

Canadian International Journal of Social Science and Education

CIJSSE

With Support from Canadian Research

Centre for Humanities and Science

www.ocrd-ontario.org

socialscience@crchs.info

Toronto, Canada

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The Canadian Research Centre for Humanities and Science encourages Undergraduate students and Post-Graduates Students of Colleges and Universities to submit their papers for publication in the Canadian International Journal of Social Science and Education. In addition, The CRCHS will give letter of acceptance for all papers accepted for publication and a Certificate of publication.

Frequency of Publication

The Canadian International Journal of Social Science and Education is published twice per year, in January and June.

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FOI BILL AT DAYBREAK: IS THERE HOPE FOR ITS GREEN LIGHT IN THE PHILIPPINES?

Melanie Vilorio-Briones
University of the Assumption, Philippines

Abstract

The Freedom of Information (FOI) bill is seen to be the bridge that will bring people to the realization that there is really transparency in the government. The bill is already at its neutral stage when the lower house finally granted the stamp of approval for its implementation. However, this state remained to be motionless at this stage. This scenario led the researcher to find out if there is still hope for the bill to be enacted as a law. FOI saga in the Philippines started in 1992 when a bill that mandates government officials “to process within 15 working days from receipt of (a request for) information was filed in Congress. It was followed by several FOI bills with different versions; but, to date, there is still no clear manifestation that it will already be implemented even if the incumbent administration included the passage of the FOI bill in its platform during the campaign period. Document analysis under analytical method of research was used in this study. Through exploratory approach, findings in this study revealed that president’s issuances, executive privilege, court’s decision, the inclusion of right of reply and lack of support from the President served as deterrents in the enactment of FOI. Thus, after its more than two decades of struggle in the Philippine legislature, FOI is still jammed as the red light is still on.

Keywords: *freedom of information, bill, government, approval*

INTRODUCTION

Sovereignty resides in the people as government authority emanates from them. Yes, in the Philippines, this principle enshrined in the 1987 Constitution ¹ is clear as it is a democratic country. The sovereignty of the people, however; can be better realized if the right to information becomes fully implemented. This is so because the access to information on matters of public interest is essential to the citizenry’s understanding of public issues as they are the ones who make decisions concerning matters that beset the bureaucracy. Through this, citizens are also expected to manifest their policy preferences through exercising their political rights to vote.

The media, on the other hand, plays a significant role on this aspect as it is undeniably the chief purveyor of information to the public. In fulfilling this role, it is important to note that a journalist must get relevant facts from credible sources. The problem is at times, the right sources are not really accessible. This results to a failure on the part of the journalist who is accountable to the entire citizenry; thus, it necessitates that their right to access relevant information from primary and credible sources must be made feasible.

To address the above scenario, “ legislation is needed ‘to put in place a simple, speedy and effective means of enforcing the right to information...[and] to provide uniform conditions and procedures in obtaining access to official information’; and such can provide a clear penalty for the unlawful denial of access to official information, (Article 19 and CMFR (2005).”²

However, after two decades of numerous bills that were filed in the Philippine Congress, in spite of the promise of the incumbent president, then Sen. Benigno “Noynoy” Aquino III that he will prioritize the Freedom of Information (FOI) bill, still, its passage is seemingly on the hands of people in a waiting game.

Fuelled by the above scenario, the researcher decided to investigate why the Freedom of Information bills in the Philippines, which is a democratic country, has remained trapped in the walls of Congress. Specifically, this study would like to trace the legislative proposals, courses of actions on the bills and the deterrents on the enactment of an FOI law.

The study, however, limits its scope on the available journals and online sources that the researcher scrutinized and compiled for the attainment of the above objectives.

Legal bases of the Right to Information

The United Nations had long declared that freedom of information is a fundamental right. “FOI has also been enshrined as a corollary of freedom of expression in other major international instruments, including the International Covenant on Civil and Political Rights (1966) and the American Convention on Human Rights (1969), [UNESCO, 2016].”³

The 1987 Constitution also stipulates a state policy which articulates:

“Subject to reasonable conditions prescribed by law, the State adopts and implements a policy of full public disclosure of all its transactions involving public interest, (Article 2 Sec 28).”⁴

In addition, Article 3 Section 7 provides:

“The right of the people to information on matters of public concern shall be recognized. Access to official records, and to documents and papers pertaining to official acts, transactions, or decisions, as well as to government research data used as basis for policy development, shall be afforded the citizen, subject to such limitations as may be provided by law.”⁵

Arbitrary access to information

In spite of the above provisions, the access to information has become arbitrary. Mendoza (2014) revealed that “in the Philippines, while the Code of Ethics does make it the obligation of government offices to make public documents available, journalists have found time and again that requests may be refused without any clear grounds.”⁶

Mendoza further discussed that “selective release is true even for requests for asset disclosure statements despite the clause in the law that specifically requires custodians to make such documents available for duplication within 10 days after they have been received.”⁷

The same author continued that while the Senate regularly releases full copies of SALNs, the lower house only releases a summary of the wealth of the members of the House of Representative and that Rappler’s request for full copies were repeatedly denied.⁸

“The Government Procurement Reform Act also mandates transparency in the procurement processes and equal access to information for bidders but stops short of requiring access to the actual contracts,” (Mendoza, 2014).⁹

Thus, Mendoza furthered that media practitioners would resort to seek the assistance of insiders to secure copies of government contracts. In, addition, following the process has been regarded to be expensive and time consuming.

These scenarios were worsened by the proclamations of the executive. Chua (2006) cited that during the presidency of Gloria Arroyo, the government exerted much efforts to keep vital state information a secret.¹⁰

These biases further ignited the desire of concerned citizens, organizations and the media to cry for the enactment of the FOI bill

Method

This study used qualitative type of research which utilized the document analysis under analytical method of research.

It also employed the descriptive method of research as the study describes the facts and features of the Freedom of Information bill.

In order to accomplish the objectives, the researcher explored and scrutinized articles that were chosen as possible sources of information; and also surfed the web for available references that will serve as pillars of evidence in tracing the FOI legislations and other pertinent matters that affect it.

The slant of news and opinions were determined and categorized based on the topics for their presentation in the literature review, findings and discussions. Other data were categorized based on their aptness and effectiveness of utilization as sources of responses and resolutions to the objectives of the research.

Findings

Tracing the beginnings of FOI bills in the Philippines, the researcher derived the summary of legislations from the Center for Freedom and Media and Responsibility (CMFR) in an online article published in 2012.

FOI Legislations in the Philippines

Timeline of the FOI legislation in the Philippines ¹¹

Bill number and Title	Proponent/s	Date filed
House Bill (HB) 1805 or the Freedom of Information Act of 1992	Representative Oscar Orbos	August 31, 1992
HB 2284 or the “Freedom of Access to Information Act”	Rep. Harlin Abayon	August 25, 1998
HB 8194 or the “Freedom of Information Act of 1999”	Rep. Jose Apolinario Lozada, Jr.	August 26, 1999
Senate Bill (SB) 1112 or the Freedom of Information (FOI) Act of 2004	Sen. Franklin Drilon	June 30, 2004
HB 784 HB 2123 HB 2993 HB 3041	Rep. Harlin Cast. Abayon Rep. Satur Ocampo Rep. Emmanuel Joel Villanueva Rep. Ernesto “Ernie” Pablo	2005
Freedom of Access to Information Act of 2006 (Implementing the right of access to information on matters of public concern guaranteed under Sec. 7, Article III of the 1987 Constitution and for other purposes)	Civil society groups (sponsored by nine representatives)	2006
HB3732	Senator Edgardo Angara	March 2008
SB 3308 (under Committee Report 534 or the “Freedom of Information Act of 2009	Senate Committee on Public Information and Mass Media	June 3, 2009
24 FOI Bills (12 in each House)	Congress (HOR and Senate) representatives	July-August 2010

Courses of actions

Since President Aquino included in his campaign the enactment of an FOI law, the researcher became interested in finding out salient courses of actions during his term summarized as follows:

The Executive’s Activity Track	Date/Year	The Dawn of Hope
¹² Campaign Promise: To ensure transparency and citizen’s participation by upholding “the people’s right to information on matters of public concern” and supporting “the enactment of the Freedom of Information Bill in Congress.	February 9, 2010	Positive
Philippine Center for Investigative Journalism (PCIJ) Interview: FOI will be a priority	May 7, 2010	Positive
President-elect on FOI bill: We can review and study it	June 6, 2010	Positive
First FOI hearing	November 23, 2010	Positive
President: Transparency even without FOI	February 13, 2011	Negative
Malacañang draft done	June 13, 2011	Positive
Aquino meets with Southeast Asian business leaders, mentioned FOI	September 29, 2011	Negative
Tañada expresses his dismay over the President’s indifference for FOI	November 4, 2011	Positive
The President orders to hasten the final draft	January 1, 2012	Positive

The President approves the final draft of the bill	January 4, 2012	Positive
Voting on FOI stalls in the House	February 28, 2012	Negative
*Tañada renews the call for action on FOI	June 11, 2012	Positive
** ¹³ Aquino doesn't mention FOI Legislation in Major Speech	July 22, 2013	Negative
**Philippines Senate passes FOI Bill Without Dissent	March 10, 2014	Positive
**Aquino Administration backs FOI Bill, Improving Odds	March 21, 2014	Positive
**Aquino Official Discloses Goal of Marrying FOI, Open Data	April 11, 2014	Positive
¹⁴ Aquino assures the public that the bill will pass before the end of his term	July 15, 2014	Positive
**President Aquino again makes no mention of FOI Bill	July 29, 2014	Negative
¹⁵ Malacañang vows to push for the passage of FOI	April 2015	Positive
¹⁶ SONA 2015: The President fails to mention FOI bill	July 2015	Positive

The deterrents on the enactment of an FOI law

From the literature review, the following deterrents were derived:

1. President's Issuances
2. Executive Privilege
3. Courts decision
4. Diversity among the members of the Legislature
5. Lack of support from the President

Discussion

The vehement desire for the passage of FOI bill was initiated by Representative Nograles in 1992 through House Bill (HB) 1805 or the Freedom of Information Act of 1992 which mandates government officials "to process within 15 working days from receipt of (a request for) information." ¹⁷

In 1993, FOI advocacy groups were organized. ¹⁸

From then on, several versions were proposed and scrutinized in Congress.

Then, from 1998 to 2001, a right to information bill passed the third reading in the House at the 11th Congress but did not have any counterpart in the Senate. The next attempts were in 2004. In January 2004, six right to information bills were filed under the House Committee on Public Information and on June 30, 2004, Sen. Franklin Drilon filed Senate Bill (SB) 1112 or the "Freedom of Information (FOI) Act of 2004 in the 13th Congress. ¹⁹

Chua (2006) in the 11th Congress cited that a right to information bill actually got passed on the third reading in the House of Representatives and transmitted to the Senate. "Alas, the senate had no counterpart bill" she wrote. ²⁰

In 2005, four house bills were filed to give life to the constitutional provision on the right to information. These include : HB 784, which was filed by Rep. Harlin Abayon, HB 2123,

which was principally authored by Rep. Satur Ocampo; HB 2993, which was proposed by Rep. Emmanuel Joel Villanueva, and; HB 3041, which was proposed by Rep. Ernesto Pablo.²¹

It was; however, in 2006 when the civil society groups supported the passage of the Freedom of Access to Information Act of 2006.²²

In another citation, “HB No. 2059 (An Act Implementing the Right to Access Information on Matters of Public Concern Guaranteed under Section Seven, Article III of the 1987 Constitution and For Other Purposes) also known as the “Freedom of Information Act of 2007 was proposed by Reps. Tañada and Del De Guzman and was filed on August 14, 2007,” (Pinlac, 2008).²³

In 2008, HB 3732, titled “An act implementing the Right of Access to Information on Matters of Public Concern Guaranteed under Section 28, Article II and Section 7 Article 3 of the 1987 Constitution. This passed the 2nd reading in the lower house on April 30, 2008. Then, on May 27, 2009, hearings were held at the Senate for its own version on the FOI bill. Finally, on June 3, 2009, SB 3308 or the Freedom of Information Act of 2009 was filed. The senate bill passed the second and third readings on December 7 and 14 of the same year, respectively. But after surviving in the bicameral committee, the bill failed to be approved by the House of Representatives due to lack of quorum on February 3, 2010.²⁴

The passage of the bill was again finally blocked due to the 2010 elections.²⁵

After several courses of actions to pass the legislation, the bill saw a dawn of hope when the then presidential candidate Benigno Simeon Aquino III included in its platform the FOI bill.

CMFR (2012) mentioned that there were 24 FOI bills filed in Congress from July to August of 2010. Unfortunately, this lasted to be under a prolonged and continuous deliberation and the President who promised to prioritize it never mentioned FOI in his SONA in 2010 and 2011. He; however, promised that his administration will come up with its own version and was later on published, but again, it contained a provision on ‘executive privilege’, which was opposed by the proponents, particularly, the media.²⁶

Apparently, the FOI bill is again dying. As cited, the president is no longer mentioning in his SONA the FOI bill and as regards its pending approval, he would insist based on the reviewed literature as presented in Table 2 that FOI must take its time for implementation as it must be carefully studied, anyway, according to him, his government is very transparent and there should be no worries yet as information are being disclosed to the public.

Courses of actions

President Aquino included in his campaign that he will ensure transparency and citizen’s participation in crafting and implementing laws, rules, and regulations and in monitoring the programs, projects and transactions of government by upholding “the people’s right to information on matters of public concern” and supporting “the enactment of the Freedom of

Information Bill in Congress.²⁶ This is therefore interpreted as positive in terms of the hope for the passage of the bill.

However, in his (Aquino) meeting with Southeast Asian business leaders, he mentioned that the “Freedom of Information Act sounds so good and noble but at the same time, first of all, you’ll notice that here in this country there’s a tendency of getting information and not really utilizing it for the proper purposes.”²⁷ Such remark indicates that the dawn of hope towards the enactment of the FOI bill is on the negative, a red light which jams the passage of the bill.

Legislators, particularly Sen. Tañada expressed his dismay over the President’s indifference for FOI, saying, “He (Aquino) has to understand that, even as he keeps on saying his administration is transparent, this institutional reform is not for his term because we don’t know if the next administration will be as transparent as Aquino’s.”²⁸ This expression proved on the insistence of the legislature for the passage of the bill; thus, this is interpreted to be a positive course of action.

Hope again seemed to fill the air when President Aquino ordered to hasten the final draft of the FOI bill and he immediately approved the accomplished draft in January 2012; this is another positive course of action.²⁹ But the voting on FOI was delayed in the House as “leading members of the Committee on Public Information” are unable to agree “on which of the three FOI measures to merge with the Palace-proposed revisions.”³⁰ This disagreement falls on a negative course of action.

A positive course of action, however; was felt when Tañada renewed the call for action on FOI in June 2012, saying, “It’s about time that we fully actualize and realize the freedom that we want by enacting FOI into law.”³¹ But the President did not mention the pending freedom of information legislation in his annual State of the National address (SONA) in 2013.³² Such silence is a negative course of action, again, on the part of the executive.

The FOI bill saw another light through succeeding positive courses of action.

The Philippine Senate passed it on third and final reading on March 10, 2014.³³ Few days after, the Administration endorsed FOI but disclosed that amendments must address the subject of open data after a month of expressing support on the bill.³⁴

Aquino assured the public that although he will not certify the FOI as urgent, the bill will pass before the end of his term.³⁵

In spite of not mentioning again the FOI in his 2014 SONA,³⁶ the president vowed to push for the passage of the long-awaited freedom of information (FOI) bill in 2015, one year after he completes his term and five years after he promised to push it in Congress.³⁷

But the road towards the FOI’s enactment again seemed to thwart its way for approval as the President failed to mention FOI bill in his SONA in July 2015.³⁸ This ended all courses of actions which are mostly positive to have become negative.

Deterrents

President's Issuances

The question thus remains: “Are the FOI bills for archiving or will there be a sunshine for the bills to have one final draft enacted into a law?”

Several deterrents sprouted. Checking on the present state of the Philippines as regards the right to information, the researcher found out that “the Philippines topped a survey done by the Philippine Center for Investigative Journalism (PCIJ) and Southeast Asian Press on the accessibility to the public of 43 government-held records in eight Southeast Asian countries. It fared even better than Thailand, which passed an Official Information Act in 1997,” (Chua, 2006).³⁹

However, former president Arroyo’s assumption into power changed the scenario.

Chua mentioned “the public has suffered major setbacks in obtaining state-held information”. She furthered that “the obstacles range from the well-publicized Executive Order (EO) 464 issued by President Gloria Macapagal Arroyo in September 2005”.⁴⁰

The same author explained that the EO “banned officials from appearing before the congressional inquiries without Arroyo’s say-so”. But after the Supreme Court’s ruling which did not favour the EO, Chua continued explaining that “Malacañang regurgitated EO 464...into the guise of Memorandum Circular 108, or the “Guidelines on Appearances of Department Heads and Other Officials of the executive Department before Congress.”⁴¹

Chua also cited EO 608 issued by former president Gloria Arroyo which directs “all government departments, agencies and offices to implement security measures that will protect and ensure the integrity and sanctity of classified or sensitive materials or information they have access to or in their possession.” Unauthorized disclosure would be regarded as “grave offense”.⁴²

Executive Privilege

CMFR (2008) also exposed that the coverage of executive privilege had included communications authored or solicited and received by a presidential adviser, citing the case of former National Economic and Development Authority Director General Romulo Neri --- the Court has legitimized government secrecy to an extent yet to be established by practice.⁴³

These restrictions on FOI makes it difficult for media to fulfil its obligation as the chief purveyor of information to the public.

Public officers are really becoming the primary actors on the implementation of FOI. In the United States for instance, “Clinton administration’s promise before to improve FOI

compliance” as it had been long implemented is still problematic as it “has been undermined by budgetary cutbacks”, [Sinrod, 1995 as mentioned in Alasdair (2000)]. ⁴⁴

This is also true in Nigeria as cited in the study of Anyanwu, et. al. (2013) as it revealed that the cardinal challenge in FOI is its implementation because governments have been known for making good policies that never benefits citizens as the implementation remains a mirage. ⁴⁵

Courts decision

Another deterrent was also discussed at CMFR’s blog spot entitled ‘Assault on the Public’s Right to Know’. It featured the specific date of the Supreme Court’s affirmation of its March 25 decision in favor of executive privilege which undermines the public interest function of the press to provide information to a citizenry that has a right to it on matters of public concern. This therefore overshadows transparency in governance. ⁴⁵

This deterrent was exemplified when “the Court affirmed that executive privilege includes information on presidential decisions as well as the materials that were discussed prior to those decisions. This enabled the executive and even presidential advisers to use executive privilege to conceal information on corruption and other forms of official wrongdoing from the Senate, the press, and the public. ⁴⁵

The court’s action therefore has become an impediment on the passage of an FOI law in the country. What is worst is, corruption might continue to persist.

“Vital in the fight against corruption, transparency is the only weapon available to citizens to assure honesty in governance. By in effect providing the legal basis for the de facto reversal of that policy, the court has made that fight even more difficult and problematic,” (CMFR, 2008). ⁴⁶

The above case has become a precedent and is a clear manifestation that the public's right to know has been impaired and might continue to be existing until it becomes chronic; closing the gates to see that dawn of hope for the enactment of the FOI bill.

Diversity among the members of the Legislature

As seen in the timeline presented in the findings, the FOI bill was also stalled in Congress. This is due to the diversity of views and proposals leading to endless debates in Congress. Even the executive has a different view; thus, it came up with another version of FOI.

Lack of support from the President

Another deterrent which could be culled from the courses of actions is the lack of support from the President. As of this writing, two months prior to the end of the Executive's term, the FOI is still not being acted upon.

Conclusion

The media and other stakeholders frowned upon this delay of the passage of the FOI bill as information is a fresh resource and thus, essential to democracy which entails active participation of its citizens, ranging from regular elections to citizen's oversight functions on governance.

The media which also serves as the fourth estate still suffers from delayed release of request for documents. Worst, request are not granted. The full disclosure policy is still not fully implemented.

Advocates still believe that it is imperative to pass the bill as it will set necessary penalties to government agencies that would refuse to provide information. FOI must not therefore remain a worn right.

This is so because the Filipinos have the right to check on the actions of the government officials so they must be able to assess the performance of their government and other matters of public concern. The right to information is also a key tool in fighting corruption and other wrongdoings in the government.

This is why the FOI advocates exerted vast efforts through filing numerous FOI bills but the executive, clearly, has reservations as regards the passage of the bill. The president's term is about to end in few months but the FOI which had been a part of his platform remained jammed. It is in this light that the researcher came up with the premise that the FOI bill at daybreak still might not see its green light in the Philippines. The red light is still on.

Recommendations

The Filipinos must fully realize their constitutional right to information through the press that serves as its eyes and ears.

A change in gear must be considered by the administration as democracy calls for a critical collaboration. On the other hand, the press, to be able to provide for a genuine public also needs the public to get its act together. The media people must continue to be advocates of the right to information.

On the other hand, those in government must remember that the authority vested to them came from the people as the Philippines is a democratic country. Thus, the sovereign people's access to accurate and meaningful information for decision-making is of utmost important. The government, to fulfil its mission, must make it possible to change the red light into green so as to fulfil its promise of transparency and good governance.

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Globalization, Language Policy, and the Construction of National and Ethnic Identities in Indonesia

Syahrir Idris

University of Texas at San Antonio, USA

Abstract

Globalization of English has influenced language policy in many post-colonial countries and the ways in which people worldwide enact their identities. In response to globalization, Indonesia implements a policy that incorporates the use of national, local, and international languages. The spread of English that has further produced multilingualism throughout the archipelago creates controversies over its harmful effects on the maintenance of national and ethnic identities. This research aims to find out the relationship between the globalization, language policy, and the construction of national and ethnic identity in Indonesia, particularly in the context of multilingual community of Bima, where Bimanese, Indonesian, Arabic, and English coexist. Ethnographic case studies of high school students, parents, and EFL teachers in Indonesia's region of Bima indicate the diversifying use of languages, marked with the expanding use of Indonesian and English but the decreasing use of Bimanese as a local language. Constant penetrations of Indonesian and English into public and family domains have marginalized the use of Bimanese as a symbol of ethnic culture and created a systematic shift throughout the history of region. Constructing identity in the context of multilingual Bimanese community involves tensions or contradictions at different levels of policy making and implementation. These findings provide insights into policy maker ideologies about the interplay between local, national, and international languages in the construction of national and ethnic identities of Indonesians.

Keywords: Globalization, language learning, language policy, identity, ethnography, multilingualism

INTRODUCTION

Along with economic globalization, English has spread all over the world thanks to the British expansion in the past and the prominence of the U.S and English-speaking countries in economy, politics, socio-culture, and other areas nowadays (Crystal, 2003). The globalization and, although a myth, the international status of English has brought certain impacts on the ownership of English and the enactment of identity worldwide (Pennycook, 2007; 2010). Global tendency towards the use of English has also led to the fluidity and mixing in languages and identity in post-colonial countries, which were traditionally non-English-speaking (Canagarajah, 2005). At the same time, the globalization of English has created global versus local tension manifested in the spread of academic English versus emergence of issues of national and minority languages and identities in the post-colonial countries. These countries have implemented policies incorporating an international language while maintaining national language and local vernacular(s).

In response to globalization, Indonesia implements a policy that employs the formula of national-vernaculars-international as represented by the co-existence of Indonesian, ethnic languages, English and Arabic. Indonesia is considered the most successful post-colonial nation at promoting an indigenous language as its national language (Guan & Suryadinata, 2007; Paauw, 2009). The intensive promotion has resulted in tremendous increase of Indonesian speakers and produced a spreading bilingualism throughout the archipelago (Lo Bianco, 2012). Meanwhile, English is treated as a first foreign language that plays a number of key roles, including international communication and a tool for the acquisition of science and technology (Dardjowidjojo, 1998; Lauder, 2008). English emergence has outspread the multilingual repertoire, embodying the formula of sub-national—national—supra-national language competencies (Bertrand, 2013; Lauder, 2008). However, the spread of Indonesian and English has triggered pros and cons over its harmful effects on the maintenance of local vernaculars despite the fact that local languages still function to express ethnic identities (Renandya, 2004). Policy makers have ambivalent views of English; they view the language positive or essential for economic development but negative for culture and identity of Indonesia (Bertrand, 2013). This paradox triggers curiosity about how globalization of English and language policy implemented in Indonesia is intertwined to support or constrain the construction of identities of English as a foreign language (EFL) learners in the country.

Research Purpose

While there has been considerable research focused on the ways Indonesia has responded to globalization and the roles its language policy has played (e.g., Lauder, 2008; Montolalu & Surananata, 2007), a number of issues have yet to be studied. Also unclear is how language learning and instruction in those settings influences learners' ideology, practices, and identities in the far-reaching place like Bima, which is situated in the periphery of Indonesia. This research aims to find out the relationship between the globalization, language policy, and the construction of national and ethnic identity in Indonesian, particularly in the context of multilingual community of Bima, where Bimanese, Indonesian, Arabic, and English coexist.

This study is significantly important from methodological, contextual, and practical perspectives. Methodologically, researchers may need to consider a fact that numerous studies on identity and language socialization have highlighted the social, cultural, and political aspects of participants' roles, expectations, and behaviors in foreign language educational settings (Rezaei, 2012). But while a number of researchers look at language education in mainstream, immigrant, and aboriginal minority communities in North America, Europe, and Australia, just a few studies of language education have been conducted in what Kachru (2005) called outer and expanding circles of English use. In fact, these settings can provide richly multilingual contexts for exploring the sociocultural nature of language teaching and learning as many of the societies have recently undergone spectacular changes through the impact of westernization and economic globalization (Watson-Gegeo & Gegeo, 1999). While few in number, studies of language education in expanding circle settings have produced important insights and practical guidance into how learners get socialized with and through nonnative languages (Duff, 2008).

LITERATURE REVIEW

English Language Education in Indonesia

In the context of education setting in Indonesia, questions of language learning and identity are conceptually relevant to EFL adolescent learners. The need for English as a language of international communication increases because this role cannot be fulfilled by either the national or the local languages (Paauw, 2010). So far English has been considered essential as a tool and given a special status as a first foreign language (Lauder, 2008). English has been taught as a compulsory subject in three-year junior high school and another three-year senior high through successive educational curricula since independence in 1945.

In spite of the fact that English has been taught in secondary schools for decades, the achievement standard is still considered lower than expected (Montolalu & Surananata, 2007). It is evidenced in the majority of high school graduates, who can hardly comprehend even simple English texts, let alone communicate effectively using the language (Renandya, 2004). The use of English for international communication for the majority of people, including highly educated intellectuals, remains hindered by their poor mastery of English exemplified in poor impression when giving presentations in English or having difficulty in accessing academic articles written in the language (Lauder, 2008). Moreover, competence in English among the speakers remains unequally well across geographic areas and social status, with the young, educated and urban being the most likely to use English effectively (Lo Bianco, 2012).

Bimanese Linguistic Repertoire

Bima refers to a geographical area located in the eastern part of Sumbawa Island in Indonesia, which is now a site of two autonomous administrative areas called *Kabupaten Bima* (the Regency of Bima, colored green on the map) and *Kota Bima* (the City of Bima, colored orange on the map). Regencies and cities in Indonesia refer to an administrative division which is equivalent to counties in most of the states in the U.S, boroughs in Alaska, or parishes in Louisiana. The native people of Bima are generally called *Dou Mbojo* (Bimanese people), speaking *Nggahi Mbojo* (Bimanese language). Bimanese belongs to the Austronesian-Malayo-Polynesian-Central Eastern-Central Malayo-Polynesian--Bima-Lembata language family (Lewis, Simons, & Fennig, 2016). It is currently spoken by nearly one million people (NTB, 2011), mostly inhabiting Bima and Dompu. To date, Bimanese serves as a spoken language and a delivery language in schools used side by side with Indonesian in kindergartens and in the lower elementary grades, especially in the rural areas. Bimanese normally functions in informal situations such as in family relationships and friendship among its speakers.



Figure 1: Map of Lombok and Sumbawa of Indonesia. Adapted from “Peta Nusa Tenggara Barat” by Australia Indonesia Partnership for Decentralization (AIPD). Retrieved 2014 from <http://www.aipd.or.id/id/area-profiles/nusa-tenggara-barat-map/>

Educated people of Bima also speak *Bahasa Indonesia* (Indonesian language), a national and official language, which was promoted from another local language called *Bahasa Melayu* (the Malay language). As a lingua franca, Indonesian language (then Malay) has enriched the linguistic repertoire among the people throughout the archipelago for many centuries. Foreign languages, such as Arabic, Chinese, Dutch, English, or Japanese have long been in contact with Bimanese life. Long before European colonialists arrived, Arab and Chinese immigrants had already settled in the area, bringing with them Arabic and Chinese languages. In line with the spread of Islamic religion, Arabic has become especially important at least in two ways: it is the language of *Quran* (the holy scripture of Islam) and *Sunnah* (the tradition of the Prophet Muhammad pbuh), and thus the source of Islamic values embraced and practiced by most of Bimanese people. It is the language used or recited in the observance of Islamic daily prayers.

English, which used to get resisted from some people in Bima as it was considered the language of the imperialists because of the complex socio-history of the country, has now gained its popularity. In line with the development of tourism since the 1980s in the region, especially in the neighboring areas, namely Komodo Island in the east and Lakey Beach in the west, more and more international tourists have visited Bima or just passed by. Meanwhile, the mastery of English is demanded by secondary schools curriculum and highly recommended for students who want to continue to public university or college because they have to go through entrance tests partially conducted in English. Additionally, some jobs in particular government offices or in certain private companies require the applicants to display good command of English or show a certificate of having completed an English course (Idris & UTSA, 2002).

In addition to academic and practical reasons, there is a growing phenomenon among Bimanese speakers to insert some English words or phrases in their discourses to be considered competent in the language. Certain speakers would do so for the sake of “pride” in being unique or *tampil beda* (to look different or more outstanding), which is a culturally known value among Bimanese, which may explain the significance of socio-psychological factors in analyzing learners’ discourse (Idris & UTSA, 2002; 2012). In line with the flow of globalization that has so

far reached out to Bima mostly through electronic media and pop entertainment more and more people begin to talk about incorporating global information into local identity.

Language Policy

A number of scholars have asked a question about what language policy is (Kam & Wong, 2004; Spolsky, 2009; Tollefson, 2013; Tsui & Tollefson, 2007). Bernard Spolsky (2004) defines language policy as the formulation and proclamation of an explicit plan or policy, usually but not necessarily written in a formal document, about language use. According to Spolsky, the explicit policy can be easily recognized through the explicit statements in official documents such as a national constitution, a language law, a cabinet document, or an administrative regulation. As an explicit plan, language policy in Indonesia is stipulated in the country's 1945 Constitution, in which the status of Indonesian as national and official language and the vernacular languages are well recognized. As the heart of Indonesia's language policy, the 1945 Constitution, Chapter XV, provides a guideline for linguistic unity through the adoption of Indonesian as the only national and official language, and linguistic diversity via the maintenance of the diverse local languages (Renandya, 2004).

Relations between Local, National, and Foreign Languages

In order to examine and explain the relationship between local, national, and foreign languages in particular setting like in Indonesia, Haugen (1971) used a metaphor of linguistic ecology, that is, interactions between any given language(s) and its environment. In linguistic ecology the analysis of the interactions begins not with a particular language but with particular area (Spolsky, 2004, 2009). Thus, talking about the linguistic ecology of Indonesia, we begin with a discussion about Indonesia as a territory where people and societies are considered an environment, follow with the discussion of the language repertoire in the territory, and possibly end up with a policy or plan to maintain its linguistic diversity. Within a framework of linguistic ecology, Spolsky (2004, 2009) argues that language and language policy both exist in highly complex, interacting and dynamic contexts, the alteration of any part of which may have correlated effects on any other part. In the context of Indonesia, its geography, archipelago, many ethnic groups, national history, global spread and hegemony of English, and religious related use of Arabic account for the field in which language policy takes place.

Role of Indonesian and Local Vernaculars

Indonesia, almost alone among post-colonial nations, has been successful at endorsing an indigenous language as its national language (Paauw, 2009). Among similar countries in Southeast Asia, Indonesia has achieved comparative success in the development, public acceptance, and diffusion of its national language (Guan & Surananata, 2007; Lo Bianco, 2012). Dardjowidjojo compares Indonesia's success in national language planning to the experience in other post-colonial nations such as India, Malaysia, Singapore and the Philippines, and concludes "Indonesian is perhaps the only language that has achieved the status of a national language in its true sense" (Dardjowidjojo 1998, p. 36). The succeeding process of diffusion throughout the country in its official role as a national language emanates through a lengthy and constant process of deliberate language planning.

As a result of a remarkable national language policy and the growing investment in state-sponsored activities for language development, Indonesian expands rapidly as a national language and its speakers increase tremendously. The diffusion process of Indonesian has spread out bilingualism throughout the country's many islands (Lo Bianco, 2012). It simultaneously creates an issue dealing with whether and to what extent the country's language policy exerts harmful effects on the development and maintenance of local vernaculars. A study of the census of Indonesia by Surananta and colleagues (2003) suggests that national development has strengthened certain languages and weakened others; while Indonesian as the national language has become more crucial to the nation-building process, the vernaculars have become more marginalized.

With the impact of schooling and penetration of mass media, greater parts of the society have become more affiliated to Indonesian although many of them do not speak the language naturally as it does not belong to their primary language; nonetheless, this leaves a narrower space for the use of vernaculars (Paauw, 2009). However, Alwi (2000) argues that local languages still function to express the ethnic identities of their speakers even in urban settings where Indonesian serves as the most likely medium of inter-ethnic communication. His research data (Alwi, 2000) reveal that the number of speakers of major local languages observed was stable over a period between 1980 and 1990. This leads to a plausible claim that the increasing use of the national language had not significantly weakened the use of the vernaculars (Renandya, 2004). The contradictory views of the effect of widespread use of Indonesian on the maintenance of local vernaculars require updated surveys to see the drift through longer periods of time.

Roles of English and Other Foreign Languages

In the era of globalization, the national language of Indonesia and vernacular languages are not considered sufficient to catch up with the rapid development of the world (Paauw, 2009). Instead, global languages, especially English, have become keys to the gate of scientific and modern technology as well as other world civilizations (Montolalu & Surananta, 2007). Therefore, several foreign languages, including Dutch, German, French, Japanese, and English, have been used in Indonesia along with Indonesian and vernaculars. Among the foreign languages, English has been the most popular in schools and tourism, and Arabic in religious affairs. English was officially chosen as the language of international communication immediately after Indonesia gained its independence, and has since been a compulsory foreign language taught in public schools throughout successive curricula. At the same time, Arabic has been maintained in Islamic schools such as *madrasah* (Arabic, formal school) and *pesantren* (traditional boarding school). Other than these two languages, which are taught as early as junior high school and even as early as elementary school for Arabic, foreign languages are not taught until senior high school or university (Bertrand, 2003). Having current status as the first foreign language, English is utilized for a number of important purposes: international communication, the transfer and the acquisition of science and technology, and as a source for developing and modernizing Indonesian (Dardjowidjojo, 2003).

Rapid expansion of English in recent years further outspread the multilingual repertoire among the society, embodying the formula of sub-national—national—supra-national language competencies, which consists of local and regional vernaculars, Indonesian, and English. So insightful is the influence of English on modern-day Indonesian, some scholars suggest that it

may be more suitable to categorize the status of English as an additional rather than simply a foreign language (Lowenberg, 1991; Renandya, 2004). This claim might be true as English has been that profound in many urban settings, but in the much larger areas, English remains a foreign language.

However, language policy and planning for English use has to wrestle with a greatly multicultural and multilingual society. With its current status, role or function in the execution of the nation and in education in particular, English is contested with Indonesian, the regional vernaculars, and other foreign languages (Lauder, 2008). According to Lauder, the role of foreign languages and English in particular in Indonesia's national language policy has been outlined since early on using the metaphor of English as a tool (*alat*), which has to be used to bring in selective information, knowledge and technology that would speed up development. Within the frame of development, which is nationalistic and patriotic in nature, English is essential but the role it is allowed to play is limited to its practical value that can support economic growth (Lauder, 2008).

Ethnicity and Multiple, Overlapping Identities

Ofelia Garcia (2012) links ethnic identity to the three components of language policy—language practices, language beliefs, and language management. According to Garcia, ethnicity refers to certain features or practices claimed by individuals or groups or assigned to them by other people in a specific socio-historical, sociopolitical, and socioeconomic context. It is a product of self-perceptions, or a result of outsiders' perspectives and actions, whether other laypersons or more authoritative persons (Fishman, 2010). Ethnicity is often used as the basis for socio-cultural organization (Makihara, 2010). As it is phenomenological, situational, and contextual, Fishman (2010) argues that there is no such thing that can be called true identity; there are only more effective or less effective identities, or more salient or less salient identities. Additionally, there are assumed identities and imposed identities, but there are also negotiable identities (Pavlenko & Blackledge, 2004; Garcia, 2012).

Drawing on Garcia, ethnicity in the context of Indonesia is aligned with hybrid identities through the process of “glocalization”, migration, and transnationalism owing to the dissemination of Indonesian and English throughout the islands. Identity based on this view is always seen as shifting, inconsistent, conflictual and yet also a potentially rich and enriching resource (Davis, 2009; Norton, 2000). For this reason, Davis calls on policy makers to consider these splendid situated practices in devising policies that “become what we are” by acknowledging linguistic and ethnic diversity and “become what we can be” in promoting educational and social equity.

Identity and Language

Identity is generally defined as “who am I?” question. It also refers to a sense of who we are and how we relate to the social world, and it is dynamic and complex, having the characterizations of being “lived, negotiated, on-going, changing constantly across time and space, social, multiple, it is also a learning process with its pasts and future incorporating the present” (Wenger, 1998, p.163). Identity is also what some feminist post-structural theorists refer to as subjectivity (Norton, 2011). Tajfel (1978) defines social identity as that part of an individual's self-concept which derives from his knowledge of his membership in a social group.

Norton (2000) defines it as a person's knowledge or understanding of his or her relation to the world across time and space as well as his or her understanding of the possibilities for the future.

Mendoza-Denton (2002) explains that not only can identity be understood in terms of social, demographic categories such as region, age, sex, and ethnicity, but also in terms of practice. Practiced-based identity is enacted through the joint practice of particular activities within a “community of practice,” in which learners learn and acquire a new identity through “legitimate peripheral participation” (Lave & Wenger, 1991). It means that any participants can learn the new language through their participation in the margin of the activity.

Weber and Horner (2012) argue in favor of a more social constructivist understanding of identity through exploring the identity function of language as well as how, in multilingual situations, identity is connected to more than one language. In order to understand how identity works, Weber and Horner suggest that we look at how other people influence our identity through processes of categorization. Gee (2001) presents four ways to view identity: Nature (N)-identities (we are what we are primarily because of our natures of creation), Institution (I)-identities (we are what we are primarily because of the positions we occupy in society), Discourse (D)-identities (we are what we are primarily because of our individual accomplishments as recognized by others through interactions), and Affinity (A)-identities (we are what we are primarily because of experiences we have had within affinity groups). Drawing on Gee's identity categorization, we may distinguish between different types of identity, including gendered, national and ethnic identities, as politically and socially constructed, and that the distinction is derived from the view of identity as a bowl of “*gado-gado*” (Indonesian: salad), in which a variety of ingredients mix together, but each can be distinguished from other ingredients.

In the context of globalization in a multilingual setting of Bima, a region within Indonesia, language learners have to compete against the conflicting identities as represented by high expectations for learning English versus limited learning resources and English choice versus Bimanese and Indonesian dominant use (Idris & UTSA, 2002). That students' willingness to make use of English is contested by the worry of being considered showing off indicates the social complexity in the learners' construction of identity. In order to address the issue of the relation between globalization, language policy, language learning, and the construction of learners' identities, it is worth asking a question of how learners of English incorporate ideologies of globalization, national language policy into the construction of their national and ethnic identities.

Theoretical Framework

Theories that frame this research study include English globalization, language policy, language ecology, social identity theory, sociocultural theory of second language learning and acquisition. First of all, along with economic globalization, English spreads out all over the world and influences language policy in post-colonial country like Indonesia (Spolsky, 2009; Tollefson, 2013; Tsui & Tollefson, 2007). In response to the globalization, a number of the post-colonial countries implement a policy that incorporates an international language while maintaining national language and local vernacular(s) (Kam & Wong, 2004). In the context of Indonesia, including Bima, where multiple language policy is implemented, languages interact

one another in a particular environment, analogous to the way biological ecosystem works, creating the notion of language ecology (Haugen, 1971). Within the ecology, these interactions involve the complex relationship between power, identity, and language learning (Norton, 2000).

From the perspective of language identity theory proposed by Tajfel and Turner (1979), social identity construction involves three mental processes, namely social categorization, social identification, and social comparison. Through these cognitive processes, a person identifies or is identified as a member of a particular social group. Meanwhile, Vygotsky's (1978) sociocultural theory emphasizes the societal contributions towards individual development. This theory suggests that one's development is shaped by his or her interaction with people and the cultural tools provided by the society in which the person is raised. The society passes the cultural tool through three different ways, namely through imitative learning, and collaborative learning.

Methodology

As an ethnographic case study, this research aims to obtain an in-depth understanding of sociocultural contexts in which language learners in a particular school (case) engage in a certain set of behaviors and make sense of their socialization processes (Hesse-Biber & Leavy, 2011). The research setting is a public senior high school in Bima, Indonesia, located in a suburban area around 25 miles west of the city's downtown. The sample consists of 27 students selected from the survey population of 252 senior students from Acceleration, Science, and Social Studies programs. They were chosen as they relatively had the longest period of exposure to English instruction, thus presumably were more salient in their identities. This study also involved 8 parents from 6 families representative of students from three academic programs, 5 EFL teachers, and the school principal. The data were drawn through questionnaires, taped interviews, observations, students' sample writing, and curricular documents and analyzed using narrative analysis of identity construction.

RESULTS AND FINDINGS

Students' Reported Language Use in Bima

The data presented and discussed in this section are drawn from a survey of 27 students participating in filling out the questionnaires. The participating students are all multilinguals, reportedly speaking several languages altogether. There are at least six languages identified as spoken by the students within the community: Bimanese, Indonesian, English, Arabic, and two other vernaculars, namely Javanese and Palembang, with all but two claiming some facility in at least three languages. Figure 2 below shows the languages spoken and by how many. While all other participants claim to speak L1, L2, and Lo, two participants claimed to speak only two languages, namely Bimanese as an L1 and Indonesian L2. While Indonesian is claimed by all 27 participants, Bimanese is claimed by 26, English by 24, Arabic by 2, and other vernaculars by 2 participants.

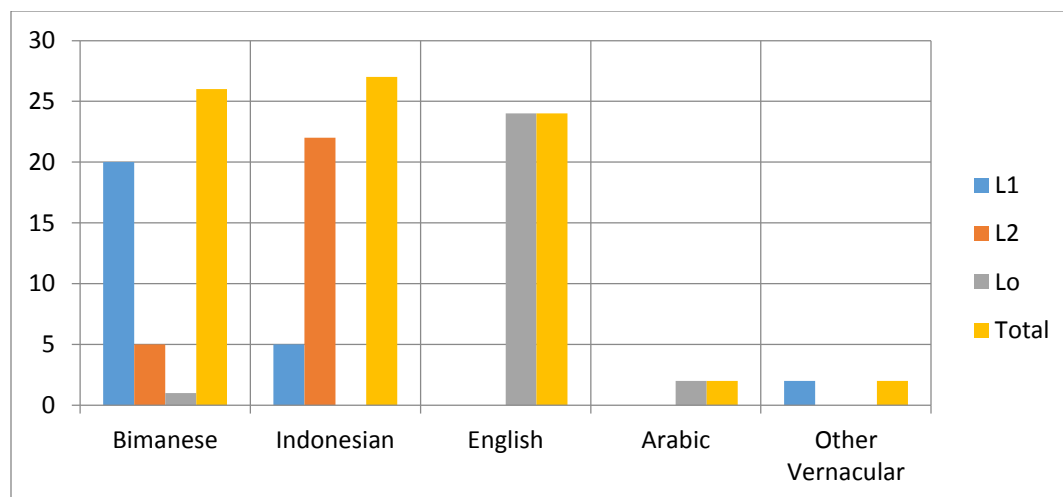


Figure 2: Languages Spoken by the Participants (Note: Two participants chose more than one other language (Lo) (that is, English and Arabic) while two others did not choose, so the total votes for Lo remained 27).

The interplay between these languages forms a multilingual competence among the speakers with varying language configurations. The first configuration consists of Bimanese, Indonesian, and English (BIE) spoken as first language (L1), second language (L2), and other language (Lo), respectively (17 students). This is the most dominant constellation, which can be extended to form a second configuration that includes Arabic (A), forming BIEA (2 students). The third configuration is composed of Indonesian, Bimanese, and English (IBE) as L1, L2, and Lo, respectively (3 students). The fourth configuration includes other vernacular (Palembang), Indonesian, Bimanese (PIB) (1 student). The fifth configuration consists of Javanese, Indonesian, and English (JIE) (1 student). The last two reported configurations consist of Bimanese and Indonesian without even English (2 students) and Indonesian, Indonesian, and English (IIE) (1 student). In other words, linguistic repertoire among Bimanese students on the research site is reflected on the reported use of seven different combinations of languages, including BIE, BIEA, IBE, JIE, PIB, BI, and IIE.

Ideally, however, each reported language configuration should have included in it Bimanese, English, and Arabic, for example, IBEA, JIEA, JIEB, JIEBA, PIBA, PIBA, PIBA, and so on given the facts that the participants have lived in Bima for at least a few years, learned English for no less than six years, and taken an Arabic class in addition to using the language during Quranic recitation, daily prayers, and other Islamic rituals. It is also worth noting that BIminus-E configuration is hardly possible in actual use as the students have learned English for several years in average and they would not have been in their respected current grade without passing English exams. Likewise, seeing IIE constellation seems confusing as we rarely read in scholarly literature that a language serves as L1 and L2 at the same time.

While it is apparent that *Figure 2* shows the richness of linguistic repertoire among Bimanese students, it also tells us the impact of Indonesian diffusion as well as foreign language instructions on students' orientation towards the language or languages. The data show both Indonesian and English speakers outnumber the speakers of Bimanese although this language is still the most spoken as an L1. Also, roughly 19% of the students speak Indonesian rather than

Bimanese as their L1. So close are Bimanese speakers to Indonesian, the language is present everywhere—at home, school, mosque, play, and work, and 24/7 through school work, religious sermons, TV and radio news and entertainments, hand phones, internet, and social gatherings. With the influence of media and popular entertainments broadcasted mostly in Indonesian, Bimanese speakers become more familiar with the language and speak it more often in daily discourse.

Languages Used by Families at Home

Research data show that, similar to the diversity of languages reported to be spoken by the students at school, Bimanese families at home also use different languages for different purposes and in varying contexts. All families interviewed speak at least Bimanese and Indonesian as the two main languages for daily communication and English or Arabic as a language for special purposes. As a daily communication, the use of Bimanese and Indonesian is relatively overlapping, while the use of English or Arabic is apparently distinctive from the other two. English is mainly used for academic purposes, whereas Arabic is mainly used for religious ones better than academic.

Table 1: *Matrix of languages spoken by participating families*

Languages	Who Speaks to Whom	Why and How
Bimanese	Family members, lay people, older people, students in local content curriculum	Traditional practice, ethnic language appreciation, easily understood by all family members, respect elder member of family and community; local content curriculum; family and cultural politeness, to show etiquette, to preserve the symbol of ethnic and cultural identities
Indonesian	Family members, colleagues, intellectuals, non-Bimanese speakers, relatives in other towns.	To help children in academic tasks, interethnic communication, official language, polite language, mass media and entertainments, school requirement, child academic development, communicate with relatives in another city, for children to have knowledge about their environment, to keep up with the school progress, inter-ethnic communication, national language
English	School children, college students, international tourists	Global complex, family accomplishment, current and future education, keep up with the world progress, job, global competition, education or job abroad, communicate with foreign tourists, possible travel abroad, parents' expectation, filter tool
Arabic	Preaching father, madrasah children, worshipers, Quranic reciters	Parents wanted children to learn Islamic faith and characters; father preaches Islamic values, worship, invokes, family recites Quran and read Hadith, inherit the family's tradition, children go to madrasah

Comparative and contrastive analyses of the six families interviewed show some similarities and differences in their approach towards the emergence of English, the diffusion Indonesian, and the maintenance of Bimanese language and culture. They are similar in their social backgrounds as well as belief about and practice of multilingualism, but different in language preference for home use. For example, all of the families have a similar success story in the sense of economic and educational advancement, in that older siblings of the subjects in this study have already attended university and/or found varying jobs, with quite a few teachers –

considered a solid middle class profession – and most of them have lived outside of Bima. They also believe that multilingualism has special importance in the context of globalization in that it provides flexibility in communication while it allows for the enactment of multiple identities of the speakers, both which manifest in the families practice of code-switching, code-mixing, or translanguaging as well as their use of different languages in varying contexts. Above all, while children are encouraged and supported to learn or use national and international languages, the parents maintain the use of local language at home, indicating a generational extension in the use of language from monolingual Bimanese to bilingual Bimanese-Indonesian to multilingual Bimanese-Indonesian-English-Arabic. Along with the language extension, language shift is also occurring marked with the decreasing use of Bimanese among the younger generations of Bimanese on one hand and increasing use of Indonesian and the increasing use of Indonesian and other language(s) at home.

In spite of the similarities, these families' preference over the language to be used for a long run is slightly different. Though still using Bimanese as the main language at home, the parents are split regarding which language to be encouraged or given priority for use. To the question if they were to use only one language in their home, the responses vary along a continuum that shows movement towards nationalization and internationalization through Indonesian, English, and Arabic. Hypothetically, three parents would choose English for their whole family while three other parents would still use Indonesian, but with additional explanations. One parent would select Indonesian for the whole family, another parent would choose Indonesian for himself, but Arabic for his children, and the third parents would choose Indonesian for the parents, but English for the children. In other words, each of the families keeps using Bimanese as it has been a habit of the family and the community more broadly, but in the case of some families, we already see a likely trajectory towards loss of the language, which is not held to hold special significance for identity as “Bimanese.”

Code-mixing in EFL Teachers' Families

The interview with the EFL teachers was intended to see how the teachers use multiple languages in a particular speech events in order to see the relationship between English [and Arabic], Indonesian, and Bimanese in terms of practices in multilingual Bimanese context. The English teachers may be seen as a group with a particular orientation and favor towards the use of English at the furthest reaching end of a multilingual spectrum within the language ecology of Bima. Thus, comparing them to parents is useful to see different colors of language use by different segments of the speech community along the line of bilingual or multilingual continuum.

Ibu Wahdah

Ibu Wahdah holds a bachelor degree in English literature from a university in Makassar on Indonesia's island of Sulawesi. She had been teaching English for about 10 years at the time of interview. Wahdah speaks Bimanese, Indonesian, and English. She claimed to speak Bimanese with her parents, Indonesian with her brothers and sisters, and English with her children. To depict the use of multiple languages in her family, Wahdah told a story about how she exchanges with her son, Asgar. In the excerpt below, I use *italics* to identify Indonesian words and ***italics-bold*** combination to show Bimanese words or expressions, but keep in mind

that certain words are shared by Indonesian and Bimanese together. The word “mama” for example was first perceived as Indonesian, but it has been also adopted as Bimanese. The use of inflectional suffix *-e* in address form confirms its Bimanese membership.

Sometimes I’m like a crazy mom because I speak English and my son answer in Bima, but when I say, “Asgar, please come here,” “Yes, mom.” He understands whatever I say but, but he can’t express, he can’t say but he understands what I say, example “Asgar, have you eaten?” “Yes, mom,” like that, then “Asgar, drink?” “No, *mama-e*.” (All other participants laughed) “Asgar, sleeping,” “*Tica’u mama-e*.” (All laughed again) “*Waura mama-e*.” Yeah, like that. It is so funny. Sometimes I speak English, he answer[s] in Bima, but sometimes I speak in Bima, but he answer[s] in English like “Asgar, *ambulkan air minum mama nak*,” “Drink *mama*?” “Yes,” (All laughed again) yeah, like that. (Interview with EFL teachers, August, 2014)

In the other parts of the interview, Wahdah is found to mix, switch, or transcode, for examples:

Thanks because Mr. Syahrir gives me opportunity to tell more about me, my experience as a teacher in SMA one Balada. *Ooh, apa tadi?* What’s the question? (Interrupted) So, Mr. Anas, Mr. Anas said to me that I start[ed] teaching at the time and then (pause) yeah Mr. yeah *wakaseknya ya, memberi kepercayaan untuk* handle six hours yeah *untuk sastra Inggris waktu itu*. There are (hesitant) two classes of language programs (interrupted) yeah *kalau ndak salah waktu itu, Kemudian saya kebetulan* there is no English teacher especially for *literaturnya* (interrupted) yeah *sehingga wakaseknya itu* g[a]ve me opportunity to teach the subject. (Interview with EFL teachers)

In a multilingual community like Bimanese, in which a number of families speak different languages such as Bimanese, Indonesian, Arabic, and/or English, mix-, switch-, or trans-code or translanguaging has been a norm, especially between Bimanese and Indonesian. What language a speaker uses and the way in which the speaker uses the languages is dependent upon the contexts in which he or she uses the language. The contexts in the case of Wahdah include, but not limited to, settings and scenes represented by the different classrooms, the participants represented by students in each of the classes, and the norm represented by varying responses of students across the program towards teachers’ language for instruction.

Ibu Laras

Ibu Laras graduated from a university in Yogyakarta on the island of Java, holding a bachelor degree in English education. She had been teaching English for nearly 10 years at the time of the interview with me. Laras speaks Bimanese, Indonesian, English, and possibly Sasak language because she spent much of her childhood on Lombok Island. She said when she teaches her classes, she tries to speak English with different amount across class. In Science classrooms she claimed to speak about 75% English and 25% Indonesian, but in Social classrooms she speaks less English than she does in Science classes without trying to mention the percentage. She argues that if she speaks more English to social students, the more the students will not understand. (Similar claim and argument are also made by other EFL teachers in this site school as well as in other schools that I know of.) However, she claimed that she keeps encouraging her

students to practice in order to improve their English no matter how many mistakes they are likely to make or how ungrammatical or unstructured their sentences are. In her view language means practice, and without practice language means nothing to its speakers.

Not only does Laras speak English in her classrooms, she tries to speak English with her child at home even though the child responds to her in Bimanese or Indonesian. To describe the multilingual use in her family, Laras told a story of her son, Wakil, and her parents as follows.

I have experience about my parents and my kid. My, my son, Wakil, two years old, he said that “***Tua***, milk, ***Tua***, milk, ***Tua***” (Grand Pa, milk, Grand Pa, milk), and then my father doesn’t understand and then, “***Ausi nggahi la Wakil ke doho?***” *Dia bilang seperti itu.* “Milk, ***Tua***, milk, ***Tua***.” “***Eh, susu nggahinde,***” *kata neneknya.* “***Karingu nahu la Wakil dohoe,***” *kata, kata kakeknya seperti itu.* (All participants laughed because the recount sounds hilarious).

(I had an experience regarding [the conversation between] my parents and my kid. My son, Wakil, two years old, said “***Grandpa***, milk, ***Grandpa***, milk,” and then my father doesn’t understand and then, “***What is Wakil saying?***” He said like that. “Milk, ***Grandpa***, milk ***Grandpa***.” “***He meant milk,***” replied the grandma. “***Wakil had really made me confused,***” the Grandpa said like that). (Interview with EFL teachers)

I present this anecdote to support the argument that English has emerged into Bimanese homes through family members who have learned the language at schools and try to disseminate it to the other members. It creates a family with multiple languages, but not everyone in the family has been equally exposed to the language, resulting in unequal competence between the members. When a member uses a language that other members are not competent with, gaps in communication are likely to happen, especially in cross generational families like in the case of Laras’ family. As Laras admitted, it sounds hilarious when English or other language is spoken to people like her parents, who hardly understand the language. A similar anecdote also occurs in other cross generational families in Bima and elsewhere as a result of language shift across generation. The younger generation is no longer fluent in the language spoken by the generation of their grand parents, while the older generation cannot keep up with the new language or new trend in the language use.

Both teachers (Wahdah and Laras) have been acting as agents of English dissemination at school and at home even though they are aware of their own limited proficiency in the language. When asked to rate or self-evaluate their proficiency level in English compared to that of Bimanese, Indonesian, or other language they speak, these teachers put themselves in the middle (from 4 to 7) on a scale of 1-10 with 1 being the lowest and 10 the highest or native like. Though they rated themselves lower than they actually were, these teachers are proud of their ability to speak English and confident in using it in their classes and during the interview. Laras asserted, “I am proud of my pronunciation ... [though] in grammar I am not so good.” Wahdah added, “My English isn’t so bad, like, my pronunciation is okay ... but sometimes I don’t care about it as long as, the most important is that my partner understands what I say....” I felt happy that these teachers have self-pride and confidence in what they have had and done in their field. These feelings have resonated in their family and in the classes they teach and made them comfortable when delivering the lessons and assessing their students’ performance.

CONCLUSION

All in all, globalization and language policy have expanded the use of Indonesian and English (and Arabic to some extent) in public and private life of Bimanese speakers. Indonesian diffusion has produced a growing bilingualism throughout the archipelago. English emergence further outspreads the multilingual repertoire in the country. However, Bimanese as a local language still functions to express ethnic identities. Tensions in every level of policy making: constitution, central and local governments, school, family, individual children. Constructing identity in the context of multilingual Bimanese community involves tensions or contradictions at different levels of policy making and implementation. The tensions include the choice of going global or maintaining local culture at the government level, high expectation to disseminate English versus limited human and physical resources at school, using Indonesian to support children education or Bimanese to communicate effectively with and respect the elderly in the family, and enjoying prestige of speaking English or keeping up or maintaining solidarity with Bimanese speaking folks at students' practice level.

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Implementing Blended Learning in Teaching Writing

Hranush Ginosyan, Sultan Qaboos University, Oman

Victoria Tuzlukova, Sultan Qaboos University, Oman

Abstract

The transition from high school to university can be a big challenge for foundation programme students since students find themselves in a new learning environment which is very different from the learning environment they had back at school. One of the biggest challenges that most incoming students face is gaining a wide range of skills in a short time to keep up with the pace of learning as well as to deal with the instructional requirements of their academic courses. In literature, this situation is referred to as “traversing the chasm” (Wilson-Strydom, 2010). The FPEL Science Writing Course is an intensive course that requires a range of linguistic, digital and study skills to cope with the main writing task, namely the 500-word research-based report. To facilitate the process of learning and help students overcome academic challenges related to the course work, the course has adopted a blended learning approach. In language education, blended learning refers to a highly personalized student-centric instructional approach where face-to-face instruction is blended with internet resources or online courses. This paper discusses the experience of designing and implementing a blended model of the writing and study skills course currently in place at the English Language Foundation Programme of Sultan Qaboos University in Oman. It focuses on the course content, structure, as well as on the linguistic, study and computer skills that students are required to demonstrate to successfully achieve the learning outcomes of the course. Finally, the paper thoroughly details implementation of the blended model of the course to show how the blended approach can be a richer experience for both students and teachers.

Key words: blended learning, computer skills, writing skills, university, foundation program

Introduction

The transition from high school to university can be a major challenge for foundation programme students since students find themselves in a new learning environment which is very different from the learning environment they had back at school. Wangery & Mutwelli (2012) contend that “university entry all over the world provides students with the opportunity to define and advance career opportunities. Depending on their home environment and setting, the physical and social environment of the university is new, overwhelming and intimidating to some students” (p.41). One of the biggest challenges that most incoming students face is gaining a wide range of skills in a short time to keep up with the pace of learning as well as to deal with the instructional requirements of their academic courses. In literature, this situation is referred to as “traversing the chasm” (Wilson-Strydom, 2010) or the period of overcoming the gap or chasm between eligibility for university, in terms of meeting admission criteria, and being ready for demands of university level study (Conley, 2008).

Like most foundation students worldwide, Foundation Programme English Language (FPEL) students at Sultan Qaboos University (SQU) are not an exception. They are normally Omani post-basic school leavers who join the university and face a range of transitional challenges: from adjusting to the new sociocultural and physical environment of learning, for example, the change to coeducation and the need to gain and apply a range of skills to deal with their studies. In simple terms, not only do students need to overcome their shyness in the classroom, but also they need to adjust to new teaching methods and approaches that usually take place on different platforms and very often require intense application of linguistic and digital competence as well as specific study skills.

Institutional Setting and Literature Review

FPEL implements a learning outcome-based curriculum which is built on skills and competencies that students should develop by the end of the course. English courses are skills-based and students' progress is monitored through a blend of continuous and summative assessment measures. The programme offers general English courses to lower proficiency level students and programme-specific or ESP courses to higher proficiency level students. The FPEL curriculum highlights the key role of writing in the learning of English and therefore offers a combination of approaches to teaching writing. The pattern-model-based writing is used to teach various skills and forms of writing including the topic sentence and the rhetorical functions, such as comparison/contrast and cause/ effect in short paragraphs. The rationale behind is to help students master the skills and focus their writing in order to meet the expectations of the audiences of different writing tasks and situations. These tasks and rhetorical modes serve as a means to teaching and learning underlying principles of writing. At higher levels, the curriculum emphasizes the importance of the development of more demanding writing and study skills, such as using the library, taking notes from written or aural texts, summarizing, making presentations and report writing, which are important academic skills that students will need for their college study (Foundation Programme English Language Curriculum Document, 2015-2016).

While some courses include tasks and activities which are relatively easy to cope with, others are more challenging due to the complexity of the content, task and higher level learning outcomes. As a result, many students find themselves lost and need a lot of time, guidance and effort to cope with the course requirements. The FPEL Science Writing Course is one of those intense courses that require an array of linguistic, digital and study skills to deal with the main writing task, namely the 500-word research-based report. In this writing course, students do groundwork research to produce a report on a topic related to the field of their study which is at least 500 words in length. The whole process involves intense application of specific course-related writing, study and computer skills. Throughout the writing course, students are engaged in five major tasks. At the beginning of the course, they select a topic from the list given by the teacher and start researching the topic. Afterwards, they select reliable sources, read, highlight and annotate them. In the next stage, students take notes by summarizing the relevant information from the selected sources. The next stage involves synthesizing and paraphrasing the relevant information from the sources and writing the report. The final product should be word-processed. Paraphrasing is vital here since the report is uploaded on the webpage of *turnitin* originality-check and plagiarism-prevention service which generates the report. If the amount of copied information exceeds 15%, the plagiarism policy is implemented and the student gets penalized.

It clearly shows that the project is quite demanding and students need a lot of support throughout the course. Therefore, the course offers students a wide range of resources on four major platforms to build up a set of specific language, study and computer skills to cope with the task. These include face-to-face instruction carried out in the classroom through the writing course book, the Google docs-based e-project which includes detailed instructions for each stage of the report, weekly online discussions related to the material covered in the book and educational visits to the EcOman Centre and the library to help students with the selection of the report topics and printed sources. Apart from this, students can go to the teacher's office and visit the Writing Centre to get extra support. It should be noted that the course gives teachers a choice which platforms to use to complement the face-to-face instruction. Unfortunately, despite the enhanced writing curriculum developed to meet the writing and study skills LOs, students' first word-processed report drafts clearly show that they do not possess adequate study and computer skills. Although many students manage to score satisfactorily on their final reports, it seems obvious that a great number of them still fall short of the required standards for academic writing, study and basic computer literacy skills. Hence, there is a need to better address students' computer self-efficacy which is defined by Compeau & Higgins (1995) as a person's perceptions of their ability to use a computer to carry out a certain task as well as specific study skills required for the completion of the report project.

Conversely, there is an assertion that most Omani students, like their peers in other educational contexts, have had lifelong exposure to technology, even though their individual breadth of use, experience, self-efficacy and education vary greatly (Prensky, 2001). In general, they are used to receiving information really fast, at the click of the mouse or the touch of a button. They tend to parallel process and multi-task. Moreover, they function best when they network. Similar to most young people, they prefer games to "serious" work. This is why they seem to be engaged in group projects and experiential learning. Finally, they are "native speakers" of the digital language of computers, video games and the Internet (Prensky, 2001). Thus, there is a need to provide them with an opportunity to demonstrate their computer self-efficacy and use their skills intensively in the required course work. This can be made possible by linking face-to-face instruction with online course components. In other words, the writing course should have a specific focus on both the linguistic competence and intense application of computer skills to have students apply their computer skills.

Since experience and practice have shown that those students exposed to the content of and involved in online discussion or e-report along with the face-to-face instruction produce better published first drafts than those exposed to face-to-face instructions, the course has adopted a blended model for teaching writing to give students equal opportunities to benefit from the course and build up a set of specific language, study and computer skills to cope with the research project. The model brings together all the available platforms, namely face-to-face instruction, the report-related educational trips, asynchronous Moodle discussions on report-related topics and synchronous Google docs. More specifically, it fine-tunes all the relevant and matching elements from the available platforms and makes it easier for teachers to manage the course work. As a result, the writing course becomes blended with a specific focus on both the linguistic competence and intense application of computer skills to help students do better on the report and enhance their study skills.

In education, blended learning is referred to as an instructional approach where students' face-to-face education is blended with Internet resources or online courses (McRae, 2008). This new approach to learning is considered as a modern method to individualize learning in competency-based education systems. Michael Horn, a key supporter of blended learning, argues that it is a "new model that is student-centric, highly personalized for each learner, and more productive, as it delivers dramatically better results at the same or lower cost" (Horn & Staker, 2011, p.13). This approach also relates to a language learning environment that combines "different "media" (technologies, activities, and types of events) to create an optimum training program" (Bersin, 2004). It goes without saying that students' computer self-efficacy becomes crucial in the successful implementation of the blended learning approach since students with highly generalized computer self-efficacy would judge themselves able to use a wide variety of software and hardware compared to those with less generalized self-efficacy. Apart from enhancing the 21st century skills which can significantly promote students' writing and study skills learning outcomes, the blended approach can considerably reduce the costs related to printed course materials as the model of blended learning adopted by most universities is 70% of printed material and 30% of online resources (Hockly, 2015).

Method and Discussion

Based on the considerations discussed above, the FPEL Science course has made an attempt to unify and blend the existing materials on available platforms (writing course book, educational trips, online discussion board, and Google docs). First, the course book content was aligned with the Google docs-based e-report document and asynchronous online discussions since these are the major platforms preferred by teachers. It is worth noting that some material contained in the writing book was repetitive and therefore, almost one third of the textbook remained unused. On the other hand, this posed an additional challenge for new teachers who had never used the course book before. While it was easy for experienced teachers to select relevant material, it could be confusing for those teaching the course for the first time. Therefore, some tasks and activities were moved onto the Moodle platform as extra activities while the redundant material was removed from the book.

The Google docs-based e-report component of the report has been in use for three years while the current model of online discussions has been made available for more than two years. Since Spring 2015 the e-report has been made compulsory for the exit level, namely FPEL 0603/0604 courses and optional for the FPEL 0560 course. This format enables students to build their reports step by step and requires frequent application of Internet and computer skills. As for the asynchronous discussion component of the report, it is a Moodle-based discussion forum which can be easily set up in Moodle. The model consists of weekly discussion topics which are based on the material covered in class with a purpose of consolidation and reinforcement. The teacher posts follow-up questions to reinforce and consolidate the material covered in class that week. In basic terms, the online discussion board is the virtual classroom or extension of the regular classroom. The teachers who have used this model of online discussions find it beneficial for students' writing, study and computer skills. Since the e-report is a compulsory component of the course, it is important that the list of the weekly discussion topics include the e-report stages and match the order of the e-report activities along with the course book and educational trips. The list of the weekly discussion topics has been revised to include the e-report stages and match the order of the e-report activities in addition to the course book and educational trips. Thus,

careful trimming of the e-document and online discussion topics and their adjustment to the course book have made it a nice blend and easier for teachers to manage the course.

The final stage involved developing a set of hands-on activities for the EcOman educational trip. As a part of the curriculum, the FPEL writing course takes students on an educational trip to the EcOman Centre since the course supports the idea of experiential learning. The trip is normally a combination of a guided tour and a series of pre-, during- and post- visit activities to make the most out of the trip. Students go on this trip before the selection of the topics for the 500-word report. Since the centre accommodates a lot of exhibits, and because time is usually limited, it is not possible to explore all of them in detail, the course developed a set of specific activities which would allow students to explore the exhibits, especially those that are closely linked to the report topics. After visiting the centre, students are expected to choose the topic and embark on research.

To facilitate the process of implementing the new model of the course, the writing pacing schedule has been revised accordingly. All the changes are reflected in the writing pacing schedule so that teachers, especially the new ones could teach the course smoothly and navigate through the content of the blended model effectively. Likewise, the teacher's guide has been revised accordingly to make it easier for teachers to teach the course.

Conclusion

In sum, exposure to blended learning provides students with equal opportunities to overcome transitional academic challenges broadly speaking and enhance their writing and study skills specifically. The systematic implementation of this new model indirectly raises students' computer self-efficacy. Blended learning is the approach that addresses the 21st century skills most effectively since the emphasis here is on raising the level of computer literacy to cope with course work. In our context, it was the 500-word report project. Hopefully, in the future it will be possible to smoothly move from blended learning to hybrid learning that combines asynchronous and synchronous e-learning, mobile learning, online coaching, online social media tools and services, access to information sources, such as information on the Web, traditional print media, face-to-face classroom instruction and facilitation.

Acknowledgements

The authors express their gratitude to Sultan Qaboos University for supporting the study with an Internal Grant. Special thanks also go to the administration and teachers of the Language Centre and FPEL Science Course.

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ICT- A trouble shooter or a trouble maker? A teachers' perspective

Tooba Ahmed, Lecturer in English,
COMSATS Institute of Information Technology, Lahore - Pakistan

Abstract:

Information and Communication Technology (ICT) is regarded as a revolutionary pedagogical technology for various educational levels and has been a focus of great concern for the educational researchers. For the under develop country like Pakistan, integration of ICT as a part of education system is a big challenge. The present study not only pursues to determine if Information and Communication Technology (ICT) would have a positive impact in facilitating instruction of English as a second language but also highlights the troubles that teachers are facing by utilizing ICT as a part of their language teaching pedagogies. The main purpose of the present study is to examine whether the teachers are benefitted more by the use of this modern methodology as a trouble shooter or is it more a trouble maker for them? The qualitative survey method has been adopted to investigate this question in the present research. Guided by an interview protocol questionnaire, it involved 30 teachers at tertiary level of three well known universities of Lahore (Pakistan) including a govt. sector university, a private sector university and a semi-govt. university. Findings from the interviews conducted from the lecturers of the universities revealed that ICT has made the teachers' lives easier by making use of its various tools in their teaching and it has an overall positive impact on their daily classroom practices. Based on the results, strong recommendations were made to overcome the key issues faced by the teachers in integrating ICT that causes trouble for them when they use ICT in practical settings.

Keywords: Information Communication Technology (ICT), English language teaching, Pakistan

Introduction

In twenty first century the utilization of Information and communication technology poses a great challenge to the academicians and researchers to reexamine English language and the related teaching methodologies. The insurgency of technology in different spheres of life has facilitated and amplified the ways of communication to an extent that nowadays every other human essentially includes the digital layout in his communication Lund. A. (2003). ICTs have a prodigious influence on language and various discourse norms. With the increasing use of ICT in practical classroom settings English language teachers are now in crisis. They have to re-invent and replace the traditional method of teaching with modern methods of demonstration by making the best use of ICT. English has got the status of being an international language and it is the language that drives most of the people for intercultural web traffic; it poses a great challenge for the language teachers as the domains for English language have extended from social and geographical boundaries to the cybernetic vista where teachers are learners as well Mikre. F (2011), ICT has created new literacies for teachers and learners that are required to cope up with the growing academic demand and economic growth.

Objectives of the Study

The objectives of the research is to investigate

1. The proficiency among the teachers who teach at universities with respect to the use of ICT.
2. The problems that teachers are facing while using ICT in the classroom.
3. The behavior of the administration towards the use of ICT.
4. The teachers' own experience of shifting from the traditional pedagogy of teaching to the modern one.
5. Teachers' views regarding the effect of ICT on students' overall performance.

Literature Review:

Fisseh (2011) highlights the dynamic transformation of education world brought about by information and communication technologies when employed by the teachers and learners. The world has been going towards a positive development after the introduction of ICT in different domains of life. To talk about the field of education it has done wonders whether it has been used in science subjects or arts. ICT has a deep influence on human life. It has an impact on teaching pedagogies, learning approaches, accessing information, scientific researches and business. Business world is undergoing a huge change due to ICT. It is because of ICT that the business world is progressing day by day. The use of multimedia, power-point presentations and computers has made the life easier. Fisseh 2011 tries to investigate the role that ICT is playing in academics of the countries which are not economically stable and discusses the benefits and limitations of ICT in the use of existing educational practices. Various studies show the difference between the students who use ICT and those who do not use it. The findings of the study reveal that the students who use various tools of ICT score more than the ones who do not. For example, Kulik's (1994) conducted 75 studies across United States that indicated the students who use ICT in general sciences and social sciences score prominently higher on test in different subjects of general and social sciences. Science students who used the computer

software simulation scored significantly higher. The findings of the study indicate that the students who use tutorial software in reading secured prominently higher in their reading tests. Moreover, the students who use word processors or the writing blogs for writing scored high in their writing skills. The findings reveal that ICT is useful not only for the university level students but also for primary level students. This verifies the fact that ICT has a positive impact on students learning.

As far as the progress of schools is concerned ICT has influenced both teachers and students. It influence students in a way that they came across a new method to learn and teachers have also influenced in a way that they learned new pedagogies of teaching by the use of information and communication technology. According to Tinio (2002) ICT has improved the standard of education in developing countries. Tinio further explains the capabilities of ICT which are as follows:

ICTs has significantly enhanced the achievements in various fields of life. It also helped in facilitating the absorption of knowledge in the education sector. ICT has introduced numerous opportunities to developing countries for the betterment of educational system. It has improved the system of policy making and its execution in the modern ways. ICT has opened a new horizon of opportunities for the poor and for the business alike. Before the advent of ICT the poor and many others were facing the problem of the sense of isolation, but ICT has opened various doors of knowledge to all of them alike.

Watson (2001) describes the change brought about by ICTs in revolutionizing the way people work and in transforming the way education systems work. If the children are trained in traditional way that has been adopted since past few years, then there is a possibility that they will not train children in a way to face the upcoming challenges. In fact, the use of ICT is important in getting global recognition. For example, in order to achieve the millennium development goals (MDGs) which is supposedly a significant milestone in universal primary education ICTs are playing a distinctively reliable role. Kofi Anan, the former United Nations Secretary General, throws light on the significance of ICT and its use to achieve the MDGs in the field of education. He points out that for the successful attainment of the millennium goals ICT must enter into the field of education by utilizing it as an essential part of the teaching and learning. This clearly demonstrates the increasing importance of ICT and the significant role that it can play in the world of academia.

Fisseh(2011) points out the limitations of ICT in the field of education. According to Fisseh (2011) , attitude of the Teachers plays one of the leading roles in facilitating the teaching and learning process. Teacher can best facilitate the integration of various tools of ICT. No doubt, the role of teachers sits at the top in teaching-learning process yet some observations reveal a strong need to realize how far this technology should be employed for making teaching and learning useful. For instance, there are teachers who are proficient in the use of technology on the other hand there are teachers who don't have command over the use of it. On the other hand, the use of ICT is significant for the beneficial facilitation of teaching-learning process. Some teachers have the positive attitudes towards it while some refrain themselves because of the low self-efficacy. They consider themselves not qualified enough to teach by utilizing technology. In this respect, Bandura (1986) describes self-efficacy as "individual's opinion of

capabilities to organize and perform courses of actions to achieve particular types of performances.”

Moreover, Brosnan (2001) pointed out some factors that can directly affect the teachers' performance by utilizing tools of ICT in their teaching lessons. These factors are the anxiety with the use of computers, their attitude of considering themselves as not fit for the use of computers, low level of motivation and under estimating their skills of using different tools of technology. Another limitation is the low level of interest and resistance to use ICT on teachers part while giving lectures in the classroom. Moreover, some teachers do not feel comfortable teaching through technology because they do not have sufficient skills of IT. There are some teachers who also need a formal training to develop IT related skills. Furthermore, there is a need to provide trainings to the teachers about the basic skills to use ICT and teachers should also show enthusiasm to utilize and integrate ICTs to teach their students. ICT will not be useful in academics if the importance of the above two factors will not be realized properly. (Brosnan, 2001).

The introduction and integration of ICTs has created a difference among the developing and developed countries. It makes a difference in those who utilize it as a new technology and those who do not make use of it.

Methodology

The purpose of the present research aims to investigate the role of ICT in the process of teaching English as a second language and the effects of its utilization and integration on teaching in both private and public sector at tertiary level in Lahore, Pakistan. To investigate the matter profoundly, 10 interview protocol questions were formulated. The semi-structured interviews were conducted with the lecturers of the selected universities in order to highlight their preferences whether they prefer ICT over demonstrating on board; do they think whether ICT has revolutionized the education world or not; and, most importantly, do they think that the integration of ICT has proved to be a trouble shooter or a trouble maker for them? The researcher interviewed the respondents in English language and all the interviews were conducted face to face.

Data processing from interviews

There were thirty interviews carried out with lecturers who belonged to both public and private sectors. The conducted type of interviews is called the semi-structured interviews by Borg and Gall (1989:452). This particular type of interview provides an opportunity to the interviewer to conduct relatively impartial study. Moreover, this type of semi structured interviews allows the researcher towards a high level of comprehension regarding the opinions gathered from the respondents (Borg and Gall, 1989:452). The reason behind the choice of this type of interview is to develop a thorough understanding for all the core questions that are asked and their open response to those questions. Moreover, it provided open, frank and relevant responses. Thus, this type of interview provides a chance of getting to know the core realities.

The interviewees were lecturers of English at tertiary level in three main universities of Lahore. All the lecturers were well qualified and more than seven lecturers were MPhil in English and rests of them were PhDs in English. They threw light on important aspects of ICTs. They all were approached because they used ICT almost regularly in English teaching.

The core questions for the interviews were important in analyzing whether ICT acts as a trouble maker or shooter? All interviews in the form of dialogues were recorded using HTC explorer cell phone and later on transcribed. Each interview took approximately 40-45 minutes. Each participant was presented with 10 general questions and a varied number of additional questions evoked in the course of the discussion. The interview data was analyzed by making the codes out of different themes and then discussed those themes.

Results and Discussions

The sampling frame of study was teachers in three universities; private, semi-govt. and govt. in Lahore, Pakistan. It took five months for the researcher to take the interviews. The researcher conducted face-to-face, semi-structured interviews with 30 teachers from three major universities of Pakistan. There were 10 lecturers from each university participated in the interviews. Before going for the interviews, the researcher visited the above three universities and got useful information related to the infrastructure facilities. All three universities have big computer labs. Each department in Private University has 70 computers; Govt. University has 100-120 computers and semi govt. has 40 computers that were networked to a central server. Broadband internet services are also provided. Printing facilities are available free for the teachers while students have to pay for it. Besides these, each university has one computer, overhead projector in all classes except one university, semi-govt. University.

Ten interview questions brought elaborated responses and deep understanding towards the matter under study. The ten interview protocol questions which brought significant information are as follows:

1. Do you think your campus has sufficient infrastructure facilities to promote ICT integrated activities in classroom?
If sufficient, please indicate the facilities
If insufficient, please indicate those facilities that are insufficient.
2. Do you think that improvement in infrastructure facilities would encourage you to perform more ICT related activities with students?
If you would carry out more activities explain why?
If you will not go on with ICT integrated activities please explain the reasons.
3. Do you conduct ICT integrated lessons in your English language classrooms?
If yes, mention the tools used.
4. Do you feel that students are motivated to learn when you utilize ICT integrated activities?
If yes, please mention which out of the four skills improved the most.
If not, mention the reasons.
5. Have you attended any computer course or formal training related to the use of computer before?

Please give details.

6. Do you think that the integration of ICT as a new methodology for teaching has brought any change in promoting English language learning?

If yes, explain how.

If not, explain why.

7. Are you proficient enough with the use of ICT to utilize and integrate it in your English language classroom lectures?

In case of a negative response, please indicate the particular skills that you require.

8. What are the usual obstacles that you have to encounter when use various tools of ICT in language teaching classroom?

In case of any obstacles, please indicate them.

9. Which teaching methodology do you think is more effective in promoting and enhancing English as a second language?

Teaching through demonstration on board.

Teaching by using various tools of ICT.

State reasons for your choice.

10. Do you find university administration cooperative in your endeavor to use ICT tools in teaching and learning activities in classroom?

The twenty three themes from ten interview questions that came out as a result of the elaborated responses from interviewees are tabularized in Table 1. The researcher has categorized these themes into six major themes to get maximum possible results for consideration.

Table 1: Major themes and sub themes regarding the use of ICT.

No	Area	Respondent Theme
1	Infrastructure Facilities	<ul style="list-style-type: none"> • Deficiency of language laboratories and unsatisfactory maintenance of computers in semi govt. institute while more than satisfactory in private sector. • Desktop computers are installed with new operating systems in classrooms. • Internet connections are sometimes inconsistent. • Load shedding causes server shut down but it resumes within few minutes. • Multimedia is present in almost all classes. • Projectors are available in all classes. • Computer facilities for teachers – limited; but acceptable and encouraging.
2	Formal trainings	<ul style="list-style-type: none"> • Unsatisfactory workshops and trainings. • Many language instructors have not experienced any formal computer training for the use of ICT. • ICT competencies of teachers are normal. • Need for more trainings for the teachers..

3	ICT and traditional method of teaching.	<ul style="list-style-type: none"> • Preference of ICT over demonstration on board • Time saving. • Innovative
4	ICT Integrated lessons	<ul style="list-style-type: none"> • ICT integrated English language lesson were being carried out by the teachers. • Almost all language instructors have the general know how of conducting ICT integrated and interactive lessons.
5	Effective and motivational	<ul style="list-style-type: none"> • ICT integrated activities are more motivating • It has positive impact on students. • Audio visual aids are very helpful.
6	Obstacles	<ul style="list-style-type: none"> • IT coordinator is not available. • Excessive work load and other tasks on teachers. • Administrative work load – focus is on the use of ICT but many tasks are still manually done. • Teachers’ attitude in utilizing ICT.

CONCLUSION:

The role of ICT and computers in particular in the modern world has become increasingly more important. The expansion of ICT not only facilitates our lives, but also causes challenges and concerns in various axes of human activity, including education. In the modern world of academia ICT and computer assisted language learning is playing a vital role.

The present study has been an attempt to analyze the situation if ICT in three different universities of Lahore, Pakistan including private sector university, govt. sector university and semi-govt. university. The level chosen for the study was tertiary level. 30 interviews were conducted with 10 lectures each from each university where the research has been conducted. The interviews were conducted from the teachers who use ICT in their English language classroom. The reason for choosing of the level was that majority of the students at tertiary level have to start their career immediately after completing their degree so they must know English as a second language. As the author of the study is a citizen of Lahore and hopes to promote English literacy first and foremost in the city of Lahore so the universities of Lahore and the use of ICT were the first choice of focus

The results emerged from the above themes indicates that teachers’ skills in using ICT in ESL classroom correspond less to the demands of the students. Though majority of the lecturers use ICT frequently in their classes yet there were few who don’t have the availability of ICT equipment in the English language class therefore, they do not know how to utilize computer assisted language leaning. There were few who don’t know the use of ICT. Moreover, a significant lack of formal training among the teachers of English language at the chosen level has been registered, even though the average age of the teachers participated in the survey was 35 to 40 and there were two teachers who were 25 to 26years of age. A very noteworthy concern was

also being observed and it was regarding the need of enough infrastructure facilities regarding the use of ICT. The overall results for the English teachers' qualifications instigate certain concerns about the future of computer literacy in Pakistan. Majority were appreciating ICT as a brilliant innovation in the field of education especially for making English language learning more motivating and interesting. Many were of the view that computer assisted language learning is helpful in promoting English as a second language in Pakistan.

It was found that two of the universities private and govt. were well furnished with the new generation of ICT, e.g. overhead projectors, power point, multimedia and computers but the semi govt. university lacks these facilities in classrooms. The universities do not use TV, CDs and DVDs. There is no availability of smart boards in all universities. According to the results of the interviews the most frequently used computer software in ESL classroom at tertiary level was educational games, grammar exercise programs and word processor. The teachers have registered that computer assisted language learning activities improves pupils' reading, writing and grammar proficiency, as well as their grammar and listening skills. The finding in the study suggests that ICT has least effect on the development of oral skills. A very noteworthy aspect of the findings was the administrative support. The attitude of the administration towards the integration and utilization was very encouraging which was quite beneficial for both the teachers and the students.

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Investigating the Renting Decision made by Tenants Instead of Owning their own Homes.

Eunice Tamoh Anu

University of Wales Trinity St. David – London Campus

England, UK

Abstract

Homeownership is one of the most important investments for most households. A significant number of the households in the inner-cities of most developed world are found in rental accommodation. With the increasing population in most urban areas, house prices have been on an increase such that affordability has been an issue of concern. This research aims to explore the reasons why despite high rental charges in the cities of London, New York and Toronto, there is still an increasing number of tenants relative to homeowners. Primary method of data collection was used in carrying out this research. This involved the use of questionnaire survey involving 850 respondents from the USA, UK and Canada. The findings revealed that 75.3% of the tenants were unsatisfied with their status as tenants. They attributed reasons for this to include high and increasing house prices in the inner-city, high initial deposit which limits affordability, residual income constraint and unequal rights on respondents – as citizens were more favored in the acquisition of housing finance. Also, the findings by Leece in 2006 that income was insignificant in the determination of homeowners was discovered to be inapplicable in the current situation given the interruption of the housing market by the 2007/08 financial crisis.

Keywords: households, homeownership, housing finance, affordability

Introduction

This paper aims to explore the growing concern why the number of tenants keeps increasing in spite of high rental charges. In March 2010, the authorities concern tried to increase homeownership by removing stamp duty for first-time buyers on properties worth £250,000 (Acharya et al., 2009). This is still however not a remedy to reducing the number of tenants, given the supply elasticity situation in the economy. Rather, it led to higher property prices which enrich the sellers of property rather than the households or those looking forward to climb up the property ladder. For many years now, housing demand has been growing at a faster rate than supply. The results have been rise in house prices at 2.7% in real terms while earnings rose at 2% only (Wilcox, 2013). House prices keep increasing at an exorbitant rate due to deficiency in the supply side hand of housing.

Housing is an essential sector of the economy as shelter is traditionally thought of to be one of the basic needs of mankind. As an economy develops, it is expected that there will be a corresponding deepening and growth of the housing market. In many societies, a majority of households tend to hold wealth in the form of their homes rather than in

financial assets which is considered an important component of investment. In view of its importance, financial institutions have provided financial sources to facilitate homeownership particularly for those who cannot buy a property outright (Min, 2014). The importance of the housing sector cannot be underestimated as it has been the source of the recent global financial crisis. To many individuals, housing forms the largest investment for households, thus requiring huge capital investments (Vulukuru and Gachanja, 2014).

Since after the 2007/8 financial crisis, homeownership declined relative to the periods before the crisis. At the epicenter of the 2007/08 global financial crisis was the USA. Many other countries were exposed to the crisis, though different countries had different or slightly similar consequences (Acharya et al, 2009). The financial crisis was exacerbated by problems in the US domestic subprime mortgage markets where the cumulative loss rate of securitised subprime loan portfolios was more than 20% by the end of 2010. The housing boom in the US reached its peak between 2005-2006 as subprime mortgages and adjustable-rate mortgages increased rapidly (Willmott, 2010b; Dymski, 2002). Banks gave out loans to potential homeowners and housing prices began to rise. The decrease in interest rates and the large inflows of foreign funds made credit conditions easier and fueled the housing construction boom. Thus, types of loans like mortgages, credit cards and auto loans were made very easy to obtain as consumers assumed an unprecedented debt load.

Agreements on these loans such as mortgage-backed securities (MBS) and collateralised debt obligations (CDO) greatly increased at that time (Caplan et al., 2012). According to Ambler et al. (2009), regulations were introduced by the Carter and Clinton presidencies in the US for alleged social reasons which encouraged banks to lend more money to weak credit customers. After all, the banks were selling on the subprime loans and not holding them in their own balance sheet. Reinhart and Rogoff (2009) emphasized on the fact that in the sub-prime mortgage market, more than 1000 billion \$US was invested into it. This was made up of the least creditworthy borrowers and the poorest people in the US. They also showed that since the mid-1970s, the six major historical episodes of banking crises in advanced economies were all associated with the rapid increases in the mortgage market. Furthermore, they documented that besides countries like the US, UK, Sweden and Ireland which have experienced this housing crisis, the pattern could also be found in many emerging markets crises like Asian financial crisis of 1997-98. In these Asian markets, the magnitude of house price decline was broadly similar in both advanced and emerging market countries.

The problems were compounded when these MBS were given as sub-prime mortgages – mortgages to individuals with non-standard credit history or low income. It reached its peak when these MBS and CDO fell as securities thought of by investors as being low-risk were downgraded as assets underlying those securities suffered a great loss. The credit rating agency made matters worse by rating as safe with AAA rating for some risky securities (Prager, 2013; Rom, 2009). It did not come to the notice of many people, yet when comparisons were made in April 2007 by the Bank of England between the US sub-prime breakdown and the commercial property market in the UK (Scanlon et al., 2012). Most of the European countries viewed this collapse initially as a US problem

and not a global problem until fifteen months later when the global implications became too apparent.

Banks and other lending institutions around the world incurred huge losses, though it is still not very clear which bank's balance sheet were more affected. Trust and confidence were lost among lenders. Uncertainty increased suspicion in the banking industry, which prompted most banks to stop lending to each other as they could not guarantee each other's balance sheet quality. Thus, in an attempt to reduce risk, tightened monetary and financial conditions emerged as banks reduced their willingness and ability to extend credit. In September 2008, there was a fall in liquidity in the financial market, resulting from the near collapse of insurance conglomerate AIG and the bankruptcy of Lehman Brothers (Caplan et al., 2012 and Almeida, 2009). The collapse of insurance conglomerate AIG only raises concerns regarding the scale and spread of default risk and also the credibility of financial product insurance. What sent shock waves through the global banking industry and destroyed confidence in the financial markets was the collapse of Lehman Brothers. It actually revealed the level of integration existing within the global banking system.

The response of the market to the collapse of Lehman brothers was intense, swift and broad based. In one week, prime money market funds which invest in asset backed securities and corporate debt experienced \$320 billion redemptions. This made them unable to provide \$2 trillion of credit, which they extended on daily bases. This made it very difficult for nonfinancial corporations which need refinancing and financial institutions depending on wholesale funding (IMF, 2011). With the unavailability of these traditional sources of finance, banks thought that the best way to repair their financial liquidity was to cut back on their lending activities to customers (Cho et al., 2012). Borrowing thus became more expensive and even harder to arrange. American housing survey (2013).

Empirical Review on homeownership

A study done by Aalbers (2008) highlighted the impact of mortgage securitisation in the finance sector for households with poor credit histories and with limited and/or no documentation to prove their credit worthiness. They interrogated the sub-prime crisis directly. These households were mostly low income and/or racial minorities living in areas with high concentration of the disadvantaged groups in the society. Unsurprisingly, the continual expansion of this form of lending was a key factor occasioning the crisis when house property values began to fall (Emmons and Noeth, 2013). Aalbers (2008) found that financial institutions exploited homeownership for their own interests through mortgage securitisation with greater capital mobility facilitating the development of the quaternary circuit of capital.

Wood et al., (2006) studied the difficulties encountered by tenants in acquiring a home. They looked at the transition from a tenant to a homeowner. They based this on the deposit requirement and transaction costs relating to purchasing a home for the first time. This regards whether the gap can be bridged between their savings and the up-front cash requirements that must be met. It also assessed whether the reduction in stamp duty obligations will help potential first-homeowners. Their discovery was that

those with low-to-moderate permanent income earnings have a very large gap between up-front and savings cash requirements. Most important in their findings was that stamp duties typically account for 23% of total up-front cash requirements. They concluded that exempting first time buyers from stamp duty tax will increase their savings towards initial deposit and thus increase homeownership. The study of Turner and Smith (2009) found high-income families to be more likely to sustain homeownership than low-income families. Furthermore, low-income homeowners were often found to return to renting (Dieleman and Clark, 1995).

On the contrary, earlier empirical studies (Krueckeberg, 1999) discussed the issues in renting and how less privilege renters were being treated in the USA. He discovered that there was a lot of bias regarding treatment giving to homeowners as against those renting. He considered renters to be among the lowest income earners. In addition to owning their homes; homeowners were given an additional subsidy while renters were less privileged. Also in many of their property tax laws, these renters were also not considered as stakeholders of their communities. He found majority of homeowners to be citizens and denied the existing fact that they are likely to be taking part in community activities than immigrants. Homeownership celebration stigmatizes these renters. Krueckeberg shares the view that renters and owners of property should be treated with fairness and equality. His view disagrees that homeownership should favour citizens only.

Leece (2006) in his study carried out a test on mortgage demand in the UK. Leece carried out his findings using Bruceckner's model of mortgage demand in the UK mortgage market data. He used the mortgage instrument in identifying patient borrowers who borrow at intermediate levels and impatient debt maximizers. His results identified two groups of mortgage holders: mortgage maximizers and borrowers. Borrowers are likely to demand for an intermediate size of mortgage debt, known as endowment mortgage holders. Those mortgage holders with an alternative investment in housing are referred to as repayment mortgage holders. He found the elasticity of the interest rate of mortgage demand may be less than 0.2. To him, income is not statistically significant in the UK equation compared to the USA. This is however not surprising given that his work was conducted at a time when obtaining a mortgage was not based on merit. That is before the financial crisis, households' income was not a limiting factor to obtaining a mortgage.

A similar study of ethnic identity and immigrant homeownership was conducted in the USA using a two-dimensional composition index of ethnic identity to incorporating attachment to both host cultures and origin. They controlled for a broad range of socioeconomic characteristics, life-cycle and housing market conditions. The analysis of immigrant housing tenure choice was done by an explicit accountability of the ethnic identity as being a potential influence on homeownership status (Constant et al, 2009). The case of Germany proved that immigrants who already have a strong commitment to the host country are more likely to achieve homeownership for a given set of demographic and socioeconomic characteristics regardless of their level of attachment to their home country. Forrest and Lee (2004) debated on the volatile nature of house prices and the uneven benefits of homeownership for different cohorts of homeowners.

Likewise, Borjas (2002) in his empirical study analysed the determinants of homeownership in the USA between the period 1980 and 2000. His study focused on the native born and immigrants from Mexico, Germany, US, European countries and other less developed countries of Asia and Latin America. He used descriptive statistics and found that most immigrants have much lower homeownership rates than the natives with the homeownership gap widening significantly within the period of study. The reasons for the nature of homeownership were as a result of two important factors. He identifies these to be associated with the differences in the national origin of the immigrant population and the differences that exist in the location decision of both immigrants and native households. The data collection for this work is limited to 2000. That is it does not include the financial crisis period.

According to Schwartz and Seabrooke (2009) and Dymski (2008), 'residential housing and housing finance systems have important causal consequences for social stability, political behaviour, macroeconomic outcomes and the structure of welfare states. To them, mortgage securitisation enables the liberal supply of mortgage loans. The resultant liberal housing finance system is entrenched within the liberal market capitalism. A main characteristic of this form of residential capitalism is the continual inflation of equity values sustained by the liberal system which enables homeowners to cash out their gains for general consumption, welfare expenses of their families and in their old age. Levels of government welfare spending were not considered a priority, since purchasing power is diminished by mortgage payments and political pressures which keep tax rates at lower levels. A relatively low level of public welfare minimises the possibility of tax rises. In addition, to ease the burden of mortgage payments, homeowners favour low inflation rates and low interest rates. This form of mass homeownership creates a population hostile to the welfare state. The limit of this study is the consequences of mortgage repayment only.

Similarly, Crawford and Faruqi, (2012) in their article tried to measure the trend of household indebtedness in Canada. Their finding revealed that over the past thirty years, there has been an upward trend of growth in household lending. They discovered that population ageing had a moderate effect on the overall growth in credit over this period. This is, however offset by the strong positive cohort effect. According to their finding, the widespread nature of the increases across every age group and in both mortgage and consumer credit suggests that a variety of factors contributed to the growth in total household debt. This research work is based solely on the ageing aspect of the population in relation to mortgage loan. Sinning (2010) and Zhou and Myers (2007) disputed that the younger the immigrants enter a country, the more likely they are able to adapt to the system thereby increasing their chances towards homeownership.

Future of the Housing Market

The 5% yearly increase in house prices and a shortage of affordable homes suggests that over the next decade (by 2015), more than half of the population under 40 will be living in properties owned by private landlords (Osborne, 2015). Private renting has become the norm and the default option for those who cannot afford to buy and do not

qualify for social housing. Therefore, the predictions by 2015 is that 7.2 million households will be in rented accommodation, compared with only 2.3 million in 2001 and 5.4 million today. 35% of homes are estimated to be owned outright by 2025, compared to 71% in 2003. By 2025, the average home in the UK will be worth about £360,000, compared with £279,000 today, even though the rate of house price growth is set to fall to 5% yearly. The chief economist of PwC (Power water house Coopers), John Howksworth's suggestion indicates that homeownership does not need to increase. Instead, tenancy should be made more secure and improvements made to the quality of rented homes.

Without interventions by the government, about a third of people aged over 60 will be living in rented accommodations in 35 years' time (Osborne, 2015). The struggle for a deposit will continue to be thwarted, given the continuous rise in house prices that outpace earnings growth. After considering the trend in the pattern of housing for young people from 1999 to 2008, Clapham et al. (2014) concluded that in the near future, there will be the growing demand for private rented sector by young families and very vulnerable young people. In order to create market confidence which would result in greater local knowledge and stimulate growth in the UK mortgage market, it was recommended by Khansalar et al. (2015) that a separation be made between banks and building societies. White (2015) suggested that help-to-buy may help overcome the limitations created by the reaction of the mortgage lending sector.

Methodology

The cross sectional research design was adopted for this study which compared different urban cities in the developed world. It is an in-depth study which explores the opinion, perception, experience, expectation and attitude of household tenants in order to ascertain the reason for their choice of homeownership status. The method of data used was mostly qualitative as it deals with an inductive form of reasoning. Primary data was collected for participants in urban cities of the United States of America, Canada and the United Kingdom. The form of data collection was questionnaire survey. Involving 850 respondents. Tabachnick and Fidell (2007) confirmed that it is alright to have a sample size of not less than 300 for a study involving a large sample size. Out of the questionnaire administered, 35.5%, 34.6% and 29.9% or 302, 294 and 254 respondents respectively were from the city of London, New York and Canada. This is because these cities/towns have the highest population relative to other town/cities in the country

This large sample size is in line with the principle that it will ensure the inclusion of people with diverse ethnicity, religion and culture, thereby making the sample a representative of the study population. It is generally agreed that the larger the sample size, the more accurate the finding Bryman and Bell (2011). Therefore, findings based on a large sample size generate more certainty than those based on a smaller sample size. In a study population, which is homogeneous with respect to its characteristics, a reasonably good estimate can be obtained with a smaller sampling size. The population study of this research is heterogeneous. This means that a small sample size will not be a good representation of the study population. In order to attain the same level of

accuracy therefore, there is the need for a large sample size which eliminates the issue of biasedness.

The questionnaire was administered online with the use of a software called lime survey since the software is capable of exporting the responses of the participants directly into SPSS or excels for data analysis. Furthermore, they are minimum costs associated with achieving maximum results, given the geographically dispersed nature of the respondents; it offers the highest level of convenience for the respondents as they can attend to it any time at their own pace; the internet offers a vast means of contacting hundreds of people within the shortest possible time; respondents' responses are automatically stored in online database where they can easily access it again and continue from where they ended. Nonetheless, online survey is not good for open-ended questions as it is not easy to explore the answer of the respondents. Moreover, it is exposed to survey fraud. It is also biased against those who do not have access to the internet. To solve this problem of biasedness, some questionnaires were administered as hard copies.

Findings and Discussion

The survey was carried out on 850 respondents with 302, 294 and 254 respondents from London, New York and Toronto respectively. The responses on their status of homeownership were as follows

Table 1: Summary of Homeownership Status

Homeownership status	London (%)	New York (%)	Toronto (%)	Average Total (%)
Tenants	65.6	66.7	50.4	60.9
Homeowners	34.4	33.3	49.6	39.1
Total Population	35.5 (302)	34.6(294)	29.9(254)	100 (850)

It was observed in Table 1 that up to 60.9% of the respondents did not own the houses they live in. Both London, New York and Toronto had high number of tenants than homeowners. When asked about their intention to own a home in the near future, their responses were displayed below.

Table 2: Summary of Intention to Own a House in the near Future

Response type	Percent
Yes	75.3
No	16.1
Not sure	8.6
Total	100

From Table 2, 75.3% of these households declared that they would like to become homeowners as they were not happy with their homeownership status. The remaining group of respondents were those who were not sure of their continuous stay in the country in the nearest future, given that some of them are visitors while others were overseas students who intend to return to their home countries after the purpose of their visit. The following are reasons why there were high and increasing number of tenants in these inner cities.

Table 3: Respondents' Reasons for Renting Instead of Owning their own Homes

Criteria	Not important at all (%)	Low importance (%)	Slightly important (%)	Neutral (%)	Moderately important (%)	Very important (%)	Extremely important (%)	mean
Increasing house prices	0.5	0.5	0.5	5.5	8.3	33.0	51.8	4.27
High initial deposit	2.2	2.2	5.0	7.4	10.55	36.2	36.2	3.92
Income	2.2	1.0	1.8	6.9	11.9	33.5	42.7	4.06
Nationality	4.6	2.8	1.8	6.0	11.9	33.9	39.0	3.92
Affordability	2.8	2.3	3.2	8.3	13.3	34.4	35.8	3.91
Marital status	9.2	9.2	6.9	7.8	11.0	27.1	28.9	3.40

Table 3 depicts that increasing house prices and high initial deposit is one of the main reasons why they are still renting. In recent years, house prices have been on an increase. More than half of these respondents considered initial deposit to be of extreme importance, majority of whom were the youths of less than 35 years old. Despite the fact that the government intervened through the help to buy scheme by offering customers an opportunity to obtain a mortgage with only 5% deposit as the situation in the United Kingdom, it was still not favourable for everyone (Howard, 2013). Besides the initial deposit, there are other sunk costs required prior to the applicant

being granted access to the mortgage like stamp duty charges (for property above £125,000), solicitor/conveyance fees, land registration, lenders' valuation and many other costs involved. While this study found high house prices and initial deposit to be the most important determinants in obtaining a mortgage in the UK, Wesutsa (2014) and Gachanja (2014) found interest rates to be the main determinant in Kenya.

Some households attested that their homeownership status was not a matter of choice but because of their nationality status. Climbing up the property ladder has become a nightmare for them. Although they were qualified for the mortgage loan, the bank refused giving it to them because they were neither native born nor naturalized. These group of respondents were limited from gaining access to housing finance. Another study disagrees with the issue of nationality as a criterion for mortgage loan. To the researcher (Krueckeberg, 1999), everyone should be given equal opportunity in the mortgage market. Besides, most of these immigrants have already established strong commitments to their host country which they now consider as their home (Constant et al, 2009).

The increase in affordability checks and other criteria necessary for housing finance to be made available have also contributed to the homeownership status among tenants. Due to the lingering effect of the 2007/08 financial crisis there has been great scrutiny placed by most mortgage lender in these advanced economies. Respondents with imperfection on their credit history were found to be unable to obtain housing finance. Earlier studies also support that the financial crisis led to affordability scrutiny and prolong affordability pressure in the near future (McCord et al., 2014). Interest-only mortgages are no longer offered by most high street banks. Borrowers' ability to repay is now well scrutinized by lenders making sure that the customer can still be able to repay if interest rates further increase. Tables 4 and 5 highlights the importance of income.

Table 4: Cross tabulation between what aspect can your money cover and homeownership status

	Do you own the flat/house you are living in?			Total
	Renting	Own a house	Own a house/share accommodation	
Afford just what I need with nothing left over	74.3%	23.0%	2.7%	100.0%
Afford what I need with little left over	73.5%	20.0%	6.5%	100.0%
Afford what I need with much left over	47.9%	47.9%	4.2%	100.0%
Cannot afford what I need and struggle to survive	75.0%	25.0%		100.0%
Total	68.1%	27.2%	4.7%	100.0%

Respondents' residual income enlightens our scope of understanding of their attitude towards homeownership status. From Table 4, More than 56% of those renting were those found to be low income earners. These are households who can afford just what they need with very little or nothing left over or those who only struggle to survive. Majority of those renting were found in the age range of less than 35 years old with 69% of them being singles. Also, some tenants are unable to change their homeownership status because their employment status is either not stable or they are not in full time employment. The banks often check the applicants' ability to sustain repayment in order not to repeat the mistakes of what led to the 2007/08 financial crisis. Thus majority of low income earners were tenants while most high income earners were homeowners. Table 5 explains the evidence of the relationship between income and homeownership status.

Table 5: Chi-Square Tests for Significance

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	40.288 ^a	75	.000
Likelihood Ratio	41.219	75	.000
Linear-by-Linear Association	10.061	1	.002
N of Valid Cases	850		

Table 5 is the chi-square table which shows evidence of the relationship between income s and homeownership status. The significance or p-value is 0.002 which is less than the standard p-value of 0.05. This means that the result is statistically significant. Therefore the claim by Leece (2006) that income is statistically insignificant for consideration of mortgage loan application is no longer applicable nowadays. At the time of Leece's research, the income was insignificant because of the interest of most economy to increase homeownership. However, the catastrophe from the 2007/08 financial crisis led to the increasing importance of income in the granting of mortgage loan.

However, a small percentage of these households from Table 3 said they were comfortable with their status as tenants. These are those who are still renting due to their marital status, ethnicity or age limit. Thus, some respondents explained that it is more worthy to obtain a mortgage when married or when expecting children than when single. Moreover, 35% of those renting who do not value homeownership expressed their view that housing finance is not of any interest to them as their stay in their host country is only a short term issue. Also, those in the younger age prefer to rent because they think that they still need time to be able to save enough to acquire a home.

Contribution

This study has helped to identify the missing gap in literature for a comparative study on the reasons why most people remain as tenants in the inner-cities of the developed world.

Secondly, contrary to the viewpoint of Leece (2006) that income was not a significant factor for the consideration of a mortgage loan, this study found income to be statistically significant. However, Leece's view that income was insignificant is not very surprising because his research was done before financial crisis where a lot of attention was not placed on the affordability criteria but on increasing the number of homeowners.

Recommendations

Homeownership could be increase by tackling the problem of initial deposit faced by most first-time home buyers who are mostly those found in the younger age group of less than 35 years. Furthermore, it could be made better if housing finance providers develop other strategies to improve the situation by offering other lending services like no initial deposit with increase in the monthly repayment. This is because more than half of the household tenants attach a lot of importance on this factor. By taking off this constraint could therefore redress the situation. As an alternative however, these financial institutions could increase the provision of cheaper and attractive products such as shared ownership, which is already on offer by Santander - one of the high street banks in the United Kingdom.

There is the need to build more homes to reduce the gap and bring about equilibrium in the mortgage market since the issue of excess demand over supply has remain of great concern especially in the United Kingdom. They could emulate the homebuilding strategy in Canada where demand is never in excess of supply. The population of the United Kingdom is almost twice that of Canada but the number of new homes build each year is twice less than the number in Canada. In addition, the immigration status or the nationality of households should not be the limiting factor towards housing finance as portrayed by the situation in most of these developed countries. Immigrants who indicate interest in obtaining a mortgage should be granted access if they fulfil all the other lending criteria. There is no need to restrict immigrants on this, given the fact that the mortgage can still be repossessed if they fail to meet the terms and conditions of repayment. This viewpoint is also recommendation by Krueckeberg (1999).

Conclusion

Generally, there has been growing demand and relatively limited supply in most inner-cities of developed worlds, with outrageous increases in house price which limits homeownership. Increasing house prices coupled with high initial deposit, income verification and applicants' nationality were identified as the main determinants. The situation somehow slightly differ between the three countries. In Toronto and New York, demand is very high rarely exceed supply. In Toronto, home building has always been

of great priority such that in many years to come, demand will hardly be in excess of supply. In London, the demand for houses has constantly been in excess of supply.

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APPENDIX

QUESTIONNAIRE SURVEY

Relevant answers should be indicated with a cross (X) on the box(es)

Section A: General Information

1. What is your age group?

- ☐ Less than 25
- ☐ 26 – 35
- ☐ 36 - 45
- ☐ 46 - 55
- ☐ Above 55

2. What is your gender?

- ☐ Female
- ☐ Male

3. What is your marital status?

- ☐ Married
- ☐ Single
- ☐ Divorced
- ☐ Others

4. What is your employment status?

- ☐ Full-time employed
- ☐ Part-time employed
- ☐ Unemployed

5. What is your ethnicity?

- ☐ White
- ☐ Asian or Asian Britain
- ☐ Black or Black Caribbean
- ☐ Black or Black African
- ☐ Mixed
- ☐ Others

Section B: financial Information

6. What is your income range?

- ☐ 10K and below
- ☐ 11K – 20K
- ☐ 21K – 30K
- ☐ 31K – 40K
- ☐ 41K and above

7. How many people depend on you financially?

- ☐ 0-1
- ☐ 2-3
- ☐ 4 and over

8. What aspect can your money cover?

- ☐ Can only afford what we need with nothing left over
- ☐ Can afford our need but will not have much left over
- ☐ Can afford our want and still have much money left over
- ☐ I cannot afford what I need. I struggle to survive

9. Apart from your income, do you receive any other financial support?

- ☐ No
- ☐ Yes from my spouse
- ☐ Yes from other family members
- ☐ Yes from friends
- ☐ Yes from other benefits

Section C: Affordability and Homeownership

10. How many people live with you?

- ☐ 0
- ☐ 1
- ☐ 2 - 3
- ☐ 4 and over

11. Do you own the flat/house you are living in?

- ☐ No, I rent the flat/house I am living in
- ☐ Yes, I own the flat/house I am living in
- ☐ Yes as shared/co-ownership

12.State the level of importance on the reasons why you choose to rent instead of owning your own home.

	Not important at all	Low important	Slightly important	Neutral	Moderately Important	Very Important	Extreme important
Increasing house prices							
High initial deposit							
Job security							
Credit rating							
Marital status							
Visa status							

13.Do you intend to buy a house in the nearest future?

- ☐ Not Applicable
- ☐ Yes
- ☐ No
- ☐ Not sure

14.What factors can discourage you from obtaining a mortgage? (tick all the boxes that applies to you)

- ☐ Job security
- ☐ The tight conditions involved from the effect of the financial crisis
- ☐ Increasing house prices
- ☐ My income is too low
- ☐ SDLT (Tax)
- ☐ Non provision of Islamic free mortgages (religious reasons)

15.From your monthly salary, what proportion would you be willing to allocate to your monthly repayment?

- ☐ Less than 10%
- ☐ 10% - 19%
- ☐ 20% - 29%
- ☐ 30% - 39%
- ☐ 40% and more

16. Are you satisfied with your current status as a tenant?

- ☐ Yes
- ☐ No

17. How many mortgage properties do you have?

- ☐ 1
- ☐ 2
- ☐ 3

18. Which of these periods did you obtain the mortgage?

- ☐ Before 2007
- ☐ Between 2007 and 2009
- ☐ Between 2010 to 2013
- ☐ After 2013

19. Is this the first time you applied for a mortgage in your bank?

- ☐ Yes
- ☐ No

NB: SD=Strongly Disagree, D= Disagree, SWD= Somewhat Disagree, N=Neither Agree/Disagree, SWA=Somewhat Agree SA= Strongly Agree, A= Agree.

	SD	D	SWD	N	SWA	A	SA

20. To obtain a mortgage was very easy before the 2007 financial crises							
21. To obtain a mortgage became very difficult between 2007 and 2009.							
22. To obtain a mortgage was easier between 2010 and 2013.							

23. Between 2003 and 2013, which year did you attempt asking for a mortgage from the bank but the bank did not give it to you.

☐ 2003 - 2006
☐ 2007 - 2009
☐ 2010 – 2013
☐ After 2013
☐ Other periods

24. Why was your mortgage application rejected?

	Not important at all	Low important	Slightly important	Neutral	Moderately Important	Very Important	Extremely important
Credit rating							
Initial deposit							
Status of my visa							
Net income							
Net income							
Employment status							

FILIPINO FILM: AN APERTURE TO ART OR TOOL FOR TOURISM PROMOTION?

**Sarah Mae O. Lugtu, Dax Nathaniel M. Bondoc
Keichi N. Enrile, Paula May P. Gorospe**

**University of the Assumption
E-mail address: lugtusarahmae@gmail.com**

**Mr. Emmanuel M. Bagtas, RN, Ph.D
Adviser**

Abstract

The main thrust of the study is to learn the relevance of the Filipino film to the arts and tourism. Specifically, it aims to know if the Filipino film is an aperture to art or tool for tourism promotion. Ten participants were purposively selected for this study with ages 17 to 37 years old in Pampanga. Data were gathered utilizing the individual interview method. Findings revealed that the film is both relevant to both arts and tourism by balancing tourism promotion and enhancing the film's story. It also showed that the inclusion of destination in a film encourage tourists to visit the said location. In order for a film to be a better tool for tourism promotion, the location should be part of the story and not merely relying on its scenic beauty.

Key terms: arts, Filipino film, tourism

Background/Objectives/Goals

Film is a powerful form of art considered as a mass medium and sold to a large audience for the purpose of entertainment, information or persuasion. Authors have defined film in numerous ways for it to be understood. Bordwell and Thompson (2013) stated that films have dual purposes of nurturing exchange of opinions and providing a glimpse of locations and means of life that we may not be aware of. The same authors mentioned that it is conceived with creativity that is designed to make the viewers feel various kinds of emotions. Film is also identified as a vehicle of culture. Culture reflects the past and present living conditions of specific group of people in a certain place which could contribute to tourists' decision in visiting a place.

Tourism is not limited to the usual definition as the act of visiting a place for leisure, pilgrimage, experience, business and education purposes (Chawla, 2004). The same author added that it has a deeper meaning and purpose. Tourism has the power to unite people who come from different places with diverse cultures and practices. In relation to this, Smith, MacLeod and Robertson (2010) enumerated different kinds of tourism depending on the tourists' aims and how they are influenced to go to a certain place. Concrete examples of these are film and television tourism. These are defined as the inclusion of destinations in a film or

television programs with the places related to the celebrities encouraging tourists to visit the said location.

International studies conducted about film tourism which are mostly film-induced are: Inventing a vacation to a location, Promoting destinations via film tourism: An empirical identification of supporting marketing initiative, 2006 and Film tourism: Study on how films can be used to promote tourism, 2012. These mentioned studies show that film tourism is an emerging phenomenon in different countries all over the globe in promoting destinations.

In the Philippines, there are dearth studies regarding film tourism. Therefore, the researchers find it relevant to conduct this study which would be advantageous to the promotion and development of artistic and tourism-themed films.

Bordwell and Thompson (2013) mentioned that unlike any other art forms, film art provides the audience a journey of tell-tale experiences because it provides them story which they can think and create their own arguments. There are different factors to understand the formation of a film. The same authors stated that film as an art can be understood with its form and style. Form pertains to how all the factors are combined to make the whole film appear the way they want while style is the way film makers do it from the pre-production stage, production and post-production stage.

Films many not possess all these stated characteristics. Kolker (2002) noted that there are films which are easy to understand but do not give the audience a significant experience. These are mainly for the purpose of entertainment which is commonly referred to as commercialized films.

There have been confusions regarding film as an art and film as an entertainment. Bordwell and Thompson elaborated this confusion. They added that art has an important effect to audience which is valuable compared to entertainment which is shallower in nature.

Film has been a powerful medium through the years. It has been considered as a window to appreciate art. It is also utilized for business, entertainment and mass media. Lastly, film tourism is a great addition to these.

For further information about film tourism, Grihault as cited in Hudson (2011) defined film tourism as the most influential tool to attract tourists for it can reach a wide range of people. Croy (2011) explained why numerous people watch films because these are distributed in various platforms and are shown internationally. Films are so good to be true media due to the influence of prominent celebrities top-billing them therefore films inspire, increase tourist awareness and improve the image formation of a location that could affect their decision-making in visiting the chosen place or destination.

The benefit of film tourism is not limited to the tourism industry alone. Hudson and Ritchie (2006) mentioned in their research that the film tourism is a powerful tool in both film and tourism industry. It has longer effect because it is evident on all stages of its collaborations.

Beaton, Busby and Klug as cited in Smith, MacLeod and Robertson (2010) proposed recommendations such as forms and themes for the development of film and television tourism.

Concrete examples are the frequent tours on the sets and locations of TV shows and films and even the places where the actors live. Some provide movie package tours, travel programs and studio tours. Other forms of film tourism are the establishments such as theme parks and hotels with designs inspired by films like the Paramount and Universal Studios in Los Angeles.

Events such as movie premieres and festivals of prestigious film makers can also attract participants to visit the place where these events were held (Beaton, Busby & Klug cited in Smith et al., 2010).

Recent studies showed that tourists visit film destination due to several purposes. They may be enticed or influenced by television programs. Some of them visit the destinations as a form of pilgrimage while others want to have personal experiences in reliving the characters and plot of the movie or TV program (Smith et al., 2010).

Film tourism has been a practice to different countries. To prove film tourism's effect on tourism industry, Hudson and Ritchie (2006) mentioned different films around the world and an increase of tourist attendance to various film locations. Tourism in Scotland posted a 300% increase due to the filming of *Braveheart*. There was also a 200% rise in attendance in Sydney, Australia following the release of *Mission Impossible 2*.

Other international movies and television programs that have been main contributors to their tourisms are as follows: "Monarch of the Glen" in Badenoch, Scotland, "Harry Potter" in Great Britain, "Sex and the City" in New York, United States of America, "Winter Sonata" in Korea, "The Beach" in Phuket, Thailand and "Tomb Raider" in Cambodia (Smith et al., 2010).

Upon the success of film tourism, filmmakers from different countries have utilized this with the aid of tourism offices in order to promote the country's tourism to travelers such as in India, United Kingdom, Korea and New Zealand (Smith et al., 2010). In addition to this, proactive in pre-production and a prime motivator of producing films in their region, UK-based Visit Britain has been lobbying Indian film producers to utilize British locations in order to boost its tourism industry (Woodward cited in Hudson, 2011).

Film tourism is helpful in promoting the film and tourism industry. Hudson (2011) specified that film tourism is beneficial to the film industry. Through film tourism, the cost of production may be lessened. The same author added that this can happen by providing technical support and accommodation for production staff and offering credits to producers. This would be beneficial to the people working on and off the camera as their means of livelihood. It can also benefit the tourism industry because it could contribute to a place's employment rate as it can be a source of income to the youths as their starting jobs and a part time to others (Chawla, 2004). Furthermore, tourists can be major tax contributors to the gross revenues of certain places.

Sometimes, film tourism cannot attract foreign tourists. Croy and Walker as cited in Croy (2011) affirmed that there were numerous films that were produced but only a few have significantly contributed in the visitation of the advertised location.

Film-induced tourism has both advantages and disadvantages. It can boost the tourists' visitation and increase employment by creating variety of jobs for the local people. Due to the immediacy and impact of films, chances are the place cannot handle too much visitors and can

lead to its destruction (Smith et al., 2010). Two of these are in the fishing port of Tobermory on the Isle of Mull, Western Isles of Scotland which was shown in "Balamory" and Thailand beach shown in "The Beach."

This year, the Philippines has continuously shown various destinations in its films. Some of these movies are: "That Thing Called Tadhana" in Baguio and Sagada, "She's Dating the Gangster" in Mt. Mayon, "Crazy Beautiful You" in Mt. Pinatubo and Tarlac, and "You're My Boss" in Batanes (Torregoza, 2015).

Zalavarria (2015) affirmed the aforementioned citation in her report as she revealed that the arrival of tourists in Sagada increased by 200%. However, after filming of "That Thing Called Tadhana", it caused the place to be chaotic and have lost its sacredness because of improper waste disposal and traffic caused by heavy arrivals of tourists.

In line with this, Sonny Angara has proposed a senate bill that will provide a 20-40 percent tax exemption for production companies that will highlight local or domestic tourism preferably those which recover from national disasters. This is the Senate Bill No. 2160 or Fostering Investment through Local and International Movies Act of 2014 (Ager, 2014).

In the senate press release website, another bill that supports film tourism was filed by Grace Poe. This is the Senate Bill 2272 (Film and Television Tourism Act of 2014) that would also give incentives to film and television programs that would highlight a destination in the country. The formation of the Philippine Film and Television Tourism Authority (PFFTA) is also included in this bill in order to promote films and programs entirely shot in the Philippines to other international film-making bodies.

The researchers came-up with this study because of the stream of movies in the Philippines having the same pattern of highlighting the location of a film. There were studies which focused on film tourism and its effect to the tourism industry. However, there were insufficient specific published thesis studies that emphasize the film tourism's effect to the arts. This gap led the researchers to conduct this study in order to know the relevance of Filipino film to tourism and arts.

Specifically, it aimed to answer the following questions: (1) What aspects of culture were reflected in the film?; (2) What may be the significance of the cultures shown to the film?; (3) How did the film help promote tourism?; and (4) Is the Filipino film an aperture to art or tool for tourism promotion?

Film has a lot of elements that need to be analyzed to be fully-understood. The contributing factors for the perfection of the film are referred to as the mise-en-scene. The diagram below shows the important things needed to be considered for the mise-en-scene of the film. These are the sound, costume, plot, setting and props that are related to each other. The researchers seek to know if the totality of the film has an effect to art or to country's tourism.

This study will be useful in learning the relevance of Filipino films to art and to country's tourism. It seeks to answer if Filipino films are aperture to art or tool for tourism promotion that could help both the film and tourism industry of the country

For the film industry, it could help filmmakers in receiving feedbacks from the public that could help them in conceptualizing their movies, making it more appealing to the public. Our local industry can also be competent to foreign films by knowing its audience's opinion resulting to benefit the Philippine cinema industry. This study would help in the promotion of Filipino films. It would also make the moviegoers understand the relevance of showing culture and destinations in Filipino films. This would guide the future filmmakers by being reminded of the true objectives in producing films.

For the tourism industry, tourists can have identified possible places to visit by stating destinations shown in Filipino films. This could invite tourists who could help in promoting Philippine destinations and invite more foreign and local tourists.

The study focused on one of the 2015 highest grossing mainstream Filipino films under Star Cinema, *Crazy Beautiful You*'s relevance to the art and to tourism industry of the country. In line with this, the participants were the people who watched the said film.

METHOD

A qualitative type of research was utilized through the individual interview method. It was used to describe the relevance of Filipino film to art and tourism and to further explain the participants' answers.

The 10 participants of the study were chosen purposively. These were the people who watched the 2015 film *"Crazy Beautiful You"* ranging from 17-37 years old in the province of Pampanga.

An interview guide was prepared by the researchers and was validated by three experts. After the validation of the instrument, the participants were chosen. Then, a consent form explaining the researcher's aim in conducting the interview was made available for the participants. This was sent to them personally. When the permission was granted, the researchers and the participants scheduled the interview in their most convenient time. Prior to the interview, the guide questions were sent by the researchers.

Before the actual individual interview to the participants, the consent form was explained. Then, they asked permission to have the interview audio-recorded. Once the participants agreed, the interviewer established rapport with the interviewee in order to facilitate asking of questions. After the interview, the researchers analyzed all the data gathered in the interviews.

To analyze data for a qualitative research, the researchers utilized the content analysis method in order to interpret the participants' insights and ideas. The researchers first transcribed the participants' answers. There were themes and categories emerged.

FINDINGS

Participant's Profile

Participant 1 (P1) is a 17-year old female. Participant 2 (P2) is a 37-year old female. Participant 3 (P3) is a 25-year old male. Participant 4 (P4) is a 20-year old female. Participant 5 (P5) is an 18-year old female. Participant 6 (P6) is a 19-year old female. Participant 7 (P7) is an 18-year old male. Participant 8 is a 21-year old male. Participant 9 (P9) is a 28-year old female. And participant 10 (P10) is a 18-year old male.

Culture reflected on the film. All of the participants have observed the importance of Philippine culture through the old practices of Filipinos which are evident among the Aetas. The film also showed how the members of this ethnic group preserve their values and ways of living through practices distinct from others.

Ethnic group. Most of the participants noted that the film showed the life's simplicity of Aetas living in Mt. Pinatubo from their attitudes towards life, clothing and their everyday living. Other participants mentioned that the film showcased not just how the Aetas live in remote places but included them to be part of the movie itself. They even showed their present situation which is until now, considered to be uncivilized.

"Ang mga kapatid [Aetas] natin doon ay simple lang yung lifestyle and clothing. Yung culture nila ay payak yet happy naman." (Our brothers [Aetas] there have a simple lifestyle and clothing. Their culture is simple yet fun.) (P1)

"Sa aking nakikita, ang pamumuhay nila ay napakasimpleng buhay ang magkakasama silang buong pamilya. Ang ikinabubuhay nila ay ang pagtatanim ng gulay, kamote at saging. Sa pananamit nila ay di lahat nakadamit nang maayos. Kahit nasa bundok sila, maayos at masaya ang buhay nila." (Their life is simple with their whole family. Their means of livelihood is planting crops. Not everyone has good clothes. Though they live in the mountain, their life is smooth and full of fun.) (P2)

"Sa pelikulang ito, ipinakita kung gaano kasimple at kasaya yung mga ninuno natin doon." (In this film, they show how simple and happy the ancestors are.) (P3)

"Yung Philippine culture sa pelikula, palagay ko yun ay noong binigyan ng pagkakataon ang mga kapatid natin na Aetas na makasama sa pelikula." (The Philippine culture shown in the movie, I think, is the part where in our fellow Aetas were given the opportunity to take part in the movie.) (P4)

"Ipinakita yung buhay ng mga tao sa liblib na lugar. Ipinakita kung paano sila kumain ng nakakamay. Ipinakita din kung paano sila nabubuhay ng simple sa mga bahay-kubo atsaka yung buhay nila makaluma kaysa sa atin ngayon. Example nalang yung nag-cut sila ng kahoy para magluto ng pagkain tapos nag-iigib sila ng tubig panligo, panlaba at panghugas ng pinggan." (The film shows the life of people who are living in remote places. It shows different manners on how they live just like the act of eating by using hands. It also shows how they live simply with nipa huts. The people there were living not in a modern way as what we are used to right now because they were more of the old school. One of the examples is that they used to cut woods for their way of cooking food and another is they should fetch their own water for them to take a bath or wash the dishes and even their clothes. (P6)

"The movie shows the living conditions of the Aeta community. It is seen here how simple the lifestyle of our indigent fellowmen is. Livelihood is less of a concern as it was clearly viewed in the way where abundant

crops in the mountain and free range livestock are used for personal consumption.”(P8)

“Umm ala naku yata arere-call hahaha basta usually naman karin mananaman la tas tinda da.” (It seems like I forgot about those but usually they plant crops and sell those.) (P9)

“Doon sa movie pinakita yung simpleng pamumuhay ng mga katutubo.” (The movie showed simplicity of the lives of our natives.) (P10)

Filipino traits. Participants saw different traits of Filipinos which they are known worldwide. The film portrayed how hospitable Filipino people are in welcoming their guests even for the first time. The film also showed strong family ties including brotherhood between Filipinos.

“I can say that their culture is colorful and rich. Kahit simple lang yung buhay nila, 'pag may bisita o turista, pinapakita nila yung best treatment na pwede nilang i-offer. May sayaw-sayaw pa sila.” (I can say that their culture is colorful and they are also hospitable in spite of their simple life. When they have visitors or tourists they show the best treatment they can give. They even perform dances.) (P1)

“Yung pagpapakita ng hospitality ng mga Aeta. Tinatanggap nila yung mga bisita nila kahit iba sila sa kanila sa pananamit at pagsasalita. Kahit ganon, tinatanggap nila yung mga tao sa city. In return, yung mga taong ito ay may binabalik sa kanila.” (One clear example is the hospitality shown by the Aeta Community. They wholeheartedly welcome these people who are quite different from them from the way they dress, they talk. But despite these things they didn't think twice about welcoming these people from the city. And in return these people also gave something back for the community.) (P5)

“Close family ties is one of the cultural tradition that have been observed in the film. Our indigent fellowmen promote brotherhood in the community and give so much importance to the existence of family. The latter was justified in a wedding of two Aetas where it is customary for the man to give “dowry” to the parents of the woman as a sign of love to the groom has to give.”(P8)

Traditions. The participants noticed some of the practices of Filipinos during the early years. The act of giving dowry was seen in the film. Dowry is a gift given by the groom to the bride's family before the wedding day. In addition, the interest of Filipinos with games was also identified.

“Hindi lang iyon, pinakita din kung paano nila pini-preserve yung mga kultura nila gaya nung pagbibigay ng pera o kaya regalo ng groom sa asawa niya sa kanilang kasal.” (The film showed how they preserve their rich culture like the old tradition of dowry in which a groom has to give something on his wife prior to their marriage.) (P3)

“Sa kultura ng kasal, kailangan munang magbigay nung lalaki sa pamilya nung babae bago sila ikasal.” (As a wedding culture to them, the guy

has to give dowry to the girl's family members before they hand her to him.) (P7)

"Doon sa movie pinakita kung gaano kayaman ang ating kultura gaya nung iba't ibang laro na pinakita." (The movie showed how rich our culture is through different Pinoy game shown.) (P9)

Scenes that show culture significance to the film. It is noticeable that all of the participants agreed that the cultures which appeared on the film, including the location, contributed to its totality. Through the appearance of the Aetas at Mt. Pinatubo, the film was able to promote the place while contributing to the film's story.

Enhance the film's story. Many of the participants said that the cultures shown and the location of the film contributed to the story. This was by comparing Kathryn's character (Jackie) to Mt. Pinatubo and her life with the Aetas in the mountain. This helped on the presentation of the story's thought which is about the appreciation of simple life though it is far different from how we live now.

"Yes, naka-contribute yung culture because naipakita doon yung difference between the life of Kathryn and mga kapatid natin doon. However, kahit magkaiba, natutunan din naman ni Kathryn na mamuhay ng simple kasama yung mga kapatid natin and si Daniel." (Yes, the culture which was shown contributed to the story because they have shown the differences of the character of Kathryn with the people there. However, in spite of their differences, Kathryn knew how to live simply together with the Aetas and Daniel.) (P1)

"Oo, naka-contribute siya ng bongga lalo na kay Jackie na hindi sanay sa buhay na walang internet, kuryente. Yung mga baluga tinulungan si Jackie na magkapag-asa, na maging masaya siya kahit marami silang problema ng nanay niya. Siyempre dahil sa buhay na kakaiba sa meron siya, nakilala niya pa yung sarili niya, at napatawad niya yung nanay niya na wala ng natitira pang galit sa iba." (Yes, they contributed a lot especially to the character of Jackie who is not used in spending the whole day without internet, with no electricity and all. These people from the community helped Jackie to show her brighter side, to bring back the smile she lost because of certain problems specifically with her mother. Because of the lifestyle that is so contrary from her daily grind she got to know more about herself and also learned to forgive and stop holding grudges against someone.) (P5)

"Oo, kasi yung character ni Daniel dun sinabi niya yung line na related doon sa bundok na beautiful disaster tapos cinompare din yun sa buhay ni Kathryn sa kwento." (Yes, because of one of the character tell a line related to the said mountain which is "a beautiful disaster" which is compared with Kathryn's life.) (P6)

"Yes, because I think the message of the story or the film is about a beautiful disaster just like Mt. Pinatubo." (P7)

"Cultures shown from the film greatly contributed to the message of the movie. It played a vital tool to help the lead actress to change from the

miserable life that she has been living to a happy and contented one. The simplistic way of life of the aeta community made generalizations to appreciate life even when you have less.” (P8)

“Oo. Kasi dahil sa mga eksena na yon, yung mga Ita sa bundok, mas nalaman ni Jackie yung realidad ng buhay.” (Yes, because Jackie realized the boundaries of what real life is after being sent to the Aetas living in the mountains.) (P9)

Enhance the film’s setting. The setting of the story is another factor to consider in the mise-en-scene of the story. In the film, Mt. Pinatubo became the setting of most scenes in the film. According to some participants, it added to the film’s scenic beauty.

“Nakatulong sa pelikula kasi ang ganda ng lugar, yung pinagkuhanan nila ng pelikula. Ipinakita din nila na malinis, maganda at maayos yung Pinatubo.” (It helped in the story because the setting is beautiful. They showed that Mt. Pinatubo is clean, beautiful and good.) (P2)

“Oo nakatulong ito kasi maganda pa ang nakikita mong view.” (Yes, it helped because its setting is good.) (P10)

Enhance the film’s moral. The culture shown in the film helped in the development of the story. Same is through with the lesson it imparted. It gave a clear view of how modern lives differ from traditional way of living. Also, it helped the viewers, especially the youth to realize the value of forgiveness in the family.

“Oo, naka-contribute yung mga pinakitang culture sa film. Kung hindi dahil sa penikula, hindi ko malalaman kung paano nabubuhay ang mga kapatid nating Ita sa bundok. Parang, pinakita kung ano yung mga ninuno natin at kung paano natin sila matutulungan kahit sa simpleng paraan.” (Yes it did contribute to the message of the film. If it wasn’t for this movie, I would not know how our fellow Aetas live their life in the mountains. It somehow gave us a glimpse of our ancestors and the ways on how we can help them even in our simplest ways.) (P4)

“The value for family is an eye opener to forget the hatred and burden in her heart and to learn how to forgive because of love.” (P8)

“Oo, kasi dahil sa mga eksena na yon, yung mga Ita sa bundok, mas nalaman ni Jackie yung realidad ng buhay. Nag-contribute yung culture, customs kasi it serves as an eye opener sa mga young viewers especially nowadays na facebook generation na.” (Yes, because Jackie realized the boundaries of what real life is after being sent to the Aetas living in the mountains. The culture, customs contributed to the story because it serves as an eye opener to the young viewers especially nowadays that it is facebook generation.) (P9)

Reasons of viewers’ curiosity to visit the film’s location. The film’s setting was Mt. Pinatubo and other parts of Tarlac. All the participants were interested to visit the mountain after watching the film. This is not only because of the place’s beauty but also with their personal interest in adventures presented in the film.

Mt. Pinatubo's beauty shown on the film. Most of the participants wanted to visit Mountain Pinatubo because of the scenes that were featured in the film. The participants were enticed by its breath-taking views and the adventurous activities on the site.

"Para sa akin, kung may pagkakataon. Gusto ko pumunta doon sa lugar kasi kaakit-akit yung Mt. Pinatubo. Tsaka gusto ko din ma-experience, gaya ng sa pelikula yung nakita nila mismo yung Mt. Pinatubo." (For me, given a chance, I would go there to see the beautiful Mt. Pinatubo. I also want to experience, just like in the movie, seeing Mt. Pinatubo closer.) **(P2)**

"Oo naman, kasi surprising yung lugar eh tapos isa pa mukhang masaya siyang puntahan lalo na yung view na malapit sa Mt. Pinatubo." (Yes, because the location looks surprising and fun to visit especially the view near Mt. Pinatubo.) **(P3)**

"Oo, kasi nung pinanood ko yung pelikula, nabilib ako sa Mt. Pinatubo, ang ganda. Hindi ko alam na may ganoon pala kagandang lugar. Hindi ko rin alam na may ganoon pala sa Tarlac na medyo malapit lang sa amin. Hindi ko siguro malalaman yun kung hindi dahil sa pelikula." (Yes. When I saw the movie, I was stunned by how beautiful Mt. Pinatubo is. I never knew there was such a wonderful place in Tarlac which is actually not that far from where I live. I probably would not know the place if it was not featured in the movie.) **(P4)**

"Oo, naimpluwensiyahan akong pumunta. Paano? Naging mas interisado ako na i-search yung lugar at kung magkano ba ang gagastusin para makita ko yung beauty niya, if may pagkakataon." (Yes, I'm influenced to visit the location. How? I became eager and interested to search about the location and see its beauty and how much it will cost me if given the chance.) **(P5)**

"Oo, kasi yung mga sceneries eh maganda." (Yes, because the sceneries are beautiful.) **(P6)**

"Yes, because I want to see how beautiful the said location where the film was taken." **(P7)**

"Yes because I want to see it for myself the beautiful disaster (Mt. Pinatubo.)" **(P8)**

"Yes, because of the utter importance of Mt. Pinatubo in recent history as well as its breath-taking view." **(P9)**

Stimulate personal interest. Another reason why the participants wanted to visit the film's location which is Mt. Pinatubo is their personal interest with adventures and travel. Also what others say about Mt. Pinatubo is also a contributing factor to make them eager to visit the said location.

"18 years old na ako so, gusto ko makilala sarili ko so palagay ko makakatulong yung pagpunta ko doon. Tsaka palagay ko, mas makabuluhan kapag nakita ko ang Pinatubo." (I am now 18 years old,

I'm still in the midst of knowing more about myself and I supposed that a visit will somehow contribute to my journey. And I believe that it will be worthwhile to see the breathtaking view while standing on the crater of Mt. Pinatubo.) (P5)

"Nakaka-caught ng attention lalo na ako, gustong-gusto ko yung nagta-travel." (It catches my attention especially because I love to travel.) (P6)

"Well, for someone like me, I was literally gasping for breath on some of the incline parts of the ascent." (P9)

Filipino film as an aperture to art and tool for tourism promotion. The film "Crazy Beautiful You" is both an aperture to art and a tool for tourism promotion because while enhancing the quality of the film, it benefits the tourism promotion of Mt. Pinatubo. The film is an aperture to art because it has impact to viewers and it is recommended for its good story. It is also appealing to the public. At the same time, it is a tool for tourism promotion because it boosted the film's location which was Mt. Pinatubo.

Has impact to viewers. Most of the participants enjoyed the totality of the film because of the superb presentation of its plot. The roles of the characters are relatable and the actors displayed good acting. In addition, the film imparted important lessons to the participants. This made the film enjoyable to the participants and left a major impact to them.

"Yes, na-enjoy ko naman. Nakaka-relate kase yung mga kabataan kay Kathryn na pasayaw and ayaw iwan ang techy world. And dinala siya doon to teach her a lesson pero habang tumatagal nagugustuhan niya na rin doon." (Yes, I have enjoyed it because youth can relate with Kathryn who is hard headed and can't live without technology and when she got there to learn a lesson, she enjoyed it.) (P1)

"Oo, kasi tinututuruan yung kabataan ng mga lesson na nakakaranas ng family problems." (Yes, because it teaches a lot of lesson to the young generation who encounter family problems.) (P3)

"After ko nga mapanood yung pelikula, naging fan nila (Kathryn Bernardo and Daniel Padilla) ako. Pinanood ko pa nga siya ulit. Pati nga yung nanay ko na mahirap i-please sa mga movies nag-enjoy eh. Sabi niya maganda yung story. Naiyak nga kami, sa totoo lang." (I found myself becoming an instant KathNiel fan right after watching that movie. I even watched it for the second time. My mom who is hard to please when it comes to movies enjoyed it too and said that the story was good, it made us cry, actually.) (P4)

"Oo, kasi hindi lang siya love story ni Kiko at ni Jackie. May emphasis din sa ibang characters like yung pamilya nila kung paano nila inayos yung mga maling bagay na nagawa nila." (Yes, because aside from the love story shown by the characters of Kiko and Jackie, they also brought emphasis to the characters of others like their family and what went wrong and how they exerted effort to patch things up.) (P5)

"Oo kasi may lessons ka na makukuha na pwede mo i-apply sa buhay."
(Yes, because it gives lessons that can be applied in our lives.) **(P6)**

"Oo, maganda ang ikot ng istorya, nakakaantig ng damdamin, madadala ka sa emosyon ng mga characters." (Yes, the story is good, it touches the hearts of the audience that you will be carried away by the actors' acting.) **(P7)**

"I enjoyed watching the movie because the storyline was so good also the superb portrayal of the roles left our hearts affected and in a roller coaster of emotions." **(P8)**

"I enjoyed the movie because the subtle beauty of the film is in the details where in the creative team has sprinkled some snippets of reality."
(P9)

Recommended to others. Initially, the participants enjoyed the film. Because of its artistic appeal, they even recommended it to others because of the moral it shared and their worthy experience upon watching the said film. After recommending it to others, they received good feedbacks about it too.

"Oo, ni-recommend kasi sa akin yan. Eh, nagustuhan ko naman so ni-recommend ko rin sa iba. Lalo na sa mga kaklase ko na surely makaka-relate doon." (Yes, someone recommended it to me. I liked it, so I recommended it also to others especially to my classmates who can relate with it too.) **(P1)**

"Oo, nirekomenda ko ito sa iba. Lalo na sa anak ko dahil may aral siya na dapat give love at 'wag maghintay ng kapalit kahit ano pa man sila." (Yes, I have recommended it to others especially to my son because it has lesson that we should give and don't expect something in return.) **(P2)**

"Oo naman nirekomenda ko siya, kasi kapupulutan talaga siya ng aral."
(Yes, because it featured moral values.) **(P3)**

"Oo nirekomenda ko siya, kasi may values ka talaga na matutunan eh na pwede mo mai-apply sa buhay mo. Tsaka, may lesson na makukuha na kahit ibigay na sa iyo lahat ng luho hindi yun matutumbasan ng pagmamahal na hinahanap ng anak sa magulang." (Yes, because there are values that people can apply in their lives and it gives people a lesson that financial support, no matter how big, it can never replace a love that a child beg from his or her parents.) **(P6)**

"Oo, para malaman nila kung gaano sila kaswerte na nagkaroon sila ng pamilya na hinahangad ang matuto rin sila na makuntento sa kung ano ang meron sila." (Yes, because it will teach youth how lucky they are for having their family that wishes them to be content of what they have.)
(P7)

"Yes, I recommended my family members to watch it. Not only it made it as a bonding moment, but the message of the film would help each of us appreciate the importance of our family better." **(P8)**

"I have recommended it because Kathryn Bernardo and Daniel Padilla hype train knows how to entertain with enough humor and cheesy on screen romance to be worth your time." (P9)

"Oo kasi nagustuhan ko atsaka para may makasama naman ako pumunta dun sa lugar." (Yes, because I liked it and I have recommended it so that they can come with me to the said place.) (P10)

Has good story. Most of the participants considered the story as its strong point because it tackles different issues in life. Its story revolves within the socio-economic issues, family problems and youth related issues.

"Strong points siguro ng film is yung nai-connect nila yung contrast ng buhay magara sa buhay na simple. Yung sa movie, kahit mayaman ka as long as marunong kang tumanggap or mag-accept ng new culture, new lessons, ma-appreciate mo rin yung lifestyle ng mga kapatid natin kahit you live in different worlds." (The strong point of the film is the connection they have made with a luxurious and simple life. In the movie, even if you are rich as long as you know how to accept new culture, lessons then you can appreciate the lifestyle of the Aetas though you are living in different worlds.) (P1)

"Yung maganda sa pelikula yung story niya na about sa pagkakawangawa sa mga nangangailangan. Ipinakita nila na kailangan nila ng pagkain tsaka ng mga gamot." (What I love with the movie is the story which revolves with the needy. They showed they need food and health assistance.) (P2)

"Palagay ko yung scene na nagbago yung character ni Kathryn as rebelde, wild na anak na naging caring at saka mapagmahal na anak. Ang kwento." (I think the strong point of the film is when how the character of Kathryn turned from rebellious, wild child to a caring and loving child. The story.) (P3)

"Yung isa sa strong points ng film is yung content niya." (One of the strong points of the film is its content.) (P5)

"Strong point ng film is yung story. Yung part na nasa medical misson si Kathryn tapos nagseselos siya dun sa mga baluga na ginagamot ng nanay niya na doctor. Kasi yung care na gusto niya, ibinibigay ng mama niya sa iba. Kulang siya sa atensyon tsaka sa pag-aalaga ng mama niya." (The strong point in the film is the story. Most especially when Kathryn is sent to a medical mission and she was so jealous of the children where her mother, a doctor, gives so much attention and care to their children because she only wants to be treated like them. She wants to be taking care of and give her the attention that she deserves.) (P6)

"The movie has no doubt sent its message to its viewing audience. The story line was so clear and comprehensible." (P8)

"It touches family problems, socio-economic issues and common teenage conflicts." (P9)

Appealing to the public. Another strong point of the film is its universal appeal to the audience because of its main protagonists. Daniel Padilla and Kathryn Bernardo enjoy a huge fanbase. The story in which the youth can relate is another reason why it appeals the market.

"Siguro yung strong point ng film is yung tungkol siya sa family tsaka kung ano yung mga madalas na problema sa pamilya. Kaya siguro, nakaka-relate lahat dahil doon. Not to mention, sikat yung mga gumanap. Kathryn Bernardo and Daniel Padilla eh, malakas talaga impluwensya nila sa mga viewers." (The strong point of the film is that it talks about family and some common family issues which make it more appealing to all type of viewers because everyone can somehow relate to the story line. Not to mention the actors Kathryn Bernardo and Daniel Padilla who are very popular in today's generation. They really have a big impact to the viewers.) (P4)

"Isa sa mga strong points niya ay catchy siya sa market. Atsaka isa pa, yung Kathniel maraming fans." (One of the strong points of the film is it is really catchy for its target market plus the fact that the Kathniel fandom is really a big fandom.) (P5)

Promoted Mt. Pinatubo. Other than the film's significance to arts, the film has significance to tourism. It became a tool to promote Mt. Pinatubo. With the help of the film, participants became aware of the said destination. They were interested to visit Mt. Pinatubo after watching the film.

"Para sa akin, kung may pagkakataon. Gusto ko pumunta doon sa lugar kasi kaakit-akit yung Mt. Pinatubo. Tsaka gusto ko din ma-experience, gaya ng sa pelikula yung nakita nila mismo yung Mt. Pinatubo." (For me, given a chance, I would go there to see the beautiful Mt. Pinatubo. I also want to experience, just like in the movie, seeing Mt. Pinatubo closer.) (P2)

"Oo naman, kasi surprising yung lugar eh tapos isa pa mukhang masaya siyang puntahan lalo na yung view na malapit sa Mt. Pinatubo." (Yes, because the location looks surprising and fun to visit especially the view near Mt. Pinatubo.) (P3)

"Oo, kasi nung pinanood ko yung pelikula, nabilib ako sa Mt. Pinatubo, ang ganda. Hindi ko alam na may ganoon pala kagandang lugar. Hindi ko rin alam na may ganoon pala sa Tarlac na medyo malapit lang samin. Hindi ko siguro malalaman yun kung hindi dahil sa pelikula." (Yes. When I saw the movie, I was stunned by how beautiful Mt. Pinatubo is. I never knew there was such a wonderful place in Tarlac which is actually not that far from where I live. I probably would not know the place if it was not featured in the movie.) (P4)

"Oo, naimpluwensiyahan akong pumunta. Paano? Naging mas interesado ako na i-search yung lugar at kung magkano ba ang gagastusin para

makita ko yung beauty niya, if may pagkakataon.” (Yes, I’m influenced to visit the location. How? I became eager and interested to search about the location and see its beauty and how much it will cost me if given the chance.) (P5)

”Oo, kasi yung mga sceneries eh maganda tsaka nakaka-caught ng attention lalo na ako, gustong-gusto ko yung nagta-travel.” (Yes, because the sceneries are beautiful and it catches my attention especially because I love to travel. And they emphasized in the film how beautiful the sceneries in the place is.) (P6)

”Yes, because I want to see how beautiful the said location where the film was taken.” (P7)

”Yes because I want to see it for myself the beautiful disaster (Mt. Pinatubo.)” (P8)

”Yes, because of the utter importance of Mt. Pinatubo in recent history as well as its breath-taking view.” (P9)

”Yung strong point naman is yung movie ay nagiging way para mapakilala sa maraming kabataan ng ngayon ang namamatay ng kultura at naging way din to para ma-promote yung turismo.” (The strong point is that the movie became a way to let the young audiences to know our culture. At the same time, it promotes tourism.) (P10)

DISCUSSION

Based on the interview conducted by the researchers regarding the relevance of “Crazy Beautiful You” to the art and tourism, the researchers came up with these findings.

Most of the participants saw the life of Aetas in the movie. The film showed their lives’ simplicity from their attitudes, clothing and livelihood. Other participants also mentioned the richness of Philippine culture seen in the movie through the scenes that showed the practice of giving dowry before marriage, hospitality with the visitors, performance of ritual dances as a sign of celebration or welcoming guests, different Pinoy games and the importance of family ties. The film has been a vehicle for the promotion of culture as it showcased modern and traditional society.

The scenes that showed culture contributed not just with the tourism promotion but with the film’s totality. These scenes made the message of the story more comprehensible to their viewer which was to appreciate and to be contented of what you only have. It also gave a good comparison to the film’s character and Mt. Pinatubo as both are considered as “beautiful disaster”. According to the participants it contributed by comparing the character of Kathryn Bernardo with the Aetas’ life and Mt. Pinatubo’s beauty and characteristic which enhance the story of the film.

Also, the location showed added beauty to the film by contributing to the film’s setting. It also helped in promoting Philippine culture by bringing back the richness of the country’s culture. It even included Aetas, which are considered as one of Filipinos ancestors. The culture shown also helped to let the viewers understand different lessons about family that serves as an eye opener to young viewers which leaves an impact to them. The film presented how

modern society differs from the traditional way of life. Bordwell and Thompson (2013) mentioned film as an art has an important effect to the audience.

The researchers found out that all the participants became aware of the film's setting which was Mt. Pinatubo after watching the film. They were influenced to visit the mountain not only because of its beauty shown in the film but with the realizations they get just like Kathryn's character. They have also personal interests to experience the Mt. Pinatubo adventure. Some are influence to see the natives themselves. Croy (2011) affirmed, films inspire and increase tourist awareness and improve the image formation of a location that could affect their decision making in visiting the chosen place. Smith, MacLeod & Robertson (2010) added that people want to visit a movie's location to relive the character in the film.

According to the participants, some of the strong points of the film include the moral it shared to the audience which was about family and life, the good story it presented by showcasing differences between a luxurious and simple life, discussing societal issues, and by being appealing to public through the help of Kathryn Bernardo and Daniel Padilla. Another strong point is it became a vehicle of culture and tourism. The film acted as a vehicle for culture as it showed different Philippine culture including Aetas life. On the other hand, it became a tool for tourism because of the appearance of the jaw-dropping setting of Mt. Pinatubo and other parts of Tarlac.

All the participants enjoyed the movie because of the plot. It also teaches a lesson which can be applied in daily situations. Also, the characters are relatable to audiences especially to the youth. Furthermore, the actors were good in portraying their roles that will make you feel a roller coaster of emotions. Bordwell and Thompson (2013) said that film as an art lets the audience feel different kinds of emotion while watching it.

It is noticeable that all of the participants had enjoyed watching the film. All of them have recommended it to others because of the lesson it imparted and they also liked the experience they gained after watching it.

In general, the findings indicate that the film 'Crazy Beautiful You' has relevance to both art and tourism. It even played its role as a vehicle for culture as it featured Philippine culture, especially the present lifestyle of the Aetas living in Mt. Pinatubo. These scenes were not shown just to promote Mt. Pinatubo but contributed a lot to the message of the film. The location helped in the development and presentation of the plot. Added to that, it contributed to the film's setting because the location helped with the film's cinematography. The film also gave the audience a worthy experience and it had a huge impact to them. The combination of Aetas' culture and present society while giving the public's interest is a form of creativity. This then proves that the film is for the art.

Also, through the scenes that showed culture including the location, viewers became aware of the Mt. Pinatubo as a tourist destination and would love to visit the said place. It was not just only because of the location's beauty that was seen but because the location's story and its contribution to the whole film. This then proves that the film is a tool for tourism promotion.

The participants enjoyed the totality of the film because of the story it narrated and the lessons it taught to them including the entertainment it offered. It also brought the audience to Mt. Pinatubo and let them experience it through the scenes shown. Bordwell and Thompson (2013) mentioned that film as an art brings the audience to places they have never been. Though it has weak points, it still has more strong points based on the participants' interviews. In addition, they even recommended it to others because of its plot which only proves that they loved the film.

"Crazy Beautiful You" balanced the promotion of art and tourism in the film. It even played its role as a mass medium and as a form of entertainment as it informed the viewers the current situation of the Aetas living in mountain. The scenes that featured the location and its culture contributed to the film's story and message that added quality to the film. It even attracted more audience. At the same time, with the combination of the film's plot and setting, it helped in the promotion of Mt. Pinatubo. The participants became aware of the tourist destination. It also gave them realizations of our brothers, Aetas or Negritos which are our ancestors.

Upon the findings gathered, the researchers came up with these recommendations:

Films should not be just giving what the public wants but they should help them think and leave a mark after watching them. These should not be shallow but rather have a meaningful story behind it. This is because films are not just forms of entertainment but of art as well. The films should also play their role as vehicles for culture because they could help in enhancing the story that could benefit both the arts and tourism.

The Film industry should produce more films that would show our own culture in order to help the viewers gain more knowledge about our own heritage. The inclusion of location, or the practice of film tourism in the country is beneficial to both the film and tourism industry it just that, the location should contribute to the story and shouldn't be over-exposed because just like in this movie, the location's story helped to increase the movie goers' awareness about the place at the same time with the number of the film's audience.

Tourism industry should try to practice film tourism as it is a powerful tool for promoting a certain location. It can attract movie goers to visit the place. However, they should be reminded that there are instances that it would not be successful in attracting tourists.

Future researchers can replicate this study with more participants and use not only mainstream local films but international, regional or independent films perhaps. They can even use TV programs for film tourism is not limited to films alone.

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Effects of Anxiety Reduction Treatments on Extraneous Cognitive Load in Students with Test Anxiety

Saeide Zahed, Kharazmi University, Iran

Shahrzad Javadi, Iran

Mehdi Arabzadeh, Kharazmi University, Iran

Parvin Kadivar, Kharazmi University, Iran

Abstract

Anxiety is of significance in cognition tasks and performance through its adverse effects on Working Memory. The purpose of the current study was to investigate the effect of anxiety reduction treatments on extraneous cognitive load in students with test anxiety. The design of this study was quasi-experimental with pre-test, post-test, and control group. The 20 participants were assigned in control and experimental groups of ten. Sarason Test Anxiety Questionnaire and Cognitive Load Scale were administered as the pre-test of the study. After nine treatment sessions, Sarason Test anxiety Questionnaire and Cognitive Load Scale were again administered as the post-test of the study. The obtained data were analyzed by one-way ANOVA. The results indicated that implementing anxiety reduction treatments decreased extraneous cognitive load in participants with test anxiety. In other words, with reducing anxiety in students, their excessive load on their Working Memory can be reduced in order to leave more space for a better learning.

Key Words: Test Anxiety- Cognitive Load- Working Memory- Metacognitive Therapy.

Introduction

Regardless of limited capacity, Working Memory deals simultaneously with strong processing of different information in a short amount of time (Baddeley, 1986). Extra cognitive load may occur when the data which needs to be processed exceed the capacity of the cognitive system (Mayer & Moreno, 2003). There are three types of Cognitive Load which influence Working Memory: Intrinsic Cognitive Load, Extraneous Cognitive Load, and Germane Cognitive Load. Intrinsic Load refers to the mental effort that originates from interaction between learner's experience level and complexity of the subject which needs to be learned and it results from the amount of elements in learning task. Extraneous load refers to the use of

Working Memory capacity for activities other than learning and it is usually related to how a task is being presented (van Merriënboer & Ayres, 2005) which could be affected by distractors or sources that are used to search for the necessary information needed to complete the learning task in educational materials. Germane Load is the amount of resources that one willingly allocates to the tasks needed to improve and automatize the schemata. Generally, these three determine the extent of the Working Memory Load. Also, Intrinsic, Extraneous, and Germane Loads have cumulative effects (Clark, Nguyen, & Sweller, 2006).

Studies, using an experimental approach, have shown that emotional stimuli, especially those related to fear, are more readily noticed, have priority to be processed and are slower to decline than neutral stimuli (Kuhbandner, Spitzer, & Pekrun, 2011). Test Anxiety is one of the dominant emotions in the field of education, which often interferes with memory function. Although anxiety does not directly cause memory failure, it provokes irrelevant thoughts like “I will fail in this exam”, that interferes with retrieval of the information. Such thoughts fill the conscious part of the mind and by imposing additional load on memory, prevent one from remembering the necessary information for answering the question. Shi, Gao, & Zhou (2014) have shown that people with high Test Anxiety have trouble using Working Memory in test situations. Ashcraft & Kirk (2001) noted the negative effects of different anxiety levels on cognitive capacity and found that people with high anxiety show a significant decrease in problem-solving performance. This indicates that they do not have enough ability to process the information. A probable reason is that they may use some sources of Working Memory to resist the thoughts provoked by anxiety which leaves limited resources available for other tasks. In other words, people with high anxiety are more likely to experience Extra Cognitive Load which leads to learning inhibition. Aldalalah and Fong (2010) stated that students with high anxiety more probably need to manage higher Cognitive Load as they are confronted with both anxiety reactions and Working Memory task loads. However, based on Cognitive Load theory, teaching processes will be more successful when Extraneous Cognitive Load is kept to a minimum (Clarke, Ayres, & Sweller, 2005). Therefore, it is essential to identify and use the strategies that reduce Extraneous Cognitive Load to improve learning.

One of the basic functions damaged by the Test Anxiety, is Metacognition. The reason is that worry, raised by Test Anxiety, affects one’s Metacognitive beliefs, which leads to functional

decline, due to the fact that it makes one use contradictory and emotional strategies (Matthews, Hillyard, & Campbell, 1999). Besides, concentrating on irrelevant thoughts about failure and mind consciousness about these thoughts could play an important role in increasing anxiety and can start the vicious cycle of anxiety and negative Metacognitive beliefs (Bairami & Porfarajomran, 2013). Thus, Metacognition disorder is the cause and at the same time, the consequences of anxiety. Therefore, it seems that reduction of irrelevant thoughts and ruminations that impose Extra Cognitive Load, is the best way to free memory. Metacognitive approach attributes emotional disorder to worry, being concerned, inflexible attention, and maladaptive self-regulating coping strategies or behaviors. Based on this approach, it is believed that elimination of worry and fear, leaving threat-detecting strategies, and helping individuals to experience annoying thoughts but not to avoid or react to them, should be included in the therapy.

Although some research have attempted to investigate the role of anxiety, especially Test Anxiety, on Working Memory Function and Cognitive Load (e.g. Aldalalah & Fong, 2010; Ashcraft & Kirk, 2001; Shi, Gao, & Zhou, 2014), there are a few studies that investigated causal relationships between Test Anxiety and Cognitive Load. Therefore, this study attempted to use strategies that reduce Test Anxiety and to examine the effects of anxiety reduction on Extraneous Cognitive Load in students who have some levels of test anxiety.

Methodology

A quasi-experimental with a post-test and a control group were considered in this study. The subjects included 20 female second grade high schoolers in Karaj in the 2014-2015 academic year.

Materials

Sarason's Test Anxiety Questionnaire: This questionnaire includes 25 true/false questions (Sarason, 1980) and is applicable to all ages. The maximum score in this test is 25 which shows the highest anxiety and the minimum score is 0 which shows that the subject has no anxiety at all. The amount of Test Anxiety could be laid down on a numerical scale; the score under 8 show

low Test Anxiety, the scores between 9 to 16 show medium Test Anxiety, and the scores above 16 show high Test Anxiety. In the present study, reliability of this questionnaire is 0.74 and the ordinal Theta is 0.78.

Cognitive-Load Rating Scale: The amount of cognitive effort was measured by a 7-degree scale. This scale is categorized from very low to very high mental effort. In this measurement, the test taker is asked to grade his/her amount of mental effort at the time of solving problems. This scale is developed by Pass in 1992 who reported the Cronbach's Alpha of the test as 0.9. Also, Pass, Van Merriënboer, and Adam (1994) announced the reliability of this scale as 0.82 by using test-retest method. Both the reliability factor and the ordinal Theta of this scale in the present study are 0.73.

Procedure:

Based on the results of Anxiety Questionnaire Test, those who had high Test Anxiety were chosen to complete the Cognitive-Load Rating Scale. Then they were randomly assigned into two groups: an experimental and a control group. Each group consisted of 10 students. The experimental group had been introduced to the strategies on confronting Test Anxiety during nine sessions which are as follows:

First session: Explaining the rules and instruction

Second session: Recognition anxiety, its cycle, and worry

Third session: Study skills training

Fourth session: Time management skills training

Fifth session: Training relaxation and proper breathing

Sixth session: Explaining Metacognitive issues related to anxiety and identifying participants' positive and negative Metacognitive beliefs about anxiety

Seventh session: Training Attention Techniques

Eighth session: Teaching detached mindfulness (adapted from Wells, 2009)

Ninth session: End of the sessions and taking the post-test

After all sessions, both experimental and control groups took the Test Anxiety Questionnaire and Cognitive Load Rating Scale as the post-test to compare the results.

Results

In order to compare the data obtained from the experimental and control groups, the descriptive information including mean and standard deviation of dependent variables were computed.

Testing the hypotheses of the research: Since the Pre-Test and the possibility of initial differences between the experimental and the control group before the intervention may affect the results as extraneous factors, one way Analysis of Covariance was used to minimize the differences between two groups and to compare the Post-Tests. Therefore, before analyzing the research hypotheses, the researchers evaluated the important assumptions of statistical tests at hand as follows:

Assumptions of the Statistical Test:

A) Independence: Each participant's score in both dependent and independent variable should be unrelated to other participants' scores. Due to the use of random sampling, this assumption is met in the present study.

B) Normal Distribution: To make sure the distribution of the variables are normal, the researchers used Kolmogrov-Smirnov Test. Table 2 shows the results of this test.

Table 1: Results of Normal Distribution of Test Anxiety and Cognitive Load

Factor		Z	Sig
Test Anxiety	Pre-Test	0/603	0/860
	Post-Test	1/623	0/551
Cognitive Load	Pre-Test	0/707	0/699
	Post-Test	1/020	0/250

Based on the amounts shown in the table, the level of significance of Test Anxiety and Cognitive Load is above .05 which proves the normal distribution of these two variables.

C) Homogeneity of Variance: To check this assumption we used Levene's ¹Test.

Table 2: Levene's Test: (homogeneity of Variance)

Variable	df1	df2	F	Sig
Test Anxiety	1	19	0/030	0/864
Cognitive Load	1	19	5/426	0/51

As the calculated F is not significant with the level of significance of .05, we could conclude that the variances are homogeneous.

D) Homogeneity of regression slopes: This assumption makes sure that there is no relationship between groups and the Pre-Test. In case there is no interaction between the results and the Pre-Test, the slope of the regressions would be the same. Table 4 shows the results dealing with this assumption.

Table 3: Summary of Results of the Relation between Groups and the Pre-Test

Source	Sum of Squares	df	Mean Square	F	Sig
Group*Test Anxiety	12/925	1	12/925	1/428	0/248
Group*Cognitive Load	4/523	1	4/523	0/739	0/402

As it could be derived from table 4, calculated F is not significant in the level of significance of 0.05. Therefore, there is no relationships between the results of the two groups and the Pre-Tests

¹ Box's test of equality of covariance matrices

on Cognitive Load and Test Anxiety. Hence, the slope of the regressions are the same for these variables.

E) Linearity: This assumption was tested for all the variables. The results are gathered in tables 5 and 6.

Table 4: Result of Linearity of Relationship between Independent Variable and Post-Test of Test Anxiety

	Sum of Squares	df	Mean Square	F	Sig
Within Groups	38/738	13	2/980	5/441	0/016
Linearity	2/514	1	2/514	4/591	0/069

Table 5: Result of Linearity of Relationship between Independent Variable and Post-Test of Cognitive Load

	Sum of Squares	df	Mean Square	F	Sig
Between Groups	12/488	6	2/081	0/532	0/775
Linearity	4/798	1	4/798	1/227	0/287

Considering that in both tables, the F value is less than 0.05, both Text Anxiety and Cognitive Load variables have a linear relationship.

F) The Independence of Independent Variable and the Experiment: As the participants of the study were replaced randomly, their personal differences would not decrease the effect of educational experiment.

G) The independent variable has been measured without any errors: We assume that the independent variable has been measured without any errors or that it is stable.

Table 7 shows the codependence of variables.

Table 6: Matrix of codependence of variables

Variable	Test Anxiety	Cognitive Load
Test Anxiety	1	
Cognitive Load	**0/668	1

Based on the table above, there is a significant and positive relationship between Test Anxiety and Cognitive Load at 0.01 level. In other words, there is 99% chance that there is a positive relationship between Test Anxiety and Cognitive Load.

Summary of the results of one-variable Analysis of Covariance on mean score of Cognitive Load and Test Anxiety Post-Tests in experimental and control groups with controlling the Pre-Test are shown in table 8.

Table 7: Summary of test effects on test takers

Source	Sum of Squares	df	Mean Square	F	Sig	η^2
Test Anxiety	154/218	1	154/218	16/64	0/001	0/480
Cognitive Load	24/133	1	24/133	3/999	0/042	0/182

The result of the above table shows that there is a significant difference between the variables of Test Anxiety and Cognitive Load; considering lowering the initial difference between experimental and control groups.

In order to compare and indicate the true direction of the significant difference, Weighted Mean of scores of Test Anxiety and Cognitive Load in both control and experimental groups are shown in table 9.

Table 8: Weighted mean and standard error of test anxiety post-test and cognitive load scores in both control and experimental groups

Variable	Group	N	Mean	Std. Deviation
Test Anxiety	Experiment	10	13/56	0/978
	Control	10	19/31	0/931
Cognitive Load	Experiment	10	6/935	0/80
	Control	10	10/04	0/762

As it can be seen in the table above, the mean of experimental group is lower than the control group in all of the variables of the study; this shows that teaching the anxiety reduction strategies (teaching study skills, relaxation, proper breathing, and Metacognitive Therapy) has led to reduction of Test Anxiety and consequently to reduction of Extraneous Cognitive Load in students with Test Anxiety. Also, partial eta-squared in table 8 shows that strategies of Test Anxiety reduction can explain 48 percent of Test Anxiety variance and 18 percent of Extraneous Cognitive Load variance.

Discussion

This study intended to investigate the effects of using Anxiety reduction strategies on Extraneous Cognitive Load in students with Test Anxiety. Reviewing the related literature, we hypothesized that if Test Anxiety imposes Extraneous Cognitive Load on Working Memory, reducing Test Anxiety will lower Extraneous Cognitive Load. Statistical analysis of the results supported the hypothesis. In other words, findings show that Anxiety reduction strategies lead to lowering Extraneous Cognitive Load in students who have Test Anxiety. The findings of the

present study are in line with Fong, Lily, and Por (2012), Shi, Gao, and Zhou (2014), and Ng and Lee (2015).

Anxiety has adverse effects on cognitive tasks and performance. Anxiety interferes with cognitive functions by limiting learning sources and Working Memory processing. Worry and thoughts irrelevant to the task are some dimensions of Test Anxiety, to which a substantial portion of the capacity of Working Memory is allocated. Thus, instead of processing the task, the limited resources of Working Memory would be spent on intrusive thoughts and as a result, the performance would be damaged. In fact, anxiety leads an individual to use processing resources of Working Memory and consequently, less capacity is dedicated to cognitive tasks (Ashcraft & Kirk, 2001).

Metacognitive Therapy approach is an effective method inhibiting Extraneous Cognitive Load, because in this approach therapy includes communicating with one's thoughts in a different way, preventing conceptual analysis of one's thoughts and abandoning rigid thinking styles like worry, fear, and threat detection. Given that people with Test Anxiety consider their disturbing thoughts about exam valid and ruminate about them, Metacognitive Therapy makes people aware of their Metacognitive processing system and help them not to overthink about Metacognitive processing. Whenever stroke by anxious thoughts at the time of taking tests, instead of emphasizing, noticing, and thinking about them over and over before each exam, the therapy helps them to be aware that these thoughts would not necessarily come true and that they are not real and should not be the cause of anxiety and inadequacy in exam (Wells, 2009).

Another important factor in reducing anxiety and freeing memory capacity, is identifying the challenges with positive and negative Metacognitive beliefs about Worry. Most people with Test Anxiety believe that thoughts related to exam situations are dangerous and inflexible. They mostly have a negative view toward these thoughts, but some of them have a positive view toward these worrying thoughts and think these thoughts make them prepare for exams. This itself will activate anxiety and imposes extraneous load to Working Memory. Challenging these negative and positive thoughts, using detached mindfulness technique helps anxious people to keep away from their annoying thoughts, consider them as transient mental thoughts, detached

from reality and self, and to understand that these annoying thoughts are unrelated to subsequent processes and actions (Sattary-Najaf-Abady & Heidary, 2015).

By noticing the cognitive and emotional differences between males and females, future researches may provide a situation to compare these two groups and shed light on gender differences, if any. Also, the implementation of such research on a larger sample size and comparing it with other age groups can provide the possibility to extend the generalizability of the results. Considering people's different Working Memory capacities and its effect on their cognitive performances in future research projects might provide new results. It is also recommended that future research in this area attempt to measure participants' subsequent performances as well as reducing their Anxiety.

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WEBFOLIOS: OUT-OF-CLASS WORKSTATIONS FOR STUDENTS' PRATICE IN SPEAKING SKILLS

Le Thi Hong Phuc

The Banking Academy of Vietnam, Vietnam

Abstract

The fast-speed development of technological advances has turned the 21st century into a golden era of blended learning, which can be clearly demonstrated in the realm of English language teaching and learning. Webfolios, one of the prevalent applications in language development, have so far drawn close attention of many practitioner researchers thanks to their significant benefits to EFL and ESL classrooms. Inspired by this together with the pressing need of improving teaching and learning English skills in Vietnam in general and at the Banking Academy of Vietnam (BAV) in particular, this research was carried out to gauge a deep insight into the effectiveness of webfolios in motivating students to practice speaking skills harder as well as their perceptions of the integration of webfolios into their learning. As a small-scale case study, the research involved the participation of all English majors of class ATCC at the BAV in the academic year 2015-2016. After 6 weeks of applying the webfolio in teaching speaking skills, reflective journals, face- to-face interviews and online archivals of student works were collected as the research data. The findings indicated a strong relation between the deployment of webfolios and the increase in English oral skills practice among the students. The study also revealed the students' positive attitudes towards the use of webfolios thanks to the fear-free learning environment, the increased opportunities for communication an interaction among peers that webfolios provided. However, some negative experiences were reported in terms of technical skills and inconveniences related to the matter of place and time.

Keywords: webfolios, e-portfolios, participation rate, speaking practice

Introduction

The flourishing of information communication technology (ICT) in the 21st century has bestowed upon the development of many social and economic spheres. In the realm of education, although the history of adopting technological affordances can be traced to 1960s (Tan & Tan, 2010), recent decades have witnessed the full integration of ICT in teaching and learning practices, especially in EFL and ESL teaching contexts by many practitioner researchers from tech-savvy to novice ones (Meyer, Wohlers & Marshall, 2014).

In this light, the idea of employing webfolios to enhance the development of English speaking skills for students at the Banking Academy of Vietnam (BAV) seemed justifiable, especially in the context that learning the skills among the students have faced with a number of challenges. According to the Decision No.1400/QĐ-TTg on improving learners' English proficiency issued by the Education and Training Ministry of Vietnam in September 2008, college and university students are supposed to have a good command of English so as to be well integrated in multi-lingual and multi-cultural working environment for the long-term development of Vietnam in globalization context. Accordingly, the matter of English competence and the employability of English-majored graduates of the BAV are of significant concern especially when being

commonly deemed rather low in compared with English-majored students of other national institutions. In addition to this new challenge, developing speaking skills among the students has experienced interminable problems including large-sized classes, time constraints, students' reservation or negative attitudes toward participation. These problems have actually been mentioned in many recent studies (Ho, 2003; Sun, 2009; Appel & Marleba, 2014; Tsou, 2005). In this case, wefolios with their potential benefits in language learning could serve as an extra learning platform for students. Added to this, despite the significant research body on the same topic has been conducted worldwide, it has been underexplored in Vietnam. Therefore, it is important to conduct this research to investigate two aspects, namely the impact of webfolios with feedback on student participation rates and student experiences in using webfolios to practice speaking skills outside classroom.

2. Literature review

A bulk of recent studies have shown a striking number of ICT applications in English language teaching and learning (Tan & Tan, 2010; Geder, 2014; Gosper, Mackenzie, Pizzica, Malfroy & Ashford-Rowe, 2014). Among those, webfolios, a short form of web - based portfolios, and other variations such as video-blogs (Shih, 2010), voice blogs or audio blogs (Sun, 2009; Tan & Tan, 2010; Appel & Malerba, 2014), Facebook or Forums (Gardner, 2014) and so on, have become very popular in English language teaching (Bryant & Chittum, 2013).

So far, researchers have been very much interested in investigating the benefits of employing webfolios in teaching and learning languages. By dint of their "greater flexibility and fluidity" (Bryant & Chittum, 2013, p.189), webfolios have been strongly believed to develop language skills, especially writing and speaking skills. Fear-free learning environment and many typical affordances of a web-based learning platforms such as revising, editing, exchanging and commenting functions are attributed to the enhancement of student oral fluency and accuracy (Son, 2007; Shih, 2010), the development of student ability of choosing topics and generating ideas (Sun, 2009) and the cultivation of student self-learning (Son, 2007; Shih, 2010; Bryant & Chittum, 2013). In addition, student experiences in using webfolios have also been received close attention of many researchers (Veletsianos & Navarrete, 2012; McNeil & Cram, 2011; Hight, Khoo, Cowie & Torrens, 2014). Students' comforts of using webfolios, their positive attitudes towards two-way communication and interaction affordances as well as the perceived benefits of using webfolios in developing their language competence have been commonly highlighted as positive experiences among student participants in those studies. Much positive as the picture may look, some other researchers have pointed out some doubts on the effectiveness of webfolios implementation, given challenges related to student ICT literacy, technical problems, time consumption and so on (Gibbs & Gosper, 2006; Gerbic et al., 2011; Hight et al., 2014; Veletsianos & Navarrete, 2012; David, 2014). Meanwhile, McNeil and Cram (2011) suggest that student perceptions of webfolios might be very changeable, depending on specific web platforms applied in their learning.

Overall, webfolios have been the topic of research for many scholars and practitioner researchers and recent research body has provided a rich source of references to many related issues. Still, research on the employment of webfolios in teaching and learning English speaking skills seems rather small in number (Tan & Tan, 2010), and details on how to apply them in teaching speaking skills have been hardly unveiled from the recent literature. This means webfolio application has remained a very dynamic topic for researchers worldwide.

3. Research aims & research questions

This research was conducted with an aim to obtaining a sharp insight into the deployment of webfolios with peer feedback in teaching and learning speaking skills. To be specific, my purpose is firstly to investigate the impact of webfolios with peer feedback on the participation rates in speaking skills among English – majored freshmen at the BAV. Secondly, I am intended to explore both positive and negative experiences of the students in using webfolios with peer review to further practice speaking skills in out-of-class basis. Once these aims have been achieved, the research would then come to pedagogical implications which might be useful for the teaching and learning of speaking skills.

In this sense, central to this research are the two following research questions:

1. *What is the impact of webfolios on participation rates in speaking skills among English – majored freshmen at the Banking Academy of Vietnam (BAV)?*
2. *What are the perceptions of English – majored freshmen at the BAV of using webfolios to practice speaking skills outside classroom?*

4. Methodology

Participants

Participants of this study were 27 English-majored freshmen at the BAV who aged 18 - 19 years old. All the students are Vietnamese native speakers and were at Pre-Intermediate level in terms of their English language proficiency, which guaranteed their ability to response to oral tasks given in the course and to fully express ideas in their journal writings.

Research methodology & Research methods

This project is a case study which is under the interpretive paradigm. Although being a qualitative research, it also contains some small components of quantitative data. Firstly, the tracking data on artefacts of all the students were collected from the website: <http://www.edmodo.com>. This could be done by the automatic tracking function of the website. Secondly, 6 students in the class were asked for their consent to allow their journal writing be used for data analysis. Bi-weekly reflective journals were to be written in 6 weeks, which meant 18 entries were collected from the student participants. Lastly, to triangulate the data, the semi-structured interviews carried out face to face were held among 4 students for in-depth understanding about information given by students.

Research design

In this project, student participants were introduced to the website: <http://www.edmodo.com> as a workspace for them to practice speaking skills outside classroom in 6 weeks starting from 15th October, 2015. Students were told to record their speaking at home according to the topics scheduled by the syllabus and upload as many recordings as possible onto the website. Students could also get peer comments on their works or give comments on their classmates' works. Their participation rates were reflected via the quantity and the length of recordings, the quantity of comments they put on their peers' work and the number of extra posts useful for learning. Especially, the quality of student works was also assessed in 1-5 marking scales. Besides,

students were supposed to write bi-weekly journals as part of take-home assignments to reflect on their experiences in using the website to practice speaking skills.

5. Results & Discussion

5.1. The impact of the webfolio with peer feedback on the student participation rates

The understanding of this issue is based on both qualitative and quantitative data.

- **Qualitative data**

Firstly, qualitative data shows students' perceived impact of Edmodo with peer feedback on their participation rates.

Perceived improvements in different aspects of speaking skills

When looking at student journal writing and responses to the interview question 1, 2 and 3, it showed that the students really like using the webfolio Edmodo. “Free”, “comfortable”, “convenient”, “useful” were common positive adjectives used by not only interview or journal writing students but also by many other students to express their appreciation for the favorable learning environment that the new platform provided.

With regard to the students' self-perception about the impact of Edmodo on their improvements in some specific aspects of speaking skills including accuracy, fluency, idea generation, confidence, the overview was quite positive. The students' responses are summarized in the table below:

	<i>Fluency</i>	<i>Accuracy</i>	<i>Idea generation</i>	<i>Confidence</i>
Jan	✓		✓	✓
Feb	✓			✓
Mar	✓	✓		
Apr			✓	

The students' perceived improvements were reported in almost all aspects of oral skills development, except for accuracy. This could be explained that unlike the freshmen of the previous academic years at the BAV who studied Pronunciation in their disciplines, the student participants did not do this course. Therefore, it was a hindrance in the development of speaking accuracy.

Perceived benefits of online peer feedback

There was a story of changes in the students' attitudes towards the benefits of peer feedback as an affordance of this webfolio. Tracing back to the first 4 weeks of the project, online peer feedback was highly appreciated by most of the students in the class. However, the peer feedback suddenly experienced a downward trend in the last two weeks of the project because of the students' repeated comments and their over-abuse of positive comments. These viewpoints were also presented in the journal writings of quite a few other students in the class.

- **Quantitative data**

The quantitative data was collected from the artefacts – students’ recordings uploaded on Edmodo. The participation rates of the students were measured via not only the quantity, the length and the quality of recordings but also the number of peer comments and extra posts.

The number of recordings

It can be seen in the table of artefact tracking (*Please refer to the Appendix*) that the majority of the students submitted one recording per week. There were 5 students who were very enthusiastic, and submitted 2 recordings in most of the weeks, especially in week 3, 4 and 6. Coincidentally, half of them were journal writing participants. Especially, there was one student (Mar) submitting 3 long recordings in week 3 and week 5. That up to five students maintained their enthusiastic participation over the weeks demonstrated positive changes in their participation rates in the webfolio.

The length of recordings

In comparison with the quantity of recordings, changes in the length of recordings signalled more pronounced improvements in the students’ participation. In week 1, 90% of the students submitted quite short recordings (of about 2 or 3 minutes length on average), I realized that their oral presentations were rather poor in ideas. Therefore, in week 2, I taught them about idea generation and idea expansion. As a result, since week 2, continuous increases and stable levels in the length of recordings were witnessed in more than two thirds of the cases. Most of them increased the length of their recordings by 7 to 9 minutes during the entire period. Meanwhile, decreases could hardly be found.

The quality of recordings

There were also marked improvements in the quality of the students’ oral performances in relation to contents, speaking confidence, fluency and certain aspects of accuracy. The improvements in terms of ideas variety was the most clearly seen in the 2nd second week, and it took a little more time to see the student’s improvements in fluency and speaking confidence. Improvements in accuracy, in contrast, could be seen in only some students.

The number of feedback turns

In the first 4 weeks, many students participated enthusiastically in giving comments. This was demonstrated by increasing numbers of feedback turns given by approximately 95% of the students during this time. The highest figures were seen in week 4. However, the last two weeks saw a sudden change when all the students delivered significantly fewer feedback. This situation could be explained by the students’ tight schedule since they had a group project to do in week 5 and, especially, their disappointment about the real practice of giving feedback among peers as a result of over-use and constant repetition of praise over the weeks.

The number of extra posts

It can be shown from the data that the webfolio attracted a fair degree of attention from the students. 50% of the students posted at least two entries in the six weeks. Meanwhile, the number of extra posts remained stable in the first half of the period, there were more posts uploaded in

the second half. This change may signal the positive effect of the webfolio on this aspect of participation.

All in all, the positive changes in four out of five aspects of the participation rates prove that the use of webfolio Edmodo helped to increase the students' participation rates in general. However, the use of peer feedback as one promising affordance of the webfolio turned out not as effective as expected in this case.

5.2. The students' perceptions of using the webfolio with peer feedback to practice speaking outside classrooms

- **Using the webfolio as a new platform for practice**

Overall, the great majority of students showed very positive attitudes towards the use of Edmodo as a platform for their out-of-class learning. These attitudes were actually clearly shown in the beginning of the introduction session to the use of the webfolio. Especially, all of the respondents shared a strong preference of using Edmodo in comparison with other traditional ways of doing speaking take-home assignment. In other word, Edmodo was a good platform for doing homework and learning outside the classroom because of the fear-free atmosphere, opportunities for communication, interaction and self-learning as well as mutual learning that this webfolio provided. Therefore, although the worry of Feb is understandable, the use of Edmodo, in this case, still worked well in its essence.

- **ICT literacy and technical issues**

ICT literacy

To my surprise, ICT literacy seemed not to be the students' problem when engaging in the project. They had no difficulties in creating accounts, signing in as well as using recording tools. Even though there existed an inconvenience in converting recorded files from .m4a files or .3gp files into .mp3 or .mp4 ones before uploading in some cases, it should not be interpreted as a weakness in their technology skills.

Technical issues

Since the students possess relevant technical usage skills, the technical issues explored in this research primarily came from external factors such as the website itself and the Internet connection speed.

Firstly, in terms of the structural and technical features of the webfolio, there were differing comments on them. As analyzed above, the interface as well as the structure of Edmodo is much like Facebook; therefore, the students found it very easy and relaxing to work on. On the other hand, four out of six students thought that the webfolio is rather simple with limited functions. It was true that Edmodo only allows .mp3 and .mp4 files to be uploaded. With uploaded .mp4 files, they could not be played without downloading.

In addition, the problem of slow uploading speed continued during the whole study, but it occurred differently for each individual. Students also complained about the quantity of notifications they got in their email inbox every week. It was a nice surprise to me that all the interview respondents, without being asked, gave critical comments on the lacks of some

technical features on the website. They wished that the webfolio provided options for online chat box, background themes, like/dislike and tagging buttons, and more fun interactions.

- **The matters of time and place**

The matter of time

In accordance with the matter of time, when to start recording and how long it took to get job done were the main problems to the students. Since the recording job required quietness to be done, most of the students did the tasks in late evenings, even midnights, and they were not happy about that. The total time for recording files varied from one student to another and their attitudes towards the time were much different. Some students spent only 1 hour per week but still thought it was time-consuming; meanwhile, others felt that 2-3 hours of practice per week was too little and wished to have more time to develop speaking skills. In comparison, there were no complaints about the time spent viewing peers' works and commenting although some students reported that uploading files made them impatient.

The matter of place

This matter was generally not much addressed by the students. Some of them did their work in their private rooms, which was a good condition. However, those who share small rooms with other people might encounter some obstacles. One student who was shy of speaking English in front of his roommates and often waited until they went out to start recording, was more than once in trouble because his roommates sometimes did not go out. He had to record in the toilet then. In a word, the students did not have many choices in choosing places for recording, which often created inconveniences.

- **Using peer feedback as an affordance of the webfolio**

Preferred feedback types

Of corrective/constructive feedback, positive feedback, and negative feedback, all the students shared the same expectation for the two first types. 90% of them thought that corrective feedback was even more beneficial than positive feedback.

Comfort and challenges in using online peer feedback

Most of the respondents found it easier and much more relaxed than giving feedback in person. Much positive as it was, the paradox lied in the fact that feedback was believed to be not much seriously made when the students tended to make many similar comments. This can be explained by reported challenges for feedback givers regarding competence of English use, knowledge or ability to correct peers' work and the level of openness in peers' relationship. The ubiquity of positive feedback was also claimed to be driven by the badge policy offered by the teacher.

6. Pedagogical implications

The findings convincingly proved the positive impact of the webfolio on the students' practice of speaking skills, and their pleasant learning experiences with it in general. However, it should be admitted that the effectiveness of this application could have been even more enhanced with the considerations into the following issues.

- Webfolios selected to be used should balance between academic affordances and entertaining features for more learning enjoyment among students.
- To reinforce student development of speaking skills in all aspects, supplementary course such as pronunciation courses could be very supportive.
- Online peer feedback affordance on the site could be more beneficial to students if they are carefully instructed about what and how to give comments. Teachers' constant support and presence should also be maintained to motivate students.
- It is highly recommended to inform students in advance about some possible inconveniences caused by using technology-based tools to avoid their negative feelings about the innovation.
- Students should also be advised to complete weekly assignment well before the deadline to avoid unexpected technical hindrances.

7. Conclusion

The findings of this study reveal quite positive impact of the webfolio Edmodo on the students' participation rates as well as their mixed experiences in using the webfolio with peer feedback. Whereas those students really appreciated the use of Edmodo with only few to no problems related to their ICT literacy and technical issues, some negative experiences were reported in terms of time and place for recordings and using online peer feedback.

Despite some unavoidable limitations concerning the research scale, the choice of webfolio platform, the study hopes to contribute better understanding of the impact of webfolios with peer feedback on students' participation rates along with their experiences in using the platforms for learning purposes. Accordingly, the critical findings as well as meaningful pedagogical implications are, hopefully, of significance to the teaching and learning speaking skills at the BAV and to all the teachers and researchers of the same field of interests.

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Appendix

Tracking of Student Participation on Edmodo

TRACKING OF STUDENT PARTICIPATION ON [HTTP://WWW.EDMODO.COM](http://WWW.EDMODO.COM)

Student	W1					W2					W3					W4					W5					W6				
	R		F	O	M	R		F	O	M	R		F	O	M	R		F	O	M	R		F	O	M	R		F	O	M
	N.R	L.R				N.R	L.R				N.R	L.R				N.R	L.R				N.R	L.R				N.R	L.R			
1	1	2:08	21	1	3	1	3:01	27	1	3	2	3:55; 3:41	27	1	3	2	4:46; 3:10	15	0	4	1	4:35	23	2	3	2	4:01; 4:13	11	1	3
2	1	2:39	4	1	2	1	3:08	14	0	3	1	3:56	11	0	4	1	4:48	20	2	4	1	4:33	15	1	3	1	3:46	10	0	4
3	1	3:00	3	1	2	1	4:30	1	0	2	1	5:20	11	0	3	1	3:46	15	0	3	1	5:00	8	0	4	1	4:05	7	0	4
4	1	2:02	1	1	2	1	3:00	1	1	2	1	5:56	13	2	2	1	5:21	15	0	3	1	4:48	12	0	3	1	4:42	9	0	3
5	1	2:22	14	1	3	1	2:29	14	0	3	1	4:39	12	0	2	1	4:54	12	0	3	1	5:36	8	1	3	1	9:51	6	0	4
6	1	2:47	7	1	3	1	3:12	25	0	4	1	5:25	27	0	3	1	5:25	16	0	4	1	5:22	18	0	5	1	5:38	12	1	4
7	1	5:38	13	2	4	1	9:39	15	3	4	2	10:04; 4:51;	36	0	5	3	12:15; 9:38; 11:11	27	0	4	1	12:26	21	1	5	3	14:5; 8:15; 5:37	13	1	5
8	1	2:39	3	1	3	1	3:05	13	0	4	1	3:11	0	0	4	1	3:01	0	0	5	1	3:34	2	0	5	1	4:21	3	0	4
9	1	2:15	1	1	3	1	3:30	2	0	3	1	4:43	2	0	3	1	4:26	4	0	2	1	4:48	0	0	4	0	4:15	2	0	4
10	1	3:10	3	1	3	1	3:41	0	0	2	1	3:42	3	0	3	1	5:54	8	0	3	1	5:18	1	0	4	1	5:21	3	0	4
11	1	2:49	1	1	2	1	4:02	9	0	3	1	6:12	14	0	3	2	6:13; 5:19	17	0	3	1	4:18	8	0	2	1	6:02	7	0	4
12	1	2:48	6	1	2	1	3:10	16	1	2	1	4:53	22	1	3	1	4:43	20	0	3	1	4:14	25	1	4	1	4:31	12	1	4
13	1	3:46	11	1	3	1	4:06	15	0	3	1	5:16	18	0	4	1	3:25	20	0	4	1	3:24	16	0	3	1	3:17	11	1	5
14	0	0	0	1	1	0	0	6	0	2	1	3:10	15	0	2	1	3:10	11	1	3	1	4:00	8	0	2	1	4:16	6	0	4
15	1	2:12	1	1	3	1	3:24	6	0	4	1	3:11	8	0	4	1	3:28	10	0	5	1	4:34	5	0	3	1	5:31	4	0	5
16	1	4:28	7	1	4	1	5:59	10	0	3	1	7:18	15	1	4	1	6:06	16	0	4	1	9:01	18	1	4	1	13:25	15	1	5
17	1	2:31	4	1	3	1	3:52	6	0	3	1	3:21	9	0	4	1	3:14	12	0	4	1	3:14	3	0	4	1	3:08	5	0	4
18	1	2:20	4	1	3	1	3:04	10	1	3	1	3:43	12	0	3	1	3:04	10	1	4	1	3:38	9	0	2	1	3:41	7	1	4
19	1	2:32	1	1	3	1	3:29	0	0	3	1	3:29	4	0	4	1	3:51	6	0	4	2	3:55; 3:20	0	0	5	1	4:49	0	0	5
20	1	2:21	1	1	2	1	0:17	1	0	3	1	3:34	7	0	3	1	2:52	4	0	4	1	3:15	0	0	4	1	3:38	0	0	4
21	1	2:43	5	1	4	1	4:33	8	0	4	1	7:13	14	0	5	2	7:50; 4:55	23	1	5	1	9:21	12	1	5	1	6:20	7	0	5
22	1	2:49	13	1	3	1	6:42	13	0	3	1	7:38	12	0	4	1	4:40	17	0	4	1	6:49	7	0	2	1	7:31	9	0	3
23	1	0:02	1	1	3	1	3:02	8	0	2	1	3:41	10	0	2	1	5:21	11	0	3	1	3:17	9	0	4	1	5:22	3	0	4
24	1	2:39	1	0	2	1	4:18	0	0	1	1	3:09	5	0	2	1	6:21	7	0	3	1	4:37	6	0	3	0	0	4	0	3
25	1	0:02	1	1	2	1	0:22	12	0	1	1	5:36	13	0	3	1	7:21	15	0	2	1	4:14	9	0	4	1	6:55	7	0	4
26	1	2:00	2	1	3	1	3:37	14	0	4	1	3:43	16	0	4	0	9:21	23	1	5	1	3:43	21	2	4	1	9:01	26	1	4
27	2	9; 12:55	20	1	4	1	8:29	44	0	4	2	4:50; 12:27	17	0	5	2	9:21	15	1	5	1	7:01	11	1	5	2	15:09; 9:00	9	1	4

LEARNING GENERATORS: RESEARCH ON CHILDHOOD LEARNING STYLES TO ACCELERATE SECOND LANGUAGE EDUCATION

Eva Zanuy

Escoles Betlem Barcelona, Spain

Abstract

Text books are tools that generate learning, and if we improved them taking into account the different learning styles, we would be creating a real Learning Generator for all the students, without any exception at all. It seems utopia, but it would be an attainable utopia if we prepared text books that could make them learn at their maximum capacities. Could we imagine a learning system where all students learned at their best? What degree of knowledge could those students end up reaching?

Keywords: Childhood teaching, Learning styles, Second Language education, Text books,

1.Introduction

We are all different and individuals differ in how they learn. The different Learning styles are the differences in individuals' pattern of acquiring and processing information in learning situations. The idea of individualized learning styles originated in the 1970s, and has deeply influenced the educational methodologies.

It is recommend that teachers assess the learning styles of their students and adapt their classroom methods to best fit each student's learning style, since there is evidence that students express preferences for how they prefer to receive information.

These styles are assumed to be acquired preferences that are adaptable, either at will or through changed circumstances, rather than being fixed personality characteristics. In doing so, teachers should take into consideration two categorizations, one dealing the way students get information and the other on how students process this information.

2.Literature review

As regards the input of information in a class context, one of the most common and widely used categorizations of the various types of learning styles is [Neil D. Fleming's](#) VARK model (sometimes VAK) which expanded upon earlier [Neuro-linguistic programming \(VARK\)](#) models: [Visual learners](#), [Auditory learners](#), [Reading-writing preference learners](#) and [Kinesthetic learners](#) or [tactile learners](#).

Fleming claimed that visual learners have a preference for seeing (think in pictures; visual aids that represent ideas using methods other than words, such as graphs, charts, diagrams, symbols, etc.). Auditory learners best learn through listening (lectures, discussions, tapes, etc.).

Tactile/kinesthetic learners prefer to learn via experience—moving, touching, and doing (active exploration of the world; science projects; experiments, etc.).

As far as processing information is concerned, we should point out Kolb's model and the adaptation made to Kolb's experiential model by Honey & Mumford. The stages in the cycle were named to accord with managerial experiences of decision making/problem solving, which are: Activist, Reflector, Theorist and Pragmatist.

Activists like doing and experiencing. Games, practical activities, anything that is energetic and involving. Reflectors wish to have time to think, observe, take it all in, watching others, solitude and time. Theorists want to know where something fits into overall ideas and concepts, analysis and logic, being stretched, abstract concepts, structure, clarity. Pragmatists prefer practical problem solving, relevance to the real world and applying learning.

The use in instruction of these different learning styles allows teachers to prepare classes that address each of these areas. Students can also use the model to identify their preferred learning style and maximize their educational experience by focusing on what benefits them the most.

3. Research methodology

But what if teachers chose a textbook which actually considers all this diversity? Do textbooks already consider all these different learning styles?

I decided to do some research in order to find out and so as to reduce the research, I analyzed English textbooks as a Second Language.

The publishing houses that were included in this research were the prestigious Pearson/Longman, Oxford, Cambridge, Heinemann/Macmillan and Richmond, and as far as Learning Styles is concerned, we should congratulate the publishing houses.

After analyzing different publishing houses belonging to the same level, one of the main common attributes that have been found is the great numerical equality of exercises that could help the different systems of neurolinguistic representations.

The general neurolinguistic representation in the publishing houses would be; 35% of Visual, 33 % of Auditory and 32% of Kinesthetic exercises. The Oxford publishing house turns out to be the one that could help the Visual students more (50 %). Cambridge is second (41.5 %), Pearson is third (38.5 %), whereas Heinemann (24.1%) and Richmond (20.8 %) include a smaller representation of exercises that could help this group of students. The Visual style is the one that has the greatest representation in three out of five publishing houses, although not by much from the second most frequent used style, the auditory style. The one with the greatest percentage is Heinemann (44.1%), followed by Richmond (40.8%) and Cambridge (30.5%). Those that have a smaller percentage are Oxford (26%) and Pearson (24.2%). The Kinesthetic style is the least used in two out of five publishing houses although not by a remarkable big percentage from the

other representational systems, and varies between the greatest representation of Richmond (38.4%) and the representations of Pearson (37.3%), Heinemann (31.8%), Cambridge (28%) and Oxford (24 %). This analysis shows that the books of the most sold and used publishing houses in English teaching are close to be Learning Generators. The percentage of visual children is usually very superior to the auditory and kinesthetic children, for that reason many activities are prepared for these children.

On the contrary, as far as the Learning Styles are concerned, we should criticize the work of the publishing houses. One of the main common characteristics after analyzing the same publishing houses is the great representation of exercises that a particular Learning Style has over other Styles.

The average representation in percentages of the Learning Styles would be; 18.4% of Activists, 49.4 % of Reflectors, 17.8% of Theorists and 14% of Pragmatists. The Reflector Style, with a representation of 49.4%, is the Style which all publishing houses help most. This data is common in all the analyzed publishing houses. The Activist Style is second if we consider the average, with an 18.4% representation, but it has only been the second most recurring Style in three of the five publishing houses. The third most common Style is the Theorist Style, with a 17.8%, which is also the second most seen Style in three of the five analyzed publishing houses. The Pragmatist Style, with an average of 14%, has been the least recurrent Style in three of the five publishing houses, and it is, the Style with the smallest representation in general. The Richmond publishing house turns out to be the one that could help the Activist students most (30%). The Pearson publishing house is second (23%) and Cambridge and Heinemann are third (17%), whereas Oxford has the smallest representation of exercises that could help this group of students. The Reflector Style is the one that has the greatest percentage in all the publishing houses, and with a clear advantage in percentage from the second dominant Style. The publishing houses with the highest percentage (56%) are Oxford, and on the other hand, Heinemann is the one that has the lowest percentage (43 %). As it can be verified, the highest score and the lowest do not distant to a great extent. Heinemann is also the publishing house with the greatest percentage in exercises with Theorist Style (29%). Oxford is second (22%). Cambridge (17%) and Pearson (14%) are in the following positions and Richmond has the lowest percentage (7%). The Pragmatist Style is the least recurrent style and varies between Pearson and Heinemann (11%) and Oxford, Cambridge and Richmond (16%).

The excessive representation of exercises that could help the Learning Style with less students together with the small representation of exercises that could help the students with other styles clearly show that the text books follow a mistaken tendency. The higher representation of exercises that could help the Reflectors Style verifies that all the publishing houses, without any exception, follow the natural method.

The publishing houses do not consider the different Learning Styles of the students, and they are focused on a method that will soon be obsolete because the academic results do not show good results.

4. Results

After analyzing the main deficiencies, some activities were created so as to deal with the failures of the analyzed text books (schemes, additional material for the teacher...), and verified if the modifications previously mentioned were effective as far as the attainment of the targets offered by each book, using a control group to which these modifications were not applied [6]. The results were highly encouraging since the students with Learning Styles of smaller representation in text books obtained better results than those that did not do the activities, since they belonged to the control group. This proved that the complementary activities that had been prepared to replace the deficiencies of books, adding exercises and activities that could help students from no-Reflectors Learning Style were positive. To my concern, the academic results of those students with Activist Style are usually much worse than the students with Theorist and Reflector Style, probably due to the insistence of the publishing houses to help them in text books.

We can conclude with clear evidence that the publishing houses do not consider the different Learning Styles at the time of programming their books. On the one hand, they do not seem to consider the percentage of representation of the pupils belonging to each Learning Style. But on the other hand, they seem to consider the spread tendency in the different methods of education of the foreign languages, since they are centered in the natural method, leaving aside, for example, grammar explanations that would could help students with Theorist Style.

Paradoxically, they do not turn out to be very communicative since they do not include a great variety of communicative exercises, which could help the students from Activist and Pragmatist Style. This must be because the text books are designed considering educative contexts where classes have a large number of students, which makes the accomplishment of these activities difficult. But this investigation has ended up finding the main failure of the tendency in education in second languages; the communicative method fails because it has an excessive use of exercises of a single Style, which is the one used by the smallest number of students (Reflector Style).

After analyzing the learning styles in the text books used to learn English as a second language, changes should be made to improve the quality of books as they only help a small percentage of students. The excessive use of exercises that help the Learning Style with less students and the small representation of exercises which help students with other styles shows that text books follow a mistaken tendency. The higher representation of exercises that could help the Reflector Style shows that all the publishing houses, without exception, follows the natural method. The

natural method fails because it has an excess of a single Learning Style, which is the one with the smallest representation among the students (Reflector Style).

5. Conclusions

Text books act like a tool that generates learning, and if we bettered it considering the different Learning Styles, we would be creating a Learning Generator: an optimal tool of learning. Now it is time for the publishing houses to pay greater attention to the theories on Learning Styles than to the educative tendencies, as the communicative and natural methodologies in foreign languages could not help all the students. The diversity of learning styles and the student's different level in a school subject should not be a problem if we used a never-failing learning generator: the digital book [2]. The evolution of the textbook towards the digital book is now in the Spanish classrooms [11]. The new technologies are here to stay due to its countless advantages. The only possible problem is the lack of teachers' technological command [3].

It seems that the role of the teacher is changing dramatically, since we used to pass knowledge and now we are mere guides [8]. It also seems that the textbook is also evolving and that the paper format will end up being replaced by a digital format book. Everything seems to point that both evolutions will be overlapped and the education classroom will evolve into online education [12]. As the American writer Elbert Hubbard said "The object of teaching a child is to enable him to get along without his teacher". Can we imagine a learning system where all the students learned at their best? What degree of knowledge could those students end up reaching?

The traditional role of the teacher has been the omniscient presence in every classroom. They were the only ones who possessed all the knowledge which was passed on to their students. On the other hand, students were placed in rows directed towards the teacher listening to facts that the students wrote down in their notebooks. The only other source of knowledge on any particular subject was the textbook, which are assigned in a course to each student at the beginning of the school year.

The most influential tool in the classrooms of today is the Internet so a teacher's role in the classroom must change. In today's fast moving world, teachers must become more of a guide. The truth is that the tech-students of today do not want to be lectured to about facts they can instantly find with the click of a button on their smart phones. Making students memorize facts is no longer sensible. This can be done by making classrooms much more student-centered than ever before.

For teachers, the hardest part is letting go of control in their classrooms. Many educators are experts in what they teach, so it can be hard for them to not demonstrate their breadth of knowledge in their subjects on a daily basis. Students need to be more in control of their own learning. Consequently, educators must move aside and give up some power. This is the only way we can begin to make true educational progress, and the Internet must be our guiding force.

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A NEW ATTEMPT TO ANALYZE DEBUSSY’S MUSIC: A PHONOLOGICAL INTERPRETATION OF HIS MUSIC

M. Erdem Çöloğlu, Anadolu University, Turkey

Abstract

Debussy’s music obviously differs from his contemporaries’. Unlike the German tradition of the epoch, his music is not constituted on motivic/harmonic dependency related to the developing process and the functional harmony. The relation between the harmonic or structural components is not tight and “goal-oriented”, but highly independent (but not irrelevant). This compositional perspective creates a time that doesn’t flow and that works like a cumulative process, highly organized by repeating patterns. His music requires a new approach to analyzing, an approach that is not limited to the music theory. By his close relation with the contemporary poets (and painters), the technical vocabulary and methodology which needed to analyze his music should be searched in the common area of symbolic poetry and Debussy’s music: Phonology/Phonetics. This paper aims to suggest a new way of analysis Debussy’s music with a new terminological and methodical approach based on phonology and poetic analysis.

Key Words: Debussy, Symbolic Poetry, Music Analysis, Phonology

Introduction: Why do we need a new approach to analyze Debussy?

Many scholars think that Debussy was the source of the contemporary music. Compared with Schönberg or Stravinsky his music is clearly tonal, but his tonality is different from the tonal designs of his era. He was standing at some turning point in the tonal tradition. In his music harmonic components were dressed out of functionality for the sake of their colors and timbres. This revolutionary approach was important in music history as being a reaction to the German tradition that reigned in European intellectual and artistic life for a century.

However, despite the revolutionary aspects of his music, there isn’t any serious attempt to create a convenient analytical approach to unveiling his music’s aesthetical values. Being completely derived from Sonata Style, the standard analytical vocabulary and methods used for analyzing 19th century music are not fertile for Debussy. This kind of analysis does not permit to undercover the subtlety of Debussy’s music, contrary; it veils its different temporal character and its real aesthetic value. Trying to apply a Sonata-derived process and vocabulary to a composer who kept away from all the standardized formal models and relationships is a futile attempt to grasp his music.

Characteristics of Sonata Style

The term ‘Sonata Style’ is used to describe the dominant form begun in the second half of the 18th century and lasted until the end of the 19th. This style is mainly based on a dramatic motion born out of a tonal and thematic bipolarity and the harmonic impulse of the functional tonality. It also defines the musical form based on this bipolarity principle. Many of the 19th century instrumental genres like the symphony, concerto, sonata, and chamber music are directly related to this Style.

The ‘meaning’ in the Sonata Style is mainly related to the role of the parts within the whole. In this style, any component, a chord, a motive or a theme is meaningful if it has a tight relation with what occurred and what will happen. This part-whole relationship creates a goal-oriented, linear and directional flow of musical events. The self-identities of the components were secondary; these elements gain their meaning from the harmonic and formal flow. In this style the structure is formed in an architectural and hierarchical way: Every structural component is formed by sub-level components, which hide their identity for the sake of the higher one. Some chord degrees have a fundamental importance while others were named as secondary. This hierarchy is also viewed at the melodic level. A piece in Sonata Style includes themes with primary importance and some secondary elements like transitions and codettas. Even the themes are not equal: the first theme is supposed to be male: rhythmic, sharp and severe, the second was supposed female, fragile and melodic.

At the first quarter of the 19th century, Beethoven was the ultimate composer of the Sonata Style. His legacy was to shift the tension just at the beginning of the piece and create an organic-like growth, in a way that also the contrasting musical ideas have a shared nucleolus: the basic motive. His music seems to be born out of a single primary motive and its development. One century later this process was named by Schönberg as the developing variation, and it placed the linearity at the focus of the Sonata Style. In the developing variation, there is a constant transformation of melodic/thematic motives; all the thematic design clearly shows us a linear developing flow.

Together with the organic growth, this linearity is also supplied by functional tonality. In functional tonality, every chord is clearly defined by its role (function) in the tonality. For instance, a dominant chord has to resolve to the tonic chord. If it does not, this means that the expected resolution is only postponed. Composers who worked in Sonata Style treated the dominant chord in different ways, but never neglected its functional role. Briefly, chords as a tool for the functional tonality and motives as an instrument of the development process have become primary elements for musical composition whereas the other aspects of the music like rhythm, dynamics and timbre were classified as secondary elements; they served only to emphasize the dramatic flow.

Later, scholars have found the roots of developing process also in Bach, Haydn, and Mozart. With Schubert, Schumann, Brahms and the other romantic composers who continued this compositional tradition, the Sonata Style highly became German. At the middle of the 19th century, this German tradition was the dominant style in the field of instrumental music all around the Europe.

Sonata Style analytical terminology

Some 19th century scholars had analyzed the works of Viennese masters (Haydn, Mozart, Beethoven) and noticed some stylistic integrity. This integrity had raised a modeling of their music, expressed by analogy to the language. At the heart of this modeling lies the analogy between the musical phrase and linguistic sentence by the grammatical and syntactical functionality of the components. The cadences, harmonic closures at the end of the musical phrases are interpreted as the punctuation marks. These phrases or sentences set sections with an analogy to paragraphs.

In fact, there is a deeper relation than a terminological similarity; the construction of a classical sentence is also goal-oriented and functional: Every sentence aims a grammatically well-defined structure; and the components are at service of the total syntactic meaning. The word in a sentence is not

free, it has an external, precise meaning, and it has to be functional. The linguistic sentence is also hierarchical: The verb and the subject are in the center of the sense, and every meaningful sentence has to have them both. Other components cannot form a whole sentence without the subject-verb pair. In a sentence all the elements have to be related one to another with a strict and tight relation, this is the basic requirement of the meaning. The events are placed carefully in the linear happening order.

To sum up, scholars' work on Sonata Style had created some compositional models and a syntactical analytical approach. At the last quarter of the 19th century, there were some ready-made structural formulas for composers. A composer of the Debussy's epoch has only to compose some themes that would be compatible within the Sonata Style principles.

French music under the influence of German Style

At the second half of the 19th century, French composers (like the other ones in Europe) have been entirely influenced by the German music. Academic music education in French; which begun at the very end of the 18th century, was the home of the classical values, thus Sonata Style. Saint-Saëns, the prominent French composer who was deeply influenced by German music, had the primary importance for the musical life of France. The academy adopted his conventional classical view. Thus, the academy and Saint-Saëns was controlling the French musical realm of Debussy's era, the last quarter of the 19th century.

The roots of Debussy's music

Debussy had studied in Paris Conservatory from 1872 till 1883. However, unlike other composers of the epoch, he did not adopt the academic view of music and classical compositional techniques. He was famous for audacious harmonic experiments and arguments with his harmony teacher Guiraud. Debussy rejected all the pre-defined patterns and ready-made compositional models. He has a hands-off attitude to French composers, especially to Saint-Saëns. The main impulse for him was his dislike of Sonata Style and everything related to it: organic growth, development, developing variation process, hierarchical construction and, of course, functional tonality, briefly everything related to the German style.² His attitude can be inferred from his letters and scriptures, and of course from his music.

Because of this, we cannot fix a musical antecedent of his music, neither French composers nor Brahms and the other prominent German composers were clearly influenced Debussy.³ Debussy's attitude is best defined by Paul Dukas: "*La plus forte influence qu'ait subie Debussy est celle des littérateurs. Non pas celle de musiciens.*"⁴ That means that the music of Debussy was not rooted on some

² The causes of this German antipathy may also be based on a historical ground. Debussy's era was very dark for France: In 1870 Prussian had defeated France and captured French territory till the Paris. Under siege, the people of Paris were terribly suffering. Moreover, at the end of his life, Paris was bombarding by the Germans at the First War.

³ Of course, there are composers which Debussy has an admiration like Chopin or Mussorgsky, and also Wagner for a short period. However, in Debussy's music, we cannot fix their effect. On the other hand, these composers should be affected him not because of their music, but their reaction to the conventional academic music. For instance, Mussorgsky was a self-educated Russian composer, without any relation to academic values.

⁴ McCombie (2003), *Mallarmé and Debussy: Unheard Music, Unseen Text*, p. xii, footnote 2; quoted from an article by Robert Brussel "Claude Debussy et Paul Dukas", *La Revue Musicale*, no.7, 1926, p.101.

musical antecedent, but on his contemporary poetry. His distance to the German-oriented musical world and the academic milieu tends Debussy to get along with the intellectuals of Paris, especially with poets of his epoch.

Symbolist Poetry

Born in the second half of the 19th century as a response to the Realism and its poetic reflection *Poème Parnassienne*, the Symbolist poetry does not aim to show the poetic object in an objective way, contrary it is focused on the impressions the object creates at the poet. The Symbolist poet seeks to create a poetic language in which the idea is transferred by connotations. They avoid telling the idea directly; they try liberating the words from external and conventional meanings and turning the word to a musical substance. They aim to transfer the light, the sound of the word. The main idea is implying instead of describing. Elizabeth McCombie explains: “*The aim of the poetic symbol according to Mallarmé is not to reveal objects directly but to allow the reader to witness their revelation.*”⁵ The symbolic poem is woven from words as sound objects, and this process is based on the self-showing of words, to get the attention to the musicality and rhythmical being of the word more than its function within the syntactical flow. McCombie cited: “*Words that are removed from the World of objects associated with ordinary reference share the non-representative quality of music. (...) The Word assumes a new and singular existence as a pure musical form. (...) Poetry shrouded in a veil of obscured meaning imitates the mystery in music.*”⁶

In symbolist poetry, the poem is not a predefined form to be stuffed with poetic expressions. Symbolism had shifted the poetry from being a mere shape to a substance and created the root of the modern language, as did Debussy in music.⁷ Roland Barthes regards the symbolist poem, especially Rimbaud as the departure point of the contemporary poetry. His descriptions of modern poetry fit perfectly with the Symbolist Poetry principles:

“For modern poetry, since it must be distinguished from classical poetry and from any type of prose, destroys the spontaneously functional nature of language, and leaves standing only its lexical basis. It retains only the outward shape of relationships, their music, but not their reality. The Word shines forth above a line of relationships emptied of their content, grammar is bereft of its purpose, it becomes prosody and is no longer anything but an inflexion which lasts only to present the Word. Connections are not properly speaking abolished, they are merely reserved areas, a parody of themselves, and

⁵ Before this explanation, McCombie cited an utterance of Mallarmé: “*Nommer un objet, c'est supprimer les trois quarts de la jouissance du poème qui est faite de deviner peu à peu: le suggérer, voilà le rêve.*”, McCombie (2003), p. 95-96; quoted from *Mallarmé, Oeuvres complètes* (ed. Henri Mondor and G. Jean-Aubry), Bibliothèque de la Pléiade, 1945.

⁶ McCombie (2003), p. 27.

⁷ “Henceforth, poets give to their speech the status of a closed Nature, which covers both the function and the structure of language. Poetry is then no longer a Prose either ornamental or shorn of liberties. It is a quality sui generis and without antecedents. It is no longer an attribute but a substance, and therefore it can very well renounce signs, since it carries its own nature within itself, and does not need to signal its identity outwardly: poetic language and prosaic language are sufficiently separate to be able to dispense with the very signs of their difference.” Barthes, (1970), p. 42-43.

this void is necessary for the density of the Word to rise out of a magic vacuum, like a sound and a sign devoid of background, like 'fury and mystery'.”⁸

Thus, the difference between the classical language and the modern poetry should be sum up in the place and identity of the word: Classical language treats the word as a part of the syntactical flow, a device for the connections. In classical language, the meaning and the aesthetical values are coming out from the syntactical design of the sentence. In Symbolist poetry, words are autonomous, despite sentence, the verse is a loose whole where the words float freely.

Roland Barthes compares the modern poetry and classical speech as follows:

“The classical flow is a succession of elements whose density is even (...) The (classical) poetic vocabulary itself is one of usage, not of invention: images in it are recognizable in a body; they do not exist in isolation; they are due to long custom, not to individual creation. (...) Classical conceits involve relations, not words: they belong to an art of expression, not of invention. The words, here, do not, as they later do, thanks to a kind of violent and unexpected abruptness, reproduce the depth and singularity of an individual experience; they are spread out to form a surface, according to the exigencies of an elegant or decorative purpose. They delight us because of the formulation which brings them together, not because of their own power or beauty.”⁹

“In classical speech, connections lead the word on, and at once carry it towards a meaning which is an ever-deferred project; in modern poetry, connections are only an extension of the word, it is the Word which is 'the dwelling place', it is rooted like a fons et origo in the prosody of functions, which are perceived but unreal.”¹⁰

Debussy's Musical Language and Symbolist Poetry

Debussy's language should be shortly described as a non-German and non-academic musical language. His main struggle was to free chords and the other musical components from their conventional meanings. Briefly defined, Debussy's tonality was not apparently functional and continuous. That means, the chords he used were tonal chords but the relation between them were not. He neglects dominant-tonic relation and in the absence of tonic, dominant chord lose out its functional identity. Apart the harmonic plan, the motivic flux in his music is often interrupted by renunciations, by unexpected silences or timbral changes. Quite often, he creates a contradiction between tonal centers or uses uniform designs that doesn't lead anywhere like, octatonic scales, whole-tone scales or chromatic scales. Thereby his music seems to be created by floating colors and the rhythm born out of this colorful sequence. In his letter to his editor, he describes music as “*formed by color and rhythmicised time.*”¹¹

⁸ Barthes, (1970), p. 46-47.

⁹ Barthes, (1970), p. 45.

¹⁰ Barthes, (1970), p. 47.

¹¹ “*La musique n'est pas par son essence une chose qui puisse se couler dans une forme rigoureuse et traditionnelle. Elle est de couleur et de temps rythmées.*”, Debussy (1927), p. 55. Jan Pasler explains that, with this striking sentence, Debussy reveals important point about the birth of the 20th century music: “*The shift in the hierarchy of*

Because of the absence of the functional relations, Debussy's music does not include clear harmonic cadence. That means that his phrases lack subject-verb relationship. Consequently, Debussy's music is not formed by sentences, which gain their meaning within the syntactical flow, but by verses, which are constructed by freely coinciding colors and timbres. The verse is a freer design than the sentence; it does not require a pre-defined model or specific contents like subject or verb. It does not either entail any syntactical order or structural function. Moreover, the components in a verse do not have to be clear; in a (symbolist) poem, a word could stay hidden until the end of the poem.

In Debussy's music the inner relation of the harmonic components does not aim to create a linear progress despite Beethoven-style developing variation process: In Debussy, a pre-defined model does not conduct the relation between the components; there is neither constant dramatic flow direction nor vast sections of development and tonal reconciliation. In Debussy, with the abandon of the linear elements and process, the temporal character has begun to change from linear to being cumulative. This cumulative character creates a multi-dimensional relationship between the components.

As one can see quickly, Debussy's compositional design shares many principles of the Symbolist Poetry, especially of the Mallarmé's poetry, who is a prominent figure in French Symbolism. For Mallarmé, Word released from its apparent meaning become a musical entity and the difference between music and poem, somehow, disappears.¹² In Symbolist Poetry timbre and rhythm show the meaning; therefore the meaning is circled by music born out of ornaments. The musicality and phonetics merged into the poetry. Thus, the source of the meaning begins to change in poetry and get closer to the music: When it is moved away from the object, from the external meaning, the meaning of a word begins to change from being 'indicative' to 'self-included'.¹³

The Sonata Style theory is based apparently on the classical language, or more openly classical structural functions. As we cited before, Debussy's language is not a classical one. Thus, a contradiction arise: On one hand there is German Style and the Classical language, and, on the other hand, there is Debussy and the Symbolist Poetry. This contradiction places at the center of the problem; an analysis based on classical language does not fit with Debussy's non-classical style.¹⁴ His music requires a new

elements responsible for structure in a composition. Form is created by (orchestral) color and rhythm more than by traditional thematic development and functional harmony.", Pasler (1982), p. 72.

¹² McCombie describes: "Since Mallarmé sees poetry's task as to free linguistic objects from their contingent relations and transpose them into a network of reciprocal relations reflecting the 'Idée', there can no longer be a clear line of demarcation between language and music. Like that of music, the identity of the linguistic object lies in its own nature rather than in an external signified.", McCombie (2003), p. 96.

¹³ McCombie cited, "*Referential meaning is obscured in favour of sound, which is pushed into the foreground.*", McCombie, (2003), p. 30.

¹⁴ Souris, an important Debussy expert defines his music as follow: "*Sa musique est conçue de telle sorte qu'elle résiste, (plus qu'aucune autre), à la dislocation. Sa texture est d'une telle cohésion qu'aucun des aspect classifiés et hiérarchisés par la théorie classique n'y prédomine. Si l'on tente d'en extraire des échelles, des agrégats ou des suites harmoniques, des structures de durée, des combinaisons de timbre ou des schémas formels, l'on constate que ni l'un ni l'autre de ces éléments ne caractérisent particulièrement leur réunion.*", Boucourechliev (1998), p. 120. I think that, this emotional interpretation doesn't aim to discourage the new approaches and should be read as 'cannot be analyzed within the limits of traditional theoretical approach and vocabulary.' Jean Barraqué, another Debussy specialist, agrees with Souris: "*Une telle conception de l'œuvre d'art frappe évidemment de caducité les moyens de l'analyse traditionnelle. En effet, dans La Mer, la technique musicale est réinventée, non dans le détail du langage,*

approach to understanding the structural relation of chords and formal elements without using grammatical categories and the syntactical organization of the classical language

So, as Debussy found his way in the symbolist poetry, one should search new analysis methods and terminology in a shared ground of poetry and music. The Word starving to overpass its apparent meaning and loose its relation with the syntactical whole, and the chord who tries to dress out of his tonal definition and function get together in a common share: The will to become a sound-object for itself. The analysis we are searching has to possess a terminology which defines the sound material without any reference to an external system but only with a reference to the work itself, which have an emphasis on the self-contain and autonomy of the components. So to speak, the components should be named after their role in the structure limited to the piece under analysis. This analysis has to show how the piece is constructed, instead of how an external system exists. A piece of music gets its value not because of being including a natural-said pre-existing system but because of its act of creating a new system.

Phonological approach to Debussy's music

At this point, the 'sound' of a Word and the 'timbre' of a chord may come together in the phonological terminology and process.¹⁵ This terminology, along with the aforementioned 'verse', is closer to Debussy's music than the traditional one. The aim of this new approach is not a quest of a meta-language applicable to different styles but a search for a better comprehension of a single style. So to speak, the phonological approach has not the claim to replace standard analytical terminology and to be compatible with any style of music; it may be helpful in styles in which the color and timbre have restored functionality.

Phonology is defined as "*the study of the sound systems of individual languages and of the nature of such systems generally.*"¹⁶ Phonology deals with sound units that form a language; it examines the relation between sound units, their position in words and their relation to meaning. It tries to fix 'mental' sound categories, and it supposes that different vocal realization/ pronunciation share some basic phonological process. Thereby it suggests 'sonic' models, categories and rules for the language. Phonology, in a sense, searches abstract non-realized classes of sounds and sound relations.¹⁷ The two fundamental concepts of the phonology are 'phoneme' and 'morpheme'.

mais dans la conception même de l'organisation et du devenir sonore (selon une démarche que l'on pourrait rapprocher de celle de Mallarmé). La musique y devient un monde mystérieux qui, à mesure qu'il évolue, s'invente en lui-même et se détruit.", McCombie (2003), p. 61, quoted from Barraqué, *La Mer de Debussy, ou la naissance des formes ouvertes*, Analyse musicale: la Musique et Nous, vol. no 12 (June 1988), p.15.

¹⁵ While comparing poetry and music, McCombie also mentioned about the 'phonology of the score, but not as an analytical tool: "*The décalage that already exists in music between the way timbre and sounds are interpreted and heard in performance, and the 'phonology' of the score, becomes even larger and more multiple when music is put in the same matrix as literature.*", McCombie (2003), p. xiv. In the introduction she mentioned about the phonetics as a shared property between poetry and music: "*It might be more enlightening to think of phonetic sonorities in poetry not simply and narrowly as poeticized music, but as being shared with musical properties, and as overstepping the limits of one art into the terrain of the other.*", p. 6.

¹⁶ Matthews (2014), p. 301.

¹⁷ Phonetics is another linguistic field that treats the language as a sound process like Phonology, but there are some differences between them: Phonetics is mainly about the sound realisation of the words. Briefly, phonology deals

A phoneme is defined by Nicolai Trubetzkoy as the “*the smallest distinctive unit within the structure of a given language.*”¹⁸ Phoneme differs from the letter. The letter is a sign; the phoneme is a categorical sound-unit: A letter may have different phoneme, one single phoneme may include more than one letter or a phoneme may have different letter combinations. Furthermore, as phonemes are mental sound unit categories, they did not show how they would be pronounced. Phonemes may have different pronunciations upon their place in the word. These different pronunciations are defined as ‘phone’, and these phones are called ‘allophones’ of a phoneme.

The second important phonological term is morpheme. Philipp Carr describes morpheme as follows: “*While a word is a linguistic unit which signals a meaning, morphemes are units within the word which signal identifiable meanings.*”¹⁹ Parallel to the letter-phoneme relation, some words are considered as morphologically complex, some others are not. The different phonetic forms of a morpheme are called morphs. The contextually governed realizations of morphemes are called allomorph. Carr explains: “*We distinguish morphemes, as units of meaning in a linguistic system with a specific phonological form, and morphs, the sequences of phonetic segments which act as their realizations. That is, the linguistic objects we call morphemes are a kind of connection (or union) of a phonological form with a meaning.*”²⁰

The phonological form of a phonological unit (phoneme or morpheme) is a kind of encoding with the phonological alphabet. This form shows the word just in the midway between the written form and the pronounced form.²¹ This form represents words as mental sound-objects, as existed in the mind of the speakers.²²

Philipp Carr explains the basic aim of the phonological language as a need “*to express the speaker’s unconsciously acquired phonological generalizations.*”²³ He supposes, “*The speaker’s unconscious phonological knowledge is highly structured and remarkably systematic.*”²⁴ At this point, we should suggest an analogy with Carr’s unconscious speaker and the composer trying to create an authentic language without being completely conscious of it. Both develop their lingual capacity while practicing/composing. Every composing act is an experience of new harmonic and structural relations to create his/her own musical language. Once formed, one may infer some generalization about composer’s language.

As one can see easily, phonology treats the linguistic concepts and process at the sonic level; “sound” is essential in Phonology. In a further level, it also includes the syntactical rules of the languages without getting out of sound context. Phonology possesses a terminology, which could process the word out of its grammatical context. Thus, phonological vocabulary and process enable to treat the words and the syntactical relations as primarily sonic entities.

with facts and phonetics deal with pronunciation; phonological differences are categorical, phonetic differences are practical. However, they are highly related one another.

¹⁸ Wikipedia, article about Nikolai Trubetzkoy, http://en.wikipedia.org/wiki/Nikolai_Trubetzkoy, (3 March 2016)

¹⁹ Carr (1993), p. 33.

²⁰ Carr (1993), p.34.

²¹ “(Phonemes which) combine to make up the phonological form of a word.”, Carr, *Phonology*, p. 33.

²² Unlike the phonological form, the phonetic form shows the pronunciation of the word. Carr explains: “(...) We derive the phonetic representation from the phonological representation.”, “Phonological form may be realized phonetically in more than one way (it may have more than one phonetic manifestation)”, Carr (1993), 33-34.

²³ Carr (1993), p.30.

²⁴ Carr (1993), p.30.

Hence, basic concepts and process of phonology may be useful to analyze the non-functional harmonic design in Debussy's music and to show the parallelism between symbolist words released from external meaning and Debussy's chordal relations released from the functional tonality.

Phoneme and Morpheme in music

Different from the spoken language, music also includes the synchronicity of sounds. Because of this, *the smallest distinctive unit* in music is not limited to a single pitch; it may differ in the musical texture. Namely, any musical component that possesses its own color may be defined as a phoneme. Let's compare two intervals: [D-G] is a perfect fourth, as [A-D]. In a musical context in which this interval gains a structural importance, the phoneme would be defined as /P4/. However, if the single note D is used as a structural element, the phoneme would be defined as the pitch /D/. Therefore, a musical phoneme may be a single note, an interval, a chord or a scale. Furthermore, phonemes are not limited to the pitches; an articulation as an accent, a staccato or a tenuto may also be defined as a phoneme if it gains a structural importance within the musical piece. Thus, unlike the standard theories, articulations and dynamics may also take a primary role in the compositional process.

Morpheme in music creates an important issue: if morpheme is defined as the "*unit within the word which signals identifiable meanings*", first of all, we have to define what is 'meaning' in music. The simplest answer to this complicated and speculative question is that the meaning in music is the aesthetic effect born out of the relations between the components. As a temporal art, every relation creates a rhythm. So, morpheme in music would be defined as the temporal tissue of a phonemic or phonetic relation.

A morpheme may be made up of a single phoneme. For instance, a dominant chord that gained a structural importance as a specific color, (not as a function) may be repeated with different transpositions. These repetitions may be defined as a movement between the various tones of a single color,²⁵ or between the different allophones of a phoneme. The temporal tissue formed by this repetition may become a morpheme if it gains a structural importance.

Morpheme has a temporal character; phoneme is the sound-object as a color. A sequence of different colors creates a temporal tissue. A morpheme is a rhythmical whole formed by colors. This dimensional difference in architectural design fuses the color and rhythm and creates a shared area between the poetry and music.

Another important point is that phonemes remove the categorical difference between the pitches, the intervals, the chords and also the articulations and unify all of these into one aesthetic category: colors or sound-objects of music.

²⁵ "In a letter to Eugène Ysaÿe of 1894 in which he refers to Nocturnes (at a time when he had in mind a work for solo violin and orchestra), Debussy compared the sound he was striving for to 'different combinations that can be obtained from one colour- like a study in grey in painting', which recalls what he had said much earlier in a conversation with his teacher Guiraud: 'A painting executed in grey is the ideal'", DeVoto (2003), p. 184.

Furthermore, phonemes and morphemes cannot be defined without a musical piece. Every single sound event has the potential to become a phoneme, as like every phonemic relation has the potential to become a morpheme. However, they gain these identities if and only if they are chosen by the composer as structural elements. Briefly, they are not the elements of a presupposed theoretical system but only the musical piece itself. Phonemes and morphemes appear only in the piece, every piece of music has its own phonemic contents; consequently, every piece of music has the power of creating its own language. The phonological, morphological and phonetic choices of a composer make out his/her language.

Conclusion

To sum up, there are not any pre-defined relations and ready-made formulas in Debussy's music. Every piece of Debussy is an attempt to create a non-functional sound context. They all propose different harmonic/structural relations. Debussy tried and succeeded to create a language in which sounds are treated like colors, like symbolist words, far away from the conventional meanings. The notes and chords become only sounds for themselves, not for a functional/structural whole or an underlying structure. Without the comfortable ground of the tonality, one may refer to the ontological world of the musical sounds as "choses-en-soi". A new approach derived from the phonological terminology and process has this potential to evaluate the components without any reference to an external system and may open a new horizon to understand Debussy's music.

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MARRIAGE AS A TOOL FOR FAMILY COHESION AND SOCIALIZATIONS IN AFRICA: NIGERIAN PERSPECTIVES

Bashir A. Maidawa

Abubakar Tatari Ali Polytechnic Bauchi, Bauchi State Nigeria

Abstract - *A perspective on sociological foundations of marriage in Nigeria reveals the influence of family cohesion as agent of socialization in African sense. Hence, every individual as a member of an African society is expected to behave in acceptable ways. A new born infant is taught to sit, walk, talk, and wear dresses and so on. As he grows older, he is exposed to the rules and regulation of the African society. These are values, beliefs and behaviors which are both customary and acceptable to the society. However, the values which the child learns in the socialization process differ from one society to the other depending on their culture. For example, while most parents in Nigeria would disapprove of their children using the left-hand to eat, the practice is acceptable in the European culture. Similarly, every group or organization in the society has its norms and values which its members must observe. Based on this premise, the paper believe that marriage institution is meant to transmit or transfer moral, intellectual, character and vocational training from one generation to another as a way of perpetuating or maintaining the existence of African society. Finally, the paper view marriage as a catalyst for family cohesion in which young ones learn from their parents such habits as cleanliness, respect for elders, participation in home or form activities and so on*

Keywords: Family, Marriage, Nigeria, Socialization

INTRODUCTION

Every societies share a similar view especially when the opined of that family is a social group characterized by common residence economic, cooperation and reproduction to include children and adult socialization of both sex, at least two of whom maintain a socially approved sexual relationship and one of more children owned or adopted by the socially co-habiting adults.

Marriage is an essential step towards family cohesion and socialization process of every society.

Hence, certain sexual relationships outside marriage are recognized as illegal in Nigerian society. It is worth nothing that marriage leads to the formation of the family, therefore no family can be formed without marriage.

Those responsible would have to support themselves and their children or be liked with an extended household to take care of the children.

Obviously, marriage has a universal definition and it varies from one society to another society. According to Ololobou (1996) define it as ‘a social arrangement by which a child is given a legitimate position in the society determined by parenthood in the social sense.

In a nutshell, marriage can be defined as a social contract between man and woman to become husband and wife if there is mutual understanding, which is determining marriage.

LITERATURE REVIEW

In line with thinking, Haralambos and Heald (1983) perceived family in many ways such as a married couple with children as group with common ancestors, person with children, a kinship group united by blood or marriage. Also share a similar view when they opined that the family includes adults of both sexes, at least two of whom maintain a socially accepted sexual relationship and one or more children owned or adopted by the socially cohabiting adult. Socialization, according to Secord et al (1964) is an international process whereby person's behaviors are modified. Hortan et al (1980) refer to socialization as the process whereby one internalizes the norms of the group among whom one live so that distinct self emerge unique to this individual. Pell M. (1977) explains further that marriage is an alliance between a man and a woman which result in giving them an inscriptive place in the society as members of a particular lineage and family. Murdock G.P. (1949) shares a similar view on opined that family is a social group characterized by common residence, economic, cooperation and reproduction. Zinn B. (1980) did find that while decision making rests on the husband, it tended to be more jointly shared in families with working class wives. Working class wives status, therefore contributes to a greater egalitarianism in decision making.

Types of Marriage

- *Monogamy*: Refers to as one man to one woman. This is common in the European societies, among Christian and elites in Nigeria.
- *Polygamy*: is the opposite of monogamy, this has two sub-divisions; polyandry is where a woman marries several men and polygamy is where a man marries more than one wife. In Nigeria and other part of the world Islam allow having four wives and also some African traditions men allows having more than one wife.
- *Polyandry*: is the practice which a woman marries two or more men at any point in time. The men constitute legitimate husband of women. Such exist mostly in some part of India and other part of south Asia.
- *Ghost marriage*: - a younger brother of a deceased bachelor is expected to marry and have children in his name, the woman is socially married to the children too belong to a father whom they never knew.
- *Levirate*: this occurs when a man marries the widow of his dead elder brother. It is commonly practiced in some parts of Nigeria.
- *Sorrorate*: here a man marries the sister of his dead wife, thereby making her substitute to her dead sister.
- *Endogamy Marriage*: is a type of marriage whereby is allowing only marrying within your tribe and it's prohibit to go outside.
- *Exogamy marriage*: These types of marriage are allowed to marry outside your tribes.

Forms Marriage in Nigeria

There are three major forms of marriage in Nigeria today. They are:

- *Religion marriage*- usually Muslim or Christian are conducted according to the norms of the respective religions teaching and take place in mosques or churches. Muslims are allowed to have four wives, while Christians are allowed to have only one wife.
- *Civil marriage*: - civil wedding regardless of religion, civil marriage is an official wedding which take place in a government registry office. Men are allowed only one wife under a civil wedding regardless of his religion.
- *Tradition marriage*: - Usually is held at the wife's house and is performed according to the customs of the ethnic group involved. Most ethnic groups traditionally allow more than one wife.

Functions of Marriage

- Also marriage helps to widen the bond of friendship among people.
- Marriage also performs some psychological functions it serves as a legitimate avenue raising children.
- Marriage performs an emotion function it is make sexual relationship possible between the individual involved on it.

Safe Age for Marriage

Until recently, it was relatively rare for adult to go through life without marriage especially in African societies. In acknowledgement of his people USAID (1977). Observes that marriage is taken for granted to the extent that most people assume that anyone over thirty years is married. Even though as much a quarter of all women never marry in reality.

The foregoing points to the fact that the society determines to some extent age for marriage and choice of mate. Although it is sometime a matter of personal opinion, studies have revealed that some parent's guide against immoral and pre-marital sexual activities by betrothing their teenage daughter to willing husbands. Mobus (1973) identifies and fertility as woman's principal sources of esteem. Therefore parents are anxious for their daughter to get marriage early rather being educated.

Radcliffe (1970) stated that it is normally between the early twenties. For a man in Africa, it is at about 25 years depending on state of readiness, and difficulty spacing.

Family – The family is the most basic in all institution, it is a social group characterized by face-face interaction. It consists of father, mother and children. This family set up comes after marriage which is known as the nuclear family.

Also in Africa, there is the extended family system which consists of father mother uncle step-Brother, step sister e.g. living together in close association or under the same roof.

The Role of the Family in the Socialization Process

The role of the family in the socialization process includes:

- Procreates from society to socialize.
- Transmission of culture by educating the young on the social approved ways of behavior and inculcating on them cherished belief and values.

- To provides the basis of the entire Childs future learning that is the attitudes, and behavior needed for adult participation in the society.
- Provide norms of behavior deviation from which are negatively sectioned (i.e. punished).
- Provides means of communication i.e. language for its members.
- In traditional society, the family provides skills and occupation for its members.

All society depends primarily on the family for the socialization of children transforming them into adult who can functions successfully in the society.

The family is the Child's first primary and this is where his/her personality development is being initialized.

By the time he is old enough to enter primary group outside the family the basic foundation of his personality is already firmly laid the method adopted by the family to socialize the child is usually through providing models for him to copy.

Socialization: is a process of social learning which enables an individual to acquire language values, believe, facts, technical skills, etc. in the society. This process begins as soon as the child was born. The child at birth is physically helpless and therefore depends on other people for everything. He cannot speak and therefore cannot communicate with others about his pains or pleasures.

Types of Family Socialization

- Primary Socialization:* - it start soon after birth and may continue up to the age of twelve (12). It is usually controlled and dominated by members of the family and peers in the neighborhood.
- Secondary Socialization:* - start from adolescent stage which is after childhood, the socialization experiences at the individual become more diversified higher levels of physical, intellectual, emotional and social development enable the individual to access many more place and things.
- Adult Socialization:* -as individuals move through their life cycles the acquire new role and acquiring new knowledge, skills, values, and attitudes. Adult socialization can be seen as the process by which adult acquire various new learning as they move into different situation at different stages in their cycles.

Agents of Socialization

- Family:* First agent of socialization because child/children learn attitude and ways of behaving within a family unit. What learn our parent has a significant influence on us, because it enters our life at the most impressive noble period.
- School:* School is the second agent of socialization. As the child reach the age of five or six at that age child acquires value knowledge and skill within a school essential from full participation in society. The teacher especially trained to import the technical knowledge and skill that will ensure adequately social adjustment on the part of the

child. He also shapes the child to fit into his society by teaching him appropriate attitudes and values.

- iii. *Peer and age group*: part of the socialization process is the influence of peer group that is schoolmate, friendship group and work group. As young child more time in formal school away from time with other school children not only in the classroom. But also in many other types of activity such as football and handcraft work. From each extensive interaction intimate relationship develops and by contact important attitudes and value are formed in other words, the child in school learns not only from his teachers but also from peer group.
- iv. *Mass media*: the mass media include television (TV) Radio, Newspapers, Magazines and cinema. The needed for these as agents of socialization arouse adolescence and adult stage of human life: although it is important at the earlier stages too. Children learn a lot from what they seen on TV, just as adult do they learn not only about things happening in other part of the world.

Aims of Socialization

- Inculcate basic discipline e.g. by restraining a child or even an adult from immediate gratification.
- Nature aspirations in the child.
- Encourage acceptance of social roles.
- Develop skills.
- Promote conformity to norms.

The Functions of Socialization

Many benefit are derived from the socialization process, these include.

- i. Development of basic discipline in people. The society is said to be conservative because it want people to behave according to existing value and regulation.
- ii. Creation of goal and ambitions.
- iii. Teaching of skills in the various professions.
- iv. Role placement - Individual are groomed to pay certain roles in the society.
- v. Development of personality.
- vi. Preservation of society through transmission of culture.

Changing Roles of the Family

Significant changes are taking place within the family group thus affecting the traditional role of the family.

Mezieobi (1992) was supporting when he notes the followings aspect of changes in the Nigerian family:

- i. Change in family size: the size of the family is declining due to family planning devices, better standard of living economic hardship, and woman entering into the careers and so on.
- ii. Changes in status ascription: - A person social status used to be greatly influence by parents; recently, the school has taken over these functions.

- iii. Socialization role abandonment: the family as the primary agent of socialization as transferred this role to the schools, peer groups and house helps in an effort to make both ends meet.
- iv. Changing roles of the wife' with the increase in urbanized house wives, thus contributing positively to the upkeep of the family.
- v. Increasing family instability: family disorganization has become the rule rather than the exception, thus contributing negatively to other institutions and organizations. Studies have shown that the productive, protective religious educational and recreational functions associated with the family are fast shifting to other institutions and organizations.

Types of Family

A family is a group of people bound together by blood and marriage two types of families are commonly recognized:

- i. Nuclear family: a man, his wife and their biological children.
- ii. Extended family: a man, his wife, their children parents, grandparents, aunt, uncles, nephews, nieces, and all others by blood.

Collapsing Family is caused by:

- i. Economic factors ranging from unemployment, low earning and or high level of poverty can lead to family collapse.

This is because the head of the family may not be capable of discharging his duties as a head. Once the family realizes that, he loses his respect especially if he allows them to go hungry.

- ii. Indiscipline: a home in which the husband and his wife cannot tolerate each other will result in the breakdown of law and peace in the family; children who observe their presence, tend to have no respect for their parents. Some of these hostile homes may lead the children into psychological problems. These may be manifested in variety of mal-adjusted behavior, such children readily engaged in anti- social behaviors like streaking, taking drug and alcohol as well as street fighting.
- iii. Unfaithfulness of spouse: two cheat on one another normally run into problems of trust. Any man or woman who discovers his or her partner is engaging in extra- marital affairs feels disturbed.

Depending on the offence, the marriage may or may not survive (Yusuf, 1996)

RESEARCH RESULT

The research conducted in order to provide an immediate solution on marriage as a tool for family cohesion and socialization within Nigeria society, here are some majors to be considered for possible solution:

- 1. Alleviation of economic hardship; this is one of the ways of ensuring lasting peace in matrimonial homes. It was in consideration of the importance of family that Dr. (Mrs.) Maryam Abacha; wife of a former military head of state in Nigeria launched the family

support programme (FSP) which incorporated grassroots economic assistance to both men and women.

2. Counselling of young couple on the importance of tolerance between one another i.e. individual differences.
3. Proper upbringing of children to ensure social, economic and emotional survival in their environment.
4. Education of both males and females to strengthen their levels of tolerance and understanding for peaceful co-existence.

CONCLUSION AND RECOMENDATIONS

In conclusion, marriage is seen as a tool for family cohesion and socialization in Nigeria part of West Africa. Some definitions were discussed on the purpose of marriage in relation with family socialization. The ways and manners Africans (Nigeria) culture and religion conduct their marriage based on types of marriage being mentioned. Also the aims and objectives of marriage and family socialization has been discussed and the problems of marriage on family socialization have been mentioned also.

At the end of this research work, it is recommended that the society should take marriage as a key factor for family cohesion and socialization process.

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Martin Luther's Critics Against the Roman Catholic Church

Authors: Indah Merdeka Putri, Universitas Indonesia, Indonesia

Febby Kusumawardani, Universitas Indonesia, Indonesia

Dea Alita Marsanty, Universitas Indonesia, Indonesia

Ikhsanda Malik, Universitas Indonesia, Indonesia

Abstract

This research aims to examine Luther's critics against the domination of Roman Catholic Church in European Countries. The vast power that the Church had was abused by the leaders of Catholic Church to enrich them. This condition was one of the main causes for the emergence of church reformation movement. Martin Luther was a religious figure from Germany who contributed greatly to the Protestant Reformation movement. Luther's critics were very influential and supported by princes of Germany. This research was done by using qualitative method through literature study, namely data obtained from books, scientific articles and related journals. Our findings showed that Protestant Reformation movement under Luther was succeeded in reducing the Roman Catholic Church dominance in many European Countries.

Keywords: Catholic Church, Domination, Power, Reformation, Protestantism, Lutheranism,

Background

Roman Catholic Church was the most powerful institution in the world in the Middle Age. At that time, it possessed power over knowledge and information, which enabled them to amass huge power over the life of common people, telling people what is right and what is wrong. However, this seemingly unlimited power became the cause for abuses of power done by the Papacy as the highest body of Roman Catholic Church. The church leaders gained their religious position through immoral deeds such as bribing the Pope for a position in the church. For example, take Pope Leo X, who gained \$5,250,000 per year from selling jobs and titles in church. This practice was known as simony.

Not only the ranks and files of the Church, even the Popes as the highest leader were known as notoriously immoral. Even though they were required to remain in chastity, in practice they took mistresses and sired illegitimate children. Pope Alexander VI (the Borgia) was known to have eight illegitimate children. To collect money to build St. Peter Basilica in Vatican, the Church began selling letters of sin-absolving known as indulgencies. Anyone who buy this letter will gain forgiveness from God, and the bigger the amount of money paid, the more severe sin would be forgiven. As a consequence of these decadent lifestyles, the sacred legitimacy of these people was lost in the eye of the people. Not stopping there, the Church also imposed the Veneration of Relics, a form of worshipping supposedly divine objects or holy saints. There are many opinions which stated that it can make illogical superstitions and myths, where things that is supposed to be secular become sacred.

From these situations came a desire to reform, to create a new paradigm in observing the religious rites and capitalistic ethos. Reformation was a complex movement and its success was caused by many factors. This movement was pioneered by many figures; one of them was Martin Luther. The abuses of power done in the name of God by Roman Catholic Church was believed by Protestants to be the main cause of backwardness and ignorance among common people, which makes this subject fit to be associated with theories on power.

Robert Morrison MacIver defines power as someone or group's ability to gain control over both other individual and group behavior, either by direct way such as order, or indirect way such as through other media. By using this definition, we can see Protestant Reformation in two perspectives of power, the Church's and Luther's which in the end we can see why the Reformation was a success. The power of the Church, embodied in form of the Papacy, overextended itself and descended into decadence, evident in their self-enrichment by using ways forbidden by it. On the other side, we can see Luther's power over students to disseminate his writings and critics which attacked the Papacy. Power is a very vital thing in the emergence of a reformation movement, because without it, an individual or group would not be able to influence other people to bring the movement to success.

This research then focused on what forms of critic used by Martin Luther in fighting the abuse of power done by the Papacy, and the limit of this research is Luther's critics and of how far the success of Luther's Reformation contributed on the advancement of Western civilization.

Biography and Base of Martin Luther's Thoughts

Martin Luther is a child of Hans and Margareth Luther. He was born in mining city Eisleben, Saxon, on 10 November 1483. In 1501 Luther enrolled in Erfurt University, one of the best in Germany at that time. His parents wished him to continue his study in Law Faculty. Yet there, he studied philosophy, especially Nominalis Occam philosophies and scholastic theology. Also on Erfurt, he read for the first time, the Old Testament Bible.

On 1505 Luther finished his preparatory study and began studying law. However, on June 2nd 1505, an event which upturned his life happened. On the way back from Mansfield to Erfurt, there was sudden rain accompanied with great thunders and lightning which caused great fear in Luther. He prostrated himself on the ground and praying for safety from lightning. Luther prayed to God through Saint Anne, a saint which was believed to be the patron from the lightning. In his praying, he stated that he wanted to be a monk. After that event, he believed that he had been given a second chance to live and had been saved by God, so he gave his life to God by studying theology. Luther later joined Augustine Abbey in Erfurt. Because of his feeling of gratitude to God, he became the most pious and devoted among the monks.

On May 2nd 1507, Luther was ordained as a priest. His parents and some of his friends were present in the ordination and received Luther's first Eucharist Sacrament. Luther's intelligence and devotion made the Head Priest sent Luther to Wittenberg University. In 1508, invited by his lecturer, Johannes von Staupitz, Luther lectured on moral philosophy while continuing his study on theology. On 1512, he gained his doctorate. There, he began to lecture on interpretation of Psalm, then Rome, Galatia and Hebrew. Meanwhile, in his mind there was a religious struggle, to find the true God. Finally, on 1514 Luther found the solution for his troubled mind. He found a new definition from Paul's words on Rome 1:16-17.

Luther interpreted God's truth none other than God's gifts, which accepts people who were sinful and losing hope in Him, yet refuses people who believe that they were good. Luther's findings changed his perspective on Bible. He wished to return Christianity back to its purity in the times of Apostles, far from the development of Papacy.

When Luther went to Rome, he felt that something was not right in the grandness, luxury, and the lifestyles of the leaders of the Church. Luther spent nights thinking about the deviation done by the Church, he felt that it was against the God's teaching, on the other hand, he realistically feared the Church reprisal against the dissidents, which could range from exile to execution. Yet finally, he succumbed to Holy Ghost's guidance and found his courage. This marked the start of Luther's movement.

This movement at the first time was a form of uprising against Rome's domination in Northern Europe, but then this movement was identical with every religious movement which stood against Papal power in Rome. Protestant Reformation Movement was a continuation of Renaissance Movement, but it differed on principal ground, that afterlife and spiritual life is more important than worldly life, man was corrupt and morally aground, chose to blindly believe in religion and conformity. Germany in Luther's time was an agrarian country, which stood backward and conservative when compared to its neighbors, proved to be a fertile ground for domination of Roman Catholic Church and main cause of Luther's struggle.

Martin Luther's Critics

Domination and abuse of power done by the church, which was against the teachings of Jesus Christ, became the catalyst for Martin Luther to form a reformation movement. This movement aimed to straighten the deviation and abuses of power done by the church at the time. Luther believed that Church had misled the people in understanding the religion. His theology wished to eliminate church's worldly authority. Luther would criticize the church in form of protesting Roman Catholic Church's social-religious authority.

Church's deviations and abuses of power reached its zenith when it started to sell indulgences. Germany gained special interest here because it was the largest buyer of indulgences in Europe. Pope

also declared that the letter could also absolve the sins of people already passed away, so many people would buy it for their late family members. Moved by his grievances, Luther nailed his ninety-five theses on the door of Wittenberg church on October 31st 1517, as a form of critic to the sale of indulgences. Many students translated the theses into German in order to get more people to know it. Not for long, Luther's theses disseminated quickly around Germany. Luther opined that doing good deeds such as helping each other was better than buying indulgences because only Jesus Christ who can give judgments on people's sins. From here, came the doctrine Justification by Faith or *Sola Fide*.

Luther also criticized the divine sacrament, by making priests as a medium between man and God, worshipping holy relics and saints. For him, that would only make people thinking irrationally, where they would depend themselves on powers that they could not truly and rightly understand. Therefore divine sacrament has been distorted and manipulated by Papacy to control the population. Sacrament can be useful only to increase faith but not a tool to reach God's gift and way to salvation. Luther also stated that there is no need for priest in communicating with God, because salvation depends on good deeds done according to God's teachings, based on faith. Luther's doctrines helped in disempowering the priesthood in Catholic Church, its hierarchy was reduced in power because to Luther hierarchy would be an impediment in people's equality in front of God.

Even Catholic religious tradition, which had already done for hundreds of years, did not escape Luther's critics. He refused special rights entitled to priests to interpret Bible. According to him, reading and interpreting Bible can be done by everyone because it is a right as a follower of Christ. Luther was against the monopoly of truth by religious figures. Because of his critics, religion became interpretable and multi-interpretable. The interpretation of truth finally could be done not only by religious figures, but by every believer of Christ, so they may interpret the Bible according to their perspectives and not depending on Church's interpretation. Truth no longer confirmed by Church, but by inner meditation. The next breakthrough done by Luther was the translation of Bible from Latin to German, so it would be easier for Germanic people to understand the Bible.

Regarding the forbidden relationships between the Church's high-ups and women, actually Catholic teachings forbid priests and popes to marry, because of their vows of chastity. However, Luther was against Catholic Monasticism. Marriage was not a sin, but a biological demand of human which must be fulfilled. Luther believed that by allowing priest to marry, the chance of priest having illegitimate children could be minimized, thus increasing his credibility among the faithful. Luther also criticized the ascetic lifestyle of monks and hermits, who lived far from the crowds in remote places. That way of life was not the right way to cleanse self and finding salvation, the right thing to do was called worldly asceticism, where people could find salvation by intensely participating in worldly activities which aim to glorify God.

Luther's next critic was aimed to political doctrine of Roman Catholic Church which stated the universal authority of Pope. For him, Pope authority is not universal, for he must acknowledge the

authority of princes and secular rulers in other countries which is ruled in nationalist principles. From this critic Luther gained the support of nobles and people of Northern Europe. If the church were to be operated nationally, then the local rulers must have authority over it, not Rome. Furthermore, the supports were based on economic factor such as high taxes imposed by Roman Catholic Church among the populace and politically, the desire to be free from Roman Catholic sphere of influence.

Furthermore, Luther criticized the overlapping between religious and political authority. Luther proposed the separation between two of them, in order for the Pope to acknowledge the secular authority in regions around Europe. This separation of authorities was proved to be most effective in Germany, where there was a clear line between religious and secular authorities, so both of them cannot influence each other as powerful as before. In here, we can see that Protestant Reformation turned the civilization towards the notion of nation-state.

The spirit of federalism which appeared as an effect of Protestant Reformation demoralized the Roman Catholic Church, which in turn emboldened the local rulers to embrace nationalism and separatism. Around Europe there was much debate about the formation of new nation-state, which religion should be the state religion of it, without caring the agreement from Roman Catholic Church. Therefore, the old political entity which had stood for around a thousand year, the European Continent under the rule of Papacy experienced political disintegration.

Luther's critics stemmed from the assumption that human's power comes from God and the rulers. This concept developed into divine right, which belonged to kings and secular nobles, who were obeyed by every commoner. If people did deviate, they would be held responsible to God. For Luther, right and power of kings was sacred, so a state is also a sacred political institution. Royal absolutism also appeared in Luther's critics, which contributed greatly to political practice in Western society. Luther also talked about the suitability between capitalistic ethics and religious ethics, where every effort spent by human to accumulate wealth and social status is a form of subservience to God and is not a sin. God always appreciate and dispense His blessing for people who are hard-working. Much of worldly and economic activities are part of religious duty. From here appeared the term capitalistic morality which never has been in Catholic monasticism in medieval ages.

Luther's other critic touched the subject of church commercialization, where religion became a tool to self-enrichment. Pope Sylvester II could be a suitable example, quoted: "I give gold and I receive bishopric, but I am not ashamed to retrieve that gold if I act as it has to be. I appointed priest and received a stack of silver. Look at the gold I give to other people and I still store the others on my chest," from this we can infer that the church power was moved by wealth, not kindness. Only a small part of Rome's wealth was sourced from incomes in Papacy dominions, most of it came from taxes and levies taken from every corner of Catholic world, by utilizing theological system which put Pope as the holder of Keys of Heaven.

According to Luther, the power of Papacy was excessive and turned church into a tool to gain wealth from set of rules which put the Church elites at an advantageous position without caring the believers/

Luther described his theological views in his three most important writings, which are:

1. *An den Christlichen Adel Deutscher Nation: von des Christlichen Standes Besserung* (To the Germany's Christian Nobles about Christian Society Reformation), 1520.

In this writing, Luther attacked the Pope and the Papacy by calling it as three walls of Jericho, which came from Pope's insistence that the common people were under his tutelage, Pope is the only one who has the authority to interpret Bible, and only Pope who has the right to call for ecumenical council. This three walls impeded the reformation in the Church. Luther said that everyone who has been baptized has priestly title, so there is no difference between pope, cardinal, bishop and monk with kings, nobles, clerks and peasants. There is only one Christian body and Jesus Christ is its head. Every Christian has equal spiritual degree. We were ordained by blessings from priest: we become the kingly degree, king and priest in front of Jesus (1 Peter 2:9). The differences are only in titles and daily functions not degree, according to Luther. So, Luther called to Christian nobles to reform the Church in their territory in a good way, based on feeling of fear of Jesus, not by armed violence.

2. *De Captivitate Babylonica Ecclesiae* (Babel Prisoner of Church), October 1520.

This writing was written in Latin because it was targeted to theological scholars and Church elites. It mostly discussed about sacraments. According to Luther, seven sacraments in Roman Catholic Church turned believers into prisoners from the moment they were born until they died. Yet, according to Bible there are only two sacraments which were ordered by Jesus Christ, which are holy baptism and holy supper. Talking about holy supper, Luther noted three mistakes done by the Church, namely: not giving the cup of sacramental wine to common people, transubstantiation teachings, and mass offering.

For Luther, the practice of withholding the wine was against the teaching in Bibles of Matthew, Mark, Lucas and Paul, which stated that every sacrament was meant for both clergy and common people. In the Bible, it is written: "All of you, drink from this cup."

Luther rejected the teachings about transubstantiation. He taught about the coexistence between body and blood of Jesus Christ, symbolized by bread and wine. Both of them are present, one visible and the other invisible. Luther replaced this teaching with co-substantiation.

3. *Von der Freiheit eines Christenmenschen* (Freedom of a Christian), 1520.

This writing was more of a book about ethics. Luther formulated Christian freedom with two seemingly contradictive principles: "A Christian is free from every bonds and not a servant to anyone; a Christian is also tied to everything and a servant to anyone." And "a Christian is free from every laws and not tied to rules issued by everyone, but that freedom is not from Christ, but freedom in Christ".

Conclusion

The decaying of Europe because of an over-powerful Church pushed the reformers to act; Martin Luther in Germany was one of them. Luther felt that the power of the Church must be reduced because it was detrimental for every common Christians. Every critics launched by him were result from his learning on theology, he thought that Church already strayed from the rules made by God, so it was up to him to return Christianity back to the time of Apostles. Martin Luther was a very courageous man, he did not afraid to rise against the Church, disregarding what would happen to the

critics against the Church, which made it a very dangerous business. He found agreeing companions in Germanic Princes and Local Churches, who protected him from the clutches of Roman Catholic Church. The worst thing that happened to him was only his firing from every religious position. Protestant Movement held an important position in the history of mankind, which marked the retreat of church from politics, the disintegration of European political entities into Nation-states, and started the modernity.

Metamorphosis leads to Abjection: An Ovidian Reading of William Shakespeare's *A Midsummer Night's Dream* and *Romeo and Juliet* With a View to Julia Kristeva's Theories Regarding the Abject.

Amir Andwari
Loughborough University
United Kingdom

Abstract

A Midsummer Night's Dream and *Romeo and Juliet* are to a great extent influenced by Ovid's *Metamorphoses*. William Shakespeare alludes to many stories in Ovid's mythico-historical narrative, among which the stories of Pyramus and Thisbe, King Midas, Phaethon, and Actaeon are worth noting. What Shakespeare does in the above-mentioned plays is to let his characters undergo metamorphosis, either physically or mentally. Shakespeare proves himself a capable imitator who manages to get the material from *Metamorphoses* and change them to fit his purpose, which is inducing mental and physical transformations in his characters. This article will examine the moments of metamorphosis in these two plays and it aims to prove that different kinds of metamorphosis that happen in these plays have many things in common with Julia Kristeva's notions regarding abjection. Actually, what this article is specifically going to say is that in moments of Ovidian metamorphosis, the Shakespearean characters, by escaping from Kristevan 'the symbolic' and taking refuge in what she calls 'the semiotic', make their subjects vulnerable to 'the abject'.

Key words: metamorphosis, the symbolic, the semiotic, the abject.

The fact that there are many allusions to Ovid's *Metamorphoses* in *A Midsummer Night's Dream* and *Romeo and Juliet* leaves no doubt that Shakespeare had access to an English translation of Ovid's masterpiece or at least, based on his knowledge of Latin, read some parts of the book in its original language. Shakespeare's extensive imitation of Ovid shows the former's interest in the theme of transformation, either in its physical or mental form. I believe, by using Ovidian materials, Shakespeare is able to give his characters the power to temporarily leave the restrictive symbolic world in which they live and return to the semiotic haven in which they are able to enjoy what they have been denied. Before moving to the main topic of this essay, metamorphosis and its abjective effects on *A Midsummer Night's Dream* and *Romeo and Juliet*, I offer an introduction about *Metamorphoses* and how it found its way into early modern literature of England and then give a short account of what Kristeva means by the abject.

Metamorphoses

Ovid composed *Metamorphoses*, his Latin narrative poem, in fifteen books in the first century A.D. The books, which are in a mythico-historical framework, narrate the history of the world from its creation to the death of Julius Caesar, one year before Ovid's birth. Although proved to be difficult to be put in a particular genre, it has mostly been called an epic or, at least, a type of it. This long poem consists of many episodes, the unifying theme of which is metamorphosis or transformation. Ovid himself makes his intention clear in the very first line of the poem: "my mind leads me to speak now of forms changed into new bodies [...]" (5) and

considers the gods as the agents of metamorphoses: “[...] O gods above, inspire this undertaking [...] (5). Throughout the fifteen books, the reader reads the history of the gods who, by their supernatural power, metamorphose the immortals as a punishment and, sometimes, protection. *Metamorphoses*, though banned for a while by Augustus, was widely read during Ovid’s time and was considered a rival to Virgil’s *Aeneid*. The success and influence of *Metamorphoses* reached to a degree that Ovid predicted its fame would live forever, and he was of course true.

During the Renaissance period, owing to the popularity of mythological subjects, *Metamorphoses* became very popular in Europe. In 1535, Arthur Golding did the first English translation of the poem from its original language, Latin, which became very influential. It is believed that Shakespeare used Golding’s translation as the main source while he was writing *A Midsummer Night’s Dream* and *Romeo and Juliet*. During the course of the plays there are many allusions to different episodes of *Metamorphoses* that can prove that Golding’s translation was the only translation available to Shakespeare. Of course, Shakespeare had some knowledge of Latin and, as Geoffrey Bullough believes there are a few Ovidian elements that are not found in Golding, which shows Shakespeare read at least some parts of *Metamorphoses* in Latin. Ovid is present everywhere in the plays. Actually, the more familiar a reader is with the *Metamorphoses*, the more many moments in the play make sense for him. There is also a debate whether Shakespeare imitates Ovid or just alludes to him. Charles and Michelle Martindale in “Shakespeare and the uses of Antiquity” believe that Shakespeare’s use of Ovid is “[...] imitative, not allusive; educated members of the audience would recognize the presence of Ovid [...]” (23). However, Jonathan Bate in *Shakespeare and Ovid* says that Shakespeare at that time was under the influence of the “Renaissance conceptions of translatio and imitatio” (131) and that “the distinction between stylistic imitation and purposeful allusion would not have been made in this way in the renaissance” (9).

Kristeva’s views regarding abjection

Julia Kristeva in *The Powers of Horror, an Essay on Abjection* considers the abject neither a subject nor an object. She believes “The abject has only one quality of the object—that of being opposed to I” (1). According to Kristeva, to establish an identity (Subject or I) for itself, a little child has to get rid of the semiotic (object) which “is a state of disintegration in which patterns [...] do not have any stable identity” (Rice and Waugh, 133) and enter the symbolic one that is associated with law and order. Noelle MacAfee, in her book, *Julia Kristeva*, considers abjection “a process of jettisoning what seems to be part of oneself” (46), that is to say you throw away something you associate yourself with at the beginning of your existence. Kristeva says “the relation to abjection is finally rooted in the combat that every human being carries on with the mother” (qtd. in Guberman, 118). Therefore, the little child, in its Pre-Oedipal stage, has to regard its pre-symbolic idol, its mother, (the semiotic figure) as the (m)other in order to construct an identity for itself. Kristeva insists that subjectivity (becoming other) won’t form unless the “instinctual dyad of the mother and the child be cut” (qtd. in Guberman, 118). However, one must bear in mind that because the semiotic “precedes, underpins and guarantees the subject of the symbolic order” (Rizq, 3), the subject cannot completely forget about it. Therefore, although the process of this separation is unconscious, one must not confuse Kristeva’s notions about abjection with Freud’s ‘repression’ for in the latter what is repressed totally disappears from the consciousness but what is abjected “remains as both an unconscious and a conscious threat to one’s own and proper self” (McAfee, 46). In other words, what is abjected does not cease

completely and continues to haunt an individual's subjectivity in different ways later in his life. Kristeva believes to protect our subjectivity, we must always remain vigilant and beware of being exposed to the abject. However, in some moments of stress, epiphany, fear or perplexity, it is very likely that our vulnerable subjectivity become exposed.

A Midsummer Night's Dream

A Midsummer Night's Dream is heavily influenced by Ovid's *Metamorphoses*, or better say his book of transformations. The characters are of two types: the fairies and the mortals. Among the fairies, Shakespeare manages to invent his own equivalents of Ovidian gods and goddesses. Oberon, Puck and Titania are Shakespearean versions of Jupiter, Cupid and Diana, respectively. Sarah Carter says the fairies in *A Midsummer Night's Dream* "are ambiguous conglomerations of myth, demonstrated by the common Renaissance substitution of English folklore fairies for classical nymphs and goddesses" (1). At the same time, Shakespeare has some mortals bear the roles of Ovidian characters, a fact which highlights the anthropocentric nature of the play. For example the role of rapacious Apollo is played by Demetrius who chases Shakespearean versions of Daphne, Hermia and then Helena, in the forest. Another notion to consider is that when it comes to an allusion to or imitation of Ovid, Shakespeare sometimes parodies some stories of *Metamorphoses*. Shakespeare in three major scenes parodies three famous stories of *Metamorphoses*. The first is the story of King Midas in book XI, in which as a punishment he grows an ass's ears; however, in Shakespeare's play Bottom, after getting the head of an ass, is rewarded the company of Titania, the fairy queen. Bottom's story also parodies the story of Actaeon, who, upon seeing Diana naked, as a punishment, is metamorphosed to a deer and is consequently torn apart by his own hounds. Bottom's metamorphosis even starts sooner than that of Actaeon. Peter Holland says "unlike Ovid's luckless hunter, Shakespeare's Actaeon is metamorphosed before he sees his Titania" (78). The third is the parodying of the famous story of Pyramus and Thisbe, that, though a tragedy in *Metamorphoses* book IV, turns out to be a ludicrous comedy played by unprepared actors at the end of *A Midsummer Night's Dream*.

I believe the moments of metamorphosis and transformations, both mental and physical, in *A Midsummer Night's Dream* can be linked to Kristeva's notions toward abjection. It seems Shakespeare, inspired by Ovid's *Metamorphoses*, in some moments of stress, manipulates his characters' minds and bodies in such a way that their subjectivities are exposed to the abject. In these moments the characters resist the symbolic and take refuge in the semiotic. It seems as if Shakespeare is making his own version of the semiotic in this play. By sending the major characters to the forest where different allusions to Ovid are made, Shakespeare casts them away temporarily from Athens and its strict laws to a place in which all logics and laws are broken. Shakespeare invites his reader to his own land of temporary metamorphoses. Bate says "the Shakespeare of *A Midsummer Night's Dream* goes even further than Ovid: he invites us to consider the possibility that the love-gods are no more than a dream [...]" (Bate, 135). The playwright is inviting the readers to observe the metamorphoses of normal things to things strange and unknown. Here is where Kristeva's views become applicable. When something is metamorphosed, it resists meaning, that is to say it becomes elusive because rules of language and logic cannot be applied to that. Let's take the example of Bottom: his experience of Ovidian metamorphosis, his asininity, is manipulated by Shakespeare in such a way that, unlike King Midas, he is rewarded with a series of abjective moments during which he floats on his

dreamlike moments with Titania. By this manipulation, Shakespeare gives Bottom the opportunity to temporarily go back to his pre-Oedipal time when he is able to make love with the origin of the semiotic, his m(other) manifested by Titania. Actually, inspired by Ovid, Shakespeare, by putting an ass's head on Bottom, makes Bottom's subjectivity susceptible to the abject, something which, consequently, leads to his resisting the symbolic. According to Elizabeth Gross "Kristeva is fascinated by the ways in which proper sociality and subjectivity are based on the expulsion or exclusion of the improper" (86), and I think so is the reader who sees Bottom's subjectivity is reinstated when his ass head is removed by Puck.

Another abjective moment created under the influence of Ovid is the final scene when Peter Quince and his actors perform the tragedy of Pyramus and Thisbe. The tragedy, however, to every one's surprise, turns out to be a ridiculous comedy. The actors are going to play something serious but the outcome is ridiculous. Bate believes "Quince's impromptu theatrical troupe do not understand the true nature of translation. Their obsessive literalism renders their performance risible" (131). In Kristeva's terms, what causes this ridiculous performance is Bottom and his friend's having a false understanding of the symbolic. Still haunted by the events of the night before, it seems their subjectivity is still exposed to the abject and the simple, clear meaning won't do and poetic excess (a by-product of the semiotic) dominates their speech. One significant difference between the semiotic and the symbolic is that the former is the language of the unconscious and has nothing to do with the public performances. It is the symbolic which must govern the language of the actors, but Shakespeare has something else in mind. In my view by manipulating, or in this case parodying, Ovid, Shakespeare succeeds in pushing aside the symbolic elements and, by doing so, paves the way for the semiotic to master the minds of his characters. Actually, during the action of their play, because of their unpreparedness, Bottom and his friends resist the symbolic and embrace the semiotic.

Shakespeare changes Ovid's material to achieve his own intended metamorphosis. As an example Leonard Barkan observes "the blood-coloured mulberry into which Pyramus and Thisbe are metamorphosed is replaced by the flower named love-in-idleness which works metamorphic magic when squeezed upon a sleeper's eyes" (257). In this example Shakespeare acts as a clever imitator who uses his source at his best but, at the same time, applies his own changes and manipulations. Bate says "these changes signal to the careful listener that Shakespeare is varying his great original, as a good imitator should" (139). Oberon like Jupiter is the one under whose command metamorphoses happen:

I fell upon a little western flower –
Before, milk-white; now, purple with love's wound –
And maidens call it love-in-idleness.
Fetch me that flower; the herb I showed thee once.
The juice of it on sleeping eyelids laid
Will make or man or woman madly dote
Upon the next live creature that it sees (II. I, 166-72).

Thanks to the changes Shakespeare makes, the audience can see that the juice of this flower is metamorphic but not tragic. It helps the Athenian lovers to pair who they like and the result, as Puck truly predicts, is "Jack shall have Jill, Nought shall go ill;" (III. ii, 461-2).

I believe the kind of metamorphosis the Athenian lovers experience in the forest could be explained by Kristeva's views regarding abjection. Puck, as Oberon's agent, puts the pansy juice on Lysander and Demetrius' eyes and becomes the cause of the day's confusions. When Demetrius and Lysander fall in love with Helena, it seems they are out of their minds and mentally metamorphosed. Kristeva says one has to always stay vigilant against the threat of the abject, otherwise exposure to it will be inevitable. Only one single moment of negligence can put the subjectivity under threat. In some particular moments, like when one is drugged or falls in love, he/she loses vigilance; and this is exactly what happens to Demetrius and Lysander. When they wake up, under the influence of the magic juice, they are exposed to the abject.

As I mentioned earlier in this essay, Bottom's metamorphosis starts earlier than his colleagues. His translation to a semi-ass/human takes place during the rehearsal. Peter Quince's play is not meant to have a metamorphosis, but Shakespeare's manipulation adds one. Although Bottom's story does not go in line with King Midas's, it is "the play's most remarkable higher imitation of Ovid" (Bate, 142). Unlike King Midas, Bottom is rewarded after his transformation and, comically, gains the power of a man wearing an ass's head. It is believed that perhaps here Shakespeare got some idea from Reginald Scot's *The Discoverie of Witchcraft* (1584), but the main influence remains Ovidian. Shakespeare, by applying his own method of metamorphosis on Bottom, lets him experience the semiotic state he used to associate himself with when he was a child, the semiotic beginning he loved so dearly once but had to expel that in order to enter the real, symbolic world. When Bottom wakes up the next day, though no longer wearing the ass head, he is still stuck in his semiotic state and in a sense perplexed. His subjectivity is still exposed when he thinks what he experienced the night before was a dream that "[...] the eye of man hath not heard, the ear of man hath not seen, man's hand is not able to taste, his tongue to conceive, nor his heart to report, what my dream was" (IV, i. 209-12)

The case of Theseus is, however, different. In forming a worldview for Theseus, Shakespeare even goes further than Ovid. Ovid has his gods create moments of love and despair through the metamorphoses that they apply on mortals. Actually, reading *Metamorphoses*, one can see that Ovid does not take his gods seriously. Shakespeare also, as Bate believes, "[...] invites us to consider the possibility that the love-gods are no more than a dream" (135), and that, as Bate continues, "Theseus [...] does not believe the sort of things one reads in books like the *Metamorphoses* [...]" (135). I believe Theseus's skepticism or miscognition has its roots in his inability to understand and conceive the events of the forest. He has not been the target of any metamorphosis and, therefore, his subjectivity remained intact. However, by the same token, his lack of cognition shows his symbolic reasoning fails to comprehend correctly in the absence of the semiotic.

Romeo and Juliet

Romeo and Juliet, though not as extensively as *A Midsummer Night's Dream*, is also influenced by Ovid's *Metamorphoses*. Some famous stories from *Metamorphoses* deeply affect the incidents of *Romeo and Juliet*, the most important of which, as I believe, is the story of Phaethon and his fall in book II.

At the beginning of act II, scene ii, Juliet, after her secret marriage with Romeo, is waiting restlessly for the night to come so that she can have another nocturnal meeting with

Romeo. She even blames the sun for being too slow. Here she refers to the story of Phaethon who was granted the permission to drive the chariot of the sun for one day. In an apostrophe she expresses her wish: "Gallop apace, you fiery-footed steeds, towards Phoebus' lodging. Such a wagoner as Phaethon would whip you to the west, and bring in cloudy night immediately spread thy close curtain, love-performing night" (III, ii. 1-5), Juliet believes the faster the sun is whipped westward, the sooner she can join her Romeo. She is waiting for the night and another balcony scene:

Come night, come Romeo, come though day in night;
For thou wilt lie upon the wings of night
Whiter than new snow upon a raven's back.
Come gentle night, come loving black-browed night,
Give me my Romeo; [...] (III, ii. 17-21).

Thinking of the night makes her track the movement of the sun. She is restless and impatient when she says "now is the sun upon the highmost hill; Of this day's journey, and from nine till twelve; Is three long hours [...]" (II, iv. 9-11). By invoking Phaethon, she thinks the chariot of the sun needs an Ovidian excited driver to force the classical horses to run faster and bring closer the night so that she can join her lover sooner. However, as Bate believes, she is wrong. According to Bate, what Juliet thinks in this scene is a good example of dramatic irony (177), in which the character (here Juliet) is unaware of what is going to happen. Perhaps she does not know the story of Phaethon completely or, at least, as a sign of miscognition, is unaware of connotative meaning of her allusion to Phaethon's story. She, wrongly, considers Phaethon as the bringer of happiness and joy. In *Metamorphoses*, Phaethon, challenged by his playmates, was assured by his mother that his father was the sun god. Later, as a proof of this relationship, he was allowed to drive the sun chariot for one day, but the experience was catastrophic for him. He failed to control the wild chariot horses and was about to burn the whole earth before he was killed by Zeus to stop further damages. Bate says "the audience sees, as the character [Juliet] does not, that to put Phaethon in charge is to precipitate the catastrophe" (177). It seems her desire to join Romeo is unconsciously pushing her toward catastrophe. She is unaware of "the irony [...]" that in willing on the night, she is willing on the tragedy, the moment of separation, Romeo's exile, and ultimately the confusion and mistiming which bring the death of both lovers" (177). The irony becomes complete when the audience knows that Phaethon was burned and smoldered while falling off the sky and nothing remained of him but a deteriorated body and an epitaph inscribed on a stone. However, Shakespeare manipulates Ovid's story in such a way that the Veronese lovers are awarded the kind of metamorphic release that most of Ovidian heroes, but not Phaethon, undergo. Romeo and Juliet will be "be immortalized in the form of golden statues" (178).

Psychoanalytically speaking, one can say that Juliet's mind is obsessed with Romeo's greatness. Actually, her obsession with Romeo reaches to a degree that she imagines a place in the sky for him when she says "Give me my Romeo, and when I shall die; Take him and cut him out in little stars" (III, ii, 21-22). Her description of Romeo does not fit a mortal or terrestrial being, but an immortal one. In my idea by alluding to Phaethon, Juliet is unconsciously comparing Romeo with this semi-god. She considers Romeo as the one who has the power to tame the wild horses of the chariot of the sun and bring an end to the day, when they can stay the night together. However, again, she is wrong. Here, as I believe, is when Kristeva's views

become applicable. Let us imagine Romeo as Phaethon and the wild horses as his desires. He is about to control his desires, but he fails to do so. It is evident in the play that, like Phaethon who fails to take hold of the excited horses, Romeo is unable to control his own desire and this is when his subjectivity becomes exposed to abjection. In another sense the horses could be described as the semiotic drives which whenever they see signs of imperfection in their master (I mean his subjectivity), they get out of control and overthrow him. This is what happens to Romeo. He fails to stay vigilant and his overexcitedness brings about chaos and disaster.

It is believed that Shakespeare got the idea of *Romeo and Juliet* from Ovid's Pyramus and Thisbe. In many respects this view could be true. In both stories there are two lovers who are desperately in love and have grown in two families that are at feud. They live in a patriarchal society in which the law of the father speaks first. Pyramus and Thisbe have their chink-in-the-wall scene as the Veronese lovers have their balcony scene. Pyramus, by mistake, thinks that Thisbe is dead and takes his own life, and so does Romeo when he hears the news of Juliet's death. Both Thisbe and Juliet commit suicide as they find their heroes dead. In both stories the metamorphoses happen at the end: in Ovid the reader sees the transformation of the mulberry tree and in Shakespeare the audience witnesses the lovers' metamorphosis to golden statues. One can say that both stories at the end try to imply the theme of the immortality of love.

Catherine Belsey in *Desire, Love Stories in Western Culture* writes about the transgressive nature of desire in western culture. She is of this opinion that the essence of desire leads a person to resist the norms and standards of society. She also believes that western cultures have always failed to tame desire (7). Kristeva uses the term 'the symbolic' instead of words like 'society' or 'culture'. Therefore, in Kristeva's terms, one can say that both couples do their best to resist the strong symbolic. They try to break the rule and, although they fail, by their death they prove that the patriarchal society cannot force everybody to surrender to the symbolic law. Controlled by their desire, the couples escape from the symbolic society and take refuge in the semiotic when their subjectivities become exposed to the abject.

Finally, Mercutio's speech about Queen Mab, the Ovidian influence, and the link to what Kristeva says about the abject are worth noting. Mercutio's character is anti-romantic. Actually, he serves as a foil to Romeo. In act I, scene IV the audience can see that his views regarding love are totally in contrast with Romeo's Petrarchan love toward Rosaline. When Romeo tells him that love is "Too rude, too boist'rous, and it pricks like thorn" (I, iv. 24), Mercutio's immediate response is that "If love be rough with you, be rough with love; Prick love for pricking, and you beat love down" (I, iv, 25-6). He then starts to make fun of Romeo when the latter tells him of his dream. Romeo talks about a dream he had recently, a dream in which he learned going to the Capulet feast was a bad idea. Mercutio replies:

O, then I see Queen Mab hath been with you.
She is the fairies' midwife, and she comes
In shape no longer than an agate stone
On the forefinger of an alderman,
Drawn with a team of little atomi
Over men's noses as they lie asleep.
Her wagon-spokes made of long spinners' legs; [...] (I, iv. 51-7).

This vivid description makes clear that, unlike Romeo, Mercutio does not believe in dreams. In his view, dream world is full of fairies, the Queen of whom is Mab. She visits people from different walks of life (lovers, courtiers, lawyers, etc.) while they are asleep and brings them their favorite dreams. It can be concluded from the whole monologue that, based on Mercutio's belief, everybody sees a reflection of his obsessions in his dream. As the monologue continues, Mercutio says that everybody is given what he longs for by Queen Mab. For example, lovers, courtiers and lawyers dream of love, promotion and money, respectively. Mercutio emphasizes the tininess of Queen Mab. This could be because he wants to stress this notion that like Queen Mab's size, Romeo's dreams are small and insignificant. There are also some similarities between Queen Mab and Phaethon. Mab has a wagon (or chariot, like Phaethon) by which she flies around those who are asleep. Instead of horses, her chariot is drawn by a group of creatures as tiny as atoms. However, unlike Phaethon who galloped during the day, she "[...] gallops night by night; Through lovers' brains, and then they dream of love; [...]" (I, iv. 68-9). By bringing Queen Mab in Mercutio's speech and stressing her capabilities, perhaps Shakespeare is parodying Greek and Roman gods. Like mythological gods in *Metamorphoses*, Queen Mab has the power of metamorphosis, by the help of which she is able to reward and also punish people in their dreams.

Returning to Kristeva, Mercutio is in fact making fun of the semiotic. Queen Mab dwells in the world of the semiotic, a world that is far away from reason and law. She gives a dreamer what she wants regardless of any preconception. Dream world could be described as a place in which a lover can linger freely and stay with his beloved as long as he likes. Mercutio mocks Romeo's view of love and laughs at him when the latter decides not to go to the masque because of a dream. Based on Kristeva's theories, not believing in dream (semiotic), Mercutio always stays vigilant and his subjectivity remains intact. On the other hand, Romeo's 'I' is very vulnerable against the semiotic penetration, something that leads to his abjection.

Conclusion

My first task in this article was firstly to explore the influence of Ovid's *Metamorphoses* on *A Midsummer Night's Dream* and *Romeo and Juliet*. I did my best to go through the scenes and moments in which the influence of Ovid was felt. There are many scenes in *A Midsummer Night's Dream* in which Shakespeare used Ovid's concept of metamorphosis and transformation to manipulate the mind and body of his characters. Shakespeare proved himself a capable imitator who managed to get the material from *Metamorphoses* and change them to fit his purpose, which is inducing mental and physical transformations. The four Athenian lovers experience a dream-like night and are manipulated by Oberon and his agent, Puck. The love-idleness or the pansy juice, which possesses metamorphic effect, is applied to Lysander and Demetrius while they are asleep. Bottom is the only character that undergoes both physical and mental transformations. Inspired by the story of King Midas in *Metamorphoses*, Shakespeare puts the head of an ass on Bottom and, like Actaeon, sends him to meet a beautiful fairy. Titania, the queen of the fairies, becomes mentally metamorphosed by the pansy juice and falls desperately in love with Bottom and his asinine head. The last Ovidian trace in the play is at the end of the play when Shakespeare parodies the famous story of Pyramus and Thisbe.

Shakespeare also alludes to some stories mentioned in *Metamorphoses* in *Romeo and Juliet*. It is widely believed that the story of Pyramus and Thisbe inspired Shakespeare to write *Romeo and Juliet*. He got the main ingredients from Ovid: a pair of star-crossed lovers living in two families that are at feud with each other, the pressure of the patriarchal society and tribal loyalty, the wish of the daughter and the rule of the father, mistiming, bad luck and suicide, among others. Juliet alludes to Phaethon and wishes he could drive the chariot of the sun faster so that she could join her Romeo sooner. Also, Mercutio's speech about Queen Mab reminds one of Phaethon. Queen Mab by her tiny chariot and horses as small as atoms acts as the agent of metamorphosis and manipulates the dreamers with her power.

However, my second, and foremost, task in this article was to find a link between the above mentioned metamorphosis-related events and Julia Kristeva's views regarding the semiotic, the symbolic and especially the abject. I thought the moments when Shakespearean characters undergo metamorphoses during the course of the plays are quite similar to what Kristeva says about the experience of abjection. In their moments of metamorphosis, Shakespearean characters are mentally manipulated and cannot think clearly. In these moments of stress, some characters fall in love, some commit suicide, and some become perplexed and experience miscognition. Actually in these moments of metamorphoses, all of them resist the symbolic, take refuge in the semiotic and, consequently, their subjectivities become exposed to the abject. Therefore, it can be concluded that, in the above-mentioned plays, metamorphosis leads to what Kristeva calls abjection.

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Mindfulness among schools teachers. Benefits of their practice according with the gender

Dr. Lara López-Hernández

Professor of Educational Psychology, International University of La Rioja, Spain
Visiting Professor of Mindfulness and Educational Psychology, American University of
Sovereign Nations, 8840 East Chaparral Rd, Suite 285, Scottsdale, Arizona, USA
E-mail: Llopez.lara@gmail.com

Abstract

The purpose of Mindfulness is to arouse conscious attention in the present moment and so, to achieve higher levels of physical and mental wellbeing. A review of studies about the implementation of Mindfulness programs, obtains very positive results in personal and professional development. In this paper the methodology of the ".b program" is described, which has used Mindfulness techniques with teachers, along nine sessions, where activities are performed to help keep the focus on body sensations. After implementing the ".b program", it is carry out a comparison between teachers who practice ".b program" and those who do not practice it, to find out if there are differences regarding to the gender, and to make a comparison between samples of Spain an Arizona. The conclusions of the study in Spain show that teachers who have participated in the ".b program" achieve higher levels of self-realization, and specifically women. In this first part (study in Spain), we found limitations that help us to improve the second part of the study (in Arizona); we need to expand the samples, in more places and to conduct a longitudinal study, with a pretest and long-term monitoring.

Keywords: Self-realization, Personal development, Emotional skills, Teacher training, Mindfulness, Gender

Introduction

Mindfulness is a meditation technique that involves the practice of simple everyday exercises that invite us to be awake and fully alert. Every moment from doing the dishes, to talking on the phone or to peel an orange, for example, offers us an opportunity to know ourselves more deeply and enjoy greater peace of mind (Thich Nhat Hanh, 2007). The full awareness of the present and understanding why our actions help us end our discomfort and start changing our behavior. Can we gain welfare based on the richness of life at all times (Thich Nhat Hanh, 2011). According to Simon (2011) the key to physical and mental well-being is having emotional balance, and by practicing the art of mindfulness we change our mind, find balance, create the conditions necessary to see the reality that surrounds us clearly, and also solve problems that previously we were unable to solve.

This meditation technique when is used effectively shows us the foundation needed to live our lives in a more productive, conscious and peaceful way (Gunaratana, 2012). Siegel (2010) has shown through his research that the continued practice of Mindfulness improves brain

functioning at different levels and also invites us to a brilliant exploration of what it means to live in this world and experience the moment with all our senses. It is scientifically proven that mindfulness when is experienced in a state of full consciousness strengthens our physical, psychological and social being.

Many studies, most of them performed in USA and in UK, have indicated that continued meditation practice, provides important benefits to the students and teachers in: stress reduction, self-esteem, concentration, mental clarity, positive thinking, better relationships, greater kindness to themselves and others, and a sense of jovial happiness. Hennelly (2011) conducted an extensive study with 68 high school students participating in the mental training program of Burnett, Cullen and O'Neill (2011). They conducted a longitudinal study with a questionnaire for immediate and sustained changes in health, resilience and well-being of participants. Results were triangulated with interviews aimed at parents, teachers and other students with expanded information internally and externally through observational aspects. Looking at these results together with the thematic analysis by Braun and Clarke (2006), self-determination theory of Deci and Ryan (2000), and self-efficacy theory of Bandura (1977), showed positive effects on adolescent's awareness, self-regulation, motivation, confidence, competence and efficiency. Another study at the University of Oxford (Hupperta and Johnson, 2010), presents the results of a program of Mindfulness, conducted with 155 adolescents in the classroom. It showed that there is a significant positive association between the amount of meditation practice and improved psychological well-being and care. Most students reported enjoying and benefiting from the training of the mind, and 74% said they would like to continue with it in the future. The authors said that is needed to refine the program and conduct more scientific tests.

Beauchemin, Hutchins and Patterson (2008) perform a study using a pre-post no-control design to examine feasibility of, attitudes toward, and outcomes of a 5-week mindfulness meditation intervention administered to thirty-four adolescents diagnosed with learning disabilities and higher levels of anxiety and school-related stress. All outcome measures showed significant improvement, with participants who completed the program demonstrating decreased state and trait anxiety, enhanced social skills, and improved academic performance.

Bluth et al., (2015) conducted a randomized pilot study of a school-based mindfulness program "Learning to Breathe" with ethnically diverse at-risk adolescents. Twenty-seven students were randomly assigned to a mindfulness and substance abuse control class that occurred for 50 min, once a week, over one school semester. Over the semester, perceived credibility of the mindfulness class increased while that of the substance abuse class decreased. Reductions in depression were seen for students in the mindfulness class compared to controls. A similar study carried out by Broderick and Metz (2009) reflected improvements in emotion regulation and decreases in tiredness and aches and pains among students participants at the conclusion of the program. Felver, Frank and McEacher (2014) put into practice the mindfulness program "Soles of the Feet" (SOF), based on focus in this area. Results suggest that SOF may be an effective intervention to reduce off-task behavior and increase academically engaged behavior for behaviorally challenging students.

After a long mindfulness program Flook, Goldberg, Pinger and Davidson (2015) showed that children initially lower in social competence and executive functioning demonstrating larger gains in social competence relative to the control group. Besides, these interventions in children and youth are a feasible and effective method of building resilience in universal populations and in the treatment of disorders in clinical populations (Greenberg and Harris, 2012), since it has been shown that mindfulness practice help to reduce and prevent depression in adolescents

(Raes, Griffith, Van der Gucht and Williams, 2014), significant reduction of bad behavior among children with ADHD and a significant reduction of stress among parents participants (Van der Oord, Bogels and Peijnenburg, 2012).

Regarding to the teachers, Flook, Goldberg, Pinger, Bonus and Davidson (2013) found stress and burnout, reduction, and teaching efficacy among participants in a Mindfulness-Based Stress Reduction course adapted specifically for them. Frank, Reibel, Broderick, Cantrell and Metz (2015), also reported significant gains in self-regulation, self-compassion, mindfulness related skills (observation, no judgment, and no reacting), and significant improvements in multiple dimensions of sleep quality as well. The mindfulness program Cultivating Awareness and Resilience in Education (CARE for Teachers) of Jennings, Frank, Snowberg, Coccia and Greenberg (2013), resulted in significant improvements in teacher well-being, efficacy, burnout/time-related stress, and mindfulness compared with controls, and especially with teachers working in high-risk settings (Jennings, Snowberg, Coccia, and Greenberg, 2011); as well as greater focused attention and working memory capacity, occupational self-compassion, lower levels of occupational stress and burnout, and symptoms of anxiety and depression at post-program and follow-up (Roeser et al., 2013). Mindfulness training is hypothesized to promote teachers' "habits of mind," and thereby their occupational health, well-being, and capacities to create and sustain both supportive relationships with students and classroom climates conducive to student engagement and learning (Roeser, Skinner, Beers and Jennings, 2012). This training for teachers shows a decrease in negative social interactions and an increase in isolate play and is effective in changing teacher-student interactions in desirable ways (Singh, Lancioni, Winton, Karazsia and Singh, 2013).

Meditation helps people to be happier and thus also helps all those around them (Ricard, 2012). Meditation practice develops those qualities of the human spirit such as love, compassion, patience, tolerance, forgiveness, contentment, a sense of responsibility, harmony; they bring you as much happiness to others. These qualities imply an implicit concern for the welfare of others and can be developed to a high degree through meditation (Clark et al., 2006).

Our mindfulness program: Dot. b

The teaching of ".b" (Stop, Being and Breathing) is provided in Oxford once a year, since 2009, attended by several teachers and researchers from around the world. The project is a collaboration between Oxford, Cambridge and Exeter Universities, which are finding valuable benefits of its implementation. The program is flexibly designed to involve everyone, whatever their ideology, religion or culture (Weare, 2012) and to make it applicable in any context (Mindfulness in Schools Project, 2011). It is taught among teachers and researchers first, in order to implement it between student's volunteer groups later, or other specially selected, with stress, depression or anxiety problems. Currently, over two hundred teachers have been trained to teach it and more than two thousand teenager's students have participated in it (Kuyken et al., 2013). The program material consists of ten books, which are composed of tabs working the mindfulness topic, such as coaching a scattered mind, learn to calm themselves, to recognize the worry, to live in the moment moving and acting consciously, to recognize and stop negative thoughts and live with the difficulties without rejecting them, since these teach us to grow. Participants should think and deduce ideas, in addition to practical activities that are discussed in small groups. The first book is the introduction, followed by a handbook for the teacher, another student manual and a DVD with videos and images shocking about each content -in the website www.mindfulnessinschools.org it can be found tabs and pictures of the program sessions that

serve as examples. All activities are performed in a practical way, some of the most important are: sustaining attention in all bodily sensations eating chocolate, do a sweep of sensations in our body when one is lying (Technical "Beditation"), focus on the sensations of the feet and back when sitting (Technical "FOTBOC"), count seven while breathing and eleven while expires (technique "7/11"), or observe body sensations when walking as undead within the class, among others. They are simple awareness exercises to give all students an idea of the importance of mindfulness, so that they can return to this practice later throughout their life (Mindfulness in Schools Project, 2011).

Why this study

School has traditionally been used to fill the mind and less to help create emotional balance, and has taught more discipline than love and insight (López-Hernández, 2015). Previous studies about bad coexistence in schools find an urgent need to integrally train students, families and teachers (Lopez-Hernández and Ramirez, 2013; 2014), on the basis of the creation of new programs that improve communication, social and emotional skills (Lopez-Hernández and Ovejero, 2014; Pegalajar-Palomino and Lopez-Hernández, 2015). Teacher training is essential, beyond technical aspects, because teachers cannot teach or transmit emotional skills if they have not previously acquired it (Lopez-Hernández, 2015).

Several studies shows different in emotional skills according to gender: *"Gender differences are not natural, but historical cultural constructs that express power relationships based on differences that distinguish the sexes"* (Monzón, 2004, p.8). Throughout history, women have played a secondary role in society being relegated to the family, or small circles of friends, so they have learned to express their emotions in intimate places, being more prepared phylogenetically to express their emotions while men socialize to express a greater extent physical force (Subirats, 1997). The relationships of the girls are more comprehensive and they have a different sense of life project and self-realization to men (Zuazua, 2001). Professionally, women opt for employment models that represent greater harmony in the interaction between work, family and community (Mojerón, 2010). In this sense, the study of Pegalajar and López-Hernández (2015) shows that future female teachers have more positive levels of self-realization and personal growth than male teachers, and tend to get significantly higher scores than men on emotional intelligence measures (Bueno et al., 2005; Extremera et al. 2007; Joseph et al., 2010; Valdez et al., 2010). Recent studies on cyberbullying relate a greater attitude toward violence and reduced capacity on emotional skills on men. There is a higher prevalence of men as large cyberbullies (Sabater et al., 2015, Garaigordobil et al., 2013). This fact is transferred to traditional bullying, where the prevalence is higher among boys, which harass more physically than girls (López-Hernández, 2013; Ortega, 2008). In general, boys are more interested in controlling external events, being more aggressive physically and with greater domain to their peers (Anastasi, 1982).

Therefore, it is intended to conduct a transnational study, in USA, Arizona (in a community of American Indians "San Carlos Apache") and Spain (community of La Rioja). The main idea of this project is to introduce meditation practice in education, and to train school teachers in mindfulness techniques -.b program- in order they teach their students afterward. The intention is to improve student performance at school, the class environment, self-satisfaction of participants, and provide a model, and equip students and teachers with skills, to enable the school to continue to offer mindfulness in the future. The participants who could be helped most may be those with serious emotional problems arising from their lack of social integration, those from different

social and ethnic origins, Native American Indian participants, and/or those with juvenile crime records. The results could be useful to make future comparisons with participants without integration problems.

The objectives of this study -after implementing the “.b program”- are: 1) to perform a comparison between teachers who practice “.b program” and those who do not practice it; 2) to find out if there are differences regarding to the gender (men and women); and 3) make a comparison between samples of Arizona and Spain; using the same methodological framework (planning fieldwork techniques and instrument). In this paper, only are presented the conclusions of the study in Spain.

Methodology

1) Regarding to the .b program

The course was taught over nine weeks with participating students in separate in two groups (15 per group). We rented a room at the Library of the main city of La Rioja (Logroño). This program teaches with striking images through a CD and practical activities which are then discussed in group. Some of them are done through chips to think and deduce ideas, and others become more practical. They are simple awareness exercises to give everyone an idea of the importance of maintaining attention (www.mindfulnessinschools.org).

The program schedule was as follows: Presentation by Dr. López-Hernández with school academic staff (power point), choice of participants, presentation of volunteers, classes (9 weeks) (45 min per week), and administration of the questionnaire.

2) Regarding to the questionnaire

Sample

1) Spanish participant sample: The population is composed by teachers of all courses with a primary education from different schools of La Rioja, and a total of 30 teachers completed the program and the questionnaire. The selection of subjects was performed using a simple random probability sampling (Tójar et al., 2009) by selecting all subjects who decided to participate. For the calculation of the sample, it was used the formula for communities with fewer than 100,000 subjects with a confidence level of 95%, and a maximum estimation error of 5%. In relation to the composition of the sample, gender is distributed with 68% being women, compared with 32% of men. Their ages are between 22 and 45 years.

The majority origin is the autonomous community of La Rioja (85%) with a wider segment residing in the capital and surrounding municipalities (71%). However, it should be noted that 15% came from other regions. Most have studied in public schools (74%). In general they are interested in culture, to read and to travel (97%) and a significant percentage of them; do sports regularly (67%).

To choose the Spanish control participant, we made the same in other school, with 30 teachers, to which the questionnaire was administered without the program.

2) Arizona sample: We will choose 60 teachers belonging to this community (30 for the participant group and 30 for the control group), in the same way we did in Spain.

Instrument

The methodology is quantitative and it is based on the technique of standardized statistical survey. The data collection was performed through the questionnaire AURE "Questionnaire Self-concept and realization" -AURE- (Aciego et al. 2005, Domínguez, 2001) which includes 55

items grouped into six factors: Self-Concept, Projects, Attitude towards Work, Friendship and Love, Social Concern and Ego Strength. Each item is measured on a Likert scale, whose answers are between 1 and 5 (representing 1 = strongly agree, and 5 = strongly disagree). The application time is short and the questions are simple, which makes its application be an advantage. The questionnaire meets high standards of reliability; because the coefficient obtained through Cronbach's alpha (.97) and Spearman Brown for unequal halves (.93) prove it. Besides analyzing the factorial structure, it provides an understanding of the contents able to reorganize its into three major factors, such as: 1) Coping, operability and fulfillment in the work: includes aspects of planning, availability and self-control against the task and the norm; 2) Selfconcept and self-esteem, which compiles all aspects related to the evaluation of himself, and 3) Empathy and social fulfillment, that refers to the satisfaction in relation to others, concern and communication with others.

Procedures

For the application of the program and the questionnaire to the sample, we contacted some high schools in Logroño, indicating to them the objectives of the investigation and requesting the necessary authorizations to access the study. To get a correct application of the program and instrument, the teachers were informed about the objects of the program, and about the characteristics and purpose of the test. The questionnaire was administered individually, after school hours (as the program). We are going to follow the same procedure in Arizona.

Analysis of data

For the statistical processing of the data SPSS was used, version 21 for Windows and it performed a descriptive and correlational analysis of the results obtained from the various dimensions of the questionnaire. We have implemented the Student test for comparison of means to demonstrate the existence of significant statistically differences between the scale factors and the variable "gender" of the participants, besides the Levéne test to know equality of variances. All analyzes were calculated with a confidence level of 90%.

Results

Both, those teachers who have participated in the .b program and those who do not, have high levels of self-realization; however this is significantly lower among those not knowing the .b program, so they seem to need additional support in their emotional skills acquisition (see Table 1).

Gender influences personal fulfillment of teachers, women show higher levels of personal achievement than men, and even more women teachers who have participated in the program (see Table 1).

Table 1. Means, standard deviations and global significance in both samples

Dimension	No “.b”			Yes “.b”		
	Men	Women	Sig. t	Men	Women	Sig. t
	M (SD)	M (SD)		M (SD)	M (SD)	
Self-Concept	2.12 (.86)	1.98 (.86)	.316	1.94 (1.00)	2.04 (.50)	.055

Friendship and Love	1.86 (.85)	1.66 (.80)	.115	1.98 (1.26)	1.76 (.49)	.001*
Social Concern	2.43 (.76)	2.30 (.84)	.297	3.23 (2.91)	2.18 (.61)	.000*
Attitude to the task	2.36 (.87)	2.16 (.77)	.114	2.08 (1.02)	1.95 (.58)	.046*
Projects	2.29 (.71)	2.34 (.70)	.675	2.22 (.97)	2.20 (.54)	.018*
Ego Strength	2.28 (.87)	2.33 (.80)	.669	2.07 (.85)	2.18 (.68)	.656

Conclusions and discussion

According with these results, Mejia et al. (2011) propose emotional teacher training, integrated into the mandatory content of the curriculum, with the main responsibility to support future teachers in the development of their personal autonomy. The skills involved with emotional intelligence are focused on the ability of the person to become aware of himself as well as in the management and recognition of their own emotions and motivations and those of others (Goleman, 1995). Salami (2010) affirms the importance of designing programs to promote psychological well-being in university students as a means of improving the quality of teaching and the development of programs to improve their affective-motivational resources for a better self-acceptance and personal fulfillment.

Regard to the gender, Sanchez et al. (2008) show that women score better on issues related to the relationship with the other. So, further works is needed in emotional skills with men, and to reflect on the need to encourage the creation of new education programs for equality at all levels, along the lines set by Díaz-Aguado (2009). These results confirm the need for more female qualities to positions of responsibility, thus affecting positively the development of social work organizations (Ramos-López, 2005).

According to De León et al. (2008), university students who reported higher levels of personal growth, has more capacity for a correct career choice. A greater capacity for professional choice is consistent with the purposes of the degree chosen, related to a good academic performance and a more favorable attitude (García-Garduño, 2010). Nelis et al. (2009) found that young adults who participated in an intensive emotional training had improved their levels of emotional intelligence, maintaining this improvement six months later. In this sense, the implementation of programs that work emotions in schools, for example, mindfulness techniques in the educational community, show very positive results in personal development and academic of their participants (López-Hernández, 2015).

In recent decades “Mindfulness” training has been introduced in numerous health improvement programs and various psychological treatments (Miró, 2007). Franco et al. (2011) have shown that these programs are valid and appropriate to promote personal growth and self-realization of those who perform it. Kuyken et al. (2013) showed the acceptability and effectiveness of program Mindfulness, reporting improving of mental health and well-being factors such as coping tasks without fear and with enjoyment, self-esteem and empathy. It would therefore be advisable to implement programs like Mindfulness in the curriculum of the Faculty of Education, since the school landscape and current professional requires the involvement of different educational agents, beyond the mere transmission of academic content; teachers should be aware that their participation has to contribute to the overall development of students and their future professional performance (Álvarez et al., 2011).

However, its implementation is not without its limitations, mainly the sample size (it is small), and the fact of not administer the test before to carry out the program, since maybe teachers with more favorable levels of self-realization and personal growth, have chosen to learn this mindfulness program. In this sense, we need to expand the samples, in more places and to conduct a longitudinal study, with a pretest and long-term monitoring. In this direction, it is expected to educational institutions integrate mindfulness in academic training, for beneficial results in emotional well-being of those who practice (Burnett, 2011).

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Negotiating feminist aims in conflicted cultural and religious contexts in Welsh and Malaysian Short Stories

Nor Hashimah Isa (PhD)

Department of English & Literature, Faculty of Languages & Communication,
Sultan Idris Education University (UPSI)
Malaysia

Wales and Malaysia are in many ways as culturally distant as they are geographically remote. Both countries have a history of cultural tensions arising from different legacies of colonialism including prominent discourses of authenticity and rootedness positioned against imported cultures. This paper acknowledges key differences while at the same time considering how women writers from different sides of the globe negotiate feminist aims in often conflicted cultural and religious contexts. Stories by Welsh and Malaysian writers are compared to identify the writers' ways of recognizing women and their experiences in combating issues in a patriarchal society. *The Loss* ('Y Gollod') by Kate Roberts (1929) translated by Walter Dowding is compared with *Kiambang* by Habsah Hassan (1960). *Davis* by Sian Evan is compared with *The Journey* by Shirley Lim Geok-Lin (1967). Writings by women can tell the story of the aspects of women's lives that have been erased, ignored, demeaned, mystified and even idealized in the majority of traditional texts. Writings from Welsh female writers such as Kate Roberts and Sian Evans depict the oppressed and alienated women in a very patriarchal setting in Welsh short stories. Similarly, Habsah Hasan and Shirley Lim Geok-Lin portray the issue of women being domestically abused in a patriarchal society in Malaysian short stories. Women writers bear witness to testify and protest against oppression and suffering inflicted on women in patriarchal society. It is therefore crucial to analyse women's writing in both countries to highlight the depiction of negotiating feminist aims in their literary work

Keyword

Feminist aims, Patriarchal society.

Introduction

Feminist criticism bears witness to women writers from different parts of the world reaching out about the suffering and deprivation of women via the women characters in their short stories. Geographical and cultural borders do not seem to separate women from being alienated and treated merely as second class citizens in a patriarchal society. The stories by women writers across the globe portray negotiating of feminist aims in often conflicted cultural and religious contexts. Hence, this paper highlights stories by Welsh and Malaysian writers from early and mid 20th century to identify the writers' ways of recognizing women and their experiences in combating issues in a patriarchal society. When two Welsh short stories are compared with two Malaysian short stories there are prominent ways the women characters used in confronting issues with male characters who are defiantly very patriarchal. Depictions of female characters

being oppressed and deprived of their rights to be happy individuals are revealed in similarities and differences when *The Loss* (1929) by Kate Roberts is compared with *Kiambang* (1965) by Habsah Hassan and *Davis* (1967) by Sian Evan is compared with *The Journey* (1967) by Shirley Lim Geok-Lin.

The Short Stories

Both stories by Kate Roberts and Habsah Hasan are translated into English from Welsh and Malay respectively. *The Loss* is written in Welsh in 1929 and translated by Walter Dawding while *Kiambang* is written in Malay in 1965. Although both stories were written thirty years apart, it is justified to use them because the period concerned for this research is post-World War. Hence, both stories fall into that category. Furthermore, in Malaysia there were no female Malaysian writers who wrote in Malay prior to that era. The literary canon was filled with writings of poems, short stories and novels by male Malaysian writers who wrote in Malay and by non Malay male and female writers who wrote in English. This is highlighted by Nor Hashimah (2007) who says that in post-independent Malaysia, most Malay writers wrote in Malay as they received education only from Malay schools unlike non-Malay writers who received education from English schools. The Malay literary canon was dominated by male Malay writers who received their early formal education from Primary Malay schools and later at SITC or Sultan Idris Teachers College which started in 1922. Malaya or later known as Malaysia was colonized nearly 200 years by the British who came after the Dutch who was here after the Portuguese. Education for the local Malays was not the priority of the British as they rule with the infamous *Divide and rule* policy. Hence, Malay women were deprived of formal secondary and university education until much later after independence in 1957. This is evidently different in Wales as Welsh women obtained formal education which began with bible reading in churches and later formal education at schools and universities as early as the 19th century. A number of Welsh women received higher education from universities in Wales and England. Hence, Welsh women were very much involved in fighting for women's freedom and rights as they were influenced by the women's movement that started in France then. They took to the streets of Wales with their placards bearing slogans of women's rights and issues while Malaysian women on a whole were still left behind in terms of receiving formal education.

Kate Roberts's *The Loss* is about a young married couple who goes on a vacation up the mountains and picnic near a lake in a beautiful place in Wales. It is the wife's initiative in the hope of rekindling their love and affection. The story ends with the woman laughing loudly much to her husband's shock. Annie in Roberts' *The Loss* tries to find her voice amidst her husband's aloofness. She longs for him to be her lover again like he used to woo her before they are married. Instead he has transformed into the teacher – William as he is called by everyone in the community. She calls him Ted but she feels he is more of the William to her. He becomes obsessed with Lloyds, a very dominant teacher and whose suggestions are always heard by the teachers in the school. Annie is such a doting wife and a good listener. She listens to her husband attentively and laughs at his utterances, 'Of course, his wife had the history of the Teachers' meeting for cream with her current tart over the tea' (p.96). Annie, his obedient wife, struggles to be heard and to gain his attention. She understands his remorse about Lloyds and the Sunday school cancelled trip that she plans a getaway for the two of them to the lake where they used to go when they were courting. Annie tries so hard to be the caring and loving female called wife.

She is so happy when they came back from the trip to the lake thinking her husband is not lost after all because he joins her in their small conversations. `She was happy, happy! Then, her husband has a visitor. The man told Ted of the incident at the Teachers' meeting that Ted did not attend. It seems that a young man stood and told Lloyds to shut up. Then much later, William looked up and said, "I would give the round world to have been in the Teachers' meeting this afternoon," (p.100). On hearing that utterance from her husband, Annie is no longer happy. `She all but choked. Great tears flowed into her eyes. But she did not cry. In a few seconds, she was laughing uncontrollably, peal after peal resounding through the house. Her husband starred at her in mute surprise (p.101).

In Habsah Hasan's *Kiambang*, the female character, Nora, suffers to finish school due to extreme poverty. Her two brothers are married and easily give up supporting their mother and sister Nora. They claim their small salaries can merely support their own families. So, Nora has no choice but to quit school and work in a rubber glove factory. After a while she began to miss school and attends night classes instead. There she meets Cikgu Manaf, a male teacher, a widower whose wife has died giving birth to their first born, a daughter. The daughter is retarded and now lives in a special hospital in another town. He visits her regularly and constantly blames himself for his wife's death and the retarded daughter. He continuously wallows in self pity and surrounds himself with negativity. Cikgu Manaf, the male teacher befriends Nora, his student and even drives her home, much to her mother's dislike. But, she continues seeing him and he shares a lot of his woes and fancies with her. In fact, their relationship has taken another step, not as teacher and student but as a couple. Obviously, Nora demonstrates her aspiration of being free to do what she pleases. She defies her mother's advice just to be with this man. She continues seeing him despite her mother's displeasure. She is a filial daughter and supports her widowed mother but, when it comes to matters of the heart she disobeys her mother. On the other hand the teacher demonstrates an example of true patriarchal self made man by using and manipulating her. He befriends her, breaking her shyness and constantly confides in her. He shares with her his remorse and always drowning himself in self pity. Each time he is sad and blames himself for the retarded child, she soothes him. He holds her hand in the car and she truly believes he loves her. He invites Nora into his pathetic world and each time she succumbs as she finds herself falling in love with him. For this reason, she builds her courage and confesses her ardent love to him. Instantaneously, he rejects her without giving any valid reason. He stops seeing her right away and she is left alone, rejected and alienated. He knows of the consequences of refusing her at such a tender age. He is well aware of her poor background and her dilemma of finishing night school to have a better future. Yet, he abandons her void of any guilt or conscience either as a teacher or as a close male friend. She is unquestionably left in the dark after he deliberately brings her into his world and makes her believe she is important to him.

The story *Kiambang* ends with many possibilities. The writer Habsah Hassan does not provide an ending to her short story, Perhaps Nora cannot finish her night school due to shame and sadness of seeing the teacher again. Without any school examination certificate she will not be able to secure a job to support her poor mother and her. Whether she is able to pull through the prolonged poverty no one knows. Undeniably, she is left in the dark after he intentionally brings her into his world and makes her feel important as his confidante. Cikgu Manaf shows Nora being a man he is definitely in charge. His action verifies that a man always has the last say. He runs off leaving Nora alone to face the odds. Tolan, F (2006) in 'Feminism' in *Literary Theory and Criticism* quotes De Beauvoir disputing that the woman is always situated as the

other to man. This is so true in these Welsh and Malaysian stories where the female characters are unmistakably treated as the other by the male characters in a patriarchal setting.

Two other stories compared in this paper are *Davis* (1967) a Welsh story by Sian Evans and *The Journey* (1967) a Malaysian story by Shirley Lim. Both Welsh and Malaysian stories are written in English. Davis is about a husband named Fred Davis, who is very lazy in terms of doing work in the farm and other chores at home. He feels that his wife nags him a lot, 'Nagging night and day; it ain't my fault, damn you' (p.181). His wife Mary is very upset with his laziness and complains to him, telling him of his duties and that she has no vegetables to cook. They rely on their small patch of land and a few animals for consumption and to survive. Davis realises he has to do this and repair that but he deliberately does not do them as required of him, much to his wife's anger and frustration. She yells at him calling him a lazy pig and saying how she wished she did not marry him. In their bed at night he tries to rekindle the passion with her but to no avail. He promises her he will do the chores in the morning. But when morning comes Davis continues sleeping as his wife carries on with his difficult chores in the farm and the house.

The Journey by Shirley Lim was written in 1967, ten years after Malaysia achieved its independence from the British. This story is about a Chinese young girl who is born into poverty with a pregnant mother, a gambler father and many siblings. Her father is a Mahjong player, a form of Chinese gambling. Her mother is a housewife and she has many children due to successive pregnancies. The girl who is not named in this story is the eldest. The story begins with the girl's mother asking her to go to a place to get some herbs for her. She has to board a bus and the journey is rather long. She follows her mother's specific directions on how to get to the place and what to do when she gets to the specific house. Although she is rather scared she willingly goes on this journey for the love of her mother. She knows this journey is vital for her mother. She reaches the house and takes the package from a man and pays him. She then boards the bus again to go home. Her mom boils the herbs and drinks the brew. The young girl is unaware that the herbal preparation is to help abort her mother's fetus. That night she is awakened by a loud groan of her mother in excruciating pain. She dashes to the bathroom and sees her mother lying on the floor in a pool of fresh blood, 'Dark messes were splattered on the floor, her mother's clothes were blood-red with a flow from some secret wound, while the woman herself squatted, eyes contracted, body rigid and contorted' (p.17). The girl feels repulsive of blood but in the pale light she helps her mother, giving her warm sweet milk from the baby's flask. As her mother lay asleep, the girl cleans the bathroom floor, scrubbing and pouring water. The story ends with the young girl pouring cold water, shuddering and crying as she cleans her mother's blood on the floor. She is too young to understand that the herbs she took earlier are actually for abortion. Her mother does not want any more children as the youngest one is still a baby. She is weak and has many children. She has no choice but to take matters into her own hands and drink the herbs. She suffers in silence because her husband only cares for his gambling. The mother endures deprivation of love and care by her dominant husband as she tries to tend to her many children and her daily duties.

The Comparison

The four short stories share something in common and geographical borders do not differentiate this. It is evident that the female characters in the four stories yearn for their male partners' attention, love and care. It is apparent a female yearning for something that is lost from a male significant other or husband is portrayed in *The Loss*, *Kiambang*, *Davis* and *The Journey*. In *The Loss*, Roberts beautifully reveals Annie, a young wife who seems to have lost her husband's attention although they are only married for a year. Similarly, Hassan's *Kiambang* also describes Nora who desires for attention from her night school teacher Cikgu Manaf. The female characters in *Davis* and *The Journey* appear to want their partners to listen to them and to share their sorrows but to no gain. The object of much yearning for attention and care in all stories is unquestionably a desire for a man's love. With his love comes his affection, undivided attention and responsibility. A feminist writing would still agree that men and women need one another physically and emotionally. One completes the other and therefore if one is not getting enough attention from the other the person will definitely feel it and is affected miserably. In these stories the women negotiate feminist aims such as to just ignore the abuse, continue with their chores, move on with their lives or find other means to handle their problems. In so doing they may endanger their lives such as in the case of the pregnant mother in *The Journey* by Shirley Lim.

Indisputably Nora in *Kiambang* by Habsah Hassan seeks Cikgu Manaf's attention and love. She willingly follows him to see his retarded daughter in another town although her mother shows her disapproval of her relationship with him. She tries to find her voice as she continues to see him despite her mother's disapproval. She goes against her values of respecting her mother's wish merely to be with this man. According to the Malay values orientation sons or daughters must obey their parents and show respect always. This is in the teachings of Islam, the religion of the Malays (Nor Hashimah Isa 2007). Contrary to this Nora disobeys her mother although she is a filial daughter. She disobeys her mother and continues seeing Cikgu Manaf, who dumps her the moment she confesses her passionate love for him. He shows his ultimate power that a man makes the decision. Hence, he runs off leaving her alone to face the odds. In this story it is not indicated if she goes back to night school or if she ever sees her teacher Cikgu Manaf after he left her. But whatever it is, irrefutably she has to continue supporting her mother and herself. Nora negotiates feminist aims by moving on with her life despite being dumped by the male character, Cikgu Manaf.

Annie in Roberts' *The Loss* tries to find her voice amidst her husband's aloofness. She longs for him to be her lover again like he used to woo her before they are married. Instead he has transformed into the teacher – William as he is called by everyone in the community. She calls him Ted but she feels he is more of the William to her. He becomes obsessed with Lloyds, a very dominant teacher and whose suggestions are always heard by the teachers in the school. Annie is such a doting wife and a good listener. She listens to her husband attentively and laughs at his utterances, 'Of course, his wife had the history of the Teachers' meeting for cream with her current tart over the tea' (p.96). Annie, his obedient wife, struggles to be heard and to gain his attention. She understands his remorse about Lloyds and the Sunday school cancelled trip that she plans a getaway for the two of them to the lake where they used to go when they were courting. Annie tries so hard to be the caring and loving female called wife. She is so happy when they came back from the trip to the lake thinking her husband is not lost after all because

he joins her in their small conversations. ‘She was happy, happy! Then, her husband has a visitor. The man told Ted of the incident at the Teachers’ meeting that Ted did not attend. It seems that a young man stood and told Lloyds to shut up. Then much later, William looked up and said, “ I would give the round world to have been in the Teachers’ meeting this afternoon,” (p.100). On hearing that utterance from her husband, Annie is no longer happy. ‘ She all but choked. Great tears flowed into her eyes. But she did not cry. In a few seconds, she was laughing uncontrollably, peal after peal resounding through the house. Her husband stared at her in mute surprise (p.101).

How much can Annie take after all the effort she puts in trying to cheer up her husband? She plans the trip for him because she knows how uncomfortable and unhappy he is if he attends the Teachers’ meeting. And he agrees to go with her to the getaway because he hates to see Lloyds and listen to him dominating the meeting again and again. Annie is so caring and aware of her husband’s feelings that she is angry when she sees a small chapel near the lake. She fears that Ted’s feelings coming to the lake will be affected by the chapel. She worries if the sight of the chapel will remind her husband of Lloyds and the Sunday school incident. ‘She knew exactly how he felt, but of her thoughts he was unaware’ (p.96). Her husband is undeniably an example of a male patriarchal being that simply alienates the female’s feeling and existence. He treats the wife just as an object, who cooks for him, warms his bed and listens to his woes and tales but that is all. Never mind her feelings because she is only a woman that is nonexistent. Felman, S. (1993) in her article *Women and Madness. The Critical Phallacy* (p.133 -153) says throughout the history man has reduced the women to the status of a silent and subordinate object, to something inherently ‘spoken for’ (p.137).

This pathetic situation is also experienced by Nora in Hassan’s *Kiambang*, who is silenced by Cikgu Manaf after she confesses her love to him. His selfish act of leaving Nora after she reveals her feelings towards him is a sheer example of alienation by a male in a male dominated community. “Nora, when we get back, everything must be like it used to be.” He said after a long silence. “Act as if you have not uttered anything to me. There is no future for us, Nora!” I tried not to cry. My legs felt weak (p.153). Felman states that just as man considers himself superior to nature, so he considers himself superior to woman (p.321). This is irrefutably true as men have the last say in many cultural settings. In the Malay world in the sixties, and even till now the ball is always in the man’s court. A man decides whether to love a woman or simply leaves her. In *The Loss*, Annie feels alienated and suppressed by her husband’s words and actions. Hence, it is evident that in these stories, the Welsh and Malaysian women are subjected to suppression and alienation by their husbands and male significant others in patriarchal dominated societies. The parallel between the stories is women are typical voiceless regardless of cultural and geographical setting. The women are voiceless and are treated as merely objects by the men. They are silenced by the patriarchal dominated men. Sands & Nuccio (2008) say feminist writings across disciplines have illuminated an understanding of the status of women in a patriarchal society, sexist biases in social and behavioral theories, and the feminization of poverty. The difference is whether the Welsh and Malaysian women find ways to liberate themselves from their stifling environment. If they did then what are the ways they attempt to resist the men’s domination?

Kate Roberts, Habsah Hassan, Sian Evans and Shirley Lim illustrate the female characters’ demonstration of being liberated from their ill fated destiny – as mere females. The

female characters are stifled and alienated by the males' display of a very patriarchal dominance. They are the husbands and the breadwinners for the family and the wives or partners are just the female caretakers. They are not treated as wives, showered with love but merely the persons who take care of their food and needs as portrayed in *The Loss*, *Davis* and *The Journey*. In *The Loss*, Annie's sudden burst of laughter at dinner is her subtle indication that she has had enough of her husband's cold, uncaring attitude. She seeks to be liberated from such a dull and dying marriage. She laughs out loud and completely ignores her husband when he looks at her in shock. She finally finds her stand and voice. This married couple is young and it is undeniably sad that love and affection is elusive from the husband. She tries to win him back but he is just not dancing to her tune. The husband is a pure example of a very dominant male. He certainly refuses to show affection and attention to his young wife who struggles to get his little attention and what more his pricey love. Instead he gives more attention to the arrogant Lloyd and the Teachers' meeting. Tolan F. explains how De Beauvoir, a French philosopher and novelist constructed an epic account of gender throughout history, examining biological, psychological, historical, and cultural explanation for the reduction of women to a second and lesser sex (p.320). Felman, S (1993). in her article 'Women and Madness. The Critical Phallacy (p.133 -153) quotes a book that derives and disputes a 'female psychology' conditioned by an oppressive and patriarchal male culture. (p.134)

In *Kiambang*, by Habsah Hassan the female character is depicted as voiceless lesser sex when her brothers who are working refused to contribute to help her and their mother. She does not question them on this huge responsibility of supporting their mother but instead sacrificed her education. At a tender age she becomes the breadwinner of her impoverished family. This demonstrates the voiceless female character in a male dominated society. Nora is again depicted as voiceless in a patriarchal setting when she merely accepts the teacher's decision to simply abstain from being with her. He asks her to forget him right after she confesses her love to him. He then abandons her after he uses her. Again she accepts his decision without any attempt to ask for justification. She abides because she adheres to her Malay value orientation of respecting the elders. It is imperative that a younger sister or brother respects her or his elder siblings. Therefore, it is comprehensible when Nora accepts whatever is thrown to her by her brothers. Nora being less uneducated negotiates the male dominance by using her Malay values of respecting and not going against the elders. Hence, she suffers in silence as she keeps quiet when the male characters treat her unfairly.

The situation is slightly different in Kate Roberts' story. The female character is voiceless to a certain extent. Initially, she accepts or seems to accept and tolerates her husband's cold shoulder. Later, at dinner she shows him she has had enough of his condescending remarks. Subtly she shows her husband that she has a voice. She does not question or seek any clarification for his cold attitude but she demonstrates her feelings of long boredom and being stifled by laughing loudly much to his shock. Annie is voiceless but she demonstrates some form of resistance. She releases her bitterness and sadness by laughing out loud in between choked back tears. She has courage to resist suppression and alienation because Welsh women have a different value orientation and culture than the Malaysian women. The Welsh women had some education and some went to college. In Wales the women had free education which even started as early as the eighteenth century. The situation was so much different for the Malaysian women who comprised of the Malays, Chinese and Indians. They received little or no education during pre independence which affects their lives during post independence. What

they had was just little education from Primary vernacular schools in their villages and they did not continue to English Secondary schools.

The similarity in the stories is that the women are all 'abused' and harassed by their husbands and partner. Here, abused is not physically abuse but abuse in terms of not helping out with chores that are theirs and giving a deaf ear to their female partners. The women are wives and in *the journey*, she is a mother of many children. Yet, both are not given the respect they deserve. In *Davis*, Karen is constantly doing her husband's chores because he is too lazy to do them. Isn't it the duty of the male in a family to put food on the table for his wife and children? In *Davis*, there are no children, yet, it is such an ordeal for Davis the husband to do his daily chores. He is too indolent because he knows if he does not execute the cumbersome chores the wife Karen will do them instead.

Another similarity is the women abide to all foes and fancies of the husbands as obedient voiceless wives. Karen in *Davis* still prepares her husband's supper although she yells and screams at him for being so lazy. Apparently, the female character in *The Journey* by Shirley Lim cannot discuss this issue of not wanting anymore children with her dominating gambling husband. Being a woman and a wife she has no choice but to drink the preparation of herbs to abort the fetus. This is the tragic fate of being a woman in a patriarchal society. Perhaps her husband is not even aware of her being pregnant again. He is not even aware of her groaning in pain on the bathroom floor that ill fated night.

In *The journey*, the Chinese wife who is the mother of many children takes care of her family and endures her fate in silent. She is voiceless even to the extent of drinking herbs preparation to abort her fetus illegally. She has had enough of successive pregnancies. Hence, she takes care of it in her own dangerous way. On the contrary, Karen in *Davis* finds her voice by scolding and yelling at her lazy husband but in *The journey* the Chinese wife is voiceless. Perhaps it is due to her Chinese or Asian culture. In the early days, the superiority of the Chinese father is carried to such an absurd length like sons cannot sit at the same table with their fathers if there are any guests present. Eastern values such as that of the Chinese and Malay stress respect to elders, especially the father. Nor Hashimah Isa (2007) states the Chinese or Malay father is superior because he is the man of the house and responsible for everyone and everything under his roof. His accountability is huge. Hence, he must ensure that the children obey and respect him and this is to discipline the children. The father knows that children, being merely children, would definitely behave unbecomingly especially in the presence of guests. Be it to discipline the children or to uphold their superiority, Chinese fathers and parents work to earn filial respect from their children. This respect for fathers and the elders is still a strong value that is inherited for years.

In *The Loss* and *Davis* perhaps the Welsh women have found some voice due to the women's movement that started in France. Welsh women in early twentieth-century took part in protests and women's liberation rallies. As a result many were put in jails. Hence, the psyche of the Welsh woman writer is portrayed in the stories. There is some distinct difference between the stories in terms of the timeline. In Malaysia not many women are educated in early post independence or post Second World War. The only education they probably would have received is lower primary. The women when young were groomed to be future wives. Malaya or Malaysia was colonized by the British for nearly 200 years and they imposed on the locals the *Divide and Rule* policy. This policy ensures that the three main ethnic groups remained

segregated from one another. The Malays were in the villages, the Chinese in towns and the Indians in rubber estates. The Malays were left behind in education as this *Divide and Rule* policy did not allow the Malays to venture to town to get secondary education. Selected Malays males were educated in S.I.T.C. or Sultan Idris Training College which was established in 1922. R.O. Winstedt, the College first principal instructed this demeaning curriculum for the college boys, "Teach them how to weave baskets so they can be better basket weavers than their forefathers." The Welsh women on the hand had early education from biblical teachings in churches to secondary schools. Some Welsh women had the opportunity to study in universities in Wales and England. With education comes the power to voice their claims on freedom and women rights.

The Welsh and Malaysian women had very difficult and demanding domestic chores as wives and mothers in a very patriarchal community. The Welsh and Malaysian men as males in a very patriarchal society may have disregarded or suppressed their wives' feelings or their attempts to be heard. More often than not the women were thrown into obscurity. They existed only to prepare food, scrub soiled clothes, and wash dirty dishes. Not to mention other tasks prioritized to the family like giving birth and taking care of the children and husbands. Beddoe, D. (2000) says the Welsh women had to scrub their husbands' backs that were dirty with black coal daily. Mothers were too busy doing other chores like cooking and feeding husbands who had to go back to work in the quarries.

Conclusion

In conclusion regardless of any geographical or cultural location women writers bring forth the suppression and annihilation experienced by fellow women via their literary works. Depictions of women's loyalties that may be divided between religious or national affiliations and feminist aspirations in combating patriarchal society are made known through their creative works. Welsh and Malaysian women endure deprivation of love and care by their husbands and partners but they differ in negotiating their feminist aims. This is due to their cultural and religious value orientations that allow them to find their voice or prevent them from doing so.

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Biographical Statement

The researcher is a senior lecturer at the Department of English and Literature, Universiti Pendidikan Sultan Idris in Malaysia. Her area of specialization is comparative literature where she compares short stories. Her PhD is a comparison of post independence Malaysian short stories from 1957 to 1969 written by Malays and non Malay writers. She is also the research leader of a Ministry funded research called FRGS or Fundamental Research Grant Scheme. It is a two year research on the literary texts of Malaysian Secondary Schools in Perak, one of the states in Malaysia. Her Sabbatical research has a different twist to her passion in comparative literature as she explores the Welsh short stories written by women writers during the post war era. She compares these stories to Malaysian short stories written by women writers during that era too. She hopes to embark on more comparative researches in the future.

An Assessment of Contributory Pension Reform Act 2004 in Nigeria

(The case of University of Benin)

Ogbeide Frederick

Edo State Polytechnic, Usen Benin City, Nigeria.

Abstract

This study focuses on “An assessment of contributory Pension Reform Act 2004 in Nigeria: The case of University of Benin” The work started with the background of the study which x-rayed the origin and the history of pension and pension reform in Nigeria. The objective of the study were to examine the effect of the CPRA 2004 on the pensionable staff as well as management of the University of Benin, determine the extent of its acceptability, identify its inadequacies and to suggest a blue-print for the effective and efficient management of the scheme. The significance of the study is to provide pension administrators with some useful guides in the administration of the new pension scheme. The legal rational authority of Marx Weber and change in management practice model were used as the theoretical base of the research. The survey method which is widely used in social sciences was relied on by the researcher in his research design. The primary and secondary sources were used in collecting the data which were analyze with simple percentage method which is descriptive statistical tool of analysis while chi square which is non parametric statistical tool was use in testing the data. Finally, suggestions and recommendations were made.

Keywords: *Pension, Pension Reform, Public Service, pension fund administrator*

Introduction

The pension Reform Act 2004 in Nigeria was silent on the definition of Pension but Longman Active Dictionary (2005) defined pension as “money that the government or a company pays regularly to someone who does not work anymore because they are old or ill. It has also been defined as a fixed sum paid regularly to a person or to the person’s beneficiaries especially by an employer as a retirement benefit. Some people see pension as the sum of money paid regularly by the state to the people above certain age and to widow or disabled people or by an employer to a retired employee. From the above definitions, we can infer that the money being paid is on a regular basis to a man/woman who has worked for a given period of time and retired. In essence, payment is made monthly just as persons who are still on active service.

The word pension came into use in Nigeria with the introduction of white-collar jobs, which came into being with colonialism. Prior to this time, the entity called Nigeria was inhabited with people who were involved in one form of Agricultural Practice or the other and did not know what the word meant outside the home environment with paid employment, came the idea of retirement and pension. Subsequently the concept of pension became relevant to the Nigerian workers.

The first Public Sector Pension Scheme in Nigeria was the Pension Ordinance of 1951, with retroactive effect from January 1, 1946. The law allowed the Governor-General to grant pensions and gratuities in accordance with the regulations, which were reviewed from time to time with the approval of the Secretary of State for Colonial Affairs in the UK government. Vesting period was fixed at 10 years of service. Though pensions and gratuities were provided for in the legislation, they were not a right as they could be reduced or withheld altogether if it was established to the satisfaction of the Governor-General that, the officer was found guilty of negligence, irregularity or misconduct. The pension scheme in the public sector has undergone various developmental stages after the first Pension Ordinance. For example, the civil service pension scheme was established by the Basic Pension Decree 102 of 1979, the Local Government Pension Scheme was established by Military Fiat in 1977 and the Armed Forces Pension Scheme created through Decree 103 of 1979 with retroactive effect from April 1974. There was also the Pensions Rights of Judges Decree NO.5 of 1985 as amended by Amendment Decrees Nos. 51 of 1988, 29 and 62 of 1991. The Police and other Agencies Pension Scheme Decree No: 75 of 1993 which took retroactive effect from 1990 represented another landmark development in the history of the Nigerian pension system. Governmental Parastatals and agencies directly funded by the Treasury had a unified pension scheme that was virtually managed by insurance companies and many were unable to honour their pension obligations. However, the pension schemes of the self funded agencies were better managed.

The first private sector pension scheme in Nigeria was set up for the employees of the Nigerian Breweries in 1954, which was followed by United African Company (UAC) in 1957. National Provident Fund (NPF) was the first formal pension scheme in Nigeria established in 1961 for the non-pensionable private sector employees. It was largely a savings scheme, where both employee and employer would contribute a sum of Four Naira (N4) each on monthly basis. The scheme provided for only one-off lump sum benefits. The Nigeria Social Insurance Trust Fund (NSITF) was established by Decree No. 73 of 1993 to take over the NPF Scheme and provide enhanced pension scheme to private sector employees.

The need for pension reform was necessitated by the myriad of problems that plagued both the Defined Benefit arrangement - Pay As You Go (PAYG) in the public sector and other forms of pension systems like occupational schemes, mixture of funded and DB schemes that operated in the private sector. One of the challenges of the public sector DB scheme lied in its dependence on budgetary provisions from various tiers of governments for funding. The scheme became largely unsustainable due to lack of adequate and timely budgetary provisions. This was the reason for the soaring gap between pension fund obligations and revenues, which threatened not only economic stability but also crowded out necessary investments in education, health and infrastructure. This was exacerbated by various increases in salaries, which ultimately led to increase pensions and hence undue pressure on government fiscal responsibilities.

Pension Administration had been largely weak, inefficient and cumbersome due to poor staffing and equipping. This had more often than not led to poor record keeping at all pension offices throughout the country as a result of which many pensioners had to spend years before their retirement benefits were paid.

The exit phase was quite challenging where payment procedure was often very tedious, sometimes the pensioners had to wait for days and years, to collect their entitlements. Similarly, the reimbursement process for the split of pension and gratuity payments between Federal and State services and other agencies was very clumsy, untidy and sometimes fraught with bribery and corruption. There were undocumented cases where the reimbursing agency holds the recipient to ransom.

The private sector schemes were characterized by very low compliance ratio due to lack of effective regulation and supervision of the system. Most of these schemes were akin to Provident Fund Schemes, which did not provide for periodic benefits. Even at this, many private sector employees were not covered by any form of pension scheme. While other reasons can lead to the retirement of a worker in Nigeria, the statute pegs retirement at 60 years of age or 35 years of service. However, professors have theirs extended to age 70. There is no denying the fact that the issue of pension in Nigeria has become one of the thorniest issues in the country today with many of retired Nigerian workers living in abject poverty and neglect as a result of the failure of the country's pension system. However, the government has increasingly encountered difficulties in both serving and retired.

It is not uncommon to see pensioners forming unending queues at designated centers in a bid to collect pension payments, with occasional reports of death on such queues on account of exhaustion and related cases. Before the current Pension Act, legal provisions placed pension matters at the door steps of the Federal Government and instead of pensioners in the public service to benefit from it, they became victims of the scheme. Before the current contributory pension scheme, the pay- as-you-go retirement scheme where deduction at source either from the employer's current revenue or by government out of current taxes was used. Although the system achieved some success, it was not operated comprehensively enough to meet the aspirations of pensioners. Also it became obvious that there was need for a new scheme to replace what has been so as to ensure that there is security for workers after active service both in public and private sectors.

It is reasonable to state at this juncture that from the time Nigeria got her independence in 1960, the pension scheme as handed down by the colonial masters had undergone several changes. By the year 2004, the Federal Government of Nigeria decided to take measures aimed at developing a system that was sustainable and had the capacity to achieve the ultimate goal of meeting prevailing exigencies namely, liberalization, privatization and globalization as well as providing stable, predictable and adequate source of retirement income for each worker in the country, President Olusegun Obasanjo signed into law the New Pension Reform Act on 25th June, 2004.

OBJECTIVES OF THE ACT

- i. Ensure that every person who worked in either the Public Service of the Federation, Federal Capital Territory or Private Sector receives his retirement benefits as and when due:

- ii. Assist improvident individuals by ensuring that they save in order to cater for their livelihood during old age; and
- iii. Establish a uniform set of rules, regulations and standards for the administration and payments of retirement benefits for the Public Service of the Federation, Federal Capital Territory and the private Sector.

THE MAIN SUBSTANCE OF THE ACT

The salient points of the law include:

- iv. Retirement benefits in the scheme can only be enjoyed or utilized upon retirement or attaining the age of 50 years whichever is later.
- v. Every employee shall open retirement savings Account.

There are 3 possible Benefits:

- i. Programmed monthly or quarterly withdrawals calculated on the basis of an expected life span: or
- ii. Annuity for life purchased from a life insurance company licensed by the National Insurance Commission with monthly or quarterly payments; and
- iii. A lump sum from the balance standing to the credit of his retirement saving account: provided that the amount left after that lump sum withdrawal shall be sufficient to procure an annuity or fund programmed withdrawals that will produce an amount not less than 50 percent of his annual remuneration as at the date of his retirement.

Rates of contribution:

PUBLIC SERVICE: Employee 7.5%; Employer 7.5%; MILITARY: Employees 2.5%; Employer 12.5%; PRIVATE SECTOR: Employee 7.5%; Employer 7.5%

- * Section 9(3) says that in addition to the rates specified above, employers shall maintain life insurance policy in favour of the employee for a minimum of three times the annual emolument of the employee.
- * Persons mentioned in section 291 of constitution are exempted.
- * Subject to guide-lines by the commission, voluntary contributions can be made under the Act by individuals.
- * Section 11 (1) Every employee shall maintain an account, (in this Act referred to as “Retirement Savings Account”), in his name with any pension fund administrator of his choice.
- * The employee may, not more than once in a year, transfer the retirement savings account from one PFA to another without adducing any reason for such transfer.
- * Section 11 (8) says that government contribution to the Pension of employees of the Public Service of the Federation and Federal Capital Territory shall be a charge on the Consolidated Revenue Fund of the Federation.
- * **Section 12**
- 1. As from the commencement of this Act, the right to retirement benefits of any employee who is already under any pension scheme existing before the commencement of this Act and has over 3 years to retire shall –
 - (a) in the case of employees of Public Service of the Federation and Federal Capital Territory where the scheme is unfunded, be recognized in the form of an amount

acknowledged through the issuance of a bond to be known as Federal Government Retirement Bonds, respectively, in favour of the employees and the bond issued under this Subsection shall be redeemed upon retirement of the employee in accordance with the provisions of this Act and the amount so redeemed shall be added to the retirement savings account of the employee and applied in accordance with the provisions of Section 4 of this Act; and

- (b) in the case of the employees of the Public Service of the Federation, Federal Capital Territory and in the private sector, credit the retirement savings accounts of the employees with any funds to which each employee is entitled and in the event of an insufficiency of funds to meet this liability the shortfall shall immediately become a debt of the relevant employer and be treated with same priority as salaries owed; where there is such debt the employer shall immediately issue a written acknowledgment of the debt to the relevant employee and take steps to meet the shortfall.

IMPLEMENTATION AGENTS OF THE ACT

The main agencies or institutions that will operationalise this Act are:

1. Pension Fund Administrators (PFAs)
2. Pension Fund Custodians (PFCs)
3. National Pension Commission (NPC)
4. Pension Departments

STATEMENT OF RESEARCH PROBLEM

The reform of the Pension Industry in Nigeria was necessitated by many problems confronting both the public and private sectors pension Schemes. The public sector as the University of Benin, Benin City operated largely the Defined Benefit or pay-as-you-go (PAYG) scheme which depended on budgetary provisions from various tiers of governments for funding. The scheme became unsustainable due to lack of adequate and timely budgetary provisions and increases in salaries and pensions. Thus pensioners began to face problems in accessing their pensions when the administrators of the pension scheme were no longer doing their work properly. Corruption which has been the bane of the society now set in as illegal fixing of pensioner's funds in commercial banks for varying periods, stealing from the funds entrusted in their care, to having fictitious names registered as pensioners in the pension board became the order of the day. As a result, records were distorted, some misplaced or lost in the process of deliberately throwing them away to be replaced by fictitious names of pensioners. In the ensuing confusion, all pensioners were asked to present themselves for verification on an annual basis. The aged, the disabled and the sick had to be there when these verification exercises are done. These verifications were most times carried out in Abuja or Lagos where the various ministries and pension's boards were situated. This necessitated pensioner traveling long distances from all parts of the country to these cities, with vital documents. This worsened the health conditions of most of the pensioners. Many of these pensioners slump and die either at verification centres or at centres where they go to collect their payment. The whole process had led to practices that are quiet inhuman and even more corrupt. According to Adeladun (2005). "There now exists a state executive council of pensioners in the manner of trade unions which organize the venue and provide logistics for the verification of personnel

and in return each pensioner is to pay a specified amount of money not receipted for ostensibly to facilitate the exercise”.

Although the provision on pension in the 1999 Constitution of the Federal Republic of Nigeria, section 173 and 210, subsection 2 stipulates in part, ... “pension shall not be withheld or altered to the pensioners’ disadvantage”, yet, most of these pensioners (public sector pensioners) have not been paid their dues for an upward of eight months to ten years. In all these, no one was prosecuted for defrauding the pension’s board or the pensioners, instead the government preferred to change the entire system. It is also a known fact that many private sector employees were not covered by any form of pension schemes. Thus the Fola Adeola Committee Report of 2004 for a new pension scheme was signed into law by President Obasanjo to alleviate the problems of pension in Nigeria.

Therefore, this study intends to assess the impact of the contributory Pension Reform Act of 2004 on the Nigeria workers, using the workers of the University Benin, Benin City as case study.

OBJECTIVES OF THE STUDY

1. To determine the extent of acceptability of the new CPRA 2004 by the pensionable staff of the University of Benin, Benin City
2. To examine the effects of the CPRA 2004 on the staff as well as the management of the University of Benin, Benin City.
3. To identify the inadequacies of the CPRA 2004 and its effect on the pensionable staff (workers) of the University of Benin, Benin City.
4. To suggest a blue print for the effective and efficient management of the scheme in the University.

SIGNIFICANCE OF THE STUDY

Pension administration is very crucial as it forms the backbone of what everybody who has served the nation and the state in various capacity is optimistic to fall back on at old age. Despite its significance to the senior citizens of Nigeria, its administration has remains problematic. This study therefore, intends to contribute in no small measure to the policy development on pension administration in Nigeria.

The data that would be obtained by the researcher would provide pension administrators with useful guide. Furthermore, the study would provide researchers the basis for further research on the subject matter either by information it gives or those it may leave out.

Literature Review

The purpose of literature review is to mirror the intellectual views of other scholars on the subject matter and also to identify the knowledge gap to be filled, which will provide the framework for

the subject matter as researchable. In this section, the researcher shall focus on the review of the concept of administrative reforms have a critical look of the history of pension in Nigeria. Pension in the pre-independence and post independence era, as well as the new pension reform scheme in Nigeria.

Hahb-Bee Lee (1970) defined administrative reform as an effort to apply new ideas and combination of ideas to administrative system with a conscious view to improving the system for positive goals of national development. What this definition suggest is that administrative reform is sine-qua-non to all developmental processes embarked upon to give the bureaucracy administrative capability which are underpinning to all developmental efforts.

Aghayere (1999, 102) sees administrative reform as a conscious attempt to transform administrative system in order to change and bring about innovations in the system with a view to improving performance or productivity. In SEEDS Manual (2005:209), reform is defined as a process of aligning public service structures, systems, and processes, human and material resources to government policies, targets and plans. Calden (1969:18) had a different view of the concept of administrative reform. To him, administrative reform is an artificial inducement of administrative transformation against resistance. He sees administrative reform as artificial because it is man made, deliberate planned and it is not natural. Human beings he said dread innovations, especially when such innovation is a sharp departure from the status quo. Reforms in governmental administration are not idiosyncratic to any country of the world. Reforms are universal phenomena and they are equally periodic.

From the colonial days, Nigeria like other Anglophone African Countries has witnessed quite a number of reforms. This should however, not cause panics because since societies are not static, but dynamic, change is inevitable. The pre and post independence era in Nigeria has been that of reforms in the governmental administration with all the Reform Commissions from 1934 till date. By 1979 when the presidential system of government was installed many things in the administrative system of Nigeria had to change both within and outside the civil service with a view to replacing the Westminster model of the British Civil Service in Nigeria (Imuetinyan, 2002).

Realizing the inadequacies, the Federal Government of Nigeria set up another panel in 1985 under the chairmanship of Professor Dotun Philips to study the government administrative structures, operations, and make appropriate recommendations and submitted report in 1985 with the commencement of the restructuring and implementation in January 1988. the panel Reform Report was given a retroactive legal backing with the promulgation of Decree No 43 of 1988 for the reorganization of the administrative system of Nigeria.

THEORETICAL FRAMEWORK

Several theories exist in the analysis of issues in public administration as a discipline. As a topical issue, catalogue of theories are available in the analysis and discourse of Pension Reforms. Be that as it may, the framework for this study is the “legal Rational Authority of Max Weber as adopted for this research. However, in other to be very lucid, the “Management Practice” will be used to garnish the aforementioned theory which is very vital to capturing the whole gamut of the phenomenon of Pension Reform Acts

The Pension Reform Act is a change of authority with the institutionalization of procedures, rules and regulations. Max Weber has classified “Authority” on the basis of “legitimacy” because the type of obedience, the kind of administrative system and the way authority is exercised depends on it. Under the Legal Rational Authority, obedience is owed to the legally established organizational order. According to Max Weber the Legal Rational Authority System is a dominant practice in institutions of modern society (Weber 1947). This authority structure as of the Pension Reform Act 2004 is called “Legal” because authority is exercised by means of a system of rules and procedures. It is “Rational” because in it the means are expressly designed to achieve specific ends.

Institutionalization of procedures and regulations in the contributory Pension Reform Act (CPRA) 2004, all the operations are regulated. The development and application of procedures, rules and regulation are used to obtain clarity in the operating processes of the New Pension Reform Scheme. In the course of interaction between the institutions of the New Pension Scheme either vertically, horizontally or literally, it is the established rules and regulations which shapes and guide the behavioural pattern of the scheme.

Weber stressed that personal favour, arbitrariness, grace or gratitude should not hinder the efficient and effective working of an organization. In his view even the act of personal discretion aimed at preserving or enhancing the powers of organizational officials must be justified by procedures, rules and regulations.

The change in management practice model is a process of perceiving, feeling or reasoning and doing things different from the customary. The new contributory Pension Reform Act 2004 is a change from the old pension scheme ordinance of 1951 with a retroactive effect from January 1st, 1946, which provided civil servants with both pension and gratuity (Ahmed, 2005). It is an improvement or modification of internal functioning of individual groups, organization or communities in their relationship to their environmental conditions and to restore balance or equilibrium changes, therefore helps to bridge what it is and what it ought to be. Change is a dynamic political process which usually occurs in response to external forces (Baldrige and Bennis, 1972). Another scholar Havelock et al (1973) states that change consists of any significant alteration in the status quo. They went further to consider change as a process which emanates from outside the system.

Quah (1981), sees reforms as deliberate attempt to change both the structure and procedure of public bureaucracy which is the reorganization of the institutional aspects. He also viewed reforms as the change of the attitude and behaviour of the public bureaucrats involved, which is the attitudinal aspects in order to promote organizational effectiveness and national development. In view of the above, the Legal Rational Authority theory of Max Weber is relevant for this study and chosen for the analysis of the project.

METHODOLOGY

This section focus on the procedure and method used in collecting and analyzing data for this research. the survey method which is widely used in the social sciences was used. The 400,000 pensionable workers of the University of Benin drawn across the campuses, faculties and departments

of the University of Benin constitute the population for the study. A sample size of two hundred and fifty (250) respondents was drawn from the population of the workers of the University. The non-probability purposive sampling technique was used for this study. This is because it enables the researcher to choose respondents and select those that best meet the purpose of the study. Data was sourced from both the primary and secondary methods. The main instrument for the collection of data for this study was the questionnaire and the interview methods. Two statistical tools of data analysis were applied in the analysis of data that were derived from the survey.

DATA PRESENTATION AND ANALYSIS

This section is concerned with the presentation and analysis of the data generated through the questionnaire administered. A total of 250 questionnaires were distributed to respondents of the study out of which 220 were completed and returned. This represents 88% of the total questionnaire administered. The analysis of this study therefore would proceed based on the 220 questionnaires satisfactorily completed returned.

Two hypotheses are generated to serve as the search light of this study. They are as follows:

1. H_0 : That the CPRA 2004 has no positive impact on the morale of the pensionable staff of the University of Benin.

H_R : That the CPRA 2004 has positive impact on the morale of the pensionable

staff of the University of Benin

2. H_0 : That there is low level of acceptance of the CPRA 2004 by the pensionable staff of the University of Benin

H_R : That there is high level of acceptance of the CPRA 2004 by the

pensionable staff of the University of Benin.

PROCEDURE FOR TESTING HYPOTHESIS

In testing the hypothesis generated for the study, the chi-square (X^2) is utilized as the statistical tool for analysis. The chi-square (X^2) measures the significance relationship between variables under test. It indicates the association between the independent variables and the dependent variables. In testing of hypothesis, it is important to ascertain whether the value obtain was contingent on extraneous variables. This is determined at the degree of freedom of the chi-square (X^2) table. The degree of freedom (df) is obtain in this order $df = (r-1)(c-1)$ where r is equal to number of rows and c is equal to number of columns.

The value of calculated X^2 is juxtaposed with the critical X^2 table value for the degree of freedom obtained. The hypothesis is confirmed were the calculated X^2 exceeds the critical X^2 value. Conversely, where the calculated X^2 is less than the critical X^2 the hypothesis is rejected. The confirmation of hypothesis means that there is association between the variable under test. The rejection of hypothesis, on the flip side, means there is no association between variables under test.

TEST OF HYPOTHESES

The two hypotheses that were generated for this study are tested as follows:

HYPOTHESIS I

It states that the CPRA 2004 has no positive impact on the morale of the pensionable staff of the University of Benin.

QUESTION: Would you say the CPRA 2004 has positive impact on the pensionable staff and management of University of Benin.

Computing the data obtained into a table, yielded Table 1.1

Responses	Academic Staff	Non-Academic Senior Staff	Non-Academic Junior Staff	Total
Yes	20 a	15 b	5 c	40
No	40 d	60 e	80 f	180
Total	60	75	85	220

Computation of 3 x 2 contingency table

Research Decision:

Degree of freedom (df)

$$Df = (r-1)(c-1),$$

Where r = number of rows,

C = number of column

$$Df = (2-1)(3-1) = 1 \times 2 = 2$$

Table 1.2

Cell	Fo	Fe	Fo-fe	$(Fo-fe)^2$	$\frac{(Fo-fe)^2}{fe}$

A	20	10.909	9.091	82.646	7.576
B	15	13.636	-13.621	185.531	13.606
C	5	15.454	-10.454	109.286	7.072
D	40	49.090	-9.09	82.628	1.683
E	60	61.363	-1.363	1.857	0.030
F	80	69.545	10.455	109.307	1.572
					31.539

Calculated χ^2 = 31.539

Critical χ^2 = 7.82 @ α .02

Calculated χ^2 = (31.539) is bigger than critical χ^2 @ df = 2.

Therefore, data are statistically significant @ 2% sampling error. An association exist between the variables. This means that we should reject H_0 and accept H_R

Research Result: There is an association between CPRA 2004 and the morale of pensionable staff of University of Benin.

Interpretation:

The result of the statistical analysis shows that the CPRA 2004 has positive impact on the morale of pensionable staff of the University of Benin. This statement confirmed H_R

HYPOTHESIS II

It states that there is a low level of acceptance of the CPRA 2004 by the pensionable staff of the University of Benin

QUESTION: To what extent is the CPRA 2004 acceptable to you.

Computing the data obtained into a table, yielded table 2.1

Responses	Academic Staff	Non-Academic Senior Staff	Non-Academic Junior Staff	Total
Very well accepted	8 a	9 b	4 c	21

Accepted	12 d	16 e	5 f	33
Not very well accepted	28 g	22 h	12 i	62
Not accepted	46j	41 k	17 l	104
Total	94	88	38	220

Computation of 3 x 4 contingency table

Research Decision

Degree of freedom (df)

$$Df = (r-1)(c-1)$$

$$Df = (3-1)(4-1)$$

$$= 2 \times 3 = 6$$

Table 2.2

Cell	Fo	Fe	Fo-fe	$(Fo-fe)^2$	$\frac{(Fo-fe)^2}{fe}$
A	8	8.972	-0.927	0.94	0.105
B	9	8.40	0.60	0.36	0.040
C	4	3.627	0.373	0.139	0.038
D	12	14.10	-2.10	4.41	0.310
E	16	13.20	2.80	7.84	0.590
F	5	5.70	-0.70	0.49	0.08

G	28	26.49	1.51	2.28	0.080
H	22	24.80	-2.80	7.84	0.310
I	12	10.709	1.291	1.667	0.156
J	46	44.436	1.564	2.446	0.055
K	41	41.60	-0.60	0.36	0.000
L	17	17.964	-0.964	0.929	0.052
					1.816

Calculated $X^2 = 1.816$

Critical $X^2 = 8.56$ @ $\alpha = 20$

Calculated X^2 ($X^2 = 1.816$) is smaller than critical X^2 at $df = 6$, hence data are not statistically significant at $\alpha = 20$

Degree of Association

There is no relationship between the administration of CPRA 2004 and its level of acceptance

INTERPRETATION

Based on the analyzed data, there is no significant evidence to prove that the CPRA 2004 has a high level of acceptance by the pensionable staff of the University of Benin.

CONCLUSION

From this study we discovered that the old pension scheme has a lot of problems associated with its administration. This is as result of budgetary problems, corruption of officials in pension office; records were distorted, some misplaced or lost in the process of deliberately throwing them away to be replaced with fictitious names of pensioners and so on. Pensioners could not get their pension years after retiring from service this justify the establishment of CPRA 2004. The new pension act though has a positive impact on the moral of workers of the University of Benin as they are sure of having their pension as at when due when they bow out of service, it has a low level of acceptance especially among the junior staff. This could be as a result of the natural instinct in human beings to resist change, low salary they earned and the fear that the pension administrators may disappear with their hard earned income.

RECOMMENDATIONS

It is necessary at this juncture to make recommendations on how the challenges facing the implementation of the new pension scheme at the University of Benin can be addressed.

- The federal government and to be specific the management of the University of Benin should give pension administration the desired attention. This will in no small measure motivate the pensionable staff of the University.
- Adequate mechanism should be put in place by the federal government to monitor the pension fund administrators and custodians so as to ensure that pensioner's funds are not diverted into building private empires and financial kingdoms. (Like what happen with the police pension fund) thereby abusing the entire process.
- Adjunct to the above is that adequate training and seminars must be given to staff of the Pension Board so as to ensure sanity in the administration of the 2004 Pension Reform Act.
- They should be adequate empowerment of the pension commission so as to be able to performs its functions effectively and efficiently. Capable personnel should be employed by the commission in order to accomplish its statutory role. This is very crucial as the commission oversees those handling the future of Nigerian Workers.
- A conducive environment should be provided for all to be able to save for their pension
- On a final note, the commission should from time to time examine the adequacy of the Act in achieving efficient pension system for Nigeria as a nation. Room should be given for review of the Act whenever it is found to be inadequate to regulate the activities of both the pension administrators and the custodians.

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PARTICIPATORY GOVERNANCE, DECORRUPTION AND SUSTAINABLE DEVELOPMENT IN THE SOUTH-EAST OF NIGERIA

By

GODWIN O. UNANKA*

Department Of Political Science and Public Administration

Imo State University

Owerri - Nigeria

ABSTRACT

This paper examines the link between participatory governance and sustainable development in the south-east of Nigeria. The paper is based on descriptive, phenomenological analysis of survey, observational and available data collected in the south-east of Nigeria. Anchored on relevant theoretical framework, the paper found a theoretical link between participatory governance de-corruption and sustainable development. From the empirical insight, the paper found the eagerness of the people to participate in governance but failed to find a positive correlation between participatory governance policy and practice. Empirical evidence tend to suggest a link between participatory governance policy to political rhetoric and building of authoritarian political structures than to governance for sustainable development. The paper found substantive illustrative cases of the democratization potentials of participatory governance in developing nations. The paper argues that the gap between participatory governance aspiration and realization explains the perception of non-participatory governance as corrupt/corruptive governances. The paper recommends (i) that honest efforts should be made by governments in developing nations to avoid policy rhetoric and embrace true (bottom-up) participatory governance system for de-corruption of governance and sustainable development, and (ii) the institutionalization of the bottom-up participatory governance system at the local government level through constitutional amendments that would establish the bottom-up Participatory Community Governance (PCG) system in place of the representative local government council system.

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GODWIN O. UNANKA*

Department Of Political Science and Public Administration

Imo State University

Owerri - Nigeria

E-mail: gunanka@yahoo.com

Tel: +2348033315568

INTRODUCTION

Between the 1970s and the beginning of the 21st century, Nigeria moved from the enviable position of the fastest growing economy in Sub-Saharan Africa to one of the least developed countries in the World. In the 1970s, Nigeria was regarded as the fastest growing country in Sub-Saharan Africa because it recorded a per capita income of around \$1100 (thanks to the oil windfall), but since then, Nigeria has been rarely off the world press, mostly due to notoriety rather than fame as it is conferred with the accolade of one of the most corrupt countries in the world, sliding down to a per capita income of about \$340 at the beginning of the 21st century (Salisu, 2000). Today Nigeria ranks amongst the least developed countries in the United Nations' and World Bank league tables -- with a crisis-torn educational system, and rising unemployment and crime rate.

Thus, for Nigeria and countries alike, no issue has preoccupied the time and thinking of governments as how best to achieve greater economic and social well-being for the members of the society. At the national, state and local government levels, Nigerian governments (presidents, governors and local government chairmen) have variously claimed to have embraced democracy and be involved in democratic/participatory governance as a viable strategy for achievement of sustainable development. At the state level, one of such governments is IMO State in the South-East of Nigeria.

In the address presented by a former Governor of Imo State of Nigeria, Chief Ikedi Ohakim on the occasion of the inauguration of his 160-man 2007 Transition Committee, he declared the openness of his “administration” as he also openly invited all the people of Imo State “to help fashion out the New Face of Imo where everyone will be a veritable partner in the wheel of progress.” In that address, the Governor did not mince words in announcing the government’s adoption of Participative Governance as a viable approach to sustainable development. By 2011, not only did the new governor of the state (Imo), Owelle Rochas Okorocha also claim to be running a participatory “people government,” he declared the establishment of a fourth tier community government council (CGC) level of government composed of traditional rulers, town union presidents, a government appointed community speaker/liaisons officer or coordinator as variously called and some yet-to-be clarified community stakeholders.

Though the details or proof of the workings of participatory governance in various Nigerian states are currently lacking, one thing is clear, that all through history, at all levels of government in Nigeria, as in most Third World/underdeveloped countries, the strategies that are adopted tend to fail in varying degrees, as sustainable development continue to elude them. The situation tends to suggest either that the governments have not yet properly applied participatory governance or the people do not want to participate in governance.

The consequence of nonresponsive and unaccountable governance are perhaps most harshly felt by people in Africa, where corruption and governance failures are broadly acknowledged as major obstacles to achieving critical poverty reduction and human development goals (Malena and McNeil, 2010).

No doubt, corruption has been identified as a major reason for the continued underdevelopment of Nigeria. “Low public participation in governance” has equally been identified as a major reason why the fight against corruption in Nigeria is not working (Babalobi, 2008).

To be sure, the recent and growing emphasis on good governance and democracy as the foundation for achievement of sustainable development has generated widespread scholarly and practical interests on how to truly democratize governance for effective and sustainable development, including the achievement of the millennium development goals (MDGs) by the year 2015 (Osmani, 2008).

Over three decades ago, Pinches (1977) reflected this concern, asking: “How best can backward countries develop?” What is the best route to development? Drawing these questions home to Nigeria and Imo State in particular, we ask: What route to development should the governments follow? And even when they appear to be following the right routes, how rightly are they? What is participatory governance? Is participatory governance associated with good governance and sustainable development?

Consequently, the objective of this paper is to ascertain the conceptual and empirical link between good governance (as participatory governance) and sustainable development in Imo State, Nigerian. In this regard, the paper aims to determine if Nigerians (of Imo state) desire participatory governance and for what reason. It is assumed that however attractive the concepts of participatory governance may sound as an alternative strategy for sustainable economic and social/human development, if it must be successful in achievement of sustainable development, it cannot be imposed on the people.

METHOD

This paper is theoretical on one hand and partly empirical on the other hand. The paper is guided by a logical-scheme to prove the conceptual link between the self-reliance theory, participatory governance and sustainable development. The empirical insight throws some light on the application or otherwise of participatory governance, using survey data to examine the perceived link between participatory governance and sustainable development in the Southeast of Nigeria.

The paper blends quantitative and qualitative analysis. The data are analyzed using simple descriptive statistics, blended with observational-phenomenological analysis. Here, the paper leans on Max Weber's *verstehen* – an approach which emphasizes the importance of understanding the subjective meanings and definitions of actors, W.I. Thomas' 'definition of the situation' and Cooley's 'sympathetic understanding' (Unanka, 2008: 159-161) – believing that social reality stems from the interrelationships and common definitions of individuals (Timasheff and Theodorson, 1976:300).

THEORY AND CONCEPTUAL LINK

Several models of governance or public decision-making abound. Broadly they stand on either the authoritarian system of governance or the democratic systems of governance – viz: representative governance and direct democracy. Lemay (2002: 136-158) identified five of such models of decision-making – viz: Rational-Comprehensive Model, Bargaining Model, Incremental Model, Public Choice Model and Participative Model. How best can a state in a backward country like Nigeria develop depends on how correctly the government chooses from the myriad of alternative models of public decision-making. The **Participative Model**, which assumes that the most rational decision is the one that involves the participation of those who will be affected by the decision, stands out as the most democratic and viable choice against the

other less democratic models that strive under the authoritarian system of governance or at their best in the representative system of governance.

In development studies, it has become a necessity, to search for alternative explanatory theories. As Rist (1980: 102) rightly observed, this necessity stemmed from the inadequacies of the old western theories, which have been found wanting both at the level of the people of the Third World (who do not perceive any improvement in their own circumstances after decades of application of such theories) and at the theoretical level where important parameters have so far been overlooked.

From the Third World perspective, the viable alternatives -- the contemporary radical self-reliance world-system theories debunk the outward looking, western approaches, to appreciate the utility of looking inwards in addressing the nagging questions raised above.

The Self-Reliance model sees the promise of development in depending on the energy and skills of the indigenous people (Unanka, 2008; Abdalla, 1980). The World-System/Dependency and neo-Marxist theories hold that the penetration of the industrialized capitalist countries into the economy and social life of the Third World countries created a lopsided, dependent and exploitative economic relations against the Third World to perpetuate their underdevelopment (Wallerstein, 1974; Amin, 1976: 74-78; Stevenson, 1978:91; Jalee, 1968; Chirot, 1977; Portes, 1976; and Robinson, 1976; Andre Gunder Frank (1969) and Pierre Jalee (1968). Admitting that dependency leads to underdevelopment, but nonetheless believing that dependency is not necessarily a result of the plundering/stealing and destruction of the resources and indigenous production capabilities of the Third World by the Western and European capitalist nations as Amin (1969), Frank (1969). Jalee (1968) and the likes have

argued, but rather due to an outward-looking culture of the people in the underdeveloped/Third World countries, the link between self-reliance theory and the World System/Dependency model is hereby suggested.

Thus, a dependent nation/community is one whose people are not involved in the production of goods and services (including decision-making) and therefore who must depend on the goods, services and decisions produced elsewhere and by other people for their survival. Accordingly, dependency could be external or internal. As long as a people are outward-looking (not self-reliant) a dependency culture entraps them. On the other hand, when a people are inward-looking (i.e., being self-reliant) a participative governance culture beholds them. Here lies the inextricable link between the Self-Reliant-World System-Dependency Model of development and the Participative approach to governance.

In the next sections of this paper, efforts are made to conceptualize participatory governance, de-corruption and sustainable development in order to explore the link between the three concepts, having found their theoretical root in the self-reliance theory. Simultaneously, illustrative case studies are injected to enrich the discussion.

PARTICIPATORY GOVERNANCE AND DEVELOPMENT

Participatory governance, also known as participative democracy, direct democracy, grassroots democracy, consensus democracy, as opposed to authoritarian governance and representative democracy, is a process emphasizing the broad participation of constituents in the direction and operation of political systems. It implies a more involved form of citizen participation in governance than the traditional representative democracy, as it creates opportunities for all members of a political group to make meaningful contributions to public decision-making in a

face-to-face manner. In other words, participative governance is an open method of governance/administration where the people are openly invited to participate as veritable partners in the initiation and implementation of policies and programs aimed at sustainable development – i.e. development that ensures the social well-being of the present and future generation.

Participative governance could operate through a structure of councils, committees, and task forces assigned to the various processes of planning, implementation and evaluation of development projects. Whereas governance means the whole range of state sector activity fitted together at all levels of government – national, state/regional and local, participative governance refers to the process where citizens, whether as individuals or in groups, play significant roles in the governance process (Blair, 2008). So, participatory governance is getting the people to be involved in those activities that ordinarily and traditionally have been perceived as state sector activities in the traditional representative system of government, viz., public decision-making, planning, budgeting and implementation of public projects. Participation is valued for both instrumental/functional and intrinsic reasons.

Instrumental Participative Governance

Participation in governance could be instrumental to the achievement of more efficient and equitable outcomes in many different contexts of decision making, such as allocation of budgetary resources, management of common property and delivery of community services (Osmani,, 2008). Electing representatives for running the government (representative democracy) at the national or state levels is a significant type of ensuring people's instrumental, albeit, indirect participation in the conduct of public affairs.

At the community/local level, instrumental or direct forms of participation could be achieved through a **top-down decentralization** of administration and **bottom-up growth of community** organizations, either of which perform better in terms of efficiency and equity, compared to use of alternative institutions such as market mechanism and the indirect representative government's bureaucratic arrangement (Osmani,, 2008).

The top-down decentralization of administration and bottom-up growth of community organizations suggest the elimination of the local government council system of government. However, in many countries, civil society organizations no longer rely on top-down measures to improve governance but instead are demanding good governance by participating in public decision making and resource allocation, monitoring government performance, and ensuring accountability in the use of public resources (Malena and McNeil, 2010).

Intrinsic Participative Governance

The intrinsic value of participative governance refers to the idea that the act of participation is valuable in itself, quite apart from any instrumental or functional value it may have in helping to achieve other good things (Osmani,, 2008). As Sen (1999) exposed the idea of "development as freedom", development has rightly been conceptualized as consisting of the expansion of a range of freedoms to do and to be the things that human beings have reasons to value, and the freedom to participate meaningfully in public affairs is seen as one of those valuable freedoms (UN. 2008). The intrinsic value of participation has been recognized by the **international human rights** discourse as it is explicit in the **Declaration of the right to Development** adopted by the United Nations in 1986, which says:

The right to development is an inalienable human right by virtue of which **every human person and all peoples are entitled to participate** in, contribute to **and enjoy** economic, social, cultural and political **development**, in which all human rights and fundamental freedoms can be fully realized (UN, 1986).

The right to participate has a bearing on all spheres of public affairs in both developed and developing nations, as evidenced in the following excerpt from Article 25 of the International Covenant on Civil and Political Rights:

Every citizen shall have the right and the opportunity ... To take part in the conduct of public affairs, directly or through freely chosen representatives... (UN, 2008).

Thus, denial of the right to the intrinsic value of participation in governance is corruptive. In other words, non-participative governance tends to be corruptive governance. On the other hand, good (participative) governance tends to the decorruptive governance.

When Jega (2007: 158) equated democracy with good governance and defined good governance as responsibility and responsiveness (transparency) of elected and appointed public officials, he implied that participative (ultimate responsible) governance guarantees accountability and makes governance transparent (de-corrupted), and which in turn translate to sustainable development.

ILLUSTRATIVE STUDIES & CASES

Over the course of the post-World War 11 development epoch, donor agencies and developing countries in many parts of the world launched many programs and projects embracing a participatory component of one sort or another (Blair, 2008). We present below summaries of some of the studies and cases illustrating the legion of innovations in participatory governance.

1. Studies have reported that direct (instrumental) community participation have improved the efficiency of irrigation systems in many parts of the world by making use of local knowledge on soil conditions, water velocity and shifting water courses (e.g., Chambers, 1988; Ascher and

Healy, 1990; Ostrom, Lam & Lee, 1994), ensuring that water and sanitation projects are properly sited (Manikutty, 1997, 1998), and carrying out public work projects in South Africa (Adato et al., 1999, 2003). According to the World Development Report 1994 on Infrastructure, a study of 121 completed rural water supply projects financed by various agencies shows that projects with high degree of local participation in project selection and design were more likely to enjoy good maintenance subsequently than those with more centralized decision-making (UN, 2008).

2. India's Community Development (CD) Program & the Panchayati Raj

The first great innovation in participatory governance in the era after World War II came with the Community Development (CD) program in India and its successor *Panchayati Raj*.

The program began in 1946 when Albert Mayer, an American town planner, convinced Prime Minister Jawaharlal Nehru of the soon-to-be-independent nation to sponsor an experiment to promote development by responding to 'felt needs' at the village level with expert technical advice and investment in such areas as agriculture, public health and sanitation, education, transportation and so on. The experiment appeared to succeed, and within a few years CD spread to the entire country, but as it expanded, the program bogged down badly in bureaucratic inertia. A remedy came in the form of *Panchayati Raj*, which inter alia included village mass meetings (*gram sabha*) and elected local councils (*gram panchayati*) that would superintend the whole local development process (Blair, 2008).

3. South Africa's post democratic transition Public Works Program

Soon after South Africa's democratic transition in 1994, the new government launched a large-scale public works program.... Although the projects were executed by government agencies with the help of private contractors, the community was involved in most of these projects at various stages – e.g., project design, project management, hiring of workers. Through careful econometric analysis, ...Adato et al. (2003) have found that participation indeed had an efficiency enhancing effect. Higher levels of community participation were found to have a statistically significant positive effect on the proportion of project budget spent on labour, the number of days of work created, the number of training days undertaken and the percentage of employment going to women. It also reduced the cost of creating employment and the cost of transferring income to the poor (Osmani, 2008).

4 *The Water Aid's work with communities around Hitosa in Ethiopia* is also illustrative of the efficiency-enhancing power of instrumental/direct participation in governance. The program, which involved thirty-one communities that worked together to operate and maintain water tap stands and pipelines, with each community providing two representatives for the area Water Management Board, was found to have led to improved standard of maintenance, high community motivation, better design of solutions appropriate to community resources, and quick response to emerging problems (Silkin, 1999).

5 *Participatory Budgeting in the city of Porto Alegre, Brazil*

Participatory Budgeting in the city of Porto Alegre, Brazil is one of the most successful experiments in participatory governance in the contemporary world (Osmani, 2008). It is a complex combination of direct and representative democracy, where participatory budgeting evolved over the years into a highly structured process in which citizens participate as individuals and as representatives of civil society groups at different stages of the budgetary process – deliberating and deciding on projects for specific districts, on municipal investment priorities, and monitoring on the project outcomes. The process is in stages, beginning with regional assembly meetings in each of the city's sixteen districts, in which all the residents of the districts are invited to participate. In the next stage, the delegates elected at the regional assemblies join delegates elected by neighbourhood associations and other social groups in a series of meetings in each district, with the objective of learning the technical issues involved in demanding projects and to identify and prioritize the needs.

6. *The People's Campaign for Decentralized Planning (The Campaign) in Kerala-India*

In terms of scale and intensity of people's participation through a combination of representative and direct democracy in the development process, there is perhaps no parallel to 'the Campaign' in Kerala – India, where as much as 30-40% of the state development budget was devolved to elected local government institutions, conditional on the requirement that they must prepare local development plans based on extensive participation of the citizens (Osmani., 2008). Consequently, every year since then, local governments throughout the state of Kerala have formulated and implemented their development plans through participative governance. Here, as in the case of Porto Alegre–Brazil, participation is ensured through a multi-stage process of deliberation between elected representatives, local and high-level government officials, civil society experts, activists and ordinary citizens. In this arrangement, initial deliberation takes place in open assemblies (*grama sabhas*) where participants discuss and prioritize development needs. This forms the basis for development of concrete project proposals by sectoral task forces supported by technical experts. As these project proposals are submitted to the local elected bodies, they formulate the budgets for local plans, which are presented back to the grassroots local assemblies (*grama sabhas*) for discussion and approval.

7. Participatory Budgeting in Fissel, Senegal

As Gueye (2010) reported, participatory budgeting initiative took place in the *communaute rurale* (rural commune) of Fissel, Senegal, when people became aware of their weak participation in local decision making, despite national government support for decentralization and local government and nongovernmental actors decided to start a participatory process that would help them identify the factors that promote or inhibit citizen participation. Fissel was one of the first rural communes in Senegal to be decentralized in 1972. In response, a nongovernmental organization – Innovations Environment Development Africa (IED Afrique)

helped the Fissel Community Group for Self-Development (RECODFF) to develop a pilot research program on monitoring and reinforcement of citizen participation in local development. Thus, the process of adoption of participatory budgeting in Fissel, which started in 2002, was initiated by local civil society through RECODEF with the support of the rural council and village and religious chiefs as representatives of traditional authorities. RECODEF asked IED Afrique's support to carry out a local planning process. The steps and stages of the participatory budgeting process in Fissel include the following:

- Step 1: Organizing a Community Forum.
- Step 2: Deciding to Implement a Participatory Monitoring and Evaluation System
- Step 3: Establishing a Learning Group
- Step 4: Choosing and Training a Team of Local Facilitators
- Step 5: Organizing a Community Forum on Participatory Monitoring & Evaluation (PM&E) system.
- Step 6: Applying PM&E to the Chosen Priorities
- Step 7: Identifying Actions for Change
- Step 8: Implementing Actions for Change: Participatory Budgeting
- Stages: Preparation, village forums, Delegates forum, Community forum, Budget meeting, Budget vote and implementation, Feedback forum, Budget implementation monitoring.

Challenges/Constraints.

As with other illustrative cases, the participatory budgeting process in Fissel, Senegal was not without challenges and constraints. The process requires time and patience for the necessary capacity building. Besides, the rural communes lacked resources to cover related expenses as the local governments are dependent on the central government and external partners – a situation that undermines sustainability. A typical local challenge is the relatively low educational level of some councilors, which limits their capacity to disseminate information in their villages. 'That facilitators work on a voluntary basis worsens the situation because, during certain periods of the year, some give priority to other activities to meet their families' needs' (Malena and McNeil, 2010).

A study in Pakistan have found that community participation does not automatically enhance efficiency, as **participation can in some instances be injurious to technical efficiency**. The Pakistani study found that while greater community participation in non-technical decisions was associated with higher project outcomes, in technical decisions it actually led to worse outcomes (Khaja, 2004).

Though participatory governance has the potential of being instrumentally valuable in ensuring efficiency (evidence of seemingly successful experiments abound), this potential is not always truly realizable in the real world. Cases of failed experiments or spurious participation may actually outnumber the reported successful cases, as success depends largely on how well a society can deal with three distinct but inter-related gaps that stand in the way of effective participation – viz., the capacity gap, the power gap and the incentive gap (Osmani., 2008).

The **capacity gap** exists when the people (e.g., the marginalized and disadvantaged) lack the requisite skill for meaningful participation in specific projects. Definitely, for such project areas where the people lack the skill for participation (i.e., where the capacity gap exist), resort to a combination of representative governance is inevitable, while assigning the general skill components of a project to direct community participative governance arrangement.

The **power-gap**, perhaps the most pernicious of the gaps, arises in a highly stratified society where the dominant power elite transforms people participation into another form of exploitation and oppression – a situation that could easily lead to alienation and apathy (consequently nonparticipation) on the part of the people.

The **incentive gap** exists because participation in public affairs (what the Ibos of Nigeria call *Olu Obodo*) is not costless. As a result most people (especially the poor, the unemployed and women) would not be attracted to truly participate for instrumental values if they do not

perceive any incentive or the potential gains to be large enough to outweigh their costs. Otherwise, the decorruptive tendency of participative governance may be compromised. Though most people would surely value participation for its own sake (intrinsic value), the incentive to participate will exist if the totality of intrinsic and instrumental value exceeds the costs of participation in the judgment of an individual, suggesting that when the costs of participation are especially high, the instrumental value may well be the decisive factor (Osmani,, 2008).

Accordingly, in underdeveloped countries, idle or unemployed people are more likely to participate because they expect incentives, but if they are denied the instrumental values of participation, they perceive **corruptive governance**, while instrumental participation tends to **de-corruption of governance**.

DECORRUPTION OF GOVERNANCE AND SUSTAINABLE DEVELOPMENT

Corruption occurs in the eyes of the individual or group that assigns someone else (a representative) to do a job on one's behalf. When one is doing one's job by self (i.e., direct/participatory governance) corruption is not likely to be perceived – i.e., **de-corruption of governance** occurs. In other words, de-corruption of governance reflects ultimate **accountability** and **responsibility** in governance assured mostly when the people are directly accountable to the people or when one is directly accountable to oneself.

Accountability – the obligation of public power holders to account for or take responsibility for their actions to the people, is the cornerstone of good governance because, if public officials are not accountable, the benefits derivable from governance – social justice, poverty reduction, and development in general, remain elusive (Malena and McNeil, 2010).

Lack of accountability and therefore lack of good governance not only result in corruption and the waste of precious development resources but also seriously compromises the

quality and effectiveness of public policy making, planning and the provision of services to meet basic needs (Malena and McNeil, 2010). Accordingly, participative governance ensures ultimate/maximum accountability and therefore de-corrupts governance. When the people participate directly in governance, they are already accounting to self and so good governance (the developmental and intrinsic values of governance) is assured.

Participative governance de-corrupts because in participatory governance/democracy (even in the combined representative-direct democracy cases illustrated above), citizen participation assures accountability of citizen to citizen even as the representatives at a higher local/municipal/state organs are directly accountable to a recognized initial-stage assembly of community members (direct citizen participation) of citizens through who the representatives are elected in the first place. This contrasts representative democracy where accountability is lacking as it is accountability promised an amorphous non-participating body of ‘the people.’ If corruption is diversion of public funds, it does not occur when the public (the people) themselves divert the fund. In fact, public fund is not divertible by the public.

Participatory Governance as Sustainable Development

Development is defined narrowly as economic growth and as the eradication of poverty and broadly as achievement of ‘basic needs’ including gender equality, political freedom, absence of discrimination, and the capacity of individuals to realize their potentials, including the right to participate in governance and choose the lives they want to live (Przeworski, 2008).

As Rogers (1976) and Rodney (1974), rightly conceptualized, development is the widely **participatory process** of social and material advancement (including greater equality, freedom, and other values) for the majority of the people through gaining greater control of their environment. “Development is not something to be decided by experts; simply because there are

no experts on the desirable goals of human life...Development is the desirable course to be taken by human beings in a particular situation (Berger 1976: 59).

Here, development means ensuring the humanization of man by the satisfaction of his needs of expression, creativity, and conviviality and for **deciding his own destiny** (Wignaraja, 1976: 5). Thus, development is an encompassing human process, resulting to meaningful progress and change (including growth) in needed economic/material, political and human goods that are fairly accessible to all members of the society, and which enhance their good and long life as well as maximize their happiness in a sustainable manner (Unanka, 2001). In other words, development includes the enjoyment of freely needed productive experiences. Development is meaningless and unsustainable when it is not needed. People must therefore participate not only in the physical production of material and social goods but also in the determination of what is produced in forms of policy initiation, planning and implementation of needed goods and services.

Thus, sustainable development is a type of development that is characterized by freedom and equity in the development process and therefore that is socially responsive to the problems of poverty and inequality between classes (rich and poor, young and old, male and female), communities and nations. Sustainable development also advocates for development that accounts for ecological and environmental balance to avoid development today at the expense of tomorrow -- i.e., ensuring that technological, economic and social development does not compromise human needs today against the needs of the future. When people are involved in the determination of their needs of today and the future, they are bound to be relatively satisfied and sustained in the outcome of their thoughts and actions.

EMPIRICAL INSIGHTS

In this paper, participatory governance is measured indirectly and directly. The indirect measurement uses a descriptive-survey design based on a restrictive available survey data obtained from 57 randomly selected ward and Local Government delegates to an Enlightenment Workshop of all political parties in Owerri senatorial zone organized by the Office of the Special Adviser (Inter-Party Relations, Government House, Owerri) in October, 2008. The sample is restrictive as it was from a delegation of all-political parties in an awareness raising workshop. The survey instrument was not originally constructed for a direct measurement of participative governance. Here, participation or non-participation in governance is operationally conceptualized, albeit narrowly, as awareness or lack of awareness of government policies and programs measured by respondents' perception of policies as good or bad. In the questionnaire, the participants were asked to freely tick or write their assessments and recommendations on the 14-point New Face of Imo Policy Agenda, as they affected their respective local governments and communities. The alternative response-formats were arranged in three, four, five or six categories of Very Good, Good, Bad, Very Bad, Not Clear or No Idea, as the case may apply for each of the 14-point agenda. Accordingly, participation or non-participation in governance is measured indirectly as respondents' perception of policies as Very Good, Good, Very Bad, Bad, Not Clear or No Idea, assuming that participants in governance are likely to perceive the policies of the government as Very Good or Good while non-participants are likely to perceive the policies of government as Very Bad, Bad, Not Clear or No Idea. In this indirect measurement, it is assumed that the respondents could not have participated in the formulation and implementation of a policy if such policy is perceived as Very Bad, Not Clear or No Idea. On the other hand, if a respondent ticks Very Good or Good, though it does not necessarily mean

direct participation, it could mean indirect participation approval based on the tenets of representative democracy.

The following discussion deriving from data in Table 1 below and Tables 2-6 (see Appendix 2) help to throw more light on the reality/feasibility or otherwise of participatory governance in Imo State.

Table 1: Respondents' Assessment of the 14-Point New Face Agenda Policies of Imo

SN	POLICY THRUST	VERY GOOD/GOOD	BAD/ VERY BAD/ NOT CLEAR/ NO IDEA	%-Point Difference	Total %
1	Land and Environment	51(89%)	6(10%)	+79	99
2	Works, Housing & Transport *	25(45%)	31(54%)	-9	99
3	Science and Technology*	19(33%)	38(66%)	-33	99
4	Public Utilities*	28(48%)	29(51%)	-3	99
5	Commerce, Industry, Energy & Petroleum *	25(43%)	32(56%)	-13	99
6	Health	49(86%)	8(14%)	+72	100
7	Public Service Reforms	47(82%)	10(18%)	+64	100
8	Local Govts & Auto Comm	50(87%)	7(12%)	+75	99
9	Judicial System and Justice	30(52%)-	27(48%)	+4	100
10	Sports and Youth Empower*	26(46%)	30(52%)	-6	98
11	Women Affairs & Soc.Dev	33(58%)	24(42%)	+6	99
12	Agriculture & Food *	25(44%)	32(56%)	-12	100
13	Revenue Generation *	24(42%)	33(58%)	-16	100
14	Education Policy	36(63%)	21(37%)	+26	100

Source: Available Survey Data.

As the data in Table 1 shows, a relatively equal percentage of the participants/respondents perceived the various governments' 14-Point New Face of Imo Agenda (Policies) as Good or Bad. In a situation where participative governance is effectively applied, an approval rating of >5%-point difference against disapproval is expected from the survey respondents in each of the policy areas. But as the data in Table 1 shows, there is a balance between the approval and disapproval ratings. In other words there are approvals (Very Good/Good) on seven asterisked

(*) policy areas against seven disapprovals (*Very Bad/Bad/Not Clear/No Idea). In this count, six policy areas had approvals of >+5%-point difference while six policy areas also had disapprovals of >-5%-point difference. In the light of the above, there is no evidence to show that the participants at the workshop approved or disapproved the policy thrusts of the Imo State government. Accordingly the available survey data as used could not provide any supportive evidence of application or non-application of participative governance as indirectly measured.

EMPIRICAL INSIGHT: DIRECT MEASURE ON THREE STATES

The direct measurement uses survey data from a sample of 485 Nigerians residing in Owerri – Imo State (220), Awka-Anambra State (110) and Enugu – Enugu state (155). Believing that the common people for their part must be willing to devote their time and energy to take control of the development process, participative and de-corruptive governance are measured directly on five emergent variables, viz: (i) Preferred Type of Government, (ii) Preferred Type of Civil Rule Democracy, (iii) Perceived Type of Government in State/Local Government, (iv) Reason for Desiring/Valuing Participatory Governance, and (v) Perceived De-corruptive tendency of Participative Governance. These variables are correlated with two demographic variables – Sex and State of Residence, to determine patterns of variation (if any) across them. The emergent data and their relevant correlation statistics are as reported in Tables 2-6 (see Appendix 2).

From the survey data, the seemingly general belief that bad governance is a result of corruption is evident. As the data in Table 2 shows, on the average, the respondents in Imo, Anambra and Enugu states attribute the cause of bad governance more to corruption (66%) and less to incompetence (23%) and lack of money (5%). This belief does not vary across sex and state of origin as the statistical association between Perceived Cause of Bad Governance and Sex and State of Residence are either non-existent or at best weak ($\lambda_o = 0.04$, $\lambda_o = 0.25$

respectively). Besides their predominant preference for civil rule (83%) as against military rule (15-16%) (see Table 3), the respondents preferred direct/participatory democracy most (69-70%) as against representative democracy (24-25%) and representative authoritarian government (2%) (see Tables 4). Again these preferences do not vary by gender and state of residence ($\lambda_o = 0.00 - 0.0.29$) – i.e., lambda values ranging from no-association to weak association. Yet for both males and females and across the three states under survey ($\lambda_o = 0.01 - 0.03$), the respondents perceive the governments at the state and local government levels as representative governments (73%/74%) as against about 23% that perceived them as participatory government (see Table 5). And when questioned on their reasons for desiring direct/participatory governance, a relatively greater percentage of the respondents tended to desire participatory governance for its instrumental value (59%) than for intrinsic value (39%). Again, this observation does not vary across gender and state of residence ($\lambda_o = 0.00 - 0.02$) (see Table 6).

EMPIRICAL INSIGHT -- THE INDIRECT MEASURE ON IMO STATE

We are led to corroborate the phenomenal desire for the instrumental value of participative governance from the verbal and non-verbal communications obtained by the author's participant observations at the Imo State government-sponsored enlightenment workshop on participative governance as earlier indicated in the methodology section of this paper. Notably, one frowning workshop participant murmured to the author: "Na talk-talk we go chop" – protesting against the rhetoric of participative governance in Imo State.

CONCLUSION

Responding to the proclamations of various governments of Nigeria generally for democracy as government of the people, by the people and for the people, we have blended theory with empiricism, among other things (i) to ascertain the conceptual and empirical link between good

governance, participative governance, de-corruption and sustainable development, especially as they apply to the Nigerian situation, (ii) to determine the extent to which participative governance is desired and applied in any part of Nigeria, and very importantly too, (iii) to ascertain the de-corruptive tendency of participative governance and (v) identify the reason for desiring participative governance. From the foregoing illustrative studies, cases and empirical survey insights on the three southeast states of Imo, Anambra and Enugu, the following conclusions are evident:

1. At the theoretical level, we found a link between the self-reliance theories, participative/participatory governance, de-corruption and sustainable development. By the Participatory Approach to Governance, it is believed that the most rational decision/administration is the one that involves the participation of those who will be affected by the decision (Lemay, 2002: 158). In this instance the various governments of Nigeria (notably Imo State) are theoretically right to envision sustainable development through a Participative Approach to Governance. But in reality, our data suggest that the claims to participative governance in the three southeast states under study remain rhetorical at best.
2. . From the empirical insight, the paper found the eagerness of the people to participate in governance but failed to find a positive correlation between participatory governance policy and practice. Empirical evidence tend to suggest a link between participatory governance policy to political rhetoric and building of authoritarian political structures than to governance for sustainable development.
3. There are substantive illustrative examples/cases from around the world to support the “hypothesis” that community participation in development processes at the local level can

improve efficiency, reduce costs (de-corrupt governance) in several ways if properly designed and organized with knowledge enriched from the experiences reported in this paper.

4. This paper believes and concludes that if corruption includes diversion of public funds, it is not likely to occur significantly under participatory/participative governance because public funds cannot be corruptively “diverted” by the public who own the fund. The denial of the instrumental value of participation leads to the perception/labeling by the people of the outcome of governance as inefficient/incompetent/bad/corrupt governance. When the people participate in the planning/budgeting and implementation of projects and they (the people) run high costs or “divert” funds, they would not perceive it as corruption because they are the public and it is their fund. Failed cases of participatory governance are actually cases of inefficiency/incompetence, not corruption of governance.

Corrupt governance is governance that is so perceived by the people who are denied the instrumental value of participation in governance. Denial of the instrumental value of participation, creates an incentive gap and could lead to the citizen perception of incompetent/inefficient or corrupt governance, while instrumental participation tends to de-corruption of governance. On the other hand, **corruptive governance** is governance that is perceived to be corrupt by the people who have been denied the right to the intrinsic value of participation in governance. Thus corrupt governance could exist side by side of corruptive governance when both the instrumental and intrinsic values of participation are denied the people. In other words, corrupt governance could be any of the following variants -- corrupt-corruptive, corruptive-non-corrupt, corrupt-non-corruptive governance. When any of these occur, sustainable development eludes the people.

Recommendations

Generally, creating conditions for effective participation by the common people in the conduct of public affairs is a complex task that requires (i) the adoption of a multi-pronged strategy involving state, civil society and the common people and (ii) requires the state in particular to play a very important role on a number of fronts – e.g., ensuring free and fair electoral participation for representative governance at the national level, creating a legal framework that devolves and decentralizes decision-making power at local levels for direct people participation, providing basic education, guaranteeing minimum economic security, implementing the whole range of human rights that mobilize the common people for participatory governance (Osmani, 2008), and encouraging a bottom-up growth of community associations. Thus, methodological limitations notwithstanding, we recommend as follows:

1. While recommending the widening of the empirical scope of this study to all the states or geopolitical zones of Nigeria, honest efforts should be made by the governments of the South-East and other states of the federation to set up the appropriate legislative and administrative mechanisms to make participative governance more practical, drawing from the lessons in the illustrative cases/experiences of innovations on participative governance across the globe.
2. There is an urgent need to institutionalize participative governance at the local government level in Nigeria. All necessary constitutional means (including amendment of the constitution) should be invoked for this purpose. Very importantly, the constitutional amendments advocated here requires the institutionalization of participative community governance system through the establishment of a bottom-up ***Participatory Governance Council (PGC)*** system that scraps and replaces the current representative local government council system. The non-institutionalization of participative governance at the local government level in Nigeria has hitherto created the

dangerous gap and opportunity for the emergence of *Area-Boy* and *Agboro (thugs) governance system* experienced in various states of Nigeria.

When the people are involved in the determination of their needs of today and the future as well as in taking decisions on the desirable courses of actions to satisfy the needs, they are bound to be relatively satisfied and sustained in the outcome of their thoughts and actions. Without true bottom-up participatory governance, corrupt and corruptive governance will continue to thrive in the various Nigerian states. As long as governments continue to claim participatory governance as part of the rhetoric of politics, sustainable development will continue to be a mirage to the people.

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APPENDIX 1

QUESTIONNAIRE ITEMS (MEASUREMENTS) OF PARTICIPATIVE AND DECORRUPTIVE GOVERNANCE

1. Which of the following types of Government do you prefer?

(A) Military Rule ()

(B) Civil Rule ()

2. There are two types of civil rule **democracy** -- direct and representative democracy.

Which type of civil rule do you recommend for Nigerian **local governments**?

(A) Direct Democracy -- Town Hall-type Government of the people, for the people ()

(B) Representative Democracy – LG Council Government of the Few; for the people ()

(C) Representative Government – LG Council Government of the Few; for the few ()

3. How do you describe the present government of your local government/state?

(A) The people are involved in planning, budgeting and implementation of projects ()

(B) The government does all the planning, budgeting and implementation of projects ()

4. Why would you want to participate in the governance of your state/local government?

(A) Because power belongs to the people ()

(B) Because my suggestions will be useful ()

5. What do you think caused or is likely to lead to the failure of the past and present government of your state/local government?

(A) Incompetence (); (B) Corruption (); (C) Lack of Money (); (D) Others....

APPENDIX 2

Table 2: Respondents' Perceived Cause of Bad Governance (Corruption of Governance) by Sex and State of Residence.

		Sex			State of Residence			
Perceived Cause of Bad Governance		Male	Female	Total	Imo	Anambr	Enugu	Total
	Incompetence	45 (20%)	36 (20%)	(23%)	41 (20%)	16 (16%)	50 (34%)	34%
	Corruption	155 (69%)	121 (68%)	66(%)	127 (62%)	85 (84%)	87 (59%)	65%
	Lack of Money	8 (4%)	13 (7%)	(5%)	17 (8%)	0 (0%)	7 (5%)	5%
	Column Totals	225 (93%)	177 (95%)	437 (94%)	201 (90%)	101 (100%)	147 (98%)	460 (93%)

$\lambda_o = 0,04$

$\lambda_o = 0,25;$

Table 3: Respondents' Preferred Type of Government by Sex and State of Residence.

		Sex			State of Residence			
Preferred Type of Government		Male	Female	Total	Imo	Anambra	Enugu	Total
	Military Rule	29 (39%)	35 (20%)	16%	24 (12%)	23 (22%)	22 (14%)	15%
	Civil Rule	198 (87%)	142 (80%)	83%	179 (87%)	82 (78%)	126 (84%)	83%
	Column Totals	228 (100%)	179 (99%)	442 (98%)	205 (99%)	105 (100%)	150 (95%)	465 (98)

$\lambda_o = 0.04$

$\lambda_o = 0.07$

Table 4: Respondents Preferred Type of Civil Rule Democracy by Sex and State of Residence.

		Sex			State of Residence			
Preferred Type of Civil Rule Democracy		Male	Female	Total	Imo	Anamb	Enugu	Total
	Direct/ Participatory Democracy	153 (69%)	141 (80%)	70%	160 (78%)	62 (66%)	93 (62%)	69%
	Representative Democracy	60 (27%)	27 (15%)	24%	40 (19%)	25 (27%)	50 (33%)	25%
	Representative	4 (2%)	4 (2%)	2%	6 (3%)	2 (2%)	2 (1%)	2%

	Authoritarian Government							
	Column Totals	(98%)	(97%)	(96%)	(100%)	(95%)	(96%)	456 (96%)
$\lambda_o = 0.06$					$\lambda_o = 0.29$			

Table 5: Respondents' Perceived Type of Government in State/Local Government by Sex and State of Residence.

		Sex			State of Residence			
Perceived Type of Government		Male	Female	Total	Imo	Anambr	Enugu	Total
	Direct/ Participatory Democracy	43 (19%)	47 (27%)	96 (22%)	51 (25%)	10 (10%)	44 (30%)	23%
	Representative Government	174 (78%)	124 (71%)	318 (74%)	152 (74%)	81 (84%)	97 (85%)	73%
	Column Totals	224 (97%)	174 (98%)	432 (96%)	205 (99%)	96 (94%)	149 (95%)	456 (96%)
$\lambda_o = 0.01$					$\lambda_o = 0.03$			

Table 6: Respondents' Reason for Desiring Participatory Governance by Sex and State of Residence.

		Sex			State of Residence			
Reason for Desiring Participatory Governance		Male	Female	Total	Imo	Anambr	Enugu	Total
	Intrinsic Value	87 (39%)	71 (41%)	39%	90 (44%)	31 (33%)	53 (36%)	39%
	Instrumental/ Functional Value	131 (59%)	101 (58%)	59%	115 (56%)	59 (63%)	93 (63%)	59%
	Column Totals	222 (98%)	174 (99%)	430 (98%)	207 (100%)	94 (96%)	147 (99%)	454 (98%)
$\lambda_o = 0.00$					$\lambda_o = 0.02$			

Sources (for Tables 2-6): Survey

Note: The observed variations in the various column score/percentage total summations occur due to missing values in some of the survey instruments, which however do not affect the data interpretations.

**PERCEPTION OF MATHEMATICS TEACHERS ON MATHEMATICS
CURRICULUM IMPLEMENTATION FOR SUSTAINABLE DEVELOPMENT**

**ODO, JULIANA A. (MRS.)
DEPARTMENT OF GENERAL STUDIES EDUCATION
FEDERAL COLLEGE OF EDUCATION EHA-AMUFU
ENUGU STATE, NIGERIA.**

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 these 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 is 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 mathematics 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 multi dimensional which includes not carried teachers 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 determine whether teachers of mathematics implement JSS mathematics curriculum adequately
3. To determine measures that would help to update mathematics teachers for proper implementation.
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 was 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 the 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	Mean	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 4 has a mean less than 2.5. It shows that the objectives for junior secondary school curriculum are not effectively achieved.

Research Question 2: To what extent do teachers of Mathematics implement the Mathematics curriculum.

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

S/N	ITEM	SA	A	D	SD	Mean	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	1	2	9	13	1.03	0.95
4	There are enough periods in the time table for teaching and learning of mathematics	7	9	6	3	2.8	0.77
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, 4 have a mean greater than 2.50. This shows that teachers make use of Junior Secondary school mathematics curriculum, and there

are enough periods in the time table for teaching of mathematics while Item 1, 3 and 5 have a mean less than 2.50. These shows that JSS mathematics curriculum is available in school for teacher's use, instructional material not enough and mathematics teacher are not making use of mathematics laboratory even when available.

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	Mean	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	0.77
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	4	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	0.80

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, attend conferences and seminar. They also master the content area they teach but are not adequately motivated. Item 4 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	Mean	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	10	8	5	2	3.04	0.79

	curriculum planning						
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 indicate that text books are inadequate and that teacher are 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 improvised.
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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POLICY-MAKING PROCESS ON RESEARCH AND EXTENSION OF STATE UNIVERSITY AND COLLEGES (SUCs): THE CASE OF DAVAO REGION

Marilou D. Junsay
Davao del Norte State College, Philippines

Abstract

The purpose of this study was to explore the policy-making process on research and extension functions of State University and Colleges (SUCs) specifically in Davao Region. The aim was to assemble details about those policy actors' insights on the policy-making process on research and extension that includes formulation, adoption, implementation, and monitoring and evaluation. It further explored how transparency, participation, accountability, and predictability are observed in the policy-making process. This qualitative research was conducted in the four State University and Colleges in Davao Region to policy actors on research and extension. The validated interview guide was used to collect qualitative data through in-depth interviews, focus group discussion, and document analysis. A computer software program was used for data analysis and interpretation. Major findings revealed that the State University and Colleges in Davao Region engages a multi-stage research and extension policy-making process grounded on good governance. Policy-making on research and extension basically includes formulation, adoption, and implementation. Nevertheless, policy implementation is wanting given that it lacks information dissemination mechanism and implementation plan. Conversely, policy monitoring is weak due to the absence of monitoring tool kits. Evaluation is non-existent since it fails to establish criteria, modes, and steps in the assessment of research and extension policy. Results further disclosed that transparency and participation are evident in the policy-making on research and extension of SUCs in Davao Region though there have been deficiencies in terms of policy dissemination and policy actors' participation. Accountability and predictability frameworks are not yet fully established in the policy-making process on research and extension; accountability mechanism and sustainability plan for the consistency of policy ought to be set accordingly. Findings likewise revealed that when the four State University and Colleges (SUCs) in Davao Region were chartered faculty members were mandated to do research and extension activities as per NBC 69 and NBC 461. Research and extension programs, projects, and activities of the SUCs before the approval of its Research and Extension manuals were managed through office policies and guidelines, written or verbal directives from SUCs Presidents, or Council's recommendations. In the implementation of the R & E manuals which was approved nine years ago, gaps and opportunities were observed. In order to address these gaps and to keep attune to the prevailing conditions in the local, national, and international arena, SUCs in Davao Region today are on the verge of revising their existing R & E manuals with the participation of larger community. The findings also disclosed that various policy actors play vital different roles in the research and extension policy-making of SUCs in Davao Region. Various policy actors from different units are involved in different stages. Policy formulation requires R & E group which is composed of representatives from different units. On the policy consultation, aside from internal stakeholders, external policy actors from industry, LGU, local agencies and other concerned units are invited. The BOT/R who does the approval of policy is composed of different government and private representatives.

Key Words: Policy-Making, Good Governance, Case Study, Research and Extension

INTRODUCTION

Policy-making process has become a challenge for tertiary level institutions in the world today. This is particularly attributed to deficiency of monitoring and evaluation mechanisms, shortfall of accountability measures, and lack of stakeholders' involvement and policy framework as revealed in the studies of Sesemane (2007), Steneck (2007), and Curtain (2007).

Researches have been conducted to address these conflicting issues on policy-making. The OECD Public Management Policy Brief (2001) recommended principles for successful information, consultation, and active participation in policy-making. Moreover, Davies (2004) revealed that the UK Government has a well developed system of policy evaluation, the principal aim of which is to provide effective and efficient policies, programs and public services. Brinkerhoff (2001) disclosed that the USAID's investment in analysis, tool development, field-testing, and technical assistance in policy implementation and strategic management has yielded a valuable set of analytic and management techniques, a toolkit to help reformers apply the techniques, and an experience that shows what works and what does not.

The opportunities in policy-making in macro level have been likewise the divergent issues in the context of research and extension in higher education. Studies on policy-making on research and extension have been limited. The demand therefore to seriously address the concerns for the management of research and extension functions, among others, has become extremely imperative.

In the Philippines, the National Higher Education Research Agenda 2 gives priority on policy oriented studies like research on the various dimensions of policy formulation, implementation, monitoring and evaluation focusing on but not limited to governance and management of higher education (NHERA 2-2009-2018). SUCs in Davao Region, which are the subject of this study, experience the same development concerns. This study is therefore an attempt to remedy this gap by describing and evaluating the patterns of the policy-making process on research and extension particularly on concepts and practices of State University and Colleges (SUCs) in the case of Davao Region.

Purpose of the Study

The purpose of this case study is to explore the policy-making process on research and extension functions of State University and Colleges (SUCs) specifically in Davao Region. The aim is to assemble details about those policy actors' insights on the policy-making process on research and extension that includes formulation, adoption, implementation, and monitoring and evaluation. It further explores how transparency, participation, accountability, and predictability are observed in the policy-making process.

RESEARCH METHODOLOGY

Research Site, Informants, and Participants Selection

This study was conducted in the four State University and Colleges in Davao Region. These comprised Davao del Norte State College (DNSC) in New Visayas, Panabo City; Davao Oriental State College of Science and Technology (DOSCST) in Mati, Davao Oriental; Southern Philippines Agribusiness, Marine and Aquatic School of Technology (SPAMAST) in Malita and Digos, Davao del Sur; and, University of Southeastern Philippines (USEP) in Obrero, Davao City.

The purposive sampling strategy was used to select “information rich” key informants for the in-depth interviews which included twenty policy actors involved in the policy-making process on research and extension of SUCs like the Research and Extension Directors (five), SUCs Presidents (four), Board Secretaries (three), Vice-Presidents/Deans (four), former Research and Extension Director (two), and researchers and extensionists (two). In the focus group discussion, eight participants such as the Research (four) and Extension (four) Coordinators were selected from those who were not selected in the in-depth interviews. Most of the key informants and FGD participants aside from being policy actors were also researchers and extensionists.

Data Collection Procedures

The data collection steps with the use of the enhanced researcher-made interview guide include setting the boundaries for the study, collecting information through semi-structured in-depth interviews, focus group discussion and document analysis, as well as establishing the protocol for recording information. In qualitative interviews, the researcher conducted face-to-face in-depth interviews with twenty participants, engaged in focus group discussion with eight interviewees in a group. These interviews involved semi-structured and generally open-ended questions that were few in number and intended to elicit views and opinions from the participants. During the process of research, qualitative documents were collected. These included R & E manuals, minutes of the meetings, memoranda, resolutions, and other official documents. These data collected from the three data gathering tools were triangulated by cross-checking based on the guide questions that sought to determine the policy-making process on research and extension.

Data Analysis Procedures

Hierarchical approach from the bottom to the top was followed in the data analysis and interpretation. The various stages are interrelated and not always visited in the order presented. These levels are presented in the following steps:

1. The data for analysis were organized and prepared. This involved transcribing in-depth interviews and focus group discussion; and, encoding notes from R & E manuals, minutes of the meeting, resolutions, memoranda and other official documents.
2. To easily analyze and interpret the data, a computer software program was used. In using the software, the following were performed:
 - 2.1. Created new project and new document;

- 2.2. Imported data sources from interviews, focus group discussion, and document analysis into the software.
- 2.3. Autocoded interview topics, focus group discussion, and document analysis into the computer software program;
- 2.4. Reviewed the autocoding ;
3. All the data were read. A first step was to obtain a general sense of the information and to reflect on its overall meaning. What general ideas are participants saying? What is the tone of the ideas? What is the impression of the overall depth, credibility, and use of information?
4. A detailed analysis with a coding process using a computer software program was initiated. The nodes were organized according to root codes and branch codes. Coding is the process of organizing the materials into chunks or segments of text before bringing meaning to information (Rossman & Rallis, 1998, as cited by Creswell, 2009). It involved taking text data gathered during data collection, segmenting sentences (or paragraphs) or categories, and labeling those categories with a term, often a term based in the actual language of participant.
5. The coding process was used to generate a description of the setting or people as well as categories or themes for analyses. Description involved a detailed rendering of information about policy actors, processes, or events in a setting. Then combination of priori codes and emerging codes to generate 10 themes and sub-themes for a research study was used. These themes are the ones that appear as major findings in the qualitative studies and are used to create headings in the finding sections of this study. They display multiple perspectives from individuals and supported by diverse quotations and specific evidence. Beyond identifying the themes during the coding process, the researcher did much with themes to build layers of complex analysis.
6. In an attempt to summarize and organize the data, enumeration, a process of quantifying data, was done in this qualitative research. The data on frequencies that appear in the computer software program were clarified in words which were used in the report such as “most”, “many”, “some”, and “few”.
7. How the description and themes would be represented in the qualitative narrative was advanced. The most popular approach used was a narrative passage to convey the findings of the analysis. This is a discussion that mentions a chronology of events, the detailed discussion of several themes or a discussion with interconnecting themes.
8. A final step in data analysis involved making an interpretation or meaning of the data. Asking “What were the lessons learned?” captures the essence of this idea (Licola & Guba, 1985 as cited by Creswell, 2009). These lessons were the researcher’s personal interpretation, couched in the understanding that she brought to the study from her own culture, history, and experiences. It could also be the meaning derived from a comparison of the findings with information gleaned from the literature or theories.

Reliability and Validity

Gibbs (2007) as cited by Creswell (2009) reliability procedures were observed in this study, as follows:

1. Transcripts from the recorded tapes and notes were checked to make sure that they do not contain obvious mistakes made during transcription.

2. Made sure that there is no drift in the definition of codes, a shift in the meaning of the codes during the process of coding. This was accomplished by constantly comparing data with the codes and by writing memos about the codes and their definitions.
3. Codes developed were cross-checked by comparing results that are independently derived.

Creswell (2009) validity strategies were used in the study, as follows:

1. Different data sources of information from in-depth interviews, focus group discussion, and document analysis using R & E manuals, minutes of the meeting, resolutions, and memoranda were triangulated by examining evidences from the sources and using them to build a coherent justification for themes.
2. External auditors from key officials of Southern Mindanao Agricultural Research and Extension Council (SMARDEC) and University of the Philippines Mindanao were tapped to review the entire project. These auditors were not familiar with the project and could provide an objective assessment of the project throughout the process of research, the findings, conclusion, or at the recommendation of the study.

Qualitative Write-Up

At the specific level, some writing strategies were used as follows: 1). Quotes were used and their lengths were varied from short to long embedded passages; 2). The wordings from participants were used to form codes and themes labels; 3). Quotations were intertwined with the researcher's interpretations; and, 4). Indents or other special formatting of the manuscript were used to call attention to quotations from participants.

The presentation of the results was directly linked to the central question then to the sub-questions, moved in logical steps according to the theory and method, and consistently used the concepts presented earlier in the paper. The data were presented in a systematic way in the body of the text, so that quotations and documentations were easily identifiable. The citations were clearly contextualized.

The structure of the discussion in qualitative article can follow the same structure as in quantitative research reports (Stenius, et al; 2007). In this study, the discussion began with the main result of the study and followed by relating the findings to the earlier researches citing those who confirmed and contracted. The importance of the study to the community or for a larger audience and to the understanding of other situations or other settings were also discussed.

Ethical Considerations

In this qualitative study, some ethical issues surfaced during data collection and analysis that were properly handled. These were anonymity of informants, participants and SUCs, recording interview through the audiotape, and getting informed consent.

To avoid comparison and competition among SUCs in the Region, a case study of a region that represents a composite picture rather than an individual picture of every SUC in the Region was done. To gain support from the informants and participants, it was conveyed to them that they were participating in a study of which purpose did not engage in deception. The issue of

disclosure was handled by the researcher by presenting general information, not specific information about the study. Codes were assigned to individuals and institutions in the data presentation. Another issue developed was participants sharing information “off the record”. The responses of some informants were directly hand noted without the audiotape as requested by them. Every page of the filled-up interview guide was signed by the researcher to attest that the in-depth interviews were done with the consent of the informants. Informed consent forms were likewise signed by the participants to show their consent as to how their responses were to be quoted.

KEY FINDINGS AND DISCUSSIONS

Policy Context. When the four State University and Colleges (SUCs) in Davao Region were chartered and the faculty members were mandated to do research and extension activities, the research and extension programs, projects, and activities of the SUCs before the approval of its Research and Extension manuals were managed through office policies and guidelines, written or verbal directives from SUCs Presidents, or Council’s recommendations. Participation of the stakeholder was inadequate. To respond to the SUCs’ tasks to promote and implement research and extension services, the SUCs Presidents’ leadership and the participation of few policy actors at the earlier times worked to an extent. The said finding conformed to Jones and George (2007) who viewed that a leader is an individual who is able to exert influence over other people to help achieve group or organizational goals. George & Jones (2007) claimed that group decision making is superior to individual decision making in several aspects. As time changes, the process of the policy formulation of SUCs in Davao Region has shifted significantly. As provided in the Republic Act No. 7722 known as the “Higher Education Act of 1994”, SUCS in Davao Region are geared towards the formulation of policies, priorities, and programs on research including extension which is guided by the principle of good governance. To date, SUCs in Davao Region have crafted research and extension policies and have updated them to attune to prevailing conditions with the participation of the external and internal stakeholders a sort of participatory approach which accreditation also requires. This paradigm shift which aims to promote good governance characterized by transparency, participation, accountability and predictability confirmed with that of ADB (2005) that good governance is necessary to sustain efforts and ensure results.

Policy Actors. Decade ago, participation of the stakeholders in the policy formulation of State University and Colleges in Davao Region was inadequate. Today, SUCs formulate the policy with the support from the external stakeholders, a sort of participatory approach. Consultations are normally held with the stakeholders, industry, local government units, local agencies, and private sectors. Participation of various policy actors in the different roles that they play in the research and extension policy-making of State University and Colleges in Davao Region has flourished to some extent. This finding is similar to the study of Stover & Johnston (1999) which concluded that various actors in the policy process play different roles, and their degree of participation varies according to the stage of the process; although all actors may be involved to some extent in all stages, they make their key contributions in only a few stages. This finding further highlighted the importance of policy actors as stressed by UNDP (2009) that considered policy actors who are individuals and groups that possess a degree of influence that have the

capacity to help determine policy success or failure (Peterson, 2003 and Peterson and Bomberg, 1999), and the influential role in the policy-making process (Osman, 2002).

Policy-Making on Research and Extension. The State University and Colleges in Davao Region engage a multi-stage research and extension policy-making process grounded on good governance. Policy-making on research and extension basically includes formulation, adoption, and implementation. Monitoring and evaluation are grey areas in the policy-making on research and extension of SUCs in Davao Region that call urgent consideration. This finding is not surprising because it also surfaced in the study of the Program Development Office for Integrated Coastal Zone Management Plan (PDO-ICZMP) (2003) which highlighted three major policy-making process like the policy formulation which includes approval stage, from policies to strategies stage which refers to the implementation, and dissemination of policies and strategies which is part of the implementation in this investigation. The study of PDO-ICZMP recommended for the fixation of the level and mechanism of monitoring and evaluation of the status of implementation for these are the important issues for the policy process. Davies (2004) contradicted to the finding of this study since Davies revealed that the UK Government has a well developed system of policy evaluation, the principal aim of which is to provide effective and efficient policies, programs and public services. This recently conducted investigation on policy-making is an eye opener to policy actors of SUCs in Davao Region to seriously consider monitoring and evaluation in order to provide good policy-making on research and extension which can lead to better research and extension programs, projects, and activities.

Good Governance. Transparency and participation are evident in the research and extension policy-making of SUCs in Davao Region though there have been deficiencies in terms of policy dissemination and policy actors' participation. Predictability and accountability on the other way around come out to be deficit in the policy-making process on research and extension given that sustainability plan and accountability mechanisms have to be systematized. Researches about transparency and participation have proliferated to a large extent but that of accountability and predictability have just investigated. As cited by the OECD (2001), policy-making in all OECD countries rests on the foundation of representative democracy which required extensive citizen involvement but the main trends show that active participation and efforts to engage citizens in policy-making on partnership basis are rare, undertaken on a pilot basis only and confined to a very few OECD countries. Curtin (2004), and Bergman & Damgard (2000) claimed accountability deficits in the policy-making while Brown & Moore (2001) concluded that the concept of accountability is not fixed; there is no single accountability structure that is right for all organizations. The finding of this study serves as a starter for the policy actors on research and extension of SUCs in Davao Region to formalize accountability mechanisms implementable according to the type or nature of their environment.

Policy Formulation on Research and Extension of State University and Colleges (SUCs) in Davao Region. The State University and Colleges formulate policy on research and extension on the bases of issue identification and benchmarking. Based on these, formulation includes drafting, consultation, and Council's deliberation. Issue identification, a policy tool used by the SUCs in Davao Region, provides the policy actors the opportunity to document the grey areas, feedbacks, and experiences in the implementation of policy on research and extension. Key informants narrated how they do the policy formulation:

“First it starts from an idea, a feedback, learning or an experience coming from any of the researchers and extensionist.”-PA04

“What we did in the formulation was to benchmark from existing policies of other SUCs, CHED Manual of Operations for State Colleges and Universities, National Higher Education Research Agenda (NHERA), and the old Research, Extension, and Production (REP) manual developed by the former Director. I read them and got the good points and applicable to the College. These were incorporated in the Manual.”-PA01

“Consultation is a requirement in the Board of Trustees. The BOT is very careful with the Completed Staff Work. There are series of consultations... We can't implement the policy without the approval of the Board. One of the requirement there is, Is it presented to the consultative meetings? In such case, majority is represented particularly the business sector. The industry, local agencies because they are research –connected especially on the aspect of extension.”-FGD03

Tearfund (2002) pointed out that the first step before any development intervention is usually to identify the issue that needs to be addressed. Development projects, advocacy initiatives and education are ways to address the problem. Only through analyzing the causes of the problem will communities be able to see which interventions will be the most appropriate. This should lead to the prioritization of the main issue on which to consider a development intervention, and the possibility of an advocacy intervention. Benchmarking, as practiced by SUCs in Davao Region in terms of policy formulation on research and extension, conformed to the study of Carrera (2008) that articulated that this method, which likewise emerged in Europe, has great potential as a set of policy tool. Carrera's study presented that benchmarking is one central tool in policy formulation. Consultation during the policy formulation as employed by SUCs in Davao Region adheres with the University of Technology Sydney (UTS) Policy Framework (2007). The UTS framework has advocated that consultation plays a key part in testing whether a proposed policy reflects key concerns and issues, identifying the competing interests of different people or groups, building consensus, and supporting transparency in the policy-making process. Moreover, UTS marked that inadequate consultation can result in poor policy that cannot be effectively implemented, or in deliberate or inadvertent non-compliance.

Policy Approval on Research and Extension of State University and Colleges (SUCs) in Davao Region . The Board of Trustees/Regents approves the policy on research and extension. Section 3 of the IRR of RA 8292 mandates the Board of Regents (BOR) for universities and the Board of Trustees (BOT) for colleges to establish policy guidelines and procedures for participative decision-making and transparency within the university or college. One key informant stressed that “In the BOT/R level, we follow the doctrine of Completed Staff Work. The BOT/R) is already ministerial” (PA13). The BOT/R approves the policy on research and extension by consensus or votation. It depends upon the nature of the issue, as presented by the

one key informant that “During the approval of policy in the BOT/R level, minor issue is agreed upon through consensus while controversial issue is done through votation” (PA06). The policy approval on research and extension of the SUCs in Davao Region is consistent with the said existing government law. It is therefore safe and sound to subject policies to the approval of the highest Governing Board to make it lawful, to sustain its implementation, and to make people accountable. The observance of Completed Staff Work (CSW) in the policy approval is a practice in Region XI that other SUCs may adopt. Jacobson (2002) cited that CSW may result in more work for the staff officer, but it results in more freedom for the chief. This is as it should be. Further, it accomplishes two things: the chief is protected from half-baked ideas, voluminous memoranda, and immature oral presentations; and, the staff officer who has a real idea to sell is enabled to readily find a market. This scenario is true in the case of research and extension policy approval of SUCs in Davao Region. When the formulation process observes CSW, approval by the BOT/R may not be complicated.

Policy Implementation on Research and Extension of State University and Colleges (SUCs) in Davao Region. State University and Colleges in Davao Region implement policy on research and extension by doing the information drive. In the implementation stage, compliance to the approved policy is enjoined but deviation also is uncontrollable. In-depth interviews disclosed that SUCs implement policy on research and extension through a top-down implementation. In this process, the implementation begins from the top officials down to the lower level-stakeholders. Most key informants confirmed that SUCs disseminate the approved policy on research and extension by furnishing concerned persons memoranda with the attached policy, BOT/R resolution; by discussing it in meetings, and by publishing it in bulletins and websites. On the contrary, few key informants stated that they do not receive the memorandum with the attached approved policy and other documents; so, according to them, the policy is not well-disseminated.

“As soon as the policy is approved, it is given back to the President for implementation. An action memo is signed by the Governing Board. The action memo is distributed to the key offices of the college. We are now trying to look into an alternative process of posting the action memoranda to our college website. Not only for the college constituents to readily access but even to our other stakeholders to access. In some cases wherein it is necessary, it might be good to discuss the specific provision of the policy with specific group of stakeholders in order to avoid misinterpretations and in order to facilitate the correct implementation of the policy.” -PA04

“I don’t have the copy of the approved R & E Manual. Part of the manual that is about production aspect was given to us with line number. I guess it’s not yet the final. I don’t have the final copy. Maybe the copy is only in the R & E Office. I guess the manual was not well- disseminated.”-PA03

The result of this study is in congruent with the idea of Slack (2009) that the effectiveness of the policy needs to be assessed after a certain period of time, and steps must be taken to ensure that there are resources and means to maintain a successful policy. In the past, this tended to be overlooked, and after a while policies would be sidetracked by other newer initiatives. The long

term effect was the presence of many different policy initiatives frequently with conflicting goals (Slack, 2009).

Monitoring and Evaluation on Research and Extension of State University and Colleges (SUCs) in Davao Region. The monitoring and evaluation of research and extension policies of SUCs in Davao Region appear to be low if not existent. Key informants expressed that their institutions lack formal mechanism on monitoring and evaluation (M & E) of policy on research and extension and they consider it as one grey area that they need to address. Yet, few cited that the R & E group, spearheaded by the R & E directors, does the M & E of policy since it is inherent in their positions. On the other way around, some key informants responded that the M & E they participate in involve research proposals and implementation stages and not on the policy itself. Some key informants answered that SUCs' way of monitoring are through submission of reports, holding of meetings, revisit of policy as the need arises, and giving of feedback.

“That is the problem. Though we have midyear and end year meetings, these are not enough for formative evaluation. There is a need for template for monitoring and evaluation.”-PA18

The finding of this study conformed to that of Godec (2006) that pointed out that policy evaluation is weak or non-existent. Reports on the other hand showed that M & E should be as important in policy-making. Khan, et al (2006) stressed that good monitoring is a precondition for accurate ex-post evaluation of policy instruments and offers a means to adjust policy instruments to make them more effective and efficient. Kusek & Rist (2004) likewise emphasized that monitoring and evaluation are powerful public management tools that can be used to improve the way governments and organizations achieve results. Ciolan (2007) further emphasized that monitoring and evaluation help improve performance and achieve results. He stated on the contrary that inadequate M & E has two consequences: Limited learning by implementers about the project's progress, opportunities and problems; consequently, the limited ability of those involved to correct operations and strategy, leading to sub-optimal impact of the project as a whole; Unclear impact performance, so limited accountability to funding agencies and to primary stakeholders of project in terms of their stated goals.

Transparency in the Policy-Making on Research and Extension of State University and Colleges (SUCs) in Davao Region. Data showed that SUCs make the policy-making transparent to the public by disseminating policy concerns through varied means. Key informants said that policy on research and extension is circulated to all academic and administrative units and other concerned stakeholders through electronic and printed materials. Approved policy is also announced in SUCs Presidents' meetings. Some key informants shared that the public is informed of policy concerns by holding meetings and consultations. Few key informants mentioned that many are not informed of the policy and SUCs lack the clear-cut procedure in the dissemination of policy on research and extension.

“We inform the public through Administrative Order from the President. It is disseminated to the Directors, from the Directors to the coordinators, then to the deans. The deans inform the faculty. For our stakeholders outside, coordinators

inform them. If there are issues, they can visit the Office and we talk to them face to face.”-PA15

The distribution of printed materials and holding of meetings as means of making the policy on research and extension of SUCs in Davao Region transparent to the public adhered to the key point spotlighted by the AusAID Office of Development Effectiveness (ODE, 2011) that transparency is essential to improving effectiveness and accountability.

Participation in the Policy-Making on Research and Extension of State University and Colleges (SUCs) in Davao Region. The participation of policy actors in the policy-making process on research and extension of SUCs in Davao Region through attendance to meetings such as stakeholders’ consultations, committee meetings, councils’ meetings, and accreditation surveys, yielded to the result of the study of Linklater & Fogg (2002) which concluded that one of the most heartening ways they feel they are successful is through their consultations with people. Their study is anchored on the ideas that community participation is an important part of the democratic process. Smith, et al (2003) also pointed that a number of factors are making it increasingly important for public servants to be informed about and able to take part in and perhaps design and lead inclusive policy development processes.

Accountability in the Policy-Making on Research and Extension of State University and Colleges (SUCs) in Davao Region. Most key informants answered that they do not have the formal mechanism of accountability. One key informant expressed that “But as the one who does the policy, we don’t have formal mechanism” (PA19). However, few key informants cited that researchers and extensionists personnel are measured in their performance in terms of number of research and extension outputs and appropriate technologies generated, awards received, publications published, in-house reviews conducted, COA Report rendered, and Work and Financial Plan prepared. The dearth of accountability mechanism in the policy-making process on research and extension of SUCs is not far way with the reviews of related literature and studies that showed that little studies are completed about accountability. Accountability deficits are said to exist and even grow... (Curtin, 2004; Bergman & Damgard, 2000 as cited by Bovens). Brown & Moore (2001) concluded that the concept of accountability is not fixed; there is no single accountability structure that is right for all organizations. All organizations have to be accountable, but how they structure their accountabilities will have a decisive impact on the strategies they can execute.... Accountability must be aligned with the strategy that guides the organization. The findings of this study would open the mind of the policy actors in SUCs to explore implementable mechanism that does not only penalize violations but also commend accomplishments to encourage more faculty members to engage in research and extension endeavors of the institution.

Predictability in the Policy-Making on Research and Extension of State University and Colleges (SUCs) in Davao Region. Many informants disclosed that SUCs lack the formal way of establishing and sustaining appropriate legal and institutional arrangement to uphold and maintain the consistency of policy on research and extension. However few stated that other measures of predictability are the approved R & E manuals, resolution, memorandum orders, and periodic monitoring and evaluation.

“What we practice, we stick to the manual. So we check what is in the manual, if not there, we do not practice” (PA12).

Focus Group Discussion showed that most of the participants did not answer the question but they kept quiet and shook their heads implying that they do not have it.

Document analysis on the other hand presented that the BOT/R resolutions, memorandum or administrative orders from the Office of the President, and the R & E Manual serve as legal bases in upholding the implementation of policy on research and extension.

The non-existence of formal mechanism of establishing and sustaining appropriate legal and institutional arrangement to uphold and maintain the consistency of policy on research and extension in SUCs-Davao Region is not far away with other’s experiences just in the case of Blattner, et al’s (2008) study which concluded that measuring predictability is clearly not an easy task; that it is clear that more efforts need to be devoted towards the empirical assessment of predictability, which is inherently more difficult to measure; the literature clearly shows that financial market participants have been increasingly able to correctly anticipate policy decisions. The study further wrapped up that transparent policies and improved communication efforts are likely to have played a significant role in bringing about this improvement

Conclusion

State University and Colleges in Davao Region have a system of policy-making on research and extension which includes formulation, adoption, and implementation guided with the principle of participation and transparency that seeks to provide effective and efficient policies, programs, projects, activities, and services on research and extension. Policy-making on research and extension in SUCs is undertaken to smoothen R & E operation, achieve institutional goals, and make rational decisions.

Policy-making at SUCs in Davao Region is carried out by both internal and external stakeholders. Various policy actors indeed play a significant role in the policy-making and their degree of participation varies according to the process. Yet, maximizing stakeholders’ participation of funding agencies both from government and private sectors, and collaborating partners would create a greater impact in the process.

In spite of this system of policy-making at SUCs in Davao Region, monitoring and evaluation tools, and accountability and predictability mechanisms come out to be grey areas that call urgent intervention. Policies on research and extension therefore have to be monitored and evaluated to produce better results in the SUCs system.

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