and Ndukwe (2008), reported that GSM business has contributed to the economy in the area of GSM recharge and printing. This has had the effect of saving Nigeria of about \$150 million monthly while providing employment and new skills to the dealers. It also improved entertainment and networking among Nigerian using short message service (SMS) and the signal call. In addition, Okereocha, (2008) stated that the telecommunication sector has become a major tool for empowering Nigerians and the countries flows of massive investments and doggedness of the industries regulator, the future looks bright.

Conclusion

It is not a fallacy saying that there is high percentage of Nigerians suffering from the virus called poverty and they live below poverty line of one dollar per day as reported by World Bank (2000/2001). Lack of good governance, policy instability, huge population, evils of capitalism, lack of education, amongst others are major causes of poverty in Nigeria. However, this has contributed to some negative behaviour like kidnapping, pipeline vandals, Boko Haram, child trafficking and smuggling of unwanted goods etc.

Vigorous effort must be made by individuals and society to manage poverty through ICT literacy, skill and competencies, policies and programmes as empowering the youth by providing financial support, creating avenue for job creation, providing financial support, providing enabling environment for ICT business ventures, reduce taxation etc. Because ICT have created billions of job around the world, in Nigeria, it has contributed remarkably in the area of economy; such as agriculture, health, education, communication amongst others.

Recommendations

- ICT courses should be made as core course in all level of education in Nigeria
- There is a need for ICT educationist to be trained and retained time to time, sponsored on ICT courses to study in the ICT advanced countries, thereafter they come back and replicate their knowledge and skills in our schools.
- The National Universities Commission (NUC) should introduce a Faculty of ICT in all universities as well as Colleges of Education by National Commission for Colleges of Education (NCCE).
- The government should pay more attention to the ICT sector by funding it.

- The implementation of ICT education in our various educational institutions must be linked towards tackling the societal problems especially unemployment and poverty reduction.
- Teachers' education institutions should prepare a new generation of teachers to effectively use the new ICT (UNESCO, 2002).
- Good governance is the mother of all sustainable development. If there is transparency and accountability in the society, the success of ICT, poverty reduction programmes and other economic policies will be ascertained.
- There should be a rule and regulations guiding the use of ICT to avoid fraudulent acts. Even if there is, it should be re-enforced.
- Also, government should reduce high rate of tax and import duties on importation of new ICT gadget in order to make it affordable by the common man.
- To use ICT as strategies for poverty reduction, the society should prioritize the free use of internet services in Nigeria or alternatively subsidizes it for poverty reduction strategic advocacy.
- There should be enabling environment devoid of insecurity and corruption by agencies implementing poverty alleviation programmes.
- Expert teachers of ICT should be deployed to schools across the geo-political zones to enhance ICT transfer.
- Subsidization of ICT equipment for purchase and training
- Creation of awareness campaign on ICT benefit
- Policy stability etc

Knowledge Management and Learning Culture in Higher Education

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ABSTRACT

This study concentrates on finding the relationship between organizational learning culture and knowledge management in order to introduce a model of knowledge management considering the effect of organizational learning culture. Seven dimensions of organizational learning culture were introduced as continuous learning, inquiry and dialogue, team learning, empowerment, systematic training, systematic communication, and strategic leadership. Six dimensions of knowledge management were introduced as knowledge identification, knowledge creation, knowledge organization, knowledge storage, knowledge sharing, and knowledge utilization. Frothy two hypotheses were tested based on 161 usable questionnaires in sixteen Islamic Azad universities in Esfahan, Iran. Data analysis was done by Structural Equation Modelling (SEM). Following confirmatory factor analyzing (CFA) and modifications in the model, hypothesis testing was done. As a result, 19 out of 42 hypotheses were supported and others were not supported in the place of study. The findings show that creating an opportunity for continuous learning had an effect on knowledge identification, utilization and knowledge sharing. Developing the culture of inquiry and dialogue had an effect on Knowledge creation and knowledge storage. Encouraging team learning had an effect on knowledge identification, creation, utilization and knowledge storage. Empowering others had an effect on only knowledge identification. Developing a systematic training had an effect on knowledge identification and creation. Developing a systematic communication had an effect on knowledge creation, utilization and knowledge sharing. Strategic leadership had an effect on knowledge utilization and knowledge creation. Finally, a model of the relationship between organizational learning culture and knowledge management was developed which can be utilized by universities in order to increase their knowledge management system by more pay attention to organizational learning culture.

Keywords: Organizational learning culture; knowledge management; Esfahan Islamic Azad Universities

Introduction

In this era which is called knowledge era, knowledge and knowledge management are introduced as the strategic sources for every organization, especially universities. On the other hand, many researchers are on this belief that one of the important factors in knowledge management development is organizational culture (Lee and Lee, 2007; Zaim *et al.*, 2007). In addition, having a good learning culture that can support the knowledge management is very necessary in the organization.

While there are many researches about the relationship between organizational culture and organizational learning with knowledge management, there is a lack of study about the relationship between organizational learning culture and knowledge management.

In this study; after reviewing several researches on knowledge management and organizational learning culture, the influence of organizational learning culture in knowledge management is investigated in Azad Universities in Esfahan. Esfahan is the second largest city in Iran. This study can help the universities' executives to recognize the organizational learning culture factors which influence the knowledge management process. Therefore, it can help them reach the best strategies for their knowledge management plans.

The Important Role of Organizational learning Cultur on Knowledge Management

Knowledge management is one of the important factors of competitive advantages. In fact, many opportunities for developing human resource performance and competitive advantages are created by knowledge management. Pauleen and Manson's research showed that the most important barrier for knowledge management implementation in the organizations is cultural and managerial factors (Pauleen and Manson, 2002). In addition, Monavarian(2006) in his research on the knowledge management illustrated that cultural factors are the important parameters in knowledge management implementation. He also introduced organizational culture, information technology, human resources and training as the factors which have a positive effect on knowledge management.

Nemati (2006) explained that the biggest challenge of knowledge management in Iran's higher education is a cultural problem. Many higher education professionals believe that universities are the main organization for promoting the learning process in the society. They must transform the society to a learning society and create the culture of knowledge sharing and utilize knowledge management strategy efficiently.

Organizational Learning Culture and Knowledge Management in Universities

Through the successful implementation of knowledge management and use of its facilities, gaining the competitive advantage and knowledge development capabilities would be easier for them. While there are many researches in knowledge management and its effective factors, the effect of OLC dimensions of Knowledge management is an area which has received less attention. Nevertheless, reviewing the researches related to the knowledge management and/or organizational learning culture, particularly the ones concentrated in universities is useful for the current study.

Mosavi khatir et al. (2009) investigated in their research the factors affecting the success of knowledge management in several Iran's universities. They concluded that universities use

factors like culture, leadership, technology, process, training, learning and structure at less than average rate. Another study at some large universities in Iran (including University of Tehran, Esfahan, Tarbiyat Moddares, Alzahra, Mazandaran, Gilan, Yazd, Arak and Razi) showed that these universities do not have good conditions considering the level of knowledge management indicators (Madhooshi and Niyazi, 2011). In fact, most research about the relationship between organizational culture, organizational learning and knowledge management, were done at industrial environment. Therefore, considering the important process of knowledge management in universities, and finding these relationships within universities seems to be vital (Gholtash et al., 2011).

Holowzki (2002) in his research in the Oregon University investigated the organizational culture and knowledge management. He concluded that as knowledge management can be a competitive advantage, organizational culture also determines the corporate strategy. He also explained that focus on organizational culture is a key concept of knowledge management. Furthermore, the research results of Kantrobanda (2004) showed that the most essential factors influencing knowledge management processes are empowering human resource and organizational learning.

Pajohan (2009), investigated the relationship between organizational culture with knowledge management implementation in Islamic Azad University of Tehran, Iran. The result of his research indicated that there is a significant relationship between organizational culture and knowledge management implementation.

Parham (2010), in his research at Shahid Chamran University in Ahvaz, Iran investigated the readiness of this university for implementation of knowledge management models regarding the seven factors, including: internal processes, technology, culture, measurement, human resources and leadership. The results indicated that none of the key factors for knowledge management implementation were at a satisfactory level.

The results of a research done by Abdullah (2008) in some higher education organization in Malaysia showed that users' knowledge of implementation and usage of knowledge management system was not acceptable.

The fundamental constructs for knowledge management in Tabriz University, Iran have been studied by Adineh ghahremani et al. (2011). They concluded that use of four constructs, including organizational culture, organizational structure, process, and financial support was not at a satisfactory level, while use of human resource and technology seemed to be in a better condition.

Gholtash et al. (2011), found a strong relationship between organizational culture, organizational learning and knowledge management in Islamic Azad University of Marvdasht, Iran. In addition, King (2009) concluded in his research that organizational learning is a complementary element of knowledge management.

In a research in several public and private (Azad) universities in Iran, Doae and Dehghani (2011) showed that in public universities, knowledge management is highly considered by managers and planners while in private (Azad) universities, knowledge management dimensions are not at the desirable level. He also noticed that there is a gap between employees' expectations and perceptions.

Organizational Learning Culture Dimentions

While organizational learning culture facilitates efficient adaptations to challenging environments, extensively help in the ongoing development of an organization (Cunningham and Gerrard, 2000). This learning ability has to be the continuing and driving force for all organizations in order to adjust to any unexpected changes in the environment. There is a link between organizational learning culture with employee and organizational performance, and also psychological and economic outcomes (Pantouvakis and Bouranta, 2013).

Watkins and Marsick (2003) stated that organizational learning culture is more associated to the learning organization's concept. They proposed an integrated model and specified seven dimensions of a learning organization culture which are described as follows:

- Continuous learning: by continuous learning individuals can learn on the job as learning is designed into the work. Therefore, ongoing education and individual development opportunities will be provided.
- Inquiry and dialogue: questioning, feedback, and experimentation are supported by organizational culture; people achieve reasoning skills to state their ideas and the abilities to listen and inquire others' ideas and viewpoints.
- Team learning: in order to achieve different modes of thinking teams are used in the workplaces; collaboration is valued by the culture and rewarded; the man expecting of teams is to learn by working together.
- Embedded system: Necessary systems to share learning are created, maintained, and integrated with work; these technology systems are accessible for employees. In this study it called as systematic training.
- Empowerment: People are involved in setting and implementing a shared vision; responsibility is distributed so that people are motivated to learn what they are held accountable to do.
- System connection: every organization is connected to its communities; in order to adjust work practices, employees recognize the overall environment and use information; organization have to help their employees to see the effect of their work on the whole organization. In this study it called as systematic communication.
- Strategic leadership: strategically leaders use learning for business results. They also model, champion, and support learning (Marsick and Watkins, 2003).

Knowledge Management Dimensions

Knowledge management is illustrated as a multidimensional construct with a great quantity of interrelated characteristic (Darroch, 2003). In fact, the definition of knowledge management changes from organization to organization, even from program to program (Call, 2005). For the purpose of this paper, knowledge management process is defined as: the procedures that identify, create, and organize the necessary knowledge, will storage and share the knowledge and finally apply or utilization of knowledge in the organizations. Following are general definitions of the constructs.

- Knowledge identification: Knowing the available knowledge and skill both inside and outside the organizations is important for companies and organizations (Probst, 1999). Knowledge identification is one of the main aspects of knowledge management. Managers can understand the weaknesses of their employees and try

to adjust the employee's knowledge and abilities with the required knowledge in the organizations by identifying employee's knowledge (Afraze, 2005).

- Knowledge creation: knowledge can be created through different ways (O'dell and Grayson, 1998). Creation and acquiring knowledge can be done through different sources such as employees, customers, business partners and competitors (Lawson, 2002).
- Knowledge organization: knowledge organizing includes activities of knowledge processing to transform knowledge into a good form (O'dell and Grayson, 1998). Having a policy to review knowledge on a regular basis, keeping knowledge up to date, having mechanisms for filtering, cross listening, integrating different sources and types of knowledge, giving feedback to employees on their ideas and knowledge are some construct for organizing the knowledge (Lawson, 2002).
- Knowledge storage: If organizations do not want to lose their valuable knowledge, they must select a form of knowledge process for suitable storage and preservation. (Probst, 1999). Organizations have to use databases and information technology applications to store knowledge for easy access by all employees (Lawson, 2002).
- Knowledge sharing: Knowledge sharing is a way of transmitting knowledge to other employees who need that knowledge in the organization (Adli, 2005). Before knowledge can be exploited at the organizational levels, it has to be distributed and shared through the organization (Bhatt, 2001).
- Knowledge utilization: Organizational knowledge needs to be used in a company's products, processes, and services. To keep the competitive advantage, organizations have to place the right kind of knowledge in the right form (Bhatt, 2001). In fact, utilizing of the knowledge is the final aim of knowledge management (Probst, 1999).

Study Hypotheses

The main hypothesis of this research is: "Organizational learning culture has a positive effect on knowledge management". To find the result for this main hypothesis, 42 sub-hypotheses were posed as follows:

- H1: Creating an opportunity for continuous learning has a positive effect on knowledge identification.
- H2: Creating an opportunity for continuous learning has a positive effect on knowledge creation.
- H3: Creating an opportunity for continuous learning has a positive effect on knowledge organizing.
- H4: Creating an opportunity for continuous learning has a positive effect on knowledge storage.
- H5: Creating an opportunity for continuous learning has a positive effect on knowledge sharing.
- H6: Creating an opportunity for continuous learning has a positive effect on knowledge utilization.
- H7: Developing the culture of inquiry and dialogue has a positive effect on knowledge identification.
- H8: Developing the culture of inquiry and dialogue has a positive effect on knowledge creation.

- H9: Developing the culture of inquiry and dialogue has a positive effect on knowledge organizing.
- H10: Developing the culture of inquiry and dialogue has a positive effect on knowledge storage.
- H11: Developing the culture of inquiry and dialogue has a positive effect on knowledge sharing.
- H12: Developing the culture of inquiry and dialogue has a positive effect on knowledge utilization.
- H13: Encouraging team learning has a positive effect on knowledge identification.
- H14: Encouraging team learning has a positive effect on knowledge creation.
- H15: Encouraging team learning has a positive effect on knowledge organizing.
- H16: Encouraging team learning has a positive effect on knowledge storage.
- H17: Encouraging team learning has a positive effect on knowledge sharing.
- H18: Encouraging team learning has a positive effect on knowledge utilization.
- H19: Empowering others has a positive effect on knowledge identification.
- H20: Empowering others has a positive effect on knowledge creation.
- H21: Empowering others has a positive effect on knowledge organizing.
- H22: Empowering others has a positive effect on knowledge storage.
- H23: Empowering others has a positive effect on knowledge sharing.
- H24: Empowering others has a positive effect on knowledge utilization.
- H25: Developing a systematic training has a positive effect on knowledge identification.
- H26: Developing a systematic training has a positive effect on knowledge creation.
- H27: Developing a systematic training has a positive effect on knowledge organizing.
- H28: Developing a systematic training has a positive effect on knowledge storage.
- H29: Developing a systematic training has a positive effect on knowledge sharing.
- H30: Developing a systematic training has a positive effect on knowledge utilization.
- H31: Developing a systematic communication has a positive effect on knowledge identification.
- H32: Developing a systematic communication has a positive effect on knowledge creation.
- H33: Developing a systematic communication has a positive effect on knowledge organizing.
- H34: Developing a systematic communication has a positive effect on knowledge storage.
- H35: Developing a systematic communication has a positive effect on knowledge sharing.
- H36: Developing a systematic communication has a positive effect on knowledge utilization.
- H37: Developing the strategic leadership has a positive effect on knowledge identification.
- H38: Developing the strategic leadership has a positive effect on knowledge creation.
- H39: Developing the strategic leadership has a positive effect on knowledge organizing.
- H40: Developing the strategic leadership has a positive effect on knowledge storage.
- H41: Developing the strategic leadership has a positive effect on knowledge sharing.

- H42: Developing the strategic leadership has a positive effect on knowledge utilization.

Methodology

This study was done in 16 Islamic Azad universities in Esfahan, Iran. Esfahan is one of the biggest towns in Iran, which has 23 branches and 6 centers of Islamic Azad universities. Sixteen branches which are chosen for data gathering are ranked as comprehensive, very large, large and medium size branches and other are small size. These universities have 1562 faculty members. Therefore, based on the Cochran formula, the sample size was calculated 226 people. After distributing and collecting the questionnaires and outlier detection process, the usable questionnaires for analyzing were 161 which represent a response rate of 71 percent.

The questionnaire's items were adapted from previous studies and modified for use in this study. Organizational learning culture was assessed by the 21 items of the questionnaire from research by Watkins and Marsick (2003). Knowledge management items were derived from the knowledge management assessment instrument by Liebowitz (2004) and, knowledge sharing practice Questionnaire by (De Vries *et al.* (2006).

Data Analysis and Results

Ahead of gathering data, reliability test was done using Cronbach's alpha value. The test showed the over level of 0.7 for each construct which illustrated that the questionnaire is reliable. Structural equation modelling was used to analyze the model. At first the measurement model was examined in order to instrument validation and it followed by an analysis of the structural model for testing associations hypotheses.

The measurement model with all thirteen constructs was evaluated using confirmatory factor analysis. While testing each variable separately showed a good model fit (Appendix1, summarized in Table 1), evaluating the total measurement model showed that CMIN/df is only indicator which has an acceptable value (less than 3), and other indicators do not have acceptable values as it is illustrated in Figure 1. (AGFI = 0.640, GFI = 0.695, CFI=0.641, TLI= 0.594, and RMSEA = 0.084). Therefore, the model needs modification.

Table 1: Summary of Model Fit Indicators Separately for Each Construct

ITEM	CMIN/df	P-Value	GFI	AGFI	CFI	TLI	RMSEA

Continuous Learning (CL)	1.110	0.29	0.995	0.972	0.998	0.993	0.026
Inquiry and Dialogue (ID)	0.664	0.41	0.997	0.983	1	1.01	0
Team Learning (TL)	1.059	0.30	0.996	0.974	0.999	0.998	0.019
Empowering Others (EM)	1.355	0.24	0.994	0.966	0.996	0.988	0.047
Systematic Training (ST)	1.008	0.31	0.996	0.975	1	0.999	0.007
System Communication (SC)	1.236	0.26	0.995	0.969	0.995	0.986	0.038
Strategic leadership (SL)	0.638	0.42	0.997	0.984	1	1.01	0
Knowledge Identification (KI)	1.859	0.15	0.988	0.942	0.992	0.975	0.073
Knowledge Creation (KC)	0.685	0.50	0.996	0.979	1	1.019	0
Knowledge Organizing (KO)	3.056	0.047	0.982	0.908	0.972	0.916	0.113
Knowledge Storage (KS)	0.781	0.45	0.995	0.975	1	1.013	0
Knowledge Sharing (KH)	1.724	0.17	0.989	0.947	0.983	0.948	0.067
Knowledge Utilization (KU)	2.972	0.05	0.982	0.911	0.955	0.865	0.111

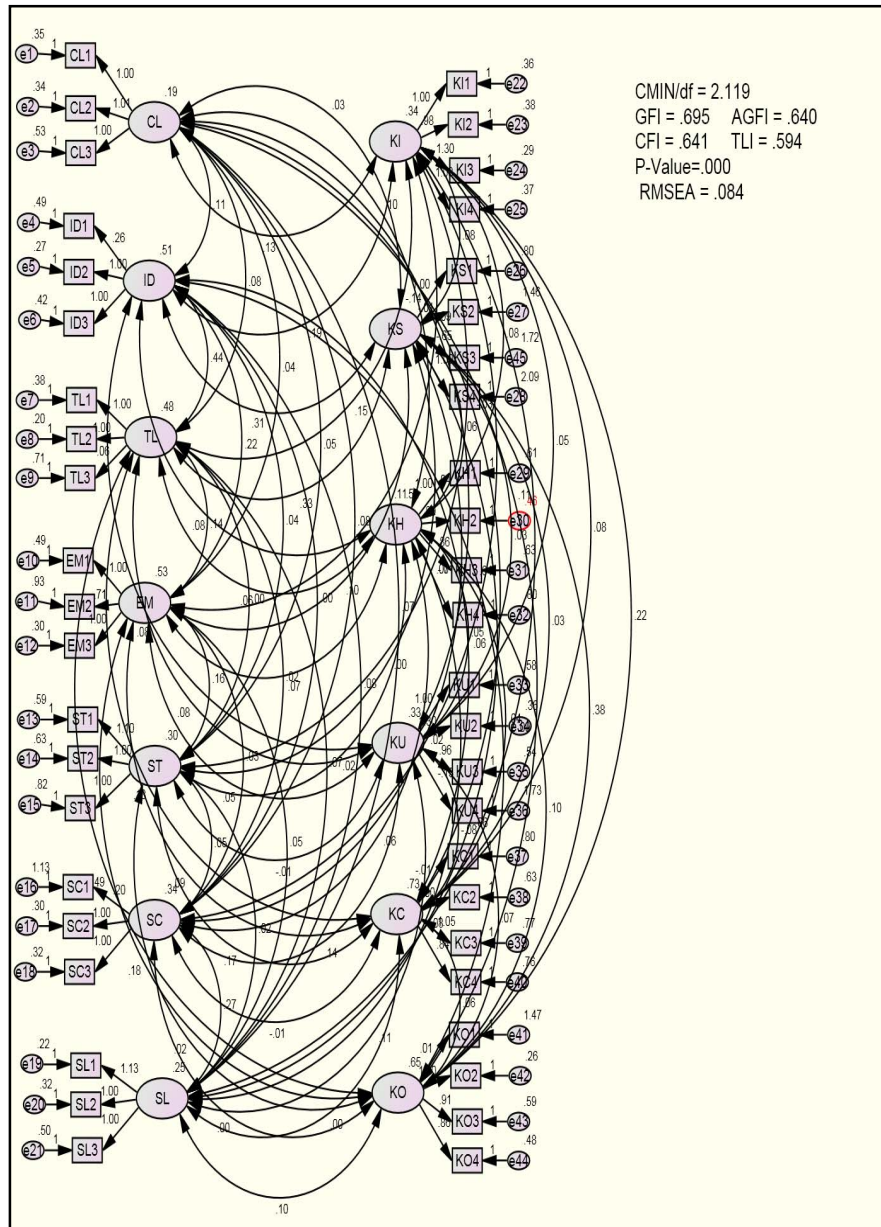


Figure 1: Measurement Model

As the estimates showed the correlation between KO and ID was more than 1 (Table 2). Therefore, one of them must be dropped from the model. KO was the construct which decided to drop.

Table 2: Results of Correlation between Items

			Estimate				Estimate				Estimate
ID	<-- >	TL	.893	EM	<-- >	CL	.129	CL	<-- >	KI	.511
ID	<-- >	EM	.417	EM	<-- >	SC	.071	KH	<-- >	SC	.132
ID	<-- >	ST	.096	EM	<-- >	KH	.142	SC	<-- >	SL	.947
ID	<-- >	CL	.371	EM	<-- >	SL	.126	SC	<-- >	KU	.430
ID	<-- >	SC	-.008	EM	<-- >	KU	.127	SC	<-- >	KC	-.027
ID	<-- >	KH	.164	EM	<-- >	KC	.137	SC	<-- >	KO	-.002
ID	<-- >	SL	.213	EM	<-- >	KO	.301	SC	<-- >	KI	.184
ID	<-- >	KU	.187	EM	<-- >	KI	.252	KH	<-- >	SL	.218
ID	<-- >	KC	.066	ST	<-- >	CL	.226	KH	<-- >	KU	.124
ID	<-- >	KO	1.110	ST	<-- >	SC	.149	KH	<-- >	KC	.070
ID	<-- >	KI	.450	ST	<-- >	KH	.039	KH	<-- >	KO	.165
TL	<-- >	EM	.283	ST	<-- >	SL	.078	KH	<-- >	KI	.199
TL	<-- >	ST	-.008	ST	<-- >	KU	-.020	SL	<-- >	KU	.376
TL	<-- >	CL	.271	ST	<-- >	KC	.355	SL	<-- >	KC	.008
TL	<-- >	SC	.050	ST	<-- >	KO	.043	SL	<-- >	KO	.238
TL	<-- >	KH	.118	ST	<-- >	KI	-.032	SL	<-- >	KI	.325
TL	<-- >	SL	.194	CL	<-- >	SC	.316	KU	<-- >	KC	-.164
TL	<-- >	KU	.189	CL	<-- >	KH	.329	KU	<-- >	KO	.159
TL	<-- >	KC	.223	CL	<-- >	SL	.338	KU	<-- >	KI	.155
TL	<-- >	KO	.875	CL	<-- >	KU	.350	KC	<-- >	KO	.090
TL	<-- >	KI	.383	CL	<-- >	KC	-.076	KC	<-- >	KI	.163
EM	<-- >	ST	.406	CL	<-- >	KO	.323	KO	<-- >	KI	.474

The results of the model estimate after dropping the KO, did not show a good model fit indicators. Therefore, more modification was needed. The results of item correlation showed that there are high correlations between some items. As a result, some of these items including the first item of inquiry and dialogue (ID1), the third item of team learning, the first item of systematic communication (SC1), the third item of knowledge storage (KS3), and the first item of knowledge creation (KC1), were deleted from the model step by step. Nevertheless of AGFI which is a little less than 0.8, the model showed the best fit indices (Figure 2).

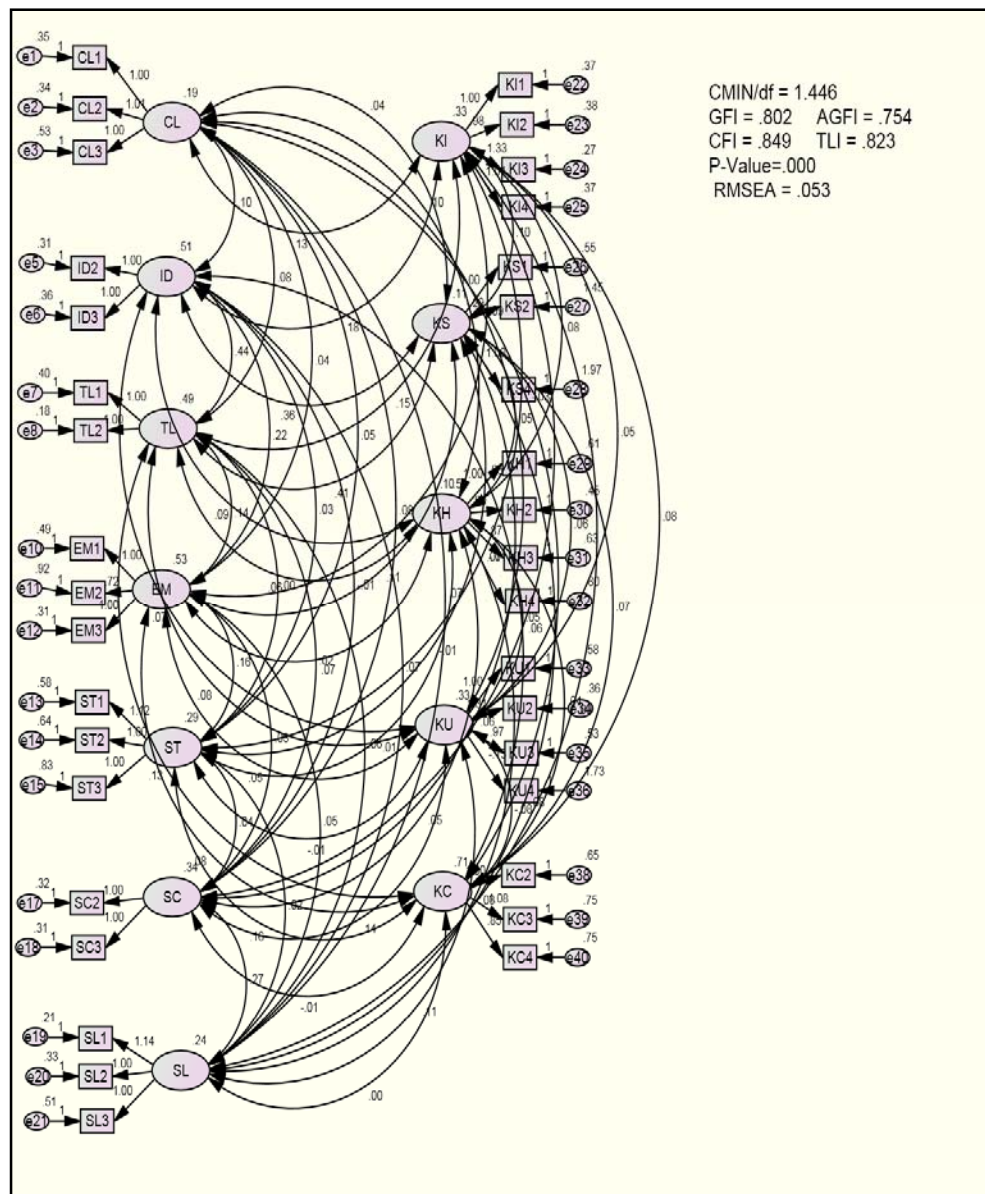


Figure 2: Final measurement Model

Ahead of dropping one construct and five items, the model was fitted and the structural model was developed to test the hypotheses (Figure 3). Since one of the constructs was deleted from the model, the hypotheses also, decrease to 35.

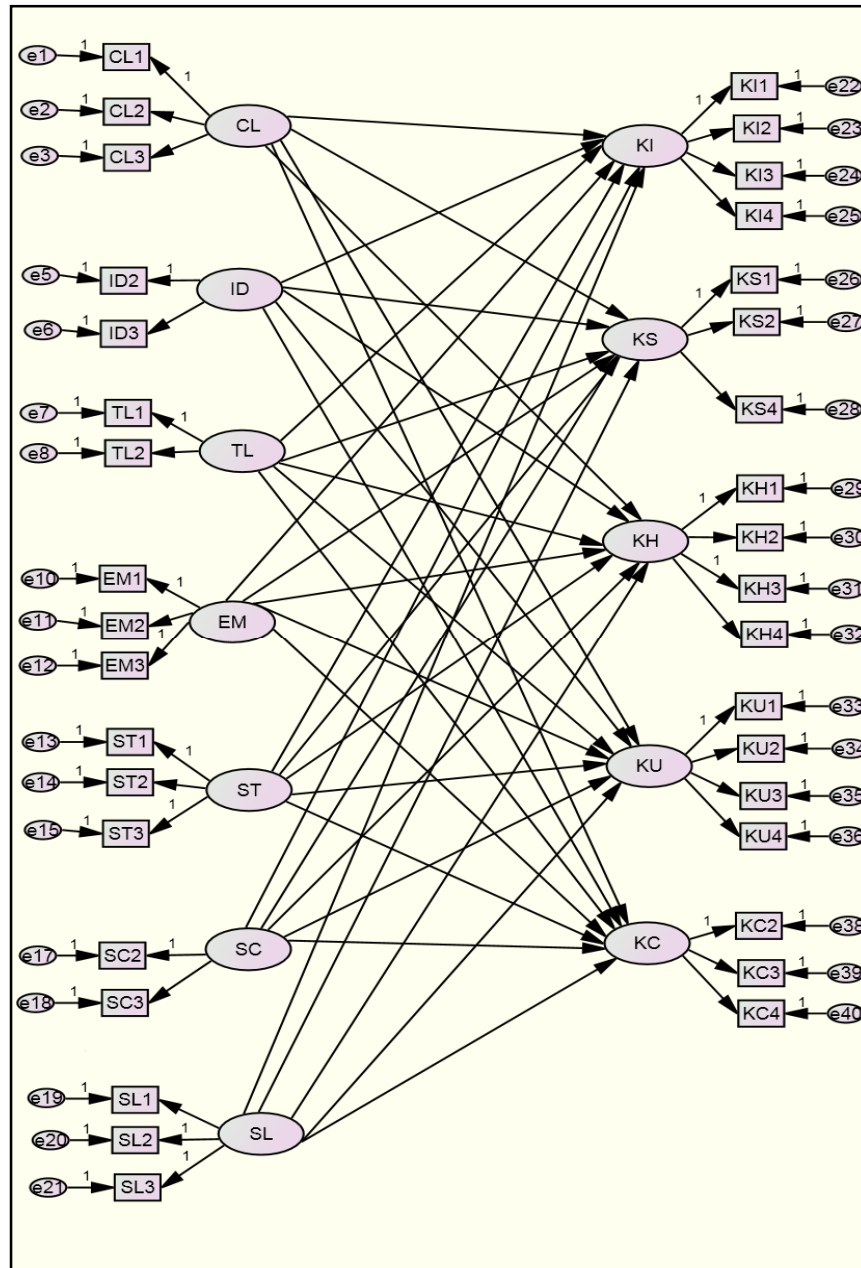


Figure 3: Structural Model

Multiple regression analysis was applied to examine the significance of each hypothesis. The results of regression analysis are represented in Table 3. This table shows that some of relationships have the P-value more than 0.05. Relations with values more than 0.05 are not significant and must be deleted from the model. Therefore, these relations must delete from the model. It is better to leave out the parameters step by step. Following such a method, it is possible that one of the variables remain in the model.

Table 3: Regression Weights for the Structural Model (first step)

	Estimate	S.E.	C.R.	P
KS <--- TL	.899	.081	11.077	<0.001
KS <--- EM	.036	.070	.517	.605
KS <--- ST	.090	.150	.599	.549
KS <--- SC	.154	.140	1.104	.270
KH <--- SC	.184	.101	1.824	.068
KH <--- ST	.122	.085	1.444	.149
KH <--- EM	.051	.037	1.366	.172
KH <--- TL	.022	.031	.710	.478
KH <--- CL	.363	.183	1.978	.048
KI <--- CL	1.282	.303	4.232	<0.001
KS <--- CL	.351	.181	1.943	.052
KU <--- CL	.956	.280	3.417	<0.001
KC <--- CL	.126	.280	.449	.653
KI <--- ID	.058	.067	.868	.386
KS <--- ID	.258	.075	3.423	<0.001
KH <--- ID	.031	.034	.916	.360
KU <--- ID	.077	.080	.963	.335
KC <--- ID	.586	.120	4.874	<0.001
KI <--- TL	.131	.064	2.034	.042
KU <--- TL	.157	.077	2.025	.043
KC <--- TL	.680	.115	5.887	<0.001
KI <--- EM	.136	.064	2.102	.036
KU <--- EM	.067	.076	.883	.377
KC <--- EM	.007	.105	.069	.945
KI <--- ST	.323	.156	2.067	.039
KU <--- ST	.035	.172	.202	.840
KC <--- ST	1.627	.357	4.562	<0.001
KU <--- SC	1.263	.237	5.329	<0.001
KC <--- SC	1.139	.261	4.364	<0.001
KH <--- SL	.002	.045	.054	.957
KS <--- SL	.111	.106	1.053	.293
KU <--- SL	.208	.117	1.779	.075
KC <--- SL	.500	.166	3.009	.003
KI <--- SC	.756	.168	4.499	<0.001
KI <--- SL	.532	.113	4.705	<0.001

At the first step, relations by P-value more than 0.5 were deleted which were include KS-ST, KS-EM, KC-CL, KC-EM, KU-ST, KH-SL. Table 4 is the results after omitting these relations.

Table 4: Regression Weights for the Structural Model (second step)

	Estimate	S.E.	C.R.	P
KS <--- TL	.890	.080	11.065	<0.001
KS <--- SC	.165	.141	1.176	.240
KH <--- SC	.177	.098	1.804	.071
KH <--- ST	.116	.078	1.482	.138
KH <--- EM	.050	.037	1.360	.174
KH <--- TL	.020	.031	.640	.522
KH <--- CL	.369	.185	1.989	.047
KI <--- CL	1.231	.289	4.255	<0.001
KS <--- CL	.348	.178	1.949	.051
KU <--- CL	.980	.274	3.583	<0.001
KI <--- ID	.054	.067	.813	.416
KS <--- ID	.255	.076	3.371	<0.001
KH <--- ID	.027	.034	.801	.423
KU <--- ID	.099	.080	1.240	.215
KC <--- ID	.587	.120	4.879	<0.001
KI <--- TL	.136	.064	2.127	.033
KU <--- TL	.167	.077	2.167	.030
KC <--- TL	.678	.114	5.951	<0.001
KI <--- EM	.131	.063	2.065	.039
KU <--- EM	.075	.074	1.026	.305
KI <--- ST	.306	.143	2.137	.033
KC <--- ST	1.583	.334	4.733	<0.001
KU <--- SC	1.227	.233	5.268	<0.001
KC <--- SC	1.135	.250	4.533	<0.001
KS <--- SL	.103	.106	.968	.333
KU <--- SL	.192	.111	1.732	.083
KC <--- SL	.514	.166	3.106	.002
KI <--- SC	.793	.167	4.735	<0.001
KI <--- SL	.552	.113	4.865	<0.001

As table 4 shows, relations by P-value more than 0.2 were deleted which were include KS-ST, KS-EM, KC-CL, KC-EM, KU-ST, KH-SL. Table 5 is the results after omitting these relations.

Table 5: Regression Weights for the Structural Model (third step)

	Estimate	S.E.	C.R.	P
KS <--- TL	.892	.081	11.064	<0.001

	Estimate	S.E.	C.R.	P
KH <--- SC	.186	.101	1.836	.066
KH <--- ST	.111	.078	1.433	.152
KH <--- EM	.048	.035	1.354	.176
KH <--- CL	.365	.186	1.960	.050
KI <--- CL	1.289	.302	4.267	<0.001
KS <--- CL	.306	.177	1.729	.084
KU <--- CL	.947	.272	3.477	<0.001
KS <--- ID	.259	.075	3.433	<0.001
KC <--- ID	.577	.115	4.999	<0.001
KI <--- TL	.162	.064	2.541	.011
KU <--- TL	.132	.073	1.813	.070
KC <--- TL	.665	.113	5.866	<0.001
KI <--- EM	.138	.064	2.166	.030
KI <--- ST	.268	.144	1.860	.063
KC <--- ST	1.696	.355	4.777	<0.001
KU <--- SC	1.272	.235	5.417	<0.001
KC <--- SC	1.035	.239	4.326	<0.001
KU <--- SL	.214	.112	1.904	.057
KC <--- SL	.469	.164	2.859	.004
KI <--- SC	.756	.163	4.646	<0.001
KI <--- SL	.552	.113	4.868	<0.001

The relation with P-value more than 0.07 were deleted. The next evaluation showed that all remaining relations have significant regression weight (Table 6). Figure 4 shows the final structural model of this study.

Table 6: Regression Weights for the Structural Model (fourth step)

	Estimate	S.E.	C.R.	P
KS <--- TL	.889	.081	11.029	<0.001
KH <--- SC	.174	.101	1.716	.046
KH <--- CL	.380	.203	1.867	.032
KI <--- CL	1.288	.310	4.158	<0.001
KU <--- CL	1.072	.299	3.582	<0.001
KS <--- ID	.224	.075	2.996	.003
KC <--- ID	.346	.112	3.077	.002
KI <--- TL	.156	.063	2.476	.013
KC <--- TL	.616	.110	5.613	<0.001
KI <--- EM	.127	.064	1.988	.047
KI <--- ST	.269	.152	1.773	.036
KC <--- ST	1.870	.399	4.686	<0.001
KU <--- SC	1.239	.237	5.226	<0.001
KC <--- SC	.970	.242	4.004	<0.001
KU <--- SL	.180	.110	1.630	.010

		Estimate	S.E.	C.R.	P
KC	<--- SL	.420	.162	2.596	.009
KI	<--- SC	.823	.171	4.809	<0.001
KI	<--- SL	.565	.114	4.944	<0.001
KS	<--- TL	.889	.081	11.029	<0.001

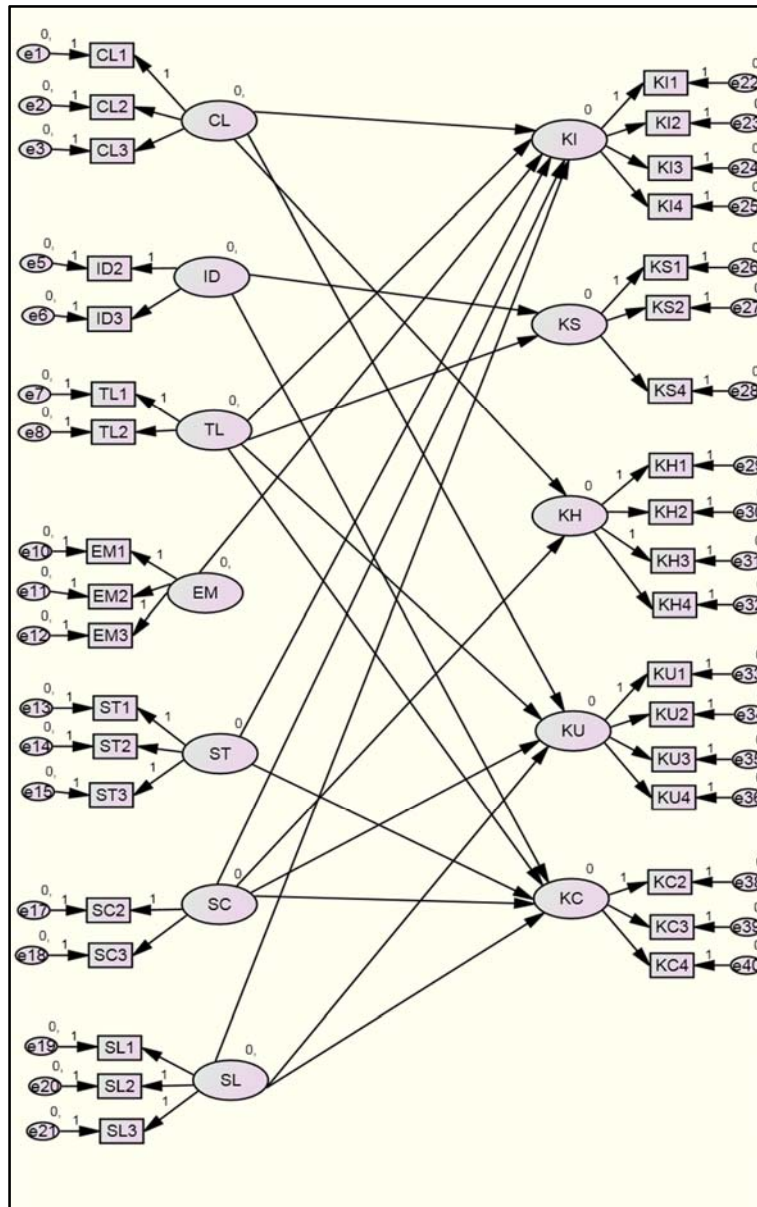


Figure 4: Final Structural Model

Conclusion and Recommendation

The findings show that creating an opportunity for continuous learning had effect on knowledge identification, utilization and knowledge sharing. Developing the culture of inquiry and dialogue had effect on Knowledge creation and knowledge storage. Encouraging team learning had effect on knowledge identification, creation, utilization and knowledge storage. Empowering others had an effect on only knowledge identification. Developing a systematic training had effect on knowledge identification and creation. Developing a systematic communication had effect on knowledge creation, utilization and knowledge sharing. Strategic leadership had effect on knowledge utilization and knowledge creation. Therefore, 19 of 35 hypotheses were supported and 16 hypotheses were not supported in the places of the study. The final accepted model of this study is showed in Figure 5. Although theoretically, this study proposed a research model for empirical studies to link organizational learning culture and knowledge management, the most advantages of this study are from a practical perspective. From a practical perspective, the model of this study show that how universities' managers can increase the knowledge management through developing an organizational learning culture dimensions.

The reason of the rejected relationships can be investigated by other researchers. In addition, the research model can be tested further by using samples from other countries or organizations. Future studies can also, gather longitudinal data to examine the relationship between variables.

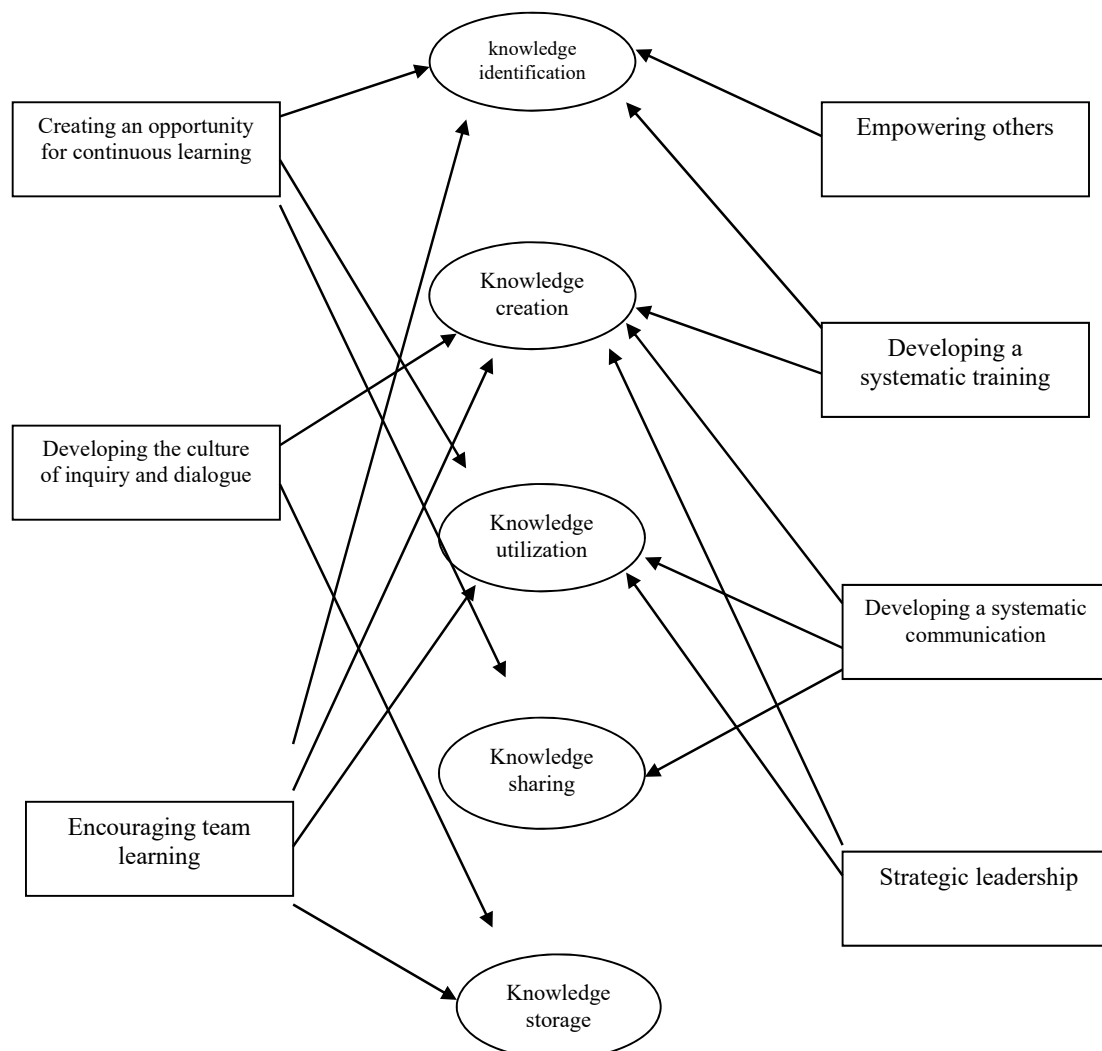


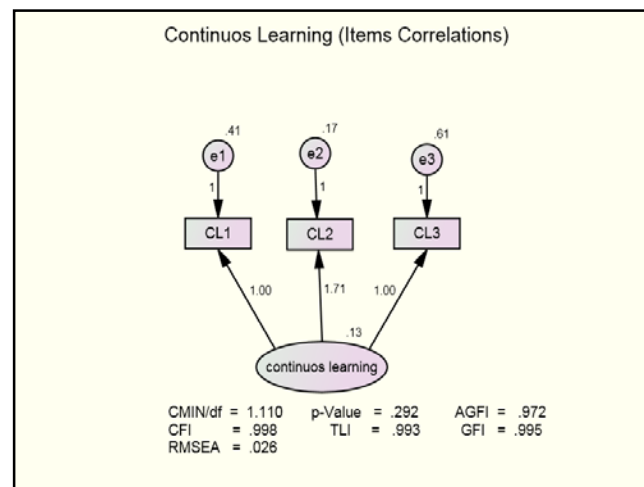
Figure 5: A Model of Organizational Learning Culture and Knowledge Management

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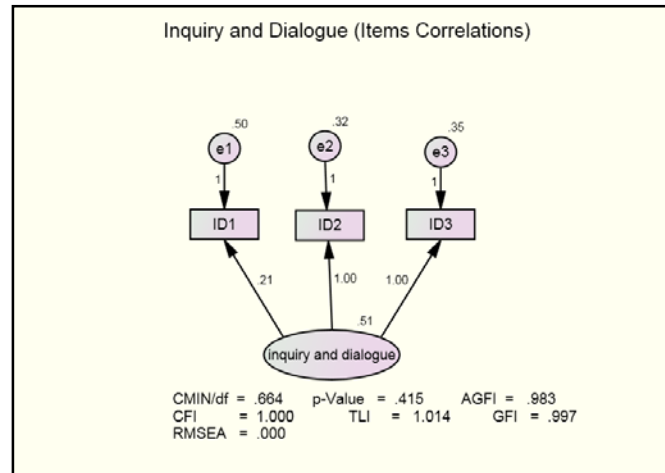
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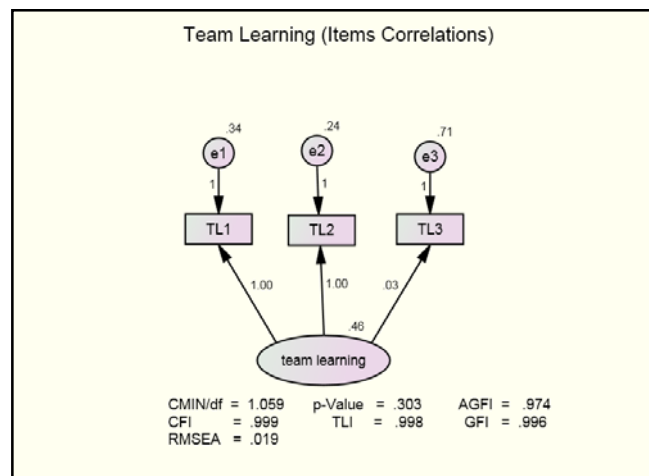
Appendix 1: Results of Model Fit for Each



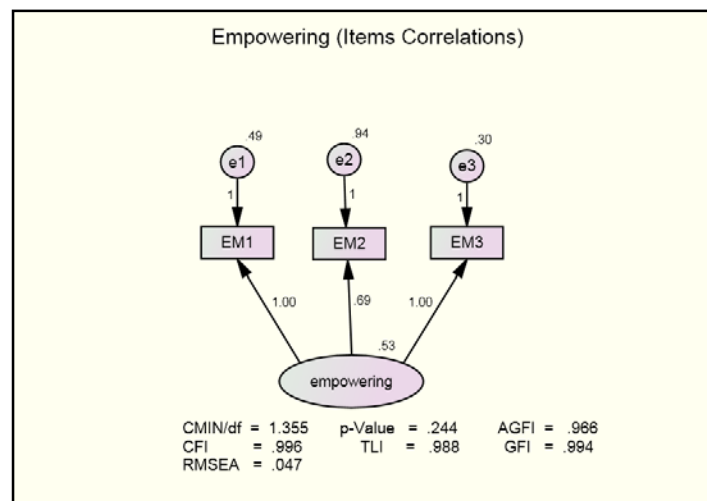
Measurement model for continues learning



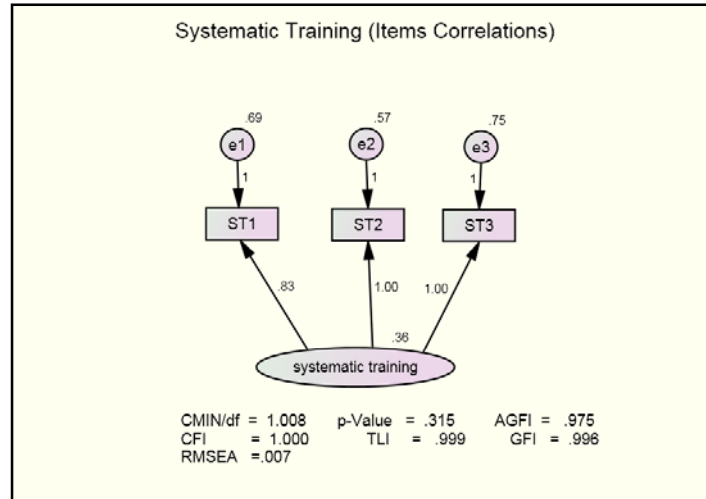
Measurement model for inquiry and dialogue



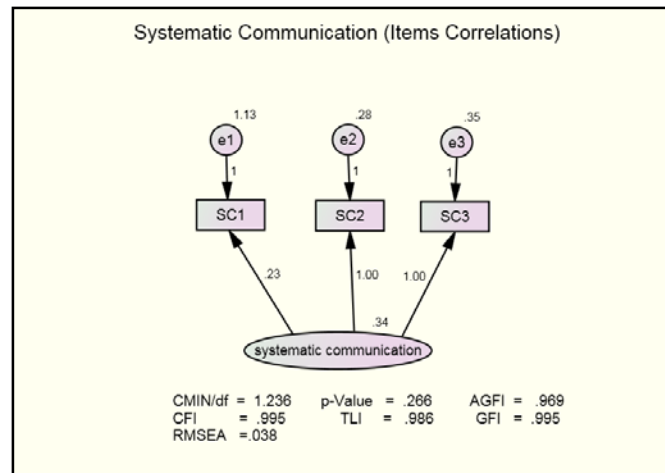
Measurement model for team learning



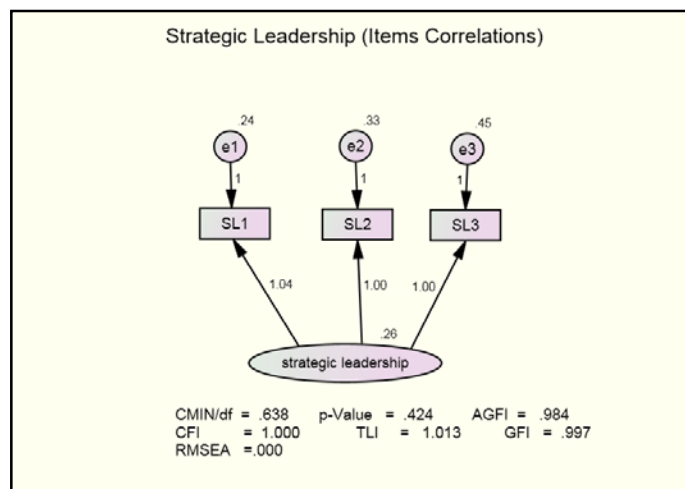
Measurement model for empowering others



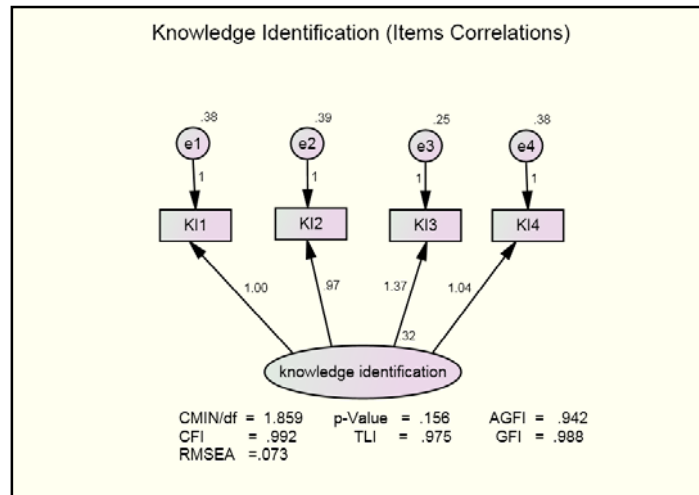
Measurement model for systematic training



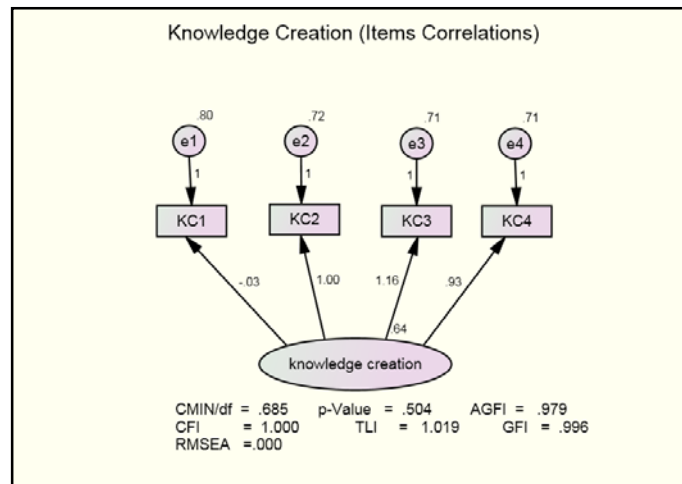
Measurement model for systematic communication



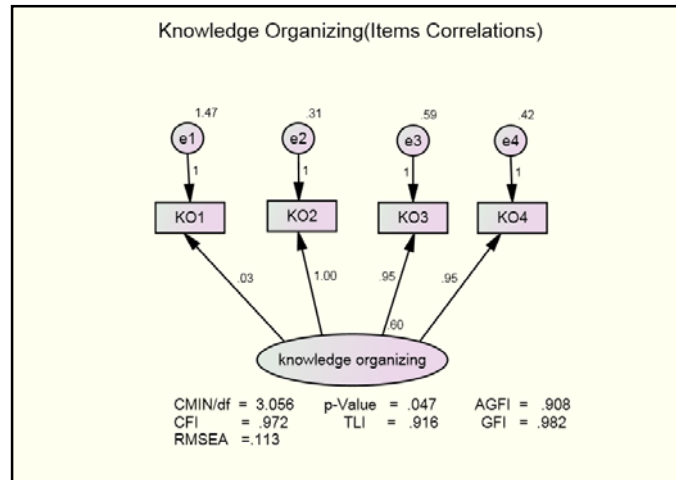
Measurement model for strategic leadership



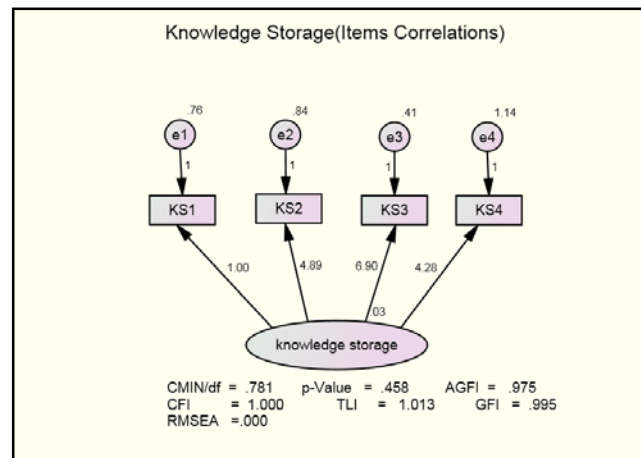
Measurement model for knowledge identification construct



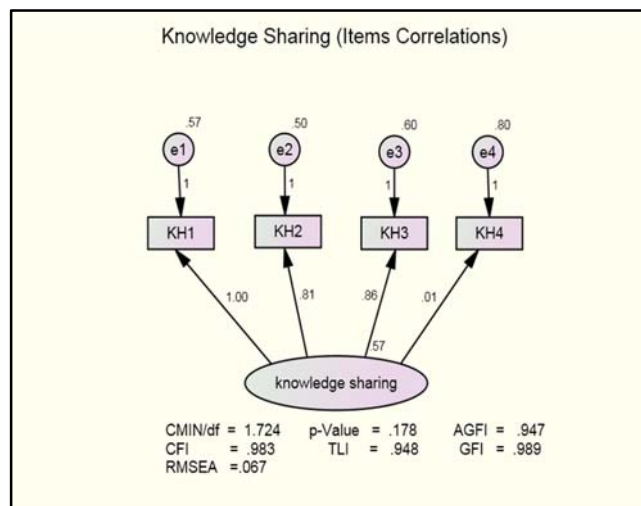
Measurement model for knowledge creation



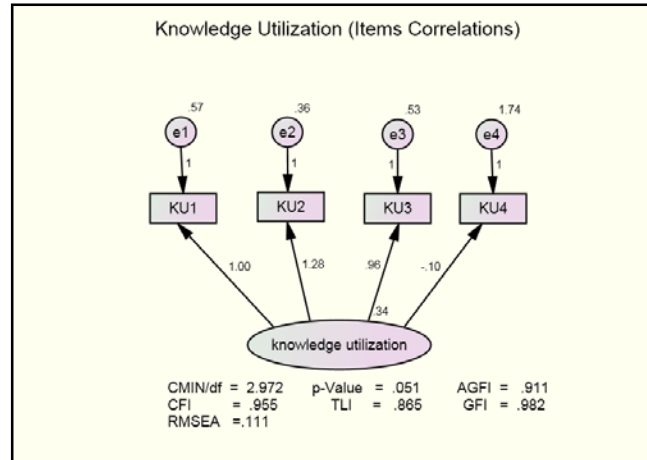
Measurement model for knowledge organizing



Measurement model for knowledge storage



Measurement model for knowledge sharing



Measurement model for knowledge utilization

Appendix2: Abbreviations

AGFI	- Adjusted Goodness-of-Fit Index
AMOS	- Analysis of Moment Structure
CFA	- Confirmatory Factor Analysis
CFI	- Comparative Fit Index
CL	- Continuous Learning
Df	- Degree of freedom
EM	- Empowering Others
GFI	- Goodness-of-Fit Index
ID	- Inquiry and Dialogue
KC	- Knowledge Creation
KI	- Knowledge Identification
KO	- Knowledge Organizing
KH	- Knowledge Sharing
KS	- Knowledge Storage
KU	- Knowledge Utilization
RMSEA	- Root Mean Square Error of Approximation
SEM	- Structural Equation Modelling
SC	- System Communication
SL	- Strategic Leadership
SPSS	- Statistical Package for the Social Sciences
ST	- Systematic Training
TL	- Team Learning
TLI	- Tucker Lewis Index

LINGUISTIC AND RHETORICAL FEATURES OF TELEVANGELISM AS PERSUASIVE DISCOURSE

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The study was an attempt to examine linguistic and rhetorical features that make televangelism as a type of persuasive discourse. Data were obtained from five religious sects in the Philippines, namely: Ang Dating Daan, El Shaddai, Iglesia ni Cristo Jesus is Lord Church and Pentecostal Missionary Church of Church. The study revealed five macrostructure patterns with the Claim and Support moves as the obligatory moves, while the Warrant move is optional. In terms of linguistic features, persuasion is realized in Philippine televangelism via the widespread use of first person plural pronoun, simple attitudinal adjective, direct reference type of repetition and causal conjunctions. In terms of speech act, the findings revealed the propensity to use representatives, most particularly, assertion, information and descriptive. examples. Directive is another feature of the persuasive function of Philippine televangelisms, with the imperative type as the most prevalent. Persuasion is further realized in terms of paralinguistic features, specifically suprasegmentals, i.e. intonation, pitch, stress and length. Of the two types of intonation contour, the falling intonation ascribed to imperatives obtained the highest occurrence, while the rising intonation was prevalent in non sentence final intonation. In terms of pitch, high pitch was prevalent to imperatives, while low pitch was pervasive in formulaic expression. There is widespread use of stress use of conjunctions, while lengthening is frequently associated with fillers. The paper further argues the persuasiveness of Philippine televangelism is further definable in terms of rhetorical features such as logos, ethos and pathos corresponding to rational, credibility and affective appeals, respectively. Authority, firsthand experience and emotion in audience's situation were found to be the most frequently occurring types of rational, credibility, and affective appeal categories in televangelism, respectively. Across organizational moves, there is widespread use of all the linguistic, paralinguistic and rhetorical features and speech act in the in the Support move. In the view of the findings It could be concluded that there is a pattern to Philippine evangelism from other there discourse types or from other genres within persuasive discourse. The realization of persuasion in Philippine televangelism can be proven at the surface levels with the available linguistic features, speech acts and rhetorical the make them different from other types of persuasive discourse. Persuasive function is also realized through the interplay of both the verbal and non-verbal components (i.e. paralinguistic features).

1. Introduction

Language is an integral part of almost every attempt to persuade, yet how persuasive discourse works to induce voluntary changes in behavior or how language is actually used to achieve in spoken and written contexts remains dimensionally and conceptually complex and even incomplete understood.

Studies on persuasive discourse have dealt mostly with advertisements exploring the potential of linguistic devices to effect persuasion (e.g. Geis, 1982, cited in Schmidt and Kess (1986); Dayag, 1999). How this linguistic aspect extends to other types of persuasive discourse is worthy of investigation. Thus, one of the concerns of this study to examine another type of persuasive discourse like television evangelism or *televangelism* which has become very popular yet has remained a neglected area of research. Notable in this area is the work of Schmidt and Kess (1986) on television advertising and televangelism which provided significant findings as to the linguistic features, namely, linguistic novelty, use of imperatives, indirect speech, etc. common to both types of discourse. Although the medium ascribed to both discourse types may be already generate such persuasive impact, it is still worth investigating how the language of religion makes use of the television medium to market a free good such as eternal salvation.

In the Philippines, various religious such as And Dating Daan (ADD), *El Shaddai (ES)*, *Iglesia ni Cristo (INC)*, Jesus is Lord Movement (JIL) and *Pentecostal Missionary Church of Christ (PMCC)*, have penetrated the broadcast media to reach the entire people and ensure that every person hears the gospel. The proliferation of televangelism has made it possible for these religious sects to persuade people to become regular of frequent viewers of the program and to respond to the program and, later on to gain converts.

There are no available data on nominal member of religious organizations. Estimates of nominal members of the largest group, the Roman Catholic Church, range from 60 to 65 percent of the total population based on regular church attendance. *El Shaddai*, a lay charismatic movement affiliated with the Roman Catholic Church, has grown rapidly in the last decade. It claims approximately five million active members within the country and an additional 300,000 members in other countries ("International Religious Report," 2001).

Other Christian denominations comprise approximately 8.7 percent of the population. Followers of the Islamic faith total 4.6 percent and Buddhists 0.1 percent. Indigenous and other religious traditions account for 1.2 percent of those surveyed. Atheists and persons who do not designate a religious preference account for 0.3 percent of the population ("International Religious Report," 2001).

Televangelism, like any form of discourse, has distinct elements and structures and function. The complexity of the language of televangelism as a persuasive discourse and the specific forms and structures that go along with its creation certainly make the study worthy of investigation of televangelism

The study generally aimed to describe televangelism as a persuasive discourse in terms of linguistic and rhetorical features. Specifically, the study attempted to provide answers to the following questions:

1. What moves constitute the macro-structure of the Philippine televangelism?
2. What linguistic features are used in the Philippine televangelism in terms of:
 - 2.1 lexico-grammatical features
 - a. pronominals
 - b. attitudinal adjectives
 - c. repetitions
 - d. conjunctions
 - 2.2 speech acts
3. What paralinguistic features are used in televangelism in terms of suprasegmental features such as intonation, pitch, stress and length?

4. What rhetorical appeals in terms of *ethos*, *pathos* and *logos* which correspond to credibility, affective and rational appeals, respectively, are employed in televangelism?

2. Conceptual Framework

The theoretical/conceptual framework of the study is anchored on several concepts and some theories reflected and explicated in studies which bear the findings on certain linguistic and rhetorical features that contribute to the persuasiveness of a particular discourse type like televangelism. These include Schmidt and Kess (1986), Dayag (1999), Madrunio (2003), Cheong (1999), Connor and Lauer (1985), and Jibrin (2003).

In an attempt to define the macrostructure pattern of televangelism within a persuasive orientation, Rottenberg's (1985) version of Toulmin's Argumentive Model served as the basis for the analysis of the organizational moves that define the macrostructure of televangelism. The macrostructure pattern implies the use of the organizational moves (Claim Support and Warrant) that make up the macrostructure within an argumentive structure.

In addition, the concepts given by O'Grady et.al. (1997) and Scachter and Otnes (1972) offered insightful bases for the analysis of the paralinguistic features, specifically the suprasementals (e.g. intonation, pitch stressed linguistic feature, and lengthened sounds).

Another important aspect of the study is the investigation of Searle's (1979) Speech Act theory which states that saying something is doing something and that every utterance has a particular function in that particular context. It is assumed that the use of these particular functions can be closely related to the persuasive function performed by televangelism.

In the study, persuasive appeals were examined in terms of the evidence of credibility, affective and rational appeals corresponding to Aristotle's *ethos*, *pathos* and *logos* respectively. That is for an effective persuasion, the audience relies on the speaker's credibility, uses reasons to convince the audience, and attempts to appeal to the audience based on emotion (Pope 1998).

Another interesting feature of the framework which may be considered part of the new trend in several studies is the intercoder agreement that is drawn from Connor and Lauer's (1985) persuasive scale.

3. Methodology

3.1 The Data

The corpus of the study consisted of 30 televangelism programs, six from each of five religious sects in the Philippines: *And Dating Daan* (ADD), *El Shaddai* (ES), *Iglesia ni Cristo* (INC), *Jesus is Lord* (JIL), and *Pentecostal Missionary Church of Christ* (PMCC). Televangelism shows were audiotape recorded and transcribed from television signals received over the local broadcast TV system. Recording of the televangelism shows was done from September 7 to November 9, 2002.

Simple frequency counts and percentages were used in tallying the data for the evidence of linguistic, suprasegmental and rhetorical features including the evidences of episodic boundaries, and in determining the agreement level of the intercoders' classification of the evidences of rhetorical appeals.

3.2 Research Procedures

The research procedures consisted of the following steps: (1) Collection of data; (2) Transcription of data using a combination of transcription conventions of Tannen (1989), Ochs (1979) and Jefferson (1979), as cited in Schiffin (1994) with a slight modification; (3) Identification of the organizational moves in Philippine televangelism ; (4) Identification of the macro-structure patterns in Philippine televangelism using Rottenbergs' (1985) version of Toulmin's Argumentive Model; (5) Identification of the linguistic features in televangelism; (6) Identification of the lexico-grammatical features pertaining to attitudinal adjectives, pronominal., conjunctions and repetitions; (7) Identification of Speech acts and classification into Assertives, Directives , Expressives and Commisives; (8)Segmentation of the episodic boundaries using van Dijk and Kintch's criteria (1983); (9) Identification of the paralinguistic features, specifically the suprasegmentals such as intonation, pitch, length of phoneme, and word stress in televangelism: (10) Identification of the evidence of rhetorical appeals in terms of *ethos pathos, logos*, which correspond to credibility, affective and rational appeals, respectively, in televangelism: (11) Classification of rhetorical appeals of all episodes; (12) Intercoders' classification of rhetorical appeals using only five randomly selected episodes for each televangelistic program: and (13) Examination and interpretation of the reliability of the intercoders' classification in terms of agreement level.

4. Results and Discussion

The corpus of the study revealed five different macrostructure patterns. It is worthy to note that the distinction of these patterns may be evident in terms of presence and absence of the Warrant move. Following Rottenberg (1985), an argument contains at least three moves: Claim, Support and Warrant. As shown in Table 1, these moves are evident in three macrostructure patterns found in televangelism, such as Claim + Support + Warrant, Claim + Sub-claim + Support + Warrant and Claim + Support + Warrant + Support.

Table 1. Frequency distribution of macrostructure patterns of televangelism

MACRO-STRUCTURE PATTERNS	FREQUENCY	PERCENTAGE	RANK
Claim + Support	95	32.99%	1
Claim + Support + Sub-claim + Support	32	11.11%	4
Claim +Support + Warrant	75	26.04%	2
Claim + Sub-claim + Support + Warrant	57	19.79%	3
Claim + Support + Warrant + Support	29	10.07%	5
Total	288	100%	

However, there are also instances of macrostructure patterns without the Warrant move such as the *Claim + Support* which is the most prevalent pattern at 32.99 percent and the *Claim + Support + Sub-claim + Support* with 11.11 percent.

Since more than 50 percent of the macrostructure patterns constitute the patterns without the Warrant move, the finding may suggest the Claim and Support moves appear to be the most favored moves in televangelism.

This may also indicate that televangelists seem to find the Claim and Support moves indispensable in their Bible teachings and expositions. Claim accounts for the main argument and propositions of televangelists. Suffice it to say that it serves as the premise by which the televangelists' beliefs and convictions are established. In order to determine whether a claim is sound or valid, support or evidence is made available for the televangelists to see what they have to convince the audience or adherents. On the other hand, support serves as the sole basis for the jurisdiction of the claims. The finding may also suggest that Philippine televangelism is a persuasive discourse developed more fully on claims and supports which may also give the picture of televangelists' attempts to express more arguments and positions backed up by support evidences.

The absence of the Warrant move in the Philippine televangelism, however, may affirm Rottenberg's (1985) argument that "warrant" is a belief and principle that is often taken for granted." Thus persuasiveness in Philippine televangelism may not necessarily end always with a warrant. This may then give an idea as to the nature of the Filipino televangelists as being more inclined to the development of more arguments and evidences.

On the other hand, in instances when the Warrant move is used, the audience may have greater chances to see the relationship of the claim and support. After all, the warrant move may guarantee the connection between the claim and support. In using all the moves the discourse seems to illustrate what Georgakopoulou and Goutsos' (1997) describe as a piece of argumentation that "starts" with a position, progresses to evidence for justification and ends with a disclaimer about its generalisability" (p.85).

A closer scrutiny of the findings further suggests that the persuasiveness of the Philippine televangelism is enhanced through the use of certain linguistic and rhetorical features. In terms of the linguistic features, the persuasive function may be realized through conjunctions, and representative type of speech acts. With the prevalence of the first person plural pronouns, the findings most likely affirm the typical Filipino televangelists' way of expressing a common view and experience implied by the use of the first person plural pronouns such as *atin*, *natin*, *tayo*, etc., there seems to be a feeling of belongingness that the televangelists may share with the audience. To put it simply, it is when such common view and experience shared with the audience that the televangelists may have developed a stimulating effect on the minds and emotions of the audience directly or indirectly.

The excerpt in ES #1 shows the frequent use of the first person plural pronominals *atin* and *natin*.

ES #1

<178> Ang sambahayan ang siyang haligi ng lipunana kaya minsan ibinahagi ko sa inyo ang

pakiusap ng **ating** mga Obispo na salungatin **natin** ang panukalang batas na magbibigay

sa atin ng karapatan sa babae.....

<179> Sapagkat iyan ang daan upang ang **ating** lipunan ay tuluyang mawasak sapagkat kapag

nawasak na ang sambahayan ang lipunan ay susunod at kapag nawasak na ang lipunan
ano pa ang mangyayari sa **atin**?

<180> Purihin **natin** ang Panginoon purihin antin ang Diyos.

As to the considerable evidence of simple adjectives, the findings may clearly show the evaluative and subjective nature of the Filipino televangelists in expressing their judgment and description.

In the study, simple adjectives include adjectives in their base form and those affixed with **ma-**. Examples of this type attitudinal adjectives which subjects the speaker's judgment or evaluation of certain entities are *simple* to refer to paksa (topic) in line <175> of ADD #1 and *malalim* to refer to pagkaunawa (understanding) in Line <24> of ES #1.

<175> Ang akin pong paksa **simple** lang. (ADD #1)

<24> Subalit yaong malalayo ay tila бага **malalim** ang pagkanunawa. (ES #1)

With the prevalence of the direct reference tupe of repetition, this may construes as a manifestation of the Filipino televangelists' preference for what would make the intended message more recognizable. As revealed in the study, this seems to be realized through the manipulative use of recurring words, phrases and sentences, which may likewise mean that the more certain words are repeated, the more messages is remembered.

The examples below show how the words and phrases were repeated to reiterate a shared topic or subject under discussion.

ADD #1

<41> Pero ang itinayo fellowship **crusade** ang itinayo wala namanh **crusade** sa bibliya.

ES #1

<119> Pagkaraan ng ilang taon nabago ang **kanilang theme song** at ganito na ang **kanilang theme song** (sings Panginoon Maawa Ka)

Equally important is the prevalence of causal conjunctions, which seems to be a manifestation of the nature of the Filipino televangelists as being logical thinkers, thus making them appear more convincing. The Filipino televangelists' tendency to rely on the reasoning strategies as implied by causal conjunctions seems to make their discourse logical.

The excerpts below show the causal conjunctions subalit, kaya, kaya nga and sapagkat in ES #4 Line <17> and INC#3 Line <76>. These conjunctions seem to show the development of more reasons and results in presenting an argument.

ES #4

<17> **Subalit** hindi po buo yung ating pundasyon **kaya** maramipa rin na pagdating ng panahon

kaunting pagsubok ay medyo mawawala **kaya nga** gawain ng pag ah unawa ay dinadaan po
kayat tinatwag na Life in the Spirit Seminar yun po ang isang pag-aaral tungkol sa buhay
na pinaghaharian ng Espiritu ng Panginoon.

INC #3

<76> Kaya napakahalaga na matiyak ng tao na: sa maraming pinagkakaabalahan nya sa buhay na
maraming pinagkakabalahan ang tao lalo na nga pahirap ngpahirap ang buhay dapat po na bigyan nya ngpanahon na sundin o gawin ang mga kautusan ng Panginoong Diyos sapagkat ang pagsunod sa mga aral o paggawa sa mg autos ng Panginoong Diyos ito naman ang maghahtid sa knya sa pagtatamo ng buhay na walang hanggan.

The recurrence of the representative type of speech acts may reflect the tendency of Filipino televangelists to be more assertive and aggressive in expressing their views and opinions just as most preachers would do. True to any type of persuasive discourse, what may sound more convincing would most likely depend on the consistent use of assertions.

It is worthy to note that the persuasiveness of representatives in the Philippine televangelism affirms the findings in Schmidt and Kess (1986) which reveals the prevalence of claims and assertions in television advertising and televangelism. Similarly, the result further finds support in Dayag (1999) which revealed the propensity of this type of speech act in Philippine print ads. With this information at hand, it is worth mentioning that representatives are indeed indispensable to any type of persuasive discourse, and the Filipino televangelists, for example, may not be an exemption to the kind of assertion and aggression that most preachers would do.

As to the evidence of the paralinguistic features that are associated with certain linguistic features, its use in televangelism may be considered a means of verbalizing the persuasive function of a particular linguistic feature. For instance, notwithstanding the prevalence of the rising intonation for non-sentence final words (e.g. enumeration, sentence initial phrases of direct address, and non-final clauses), the persuasiveness of televangelism seems to be dependent on the function of the representative type of speech act where these types of non-sentence final intonation is mostly found. Since these forms of non-sentence final intonation are mostly found in representatives, the findings may further suggest the nature of the Filipino televangelists' as being more assertive in expressing a claim or a belief. The prevalence of the falling intonation and high pitch associated with imperatives, on the other hand, would simply be considered a way of verbalizing the persuasive function of imperatives in televangelism, highlighting the preference of Filipino televangelists for a more direct involvement and interaction with the audience. Similarly, the stress associated with conjunctions seems to give emphasis to the function of the conjunction. In the case of casual conjunctions, the extra loudness ascribed to the appears to reaffirm the audience about the logical nature of the Filipino televangelists in expressing their ideas and views. In the case of length ascribed to fillers, the findings seemed to be typical of any spontaneous spoken discourse. For the Filipino televangelists, the constant attempts to prolong certain utterance would seem to be a way of directing the audience to pay more attention to the whole utterance.

In addition, the role or rhetorical features in Philippine televangelism cannot be discounted. For one, the preponderance of several type of rational appeals particularly the use of authority, seems to suggest the potential of the Filipino televangelists to become rational and logical in expressing their views and opinions. The considerable evidence of certain types of credibility appeals most particularly the use of first hand experience, may mean that the Filipino televangelists may have obtained a considerable level of credibility in terms of background and experience needed to stand and defend their respective religious affiliations. Finally, Filipino televangelists appear to possess a characteristic that may address the emotional needs of the audience, thus creating a considerable level of stimulating effect on the audience.

As to the prevalence of these linguistic and rhetorical features in the Support move, the findings show how the Filipino televangelists put some considerable weight of importance on the use of supporting evidences, which indeed may be considered a characteristic of any persuasive discourse.

5. Conclusion

This study highlighted the fact that there is pattern unique to Philippine televangelism that distinguishes televangelism from other discourse types or from other genres in persuasive discourse. The realization of persuasion in the Philippine televangelism could be proven at the surface levels with the available linguistic features and speech acts that make them different from other types of persuasive discourse. Aside from the persuasiveness of Philippine televangelism, its totality as a type of spoken discourse is further enhanced through the suprasegmental features that define Philippine televangelism. The persuasive function is also realized through the interplay of both verbal and non-verbal components that make up Philippine televangelism.

Philippine televangelism is further definable in terms of the rhetorical strategies that are employed by televangelists to realize the function of persuasiveness. Consistent with the works of Connor and Lauer (1985) and Cheong (1999), the study has found that the persuasiveness of a discourse type could be proven by both the linguistic and rhetorical approaches inherent within any type of discourse. Inter-coder agreement has been proven very helpfully in validating of the classification of rhetorical appeals.

While so much speculation has been made on the mutual-exclusive poles that speech and writing may share, the linguistic properties that make up Philippine televangelism may be considered evidence of the structural differences of speech and writing. Indeed, this conforms to what Jahandarie (1999) documented about the differences of spoken and written discourse. As evident in Philippine televangelism, spoken discourse may be characterized as prosodic, involved, contextualized, natural, etc. as opposed to written discourse which may be considered punctuated, detached, autonomous and taught.

On top of this, Philippine televangelism possesses a language of its own, unique to other religious discourse or to any other types of persuasive discourse. Given the linguistics and rhetorical properties that shape the language of Philippine televangelism as persuasive discourse, this study also provides some insights on the nature of Filipino televangelists as being assertive, attached and involving, logical, credible, to mention a few. Its also worthy to note in evaluating the quality of this piece of discourse, it's function should be viewed from a perspective that is conditioned by the discourse type and the context in which the discourse is performed.

In the light of findings and conclusions, the following recommendations were made: (1) A comparison of the linguistic and rhetorical features of other religious discourse maybe investigated to find out whether the same properties of televangelism as persuasive discourse

will conform to the language of other religious discourse: (2) A similar study which focuses on the comparison of the Philippine televangelism across religious sects could be done to determine the persuasiveness of each televangelist in terms of linguistic and rhetorical features: (3) Another study which focuses on the linguistic and syntactic features may be conducted in order to provide a comprehensive account of the persuasiveness of Philippine televangelism; and (5) A comparison of the persuasiveness of Philippine televangelism with other types of persuasive discourse may also be done in order to arrive at a comprehensive account of the language of persuasion, regardless to any type of discourse.

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Organizational Commitment and Work Motivation:

An Empirical Evidence from KELTRON Kerala

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Keywords: Work motivation and Organizational commitment.

INTRODUCTION

It is an established fact that individuals require motivation for their living. Likewise the performance of people in organizations also depends on their motivation. Sometimes it is internal with some employees and external for others. Besides these job itself may motivate the persons who perform it. Beyond this work motivation, the involvement of employees in the job also influences their performances.

CONCEPT OF WORK MOTIVATION

Motivation is a Latin word, which means '**to move**', it's the process of creating organizational conditions: which will compel the employees to strive it attain the company objectives. It's a concept by which we try to understand why people behave like as they do; every organization. Work motivation means, (**Robbins, P.S. 2000**) a general attitude toward one's job; the difference between the amount of rewards workers receive and the amount they believe they should receive.

WORK MOTIVATION IN INDIA

The managers and administrators in is organizations are often heard saying that people are not motivated and they also feel it is a headache to get the job done through them. Because, they are of the opinion that the employees are not interested in work; they do not have any initiative or ambition; they want to get more and more pay with less and less work; they are more interested in union and social activities rather than work; some of them are good as individuals, but as a group they are lousy. Are these assumptions right? This was the motive behind this study, especially to select this common title "WORK MOTIVATION."

Vroom V.H (1964) believed that an individual's motivation depends on the following three factors: (i) perception that his effort will lead to good performance (expectancy), (ii) perception that good performance will lead to rewards (instrumentality) and (iii) perception that the rewards are worth getting (valence).

ORGANIZATIONAL COMMITMENT

In organizational behavior and industrial and organizational psychology, organizational commitment is the individual's psychological attachment to the organization. The basis behind many of these studies was to find ways to improve how workers feel about their jobs so that these workers would become more committed to their organizations.

Organizational commitment leads an industry get good output as productivity; and then this result into get a good working condition in the industry and to get good relationship among the employees and employer organizations looking forward to employee individuals useful in the satisfaction or organizational goals led the behavior is to enquire in the useful behavior of employee.

DEFINITIONS

Hall, Schneides and Nygren (1970) have defined organizational commitment as the process by which the goals of the organization and those of the individual become increasingly integrated or congruent.

MEANING OF ORGANIZATIONAL COMMITMENT

Organizational commitment is defined as:

- ◆ Strong desire to remain a member of a particular organization.
- ◆ Willingness to exert high levels of effort on behalf of organization.
- ◆ Definite belief in and acceptance of the values and goals of the organization.

In other words it is an attitude reflecting employee loyalty to their organization and is organizational participants express their concern for the organization and its continued success and well being.

REVIEWS RELATED TO WORK MOTIVATION

Deloach, Roenia, Monroe, Jacquelyn (2004): In their study on job satisfaction among Hospice workers(social workers, nurses, spiritual care providers) among 4 hospice organization have found that workers have high level of work motivation and relationship with their team members play a significant role in their degree of satisfaction on the job.

REVIEWS RELATED TO ORGANIZATIONAL COMMITMENT

Lingard and Jasmine Lin (2004): Examined the relationship between career, family and work environment variables on women's organizational commitment among 109 women

working in an Australian construction industry and have found that career progression, job involvement, supervisory support or family variables correlated with organizational commitment.

FORMULATION OF RESEARCH PROBLEM

Emerging trends in today's fast changing corporation are pointing urgently to the need that business and human performance experts must address not only survival and security needs, but also the higher-level needs for respect, recognition, achievement, and life-long learning. All these work motivators increasing organizational commitment.

Employee satisfaction is now a very crucial issue, because in the 21st century, the only sustainable source of competitive advantage for any organization is 'Human Resource'. To maintain a stable workforce, employers must deliberately engage in motivational activities. These efforts range from offering attractive compensation packages to involving employees in every sphere of the functioning of the organization. Today's employers prefer to have stable, committed, flexible workforces who are willing to learn and develop. Since sophisticated skills are scarce, there is always heavy competition among the employers to attract the best talents to enhance their, competitive positions in the market. Becoming an 'Employer of choice' and using Employer Branding' are some of the efforts made by the employers to create a tangible work atmosphere in order to attract the best talents available in the market.

Hence the researcher understood that there is a need to study the work motivation and the level of organizational commitment of the employees, so formulated the problem of the present study.

OBJECTIVE OF THE STUDY

1. To study the personal profile of the employees working in Keltron Controls Division, Aroor.
2. To find out the level of work motivation and the perception of organizational commitment of the employees.
3. To study the personal and organizational factors influencing their work motivation.
4. To study the personal and organizational factors influencing their organizational commitment.
5. To suggest measures to improve work motivation and organizational commitment.

HYPOTHESIS

1. There is no significant association between personal variables like age, marital status, type of family, number of dependents, designation, salary, experience, previous experience, spouse occupation, family income per month, awareness about the job, importance of performance, training facilities and rest in work place and level of work motivation of the respondents.
2. There is no significant association between personal variables like age, marital status, type of family, number of dependents, designation, salary, experience, previous experience, spouse occupation, family income per month, awareness about the job, importance of performance, training facilities and rest in work place and level of organizational commitment of the respondents.
3. There is no significant difference between salary and level of organizational commitment of the respondents.
4. There is no significant difference between experience and level of organizational commitment of the respondents.
5. There is no significant difference between training facilities and level of organizational commitment of the respondents.

RESEARCH DESIGN

The researcher had adopted descriptive design for the present study. It is a fact finding investigation with adequate interpretation. In descriptive research design, the researcher is able to find out the results and used adequate methods for finding it. Thus the researcher describes socio-economic status of the respondents in industrial sector and the level of work motivation and organizational commitment of the respondents.

UNIVERSE OF THE STUDY

For the purpose of the study the researcher has selected the employees working the Keltron Controls Aroor Kerala, which constitute the universe of the study.

SAMPLING PROCEDURE

The sample adopted by the researcher is random sampling. The data were collected from the employees in the organization which accorded permission for data collection. Hence the sampling is non-probability sampling. 150 employees constitute the sample.

There are totally 347 employees in including permanent employees (302), contract workers (45) etc. Among the permanent employees 50 percent sampling is drawn based on simple random sampling for proceed the present study. It was 156 in number. One employee

was on long leave so that employee was not included in the present study. Hence the sampling size is 150.

PRE TEST

After finalizing the questionnaire, it was pre-tested with 25 employees to know their response for the tools selected. After pre testing some questions were deleted in the personal data. Major changes were not required in the schedule, since standardized scale were used to measure key variables of this study.

TOOLS FOR DATA COLLECTION

The researcher used structured questionnaire to collect the necessary data from the respondents. The first part of the questionnaire includes the personal data of the respondents and second part consists of 2 standardized scales.

WORK MOTIVATION SCALE

The tool to measure the level of work motivation was developed by Agarwal K.G (1988). This scale consists of 26 items with the options as very much satisfied, somewhat satisfied, neither satisfied nor dissatisfied, somewhat dissatisfied, very much dissatisfied. Depending upon the nature of the statement, that is positive and negative, ratings are assigned in the ordered of 1 to 5 for very much dissatisfied to very much satisfied and for the negative items the rating is reversed. The increasing score is indicating the higher degree of work motivation. The reliability of the instrument is 0.994 indicating a high internal consistency of the scale.

ORGANIZATIONAL COMMITMENT SCALE

The organizational commitment scale was developed by Balaji.C (1982). The instrument contains 15 items and the respondents were asked to indicate the extent of their agreement with the items on a four point scale. The responses to the items are Strongly agree, Agree, Disagree and Strongly disagree.

The increasing score indicates the higher degree of organizational commitment. The reliability of the scale was found to be 0.87.

DATA PROCESSING

After the data collection, the questionnaires were checked; the incomplete ones were removed and subjected to different statistical techniques to draw the findings from the data. The tests like simple percentage, chi-square, correlation, and ANOVA, were used for the

purpose of analysis. The score of the scale used in the study are grouped in to low, medium and high.

ASSOCIATION BETWEEN SALARY AND THE ORGANISATIONAL COMMITMENT OF THE RESPONDENTS

S.NO.	SALARY	LEVEL OF ORGANIZATIONAL COMMITMENT			TOTAL
		LOW (below 43)	MODERATE (44-51)	HIGH (52 and above)	
1.	Up to Rs. 5000	6 (54.5%)	1 (9.1%)	4 (36.4%)	11 (100%)
2.	Rs. 5001-1000	14 (29.2%)	24 (50%)	10 (20.8%)	48 (100%)
3.	Rs. 10001-15000	17 (36.2%)	25 (53.2%)	5 (10.6%)	47 (100%)
4.	Rs.15001-20000	6 (18.8%)	21 (65.6%)	5 (15.6%)	32 (100%)
5.	Rs. 20001 and Above	2 (16.6%)	5 (41.7%)	5 (41.7%)	12 (100%)
	Total	45 (30%)	76 (50.7%)	29 (19.3%)	150 (100%)

X² calculated value = 17.166

df = 8

Significant @ 5% level

Hypothesis: There is no significant association between salary and level of organizational commitment of the respondents.

Interpretation

Chi-square (x^2) was applied to find the association between level of organizational commitment and salary of the respondents and it was found that there is significant association between them. Thus the hypothesis that is association between salary and level of organizational commitment of the respondents is rejected. It was proved from the X² test that there is significant @ 5% level. Nearly half (41.7%) of the respondents were belongs to the salary between Rs. 20001 and above have high level of organizational commitment and 16.6 per cent of the respondents were belongs to the salary between Rs.20001 and above have low level of organizational commitment.

ASSOCIATION BETWEEN EXPERIENCE AND THE ORGANISATIONAL COMMITMENT OF THE RESPONDENTS

S.NO.	EXPERIENCE	LEVEL OF ORGANIZATIONAL COMMITMENT			TOTAL
		LOW (below 43)	MODERATE (44-51)	HIGH (52 and above)	
1.	Up to 5 years	5 (41.2%)	4 (33.3%)	3 (25.5%)	12 (100%)
2.	6-10 years	8 (30.8%)	9 (34.6%)	9 (34.6%)	26 (100%)
3.	11-15 years	11 (34.4%)	17 (53%)	4 (12.6%)	32 (100%)
4.	16-20 years	16 (32.7%)	30 (61.2%)	3 (6.1%)	49 (100%)
5.	21 and Above	5 (16.1%)	16 (51.6%)	10 (32.3%)	31 (100%)
	Total	45 (30%)	76 (50.7%)	29 (19.3%)	150 (100%)

X² calculated value = 17.227

df = 8

Significant @ 5% level

Hypothesis: There is no significant association between experience and level of organizational commitment of the respondents.

Interpretation

Chi-square (x^2) was applied to find the association between level of organizational commitment and experience of the respondents and it was found that there is significant association between them. Thus the hypothesis that there is association between experience and level of organizational commitment of the respondents is rejected. It was proved from the X^2 test that there is significant @ 5% level. Nearly half (34.6%) of the respondents were belongs to the experience between 6-10 years have high level of organizational commitment and 16.1 per cent of the respondents were belongs to the 21 and above years experience have low level of organizational commitment.

ASSOCIATION BETWEEN TRAINING FACILITIES AND THE ORGANISATIONAL COMMITMENT OF THE RESPONDENTS

S.NO.	TRAINING FACILITIES	LEVEL OF ORGANIZATIONAL COMMITMENT			TOTAL
		LOW (below 43)	MODERATE (44-51)	HIGH (52 and above)	
1.	Having	37 (27%)	73 (53.3%)	27 (19.7%)	137 (100%)
2.	Not having	8 (61.5%)	3 (23.1%)	2 (15.4%)	13 (100%)
	Total	45 (30%)	76 (50.7%)	29 (19.3%)	150 (100%)

X² calculated value = 6.972

df =

Significant @ 5% level

Hypothesis: There is no significant association between training facilities and level of organizational commitment of the respondents.

Interpretation

Chi-square (χ^2) was applied to find the association between levels of organizational commitment and training facilities of the respondents and it was found that there is significant association between them. Thus the hypothesis that there is association between training facilities and level of organizational commitment of the respondents is rejected.

Findings Related To the Key Variables

- In the present study (43.3%) respondents are between the age group of 36 – 45 years. This proves that the public sector organization employees have Middle Ages.
- Majority of the respondents (98%) have felt that they are secured in the job. In this organization is controlled by government of Kerala.
- Most of the respondents (93.3%) have awareness about the importance of performance in their job.
- Majority of the respondents (98%) have awareness about the effect of performance in their work place.

 Quartile Deviation was applied to classify the respondents' scores into three groups. It indicates that (52%) of the respondents have moderate level of work motivation,

(26%) respondents have low level of work motivation and (22%) respondents have high level of work motivation.



Quartile Deviation was applied to classify the respondents' scores into three groups. It indicates that (50.7%) of the respondents have moderate level of organizational commitment, (30.0%) respondents have low level of organizational commitment and (19.3%) respondents have high level of organizational commitment.

➔ One way Anova was applied to find whether there is significant difference between the respondents' usefulness of training level with regard to their organizational commitment score. The Anova result shows that there is significance difference between the usefulness of training level of the respondents' with their organizational commitment level scores. Hence the null hypothesis is rejected. It was also found that the mean score for the respondents with training facility was higher than those who do not have training. So we can conclude that the respondents with training facility are significant to organizational commitment.

Recommendations

- ⇒ Since work motivation factors and organizational commitment factors are influencing the employees in the public sector organization, proper motivational strategies and conducive working terms and conditions must be implemented for better performance which will be favorable for both the employees and the management.
- ⇒ The employees can develop a healthy work life balance and try not to be a workaholic. Spend sufficient time with family and friends.
- ⇒ Proper welfare measures must be assured to increase the job satisfaction level of the employees in public sector organizations which will definitely increase work motivational level and organizational commitment of the employees.
- ⇒ Promotional opportunities must be adequate and prompt which servers as guidelines for non monetary motivation.
- ⇒ Since the employees feel adequate training is required to update their knowledge, Training requirements must be enhanced and training programs must be implemented and timely feedback must be sort by the management.

IMPLICATION OF SOCIAL WORK PRACTICE:

Social case work

Social case work is to be practiced by a variety of agencies and organizations in the community. It is primarily helping individuals, on a person by person basis to attain the fullest degree of personal development. In the public sector industry, the employees faces several problems and practice of case work will certainly help the individuals and enable to maintain a normal balanced life.

Social group work

Social group work helps the individuals in their relations to certain groups. In the electrical industry, we find the scope of the group work is high. In the group work, the social workers engages the workers in different group activities such as art and craft, discussion of problems of politics, social problems, causes of economic problems and other psychological problems. As the individual in group engages in the social group work process, the individual learns for the group and also finds ways and means for his own problems and tries to adapt himself. The quality of work life and the life satisfaction level could improve by means of group work methods.

Social research

Social workers must take more interest in study of the problems of the public sector organization employees and the findings of their research must be seriously considered by the government. Further, government should take initiatives in motivating the research scholars by enhancing their stipends and assure them opportunities for employment in the labor department preferably focusing on the employees working in the public sectors.

Human resource development

The world of work has changed dramatically and every organization is striving hard to attain its goal through their work force. The work force is characterized by increased diversity of needs and demands.

The information technology has changed the manner and the working locations too. Simultaneously the companies are involved in downsizing and expanding. So the use of human resource is on rise. Managing the works is becoming complex to the executives. Only through a committed work force the organizations performance and output increases. It has been identified that social workers with Human Resource Management specialization (HR managers/officers) are needed in every organization for the development of the human resources.

ROLE OF A SOCIAL WORKER IN THE ORGANIZATION

The world of work has changed dramatically and every organization is striving hard to attain its goal through their work force. The work force is characterized by increased diversity of needs and demands. The information technology has changed the manner and the working locations too. Simultaneously the companies are involved in downsizing and expanding. So the use of human resource is on rise. Managing the works is becoming complex to the executives. Only through a committed work force the organizations performance and output increases. It has been identified that social workers with Human Resource Management specialization (HR managers/officers) are needed in every organization for the development of the human resources.

In this study it has been found that organizational factors such as organizational commitment and the personal factors are influencing the work motivation of the employees. So the HRD manager has to carry out programs such as performance counseling or employee counseling for the development of their favorable perception on organizational commitment which leads to increase the performance and effort of the employees, which in turn leads to work motivation. So the HR managers or the social workers in the organization have to administer personality assessment test during the selection of the candidate for the organization. The social worker or HR managers' role in this context involves developing their personal status through counseling whenever necessary. HR initiatives to be taken up to extended welfare or HR based services to the family members.

CONCLUSION

The main aim of this study was to find the influence of personal and organizational variables on work motivation and organizational commitment of the employees. An overview of the findings makes it clear that the organizational commitment of the employees is influenced very much by work motivation. There are certain personal variables contributing for work motivation and increase of organizational commitment. In this study work motivation is associated with organizational commitment and it influences the level of organizational commitment among the employees.

The major challenges for Social Workers, Welfare officers, managers and HR leaders in the modern competitive industrial and commercial sectors are to convert motivational threats into opportunities effectively via best available resources by improving work motivation and to improve organizational commitment and retain them in the organization.

Besides this pursue succession planning and enable a workplace where employees' expectations are viewed clearly.

It can be concluded that organizational commitment is motivated by the motivation level of the employees.

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OUTSIDE THE COMFORT ZONE OF THE CRITICAL LEFT: A RADICAL APPROACH TO TERRORISM

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This paper was presented as a keynote address to the *International Conference on Arts, Social Science, Economics and Education*, St. Michael's College, Toronto Canada (November 4, 2015).

Keywords: theory, terrorism, communism, psychoanalysis, Baudrillard, Žižek.

Abstract

Slavoj Žižek has emerged as a leading proponent of critical thought over the past two decades. He has proposed an interesting and important response to terrorist attacks on Western targets by Islamic extremists (such as the Charlie Hebdo attackers earlier this year). According to Žižek, the terrorists are motivated by resentment and envy. For him they are more like “us” than they wish to admit. As such theirs is an inauthentic fundamentalism – a “pseudo-fundamentalism”. Žižek's approach is steeped in his Western based readings of psychoanalysis and Marxism. It refuses to allow the terrorists the legitimacy of their own thoughts – their right to be anti-modern or anti-Western. He only understands them as they are fed through his psychoanalytical perspective out of which they emerge as resentful little neo-Westerners who strike out at the West out of envy and their own “secret” self-loathing.

Alternatively Baudrillard understands the terrorists as an outcome of globalization (if Islam were globally dominant there would be terrorism against Islam). For Baudrillard the terrorists who today attack the West represent radical otherness – the other who will not be colonized. While he does not support them Baudrillard understands that the terrorists who strike against the West are authentic living, thinking beings, there is nothing pseudo about their thought processes or their belief system, they are not something that can be explained away as easily as Žižek may think. For Baudrillard the terrorists “assimilated everything of modernity and globalism, without changing their goal, which is to destroy that power”. What is especially frightening about the September 11, 2001 terrorists, for example, is that they became rich without ceasing to want to destroy us.

This paper argues that Baudrillard presents us with a more radical, realistic, and frightening terrorist than Žižek. The reason he is able to do this is because, unlike Žižek, Baudrillard has long ago given up his commitments to Western frames of reference including Communism and Psychoanalysis. Baudrillard's message to the critical Left is that radical new perspectives on terrorism are to be gained by thinking outside of their traditional critical comfort zone.

Introduction

Since September 11, 2001 [and in some cases before] terrorists attacks on Western targets perpetrated by those claiming to be Islamic, have captured the attention of leading international

theorists including Slavoj Žižek, Jean Baudrillard, and many others. I have chosen to focus on Žižek and Baudrillard in this paper because their differing approaches to this vital topic tell us something important about contemporary social theory. Žižek is among the most important thinkers living today. Baudrillard was considered one of the top minds in the world well before his death in 2007 (Hussey, 2003). The work of both theorists has been representative of the effort to initiate and sustain serious reflection among intellectuals around the world.

Žižek has pointed out that the scholarly reply to the terrorist attacks of September 11, 2001 typically lacked sufficient historical complexity (see Acherman in Butler, 2014: 221-224). He led the way among Leftist intellectuals in particular to increase awareness of the ways in which avoiding such complexities deny us the essential period of self-reflection that terrorist attacks require. There is however a problem with Žižek's approach to terrorism which is heightened by the work of Jean Baudrillard.

Žižek's thought often fails to sufficiently reach beyond his Western and specifically European point of origin. He brings with him into the 21st century, a central bias of the critical Left since the 19th century, that communism (a very European idea in its origins), should eventually surmount other narratives around the world (including many pre-existing collectivist forms outside the West). While Žižek is no proponent of globalizing capitalism (he has been leading critic of neo-liberalism for two decades), he is a proponent of a global communism (Žižek 2011: unpaginated). According to Žižek: "We need some kind of large globally coordinated social activity" by which he means a much more globalizing communism than the kind experienced by China or the Soviet Union.

Žižek's view is also steeped in his reading of psychoanalysis which, in his case, makes it difficult for him to take into account the motivations of those who attack Western targets – to understand them as sincere living, thinking beings. As we saw recently in his reply to the Charlie-Hebdo attack Žižek does little to consider the terrorists motives outside of the framework of psychoanalysis. If we really do wish to have a period of meaningful critical self-reflection following terrorist events, it is impossible to do so fully if we do not sincerely attempt to understand what is motivating the terrorists on their own terms. To do so we need to push ourselves out beyond the limitations of our traditional Western based analysis as Jean Baudrillard has done. The remainder of this essay provides an assessment of Žižek's critical approach to terror followed by my understanding of Baudrillard's more radical approach. Baudrillard cuts deeper into the dilemma of attacks on the West providing us with a much more radical and terrifying terrorist than Žižek's highly domesticated pseudo-psychological entity.

Žižek's Critical Approach to Terrorism

"We in the West are Nietzsche's Last Men, immersed in stupid daily pleasures, while the Muslim radicals are ready to risk everything, engaged in the struggle up to their self-destruction. William Butler Yeats' 'Second Coming' seems perfectly to render our current predicament: 'The best lack all conviction, while the worst are full of passionate intensity'. This is an excellent description of the current split between anemic liberals and

impassioned fundamentalists. “The best” are no longer able fully to engage, while ‘the worst’ engage in racist, religious, sexist fanaticism” (Žižek 2015: unpaginated).

Žižek’s response to the “Charlie-Hebdo” attack was not unexpected given his *Welcome to the Desert of the Real* (2002) and “Politically Incorrect Reflections on Violence” (2005: unpaginated). In his *New Statesman* article “Are the worst really full of passionate intensity?” (2015: unpaginated), Žižek writes: “How fragile the belief of an Islamist must be if he feels threatened by a stupid caricature in a weekly satirical newspaper?” Žižek cautions against succumbing to blind Islamophobia and to his credit wants to critically investigate the deeper complexities surrounding this attack as he earlier asked Americans to do. What Žižek fears is that in our efforts to reflect upon the attacks we will accept the logic that the attackers are heroic men willing to give up their own life for what they believe. Some may see him as constructing a ‘straw-man’ here but he does sincerely believe this idea to be a “demonic myth” (Ibid.).

For Žižek, what the attackers lack is an “authentic fundamentalism”. This kind of fundamentalism is practiced with “the absence of resentment and envy, the deep indifference towards the non-believer’s way of life” (Ibid.). He then labels the Charlie Hebdo attackers “pseudo-fundamentalists”. It is the very fact that these pseudo-fundamentalists attack us that shows how weak, hyper-sensitive, and inauthentic they are. If they really did have the way to truth they would not feel threatened by non-believers and would have no reason to attack. It is at this point that Žižek brings out his strongest weapon in his retaliatory strike on the Charlie-Hebdo attackers and their supporters: his reading of psychoanalysis. He argues that the fundamentalists who attack us “secretly consider themselves inferior to us”. He continues: “...the fundamentalists are already like us ...secretly, they have already internalized our standards and measure themselves by them... what the fundamentalists really lack is precisely a dose of that true ‘racist’ conviction of their own superiority” (Ibid.).

Žižek’s best writing on this theme appeared in “Some Politically Incorrect Reflections on Violence in France and Related Matters” (2005: unpaginated). Here Žižek argues that the attackers are motivated by “resentment” and “envy”. The terrorists attack us because they envy our object centered consumerist Western lives and hold the primary goal of denying our enjoyment of our lives. As such they act out of resentment and envy towards us as inauthentic pseudo-fundamentalists working against their own self-interest (he points to how those burning cars and schools in the Paris Banlieue mostly strike in their own neighborhoods). But something else however is going on here and Žižek, despite the lucidity of his approach fails to address it. Žižek’s terrorists are like poor children beating up a rich child because he has so many toys and they have so few.

Until Žižek, most commentators on say, the Middle East, have understood as Žižek does, that the terrorists are in the minority of any country we might point toward. Like Baudrillard ([1995] 1997: 71) Žižek accepts that a significant number (if not at least a small majority), of the residents of any country, Islamic or otherwise, have already accepted many of the most significant Western consumerist values whether or not they proclaim or practice a religious faith. We have, rightly I think, tended to understand that those minorities willing to give up their lives in attacks on Western targets were motivated by non-Western values (a central tenant of Baudrillard’s analysis of terrorism). Žižek’s psychoanalytical inspired view refuses to allow the

terrorists the legitimacy of their own thoughts – their right to be anti-modern or anti-Western. He only understands them as they are fed through his psychological processor out of which they emerge as resentful little neo-Westerners who strike out at the West out of envy and their own “secret” self-loathing.

For Žižek it boils down to a false conflict: ‘You attack us and the very fact that you attack us shows your inauthenticity’. Žižek offers a solution to all of this bother – we can stop the pseudo-terror against Western liberal values with an injection of the Western radical Left. In the end, Žižek uses the Charlie Hebdo attack to continue his life-long condemnation of Western capitalist liberal values (which he says always undermine themselves without the brotherly help of the radical Left). Žižek seems to believe that everyone can get along in the name of the cause of the radical Left against globalizing capitalist oppression. This would provide Westerners and non-Westerners alike with a shared project as we all work together to undermine the false liberal values that set this false conflict in motion. What else is Žižek’s overall project if not a heroic effort to convince the people of the world to work together for democratic communism? For Žižek, the followers of Islam, like people of all creeds and notions, share a goal that is only deferred by the current infighting. There is something heartwarming about Žižek, if only from a nostalgic point of view, for those of us who lived in the days when belief in communism was more widespread than it is today.

Žižek attempts to offer a vigorous version of critical theory that does not, to his credit, dance lightly around issues of political correctness. For all of his excellent writing on a wide variety of topics and issues, Žižek does however, provide an excellent example of the principle failing of critical theory today – its inability to achieve sufficient escape velocity from its own culture. In casting the terrorists as pseudo, inauthentic, resentful, and envious, Žižek colonizes the terrorists within the mesh of his psychoanalytic frame of reference and strips them of otherness. Žižek’s terrorists, while they can kill and destroy, are not very frightening, they have little of the incompatible or the indestructible about them. Žižek, for all his criticality, intelligence and wit, is playing at an old Western game: the denial of the hard, radical other and is producing the other he prefers (see Baudrillard [1995] 1996: 115-123, 129). It is difficult to imagine what could be called “unjust treatment” of the kind of people who attacked the Charlie Hebdo Offices but, in the manner of his approach, Žižek has managed it in his own terror attack on the radical other whom he suffocates with his well-intentioned criticality.

Baudrillard’s Radical Approach to Terrorism

“This reversal is a worldwide phenomenon. It is now becoming clear that everything we once thought dead and buried, everything we thought left behind forever by the ineluctable march of universal progress, is not dead at all, but on the contrary likely to return... with a vehemence and a virulence that are modern in every sense – and to reach the very heart of our ultra-sophisticated ultra-vulnerable systems. Such is the destiny of radical otherness – a destiny that no homily of reconciliation and no apologia for difference is going to alter” (Baudrillard [1990] 1993: 138).

Baudrillard's particular contribution to contemporary thought was his way of projecting himself, as far as possible, outside of the comfortable limitations placed on each of us by our own language and culture. This is the first move of a truly radical approach to thought for Baudrillard. If we cannot at least attempt achieve an 'escape velocity' from our own society we stand little chance of understanding the radical other who attacks it. For Baudrillard, the attackers of September 11 (and we may presume those of the Charlie-Hebdo offices and other incidents), represent radical otherness. Žižek's critical approach to terrorism transforms the other into merely different which is itself, for Baudrillard, a more subtle form of extermination (Baudrillard [1990] 1993: 133). After Žižek is finished with the Charlie Hebdo attackers, what is left of them that does not fall under what Baudrillard describes in the following passage:

"Over recent centuries all forms of violent otherness have been incorporated, willingly or under threat of force, into a discourse of difference which simultaneously implies inclusion and exclusion, recognition, and discrimination" (Ibid.: 128).

Writing in 1990, Baudrillard impeccably described what Žižek does to the terrorist other a quarter-century later. Žižek's well-intentioned failure has a history – a long history of humanism which tends to prefer sameness – a history which does not understand what Baudrillard terms: "The Spirit of Terrorism". For any global system, communist or otherwise, to succeed otherness must be conquered with difference (Baudrillard [1992] 1994: 109). Baudrillard gave up on such fantasies of the critical Left in the late 1960s-early 1970s (Baudrillard [1973] 1975). Radical otherness survives everything for Baudrillard ([1990] 1993: 146) as surely as the terrorists are likely to survive Žižek's attempt to theoretically exterminate them as "pseudo". Baudrillard is able to adopt such a position because he is, more able than Žižek, to achieve escape velocity from his own culture – including his own history as a humanist-Marxist precisely in the manner which Žižek has not. Baudrillard has made a passage that Žižek is, as yet, unwilling to make – the passage out of critical theory and into radical theory (Baudrillard [1973] 1975). The key difference between radical and critical theory is that the former sees new possibilities through the constant interrogation of its own beliefs. While critical scholars like Žižek constantly reassess – the effort is typically spent on augmenting their long held assumptions (there is no better example of this than Žižek on terrorism). Specifically, for a leading critical theorist enmeshed in communism and psychoanalysis to push him-self out of both, into radical new possibilities for thought, has been accomplished by no one better than Baudrillard. Because of this he is able to assess the terrorists without himself attempting to 'exterminate' them.

What Baudrillard shows us is the truly frightening terrorist (neither envious nor resentful) who cannot be won over by Western approaches – the terrorist who is not merely different, but radically other. Baudrillard's terrorist not only cannot be mothered, s/he cannot be exterminated. Why? Because Baudrillard's terrorist is a product of hegemonic globalization: "...if Islam dominated the world, terrorism would rise against Islam, for it is the globe itself, which resists globalization" (Baudrillard, 2002: 12) [8]. There is plenty of food for thought here for Žižek and his followers as any form of globalizing communism would also fall prey to terrorism.

Baudrillard's radical approach to terrorism, specifically terrorism against the West from Islamist sources, makes no effort to psychologize the terrorist or to explain away the sincerity of

his motives via traditional critical Western theoretical approaches. Baudrillard's terrorist – the hard other – is a vehement actor in what he calls "The Fourth World War" – the battle of Westernization globalization to infiltrate everywhere on earth and the resistance to it (2002: 11, 2004). What is at stake in this war is globalization itself. Thus we do not have a "clash of civilizations" but the acting out of the fundamental antagonisms of globalization.

How does Baudrillard's hard other behave in this analysis? Firstly the terrorist is willing to turn their own deaths: "...into an absolute weapon against a system... it is all about death, not only the violent irruption of death in real time [on television] but the irruption of a death which is far more than real: death which is symbolic and sacrificial – that is to say, the absolute, irrevocable event" (2002: 16-17). For Baudrillard the terrorist hopes that the system under attack will then act against its own best interests (17) [the U.S. and its allies invasion of Iraq in March 2003 comes to mind]. Baudrillard understands the terrorists to be motivated historical actors in a game of life and death. Rather than attempt to deploy Western models such as psychoanalysis to belittle the terrorists, Baudrillard recognizes that they have carefully assumed the knowledge and practices of the West – all the things we sought to use to subjugate them (money, stock market speculation, computer and aeronautic technology, as well as the spectacle of the media) (Baudrillard 2002: 19) – and have sent these spiraling back at the heart of global capitalism (just as terrorists somewhere else might be expected to react toward the heart of global Islam, global communism, or any hegemonic power).

While he does not support them Baudrillard understands that the terrorists who strike against the West are authentic living, thinking beings, there is nothing pseudo about their thought processes or their belief system, they are not something that can be explained away as easily as Žižek may think. For Baudrillard the terrorists "assimilated everything of modernity and globalism, without changing their goal, which is to destroy that power. For Baudrillard what is especially frightening about the September 11, 2001 terrorists is that they became rich without ceasing to want to destroy us.

For Baudrillard, the events of September 11, 2001 were one act in the Fourth World War. In this action the terrorists managed to return centuries of humiliation at the hands of the West, endured by Islam, and return this humiliation to the hegemonic Western power (what could be more humiliating, asks Baudrillard, than for the most powerful nation on earth to be attacked at its core as it was on September 11? For Baudrillard, this kind of terrorism understands that it cannot win with a frontal attack but it can deliver humiliation by way of devastating "symbolic" attacks (Baudrillard 2002: 26).

Conclusion

Baudrillard's hard other as terrorist does not offer us the comfort of Žižek's "pseudo" terrorist. This is what theory must do – it must take us out of our comfortable history of humano-communist (or liberal) assumptions to see the terrorist, as much as possible, from his/her own point of view – without so easily imposing predetermined Western frames of reference. We can do this, as does Baudrillard, by not forcing the terrorist through the established categories of the hopes for the future that we prefer no matter how popular and theoretically just they may be.

Contra critical theory, Baudrillard presents us with a radical analysis of a more frightening world.

Baudrillard, like any Western based theorist, is of course, never fully able to escape from his culture and its history – but he does go some distance. His “radical other” comes out of the same psychoanalytical and anthropological literature that has shaped Žižek among others. What Baudrillard achieves, that others do not, is the deployment of these concepts in ways which make no effort to capture and smother the other. Baudrillard’s radical projection of himself out of his previous zone of comfort has enabled him to understand terrorism in ways Žižek cannot.

What distinguishes Baudrillard’s radicality from Žižek’s criticality is that for Žižek Western communism and psychoanalysis must survive the attempt to understand terrorism. Radical thought such as Baudrillard’s makes no such commitments to any theoretical perspective. On psychoanalysis Baudrillard wrote that it is “an illusion of interpretation” ([1979] 1990: 59) “which has become useless” (1993: 45). For Baudrillard psychoanalysis is “a production machine... which is terrorizing and terrorist” (1984: 26). On Marxism Baudrillard acknowledged its influence upon his work adding that he immediately came to question it and to then distance himself from it (1993: 20). “Communism” in Baudrillard’s view is merely “the materialist variant of Western universalism” ([1973] 1975: 113). The reason, I think, so few theorists have taken such radical strides as Baudrillard is that it is very difficult to exile one-self from comfortable surroundings and histories, theoretical or otherwise. Baudrillard managed it as well as anyone and it left him in a somewhat mysterious (and very unpopular) place where theory could only operate as challenge. This came to be the core of his constant radical deployment of reversibility and theory as challenge. Yet, given Žižek’s belief that it is the role of the philosopher to critique and not to proffer solutions, one could argue that it might be possible for him to make the leap from criticality to ‘radicality’. While it is unlikely to occur it is worth considering that he is probably the most likely to do it of all leading contemporary social theorists. For Žižek it would be a hard road to take and it would cost him so much of his current popularity as Baudrillard well knew.

Imagine Baudrillard on terrorism without his passage through and beyond neo-Marxism, psychoanalysis, and many other Western approaches. You might very well find someone quite close to Žižek. Baudrillard however chose the radical path less taken. Žižek is among many who have opted for a critical leftist approach. On the subject of terrorism it is a very significant difference and Žižek’s version is more comforting. Baudrillard’s message to the critical Left is that radical new perspectives on terrorism are to be gained by thinking outside of their critical comfort zone. If Žižek actually does want to see “the desert of the real” – scholarship without debt to political or theoretical perspectives – he need look no further than the writings of Baudrillard on terrorism.

Gerry Coulter is author of two recent books on Jean Baudrillard: *Art After the Avant-Garde: Baudrillard’s Challenge* (USA: Intertheory, 2014); and *Jean Baudrillard: From the Ocean to the Desert – The Poetics of Criticality* (USA: Intertheory, 2012). He has published widely on contemporary theory, the arts, and cinema. At present he is working on a manuscript detailing Baudrillard’s 700 references to philosophers artists, intellectuals, politicians, and others in his forty-six books in English translation.

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PERCEPTION OF MATHEMATICS TEACHERS ON MATHEMATICS CURRICULUM IMPLEMENTATION FOR SUSTAINABLE DEVELOPMENT

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Abstract

Mathematics is one of the core subjects that are offered in secondary schools. It plays a significant role in the development of any nation. Mathematics curriculum implementation is the act of translating curriculum documents into operating act which involves efforts of the teacher, students and other factors. The study was a descriptive survey design to ascertain the perception of mathematics teachers in mathematics curriculum implementation. The study comprises all JSS mathematics teachers in public school in Nsukka Education zone of Enugu State, Nigeria. Ten schools were randomly sampled from fifty nine secondary schools in Nsukka Education zone. All the JSS mathematics teachers in the selected ten schools were used. There are a total of twenty five mathematics teachers in the ten schools. Questionnaire was administered to elicit response. From their response it was discovered that teachers agree that objective of JSS mathematics curriculum are clearly stated, organized and related to the three domains of education but this objectives are not effectively achieved. This is as a result of some implementation problems. The researcher recommends that teachers should be sponsored for in-service training, conference and seminar, establishment of mathematics laboratories for the improvisation of instructional materials and teachers should be carried along in curriculum planning.

Introduction

Development is an all-encompassing process, designed to enhance human dignity through the provision and access to quality service and improve quality of life. Education in a means of achieving this development while sustainable development is a process of developing land, cities, business and communities that meet the need of the present without compromising the ability of future generation to meet their own needs (Paper 2007). Sustainable development thus demands ways of living and working together so as to lead to social fulfillment and economically secure live without endangering the future welfare of the people.

Mathematics is the study of quantity, structure, space and change. It is a science that draws necessary conclusion and is considered as a means of sharpening the individual's minds, shaping the reasoning ability, and developing the personality (Usuman 2002).

Mathematics is used throughout the world as an essential tool in many field, including natural science, engineering, medicine, and social science. Odili (2006) also observed that mathematics played a significant role in the national development of any country in the area of technology for the exploitation of natural resources. According to Adeniran (2006) the knowledge of mathematics at the secondary school level will help to produce citizens that can manufacture raw materials, machines and tools needed for industries. The role of mathematics in national development is further highlighted by Ademole (2004) when he posited that the high regard for mathematics is because it has helped in the development of modern technology through the application of its principles in modern inventions.

Mathematics Curriculum Implementation

Curriculum according to (Ughamadu 2006) are both planned and unplanned experiences which the learners receive in the process of their formal or semi formal education for the purpose of becoming rounded person who can make meaningful contribution to the welfare of the society and the world. Enem (2012) opined that curriculum is society-based and addresses the need, interests and aspirations of learners in the society. He further stated that curriculum is a systematically organized body of knowledge through which the goals of education can be attained under the guidance of the school for the fulfillment of the needs and aspiration of any given society. It therefore, embraces meaningful experience provided and directed by individual institutions to achieve pre-determined goals.

Mathematics curriculum implementation is the instructional phase in the curriculum process, which has to do with the act of translating the curriculum document into the operating act which involves the joint effort of the students, teachers, and other people concerned. The implementation stage is more important in mathematics than in any other subject because it involves the active effort of the teacher in bringing the learner on a face-to-face encounter with all the adequate learning facilities. Mathematics curriculum is a set of

mathematical topic or content to be taught within a period of time to attain specified goals with recommended material. The implemented curriculum is what is taught and the attained curriculum is what an individual students acquired which might be different from the implemented or intended curriculum (Odili 2006).

Statement of Problem

The Nigeria Educational Research and Development Council (NERDC) develop curricula for all level of education since its inception in 1969. NERDC in line with the reform in education has reviewed the existing secondary school curriculum to meet the technological development. It has been observed that mathematics remains the most difficult subject to so many students. There are still persistent reports of mass failure rate in mathematics at both junior and senior secondary level as in examination conducted by testing bodies in Nigeria such as West African Examination Council (WAEC) and National Examination Council NECO etc.

The students' performance in mathematics is low because mathematics students are not acquiring the skills and understanding they needed to participate effectively in the culture, economic, political and scientific environment later in future (Akinsola 2002, Okurumeh 2003). The reasons for lack of acquisition of these skills are many which include poor implementation of mathematics curriculum (Kolawole 2006). The reason according to him is that teachers are not carried along at the preparation level.

The paper examines the perception of junior secondary school mathematics teachers on mathematics implementation in Nsukka Education zone of Enugu state Nigeria for sustainable development.

Purpose of the study

The main purpose of the study was to achieve the effective implementation of junior secondary school mathematics curriculum.

1. To determine the perception of mathematics teachers on the suitability of JSS mathematics curriculum
2. To outline measures that would help to update mathematics teachers for proper implementation.
3. To determine whether teachers of mathematics implement JSS mathematics curriculum adequately
4. To determine problem affecting the implementation of JSS mathematics curriculum.

Research Questions

The following research questions are designed to guide the study

1. What is the perception of mathematics teachers on suitability of junior secondary school mathematics curriculum?
2. To what extent do teachers of mathematics implement the mathematics curriculum?
3. To what extent do mathematics teacher need training to update them for proper implementation of mathematics curriculum in Junior Secondary School.
4. What are the problems hindering the effective implementation of mathematics curriculum in Junior Secondary School.

Research method

The researcher adopted a descriptive survey design. The design was suitable because a survey reveals current conditions and also shows the need for improvement. The study carried out in Nsukka education zone of Enugu state, Nigeria. The instrument used for data collection was the questionnaire.

Population of the study

The population of the study was all the public secondary school in Nsukka education zone of Enugu state. Nsukka zone has fifty nine public secondary schools.

Sampling

The schools were grouped into two strata urban and rural school. Five schools each was randomly selected from each strata. A total of ten schools were selected and all JSS mathematics teachers in the selected school were used for the study. There are twenty five JSS mathematics teachers in the selected schools.

Instrument for data collection

The instrument for data collection was a questionnaire designed to elicit responses from mathematics teachers in junior secondary school of the sampled school.

Validity and Reliability of Instrument

The instrument was face and content validated by a chief lecturer in Department of mathematics federal college of education Eha-Amufu and a measurement and Evaluation expert in the school of Education in the same school. A pilot study was carried out in another Education zone for reliability. The overall reliability coefficient for the instrument was 0.75.

Procedure for Data Collection

The data for the study was collected by the researcher and two research assistants who were trained on the procedure for data collection. The instrument for data collection was the questionnaire. The instrument was administered by the researcher and the research assistant. The physical administration of the questionnaire is to ensure high return rate of the questionnaire after they have responded to it.

Method of Data Analysis

The researcher used descriptive statistics to analysis data collected. The data was analysis using mean and standard deviation.

Result

Research Question 1: What are the perceptions of mathematics teachers on suitability of junior secondary school mathematics curriculum?

Table 1: Mean and standard Deviation of the perception of mathematics teachers on suitability of JSS mathematics curriculum.

S/N	ITEM	SA	A	D	SD		SD
1	The objectives of JSS Mathematics curriculum are clearly stated.	6	12	4	3	3.0	0.94
2	The objectives of JSS Mathematics curriculum are related to the three domain.	10	7	5	3	2.96	1.04
3	The content of JSS Mathematics curriculum are properly organized.	7	12	4	2	2.96	0.78
4	The objectives of JSS Mathematics curriculum are achieved.	3	5	10	7	2.16	0.97

Table 1 shows that item 1, 2 and 3 has a mean greater than 2.5. These show that the objectives of junior secondary school mathematics curriculum are clearly stated, related to the three domains and properly organized. While item four has a mean less than 2.5. These show that the objectives for junior secondary school curriculum are not effectively achieved.

Research Question 2: How adequate do teachers of Mathematics implement the Mathematics curriculum.

Table 2: Mean and standard deviation of the respondent opinion on the implementation of Mathematics curriculum.

S/N	ITEM	SA	A	D	SD		SD
1	JSS Mathematics curriculum is not available in schools.	1	3	6	15	1.6	0.70
2	Teachers make use of Mathematics curriculum	12	8	3	2	3.2	0.69
3	There are enough instructional material for the teaching of Mathematics	8	9	6	2	2.68	0.85
4	There are enough periods in the time table	7	9	6	3	2.8	0.77

	for teaching and learning of mathematics						
5	Mathematics teachers make use of mathematics laboratory in the schools	3	5	8	9	2.08	1.02

Table 2 shows that item 2, 3, 4 have a mean greater than 2.50. This shows that teachers make use of Junior Secondary school mathematics curriculum, text books are available for mathematics and there are enough periods in the item table for teaching of mathematics while Item 1 and 3 have a mean less than 2.50. These shows that JSS mathematics curriculum is available in school for teacher's use and mathematics teacher are not making use of mathematics laboratory

Research Question 3: Do mathematics teachers need training to update them for proper implementation of mathematics curriculum in secondary school.

Table 3: Mean and standard deviation of the respondent on the need to update JSS Mathematics teachers for property implementation of the curriculum.

S/N	ITEM	SA	A	D	SD		SD
1	Teachers need in-service training for proper implementation of the JSS mathematics curriculum.	12	8	3	2	3.20	0.79
2	Teachers need to attend seminars for effective implementation of JSS curriculum.	10	11	3	1	3.2	0.80
3	Teachers need to attend conferences to get abreast with new ways of implementing the curriculum	8	12	3	2	2.72	0.49
4	Teachers know how to use all the instructional material available for teaching mathematics	2	45	10	9	2.29	0.97
5	Teachers master the content area they teach	8	9	5	3	3.00	0.82
6	Inadequate motivation of teachers.	15	7	2	1	3.45	

Table 3 shows that item 1, 2, 3, 5, and 6 have means greater than 2.5. These show that teachers need in-service training. They also master the content area they teach but are not

adequately motivated. Item 3 has a mean less than 2.5 which shows that teachers does not know how to use all the instructional materials available for teaching and learning mathematics.

Research Question 4: What are the problems hindering effective implantation of JSS curriculum

Table 4: Mean and standard deviation of the respondent opinion on the problems hindering effective implementation.

S/N	ITEM	SA	A	D	SD		SD
1	Inadequate mathematics text book	4	5	10	6	2.28	0.78
2	Inadequate instruction material	7	11	2	5	2.8	0.64
3	Teacher are not competent enough to teach JSS mathematics	3	5	8	9	2.08	0.91
4	Inadequate motivation of mathematics teachers	12	9	3	1	3.28	0.83
5	Teachers are not involve in curriculum planning	10	8	5	2	3.04	0.79
6	Teachers are not trained in computer based instruction for mathematics	9	8	5	10	2.92	0.66
7	Teachers students ratio in class is above 45	8	9	9	11	2.56	0.97

Table 4 shows that item 2, 4, 5, 6 and 7 has a mean greater than 2.50. This indicates that inadequate instructional material, inadequate motivation of mathematics teachers hinders effective implementation of JSS curriculum. It also show that teachers are not involve in curriculum planning, not trained in computer based instruction and that teacher students ratio in class in above 45. Item 1 and 3 has a mean lower than 2.5 which indicates that inadequate text books and competent enough to teach JSS mathematics.

Discussion of findings

The finding shows that the objective of junior secondary mathematics are clearly stated, organized and related to the three domains but the objective are not effectively achieved. It is also observed that there are textbooks, enough periods in the time table, and teachers master the content area they teach. It reveals that all these are not problem to the effective implementation of JSS mathematics curriculum.

The non achievements of the objectives are as result of some implementation problem. These include non availability of instructional materials and when available teachers do not know how to use it for teaching and learning of mathematics. Teachers are not motivated and not part of the curriculum planning.

Recommendation

The following recommendations are made

1. Teachers should be sponsored for in-service training conference and seminar to update their knowledge.
2. Teachers should be provided with instructional materials and mathematics laboratories where some of their instructions material can be improved.
3. Teacher of mathematics should be carried along during the curriculum planning.
4. The school authorities and teachers should organize and form mathematics clubs in school where students should participate actively and their potentials discovered and developed.
5. Teachers should be adequately remunerated and their salaries increase to encourage them so that best brain will remain in teaching profession.

Conclusion

The problems of implementation of JSS curriculum are enormous. For a good curriculum to yield an appreciative result Kolawole (2006) opined that it is important to monitor the effectiveness of the implementation.

The study reveals that most teachers have a good perception of junior secondary school mathematics curriculum. From the findings, the curriculum are clearly stated, organized and related to the three domains but not achievable because of some implementation problems which ranges from non-availability of instructional material, teachers not motivated and not carried along in the planning process.

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Abstract

Gender Disparity – a Communal Practice

Simone de Beauvoir (1949) made a claim that the “representation of the world, like the world itself, is the work of men; they describe it from their point of view, which they confuse with absolute truth.” Throughout history women have had to overcome beliefs that they are non-rational, passive, emotional, nurturing, inferior and so forth. Women have been represented as the inferior in literature, arts, philosophy and history and more than two centuries ago women writers were shunned for the works they produced. However, writing by women is now getting the fame and recognition it deserves. Anita Desai, an Indian novelist and short story writer, gives language to the reality of the lives of Indian women. She suggests that women in the ‘Third World’, in particular, are oppressed by their society, which has male constructed ideologies. The purpose of this paper is to explore one of Desai’s fictions, *Fasting, Feasting*, to see what it suggests about how women are shaped to meet the needs of men and how they challenge their condition to find an identity for themselves. The paper will precisely focus on what the novel suggests about the impact of Hindutva Movement on the situation of women and that in the West, the oppression of women is related to an unreal ideal promoted by big business through the media. Together with this, it will argue that Desai suggests that these women challenge their condition to support Chandra Talpade Mohanty’s theory that all ‘Third World’ women are not passive.

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Gender Disparity – a Communal Practice

In 1952, Simone de Beauvoir asserted that “representation of the world, like the world itself, is the work of men; they describe it from their point of view, which they confuse with absolute truth.” (Bart, 2000). This continues to be the hypothesis for many feminist theories from the 1970s. Gender is a socially constructed attribute of being a male or female and gender despotism is the most serious form of oppression in the human societies and can be noticed in various social realities such as class, ethnic, national and religious, to name a few.

“Each person’s subjectivity is constructed and gendered within the social, economic and political discourses to which they are exposed” (Yieke, 2001: 337). Gender is implanted so methodically in our institutions, our proceedings, our thinking, and our desires, that it appears to us to be absolutely innate. When a girl child is born, we tend to buy her presents such as kitchen toy sets, dolls and pink clothes, whereas for a boy, we would look for toy guns, toy cars and other so called ‘masculine’ toys. The basic presumption here is that girls are to stay indoors and keep themselves busy around the home, while the boys are to be active and energetic. However, we fail to realize that the selection of toys can influence future career of children.

More to this, a study by Halim et al(2014) of “three to six year old children from diverse ethnic and parental income backgrounds suggested children’s behavior in relation to their appearance was both gender-related and inflexible, reflecting an early knowledge of gender identity” (Winter, 2015: 16). Girls are normally concerned about how they look while boys would be more worried about the way they behave.

For centuries women have been fighting against assumptions that they are non-rational, patient, sentimental, nurturing, secondary and so on. These personalities have barred females from exposing their talents in the political, social and economic circles. As Virginia Woolf writes in her essay ‘Professions for Women’, during the reign of Queen Victoria, every house had an angel, who was “intensely sympathetic”, “immensely charming” and “utterly unselfish” (Woolf: 1942). The ‘angel’ here refers to an ideal woman and this ‘angel’ constantly reminded women of their responsibilities. Contrary to this view, men are always expected to be tough, vigorous, impersonal, competitive and unemotional. Aristotle, illustrating with the doctrine of Biology,

tried to argue that “the man is by nature superior and the female inferior; the one rules and the other is ruled.” (Bart, 2000).

To discuss the issue of gender disparity further, it must be stated that women, on a regular basis, acquire less income than men. According to the data collected by the Centre for Women’s Business Research in the United States in 2006, “Despite growth in entrepreneurship and self employment opportunities for women, there is also evidence of a persistent gender gap in income between self-employed men and women” (Mueller, 2007: 293). Women spend more time in unpaid work compared to men. This unpaid work usually includes taking care of children, taking children to school, assisting children with their school work, bathing and dressing children, cooking for the family, and other household chores. By doing less unpaid work, men display masculinity and power.

In addition, societal beliefs and measures determine how men and women will spend their time and the type of work each will be involved in. These societal values do not allow for equitable division of labour between the two genders. Greater insistence that women engage themselves in household chores and childcare diminishes women’s ability to showcase their skills and also to take active roles in the society. Thus, they are seen to be economically dependent on the males in the family. “Some women and men are not “stalling” the gender revolution but are instead struggling to “liberate themselves from oppressive social constructions of gender” (Sayer, 2005: 299).

Furthermore, sexist language is another concern, which brings about gender disparity and many feminists see this as an important factor. Humans create meanings through speech and this can be very powerful depending on how it is perceived. Language enables one to perceive the world as one does it and is a “cultural production of gender identity” (Yieke, 2001: 336). “Sexist language may thus alienate females (and males), and may lead to the establishment of an environment which may not be conducive for communication and effective social interaction” (Yieke, 2001: 335). Simone de Beauvoir captures the social construction of gender when she states that ‘one is not born, but rather becomes a woman’.

Men are described by professional attributes such as occupation, qualification, physique, their being rich or successful, whereas women are described by physical aspects such as beautiful, plump, slim, well dressed, tall, blond and many more. Language also defines gender when reference is made to one's occupation. For example, a male is an actor while a female is an actress, a male is a manager while a female is a manageress, and a male is a master while a female is a mistress. The suffix '-ess' does not only trivialize the profession, but women as well. "When a word refers to a woman, it is perjured, and yet ironically, when it is in reference to a man, it is ameliorated" (Yieke, 2001: 340). Neutral terms such as 'humankind' instead of 'mankind', 'chairperson' instead of 'chairman' are now encouraged, but the 'feminine' and 'masculine' terms continue to be in use.

"When Beauvoir claims that 'woman' is a historical idea and not a natural fact, she clearly underscores the distinction between sex, as biological facticity, and gender, as the cultural interpretation or signification of that facticity" (Butler, 1988: 522). To be a woman is to conform to the prescribed behavior. Most of the societies and families even today see women with responsibilities of bearing and upbringing children, managing the home, and attending to the needs of the family.

This paper aims to explore one of Anita Desai's fictions, *Fasting, Feasting*, to see what it suggests about how women are shaped to meet the needs of men and how they challenge their condition to find an identity for themselves. Desai suggests that women in the 'Third World', in particular, are oppressed by the male constructed ideologies of the society. The paper will precisely focus on what the novel suggests about the impact of Hindutva Movement on women and that in the West, the oppression of women is related to an unreal ideal promoted by big business through the media. Together with this, it will argue that Desai suggests that these women challenge their condition to support Chandra Talpade Mohanty's theory that all 'Third World' women are not passive.

Anita Desai, an Indian novelist and short story writer among the other Indian writers in English is acclaimed for her delicate representation of the psychology and struggles of her female characters. She illustrates women in discomfort situations who are bemused with her household

responsibilities, her grievances and her circumstances in a society which is usually male dominated. With these characters, Desai makes an appeal for an improved life for women in general.

Fasting, Feasting, a novel by Desai suggests that women are socially constructed by the society at large and this is the leading cause of gender disparity. It focuses on two societies, an Indian society and an American society, trying to show women as a social construct as the common issue in both. The Indian society shows how women were shaped by the Hindutva Movement, which was “a communal movement to strengthen the social and political power of Hindu elites” (Ram, 1999). Women’s development was a threat to Hindutva, thus they were “considered inferior, religiously polluted, socially ostracized, culturally stigmatized, legally side-lined, physically violated, and psychologically demoralized” (Mendonca, 2004, p. 51). The American society, on the other hand, as suggested by Desai focuses too much on material things, and men tend to neglect the existence of women in their lives. Desai portrays that both societies are somehow common in the treatment of women.

Patriarchy plays a vital role in the study of the novel. According to Abhrams (1999) in his book *A Glossary of Literary Terms*, patriarchy is “male-centered and controlled and is organized in such a way as to subordinate women to men in all cultural domains: familial, religious, political, economic, social, legal and artistic”. In the case of this novel, the patriarchal dogma of Papa (the male in the family; father) in relation to Mama (mother) and Uma (daughter) is clearly evident. His paternal thoughts seem to have conquered the expression, reaction and even the movement of the mother and daughter. He thinks he is always in charge. “What would become of his status, his standing, in this town or even in his family, if he gave up these vestiges of his authority and power?” (Desai, 1999). Mama sees Papa as God and so serves him in almost everything. She appears to be willing to fulfill Papa’s needs:

“Uma, pass your father the fruit’..... She picks out the largest orange in the bowl and hands it to Mama who peels it in strips, then divides it into separate segments. Each segment is then peeled and freed of pips and threads till only the perfect globules of juice are left, and then passed, one by one, to the edge of

Papa's plate.'Where is Papa's finger bowl?' She asks loudly.....Mama sits back. The ceremony is over. She has performed it. Everyone is satisfied" (Desai, 1999: 23 – 24).

Using simple speech and uncomplicated structures, Desai has pointed out that there are some women who are ruled by their male partners and they seem to accept the ruling without questioning. Mama is an ideal wife for a patriarchal husband and a traditional selfless woman. Her time and decisions spin around her husband. When he returns from work, all things have to stop and she does her best to please him in carrying out her duties as a wife, "Uma! Uma! Tell cook to bring Papa his lemonade!" (Desai, 1999). Mama's incompetence in executing her duties as a wife for her husband results in him becoming irritable with her.

Papa's dominance upon his wife is quite rigid. This could be because Mama is fearful that she would violate the peace if she did not labour for her husband. Her culture, that is the Hindu Culture, is oppressive here as it defines women's *dharma* (spiritual and ethical law governing behavior) as being respectful to their husband and seeing their husband as god. It requires women to be duty bound to their husband and this is what Mama is practising. Mama even forms an opinion about her daughter, Uma, which suits Papa. For instance, when Uma returns home one evening, "Mama's face glints like a knife in the dark, growing narrower and fiercer as it comes closer. You, you disgrace to the family – nothing but disgrace, *ever!*" (Desai, 1999: 53). She may be frightened to side Uma because she knows how Papa feels about her.

Mama's oppression is also an example of societal oppression. An Indian society is mainly a patriarchal society, where the leader is usually a male. A family is judged by the strength and success of the men in that family and women are expected to support men in whatever endeavors and decisions men undertake. In the novel, Mama does everything in consultation with her husband because she thinks she would be failing in her duties and expectations if she does not do this. A woman is reminded through many ways that she is incapable of making decisions. The Manusmriti, translated in English as the 'Laws of Manu', an ancient authoritative text outlining the expectations of women, says: "in childhood a woman should be protected by her father, in youth by her husband, in old age by her son. She does not deserve freedom" (Hawley & Wulff,

1982). In ancient India, women were regarded as goddesses, who should have the ability to sacrifice and tolerate. “Political system in ancient India was based on monarchy. Women were not permitted to enter in political arena. It was hardly any political rights to women” (Sharma, 2-14: 11).

The novel further suggests that men are comfortable when women accept their minor role and support them. Papa seems quite comfortable when Mama is serving him because she never protests. His patriarchal nature is seen on many occasions. Mama enjoyed gambling, but “Papa had a high-minded disapproval of all forms of gambling” (Desai, 1999) and she also loved betel nuts, “another indulgence frowned upon by Papa” (Desai, 1999). Due to her husband’s dislike of these things, she has to forgo her desires and continues to be suffocated. When Papa is at work she goes to her neighbour’s and gambles but makes sure she is back home before he returns from work. “When Papa, back from his office, asked what they had done with themselves all morning, she drooped, sighing, and fanned herself, saying, ‘it was so-o hot, what can one do? Nothing’” (Desai, 1999).

The Victorian norms of the nineteenth century did not permit women to even decide her reproductive health. Mama is not allowed to terminate her late pregnancy. “They had two daughters, yes, quite grown- up as anyone could see, but there was no son. Would any man give up the chance of a son? The pregnancy had to be accepted” (Desai, 1999). Papa is not at all concerned about what Mama wants or of her weak condition. All he wants is a son to continue his tradition. He portrays typical attributes of the Indian male who gives priority to sons. From a postcolonial perspective, he treats his wife just as a colonizer would treat a colonized.

In addition to Mama, Desai has used other female characters to further highlight how women are constructed. During the time the novel is set, daughters were expected to behave in a prescribed manner. Uma is a victim of psychological sense of exile and alienation. She is unattractive, not educated, dependent and suffocated by the overbearing parents. She is claustrophobic because she is never left alone and is always guided by her parents. She is not allowed to work, not allowed to meet people, not allowed to travel places, not allowed to have her own opinion and not allowed to have any ambition. Although Uma has a rebellious streak and occasionally asserts

herself, the constant presence of MamaPapa makes her wit under pressure. Uma is not bright but she is neither dumb and her aspirations, which unfortunately are not allowed to flourish – are smothered.

Uma thinks she would be entertained when Ramu Bhai, a cousin, comes to their place; but this too is a problem for her father. For instance, when Uma returns with Ramu Bhai, after dinner one day: “Get into the house, you two!” he hisses at them. “Get in at once!” (Desai, 1999: 52). He is furious with Uma for doing something he does not like. Also, when Ramu Bhai invites her to dinner, Papa makes a decision for her and stops her, “No need to waste money by eating at Kwaliti’s,” he says sternly. ‘No need. Waste! Kwaliti’s – bah!’ (Desai, 1999: 49). Perhaps Papa is doing all this because he feels Uma’s consciousness might be raised by Ramu Bhai and she would start protesting against his actions and decisions. He may be frightened, in case this happens, he would lose his status in the society as others will think he is not able to control the females in his household.

In addition to just deciding when and what a woman should do, Desai shows that men can even go to the extent of deciding what women need and what they do not need. This is shown when Uma is in need of new spectacles: “Uma has taken off her spectacles and stands rubbing her eyes. ‘Everyone’s eyesight grows weaker as they grow older,’ Papa declares. ‘Don’t you know that? You think my eyes have not grown weaker?’” (Desai, 1999: 126). It is evident Papa is not concerned about Uma’s needs and well being. He ignores her, maybe again thinking it would be a waste of money on her. Papa exerts his power on the weaker ‘other’, the ‘other’ being the females in the family.

Furthermore, the concept of marriage for females is highlighted in this novel. Ancient India had a tradition where girls were married off before reaching puberty. If this did not happen, the father was cursed and considered to have committed a sin. “According to Manu, bride was one third the age of the groom thus a male of twenty four should marry a girl of eight year” (Sharma, 2014: 11). “Despite globalization, modernization, and urbanization, the number of arranged marriages continues to outnumber ‘love’ or ‘self arranged’ marriages, in fact, an estimated 95% of all

Hindu marriages in India are still arranged marriages” (Kapadia, 1958: Kapur, 1970: Mullatti 1995: Bumiller, 1990: Chawla, 2004).

On the same note, an article titled *Gender Bias – East and West* (online, accessed 15 March 2015), states that the Indian arranged marriage is an oppressive condition for females. The main argument of the paper is that women are oppressed in physical, social, personal, psychological and universal aspects. They are usually caught between two worlds; one which they cannot totally reject and the other which they cannot easily accept. Women are forced to marry due to society, family and religion. The paper finally makes a point that the situations in which women are put in develops female consciousness, but some are still not able to move away from their traditional practices.

Among Hindus, marriage is considered to be sacred and religious. Husbands are seen as *patiparmeshwar* (God) and in ancient India sati was practiced, veil system was in existence, polygamy was allowed for kings and chiefs, women were denied rights, and divorce was prohibited. The ideal couple for Hindu marriage is Rama and his faithful wife, Sita from the Hindu sacred literature *Ramayana*. However, the Hindu Marriage Act in 1955 changed these things. It prohibited polygamy, child marriage and allowed rights of divorce and child protection for women.

In the novel, as Uma gets to the marriageable age, Papa takes the responsibility to find a fitting man for her, but Uma proves troublesome to pair off. “Mama worked hard at trying to dispose off Uma , sent her photograph around to everyone who advertised in the matrimonial columns of the Sunday papers, but it was always returned with the comment: we are looking for someone taller/fairer/more educated, for Sanju/ Pinku/ Dimpu” (Desai, 1999: 86).

Eventually when a suitor is found, the family is cheated in paying a large amount of dowry and the wedding is cancelled. Papa is ashamed of this and blames Uma for embarrassing the family. After a long search again, a second marriage is arranged where Uma seemed to be just an object in her marriage. “Her husband was a merchant and looked as old to her as Papa, nearly, and was

grossly overweight too, while his face was pockmarked” (Desai, 1999: 88). Uma is a second wife to this man and Papa is again shamed and brings Uma back home.

‘He beat his head with his fists, and moaned aloud about the dowry and the wedding expenses while everyone, all of them strangers - women with babies and baskets of food, men reading papers or playing cards or discussing business – turned to listen with the keenest of interest, throwing significant looks at Uma who kept her head wrapped up in her Sari in an effort to screen her shame’ (FF: 94).

The failed marriage infuriates her father who does not consider the sentiments of his daughter who is similarly wounded psychologically by the ordeal she undergoes. Papa is a good example of an Indian male who feels proud of himself by oppressing women in the family and creating a status in the society by doing so.

Moreover, Uma’s marriage is an example of cultural oppression as well. According to the Hindu culture, marriages are arranged, and at times the bride and the bridegroom do not even get to talk to each other until after the marriage. This is seen in Uma’s case. Her partner has been chosen by her father, without her consent. As the custom required her to, she had to silently accept the decision, a decision about her life, but made by someone else – a male. If she questions the decisions made by her father, then the society will blame her father for not raising the daughter well by teaching her the right conduct which is accepting the decisions made for her by the males in the family.

Another cultural oppression is the dowry system. Dowry is the sum of money paid to the boy’s family by the girl’s family once the marriage is arranged. This used to be a compulsory practice followed in the Hindu religion and it discriminates against the females. It is similar to buying items. If a good dowry is not given to the boy’s family, there is a chance the girl would be ill-treated by the in-laws. So, the dowry is paid for the safe-keep of the girl in her in-laws house. In some cases, the boy’s family demands dowry and if a father is not able to meet the demands, then he is looked down upon. Thus, the bigger the dowry, the bigger applaud the girl’s father

receives. It is like showing the family wealth when marrying off daughters. In the case of Uma, her father pays her dowry twice, but unfortunately loses it. Both marriages were annulled. It is very clear that the boys' family and Uma's father too, were only concerned about the dowry and not about the feelings of Uma. She is not even consoled at her loss. Thus, Uma suffers silently and accepts her condition of inferiority.

Furthermore, Anamika, a minor character, is also shaped to benefit men. Her marriage is arranged to a man, who is equally qualified as her, but:

“He was so much older than Anamika, so grim-faced and conscious of his own superiority to everyone else present...in fact, he barely noticed Anamika...he was too occupied with maintaining his superiority” (Desai, 1999: 70).

Anamika is married to a man who does not value their relationship. She is seen as an item, which is meant to strengthen his status among his friends and the society. Most men expect women to be beautiful and Anamika was beautiful. This could be the reason her husband married her.

“Anamika was simply an interloper, someone brought in because it was the custom and because she would, by marrying him, enhance his superiority to other men” (Desai, 1999: 70).

Anamika's husband would feel proud among his friends because he has a beautiful wife, whom he would show off. What he feels for her and what Anamika goes through does not matter, as long as he gets the recognition in the society.

Desai shows that women are like servants to their men. Anamika does not have a life of her own just like Mama and Uma. All she does is slave for her in-laws family. She is an educated girl having a degree, which is of no use.

‘Anamika spent her entire time in the kitchen, cooking for his family which was large that meals were eaten in shifts - first the men, then the children, finally the women’ (Desai, 1999: 70).

This is evident enough that the novel suggests women are regarded as the inferior sex. The patriarchal power, that is the males, even get to eat first and the best. Women are the last ones to

eat. Here also, it can be said that men do not really care what women get, as far as they get good meals at the right times.

Aside from this, Desai's *Fasting Feasting* also shows the contrasting culture of the USA, while maintaining the perception that women's oppression or inequality is a communal practice there too. Melanie, daughter of the Pattons, is shaped by the concept of female perfection and has an inner dissatisfaction due to the societies over emphasis on appearance of women. "Researchers have investigated the link between adherence to traditional feminine ideals and disordered eating, hypothesizing that women with eating disorders may conform to a stereotype of femininity in which women are expected to be submissive, overly concerned with relationships, attractive, and thin" (Ropers-Huilman, 2003). To be the ideal or the beautiful, slim woman the society desires, she starves herself.

Mass media plays a huge part in the shaping of women. Gender portrayal in the media can reflect "fundamental features of the social structure," (Goffman, 1979: 8) like values, beliefs and norms. In other words, advertising reflects social behaviours. The cultivation theory also suggests that the media plays an essential role in constructing distorted views. "The theory suggests that exposure to media content creates a worldview, or a consistent image of social behavior, norms, values, and structures, based on the stable view of society provided by the media" (Kim & Lowry, 2005: 902).

"Fragmentation is a process whereby characters in texts are described in terms of their body parts, rather than as persons" (Yieke, 2001: 342). Portrayal of body parts is more common in females and this is evident in many advertisements over the radio, television, magazines, newspapers, internet and billboards. "Advertisements blatantly use women's bodies in juxtaposition with products ... cruder advertisements may use semi-clad women's bodies ... in selling and promoting high technology machines and cars" (Yieke, 2001: 343).

"Researchers have argued that television programs and commercials reinforce conventional gender stereotypes" (Kim & Lowry, 2005: 902). "In the United States, most researchers around the world have found that men are likely to be shown in work settings, and women are shown in

home settings in television commercials. Moreover, reporters stated that female characters are likely to represent body or household products, whereas male characters are likely to represent automobile or service products” (Kim & Lowry, 2005: 904). Thus, the big businesses, through the media, tend to construct gender and gender inequality.

Melanie’s mother, Mrs. Patton is also an emotional wreck. She is taken with consumerism and does all the shopping and cooking to feed the unappreciative men and the daughter who cannot eat. She also tries hard to be an ideal, a good wife and a good mother. She is a vegetarian while her husband loves meat. However, her desire to be a vegetarian is ignored by the husband and Mrs Patton continues to suffer silently.

Nonetheless, Desai’s novel tries to incorporate Chandra Talpade Mohanty’s theory that all Third World women are not passive. Some of her female characters do fight the constructed feminine ideologies. For example, in the first part of the novel, unlike their mother, the two daughters try to break free of their condition.

Unlike Uma, Aruna chooses her husband herself. She doesn’t allow Papa do this for her:

“As was to be expected, she took her time, showed a reluctance to decide, played choosy, but soon enough made the wisest, most expedient choice – the handsomest, the richest, the most exciting of the suitors who presented themselves” (Desai, 1999: 100).

Aruna even decides the arrangements for her wedding: “At Aruna’s insistence, the reception was held in the lobby of the Carlton Hotel. She persuades Papa to throw what she called a cocktail party to welcome Arvind and his family the day before the wedding” (Desai, 1999: 101). Even after her marriage, Aruna breaks the rule of keeping long hair. She cuts her hair short, which her parents did not allow. She also tries to persuade Uma to cut her hair, but Uma only replies: “Cut my hair? You can’t! Mama will kill me” (Desai, 1999: 104). This shows that Aruna is a stronger character and does not easily accept what others tell her. She decides for herself and thus creates her own image.

Uma also tries to break free of her condition. Occasionally, Mrs O' Henry invites Uma to coffee to the utter dismay of MamaPapa. Uma also has the neighborhood, Mrs Joshi who is compassionate and friendly towards her. Once, even Mother Agnes from the convent gives Uma 'a day to remember' when she asks her for help to put up Mrs O' Henry's stall at the Christmas bazaar. All these help Uma realize that she is at least of some worth. But the real chance for Uma to prove her worth is an employment opportunity brought by Dr. Dutt. However, Papa once again dismisses her interest.

"He was locking his face up into a frown of great degree. The frown was filled with everything he thought of working women, of women who dared presume to step into the world he occupied. Uma knew that and cringed. 'Papa,' she said pleadingly, it was Mama who spoke, however. As usual, for Papa. Very clearly and decisively. 'Our daughter does not need to go out and work, Dr. Dutt,' she said. 'As long as we are here to provide for her, she will never need to go to work...' 'There is no need,' Papa supported Mama's view. In double and strength it grew formidable, 'Where's the need?'" (Desai, 1999: 143).

One day when MamaPapa are not at home, Uma unlocks the telephone box and calls Dr. Dutt to tell him to persuade MamaPapa to allow her to work. It is quite ironical when Papa returns to find the telephone box unlocked and shouts –

'Costs money! Costs money!' he kept shouting long after. 'Never earned anything in her life, made me spend and spend on her dowry and her wedding. Oh, yes, spend till I'm ruined, till I am a pauper-' (Desai, 1999. 146).

Uma is denied the chance to embrace the opportunity that comes her way and she herself stands accused. Papa may not have allowed Uma to work outside because it would again mean he is unable to support his family and would be condemned by the society. It is apparent that Uma wishes to break free from her imposing father, but is ineffective in doing so. She is unable to break free because she is not able to avoid the oppression of her patriarchal father, which is too firm.

According to the 2005-06 National Family Health Survey in India, women's employment was highly affected by their marital status. Those who are divorced, widowed or separated are more likely to work compared to those who are married or single. Men's employment however, did not really depend on this factor. According to the survey, "the proportion of never married men who are employed is almost twice as high, at 66%, [and] the proportion of never married women who are employed [is] at 37%" (Kishor & Gupta, 2009: 46). Married women are usually disadvantaged as they have to look after the smooth running of the household and this hinders them from seeking employment.

Mira Masi also plays an important role in trying to help Uma get rid of her oppression. "I will get better there. Let Uma come and help. Let Uma come with me" (Desai, 1999: 54). Uma joins Mira Masi to a secluded ashram. She would have stayed there forever, but her parents dispatch her brother and cousin to get her home. Thus, her attempts to move away from the self-sacrificing, traditional enduring woman to a free woman searching for identity, is futile.

Uma has her little indulgences like her Christmas cards collection, her collection of bangles and Ella Wheeler Wilcox's Poems of Pleasure. Once when Aruna's in-laws are on a visit and they go to bathe in the river along with Uma, Uma jumps into the "deep dark river" (Desai, 1999: 111) and "she went down like a stone"(Desai, 1999: 111):

'It was not fear she felt, or danger. Or, rather, these were only what edged something much darker, wilder, more thrilling, a kind of exultation – it was exactly what she had always wanted, she realized. Then they had saved her.

The saving was what made her shudder and cry.' (Desai, 1999. 111)

Like the fits that Uma has at inopportune moments, she is constantly getting saved and is unable to realize what she wants. Uma feels good when she is drowning because her mind has constructed this as a journey of escape.

In the second setting, Mrs Patton too fights her situation silently. She gets excited when she finds out that Arun is a vegetarian because that means she now has someone like her. She sees Arun as her escape. She tries to get rid of her loneliness and create her own identity. She keeps getting some brochures as if in search for something, but her husband disapproves of this as well:

“Here’s another batch of catalogues come for you. What in God’s name is numerology? Or gemology? Karmic lessons! What’s that? Hell, what’s this you are getting into?” (Desai, 1999: 227).

It is evident that all female characters, but Mama try and break the ideologies governing them, but they fail because the patriarchal power still proves to be stronger than the battle they put up. Aruna proves to be the strongest of all female characters in the text because she is the only one who constructs and paves her own path.

In sum, *Fasting Feasting* is a novel, which spells out female construction in a variety of ways. It is a tragic tale of females who are trying to survive in a male dominating society. In fact, it is a tragedy for all women, in fact, because such things do happen in the society today.

All over the world, at one point or another, there has existed uneasiness among women about their place and their status in society (Gardiner & Bianpoen, 1995: 66). Desai’s fictions explore how a woman is isolated within her own family and the difficult times she goes through. Her novels are an eye-opener to all women and men as well and prove the point that women’s oppression in families, at work place, in education, in the society can no longer be dismissed and treated as a personal matter.

Gender disparity continues to exist though so much is being said and done about unisex fashion. As soon as a child is born, people would want to know the sex – whether the child is a boy or a girl. The various forms people fill in for multiple reasons requires them to state their gender. These along with others, communicate how important gender identification is. Gender is constructed through discourse and is an ongoing process.

Gender construction can only be avoided if people speak for themselves instead of being submissive. Women, in particular, have to realize the truth that as women are not biologically gentle and nurturing, men are not aggressive and assertive. Simone de Beauvoir (1952) very well captures the essentials of gender when she claims “one is not born, but rather becomes a woman”.

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PROTECTION OF DOMESTIC MIGRANT WORKERS GLOBALLY: MYTH OR REALITY

Kavita Solanki*

Introduction

Millions of domestic migrant workers rather than receiving the respect and a proper recognition for the critical role they play in supporting families and providing care for the young and elderly are met with disregard and too often are neglected and abused. Domestic migrant workers are recognised as servants and maids of employers, which is not dignified and have also led to feelings of lack of self confidence and inferiority. This has further led to indignity inflicted upon them and their work.

Undocumented domestic migrant workers face even more significant challenges than the documented work force. Undocumented domestic migrant workers lack in strong bargaining capacity, resulting in exploitation at the hands of employer, for better wages of working condition, and live in fear that their irregular status will be exposed. Consequently, undocumented domestic migrant workers receive lower and encounter worse working conditions. Undocumented domestic migrant workers also face more severe financial hardships than other worker.

Conditions of skilled workers are quite better as compared to manual workers such as domestic workers. This is due to the fact that there is a wide gap between demand and supply of unskilled workers. In many countries, this also includes foregoing wages and paying debt bondage. Bonded labour occurs when the migrant worker is required to pay off transportation and recruitment costs, as well as agent commission fees. According to the ILO , 20.9 million persons work as forced labour in the world, of which domestic work represents the biggest portion, affecting domestic workers around the world. In some countries , these migrants work under slavery- like conditions, trapping them in their employment, and they can be susceptible to food deprivation and, in extreme cases even death.

This paper has been divided into five parts. First part is dealing with the definition of domestic migrant worker. Second is protection of rights of domestic migrant workers in International Human Rights. Third is challenges faced by domestic migrant workers. Fourth deals with law relating to domestic migrant workers in i. Middle East countries ii. Laws relating to domestic worker in India iii. Law relating to domestic worker in U.S.A. iv. Law relating to domestic worker in Canada. Fifth deals with solutions to bring about improvement in the conditions of domestic migrant workers.

Domestic migrant workers

In most parts of the world domestic work was never and still is not considered “real work”. As Hanna Arendt (1958) demonstrates, in ancient times activities performed in the private (domestic) sphere of the household were carried out unpaid by women or slaves. During long periods in history domestic work was a (poorly) paid form of gainful employment. However, modern times have brought about drastic changes in its evaluation: economists such as Adam Smith and Karl Marx introduced the asymmetric distinction between the “productive” and “unproductive” labour, branding the household work as unproductive.

Unfortunately, domestic work worldwide is an unregulated sector of the labour market¹. For the reason, upholding domestic worker’s rights is, therefore, a central factor in assessing whether their migration can be considered development enhancing. In Black’s law dictionary; the word “Domestic worker” is defined as- domestic servant, a servant who resides in the same house with the master. The term does not extend to workmen or laborers employed out of doors².

Migrant domestic workers (also called foreign home care workers, foreign domestic workers, foreign domestic helpers, transactional domestic workers, foreign domestic employees, overseas domestic workers and domestic migrant workers) are, according to the International Labour Organization’s Convention No. 189 and the International Organization for Migration, any persons “moving to another country or region to better their material or social conditions and improve the prospect for themselves or their family,”³ engaged in a work relationship performing :in or for a household or households.”⁴

Domestic work itself can cover a wide range of tasks and services that vary from country to country and that can be different depending on the age, gender, ethnic background and migration status of the workers concerned.”⁵

Generally, domestic work is defined in terms of types of work performed and the time spent at work, i.e. in the employer’s home. The domestic workers can be (a) Part-time worker i.e. worker who works for more than one or more employers for a specified number of hours per day or performs specific tasks for each of the multiple employers every day. Part-time worker is also in terms of piece-rate. It is often applied to washing cloths and wages are calculated on basis of buckets of clothes.

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¹ Nicola Piper on contributions of Migrant Domestic Workers to Sustainable Development in UN Women United Nation’s Entity for Gender Equality and the empowerment of women.

² Garner, B.A.and Black, H.C. 1999. Black’s Law Dictionary. St.Paul , Minn: West Group

³ <http://www.iom.int/cms/en/sites/iom/home/about-migration/key-migration-terms-1.html#Migrant>

⁴ <http://www.ilo.org/ipecc/areas/Childdomesticlabour/lang-en/index.htm>

⁵ Ibid

(b) Full time worker i.e. worker who works for a single employer every day for a specified number of hours (normal full day work) and who returns back to his/her home every day after work.

(c) Live-in worker i.e. worker who works full time for a single employer and also stays on the premises of the employer or in a dwelling provided by the employer (which is close or next to the house of the employer) and does not return back to his/her home every day after work⁶.

Migrant workers are people who leave home to find work outside of their home town or home country. Persons who move for work in their own country 'domestic' or internal migrant workers. Persons who move for work to another country are commonly called 'foreign' or 'international' migrant workers.

The protection of the rights of migrant domestic workers in international human rights law:

1. Universal Declaration of Human Rights

All the situations faced by migrant domestic workers have a respective provision guaranteeing protection in the Universal Declaration of Human Rights (UDHR) and subsequent core international Human Rights Instruments. As a general rule, basic international human rights standards and core labour standards apply to all migrants. Moreover, the core international human rights conventions contain non-discrimination clauses, which ensure that each of these instruments is also applied to non-citizens.⁷ A renewed commitment to the promotion of the principles of the UDHR was launched in 2008 by all the UN Member States, including all the European countries. These commitments require direct translation into domestic legislation and policies to continue to effectively take up the challenges ahead. Since the adoption of the Declaration in 1948, nine core Human Rights Instruments (treaties) have been adopted, eight of which have entered into force. All UN Member States have ratified at least one, while some 80 per cent of Member States have ratified four or more. Europe is one of the regions with the highest number of ratifications. These Human Rights Instruments, presented below, require periodic reporting by Member States to Treaty Bodies (Committees) which review their performance and issue both specific recommendations and general comments⁸.

2. International Covenant on Civil and Political Rights

The International Covenant on Civil and Political Rights (ICCPR) is important for the protection of migrant domestic workers above all in terms of its Article 8, which prohibits slavery and slave trade in all their forms as well as forced labour. Article 22 is also important as it establishes the right to freedom of association and may be relevant in the context of restrictions to which some migrant domestic workers are subjected. However, there are many

⁶ Supra 1

⁷ Rights of migrant Domestic Workers In Europe, United Nations Human Rights , Office of the high commissioner, Europe Regional Office,p.11

⁸ Id.12

other provisions which protect migrant workers from abuses, such as Article 13 which establishes a due process for expulsion of an alien lawfully in the territory of a country, or for the other human rights included in the Covenant, most of which are applied for both regular and irregular migrants. The Human Rights Committee (HRC) noted that domestic workers, especially migrants, are “particularly vulnerable to exploitation”. In this sense, the Committee has proposed that the Netherlands create a specific legal framework or the extension of the general labour law to migrants⁹.

3. International Covenant on Economic, Social and Cultural Rights

Articles 7 to 10 of the International Covenant on Economic, Social and Cultural Rights (ICESCR) recognize the right of everyone to the enjoyment of just and favourable conditions of work that ensure equal and satisfactory working conditions, the right to form trade unions and join them, and the right to enjoy social security, including social insurance and maternity leave. The Committee on Economic, Social and Cultural Rights (CESCR) noted the special vulnerability and discrimination suffered by domestic workers and their families in its comments on the situation in Belgium. The CESCR also noted the lack of a proper regulation of the issue under national law. The CESCR has reminded the States that, regardless of their migration status, all persons “are entitled to primary and emergency medical care”. The CESCR recommended national governments to work for equality for domestic workers through the improvement of their legal protection (recommendation made to Denmark), in line with the conditions of local workers (recommendation to Sweden)¹⁰.

4. Convention on the Elimination of All Forms of Discrimination against Women

In its Article 11, the Convention on Elimination of All Forms of Discrimination against Women establishes the obligation of all the State Parties to work for the elimination of discrimination against women in the field of employment. The Committee on Elimination of Discrimination against Women (CEDAW) has repeatedly emphasized (in its comments on Ireland and Cyprus) the need to make more efforts to eliminate discrimination against women, including domestic helpers, in the fields of work conditions and wages, as, in certain cases, these suffer from a “precarious situation” the CEDAW first considered the question of domestic work in its General Recommendation No. 17. It recommended taking into account the unremunerated domestic activities of women as a contribution to the gross national product. This was a first step towards accepting domestic work as a job. Migrant women, the CEDAW noted, have the same rights as men to have family unity; this right to join the family is included in General Recommendation No. 21¹¹. As for the countries of destination, the CEDAW considers they should ensure that migrant women workers enjoy the same rights as national women workers by lifting discriminatory bans on immigration and by reviewing the coherency of national laws with the equality principle formulated in the international treaties. They should also ensure that sectors dominated by women, such as domestic work, are protected by labour laws, which include mechanisms for monitoring workplace conditions.

⁹ Ibid

¹⁰ Ibid

¹¹ Id.13

Facilitating access to justice should be another priority, which should not only include access to complaint mechanisms, but also provide temporary shelters for women migrant workers who wish to leave abusive employers, husbands or other relatives. The State should also endeavour to ensure that nobody confiscates or destroys travel or identity documents belonging to women workers and that family reunification schemes for migrant workers are not directly or indirectly discriminatory on the basis of sex. They should also adopt regulations to ensure that the recruiting agents respect the rights of migrant women workers to access legal and administrative assistance, to ensure that they can safeguard remittances of income, facilitate the right to return and access to diplomatic and consular protection. Moreover, the CEDAW has raised the issue of undocumented migrant workers having the right of access to the due process of law, including free legal aid, and that each case of deportation should be considered individually. The CEDAW encourages cooperation between States through bilateral and multilateral agreements in order to better achieve the recommendations formulated. Finally, the Optional Protocol to the Convention on the Elimination of All Forms of Discrimination against Women (15/10/1999) provides the possibility for individual complaints delivered in relation to human rights violations according to the Convention. For this purpose, the association of migrant women in countries of destination is an important step towards better protection of their rights since it makes it possible to denounce the situations which are invisible to judicial or police officers. Regarding the countries of destination, the Vienna Convention on Consular Relations, 24 April 1963, protects the rights of migrants in the country of destination by consular assistance and helps and establishes some procedural guarantees before courts and the law. The importance of this Convention stems from the relevance of certain Decisions of the International Court of Justice¹².

5. The International Convention on the Elimination of All Forms of Racial Discrimination

The International Convention on the Elimination of All Forms of Racial Discrimination (ICERD) stipulates in Article 5 the right of everyone to equality before the law, without distinction as to race, colour, national or ethnic origin, notably as regards the enjoyment of political, civil, economic, social and cultural rights. The Convention regards migrants as one of the groups vulnerable to discrimination. The CERD states that any differentiation between citizen and non-citizen rights “will constitute discrimination if the criteria for such differentiation, judged in the light of the objectives and purposes of the Convention, are not applied pursuant to a legitimate aim, and are not proportional to the achievement of this aim”¹³.

6. The International Convention on the Rights of Migrant Workers and Members of their Families

¹² Id.14

¹³ Ibid

One of the key international human rights instruments, which specifically protects the rights of migrant workers and members of their families, is the International Convention on the Rights of Migrant Workers and Members of their Families (ICRMW). This instrument, which has not been ratified by any of the EU Member States, provides for a specific and comprehensive framework of protection and applies to all stages of the migration process. It is the Convention with the largest number of provisions applicable to the specific challenges being faced by migrant domestic workers and with a non-discrimination clause with respect to rights in Article 7. The Convention has a special and exceptional reference to the State measures for the reunification of migrant workers in a regular situation (Article 44), and to the right to transfer all migrant workers' earnings and savings (Article 32). The Migrant Workers Committee (MWC), the body of experts set up to monitor the implementation of the Convention, is currently involved in the preparation process for its first general comment to be devoted specifically to the situation of migrant domestic workers¹⁴.

7. The Convention on the Rights of the Child

The Convention on the Rights of the Child (CRC) has two dimensions regarding the protection of migrant children. The first is the protection of children as exploited “workers”. In that sense its Article 32 recognizes the right of the child to be protected from economic exploitation and from performing any work. The second is the protection of minors as migrant workers' children. According to the Convention “the best interest of the child” is a primary consideration (Article 3) and must be taken into account in order to separate a child from his or her parents (Article 9 in relation to other Articles of the Convention). Amongst all the rights included in the Convention, States shall ensure that children of working parents have the right to benefit from child-care services and facilities for which they are eligible (Article 18)¹⁵.

8. UN Special Procedures mandate holders

The UN Special Procedures mandate holders, referred to as “Special Rapporteurs”, “Special Representatives” and “Independent Experts”, are distinguished independent experts on specific human rights themes appointed on an individual basis by the Human Rights Council or the General Secretary of the United Nations¹⁶. According to the Special Rapporteur, the silence that surrounds violence against domestic workers arises partly from the unwillingness of both the origin and host States to accept the responsibility for migrant workers (owing to the economic benefits associated with migrant labour) as well as to the lack of documentation regarding such violence. In the opinion of the current UN Special Rapporteur, Rashida Manjoo, the situation of domestic workers is generally ignored at national level and only limited academic work and research has been carried out on the issue. The special vulnerability of migrant domestic workers was also noted by the UN Special Rapporteur on

¹⁴ Id.15

¹⁵ Id.16

¹⁶ Ibid

Contemporary forms of slavery, its causes and consequences, Gulnara Shahinian, due to the unprotected nature of their work, the highly personalized relationship between the worker and his or her employer, and their insecure legal status in the host country. She warned that forced labour is an expression of slavery and occurs in cases of domestic workers. According to the Special Rapporteur, some of the most traditional forms of slavery, such as debt bondage, have evolved and now manifest themselves in the plight of some migrant domestic workers. Trafficking is a human rights violation¹⁷. The Special Rapporteur on trafficking in persons, especially women and children, considered the question of recruitment of migrant workers, women and children, with the aim of exploitation, i.e. as victims of trafficking. In relation to this issue, the Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, supplementing the United Nations Convention against Transnational Organized Crime, now widely ratified, is a very important instrument for combating this crime¹⁸.

9. The International Labour Organization (ILO)

The ILO adopted a resolution on the conditions of employment of domestic workers as early as 1965, recognizing the “urgent need” to establish minimum living standards for them¹⁹. While there is not a specific ILO instrument on domestic work as yet, the rights of domestic workers are protected under the ILO’s eight fundamental Conventions covering freedom of association and collective bargaining, discrimination in employment and occupation, child labour and forced labour. These areas are also covered by the 1998 Declaration on Fundamental Principles and Rights at Work which reaffirmed that all ILO Members have an obligation to promote, respect and realize these rights and principles. The eight fundamental Conventions apply to all workers, regardless of their citizenship²⁰. ILO Convention No. 143 provides specific guidance for irregular migrant workers who are employed unlawfully since it establishes the minimum norms applicable to all migrant workers. Indeed its Article 1 sets out that the States parties must “respect the basic human rights of all migrant workers” regardless of their migratory status or legal situation²¹. The ILO’s decision to discuss the drafting of an international convention on domestic workers was included in the agenda of the 99th Session of the International Labour Conference (ILC) of June 2010 and it is proof of the new prominence achieved by this topic²².

Domestic migrant workers in the Middle East

The Gulf Cooperation Council (GCC) includes the six countries of the Persian peninsula: Bahrain, Kuwait, Oman, Qatar, Saudi Arabia and United Arab Emirates. The GCC countries have some of the world's highest shares of migrant workers in their labor forces, as migrants are over 75 percent of private-sector workers in GCC countries.

¹⁷ Ibid

¹⁸ Id.17

¹⁹ Ibid

²⁰ Ibid

²¹ Ibid

²² Id.18

UNITED ARAB EMIRATES

Over the past few decades, the United Arab Emirates (UAE)—one of the world's pre-eminent oil-rich nations located in the Gulf Cooperation Council (GCC) region—has become a popular destination for temporary labor migrants seeking employment opportunities and higher standards of living. In 2013, the UAE had the fifth-largest international migrant stock in the world with 7.8 million migrants (out of a total population of 9.2 million), according to United Nations (UN) estimates²³

With immigrants, who come particularly from India, Bangladesh, and Pakistan, comprising over 90 percent of the country's private workforce, the UAE attracts both low- and high-skilled migrants due to its economic attractiveness, relative political stability, and modern infrastructure—despite a drop in oil prices and the international banking crisis in 2008.

Heavily reliant on foreign labor to sustain economic growth and high standard of living in the country, the UAE government in 1971 introduced a temporary guest worker program called the **Kafala Sponsorship System**, which allows nationals, expatriates, and companies to hire migrant workers.

²³ United Nations.2013. Total Migrant stock at Mid-Year by Origin and Destination. United nations department of Economics and Social Affairs, Population Division

The Kafala System

The **kafala system** is a system used to monitor migrant laborers, working mostly in the construction and domestic sector in Lebanon, Bahrain, Iraq, Jordan, Kuwait, Oman, Qatar, Saudi Arabia, and the UAE²⁴. The system requires all unskilled laborers to have an in-country sponsor, usually their employer, who is responsible for their visa and legal status.

The core migration policy is sponsorship, the so-called kafala system that requires foreigners to have local citizen sponsors known as kafeel. A kafeel grants permission for foreigners to enter the country, monitors their stay and approves their exit. Since the kafeel is responsible for all aspects of the foreigner's stay, if the kafeel withdraws sponsorship, the foreigner has no legal right to stay in the country. Disputes over wages, accommodations, working conditions or other work-related issues can prompt the sponsor to withdraw sponsorship.

Policy and enforcement gaps in the UAE enable foreign and local employers and recruitment agencies to violate local and international labor standards, and also undermine the UAE's efforts to uphold international human-rights obligations. The Kafala system has also presented a number of domestic challenges stemming from the country's dependence on foreign labor.

According to Human Rights Watch and other international rights advocates, the Kafala system exposes migrant workers to abuse in many forms, including exploitative working conditions, poor living accommodations, restrictions on freedom to organize or bargain collectively, and nonpayment of salaries (despite a mandatory electronic payment system in place since 2009). Sexual abuse and violence are also reported regularly, and the Philippine government has, on occasion, enforced temporary bans to prevent female workers from being deployed in certain countries, including the UAE, Jordan, and Iraq.

New agreement for Indian domestic workers in Saudi Arabia was also announced last year. Saudi authorities have finalized a standard contract for Indian domestic workers. The contract, part of a wider labor pact with India signed in early 2014, is limited in scope but does define some rights and responsibilities of both employers and employees; one positive stipulation is a renewed commitment to enforcing the “bank guarantee” which requires employers to deposit 2500 USD with the Indian embassy. The guarantee applies only to female domestic workers and is returned to the employer after contractual obligations are met or used in the case of abuse or non payment of salary. Since 2007, India has negotiated similar requirements for domestic workers across the Gulf states.

About 4 millions Indian-origin labourers are migrant workers in the Middle East alone. They are credited to have been the majority of workers who built many of Dubai, Bahrain, Qatar and Persian Gulf modern architecture, including the Burj Khalifa, the tallest building in world's history which opened in January 2010. These migrant workers are attracted by better salaries (typically US\$2 to 5 per hour). Possibility of earning overtime pay and opportunity to

²⁴“ As If I am Not Human “- Abuses against Asian Domestic Workers in Saudi Arabia- Human Rights Watch. 2008-07-08

remit funds to support their families in India. The Middle-east based migrant workers from India remitted at their own expenses, with no employment or social security benefits. In some cases labour abuses such as unpaid salaries, unsafe work conditions and poor living conditions have been claimed.

Migrant Workers In Kuwait: The Role Of State Institutions

The oil boom of the mid-1970s marks the beginning of domestic workers large scale migration to Kuwait. From the mid-1970s to the late 2000s, Kuwait's migrant domestic worker population grew from 12,000 to 500,000, and the percentage of Kuwaiti households employing domestic workers increased from 13% to 90%.²⁵

Bahrain

Bahrain announced plans to end the kafala system in summer 2009, but it remained in place in fall 2011. Migrant workers in Bahrain are allowed to change employers without the consent of their current employer, and Bahrain gives migrants with expiring contracts three months to find new employers. Kuwait also announced plans to end the kafala system to mark the 20th anniversary of the Gulf war in February 2011. Instead, like Bahrain, Kuwait kept the sponsorship system in place, but made it easier for migrants to change sponsors.

Oman

Oman in 2003 made it illegal for employers to send "their" migrants to other employers, but neither Qatar nor Saudi Arabia made significant changes to the sponsorship system. Qatar, as host of the 2022 Fifa World Cup, is drawing the attention of human and labor rights groups who say most laborers in Qatar receive 600 riyals (\$165) a month, plus 200 riyals a month for food. Most migrants spend at least 4,000 riyals or six-months salary to get a job in Qatar.

The UAE has not changed the kafala system but implemented a wage protection system requiring employers to pay the wages of migrant workers directly into bank accounts to make it easier to resolve claims of non-payment of wages. Jordan and Lebanon introduced standard contracts for migrant workers, but did not change the kafala system.

The U.A.E joined the governing body of the International Labor Organization, ILO, in June. That same month, the foreign affairs ministry, in a statement, cited steps the government has taken to look after domestic workers, saying the country is committed to protecting human rights. Measures included revising the contract form used by employers and examining domestic worker recruitment agencies. The ministry also said a draft law to regulate and protect domestic workers was in the process of being adopted.²⁶

Laws relating to domestic workers in India

²⁵ Foreign Domestic Workers in Kuwait: "Who Employs How many," *Asia and Pacific Migration Journal*, Volume 11, No.2 (2002), pp.247-69

²⁶ <http://www.bloomberg.com/news/articles/2014-10-23/domestic-workers-face-abuse-in-u-a-e-human-rights-watch-says>

- Unorganized Workers Social Security Act,2008
- Child Labour (Prohibition And Regulation) Act,1986
- Justice J.S. Verma Committee's Recommendation.

Bills

- Domestic Workers Welfare and Social Security Act 2010
- Regulation of Employment Agencies Act 2007

Brief Analysis of Laws relating to Domestic Workers in USA

- Hawaii Bill Of Rights,2013
- New York Domestic Workers' Bill of Rights, 2010

Law relating to Domestic Workers in Canada

- Employment Standards Act,2000

Laws relating to Domestic Workers in UAE

- Rules relating to domestic workers,2013

Challenges For Domestic Workers In Globalisation

Let us examine some of the challenges faced by domestic workers :

- **Vulnerability To Abuse**

Although the working conditions of migrant domestic workers are also dependent on regional and country specific factors, several global commonalities render these workers vulnerable to abuse.

- 1. Risks of abuse during recruitment and travel**

Recruitment agencies and other intermediaries often do not inform migrant domestic workers about their rights in their future employment and about the mechanisms available to them in order to report abuse.²⁷ Advertising non-existent domestic jobs and forcing migrants to pay high fees are daily risks migrant domestic workers face. In transit to the country of employment, female workers are particularly vulnerable to physical and sexual harassment and abuse.²⁸

- 2. Social Isolation**

Regardless of their country of employment, migrant domestic workers experience social isolation from the local community, as well as from their home community, resulting from the move to a different country.²⁹ Since they typically leave their families behind, migrant domestic workers are separated physically from their social network, including their children and close relatives, which contributes to their social isolation.³⁰ This prevents them from raising awareness about their working conditions and from forming collective action.⁵

- 3. Cultural Difference**

The language and cultural barriers further complicate this transition and make it difficult for these workers to connect with the local population. Due to the language barrier, migrant domestic workers know little to nothing about the local laws to protect themselves from abuse in work place. Besides learning work they have to adapt to urban ways of living and a culture different from their own.³¹

- **No Respect For Human Rights Of Domestic Workers**

Negative perceptions of migrant Domestic workers

In addition to their social isolation, the international community often negatively characterizes these workers and their profession as culturally inferior. In many countries, migrant domestic workers have a reputation for being “unskilled, low-end and expendable”, which contributes to their vulnerability to abuse and exploitation. Gender stereotypes and

²⁷ Committee on the Protection of the Rights of all Migrant Workers and Members of Their Families (February 23, 2011). *International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families*, p.3.

²⁸ Ibid

²⁹ Ayalon, Liat; Shiovitz-Ezra (2010). “The Experience of Loneliness among Live-In Filipino Homecare Workers in Israel: Implications for Social Workers.” *British Journal of Social Work*

³⁰ International Labour Organization (2013). *Domestic workers across the world: Global and regional statistics and the extent of legal protection*. ILO-Geneva.

³¹ http://www.jagori.org/wp-content/uploads/2006/01/Final_DW_English_report_10-8-2011.pdf

bias also add to their negative perception , particularly in the case of female domestic migrant workers who experience “disadvantages arising from their gender and the low social status assigned to domestic work.” Discrimination is not only limited to gender , but also extends to race, class and ethnicity.³²

- **Pathetic Living , Working Conditions and Remuneration**

Working conditions

Migrant domestic workers’ working conditions further exasperate their exposure to abuse, which largely arises out of their informal status in the economy. Since their work primarily takes place in private households, they are invisible from the formal labour structures, hidden from the public. As a result, they cannot defend their rights and unions cannot represent them. The informal nature of domestic work, often results in exploitative and harsh forms of labour, exposing these workers to human rights abuses.

Due to poor – in many cases none- regulation , migrant domestic workers face “excessive hours , physical and sexual abuse , forced labour and confinement.” Even when the workers are paid , it is not always sufficient to provide for themselves and their families Confinement and restrictions on their freedom of movement because of their harsh working conditions also contribute to their social isolation and their future exposure to abuse. Since migrant domestic workers have little to no opportunity to demand better working conditions through unions and legal protection , they often receive few if any, social benefits. This includes insufficient rest time and little to no opportunities to visit their relatives during medical emergencies , and no pension.³³

Saudi Arabia

Domestic workers in Saudi work an average of 63.7 hours per week, the second highest rate in the world.

Qatar

Domestic workers in Qatar work an average of 60 hours per week.

UAE

³² International Labour Organization (2013). *Domestic workers across the world: Global and regional statistics and the extent of legal protection*. p. 2.

³³ Committee on the Protection of the Rights of all Migrant Workers and Members of Their Families (February 23, 2011). *International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families*. p. 4.

More than 750,000 domestic workers work in the UAE. 97% of Emirate families employ domestic workers to take care of their children. Domestic workers perform an estimated 80% of parental responsibilities.

Kuwait

Domestic workers in Kuwait earn less than 20% of the average National wages. Domestic workers earn less than 30% of the Average workers' wage in Qatar. \$147 USD is a minimum monthly wage for domestic workers in Kuwait, but there are a few enforcement mechanisms in place to ensure workers are even paid this amount. Sri Lankan domestic workers earn only 20% of Saudi's private sector minimum wage approximately \$80-100 USD per month.³⁴

- **Lack of Social Security Protections and Welfare Measures**

Dependency on the Employer

Migrant domestic workers can become extremely dependent on their employers through all of the aforementioned risks. In many cases, employers will withhold their immigration papers and confiscate their passport, which adds to their dependency and helplessness. This makes it difficult for migrant domestic workers to contract law enforcement officials in order to report abusive working conditions. Additionally, "the absence of work contracts and the fact that in many countries domestic employment is not recognised in labour legislation allows employers to impose working conditions unilaterally".³⁵ Employers frequently consider their migrant domestic workers as their property or do not treat them as "proper" employees.³⁶ Sometimes their place of work is also shelter, making migrant domestic workers dependent on their employers.

- **Prolonged Effects of abuse**

Even when migrant domestic workers return to their native countries, abuse experienced during their domestic employment abroad can have lasting effects. Workers often do not have access to support mechanisms and do not have the possibility to seek legal counsel due to their informal status during their period of employment.

SUICIDE

KUWAIT

56% of all suicides in Kuwait in 2013 were committed by domestic workers. 81% of all suicide cases involved South Asian migrant, and the other 19% were African migrants. 75% committed suicide by hanging, 12.5% by pesticide and 12.5% by jumping off a building.

SAUDI ARABIA

³⁴ www.migrant-rights.org/statistic/domesticworkers/

³⁵ Ibid

³⁶ Ibid

66% of suicides committed in Saudi Arabia in 2013 were committed by non – Saudis. 37% of suicides cases involved domestic workers. 55% of suicides cases involved male migrants. 83% of cases involved hanging.

UAE

700 suicides were reported against Indian migrants in the UAE from 2007 to 2013. According to the Indian embassy, at least 100 Indians commit suicide in the UAE every year since 2011. In 2008 alone, the number of suicide cases reached 176.

QATAR

44 Nepali workers have committed suicide in Qatar since 2010. A Nepalese newspaper reported that 12 nationals committed suicide in Qatar between 2013-14.

BAHRAIN

More than 60 migrants committed suicide in Bahrain in 2013.

OMAN

34 Indian migrants committed suicide in Oman in 2014, 54 committed suicide in 2013 and 62 in 2012.³⁷

- **Lack of bargaining capacity.**
- **Lack of communication skills.**
-

Diplomatic Immunities Are A Major Challenge

Domestic Workers In Diplomatic Households face the severe problem because of weaker position.

Firstly, their visa status typically depends on continued employment by the diplomat and they are not free to change employers in case of exploitation. Secondly, diplomatic immunities and privileges shield diplomats from the enforcement of national legislation.

In this case, according to the statements of the victims, aged 30 and 32 were brought from Nepal for domestic help. They were held captive by the First Secretary's (to the Saudi Arabia ambassador) family for over three months, and were taken to Jeddah, Saudi Arabia, for a few days as well. During the entire period, the women said that they were repeatedly raped and forced to perform "unnatural sex" for the diplomat and other Saudi nationals, often at knifepoint. In July 2015, these women were brought back to Delhi and kept in a DLF Phase-

³⁷ www.migrant-rights.org/statistic/suicide

II house; allegedly raped by Majid and his visitors. In August 2015, another Darjeeling woman was also sold to Majid. She escaped after 10 days and informed NGO Maiti Nepal India about the ordeal of the two women. On 7th Sept 2015, in Gurgaon, Haryana, India, a police team raided the house and rescued the two Nepalese women.

The Care mirrors cases of trafficking and slavery in the U.K. and the U.S. In 2011, a case in the U.K. involving two Indonesian women held as slaves by a Saudi diplomat in London had caused an uproar after details emerged of their ill-treatment.

In 2013, another case involving two women from Phillippines, held captive for months by the Saudi defence attack and his wife living in a mansion in Virginia, U.S.A.; had led to similar outrage.

In both cases, the diplomats could not be prosecuted due to immunity and a U.K. court ruled that the Indonesian women were not eligible for any compensation either.

On 9th Sept 2015, the main headline in Indian newspapers was “Saudi diplomat accused of using two Nepalese women as sex-slaves”.³⁸ In this recent case, the Saudi Arabian diplomat was charged with confinement and rape of two Nepalese women. He has left India in a Saudi flight on the evening of 16th Sept 2015. The Saudi embassy termed the allegations ‘false’ and protested the police ‘intrusion’ into the diplomat’s house saying it was against ‘all diplomatic conventions’.³⁹ The first secretary, being a diplomat, is governed by the provisions of the Vienna convention of diplomatic relations. The case is virtually closed as the accused has left the country; the case has been weakened terribly.⁴⁰

According to the International Labour Organization as of 2014, there were an estimated 232 million international migrants in the world defined as persons outside their country of origin for 12 months or more) and approximately half of them were estimated to be economically active (i.e. being employed or seeking employment).⁴¹

In another case of Devyani Khobragade had taken a domestic worker, Sangeeta Richards, to the US under an A-3 visa. According to US law, diplomats are required to provide a contract to the worker and the wage is required to be at least the prevailing minimum wage in the host country. Khobragade signed a contract that stated she would follow these laws. However, she was accused of lying to the US government and of signing a second unlawful contract that did not list fair hours or working conditions/duties, and included a wage of only 30,000 rupees per month (about \$3.31/hr, which is a fraction of US minimum wage). Richards escaped as she could not tolerate the working conditions involving long hours, no off days, and isolation. She left with the clothes on her back, and lived with help from strangers from the Indian American community, including from a gurdwara – till she was rescued by a refugee help centre.

³⁸ The Hindu (New Delhi) dated 9September, 2015- Page 1

³⁹ Ibid; 14

⁴⁰ The Tribune, dated 17th September, 2015- Page 1

⁴¹ https://en.wikipedia.org/wiki/Migrant_worker; www.ilo.org “Mainstreaming of Migration in Development policy and Integrating Migration in the post-2015 UN Development Agenda”

In India, Richards was portrayed by the diplomatic community, the government, and sometimes by the media as a manoeuvring domestic worker who had cooked up a story in order to get refuge in the United States. Khobragade obtained an arrest warrant for Richards, accusing her of theft. The Richards family in Gurgaon was threatened and intimidated by agents of the Khobragade family, who urged them to get Sangeeta to drop all plans of filing complaint against her employer.⁴² Most political parties in India were unanimous in their support of the Indian diplomat who, according to them was the 'real victim' in the situation bringing to the attention of the international community the Indian attitude of apathy and disregard to the plight of its domestic workers.

Khobragade is accused of common practice among diplomats and government officials, they are difficult to expose since vulnerable and isolated domestic workers are unable to bring such employers to justice. Khobragade argued that she was not paid enough to pay the domestic worker a decent wage but that cannot be an excuse for exploitation. She and employers like her can either ask for a salary raise or not hire a domestic worker if they cannot afford to pay for one.

In spite of 30 years of struggle by domestic workers, the Indian government has failed to pass a law that provides protection for domestic workers. Currently, domestic workers are not covered by labour laws – and are essentially not even properly recognised as workers.

After the Khobragade incident, the government made certain proposals such as creating a special status for domestic workers of diplomats that would give them protection. However, this would be a short-term and limited solution. Well-to-do NRIs -among whom diplomats are a sub-category – who take domestic workers from India to foreign countries often profit from the exploitation of a cheaper labour market in India. The government needs to develop a broad framework to address the dismal state of Indian domestic workers in India and in foreign countries, regardless of whether their employers are diplomats or not.

Solutions to Bring About Improvements In the Conditions of Domestic Migrant Workers

➤ Formulation Of Association

Migrant domestic workers, due to the nature of their work and to their status as migrants, or irregular migrants, are subject to a number of challenges that prevent collective action and claims for rights. The same factors that make migrant domestic workers vulnerable to abuse⁴³ also prevent them from developing social networks and coordinating action. Moreover, domestic workers more generally cannot employ tactics used by other workers in organisations, such as strike action, if they live in their employer's home.⁴⁴

⁴² <http://thewire.in/2015/07/05/the-dignity-of-labour-should-be-as-important-for-india-as-the-dignity-of-its-diplomats-5535/>

⁴³ Committee on Migrant Workers – General Comments, "Office of the United Nations High Commissioner For Human Rights, 2010, 2

⁴⁴ D K Stasiulis and AB Bakan, "Regulation and Resistance: Strategies of Migrant Domestic Workers in Canada and Internationally," *Asian and Pacific Migration Journal* : APMJ 6 , 1 (1997): 51-52.

Beyond these structural issues, states are also partially responsible for preventing collective action, with some countries imposing limitations on movement and organisation.⁴⁵ In fact domestic migrant workers are prohibited from creating or joining trade unions in a number of countries around the world. Non-governmental organisation(NGO) activity has also been constrained by state action, with barriers to registration or prohibition of ‘political activity.’⁴⁶ Formulation of association will certainly enhance their bargaining capacity and protect them from any kind of exploitation.

➤ **Efforts by intergovernmental and non-governmental organisations**

International organisations have helped raise awareness about the plight of migrant domestic workers by issuing reports, launching programs and discussing issues surrounding migrant domestic work.

The International labour Organisation (ILO) has stressed the importance of legal standards for workers and migrants. It has more specifically addressed states’ lack of protection for migrant domestic workers during its June 2004 Congress and during a High- Level Panel Discussion in 2013. The ILO has also launched the Global Action Programme on Migrant Domestic Workers in specific countries and published a report making note that female migrant workers constituted the main demographics in the sector of domestic work.⁴⁷

Other United Nations agencies have addressed migrant domestic work, with the United Nations Development Fund for Women (UNIFEM) attempting to facilitate dialogue between countries to establish agreements that recognise migrant workers’ rights protection and the United Nations Population Fund (UNFPA) releasing a report highlighting the gendered aspects of migration.⁴⁸

In terms of efforts to address the problem of private recruitment, the International Confederation of Private Employment Agencies , or Ciett, has created standards for recruitment in its code of conduct that are consistent with the ILO’s Convention 181. Ciett’s code reaches 47 national federations of private employment agencies and 8 of the largest staffing companies worldwide.⁴⁹

Collaborative works have also been published, including a manual by the International Domestic Workers Network and the ILO, geared to both national and migration domestic workers in Asia and the Pacific and a report by Human Rights Watch, along with the International Domestic Workers Network and the International Trade Union Confederation.

⁴⁵ CLAIMIMG RIGHTS Domestic Workers Movements and Global Advances for Labour Reform (United states of America; Human Rights Watch, ITUC, IDWN,2013) , 17

⁴⁶ Lenore Lyons , “ Organising for domestic worker rights in Singapore : The Limits of Transnationalism, “ in Feminist Politics , Activism and Vision : Local and Global Challenges (ZED Publications , London , and Inanna Publications and Education, Toronto , 2014) , 4-5.

⁴⁷ Piper, “ Rights of Forign Domestic Workers- Emergence of Transnational and Transregional Solidarity?,”103-104

⁴⁸ International Migration and the Milleninum Development Goals – Selected Papers of The UNFPA Expert Group Meeting. United Nations Population Fund (UNFPA). 11 – 12 May 2005

⁴⁹ Klett, Erin. “ A private sector perspective on regulating the migrant labour recruitment industry” , United Nations General Assembly. Retrieved 29 November 2013.

Importance of abolishing kafala system

Under the Kafala system, migrant domestic workers fall under the authority of the Ministry of Interior, while all other foreign-born workers fall under the Ministry of Labor. As a result, migrant domestic workers are excluded from national labor laws, and their labour complaints are often dealt with by police only.

Strategies by civil society to address issues faced by migrant domestic workers

Advocacy efforts have evolved from fighting to “recognised the position of paid domestic workers” to addressing work conditions and forms of abuse. Through time, a number of strategies have been used international and civil society organizations in the hopes of improving the conditions surrounding migrant domestic work. These have included conventional means of mobilizing such as, rallies, protests and public campaign to raise awareness and improve migrant domestic workers’ conditions. Lobbying, at both the national and supranational levels to modify laws or by trade unions attempting to change the status of migrant workers has been used as a tactic. Civil society has also played a role in negotiating international legislation as the International Labour Organization’s Domestic Worker Convention.⁵⁰

Awareness raising has also been used as a strategy, serving in some case to transform the public view on migrant domestic workers with the hope of stigmatizing abuse against and encouraging respect towards migrant domestic workers at the national level. Educational efforts have also been used to inform women of their rights in countries where laws outlining their employers’ obligations do exist. Initiatives to raise awareness and inform migrant workers of their rights has not always been undertaken in institutionalized manner, but rather through informal means, such as planned encounters in public spaces that migrant domestic workers are known to frequent.⁵¹

Languages and discourse represent another component in advocacy efforts for migrant domestic workers. Certain organizations and institutions have, for example, taken the approach of promoting social and economic benefits of domestic work by migrants to private household and society at large.⁵² Moreover, groups addressing migrant domestic groups have tied abuse against migrant domestic workers against national level to campaign abuse at the global level, to wider issues of abuse against women generally, to human trafficking and domestic slavery, and to neoliberal globalization. Migrant domestic workers groups have also created coalitions with other organizations such as feminist groups, labour groups, groups for immigrant rights, religious, human rights organizations and trade unions.

⁵⁰ Rosewarne, “The OLI’s Domestic Worker Convention (C189): Challenging the gendered Disadvantage of Asia’s Foreign Domestic Workers?”

⁵¹ CLAIMING RIGHTS Domestic Workers’ Movement and Global Advances for Labour Reform, 24

⁵² “The European Parliament adopts resolution on integration of migrants and its effects on the labour market”, Intenatonational Labour Organization.

Other strategies have included providing support and services to these workers, with groups offering shelter, food, clothing, legal advice and assistance as well as counselling. These groups have additionally been required to tailor their human resources and materials in order to ensure accessibility by communicating in a language understood by these foreign employees.

Role played by domestic workers themselves to improve their condition

Despite the challenges to collective action and advocacy, some workers have shown that migrant domestic workers do communicate with and inform each other as well as engage in forms of resistance against their employers. During their time off work, migrant domestic workers “reclaim their identity” through their attire⁵³ and can ridicule their employers in their absence. They also find ways to communicate with other and as such “an attempt to build communities” or learn about ways to improve their own working conditions by making use of information and communication technology or by undertaking discussions from their balcony with passerby and domestic workers from neighbouring apartments.

Some domestic workers invest their efforts into improving their own welfare or challenge their employers’ authority by using emotion to capitalize on their employers’ guilt and sympathy for monetary gain.

- **Inclusion of Migrant Workers Conventions in Core Labour Standards**
- **Effective Implementation of the Existing Law**
- **Enhancement of the Scope of Social Security Agreements for Domestic Workers**
- **Unity is the strength of Domestic workers**

Need of the hour: A Special Legislation for Domestic Workers

In addressing issues faced by migrant domestic workers, some countries have ratified the Domestic Worker’s Convention or have adopted their national legislations by implementing minimum requirements or wages. Country specified initiatives have also been introduced. There are governments notably in Europe, which allow migrant domestic workers to join and start trade unions. There is an urgent need to bring about a change in the social attitude of the people towards domestic workers and sensitise them to their issues and plight. Domestic workers’ social and legal position needs to be strengthened in our society so that they too can conduct their lives with dignity.

But unfortunately in some of the countries domestic migrant workers come under unorganised sector, unregulated category. No proper government agencies to deal with all the issues relating to domestic migrant worker and employer. There is no check and balance on employer because of dominating position. Justice is not cheap today so they can’t afford to go to court. There must be some government agencies to deal with the issue timely, effectively and in cost efficient ways to adjudicate all such issues between domestic workers and their respective employer. There is dire need to address this issue.

⁵³ Agency for Fundamental rights, Migrants in an Irregular Situation Employed in Domestic Work, p.35-45

Real Causes of Poverty: Measurements of Food Security

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ABSTRACT

This article investigates the properties of various measurements of food security. Caused essentially by poverty, policies to increase food security require accurate identification of needy subpopulations and the measurement of needs. Whereas policy implementation is very well known to be affected by governance, measurement is also susceptible to negative effects of bad governance. This paper concentrates on a subset of eight issues in measurement, particularly relevant for poorer countries. We briefly analyze these measurement objectives and processes in terms of information and motivation dimensions.

KEYWORDS: poverty, food security, measurement, program interdependence, self-selection, elites and governance, false positives and negatives in targeting, leakage, family preferences, calories versus quality.

1. INTRODUCTION

Food security has received a large amount of attention, in recent years, from academics as well as politicians and anti-poverty activists. This increase of attention particularly persevered after the 2008-2010 world food price crisis and the 2008 World Development Report called for greater investment in agriculture in developing countries. Since these events, food security has come to serve as a concept that found wide resonance amongst academics and policy-makers.

Daron Acemoglu and James A. Robinson in their “Why Nations Fail: The origins of Power, Prosperity and Poverty” book told: that we live in an unequal world and this inequality doesn’t just have consequences for the lives of individual people in poor countries; it also causes

grievances and resentment, with huge political consequences in the United States and elsewhere. Understanding why these differences exist and what causes them is our focus in this book. Developing such an understanding is not just an end in itself, but also a first step toward generating better ideas about how to improve the lives of billions who still live in poverty.¹

Problems related to increasing physical access to food, feeding the population, improving their nutritional status and reducing poverty levels continue to confront decision makers in many developing and developed countries. Program managers and policy makers who constantly deal with design, implementation, monitoring and evaluation of food security, nutrition and poverty related interventions have to make decisions from amongst a wide range of program and policy options. From design to implementation and evaluation of programs, measurement surely poses problems. We examine a few of the measurement problems below in section 4. The next two sections precede the measurement analysis by way of introduction. Section 5 concludes.

2. BRIEF ANALYSIS OF THE CAUSES OF POVERTY

As governments, international organizations, activists and aid workers search for solutions to the urgent problem of widespread poverty and seek to combat its many negative effects, there is a need to identify the causes to create sustainable change. Understanding what causes global poverty is a crucial part of the process of devising and implementing effective solutions. Most analysts would agree that there is no single root cause of all poverty everywhere throughout human history. However, even taking into account the individual histories and circumstances of particular countries and regions, there are significant trends in the causes of global poverty.

Here are several causes:

➤ War and political instability. Both of these causes have often been tied to histories of colonialism, but whatever the causes of war and political upheaval, it is clear that safety, stability, and security are essential for subsistence and, beyond that, economic prosperity and growth. Without these basics, natural resources cannot be harnessed individually or collectively,

¹ (Daron Acemoglu, James A. Robinson, 2012)

and no amount of education, talent, or technological know-how will allow people to work and reap benefits of the fruits of their labor. Likewise, laws are needed protect rights, property, and investments, and without legal protections, farmers, would-be entrepreneurs, and business owners cannot safely invest in a country's economy. It is a telling sign that the poorest countries in the world have all experienced civil war and serious political upheaval at some point in the 20th century, and many of them have weak governments that cannot or do not protect people against violence.

One of vivid manifestations of political instability is corruption and it often accompanies centralization of power, when leaders are not accountable to those they serve. Most directly, corruption inhibits development when leaders help themselves to money that would otherwise be used for development projects. In other cases, leaders reward political support by providing services to their followers.

➤ Discrimination and social inequality. Poverty and inequality are two different things, but inequality can feed widespread poverty by barring groups with lower social status from accessing the tools and resources to support themselves. According to the United Nations Social Policy and Development Division, “inequalities in income distribution and access to productive resources, basic social services, opportunities, markets, and information have been on the rise worldwide, often causing and exacerbating poverty.”² The U.N. and many aid groups also point out that gender discrimination has been a significant factor in holding many women and children around the world in poverty.

➤ Natural disasters and environmental degradation. In regions of the world that are already less wealthy, recurrent or occasional catastrophic natural disasters can pose a significant obstacle to eradicating poverty. Developing countries often suffer much more extensive and acute crises at the hands of natural disasters, because limited resources inhibit the construction of adequate housing, infrastructure, and mechanisms for responding to crises. Awareness and concern about environmental degradation have grown around the world over the last few decades, and are currently shared by people of different nations, cultures, religions, and social classes. However, the negative impacts of environmental degradation are disproportionately felt by the poor. Throughout the developing world, the poor often rely on natural resources to meet their basic

² (Division, n.d.)

needs through agricultural production and gathering resources essential for household maintenance, such as water, firewood, and wild plants for consumption and medicine.

➤ History. Many of the poorest nations in the world are also former colonies, slave-exporting areas, and territories from which resources have been systematically extracted for the benefit of colonizing countries. Although there are notable exceptions (Australia, Canada, and the U.S. being perhaps the most prominent), for most of these former colonies, colonialism and its legacies have helped create the conditions that prevent many people from accessing land, capital, education and other resources that allow people to support themselves adequately. In these nations, poverty is one legacy of a troubled history involving conquest.

Poverty is not only a matter of income, but also, more fundamentally, a matter of being able to live a life in dignity and enjoy basic human rights and freedom. It describes a complex of interrelated and mutually reinforcing deprivations, which impact on people's ability to claim and access their civil, cultural, economic, political and social rights.

Plenty of economic research indicates that social tensions stemming from religious, ethnic, and racial divisions are frequent causes of poverty too. The international community has identified the reduction of poverty and hunger as overarching goals for development policy in the new millennium.

Poverty is a multidimensional problem that goes beyond economics to include, among other things, social, political, and cultural issues. Therefore, solutions to poverty cannot be based exclusively on economic policies, but require a comprehensive set of well-coordinated measures.

3. INTRODUCTION TO FOOD SECURITY

Food security and poverty reduction are inseparable. Although food security alone does not eradicate poverty, any strategy to fight poverty must be integrated with policies to ensure food security and to offer the best chance of reducing mass poverty and hunger.

For understanding situation and real causes of poverty and food security in different countries, and eventually to substantiate global food security situation and ways to fight against poverty in this article will be studied poverty level and measurements in Canada, Armenia and Nigeria.

Poverty level in Canada, Armenia and Nigeria^{3,4,5,6,7,8,9,10,11}

Table 1

N/N	Canada	Armenia	Nigeria
Population	35540000	2984000	178500000
Poverty headcount ratio at national poverty lines (% of population)*	13.5	32	46
Minimum salary (USD) monthly	1168	108.4	90.43
Minimal Consumer Basket cost	280	136	196.98

*Poverty level reflected in the specific measurements of country.

As we can see from the table there are big differences between poverty level in studied countries.

In Canada minimal cost of food is 23.97 % of monthly salary. In Armenia minimal salary is 27.6 USD less than minimal Consumer Basket cost and it is 79.7 % of minimal Consumer Basket cost. In Nigeria the situation is worse, minimum salary is 106.55 USD less than minimal Consumer Basket cost and it is 45.9% of minimal Consumer Basket cost. Why we have such situation?

4. MEASUREMENT OF POVERTY AND FOOD SECURITY

Poverty is defined either in absolute terms – inability to obtain the necessities of life – or in relative terms – “being worse off than average.” Multiple measures of poverty have been developed on the basis of these definitions. For example, a measure based on an absolute definition of poverty may calculate the amount of income needed by a household to purchase a

³ (Bank, 2015)

⁴ (Canada)

⁵ (Canada)

⁶ (Armenia)

⁷ (Zhang, 2010)

⁸ (Division I. S., 2015)

⁹ (Nigeria, 2012)

¹⁰ (Ministry of Health Promotion, 2010)

¹¹ (Bermingham)

basket of specified goods and services that is deemed to meet the basic needs of an average household. On the other hand, a “relative measure” may compare the total income of a particular household against the income level defined as the poverty line for an average household of similar size in a similar community.

Food insecurity appears in three hierarchical layers, from availability to accessibility and to appropriate utilization. This hierarchy means that availability is necessary but not sufficient for higher levels and of course for food security. This matters critically in designing programs and policies to alleviate food security problems. The issues we examine below relate to at least one of these layers.

Since efficient policies must be evidence based, measurement of various categories of incomes, consumption bundles and policy outcomes becomes necessary. However, there are often efficiency tradeoffs between components of policies and they have to be measured for achieving efficiency. A non-exhaustive list of eight issues are discussed below.

First, programs and policies may impose specific measurables rather than requiring the use of commonly measured inputs and/or outputs. Thus, for example, if a cash subsidy is deposited into the bank account of the female parent in a family, the policy requires some measurement of woman’s voice or bargaining power in the formulation of family food shopping preferences.

Second, the fact that the cash subsidy is deposited into the woman’s account may reinforce her bargaining power within the family. Most certainly, this endogeneity must be factored in. This could very well be a contentious policy move in patriarchal societies where such state or non-state actor intervention collides head-on with customs and traditions.

Third, the debate on cash versus in-kind food subsidies may be grounded in the expected behavior of the target household in terms of the recipient of the subsidy. As in the previous issue, policy-makers generally agree on the recipient as the woman in the family if a cash subsidy is to be delivered. However, if the subsidy is in-kind there could be other mechanisms at work, annulling the necessity of measurement. For example, if the in-kind subsidy requires time and effort for pick-up, families with low opportunity cost of their time and effort would be likelier to receive the subsidy than high opportunity cost families. Since the customary target families are the poor ones with low such costs, delivery to the proper target is expected to be based on self-selection rather than data-base selection.

Fourth, as governance problem in policy implementation and its interaction with measurement, if selection of subsidy recipients is delegated to local authorities for a lack of data held by policy-makers, the selection may be captured by local elites and subsidies be channeled to families and acquaintances of those elites. This is, of course, measurement distortion by a lack of governance. Of course, part of the reason such delegation may have to be preferred could be the high cost of data collection.

Fifth, verifiability is a critical desideratum under asymmetric information where the less informed party would like to verify the information emitted by the informed party through third parties. If we were to consider food insecurity in relation to children, a daunting task would be to measure outcomes. Estimating the outcomes through inputs found a very successful experiment in Brazil's well-known Zero Hunger program where children's school attendance triggered subsidies paid to families. Of course, like in any government program, there could exist corruption incentives such as bribing teachers and principals to generate false attendance data yet the program attempted to solve the verifiability problem.

Sixth, in the case of subsidies, the utilization layer of food security consists of utilization of the appropriate utilization of received subsidies. Since long-term effects of malnutrition will only be known down the road, the current program performance measures must be based on inputs. Calories versus a proper composition of nutrients tradeoff requires the measurement of family food bundles.

Seventh, in the case of in-kind subsidies, measurement of leakages, i.e. food wasted on the path to final delivery, is critical in the evaluation of programs as leakage constitutes a significant program cost and, as such, negatively affects the efficiency of the proposed in-kind programs.

Eight, success of an intervention depends on how successful is targeting. Measurements can be erroneous with Type I (true poor excluded) and Type II (non-true poor included) errors. As in the fourth case above, distribution targeted locally can be manipulated by local elites. Yet, to avoid such corruption, if targeting is realized higher up in government hierarchies, informational asymmetries present hurdles to targeting.

Further problems rooted in measurement exist. For example, access and utilization depend on family employment status as well as family's Engel curve, on the nature of a given cash subsidy (small and frequent or lump-sum and infrequent), on conditionality of subsidies, and even on social stigma attached to receiving subsidies.

A. POVERTY MEASUREMENTS IN CANADA

In Canada, the federal government has endorsed no official measurement of poverty. Debate over the poverty line has been heated because poverty analysts, policy-makers and not-for-profit organizations disagree on what approaches and measures should be used to determine who is poor in Canada. The main measures are the following. Low Income Cut-offs and Low Income Measures and Market Basket Measure (MBM).¹²

The low income cut-offs (LICOs) are income thresholds below which a family will likely devote a larger share of its income on the necessities of food, shelter and clothing than the average family. The approach is essentially to estimate an income threshold at which families are expected to spend 20 percentage points more than the average family on food, shelter and clothing.¹³

For the purpose of making international comparisons, the low income measure (LIM) is the most commonly used low income measure. The use of the LIM was suggested in 1989 in a discussion paper written by Wolfson, Evans, and the Organization for Economic Co-operation and Development (OECD)¹ which discussed their concerns about the low income cut-offs (LICOs). In simple terms, the LIM is a fixed percentage (50%) of median adjusted household² income, where "adjusted" indicates that household needs are taken into account. Adjustment for household sizes reflects the fact that a household's needs increase as the number of members increases. Most would agree that a household of six has greater needs than a household of two, although these needs are not necessarily three times as costly.¹⁴

The Market Basket Measure (MBM) is based on the cost of a specific basket of goods and services representing a modest, basic standard of living. It includes the costs of food, clothing, footwear, transportation, shelter and other expenses for a reference family of two adults aged 25 to 49 and two children (aged 9 and 13). It provides thresholds for a finer geographic level than the low income cut-off (LICO), allowing, for example, different costs for rural areas in the different provinces. These thresholds are compared to disposable income of families to

¹² (Canada, 2010)

¹³ (Statistics, n.d.)

¹⁴ (Statistics, <http://www.statcan.gc.ca/pub/75f0002m/2012002/lim-mfr-eng.htm>, n.d.)

determine low income status. Disposable income is defined as the sum remaining after deducting the following from total family income: total income taxes paid; the personal portion of payroll taxes; other mandatory payroll deductions such as contributions to employer-sponsored pension plans, supplementary health plans, and union dues; child support and alimony payments made to another family; out-of-pocket spending on child care; and non-insured but medically prescribed health-related expenses such as dental and vision care, prescription drugs, and aids for persons with disabilities.¹⁵

B. POVERTY MEASUREMENTS IN ARMENIA

A consumption aggregate is used to approximate well-being in Armenia. It is assumed that consumption is better declared and is less sensitive to short-term fluctuations than income, especially in transition countries. The consumption aggregate is estimated based on the Armenia Integrated Living Conditions Survey (ILCS). It comprises the following components: (i) the value of food and non-food consumption including consumption from home production, as well as aid received from humanitarian organizations and other sources; and (ii) the rental value of durable goods. Poverty measurement in Armenia based on absolute poverty line.¹⁶ A poverty measurement assumes 3 ingredients:

- Distribution of living standards or welfare;
- Poverty line below which individuals are classified as “poor”; and
- Poverty measure.

The poor are defined as those with consumption per adult equivalent below the upper total poverty line; the very poor are defined as those with consumption per adult equivalent below the lower total poverty line, whereas the extremely poor are defined as those with consumption per adult equivalent below the food poverty line. The total – both upper and lower – and the extreme poverty lines per adult equivalent per month were estimated to be AMD 37044 (or USD 92.2), AMD 30547 (or USD 76.0) and AMD 21732 (or USD 54.1), respectively.

C. POVERTY MEASUREMENTS IN NIGERIA

¹⁵ (Statistics, <http://www.statcan.gc.ca/pub/75f0002m/2012002/mbm-mpc-eng.htm>, n.d.)

¹⁶ (Armenia N. S., 2014)

There are 4 main measures of Poverty – Relative measure, Objective (Absolute) measure, Dollar per day and Subjective measure.

Relative Measure: An analytical attempt was made in summing the expenditure of the household. This household expenditure was deflated using the Consumer Price Index (CPI). The objective of deflating the figures obtained was to correct for seasonal and regional variations of the expenditure data item set Capita household expenditure. Households with expenditure greater than two-thirds of the Total Household Per Capita expenditure are NON-POOR whereas those below it are POOR. Further desegregation showed that households with less than one-third of total Household Per Capita expenditure are CORE-POOR (EXTREME POOR) while those Households greater than one-third of total expenditure but less than two thirds of the total expenditure are MODERATE POOR.

Absolute (Objective) Measure of Poverty: This method is otherwise known as Food Energy Intake measure of poverty. First you obtain the food basket of the poorest 40 percent of the population (using quintiles). Then compute the food expenditure that can give 3000 calories per day based on the national food basket for the poorest 40 percent. With the application of adult equivalence per capita expenditure, you will obtain the amount in Naira that can be used to purchase food that will meet 3000 calories. The addition of non-food component using average non-food expenditure of plus or minus 100 Households around the Core poverty line will give the objective (absolute) poverty measure.

Dollar per Day: The application of dollar per day in the computation of poverty measure was achieved by adopting the World Bank 2002 of Purchasing Power Parity (PPP) which placed on US\$1 to be equivalent to N46.2. When this figure was further adjusted to 2003 using CPI and the exchange rate it gave N59.2 to one US\$1. When N59.2 per day is annualized, it gives a poverty incidence of 51.6 percent.

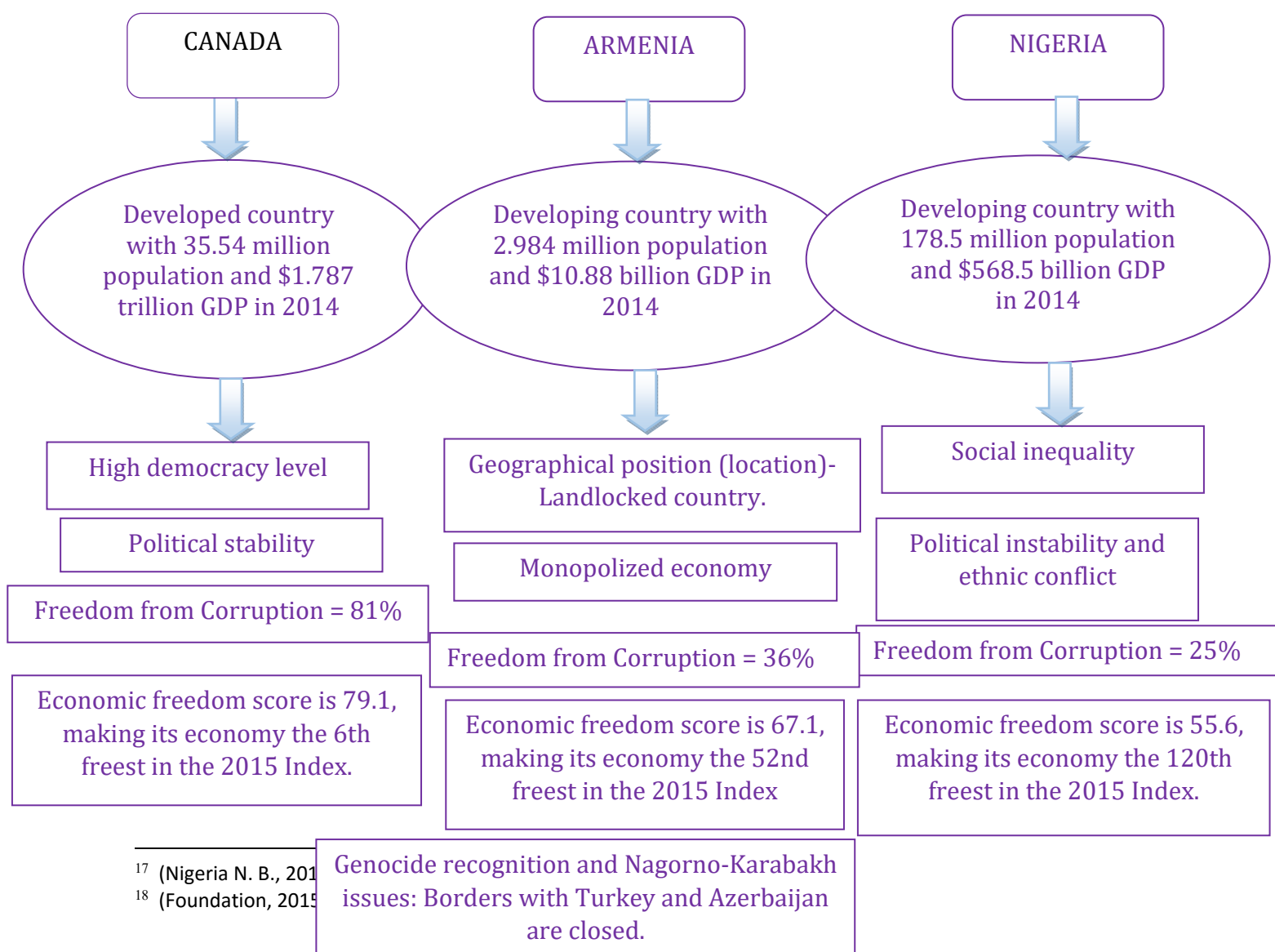
Subjective Poverty Measure: This approach is referred to as self-assess poverty measure. It is the opinion of members of Households. The outcome here is not different from the other three measures of poverty. It is evident that poverty incidence is on the increase in Nigeria. The self-

assessment poverty measure sought to find out from the Household on whether they are very poor, poor, moderately poor, fairly rich and rich.¹⁷

5. REFLECTIONS ON MEASURED POVERTY

It is a shared wisdom that each country need to be considered depending on its own situation. Studying the situation in above-mentioned countries showed that poverty in Canada is non-comparable to poverty in Armenia or Nigeria.

Basic factors for understanding causes of poverty¹⁸



¹⁷ (Nigeria N. B., 2015)

¹⁸ (Foundation, 2015)

6. DISCUSSION AND CONCLUSIONS

Canada is developed country with high democracy level, political stability, freedom from corruption, has wide range of natural resources. What else need country to have a strong economy, high level of food security? Even though Canada has high level of food security there are still small percentage of malnutrition exists in Canada. But the measurements of poverty level are very different from Armenia and Nigeria. One of the basic factors of malnutrition is lack of elementary education how to eat. Meanwhile Canada's government continuously working on food safety measures.

The key governance challenge in Armenia is the lack of genuine checks and balances. As governance is based on the consensus of elite groups, Armenia suffers from the inconsistent application of the rule of law as well as from the exclusion of civic input to legislative processes and policy formation. In addition, civil society is atomized, heavily donor dependent, and not widely seen as representative of the public's interest. The media suffer from limited resources and lack diversity of viewpoints and professionalism. Consequently, citizens have low levels of trust in governance institutions, NGOs, and the media alike. Genocide recognition and Nagorno-Karabakh issues, borders with Turkey and Azerbaijan are closed which are important factor for economic development.

In Nigeria issues such as corruption, ethnic militancy, pipe line vandalization, kidnapping, thuggery, child trafficking, corruption, lack of observance of rule of law, honesty, transparency and violent ethno-religious crisis are the bane of good governance and accelerated socio-economic development in Nigeria.

Despite various policies and programmes being formulated to tackle the perennial food crisis, the situation is far from being abated. The ugly situation is hinged on the absence of good governance which manifests itself in various forms such as corruption, mismanagement, lack of political leadership, maladministration, and so on.

Analyzing some factors of countries, we can see, that the main basis of current situation of each country is result of national and international governance.

Poverty can only be fought in the presence of strong institutions, and equitable distribution of resources. This requires a non-corrupt government. However, in many countries, programs designed to fight poverty are not fully implemented because the funds end up in the hands of corrupt individuals, who pocket the majority. And because of poor governance, those in authority have failed to apprehend the corrupt. This creates an imbalance in society and leads to more poverty because you end up with a few influential and powerful individuals oppressing the poor (who are the majority).

Good governance has become a catchword and has steadily entrenched itself in the development discourse that few bother to consider its implications.

The enormity and complexity of, the challenges confronting the continent demands a multifaceted approach in dealing with them but the question is where exactly do we start from? Faced with all these daunting challenges; poverty, illiteracy, instability, where do we take off? The foundation of all the economic policies, poverty reduction strategies and development goals rest on good governance. Ensuring environmental sustainability requires effective and efficient governance. The key to eradicating extreme poverty and hunger, rest on good governance, the catalyst to achieving universal primary education, promoting gender equality and empowering women is good governance.

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**Fear and Orientalism: Role of Social Workers in Challenging
Institutionalized Discrimination in Canadian Politics**

Abstract

The last nine years of Canadian governance by the Federal Conservative Party has truly reshaped the political landscape of Canadian society. Never has Canadian federal politics mirrored so closely the political maneuvering and sensationalism that typically characterizes American politics. From personal attacks against women who are seen as wearing “barbaric” dress (i.e. “niqab”) to demonizing the Muslim minority in Canada as being a population that should be ‘feared’ for the potential ‘radicalization’, the Federal Conservative Party has made ever so relevant the orientalist narrative. Furthermore, the colonial era language and expressions matched with draconian style legislative bills that serve to divide Canadians into ‘us’ vs ‘them’ should alarm Canadians, especially those Canadians who cherish the rule of law, namely the Charter of Rights and Freedoms that is enshrined in Canadian society. The focus of my paper will be on outlining the enshrined notion of multiculturalism and the basic tenants of the Charter of Rights and Freedoms that has come to define Canada. Thereafter, I will explore the concept that Edward Said so famously coined as “Orientalism.” The third section of the paper will highlight examples of the orientalist narrative as demonstrated by the Federal Conservative Party in the last ten years. The use of playing off the emotion of ‘fear’ in order to win elections is also concerning, as the use of xenophobia has been established by the Federal Conservative Party as

an ‘acceptable’ tactic in political campaigning. Thereafter it will be clear that the demonization of the Muslim minority in Canada serves to conjure fear, increase ‘Islamophobia’ which translates into violence towards Muslim and reinforcement of negative attitude towards the perceived ‘other.’

Furthermore, the sinister use of conjuring hatred towards a minority group, such as the Muslim minority in Canada functions to dismantle the very unique status of Canada being a free, just, and pluralistic society. Finally, the role of social workers, as it pertains to social justice and activism will be discussed as well.

Keywords: fear, orientalism, social worker, conservative party, multiculturalism, Charter of Rights and Freedom, Conservative Party, Muslims, Canada, social work

Introduction

The last nine years of Canadian governance by the Federal Conservative Party has truly reshaped the political landscape of Canadian society. Never has Canadian federal politics mirrored so closely the political maneuvering and sensationalism that has come to characterize American politics. From personal attacks against women who are seen as wearing “barbaric” dress (i.e. “niqab”) to demonizing the Muslim minority in Canada as being a population that should be ‘feared’ for their potential ‘radicalization’, the Federal Conservative Party has made relevant the orientalist narrative. Furthermore, the colonial era language and expressions matched with draconian style legislative bills that serve to divide Canadians into ‘us’ vs ‘them’ should alarm Canadians, especially those Canadians who cherish the Charter of Rights and Freedom. The focus of my paper will be on outlining the enshrined notion of multiculturalism introduced by Prime Minister Trudeau and the basic tenants of the Charter of Rights and Freedoms that has come to define Canada. Thereafter, I will explore the concept that Edward Said so famously coined as “Orientalism.” The third section of the paper will highlight examples of the orientalist narrative as demonstrated by the Federal Conservative Party during their reign in power. The use of playing off the emotion of ‘fear’ in order to win elections is also concerning, as the use of xenophobia has been established by the Federal Conservative Party as an ‘acceptable’ tactic in political campaigning. Thereafter it will be clear that the demonization

of the Muslim minority in Canada serves to conjure fear, increase ‘Islamophobia’ which translates into violence towards Muslim and reinforcement of negative attitude towards the perceived ‘other.’ Furthermore, the sinister use of conjuring hatred towards a minority group,

such as the Muslim minority in Canada functions to dismantle the very unique status of Canada being a free, just, and pluralistic society. Finally, the role of social workers, as it pertains to social justice and activism will be discussed as well.

Literature Review

Multiculturalism in Canada: Our Canadian Identity

One of the most unique aspects of Canadian society is its tremendous diversity. According to Statistics Canada 2006, about 20% or 6.2 million Canadians are foreign born (Berry, J.W., 2013, p. 663). Canada’s population is also constituted by numerous indigenous Aboriginal communities and a significant French Speaking population (Ambrose, E. & Mudde, C. (2015). People from all around the world have made Canada their home and the recent trend of immigrants have primarily come from “East and Southeast Asia. (Berry, J.W., 2013, p. 664). Many Canadians do not identify necessarily with shared values but rather with a shared identity in their support for the Multiculturalism policy and the Canadian Constitution, the Charter of Rights and Freedom.

At a time when the Quebec separatist movement was very popular in Quebec, national unity weighed heavily on the mind of Prime Minister Pierre Trudeau. In 1971, the Prime Minister of Canada, Liberal Party leader Pierre Trudeau made a historical policy announcement of

“Multiculturalism” which would later come to define Canadian identity. He articulated that the multiculturalism policy was about building an individual’s confidence. In addition, he added that “out of this [multiculturalism] can grow respect for that of others and a willingness to share

ideas, attitudes and assumptions. A vigorous policy of multiculturalism will help create this initial confidence. It can form the base of a society which is based on fair play for all" (Loo, T., 2011, p. 60-61).

In addition to high French separatist sentiments amongst French Speaking Canadians, Euro-ethnic Canadians also argued that they too wanted their cultural identities to be recognized. It was under this background that Pierre Trudeau advanced a policy that officially recognized a Bilingual Canada, where English and French would be given official language status. The Canadian Government policy on Multiculturalism (1971) outlined that

“A policy of multiculturalism within a bilingual framework. . . (is) the most suitable means of assuring the cultural freedom of all Canadians. Such a policy should help to break down discriminatory attitudes and cultural jealousies. .National unity, if it is to mean anything in the deeply personal sense, must be founded on confidence in one’s own individual identity; out of this can grow respect for that of others, and a willingness to share ideas, attitudes and assumptions. . . . The Government will support and encourage the various cultural and ethnic groups that give structure and vitality to our society. They will be encouraged to share their cultural expression and values with other Canadians and so contribute to a richer life for all” (Berry, J.W., 2013, p. 664).

In sum, the Canadian Government introduced a policy of inclusion that sought to embrace and promote different heritage cultures, to strive for greater participation for all minorities in mainstream society, and also outlined the need to learn the two official languages in order for one to share in the social fabric of Canadian society. The Canadian government had essentially through adopting multiculturalism declared itself a pluralistic society that believed in the inclusion and equity for all Canadians. Although Prime Minister Pierre Trudeau stressed Canada's bilingualism, he also articulated to all Canadians that "there is no official culture, nor does any ethnic group take precedence over any other" (Winter, E., 2015, p. 642).

Canada's Multiculturalism: A Different History

Besides Australia and Sweden, Canada is the only other nation that has an official government policy of multiculturalism and Canada is also the only nation to actual pass legislation called the "Multiculturalism Act" in 1988" (Ambrose, 2015, p. 228). Canadian multiculturalism is based on an inclusive citizenship that "ensures that all citizens can keep their identities" (Ambrose, 2015, p. 228). The Canadian Government in 1971 declared that "cultural pluralism is the very essence of Canadian identity. Every ethnic group has the right to preserve and develop its own culture and values within the Canadian context" (Winter, 2015, p.638). However, in recent times, there has been growing criticism towards the notion of multiculturalism in Canada and in many of the Western European countries.

One of the misnomers of 'multiculturalism' is that it is equated with the idea of cultural diversity. It is important to note that the multiculturalism policy in Canada is more than simply

being about celebrating cultural diversity but rather it is “intercultural sharing, equity and inclusion have been seen as being essential elements in the policy” (Berry, J.W., 2013, p. 665).

In fact, many European countries such as the UK, Netherlands, and Germany have understood

multiculturalism as being about ‘cultural plurality’ without providing government initiatives and policies that seeks to advance intercultural interaction of minority groups and equity in terms of greater participation of ethnic minorities in society. The British Prime Minister on November 10, 2011 stated that ‘multiculturalism had failed’ and that the multiculturalism policy had resulted in Britain reinforcing “different cultures to live separate lives” . . .and that, “the UK needed a stronger national identity to prevent people turning to all kinds of extremism (Berry, J.W., 2013, 665).” Interestingly, David Cameron has pursued a policy of ‘assimilation’ and homogeneity in responding to cultural diversity. The British Prime Minister has called for a more “muscular liberalism” and the former French President Sarkozy similarly called for reinforcing national identity values in France. German Chancellor Angela Merkel in 2010 echoed Britain’s Prime Minister’s assessment of multiculturalism stating that it had “utterly failed” (Loo, T. 2011, p. 60-61). These views echo orthodox liberal and republican theories, which argue “that cultural and religious accommodations undermine individual liberties (orthodox liberalism, e.g., Barry, 2001) and/or that the emergence of cultural and religious “ghettos” entails the fragmentation of society (orthodox republican perspective)” (Winter, 2015, p. 639).

It is important to note that the multiculturalism policy in Canada in its historical and present form starkly differs from that of the U.K. model. In a study conducted by Nguyen and Benet-Martinez in 2013, they sampled over 20,000 participants across 83 studies and they concluded

that integration or “biculturalism” had a “significant and positive relationship with both psychology adaptation (e.g. life satisfaction, positive affect, self-esteem) and sociocultural adaptation (e.g., academic achievement, career success, social skills, lack of behavioural problems) (Berry, J.W., 2013, p. 667). In a CHPOR 2006 survey and Environics Focus Canada surveys in 2005, the surveys showed that over 70 percent of Canadians viewed multicultural society as being positive. Kymlicka’s survey in 2010 and in 2013 on Canadians support for multicultural society and multiculturalism indicated that it is high and the overall support for this has not wavered (Berry, J.W., 2013). An article in the Canadian Maclean’s magazine titled, “Canadians Are the Most Tolerant People in the Developed World: Report” in 2011 found that “At 84 per cent on average, Canadians report the highest community tolerance of minority groups—ethnic minorities, migrants, and gays and lesbians—in the OECD, where the average is 61 per cent” (Ambrose, 2015, p. 221). A 2008 survey found that the majority of Canadians found immigration had a positive impact on Canadian society” (Ambrose, 2015, p.221). In fact, recent immigrants arriving into Canada hold a university degree nearly “twice as high as that of “native” Canadians with a university degree” (Ambrose, 2015, p.227).

However, Quebec’s support for multiculturalism has been less than the national average. While most Canadians look favourably upon multiculturalism in Canada, surveys of Quebecers continue to show less support. The reason for the lack of support can be partially explained by the fact that the multiculturalism policy historically was seen by many Quebecers with suspicion, more specifically Quebecers seeing the policy as a mechanism to quell recognition of French culture and language (Berry, J.W., 2013, p.668). As has been the case in France, Quebec politics has recently been embroiled in the topic of what it means to be French. Although very few Muslim women in Quebec and in greater Canada wear the face veil, this has nonetheless taken

centre stage in political debates in Quebec. Quebec Justice Minister Kathleen Well in March 2010 brought forth Bill 94 which sought to limit the extent public institutions should accommodate employees or the public. This legislation was seen by critics as targeting the Muslim population unfairly, as it was singling out women who wear face veils. One member of the Parti Quebecois Party in Quebec parliament (Louise Beaudoin) supported this bill stating “Religious freedom exists, but there are other values. For instance, multiculturalism is not a Quebec value. It may be a Canadian one, but it is not a Quebec one” (Ambrose, 2015, p.217). Quebec in recent years has promoted a policy of “intercultural” policies that emphasize secularism and upholding of the French language.

Charter of Rights and Freedom and the Supreme Court of Canada

While Pierre Trudeau pioneered the multiculturalism as established it as an official Canadian government policy, the Charter of Rights and Freedoms which was adopted in 1982 further reinforced the paramount importance of multiculturalism where reads, “This Charter shall be interpreted in a manner consistent with the preservation and enhancement of the multicultural heritage of Canadians” (Wong, L., and Shibao, G., 2011, p. 9).” More specifically, the Charter of Rights and Freedom sets out to set out the parameters of egalitarianism that dispels any attempts to discriminate against any individual or group based on culture and religion. The Charter of Rights and Freedoms, “Section 15(1) of the Charter prohibits discrimination on the basis of race, national or ethnic origin, colour, religion, sex age or mental disability” (Smithey, S., 2001, p. 85) and Section 27 of the Charter also ‘shall be interpreted in a manner consistent with the preservation and enhancement of the multicultural heritage of Canadians.’” (Smithey, S., 2001, p. 85). The Multiculturalism Act of 1988 also strengthened the multiculturalism identity of Canadian national identity in where the legislation seeks to “encourage and assist ... full

participation in Canadian society ... of individuals of all origins ...,” and to “overcome any discriminatory barriers ... based on race or national or ethnic origin” (Wong, L., and Shibao, G., 2011, p. 9).

Where the Charter of Rights and Freedom or Multiculturalism Act do not have jurisdiction to decide as to rights of the majority or minority group, the Supreme Court of Canada has been given the authority to interpret the Charter of Rights sections that pertain to the ‘freedom of religion’ and the guarantees of not being discriminated against unjustly. As Montoya and Montoya (2010) point out, the Charter upholds each individual’s in Canada right in deciding which belief they wish to embrace and to what requirements of that faith they follow (Montoya, N.L. and Montoya, C.P., 2010, p. 34). The Supreme Court of Canada has suggested that one of the main functions of subsection 15(1) of the Charter is "the protection of individuals and groups who are vulnerable, disadvantaged, or members of 'discrete and insular minorities,'" or a guarantee against the evil of [group-based] oppression" (Dixon, R., 2013, p. 647). In addition, the Supreme Court of Canada also interpreted the subsection 15(1) as ensuring that both individuals (and not as groups alone) are protected from “stereotyping, or political or social prejudice” (Dixon, R., 2013, p. 647). In short, the Supreme Court of Canada plays a vital role in upholding human dignity for all and to advocate for individuals and/or groups be protected from discrimination and marginalization.

Orientalism:

After appreciating the policy of “multiculturalism”, the Charter of Rights and Freedom, one is able to recognize that Canadian politicians since the 1970s have reconciled celebrating each person’s group culture and at the same time promote integration, social cohesion, and integration

of ethnic minorities. However, from 2006 to 2015, the Harper led Federal Conservative Party increasingly challenged the notion of multiculturalism as being a central part of Canadian identity and instead attempted to homogenize Canadian identity to being divided by ‘us’ and ‘them’, with ‘us’ being those individuals who share our understanding of what is culturally accepted and ‘them’ being considered ‘foreign’ to their values and assumptions. Edward Said’s concept of “orientalism” is helpful when deconstructing some of the policies and rhetoric that was put forward by Stephen Harper and more particularly his close associate, Justin Kenney (Citizenship, Immigration, and Multiculturalism Minister from 2008-2013). With outright disregard for the multiculturalism policy put forward by Prime Minister Pierre Trudeau, to dismissing the status of the Charter of Rights and Freedoms and showing flagrant contempt for the Supreme Court of Canada’s rulings, the parliamentary governance of the Conservative Party reinforced a return to colonial era language and narrative.

Edward Said defines orientalism as being a “political vision of reality whose structure promoted the difference between the familiar (Europe, the West, "us") and the strange (the Orient, the East, "them")” (Said, E., 2003, p. 44). Rather than trying to engage, discuss, learn, and integrate with the ‘Other’, the orientalist focuses on dominating and forcefully liberating the Orientals from their perceived backwardness and barbarism. As Disreali noted that “[a] certain freedom of intercourse was always the Westerner's privilege; because his was the stronger culture, he could penetrate, he could wrestle with, he could give shape and meaning to the great Asiatic mystery” (Said, E., 2003, p. 45).

Another aspect of the orientalism theory is the claim that the orientalist is the expert and that they have ‘hard facts’ to prove their good intentions. Furthermore, the orientalist present the

practice, and values found in the West “as having the status of scientific truth (Said, E., 2003, p. 46). Said defined orientalism as “a manner of regularized (or Orientalized) writing, vision, and study, dominated by imperatives, perspectives, and ideological biases ostensibly suited to the Orient” (el-Aswad, E., 2013, p. 40). In other words, the viewpoint of the orientalist is that the West is superior to the Orient, the “Other”. The orientalist views the “Other” in terms of “its sensuality, its tendency to despotism, its aberrant mentality, its habits of inaccuracy, its backwardness” (Said, E., 2003, p. 205).

In particular, Muslims and Arabs have been projected as the ‘Other’. The classical Orientalist writer Lane described in his book “Orientalizing the Orient” his views of 19th Century Egyptian society. His words strike an uncanny familiarity with the political rhetoric used by many right wing politicians in the Western world, including Canada. As Lane writes, “the Orient is *‘le pays des rêves et de l’illusion,’* which, like the veils he sees everywhere in Cairo, conceal a deep, rich fund of female sexuality” (Said, E., 2003, p. 182). This attempt to reject ‘gaze reversal’ is deemed offensive and hence the position of the orientalist is to forcefully lift the veil off the barbaric and unsophisticated Muslim woman.

Classical Orientalism frames Muslims as a homogenous group whose political thought, culture, and traditions are things that should be feared. The generalizations of Arabs and Muslims at large have been compounded by feeding Islamophobia or the “irrational fear of Muslims. “Muslims have been debunked and portrayed in much of Western scholarship as the

exotic other, the enemy—imagined or real, and the despotic, antidemocratic, and terroristic” (el-Aswad, E., 2013, p. 41). Muslim societies are portrayed as being ‘religious’ and anti-secular and

by extension Muslims are assumed to be unable to integrate willingly to the Western political and social systems. Orientalists will cite thereafter so-called experts, such as Samuel Huntington’s “Clash of Civilizations” and Patai in proving that Muslims and Western Society cannot coexist peacefully (Said, 2003).

Discussion and Analysis

Politics of Cultural Differences: The Conservative Party Era (2006-2015)

Iris Young has made the observation that recent politics in Canada has shifted its focus from where politics was about emphasizing positional differences to focusing instead on cultural difference. The result of this is catastrophic, as the major issues related to justice and dismantling structural barriers have been made obscure and cultural differences instead have been magnified. “The effect has been to narrow the groups of concern to ethnic and religious groups, while limiting the issues of justice at stake” (Narain, V., 2014, p. 119). Furthermore, the politics of cultural differences which emphasizes issues like whether headscarves or face veils should allowed, or sharia law place the focus on a cultural/religious group and not on structural barriers. These controversial topics serve to overlook the serious matters of structural barriers such as “racism, poverty, unemployment, poor education, and access to justice while simultaneously magnifying issues related to religion and culture” (Narain, V., 2014, p. 120). In contrast, the politics of structural difference seeks substantive change by focusing on structural barriers, legislation and norms that perpetuate inequality.

The Federal Conservative Party with the leadership of Stephen Harper on numerous occasions argued that social cohesion was only possible if there was a shared homogeneity of what they argued was 'true' Canadian values. However, what they in essence were doing was stating that social cohesion was not possible if one also had multiple identities. Kymlicka argues "that the basis for social unity "is not shared values but a shared identity . . . People decide whom they want to share a country with by asking whom they identify with, whom they feel solidarity with" (Berry, J.W., 2013, p. 671). During Stephen Harper's Federal Conservative Party (2006-2015) time in power, multiculturalism policies that helped defined national unity were being eroded. Abu-Laban (2014) argued that under Stephen Harper's Federal Conservative rule, his policies dismantled multicultural symbolism and reinforced social inequality "by reconfiguring other policies associated with multiculturalism, such as immigration and citizenship, as well as redirecting certain priorities and funding with implications for multiculturalism" (Winter, 2015, p. 640). Andrew Griffith, the former director general of the Citizenship and Multiculturalism Branch commented that his impression of the Conservative Minister of Immigration, Citizenship, and Multiculturalism, Jason Kenney (2008-2013) was that "the cumulative impact of internal administrative reforms over the past couple of years will come close to "abolishing multiculturalism.....[and instead focus on] "a strong, common narrative of citizenship" (Winter, 2015, p. 640). Elke Winter echoes J.Berry's argument that state promoted multiculturalism does not hinder social cohesion but rather serves to ensure ethnic minorities are not discriminated against in the face nationalist marginalization. As Winter states, "It [multiculturalism]

encourages the valorization of cultural diversity as well as equity and integration (Winter, E., 2015, p. 640).”

In order to appreciate the impacts of the Federal Conservative Party (2006-2015) on multiculturalism, it is helpful to review the role of Jason Kenney, the Minister of Immigration, Citizenship, and Multiculturalism from 2008-2013. Winter conducted a thematic content analysis of 130 speeches by the Minister of Immigration, Citizenship and Multiculturalism, Jason Kenney from 2008 to 2013. Winter noted that when the multiculturalism program was emerged with the Department of Citizenship and Immigration in 2008 resulting in multiculturalism no longer being seen as being the centre core of national identity. No longer was the purpose of multiculturalism policies to focus on celebrating cultures and to advance relations with ethnocultural minorities, and establish equity but rather multiculturalism was reduced to functioning as a policy that “aims at addressing short-term issues related to the transition from immigrant to citizen (Winter, E., 2015, p. 642).” Winter found one of the major themes of Jason Kenney’s speeches was around newcomers having the “duty to integrate” economically and culturally in trade for receiving the many economic opportunities Canadian society had to offer. Kenney cited for example in many of his speeches that Canada is a society built on human rights and equality of genders and that ‘barbaric acts’ such as female genital mutilation, forced marriages, honour killings, and polygamy’ were not accepted in Canada (Winter, E., 2015, p. 647). By Jason Kenney externalized the face of social injustices being perpetrated by the “Other”—he implies ‘ethnic’ immigrant seeking to settle into Canada alone are capable of doing harm to others.

When speaking about the face veil, Kenney framed the discussion as individuals taking an oath of citizenship being understood to be a “public declaration that you are joining the Canadian family, and it must be taken freely and openly—not with faces hidden” (Winter, E., 2015, p. 648). This notion of gaze control which is an extension of orientalist thought is apparent. Jason Kenney did not feel that funding or promotion of ethnocultural identity was needed. In fact, the Minister viewed ethnic groups with suspicion, as he commented that they may hinder “people from integrating into the broader Canadian society” (Winter, E., 2015, p. 648). This is further supported by another statement in where he stated that ““there is a thickening of what some people will call ethnic enclaves in Canada” (Winter, E., 2015, p. 648). Winter’s thematic context analysis concluded that through Jason Kenney’s language and expressions that

“Canada’s Anglo-Saxon, White, Christian majority as uniquely fit to embrace diversity and tolerance, whereas newcomers—of whom 84% are not from European countries 11—are portrayed as inherently prone to negative attitudes, such as religious “extremism” (7 counts), “violence” (62 counts, all in relation to ethnic minorities within Canada or the countries they come from), and “hatred.”” (Winter, E., 2015, p. 652).

Jason Kenney has played into the idea of the normalizing of culture, where certain norms and cultural practices are accepted as being the norm and these accepted norms by the dominant majority could then be used as a yardstick against which “other” cultural values must be measured. “It is the “we” who debate these questions of accommodation of dress codes or food habits, among others, such that majority practices are “normalized” while racialized minorities have little voice in these discussions” (Narain, V., 2014, p. 121). In the recent published

Canadian Citizenship Guide, the need for new citizens to integrate and to embrace Canadian values and adapt implies a number of assumptions that are concerning. While the Federal

Conservative Party might argue that these expectations must be clearly articulated for newcomers coming into Canada in order that social cohesion and national identity is defined, the “implicit premise is that these ideas will not be familiar to immigrants, and it draws on particular stereotypical dichotomies between East and West, illiberal and liberal, Western and non-Western cultures as well as tradition and modernity. (Narain, V., 2014, p. 121). Rather than beginning with identifying with shared ideals, values, and beliefs, the wording highlights that minority groups by their very nature will not share in ‘democratic’ and core “Canadian values” and that loyalty for one’s group culture will conflict with loyalty with Canadian society.

Orientalism: Colonial Era Rhetoric and the fear of the Other---Muslims

In Martin Patriquin’s article, “Stephen Harper and the Niqab Gambit” in Maclean’s (February 27, 2015), he outlined concerns relating to Stephen Harper’s rhetoric during his recent campaign stops in the province of Quebec. In the backdrop of threats of terrorist attacks on West Edmonton Mall (in Edmonton) from Al Shabab (Somali based terrorist group), and two recent terrorist incidents in where two Quebec born Canadians were involved, Stephen Harper resorted to “peppering his speeches with the words “jihad” and “terrorism,” whether speaking in Montreal or British Columbia or Brisbane, Australia.” Patriquin also pointed out that Stephen Harper continues to try to convince Canadians that the greatest threat to Canada is jihadists.

The narrative of ‘we’ versus the “Other”—that is the religion espoused by jihadist which is Islam, is further built on the challenging the religious and cultural symbols used by the “Other”.

The premise put forth by Stephen Harper is inherently problematic as he does not differentiate between the 'jihadist' and Canadian Muslims. Partiquin highlighted Harper's focus on the

Zunera Ishaq wish to wear a face veil or 'niqab' during her citizenship ceremony. Although the Supreme Court of Canada sided with supporting Zunera Ishaq's wearing of the and in spite of Zunera Ishaq declaring that she was in agreement with removing her veil for the purpose of identification with authorities, Stephen Harper continues to insist on opposing Zunera Ishaq's right to wear a veil by appealing the Supreme Court of Canada's decision. Stephen Harper stated that "“I believe, and I think most Canadians believe, that it is offensive that someone would hide their identity at the very moment where they are committing to joining the Canadian family," (<http://www.macleans.ca/politics/the-niqab-gambit/>). He also stated that "This is a society that is transparent, open, and where people are equal. And that is just ... I think we find that offensive" (<http://www.macleans.ca/politics/the-niqab-gambit/>). Rather than engaging with the Zunera Ishaq and other women who cover their faces, Stephen Harper immediately as is espoused in Orientalist thought focused on building the context around “we Canadians” and the Orient.

The article also commented on the Citizenship and Immigration Minister (Chris Alexander) in where he tweeted a message to his supporters in regards to the Supreme Court of Canada's decision in supporting Zunera Ishaq's right to wear a face veil during her citizenship ceremony. He announced that the Conservative Party's would seek to appeal the Court's decision in affording a woman the right to wear 'hijab' (head covering that only covers the hair which is different from the face veil or 'niqab'). While Alexander may have mistakenly used the word 'hijab' instead of 'niqab', what is clear is that the Conservative Party views any covering by a Muslim woman as objectionable. The imagery to show the otherization of Muslim women could

also be found on the Federal Conservative government website in where they had posted a picture of a woman in a face veil but this picture was later removed. To instill a heightened sense of fear of the “Other”, Jason Kenney (newly appointed Defense Minister at the time) proclaimed that there was a "high probability of future jihadist attacks from within" (Partiquin, M. Maclean’s Magazine, February 27, 2015). At this point it is important to note that in 2014, a Canadian born terrorist was responsible for the death of two people. The most recent Statistics Canada data indicated that in 2014 there were 2,158 fatalities due to motor vehicle accidents (Partiquin, M, Maclean’s Magazine, February 27, 2015). The political platform of the Conservative government however focuses disproportionately on the ‘jihadist’ threat and makes no mention of accident prevention.

The focus of the Conservative Party on the clothing that a Muslim woman wears speaks to the deep rooted orientalist narrative they have perpetuated in Canadian politics. Jasmine Zine correctly points out that "Muslim women's bodies are the new frontier upon which battles for national identity and citizenship are being waged" (Ramchandran, T., 2009, p.33). The reinforcement of Muslim women and the Muslim community at large as the “Other” “demonstrates the continuities with the colonial past—the civilizing mission of colonialism and its subjectifying gaze. A critical impact of this justification of intervention to “save” Muslim women is the resurrection of narratives of saving and rescue (Narain, V., 2014, p. 147).” The political framework of the Conservative Party is filled with Orientalism undertones in where the focus is in rescuing Muslim women from what is perceived as barbaric traditions. In short, the Orientalist ideals of Western moral supremacy are projected when the Federal Conservative Party portrays the veil as “signifying victimhood, passivity, and lack of agency, while those

seeking to ban it are portrayed as progressive and liberal, intent on rescuing women from their oppressive customs (Varian, N., 2014, p. 147). As Meyda Yegenoglu articulates, colonial

culture is justified by its proponents by their depicting Oriental societies as being oppressive on women. As demonstrated by the political nuances of Stephen Harper and his Conservative Party, the colonial culture is ever present and “and the veil is understood as a signifier of the barbaric and misogynist nature of Islam (Ramchandran, T., 2009, p. 37).

On October 8, 2015, the Ottawa Citizen newspaper published an article titled, “Open Letter: Fear Mongering shows contempt for a Politics of Mutual Respect.” This article was written and signed by a number of academics with various political affiliations whom were united against the divisive political maneuvering being used by Stephen Harper’s Conservative Party. With the Conservative Party suggesting that any Canadian implicated in terrorism could have their citizenship revoked and that distinguishing ‘old stock’ Canadians from the new stock Canadians, this playing on the powerful emotion of fear serves in pitting one Canadian against the other. The Conservative Party introduced legislation against ‘barbaric cultural practices’ and in the final days prior to October 19, 2015 election, they also announced that they would have a hotline for people to report what they perceived as ‘barbaric cultural practices.’ The Conservative Party was essentially implying that “some law abiding and peaceful members of the community are freedom-hating barbarians who threaten Canadian society”

(<http://ottawacitizen.com/opinion/columnists/open-letter-fear-mongering-shows-contempt-for-a-politics-of-mutual-respect>).

After Stephen Harper's government lost their appeal against the Supreme Court of Canada's decision to uphold Zarena Ishaq's right to wear her face veil during her citizenship ceremony, Stephen Harper promised once more that he would appeal the decision. The Guardian reported

on October 1, 2015 in an article titled "The Veil becomes a big issue in Canada election putting Conservatives into the Lead" that Stephen Harper's anti-Muslim sentiments had helped him in the polls. Once more, Stephen Harper projected the colonial views of the niqab as being "“contrary to our own values” and “rooted in a culture that is anti-women”

(<http://www.theguardian.com/world/2015/oct/01/zunera-ishaq-veil-canada-election-conservatives>).

Orientalism thought presumes that the Western orientalist is the expert of the Orient subject. An ex-CSIS agent Mubin Shaikh's tweeted a message to Jason Kenney stating that the veil worn in public space is protected by law citing. Jason Kenney tweeted back using "Sharia" (Islamic Law) to justify why women should not cover their face. Kenney wrote, "What law would that be? Certainly not under shariah law during the very public Haj, when hiding one's face is prohibited." (<http://ipolitics.ca/2015/06/23/kenney-invokes-shariah-law-in-twitter-niqab-debate/>).

In the Toronto Star Newspaper article written on March 11, 2015, "How Harperites play their divisive anti-Muslim games" cited that in 2011, Harper claimed that "Islamism" posed the greatest threat to Canada and that the anti-Muslim rhetoric continues into 2015 in where Harper alleged that mosques were linked to terrorism. In trying to garner political support for their B-51

anti-terrorism, the Conservatives and anti-niqab position, Jason Kenney “tweeted photos of chained, veiled Muslim women and girls to condemn the Islamic State, except that the pictures were reportedly from some pantomime theatre”

(<http://www.thestar.com/opinion/commentary/2015/03/11/how-harperites-play-their-divisive-anti-muslim-games-siddiqui.html>).

To further support the claim that the Conservative party refers to colonial era stereotypes for the Muslim religious symbols such as hijab or niqab, the Ottawa Citizen published an article on March 10, 2015 that exposed Jason Kenney’s manufacturing of anti-Muslim sentiments. The article showed that Jason Kenney had tweeted on the occasion of International Women’s Day pictures of ” of Muslim girls and women covered in black and being led off in chains.” The article indicated that Kenney tweeted, “On #IWD2015, thank-you to the @CanadianForces for joining the fight against #ISIL’s campaign to enslave women & girls,” Kenney attempts to conjure the image of the iconic example of helpless, imprisoned, and dehumanized Muslim women being subjected to humiliation at the hands of ISIS in Syria or Iraq. However, it was discovered that the image that Jason Kenney used was actually taken from a Shia Ashoora procession in where Shia Muslims reenacted a historical event related to the martyrdom of Imam Hussein. The article concludes “That is to say, the girls in the photos are actors in a play that depicts events said to have occurred 1,300 years ago. They are not a depiction of the current enslavement of Muslim women” (<http://ottawacitizen.com/news/politics/the-gargoyle-kenney-tweets-misleading-photos-of-muslim-women-in-chains>).

Bruce Chedle of the Canadian Press on October 2, 2015 wrote an article titled “ Conservative MP promised tip line to report ‘barbaric cultural practices’”

(<http://news.nationalpost.com/news/tories-promise-rcmp-tip-line-for-people-to-report-neighbors-for-barbaric-cultural-practices>). Speaking as though he was an authority on the Oriental, Kenney describes the wearing of the ‘niqab’ as reflecting “a misogynistic view of women which is grounded in medieval tribal culture” (<http://news.nationalpost.com/news/tories-promise-rcmp-tip-line-for-people-to-report-neighbors-for-barbaric-cultural-practices>). What is clear about this statement is that he disregards the complex identities of those Muslim women who choose to wear niqab and in doing so silences the very voices that he alleges that he is trying to speak on behalf of.

The concerted efforts of stirring up anti-Muslim sentiments on part of the Conservative Party during this most recent election campaign in 2015 has resulted in increased violence towards Muslims in Canada. The article reported that “A pair of teens tore the headscarf from a pregnant woman in Montreal this week, causing her to fall on the ground.” Incidentally, even the Quebec national assembly taken aback by the rising violence towards Muslims. The Quebec National Assembly responded by condemning Islamophobia and all forms of hate speech and passed a unanimous motion outlining that hate speech towards all Quebecers was unacceptable.

Public opinion of Muslims has deteriorated in Canada at least in part due to the anti-Muslim sentiments promoted by Harper’s Conservative Party. An Angus Reid poll conducted in September 2015, 54% of people polled in Canada said they had an unfavourable view of Islam (<http://www.macleans.ca/politics/land-of-intolerance/>).

Social Workers Role in Social Justice

Social workers carry a number of values and responsibilities as outlined in the National Association of Social Workers Code of Ethics. The six primary professional values as set out in the NASW (1999) is “service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence” (Elizabeth, J., Greeno A.K., Hughes, R.,

Hayward, A., Karen, L, 2007, p. 482). The social work profession is unique in that the core values and the principles that are drawn from them “must be balanced within the context and complexity of the human experience (<http://www.socialworkers.org/pubs/code/code.asp>). More specifically, social justice as a core value implies that social workers have a duty to challenge the status quo in and seek social change in order to alleviate the various levels of oppression on “behalf of vulnerable and oppressed individuals and groups of people” (<http://www.socialworkers.org/pubs/code/code.asp>). In the face of poverty, discrimination, racism, unemployment, social workers are expected to challenge structural and informal forms of oppression. “These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity” (<http://www.socialworkers.org/pubs/code/code.asp>).

Social workers also have an important role in the area of social and political action. It is imperative that social workers in Canada be able to combat all forms of vilification of any ethnic or religious groups. In light of the anti-Muslim sentiments that have embodied a significant part of the Conservative Party policies, social workers need to assess their roles more critically. As the NASW Code of Ethics outlines in section 6.04, “Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order meet basic human needs and promote social

justice” (<http://www.socialworkers.org/pubs/code.asp>). More specifically, social workers must increase their involvement and voice their disapproval of legislation or policies on any level of government that reigns in on the freedoms and rights of any particular religious or ethnic group.

There is also a dire need for social workers to engage in a meaningful dialogue with Muslim community, their leaders and members in order to forge partnerships built on trust and respect. As part of addressing social and political barriers, social workers must do more in providing supports in terms of offering cross-cultural competent counselling and outreach community services. Social workers must demarcate that they are not extensions of oppressive political policies but rather that they are non-partisan members of society who would like to help by building on the strengths of the Muslim community. Through trust building and partnerships, social workers and various social work agencies are better positioned to encourage talented and active members of the Muslim community to work in collaboration to address any social concerns.

Social workers should also continue to promote awareness about the notion of the acculturation process to members of all levels of government and also to community groups and social service agencies. The bidimensional model of acculturation is helpful for social workers to refer to when explaining to political authorities, social services agencies and the Muslim community at large about the negotiation process that individuals with two cultural orientations undergo. This model acknowledges that the acculturation process depends on the “extent to

which they are motivated or allowed to retain identification and involvement with the culture of origin” (Nguyen, A.-M. D. and Benet-Martínez, V., 2010, p. 92) and if the individual is permitted or encouraged to participate in the majority dominant culture.

Social Workers need to act as the conduits of voices and human experience of Muslims and more specifically Muslim women in Canada. By supporting policies that promote the exclusion of Muslims, social workers are failing to meet the standard of ethics and values outlined in NASW. Furthermore, “[by] adopting a stance that does not serve to empower Muslim women or to recognize their agency in the (mis)conception that they are forwarding the cause of feminism, they reinforce the hegemonic state and resurrect the victim narrative that sees Muslim women solely in terms of suffering at the hands of patriarchy, thus necessitating Western feminists’ intervention” (Narain, V., 2014, p. 152).

There is also a need for social workers for social and political action in the area of education. While secularism professes that there should be an absence of discussion on religious matters in the public sphere, schools are an excellent forum for learning about Islam and other faiths for that matter as an academic subject. If the only place of learning about Muslims for example is in sectarian Churches or from people who are unaware of Islam, than the absence of open discussion in a safe learning environment reinforces ignorance, prejudice and biases. Wonerstorff suggest that people should be encouraged to speak as they wish but with civility and genuine respect. (Sikka, S., 2010, p. 597). Social workers should be part of the dialogue and debate and as Wonerstorff states “concern ourselves with the virtues of the conduct of the debate rather than with the content of the positions staked out in the debate” (Sikka, S., 2010, p.597). Social workers would also benefit from reflecting about Tomasi’s proposal about how

education could be used as a tool in addressing discrimination and stigmatization of minorities.

Tomasi's argues that it is better to leave the guise of secular neutrality in where in fact the dominant group projects their faith and ideas and rather adopt an approach "that educates students honestly into the role of religious belief in their society's history and culture and yet does so without falling into proselytization" (Sikka, S. 2010, p. 601). As Tomasi notes, this

strategy would enable students to exercise their mind to critically understand all of their attitudes and beliefs and help them understand the role of their own histories and experiences . Tomasi's goal in attaining a school system that emulates political liberalism ultimately is to establish a system that "must prepare children for the roles they will play in a society where citizens not only respect one another as free and equal but do so while continuing to affirm a diverse and irreconcilable range of views — religious, moral and philosophical — as true" (Sikka, S., 2010, p. 601).

Social workers must also acknowledge the barriers of poverty and discrimination in order that the multiculturalism policy is not simply seen as a novel idea but rather something that is substantive in combatting discrimination and racism. There are some minority groups that have fared well under the current multiculturalism framework, but there are many ethnic groups that have fared less positively which includes immigrants who recently immigrated from Africa and China (Berry, J.W., 2013, p. 670). In this regards, social workers must tackle the issue of stigmatizing Muslims in the context of both the political stigmatization but also to address other underlying factors the sustain structural barriers such as poverty, unemployment, and social isolation. Another area which social workers must continue to advance in is in increasing greater academic research in the area of Islamophobia. This will require social workers to coordinate

with social work academics in universities, community social service agencies, Islamic social advocacy and social service agencies, and the Muslim community in order to be able to better assess the areas that need to be addressed and challenged.

Social workers should be aware of the impact of the current political arena and need to advocate for changes in policy and legislation to improve social conditions in order to meet basic

human needs and promote social justice. For nearly nine years, the Federal Conservative Party has passed legislation that encroached upon the rights and dignity of Muslims and promoted anti-Muslim sentiments. By whipping colonial era like narrative where the ‘we’ becomes whosoever falls in what is defined arbitrarily as Stephen Harper coined being a ‘old stock Canadian’ and then stigmatizing the Muslim “Other” as being somehow part of this “New Stock” who is worthy of suspicion and disdain from the majority, social workers are being called to take a definitive stand against this structural form of oppression.

Conclusion

On October 19, 2015, Canadians went to the polls to place their votes for the federal election. After nine years of increased anti-immigrant sentiments and particularly anti-Muslim sentiments, the Conservative Party faced an astounding defeat to the newly revived and redefined Liberal Party lead by the charismatic Justin Trudeau. The Canadian masses had strongly rejected the politics of ‘fear’ of the ‘other’ and in doing so gave the Liberal Party a parliament majority. His victory in the election according to many political experts was heavily influenced on the Liberal Party’s reestablishing Canadian identity that is known for its acceptance of cultural diversity and

striving for greater equity for Canadians alike, regardless of their religion, culture, sexual orientation, or language. Justin Trudeau, the son of the late Prime Minister, Pierre Trudeau, so poignantly expressed in his victory speech the need for Canada to continue the course of inclusion and acceptance of cultural and religious diversity. He eloquently referred to an incident in where a Muslim woman wearing a ‘hijab’ or head covering in St. Catherine’s during one of his campaign stops walked through a busy crowd and gave him her infant daughter to

hold. He stated she told him she was voting Liberal “because she wants to make sure that her little girl has the right to make her own choices in life and that our government will protect those rights” (<http://www.macleans.ca/politics/ottawa/justin-trudeau-for-the-record-we-beat-fear-with-hope/>) The newly elected prime minister summed up the Liberal Party’s victory succinctly when stating the “We beat fear with hope” (<http://www.macleans.ca/politics/ottawa/justin-trudeau-for-the-record-we-beat-fear-with-hope/>).

Canadians pride themselves in living in a society that promotes multiculturalism. As Justin Trudeau declared through his victory speech on October 19, 2015, “Canada was built by people from all corners of the world who worship every faith, who belong to every culture, who speak every language.” His words describe the very tenants of the 1971 Charter of Rights and Freedom and its declaration that Canada sought to respond to cultural, linguistic, and religious diversity through the process of promoting one’s native heritage and at the same time maintaining equity as outlined in legislation. Canadians witnessed in the past nine years the Orientalist approach as demonstrated through the Conservative Party’s colonial era rhetoric and anti-Muslim policies and legislation. Further studies are needed to understand the dynamics of

orientalism and fear in Canadian politics and additional studies are needed to understand Islamophobia in Canada and interventions social workers can use to help end the marginalization of Muslims from mainstream society. Social workers have an important role to play in upholding the human dignity of the Muslim minority and all marginalized communities in Canada.

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Sickness and Death as Symbols of Redemption for Muslim Women in Ahmed Ali's *Twilight in Delhi* (1940)

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Abstract: Focusing primarily on the dying culture and traditions of the Mughal Empire, Ahmed Ali's narrative *Twilight in Delhi* rests a great deal upon the representation of Muslim women in India. The overall atmosphere of Delhi, as presented in the novel, is overwhelmingly about death, extinction, and sickness. This gloomy atmosphere seems to be engulfing the lives of the women in the novel. The backward approach towards life and the narrow-mindedness of a patriarchal society has made the existence unbearable for women. Most of the women presented in the novel meet either sickness (mental or physical) or death as the only way out of the miserable lives they are living. In other words, death and sickness appear as symbols of redemption for these women. The paper aims to explore and discuss these images of death, sickness and decline used throughout the novel to describe the plight of these women.

Key Words: Sickness, Death, Redemption, women, extinction.

Women have always been suppressed, hated and mortified by the *male disoriented* (My Italics) world yet, they are the ones who have been and are still discussed a lot in the different realms of life in general and in literary world in particular. Whether one focuses on the British literature from classical to modern or post modern, or explores the American literature which follows the footsteps of old and New American Dream; the status and sensibility of women, both color and discolor different literary genres. Even in the Colonial and post Colonial Literatures where land has been compared with female body, woman and her emotional, social, familial and psychological responses towards society, politics and religion have forced a sensitive reader to perceive the female position quite differently. If Ahmed Ali's *Twilight in Delhi* (1940) at one place focuses on the decaying culture and tradition of Delhi before partition but at another place, it focuses on the helplessness, haplessness and stagnant life of Muslim females whose only

redemption is death and sickness. Ahmed Ali's *Twilight in Delhi* reveals the conditions of Muslims after the Downfall of Mughal Empire and the devastating defeat of 1857 Freedom Fight. Muslim society had lost the vigor, gusto, dynamism and integration. They had been reduced to only grumbling, moaning, wining, superstitions, pigeon flying and shallow discussions. Their disintegrated souls, mindless activities and idleness had made them redundant and lazy. Their hatred towards British Raj was quite evident yet they were unable to take any practical and daring step to root out the British Raj. It seemed that they accepted the British Raj but they just did lip service in showing their detestation to it and they assumed this lip service had made their conscience clear. This Paper aims to explore the sickness and death of Muslim females in *Twilight in Delhi* as redemption because males in that Muslim society were unable to do something great, creative and daring and this inability exposes them as morally, psychologically and socially powerless and impotent. The only escape, Muslim females had, was death and this escape used to make their social and physical *guardians* (my Italics) conscience clear.

Mir Nahal and Asghar are the major male characters in *Twilight in Delhi* who belonged to upper middle class, were not very much worried about money, had indifferent and alienated lives and were not much worried or concerned about the social and political life around them. They had a world in a world where females whether wives or courtesans, were only *used* to fill the sexual gap. The only purpose of the Females like Begum Nihal, Begum Jamal, Bilqees was to do or take care of all the household activities and their husbands and children. Communication between males and females living under one roof was completely missing from their life. Begum Nihal, an elderly old lady and a devoted and loyal wife to Mir Nihal was driven to madness by her husband's extra marital relationship with housemaid Dilchain. Her madness in the beginning and then her blindness towards the end reveal her incomprehension, confusion and mystification. Her madness exposes the insensitivity of her husband and her blindness leaves with regret for not doing any household work. Once healthy, she used to wait for her husband Mir Nihal who usually used to arrive home late after meeting with her courtesan, Bubbhan Jaan. Though Begum Nihal was from upper middle class of Muslim families in Delhi yet she was an ordinary woman for both Mi Nihal and Asghar who was supposed to fulfill his duties. Females like Begum Nihal or Bilqeece (Mir Nihal's daughter in law and Asghar's wife) were not allowed to enjoy fresh air as they were not allowed to leave their Zannana (Space in the old house for females). For these ladies sickness and death were the only escape from their *ghettos* (my italics). Their lives revolved around cooking, sewing, knitting, gossiping, peeling potatoes, and last but not the least, the struggle to overcome the black magic.

In the Zennana things went on with the monotonous sameness of Indian life. No one went out anywhere. Only now and then some cousin or aunt or some thoe relation came to see them. But that was once a month or so or during the festivals. Mostly life stayed like water in a pond, with nothing to break the monotony of its static life. Walls

stood surrounding them on all sides, shutting the women in from the prying eyes of men, guarding their beauty and virtue with the millions of their bricks. (Ali 39)

Ahmed Ali's *Twilight in Delhi* uses Muslim culture of Delhi during the second decade of twentieth century as the backdrop. This novel focuses on social and political milieu of Muslim society, the psychology of young and old Muslim males towards jobs, self awareness and hard work and its direct effect on the sensibility and consciousness of Muslim females. This is quite ironic in *Twilight in Delhi* that Muslim females are busy in household or they at least try to keep themselves busy in other jobs related to house but males are quite useless, and redundant doing almost nothing. The young Muslim males have lot of plans to do something great but their plans have never been exposed to reality. Asghar has a lengthy useless discussion with Bari regarding business but these discussions ended at nothing by revealing the disintegration and degeneration of Muslim youth. Elderly Muslim men were seen busy in pigeon flying and visiting the courtesans. Mir Nihal has one Courtesan, Babban Jaan, and he never revealed this secret to his family. He also had a relationship with his maid Dilchain which had made Begum Nihal's life miserable and led her towards the madness. Asghar and Begum Waheed recalled that incident when they were sent to a deserted house with their hysterical mother Begum Nihal. The house where they were thrown was the true representation of Begum Nihal's condition that lost her mental equilibrium after finding her husband guilty of disloyalty:

Yes, I remember now. It was evening when we sent away in a bullock cart, you and I sitting frightened in a corner and Uncle Bashir(May God Rest his Soul) walked by our side. We were left in that lonely house. There were graves all around, and it was all deserted. The House smelt of dung and refuse, and bats flitted in and out of the long, uninhabited rooms. Leaving us there, Uncle Bashir went away to his house. Mother got on the Neem tree, you remember, dangling her legs and recited the holy verse loudly. There was not a soul about, and we were frightened to death. (Ali 47)

The description of that deserted house was a nightmare of the children of Mir Nihal whose mother had to suffer for doing nothing and their father had been left with Kambla Shah to relieve him from so called spirit. Begum Waheed and Asghar still got frightened when they visualize their past. Symbolically, that abandoned and bait inhabited house seems to be a true representation of the Muslim condition of female in the twentieth century Delhi culture. What they really have is, "Cares and miseries, grief and sorrow" (Ali 46). Yet this house can be presented as an escape for Begum Nihal from the dingy conditions of her own home and in this deserted house she was free enough to move and walk.

Asghar though madly loved Bilqeece and wanted to marry yet he also had one courtesan named Mushtri Bai and used to enjoy her company a lot. Mushtri Bai's short appearance in the novel makes the status of female more ominous and philosophical, "My life is a desert in which no oasis exists. It is just ma mirage, a will-o'-the-wisp.....in fact there is nothing.....and even If I am what you say, I have not succeeded in attracting you....."(Ali 75). This is not her life only but the lives of hundreds and thousands of females whose life had been turned onto desert due to the stagnancy of Muslim mind. Mushtri reveals those feeling and she wants to escape and redeem from the inferno she was living in. Babban Jaan, Mir Nihal's courtesan, achieved that redemption and atonement after long and painful illness and the physical description of her dead body divulged contentment and solace which was evident from a gratified smile and expression on her dead face:

Even death had not taken away charm from her face. Her eyebrows were arched and her lips were gently closed as in a wayward smile, and her eyes seemed to be closed in sleep and not in death. On her face there was serenity and clam, the realization of the perfect peace which is not in this world (Ali 110).

Death of Baan Jaan was redemption for her and she was contented to have a better life in another world. After her death, she was away from all the miseries, agonies and morbidities of worthless and stagnant life in India under British Raj. Whether its Babban Jaan, Begum Nihal Bilqeece or Mehru, all these female character yearned for redemption and salvation. Whosoever got sick or die, it relieved her from the moribund and disintegrated life; the life that had been tainted by the mindless and inactive life of Muslim society.

The inactive life of Muslim Males had not only alienated themselves from the familial relationship but also from the socio-political fields. Due to the aftermaths of colonization and the devastation of Mughal Empire, Muslims had not been slaved only physically but also psychologically. They assumed that their stagnant and morbid life is the will of God and cannot be changed. Their quitter attitude has reduced them to a sinister state of nothingness. Slavery and British Raj consciously or unconsciously hit the masculinity of Muslim males and that authority, which once ruled over the whole subcontinent, had been restricted to the Mardana and Zanana of their homes. Females proved to be the soft target and Muslim males quenched their thirst by imposing their powerless and immobilized authority. Females' existence was crucial for these males as they needed somebody to subdue. "The four walls stood all around, shutting the women in, keeping all fresh air away from their dreary lives which, however, never seemed to them monotonous"(Ali 200). Muslim females had dull and unexciting lives as they were confined in four walls and unable to establish a connection with the world outside. The monotony of their life and suffocation of the environment in which they were trying to breath had made their existence not only miserable but also questionable.

After her marriage with Asghar, Bilqeece was not happy as she was expected to change herself according to the will of her husband. When failed in warming up her husband, she was psychologically and emotionally tortured by Asghar who imposed his powerless authority over a weaker one and enforced his masculinity by making her life worse than hell. Asghar's and Bilqeece's relationship was based on curiosity. Asghar was infatuated with Bilqeece and he wanted to get her at any cost and he was even ready to commit suicide if his *toy* (my italics) was not provided to him. As soon as he got hold of Bilqeece, he wanted her to form all her wishes according to him but her failure challenged his manliness and he reduced her existence to some obsolete article that should be thrown away as soon as possible. Bilqeece sometimes felt that her life was worse than death, "Life for her became a living death" (Ali 207). Her death brought a comfort for her and she felt herself that she was away from all the corruption both personal and familial and her spirit had found what she was yearning for. At the time of death, she did not feel a sense of loss but the sense of achievement and redemption, "he began to read the prayer for the dying. But she had gone, gone into the world of peace and calm...."(Ali 236). Though after Bilqeece's death, Asghar was extremely grief stricken and he used to visit her grave on daily bases yet within six months his masculinity got infatuated with Zohra, younger sister of Bilqeece, as he needed another to victimize.

The sense of loss, overwhelming the weaker ones and the monotony of life reveals the Third World Feminism in *Twilight in Delhi*. Muslim males expose the discontinuity, self denial and uncertainty and this self rejection had made their life useless and they were incapacitated and debilitated. In *Can Subaltern Speak?* (1985) Gayatri Chakravorty Spivak puts forward the ideology as "false consciousness" (Spivak 69) and Muslim males had that false consciousness which forced them to believe in disbelief. This false consciousness and disbelief were the major issues of Muslim society and culture and females also followed the same consciousness without bothering their sensibility. Spivak also asserts:

Historical as well as in today's global political economy, the family's role in patriarchal social relations is heterogeneous and contested that merely replacing the family in this problematic is not going to break the frame. Nor does the solution lie in the positive inclusion of a monolithic collectivity of 'women' in the list of the oppressed whose unfractured subjectivity allows them to speak for themselves against an equally monolithic 'same system.' (Spivak 73)

Spivak's focus is on the displacement and replacement of female sensibility and the role of family in patriarchal and social relations. She questions female sensibility that has been mortified by the patriarchal system and that sensibility believes to be docile and indifferent to the existence. Almost all female characters in *Twilight in Delhi* they were indifferent to the *other* (my italics) world which was in fact the world beyond their reach and imagination. These female have the problem of "double displacement" (Spivak 90). Colonized females were in fact doubly colonized;

first is from their white master and then their brown master so their colonization is more brutal and ferocious than the condition of a colonized male:

Reporting on, or better still, participating in, anti sexist work among women of color or women in class oppressions in the First World or the Third World is undeniably on the agenda. We should also welcome all the information retrieval in these silenced areas that is taking place in anthropology, political science, history and sociology (Spivak 90).

According to the above mentioned lines, the silenced areas of the world are those where women have to exist in oppressive and domineering surroundings. This point reveals the condition of Muslim women who have been relegated to the subalterns and they have been silenced as their voice might disturb the patriarchal system and stir the male dominance and authority Ahmed Ali makes this clear by exposing the life of young Muslim females to whom love is the worst sin and they should only accept what has been chosen to them and they should exist not as an individual but as a subordinate.

In the world of an Indian home, where the woman is relegated to a subordinate, love enters very rarely. An unmarried girl is not allowed to chew paan or wear flowers in her earrings or her hair. She lives under the threat of going away to the stranger when she grows up, who may turn out to be rich or poor or nice or bad. By education and hearsay, she is made to believe that passion is the worst kind of sin. (Ali 181)

Characters of Mehru (Asghar's sister) and Zohra(Bilqeece's sister) both have to suffer as they have been silenced by the patriarchal society and male dominance. Mehru got married to a person whom she had never met and seen before the marriage. Mir Nihal was not happy after meeting with the Mehru's groom as he was ugly and discourteous yet he was forced by the patriarchal stratum of the society to accept that proposal for her daughter. Mehru was completely heartbroken and dejected as she had to live a life with a partner whose ugliness had been a major concern during her marriage. After marriage Miraj (Mehru's ugly husband) was suspicious of her character and did not let her visit her parents' house. Ironically, Asghar wanted to marry a girl whose family, according to her father, was inferior to theirs yet that marriage got approval from Mir Nihal and Asghar got what he wanted. Asghar did not muster up his courage at the time of his sister's mismatch marriage even after meeting with her groom. It seemed that males were selfish and were only concerned about their own interest related to masculinity. Mehru was left with dejection and despondency:

Masroor went and informed Mehro of all the developments. She sat there frightened and mortified, the tears flowing down her cheeks. But she could not say anything. The girls were never consulted about their own marriages and were given away to any men their parents selected.(Ali 187)

Mehru's reaction makes reader sad but not surprised as the females of that time were not consulted regarding the most important matters of their life. They could not give voice to their silence. They had to accept what had been selected for them and even their suffering had been silenced. Mehru did not have any love affair nor she was the girl of very opulent dreams yet she deserved something good yet her decision were not in her hands. She had to be subdued for the respect of her parents and the dignity of her family. Spivak focuses on this silence and tries to make a connection between the status of female in the society and the displacement she suffers from. After her marriage, the absence of Mehru was not felt very strongly as it did not bring any change in the monotonous life of the house:

Inside the zenana things went on almost as before. Mehru's absence, however, was felt by everyone. Otherwise there was no change. The four walls stood all around, shutting the women in, keeping all fresh air away from their dreary lives which, however, never seemed to them monotonous. (Ali 200)

Another young female was Zohra who, in a tender age, developed liking towards Asghar yet she was scared of revealing her feelings as this would be considered vulgar and improper in her and Mir Nihal's family. Asghar once again was free to choose or select and he talked to her mother about Zohra and showed determination towards his intension of marrying her. The untimely death of Asghar's brother Habibuddin brought sadness and grief in the family of Mir Nihal. This sad incident is of great importance in the novel as right after the burial of Habibuddin one more burial was to be done and that was of Zohra. Zohra was being buried alive by her parents and she communicated this to Asghar by a letter that disclosed her true feelings and emotions towards Asghar. She was getting married the very next day to a person whom she did not know at all. Females in this novel are just like pigeons who could be attacked by ferocious cats at any time and no one was there to help them. They had to die usually before the death and their life was a living death. Their life revolved around the mere existence that was just a period from birth to death. Spivak in *Can the Subaltern Speak?* (1985) focuses on the Third World women where woman is taken as subaltern, subservient and passive.

Once again, the position of the investigator remains unquestioned. And, if this territorial debate turns towards the Third World, no change in the question of method is to be discerned. This debate cannot take into account that, in the case of the woman as subaltern, no ingredients for the

constitution of the itinerary of the trace of a sexed subject can be gathered to locate the possibility of dissemination. (Spivak 91)

According to Spivak, female as subaltern is unable to force or prove her identity as she needs somebody to recognize her, to understand her because her sensibility does not allow her to perform such a daring act. Begum Waheed, the widowed sister of Asghar, had to live alone and could not get married though religion has allowed her to do so. She could not use ornaments, colorful clothes and even could not talk and laugh loudly. She had to preserve the dignity and honor of her deceased husband and for that she could not go for second marriage. She got widowed in young age and she was left with no choice except to take care of her children and to do the household job at her in laws. This was a form of sati done to Begum Waheed. Sati is an Indian ritual and according to this widow should be burnt alive at the time of cremation of her dead husband. Begum Waheed did not bury with her husband but all her feelings, emotions, desires and choices were buried with him and now she was a woman void of all feelings and emotions. According to Spivak, “{this} ritual {sati} is not being redefined as superstition but as a *crime*.”(97). What happened to Begum Waheed, Mehru, and Zohra should be considered a *crime* because free will have been taken away and these females have been reduced to the mere *being* (my italics). In this oppressive and morbid condition, death and sickness offer redemption and emancipation to the females in the Muslim society of Delhi. Muslim males in *Twilight in Delhi* were unable to understand themselves and they were indifferent to the conditions of the sub continent. Youngsters like Asghar had nothing to do with the politics, freedom fighting and any other activity that could stir his imagination, “The world might last or come to an end. He did not care. It had lived on in spite of revolution and wars. How would it help him if he worried over these matters?... He lived in his own world where these things did not matter” (Ali 249).

This is the world of a common Muslim during the second decade of twentieth century as the decadence of culture had enveloped them so strongly that they were feeling themselves quite comfortable in ignorance, indifference and insensitivity. There was no self exploration, self awareness and self dependency in their life. Males in *Twilight in Delhi* had plans, lengthy, meaningless discussions and useless conversations but nothing happened and life just moved on. Females were unable to be decisive and daring because males were useless pathetic trolls and they never helped or guided females to make their life better both socially and psychologically. Women were used as scapegoat to strengthen the false masculinity of these men and these men were incapacitated to do something good, creative, imaginative and healthy. Mir Nihal, in his illness, had been reduced to rat trapping and rejoiced over the helplessness of the rats and he used to call young ones of the family to kill those rats. These rats and their trapping can be identified as the trapped females inside the four thick and blind walls of the house and they prove false enjoyment and deceptive contentment to their males by showing their helplessness and haplessness. These females have been used as scapegoat as those rats have been because their trapping was the only pleasure to the old yet authoritative Mir Nihal. Spivak also focuses on female as scapegoat:

As Sarah Kofman has shown ...the use of women as a scapegoat is a reaction –formation to an initial and continuing desire to give the hysteric a voice, to transform her into the *subject* of hysteria. The masculine-imperialist ideological formation that shaped that desire into the ‘daughter’s seduction’ is part of the same formation that constructs the monolithic ‘third –world woman.’(Spivak 93)

According to Spivak, the females of the third world are scapegoats as they have to do ideological formation of male authority which also satisfies the desire of these males to subdue the females. These males of subcontinent had been victimized by British Raj so they unconsciously were taking revenge from their females as cultural theorist and critic Edward Said believes, “You cannot continue to victimize someone else just because you yourself were a victim once” (Said 114).

Ahmed Ali’s *Twilight in Delhi* is a critique on the status of Muslim females in the Muslim society of Delhi during the second decade of twentieth century. At one place, this novel reveals different traditions and rituals of Muslim society. On the other place, it reveals the injured masculinity of victimized Muslim males who impose their powerless authority over the feeble and helpless females just to satisfy their wounded ego. Sickness and death are the only redemption to these subalterns because these two states relieve them from the agonies of their useless existence in the hostile and stubborn conditions.

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Smoothing income numbers in Indian FMCG Industry: An Investigative Case Study

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Abstract

Income smoothing by the corporate is one of the most researched areas in the last decade in view of the growing awareness about corporate governance worldwide. India is no exception to it. The present paper investigates the level of income smoothing practices in corporate enterprises in consumer sector in India on account of volatility of income pattern of the sector. It aims at identifying the factors associated with the incidence of income smoothing in these companies. Most of the earlier studies have used broad based accrual measures to detect income smoothing. The contribution of the paper lies in examining the effect of income smoothing by testing accruals management using quality parameters of earnings and revenue. Income smoothing is measured on four parameters: discretionary accruals, quality of earnings, quality of revenue and volatility of earnings. DeAngelo Model is specifically used here for computing discretionary accruals on account of its rationality. The results show that there is a definite presence of income smoothing in the sample companies with varying degree which is a major concern for shareholders wealth in the long run. It is hoped that the study improves investors' perception of the reliability of a firm's performance, as evident in their income smoothing practices.

Keywords: Income smoothing, discretionary accruals, quality of earnings, quality of revenue, volatility of operating income, consumer sector

INTRODUCTION

Income smoothing

Income smoothing is a deliberate act done by managers to hide fluctuations of income stream. Ronen and Sadan (1981, 2) define income smoothing as “*a deliberate attempt by management to signal information to financial users*”. In other words, management is inclined to take actions to increase earnings when earnings are relatively low and to decrease earnings when earnings are relatively high. This practice of income smoothing is carried out with the help of accrual accounting. (Goel, 2012) study evaluates the implications of discretionary accruals in the Indian corporate enterprises. His analysis indicates the presence of accrual management in the units.

Income smoothing is assumed to take place through accounting choices. Manipulating accounting statistics may mislead the users of financial statements in their decisions. Bernea, Ronen and Sadan (1976) consider income smoothing as one of the common approaches of creative accounting in which fluctuations are deliberately manipulated and adjusted about some levels of earnings that is normal for the firm. Beidleman (1973) stated that companies use incentive compensation, pension and retirement expenses, research and development costs, sales and advertising expenses to smooth their income. Ronen and Sadan (1981) argued that managers engage in the income smoothing practices to dampen fluctuations in reported net income and to enhance investors' ability to predict future cash flows. Zhemin and Williams (1994) came up with a similar notion where they strongly believed that income smoothing enhances the informational value of earnings.

Income smoothing is also done to artificially increase the value of the firms and derive other benefits. Trueman and Titman (1988) put forth the proposition that income smoothing would lower the cost of debt and the possibility of bankruptcy. As a result, the firm's market value would increase. The idea was then extended by Beattie et al. (1994), who proposed that smoother income lessens the probability of financial ratio covenants and "hence reduces the expected cost of default and renegotiation."

Whatsoever said, income smoothing is not a healthy practice for the corporate world. This becomes more relevant in a sector like FMCG in India. Indian FMCG sector stands for 'Indian Fast Moving Consumer Goods sector.' Fast moving consumer goods are popularly named as consumer packaged goods which include all consumables (other than groceries/pulses) like toilet soaps, detergents, shampoos, toothpaste, shaving products, shoe polish, packaged foodstuff, and household accessories.

FMCG sector is the fast changing sector globally and therefore there is an increasing pressure on the management to maintain the income stream in all conditions. India is no exception to it. Indian FMCG sector has not been really explored for income smoothing practices by the corporate. That is the motivation for the present work. In this study, we analyze the income smoothing behaviour of Indian corporate in fmCG sector with the helps of discretionary choices. We extend by testing it on quality parameters of earnings and revenue and their volatility.

The Indian FMCG sector is the fourth largest sector in the economy with an estimated size of Rs.1,300 billion. The sector has shown an average annual growth of about 11% per annum over the last decade. Unlike the developed markets, which are prominently dominated by few large players, India's FMCG market is highly fragmented and a considerable part of the market comprises of unorganized players selling unbranded and unpackaged products. There are approximately 12-13 million retail stores in India.

India FMCG sectors' significant characteristics can be listed as strong MNC presence, well established distribution network, intense competition between the organised and unorganised players and low operational cost. Easy availability of important raw materials, cheaper labor costs and presence across the entire value chain gives India a competitive advantage.

Literature Review

Researchers put forth different ideas and definitions of income smoothing. Income smoothing has been a topic of interest among many researchers for decades especially after 1970. Eckel (1981) revisited the previous researches on income smoothing and suggested an alternative conceptual framework to discern income smoothing manner. He criticized most of the researches for using one accounting variable to determine income smoothing. He suggested that firms with a smooth income use the joint effect of accounting variables so as to minimize income variables to the least. Moses (1987) demonstrated that accounting changes are considered as income smoothing devices. He indicated that accounting changes can be used to minimize income fluctuation instead of maximizing or minimizing reported income. Healy (1985) provides evidence that income smoothing makes it easier for managers to meet the bonus targets. DeFond and Park (1997) find that controlling shareholders may have a similar interest to understate the volatility of income in order to derive their private control benefits.

Yet other explanations for income smoothing have been related to accounting numbers-based management compensation contracts (e.g., Lambert, 1984; Trueman and Titman, 1988). Political costs are also considered to be an important motivation for income smoothing (Cahan, 1992; Godfrey and

Jones, 1999; Watts and Zimmerman, 1986; Wong, 1988). The study of Hunt et al. (2000) investigates whether earnings smoothing through discretionary accruals improves or deteriorates the informativeness of earnings. The findings suggest that both discretionary and nondiscretionary accrual accounting practices increase the informativeness of earnings.

The study of Tucker and Zarowin (2006) is more recent, and the approach used is closely related to Zarowin (2002). The authors believe that a firm has certain information about future earnings when current earnings are realized, because of the continuous business cycle. Then the reporting behaviour and the stock price reveal this information. The research of Tucker and Zarowin (2006) provides evidence of more informative stock prices when firms smooth income. A study defining earnings management as managers' opportunistic behaviour and thus misleading is the research of Leuz et al. (2003, 506). Managers have the incentive to conceal true firm performance.

Chong (2006) suggests three main reasons why managers choose to smooth their earnings: first, to reach the benchmark level that has been established in the stock market, usually by analysts' forecasts. Second, to meet their own performance target, and third to avoid violations of debt contracts. However, a contemporary inquiry asks whether income smoothing behaviour is conducted by all firms? In the financial literature (Fama et al., 1992; Little, 2006), firms are divided into two types: it is usual to define firms with high earnings yield or low market to book value as 'value firms', and those with low yield and high market to book value as 'growth firms'.

Bens et al. (2008) contend that income smoothing interferes with the accounting accruals of firms by reducing the ability of accounting to reflect the economic reality of a business and by increasing informational asymmetry in the capital market. These authors found that income smoothing also interferes with the perception of agents with regard to economic losses, which should vary based on the degree of conservatism.

Fakhari and Taghavi (2010) examined the effect of the quality of financial reporting according to the quality of discretionary accruals on the amount of cash in Iranian companies. The evidence of analysis based on the combined cross-sectional data and time series data indicates that the quality of financial reporting has a negative and significant relationship with the cash and cash equivalents. The results also indicate that the growth opportunities variables, cash flow and cash assets have a positive effect on cash holding, and the variables of size, debt maturity and the opportunity cost have a negative relationship with cash holding.

Sun et al. (2011) showed that poor earnings quality has a negative impact on the value of corporate cash holdings and a positive impact on the level of cash reserves. They found that the negative effect of poor earnings quality either neutralizes or more than offsets the positive effect of excess cash on firm value.

The majority of papers use aggregate unexpected accruals (using the Jones, 1991) model, or a similar procedure to estimate expected accruals, compare those with actual accruals and use the difference as a proxy for earnings management).

Contribution of the Study

These prior review articles focused mainly on international arena. *One implication* of the above review is that the income smoothing area is potential ground for academic research in Indian perspective, particularly in consumer sector which is the rapidly changing sector worldwide. *Second*, most of these studies have analysed income smoothing with the help of accounting choices, in the form of accruals, exercised by the management.

The present study contributes by examining the effect of income smoothing in Indian FMCG sector which has been untouched so far. It will provide the regulators and policy makers an opportunity to have a fresh insight into the regulation for stopping these practices. Further, it contributes by testing income smoothing in Indian fmCG corporate with the help of quality parameters of earnings and revenue.

It analyses the effect of accrual indicators in the Indian fmCG corporate for income smoothing in totality. So, the present study is a humble attempt to fill the above gaps.

CONTENT

Objective of the Study

The study specifically aims at the following:

- To examine the magnitude of discretionary accruals in regard to potential income smoothing.
- To explore income smoothing practices further among the units on the basis of quality of earnings and quality of revenue.
- To analyse income smoothing by testing the volatility factor of operating income.
- To highlight the major areas of concern in income smoothing in these undertakings for their future viability.

Research Design and Methodology of the Study

Every research is based on its strong structure and methodology adopted for the study. The research methodology used in the present study is discussed below.

The *Sample design* of the present study consists of the companies in the consumer sector India. The enterprises have been chosen among top 20 FMCG Companies in India on convenience basis regarding data availability. **So, the study is ‘case based’ analysis.** The 5 chosen companies are: Hindustan Unilever Ltd., Dabur India Ltd., Britannia Industries Ltd., Colgate Palmolive Ltd. and Godrej Consumer Products Ltd¹. The *Time period* covered in the present research study is of nine years, ranging from 2001 to 2009. It has been taken as nine year period is reasonably long enough to reveal the short-term and long-term changes and permit the valid conclusions thereof. Also, it covers both pre and post global recession implications. Therefore, the choice of the research period has not been a matter of an arbitrary decision. *Data used* for the present study is secondary in nature, keeping in view the nature of the study. The study employs both accounting and market data. **The data has been taken from “prowess” database for the relevant analysis.** *Income smoothing detection tools* have been employed in the present study. They are accounting model developed primarily for detecting the smoothing behaviour.

‘De Angelo Accrual model’, devised specifically for detecting income smoothing, has been extensively used in the present study. The DeAngelo Model is considered here for computing discretionary accruals. It is computed as follows:

$$DAC_{it} = \frac{(TA_{it} - TA_{it-1})}{A_{it-1}}$$

where,

DAC_{it} is discretionary accruals for firm i in period t ;

TA_{it} and A_{it-1} are total accruals and total assets for period t and $t-1$ for firm i .

‘Quality of earnings model’ has been used for determining earnings manipulation. It can be found out by computing the percentage of operating cash flows to net income of a firm. Higher the quality of earnings, lower the chances of earnings manipulation. ‘Quality of sales model’ has also been used for earnings manipulation. It can be found out by computing the percentage of collection of sales in cash. Higher the quality, lesser the chances of earnings manipulation. ‘Volatility Score of operating income and sales’ has been computed to find out the business risk of the company. High volatility is undesirable and is not a good sign. It indicates instability in operations and chances of financial shenanigan. Here, it is calculated as:

Volatility of a variable = Std Deviation (operating income/ Sales)/ Avg of operating income/ Sales

Results and Discussion

The income smoothing behaviour of the sample companies has been analysed using the tools as discussed above.

¹ Jason, Sonia, wiki.answers.com <http://www.businessnewsthisweek.com/2009/11>.

1. Magnitude of discretionary accruals

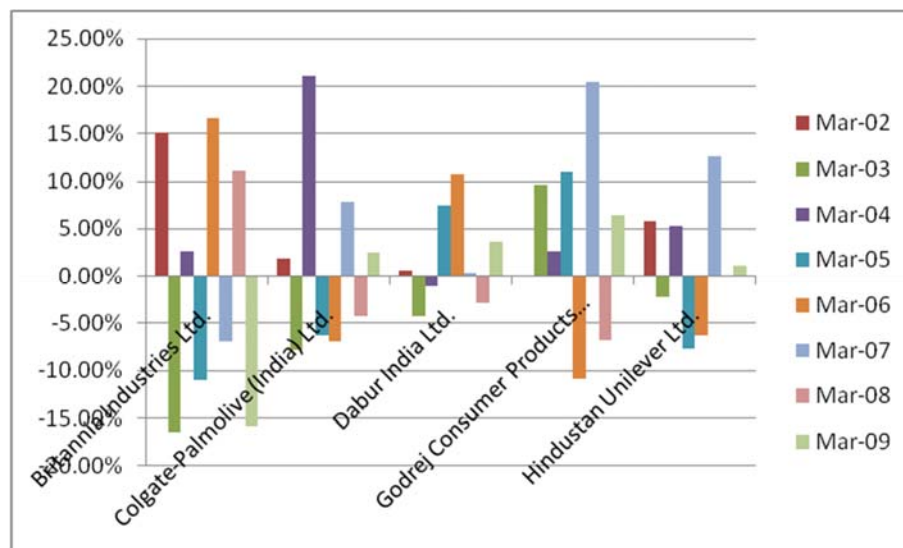
The magnitude of discretionary accruals and its impact is depicted in the table1 and figure1.

Table 1
Magnitude of Discretionary Accrual

Company	Mar-02	Mar-03	Mar-04	Mar-05	Mar-06	Mar-07	Mar-08	Mar-09
Britannia	15.13%	-16.43%	2.63%	-10.98%	16.60%	-6.94%	11.16%	-15.76%
Colgate-Palmolive	1.90%	-7.84%	21.10%	-6.30%	-6.92%	7.86%	-4.26%	2.49%
Dabur	0.54%	-4.27%	-1.01%	7.40%	10.81%	0.29%	-2.86%	3.63%
Godrej	*	9.67%	2.60%	10.95%	-10.89%	20.47%	-6.78%	6.45%
Hindustan Unilever	5.74%	-2.26%	5.34%	-7.72%	-6.21%	12.64%	0.14%	1.09%

* Data not available

Figure 1
Discretionary Accruals trend



It is evident from the accruals score in the above table and graph that among all the companies, Godrej has higher magnitude of discretionary accrual than others. Out of 8 years, 5 years it is in the positive region. For others, it is lower. Britannia though has shown MDA fewer times in positive region, but its magnitude is averaging larger. Dabur and HUL have the least magnitude.

Lower the value is generally considered to be better as the amount of discretionary accrual has decreased and the company is trying not to record accruals which are dicey in nature. So, more or less every company is going for accruals management though it is lower in companies except Godrej.

2. Quality of Earnings

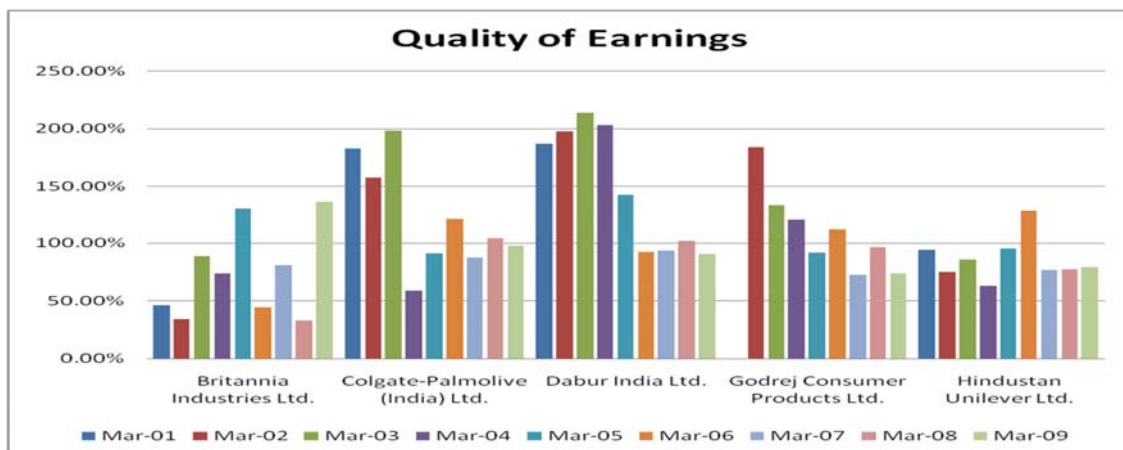
The following table 2 and figure 2 show the quality of earnings of each company spanning over 9 years.

Table 2
Quality of Earning

Company	Mar-01	Mar-02	Mar-03	Mar-04	Mar-05	Mar-06	Mar-07	Mar-08	Mar-09
Britannia	46.34%	33.89%	88.58%	73.70%	130.885	44.32%	80.82%	33.06%	136.80%
Colgate-Palmolive	183.07%	157.38%	198.24%	58.67%	91.27%	121.69%	87.37%	104.49%	97.45%
Dabur	186.92%	197.83%	214.05%	203.13%	142.855	92.28%	93.30%	101.92%	90.38%
Godrej	*	183.92%	133.71%	120.94%	91.99%	112.55%	72.44%	96.25%	73.82%
Hindustan Unilever	93.83%	74.93%	85.81%	62.75%	95.33%	128.76%	76.78%	77.08%	79.34%

* Data not available

Figure2
Earning quality trend



It can be seen that the quality of earnings has wavered much across the years for Britannia. It has varied from as low as 33% to 136%. But an increasing trend can be seen. For Colgate and Dabur, the quality of earnings is higher than Britannia but there has been a general decrease over the years, which is a bad sign. For Godrej, there is a gentle decreasing slope once again with the quality being as high as 170% in 2001 and is now about 75% in 2009. For HUL, it has remained fairly stable and has averaged at around 80% over the years. Among the five companies, Dabur has the highest average quality of earnings at 146%.

3. Quality of Sales

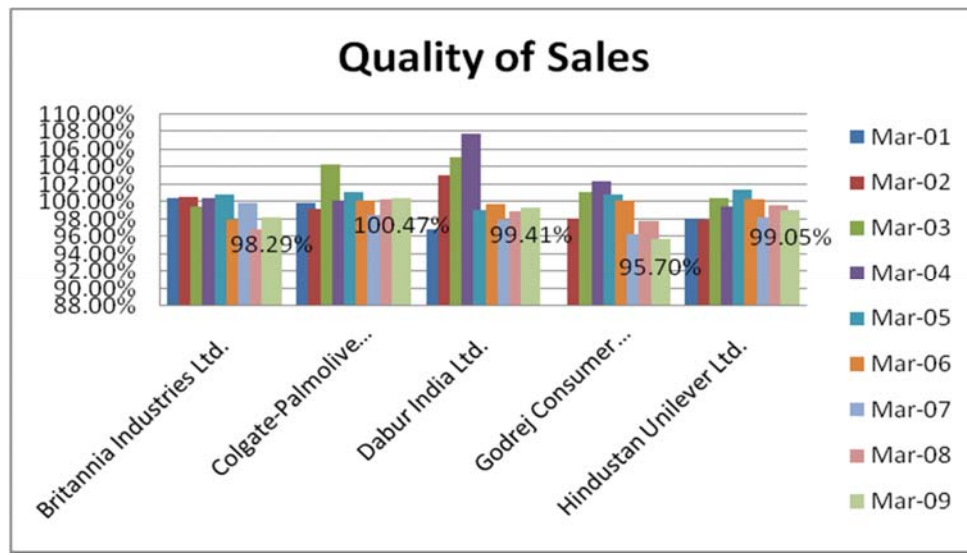
The table 3 and figure 3 show the quality of sales of each company spanning over 9 years.

Table 3
Quality of Sales

Company	Mar-01	Mar-02	Mar-03	Mar-04	Mar-05	Mar-06	Mar-07	Mar-08	Mar-09
Britannia	100.39 %	100.59 %	99.43%	100.50 %	100.83 %	98.01%	99.91%	96.80%	98.29%
Colgate- Palmolive	99.86%	99.22%	104.37 %	100.20 %	101.11 %	100.16 %	98.47%	100.35 %	100.47 %
Dabur	96.86%	103.01 %	105.21 %	107.76 %	99.05%	99.72%	97.95%	98.87%	99.41%
Godrej	*	98.10%	101.17 %	102.36 %	100.89 %	100.15 %	96.26%	97.79%	95.70%
Hindustan Unilever	98.07%	97.93%	100.47 %	99.46%	101.48 %	100.27 %	98.24%	99.63%	99.05%

* Data not available

Figure3
Sales quality trend



In the above table and graph, it can be seen that Colgate has the highest quality of sales among the five companies and is above 100%. This means that more cash is being collected back from the customers at a faster rate compared to the sales that are generated. Godrej continues to under perform with lower quality of sales with a relatively low 95%.

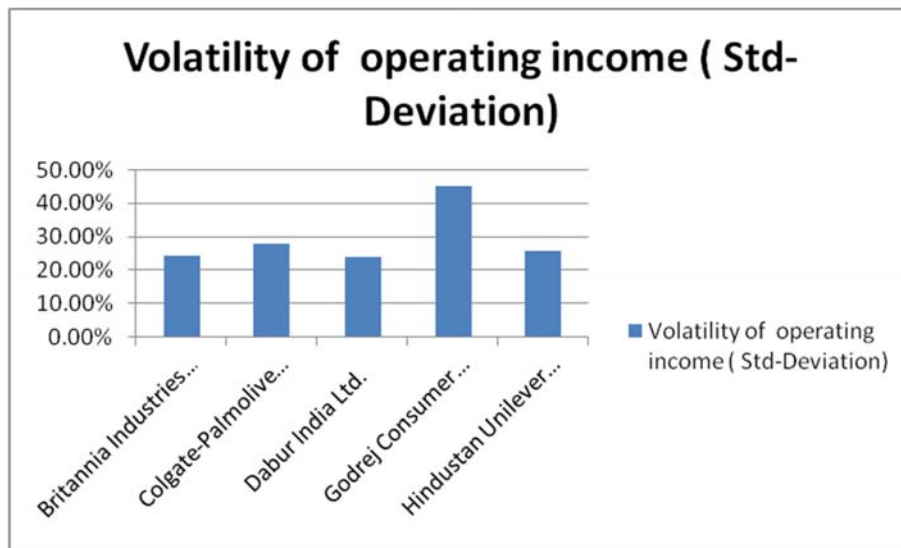
4. Volatility in Operating Income & Sales

Volatility in operating income is discussed as given in table 4 and figures 4 and 5:

Table 4
Volatility of Sales & Operating Income

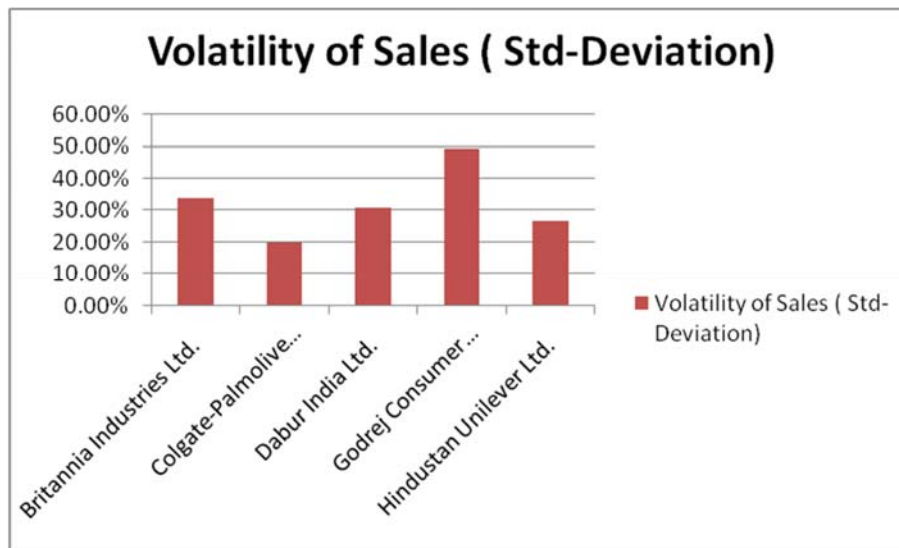
Company	Volatility of operating income	Volatility of Sales
Britannia	24.26%	33.14%
Colgate-Palmolive	27.73%	21.15%
Dabur India	24.04%	31.18%
Godrej.	45.10%	30.57%
Hindustan Unilever	25.61%	27.54%

Figure 4
Volatility trend of operating income



It can be clearly seen that Godrej has a more volatile operating income than the other 4 companies. It is at 45% and almost double the figures of other companies. Dabur has it least at 24%.

Figure 5
Volatility trend of Sales



It can be clearly seen once again that Godrej has the maximum volatility in sales compared to other peer companies. The value of standard deviation is approximately 50% for Godrej.

CONCLUSION

From the foregoing analysis, it can be clearly seen that there are evidences of income smoothing behaviour in almost all the sample companies, the difference is of the degree of the extent it is being practised. Godrej consumer care Ltd has shown more inclination towards income smoothing than other companies in the same industry. Hindustan Unilever turns out to have least variation and volatility in earnings, sales and also other parameters.

The differences in the degree of income smoothing among companies cannot be fully assigned to just one factor. It is rather a combination of factors, which affects the incentives for income smoothing. It can also be safely concluded that this smoothing practice affect shareholder wealth in the long run as it gets reflected in the share price over the years. Companies which have displayed integrity in financial statements have performed better both in business and stock prices as when compared to their counterparts with lesser integrity.

Limitations and implications for future research

The present study could be confined to only select corporate enterprises in the fmcg sector in India, leaving all other enterprises due to data non-availability. Income smoothing scope can be further examined, apart from accruals and quality behaviour, for other motivational parameters in the light of growing investors' awareness about reported numbers. So, the implication of these results is the smoothing behavior of a firm is deemed indicative of a firm's reported numbers to outsiders.

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Teacher-perceived readability of Saudi school texts

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Abstract

A sample of passages from mandatory Year 10 textbooks in Saudi Arabian schools were rated by 94 experienced Saudi teachers of the Arabic language, on a five point scale of perceived reading difficulty for Year 10 students. This application of Expert Judgement Analysis enabled comparison of estimated readability levels across school subjects, confirming that in Arabic, as in English, text difficulty varies across differing subject matter, and suggesting that textbook readability in Arabic may impact student comprehension of the subject matter, as has been found in English-medium contexts. Over half of these expert readers rated the Physics text as the hardest to read of the sample passages. These findings point to a need for further research into the elements of science text that could cause difficulty for students in such contexts.

Keywords: readability, expert judgement analysis, literacy, science education

Introduction

This paper represents the first stage in an investigation of the difficulty that Physics texts pose for secondary students in Saudi Arabia. The overall study has implications for the way reading in Arabic is conceptualised and taught across the Islamic world. Arabic is the medium of instruction in many parts of the MENA (Middle East and North Africa) region and the language of religious instruction more widely. This wider impact suggests that the relative difficulty of Physics text may be an important preliminary question. How do Arabic teachers, who are expert readers of Arabic, evaluate the difficulty of Physics text against other things that adolescents are expected to read in that language?

Reading is more than the ability to sound out a text; it also requires deep comprehension of that text (Al-Alwan, 2012). Norris and Phillips (2003) affirm this need for comprehension in the context of scientific English, stating that it is the key for access to scientific knowledge. Further to this, Gallagher, Fazio, and Gunning (2012) assert that basic reading difficulties can impede understanding of scientific text and consequently make learning more difficult. As Trowbridge, Bybee, and Powell (2000) point out, it is important that specialist material should be appropriate to the reading level of the students. The middle years of schooling confront adolescent pupils with an increasing variety of texts specific to their various school subjects, yet pupils are not necessarily aware of differences between genres, such as between

scientific and literary texts. The present research aims to identify any differences in perceived reading difficulty between samples of Physics and other texts selected from Year 10 textbooks used throughout the Saudi school system, where Arabic is the medium of instruction.

A pivotal point in Saudi education

Year 10 is a critical point in the Saudi education system. It is the first year of Secondary school, following six years at Elementary and three at Intermediate level. The Secondary level consists of six semesters, taught over three Years (10-12). Year 10 provides consolidated general preparation, after which learners choose one of three specialized tracks (scientific, literary or administrative) to study in Years 11-12, in preparation for completion of the secondary level certificate (Ministry of Education, 2015). The present initial examination of school texts begins with Year 10 learning materials because difficulties experienced at this time will have great influence on subsequent student choice of secondary track. Most students who obtain a high score in Science and Mathematics subjects are likely to join the scientific stream (Alqarni, 2015); hence the focus in this research is on the difficulty of texts that learners encounter as they prepare to choose the track they will subsequently follow.

The Saudi Ministry of Education provides textbooks for all school subjects and both students and teachers consider these mandated texts to be the main resource for teaching and learning. The new science curriculum that has been recently adopted in Saudi Arabia is different from that previously in place. Education experts such as Almazroa and Al-Shamrani (2015) assert that the success of the science education reform movement will depend on teachers applying appropriate teaching strategies and shifting their traditional teaching style to be more compatible with the current reformed curriculum. However, it is highly likely that implementation of the new curriculum will greatly depend on the ease with which students can access their new textbooks, which raises the issue of the readability of those Arabic science texts.

Estimating readability

‘Readability’ is an attempt to quantify such difficulties, and rests on reader ability to deal with both text structure and characteristic language features (O’Toole & King, 2010). The perceived complexity of any text relies on two factors: the reader and the text (Oakland & Lane, 2004). Prior estimates of text readability could be very useful to teachers choosing instructional material, and authors and publishers who prepare it. Readability in English has been of much interest since 1920 (Islam, Mehler, & Rahman, 2012), with considerable interest in readability formulae that yield a quantified estimate that can be matched with school grade (Chall & Dale, 1995b; Fry, 1977; Gilliland, 1972). The various elements of text, such as vocabulary, format, length, format, word repetition, and illustrations, have long been grouped into different levels, the perceived difficulty of which led to their quantification into different readability formulae. Formulae for English have drawn on interaction of word and

sentence length, or comparison with a list of frequent words from an existing language corpus.

Readability of different texts has been estimated in a variety of ways, including readability formulae like those mentioned above; cloze tests; comparison with 'standard texts'; and teacher and other expert judgments (Al-Khalifa & Al-Ajlan, 2010b; Hiebert, 2012). Some readability experts have suggested that subjective levelling should accompany the use of the readability formula (DuBay, 2004). For example, Chall and her co-workers provided a set of 'scales' for the grading of passages as a practical guide for both teachers and writers. They provided 52 different samples representing a variety of text types (literature, popular fiction, life science, physical science, narrative social studies and expository social studies) that were scaled according to what they require of the reader, in terms of 'language, sentence length and complexity, conceptual difficulty and idea density and difficulty' (Chall, Bissess, Conard, & Harris-Sharples, 1996, pp. 15,16). This approach, together with the results of the application of the various readability formulae for which it supplies an alternative, demonstrates the existence of variations in language difficulty in texts from different parts of the school curriculum. Each discipline apparently has its own set of clearly defined linguistic features in English, and this can provide differing degrees of difficulty for learners attempting to use them (Shanahan, Shanahan, & Misischia, 2011).

Readability of textbooks in Arabic

There has been less work on readability in Arabic, although the field has aroused more scholarly interest in recent years (Al-Khalifa & Al-Ajlan, 2010a; Al-Tamimi, Jaradat, Aljarrah, & Ghanem, 2013; Cavalli-Sforza, El Mezouar, & Saddiki, 2014). The readability of Arabic texts has been investigated through use of the gap-filling cloze tests, corpus comparison, and readability formulae emerging from either or both. Dawood (1977) was cited by Al-Heeti (1984) as paving the way for research into the levels of readability of Arabic texts. Dawood took 30 passages from an Iraqi textbook in Arabic and constructed cloze tests from them. These cloze tests were completed by 360 fifth grade students and their entries analysed to identify linguistic variables within Arabic that could be used as predictors of reader success. He examined five linguistic variables: average word length in letters, average sentence length in words, average word repetition, percentage of sentences beginning with a noun, and percentage of definite nouns. Correlation analysis indicated that average word length in letters, average sentence length in words, and average word repetition were the most highly significant predictor variables. Al-Heeti (1984) subsequently used the judgement of experts (*Judgement ANalysis: JAN*) to refine Dawood's readability formula for the Arabic language. Al-Heeti asked 15 teachers to score 60 Arabic passages from Elementary schools (Year 1 to Year 6). The teachers were given 6-point scales on which to assess 10 passages for each point, ranging from the 10 easiest passages deemed for Year 1 level to the 10 hardest passages, appropriate for Year 6. Al-Heeti used the scores provided by the judges as criterion points for comparison with analysis of the passages according to Dawood's variables. Al-Heeti determined that 'average word length' (AWL) correlated most strongly with rankings by the 15 teachers participating in his study ($r = 0.94$). Al-Heeti suggested the readability formula for Arabic that appears below. The single variable (AWL)

emerged from correlation and the constants (4.414 and 13.468) from multiple regression calculations.

$$\text{Grade Level} = (\text{Average Word Length} \times 4.414) - 13.468$$

(Al-Heeti, 1984, p. 102)

This use of expert opinion (JAN) was extended, by use of ranked judgements (Houston, Al-Heeti, & Al-Harby, 1987) with calculated multiple regression (Houston, 1974), to produce Judgement Analysis paired comparison (JAN-PC) to make reliable and valid comparison of relative text difficulty, which approach was subsequently supported by Miller and Salkind (2002). Houston and his co-workers asked five expert teachers of Arabic to act as judges to rank Al-Heeti's 15 passages by reading difficulty, and compared this with the five linguistic variable scores at the predicted criterion values. The results were consistent with Al-Heeti's earlier work. Al-Heeti's formula was later correlated with results from a cloze test to assess the validity of a checklist developed as guide to the readability of textbooks in Arabic, yielding a correlation of 0.87 between Al-Heeti's formula and the checklist (Al-Mekhlafy, 1988).

In 2010 Al-Khalifa and Al-Ajlan analysed documents from a corpus collected from Saudi Arabian textbooks for primary, intermediate and secondary levels. The corpus contained 150 documents comprising of 50 documents from each level, consisting of 57,089 tokens in all. Their corpus analysis focused on 5 linguistic features: average sentence length, average word length, average number of syllables per word, word frequencies, and language model (LM). Their results suggest that a combination of word frequency (TF), average sentence length (ASL) and statistical language model (LM) grants the most impact for the readability classification process. These documents were correlated according to school level and text difficulty: the easy text level matched with the primary school, the medium text difficulty level for the intermediate school and the most difficult text level related to the secondary school. The researchers then verified the reliability of their prototype by asking three linguistics experts from Princess Norah University to examine the ranking of the 26 documents. The experts were unanimous in accurately matching the easy text with primary school, but their level of agreement was much lower in judging the medium text level (Al-Khalifa & Al-Ajlan, 2010a). This work yielded a tool which was likely to be useful when choosing text for younger children but less applicable to Intermediate/Secondary school pupils.

A similar study worked from a corpus of 1196 Arabic texts from Jordanian textbooks in different subjects for classes from grade 1 to grade 10 (Al-Tamimi et al., 2013). This group considered the number of characters in text, number of words in text, number of sentences in text, number of difficult words in text, average word length, and average number of difficult words. Then they applied factor analysis to group variables for multiple regressions to yield a potentially useful readability formula. Number of characters (NOC), average characters per word (ACW) and average words per sentence (AWS) emerged from the factor analysis and regression to yield the following Arabic readability formula:

$$\text{AARIBase} = (3.28 \times \text{NOC}) + (1.43 \times \text{ACW}) + (1.24 \times \text{AWS})$$

(Al-Tamimi et al., 2013 p. 374)

In the course of a study of strategies used by native Arabic speakers when reading Arabic and English passages, Alsheikh and his assistant determined the level of readability of each passage. They used the Flesch Kincaid formula to estimate the difficulty of the English passage but, returning to JAN-PC, they used a group of experts to judge the readability of the Arabic passage (Alsheikh & Mokhtari, 2011).

There appears to be disagreement among those few researchers who have studied readability in Arabic, some preferring formulae emerging from corpus studies while others lean more on expert judgement. The present study will make careful use of both.

Technical Communication: ‘Reading in Science’

Oyoo (2012) suggests that the level of instructional language commonly used in science texts and in the classroom can affect the ability of students to understand science concepts. Koch (2001) has indicated that differences in style between the written language used in science text and that used in other types of text necessitates different reading techniques, and that this involves reader understanding of the importance of seemingly non-essential words.

Schleppegrell (2007) suggested that learning the language of a new discipline is ‘part and parcel’ of the learning of that particular discipline. Physics, Chemistry and Biology texts typically include photos and diagrams, and so it is also necessary to give attention to developing students’ visual skills if they are to read and comprehend such texts (Omar & Al-Otaibi, 2014).

Although the desirability of using the native language in learning and teaching is recognized in principle (Al-Qurashi, 1982) it is noticeable that the now mandatory Physics texts include new examples, new definitions and symbols that are written in English (see Appendix 2D). The success of the new Saudi science curriculum will be influenced by the ease with which pupils can access the new textbooks. This highlights the question of the language difficulty of those textbooks and provides the research questions for this paper:

- 1 Do text samples drawn from textbooks for a range of Saudi Year 10 classes differ in readability?
- 2 Do experts in Arabic language rate Year 10 Saudi science text as relatively hard for students to read?

Methodology

This study elicited Arabic teachers’ opinion regarding the relative difficulty of different subject texts through focus on Saudi mandatory secondary school textbooks for the Year 10 subjects: Biology, Geography, Arabic grammar and Physics (Ministry of Education, n.d.) . These expert judgements were obtained by using a voluntary, anonymised snowball sampling method (Cohen, Manion, & Morrison, 2009) through a survey delivered to both male and female participants via Qualtrics survey software with the link distributed via email and the

social media application ‘What’s App’. A request for teachers of Arabic to participate was distributed both through the app and via separate emails. The message identified the first author and contained a request for recipients to pass the message on to other Arabic teachers. The message contained a link to the survey on Qualtrics (see Appendix 1).

An online survey has the advantage of collecting an extensive amount of data in a short period of time (Creswell, 2012), and can be easily distributed in different cities. Teachers of Arabic were recruited because they can be expected to recognise the relative difficulty of Arabic text.

The first part of the survey dealt with demographic questions of gender, years of teaching experience, stage of teaching (Primary, Intermediate and Secondary) and previous experience in teaching Year 10. The second part of the survey contained the four text passages. These were authentic passages each representing one page of the particular textbook, including any graphs and diagrams. As the unit of comparison was a single page, the total number of words in each passage varied between 148 and 275 words. Appendix 1 and 2 present the survey and the sample passages of text. Table 1 contains the readabilities of the texts, under both the Al-Heeti and the Al Tamimi formulae and aligned by supposed school grade.

Table 1
Text readabilities

School Grade	Al Tamimi estimate*	Text samples AARI estimate	Sample text subject Of AARI	Al-Heeti formula readability[#]	Sample text subject of Al-Heeti
1	924.68				
2	1684.52				
3	1622.80	2626.92 2753.43 3634.59	Biology Geography Arabic		
4	4048.65				
5	4852.65	4054.45	Physics	5.954375 5.57702	Physics Arabic
6	4971.59			6.492828	Geography
7	8261.49				
8	7950.64			8.833796	Biology
9	9093.762				
10	9410.994				

Notes:

* Based on Al-Tamimi et al. (2013, p. 375)

[#] Based on Al-Heeti (1984, p. 102)

Both formulae were reported as digitally available but access proved difficult and the calculations for this study were carried out manually.

One hundred and thirty-three people accessed the survey over a 12 day period, with a dropout rate of 3% unfinished attempts leaving 117 survey respondents (30 male and 87 female). Cleaning data by deleting respondents who did not complete the ranking of the passages left a total of 94 Arabic teachers (70 female and 24 male) as study participants.

Procedure

Participating Arabic teachers were asked to provide demographic details and then to read the text samples and rate the perceived difficulty for a Year 10 student of each passage, on a 1 to 5 scale: 1 *very easy*, 2 *easy*, 3 *medium*, 4 *hard* and 5 *very hard*. Data emerging from the survey was analysed via the SPSS program (version 23.0), initially to determine frequency of background demographics, then to indicate the perceived relative difficulty of the four passages before ranking their difficulty and exploring the interaction of participant backgrounds and estimates of Year 10 school text readability.

Results and discussion

The main purpose of this investigation was to draw on expert opinion to estimate the relative difficulty of four passages selected from Year 10 textbooks. The demographic information presented in Table 2 showed that a large majority of participants were females working in secondary schools, currently teaching Year 10, who had taught for more than a decade.

Table 2
Participant demographic details

Variable	Responses*	Level	Frequency	%
Gender	94	Male	24	25.5
		Female	70	74.5
Experience in teaching Year 10	91	Yes	60	63.8
		No	31	34.0
Level of school teaching	93	Primary	24	25.5
		Intermediate	26	27.7
		Secondary	43	45.7
Teaching experience	87	1-10 years	25	28.7
		11-20 years	42	48.3
		21-35 years	20	23.5

Notes:

* based on data provided in survey responses

It might be expected that some of these background variables might influence the way that participants rated the difficulty of various text samples. Table 3 shows how the expert participants rated the difficulty of the four text samples.

Table 3

Level of perceived text difficulty based on subject

Subject	Very Easy		Easy		Medium		Hard		Very Hard	
	No.	%	No.	%	No.	%	No.	%	No.	%
Biology	12	12.8	26	27.7	25	26.6	14	14.9	17	18.1
Geography	38	40.4	19	20.2	13	13.8	13	13.8	11	11.7
Arabic	30	31.9	20	21.3	17	18.1	12	12.8	15	16.0
Physics	12	12.8	21	22.3	13	13.8	25	26.6	23	24.5

Table 3 shows that almost half of the teachers considered that the Geography passage was ‘very easy’ to read while less than a sixth of these teachers of Arabic considered the science texts (Biology and Physics) to be ‘very easy’ to read. On the other hand, the majority of expert respondents categorised the Physics passage as hard or very hard to read (51.1%). Participants appeared to consider that Year 10 students might have more trouble reading their science texts than their Geography or Arabic language subject texts.

Table 4

Perceived text difficulty

Subject	Perception of difficulty		Ranked as most difficult	
	Mean	SD	N	%
Biology	2.98	1.295	17	18.1
Geography	2.36	1.428	11	11.7
Arabic	2.60	1.454	15	16.0
Physics	3.28	1.387	23	24.5

Table 4 shows the mean scores for each of the samples (‘Perception of difficulty’) and the number of the Arabic experts who estimated each as being ‘very hard’ to read (‘Ranked as most difficult’). A one-way repeated measures analysis of variance (ANOVA) was used to compare the distributions of expert ratings of the four text samples. Boxplots and Shapiro-Wilk statistics indicated that the assumption of normality was supported: F_{max} was 1.261, demonstrating homogeneity of variances; and Mauchly’s test indicated that the assumption of sphericity was not violated. The ANOVA results show that these experts recognized differences in the readability of these samples, $F(3, 279) = 13.847$, $p < 0.000$. The data in Table 2 are sufficiently robust to permit discussion.

The Physics sample had the highest mean difficulty (just over 2 on a 5 point range), followed by the Biology sample (just under 2). This is supported by the rank data derived from Table 4: almost half of the participants identified either the Physics or Biology samples as ‘very hard’ to read.

As mentioned earlier, it might have been expected that background variables (Table 2), particularly experience in teaching Year 10 in Saudi schools, might have influenced the ratings of these language experts. However, SPSS cross tabulation of background variables

against participant rating of the most difficult sample (Physics) did not show a single significant connection under the χ^2 test ($p > 0.05$).

Discussion

The empirical base for this research rests on snowball sampling; recruitment of a non-representative sample is the strongest threat to the validity of that approach. However, this study does not attempt to obtain a representative sample of expert opinion; rather it depends on recruitment of a sufficiently broad range of experts to provide a defensible estimate of relative text difficulty. Table 2 suggests that the participants provided by the sampling method represent a sufficiently appropriate and broad range of Arabic language experts: almost two-thirds of the participants were Year 10 teachers; nearly half had been teaching for over a decade and a similar number were teaching secondary school students, nearly a third were teaching intermediate students and a quarter were teaching at the primary level. These people should be able to provide a defensible rating of these samples. The lack of significant difference according to background provides further confidence: they agree in their diversity.

Text sample length is a slightly more serious issue. The researchers made the decision to present the samples to the experts in the same form as they would appear to Year 10 readers, that is, as intact pages. This resulted in samples of differing numbers of words but in this case authenticity would seem to outweigh consistency. There is a related issue with the Arabic readability formulae used as part of the background to this study, as the Al-Heeti formula appears to take account of passage length, while the Al-Tamimi formula apparently does not. Readers will have noted that the two readability 'measures' differ on Table 1. This phenomenon is familiar from readability research in English (O'Toole & King 2010), where it has long been recognised that the vehicle for providing any numerical estimate of readability must be calibrated against the group for whom the graded text is intended. More importantly, Table 1 provides different rank estimations for the samples used in this study. Textbook readability in Arabic is not yet solid enough to permit firm action based on quantitative estimates of readability alone. Application of the Al-Heeti formula ranks Physics as easiest through Arabic and Geography to Biology as the most difficult sample to read, while application of the Al-Tamimi formula ranks the samples in reverse. The latter formula was developed to overcome perceived shortcomings in the former, so a difference between the results of the two is plausible. Also, the notes to Table 1 recognise that the estimates on the table were obtained by manual calculation on the basis of published work, so the present researchers may have misapplied either or both of the formulae. However, notwithstanding the differences, neither formula places any of the samples at above Year 8 level, leading to the assumption that all of them would be easy, if not very easy, for Year 10 students to read.

The results presented on Tables 3 and 4 suggest that the participating Saudi language experts do not agree. The formulae would provide over-optimistic estimates of text difficulty. Almost three quarters of the participants rated at least one of the samples as 'very hard to read' and almost a quarter rated the Physics sample as the most difficult of all.

Conclusions

It appears clear that there are stylistic differences in the Arabic of Year 10 high school textbooks in Saudi Arabia. This study cannot comment on whether they are emerging at the moment or whether they are long-standing. However, the samples at the centre of this study are of discernibly different readability when assessed by the most readily available formulae (albeit in reverse order) and by application of a version of Judgement Analysis.

The results presented above allow the first research question to be answered in the affirmative: Year 10 Saudi text books are likely to differ in readability. It is therefore likely that some students are going to find them easier to use than others and, in a textbook-based jurisdiction, some differences in student performance are likely to result from differing degrees of access to the information contained in them.

It also appears clear that the science samples in general, and the Physics text in particular, may cause particular problems for students.

The second research question may also be answered in the affirmative. The results of this preliminary study suggest that secondary school science students, studying in Arabic-medium contexts, may have difficulties in understanding their school science books that are similar to those experienced by their English-medium counterparts. The substantial international work on English for Science and Technology at a variety of levels may be of use to Arabic medium teachers and researchers.

Implications

The formulae-based approach to estimates of text readability is not sensitive to the features of specific language styles, beyond the surface features of word and sentence length. The samples from science texts were considered to be the most difficult by almost half of the expert participants in this study. Comparison of the two samples in Appendix 2 A&D indicates differences between those two samples. The Physics sample contains mathematical expressions (as predicted by Lanka & Peks, 2013), and a high proportion of technical and scientific words (including units, concepts and numbers in English). All of these things increase complexity of the reading task, which further problematizes the acquisition of the required prior knowledge. This could hinder students as they engage with new concepts and laws in Physics and, in turn, is likely to prevent them from comprehending subsequent science texts (as suggested by Gallagher et al., 2012).

The causes of language complexities in science textbooks are worthy of further research. What are the features of 'scientific Arabic' that characterise Saudi Physics textbooks? The texts are apparently hard to read, harder than other school texts, but can a specialist style of Arabic be described? If it can be described, can the features that are causing particular problems for student be isolated and understood? Current research is underway to identify the pattern of features that may be producing the difficulties of readability evident in Year 10 Saudi Physics textbooks.

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Appendix 1

Translation of web-based survey.

SURVEY

Dear Participant Teachers:

As a part of my research, this is a preliminary analysis of the language in Physics textbooks that Year 10 students are expected to read.

The initial step of this investigation is to determine whether Year 10 Physics text is similar or different to other text that students are asked to read.

I would like to invite you to participate in this study.

From the viewpoint of a student of Year 10, read these four passages below and rate each one as;

(1) **very easy** , (2) **easy** , (3) **medium** ,(4) **hard** or (5) **very hard** to read.

Passage (A): is from a Biology textbook.

Passage (B): is from a Geography textbook.

Passage (C): is from an Arabic grammar textbook.

Passage (D): is from a Physics textbook.

Researcher:

Nouf Albadi

Rating passages

(A): **Background details:**

1- Teaching experience: _____ Years

2- At which level are you teaching at the moment?

1-Primary _____

2-Intermediate _____

3-Secondary _____

3- Have you had any experience in teaching Year 10?

1-Yes _____

2-No _____

(B): Please rate the four passages from very hard (5) to very easy (1) for a Year 10 student to read:

A: _____

B: _____

C: _____

D: _____

Appendix 2:

Passage (A) Biology

8-1

خصائص المفصليات

Arthropod Characteristics

الربط مع الحياة هل فكرت يوماً في إجابة التساؤل الآتي :

أي مجموعة حيوانات أفرادها أكثر عدداً من المجموعات الأخرى ؟ هل خطر ببالك، مجدافية الأرجل ؟ إن مجدافية الأرجل - في الصورة في مقدمة الفصل - حيوانات صغيرة تطفو في المحيطات ، و تتغذى على الطلائعيات الصغيرة ، و قد توجد في أي مكان يكثر فيه الماء .

الأهداف

- تقوم أهمية الهيكل الخارجي ، و الزوائد المفصليّة ، و تقسيم الجسم في المفصليات .
- تقارن بين تكيفات الأجهزة المختلفة في المفصليات .
- تتميز أعضاء المفصليات التي تمكنها من المحافظة على الاتزان الداخلي من غيرها .

تتبع مجدافية الأرجل شعبة المفصليات . و ينتمي إلى المفصليات ما بين 70-85 % من أنواع الحيوانات المعروفة حالياً . و كما يظهر في الشكل 8-1 فإن معظم المفصليات حشرات ، و هي تضم عثة الملائس ، و الفراش ، و الخنافس ، و الذباب ، و النحل ، و الجراد . جد موقع المفصليات على مخطط العلاقات التركيبية كما يظهرها الشكل 8-1 . تتبع الأفرع ، و سوف ترى أن الديان الحلقية و المفصليات لإفاريات أجسامها مسممة إلى قطع ، ذات تناظر جانبي ، لها تجويف جسي حقيقي و لم بدائي . تختلف المفصليات عن الديان الحلقية في أن لها هيكلًا خارجيًا و زوائد مفصليّة تمكنها من الحركة بطرق معقدة . و الصفات الثلاث جميعها - التقسيم ، و الهيكل الخارجي ، و الزوائد المفصليّة - صفات أساسية مكنها من العيش في البيئات المختلفة .

المفردات الجديدة

البطن	الصدر
الرأس - الصدر	الزوائد
الأسلاك	الفقيم
القصبية البوالية	الرئات الكتبية
الثغور التنفسية	أنابيب مليجي
القرمون	

الشكل 8-1 تشكل الحشرات الجزء الأكبر من

ماذا قرأت ؟ قارن بين المفصليات و الديان الحلقية .

المفصليات ، كما هو مبين باللون الأزرق المتدرج في الرسم . للمفصليات تعريف جسي حقيقي و لم بدائي .

أفسر النسبة المئوية التي تشكلها الحشرات و الخنافس من مجموع المفصليات ؟

الشكل 8-1 تشكل الحشرات الجزء الأكبر من

Appendix 2:

Passage (B): Geography

هل تعتقد أن يبحث الأوروبيون عن طرق أخرى للوصول إلى الهند غير الذي سلكه البرتغاليون ؟

٢ - الاكتشافات الأسبانية : (اكتشاف أمريكا) :

شجع ملوك الأسبان الملاحين على الكشف الجغرافية للوصول إلى بلاد الهند والصين من طريق يختلف عن الطريق الذي اهتمدى إليه البرتغاليون، لماذا ؟

أ- كريستوفر كولمبس (١٤٩٢م / ١٤٩٨هـ) :

كان مقتنعاً بفكرة كروية الأرض، فاستنتج أنه إذا أبحر في اتجاه الغرب وعبر بحر الظلمات [المحيط الأطلسي] فإنه يستطيع أن يصل إلى الساحل الشرقي لقارة آسيا .

لماذا كان يسمى المحيط الأطلسي بحر الظلمات قديماً ؟

لماذا بدأ كولمبس رحلته غرباً ؟

أبحر كولمبس من أسبانيا سنة ١٤٩٢م بادئاً رحلته بزيارة جزر (كناريا) الواقعة بالقرب من الساحل الإفريقي، ثم اتجه غرباً حتى وصل إلى جزر (باهاما) وجزيرة (كوبا) وعدد آخر من الجزر الواقعة بالقرب من أمريكا، وعندما رأى (كولمبس) تلك الجزر اعتقد أنها الجزر القريبة من الساحل الشرقي لقارة آسيا (اليابان)، وأنه على وشك أن يصل إلى الهند، ولهذا أطلق عليها اسم جزر الهند^(١) وبالرغم من قيام كولمبس بثلاث رحلات أخرى لم يعلم أنه اكتشف عالماً جديداً. انظري الخريطة في الشكل رقم (١١) ثم حددي مواقع الجزر التي زارها كولمبس .

ماذا كانت نتيجة الإبحار غرباً بهدف الوصول إلى الهند ؟

هل نجح كولمبس في الوصول إلى سواحل شرق آسيا ؟

ماذا تفسرين تسمية الجزر التي وصل إليها كولمبس جزر الهند ؟

ما الأراضي التي وصل إليها كولمبس ؟

(١) تقع ضمن جزر باهاما حالياً وتسمى واتيلنج .

(٢) ما زالت هذه التسمية تعرف بجزر الهند الغربية تمييزاً لها عن جزر الهند الشرقية .

الشكل رقم (١١) رحلات كولمبس

أشياء

- بعض الأبحاث والدراسات العلمية الحديثة أشارت إلى القول : أن المسلمين عرفوا أمريكا قبل كولمبس لوجود كلمات عربية في لغة هنود أمريكا ووجود تشابه بين مدينة بعض الجماعات الهندية في أمريكا مع المدنية الإسلامية إلى حد كبير .

- تسمية دولة كولومبيا في أمريكا الجنوبية نسبة إلى كولمبس .

Appendix 2:

Passage (C): Arabic Grammar

إذا تأملتُ الكلمات : (الصديقان ، الحرمين ، الطالبين) الواردة في المجموعة الأولى (أ) رأيتُ أن كل واحدة منها تدل على اسمين معربين مفردهما : (صديق ، حرم ، طالب)، غير مركبين تركيباً مزجياً نحو: (حضر موت)، ولا إسنادياً نحو : (جاد الحق). وأن كل مفرد منهما يطابق صاحبه في اللفظ والمعنى، وقد زيدت على آخره ألف ونون في حالة الرفع، وياء ونون في حالتي النصب والجر، وعند زيادة هذين الحرفين استغنيا عن أن نقول : أقبل صديق وصديق، زرت الحرم والحرم، وأعجبت بطالب وطالب، أي أننا قد اكتفينا بهذه الزيادة بدلاً من عطف كلمة على نظيرتها الموافقة لها تمام الموافقة في الحروف والحركات. ويسمى هذا الاسم المعرب الذي يدل على اثنين أو اثنتين بزيادة ألف ونون أو ياء ونون في آخره ويطابق المفرد في اللفظ والمعنى : المشئى.

وإذا تأملتُ الكلمات : (اثنان واثنتان واثنين واثنتين) الواردة في المجموعة الثانية (ب) وجدتُ أن كل لفظ منها دل على اسمين؛ ولكن ليس له مفرد من لفظه فهما ملحقان بالمشئى ويعربان إعرابه بزيادة ألف ونون في الرفع، وياء ونون في النصب والجر.

وإذا تأملتُ الكلمات : (كلاهما وكلتاها وكنيتهما) الواردة في المجموعة الثالثة (ج) رأيتُ أن هذه الكلمات لا مفرد لها من لفظها فليست من المشئى بل هي ملحقة به لورودها معربة إعرابه بالألف رفعاً وبالياء نصباً وجرّاً؛ وذلك بشرط أن يضافا إلى الضمير.

وإذا تأملتُ الكلمتين : (كلا وكلتا) الواردتين في المجموعة الرابعة (د) وجدتُ أن كل واحدة منهما قد أضيفت إلى اسم ظاهر فلازمتها الألف في جميع الأحوال رفعاً ونصباً وجرّاً فلم تعربا إعراب المشئى بل أعربتا كالاسم المقصور بحركات مقدرة على الألف منع من ظهورها التعذر.

Appendix 2:

Passage (D) Physics:

استخدام قوانين نيوتن Using Newton's laws 4-2

الأهداف

- تصف العلاقة بين وزن الجسم وكتلته.
- تقارن بين الوزن الحقيقي والوزن الظاهري.

المفردات

- الوزن الظاهري
- القوة المعيقة
- السرعة الحدية

يربط قانون نيوتن الثاني بين السبب في تغير السرعة المتجهة للجسم ومقدار الإزاحة الناتجة، ويحدد كذلك العلاقة بين القوة المحصلة التي تؤثر في جسم وتسارع هذا الجسم.

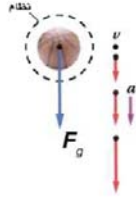
استخدام قانون نيوتن الثاني Using Newton's Second Law

تأمل كلاً من النموذجين: التصويري والفيزيائي لكرة تسقط سقوطاً حراً في الشكل 4-6. ما الأجسام التي تؤثر في الكرة؟ بما أن الكرة لا تلمس أي شيء، ولأن مقاومة الهواء مهملة فإن القوة الوحيدة التي تؤثر فيها هي F_g ، وحيث إن تسارع الكرة هو g (كما درست في الفصل الثالث) فإن القانون الثاني لنيوتن يصبح $F_g = mg$. ولعلك تلاحظ من خلال العلاقة السابقة أن التسارع والتسارع يؤثران إلى أسفل، وأن مقدار وزن الجسم يساوي كتلته مضروبة في التسارع الذي يكتسبه نتيجة للسقوط الحر. ومن الضروري أن تدرك أن قوة الجاذبية الأرضية تؤثر في الجسم حتى لو لم يسقط سقوطاً حراً.

هذه النتيجة صحيحة على الأرض، وعلى أي كوكب آخر، بالرغم من أن مقدار g يختلف على الكواكب الأخرى. وبسبب أن قيمة g على سطح القمر أقل كثيراً من قيمتها على سطح الأرض، لذا فإن وزن رواد الفضاء على سطح القمر يصبح أقل كثيراً منه على سطح الأرض رغم أن كتلتهم لم تتغير.

الموازين تحتوي بعض الموازين المنزلية على نوابض، وعندما تقف على الميزان يؤثر فيك بقوة إلى أعلى لأنك تلامسه. ولأنك لا تتسارع فإن القوة المحصلة المؤثرة فيك تساوي صفراً، وهذا يعني أن قوة النابض F_{sp} التي تدفعك إلى أعلى تساوي مقدار قوة وزنك F_g التي تؤثر فيك إلى أسفل، كما هو مبين في الشكل 4-7. وتحدد قراءة الميزان بواسطة القوة التي تؤثر بها نوابضه فيك. لذا فإن ما يقيسه الميزان المنزلي هو الوزن، ولسهولة التحويل بين الكتلة والوزن فإن الميزان يُدرج بحيث يُعطينا الكتلة. أما إذا كنت على كوكب آخر فإن مقدار انضغاط النابض سيختلف، وستكون قراءته مختلفة. تذكر أن الكيلوجرام هو الوحدة الدولية للتعبير عن الكتلة، ولأن الوزن قوة فإن الوحدة الدولية المستخدمة للتعبير عنه هي النيوتن.

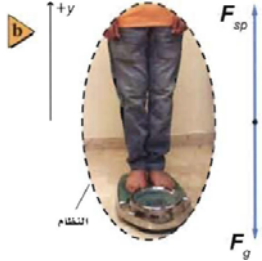
الشكل 4-6 القوة المحصلة المؤثرة هي الكرة هي قوة الوزن F_g .



الشكل 4-7

a. إن قوة النابض التي تؤثر إلى أعلى هي الميزان المنزلي تساوي مقدار قوة وزنك عندما تقف فوقه.

b. يبين مخطط الجسم الحر أن النظام متزن لأن قوة النابض تساوي وزنك.

The Banking Concept of Education and the Use of Technology in Tertiary Instructional Delivery for Relevance at the Global Scene

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Abstract

There was a famous Brazilian educationist who strongly advocated for an educational system that empowers the masses. He condemned what he termed as “banking concept of education”, where students/learners are treated as if they are nothing more than storage banks. They are provided with information which they store in their memories so that they might regurgitate the information at later date. This at the end produces students who are passive member of society, who can hardly withstand the challenges of global competitiveness. Therefore, this paper has made a theoretical attempt to discuss the banking concept of education and the use of technology in tertiary instructional delivery. The study adopts the descriptive research method. Data used in the study were mainly obtained from secondary sources, such as related books, web – sites, journals, conference papers and other texts. The paper exposed the “banking concept of education” and tertiary instructional method, pragmatizing the contents and techniques of teaching and instructional delivery method using technology. The paper finally recommends among others for the liberation of education to enable both youths and adults to tremendously explore their potentialities so as to believe in themselves, to think creatively and to be progressively productive.

Keywords: Instructional delivery, banking concept, pedagogy, conscientisation.

1. INTRODUCTION

The banking concept of education was an idea perceived and conceptualised by Paulo Freire, a Brazilian educationist of the 19th century who aimed at conscientising the people particularly the underprivileged, through engendering awareness and consciousness about the social conditions which oppressed them. He described the banking concept of education as similar to depositing money in the banks. In this case education becomes an art of depositing in which students are the ‘depositories’ and the teacher is the depositor. The teacher issues communiqué instead of communicating, he makes deposit which students patiently receive, memorise and regurgitate during examination.

Amukowa (2013) exposed that Freire (1969) observed that the more completely the majority adapt to the purposes which the dominant minority prescribe for them (thereby depriving them of the right to their own purposes), the more easily the minority can continue to prescribe. The theory and practice of banking education serve this end quite efficiently. Verbalistic lessons, reading requirements (dictation of lecture notes), the methods for evaluating "knowledge," the distance between the teacher and the taught, the criteria for

promotion, everything in this ready-to-wear approach serves to obviate thinking. The bank-clerk educator does not realize that there is no true security in his hypertrophied role that one must seek to live with others in solidarity. Solidarity requires true communication, and the concept by which such an educator is guided fears and proscribes communication. Yet only through communication can human life hold meaning. The teacher's thinking is authenticated only by the authenticity of the students thinking. The teacher cannot think for his students, nor can he impose his thought on them. Authentic thinking, thinking that is concerned about reality, does not take place in ivory tower isolation, but only in communication. If it is true that thought has meaning only when generated by action upon the world, the subordination of students to teachers becomes meaningless. In this regard, (Freire, 1969) held that:

“Because banking education begins with a false understanding of men and women as objects, it cannot promote the development of what Fromm calls "biophily," but instead produces its opposite: "necrophily." While life is characterized by growth in a structured, functional manner, the necrophilous person loves all that does not grow, all that is mechanical. The necrophilous person is driven by the desire to transform the organic into the inorganic, to approach life mechanically, as if all living persons were things (...) Memory, rather than experience; having, rather than being, is what counts. The necrophilous person can relate to an object—a flower or a person—only if he possesses it; hence a threat to his possession is a threat to himself; if he loses possession he loses contact with the world (...) He loves control, and in the act of controlling he kills life”.

Looking at the implication of the oppression and the banking approach to education, Freire in Amukowa (2013) discussed that oppression—overwhelming control—is necrophilic; The banking concept of education, which serves the interests of oppression, is also necrophilic. Based on a mechanistic, static, naturalistic, spatialized view of consciousness, it transforms students into receiving objects. It attempts to control thinking and action, leads women and men to adjust to the world, and inhibits their creative power.

In this regard, Freire held that the teacher has authority but does not become an authoritarian. He intervenes in order to help the learner reflect on aspects of his/her cultural, social and gender constructs and help the learner to think critically. His view of the teacher and the learner promotes human relations. From this position, Freire urged both students and teachers to unlearn their race, class, and gender privileges and to engage in a dialogue with those whose experiences are very different from their own. Thus, he did not uncritically affirm student or teacher experiences but provided the conceptual tools with which to critically interrogate them so as to minimize their politically domesticating influences (hooks, 1994)

This can to some extent promote an educational system that is functionally oriented whereby selection, organization and impartation of knowledge is concrete, practicable and usable rather than abstract and theoretical and also help to mould and produce individuals with talents and skills that they can withstand and perform even at the global scene.

This paper therefore discussed the implications of Paulo Freire's “banking concept of education” and the use of technology in tertiary instructional delivery for relevance at the global scene under the following headings; the “banking concept of education” and tertiary

instructional method, practicalising the contents and techniques of teaching and using technology in instructional delivery method at the tertiary level.

2. The “Banking Concept of Education” and Tertiary Instructional Method

The concept of banking education is simply an idea that calls for a paradigm shift from teacher-centred instructional delivery method to a learner-centred method. It can be easily observed that education in any society which employs the technique of pedagogy (Kabuga (1982) whether African, European or any other- is more or less a teacher-centred instructional method. This is because of the one way nature of the traditional African education, most at times is glorifying the teacher whose wisdom could not be challenged or questioned. Hiemstra & Sisco (1990) supported that there is little doubt that the most dominant form of instruction in Europe and America is pedagogy, or what some people refer to as didactic, traditional or teacher-directed approaches. Kabuga explained that such an education might have produce men with great memories, but not so many men with develop thinking faculties. He further added that, people who remember most may not necessarily be the ones who think more. While remembering is a backward-looking activity, thinking is a forward looking one, and any dynamic society needs more of such future-looking citizens.

Although Tijani (2012) identified pedagogy as a concept that embraces critical thinking in the classroom both on the part of the teacher and his students, it assists in knowledge synthesis, learning and evaluation of students' performance. He however, (discouraged banking education) because he admonished that lecturers should engaged students in activities that embrace interactive techniques, dialogue, testing and culminate in the development of partnerships with students in order to enhance both teaching and learning. By integrating local examples and methodologies with global best practices, promote innovation and creativity in the dispensing of knowledge.

Biao (2006) wrote this about pedagogy that “from Greece to Rome through Macedonia, pedagogues peddled their wares and taught their art. A pedagogue is a proponent of pedagogy. Pedagogy is the art of leading the youth through teaching. Pedagogy assumes first and foremost that education is a formal activity; secondly, it promotes rigid safeguards c(school environment, educational curriculum, time-tabling etc.) within which education must take place; thirdly, it promotes the idea that the teacher detains all of the knowledge that is to be dispensed at school; fourthly, it arrogates to the teacher some amount of intimidating and monitoring roles even outside the school environment; sixthly, it considers its clientele to be persons possessing knowledge that would need to be unlearned before education can take place through teaching.

Closely in line with this view Freire (1962) clearly pointed out in his most popular writing “pedagogy of the oppressed” the oppressive nature of the banking concept of education. Freire believed that many teachers employ within their instruction an element of education or method of teaching which is responsible for ignorance within students and ultimately oppression of the said students. He explained that the “banking concept” is when students are treated as if they are nothing more than storage banks. They are provided with information which they store in their memories so that they might regurgitate the information at a later date.

Students are taught to accept everything the teacher says as true, they are not taught to question or to think creatively about the subject at hand. The student who is brought up in this environment becomes a passive member of the society. According to Freire the purpose of education is that teachers and learners should “learn to read reality so that they can write their own history”. This presupposes the ability to interpret the world critically and to change it in accordance with “viable unknown”. By taking action and reflecting through dialogue, learners and teachers take control of their lives.

In contrast to the banking concept of education, Freire regards knowing about reality not as an individual or merely intellectual act. But knowing the world is a collective, practical process involving different kinds of knowledge, consciousness, feeling, desire, will and physicality. Every educational practice must recognize what learners and teachers know about the topic, and must generate collective, dialogical experiences so that both sites develop new knowledge. The celebrated statement by Freire that “No one knows everything and no one knows nothing, no one educate anyone, no one educates himself alone, people educate each other mediated by the world” needs to be read in this constructivist sense; whoever teaches learns and whoever learns teaches”.

By looking at some of the characteristics of banking education analysed by Freire, one can easily point out some traces of such attributes in most of what goes on in the instructional delivery method of most tertiary institutions in the third world countries. For instance, a teacher follows text or curriculum guided by grade level and date. Most of the time, all the students work on the same task, teachers expect learning results to occur in a normal curve A-F, teachers teach by “activities” suggested in the course outline or curriculum guide, the current instructional program may be isolated from what happened the year before or will happen after this year. Instruction is based on “things to teach in this grade”, the student's grade is determined by testing done at the end of a sequence of learning. Paper and pencil are the major modes of testing, and primarily only language skills and mathematics are subjected to rigorous attention and evaluation (at some educational levels), lessons are usually designed to produce only one level of learning outcome, teaching to achieve independent learners with a zest for learning is incidental. Teachers focus on a one year view of students' progress. The major record of students' progress is the teachers' grade book. Teachers assume major responsibility for what students do to learn. Students judge their achievement by comparison with others in the class. Students assume that if they are younger than the majority of the group, they are superior; if they are older they have failed. Students feel little pressure for being responsible for their own learning. “it is the teacher's job to teach me”. Students feel little responsibility for self – direction. Students accept that they will “pass or fail”. (Carlos, 2005)

The banking concept of education allows the ‘oppressors’ to control the actions, thoughts and realities of people. It promotes a facet by which the elites can dominate and promote a “culture of silence” Cesaire (2000). Students are not allowed to question and when they do it complies with the limited ‘content’ the lecture allows. Take an example of a typical banking concept in the numerous seminars and workshops where the lecturer walked in, opened a folder, taught, closed the folder and left; 50 minutes deposit- transaction complete.

3. Pragmatism in the Contents and Techniques of Learning

Learning at any level that is devoid of practical, but basically compounded on theory hardly produces any industrious outcome. Such students become full of theories, which can hardly be applied to solve their personal problems let alone that of the society in which they live. Education is never a neutral phenomenon and education alone according to Paulo Freire does not usher in changes, but it is such a fundamental strategy for change that is often neglected that makes it really impossible to transform learning into practice.

Cesaire (2000) further asserted that, it is no secret that we inhabit a post-colonial space, how are we as future generation expected to recreate, develop, change, and agitate dominant hegemony, if the very foundation that should engender the desire to do so, continually and consistently deposit enough asinine information to ensure we remained oppressed.

According to Kabuga (1982) stated that, in Africa, (or rather some African countries) we should be unhappy about this education not only at the level of contents but also at the level of techniques. Unfortunately, because our education is alien, we seem to have concentrated more on content modification than on the modification of techniques. For example, we have been very anxious to include in our curriculum subjects like agriculture, as if it is possible to turn out farmers from school gardens. At some other times it is the changing of course titles or course codes. If we wish to rid our education of its crippling characteristics, we must show equal concern for both the content and the techniques. He further lamented that Africanizing the syllabus does not liberate the learner as long as the techniques used carry with them the banking concept characteristics. Any content transmitted pedagogically is incapable of being useful or of functioning or of liberating. It is incapable because such contents of education merely gets stored in the heads of learners and awaits recollection at an appropriate moment. Such contents may be likened to undigested food. Just as food builds our bodies when we have digested it and made it part of us, the educational content we acquire becomes useful when it helps us solve the problems we meet through our processes of growth and development. Pedagogy with its techniques is narrating, receiving, memorizing and repeating, prevents the digestion of the contents particularly the alien contents, so that it is not used. We need new techniques. Nevertheless, before thinking about such new techniques, we have to be absolutely clear about what we want out of education. It will be only then that we shall look for technique that will give us what we want. The new techniques have to be premised both on the dynamic nature of society and on that of the students and teachers, all of whom are in a constant process of maturation. These techniques must lead the learner to the realization of the most important thing education can give.

Kabuga further articulated that life is an endless research problem that no student can ever come out of any educational institution with readymade solutions to it. The best that a student can hope to come out with are the techniques of learning and thinking about any problem life might present. With such technique the student will have been prepared to manage life on his own, and to discover new knowledge for himself. This will enable him to see the relationship of things and facts that were otherwise isolated and meaningless. These techniques will be his master key both to the doors of life and to the rooms of ignorance wherever the light of knowledge must shine.

Therefore, pragmatizing the contents and technique of our learning is an attempt to explain the need to endorse an approach that is generally aimed at producing individual who can transform themselves as well as the society. Unlike the pedagogical system of many formal schooling which Ingalla (1976) stated that

“It is becoming increasingly clear that formal school in our society generally aim at creating sameness and not difference. The members

of a class for example are graded on the basis of how well they each acquire the same information presented in the same way to all. While this process appears necessary in order to produce doctors, engineers, lawyers, and teachers and so forth. It does not necessarily produce individuals who are different. In other words, it produces a person who can fill social and work roles, which is obviously important, but it does not tend to produce individuals who can transform society itself’.

It was in this regard that Freire and Shor (1987) further emphasized that the pursuit of critical education through anti-colonial perspectives require that learning promotes and sustains new perspective, create and originate ideas about what constitute schooling and education. Therefore, for this to take place, critical educators will have to ground themselves in a firm knowledge of the importance of educational transformation that links schooling and education to the broader socio-economic transformation of society for the benefit of all learners. Education should be seen as a social good in itself that should not necessarily be dominated by the needs of a particular sector of the society. Whether the content is academic or not, consciousness-raising through critical issues requires a deep level of engagement both from students and the teachers. It is crucial that the content be immediate and meaningful to students so that they become aware of both the reproductive nature and the possibility of resistance to problematic contents. Such content should be remodeled and reoriented through effective and well directed teaching as pointed out by Freire (1998) supported this view thus “using teaching as a vehicle for social change, we tell ourselves that we need to teach our students to think critically so that they can detect the manipulations of advertising, analyse the fallacious rhetoric of politicians, expose their ideologies, resist the stereotypes of class, race and gender or depending on where you are coming from, hold the line against secular humanism and stop canon busting before it goes too far. Therefore, for this to be achieved teachers should put all efforts to teach students by and prepare them into real and practical social change agents.

4. Instructional Delivery using technology for Relevance at the Global Scene

Instructional delivery is a process in which teachers apply a repertoire of instructional strategies to communicate and interact with students around academic content, and to support student engagement. The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs. Using technology in delivering instruction will to some extent reduce the impact or the effect of the banking education. This is true considering the assertion of Roblyer (2006) who views technology as a channel for helping teachers communicate better with students and asserts that technology can be an enhancement to instructional delivery. “It can make good teaching even better, but it cannot make bad teaching good. Consequently, technology using by teachers [Professors] never can be a force for improved education unless they are first and foremost informed, knowledgeable shapers of their craft.” It almost goes without saying that without adequate knowledge or skills in technology, the professor is in peril when it comes to preparation for utilizing today’s “smart classroom.”

The use of technology to enhance and reinforce concept formation during classroom instruction is fast becoming the rule rather than the exception in colleges and universities

across (some African) nations. As technology in its various forms proliferate colleges and universities, findings from recent research studies on technology in the higher education arena reveal a mixed bag of both positive and negative impact. (Larson et al., 2002; Tomei, 2002; Valmont, 2003; Roblyer, 2006). This is because the use of standard tools of technology such as accessing Hyper-links, interactive board, Blackboard shells, platforms, web Boards, e-attachments, and public folders can become formidable challenges for even the most diligent Professor. (Roblyer, 2006). Especially when one takes an average look at the daily routine in academia which is fraught with course loads, committee work, advising of majors, departmental and university-wide responsibilities. University life, with the hectic daily grind, leaves little time for another set of skills to learn, moreover to develop the level of competence that allows for inclusion of these skills into teaching strategies. Clearly, this cannot be accomplished without spending adequate time and effort to learn technology-based methods and to gain competence in the subsequent technology-related skills.(ibid)

The engine of growth that fuels our education industry is linked firmly to our ability to develop and educate the most competent and adaptable workforce in our society. This is the only measure that can warrant our strength and chances to withstanding global challenges, display the outcome of our rigorous academic training and the impact of its relevance in all ramifications of human endeavours. It is expected that university graduates must be able to acquire knowledge and training so as to show case their potentialities and intellectual skills at the global scene. These institutions must have the wherewithal to bear the responsibility to training the future workforce of the global economy. The toughest part is that these institutions are no longer competing domestically; with globalization, they are now benchmarked against education levels all around the world. Perhaps this increased competition and challenges will take education to the next level in preparing young students for the complexities of working in today's globalised business and educational climate.

In another development, Schuavelli (2006) revealed recent studies by the American Association for the advancement of science and reported that the U.S science and engineering labour pool is getting older and that interest in these fields among younger people has waned. In order to keep that labour force strong and globally competitive, it is essential to recruit and cultivate future scientist and engineers into the pool of talents. He continued that, engineers in global economy, value college graduates who brought a combination of specialized technical aptitudes, adaptability and business skills to the workforce. This will require new approaches to higher education and new thinking about traditional undergraduates' degree programs.

Pennusi (2013) aptly put it that no matter where you are in the world, the sustainability of almost every economy depends largely on one critical idea, young and highly educated workers must be able to fill the void created by an aging population leaving the workforce. In the competitive global economic landscape of today, even highly developed countries cannot afford to slide into downward educational trends. One can obtain great foresight into the future outcome of the global economy by simply comparing international education across industrialized economies.

The only way tertiary institutions in West Africa and particularly Nigeria would be able to stand high and meet up with challenges at the global scene is by general upgrading and overhauling of the system, the curriculum, techniques and methods of teaching, examination and inventing new educational approaches that recognize our cultural and environmental context. Modes and methods of instruction should be constantly renewed and upgraded in relation to rapid global and technological changes.

The highly inequitable and complex world that is emerging as a result of globalization and of the new economic and social order demands new, wider and more diversified competencies to be able to understand, anticipate, analyse and deal with such realities (Torres,2003). Most of the instructional method that goes on in our universities nowadays takes the form of lectures, discussions, presentations, assignments, tests and exams all of which do not always afford the students opportunity to challenge, think, explicate, hypothesize or interrogate, instead, the main goal is to cover enough chapter or enough information provided by the teacher so as to rehash the exact information in an examination in order to score an A.

5. Conclusion

It can be easily observed that the new challenges posed by this national and international trend present a major opportunity to rethink teaching and learning system in higher institutions, in such a way that it becomes a means for personal, family and community development, for active citizenship building, for improving the lives of people and for active participation at the global scene. Therefore, instructional method must be explicitly framed and oriented especially at the tertiary level towards social transformation and human development that can withstand global challenges at all level. On this basis the banking concept of education has to be modified to embrace an instructional delivery method that can withstand the taste of time. Teachers must acquire skills of passing information using modern technological gadgets, such as interactive white boards, clickers, GPS receivers, MP3 players, document cameras etc. They must abandon the educational goal of deposit making and replace it with the posing of the problems of individuals in their relation with the world. Then and only then will we have a transition not only from college to university but from student to critical thinker, from a redundant nation to a vibrant and progressive one and from desultory and uncompetitive pattern to a competitive one.

6. Recommendations

All the platforms that create hindrances to university academic staff in becoming technologically competent must be removed. There should be adequate professional development opportunities over-time for all staff; workshops, seminars, and incentives provided at the college/university that foster technology literacy and usage in instructional delivery. Leadership that recognizes and values the role of technology as an enhancement to teaching and learning must assert more influence in changing the traditional teaching ethos.

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The dichotomy of Language and Content in US and UK Foreign Language Degree Programs – Implications for Criticality and Intercultural Competence

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ABSTRACT

The paper reports on a doctoral study carried out in the U.K. exploring the complex relationship between language and content teaching within Foreign Language degree programs. Implications of the division, often observable in the US through a two-tiered language-literature structure and in the UK through a language vs. content syllabus are discussed in relation to the implications for students' development of intercultural competence and criticality and an argument is made for new directions in the field. As Byram (2008) notes, 'if language learning is to be part of a policy of internationalisation, it has to be more than the acquisition of linguistic competence.' Intercultural competence, he argues, offers 'the opportunity for 'tertiary socialisation' [...] in which learning a foreign language can take learners beyond a focus on their own society, into experience of otherness.' (p.29). The Southampton Project similarly highlights disparity between the two areas and, in reference to language, notes that 'the focus on criticality development itself is less central than in other areas of the ML curriculum, especially the 'content' courses.' (Brumfit et al., 2005, p.159) The American MLA Report (2007), as well as reports issued in the UK such as the Worton Report (2009), similarly refer to a division in the content and language elements of the degree and advocate for a curricular reform in which a more integrative approach is adopted for languages in Higher Education. Four German departments, two located in the US and two in the UK took part in the study and data was collected through a questionnaire and interviews. The findings add to our understanding of criticality development and highlight the unique contribution of upper-level content modules. Interview data specifically appeared to indicate that criticality development is best fostered through critical discussions taking place in upper-level / content classes and that intercultural competence similarly appears to be developed at higher levels through explicit discussion and assessment tasks compared to study abroad or lower-level language courses. Furthermore the separation observable in many programs appeared to play a significant role in affecting attitudes towards the target language and frequency of opportunities for students to take part in more sophisticated critical thought.

Keywords: Criticality, Intercultural Competence, Study Abroad, Target Language, German, Foreign Languages, Higher Education, Critical thinking, Critical Cultural Awareness

INTRODUCTION

The article explores the separation between language and content in Higher Education placing particular focus on the implications for Criticality and Intercultural Competence. It explores whether a greater degree of integration between the areas of the curriculum may better support students' development in the two areas. It is also concerned at exploring more generally the implication of the separation on the student experience.

Criticality is understood here as comprising of critical thinking, critical self-reflection and critical action (Johnston et al., 2011) and, for the purpose of this study, is drawn from Barnett's (1997) theoretical conceptualisation of criticality. Barnett proposed that criticality be understood over a range of domains (knowledge, self and the world) and theorised three forms of critical being (critical reason, critical self-reflection and critical action).

Intercultural Competence, the second area which concerns this research, is also to be understood in the specific context which interests the study. Unlike the more broadly used term Intercultural Communication, it is drawn specifically from Mike Byram's (1997) model, which theorises five *savoirs* as the components of this framework. These are 1. *Savoir être*, 2. *Savoirs*, 3. *Savoir comprendre*, 4. *Savoir apprendre / faire* and 5. *Savoir s'engager*. The framework is theorised specifically to attempt to define learning outcomes for intercultural competence in the context of Foreign Language education. The extent to which criticality and intercultural competence have made a contribution to knowledge for research into Foreign Languages in Higher Education is further discussed in the following section. The research instruments in this research project adopted the two theoretical frameworks both in the development of the research instruments (the questionnaire and the interview guide) as well as in the data analysis.

LITERATURE REVIEW

Foreign Language study and particularly language degrees face a critical challenge in English-speaking countries such as the United Kingdom, the United States or Australia (see Coleman, 2005). As a result of the dominance of English as a world language, it is not surprising that the UK and Ireland are regarded as the least multilingual countries in Europe where a significant portion of the population remains monolingual (Cenoz, 2009). Furthermore in the aftermath of the Bologna process a number of European universities are now offering degree programs, which are taught and assessed in English with the aim of internationalizing Higher Education. In light of the growing use of English as a *lingua franca*, foreign language learning in Anglophone countries arguably faces a diverse set of challenges. While the number of students majoring in a Foreign Language in the USA has not fallen considerably over the years, language degrees in the U.K. face an enrollment crisis that sees the number of applications drop year by year. This has affected not only student numbers but also the number of institutions in the UK, which are still offering language degrees. 'Whereas in 1998, there were 93 universities offering specialist language degrees, now only 56 do, a 40% drop'. (The Guardian, 2013) Ironically it appears that 'the main concern of government is with a general increase in

language learning, and it is not specifically concerned to address the issue of a fall in students specialising in languages at university.’ (Kelly, 2003, p.107). The language crisis in British universities has motivated a number of researchers and faculty members to explore, through research, whether such a decline could be in part attributed to student motivation, the Modern Language curriculum, previous experience of studying a language (for instance experience in high school), the recent rise in tuition fees in the UK, employability prospects and other factors which may play a role in students’ decision making when it comes to applying for a university degree.

This study explores one of the issues identified in the literature, which has been discussed also in the context of its relationship to student motivation and a possible link to the decline in applications for language degrees in the UK. Language degrees, unlike language study in a school-based context, have maintained a distinction between the study of language and the study of culture or content, which historically meant literature. As Phipps (2007) argues ‘the promotion of languages as ‘purely functionalist, utilitarian skills that will get young people good jobs at the end of their studies or schooling’ is used as a way of recruiting students to ‘largely literary programmes’ (p. 36). This creates false expectations for prospective students, which as Haggis and Pouget argue, result in a ‘clear mismatch between student preparedness and university expectations’ (Haggis and Pouget, 2002).

It is argued that the content classes of the degree program could be better integrated to increase their relevance in the curriculum. Similarly the language classes would also need to be revisited as, particularly in the UK, many programs still adopt a very much grammar-focused curriculum.

It is common practice to offer separate grammar classes in which linguistic form is [...] studied in a relatively decontextualised manner, along with translation classes consisting of texts bearing little or no connection to any of the ‘content’ modules¹ that run in parallel. (Gieve and Cunico, 2012)

While language degree programs in the US generally do not offer separate grammar classes and adopt more communicative approaches towards the teaching of language in lower-division courses, a similar separation can be observed resulting in some common issues with regards to relevance between classes. The MLA (2007) report, for instance, highlights the language-literature separation as a major concern in American Foreign Language programs and states as follows”

a two-tiered structure impedes the development of a unified curriculum in which language and content may be taught coherently at the upper and lower divisions of the university FL sequence’ (MLA 2007, pp. 2–3)

The concern about the bifurcation of language and literature in American universities has also been raised with regards to the reduced impact that the

¹ In the UK a university class, unit of learning, is referred to by the term “module”. Content modules are to be understood as upper-level content classes in the USA. There is no distinction between lower-level and upper level in the UK.

Standards for Foreign Language Learning (2006) have had in Higher Education. As Byrnes (2012) points out ‘these standards have had their greatest impact in secondary instruction and only limited impact on FL education at the college level.’ Kramsch (2014) in this regard notes that,

Indeed the bifurcation into language programs and literature/cultural programs at colleges and universities, later deplored by the MLA (2007) Report, has persisted despite some notable exceptions (Byrnes, Maxim, & Norris, 2010) and the disciplinary connections envisaged by the Standards did not get realized at the college level as could have been hoped for. (Kramsch, 2014, p. 302)

The separation or bifurcation of language and literature / cultural content in Higher Education is not only problematic from a theoretical perspective but, both in the UK and in the US, it has also had implications on staffing, curriculum and assessment.

The MLA (2007) report refers to the two-tiered structure as:

a configuration [which] defines both the curriculum and the governance structure of language departments and creates a division between the language curriculum and the literature curriculum and between tenure-track literature professors and language instructors in non tenure-track positions. (MLA, 2007, p. 3)

The configuration is further criticized in Byrnes (1998) who argues that departments in the USA face serious mismatches when faculty members, generally specialized in the literary field, teach few students while novice TAs teach the majority of students in language classes. This issue is also highlighted in the Worton (2009) report in reference to the UK context, which points out that the appointment of PhD students as Teaching Assistants is on the one hand encouraging, as it provides them with the appropriate training, but on the other hand, coupled with the appointment of staff on fractional and often short-term contracts can lead to the ‘casualisation’ of teaching staff. Concerns about the adequacy of academics with literary specialisms to teach language is also questioned.

Academic staff in the Modern Language Departments [...] have never been trained as language teachers, are contentedly unaware of the extensive research literature on advanced level language teaching, and resent spending time teaching language: it distracts them from research. (Coleman, 2004, p.153)

As has been identified in the literature, the dichotomy of language and content has led to a number of tensions among staff structures and has affected not only the content and methodological approaches in the curriculum but also attitudes towards the teaching of language, generally perceived by academic staff as easier and hence a task that can be delegated to TAs or part-time lecturers on short-term contracts. What has been perhaps overlooked is the implications of the following on the student experience. Busse (2013) explored undergraduate students’

motivation at two British universities. The study looked specifically at first year students of German at two well-established institutions. The findings indicated that in spite of students' wish to become proficient in German, their efforts to engage with language learning decreased throughout their first year of study. In interviews students referred to their lack of perceived progress in language / grammar classes and also described the rather indifferent relationship with their language lecturers as opposed to 'the close relationship to their literature tutors, who were perceived as academic role models' (p. 450). Busse (2013) also identifies the separation between language and content as problematic and argues that 'overcoming the existing language/literature divide may be one way to counteract students' perception of language exercises as intellectually unchallenging and to make learning material more relevant to students' (p. 451).

In addition to highlighting the two –tiered structure as a model which 'impedes the development of a unified curriculum', the MLA (2007) report also proposes new objectives for language graduates, which are of great interest to this research study. It argues that the language major 'should be structured to produce a specific outcome: educated speakers who have deep translingual and transcultural competence' (MLA, 2007, p.3). It further stresses that a curriculum should consist of 'a series of complementary or linked courses that holistically incorporate content and cross-cultural reflection at every level' (MLA 2007, p.5). The document hence makes the recommendation that a Foreign language curriculum should be restructured in order to expose students to the content areas from the beginning of their learning experience rather than introducing this in upper-division and furthermore redefine the learning outcomes for language majors in relation to their translingual and transcultural competence. One misconception of language degrees is often the expectation that the most important learning outcome should be to achieve near-native fluency in the foreign language. The report, on the other hand, highlights the important role of the humanities side of the discipline especially in its ability to guide students toward a reflection on "the foreign" through which they can learn more about their own language and culture as well. The theoretical concepts *Criticality* and *Intercultural Competence* are relevant here as they present a framework for Higher Education whereby the educational goals of learning a foreign language are made central to the learning experience.

Criticality

Criticality, as mentioned previously, is to be understood as comprising of critical thinking, critical self-reflection and critical action (Johnston et al., 2011). While critical thinking is an element of Barnett's (1997) theoretical conceptualization, he proposes a different understanding of critical thinking developed across three domains: knowledge, the self and the world. In his view the underlying purpose of higher education is to develop 'the capacities to think critically... to understand oneself critically and to act critically' with the aim of forming 'critical persons who are not subject to the world but able to act anonymously and purposively within it' (Barnett, 1997, p.4). More recently a number of doctoral theses, as well as other research projects, carried out in the UK have explored the development of criticality in Modern Language degrees and have focused on a number of aspects relating to the student experience, which include

the year abroad (or study abroad), criticality development in a first year beginners' language course and the contributions of both the language and the content modules to criticality development. The findings of these studies were crucial at gaining a better understanding of how criticality may be explored in the context of foreign language degrees. Perhaps the most significant study is known as the *Southampton Project* described in Brumfit et al. (2005) and later in Johnston et al. (2011), which explored criticality development in Modern Languages and also refers to the role of cross-cultural experience and the contributions of both language and content modules to criticality development. Interestingly Brumfit et al. (2005) found that content courses appeared to play a more significant role in the development of criticality than the language program.

It is clear that the language programme is geared at least partly towards giving the students the L2 linguistic tools enabling them to develop and use the critical/analytical skills required of them in the content courses. [...] Yet it is clear that the focus on criticality development itself is less central than in other areas of the ML curriculum, especially the 'content' courses. (Brumfit et al. 2005, p. 159, emphasis added)

A previous study reported in Mitchell and Johnston (2004) also found that in interviews 'both tutors² and students talk most about critical thinking and about interpreting and engaging with the world when discussing content rather than language classes (Mitchell and Johnston, 2004).

A further study exploring criticality in undergraduates was reported in Houghton and Yamada (2012). The study explored criticality development in a beginner's Japanese course at the University of Durham (UK). Barnett's (1997) model was once again adopted as a theoretical framework for criticality. The action research project comprised of inserting focused lessons into the existing textbook-based syllabus. The findings of the study seemed to indicate that while criticality can develop independent of targeted instruction, 'its development can be intensified through targeted instruction in focused lessons in different ways' (p.153). Interestingly, students' initial theories or assumptions did not seem to present a 'terminal-point' as they could be challenged by later encounters with different opinions or viewpoints. It was found that while direct teacher/researcher intervention played a role in criticality development, certain learning activities / tasks appeared to 'stimulate the *thinking* of the learners' and when these revolved around the three dimensions of language awareness, cultural awareness and the learning process, the experience seemed to help intensify criticality development (ibid.). The specific concepts of criticality which emerged from this study included skepticism, inquiry, suspension of judgment, comparison and contrast, and the importance of the cultural dimension.

It is interesting to note that in this instance the focus was placed specifically on a language course and the findings would seem to indicate that it is possible to increase opportunities for students to develop criticality even in language teaching through a reshaping of the learning activities adopted for instruction.

² The term 'tutor' in the UK refers to the instructor, who may be a lecturer, TA or professor.

This once again highlights the important role of explicit guidance towards critical thinking. Romero de Mills (2008) also commented that while there is evidence that through language classes students do gain knowledge of other cultures, 'content courses are [...] acknowledged by tutors, curriculum developers and students to be the place where students acquire and develop the conceptual and analytical tools they require to perform critically within specific epistematic domains' (p. 274)

Pervious studies on criticality development in undergraduate students, as those reported above, played a significant role in theory building and in the formulation of the research questions guiding the investigation. The following section describes the theoretical framework for intercultural competence and its relevance to the study.

Intercultural Competence

Intercultural Competence is defined as 'the ability to interact effectively with people of other cultures that we consider to be different from our own'. (Guilherme, 2004, p. 297). The framework adopted in the investigation is drawn from Byram's (1997) model, which theorizes five savors for Intercultural Competence.

1. Savoir être - Attitudes, curiosity and openness, readiness to suspend disbelief about other cultures *and* belief about one's own.
2. Savoirs - Knowledge of social groups and their products and practices in one's own and one's interlocutor's country, and the general processes of societal and individual interaction.
3. Savoir comprendre - Skills of interpreting and relating: ability to interpret a document or event from another culture, to explain it and relate it to documents or events from one's own.
4. Savoir apprendre / faire - Skills of discovery and interaction: ability to acquire new knowledge of a culture and cultural practices, and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction.
5. Savoir s'engager - Critical cultural awareness: an ability to evaluate, critically and on the basis of explicit criteria, perspectives, practices and products in one's own and other cultures and countries.

The fifth savoir is perhaps the most central to this investigation as it presupposes a link between intercultural competence and 'the critical'. It also highlights the critical evaluation of different perspectives and the importance of comparison between other cultures and one's own.

The framework was originally designed for the teaching of Foreign languages in British high schools, but more recently has also made its contributions to higher education. Mike Byram, in his later work, also addresses the issue of separating the teaching of language and culture observable in Higher Education and questions such approaches from a theoretical standpoint. The work of Claire Kramsch is also particularly significant in understanding the relationship between language and culture and the interaction of the two within the learning

experience. In reference to the foreign language classroom, Kramsch (1993) argues that foreign language learners should be able to fully operate in a context where two or more languages and cultures are present. Where there is an interplay between their own and another culture, they may find themselves in no-man's-land or, what she calls 'a third place' from where to be able to understand and mediate between the home and the target language and culture (ibid. pp. 233-259). Byram (2008) similarly suggests that Intercultural Competence 'offers learners the opportunity for 'tertiary socialisation' [...] in which learning a foreign language can take learners beyond a focus on their own society, into experience of otherness, or other cultural beliefs, values and behaviours.' (p. 29). This is further articulated in Kramsch (2009) who states that we 'only learn who we are through the mirror of others, and, in turn, we only understand others by understanding ourselves as Other' (p.18). The theoretical concept of 'otherness' and learning about our own culture, values and beliefs through the experience of the foreign also echoes some of the wording present in the National Standards, for instance in the definition of one of the five Cs. *Comparisons*, for instance is defined as follows:

Through comparisons and contrasts with the language being studied, students develop insight into the nature of language and the concept of culture and realize that there are multiple ways of viewing the world. (National Standards, 2006, emphasis added)

The National Standards also played a significant role in the analysis, as there are many similarities between Byram's (1997) framework for Intercultural Competence and some of the discourse included in defining the five Cs. The following section describes the methodology of the study and is followed by a discussion on the findings.

METHODOLOGY

Population and Sample

The study employed a mixed-methods research design adapted from Dörnyei's (2007) model described as *Interview Study with Preceding Questionnaire*.

The questionnaire was administered to a cohort of German students enrolled in upper-division content courses at University C and D (USA) and finalist (fourth year) students at University A and B (UK). While sampling for the interview was purposive, as a selected number of students were drawn from the questionnaire responses, volunteer sampling was used to collect questionnaire responses from the targeted population.

Instruments and data analysis

The questionnaire was administered online and some paper copies were also made available for those students who preferred to complete it in writing. The questionnaire was anonymous, but allowed students to express interest in taking part in the follow up interview by indicating this on the final question and

providing their university email address. 56 survey responses were returned with some differences between the universities.

The data from the questionnaire responses were analyzed with SPSS version 20. As the questionnaire was designed on a Likert-scale model, responses were coded along a scale of 1 (strongly disagree), 2 (disagree), 3 (slightly disagree), 4 (slightly agree), 5 (agree) and 6 (strongly agree). As the purpose was to consider the inter-relationship of certain variables, it was important to determine whether a relationship between certain factors could be identified and explore this further to evaluate predictability. The statistical procedures employed included correlation tests and regression analysis in order to firstly identify any relationship between the variables and subsequently evaluate whether a given variable could be identified as a predictor of a specific response.

The interview data was analyzed qualitatively. Aside from the student interviews, seven faculty members were also interviewed to gain a better understanding of the curriculum and rationales behind the different approaches adopted by the institutions. Interviews were fully recorded and transcribed. Individual quotations were extracted from the transcript and were then coded using Barnett's Criticality framework and Byram's model for Intercultural Competence. Responses relating to the curriculum and rationale for target language use were also coded according to how they related to certain previous research particularly the work of Kramsch, Byrnes and other scholars exploring the relationship between language and culture.

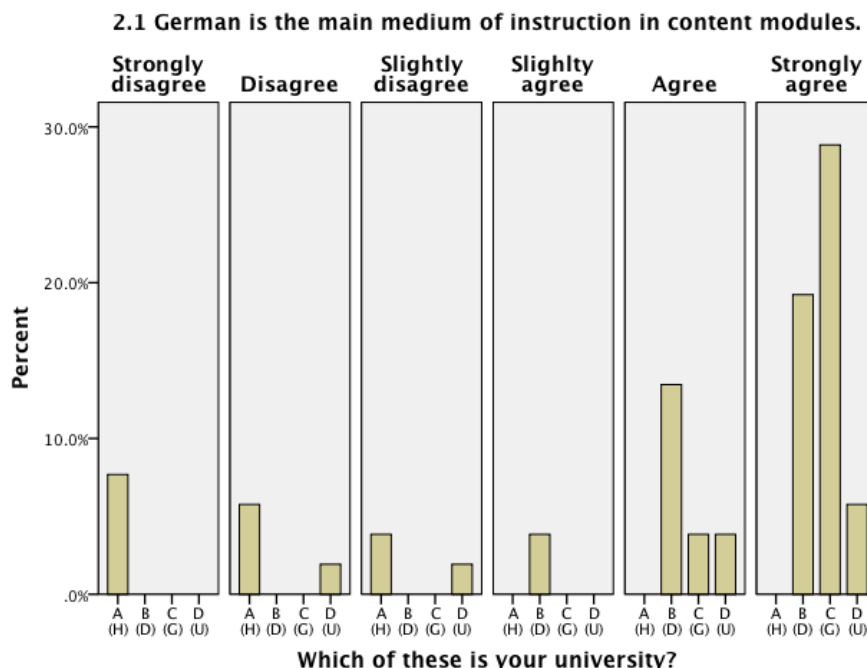
FINDINGS

Questionnaire Findings

The quantitative analysis of the questionnaire responses resulted in significant findings for 1) differences in the use of target language for the teaching of content courses, 2) students' attitudes towards the target language, 3) students' preference for being taught content in the target language or English, 4) the relationship between similarity of feedback and integration and students' perception of their degree program needing better integration and 5) the relationship between the degree of integration and students' development of critical cultural awareness.

As illustrated in the bar chart, it can be noted that the universities differ significantly in their use of target language or English for the teaching of content courses.

Figure 1: Bar chart – Use of target language in content courses per institution



University C and B were the institutions where students mostly agreed that content was generally taught in the target language. When examining how this aspect related to students' preference for being taught in the TL or in English, it was found that students studying in programs where the TL was the main medium of instruction in content courses, also expressed preference for it.

A one-tailed correlation test was conducted and resulted in a positive correlation with a significance level of $p=.039$ indicating that as the proportion of content courses taught in the target language increases, students' preference for being taught in the TL also increases.

A further test was carried out to evaluate whether the experience of receiving similar feedback in both language and content seminars as well as an increased relevance between the two curricula would correlate with students' perceptions of their degree being well integrated.

The results indicated a very strong correlation significant at $p=.000$. As statistical significance from the correlation test was very strong, linear regression was also carried out to evaluate whether students' experience of receiving similar feedback and greater relevance between the two areas could be regarded as a predictor for a perceived better level of integration in their degree program. The results of the linear regression confirmed the findings of the correlation.

The simple linear regression identified the dependent variable as a significant predictor for variance for the independent variable. The t-test output in the coefficients table was equal to $t= 66.166$ significant at $p=.000$.

The R^2 value of 1.000 indicated a 100% variance, suggesting that students' experience of learning in a context where there appears to be greater similarity in feedback and relevance between the language and content modules is a very strong predictor for students' perception of their program having a good level of integration. The linear regression coefficients further indicate the how the model

may be used to predict an increase in student rating scores for perceived level of integration in their degree program.

A further correlation test was conducted with two more variables to identify whether a correlation could be determined between the curriculum experienced and students' impression that there was a need for greater integration within the program.

The correlation indicated that as the degree of integration increases, students' perceptions that language and content should be better integrated decreases. The correlation was found to be statistically significant with a p value of $p=.014$.

DISCUSSION

The results of the study confirmed some of the findings of previous research, which informed the research questions guiding the investigation. Some of the findings, particularly those drawn from the analysis of the interview data, also served to generate theory, in line with an exploratory research aim. There was an evident preference for the teaching of content in the target language expressed across all four universities both through the questionnaire and in student interviews. This finding was in line with McBride (2003) who found that while a large number of staff members interviewed were of the opinion that the same level of depth would not be achieved if the TL was used for the teaching of content, a smaller number of students shared this view. Hence there were significantly different perspectives between staff and students on the matter. The fact that similarity between feedback and relevance of topics and tasks between the language and content courses played a role in determining students' perceptions of their degree as needing to be better integrated, echoed some of the findings mentioned in Busse (2013) in relation to student views on the perceived lack of relevance between the two areas.

With regards to the implications of the separation of language and content on the student experience, more generally, and specifically on the development on intercultural competence and criticality, interview data from the staff and student interviews seemed to indicate that students studying in programs where criticality and / or intercultural competence had been clearly operationalized into student learning outcomes (e.g. through teaching or the organization of study abroad activities, assessments and the program itself), generally received more opportunities to develop in these areas. While no direct link could be established between the two-tiered structure in American degree programs or the parallel teaching of language and content in the UK and outcomes for criticality and intercultural competence development, in interviews students from university C demonstrated very high levels of intercultural competence. In an interview, JFK of University C demonstrated a very high awareness of being able to perceive facts and experiences from the perspective of the TL culture.

You look at Germany today and you study immigration, you study manufacturing, you look at Germany's Russwelt, East Germany has a lot of the same problems in manufacturing that we do, you think about both sides and how you fit in where. And what happens when you place yourself in that society, what would I be like if I were East German, what would life be like? How would life be different? Is life

similar? And I think in doing those two things you come to the conclusion about how you fit in.

University B, where attempts had been made to teach a wide range of content courses in the TL also seemed to provide students with a wide range of opportunities to develop in both areas but particularly in criticality, although the main level of domain that students referred to in interviews was *knowledge*. It appeared that the most effective approach for guiding students towards a critical reflection was through explicit teaching, generally taking place in upper-level content courses, where the aim of the instructor was to create opportunities for students to challenge assumptions and respectfully relate different interpretations and points of view. The role of study abroad was not found to play a significant role for the development of criticality and intercultural competence unless students would be explicitly guided to reflect upon the different cultural practices between the home and target culture. This confirmed the findings of Holmes et al. (2015) who found that pre-departure materials for Erasmus students could help students to ‘recognize variety and complexity in self and others in intercultural encounters’ (p.16). Holmes et al. (2015) also point out that

the intercultural awareness and development that students might expect to gain from a study abroad – no matter with whom – is unlikely to occur of its own accord. Mobile students require preparation, or more importantly, intercultural education to maximise the benefits of study abroad (Byram and Dervin, 2008; Byram and Feng 2006; Jackson 2008 cited in Holmes et al. 2015, p.17)

With regards to the relationship between theory on language and culture and how that impacts on current practice in Higher Education, certain pragmatic challenges appear to still dictate, at least in part, curricular and structural rationales. The decision to teach content in English for instance, aside from university B and C, where staff interviewed voiced their rationale for adopting a particular approach, in universities A and D the decision appeared to be more strongly related to student recruitment or institutional tradition. Faculty members interviewed at university C in this regard commented the following,

Prof. A: I mean if you think about the rationale for the entire curriculum it relies on working with the language the whole time in texts.

Prof. B: Yeah and the critical thinking aspect is part of it. The idea is that you learn about the foreign *through* the foreign language and that’s probably the best way to learn about the foreign, through the perspective of that language and not in translation.

The rationale voiced by Prof. B here portrays a view of language as interlinked with culture, in line with the department’s rationale for a curriculum that seeks to teach ‘content from the start, language to the end’. While this understanding of the relationship between language and culture is supported by various scholars in applied linguistics, (see Kramsch, Byram and Byrnes) arguments for the

inseparability of language and culture have also been questioned (see Risager, 2006). Curricular approaches regarding teaching content in the target language and integration of the language and content areas of the curriculum hence remain a subject of discussion with great diversity being observed across departments and institutions.

LIMITATIONS

While the study draws on data from four different German departments and data was collected both qualitatively and quantitatively, the number of questionnaire responses returned was lower than expected. This may have affected the reliability of the results obtained for questions relating to Intercultural Competence and Criticality, where many of the responses were very similar between institutions. The interviews, on the other hand, provided very rich qualitative data, which was invaluable to better understand implications of the different curricula on the students' development of Intercultural Competence and Criticality.

RECOMMENDATIONS

Three recommendations for Higher Education are made based on the initial findings: firstly, to recognize the invaluable contribution of content modules for the development of the critical dimension, secondly to consider how the language modules may similarly contribute to this development and thirdly to reflect upon the role of the target language in bridging the language and content curricula in order to achieve a more holistic curriculum.

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THE ETHICAL IMPLICATION OF DRUG ABUSE ON THE EDUCATIONAL ADVANCEMENT OF SENIOR SECONDARY SCHOOL STUDENTS LAGOS STATE

**BEING A PAPER PRESENTED AT THE CLUTE INSTITUTE
INTERNATIONAL EDUCATION CONFERENCE IN NEW
YORK
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By

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Abstract

This study examined the ethical implication of drug abuse on the educational advancement of senior secondary school in Lagos State of Nigeria. Four research questions and hypotheses were answered and tested respectively from the objectives of the study to guide the findings of the study. Some related and relevant literature review were scrutinized under different sub-headings in order to give credence to the topic under review. The survey research design was used in carrying out the study. Questionnaire instrument was used for data collection. However, a total number of 600 respondents comprising 300 male and 300 female secondary school students were selected from various secondary schools through stratified sampling technique to form the sample size of the study. The findings of the study showed that there is a significant effect of drug abuse on the educational advancement of secondary schools students. There are also significant relationship between peer pressure, family background, academic performances and drug abuse among the secondary school students. Based on these findings, recommendations were made through the enlightenment of students suggestions were propounded towards the student academic achievement.

Key Words:- Drug Abuse, Educational Advancement, Peer Pressure, Family Background.

Introduction

Issues of drug abuse/substance abuse are not strange in Nigeria culture. It is a common practice among men and women, young girls and boys that they engage themselves in the taking of hard drugs such as Narcotics, Halicongens, Sedatives, Amphetamines, Barbiturates and all other several types of drugs in the believe or motive that they are enjoying themselves or it may be a means of making themselves happy

when ordinarily they are sad or unhappy. Olajide (2000) sees drug abuse as the taking of a drug without medial or professional adviser and direction drugs are mostly obtained illegally and used in such a large quantity as to produce certain dangers to the individuals. Adolescents are very fond of using drugs in school, in preparation for test or examination, so as to make them hyper active and believe they are doing the right thing. The world book Encyclopedia (2004) says that “Many drugs can damage the body and the mind if taken for long periods or in large amount” most cases of drug abuse occur when people use drug for nonmedical reason. Amumonye, A, (2002), drug abuse is really a social terminology used to describe societies disapproval of the way some people pervert the use of drugs, and related substance. It is a social disorder or problem, however drug abuse can lead to addition which are medical disorder of the psychological and physical components of the persons. However, the emergence of psychoactive substances, like Marijuana, Cocaine, Amphetamine, Heroine and Barbiturates signaled the beginning of much danger to the addicts in particular and the general. Oloruntimehin (1990) cited the Nigeria High Commission in India in (1985) who reported the arrest of 20 Nigerian students who were tired and sentenced to various terms of imprisonment for drug trafficking and others who were in Indian Mental Hospitals. This increase in the consumption and abuse of psychoactive substances with its concomitant effects of psychic problems, indolence, low productivity and ultimately brain damage led the military to set up in the late eighties the National Drug Law Enforcements Agency through Decree 48 of 1989 to combat this “Trade in Deceit”. Invariably, those who use drugs see themselves as processing these characteristics which they guard against very well. Olatunde (2003) stated that Nigeria students take drugs such as amphetamine narcotics, sedatives and other drugs as aid for success in examinations. He postulated that those students who take drugs as aids for studies towards examinations are those with poor academic records, a history of instability and family/social problems while others contended use drugs to increase their self confidence heighten pleasure, cope with feelings or depression and inadequacy and to facilitate communication. World Health Organization (1990) defines drug as any substance when introduced into a living organism is capable of altering the proper functioning of the organism. This implies that any substance either synthetic or non-synthetic after introduction into an organism that alters the physical or psychological could be categorized as drug. It could also be define as any substance which is used for treatment of a disease in man and animal, that is, it can be curative or preventive health care.

Drug abuse according to (WHO) World Health Organization (1990) is the sporadic or persisting and excessive use of drug inconsistent with or unrelated to the acceptable medical purposes. It is habitual self administration of narcotics, sedatives, hallucinogens and similar substances to a point that it provides harmful affects on the individual and society. Drug use/abuse is a scourge that is fast becoming endemic and disastrous to our young adolescents. It appears that in secondary schools in this country are left alone to live a detached world. Several factors can lead secondary school students to take drugs which are low self esteem, stress, negative peer influence, the environment the student resides and the home background. In Yaba Local Government Secondary Schools, students are involved in drugs especially the male students. At least 50 percent of the individuals arrested for major crimes including robbery, theft, rape, child abuse and assault were under the influence of illicit drugs around the time of their arrest are

secondary schools students. Most secondary school girls in drug abuse treatment centers said they were physically or sexually abused by their male colleagues in schools. Drug abuse causes multiple problems for schools and communities and the medical effects are very obvious. Addicts cannot function as normal members of schools and the society; students involved abuse their families and colleagues, and actually require expensive treatment or hospitalization.

Classification of Drugs

Drug can be defined as a substance which by its chemical nature has an effect to open the body of higher nervous system (the mind) the effect of drug could be positive or negative.

Drugs can be classified into the following;

- Depressant such as alcohol and other substances of depressants such as heroine, morphine and opiates.
- Stimulants such as tobacco, cocaine or coffee.
- Hallucinogens.

Depressant

Depressant drugs slow down, or depress, the functions of the central nervous system (however, they don't necessarily make you feel depressed). Depressant drugs include:

- Alcohol;
- Opiates and opioids: including heroin (also known as 'H', 'hammer', 'smack' and 'gear'), morphine, codeine, methadone and buprenorphine;
- Cannabis: (also known as 'green', 'smoke', 'weed', 'pot', 'dope', 'cone' and 'mull'), including marijuana, hashish and hash oil. In stronger concentrations, such as in hashish and resin, cannabis can also act as an hallucinogen in addition to being a central nervous system depressant;
- Minor tranquillizers/benzodiazepines (benzos): including diazepam (Valium), oxazepam (Serepax), nitrazepam (Mogadon), temazepam (Normison and Euhypnos); and
- Some solvents and inhalants: including vapours from petrol, glue, chrome paint and lighter fluid.

In moderate doses, depressants can make you feel relaxed. Some depressants cause euphoria and a sense of calm and well-being. They may be used to 'wind down' or to reduce anxiety, stress or inhibition. Because they slow you down, depressants affect coordination, concentration and judgment. This makes driving and operating machinery hazardous.

In larger doses, depressants can cause unconsciousness by reducing breathing and heart rate. A person's speech may become slurred and their movements sluggish and uncoordinated. Other effects of larger doses including nausea, vomiting and,

in extreme cases, death. When taken in combination, depressants increase their effects and increase the danger of overdose. They are also referred to as sleep inducing drugs. They are used to calm anxious and restless subjects. These are barbiturates and non barbiturates that are capable of producing some degree of depression of the central nervous system (CNS). They are the most dangerous drugs.

Stimulants

This kind of drug stimulates the nervous system of an individual to behave extraordinarily leading such individual to misbehave. The health implication is that the individual is acting on the influence of a cultivating factor such as tobacco, cocaine etc. Common incidence that happens around us today is on the influence of these stimulants and if care is not taken, could lead to mental disorder.

In contrast to depressant drugs, stimulant drugs speed up the functions of the central nervous system. Millions of Australians use the following stimulants every day:

- Caffeine: most coffee, tea and cola drinks contain caffeine, which is a mild stimulant;
- Nicotine: the nicotine in tobacco is a stimulant, despite many smokers using it to relax; and
- Ephedrine: used in medicines for bronchitis, hay fever and asthma.

Stronger stimulant drugs include:

- Amphetamines and methamphetamines: also known as 'speed', 'ice' and 'crystal meth';
- Cocaine: also known as 'coke' and 'snow';
- Slimming tablets: e.g. Duromine and Tenuate
- Dexamphetamine: prescribed to treat attention-deficit disorder in children and narcolepsy, which is an uncontrollable urge to fall asleep.

Stimulants speed up or stimulate the central nervous system and can make the users feel more awake, alert or confident. Stimulants increase heart rate, body temperature and blood pressure. Other physical effects include reduced appetite, dilated pupils, talkativeness, agitation and sleep disturbance. Higher doses of stimulants can 'over stimulate' the users, causing anxiety, panic, seizures, headaches, stomach cramps, aggression and paranoia. They can also cause heart problems such as arrhythmia. Prolonged or sustained use of strong stimulants can also cause these effects. Strong stimulants can mask the effects of depressant drugs, such as alcohol. This can increase the potential for aggression, and poses an obvious hazard if the person is driving.

Hallucinogens

These are substances that produce a state of altered perception and other alteration of mood such as illusion, hallucination. Drug abuse has caused great problem to humanity. A lot of damages have been done to human health as a result of drug use and abuse and these damages could be mental, physical, emotional and psychological so that it has in a long way reduce life span of man. There are also social problems associated with drug use and abuse. They include high rate of crime, deformity either physically or mentally and affect unborn children whose mothers abuse drugs when they are pregnant. It can even lead to high rate of infant mortality in unborn babies or pregnant mothers when giving birth to mongoloid children.

Hallucinogenic drugs distort the user's perceptions of reality. These drugs include:

- LSD (lysergic acid diethylamide): also known as 'trips', 'acid' and 'microdots';
- Magic mushrooms (psilocybin): also known as 'mushies';

- Mescaline (peyote cactus); and

The main physical effects of hallucinogenic drugs are dilation of pupils, loss of appetite, increased activity, talking or laughing, jaw clenching, sweating and sometimes stomach cramps or nausea. Drug effects can include a sense of emotional and psychological euphoria and well-being. Visual, auditory and tactile hallucinations may occur, causing users to see or hear things that do not actually exist. The effects of hallucinogens are not easy to predict and the person may behave in ways that appear irrational or bizarre. Psychological effects often depend on the mood of the users and the context of use. Negative effects of hallucinogens can include panic, paranoia and loss of contact with reality. In extreme cases, this can result in dangerous behaviour that can put the user and others at great risk. Driving while under the influence of hallucinogens is extremely hazardous. It is common for users to take minor tranquillizers or marijuana to help them come down from a hallucinogenic drug.

Concept of Drug Abuse

Substance abuse, also known as drug abuse, is a patterned use of a substance (drug) in which the user consumes the substance in amounts or with methods which are harmful to themselves or others. The terms have a huge range of definitions related to taking a psychoactive drug or performance enhancing drug for a non-therapeutic or non-medical effect. All of these definitions imply a negative judgment of the drug use in question (compare with the term responsible drug use for alternative views). Some of the drugs most often associated with this term include alcohol, substituted amphetamines, barbiturates, benzodiazepines (particularly alprazolam, temazepam, diazepam and clonazepam), cocaine, methaqualone, and opioids (Adejare 2008). Use of these drugs may lead to criminal penalty in addition to possible physical, social, and psychological harm, both strongly depending on local jurisdiction. There are many cases in which criminal or anti-social behavior occur when the person is under the influence of a drug. Long term personality changes in individuals may occur as well. Other definitions of drug abuse fall into four main categories: public health definitions, mass communication and vernacular usage, medical definitions, and political and criminal justice definitions. Substance abuse is prevalent with an estimated 120 million users of hard drugs such as cocaine, heroin, and other synthetic drugs.

Drugs Abuse are capable of affecting the state of the body or mind by either depressing or stimulating the central nervous system or producing other biochemical harm to the society at large. Agwusike (2010), drug abuse is the use of drugs above the prescribed dosage and for the purpose other than for the original prescription.

Causes of Drug Abuse

Most often, people develop drug addictions because they are depressed/unhappy, or have a psychiatric disorder, and are attempting to self-medicate in order to feel better or to control the symptoms. Some people also have what is called an "addictive personality." There is evidence to suggest that this addictive personality may be hereditary. Studies have shown that 75% of alcoholics or drug addicts have at least one blood relative who is an alcoholic or addict. Other causes could include:

- Genetics: While many people use drugs, only a small percentage abuse drugs, but it has been noted drug abuse often runs in families, suggesting genetics is one of the causes of drug abuse. While having parents that abuse drugs puts a child at risk, it is possible for the child to grow up without drug abuse problems. It is also possible to abuse drugs without having any other drug abuser in the family. It is clear genetics alone is not the cause of drug abuse.

- **Co-Occurring Conditions:** Drug abuse often occurs alongside other conditions like mental illness. While mental illness itself is not thought to cause drug abuse, one condition may indicate, and be complicated by, the other. One of the causes of drug abuse may be the attempt to manage the symptoms of an underlying mental illness.

A depressed may repeatedly use drug to "get high" as an escape from their depressive mood (called self-medication). The depression wasn't the cause of drug abuse, but it was a contributing factor. It is known, however, not everyone with a mental illness abuses drugs so mental illness alone is not the cause of drug abuse.

Environmental Cause

There are certain life circumstances, particularly among younger users, that are risk factors for, rather than the direct cause of, drug abuse. Parental abuse and neglect are commonly seen as part of the cause of drug abuse. An adolescent or pre-adolescent may be trying to gain attention from an inattentive parent or escape an abusive one by using drugs; prolonged attempts through drug use can be a cause of drug abuse. A drug user, or the presence of drugs in the home, can also be a major cause of drug abuse.

Curiosity

Many teens have heard about drugs, and they are curious to experience them for themselves. They have heard that drugs can be fun, or make a person feel and act different. Maybe they have seen their friends or family members behave differently while on drugs, and they want to see how it really feels. We see drugs on TV and movies every day. Many young people encounter them at school, at home or in their neighborhood. It is not unusual to be curious about something you see and hear about so often, so many people first try drugs because they are curious about them.

Reality. Maybe their home life is not very happy. Maybe they have a boring job, are not doing well in school, or are just not happy with their life for whatever reason. For many people, drugs are a way to escape that unhappy reality. They can feel a little braver, stronger, a little smarter, more beautiful or more important. Of course this doesn't last long, but that doesn't matter. For the brief time that the drugs are taking affect, the user can forget about the problems, responsibilities and limitations of everyday life and escape to a fantasy world. It is no secret that drugs change the way you feel; this is why they are so attractive to young people despite their dangers.

Young people also take drugs to feel cool and impress their friends. If your friends all smoke marijuana, you will probably be expected to smoke it, too. If they snort cocaine, they will offer it to you. They may tell you that you are scared or acting like a baby if you don't want to try it. This push to do what your friends are doing is called peer pressure, and it has a very strong effect on young people who don't want to appear uncool to their friends. Some kids will do whatever their friends do, just to fit in and follow the crowd. They don't want to be the only one not doing something, even if it is something dangerous, like taking drugs.

Unfortunately, many young people become involved in drugs before they are fully aware of the health risks and the power of addiction. They need to understand the ways young people first become involved with drugs so they can beware of them. Many curious teens have died the first time they tried certain drugs, like ecstasy. Others have found their temporary escape became a permanent addiction. Was it worth it?

Effects of Drug Abuse

The side effects of drugs vary depending on the type. Someone high on stimulants may experience an increase in energy that is caused by the drugs speeding up the body's metabolism

and heart rate. Since these drug increase the heart rate, an increase in blood pressure can be a related side effect. However, someone who uses depressants can feel relaxed and experience fatigue. It's not only the type of drug that dictates possible side effects. Everyone is different, so you may not experience the same side effects as your friend does. It's also common for side effects to vary depending on your age, weight, gender and general health. Different drugs can affect your sleep pattern. For example, stimulants cause you to stay awake much longer than normal, but when you come down from your high, you can be extremely fatigued. Depressants cause you to feel drowsy, so you might sleep more than normal when you take them. Opioids and hallucinogenic drugs also affect your sleep pattern, but the reaction you have to the drug determines whether you sleep more or less. Other common short-term side effects of drug use include memory loss, nausea and constipation. Each drug affects your body in different ways. In addition, the long-term effects of drugs are different than the short-term effects. Stimulants-like cocaine, crystal meth and amphetamines-give you an increased amount of energy. Repeated use of stimulants can cause violent behavior, panic attacks, psychosis and mood swings. People who abuse stimulants also have an increased risk of heart attack or stroke. Opioids, like heroin, Vicodin, Percocet and OxyContin, depress your respiration, so people who use opioids could develop pulmonary issues, such as pneumonia. They also have a risk of developing collapsed veins, liver disease and infections in the heart and valves.

Depressants, like Ativan, Xanax and Klonopin, slow brain function, which often causes people to lose concentration easily and become dizzy and fatigued. Long-term effects of depressants use include sexual problems, sleep problems, breathing difficulties, chronic fatigue and depression. These drugs also increase your risk of developing high blood sugar and diabetes.

Hallucinogenic can have psychological and physical effects on your body. Users can become paranoid, have mood swings, have outbursts of violence or develop extreme depression.

Other drug effects may also result into the following:

Drug abuse affects society in many ways. In the workplace it is costly in terms of lost work time and inefficiency. Drug users are more likely than nonusers to have occupational accidents, endangering themselves and those around them. Over half of the highway deaths in the United States involve alcohol. Drug-related crime can disrupt neighborhoods due to violence among drug dealers, threats to residents, and the crimes of the addicts themselves. In some neighborhoods, younger children are recruited as lookouts and helpers because of the lighter sentences given to juvenile offenders, and guns have become commonplace among children and adolescents. The great majority of homeless people have either a drug or alcohol problem or a mental illness—many have all three.

The federal government budgeted \$17.9 billion on drug control in 1999 for interdiction, prosecution, international law enforcement, prisons, treatment, prevention, and related items. In 1998, drug-related health care costs in the United States came to more than \$9.9 billion.

injuries. More deaths, illnesses and disabilities stem from substance abuse than from any other preventable health condition. Today, one in four deaths is attributable to illicit drug use. People who live with substance dependence have a higher risk of all bad outcomes including unintentional injuries, accidents, risk of domestic violence, medical problems, and death.

Health Problems. The impact of drug abuse and dependence can be far-reaching, affecting almost every organ in the human body. Drug use can:

- Weaken the immune system, increasing susceptibility to infections.

- Cause cardiovascular conditions ranging from abnormal heart rate to heart attacks. Injected drugs can also lead to collapsed veins and infections of the blood vessels and heart valves.
- Cause nausea, vomiting and abdominal pain.
- Cause the liver to have to work harder, possibly causing significant damage or liver failure.
- Cause seizures, stroke and widespread brain damage that can impact all aspects of daily life by causing problems with memory, attention and decision-making, including sustained mental confusion and permanent brain damage.
- Produce global body changes such as breast development in men, dramatic fluctuations in appetite and increases in body temperature, which may impact a variety of health conditions.

Although initial drug use may be voluntary, drugs have been shown to alter brain chemistry, which interferes with an individual's ability to make decisions and can lead to compulsive craving, seeking and use. This then becomes a substance dependency. All drugs of abuse - nicotine, cocaine, marijuana, and others - effect the brains "reward" circuit, which is part of the limbic system. Drugs hijack this "reward" system, causing unusually large amounts of dopamine to flood the system. This flood of dopamine is what causes the "high" or euphoria associated with drug abuse.

Behavioral Problems:

- Paranoia
- Aggressiveness
- Hallucinations
- Addiction
- Impaired Judgment
- Impulsiveness
- Loss of Self-Control

Great misfortunes have resulted as a result of drug abuse e.g. series of road accidents that have claimed lives of men. Drug addicts when severely under the influence of drugs walked along the street half naked and perpetual acts like rape, assassination and murders.

Influence of Drug Abuse

Many teenagers get high from abusing substances which range from diverted prescription drugs to street drugs to inhalants to alcohol. Some of these teens will go on to a life of addiction, abusing increasingly dangerous substances. Some teens will have more short-lived experience, as abusing a drug or other substance even one time can be fatal. Parents and interested adults should examine the factors that lead teenagers to abuse substances in an effort to prevent this risky behavior. Such influences include:

- **Peer Pressure:** The National Institute on Drug Abuse reports that peers have a large influence on drug-abusing behavior. Many teens use drugs for the first time to avoid being stigmatized by their friends or to impress others. The National Youth Anti-Drug Media Campaign advises that the best way for teens to avoid succumbing to peer pressure is to be prepared in advance with ideas of what they want to say. Parents can empower teens by role playing situations. The parent assumes the role of the drug-using peer and the child practices reacting to being pressured into participating in drug use.

- **Genetics:** According to the National Institute on Drug Abuse, scientists recognize that genetic predispositions to drug abuse exist, but they have yet to pinpoint the specific genes involved. This may have to do with a brain "feel good" chemical called dopamine, and a person's gene-controlled relationship with it. While one teen may try a hallucinogen one time, a teen genetically predisposed to have addiction problems may desire to use it again and again as they naturally derive more pleasure from dopamine or have a deficit of it to begin with. While scientists figure all this out, parents should strongly caution teens who have might have a genetic relationship with a drug addict or alcoholic about avoiding substance abuse.
- **Family:** Growing up in a family that emphasizes getting "high" from legal or illegal substances can cause an adolescent to think drug use is acceptable. Mayo Clinic explains that this unhealthy family influence may be a factor in a teen's initial drug experimentation. Exposure to family members who reach for a substance to cure every pain or ailment can cause a teen to do the same. Teens get many of their values from parents and other adult influences, and often mimic what they see. Its never too late to establish healthier family traditions and set a good example for teens. We recently evaluated a predominantly female sample with and without ADHD.⁹ In this study of 552 individuals of whom 71% were female, a specific association was found between exposure to maternal drug use disorders (primarily cannabis) and drug use disorders in female offspring after controlling for family history and ADHD. In other words, mothers who abused drugs increased the likelihood that their daughters would also abuse drugs. Interestingly, research findings have not shown consistent sex patterns when the risk associated with exposure to parental substance abuse was examined.^{10,11} Our finding of a specific risk between mothers and daughters may reflect the greater impact that interpersonal relationships have on an adolescent girl's risk of using substances relative to the risk in adolescent boys.
- **Thrill-Seeking Tendencies:** Teenagers who have a tendency to seek thrills and adrenaline rushes may be at higher risk of abusing drugs due to the "high" feeling that is achieved from early substance use. While everyone enjoys a rush of feel-good chemicals from appropriate sources, some teens get a feeling from drugs that cause them to continue their use despite negative consequences. If a parent sees a pattern of thrill-seeking behavior in his child, he can discuss safe outlets for it versus unsafe drug use.
- **Stress:** Some teens, like some adults, reach for substances as an attempt to relieve stress. This can be the root of substance abuse in adolescents with underlying mental conditions such as generalized anxiety disorder or social anxiety disorder. Child abuse---past or current---can create the level of stress that triggers some teens to abuse drugs. If your child seems to be under undue stress, insist on a mental health evaluation and counseling if needed.
- **Low Self-Worth:** A teenager with low self-worth is more likely to engage in self-abusive behaviors such as drug use. This likelihood is heightened if some of the other mentioned influencing factors are also present in a teen's life. Parents can help a child find skills in which she excels to help avoid or counteract low self-worth.

Desire for Performance Enhancement

According to the National Institute on Drug Abuse, some teenagers begin using drugs as a misguided attempt to improve sports or academic performance. These teens often have a sense of immortality and do not feel that the drug's negative effects can harm them. All teen athletes should be educated on the dangers of performance enhancing drugs and all students should understand that doing the best they can in their schoolwork is all that is required for their parents to be proud of them.

Research Design

The survey research design was used in this study in order to assess the opinions of the selected respondents. Survey research is a process of collecting data from members of population in order to determine their current status in that population with respect to one or more variables. The area of this study comprises of ten senior secondary schools Lagos Yaba Local Government Area of Lagos State. The sample size used was based on simple random sampling method of statics; the sample were selected among senior secondary school students. Ten (10) senior secondary schools were selected. The participants Of this study comprises of 600 respondents; made up of 60 students from each of the four schools who were randomly selected for this study. The distribution is as follows:

RESEARCH INSTRUMENT

Both quantitative and qualitative techniques were used so as to enrich the findings from the research. The research instruments used to solicit data are questionnaire and interview. The use of questionnaire was considered appropriate because of the number of respondents that were contacted. Christian Religious Studies studies teachers' questionnaire (CRSTQ), Christian Religious Studies Students Questionnaire (CRSQ). Interviews were also conducted in this research work because it provided a face-to-face contact between the researcher and the respondents. With the interview, the respondent were able to answer questions exhaustively. It also availed the researcher a first-hand information.

SAMPLE AND SAMPLING TECHNIQUE

The considered sample of this study were Christian Religious Studies educators and Christian Religious Studies students at the junior secondary level. While simple random sampling technique was adopted in administering the questionnaire.

POPULATION OF THE STUDY

The focused population of this study included 50 Christian Religious Studies teachers and 250 Christian Religious Studies students from randomly selected junior secondary schools in Lagos.

.METHOD OF DATA ANALYSIS

The data collected is coded and analyzed using simple percentage, mean score analysis and frequency counts where appropriate, for easy interpretations to analyze the information from the respondents.

The mean is gotten by the formula below:

$$\text{MEAN} = \frac{(\text{SA} \times 4) + (\text{A} \times 3) + (\text{D} \times 2) + (\text{SD} \times 1)}{\text{TOTAL POPULATION}}$$

Accepting and rejecting the mean is gotten by the formula below:

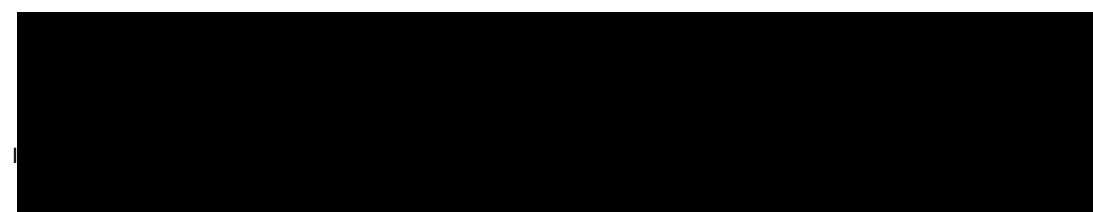
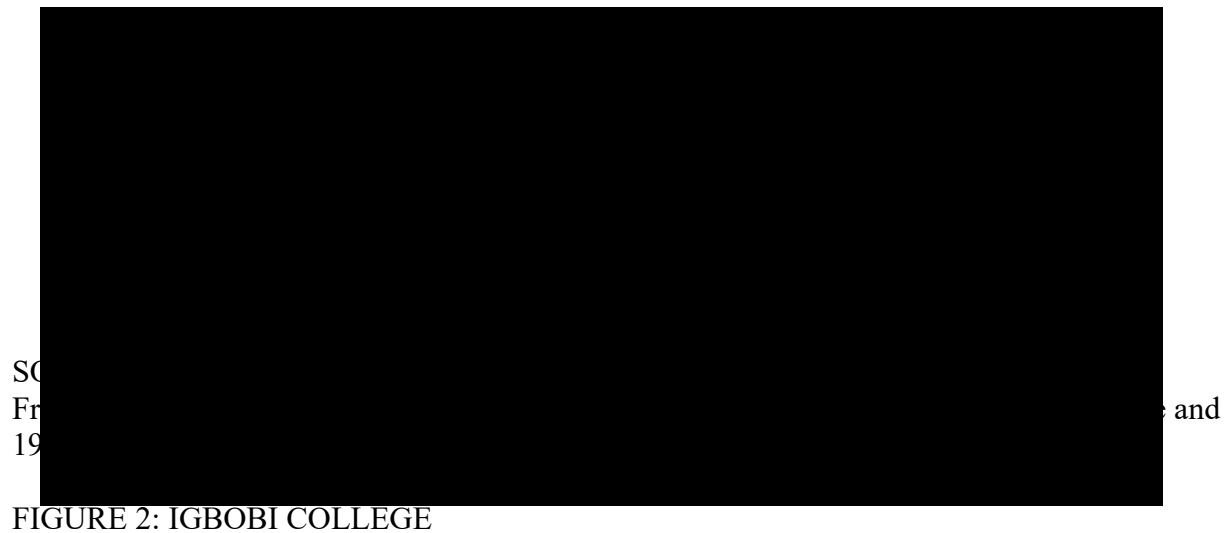
$$\frac{4+3+2+1}{4} = \frac{10}{4} = 2.5$$

Mean is accepted at 2.5 to 5.0
Mean is rejected at 0.0 to 2.49

DATA ANALYSIS

The analysis of data covered both the sections A & B of the questionnaire..

KEY: STUDENTS  ANALYSIS OF QUESTIONNAIRS
Section A TEACHERS 
AKOKA HIGH SCHOOL STUDENT' QUESTIONNAIRS
FIGURE 1: DISTRIBUTION OF RESPONDENTS BY GENDER



SOURCE: QUESTIONNAIRE SURVEY, 2014

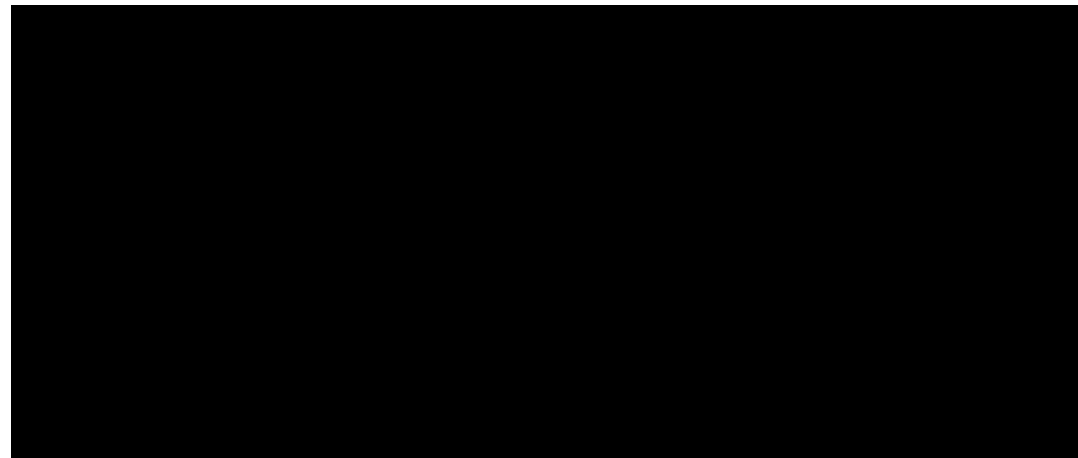
The chart indicates: 29.2%/22% strongly agree, 39.6%/44% disagree, 17.2%/26% disagree and 13.6%/8% strongly disagree.

FIGURE 4: ST GREGORY COLLEGE



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s
d 14.8%/6%

FIGURE 5: UNIVERSITY OF LAGOS INTERNATIONAL SCHOOL



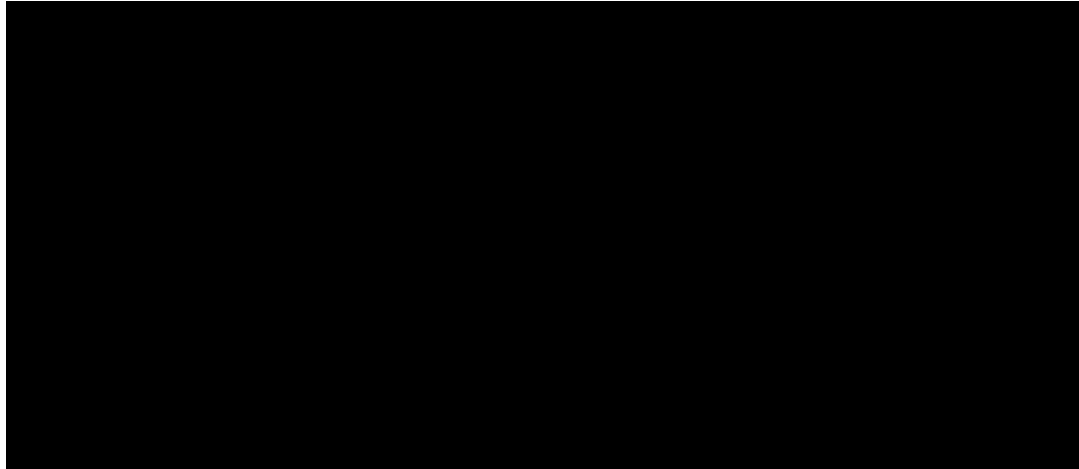
agree and

FIGURE 6: AJAYI CROWTHER MEMORIAL HIGH SCHOOL

SOURCE: QUESTIONNAIRE SURVEY, 2014

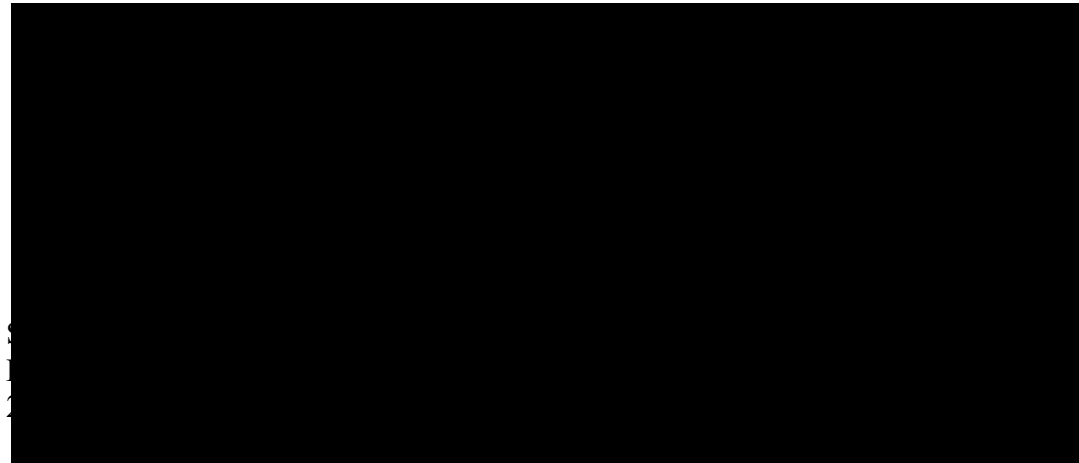


disagree and



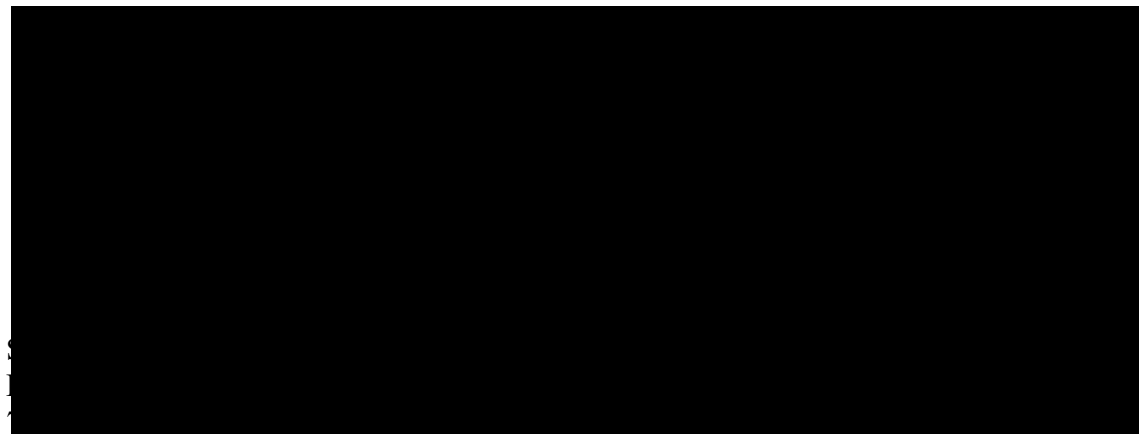
agree and

FIGURE 8: BAPTIST HIGH SCHOOL



disagree and

FIGURE 9: KOSOFE SENIOR HIGH SCHOOL



agree and

FIGURE 10: NIGERIA MODEL COLLEGE.



From the above graph, 27.2%/16% strongly agree, 40.4%/26.6% agree, 15.2%/40% disagree and 16.8%/18% strongly disagree.

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This study examined the ethical implication of drug abuse on the educational advancement of senior secondary school in Lagos State of Nigeria. To achieve this the study examines the relationship between peer pressure and drug abuse among secondary school students, the relationship of drug abuse and academic performance of students and also, the relationship between drug abuse and family background. The survey research design was used in carrying out the study. Questionnaire instrument was used for data collection. However, a total number of 120 respondents comprising 60 male and 60 female secondary school students were selected through stratified sampling technique to form the sample size of the study. The study also established after a critical examination that enlightenment of student play significant role on the eradication of drug abuse among adolescents of secondary schools. Christian education which is the word of God remains the central means by which negative behavior of youths could be changed to positive, and thereby developed socially and morally .

On the basis of the findings of the study, the following conclusions were drawn: there is a significant effect of Christian religious education on drug abuse among secondary schools students, there is a significant relationship between peer pressure and drug abuse among secondary school students, there is a significant relationship on the eradication of drug abuse and academic performance of students and there is a significant relationship between drug abuse and family background. Consequently, the study shows that Christian religious studies involvement is a protective factor against drug abuse among students. In line with the findings made from this study, the following recommendations were made:

1. Christian religious studies should be taught as a compulsory subject in secondary schools. The students should be enlightened on the importance of Christian Religious Studies.
2. There is need for more thorough job on the part of the teachers as regards their method of teaching Christian Religious Studies to aid easy learning and to build students interest in the subject. Teachers should be encouraged to make use of appropriate instructional materials in Christian Religious Studies classroom.
3. Parents should be encouraged to buy recommended textbooks on Christian Religious Studies for their wards to supplement teachers' notes.
4. Campaigns in schools telling students the negative effects of drug use should be intensified as well as drug education.
5. Awareness programme should be organized quarterly in university campuses to educate students that neuropsychological alterations originated in drug use would be hampering their learning. When such information is well internalized, students' interest in taking hard drugs may be reduced.
6. Trained and professional guidance counsellors should be employed and posted to schools to help provide wide range of information in causes of drug abuse and the consequences of drug abuse so that they can effectively tailor educational and counseling programmes to the needs of students.

7. The government should intensify her awareness programmes on substance abuse with emphasis on substances that have been reported to be abused.
8. Parents should be educated on the signs and symptoms of substance abuse. Families should be encouraged to do things together so as to increase family bond and easily detect a detachment of a member from the family.
9. The government should build facilities to rehabilitate and reintegrate patients of substance abuse into the society.
10. Implementation of the laws restricting sellers of the abused substances should be made as soon as possible.

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THE GOTHIC VAMPIRE'S CONSTRUCTION AS A GENDER AND RACIAL DISCOURSE OF WESTERN CAPITALISM'S WHITE MASCULINITY

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ABSTRACT

The vampire as a cultural construction has come to impersonate the Gothic male centered discourse of power, which was shaped as the economical symbol of Western white man's capitalist identity. Developing through the aristocratic vampire characters such as Polidori's Lord Ruthven, Rymer's Varney, or Stoker's Dracula; it has evolved as a predatory embodiment of patriarchal conceptions of white economy in Marxist, gender, and colonial redefinitions of masculinity and whiteness that Stephenie Meyer's *Twilight* saga has come to portray as departures from traditional masculinity constructions and its new gender and racial assertions.

Key words: *vampire, gender, race, whiteness, capitalism.*

Introduction.

Since the dawn of man, the vampire has allured great fascination as the dark creature walking the earth while striking horror and uttermost fascination. The early myth relating to the dark side of nature has evolved into modern reflections in a plethora of readings and interpretations that depart from the initial "simplicity" of the myth to favor more profound impersonations as society grew in size and complexity. During these last years, the vampire has been able to stand more important grounds as literature and audiovisual industry exploited the so long underrated vampire myth.

Redefinitions of traditional vampire interpretations.

The vampire myth has been long observed as the symbol of capital, and more especially, as the inborn clash between social classes and economical production capitalism required as the innermost premise, based upon the cannibalistic consumption of the same resources, both human and material, it needed to grow. True to the increasing industrial evolution of eighteenth and nineteenth century England and its intrinsic development of social, political, and economical inequalities and imbalances; gothic literature portrayed the traditional gothic vampire as aristocratic—and at times foreigner due to racial approaches—as Count Dracula, or—native—Polidori's Lord Ruthven, Rymer's Sir Varney, or Anne Rice's Lestat, among others. The impersonation of the vampire as an aristocrat—and as a traveller—is not casual, but a key element of racial and gender nature to define the revenant through ideas of caste and social class heir to former classic and medieval notions of masculinity as a social hierarchy constructor.

Science has attempted to approach economy and capitalism as a social, economical, and political phenomenon. As for this, Marvin Harris (1968) observed capitalism as the human need to articulate whatever human and material resource to an aim of maximizing the results with the minimum expense. Capitalism is the system formed through the social institutionalization of industrial and financial production of goods through labor and their marketing in an increasingly globalized trade (Smith, 1776). Nonetheless, Marx (1867) added the notion of commodity and its core natural role regarding the production means and their stability. Rather than remaining equal and balanced, its nature involved the departure into the subsequent change in the production means to a larger exchange, for commodity was produced, owned, and marketed in a dual process involving magnitude of value —the nominal value of the commodity including the cost of all processes involved in its manufacturing, in exchange of which the worker received a wage—, and relative value when sold, which was a superior secondary value. Hence, commodity became the ensured growth of capital, while simultaneously, it guaranteed the utilitarian wealth of societies based upon accumulation leading to economical ideals that supposedly, banished whatever ill deed provoking unhappiness (Stuart Mill, 1863). Above all, justice would provide citizens's —in their dual role of laborers and customers— freedom and happiness (Russell, 1930). As Marx and Engels would express, “history of all hitherto existing society is the history of class struggle” (1848: 79), for growth developed through racial, gender, or cultural clashes to this day.

Vampires as metaphors of capitalism. Gender and racial construction.

Capitalism emerged as feudal social, economical, and political stratum became obsolete when trying to retain social foundation before new visages of social complexity. A new social class —not defined through caste and lineage— was born: bourgeoisie. The French Revolution of 1789 annihilated the medieval monarchies as family images of a country with a patriarch king. Furthermore, aristocracy was rendered unproductive within the bourgeois ownership of production means. Caste was no longer valid as a social construct, although aristocracy was not to yield. Money was the new element that was to guarantee social ascension or descent, and consequently, class replaced stratum. Society was transformed through the birth of bourgeoisie minority, which displaced aristocracy as a parasite class of old values and little, or none, role regarding industrial production. Simultaneously, laborers could not escape nor modify their productive role, which guaranteed no access to profit, and therefore, were condemned to live on poor wages.

The traditional aristocratic vampire evolves as the metaphor of social and economical imbalances. As capitalism requires the laborer for its existence, deriving in income or education impoverishment; the vampire becomes the image of this parasitic relationship. Thus, the vampire preys upon humans as capital upon laborers. It becomes the clash between aristocracy and labor: the vampire, being an aristocrat, parasites their own social class through the possession of the aristocratic women, also conceived as class possessions. The vampire is the unproductive aristocrat as it is (un)dead. Its existence becomes that of infecting those socially equal to preserve its *undead* life. As capitalism featured consumption as its core, which is symbolized by the vampire's only *raison d'être*: blood acquisition. This is how Polidori's Lord Ruthven owns Aubrey. On one hand, he is the mysterious and respectable aristocrat mesmerizing Aubrey. The vampire is depicted as completely idle, for the Lord needs nothing but a victim, since

his lordship provides access to those owning wealth, whereas Aubrey is bound to stay by his side, witness to whatever the vampire takes away from him: Lord Ruthven destroys Aubrey's friend and lover, Ianthe, as she knows the Lord is a vampire and tells Aubrey of this; and later—in an image of true ultimate parasite destruction—Aubrey's sister by marrying her. Equally unproductive, Aubrey does nothing to confront the vampire, and that is how he is depicted as another form of lessened masculinity, as the man utterly unable to be productive and failing to increase his wealth.

Count Dracula is first described as “an old man, clean shaven except for a long white moustache, and clad in black from head to foot” (*Dracula*, 21), and later recognized as a younger man in London, whom Harker remembers after the portrait as the Count told him of his lineage: “It is the man himself! (...) I believe it is the Count, but he has grown young” (*Dracula*, 155). Blood, the paramount symbol of medieval aristocratic conceptions of honor and manhood, enabled the Count's rejuvenation. The Count has a main purpose, that is, to infect London and Englishness with his disease. Lucy, a spoilt and vain aristocratic girl to be married, is his first aristocratic victim. Three men, Doctor Seward, Lord Holmwood, and an American rich man, Quincey P. Morris, intend to marry Lucy, but they are not able to neither marry nor save her from the vampire. This is the manner in which the vampire deprives the three men of their masculinity. As Aubrey could not break his oath to secrecy to preserve his honor, Doctor Seward, Lord Holmwood, Quincey P. Morris—and Harker—are equally class bound to remain true to honor, even at the cost of Mina's and Lucy's lives. As men and aristocrats, they cannot save Lucy, who dies without being able to fulfill her class duty, matrimony. This, of course, depicts Lord Holmwood as the aristocrat unable to perform his class maleness, which also applies to the rest.

This relates to the “homosocial panic” of the aristocrats, which transforms women into mere images that help the vampire and the aristocrat man to be mirrors of each other (Sedgwick, 1980). As Hume (1738) analyzed, the mind is exposed to a desire for virtue, though involvement provokes egotistical emotions, due to which man needs to remain separate. This is the perversion of virtue aristocracy keeps as true identity, of which the vampire—true aristocrat as well—naturally partakes. It is the freedom capitalism offers that becomes the framework within which humans enslave themselves to the capital; depicted as Aubrey's and Lucy's desire to be part of the vampire. This is the aristocratic image of dysfunctionality as non-producers who live on others by partaking of the distribution of wealth, impersonated by the feminine element (Harmon, 2009).

Racial and religious construction of social hierarchy was built through the Crusades and the Order of the Dragon, created by Emperor Sigismund (1387-1437)—and later Pope—in 1408. These articulated the superiority of whiteness through the idea of the Jews being responsible for the death of Christ, which developed their religious and racial otherness, defining the vampire as an antisemitic symbol, giving birth to the *Wandering Jew*. Laws were passed to eradicate the Jewish from public life, and they were forbidden to own home, permanent address, as well as needing to reveal their condition. Furthermore, the Jews's cleansing ritual with blood when consuming meat reinforced antisemitism (Davison, 2004; Tichelaar, 2012). When Harker first meets Count Dracula, his appearance reminds the reader of a Jew:

Within stood an old man, clean shaven save for a long white moustache, and clad in black from head to foot; without a single speck of colour about him anywhere. (...) His face was strong—a very strong—aquiline, with a high bridge of the thin nose and peculiarly arched nostrils with lofty domed forehead, and hair growing scantily round the temples, but profusely elsewhere. His eyebrows were very massive, almost meeting over the nose, and with bushy hair that seemed to curl in its own profusion. The mouth, as far as I could see it under the heavy moustache, was fixed and rather cruel-looking, with peculiarly sharp white teeth; (...) I had noticed the backs of his hands as they lay on his kness in the firelight, and they had seemed rather white and fine; but seeing them now close to me, I could not but notice that they were rather coarse—broad, with squat fingers. Strange to say, there were hairs in the centre of the palm.

(*Dracula*, 21-24).

He is portrayed as a pale old man of a slim, though strong, figure. His face is featured by an aquiline nose with a high bridge, bushy brows, and lots of hair in the hands, associated with the werewolf through Slavic vampire mythology. And above all, his teeth are prominent and white indeed, reinforcing the blackness of his clothes, which is the external image of his dark nature. As Harker wanders around the castle, he sees “gold of all kinds, Roman, and British, and Austrian, and Hungarian, and Greek, and Turkish” (*Dracula*, 50). This is, according to Gelder (1994) and Auerbach (1995), the paramount image of the vampire with antisemitism. The Count speaks of past battles, which relate to his statelessness, as he needs to battle in other lands and devastate them to reinforce his maleness through the classical conception of man as the superior warrior. However, his maleness is reversed as he is depicted as the man keeping the gold and money of his enemies, identifying the Count as failing to exercise the justice associated to the notion of and fairness when judging one and those akin. The Count does nothing but destroy the enemy and possess their gold, which is what associates him with the Jew, for they were thought to travel with immense amounts of gold.

The Count is isolated in his castle, which is the way the vampire —and the Jew— mirrors the inability to be assimilated by Catholicism and the British whiteness of the Victorian era. According to Gelder (1994), the Count and Morris are similar values of capitalism’s predatory nature, for as the Count attempts to infect Englishness, Morris symbolizes the evolution of American capitalism destroying the Victorian society.

In the spate of Quincey P. Morris, Anne Rice’s Louis and Stephenie Meyer’s Cullens family are the evolution of capitalism as well as the modern redefinition of the Jew. Louis is a white man and plantation owner using black slaves as economy producers that build the discourse of racial foundation of labor and money through racial distribution of society and industrial means. On the other hand, the Cullens are immensely rich and wealthy as they are able to take advantage of Alice’s abilities as a clairvoyant in order to invest money properly, which make them the capitalist elite

otherness, although they are as isolated as Count Dracula or Louis, and equally bound to remain so to protect their true condition.

Conceptions of man's political aspects include braveness, temperance, and the sense of equality and justice beyond selfish interests, which were addressed by Aristotle in *The Politics* (335-323 BC). It defined the status of citizenship through the difference between men's active social, economical, and political roles of leadership with temperance and justice as necessary to exercise proper ruling, in combination with braveness and justice as the requirements of a great heroic soldier. Such image of masculinity deviated woman's role to be domestic and passive through motherhood, although that of prostitution was also contemplated, but as sort of a social necessary resource to prevent matrimonies from breaking, rather than as a desirable value (Lacarra, 1990, 1995). Man's need to control passions was important when defining male perfection, which included notions of female submission through the conception of women lacking soul, having unproductive semen, which led to man's need to be productive as mothers (ibid.). Women were the 'imperfect' and 'incomplete' versions of man, and that established the male social hierarchy.

Western society has been founded through man's social behavior responding to the image of masculinity as the rejection of whatever associated with femininity, such as love, mercy, or compassion (Iturra Redondo, 2003; Ormrod, 2011). Moreover, great wealth, ability to control emotions (Cantero, 2003; Gilmore, 2009; Jenson and Sarkeesian, 2011; Jennings and Wilson, 2013) become key features of desired maleness, which leads to emotional disfunctionality; and daring to be aggressive when defending those akin, and most especially, women (Gilmore, 2009). This is why Meyer's Edward and Jacob cannot love Bella unless they 'own' her. Edward is the patriarchal heteronormativity submitting Bella into a passive role of woman and mother, which is what Bella first refuses to do and later longs for, although she very often displays overt desire of sexual intimacy with Edward, to which he replies by pushing her away from him. Nevertheless, as Roberts (2005) claims, the "wedding" becomes the image that idealizes the social construction of love through racial whiteness public discourse, which is how Edward publicly exercises his social image of love, which is by proposing matrimony in the most traditional way. In contrast, Rosalie is defined as the counterpart of this male necessity of love in a social boundary. She hates both her vampire condition, and her own beauty, as she knows that is the external element that defines her as the target of man's observation and sexual appreciation. Precisely, that is what was shattered when she was raped and almost killed:

"My parents were thoroughly middle class. My father had a stable job in a bank, something I realize now he was smug about—he saw his prosperity as a reward for talent and hard work (...) I yearned for my own baby. I wanted my own house and a husband who would kiss me when he got home from work—just like Vera. Only I had a very different kind of house in mind..." (...) They left me in the street, still laughing as they stumbled away. They thought I was dead."

(*Eclipse*, 137-143).

Rosalie endured the most brutal act of patriarchy, which was sexual assault and attempt of murder at the hands of the husband, who is supposed to be the male entity providing sustenance through matrimony (Reynaud, 1981). Rosalie was physically and spiritually torn apart from her desire to be the —passive— wife and mother she was expected to be. Her vampire condition becomes the perpetual reminder of her submission. In a similar way, Stoker previously depicted Lord Holmwood and Lucy's matrimony as a failed one, for the Count parasites their Victorian Englishness by rendering the Lord unable to socially realize his masculinity by killing Lucy. Later, Meyer would depict Rosalie's assault at the hands of her husband as the cannibalistic destruction of racial white masculinity.

Anne Rice's Louis and Claudia develop a dysfunctional lover relationship, unable to being fruitful as Lestat tries to make Louis his possession, and Claudia a more efficient version of himself. Neither Louis nor Lestat is able to make Claudia fit their masculine prerogatives, and Claudia becomes the destroyer of the masculine dominion over the feminine body as she attempts to kill Lestat by burning him. However, patriarchal rule shall destroy her in Paris, as Armand's cohort of vampires claim her life as she killed an equal, impersonated by a *male* vampire:

“Crime!” he said. “Yes, there is a crime. A crime for which we would hunt another vampire down until we destroyed him. Can you guess what that is?” He glanced from Claudia to me and back again to her mask-like face. “You should know, who are so secretive about the vampire that made you.”

“And why is that?” she asked, her eyes widening ever so slightly, her hands resting in her lap.

(...) “It is the crime that means death to any vampire anywhere who commits it. It is to kill your own kind!”

(*Interview with the Vampire*, 224).

Claudia, who is depicted as the feminine corruptor parallel to Eve and Lillith, is killed, whereas Louis is imprisoned in a coffin. Armand does not exercise his male power to stop the execution, but decides to indulge his self-interest by saving Louis, whom he secretly —and homoerotically— desires, though Louis shall not grant. Utterly shattered in his male image, he is a stronger man nevertheless, as he comes out a self-reassured man, which once again bounds him to solitude.

In contrast with Lestat, who defines former conceptions of masculinity as powerful through the idea of the vampire identity as “what truly lies before you is vampire nature, which is killing.” (*Interview with the Vampire*, 77), Louis evolves into new discourses of masculine identity, performed through compassion, as Meyer's Carlisle shall later exemplify. Humanity is what they need to retain, and it derives into a different masculine discourse featured by emotional bond, empathy, and need of others; which helps to downplay the Protestant requirement of individualism as the true nature of virtue, which leads vampires to remain sole, or in codependent little groups that cannot be functional (Brown, 2005). Carlisle tries to form a family, and socially displays themselves as such, although their physicality and (racially equal) whiteness separates themselves from others. Carlisle is a respected doctor in the community,

which relates to the private and public spheres of racial model of liberal capitalist citizenship, where dysfunctionality is overt as the inability to recreate mutually enriching behaviors that guarantee mutual welfare and stability are exposed (Henry, 2004). This is the nature of Rosalie's hatred for Bella, or why the Cullens cannot form a truly natural family bond. Alternatively, they establish a gender discourse leading to power and mutual interdependency when building their microcosmic family. Edward truly manipulates Alice and Bella when trying to persuade the latter from not doing anything he does not approve of, as when she visits Jacob in the reserve. In a parallel manner, Jacob kisses her when she does not want him to, but she downplays its importance. Torkelson (2011) discusses this in terms of patriarchal violence manipulating emotions, which is the way domestic violence articulates. This expresses Edward's need to possess Bella through the patriarchal imposition of his desires (Issow Averill and Strong, 2011). Kimbrell (1995) and Kimmel (2005) argue that such violence does not happen due to the inherent need to exercise violence as such, but as the cultural construction of violence being the natural reaction to the refusal of manhood.

Louis and Carlisle Cullen are self-made men-vampires who embody traditional definitions of masculinity. In contrast, Lestat and the Volturi represent the former outdated and obsolete aristocracy. Blood consumption is the motif that confronts the gender and racial discourses of masculine identity. Lestat and the Volturi act like traditional vampires, that is, having no problem when killing, which is a racial and social construction of violence as a construct of masculine identity. It is Rymer's Sir Varney who first hesitates when it comes to killing humans to drink their blood. As the novel opens, the vampire is described as a sadist who enjoys preying, as in the opening scene that truly features gothic imagery:

A figure tall and gaunt, endeavouring from the outside to unclasp the window, I saw it. That flash of lightning revealed it to me. It stood the whole length of the window.

(...) A tall figure is standing on the ledge immediately outside the long window. It is its finger-nails upon the glass that produces the sound so like the hail, now that the hail has ceased. Intense fear paralysed the limbs of the beautiful girl. (...) The figure turns half round, and the light falls upon its face. It is perfectly white—perfectly bloodless. The eyes look like polished tin; the lips are drawn back, and the principal feature next to those dreadful eyes is the teeth—the fearful looking teeth—projecting like those of some wild animal, hideously, glaringly white, and fang-like. (...) But her eyes are fascinated.

(*Varney, the Vampyre*, 7-8).

Departing from the cruelty of the scene, Sir Varney displays complex conflicts regarding his vampire nature, for violence does no longer provide pleasure, but pain. After several attempts of suicide, he jumps into a volcano, for every time he dies, sunlight contact revives him. Analogously, Louis and the Cullens develop a "vegetarian" diet that involves hunting animals just when in need to do so, but never humans, whom Louis and Carlisle have grown to care for. That is the ultimate

construction of racial and gender capitalist discourse, which morphs into mutual cooperation and its value to preserve oneself (Tomc, 1997). By doing so does Louis become a stronger man, and the Volturi defeated at the end of *Breaking Dawn* (2008), where the vampire elite —the aristocratic Volturi— decide to exterminate the Cullens and whomever defying their vampire order, which includes Bella, and the newborn human-vampire hybrid, Renesmee. Edward and Bella get married and fit the gender and social prerequisite of defining her as a wife and a mother. However, in a most astonishing fashion, Bella gets pregnant, and this leads to Renesmee, the hybrid vampire and human, who is gifted with human qualities and vampire powers, above all, compassion. As Aro selfishly manipulates the Volturi to follow him to destroy the Cullens's new family, Alice shows him his own death if he is to stick to his obsolete patriarchal ruling; which provokes the displacement of the former normativity. As Jacob, the Indian werewolf and embodiment of multiracialism (Brunsma, 2006), imprints on Renesmee, by abstraction, the Cullens are the embodiment of the new race and gender discourse, as they overcome traditional patriarchy to establish a new order of human-vampire-werewolf cooperation.

Conclusion.

As it has been analyzed throughout the article, the vampire has undergone a change in its discourse of gender and race regarding its modern role as a metaphor of capitalism. Whereas traditional vampire literature depicted vampires as parasitic class parasites, contemporary literature develops into more complex images of gender and race, especially when it comes to approach the shift from traditional aristocratic vampire to contemporary images of revenants. This transformation depicts the image of capitalist behaviour abandoning traditional predatory portrayals to adopt new visages of symbiosis and reciprocity.

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The Perceptions regarding the influence of News Media on Society

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Abstract

In the current era Media is among the most influential Institution of the society. In Pakistan since 2002, media has grown and become much more powerful and independent. News Media has gained immense popularity and have grown tremendously. Despite its significance, the policies and practices of news media are under severe criticism these days and state regulatory bodies have now started taking severe actions in order to streamline the said institution. The current research aims to investigate the code of ethics and policies that are practiced by News Media. Moreover it explores the influences of those practices on society and compares the opinions and perceptions of Media Practitioners and General Public. These objectives have been achieved by collecting the data from two groups: Media Practitioners and General Public. The close ended questionnaire was distributed among hundred respondents according to stratified sampling. The data was then analyzed quantitatively.

Findings from the analysis reveal that Media is not following the PEMRA code of ethics nor its social responsibilities. The present scenario of Pakistani News Media is distressing. Popularity has become vital for survival for a News Channel. Tool of sensationalism is used without caring about the sentiments of people. For rating purpose, intense images and footages are telecasted. The privacy of individuals is badly affected and their information is disclosed without permission which is in contrast to Code of Ethics of PEMRA. Due to the immaturity of Media, many issues are generating e.g. mis-conceptions regarding religious minorities, criticizing intelligence agencies and targeting judiciary. In Pakistan, the overwhelming effects of News Media have influenced viewers by the exaggeration of depressing stories which cause depression and anxiety among masses. The study concludes with the recommendations for Media Practitioners, PEMRA and the State. The key recommendation is to make Media one of the most responsible institutions of the society so that fruitful results can be achieved in the nearer future.

Introduction

Pakistan inherited weak broadcast media and there were very limited laws for its monitoring and regulation. In 1947, at the time of partition there were only four newspapers and they all were based in Lahore namely Nawa- I- waqt, Zamindar, Civil and Military Gazzet. However number of Muslim newspapers also shifted to Pakistan such as Dawn news and Morning News. In 2002, the Pakistani media started growing and become powerful and independent. Though the radio stations have not got parallel development, self-governing radio stations are several and reflected main sources of information, especially in the countryside. Last decade was the revolutionary decade in the history of Pakistani media as there were only three state run channels in 2000 and now there are 89 channels in 2012 according to Pakistan Electronic Media Regulatory Authority.

First time in the history Aye Khan introduced the media law, Press and Publication Ordinance (POP) in 1962. The law authorized the authorities to take away newspapers, close down news suppliers, and detain journalists. By using this law Aye Khan nationalized the broadcast media. Further amendments were taken in the regime of Zia-ul-Haq in the 1980s. Since 2002, in the regime of General Pervez Musharraf, the Pakistani broadcast media undertook a significant development. Due to the new liberal laws, monopoly of state run channel broke. New licenses were issued to self-governing channels by PEMRA which is a self-governing and constitutionally established federal institution accountable for regulating and issuing channel licenses for establishing of the broadcast media. It has authority to executed reasonable restrictions in the interest of the religious conviction and national security of Pakistan. It has been established to regulate and monitor the electronic media under the ordinance of 2002 the purpose of PEMRA is to enhance the quality of information, entertainment, and to extend the choice available to the people of Pakistan, which include knowledge, news, current affairs, science as well as religious knowledge.

Society is comprised of many institutions and one of the most important institutions is Mass Media. Without any doubt, Mass Media can act as the tool which can bring betterment in society and it can act as a weapon to reduce the issues of the society. Mass Media in Pakistan is yet not that strong. In the last decade, media has enjoyed its freedom which is equally putting positive and negative impacts. After establishment of PEMRA, the broadcast media is bound by the

policies and the code of ethics issued by the authorities. The practice these of code of ethics by broadcast media and furthermore, its impacts are the basic focus of the research and are the motivation to the study.

The main objectives of the research are as follow:

1. To investigate the practice of PEMRA code of ethics and policies by news media.
2. To explore the influences of those practices on society.
3. To compare the opinions of Media Practitioners and General Public regarding the influences of news media on public.

Literature Review

Every individual has basic rights which also includes “right to information”. All the states of the world ensure that the people will get full access to information. “The right to information, being a tool of empowerment and good governance, has significant role in strengthening the democracy” (Timalsena, 2002: 7). The people in Pakistan have been deprived of this basic right since the starting. In the Article 19(A) it is mentioned that every individual have the complete right to have approach to facts and information in matters of personal significance in accordance to regulation and restrictions enforced by law. According to Press Freedom Index 2011-2012, In particular, they suffer both from massive self-censorship and government censorship. Afghanistan and Pakistan rank 150 and 151, respectively, out of 173 in the 2011-2012.

Therefore, for the smooth functioning of media and to avoid any disruption in society, every country has prescribed some guide lines for the media to operate in efficient and responsible way for the betterment of the society. These guidelines are ‘Ethics of journalism’. The purpose of these codes of conduct is to ensure the free, fair and balance flow of information to the public and promote the peace, tolerance and democratic norms in the society through responsible journalism.

Broadcast Media is regulated by various “Code of Ethics and Policies” issued by PEMRA in Pakistan. There are a number of sets of policies and codes issued by PEMRA for various sectors of Broadcast Media. As the focus of the study is “News Media” so, only those policies and code of ethics by PEMRA are examined which are relevant to the study.

“Media ethics is a misty zone” (Bertrand, 2000: 11). According to rules and policies by PEMRA, News Media is bound to take care of the privacy of individuals and their personal data should never be exposed. For the safety of rape victims, PEMRA emphasizes that their identity shall never be disclosed. In accordance with policies, the footages of terrorist activities should not be broadcasted. Such programs cannot be broadcasted which directly challenges the important pillars of the state and its institutions. The licensees are not allowed to show disrespect to any ethnic group and minorities. PEMRA has focused that vulgar content is not tolerable and as well as licensees are bound to follow laws of the State. The respect of parliament is obliged on the News Media.

Ethics of Media must be assigned not only individually but then also institutionally, nationwide, and universally in this global world (Tehranian, 2002). Although, these policies and rules are very much accurate and these codes of conduct fulfill the necessary guidelines but still there is a gap in it which needs improvement. Regardless of the fact that PEMRA has established proper guidance for the Media Broadcasters but as PEMRA is one of the institutions of Government and its rules and regulations are controlled by Government so it implies that Government controls Media. Renowned analyst Dr. Mehdi Hasan said “no rule or law is properly implemented in Pakistan. Everything looks good on paper but in practicality the dynamics are totally different”. It can be observed that many of the incidents in the history are mysterious for example assassination of Liaqat Ali Khan and Benazir Bhutto. Due to changes in the structures of public sectors Government has undermined the importance of right to information so only Government itself has only the real right of information (Roberts, 2011). Government works at the back end of the PEMRA and Governments have focused a lot to revise some of the policies for Media so, Government has instructed PEMRA to introduce new policies which are related to media ownership and license of new channels (Rasul, 2011).

“In every democracy in the world, there is agreement over the fact that media must be free but cannot be entirely free” (Bertrand, 2000: 4). Private news channels are increasing public awareness by highlighting issues of bad governance and are playing its part to educate large population by creating and enhancing sense of social responsibility of the citizens and the media practitioners (Khan, 2010).

News Media in Pakistan is contributing significantly to aware people of important national issues and as well as it urges to solve major issues. According to the majority of senior journalists, the Broadcast Media is now stronger than the government (Brown, 2013).

Electronic news media develop massive news wave on a single story or matter (Peter, 2012). Common people trusts media to a great extent and they take “news” as “facts”. Everyone must know that how Media works because influences of Media on kids, individuals and society can never be ignored (Mujtaba, 2011).

As Pakistan has been facing severe terrorism for the past couples of years so, News Media has to cover and report those incidents to people. The major issue is that all the channels of News Media do not report the correct figures of casualties. Government controls it to a great extent that is why News Media does not let people know the actual figures of casualties and injured ones. Government tries to distort and censor the facts (Bertrand, 2000).

The second issue is that during covering these incidents, channels telecast on the dead bodies, injured persons, blood and other damaged physical things like cars, bikes and rickshaws. The sense of competition is so high that every channel uses “exclusive footages” to gain more rating. In Pakistan, after the privatization of Broadcast Media, there has been a change in the role of Media. The owners want to have bigger financial interests through commercials and exclusive videos (Khan and Yousafzai, 2012). The third issue is, after the incident CCTV footages are being used by the channels and the purpose behind is to gain television rating points (TRP) more than any other channel. There is clear policy of PEMRA in this regard, but the practices are in clear contrast.

As News Media reports about the terroristic acts by using the tool of sensationalism so it is making people as ‘indifferent’ to these incidents. Repeated images and videos of violence make people insensitive not only to on-screen violence but also to real life violence even they become violent (Boyle, 2005).

The coverage of violent incidents by Pakistani Media impacted the nation to the fullest extent but as the series of these attacks continue and Media continue to report and cover those incidents in the same manner, it made people unaffected and indifferent with the passage of time. While reporting incidents, different techniques of sensationalism are used to increase ratings and viewership instead of thinking about social responsibilities (Khan, 2010).

The media's primary concern is to convey the facts and reality about the happenings and events but it opt for maximizing its rating points (Soule, 2001). Similarly, after events of 9/11, there was an increase in the percentage of trade and sale of medicines and drugs of anti-anxiety, anti-depressants and sleeping pills, furthermore, people were feeling disoriented during work and in their lives (Ross, 2003). People of Pakistan are already exhausted by the intense energy crisis and other major issues and moreover bad news are creating tension and anxiety among people.

The trend of reporting news about foreign celebrities, especially Indian celebrities is now increasing day by day. No doubt, reporting and covering news about celebrities is the right thing but the main issue is, while reporting news and events about foreign celebrities, media broadcasters show vulgar content like item songs which are in contrast to Pakistani culture and Islamic values. Pakistani citizens watch the news intently and are influenced greatly by the language and imagery (Brown, 2003: 108). News Media justifies it as the entertainment news but according to PEMRA rules; those programs should not be telecasted which are against the values and norms of Pakistani culture. In addition, News channels do not differentiate between gossips and news.

The coverage of foreign celebrities with their useless news and vulgar item songs is the direct challenge to our Cultural values and norms. "The television may be a powerful socializing agent than peers and teachers" (Malik et al., 2004: 125). Parents, peers and electronic media are the sources of socialization but are equally responsible for exposing children to vulgar and flotsam material (Harrison, 2000).

Dramatization of crime contains 'Re-enactment' of the whole incident and 'dramatized content' of real happenings. The portrayal of dramatized content related to crime is effecting the

interactions between social conditions and crime (Brien et al., 2005). By dramatization of crimes, people come to know about the ways of committing crimes. It is creating negativity among society because people use to follow and adopt those ways to commit crime. The telecast of crime content on electronic media has increased rates of crime (Pfeiffer et al., 2005). Often, in morning shows, rape victims are shown on television which is totally against the laws and policies of PEMRA. It should not be practiced as it directly challenges the identity issues of victims.

In 2002, before the privatization of media, there were 2,000 journalists and today their number has reached to 17,000 (Lawrence, 2011). We should not deny the importance of talk shows as news channels are succeeded for increasing awareness among people by political talk shows and people can evaluate performance of government and as well as of opposition (Khan and Yousafzai, 2012). As people are becoming more sensible about their rights so they depend on news media for increasing their socio-political awareness (Tolson, 2001).

Talk shows are increasing awareness among people about socio-political issues Cheema (2011). Apart from advantages, there are many disadvantages and mal-practices. It cannot be denied that either the shows are planted or journalists are forced to not to show ugly facts to the public. “Patterson said she wrote last week to the owner of Pakistan’s biggest media group, Jang, to protest about the content of two talk shows on its Geo TV channel, hosted by star anchors Hamid Mir and Kamran Khan, and a newspaper column of influential analyst Siren Mazarin in The News, complaining that they were “wildly incorrect” and had compromised the security of Americans” (Shah, 2009: 2). It shows the influence of forces on Pakistani media including Talk Shows. There are wide speculations about the links of Pakistani media and journalists with “shady foreign characters” and also that they receive hefty amount of money by various foreign groups even to the extent that some of the anchors are paid regularly in the capacity of salary by these groups in order to promote anti-Pakistan agendas and issues (Khan, 2010: 18). Furthermore, American News is used as ‘major source’ by journalists of Pakistan (Brown, 2013). Evidently, anchorpersons have been found deliberately charging their show participants with various allegations without having authentic facts, figures and evidence (Khan and Yousafzai, 2012:2). The political talk shows have time to time been so biased about various political

“Sometimes the political talk shows become so much biased about the recent political scenario state of affairs that it unable the common public to understand comprehensively the political scenario and agendas of the government (Tehmina, 2013:11). According to polls and surveys, freedom of speech is being misused by media (Bertrand, 2000).

As our country is always projected as negative on Media so negative image of Pakistan is prevailing worldwide. This does not only depress the nation but it also creates negative image of Pakistan around the world. It is among the moral and professional responsibility of the media to protect and safeguard the dignity and honour of its own country as well as respect other nations. Due to exaggeration of bad incidents and national issues, the dignity and honour of our country is being questioned by other countries and nations. However, over-seas Pakistanis are facing lots of identity issues just because the negative portrayal of Pakistan on Media.

It is not as if whatever is going on in Pakistan is troubling and distressing rather good events and progression is also going on in the country which is not reported by the media. Ultimately the extensive projection of criminal and anti-social content is fading and eliminating the image of the country and its real identity throughout the world (Khan, 2010:18).

Anchorpersons of several news channels attempt to enforce their own opinions among masses (Nizamani, 2010). Similarly, after 9/11, US Media played its part to get support for administration and for President Bush and to get sympathy by tagging it with ‘war on terror’ (Boyd and Barrett, 2003). “Media can be a force for national unity only if it adheres to an agreed code of ethics. Finally, a liberal media policy is a prerequisite to play its due role as a vehicle for national unity and cohesion” Khan, 2010). But this should be assumed that this freedom gives media the privilege to generate chaos in the society by tearing apart the social and cultural fibres or by frequently communicating in insulting and offensive languages by the reporters (anchorpersons) (Khan and Yousafzai, 2012:3).

News media along with political talk shows influence both urban and rural population on the basis of literacy rate, political insight and media exposure (Converse, 2006). News Media and anchor-persons do not only change the opinion of the people on some issues but it also change

voting decisions of the people. Media does not only shape the opinion of the people but it influences their voting beliefs and decisions (Vigna and Ethan, 2011). Political talk shows focus on conveying messages to large populations to alter their approaches and views. Anchorpersons are not liked because their practices are not in accordance to ethics and morality. After privatization of Media, news channels have become more of judgmental (Cheema 2011).

Research Methodology

Population of the present research refers to the Media Practitioners and General public of Lahore. Media Practitioners includes Producers, Directors, News Casters, Editors, Anchor persons and other staff of the Media organizations. General Public includes Bankers, Doctors, Academicians, Lawyers, Managerial Staff, Clerical staff and Businessmen. Stratified sampling is a type of Probability sampling which is used as technique of data collection because 50 media practitioners have been randomly selected and 50 general public have been randomly selected. We have circulated 50 questionnaires in press club and different news channels like Geo news, Dunya news, Express News, C42, Ab tak, Capital and many other news organizations. We have circulated 50 questionnaires among general public which includes bankers, lawyers, academicians, clerical staff, managerial staff and businessmen. For stratified sampling, we randomly distributed the survey questionnaires among five respondents of the each category. Survey questionnaire is being used in this research for data collection. The survey questionnaire of the present research consists of 30 questions. All the questions are close-ended. Some of the questions are based on demographics that are gender, title of the job and city. According to objectives, the questions are divided into two sections. The first section is of 'Policies and Practices' and it is comprised of 18 questions. The second section is of 'Impacts' of those practices and it is comprised of 12 questions. The questions are also divided according to six themes. The survey questionnaires were filled out by face-to-face interactions of respondents and researchers in order to avoid language barriers and any disruption while giving response to the *questions*. The analysis of the data in the present research is being done using descriptive statistics to fulfill aims and objectives of the research. . The Cross tabulation between variables and response further enriches the analysis of the data of this research. The hypothesis is tested by applying independent sample T-Test on the means of the responses of means of the two groups.

the comparison between the responses of two groups, i.e. Media Practitioners and the General Public, the Independent Sample T-Test is applied which shows the difference between means of two groups. The Null Hypothesis is, there is no difference in the means of Media Practitioners and General Public and alternative hypothesis is, there is difference between the means of Media Practitioners and General Public. Furthermore, hypothesis is tested and the result shows that whether null hypothesis or alternative hypothesis is accepted. The analysis is done on the basis of following themes:

Analysis and Discussion

In the present research, data is analyzed quantitatively in the way that research objectives are fulfilled. To achieve the first objective, the responses of two groups are analyzed and hypotheses are tested. In the second section, cross-tabulation is done which shows the relation between variables and responses.

Cumulative table of the Frequencies of both research groups

	Media Practitioners					General Public				
Responses	SD	D	N	A	S A	SD	D	N	A	SA
Statements	F	F	F	F	F	F	F	F	F	F
Individuals' privacy may be affected to gain complete coverage of the story.	3	2	5	27	13	3	6	5	24	12
Information of individuals is disclosed with permission.	2	15	6	15	12	0	18	7	17	8
Telecasting terroristic attacks unavoidably involve intense images in exclusive footages.	2	10	7	24	7	1	5	6	24	14
People are now indifferent to terror and violence as they have frequently seen violence on News Media.	1	5	6	30	8	0	2	6	33	9
Talk shows are in accordance with the moral values of ethical journalism.	10	21	11	8	0	4	31	3	8	4
Due to the immense competition in Media world today, popularity has become vital for survival.	0	2	4	23	21	0	8	3	24	15

Broadcasters fully exercise the code of ethics issued by PEMRA.	8	29	6	6	1	9	25	11	3	2
'Re-enactment of crime' is spreading awareness appositely among masses.	8	12	10	19	1	2	12	10	25	1
Media ethics should be implemented and practiced globally.	2	2	1	15	30	1	2	2	21	24
Repetition of images of Benazir Bhutto's Assassination exploited the emotions of people.	1	8	9	20	12	0	4	5	29	12
Media is spreading awareness regarding laws among masses.	1	4	10	28	7	1	9	13	22	5
Coverage of certain programs involves the inappropriate content which is contrast to Islamic values.	1	12	14	17	6	0	5	7	33	5
The exaggeration of negative incidents and issues communicate a bad image of Pakistan.	0	4	2	20	24	0	2	6	0	22
While broadcasting foreign celebrity news, Media take the opportunity to add unsophisticated components.	1	11	19	24	5	0	3	14	22	11
In order to improve ratings and enhance viewers' ship; the tool of sensationalism is used.	1	0	1	22	26	0	2	2	24	22
During elections some news channels were highly influenced by political parties.	0	4	5	26	15	0	2	7	22	19
The unofficial announcements of results during elections 2013 created sensation among society.	1	3	5	22	19	0	3	3	27	17
Some elements in Pakistani Media has link with foreign actors and funded by different foreign elements.	1	6	14	19	10	1	3	9	28	9
The freedom of speech is being regulated among Media practitioners.	2	12	8	25	3	4	11	6	26	3
Anchor persons in Talk shows are opinions makers.	1	3	4	27	15	2	4	7	31	6
Telecasting of depressing stories create anxiety among masses.	1	3	2	27	17	0	2	2	33	13
News regarding the social and economic development is ignored by Media.	4	17	9	12	8	0	7	10	21	12

The journalists support their stories with important evidence.	2	10	6	23	9	1	14	13	18	4
New regarding religious minorities have strong orientation to develop misconceptions among masses regarding religion.	0	12	21	12	5	1	7	10	22	10
The footages of ‘Two brothers of Sialkot’ incident were necessary to cover the incident.	2	8	8	23	9	5	17	4	18	6
Some anchors portray their opinions as fact.	1	1	8	33	18	0	4	7	27	12
The dress code for female anchors should be according to national dress.	6	8	7	13	16	1	8	5	13	23
Media is fulfilling its social responsibilities.	4	10	12	22	2	9	23	13	5	0
Media has the power to modify the opinions of people.	0	1	4	24	21	1	1	1	29	18
Media is spreading awareness regarding politics among masses.	1	2	4	25	18	1	2	5	32	10

Table 1: The impact of the coverage of violent incidents on the public's tendency to accept terror & violence’

Sr No.	Statements	Media Practitioners	General Public
3	People are now indifferent to terror and violence as they have frequently seen violence on News Media.	3.48	3.90
4	Telecasting terroristic attacks unavoidably involve intense images in exclusive footages.	3.78	3.98
6	Due to the immense competition in Media world today, popularity has become vital for survival.	4.26	3.92
13	The exaggeration of negative incidents and issues communicate a bad image of Pakistan.	4.28	4.36
15	In order to improve ratings and enhance viewers’ ship; the tool of sensationalism is used.	4.44	4.32

25	The footages of ‘Two brothers of Sialkot’ incident were necessary to cover the incident.	3.58	3.06

Regarding the impacts of the coverage of violent incidents, there is difference in the means of Media Practitioners and General Public, it implies that null hypothesis is rejected and alternative hypothesis is accepted.

Table 2: The impact on general public’ depression due to coverage of accidental incidents

Sr No.	Statements	Media Practitioners	General Public
1	Individuals’ privacy may be affected to gain complete coverage of the story.	3.90	3.72
2	Information of individuals is disclosed with permission.	3.40	3.30
9	Media ethics should be implemented and practiced globally.	4.38	4.30
10	Repetition of images of Benazir Bhutto’s Assassination exploited the emotions of people.	3.68	3.98
21	Telecasting of depressing stories create anxiety among masses.	4.12	4.14
22	News regarding the social and economic development is ignored by Media.	3.06	3.76
24	News regarding religious minorities have strong orientation to develop misconceptions among masses regarding religion.	3.20	3.66

Regarding impact on general public’ depression, there is difference in the means of Media Practitioners and General Public which implies that null hypothesis is rejected and alternative hypothesis is accepted.

Table 3: The impact of media reporting of foreign celebrities on the national culture, values and norms

Sr No.	Statements	Media Practitioners	General Public

12	Coverage of certain programs involves the inappropriate content which is contrast to Islamic values.	3.30	3.76
14	While broadcasting foreign celebrity news, Media take the opportunity to add unsophisticated components.	3.42	3.82

Regarding impact of media reporting of foreign celebrities, there is difference in the means of Media Practitioners and General public, it implies that null hypothesis is rejected and alternative hypothesis is accepted.

Table 4: The impact of telecasting of ‘Re-enactment of crime’ on crime rates

Sr No.	Statements	Media Practitioners	General Public
8	‘Re-enactment of crime’ is spreading awareness appositely among masses.	2.86	3.22

Regarding impact of telecasting of ‘Re-enactment of crime’, there is a difference in the mean of Media Practitioners and General Public, it implies that null hypothesis is rejected and alternative hypothesis is accepted.

Table 5: The impact of political affiliation of News channels on general public’s opinion

Sr No.	Statements	Media Practitioners	General Public
16	During elections some news channels were highly influenced by political parties.	4.04	4.16
17	The unofficial announcements of results during elections 2013 created sensation among society.	4.10	4.16
29	Media has the power to modify the opinions of people.	4.30	4.24

Regarding impact of political affiliations of News channels, there is difference in the means of Media Practitioners and General Public, it implies that null hypothesis is rejected and alternative hypothesis is accepted.

Table 6: The impact of role of Talk-shows and Anchorpersons on public's awareness

Sr No.	Statements	Media Practitioners	General Public
5	Talk shows are in accordance with the moral values of ethical journalism.	2.34	2.54
7	Broadcasters fully exercise the code of ethics issued by PEMRA.	2.26	2.28
11	Media is spreading awareness regarding laws among masses.	3.72	3.42
18	Some elements in Pakistani Media has link with foreign actors and funded by different foreign elements.	3.62	3.82
19	The freedom of speech is being regulated among Media practitioners.	3.30	3.26
20	Anchor persons in Talk shows are opinions makers.	4.04	3.70
23	The journalists support their stories with important evidence.	3.54	3.20
26	Some anchors portray their opinions as fact.	3.88	3.94
28	Media is fulfilling its social responsibilities.	2.96	2.28
30	Media is spreading awareness regarding politics among masses.	4.14	3.96
27	The dress code for female anchors should be according to national dress.	3.50	3.98

Regarding impact of Talk-shows and Anchor-persons, there is difference in the means of Media Practitioners and General Public, which implies that null hypothesis is rejected and alternative hypothesis is accepted.

Section 2: Cross Tabulation

Table 7: Cross Tabulation of Telecasting terroristic attacks unavoidably involve intense images in exclusive footages. * People are now indifferent to terror and violence as they have frequently seen violence on News Media.

Count

	Indifferent to terror and violence					Total
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Intense images in exclusive footages						
Strongly Disagree	0	0	0	3	0	3
Disagree	1	1	2	10	1	15
Neutral	0	2	2	6	3	13
Agree	0	4	5	33	6	48
Strongly Agree	0	0	3	11	7	21
Total	1	7	12	63	17	100

Cross tabulation between the responses of telecasting terroristic attacks unavoidably involve intense images in exclusive footages and People are now indifferent to terror and violence as they have frequently seen violence on News Media shows that 48% respondents who agreed to the statement that Telecasting terroristic attacks unavoidably involve intense images in exclusive footages out of them 33% agreed and 6% strongly agreed to the statement that people are now indifferent to terror and violence as they have seen violence on News Media. Furthermore, 21% strongly agreed that telecasting terroristic attacks unavoidably involve intense images in exclusive footages out of them 11% agreed and 7% strongly agreed to that and People are now indifferent to terror and violence as they have frequently seen violence on News Media.

Table 8: Cross Tabulation of Individuals' privacy may be affected to gain complete coverage of the story. * Information of individuals is disclosed with permission.

Count

		Information of individuals					Total
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Individuals' privacy	Strongly Disagree	0	2	1	1	2	6
	Disagree	0	6	0	2	0	8
	Neutral	0	2	0	4	4	10
	Agree	1	14	9	17	10	51
	Strongly Agree	1	9	3	8	4	25
Total		2	33	13	32	20	100

The above table shows cross tabulation between the Individuals' privacy may be affected to gain complete coverage of the story and information of individuals is disclosed with permission 51% respondents agree to the statement that Individuals' privacy may be affected to gain complete coverage of the story out of them 14% disagreed to the statement that information of individual is disclosed with permission. Even 25% strongly agreed that Individuals' privacy may be affected to gain complete coverage of the story out of them 9% disagreed to the statement that Information of individuals is disclosed with permission.

Table 9: Cross Tabulation of Due to the immense competition in Media world today, popularity has become vital for survival. * In order to improve ratings and enhance viewers' ship; the tool of sensationalism is used.

Count

	Use of tool of sensationalism	Total

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Popularity is vital for survival	Disagree	0	1	0	5	4	10
	Neutral	0	0	0	4	3	7
	Agree	1	1	1	30	14	47
	Strongly Agree	0	0	2	7	27	36
	Total	1	2	3	46	48	100

The above table shows Cross tabulation between Due to the immense competition in Media world today, popularity has become vital for survival and In order to improve ratings and enhance viewers' ship; the tool of sensationalism is used. Data shows 36% strongly agreed to the statement that Due to the immense competition in Media world today, popularity has become vital for survival out of them 27% strongly agreed that in order to improve ratings and enhance viewers' ship; the tool of sensationalism is used. Likewise, 47% agreed that due to the Due to the immense competition in Media world today, popularity has become vital for survival out of them 30% agreed and 14% strongly agreed to the statement that In order to improve ratings and enhance viewers' ship; the tool of sensationalism is used.

Table 10: Cross tabulation of News regarding religious minorities have strong orientation to develop misconceptions among masses regarding religion.* Media has the power to modify the opinions of people.

		Opinion Modification					Total
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Misconceptions among masses	Strongly Disagree	0	1	0	0	0	1
	Disagree						
	Disagree	0	1	1	9	8	19

	Neutral	0	0	2	19	10	31
	Agree	0	0	1	21	12	34
	Strongly Agree	1	0	1	4	9	15
Total		1	2	5	53	39	100

The above table shows the cross tabulation between News regarding religious minorities have strong orientation to develop misconceptions among masses regarding religion and Media has the power to modify the opinions of people. The data shows 34% agreed to the statement that news regarding religious minorities have strong orientation to develop misconceptions among masses regarding religion and out of them 21% agreed and 12% strongly agreed that Media has the power to modify the opinions of people. Similarly, 15% strongly agreed to the statement that News regarding religious minorities have strong orientation to develop misconceptions among masses regarding religion out of them 9% strongly agreed to the statement that Media has the power to modify the opinions of people.

Table 11: Crosstabulation of Telecasting terroristic attacks unavoidably involve intense images in exclusive footages. * Telecasting of depressing stories create anxiety among masses.

		Anxiety due to depressing stories					Total
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Intense images in exclusive footages	Strongly Disagree	0	0	0	1	2	3
	Disagree	1	4	0	7	3	15
	Neutral	0	0	0	9	4	13
	Agree	0	1	2	33	12	48
	Strongly Agree	0	0	2	10	9	21

Table 11: Crosstabulation of Telecasting terroristic attacks unavoidably involve intense images in exclusive footages. * Telecasting of depressing stories create anxiety among masses.

		Anxiety due to depressing stories					Total
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Intense images in exclusive footages	Strongly Disagree	0	0	0	1	2	3
	Disagree	1	4	0	7	3	15
	Neutral	0	0	0	9	4	13
	Agree	0	1	2	33	12	48
	Strongly Agree	0	0	2	10	9	21
Total		1	5	4	60	30	100

The above table shows that cross tabulation between telecasting terroristic attacks unavoidably involve intense images in exclusive footages and telecasting of depressing stories create anxiety among masses. The statistics shows that 48% agreed to the statement that telecasting terroristic attacks unavoidably involve intense images in exclusive footages out of them 33% agreed and 12% strongly agreed to the statement that telecasting of depressing stories create anxiety among masses. Additionally, 21% strongly agreed to the statement that telecasting terroristic attacks unavoidably involve intense images in exclusive footages and out of them 10% agreed and 9% strongly agreed that telecasting of depressing stories create anxiety among masses.

Conclusion

The conclusion of the research is that Mass Media is a very influential and significant institution of the society so; it needs to be in the best function order to bring betterment in the society and to eradicate the issues which people are facing. Unfortunately, Pakistan is facing severely worst time like terrorism, energy crisis, poverty and etc. In this sensitive time, Media can act as a tool to get control over the situations but contrast to the expectations, Media seems to benowhere.

No doubt, News Media is fulfilling its social responsibilities to some extent but it needs to work harder than it. Some of the mal-practices of Media are to show exclusive footages of terroristic attacks and violent incidents, coverage of foreign celebrities with unsophisticated content and many others. These all have one major reason and that is popularity and rating. Due to its concern with popularity, every News channel is in constant effort and struggle to get more rating and popularity. As something usual or unusual happened, it becomes breaking news of every News channel. In the race of TRP, every News channel opt for maximum rating points by using tools of sensationalism and exclusive footages.

This is the best time to bring some amendments in the policies issued by PEMRA and the practices of News Media. Otherwise, every sector of the society will badly be affected because the present research concludes that society is being influenced by News Media to great extent. Government and PEMRA should take consideration of these serious issues. Without any doubt, Mass Media can be very fruitful if it would take the right direction at the right time.

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The transformation of female identity through acculturation and adjustment in Bharati Mukherjee's novel, *The Tiger's Daughter*.

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ABSTRACT

Indian-born writer Bharati Mukherjee's novels feature predominantly Indian women protagonists. Mukherjee's novels address issues of relevance for many immigrant women today—in terms of gender recognition, equality, and integration. The aim of this paper is to review Mukherjee's *The Tiger's Daughter* for engagement with the multiplicity of problems that confront women today; focusing specifically on issues of diaspora, the paper will explore the ways in which the novel addresses the pain of exile, alienation and isolation, and conversely, how this text approaches matters relating to the liberation of women from the oppressive social order of patriarchy and the transformative experience of immigration with the possibility for such transformation being an integral part of the migrant woman's experience. Their significance is how each depicts the possibilities for transformation through the Indian woman's diasporic experiences. I propose to explore, in particular, identity crisis and the role of violence in the transformative experiences of the female character depicted in Mukherjee's *The Tiger's Daughter*. The novel unfolds the story of Tara Banerjee who experiences cultural shock, alienation and lack of identification from both her native land and America. Tara's journey throughout the novel ironically proves frustrating slowly leading to her loss of identity, illusion, depression and finally her shattered self.

Key Words: transformation, diaspora, identity, acculturation, adjustment

The transformation of female identity through acculturation and adjustment in Bharati Mukherjee's novel, *The Tiger's Daughter*.

Novels and short stories by Bharati Mukherjee often address modern themes and issues such as traumatic and psychic repercussions of the quest for one's individuality and attributes, especially in relation to social context.

We immigrants have fascinating tales to relate. Many of us have lived in newly independent or emerging countries which are plagued by civil and religious

conflicts...when we uproot ourselves from these countries and come here, either by choice or out of necessity, we suddenly must absorb about 200 years of American history and learn to adapt to American society. I attempt to illustrate this in my novels and short stories. My aim is to expose Americans to the energetic voices of new settlers in this country (Mukherjee cited in Inamdar, 1996: 39).

In *The Tiger's Daughter*, the protagonist, Tara, revisits her homeland after being in America for seven years. She has found it difficult to adjust to the American way of living and returns to Calcutta hoping to feel the sense of belonging she once enjoyed there. She is disappointed and realizes that America is where she belongs.

A visitor to an unknown land has to struggle for survival defeating new feelings of loneliness and homesickness to eke out a new territory and make a totally new life. Personality changes have to be made and emotional ties formed with the adopted land. The native culture is thus forfeited. On the return home it is found that the native taste and touch have become foreign, and the psyche is once again spaced out by the cultural clash of two different situations (Sharma, 1997). Torn between cultures, the visitors make choices and their personality is split.

In the magazine, *American Dream*, Mukherjee conveys her views on *The Tiger's Daughter* in this way:

My first novel, *The Tiger's Daughter*, embodies the loneliness I felt but could not acknowledge even to myself, as I negotiated the no man's land between the country of my past and the continent of my present" (cited in *Muse India, the Literary Journal*, Issue 29, 2010).

During her interview with Sybil Steinberg, Mukherjee further speaks of her first effort:

It is the wisest of my novels in the sense I was between both worlds. I was detached enough from India so that I could look back with affection and irony, but I didn't know America long enough to feel any conflict. I was like a bridge, poised between two worlds (1989: 46-47).

In other words, Tara is the spokesperson for Mukherjee's experiences.

Using this novel, I explore the effects of the struggle of diasporic individuals to come to terms with the choice between 'home' and the adopted country of their choice and the cultural dilemmas which arise from having to make these choices and also highlight the transformation of female identity through acculturation and adjustment.

The protagonist, Tara Banerjee, in *The Tiger's Daughter*, was a native of India, furthering her studies in the United States of America and married an American. She comes back to her native Calcutta after being in America for seven years to a different India from the one she remembers. She finds Calcutta plagued by strikes, riots and unrest. Tara struggles to balance the earlier Calcutta of "Bengal Tiger", her father's time, with her husband, David's America.

Tara is homesick while she is abroad in New York. She had often consoled herself by recalling familiar scenes and events from her childhood in India. She is upset by trivial

happenings. Tara senses discrimination. She protects her family's and country's esteem. Not to feel ashamed in the presence of the Americans, She prays to Goddess 'Kali' for strength.

Tara's entry back into Calcutta gives her displeasure and dismay. She sees the unfavourable aspects of postcolonial Calcutta which, as a child, she had not been aware of: the open dustbins, political unrest, over population, economic stagnation, class conflicts and the kind of misconduct displayed by the brutal Marwari businessman and politician, P. K. Tuntunwala. She sees no solution to the problems of declining Calcutta and cannot respond to the changes. She hates the present Calcutta, "there were too many people sprawled in alleys and storefronts and staircases...it had given her kids eating yogurt off dirty sidewalks" (*TD*: 105). This Calcutta pains her because the way of life she had known is no more.

The novel ends with Tara finding herself in a perilous setting when Joyonto Roy Chowdhury, a retired tea estate owner who befriends her, is brutally beaten to near-death in a political riot. Another business friend of Tara's, Pronob, in an effort to save Chowdhury, gets wounded in the barbarity. Hence Tara's return to her 'origin' after her seven years 'expatriation' in America causes her pain.

Mukherjee outlines an Indian society from Tara's perception, a diasporan, who struggles for reconciliation between 'exile' and 'home' – her new country and the old. The notion of 'home' is very important for individuals. 'Home' offers a sense of belonging and people are familiar and individuals experience solace and strength. 'Home' depicts a place where one can be one's true self and feel contented. As a diasporan, it is not true for Tara. Tara does not find the comfort of her homeland as she remembers it. She feels alienated and struggles to reconcile her Americanness with her Indianness and adjust to the changed environment of Calcutta.

Tara is a young woman migrant with the yearning of an 'exile' for her 'home'. According to Shobha Shinde, "An immigrant away from home idealizes his home country and cherishes nostalgic memories of it" (cited in Kumar, 2001: 31). In America, Tara feels this way but on her return to Calcutta she is confronted with the harsh changes that have taken place. The childhood memories and romantic dreams of her homeland are shattered.

Tara observes countless transforms in Calcutta, a capital city of British India. The indications of its declining state are obvious. The Catalli Continental, once a luxury hotel, now has colonies of beggars. Political unrest and class conflicts are rampant (Mukherjee, Accessed 2 April 2010). Tara's trip back home is disappointing and she cannot foresee a bright future for herself in Calcutta, "Calcutta's going to the dogs. No question about it" (*TD*: 44). "It's all so very different," Tara said. And it's going to be a lot more different... and tragic" (*TD*: 45). The realization dawns on Tara as the novel progresses, "that the misery of her city was too immense and blurred to be listed and assailed one by one. That it was fatal to fight for justice; that it was better to remain passive and absorb all shocks as they came" (*TD*: 131).

Tara views India differently, not through her childhood eyes, but through the changed outlook of western influence. As Jasbir Jain comments, "Tara's consciousness of the present is rooted in her life in the States and when she looks at India anew it is not through her childhood associations or her past memories but through the eyes of her foreign husband David." Thus, "[h]er reactions are those of a tourist, of a foreigner" (Jain cited in Kumar, 2001: 35).

She regrets having come to India without David and constantly thinks of him musing that “[p]erhaps I was stupid to come without him,” Tara considers herself to have been “too impulsive, confusing [her] fear of New York with homesickness” before finally questioning her sanity: “Or perhaps I was going mad” (TD: 21).

Mukherjee shows that the strange America has become home to Tara. Many diasporans realize this on their visit to their homeland. In the adopted country of their choice, they miss their homeland. In India, Tara as a diasporan, sees disease, despair, riot and poverty. Tara’s western influence makes her see the gulf between her two worlds. This awareness causes a continuous conflict in her mind. Migrants on their return to their homeland become aware that their adopted country is their home now. Mukherjee points out that this is a common occurrence for women migrants.

Calcutta, the capital city of the British Raj, with rich Hindu religious-cultural traditions, once boasted of the earliest and greatest integration of Western liberal thought. The people in Calcutta recognize the historical grandeur Calcutta, but seem unconcerned about its deterioration. Her wealthy friends talk about another ‘Calcutta’ which they long to return to, one that will be “more stable, less bitter” (TD: 98) but they are content to be sustained by the memories of “happier years” (TD: 98). These people acted as if “the real Calcutta, the thick laughter of brutal men, open dustbins, warm and dark where carcasses were sometimes discarded, did not exist” (TD: 41). They admit that “everything’s gone down horribly” (TD: 42). But they were not ready to do anything to change the situation, having little appetite for heroic gestures. Their tendency was to talk about moving out, or to slide into inaction, or to strike a pose of mock horror or indifference. A couplet from W. H. Davies poem ‘Leisure’, quoted in the middle of a picnic arranged in Tara’s honour, sums up perfectly the views of the upper-class Calcutta evoked by Mukherjee in her novel: “What is this life, if full of care,/ We have no time to stand and stare” (TD: 98). It seemed as if the picnic served to alleviate “their sense of panic, their racial and class fears,” (TD: 98) and allowed them to reconstruct another Calcutta, a stable and a peaceful Calcutta. Tara spends the lazy days of her return home in a weird state of boredom and monotony. She regards her adorable metropolis as the “deadliest city in the world; alarm and impatience were equally useless” (TD: 168).

Mukherjee has used effectively the names of much-admired writers: Chekhov, T.S. Eliot, and Rupert Brooke. Chekhov comes to Tara’s mind when she is considering the plight of the upper-class Bengalis of Calcutta. The protagonist is faced with the breakdown of law and order on the one hand and usurpation by the business-minded Marwaris of western India on the other. The helplessness of her friends and family make Tara think of the Russian writer, “yearning for Moscow but staying” (TD: 45).

Mukherjee makes reference to Eliot significantly at the end of the novel. This time it is not Tara but Joyonto Roy Chowdhury, a Cassandra-like old man to whose thoughts only Tara gives importance. Joyonto Chowdhury remembers fragments from Eliot’s “Gerontion” –lines such as, “After such knowledge, what forgiveness?” (TD: 209). Like Eliot’s character, Joyonto is “An old man in a draughty house/ Under a windy knob” (TD: 208) waiting for catastrophe, knowing that he was observer to the violent passing of a phase of Bengali history.

The allusion to Rupert Brooke by Mukherjee is also through Joyonto’s mind. Much earlier in the fiction he recollects the lines from the Brooke’s poem “The Soldier” when he sees Tara: “If I should die, think only this of me, / That there is some corner of a foreign field / That is

forever...” (TD: 82). Joyonto Chowdhury represents the high culture associated with the Bengali renaissance. He singles out Tara as the store to deposit the values of his class. He is aware that he and those who chose to stay back in Calcutta are doomed. The meaning of those lines recited by Joyonto Chowdhury is clear. He will die and Tara can conserve those values in her life overseas. Joyonto Chowdhury quotes another remembered line from another T. S. Eliot’s poem: “Dear Madam, you I shored against my ruins” (TD: 209). Mukherjee skillfully manages to present the decay of Calcutta and the decadent life of its upper class, using lines from poems of celebrated poets whom she looks upon for her writing skills.

Mukherjee portrays the decomposing Calcutta and also describes the previously ordered and appealing Calcutta which created visionaries like ‘Bengal Tiger’, Tara’s father. This controlled Calcutta is at present in anxiety of hostility, and the wiles of shrewd elected officials. Tara’s Calcutta knew has gone. Tara cherishes the memories of greenery and the forests of her childhood, which has disappeared because something “killed” them: (TD: 207). All those years in America, Tara wishes to see the Bengal of Satyajit Ray, the Bengal where children were not threatened and could enjoy nature in all its beauty, “She longed for the Bengal of Satyajit Ray, children running through cool green spaces ...” (TD: 105). Her longing for the safe and beautiful Bengal she remembers surfaces even in moments of crisis, such as, when she is trapped in a closed car in the middle of a rioting mob, “Do you remember all that greenery? Do you remember Apu running through those forests?” Tara asked. “What’s happened to those forests, Pronob? What killed them?” (TD: 207). Mukherjee implies that people had felt safer during the British rule but not anymore.

Tara finds a city seething with political unrest and trapped in economic stagnation. The changes distress her. Salman Rushdie in *Imaginary Homelands* (1981-1991) expresses his view that a migrants’ recollection of his homeland is fragmented, it is like an individual’s image is perceived “in broken mirrors, some of whose fragments have been irretrievably lost” (cited in Mukherjee, Accessed 2 April, 2010). Tara expects Calcutta to be the same as when she had left. Her fragmented recollection of her homeland disturbs her because the Calcutta of her childhood days has changed.

This change is not one-sided as expressed by Kalyani Mukherjee (Accessed 2 April 2010). Tara has changed too during the time she has lived in America. The seven years she has spent in the West has inevitably altered Tara’s angle of vision. As she drives past Bombay’s Marine Drive on her way back to Calcutta, she finds the street to be “run-down and crowded,” and she had “admired” the place and found it “fashionable” (TD: 18). When she was in North America she could not stop thinking of home, but now in this trip to Calcutta she misses David and fears losing him. She even now remembers the sense of alienation she had in New York but cannot stop thinking in Calcutta on “the foreignness of spirit: she was experiencing in the city of her birth (TD: 37). Her experience of being a migrant all these years makes it impossible for her to feel at ease in her mother country. She is undecided between her feelings for Calcutta and for America. Tara even considers the possibility of returning to America where she feels she will be more at ease.

Tara gives Sanjay, a young journalist, a relative description of Calcutta and New York.

Tara told him how much easier she thought it was to live in Calcutta. How much simpler to trust the city’s police inspector and play tennis with him on Saturdays. How humane to accompany a friendly editor to watch the riots in town. New York, she confided, was a gruesome nightmare. It wasn’t mugging she feared so much as

rude little invasions...And more than the muggings the waiting to be mugged, fearing the dark that transformed shoddy innocuous side streets into giant fangs... (TD: 69).

Sanjay knows the Calcutta of today is no longer the safe place which Tara remembers and is embarrassed and anxious to flee from Tara and her illusions. She is now a foreigner and wants to keep the memories of Calcutta of her days. Tara is not ready to accept the changes she sees in Calcutta.

Tara thinks that New York is a violent metropolis and her homeland is the safer place. She is from the rich upper class and elite group treated with high respect in the colonial time. She would have been referred to as 'memsahib' by the lower class people. She expects the same deference in America and is disillusioned when it does not happen. At one time Tara thought that New York was a violent place and now in Calcutta, she sees the violence replicated.

Thus, when Tara remembers the Calcutta of her childhood days as a safe and a stable place, she begins to compare New York and Calcutta from the viewpoint of someone no longer feeling at home in her homeland. Her desire to be back home in India and experience everything she had been familiar with, and which she missed in New York, is frustrated. A realization dawns on her that what she had been missing about her homeland is not there: in Calcutta or with her family or her friends. She now misses New York and wishes to return. Tara, a diasporic individual, feels lost in her homeland.

Tara finds that she does not remember numerous Hindu religious ceremonies of worship which she had seen her mother carrying out in her girlhood days. She feels out of place in her mother's prayer room in Calcutta, but when her mother invites her to participate in the simple homely rituals she experiences a curious sense of comfort. Nagendra Kumar notes that it pains Tara when she realizes the extent America has influenced her (2001: 34). According to Kalyani Mukherjee, this feeling of displacement is common to diasporans (Accessed 2 April, 2010). The phrase "cracking of axis and center" (TD: 51) is a symbolic indication of Tara's troubled mind, a result of the loss of her own enriching tradition. Tara has become alienated from her native values and feels a sense of loss. She questions her own identity. Tara's inability to sing with the servants' children increases her discomfort and irritation. It is not the singing with the servant's children but her not remembering the words of the *bhajan* which upsets her, making her aware that she is losing her culture. This is not anything new. Many migrants in attempting to adjust to the adopted land's culture forget many rituals of their homeland culture. Their cultural practices and values take a backdrop or are sidetracked while they attempt to assimilate into the adopted culture. They feel as outsiders and are not comfortable in such situations in their homeland.

Sivarama Krishna argues that her husband David, and her formal education in English-centred schools are responsible for her notion of alienation and identity loss (1982: 71-86). The influence of American culture has changed her totally. Tara's adopted culture has unfolded her view to perceive the gap between Western and Eastern worlds that still makes India a hopeless, place ruled by sly elected leaders. Tara is trapped between two individualities: an Indian and an American. Tara is shielded "like an invisible spirit of darkness" (TD: 54) by the American culture.

Sharma in his essay, writes that Bharati Mukherjee uses the word 'darkness' to show that Tara yearns to behave akin to an Indian but her re-rooted American identity has constructed Indian ceremonies and practices strange to her (Accessed. 19 April 2010). Tara's childhood

dreams of Calcutta are shattered by the violence which grips the city. This has a negative impact on her personality (Barat, 2000: 55). It makes her an oddity in the throng of her friends and relatives. She experiences difficulty to contribute in religious social events at home. Tara senses that her mother, like her friends and family, is not happy with her marriage to an outsider, David. Her mother's outlook concerning her has also changed.

Tara is disillusioned with her friends in Calcutta. The functions organized in honour of her return are lavish. Her friends seem unconcerned about the glaring poverty of the lower classes around them. Tara is unable to understand their attitudes. In the midst of poverty they indulge in luxury. It is likely that Tara would have been like her friends if she had remained in India because she had her origins in the same elite group of people who take luxury as their right. Being in America has changed Tara's outlook on life, "Then after the first round of parties, the beliefs and omissions of her friend began to unsettle her" (TD: 55).

Tara spends a lot of time in Calcutta with her upper-class Bengali friends, recognizing that they were "shavings of her personality," and yet could not help fearing "their tone, their omissions, their aristocratic oneness" (TD: 43). She may react "guiltily" to her friend Pronob's comment that he would "hate to be a no body in America" (TD: 59) but she has the distinct feeling on a number of occasions in India that to at least a few of her friends and family she is now, quite literally, an outcast because of her marriage to a white North American. On other occasions, however, she herself feels "quite cut off" from people she grew up with (TD: 89). It does not take her very long to feel that depression is overcoming her, and she begins to think that it is better to return to New York.

There seems to be an unspoken malice within them against Tara for her move to America and for her American marriage:

Her friends let slip their disapproval of her, they suggested that her marriage had been imprudent, that the seven years abroad had eroded all that was fine and sensitive in her Bengali nature. They felt she deserved chores like washing her own dishes and putting out the garbage (TD: 55).

Kalyani Mukherjee in her essay comments that "Tara's marriage only makes her embarrassed among her friends and relatives at home" (Accessed 2 April 2010). For a diasporic person abroad marriage is a means of integration where as at home, marriage to a foreigner is a 'burden' (TD: 62): "In India she felt she was not married to a person but to a foreigner and this foreignness was an encumbrance. It was hard for her to talk about marriage responsibilities in Camac Street; her friends were curious only about the adjustments she has made" (TD: 62).

Her marriage to David makes her an outsider to her friends and family in her homeland and an outcast in the adopted country. Tara finds that the Indians display a great importance for foreign 'things' but do not favour marriage with foreign people:

They were racist purists, thought Tara desperately. They liked foreigners in movie magazines – Nat Wood and Bob Wagner in faded Photoplays. They loved Englishmen like Worthington in the British Council. But they did not approve of foreign marriage partners; so much for the glamour of her own marriage. She had expected admiration from these friends. She had wanted them to consider her

marriage an emancipated gesture. But emancipation was suspicious, it pre-supported bondage (*TD*: 86).

Her friends' approve alien manners and exotic fashions, but not non-native marriage partners. This can be seen as a criticism by Bharati Mukherjee of the conventional stance of the Indians who are passionate about overseas material possessions but to whom marriage to foreigners is disgusting (Barat, 2000: 57). Tara's friends are hypocrites with double standards. They pay attention to stories about American trivialities; television and vehicles, cold foods and record players but when Tara mentions serious social issues such as ghettos or student demonstrations, they do not display any interest. They persisted in believing that "America was lovely" and that "New York was not like Calcutta" (*TD*: 56). Tara could not explain to her friends why there were ghettos and student demonstrations in New York. To them America is the Utopia to which they all aspire.

In India, besides family and friends, other characters in the novel have an impact on Tara's life. Dipak Ghose is significant because he indicates that one possible fate that can overtake Calcutta is revolution that is imminent in India. He has no action in the novel but a small space is given to him in the posters produced by a Marxist party to indicate the effect he will have on India in time to come.

P. K. Tuntunwala is a rich and powerful Marwari businessman-politician who seems likely to seize the situation in Calcutta and use it to his advantage. He is a leader from a community of businessmen who had taken over Calcutta commerce. Marwaris like him were steadily displacing the old wealth represented by someone such as Joyonto Roy Chowdhury whose financial strength came from landed property. Joyonto's and Tara's father are of the same Bengali patrician class that is in danger of being overthrown by left-wing revolutionaries such as Deepak Ghose or right-wing looters such as Tuntunwala. Tuntunwala is the most prominent and influential character in Tara's life (Mukherjee, Accessed 2 April 2010). Tara comments, "He is a dangerous man. He could create whatever situation, whatever catastrophe he needed" (*TD*: 77). Tara becomes victim to Tuntunwala's brutality when he rapes her. Another figure from the business world with whom Tuntunwala can be compared is Tara's father, widely referred to as "the Bengal Tiger" for his business prowess. He is known for his strength and courage. Even her father could not save Tara from becoming Tuntunwala's victim. Significantly, also, her father is away when Tuntunwala makes his move to molest Tara. Mukherjee's emphasis here seems to be that even tough-minded Bengali industrialists like her father are too simple for the times and less compelling than the brutal figures who would now impose their wills over Calcutta life. Anne Brewster notes that Tuntunwala's brutal action symbolizes his 'raping' of the peasants and the land in the name of industrial progress (1993:3). Tara has not learnt to protect herself against advances from people like Tuntunwala. Tara's horror at Tuntunwala's brutal seduction arouses in her a passionate awareness of her love for her husband David (*TD*: 197). This love is professed in the closing sentence of the novel (*TD*: 210). Her illusion of the Calcutta she used to know is finally shattered (*TD*: 199).

Joyonto Roy Chowdhury, "had known restlessness or failure, the face of a statesman whose country had let him down" (*TD*: 39). Joyonto Roy Chowdhury refers to Tara's friends as "trapped gazelles," although apparently "confident, handsome and brashly opinionated" (*TD*: 41). It is easy to see that Joyonto himself is "a dying savior" (*TD*: 83), a prophet, to whom nobody pays attention except Tara. Tara at the end of the novel hears his message of doom and his admonition to her to leave. The novel through Joyonto gives a glance at the episodes

of Bengali history and the familiar sights of Calcutta culture as being substituted. The city's fashionable Park Street district has just witnessed the opening of the small but smart Kapoor's Restaurant: the symbol of modern India" that had "marked the end of tea shops like Aroli's and Chandler's," where European ladies would once snack (*TD*: 83). Semi-feudal Bengal, idealistic Bengalis, and the colonial city stand little chance of surviving the violence of revolutionaries, the cunning conservative politicians, upheavals in the economy, and the winds of change.

Tara must come to terms with the new Calcutta and must realize that the images of the Calcutta she had in her memory in North America does not correspond to the city scenes she was now observing on her trip home. As she finds out: "except for Camac Street [where her parents had lived], Calcutta had changed greatly; and even Camac Street had felt the first stirring of death" (*TD*: 199). Bharat Mukherjee presents the novel through an omniscient narrator, but the reader sees things mostly from Tara's perspective; she is centre-of-consciousness through whom Mukherjee registers her disenchantment with the changes that have taken place in Calcutta.

Joyonto invites Tara and her friend Reena to visit Tollygunge. Tara's visit to Joyonto Roy's Tollygunge compound turns out to be distressing. Tara is as excited as a Western tourist when Joyonto Roy proposes to take her to the place explaining that it is a 'bustee': "Is it a 'bustee'?" asked Tara. She recalled frustrating moments at Vassar, when idealistic dormitory neighbours had asked her to describe the slums of India (*TD*: 113).

A 'bustee' is common knowledge to all Indians and a part of life in India. Tara's excitement seems to indicate that she has forgotten what a 'bustee' is. Her reaction to the 'bustee' is one of a tourist rather than that of a native born Indian. The trip to Tollygunge 'bustee' troubles her and brings discomfort as she is unable to bear the dust, foul smell and abject poverty of the place:

Had Tara visualized at the start of the journey this exposure to ugliness and danger, to viruses that stalked the street, to dogs and cows scraping in garbage dumps, she would have refused Joyonto's invitation (*TD*: 115).

Tara is not interested in the details that Joyonto describes when he shows her his huge compound now occupied by refugees. She is bewildered and loses her balance when she sees a little girl suffering from leprosy (Kumar, 2001: 36). She screams and becomes hysterical: "Don't touch me, don't touch me!" (*TD*: 122). Tara, born in an upper class family, led a sheltered life as a child and young adult and had never been a part of the crowd, but she would have been accustomed to such sights as part of life in India. Her stay in America has given her an awareness of the difference between the poor and the rich in her native land. Tara, like many foreigners, has become judgmental and considers India an unhygienic and poverty stricken country.

Tara's search for 'home' in her native land is painful. Bharati Mukherjee interweaves many events to show the distress upon Tara's psyche. Tara's visitation to the funeral pyre, her running into the little girl suffering with leprosy, the image of children begging and eating on the street, her friends' shallow living style, the fighting and disturbance and her ill-treatment by the elected official, Tuntunwala all contribute to her pain. Tara's trip to Darjeeling is also spoilt by unforeseen events. She is hassled and ridiculed by a band of scruffy holidaymakers while she is out on a horseback ride. It brings home to her the realization that the young men

treat her this way because they view her as an outsider, no longer one of themselves. At the posh Kinchen Janga Hotel, where she and her family are staying, a harmless imitation of a western beauty contest turns sour. Antonia Whitehead, an American tourist, strips off her clothes in front of all the other hotel guests:

She strode to the centre of the hall, laughing and unzipping her dress as she went, then let it fall in a loop around her sandals till she was revealed to the world in her body stocking: an immense column of white flesh (*TD*: 188).

This incident shocks and humiliates the sensitivities of the Indians who are present, “shock, fear locked the dim and dusky faces, demanding from Mr. Patel some last show of justice or revenge” (*TD*: 189).

These occurrences on her return to Calcutta make Tara’s search for home distressing. She is unable to find the peace and happiness that she sought in her home land. She is not able to come to terms with the deteriorating condition of her country. Her attitude towards everyday life has changed. This makes her a misfit everywhere she goes. A negative remark by Tara at the deterioration of Calcutta is not taken well by her friend Reena who comments, “That’s what happens when Bengali girls go to America”, and that Tara has, “become too self-centered and European” (*TD*: 105).

What Tara had not known before coming to Calcutta but must discover is what is obvious to her friend Reena. As Reena puts it in her Indian-English idiom, “You’ve changed too much, Tara” (*TD*: 105). She begins to let “little things...upset her” and comes to realize that “of late she had been outraged by Calcutta.” Even the language she had used so spontaneously once upon a time in Calcutta now appears strange: “she had forgotten so many Indian-English words she had once used with her friend” (*TD*: 107). Again and again, she finds herself reacting to an event very differently from them. What surprises or shocks her in Calcutta appears to be a common practice to Reena. Similarly, what she judges rational and well-mannered appears ridiculous and shocking to her friends. Tara is faced with this predicament on her return home. Tara realizes that home will never be home again.

Tara realizes that the life of Calcutta is unique despite its dark spots and drawbacks. Tara knows that David, who has learnt a lot about India through books, would not be able to understand what Tara means (Barat, 2000: 57). Her thoughts on her fondness for Calcutta are reflected in these words, “She thought about Calcutta. Not of the poor sleeping on main streets dying on obscure thoroughfares. But of the consolation Calcutta offers. Life can be very pleasant here, thought Tara.” (*TD*: 132)

In Calcutta, Tara is horrified when she is confronted by a “tantric”, a Hindu religious man belonging to a sect known for its wild rituals. This is a significant scene. She runs away from him. Her running away indicates a vital change in her outlook:

Then suddenly they heard a song with many trills. A tall thin man in a scarlet loincloth jumped from his hiding place...Tara recognized him as the tantric from his dress and matted hair...the singing tantric held out his hand to Tara...

“Your palm.”

Tara ran. She ran and stopped and ran again, not used to this kind of fear, dodged between the two cars that stood like carcasses, and stopped by the hood of the Rover so the tantric would not see her (*TD*: 81).

Tara is a Bengali Brahmin, taught by nuns of St. Blaise all about lady-like poise and self-control in the face of adversity. Unquestioning about both the Roman Catholic prayers at school and her mother's collection of gods and goddesses at home, Tara accepted the practices of both religions in Calcutta before going to America. Now she is impatient and rejects the Hindu tradition of palm reading. Tara's Western thinking comes to the surface. She runs away and slams the door of the Rover on the tantric:

...she stretched her neck around the corner, saw first the silvery grid of the car, then a curious tableau; the wild man reading Joyonto's palm. She waited a moment longer, and thinking it safe, dashed into the Rover and banged the door shut.

That noise was her triumph. It was shoddy and mean, she knew, but a triumph nevertheless (*TD*: 82).

Her unreasonable fear of the tantric, a Hindu holy man, and her negative response to his offer to read her palm is a triumph for Tara. She has made a choice which seems to further consolidate her Western identity.

Kalyani Mukherjee in her essay, (Accessed 2 April 2010), observes that Tara's reactions to Calcutta are equally annoying and blameless. She visits Mata Konanabala Debi's ashram because she loves her mother as well as for the love of her motherland. Through the involvement of Tara's in various experiences in India, Bharati Mukherjee illustrates the extent to which her homeland has changed. There is no longer any assurance of the fulfilment of her hopes for security and belonging that she had yearned for in New York. Her home is currently dominated by violent mutineers and deceiving elected officials thus leading to economic standstill, class disputes, government disorder and uncertainty in all aspects of living (Mukherjee, Accessed 2 April 2010). Tara is not able to ignore or accept that disease, suffering, and poverty are part of existence. She as a young adult ignored all these but her stay in the States has unlocked her judgment to the gap that exists amid the poor and the rich in her own country (Kumar, 2001: 37).

America is a land of diverse cultures. Tara is married to a white American, David Cartwright, a writer, but she fails to understand Washington McDowell, a student of Irish-American descent who is on a visit to India from America. He is a guest of Reena's family and Reena's mother assigns Tara to be the mediator between them and McDowell. Black Americans do not enjoy the same privileges as the Whites in America, so it is natural for McDowell, a Black American, to identify with the agitating crowd of labourers in Calcutta (Kumar, 2001: 37). Her failure to appreciate this fact shows Tara's lack of exposure to other cultures within America. Thus she is unable to understand the complexities of American culture.

Tara is unable to discover her previous enthusiasm and delight in any place. "Except for Camac Street, Calcutta had changed greatly; and even Camac Street had felt the first stirrings of death. With new dreams like Nayapur, Tara's Calcutta was disappearing" (*TD*: 199). Tara fails to find comfort and shelter on her trip home. She decides to return to New York on Air India plane. Once more Tara is confronted with Post-colonial Calcutta, with every indication of downswing that she must escape the obvious poverty, hunger, dirt and fighting of this city:

A mob was approaching Chowringhee from the south. The young men in front were armed with bamboo poles and axes. Some of them wore handkerchiefs knotted over their heads...Their gestures were those of rebellious children rather than political militants (*TD*: 202).

Tara is disturbed by their violent demonstrations and riots. She is trapped in her homeland, which she thought was a safe place. There is an explicit projection of the mental turmoil of a diasporic individual. Tara is at a loss for words as she struggles to express her feelings in a letter to David in America from her 'home':

It was hard to tell a foreigner that she loved him very much when she was surrounded by the Bengal Tiger's chairs, tables, flowers and portraits. She made several beginnings, seizing the specific questions he had asked as anchors against her helplessness (*TD*: 63).

Tara fails to express her feelings in letters to him. She is completely confused. She also fails to share her emotions with her companions and family members. They consider her an alienated westernized woman and on the other end David considers her a foreigner.

Tara gets no consolation anywhere, and her seduction which has been carefully planned and executed by Mr Tuntunwala is the final disgrace and disillusion: "...the outrage soon subsided leaving a residue of unforgiving bitterness" (*TD*: 199):

...her parents found her bitterness inexplicable. She talked constantly of returning to David, and in their efforts to encourage her to remain longer with them they suggested intellectual past times like poetry readings and visits to the nuns at St Blaise's (*TD*: 199-200).

At the convent:

Tara was moved to buy a dozen doilies, then with bitter regret she left the nuns standing on the school steps. All her early ideas of love, fair play and good manners had come from those women. Now as she saw them in their quaint formation on the steps of St Blaise's, they seemed to her people in a snapshot, yellow and faded (*TD*: 200-201).

The "yellow and faded" snap shot of the nuns is another allusion to what Calcutta was and is no more. Her own disillusion is complete and irrevocable.

At the conclusion of the narrative, Tara becomes a victim of violence when she is trapped in a closed car before a rioting mob, moving towards the Catelli-Continental Hotel. Barat in his essay (2000: 58) suggests that Tara fails to endure the barbarity of the mob in which Joonto Chowdhury is killed. His death symbolizes the death of the old Calcutta order (Shobha Shinde, 2000: 51). Tara's thoughts are with her husband David when locked in the car. The concluding lines of the novel:

And Tara, still locked in a car across the street from the Catelli-Continental, wondered whether she would even get out of Calcutta, and if she didn't whether David would even know that she loved him fiercely (*TD*: 210).

The reader is left wondering as the novel ends there. By leaving her amidst the chaos Bharati Mukherjee implies that the outside turmoil reflects Tara's inner state of mind. It suggests that such conflicts are irreconcilable. Tara may not have been able to return to America, but one can infer from the above lines that she finally does realize where she truly belongs. Her 'exile' has become her 'home'.

The guilt and pain are obvious. Tara feels the loss of her old self. She is no longer able to fit in with her friends and family. She is unable to even share the shameful experience of her seduction by Tuntunwala. She is left angry, bitter and depressed:

Tara's first reaction had been to complain to Sanjay and Pronob, to tell them Tuntunwala was a parasite who would survive only at their expense. But the outrage soon subsided, leaving a residue of unforgiving bitterness. She realized she could not share her knowledge of Tuntunwala with any of her friends. In a land where a friendly smile, and accidental brush of fingers, can ignite rumours – even lawsuits – how is one to speak of Mr Tuntunwala's violence? (*TD*: 199).

Tara's emotional turmoil is so great that not even her parents' love or their efforts to encourage her to remain longer with them can dissuade her from returning to America. David's letters deepen her depression and strengthen her resolve to return to The United States and him. Bharati Mukherjee considers psychic violence necessary for the transformation of character that Tara undergoes as she fights to define her emerging identity.

Tara's journey to her native land India ends in disaster. Feeling alienated in America, her anticipation of this journey ironically changes to frustration gradually foremost to disillusion, alienation, depression and finally to her catastrophic finish. In his essay, Barat notes that the greatest irony is that Tara gets through the racial hardships in an alien country but becomes a victim of a tragic end in her homeland (2000: 58). Her yearning to be back in Calcutta to experience the sense of belonging, security and love ends ironically, for Tara thinks of her husband at a time when she needs comfort. The irony is that Tara identifies love and security with her American husband and not among her own people in her homeland. Tara's journey to India is effectively constituted in the lines, "It was so vague, so pointless, so diffuse, this trip home to India" (*TD*: 130). Both physically and metaphorically, the immigrant's return to her own country proves frustrating (Barat, 200: 58). Tara's psyche remains split like that of other immigrants.

Western Feminism

Bharati Mukherjee's women characters are strong and receptive to changes in their lives. They learn that transforming their lives and selfhood allows them better individual breaks to take part in merging and nurturing a society with both American and Indian cultural characteristics.

Tara's return to Calcutta alone after having been married to an American is one indication of this westernized outlook. A married Brahmin woman born in India would not venture out without a chaperon or her husband. Tara would never have done that if she had lived in India. Her bold decision to visit India without her husband indicates her western thinking and western influence on her.

Tara is aware that while she has not yet eased herself into American culture, she no longer finds the values and ways of life of her native land meaningful. She finds herself filled with a "foreignness of spirit" (*TD*: 37) which could be attributed not only to her life in America but also to her early education in Calcutta at a private school run by Belgian nuns. This and her seven year stay at Vassar have given her a foundation in western thought and outlook. Kumar suggests that Tara's Occidentalization has awakened her consciousness to the gap between America and India that make India the hopelessness of those who administer it (2001: 35).

Tara is able to clearly see the differences in the values between India and America. She no longer wants to follow the Indian values blindly as she would have done had she stayed in India and married according to her parents' choice. Tara is aware of plurality in the world but she finds it difficult to reconcile the Christian Western world and the Hindu world.

Tara becomes Tara Banerjee Cartwright after her marriage. It is a clear indication of the infiltration of feminist thinking into Tara's psyche. Such names give the hint of the psychological condition of a migrant. In her native land, an Indian woman after marriage, surrenders her maiden identity and takes up her husband's. The American culture has fused with the deep-rooted Indianness in the consciousness of Tara. The western feminist thinking makes her take a new identity without losing her Indian identity.

Tara senses the indignities her Calcutta women friends are quietly suffering and imagines the consequences of these indignities. Her friends are not allowed to venture out by themselves or choose their marriage partners, usually marrying a person chosen for them by their parents. Love and happiness are not a priority. Tara is helpless because her friends have accepted such a situation while Tara's friends think that she has become Europeanized in her thinking. Tara wants more from life and cannot be, like her friends, content with what the society dictates and expects of her. Her American influence has taught her to be independent and live with dignity.

Thus, when a beauty contest is organized by the manager of the Kinchen Janga hotel where Tara's family is staying, Tara supports the idea of a bathing suit contest suggested by Antonia Whitehead, an idea which other high profile Indian guests object to: "'But why not a bathing suit contest?' Tara demanded. 'That's a legitimate demand if you are going to judge a person's physical appearance'" (TD: 186). This demonstrates Tara's broader outlook on what constitutes female modesty. A heart specialist who happens to be one of the judges of the beauty contest sarcastically remarks:

Really, Mrs Cartwright. I think your years abroad have robbed you of feminine propriety. Or are you joking with us. You know as well as I do modest Indian girls would not submit to such disgrace (TD: 187).

Tara's family has gone to Darjeeling, a favourite holiday place for upper class families of Bengal. Darjeeling is as beautiful as ever, and Tara tries to enjoy the trip but her holiday is marred by ugly and violent incidents. The heart specialist, an Indian, was genuinely offended by Tara's liberated view which does not see anything wrong in a bathing suit contest being part of a beauty competition. To Tara's liberated way of thinking, it is not a disgrace to Indian women. Having lived in America, the American culture has indirectly influenced her psyche.

A significant incident that brings out the feminist characteristic in Tara is when she is invited by Chowdhary to visit his place in Tollygunge. Tara accepts his invitation and despite Reena's outburst, "I want to go on record," Reena objected loudly, "as being totally opposed to this trip..." (TD: 114) and her own reservations, they accompany Mr Chowdhary. It was culturally unacceptable for a married Indian woman to accompany a man unchaperoned. It was a decision made on the spur of the moment. Tara feels capable of looking after herself, "...she thought she could defend herself against any threat from a sockless man in a blazer" (TD: 114). A married Indian woman or an unmarried Indian girl will never think of venturing out with a man without a chaperon but Tara does. The western influence on her gives her the

courage to do this and think she is capable of looking after herself. In America one does not see it as wrong to accept an invitation by a man to go out with him.

In a letter to David, Tara admitted, “that if she had been in New York and the old man an American, his invitation would have been merely sporting” (*TD*: 112). This thinking that women are capable of taking care of themselves is clearly a feminist concept that has filtered into Tara and results in her positive response to Joyonto Chowdhary’s invitation. Tara has become bold and liberated from living in America, reflecting Bharati Mukherjee’s own feminist outlook.

Tara’s marriage is a contravention of Bengali norms, another indication of her feminist thinking. In her patriarchal culture, her father would have selected a bridegroom from her own social class and rank. In traditional Hindu families, women were cared for by the man. Tara’s family is no exception. Her marriage disappointed her parents, “After all Tara had willfully abandoned her caste by marrying a foreigner” (*TD*: 50). Despite her parents’ wish for her to marry someone of their choice, Tara sets her own goals and takes control of her own life; marries out of caste. In this way she disobeys, and disappoints her father.

Tara’s feminist thinking has other repercussions. Although Tara is initially repelled by Mr Tuntunwala who loudly proclaimed that he had no time for “heart’s matters which are for idiots and women” (*TD*: 132), she soon finds herself attracted to him. Like her journalist friend Sanjay, she is taken in by this shrewd politician’s message: “strength is love” (*TD*: 133). She experiences final disgrace and disillusion when she accompanies Tuntunwala to his hotel suite where he cunningly seduces her causing her shame and bitterness. A realization dawns on her that this cannot be shared with anyone amongst her circle of friends. Tara’s initial outrage subsides and she emerges as a stronger and bolder person, still capable of making rational decisions. She decides to return to New York. According to Bharati Mukherjee, a change such as this is an indication of progress (Kumar, 1991: 20). The atrocious attack, a social violence, by Tuntunwala makes Tara realize that she does not belong in Calcutta; a place that was home to her is no safer than the America she had left behind:

In another Calcutta such a scene would not have happened. Tara would not have walked into the suite of a gentleman for medicine, and a gentleman would not have dared to make such improper suggestions to her. But except for Camac Street, Calcutta had changed greatly; and even Camac Street had felt the first stirrings of death...Tara’s Calcutta was disappearing. Slow learners like Tara were merely victims (*TD*: 199).

Tara’s passivity makes her the perfect instrument for recording the disharmonious aspects of contemporary Calcutta (Alam, 1996: 21). She cannot say “no” so she goes out not only with the repulsive Tuntunwala to see his new industrial estate but also with the mysterious Joyonto to view the slums that are being built on the old man’s property. Tara moves in and out of different social orbits and readers are left to view this disharmony through her eyes (Alam, 1996: 21).

Bharati Mukherjee’s women, like her, are among the elite diaspora of Third World women privileged by what Gayatri Spivak calls “Western high feminism,” the first selves and subjectivities must be violently transfigured to meet the needs of the new world in which they live (Bose, 1996: 298). Mukherjee considers violence necessary for the transformation of

character. Changes in protagonists usually occur as a result of violence and traumatic experiences. Tara's experiences of violence transform her to see the wide gap that exists between India and America and makes her realize that America is her home now.

Cross-Cultural Conflict

The Tiger's Daughter also explores the issue of cultural conflict experienced by diasporan individuals. Indeed, the novel is an expression of cultural clash. It is an engrossing analysis of a high social class Bengal Brahmin girl, Tara. Her higher study is completed in America. After seven years of stay in America she returns to India and finds herself an entire outsider in her 'home' setting. She becomes conscious that she does not belong anywhere: she is now neither Indian nor an American. She is totally baffled and astray.

Tara is required to look at her inner psychological life composed of two vastly diverse cultures and ideologies. The fusion of her maiden name and her husband's surname after her marriage gives a hint of the cultural conflict that Tara undergoes - the American-ness and deep-rooted Indian-ness in her psyche are in opposition. This inner conflict becomes a mental obstruction which prevents the merging of the two cultures. She is out of place in America and returns to India in search of an identity but realizes that reconciliation with her old world is impossible. Tara is an immigrant but she is also a woman.

Duality and conflict are not new for Indian women. It begins in childhood when parents begin to differentiate between their male and female children. A girl is constantly reminded that she will have to move somewhere else when she gets married and that she must be submissive and assimilative. After marriage an Indian girl has to adjust to a new way of living. She is forced to become someone else leaving behind her old self. This conflict is multiplied when an Indian woman migrates to another country. Tara's dilemma should be viewed from this perspective. According to Brinda Bose:

Duality and conflict are not merely a feature of immigrant life in America; Mukherjee's women are brought up in a culture that presents them with such ambiguities from childhood. The breaking of identities and the discarding of languages actually begin early, their lives being shaped by the confluence of rich cultural and religious traditions, on the one hand, and the "new learning" imposed by British colonialism in India, on the other. These different influences involve them in tortured processes of self-recognition and self-assimilation right from the start; the confusion is doubled upon coming to America (cited in Kumar, 2001: 41).

In India Tara feels quite disconnected from her family and friends on many occasions due to her out of caste marriage with David. He does not have a dynamic role in definite events but his presence is of immense importance. Bharati Mukherjee shows problems of cross-cultural bonds through Tara's and David's relationship (Alam, 1996: 32). The cross-cultural problems are more sensitive as there exist a vast dissimilarity between the conditions of a "Third World" nation and an advanced nation. David's America is a secure and stable world; he is unable to appreciate Tara's odd experience of the disordered and futile episodes in the unbalanced and anxious world of Calcutta. David "expected everything to have meaning or point" (TD: 130).

David, a liberal North American, reads about Tara's experience of Calcutta in her letters to him. Tara often wonders about the difficulties of communicating her feelings about her city and its people to David. How could she explain to David who was, after all, "a foreigner" (TD: 46), her mother's obsession with insurance policies? Tara feels that she cannot confide in David some things about her vacation in Calcutta as she is experiencing a Calcutta that is incomprehensible and chaotic (Alam, 1996: 23).

Tara tries to put together a compatible marital relationship by not mixing her 'home' and 'exile'. However, she is regarded as a foreigner in India and has not assimilated with the community in America. Tara is unable to discuss her life in Calcutta and family background with David due to their cultural differences. David's failure to understand and Tara's inability to discuss freely with David about her concerns expose the problems of cross-cultural bonds (Mukherjee, Accessed 2 April 2010). She could not explain to David, who "was hostile to genealogies and had often misunderstood her affection for the family as overdependence" (TD: 64). He is secure in his world of stable identities and predictable events. Tara feels she cannot confide in David some things about her vacation in Calcutta precisely because "he expected everything to have some meaning or point" (TD: 130).

Bharati Mukherjee suggests that migrants experience pain and bewilderment moving in and out of India and bridges cannot be easily built to overcome cultural barriers. Misunderstanding, confusion, and incomprehension cannot be avoided in any cross-cultural relationship. There are limits to David's understanding of and tolerance for Indians; and there are limits to his in-laws tolerance of him in that Tara's family has difficulty understanding and accepting that Tara has taken an American husband (Alam, 1996: 23-24).

The two memorable minor characters from foreign land: Washington McDowell and Antonia Whitehead find a place in the novel. They illustrate the confusion caused by their contact with Indian culture. McDowell is expected to lodge with Reena's family. He is an American student who comes to Calcutta on an exchange programme. They look forward to his visit with excitement and enthusiasm but are shocked to discover that he is a black American. Reena's mother's shock turns into dismay when she begins to suspect her daughter of having an affair with an "African" (TD: 138). McDowell soon deserts his host to side with Calcutta's revolutionaries, of the kind he identified with in America. Antonia Whitehead, a redheaded American is in Calcutta to carry out some missionary service in India, to help the Third World, "...I'm here...really I'm here because India needs help. The third world has to be roused to help itself" (TD: 166). Tara's journalist friend Sanjay's editorial on Antonia Whitehead reads:

It has been said that she is really a blessing in disguise, that she is a missionary defrocked, that she is Deepak Ghose's special lady friend. But I say to you she is dangerous. She is like a snake tightly coiled. I say to you get rid of her before she spreads further discontent. She talks in Shambazar of "democratization" and "politicization", of parity and socioeconomic balance. But I urge you Calcuttians to throw out this perilous lady before it is too late (TD: 164-165).

Tara realizes that Antonia Whitehead is just as she was in her first few weeks in this trip home, "impatient, menacing and equally innocent" (TD: 166). Tara is aware that the white American girl will create much confusion during her stay in India. Antonia blunders her way through India and is misunderstood by the Indians with whom she comes in contact. In her naivety of Indian culture and politics, Antonia is eager to make changes in the name of

helping but really she is creating problems for herself. Her efforts and intentions are not well taken. She poses a threat to the country both culturally and politically. Antonia Whitehead is a fool rushing in where angels fear to tread. Tara has learned earlier that “it was impossible to be a bridge for anyone [...]bridges had a way of cluttering up the landscape” (TD: 144). Both Antonia Whitehead and Washington McDowell are viewed with suspicion and apprehension by the locals. Their being there generates considerable misunderstanding within the Indian group. Consequently, Mukherjee attempts to illustrate that in cross-cultural relationships misinterpretation and confusion are inevitable.

Tara realizes that her mother is wary of aliens and outcasts. When the local Rotary Club had sent them an Australian religious fanatic, her mother resorted to mild deceit to keep him out of the prayer room. She said, “How to explain our God to these Europeans” (TD: 51). She trusted them only when they were in their proper place. Tara’s mother considers her Bengali culture superior to all other cultures. She assumes that her prayer room will not be pure if an outsider enters it.

The responses of Tara’s friends express their views on cross-cultural marriages and thus, indirectly, Tara becomes aware of their feelings towards her marriage. This becomes obvious when a picnic on the factory premises of Banerjee & Thomas [Tobacco] Co. Ltd. is planned. A list of names of guests and telephone numbers are being discussed:

“What about Roma Sen?”

“What nonsense! She married her weird Nigerian and went off at least a month ago.”

“How dare you say that. She was such a nice girl, no?” (TD: 86)

Her friends express their disapproval of Roma Sen’s marriage in Tara’s presence, knowing well that she is married to a foreigner. Their disapproval of foreigners becomes even more obvious when they discuss the arrangements for billeting of American foreign exchange students:

“...In any case I’m willing to take my chances with this boy rather than the two girls from Columbus, Ohio.”

“What does your mother feel about all this?”

“Come on, you know her. Of course, she expects disaster. She thinks I will follow your example and marry an American *mleccha*.”

“I don’t like that last remark. Look, Reena – how *dare* you call David a *mleccha*?”
How dare your mother of all people talk like that about something that does not concern her?” (TD: 109).

Tara’s bitterness and anger about what people like her friend Reena, Reena’s mother, and others think about David arouse in her an impulse for destruction of such smug two-faced people. Their opinion of foreigners causes her to feel an outsider, and makes David, an outcaste. These people claim to be modern and yet are encircled by an invulnerable barrier of self-assurance. Through some flaw or mistake, Tara “had slipped outside” the parameters of a world in which she belonged by birthright, and that even after only seven years outside it, “re-entry was barred” (TD: 109-110). It was her marriage to David that made Tara to be the outsider for whom re-entry was not denied. Traditional beliefs and practices are still inherent in these self-proclaimed modern people.

Tara's friends do not appreciate foreign marriage partners but do not mind wearing foreign clothes. A good example is at the guest-house picnic. Nilima, her friend, wishing to show off the swimsuit which Tara had brought for her from New York, suggested a swim to cool off. Tara is depressed at the sight of her friends in swimming attire, "The soft edges of their bottoms escaping the grip of the Western bathing suits" (TD: 93). Tara feels there is something unnatural or absurdly daring and totally alien to Bengali culture about their posturing.

In New York, Tara often had praised herself, especially when it was time to clean the toilet or the bathtub. She had confided to David, "...at home there was a woman just to clean bathrooms" (TD: 86). She felt unappreciated in New York for performing these menial tasks and had expected admiration from David. In America, however, where domestic workers are costly, the norm for American housewives is to do their own house work – there is no heroism in it, whereas in India, there is availability of cheap labour for domestic work. To the rich middle class women in India, doing their own house work was beneath their dignity and lowered their prestige.

Bengali and American ideas about food clash. In India, "eating was a class protection" (TD: 96). It is a cultural practice to eat enormous amounts of food. This is highlighted at the picnic where:

Tara watched the food disappear, not just the main dishes, but the incidentals, like shredded cucumber in spicy yoghurt, oily and wafer thin *papads*, chutneys, sweet and sour *dal* (TD: 96).

Tara does not enjoy her food like the others. She chooses her food carefully. In New York she and David usually skipped lunch. David is dedicated to a diet and they do not have elaborate dinners. Tara's parents chronicled birthday menus in aerogrammes and David found it amusing, "How can they eat so much? It's obscene! he had said" (TD: 96). Tara now realized that in Bengali culture "...eating was not a matter for amusement" (TD: 96). For Bengalis, it is considered abnormal to eat small meals whereas Americans like David are averse to "fatness" (TD: 96) and gear their diets towards it.

An aspect of culture difference is noted in *The Tiger's Daughter*; amusing but makes a point of the ignorance of foreigners visiting a country where something is not essential may be significant for a foreigner. One such noteworthy event: Pronob, who is a member of Jaycees, is expecting American exchange students. Tara and Reena hope the guest list for these students has been finalized. They recall other foreign house guests Pronob had billeted with them in the past:

"Do you remember when we took the whole Australian bunch to Kolaghat?"

"The toilet Paper incident?"

"That was really priceless! Wow! Those Australian boys shouting 'Paper! Paper!' and our village servants chasing them in the woods with "No paper, no paper, only water, sir" (TD: 107).

This at the time was humorous to Tara and Reena but Tara is reminded of her dilemma when she could not open a milk carton on her first night in America. The plight of the Australians had seemed hysterically hilarious to the girls at the time and Tara recollects Reena saying:

Serves them right for wanting to see the *real* India ... These foreigners just want to take snaps of bullock carts and garbage dumps. They're not satisfied with modern people like us (*TD*: 108).

This incident outlines the differences in cultural upbringing of the Indians and the Australians. Tara speculates what David would be his experience if he ever came to India, whether he would take the kind of photograph tourists take or try to capture the pain of Calcutta. If David decides to see "the *real* India" (*TD*: 108), then her relationship with Reena will become worse. Reena wants to preserve the façade of their being considered modern people. Tara thought of her panic at having to open a milk carton at Horn and Hardart on her first night in America. She was terrified too, when faced by machines containing food; machines she was sure she could not, or worse still, did not dare operate.

Tara's trip to Calcutta brings her only 'wounds'. She experiences distress in her origin, after her seven years of stay in America, her adopted country, As Avter Brah says, "'home' is a mythic place of desire in the mind of a diasporic individual. Actually it is a place of no return" (cited in *Muse India*, Accessed 2 April 2010). The powerful forecast of the psychological plight of the diasporic individual in the novel is made clear. Countless educated Indians from Postcolonial India have migrated from to the rewarding existence of the white man's country. This may be regarded as a getaway from poverty and common turmoil widespread in India.

Summary

The Tiger's Daughter exposes the disagreement between false impression and authenticity which most diasporic individuals experience. Tara is lost and disoriented – a total misfit in the new country and dreams of returning home to postcolonial Calcutta despite her love marriage to an American who is Western in outlook. She feels insecure in an alien atmosphere and harbours illusions about the Calcutta she knew as a child, where she felt at home and secure, and where she could be totally 'herself'.

Tara returns to Calcutta and observes how westernization and political unrest have wrought many changes in the postcolonial city. Cultural erosion has resulted in a hypocritical attitude in the young. Many accept western mannerisms and attire yet cling to traditional Bengali ideas and attitudes. Poverty is rampant. Even the pristine environment that she remembers is no more.

Her illusions are shattered and with the exactitude of a daily journalist. Bharati Mukherjee directs her female protagonist in and out of a succession of hazardous activities and misadventures to an ultimate self-actualization and compromise. Tara comes to the realization that she loves David "fiercely" (*TD*: 210) and that she is a misfit in her homeland. With that self-realization Tara moves toward transformation and acculturation and also reconciliation to the idea that America is where she belongs.

Bharati Mukherjee alludes to Chekhov, T.S. Eliot, and Rupert Brooke to convey the situation facing her heroine. This indicates Mukherjee's affiliations as a novelist to these celebrated writers in this work. Once the imperial city of British India, Calcutta was the hub of commercial and constitutional power. The Catelli-Continental, a magnificent hotel was the place where influential people assembled for tea and discussions. The Calcutta elite still met here at the hotel. These people talked without confidence and were threatened by people who

were ready to mob and brutalize them (Alam 18). Tara's Calcutta is no more and the elite have no standing in the present society.

Mukherjee presents the history as well as the life of the Bengali patrician class that is in danger of being overthrown by revolutionaries and marauders. The novel contains episodes from earlier social Bengali history and shows glimpses of a more graceful and ordered Calcutta. These episodes of Bengali history as the anti-colonial *swadeshi* movement are remembered by Joyonto Roy Chowdhury. Everywhere history is in retreat and the old landmarks of Calcutta culture are being replaced.

Tara's journey to India establishes to be an expedition for self identity. She discovers that the city and the people she had come back to be with after years abroad were in a state of terminal decline, her growing awareness of her "foreignness of spirit" and her eventual realization that her future lay not in it but in expatriation. For an immigrant like Tara this turns out to be frustrating and in time leads to her disappointment, alienation, hopelessness and lastly foregrounds her potentially disastrous end. After describing the various dilemmas and experiences of life in the homeland and in the adopted country of a diasporic individual, Mukherjee makes Tara aware of her current directions and advanced forms of rational judgement for the 'New World' in association with the rapid altering bureaucratic, societal and enriching universal scenario. Thus, Bharati Mukherjee in her foremost narrative, *The Tiger's Daughter*, skilfully presents the pains of adjustment and acculturation of a diasporic individual.

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Towards The Design and Development of Context-Aware Recommendation Strategy for E-learning

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Abstract

The practice of retrieving and recommending Learning Objects (LOs) to the learners according to their specific needs and requirements has been a very active research area in Technology Enhanced Learning (TEL). This paper proposes the design and development of a context-aware methodology that comprises a Learning Object Repository (LOR), context-aware recommendation engine and a user-friendly interface. The existing approaches in this regard focus on learners' ratings, history, behavior and interests, rather ignored the knowledge gain and learning outcomes by the learners. Since the topic of learning is very rich and diversified, researchers in this area are taking keen interest in incorporating contextual information of the learner in the recommendation process. The paper contributes in the research in threefold manner. First, a comparative survey of existing research in this area is presented. Secondly, the design and development of context-aware methodology for recommending LOs to the learners is proposed. Third contribution of the research is a mapping algorithm. Pre-requisites to this algorithm are classified learners (competency levels) and LOs (difficulty index). The algorithm provides a mapping between different levels of learners to the LOs whose difficulty index corresponds with their pedagogical level. Finally, it provides directions for the future research in this area.

Keywords

Learning Object Repository (L.O.R), Learning Object Metadata (L.O.M), Learning Object(LO), Recommender System(RS), E-learning, Technology Enhanced Learning (TEL), Context- Aware Recommender System(CARS)

1 Introduction

E-learning (or electronic learning) refers to the delivery of pedagogy, learning or training program by means of electronic technology. This is actually ubiquitous form of learning and provides education with no limits on time, space and distance. More technically, it can be defined as any such learning activity that involves the use of technology for its presentation[5][45].Traditionally e-learning provides “**one-size-fits-all**” policy to the learning solutions but this is not a realistic approach as all individuals are different.

There is enormous learning content available online but it is not properly accessible and reusable to the learners. As the web is scaled larger and larger, both educators and learners are confronted with massive selection of information .Despite spending lot of time online, browsing and filtering the right content, they barely get relevant material in limited time that suits their pedagogical needs. Thus they might end up with numberless irrelevant choices. To solve this problem, researchers of e-learning have focused their attention to recommender systems (RS).

A recommender system can be defined as an information filtering system which predicts users' preferences for a particular item [40]. Literature survey shows that there are many types of recommender systems existing e.g. **content-based filtering**(CBF) and **collaborative**

filtering(CF) (Balabanovic & Shoham 1997, Ungar & Foster 1998, Konstan et al. 1998, Adomavicius & Tuzhilin 2003, Bobadilla et al., 2013), **knowledge-based** (Burke et al., 2000), **context-aware recommender system (CARS)** (Adomavicius & Tuzhilin 2011, , Abbar et al., 2009), **tag-aware RS** (Illig et al., 2011), **time-aware RS** (Campos et al., 2014), **federated RS** (L. Zhou et al. 2012), **location-aware RS** (Levandoski 2012, Symeonidis, Ntempos & Manolopoulos, 2014), **context-aware hybrid RS** (Ziegler et al., 2014), **semantic RS** (Morales-del-Castillo et al., 2011,) and many more.

Since a RS for an e-learning system is quite different from that of social networks therefore CARS is most suitable choice to work with as it predicts preferences based on contextual information (time, day, mood, location, assessment and other system options) of the learner. Context is a multidisciplinary concept; however the general notion of the word is “**the circumstances that influence an event**” [1]. In the classification of RS, the contextual information comprises of temporal, spatial, environmental, social and economic factors. Additionally it also characterizes features like learning preferences, browsing patterns, emotional and behavioral state of the users [3] [1].

This paper proposes the design and development of a context aware methodology for e-learning environment in order to help learners find learning material relevant to their pedagogical needs. The system dynamically recommends learning content based on learners' evaluation, profiles information, assessment mechanism and learning outcomes.

The paper is organized as follows. Section 2 discusses the background of research. Section 3 is about the related work in literature, problems in the current systems and scope of the research. Section 4 develops the proposed methodology and finally the section 5 concludes the proposed study.

2 Background of Research

E-learning initiatives have invested potential technology in terms of hardware budget, software certificates, learning content development, training and maintenances in order to provide a substitution to traditional classroom system [5]. In spite of these efforts, the drop-out rate of e-learning systems is higher than traditional educational systems. E-learning domain is still quite naïve that faces a lot of challenges for its proper establishment. Many universities around the world want to opt for e-learning but they face hurdles in infrastructure, content delivery, technological set up, instructional design, teaching strategies, practices and information access [5]. From the past few years, researchers have been quite successful to develop imperative strategies for the implementation of e-learning system. Despite all these advances, the conventional e-learning systems suffer from major loopholes.

Each content item in the e-learning domain is a learning object (LO) and is more formally defined according to IEEE 1484.12.1-2002 LTSC draft as “**any entity, digital or non-digital that may be used for learning, education and training**” [22]. The foremost issue with the conventional e-learning systems is that there is enormous amount of pedagogical content available online but is not properly reusable and accessible. The second important problem is the inability of the system to incorporate users' preferences and behavior. Therefore, it can be seen that conventional systems don't provide personalized learning content to its stakeholders. Another issue is that the searching and retrieval techniques implemented in the typical systems are inadequate.

Typically, the learning objects repositories (LORs) in such systems are static. LOR is a **digital repository that enables access to learning objects at local or distributed level** (Roy, D., Sarkar, S., & Ghose, S. (2010)). In an attempt to load LORs dynamically from open web create will create overwhelmingly huge storage and making choices out of such repositories will be limitless. A RS provides solution to this issue. Typically a RS can be

defined as “a set of tools and techniques that provides suggestions to the users based on their requirements and interests” (Resnick et al.,[39]) A survey on types of recommender systems is conducted and summarized as in table 1:

Table 1: Types of Recommender Systems

RS	Collaborative filtering (CF) (Goldberg et al.,1992)
Definition	make assumptions based on collaborative past ratings of similar users
Advantage	No need to analyze content to make suggestions. Recommendations can be pre-computed in advance
Disadvantage	Cold start(requires abundant data to recommend) Sparsity (majority of items are never rated) Ramp up problem: needs sufficient number of users and ratings.
RS	Content based (CBF) (Pazzani and Billsus 1997,Basu et al.,1998)
Definition	Assumptions are based on the similar content properties between an item and a user's profile
Advantage	Independent of other users No first-rater problem
Disadvantage	Content analysis is limited New user problem
RS	Context-aware (Adomavicius et al.,2011)
Definition	Recommendations are based on the contextual information (time, space, mood, environment ,system etc.)
Advantage	Can deploy other RS approaches along with context
Disadvantage	Incorporating context is not a simple thing
RS	Knowledge based (Trewin & Shari ,2000)
Definition	Based on explicit knowledge of user's information, product features and other contextual parameters to generate reasoning to find out which item meets user's needs
Advantage	No ramp-up problem Don't depend on large statistics of data to make suggestions
Disadvantage	Needs prior knowledge of items and users's needs
RS	Demographic (Krulwich 1997)
Definition	Recommendations are made on the personal data (e.g. social statistics of general population) and items are classified into user classes.
Advantage	No need of history of ratings or prior knowledge
Disadvantage	Limited accuracy Needs textual reviews to improve accuracy.
RS	Constraint-based(Felfernig et al.,2008)
Definition	Recommendations are bound to certain conditions

Advantage	Successful where items are complex, infrequently purchased and many features are not known to customers.
Disadvantage	Often neglect users' preferences
RS	Hybrid (Wang et al.,2003)
Definition	Combines a number of techniques most popularly CBF and CF
Advantage	Covers the short-comings of one or more techniques
Disadvantage	Complex to design
RS	Tag-aware(Zhang et al.,2011.)
Definition	Recommends user tags to assist in annotating items.
Advantage	Works well where Timeliness is an issue
Disadvantage	3-dimensional recommendation function needs to be reduced to 2-Dimensional
RS	Time- aware (Tso-Sutter et al.,2008)
Definition	Includes time dimension in user-modelling and recommendation function
Advantage	Time when user rated the item is useful
Disadvantage	user-item rating computational is costly
RS	Federated RS (L. Zhou et al.2012)
Definition	rich set of recommendations that depends on users' interaction with distributed environment and resources
Advantage	provides centralized access point for resources
Disadvantage	needs complex algorithmic approach to efficiently combine different search results
RS	Location-aware RS(Levandoski 2012, Symeonidis, Ntempos & Manolopoulos,2014)
Definition	uses spatial ratings to produce recommendation function
Advantage	these techniques are scalable and efficient
Disadvantage	dependent on location therefore future predictions are not so effective
RS	Case-based Reasoning(CBR) (Bridge, Derek, et al.,2005)
Definition	Make recommendations by reusing the statistics of similar and already suggested products or sample cases
Advantage	Ability to match users' preferences in the recommendation cycle. Recycle the process if the user is not satisfied
Disadvantage	Which case is to be selected is often unclear and undefined
RS	Semantic RS(Morales-del-Castillo et al.,2011,)
Definition	Make use of knowledge base that is usually defined as ontology
Advantage	Promising in terms of short-term and mid-term results
Disadvantage	Needs support of a number of supporting RS techniques

A Recommender System (RS) in e-learning system uses information filtering techniques to find most suitable LOs to be recommended to the learners [33]. In the case of learners, the recommendations that are of interest to the learners don't necessarily meet their requirements. Important thing in learning is to personalize learning content that adapts itself according to their pedagogical levels without disturbing their learning sequence.

This paper focuses on how a RS can be implemented for e-learning system where learners would be able to get personalized LOs based on their assessment level.

3 Related Work

A number of RSs exists in the literature. It's well known applications can be seen in **e-commerce** (Schafer et al.,1999 ; Fleder et al.,2007; Sarwar et al.,2002 ; Min et al.,2005, Kim et al., 2008, Schafer et al.,1999 ; Sarwar et al.,2002), **web** (Burke & Robin 2007), **travel** (Ricci & Francesco 2002), **mobile phone technology** (Ricci & Francesco 2010 ; Yang, et al.,2008), **healthcare** (Duan et al.,2011), **TV** (Das et al., 1998 ; Gutta et al.,2000), **tourism** (Loh et al.,2003), **music** (Yoshii, et al., 2008) , **movies**(Christakou et al.,2007) and many more. Majority of researchers have employed various techniques as mentioned in table 1 to propose different RSs.

A number of diversified RSs are also implemented in e-learning. Verbert et al.,[48][49] presented a number of surveys on various context aware RS in TEL during the last decade. Manouselis et al.,[32] presented an extensive survey on various RS that are existing in TEL . Tang & Gordon are reported to be the first ones to propose a smart recommender system which can adapt itself with e-learning environment [47]. The survey also shows that the notion of 'context' is gaining significant attention, therefore '**context-aware recommender systems** (CARS)[3][8][29][36][31][33] has now emerged as a new research area in this field . To summarize; a survey of various RS techniques in e-learning is given in table 2:

Table 2: Techniques used in e-learning RS

Recommendation system	Method applied
Collaborative filtering(CF)	• memory-based (Bobadilla et al., [7] ; Cechinel et al.,[11]; Drachsler et al.,[34]) • association rule mining (Zaiane [54]) • Pearson-correlation based(Tang & McCalla [47]) • user-based and item-based CF (Verbert et al.,[48]) • multi-attribute CF algorithm(Manouselis et al.,[35]) • cosine matrix factorization(Wen & Wang et al.,[51]) • AprioriAll algorithm(Klasnja-Milicevic et al.,[26]) • CF,tags,concept maps (Kardan et al.[24])
Content based filtering (CBF)	• machine learning techniques (Gemmis et al.,[30]) • Vector space model(Ghauth & Abdullah [19]) • Vector space model(Khribi, Jemni and Nasraoui [25])
Semantic based	• Ontology and knowledge base (Peis et al.,[38]) • Personalized relevance measure, context aware recommendation, ontology based with CF ([9]) • Personalized hybrid RS,ontology,CF without rating(Nadolski et al.,[37]) • memory-based & model-based CF , hybrid fuzzy-genetic approach(Al-Shamri et al., [2])

Hybrid filtering	• ontology , Singular Value Decomposition(SVD), data mining techniques(Cobos et al.,[15]) • CBF and CF,crawling and indexing techniques,Web usage mining techniques (clustering and association rule mining) (Khribi et al.,[25]) • CBF,CF,attribute-based approach(Salehi et al.,[43] ; Wen & Fang [52]) • Relational filtering ,profile-based filtering,CF techniques (Madeira , Abreu & Quaresma [31]) • matrix factorisation techniques, user-to-user collaborative recommendation algorithm(Capuano, et al., [10]) • Web log mining,CF and sequential pattern mining (Li, Y et al.,[28])
Personalized/Adaptively	• probabilistic language modeling & automatic text summarization techniques (Yanget al [53]) • CF and item response theory (Ya-HuiChen[12]) • Fuzzy item response theory,(Chao-Yu Liu [13]) • Item response theory and artificial neural network (Baylariet al.,[3]) • genetic algorithm and case-based reasoning (Huang et al.,[21])
data mining	• Bayesian belief network (Kumar et al.,[27]) • Compact tree, learner preference tree and k-means algorithm (Salehi, et al., [42]) • Apriori prefix span algorithm ,Nearest neighborhood algorithm and preference matrix(Salehi,et al,[43]) • Web mining approach (Romero et al.,[41]) • Empirical research using data mining methods and visualization tools(Shi, Lei, et al[44])
Context aware	• analysis of existing TEL RS and their possible dimensions(Verbet et al.,[49]) • Context-aware method, CF and association mining(Wang et al.,[50]) • Mayeku & Betty [36] • Proactive algorithms (Gallego et al.,[18])

3.1 Problems with the current recommender systems in e-learning

The first group of related works discusses CF techniques which proved to be quite useful as it generates information by considering the suggestions of other related users. However it suffers from data sparsity and cold start problem i.e. insufficient new item's ratings [45]. Verbert et al.,[48] applied CF algorithms to obtain learner's preferences in e-learning environment . The experimental study highlighted the data sparsity issue using this technique. The authors also suggested a solution to this issue that makes use of a collection of adequately massive datasets to capture learner's behavior. Data sparsity has also been pointed

as a major problem in CF by Wen & Wang [51] who proposed to use cosine similarity in replacement to inner product for sparse user/item matrix. Experiments by Wen et al., [51] shows that there is no need of auxiliary dataset as is required by Verbet & Duval approach [48]. But cosine similarity has the overhead of computing explicit score normalization [16]. However, RS in e-learning can benefit from multi-attribute CF algorithms as they are capable of parameterizing multiple rating data captured from numerous online portals [35]. But the multi-attribute CF is biased towards clustering users and resources and ignores the dissimilar characteristics of alike users which eventually lead to recommendation deviation [29].

The second group of related works is about content based RS that are implemented in TEL. A key issue of CBF is over-specialization due to which only those items are recommended to the users that score high against user's profile. In general practice, items similar to those which have already been rated by the user should also be preferred [30]. Ghauth & Abdullah proposed a new e-learning RS that uses CBF technique, good learner's rating and pre-test to post-test to get feedback from the user [19]. However the proposed methodology is prone to '**cold start**' problem and the authors suggest using better approach in future. Khribi, Jemno and Nasraoui [25] proposed an automatic RS that uses learners' browsing histories and preferences. They used web usage mining techniques along with CFB and CF algorithms to make recommendations. The shortcoming in their proposed methodology is that there is need to improve the learner's model by including learners' preferences, pedagogical level and profiling information.

The third group of related works deals with semantic based RS in TEL. Semantic RS allows dynamic contextualization and limits the 'cold start' problems that are typical of other RS [38] however the approach is deficient in distribution environment and a generic domain. Cantador et al., [9] presented a RS that uses CBF and CF models with addition to semantic context aware recommendation approach. Typically the recommendation engine doesn't take into account those news items that are related but not directly addressed by the profiles. The proposed approach makes use of ontology with additional weight concepts and the running context but rather ignored users' preferences. Nadolski et al., [37] contributed by creating a simulation environment for informal learning networks in which he compared different variants of recommendation algorithms in a hybrid RS. The semantic approach is also used by Al-Shamri et al., [2]) and Cobos et al., [15] together with multiple information retrieval techniques.

In addition to this, multiple RS are being proposed in TEL that uses hybrid approach to recommendation algorithms. Khibri et al., [25], Salehi et al., [42] and Wen & Fang [52] used hybrid version of CF and CBF approaches in their RS proposals but what is missing in the aforementioned models is the lack of ability to recommend appropriate learning content to the learners according to their learning outcomes. Menderia et al., [31] and Capuano et al., [10] proposed integrating hybrid RS with e-learning environment however there is need to improve rating function to make better recommendations.

Personalization in e-learning involves learners' preferences; behavioral patterns and interests but often learner's ability and content difficulty are ignored. Chen et al., [12][13] and Baylari et al., [3] proposed personalization collaborated with item response theory to provide individual learning paths to the learners. Both systems emphasize on learner's ability but the latter one supersedes the former by incorporating learner's learning problems using artificial neural networks. MJ Huang et al., [21] adds to the personalization research by employing genetic algorithm and case-based reasoning to provide individualized optimal learning paths. However limited research is available on such learning behaviors and learning activity patterns.

Knowledge Discovery and Data Mining (KDD) is the discipline that deals with the process of extracting knowledge from data (Piateski, G., & Frawley, W. (1991)). With the advent of e-learning, researchers begin investing various KDD methods to improve the underlying systems (Shi, Lei, et al[44], Romero, C et al.,[41], Salehi, M., Pourzaferani et al.,[43]). A hybrid approach (CBF and CF) proposed by Kumar et al.,[27] implements Markov model to evaluate qualitative LOs. The proposed approach differs from its contemporary ones in that it makes use of Bayesian Networks to compare the learning object quality reviews to overcome any deficiencies. Salehi et al.,[42] proposed a hybrid RS that implements sequential pattern mining approach and CBF methodology using Apriori and prefix span algorithms respectively.. The proposed framework makes an attempt to discover latent patterns of the learning content particularly from the perspective of learners' attributes. As an extension to their previous research, Salehi et al.,2012 make use of weighed, cascaded and hybrid methods to generate recommendations. Comparative to other traditional RS algorithms, the results outperforms in terms of precision, recall and other evaluation metrics.

A new research area that has emerged in the recent times in TEL is CARS. Context can be defined as **“any information that features the situation of an entity”** (Dey et al.,2001). The literature shows that there are few CARS available for e-learning. Verbert et al.,[49] , Manouselis et al. [32] presented a survey of recent CARS that are being implemented in e-learning and therefore invites researchers to drive contextualization in TEL applications. Henceforth, their research outlines future directions and challenges for the deployment and validation of CARS. It emphasizes that learners' preferences are influenced by multi-dimensional contexts (Tang & McCalla,2009 ; Adomavicius et al., 2011).Berri et al.,[4] contributes to contextualization by differentiating between technical (operational devices) and learners' (aims, goals ,background , assessment levels) context elements. Gallego et al., [18] argues that LOs recommendations should be proactively pushed to the learners according to the context without their explicit feedback. Mayeku & Betty [36] emphasized that human intelligence cannot be fully replaced by absolute machine control, therefore context-awareness can be used to support engaged learners' experience. Tang & Gordan being the first ones who proposed a RS for TEL almost a decade ago[47], came with a newer proposal in the same field[46]. They argued that multi-dimensional recommendation function, though complex in nature produces better results on a diversified group of learners as compared to CF techniques. Thus, CARS seems to be most fruitful when it comes to effective personalization.

In this research, a context-aware recommendation methodology is proposed that is based on dynamic assessment mechanism and learners' feedback. Similar to previous related work, learners' preferences shall be considered foremost with the addition of their evaluation and assessment mechanism.

3.2 Scope of Research

This paper proposes a methodology for CARS in e-learning. First, the contextual information of the learners' is to be determined. Next step is to model and incorporate the context in the recommendation process. The context will involve multiple factors e.g. geo-spatial information, instructional level, surrounding, language and most importantly assessment of student. In this research, a learners' model that consists of multi-dimensional attributes pertaining to a learner is to be developed. Next, a matching algorithm is to be developed that maps the learner's ability and pedagogical level to different clusters of LOs classified according to difficulty index.

4 Proposed Methodology

The proposed system consists of a database, recommendation and an interface layer. The database layer includes a Learning Object Repository (LOR) which can be defined as a digital library storing LOs and their metadata record for the purpose of retrieval, reusability, and interoperability and sharing. Repository software can be created either by the instructional designers or they can use third party software to avail the educational economy. Taking inspiration from Biletskiy et al.,[6] for how to create a LOR , a crawler is used for massive downloading of LOs along with their metadata. In this case, Apache Nutch is used to crawl the web and Apache Solr for providing indexing [20] .The middle layer is a recommendation tool that uses context-aware methodology to further improve, customize and rank search results from LOR. The RS layer explores its functionality through a Graphical User Interface (GUI) that allows an easy to use and interactive environment. A general description of the proposed framework is shown in the figure1.

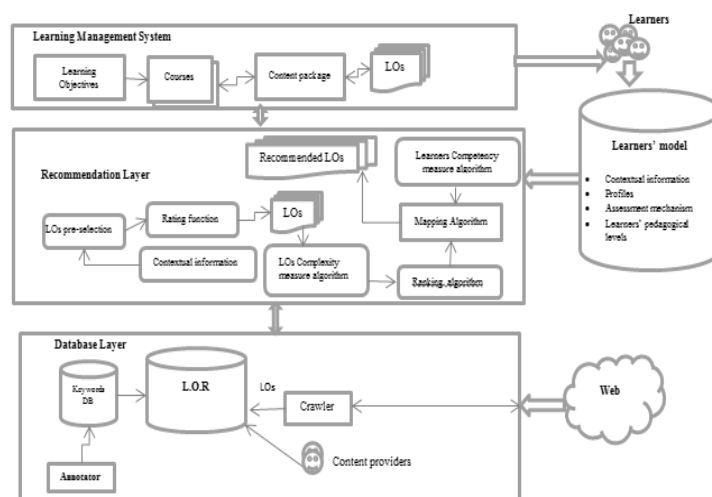


Figure 1: Overall Proposed System

4.1 Context Aware Methodology for Recommendation of Learning Objects

4.1.1 Context in RS in TEL

The concept of ‘context’ in RS for a TEL differs substantially from other fields. It consists of general contextual factors such as location, time, environment, current activity etc. but the need of the proposed system is to include individualized learner’s learning paths, collaborations, learning history, timing and moods etc. This paper puts forward another important contextual element that is often ignored in TEL based RS i.e. assessment and evaluation mechanism of the learner.

4.1.2 Initial Input

The model begins with the initial input of calculating main contextual values pertaining to the learners. Typically a recommendation function can be viewed as a prediction problem which takes as input user profile and a target item and predicts users’ rating for that item. The recommendation function [1] is defined in equation 1 as:

$$R: \text{User} \times \text{Items} \rightarrow \text{Ratings} \quad (1)$$

Unlike traditional models, CARS incorporates additional information to approximate users’ preferences on unseen items. In e-learning, context-awareness provides more

information about a learner in order to make more accurate and personalized recommendations. This leads to a multi-dimensional recommendation [1] function as shown in equation (2):

$$R: \text{User} \times \text{Items} \times \text{Contexts} \rightarrow \text{Ratings} \quad (2)$$

Here ‘contexts’ consists of not only explicit users’ preferences but also latent factors derived from the observations of users’ actions and environment.

4.1.3 Representing and Modelling Context

There are three major approaches to obtain contextual information i.e. explicit, implicit or inferred from observed data [1]. Those contextual factors whose values are known at the time of recommendation are known as explicit factors (e.g. in case of purchase, when, where and with whom the purchase is made) [1]. Explicit information can be gathered either directly or through other elicitation means. Implicit contextual factors are those which are gathered from the observed data or the environment (e.g. spatial, temporal, surrounding etc.) [1]. Contextual information can also be inferred using statistical or predictive models (e.g. the frequency a user is changing the mode of his activity etc.) [1]. There exist two algorithmic paradigms to incorporate contextual information into RS:

- **Contextual pre-filtering(PreF):** contextual information is used in prior to filter out irrelevant ratings before computing recommendations [1]
- **Contextual post-filtering (PoF):** contextual information is used after the of application recommendation.[1]

Given the learners’ problem, the most suitable contextual approach would be PoF, since PreF method could narrow down the exact context in the proposed architecture. Another key issue is how to produce ratings i.e. explicitly or implicitly. Seeing the nature of the problem, implicit manner of getting ratings would be a better approach. A latent predictive model is to be used by RS to estimate unknown ratings and unobservable contextual variables.

4.2 Evaluating Learning Material

The system also proposes a module that classifies LOs according to their difficulty index. The objective of this module is to find, quantify and rank document according to their complexity level. According to IEEE 1484.12.1 – 2002 standard, LOs are defined as “any reusable digital entities (audio, video, text, image etc.) that may be used for learning, education and training” [23]. They need to be classified according to their difficulty index so that they can be later recommended to the learners based on their evaluation. E.g. a learner that is classified as being “A” grader should be recommended those LOs whose difficulty index is highest or relatively higher. A simple approach to classify LOs for the proposed system is defined as in the subsequent sub-sections.

4.2.1 Annotation of LOs

Extracting relevant metadata tag e.g. “**Educational**” element [23] from Learning Objects Metadata (LOM) profile which are embedded with XML binding in LOR. This is useful method for both textual and non-textual LOs or part of them.

4.2.2 Readability Index

Sometimes it becomes necessary to strictly find the exact difficulty index of a LO that majorly constitutes the textual data. The readability assessment metrics are therefore applied

on such LOs. Here readability refers to the comprehensiveness and ease of the reading material. There is a number of readability metrics [17] proposed in the literature. They are being classified as being classical and modern. The traditional readability metrics includes these famous formulae: **Flesch Reading Ease formula** (Flesch 1948), **Flesch-Kincaid Grade Level** (Kincaid, Fishburne, Rogers, & Chissom, 1975), **Fog Scale** (Gunning 1969), **SMOG Index** (McLaughlin 1969), **Coleman-Liau Index** (Coleman 1975), **Automated Readability Index** (Senter 1967), **Laesbarhedsindex** (1968), **New Dale Chall** (Dale & Chall J, 1948), **Powers-Sumner-Kearl Readability Formula** (Powers, Sumner, & Kearl, 1958), **RIX** (Anderson 1983), **Kandel & Moles** (1958). The modern research in readability measures includes **strain index** (2007), **McAlpine EFLAW** (Rachel McAlpine 2004), **Fernandez-Huerta measure** (2008), **Hayashi / Tateisi** (1992), **Douma**, (1996), **Lexile measure** (Corestandards.org. 2011), **Coh-metrix indices** (McNamara 2010, T.E.R.,) **DeLite system for German** (Jenge 2006), **Gulpease Index** (Lucisano and Piemontese, 1988), **Degrees of Reading Power (DRP)** (Kibby 1981) and **naïve bayes**.

4.3 Evaluating Learners

Students are being assessed on different levels e.g. advanced, mediocre and beginners. A number of instruments are used to assess their competency e.g. Class tests, Moderated Discussion Boards (MDBs), examination, experimental exercises, analysis of videotaped interviews, tutorial problems, simulation exercises, essay questions, GPA, help-seeking and other behavior. Learners are assessed by conducting pre-tests (two-tailed) to post-tests (one-tailed) in the learning environment.

4.4 Mapping Algorithm

A key challenge in this framework is to map clusters of LOs, categorized according to their complexity level, to the clusters of learners, grouped according to their competency levels. Therefore a mapping function is designed that has the following set of steps:

1. calculate rating for a given learner
2. calculate competency level of the learner
3. calculate difficulty index for each LO selected in the pre-selection phase from the repository
4. generate LO recommendations according to the prediction value /rating of learner and make a recommendation list
5. map the competency level of the learner with the difficulty index of LO selected from the recommendation list
6. select top N LOs from the mapped list
7. show final recommendations to the learner

5 Conclusion

This paper presents a context-aware methodology to be implemented in the e-learning environment. A distinctive feature of this proposal is that it takes into account learners' assessment along with other contextual attributes pertaining to the learner. Mapping learners' competency level with the classified LOs is a key challenge to be met in this study. In short, this proposal outlines a number of key ideas that need to be explored for the purpose of sufficing the e-learning environment in real sense. In future, an extensive survey of Top-N algorithms will be studied to implement a suitable variant.

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Using Polyversal Feminist Theory to Analyze Homelessness¹ in Toronto

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Abstract

Understanding homelessness in Canada's cities in ways that get beyond individualizing the problem, and that move us toward effectively providing the specific supports that are needed requires attention to many dimensions of marginalization. Polyversal feminism used in combination with a political economy of socio-economic structures not only provides insight into how to understand the relevance of diversity to the resolution of the housing crisis, but also to set out a path for developing inclusive solutions.

Keywords

homelessness, inequality, political economy, racialization

Introduction

Under twenty years of neoliberal social policy the vulnerability of disadvantaged Canadians has deepened significantly, creating paths of greater-likelihood of homelessness within specific segments of the population. Analysing Canadian's lives through the lens of polyversal feminism reveals numerous barriers and social structures creating the economic conditions leading to homelessness, and also charts key elements of the approach for overcoming this inequality. This paper uses three examples from homeless population of Toronto to demonstrate polyversal feminism's effectiveness.

In September the number of people using emergency shelters each night in Toronto averaged 4,087 people ¹. The most recent estimate of the total number of homeless people in Toronto is 5,250². Predominant among the many, many paths to homelessness are: job loss, the onset of illness (mental or physical), family breakup, eviction, and domestic abuse ^{3;4;5}. Deep poverty among some segments of the population combines with failures of housing policy in Canada to maintain high numbers of homeless people despite strategic efforts of individuals and communities to address this problem.

Polyversal feminism requires that we consider all the structural factors creating inequality. One of the reasons I chose Toronto for this analysis is because this city draws such an interesting and

¹ Some sections of this paper appear in Mary Ellen Donnan's book, *The Shattered Mosaic: How Canadian Social Structures Cause Homelessness*, J Charlton Publishing 2015.

diverse mix of immigrants; more newcomers have been coming here than to any other city in the country.

The structural patterns of inequality built on identity-differences of sex, gender, ethnicity, age and ability are highly-relevant to generating the segments of our population experiencing the most economic problems in our society today, so combining the insights of polyversal feminism with a political economic analysis reveals patterns in who is homeless.

Theory and Definitions

Polyversal feminism can be thought of as a particularly useful strand of intersectional feminism. Eisenstein's theory is polyversal in that it pursues the liberation of all people intending to recognize innumerable strands of oppression without privileging one over another.

The fastest growing segment among the homeless in Canada's major centers for the last ten years has been the family group. Rather than being simplistic about men's rights and problems versus women's or displacing concern about men's poverty, polyversal feminism asks us to uncover all forms of oppression that can be noticed. Polyversal feminism is an intersectional analysis which invites attention to the radical plurality of voices and perspectives within any one location. As such it honours the "respect for a woman's need to define her own body's integrity "(as) always crucial" ⁶. "A polyversal feminism – multiple and connected – expresses women's potential shared humanity wherever it exists" ⁶.

There has been a long development process since the 1970's in sociology, women's studies and postcolonial studies to better theorize women's similarities and differences. Early feminism was focused on the differences between women and men to the exclusion of attention to privilege and disadvantage rooted in other social structures such as class, race/ethnicity, age and sexual orientation. Intersectional analysis opens attention to how different systems and discourses of stratification (such as race class and gender) interact with each other. Zillah Eisenstein's polyversal feminism is one such approach which can be used effectively to understand and challenge the social structures which contribute to homelessness in Canadian cities⁶.

Rather than assuming that women all share the same kind of experiences of oppression, polyversal feminism treats the opportunity for critical analysis as a rich potential site of negotiated agreement and understanding. It's also a theoretical approach which starts with understanding the necessity of basic bodily needs (as a shared foundation for human rights). Such a foundation is appropriate for analysis of homelessness since survival for their children (for those who are mothers) and themselves is the utmost priority of homeless women.

This is the general idea of intersectional feminism but I find polyversal feminism to be especially appropriate because of the way Eisenstein puts democratic participation at the forefront, elevating each persons' right to participate as a political being according to which-ever aspect of their identity they experience as relevant around any given issue. This kind of specifically-informed participation is what we need for governance good enough to resolve issues creating homelessness.

There are some limitations on what is available for data on homelessness in Canada but by using a strong definition of homelessness we can still get a good picture, especially for urban centers, of the segments of our population who are experiencing vulnerability around their housing.

Absolute homelessness is pretty straight forward: it refers to people who are sleeping in shelters, on the streets and who are briefly staying in a hospital bed or jail cell but have nowhere of their own to go back to.

Relative homelessness includes four categories of people who, while not on the streets or in public shelters are also not housed according to Canadian standards. This category includes people with no place of their own who are sleeping temporarily with which-ever family member or friend can accommodate them for a while. Secondly, there are people in unsafe dwellings that are in need of major repairs, or places that lack running potable water and electricity. Third within the relative homelessness definition are people who are crowded into place that don't have enough room for that many people to experience reasonable comfort and privacy. The national occupancy specifies there should be a bedroom for: each adult couple, each lone parent, each unattached household member 18 years of age and older, every same-sex pair of children under 18, and for any additional boy or girl in the family, unless there are two opposite sex children under five years of age, in which case they are expected to share a bedroom⁷. The fourth and final dimension of relative homelessness refers to people keeping a roof over their heads only at the cost other necessities like food, heat, essential medications, and appropriate clothing. The standard measure for this is that housing costs less than 30% of the household's total before-tax income.

Visible minority' is a term which the Canadian Government uses to designate residents of Canada who are non-white in colour, non-Caucasian in race, and do not identify as Aboriginal. "Visible minority" is a problematic term for many critical social- scientists as it relies upon, and potentially perpetuates, the essentialist perception that 'race' exists, in other words that differences of skin colour and hair texture are meaningful in some absolute way. This belies the insights of contemporary science and social theory. The relevant differences are actually distinctions in opportunity and social structure which create advantage for those of Caucasian West-European family origins (and sometimes those who appear to be so) and disadvantages for those who are racialized by physical markers of 'difference' and of origins from non-European cultures. In order to linguistically describe these differences of opportunity and treatment, social-scientists describe members of groups who are culturally-disadvantaged by social constructions of race as "racialized" people.

Absolute Homelessness Data

Toronto conducts a count of its absolutely homeless population in April every couple of years. The most recent data available, featured in the introduction to this paper, is from the 2013 street count. Locations included for the count are: emergency shelters, violence against women shelters, known outdoor areas where homeless people sleep, health and treatment facilities, and correctional facilities. Data collected in this street needs assessment is pretty basic but includes gender and some ethno-cultural information.

Toronto's 2013 homeless count found that the gender ratio among the homeless was about two-thirds male, 1/3 females. One percent of the homeless population identified as transgender². The proportion of Toronto's homeless population who are female has increased about 7% since 2006². Also growing is the portion of seniors in the Toronto homeless population, which has doubled since 2009 (from 5% to 10%)⁹.

There are some indication of racial inequality in the street needs count. This inequality includes both the original people of this country, and those who have immigrated much more recently. “People identifying as Aboriginal represent about 1% of the general population in Toronto, and 16% of its homeless population”². In 2011, 33% of the people who had immigrated to Canada in the previous five- and- a- half years lived in Toronto⁹. About 30% of people staying in Toronto’s family shelter system indicated they had recently arrived from another country². Even more of the youth who were homeless, 37%, indicated they were new to Canada⁸. In recent years the vast majority of newcomers to Toronto (over 80%) are members of visible minority groups¹⁰. Other research reveals that both income and housing patterns of visible-minority-led households in Toronto differ from those whose main income-earner is a non-visible-minority Torontonians. This will be explored further in the relative homelessness data section.

Discussion

Housing researchers have considered the levels of absolute and relative homelessness in Canada to be indicative of a housing crisis for several decades now. Our Nation’s Affordable Housing Program was dropped by the federal government back in 1993¹¹. Provinces, territories and municipalities could not afford to pick the programs – at best they have administered the existing social housing stock, but nowhere in the country have we been expanding social housing as it was needed with the growth of the population for two decades now. Simultaneously no one protected rental housing stock from free market intrusions either. Increasingly, there just have not been enough good, affordable accommodations available, especially in fast-growing cities like Toronto. 33% of the newcomers to Canada come to Toronto⁹ and that’s recently down from 40%¹².

The impact of the housing crunch has not been evenly distributed across the population. Supports and services offered to Canadians since the mid-1990s have not been distributed evenly either. This combination of inequalities which creates complex patterns of advantage and disadvantage is what make the polyversal feminist approach useful. Distinctions of sex and of Aboriginal identity appear in the data on absolute homelessness in Toronto, so we will briefly consider social structures relevant to these identities before expanding the analysis with analysis of factors relevant to racialization and to age.

The sex of the body and all the social structures which respond to sex have very dramatic impacts upon a person’s housing experiences, especially in combination with gender norms. Careers, family history, gender, roles in the family, income levels, available services, social responsibilities, health and safety concerns are all very much shaped by a person’s sex/gender and in turn these factors influence security of housing as well as the options available to people when they are homeless.

Although men are also in need of social and economic supports, there is an ongoing need for feminist theory because the depth of gendered inequality in Canada persists in spite of the socio-economic gains of some women. It continues to be necessary there for to, as Eisenstein puts it, break “the silence of male privilege by denaturalizing and denormalizing it”⁶. Men’s persistently higher wages in Canada when compared with women’s are only the beginning of the social construction of inequality. In the fall of 2015, that gap is 18%¹³.

The fact that the majority of shelter beds are for men, may keep the count of homeless women in the city artificially-low. Of 2500 single adult shelter beds in Toronto, as of 2008, only about 725 are for women¹⁴. The priority of physical survival in a context of inadequate options forces many women into less- than -ideal choices including various forms of homelessness. Women's homelessness is socially structured differently than men's homelessness because of women having fewer economic resources and being more vulnerable to violence than men are. Women are more inclined than men to "couch surf" even staying with people they do not know well, rather than choosing to risk the violence that comes with staying on the street and in emergency shelters.

There are many layers in which we can start to deconstruct the facts illustrating that particular segments of the urban population are over-represented among the Toronto homeless. One relevant layer to the analysis is education, because we know poverty is a key cause of homelessness and in any reasonably meritocratic system, education is supposed to lift people out of poverty. The data on education levels of Aboriginals reveals is that more Aboriginal people in Canada have not completed high school and a smaller portion of their population has post-secondary education. Where-as 50% of Canadians aged 25-64 have education beyond high school¹⁵, this is only true of 44.8% of First Nation Canadians, and 35.6% of Inuit Canadians¹⁶. This in turn needs analytical attention as education systems have been used as an instrument not just of colonialism but of genocide in Canada¹⁷ and there are still inequities in the funding of education for First Nations students in reserve schools compared with any other Canadian children¹⁸. There are also deeper questions of the quality and appropriateness of education in Canada concerning the culture and history of Aboriginal peoples which need to be resolved.

The economic and housing inequalities impacting Aboriginal people do not, however, all stem from education issues. Lower earnings of women-in general have already been mentioned, but Aboriginal women earn even less. Although the labour rate of Aboriginal –identified women is higher than the general labour force participation rate of Canadian women, the earnings of working Aboriginal women are lower¹⁷. Qualitative research documents that Aboriginal people in Canada experience prejudice in both hiring and housing. Other factors relevant to racial inequality appear when we expand the data to include experiences of relative homelessness.

Relative Homelessness Data

The data we have on relative homelessness tells a whole other story about inequality in Canada. When we consider Toronto Housing Data according to whether the head of the household is in a racialized group or not we start to see that relative homelessness has a racial pattern in Toronto, whether a family is new to the country or has been established here for generations.

Table 1 below describes the housing conditions of Toronto residents in 2011 in relation to ethno-cultural diversity and visible-minority identities. The housing standards described in the Canada as below affordability, suitability and adequacy standards reflect the definitions of relative homelessness described in the theory and definitions section above. In the terminology of housing researchers, anyone whose dwelling does not meet any one of the housing standards can be said to be in "core housing need". The role of "primary household maintainer" around which

Table 1: Racialized Identities of Primary Household Maintainers in Toronto and Housing Standards for their Household

Identity	Number total	Below housing standards		Below affordability standard	Below suitability standard	Below adequacy standards	= to or Above Housing Standards	
		number	%	%	%	%	Number	%
Total – Visible Minority Status of the PHM	1,864,770	724,295	39	28	11	6	1,140,485	61
PHM is a visible minority	722,520	360,325	50	33	20	6	362,200	50
is Chinese	156,300	64,090	41	29	13	5	92,210	59
is South Asian	210,830	108,770	52	33	23	5	102,055	48
is Black	128,810	68,365	53	35	20	9	60,445	47
is Filipino	57,455	28,615	50	22	30	6	28,845	50
is Latin American	36,560	20,020	55	37	21	7	16,540	45
is Southeast Asian	25,065	12,720	51	32	23	5	12,340	49
is Arab	20,275	11,170	55	39	24	5	9,110	45
is West Asian	26,825	16,785	63	48	23	7	10,050	37
is Korean	16,840	9,720	58	46	19	6	7,120	42
is Japanese	7,060	2,185	31	24	4	5	4,875	69
PHM is not a visible minority	1,142,250	363,965	32	24	5	6	778,285	68

CMHC, National Household Survey Data 2012 (Note: some households fall below multiple standards, allowing totals to exceed 100%)

the table is built, indicates that the person chosen to represent the household is the highest-income-earner within their household. The overall proportion, at 39% of Toronto householders living in core household need, is a strong indication of the seriousness of the housing demand in the city. The biggest problem as the data indicates is that there is not enough housing available which households can afford without spending more than 30% of their collective incomes on shelter. Even more significant for considering housing from a polyversal feminist perspective is that the chance of a Toronto householder having a housing problem are dramatically higher for people of visible-minority identities, at 50%, than for people non-visible minority identities at 32%.

Discussion

If we consider this sociologically, analysis of immigration status helps, but is not enough. An anti-racist perspective is also required. There is no question that moving to a new country is difficult, that there is an adjustment period before a person starts to thrive, and that the length of the adjustment period may be dependent upon the degree of cultural distinction of your origins from the dominant cultures of the region you move to. When we consider numerous factors including immigration categories, ethnic-origins, education levels, gender, and length of time in Canada, indications of racial inequality persist.

Education is not lacking among our newcomer and visible minority populations in Canada. The evidence based on incomes indicates that since the 1980's, newcomers arriving with higher levels of education are not deriving the kinds of benefits from that education that people born in Canada enjoy²⁰. What we are witnessing in the job market lately is not, however, just a result of the known barriers which make it difficult for ethnic minority newcomers to thrive here as well as people of British and French origin do. These known barriers helping to explain why higher education levels have not translated into income for newcomers of the last 20 years include: 1) Canada's chronic failure to recognize credentials earned outside of the Western-European countries²¹; 2) lack of comfort with the official languages, 3) accents most other Canadians are less familiar with, and/ or 4) the more subtle elements of socio-cultural literacy which can make a newcomer's transitions into high-level jobs awkward²².

Racial prejudice causes barriers to employment opportunity in Canada. Krishna and Ravi Pendakur found that (even excluding new immigrants) between 1995 and 2005 visible minority Canadians and Aboriginal Canadians earned lower wages than white Canadians both within and across different employment categories²³. In the current era of neoliberalism, minimum wages are persistently low, and social supports for those suffering job losses, illness or underemployment are negligible²⁴. This employment inequity, and weak social-safety-net, along with the lack of social housing creates poverty severe enough make good housing unaffordable, so we end up with housing patterns stratified by ethno-cultural identities.

One scholar describes the employment equity problem as: "systemic and institutional bias against immigrant labour"²⁵. The research of Krishna and Ravi Pendakur, of Grace-Edward Galabuzi and of Mikal Skuterud reveal that racialized Canadians are not sufficiently protected from employment discrimination.

Skuterud studied ethnicity, visible-minority identities and earnings across three generations to analyze whether or not labour market inequities in Canada seemed to reflect issues of cultural

adjustment²⁶. He found that there was some degree of earnings improvement over the first two generations among Blacks, the Chinese and South Asians, the groups with the biggest earnings gaps nationally to that of the non-visible minority population²⁷. He also concluded that for Black men the earnings gap was sufficiently persistent into the third generation and beyond that it is reasonable to conclude it would continue as it reflected employment discrimination²⁸. These findings concur with other research showing 61% of Canadian born black men felt they had experienced discrimination here as did 43.4% of Canadian born South Asian men and 34.5% of Canadian born Chinese men²⁹.

Pendakur and Pendakur push the discrimination questions farther, seeking to discover if the earnings discrepancy keeping visible-minority people's earnings lower on average was attributable to segregation of workers into different jobs by ethnicity, or by earnings regardless of the jobs²³. Their study looks at people of all ethnic groups who were born and educated in Canada. The findings indicate that a substantial portion of the differential earnings of racialized Canadians is attributable to segregation of workers into different jobs by ethnicity, but this did not explain the entire gap. Racialized Canadians are paid less for doing work which equivalent to work done by non-racialized Canadians who are paid more.

There were gender and ethnic distinctions in that over three different census-takings (1995, 2000, and 2005) there were indications of employment discrimination faced by African, Caribbean, Black and Latin American women, with improvement over the decade for Caribbean and Latin American women's relative earnings, but not for women who identified as Black and African Black²². Gillian Creese observes of Canadian Women's wages: "differences in individual human capital do not account for persistent racial differences in the Canadian labour market. Instead there is evidence to suggest that the evaluation of human capital is colored by race and gender and that the labour market constitutes an ongoing site of racialization that reproduces white privilege"³⁰.

Pendakur and Pendakur's analysis found the evidence for racial discrimination in employment was worse for the more educated visible-minority men, and for members of some groups the prospects of earning wages equivalent to those of non-visible minority men have worsened. As of 2006, Canadian men of Chinese, Arab and South East Asian origins are now earning less relative to British-origin male Canadians than they were in 1996. There are variations of earnings differentials across different cities and some place show improvements for Caribbean-ancestry men, but men of African cultural origins face an especially-high wage inequity problem in Montreal and significant challenges in Toronto as well²³. Pretending that we have a meritocratic system and failing to name the systemic failures and gaps which perpetuate racial inequality significantly protects the economic advantages that white Canadians enjoy. Federal employers have to follow racial -equity guidelines. The only provinces to adopt racial equity legislation subsequently repealed it³¹. The positive impacts of federal government's equity legislation are being significantly overwhelmed by the negative impacts of the rampant neoliberalism which that same federal government chose as socio-economic policy for Canada. Galabuzi sums up the inequity arising from state de-regulation of labour markets:

Canada's racialized groups (and particularly racialized women) bear a disproportionate burden of the demands for labour flexibility. Many end up in precarious employment-insecure and low-paying temporary, casual, contract and home-based employment – and are often at the mercy of unscrupulous employers and employment agencies. Racialized

groups thus provide a subsidy for the booming globalizing economy, drawing parallels to the contribution of free slave labour to the emergence of industrial capitalism³².

Drawing the links from economic and political policy to the outcomes in both absolute and relative homelessness provides clear indications of a need for policy and political changes at all orders of government. That is why a politicized theory, carrying with it the sense of a right to voice opinion on all policy, is especially useful for challenging homelessness. Yes we need more affordable housing stock and better socio-economic supports for low-wage workers, but with only identity-neutral and class-based factors in the analysis, gendered and racialized patterns of inequality would be allowed to persist. Multiple dimensions of identities are relevant for understanding the processes of marginalization in Canadian society, so what is needed is a theoretical perspective which does not assume the significance of any one dimension of identity over other identity-dimensions.

Discrimination in Canada is not limited to employment contexts. Members of visible minority groups have a harder accessing suitable housing because along with economic inequalities, prejudiced landlords and unfriendly neighbourhoods help to create what Hiebert summed up as “racialized differences in the housing market”³³. Difficulties escaping temporary and casual employment are compounded if a person becomes homelessness.

A third and final example suffices to illustrate that considering just gender and ethnicity is also not enough depth of diversity for understanding economic inequalities which contribute to homelessness in Toronto. There is variation among diverse-origin visible minority senior women, with, for example, particularly high levels of income security among Korean immigrant women³⁴. Part of the reason for variation in relation to ethnic origin is that there are International Social Security Agreements which help immigrants from some countries (especially Europeans) to transfer pension entitlements to Canada, but comparable agreements have not been arranged with the countries from which many people have recently emigrated to Canada, such as India and Pakistan³⁵.

Conclusions

This series of examples analysing key factors in poverty and homelessness illustrates polyversal feminism’s usefulness. Using an open and inclusive lens with which to make inquiries about homelessness in Toronto inspires me as a researcher to keep asking more questions linking different aspects of identity to social policy impacting life in Toronto for different people. Expansive questioning must be part of our understanding and response to homelessness in Canadian cities if we are to develop inclusive solutions. Since the predominant historical image of a homeless person persists as a single, indigent male although family homelessness is the form of housing crisis that has been growing most quickly in Canadian cities, there is work to be done in explanation, research and policy.

Polyversal feminism’s expanding and open approach can inform analysis across individual and collective levels to improve understanding ranging from the individual experiences of poverty, lack of safety, or crowding in their housing, to the racialized and gendered social structures, and political policies which are at the roots of inequality in Canada.

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Using Youtube as a mode of self directed learning for tertiary education students

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Abstract

It is universally discussed that Youtube videos may cause distractions or hinder students' educational time and self directed learning. Our research was conducted in order to examine these assertions and investigate the effect of teaching using youtube videos on science subjects on students' learning outcomes and motivation to learn. This study used quantitative methodology, and two questionnaires, both pre and post were administered. Students' overall achievement in science was examined by their subsequent grades. The research population (N=130) was divided into experimental (N=86) and control (N=44) groups from a population of University students involved in tertiary education. Findings indicated that the use of youtube enhanced students thinking skills, in terms of: science understanding, knowledge implementation, and reasoning ability. Our study also indicated that students who studied science with the use of youtube videos developed higher motivation to learn science, in terms of: self-efficacy, interest and enjoyment, and importance to the student's future, compared to students who studied science in a traditional way. The videos had both visual-pictorial and auditory-verbal capabilities. This and the fact that students were engaged in active learning can explain the positive and high correlation between thinking skills and motivation to learn science among the experimental students.

Keywords: videos, internet, self directed learning, students

Introduction

The easy accessibility to internet in all educational campuses across the world and the development of web-based media applications and free access to online educational videos allow teachers and educators, nowadays, to present educational concepts in the form of self understanding videos (Flemming, Hart, & Savage, 2000). At present, irrespective of whether whether youtube is considered favorable or unfavorable, many students utilize these sites on a daily basis. As online video sources continue to grow in popularity it is our belief that technology is a vital part of today's student success equation. Many researchers have been diving into a considerable amount of research on how internet influences student retention at colleges. Many parents are worried that their college students are spending too much time on youtube and other sites and not enough time studying. Therefore, our research ascertains the relationship between youtube viewing and students' study efficiency. Some studies that investigated the use of computer animations in the classroom found that the learning process improved (Najjar, 1998; Rieber, 2002; Williamson & Abraham, 1995). However, some researchers claim that since videos are in most cases a simplified version of a phenomenon, they might evoke misconceptions (Mayer, Heiser & Lonn, 2001) and may hinder learning by

preventing students from using their imagination in creating their own mental models (Schnotz & Rasch, 2005).

In science education, computerized models and animations are used for describing, explaining, and predicting scientific processes. Abstract scientific phenomena occurring in the macroscopic level (such as the movement of planets) or in the microscopic level (such as molecules and atoms) can be attractively illustrated by movies. Animations are employed for enhancing the transitions from abstract to concrete mental operations and vice versa (Barak & Dori, 2005; Barak & Rafaeli, 2004; Dori & Belcher, 2005). The use of animated movies was found to have a positive effect on students' learning motivation and thinking skills (Rosen, 2009).

According to Bloom taxonomy, 'knowledge' and 'understanding' are examples of lower order cognitive operations, or thinking skills, whereas analysis, synthesis, and evaluation are considered as higher order thinking skills. Among the various higher order thinking skills, reasoning ability is essential for the development of learners' critical thinking and argumentation skills (Barak & Dori, 2009). In our study, we examined students' lower order thinking skills – understanding of scientific concepts, and higher order thinking skills – their reasoning ability, as they studied science with the use of online videos.

Research Goal and Population

Our research goal was to examine the effect of viewing youtube videos on science on students' learning outcomes with emphasis on achievements and motivation to learn science. Our research questions were: Does, and to what extent learning via youtube videos affect students':

- A. Thinking skills, in terms of: understanding, implementation, and reasoning?
- B. Motivation to learn science, in terms of: self-efficacy, interest and enjoyment, and importance to the student's future?
- C. Performance in science in their assessment?

Research Methodology and Tools

The research was based on the quantitative methodology using the pre- post- experimental design (Campbell & Stanley, 1963; Reiber, 1990). The teaching/learning method (the integration of animations) was the independent variable, while the dependant variables were: students' thinking skills: understanding, implementation (lower order thinking skills) and reasoning (higher order thinking skills); students' motivation to learn science; and, students' overall achievement in science. Our study included two questionnaires: a. *Science thinking skills* and b. *Motivation to learn science*. Both questionnaires were validated by a teacher in science education. Students' overall achievement in science was examined by the performance in an assessment that was held subsequent to the video viewing sessions.

Research Settings

The research included three stages: A. a pilot study that was conducted in order to establish the research tools' reliability and validity, B. the main study, and C. data analysis and writing the final report. The main study included a research population of N=130, which was

divided into experimental (N=86) and control (N=44) groups from a population of University students involved in tertiary education.

Gender distribution was 71 girls and 59 boys, 24 declared that their parents' occupation involved science related fields. Pearson Chi-Square test indicated no statistically significant differences between the research groups in respect to gender distribution, class, parents' occupation.

The students were divided into experimental and control groups according to the teachers preference. The experimental group were exposed to chosen educational videos on science topics, available freely online on youtube.

The control students were taught science topics in the traditional didactic way – using books and worksheets with static 2D pictures. Teachers involved in both research groups were experienced in teaching science.

The animated videos were ensured to have curriculum-based content that is aligned with general undergraduate science education standards. At the beginning of the study, the experimental teachers received a two-hour workshop, focusing on pedagogical principles and teaching strategies for integrating the web-based animations. The animated movies were presented to the students at least once a week, about one animation for each topic taught in class. The teachers demonstrated the animated movies to their students in the classroom and encouraged students to work on their own or in pairs in computer clusters. The animated movies were used to provoke class discussions or to summarize a topic.

As part of our study, both the *science thinking skills* and the *motivation to learn science* questionnaires were administered before and after the entire sessions.

Results

The Effect of Youtube videos on Students' Thinking Skills: Understanding, Implementation, and Reasoning

Analysis of the pre- and post questionnaires indicated a statistically significant difference between experimental and control group students ($p < 0.001$). We found that the only difference in students' gain in 'science thinking skills' is explained by their participation in the youtube video viewing, and not by gender, class, parents occupation, or participation in extracurricular activities. In other words, students who experienced the use of Youtube animated movies as part of their science learning, developed thinking skills, such as: science understanding and knowledge implementation, better than their peers in the control group. Chi Squared analysis indicated that 18.4% of the growth in students' science thinking skills can be explained by their use of animated movies.

The comparison of students' levels of explanations in the assessments showed that the experimental group students had a higher percentage of correct answers.

Table 1: Effects of youtube educational videos on students

Category	Group	Pre Mean	Pre SD	Post Mean	Post SD	P less than

Self efficacy	Experimental	3.31	1.01	3.88	0.95	0.001
	Control	3.04	0.96	3.32	0.96	0.001
Interest/ enjoyment	Experimental	3.66	1.30	4.12	0.96	0.001
Interest/ enjoyment	Control	3.50	1.04	3.64	1.06	0.001
Motivation	Experimental	3.22	1.06	3.89	0.78	0.001
Motivation	Control	2.98	0.90	3.33	0.88	0.001
Importance	Experimental	3.46	0.98	3.98	0.98	0.001
Importance	Control	3.12	0.89	3.24	0.96	0.001

The Effect of Youtube videos on Students' performances in the assessments

The comparison of experimental and control students' grades in science as reflected in their assessments indicated that students from both groups had equally good performances, but received lower means at the end of the experiments. This can be explained due to a more severe grading system as the students matured. However, students that used Youtube videos as part of their science learning performed better in their assessments ($P < 0.001$).

Summary and Recommendations

Some researchers claim that online media may evoke misconceptions and hinder meaningful learning (Schnotz & Rasch, 2005). The findings of this study and other studies (Dori & Belcher, 2005; Rosen, 2009) indicate quite the opposite. We found that the use of animated movies enhanced students thinking skills, in terms of: science understanding, knowledge implementation, and reasoning ability. Because reasoning ability is necessary for the generation of logical relationships, students that experienced the use of animated movies held less misconceptions than their control group peers. Our study also indicated that students who studied science with the use of youtube animated movies developed higher motivation to learn science, in terms of: self-efficacy, interest and enjoyment, and importance to the student' future, compared to students who studied science in a traditional way. This was comparable to other works (Williamson & Abraham, 1995)

Mayer's cognitive theory (2002) maintains that knowledge is represented and manipulated through two cognitive channels: the visual-pictorial and the auditory-verbal. Indeed, the animated movies presented in our study had both visual-pictorial and auditory-verbal capabilities. This and the fact that students were engaged in active learning can explain the positive and high correlation between thinking skills and motivation to learn science among the experimental group students. It can also explain the better performances in science in the assessments compared to students who studied in a traditional way.

Thanks to the invention of online interactive media, young men and women now exchange ideas, pictures and videos at a truly astonishing rate. At first glance this may seem like a waste of time; however it also helps students to develop important knowledge and social skills, and be active citizens who create and share content.

In light of the positive results described in this research, we recommend to encourage teachers from both science and other disciplines to integrate the use of youtube animated movies, along with other educational activities, more frequently; that is, more than just once a

week. We recommend that more animated movies be created for elder users, such as high school and even university students.

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WIFE BATTERING BEHIND CLOSED DOORS: A SILENT KILLER PREVAILING GLOBALLY

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Violence against women is boundary less. Of all kinds of violence committed on wife behind doors, wife battering is considered to be the most reprehensible, most appalling, most horrendous wrong which has been taken nonchalantly. Throughout the world, status of women is very desolate, very feeble and very wretched. It is seen that women do not perceive it to be a crime and are reluctant and loathed to report it. The attitude of police further encumbers them to come forward. Women believe that reporting would further exacerbate and intensify the ongoing problem and would make the situation more awful and ghastly. They believe, it is better to be thumped by your own husband rather than punched by the society. This is a staid and somber issue which really needs to be deliberated and requires pond ration. The author would be dealing with issues on wife battering in United States, United Kingdom and India. The causal factors, effects on wives and children, position of women in above mentioned countries would be discussed. The succour available and what can be done to curb and combat this menacing problem will also be a part of this article.

Key Words: Violence, Wife, Battering

Introduction

Issues relating on violence against women has always been contentious and people hold divergent views on this staid and somber issue but one thing is definite and assured that not a single day passes when we do not come across on this most reprehensible issue. As far as definition of violence is concerned.

According to Encyclopedia of Crime and Justice¹ in a broad sense, “violence is a general term referring to all types of behaviour either threatened or actual, that result in the damage or destruction of property or the injury or death of an individual.”

¹ Encyclopedia of Crime and Justice, Vol. 4, 1983, pp. 1618-19.

Black's Law Dictionary, "violence means unjust or unwarranted use of force usually accompanied by fury, vehemence, or outrage physical force unlawfully exercised with the intent to harm."²

Violence against women can be in the form of female foeticide, marital rape, dowry related problems, wife battering etc. to name a few... of all kinds of atrocities that are committed by husbands against married women, wife battering is the most appalling and most abysmal violence which has not been taken seriously and gravely by the society. The fate of the woman, whether in abroad or in the country is alike. It is equally prevalent in developed, developing and under developed countries with no kind of disparity and discrimination and the worst part is that victim women in the above mentioned countries have the same thinking and approach as to why they are anguished and persecuted by their so called loving husbands. Battering is considered as such a behavior where a person controls and subjugates another person. It could be out of fear or threat of fear. Battering can be physical³ or psychological⁴. It includes within itself emotional⁵, verbal⁶, economic⁷, sexual abuse⁸.

It is rightly said that home has traditionally been perceived as a safe haven and the marriage as the most vulnerable of all institutions, the reality for women is that they are at a far greater risk of being in their own homes by a 'loved one' than they are of being assaulted on the

² Black's Law Dictionary, VIIth ed, 1999, p. 1564.

³ Acts of violence against another spouse resulting in injury and harm to body, limb or health, have been traditionally considered as physical battering. It includes within thrashing hitting, hammering, slapping, pummeling, punching, spanking, pushing, throwing objects etc. Thus, where bodily injury is inflicted, it is easy to conclude that cruelty has taken place. The Court in the case of Laloo v. Bachi, (AIR 1986 Raj.49) had laid down that in order to constitute physical battering, one or two acts are more than adequate. Thus, even a single act of violence may be so grave and weighty, that it could satisfy the test of battering but problem would arise in the cases where minor acts of physical violence are alleged by one of the party. Even in these cases there seems to be no problem. It can be established and concluded by keeping in view number of factors such as age of the parties, environment in which they live in, physical and mental conditions, status of the parties, educational background etc. Thus, ill-treatment, beating, causing bruises on the body etc. are all instances of physical battering. In Chander Kanta v Dial Chand (1968 Cur LJ 442), the husband dragged his wife forcibly to accompany him. Thus, a case coming under physical cruelty or battering. In Ram Pal v. Chand Ram (1980 HLR 65.. The wife was severely beaten by the husband and she had reported the matter in the police. When a suit was filed, these things were corroborated by daily diary maintained by the police and by medical evidence.

⁴ It can broadly be defined as that conduct and manner which inflicts upon the other party such mental pain and sorrow as would make it not possible for that party to live with the other. Thus, it is the mental pain, agony, anguish or suffering caused by either spouse, of such magnitude and intensity that it severs or unties the bond between spouses and makes it practically impossible for both spouses to live together in their life. It includes mental torture, verbal abuse, taunts, excessive possessiveness, secluding the woman from near and dear ones etc

⁵ Emotional abuse- Also known as mental or psychological abuse. It is the behaviour that intimidates, threatens, bully or undermine and weaken the self esteem, self respect and self confidence of the victim

⁶ Verbal abuse is usually the uncalled for words spoken to humiliate, disgrace and debase the victim. It includes within itself criticism, disrespect, blaming etc

⁷ Economic abuse is such an abuse where one person has complete control and authority over the financial resources of other person

⁸ Sexual Abuse - Physical violence accompanied by forceful sexual intercourse comes in sexual abuse.

streets by a stranger.⁹ Additionally, it is also laid down¹⁰ “Statistically it is safer to be on streets after dark with a stranger than at home in the bosom of ones family, for it is there that accident, murder and violence are likely to occur.”

Causes

Wife battering is considered to be the most crudest form of violence because the impact it has on the person is unutterable. Women who goes through such a violence suffer from physical disabilities, mental or psychological problems, health related issues etc. to name a few... Here it will not be out of place to mention few causal factors for wife battering:

Attitude of society: Society plays an important role in shaping the mind of the person. In some societies, it's a patriarchal system that is followed and the word 'he' plays a very important role in the life of the woman. This is imbibed in her when a child and this continues forever. She always feels, she is inferior to her husband who is again a “he”. She succumbs to the unwanted needs of her husband willingly or unwillingly. Men are also told the same story and are also told that they are born to dominate and domineer. Thus, this system travels throughout the lives of man and woman

Financial dependency: One of the major causes of wife battering is the financial crunch which women undergo. As most of the women are financially dependent on their husbands, they do not have any place to go, if at all they think of separating from their abusive husbands. The converse of this is equally applicable. In some countries where self financial reliance of women is considered to be the menace to the so called sham and fake egos of their husbands . Since they have become financially self regulating, it brings a sense of inferiority in men and as a result they harass and use force to disgrace and debase their wives.

Maladjustment between mother in law and daughter in law: In some countries it seems that maladjustment between mother in law and daughter in law is another cause of wife battering. Non-working mothers-in-law who are completely subjugated and subdued by their

⁹ Katharine M. Schelong, “Domestic Violence and the State’. Responses to and Rationales for spousal battering. Marital Rape and Stalking in Marquette law Review, Vol. 78-79, (1994).

¹⁰ Sydney Brandon in M. Borland (ed.) Violence in family, (1976)I..

husbands usually poison and toxic their sons against their working wives. This could be out of sheer frustration and be done enviously.¹¹

Biological Factors:

Biological and hereditary factors also play an important factor and the women are tormented because of the above mentioned reasons. Due to personality disorders of husbands, wives become the easiest targets and are thus made to suffer. Personality disorders include sudden and unbridled anger, impulsive nature, uncontrollable behavior etc.

Stress and pressures: Stress plays an important part and when the person is under stress, he lashes out. Stress can be on account of job pressures, financial inadequacy, dominating wife, husband an under achiever and wife a successful and triumphant woman etc.

Alcoholic husbands: It is seen that wife battering also occurs in cases where the husband is in the habit of drinking. In some cases, husband becomes more violent when drunk and thus, lashes out. Alcohol is also used as an excuse in cases of wife battering.

Extra marital affairs on the part of any of the spouses: This is another causal factor of wife battering. In both the cases, when the husband is involved elsewhere and when she herself is involved elsewhere, it is the woman who is being battered.

Witnessed battering during childhood: There is also a belief that intergenerational cycle of violence creates battering. Men become violent and aggressive later in their lives because either they have seen and observed their father thrashing mother or vice versa when they were in their childhood days and this lasts long. Further, Straus, Steinmetz and Gelles observed, for example, that “the more punishment one experienced as a child, the greater the rate of violence in marriage fifteen or more years later. One out of four or five of those who were punished the most hit his or her spouse during the year of this survey.”¹²

Apart from it, there could be various other reasons for wife battering. Every time the woman is battered and banged it is usually said that it is her blunder. The fault could be due to variety

¹¹ Ghosh, S.K. Women in a Changing Society, 1984, p. 59.

¹² Murray Straus. Richard Gelles and Suzanne Steinmetz, *Behind Closed Doors*, p. 109.

of reasons like it could be due to delay in cooking.¹³ Or that the woman does not behave according to the wishes and likes of her husband etc¹⁴.

Effects:

Although, throughout the world, wife battering is not taken seriously as it is considered a private affair with no outside intervention, yet the impact it has on the battered person is beyond description. Persons who experience battering not only suffer physically but also psychologically. Wife battering may cause broken bones, injuries on any part of the body where hit, bleedings, vomiting, sorings, arthritis, miscarriage if pregnant, anxiety, depression, abandonment, anguishes, sleeping problems and nightmares. The impact is not only on the woman but also children who are present when such incidents take place. Place where battering takes place becomes a breeding place for delinquent children. They are at a higher risk of developing physical and psychological problems. They show signs of stress and strain in their behaviours. In cases, they themselves turn out to be aggressors and abusers in their lives and repeat the cycle.

Thus, the impact of wife battering is too awful for words, still the most dreadful part is it is supported in every culture since ages and is prevailing ubiquitously.

Wife Battering Supported In every Culture

Undoubtedly, wife battering is considered to be the crudest and nastiest form of violence that happens to the woman, surprisingly, it is supported in every culture. The Napoleonic code until a debate back said “Women like Walnut trees must be beaten every day”. In North Africa, “women and camels need to be beaten”, this expression is common. In Europe, it was said that “a man had a right to beat his wife, with a stick not thicker than his thumb”. Even in India, the quotation of Tulsidas cannot be forgotten, “Drums, donkeys and women need to be beaten”. Thus, it is seen that throughout history, women were constantly admonished and

¹³ Killed for Poor Culinary Talent. The Hindustan Times, July 12, 1987, p.4. The woman in Rajouli was thumped and punched so severely that she lost her life due to simple reason that she was not cooking good food and did not keep the house spick and span..

¹⁴ ‘Man beats wife to death’, The Hindustan Times, June 19, 1988, p.4. In the present case, since it was raining the woman refused to bring ganja for her husband. The husband and her in-laws took her life just for this reason.

were forced to stay with her husband, even if he was cruel.¹⁵ It is not only in the past, presently also, wife battering is prevalent everywhere and the worst part is nobody takes it gravely, glumly and solemnly.

Wife Battering Recognized Internationally

In the US, wife battering is one of the major causes where injury is caused to the woman of reproductive age. The estimate is that she is beaten every 18 minutes. In Peru, of all cases reported to the police 70% of them involve women battered by their husbands. In Pakistan, 35 year old lady who was the mother of two was severely burnt by her husband. The cause of immolation was domestic fight. The Human Rights Commission of Pakistan had stated that in the year 1993, 400 cases of domestic violence were reported in Punjab, out of it half of them ended with death of the wife. In Bangladesh husband of the woman threw acid on her face, just for petty reason that she had brought dowry not upto his expectation. In Japan, out of 796 women, 59% suffered physical abuse in 1993. In New Zealand, 20% of 314 women were physically abused. UK-25% of women(random sample of women from one district) had been punched or slapped by a partner or ex partner. USA-28% of women reported atleast one episode of physical violence from their partner Kenya-out of 612 women surveyed in one district, 42% of women reported that they have been beaten by their partner. Tajikistan- 23% of 550 women aged 18-40 years were physically abused. Estonia- 29%of women aged between 18-21 years are under the fear of domestic violence and it increases with age affecting 52% of women who are of the age of 65 or older according to the survey conducted on 2315 women in 1994. As far as India is concerned, in dowry related disputes, the estimate is that about 5 women a day are burnt by their husbands.¹⁶

Here it will not be out of place to talk about wife battering in some of the below mentioned countries.

Wife Battering In United States:

¹⁵ Ashraf, Nehal, Crime Against Women, 1997, p. 97. Also see Shivani Goswami, "Domestic Violence Against Women and Human Rights", Indian Bar Review, vol. XLI(4) 2014 at 66-67

¹⁶ Source-"Violence Against Women", WHO, FRH/WHD/97.8, "Women In Transition," Regional Monitoring Report, UNICEF 1999 and a Study by Domestic Violence Research Centre, Japan. See Shivani Goswami, "Domestic Violence Against Women and Human Rights", Indian Bar Review, vol. XLI(4) 2014 at 71

The concept of wife battering in United States is not the norm of the present day society. It has existed since ages but the worst part is many do not perceive it to be a crime be it the judges, the lawyers, the police or for that matter even the victim women. To seek answer to the questions as to why wife battering is mounting up and swelling like anything, one is forced to go to the psyche of the married women who is tormented and is in such a turbulent relationship. First, most of the abused women consider it a common feature happening everywhere and do not perceive it to be something unnatural. Secondly, financial crunch is another problem that makes her hesitant to leave her matrimonial home and to look after her kids¹⁷. Her servile mentality is another factor that keeps her staying in the matrimonial home. She believes that she will be successful wife, once she is able to control violence of her husband. On her failure to do this, it is she who is to be blamed¹⁸. Last but not the least; it is her love and affection for her husband that doesn't allow her to leave her home. This psyche and attitude of the married victim women is not only prevalent in United States but is equally prevalent in other countries whether developed, developing or under developed. Women everywhere feel that this abusive behavior of the husbands will not last long and will definitely change as the time will progress. If we see it from the perspective of the abusive husbands, undoubtedly, these persons have lack of confidence, self esteem and have deep sense of insecurity. These persons who are suffering from inferiority complex feel that battering is the only weapon in their hands through which they can subjugate, control and regulate their wives according to their own whims and fancies. Then, there is also a belief that batterers come from abusive families and have themselves witnessed their fathers beating their mothers or they were themselves being beaten¹⁹. If we talk about Criminal Administrative Functionaries, their approach towards wife battering cases is also very callous because these matters are considered to be private affairs that do not require any outside intervention. They do not consider it a crime²⁰, not relatively important crime²¹. They hold the view that wife battering doesn't require any outside intrusion and moreover it is difficult

¹⁷ Brown, Battered Women and the Temporary, Restraining order, 10 Women's R.T.S.L. REP.261,262 (1988)

¹⁸ Waits, The Criminal Justice Systems Response to Battering: Understanding the Problem, Forgiving the Solutions, 60 Wash .L. Rev at 281 (1985). Also see Jessica L. Goldman, "Arresting Wife Barterers: A Good Beginning to Stopping Pervasive Problem"-69 Wash. U.L.Q. 843(1991) at 845

¹⁹ L. Walker, The Battered Woman (1979) at 38

²⁰ Meier, Battered Justice, Wash. Monthly, May 1987 at 38. Also see Jessica L. Goldman, "Arresting Wife Barterers: A Good Beginning to Stopping Pervasive Problem"-69 Wash. U.L.Q. 843(1991) at 850

²¹ The Then Chicago Police Captain Raymond Risley, "We don't send a lot of wife beaters to jail. We don't have a lot of space because the system is putting away those who do what society considers more serious crimes- like crimes against property or two strangers assaulting each other. Wife beatings is low on the list of priorities for prison terms. See Jessica L. Goldman, "Arresting Wife Barterers: A Good Beginning to Stopping Pervasive Problem"-69 Wash. U.L.Q. 843(1991) at 850

to gather proof in such cases as most women at some stage or the other withdraw cases against their husbands due to reasons already cited. So, as a result, these cases are not on the list of priorities of the functionaries.

Wife Battering In United Kingdom:

In United Kingdom, for centuries, husband had the right to rebuke and reprimand their wives. According to Hawkins, “man has got a right to exercise moderate correction as he has a right to correct his apprentices or children”.²² This thing went on for years and years. Even today, in spite of the fact, succors like criminal proceedings can be initiated against the spouse, compensation can be claimed, injunction can be filed, divorce can be applied etc are available to women, still her position is very wretched and devastating as far as cases on wife battering are concerned. The question that comes here is- why men batter their wives? Erin Pizzey in the forthright article in *The Spectator* wrote: “no one likes the word ‘psychopath’, everyone is afraid of it, but that is exactly what he is-aggressive, dangerous, plausible and deeply immature”²³. Further in her evidence to the House of Commons she wrote: “In a democratic society laws are made for reasonable men.....These men are outside the law; they have been imprinted with violence from childhood, so that violence is part of their normal behavior. All the legislating and punishment in the world will not change their methods of expressing their frustration. I believe that many of the children born into violence grow up to be aggressive psychopaths and it is the wives of such men we see at chiswick. I feel that the remedies lie in the hands of the medical profession and not in the court of law, and because the men act instinctively, not rationally ²⁴. Further more, in a discussion document, the British Association of Social Workers laid down:

[E]conomic conditions, low wages, bad housing, overcrowding and isolation; unfavorable and frustrating work conditions for the man; lack of job opportunities for adolescent/school leavers and lack of facilities such as day care (e.g. nurseries), adequate transport, pleasant environment and play space and recreational facilities for mother and children were considered to cause personal desperation that might precipitate violence in the home.”²⁵

²² 1Hawkins P.C. 130

²³ Violence Begins at Home, 23 November 1974. See Michael D.A. Freeman, *Le Vice Anglais? – Wife Battering in English and American law*, *Family Law Quarterly*, vol 11. No.3 (Fall 1977), pg 204

²⁴ Minutes of Evidence, p.2, See Michael D.A. Freeman, *Le Vice Anglais? – Wife Battering in English and American law*, *Family Law Quarterly*, vol 11. No.3 (Fall 1977), pg 205

²⁵ Discussion document on BASW Working Party on Home Violence, *Social Work to Day 6*, 409 (1975). See Michael D.A. Freeman, *Le Vice Anglais? – Wife Battering in English and American law*, *Family Law Quarterly*, vol 11. No.3 (Fall 1977), pg 206

If we talk about woman in England, (which is again considered to be advanced country) she is again hesitant to report her spanking to the police. She believes that initiating an action against her husband would mean inviting more troubles in every aspect of her life, be it financial, be it social etc. After reporting, it is more likely that she would face more beatings, more mortification, more embarrassment etc. Even if the case is reported, the attitude of police in cases on assault on wife is again another problem. The attitude of police personnel is very casual and indifferent as far as cases on violence within home is concerned. The Association of Chief Police Officers of England and Wales and Northern Ireland to the House of Commons Select Committee cited:

“Whilst such problems take up considerable police time.....in the majority of cases the role of the police is a negative one. We are, after all, dealing with persons “bound in marriage”, and it is important, for the host of reasons, to maintain the unity of the spouses. Precipitated action by the police could aggravate the position to such an extent as to create a worse situation than the one they were summoned to deal with”.²⁶ Further, prosecution in such cases again fails because in most of the cases, wife withdraws her complaints for the reasons as mentioned. Thus, even in United Kingdom, the position of women in wife battering cases is not very good and in spite of the fact that laws are available, her position is more or less the same as is there in other countries.

Wife Battering In India:

The position of women in India is very feeble and frail. Barring Vedic period(where her position was a glorified and elevated one), in all other periods i.e. post Vedic period, medieval period, British period and post independence period her position has been very pathetic. Indian society is mostly a male dominated society and it is the patriarchal system that is followed where men have a final say and have a dominating and a domineering position. Wife battering is also not uncommon here. In order to perk up the position of women in India many women comrade legislations have been passed. One of them is Protection of Women from Domestic Violence Act, 2005.²⁷

²⁶ House of Commons, Minutes of Evidence at 366. See Michael D.A. Freeman, *Le Vice Anglais? – Wife Battering in English and American law*, Family Law Quarterly, vol 11. No.3 (Fall 1977), pg 219

²⁷ The Act was brought into force to make violence committed in home punishable. First of its kind, it has seen the light of the day on 26th October, 2005.

This Act has been enacted to give protection to all kinds of women whether wives, mothers, mothers-in-law, sisters, daughters who are tormented physically, mentally, economically verbally and emotionally. The Act provides for the appointments of protection officers whose function is to monitor the case of domestic abuse, to assist the court in making domestic incident report or to file an application for the protection order on behalf of aggrieved woman or child. It is their duty to see that all kinds of facilities whether legal, medical, monetary relief etc are available to the aggrieved victim. They also need to maintain the list of service providers who are private persons recognized under the Companies Act. If they are unable or deny to perform their duties, punishment is also meted out against the accused subject to the approval of the state government. The Act also provides that any person can make a complaint to the protection officer if he has reason to believe that violence has or is about to be committed. No punishment will be provided to such person if such information turns out to be false provided he has given information in good faith. This is a very laudatory provision and now any person be it social workers, neighbours, relatives etc can make a complaint on behalf of the victim. Further, the act also provides duties of police officers, service providers . They need to inform the aggrieved person that she has a right to ask for the reliefs mentioned in the Act. The Act also talks about residence orders, monetary reliefs, compensation order if asked for etc. One of the most laudatory provisions of the Act is the concept of shared household. Even if the case is going on between the couple, the wife will not be turned out of the house and will continue to live in the same household or she would be provided with alternative accommodation, if interested. All her expenses during this time will be borne by her abusive husband. Though the act has been passed to ameliorate the position of women so that she is not tortured by her husband, yet it is seen that the reality is women are still battered/tortured by their husbands even though things have been put in black and white.

Concluding Remarks

It seems that laws alone cannot prove fruitful until and unless the mindset of the people change. People still believe that it is a male dictated and male oppressed society and woman has to obey and comply with each and every command of the husband and in laws whether justified or unjustified. It is not only people but women also should break away all those shackles and bondages in which they are presently engulfed in and should try to live with dignity and pride. It is only justified demands that should be taken into consideration not the unjustified one. Why is it forgotten that woman is a human being and she has full right to live with poise. She is also born with all the rights of which man is born with. Then, it is

necessary that she should be given full education so that she is employed and is self reliant. It seems, people do not want to educate their girl child because they consider it as watering neighbor's plant. They feel that she would get marry later on, so there is no point in educating her. This approach of the parents is very negative, destructive and detrimental for the girl in her future. Since she is not educated, she is unemployed and since she is unemployed, she is dependent on her husband in every respect and thus in some cases undue advantage of the condition of woman is taken by abusive and obnoxious husband and in-laws and is thus battered for meager and skimpy reasons. Apart from education it is necessary that the woman must have will power and courage to fight against all oddities. Determination and fortitude are the elements without which no person can succeed in any venture. Then, in many societies women lose courage, valor and audacity from the childhood and become dependent and reliant on men. Right from the beginning parents discourage and dishearten their female child to participate in strenuous and arduous activities. As a result they become dependent on men and this continues till their last breadth. In no way is the woman less than her male counterparts. The only thing is that they have to display their courage and guts and have to be independent rather than being dependent on men. Further, in most of the cases on wife battering, it is seen that women is turned out of the house or even if she is not turned out of the house and she herself wants to leave the house and escape from battering in future, the question that haunts her is where should she go and ask for succor? Who will give her shelter and protection? Even if she can find refuge how can she live? How many shelter homes and refuge homes exist in any city? In so many cases it is seen that woman even if she wants to leave the abuser cannot leave him because there is no place for her to go and thus she continues to live in the same household and bear the brunt of her husband because of no other alternative and choice available to her. Why cannot shelter homes with all kinds of amenities be available to her? Presently, the number of shelter homes available is niggardly. And their rules and regulations are such that many people are unable to confirm to them. It is suggested more and more shelter homes be established with all kinds of facilities available to this destitute woman. Counselors, psychiatrists, rehabilitative programmes be there so that she is able to come out of her melancholy. Further, gender sensitization of Criminal Administrative Functionaries is the need of the hour. Callous, heartless and unresponsive approach of these functionaries put a very negative impact on the minds of already helpless and unaided woman. It is seen that in all countries whether developed, developing or under developed the approach of these functionaries on wife battering cases is very apathetic and droopy. They need to be sensitized in order to understand the gravity of the matter. They need to

comprehend that these cases are really grave, solemn and somber. They need to grasp that wife battering is a social crime and not a private affair of the family that can be swept under the rug. Arrests and punishments are the need of the hour because it can really have a deterrent effect on the mind of not only the culprit husband but also other prospective abusers. Since these cases are not taken seriously, it is the pivotal reason as to why such cases are escalating and swelling up everyday. This is a very grim issue which really needs to be addressed and to be acted upon. Further, a marriage which is dead defacto, should be buried de jure. There is no point in enduring, retaining and lingering such a useless and worthless marriage. If it is being retained, it becomes a breeding place for aberrant and delinquent children. Therefore, steps should be taken to reconcile but if it is not possible, then women should not shirk from breaking away such a useless and ineffective marriage. Most of the people do not consider it a crime, as a result, this issue is mounting up by leaps and bounds. People should be told about the gravity and solemnity of such a crime and be told that this is punishable. Media can play a very positive role in spreading awareness amongst people about this staid issue. Additionally, conferences, seminars, workshops should be arranged so that more and more people become aware of this sedate issue. People have very little knowledge about legal procedures. It is suggested that legal aid should be provided to every woman whether she is suffering or she is not suffering at the hands of her husbands. The Govt. must appoint law officers, women lawyers etc who are expert in the field of law to impart knowledge of law to these people whether literate or illiterate. Awareness campaign, seminars, workshops, legal literacy camps, para legal clinics should be organized, course curriculum in the schools and colleges should be modified and legal aid should be provided to all the students. In United States, a women's centre in Washington, has been publishing a news letter under the name "violence in the family: relation". In the said news letter the stories of the victim women who are being tortured and harassed are published. The subject violence against women's is also dealt with in a book called "Directory of women subjected to violence". In that book the names of all the shelter-homes throughout the world, persons who can be approached in respect of crimes against women, the places where the help can be rendered, the centers where legal and medical advice can be obtained were given. The idea is to make people aware that if they are subjected to atrocities, where can they approach. In most of the countries, women are not even aware as to where can they go and ask for redressal and they continue to suffer throughout their life. Additionally, the women who are running the shelter homes in the city of the Boston have produced a film "We will not allow ourselves to be battered! In that film the battered women discuss their miseries and problems.

This is a very welcoming provision. Why cannot other countries adopt such provisions? This is really going to help endless number of women throughout the world. Furthermore, in New Zealand, exemplary damages are provided to the victims of wife battering by the husband or in laws. This has been very fruitful and rewarding. It has a deterrent effect. It keeps a check on the prospective abusers and also by it the woman is not dependent on her husband for paltry and measly sum of maintenance every month which in practice is not paid by him.

Thus, above mentioned are some of the points that can be taken into consideration while ameliorating her status. It is high time now. We are living in the 21st century and it looks very absurd and incongruous that women who constitute nearly 50% of human population is still thrashed and spanked by their husbands not only in developing and under developed countries but also developed countries. The psyche of all women in all countries which is more or less same requires a transform and they need to come out of those old taboos behind in order to lead a decorous and regal lives. It is not only women but husbands should also realize that wife battering is the most spiteful, the most malevolent form of violence which is committed on married women and it should be stopped instantaneously and without any delay.

Yeats' "The Second Coming" Unveils the Dilemma of the Modern World

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Abstract: Yeats sees humanity as both the victim and the beneficiary of a series of inescapable historical cycles. He views the destructive pressures on civilization as coming from an outside agency. The "Second Coming" is one of William Butler Yeats' shorter poems, but it is nevertheless one of his most exemplary. Yeats wrote "The Second Coming" in 1919, an especially dull moment in history. Europeans were shell-shocked from World War I, and deeply pessimistic. Yeats's homeland, Ireland, was swaying toward civil war. Various critics have commented on this poem, claiming that it represents everything from the idea that the supremacy of Christianity in the Western world will give way to Paganism, to a disregard for the political turmoil and decaying of traditional culture at the time. Yeats was not only the poet of his times but he predicted the wars, chaos of the modern times and the dilemmas what the modern man has to go through. Yeats presents how history is amalgamation of series of cycles that repeats by the passage of time again and again. The objective and the goal of the research is how series of incidents has made the prediction of Yeats true and he has been acceptable in unveiling the chaos and problems of the modern world. He found that humanity held the ultimate responsibility for its own salvation or desolation.

Keywords: *Prediction, Modern World, Unveiling, Chaos, Dilemma.*

To the industrialized world, prophecies seem to be a convention of the past, a mystic ritual for a world where science and technology do not exist. Over 2,000 years ago, prophecies proclaimed future famines, national exiles, or coming leaders. The birth of Christ was one such manifested prophecy, one that changed the course of history. William Butler Yeats' poem, "The Second Coming," brings the idea of ancient prophecy into the Modern Era by predicting a sort of anti-Christ. Yeats, as a modern day, envisions the rise of another world-changing power, and also reveals the secret to his farsighted talent—the fact it is no secret. He appeals to the gyre as a symbol of the circle motif in history, the idea that throughout history no new ground is tread, only retraced. Images of a gyre, a falconer, and a beast are used throughout the poem. People find a way to bring chaos into everything they say or do. In "The Second Coming," "Things fall apart/the center cannot hold" means that people, as a whole, cannot function and control the outcome of destruction. They lose sight of what being true and standing together means. However, "Surely some revelation is at hand," they want a change to come; to bring about peace but they lack the ability to move on from the remains of the chaos. People today

still do not move on from chaos and it leaves nothing but a crack in the sole purpose of human society. Loss of communication is still a cause of chaos in today's times. People as a whole cannot function without problems. "Mere anarchy is loosed upon the world" meaning the government has no government. In today's time, the super powers or the people who claim that they have the highest capacity of intellect have ruined the economy and many more things by making more and more dollar bills, because the government did as they pleased. Yeats' question is still relevant today. The Government is the centerpiece of one's society. Just like in the poem, "The Second Coming," when the center piece starts to fall, so does everything else that it holds. Government today is falling apart, and already one can see the after effects of its collapse. The falcon cannot hear the falconer." The falcon symbolizes people today and the falconer symbolizes God. People today have turned away from God that's why so many bad things are going on today. People have lost hope due to this. The best lack conviction, while the worst/Are full of passionate intensity" (7-8). He meant that the best of people lack the conviction to get the world back on track while the worst act passionately and make the wrong choices. Even though Yeats wrote post WWI, his point is still relevant in today's world. In the world of today, the good lack the passion, and the bad lack the logic. These values and morals don't exist because "Mere anarchy" is everywhere (4). In world of today we are facing wars, job loss, debt, and pure despair, bloodshed, terrorist attacks and refugees. It's like anarchy and out of despair people act vicious, which means they have lost their core values, just as Yeats mentions in the poem. In today's society, the world is facing war, unemployment, debt, and the desire of power. People in society look for other reasons of decision making, and when they look for answers they also do the same. This Paper aims to explore the interpretation of time—past, present, and future—in Modernist condition. Yeats' vision of the future and how his prediction has come true about the modern era that is full of chaos, terrorism, nuclear proliferation, massacre, starvation, ecological degradation, economic chaos, and political anarchy.

The "Second Coming" is considered among Christians to be the most anticipated event in the world. It represents the long awaited domination of good over evil, and for most it represents a new beginning. W.B. Yeats' The Second Coming also has prophetic meaning, like the book of Revelations has. Yeats' vision of the future is different to what most Christians think it would be. In Yeats' poem one can clearly see the use of imagery that gives us a dark representation of what the future brings .W.B. Yeats wrote this poem as a symbol of a new era; a cold and dark era that was capitalized by government oppression and the rise of technology. "Yeats saw the beginning of the twentieth century and the later century as the beginning of an objective cycle, which would mean a period hostile to art, spiritual vision, and individuality"(Richard 1346). It was indeed the beginning of a dark era. This is the time when many powerful dictators arose in many European countries. This gives way to the impression of government oppression that

Yeats was warning about in his poem. The poem begins with "Turning and turning in the widening gyre". Yeats believed in a theory of history in which he explains different cycles that would take place in history. The widening gyre, many believe, refers to as the start of a cycle, the beginning of the twentieth century. Then this stanza is followed by "The falcon cannot hear the falconer; things fall apart; the center cannot hold; mere anarchy is loosed upon the world", this explains Yeats' vision of what was going on at the time, a time when the German Empire's industrial power grew, the alliance between the most powerful countries in Europe (also known as the Central Powers), and eventually World War I. "The Falcon cannot hear the falconer" is believed to be a representation of future generation's behavior; the individuality part of the objective cycle. The future generation will not learn from the past chaotic wars. Then as Yeats finalizes the first part of the poem, he writes "The blood-dimmed tide is loosed, and everywhere the ceremony of innocence is drowned; the best lack all conviction, while the worst are full of passionate intensity", further explaining the suffering of the oppressed and the intensity of those in power.

In the second part of the poem, Yeats begins to use Christian imagery to further explain his vision of what is happening and what's to come. The whole concept of a happy and excitingly anticipating "Second Coming" is obstructed when he writes, "Surely some revelation is at hand; surely the Second Coming is at hand. The Second Coming! Hardly are those words out when a vast image out of Spiritus Mundi (or Spirit of the World) troubles my sight". This leads to believe that Yeats is also in agreement with all those that await the second coming of Christ,

, that it is a moment which brings peace and the abolishment of evil, but unfortunately his vision is disturbed by reality; the reality that he was still in the mist of war, and those in power were still very much in power. This brings into play the stanzas that follow, "Somewhere in sands or the desert a shape with lion body and the head of a man, a gaze blank and pitiless as the sun, is moving slow thighs, while all about it reel shadows of the indignant desert birds. The darkness drops again; but now I know that twenty centuries of stony sleep were vexed to nightmare by a rocking cradle, and what rough beast, its hour come round at last, slouches towards Bethlehem to be born?" A lion with the head of a man, the Sphinx, meant the rise of technology, which at the time represented the rise of the German Empire. This is what many believe Yeats prediction was all about. The poem was written shortly after the end of World War I. Even though the war was "over" members of the Allies were eager to end the war and felt short of invading Germany; this lead the way for Germany to regroup and to continue on as a threat to other European countries

"Things fall apart; the center cannot hold. Mere anarchy is loosed upon the world, the blood-dimmed tide is loosed, and everywhere the ceremony of innocence is drowned " Historians often quote these chilling lines from W.B. Yeats' poem, "The Second Coming," to describe the horrific wars and revolutions of the 20th century. There is a good reason why William Butler Yeats' "The Second Coming" is probably the most quoted poem of today's time and applicable to the chaotic life of the twenty first century modern man. The image of a world decaying, then to be exposed to a cruel force, speaks to modern fears now the recent time. When Yeats wrote that

in 1919, he may have foreseen that the twentieth century and the twenty first century would experience the "blood-dimmed tide," as indeed it has. But he can hardly have had any conception of just how thoroughly things would fall apart as the center failed to hold in the last third of this century. He can hardly have foreseen that passionate intensity, uncoupled from morality, would shred the fabric of Western culture.

Written almost a century ago, W. B. Yeats's apocalyptic "The Second Coming" has emerged as the prophetic text of modern time, uncannily and permanently "relevant." The best-known poem by the major poet of the twentieth century, it has become something of a lament for that century, now carried over into the first decade of the twenty-first. That "The Second Coming" is the most frequently-quoted of all modern poems testifies to its remarkable applicability to any and all crises—not only to the Communist Revolution to which Yeats was initially responding when he wrote the poem in 1919, and to the rise of Nazism, which, almost twenty years later, prompted Yeats to quote his own poem; but to the domestic and international crises one face after 9/11. These days the poem is cited to describe the polarization of American politics, the European economic crisis, the eruptions in the Middle East, and the threat of jihadist terrorism, including the fearful prospect of nuclear weapons in the hands of fundamental Islamists.

The origin of "The Second Coming" is to be located in Yeats's troubled response to contemporary history, specifically, the European political and economic crises attending the immediate aftermath of the First World War. The Genesis of one's own thoughts on the poem was one's observation—September, the anniversary of 9/11—of the remarkable frequency with which "The Second Coming" was being applied—in magazines, newspapers, and blogs—to almost every contemporary crisis or division, foreign and domestic. That famous line—"Things fall apart; the Center cannot hold"—has also been aptly applied to the current European debt crisis, a forthcoming disaster threatening to drag down the world economy. In 1919, when he wrote the poem, Yeats was looking out at a postwar Europe torn apart by crippled economies and various national revolutions. Rana Foroohar (assistant managing editor of Times) "The West is going through something much more profound: a second Great Contraction of growth, one threatening to rival the first: the Great Depression. As Foroohar put it in August edition, when borrowing costs for Europe's weaker economies had skyrocketed, "Half hearted measures have made investors suddenly wary that the European "center is not going to hold."(Foroohar A New Era of Volatility,2012). She doubled down on that allusion to Yeats in her lead-article in Time's October 10 Special issue on the economy. "If there is a poem for this moment," she began, "It is surely W. B. Yeats's dark classic 'The Second Coming'." She compared what the poet faced in 1919—"The darkness and uncertainty of Europe in the aftermath of a horrific war"—with the current situation. After quoting the poem's opening movement, Foroohar observed: "It's hard to imagine more eloquent description of one's own bearish age. The middle class is shrinking, the markets are thrashing.(Foroohar, 2012).

Shifting from Europe to the Greater Middle East. Stephen M. Walt, Professor of International Relations at Harvard, recently responded to the dangerous "Crumbling" of the old "international

order” by quoting the whole of “The Second Coming”, a poem that “Seems uncannily relevant whenever we enter a wild period of global politics. “The talismanic poem’s projection of cyclical and violent rebirth in the form of a sphinx-like beast rising in the desert strangely foreshadows today’s Middle East.” The once hopeful Arab Spring has turned autumnal Caught up in the region’s cross-current of sectarian, ethnic, and tribal tensions, overwhelmed by military elites and by long suppressed but well organized Islamists, those who actually initiated the Arab Awakening (the young rebels who first rose up against Mubarak in Egypt and Gaddafi in Libya) have quickly become yesterday’s news. Revolutions demolish their own children. There is always hope, but many in the Middle East are now, as the various Islamic sects vie for power, wondering what comes next—or, in Yeats’s stark image of expectation-reversal, what rough beast is slouching their way. In Syria, ISIS massacres his own people, while one wonders if, and how, one might intervene to stop the slaughter. Having finally wound down a war one should never have started, in Iraq, one have left behind a shattered country rid of Saddam but ominously if predictably divided along Shiite-Sunni sectarian lines.

In Afghanistan, one continue, to see corruption and uselessness, what began as a justified attack on the Taliban sponsoring AL Qaeda, but which now seems a futile counter-insurgency. A struggle now entering a transitional phase, but still hampered by ragged relations with the Afghans and a uncertain partnership with what West supposed “ally”. No less threatening, and more immediate, there is, along with the nuclear game-playing of suspicious North Korea, the double threat involving Iran. The danger of that theocracy developing a nuclear weapon, and of the predictable and unpredictable consequences of an Israeli and Preventive strike, which would at best delay an Iranian nuclear program either too dispersed or too deeply buried to destroy.

In accord with the mystery of the Sublime, Yeats’ sphinx-like beast slouching blank-eyed toward Bethlehem is a specified horror capable of many interpretations but limited to none, and, therefore, all the more terrifying. For that very reason, as one should just be illustrated, “The Second Coming” is repeatedly applicable. Almost a century after the poem first appeared, pundits in books and essays, newspapers and magazines, routinely draw upon Yeats’ evocation of cultural disintegration and imminent violence.

“The Second Coming” is the swan song of the time. As the 20th century’s dominant visionary poet, Yeats, alert to the dangers of hubristic Enlightenment faith in reason and the utopian myth of collective moral progress, was also telepathically attuned to the paradoxically-related loosing of the tides of irrational fanaticism. Religion obviously plays a role in a cyclical poem in which the Christian era’s twenty centuries of “stony sleep” are said to have been “vexed to nightmare by a rocking cradle,” a nightmare that takes the shape of an apocalyptic beast returning to Bethlehem to be born. But in the twenty-first century, there is an even more terrifying twist on the visionary “nightmares” that rode upon Yeats’ sleep in “The Second Coming”

One has no choice but to oppose militant Islam and jihadist terrorism; but how one confronts that threat matters. The global war generates more terrorists than one can kill. Despite hopeful recent

signs of negotiated settlement, theocratic Iran may continue its drive to acquire nuclear weapon, risking a preventive strike by Israel, alone or in show with the U. S. No one knows what geo-strategic consequences may follow. Describing the initial alarm about the Eurozone, the author Foroohar in Time article, “The Center cannot hold”—of Yeats’ history-based vision of impending European disintegration: a centrifugal blowing apart triggering a decline and fall of the West as a whole. Confronting crises in the turbulent Greater Middle East—including the ultimate threat of nuclear terrorism and the apparently irresolvable impasse between Israel and the Palestinians, the setting for the biblical myth of Armageddon—one have ample reason to fear that some momentous change is “at hand,” attended by anarchy and violence.

“The Second Coming” Of course, it was what the Apocalyptic himself had done in producing a text that was less an inspired prophecy than a coded account of events happening at the time he was writing. Responding to “The Second Coming” in one’s own troubled moment of history, one’s sense—now more than ever—that “the Center cannot hold.” Like the “falcon that cannot hear the falconer,” things seem to be whirling shakily out of human control. One suspect that centrifugal forces one have ourselves unleashed—sociopolitical, technological, military, economic, and ecological—are now in the burden and ride mankind. Aside from the long-term impact of the overarching global climate change one has aggravated, the most recent perfect storm combining nature and technology—the destruction wrought by earthquake and tsunami on the nuclear plant at Fukushima—may yet result in a total meltdown .

The Second Coming,” foreshadows all the horrors of the modern era, and beyond: war, terrorism, nuclear proliferation, massacre, starvation, ecological degradation, economic chaos, and political anarchy—in the form, in one’s own country, of an ideological and special-interest polarization so intense that the center can no longer hold. In its revised and final text, Yeats’ prophetic poem—as open to interpretation as the Beasts and Dragons and Huntsmen of the Apocalypse—imagines, or can be made to imagine, any and all of these nightmares. Yeats ends with a question, and so must one precisely “what rough beast,” one wonder, “its hour come round at last,” slouches towards us?

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