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# **EFFECT OF GINGER (ZINGIBER OFFICINALE) ON ULTRASTRUCTURE OF LIVER TREATED WITH METHOTREXATE DRUG IN CHICK EMBRYOS**

**By**

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## **Abstract:**

The present work was designed to investigate the effect of Ginger extract (*Zingiber officinale*) on ultrastructure of liver treated with Methotrexate drug in chick embryos.

## **Material And Methods:**

### **First: Material Used In This Investigation:**

fertile eggs were used in the present work. They were divided into four main groups:

#### **First group:**

It contained fertile eggs and embryos were extracted at the (16) days of incubation to study normal development and structure of the liver.

#### **Second group:**

It contained fertile eggs and were injected by dose of ginger extract (3.5 mg/ egg) in the air sac space. This group was divided into 3- sub groups:-

- 1- **Sub group - (Z1):** It was injected in the first week at the 5th-day, and the embryos were extracted at the (16) days.
- 2- **Sub group - (Z2):** It was injected in the second week at the 11th-day, and the embryos were extracted at the (16) days.
- 3- **Sub group - (Z3):** It was injected in third week at 15th-day, and the embryos were extracted at the (16) days.

#### **Third group:**

It contained fertile eggs and were injected by equivalent therapeutic dose of methotrexate drug (0.02 mg/ egg) in the air sac space. This group was divided into 3-sub groups:

- 1- **Sub group - (T1):** It was injected in the first week at the 5th-day, and the embryos were extracted at the (16) days.
- 2- **Sub group - (T2):** It was injected in the second week at the 11th-day, and the embryos were extracted at the (16) days.
- 3- **Sub group - (T3):** It was injected in the third week at 15th-day, and the embryos were extracted at the (16) days.

#### **Fourth group:**

It contained fertile eggs and were injected by dose of ginger extract and after 24 hours were injected by methotrexate drug. This group was divided into 3-sub groups:

- 3- **Sub group - (Z (T1)):** It was injected by ginger extract at the 4th-day, and after 24 hours was injected by methotrexate drug at the 5th-day, and the embryos were extracted at the (16) days.
- 2- **Sub group - (Z (T2)):** It was injected by ginger extract at the 10th-day, and after 24 hours was injected by methotrexate drug at the 11th-day, and the embryos were extracted at the (16) days.
- 3- **Sub group - (Z (T3)):** It was injected by ginger extract at the 14th-day, and after 24 hours was injected by methotrexate drug at the 15th-day, and the embryos were extracted at the (16) days.

#### **Second: Methods Used In This Investigation:**

The fertilized chick eggs were used and were injected by distilled water in the control group, by methotrexate drug and ginger extract either alone or together with treated groups at the air chamber (air-sac). The eggs were opened according to selected days of study.

For electron microscope study, the liver of 16-day were fixed by gloteraldehyde for making ultrathin sections to study ultrastructure of the liver tissues.

#### **Results:**

##### **Ultrastructure Studies:**

##### **A- Control and Ginger extract groups:**

The liver in treated group with ginger extract were nearly similar as the control group.

##### **B- Treated group with Methotrexate drug:**

The effect of methotrexate on the developing liver of chick embryos showed different changes in the form of retardation of growth, reduction of the structures and degenerative changes.

### **The liver:**

The methotrexate drug more affected on the parenchyma of the liver as structural changes of the liver cells were seen at 16-days of the treated sub group. These changes were seen in the nuclei of the cells. The nuclei had irregular nuclear envelope, decreased the heterochromatin with decreased of euchromatin inside the nuclei. Obvious disturbance of the numbers and shapes of the rough endoplasmic reticulum with hypertrophy of smooth endoplasmic reticulum. Some parts of the rough endoplasmic reticulum were degenerated. The glycogen granules appeared in relation to the proliferation smooth endoplasmic reticulum. The mitochondria were more affected as their shapes and contents were changed. There were increased several types and numbers of lysosomes with variation of sizes. The lipid droplets were increased both in sizes and numbers and appeared association with secondary lysosomes or myelinosomes. There was dilatation of bile canaliculi with damaged and atrophic of their microvilli. The blood sinusoids were dilatation with damaged of their walls and morphological changes of endothelial cells. The space disse was dilated and residual cellular parts and interrupted microvilli (cell depress) were seen in it. There were deformed blood cells and more increased collagen fibers in treated sub groups. There were liver fibrosis and dilatation of intercellular spaces or compressed.

### **C- Treated group with Ginger extract (recovery):**

#### **The liver:**

There was improvement in most hepatic cells, except the presence of some the mitochondria were deformed and degenerated with damaged or swelling of its cristae. There were some dilated intercellular spaces and some dilated bile canaliculi with atrophic and damaged of their microvilli.

### **Conclusion:**

It can be concluded that the natural antioxidant (ginger) can be a potent protective against methotrexate drug induced hepatotoxicity and can ameliorates these effects in chick embryos.

**A STUDY OF COMPUTER LITERACY/COMPETENCY  
LEVEL AMONG BASIC SCHOOL  
TEACHERS IN KOGI STATE, NIGERIA**

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**A paper presented at the  
Training Center for Social Science and Education  
International Conference in Dubai - UAE**

**Abstract :**

This article presents the result of a study which examined the current level of computer literacy among Nigerian teachers in Public Basic Schools (PBS) that are required to teach, among other basic subjects, the newly introduced Information Communication Technology (ICT)/computer studies in the school curriculum. The research assumed that Shulman (1986, 1987) theory of Pedagogical Content Knowledge (PCK) for effective delivery of/with technology by teachers may not be present with these teachers. Participants in the programme were 500 selected in-service basic school teachers and administrators drawn from four local government areas of Kogi State of Nigeria to pilot the Cluster Schools Model of Teacher Professional Development (CSMoTPD). The teachers were invited to respond to a questionnaire containing questions related to the teachers' ownership and accessibility of computers, their level of ability to perform computer-based tasks, their personal and professional use of computers and their interest in teaching the newly introduced ICT/computer studies in the curriculum. The findings of the study provided a picture of the Nigerian teachers' ownership and use of computers in their local contexts and observed that the current crop of teachers in the basic schools are enthusiastic about the introduction but however lack the competency to teach the new subject. The paper therefore recommends increasing teachers' (both in-service and in-training) access, skills and competencies in the use of computers for their teaching practices and professional development for effective implementation of the new curriculum content.

**Keywords:** Computer literacy, public basic school (pbs), Information Communication Technology (ICT), Content Knowledge and Pedagogical Content Knowledge

**INTRODUCTION:**

There has been much agitation in recent years for the inclusion of computer education, and the use of technology into the Nigeria basic school curriculum. Towards the end of the 20th century, some constituent states of the Federation, like Lagos and Edo

were seen with pocket introduction of ICT into basic and post basic schools. The public demand was partly because of the high expectations that technology could bring about the much needed revolution in the educational system. Almost at the same time, there were this divergent voices that doubted the real impact technology can have in Nigeria schools given the nation's cultural peculiarities. As this debate continued, the Federal government of Nigeria, in an attempt to address this problem inaugurated the National Committee on Computer Education in 1988. The function of the committee include "planning for a dynamic policy on computer education and literacy in Nigeria as well as devising clear strategies and terminologies to be used by the federal and state governments in introducing computer education" (Nigeria Tribune, April 11, 1988). The general objective of the policy include: "formation of computer literate society in Nigeria by the mid 1990s; and to enable school children appreciate and use the computer in various aspects of life and in future employment" (Report of National Committee on Computer Education, 1988).

The National Committee on Computer Education (1988) acknowledged certain factors militating against the successful take off of computer education in Nigeria basic and post basic schools. Among the factors identified includes shortage of teachers, unqualified teachers, inadequate computing facilities, lack of adequate public utilities such as water, electricity and good roads and telephones in most of our schools. Despite these limitations, the same committee suggested to the government to join the bandwagon by requesting that computer studies be introduce only in those schools that can afford to provide the requisite facilities and resources (NERDC, 2007: iv). Almost two decades after the committee's report, there was a review of the National Policy on Education (FRN, 2004) and the government introduced computer studies into the basic school curriculum as an elective subject. Ten years later, further review of the NPE has enshrined computer studies and ICT into the basic school curriculum and the much awaited National Standards for Information Technology Education now released in May, 2014.

The study reported in this article attempts to respond to the need to address the main issue that can mar the successful implementation of computer curriculum content of basic schools in Nigeria. The isolated case in the study is the actual level of computer literacy and competency of the basic class teachers who are to deliver the curriculum content. In Nigeria basic schools, a single teacher teaches virtually all the subjects for a class. This study investigates the Nigeria basic school teacher internal and external factors affecting his/her use of computer in classroom. It looks at the Nigeria basic school teacher use of computer applications and activities and recommends increasing the teachers' access, skills and competencies in the use of computers for their teaching practices and professional development for effective implementation of the new curriculum content.

## **COMPUTER LITERACY FOR TEACHERS**

As computer technology becomes widely available and rapidly advanced, the increasing use of electronic texts has expanded the meaning of the word 'literacy' and brought up new literacies such as 'computer literacy', 'electronic literacy', 'digital literacy' 'information Technology (IT literacy' and more recently 'IT fluency'. Along with this situation, the idea of what it means to be computer literate or IT literate or IT fluent is

inevitably extended (Reinking, 1994) and the question of how to develop and improve the ability of using computers is considered as a key issue in the area of teacher education (Son, 2004). On the basis of a general concept of literacy, in this article, computer literacy is defined as the ability to use computers at an adequate level for creation, application, communication and collaboration in a literate society. In a study by the National Academy (National Research Council, 1999) defines an idea called IT fluency as something more comprehensive than IT literacy. Whereas, IT literacy is the capability to use today's technology in one's own field, the notion of IT fluency adds the capability to independently learn and use new technology as it evolves throughout one professional life time. In the United States of America, the idea of IT fluency according to National Research Council (1999), was proposed as a minimum standard that all college students should achieve by the time they graduate. A "fluent" graduate would master IT on three orthogonal axes – concepts, capabilities and skill (ACM, 2003). This survey seeks to establish the level of Computer or IT literacy among basic school teachers in Nigeria.

As with language fluency, there are different degrees of computer literacy. A beginner on the computer will likely know how to start up the machine, operate the mouse, keyboard, and speakers, open basic programs, save programs, and use simple accessories, such as printers. Someone with moderate computer literacy will have good Internet skills, understand the basics of software installation and use, and know basic security management techniques. Basic school teacher computer literacy should involve the development of knowledge and skills for using general computer applications, pupils' specific software programmes and Internet tools confidently and competently. It comprises a number of aspects, including technological awareness, technical vocabulary, components of a computer, concepts of data and programs, ways of computing, working on files, documents and pictures, working with multimedia, evaluating resources and communicating with others through social media, blogs, etc.

The importance of teacher content knowledge (CK) and pedagogical content knowledge (PCK) has been discussed in a number of studies. (American Council on Education, 1999; Shulman, 1986; Naumann, 1997). Content knowledge is defined as "a thorough grounding in college-level subject matter" or "command of the subject" (American Council on Education, 1999). It may also include knowledge of concepts, theories, conceptual frameworks as well as knowledge about accepted ways of developing knowledge (Shulman, 1986). Pedagogical knowledge (PK) on the other hand includes generic knowledge about how students learn, teaching approaches, methods of assessment and knowledge of different theories about learning (Harris, Mishra, and Koehler, 2009; Shulman, 1986). This knowledge alone is necessary but insufficient for teaching purposes. In addition a teacher requires content knowledge.

A variant of Shulman pedagogical content knowledge is the now evolving Technological Pedagogical Content Knowledge (TPACK). TPACK is a framework to understand and describe the kinds of knowledge needed by a teacher for effective pedagogical practice in a technology enhanced learning environment. The idea of pedagogical content knowledge (PCK) was first described by Shulman (Shulman, 1986) and TPACK builds on those core ideas through the inclusion of technology. According to

Mishra and Koehler, (2006) TPACK frame work argues that effective technology integration for teaching specific content or subject matter requires understanding and negotiating the relationships between these three components: Technology, Pedagogy, and Content. A teacher capable of negotiating these relationships represents a form of expertise different from, and (perhaps) broader than, the knowledge of a disciplinary expert (say a scientist or a musician or sociologist), a technology expert (a computer engineer) or an expert at teaching/pedagogy (an experienced educator).

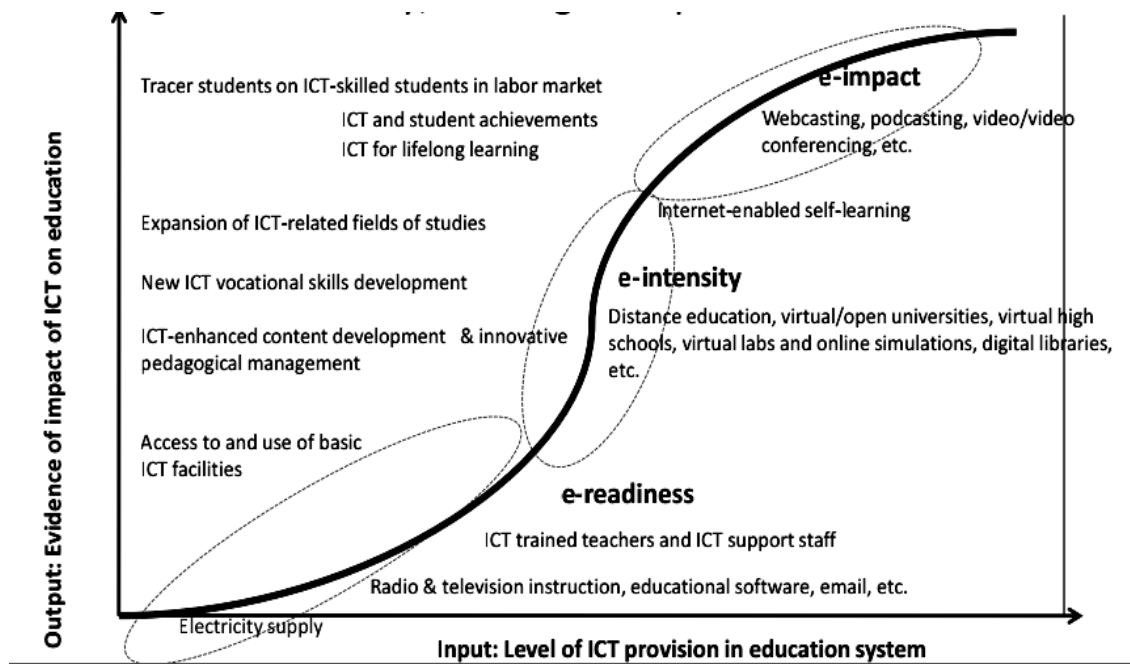
The TPACK framework highlights complex relationships that exist between content, pedagogy and technology knowledge areas and may be a useful organizational structure for defining what it is that teachers need to know to integrate technology effectively (Archambault & Crippen, 2009). Technological pedagogical content knowledge (TPACK) refers to the knowledge and understanding of the interplay between CK, PK and TK when using technology for teaching and learning (Wikipedia, 2014). It includes an understanding of the complexity of relationships between students, teachers, content, practices and technologies (Archambault & Crippen, 2009).

According to the Association for Supervision and Curriculum Development (1982):

Most teachers are not prepared to teach computing or use a computer in teaching, through no faults of theirs because they received their education “BC” – before computer. Now they are finding they need computer literacy as part of their jobs. According to Association for Computing Machinery, teachers should:

- Be able to read and write a simple computer program.
- Have experience using education software and documentation.
- Having a working knowledge of computer terminology.
- Be able to discuss the history of computers.
- Be able to discuss the moral and human impact issues (Taylor, 1980).

In a contrary view, UNESCO guideline for ICT-Competency Framework for Teachers (ICT-CFT), (UNESCO, 2011) for developing countries argued that ICT competency is not a critical factor for knowledge deepening and knowledge creation, rather policy environment and e-readiness. E-readiness is described as the readiness of member states to adopt ICT (-Pedagogy) Competency standards that encourages gradualism as opposed to forcible deployment of the new policy to avoid driving teachers away, starting from pre-service teachers first. The figure below illustrate the effect of policy driven framework for ICT Integration



**Figure 1: E-readiness chart (Adapted from UNESCO ICT-CFT, 2011)**

The UNESCO guideline believed that certain pre-conditions for knowledge deepening and knowledge creation are outside of the contextual realities of developing countries: the education level at which teachers work; the particular subject they teach and the methodologies are used; and the conditions of access to ICTs at schools by students and teachers. The document argued that most public teacher education institutions in developing countries lack the capacity to design and provide training courses on ICT in education. Therefore the systematic improvement of ICT-CFT under these conditions remains a challenge.

## THE STUDY

### Population

The population was made of basic education teachers and head-teachers in Kogi State.

### Sample

The sample was made up of all the five hundred (500) in-service head-teachers and teachers of Mathematics and Basic Science and Technology in public primary schools in Adavi, Kabba/Bunu, Lokoja and Okene Local Government Areas (LGAs) of Kogi State, who participated in the Cluster Schools Model of Teacher Professional Development mounted by Kogi State Universal Basic Education Board, Lokoja, from January to July, 2014.

### Instrumentation

The data for the study was collected using the Computer Literacy and Competency Questionnaire for Basic Class Educators, adapted from a validated copy in an earlier study

on Computer Literacy and Competency: A Survey of Indonesian Teachers of English as a Foreign Language by Jeong, Thomas and Indra, (2008), Appendix 1. It consisted of five sections: Section I (Background); Section II (Use of computer applications); Section III (Computer-related questions – Do you & Can you?); Section IV (Computer knowledge test – 6 questions); Section V (Factors affecting the use of computers). For the purpose of the study, the questionnaire items were directly related to the teachers' access to computers, their level of ability to perform computer-based tasks, their personal and professional use of computers and their interest in computer education/mediated learning.

The instrument was administered and collected on the spot from the respondents, ensuring one hundred per cent (100 %) return.

### Data Analysis

Among the 500 questionnaires received from the respondents, 35 were rejected because they were found to be incomplete and had missing data in several sections. As a result, a total of 465 questionnaires were analyzed. Out of this number, Adavi LGA had 130, Kabba/Bunu (112), Lokoja (93) and Okene (130).

Analysis of the collected data was done using simple percentages.

## RESULTS

The results of the study are presented below, using tables.

### Participants' Demographic Data

The demographic data on the participants are in Table 1.

Table 1: Participant's demographic data (N=465)

Gender	Male	239 (51.4%)
	Female	226 (48.6%)
Average Age of respondents	42 years	
Status in school	Classroom teacher	378 (81.3%)
	School administrator (Head teachers)	87 (18.7%)
Qualifications	Nigeria Certificate in Education (NCE)*	360 (77.4%)
	Degree	99 (21.3%)
	ND/HND	06 (1.3%)
Average years of teaching experience	21 years	
Experience with computers	Some experience	280 (60.2%)
	Inexperienced	185 (39.8%)

\* (Nigeria Certificate in Education (NCE) is the minimum teaching qualification in Nigeria schools.

Table 1 above shows that the respondents have average teaching experience of 21 years. Majority of them (60.2 %) claim to have some experience in computer literacy.

On regular access to computer and the Internet, out of the 280 respondents with some level of experience, 210 (45.2%) and 160 (34.4%) respectively have regular accesses, while respective majorities of 255 (185 inexperienced plus 70 with some level of experience) and 305 (185 inexperienced plus 120 with some level of experience) representing 54.8% and 65.6% do not have regular accesses.

### **Self Evaluation of Basic Computer Skills**

Table 2 below shows the result of self-evaluation on basic computing skills by the respondents.

Table 2: Self-Evaluation of Basic Computing Skills (N= 465)

Computer literacy	Poor	218 (46.8%)
	Adequate	102 (22%)
	Good	133 (28.6%)
	Excellent	12 (2.6%)
Internet literacy	Poor	254 (54.6%)
	Adequate	98 (21.1%)
	Good	101 (21.7%)
	Excellent	12 (2.6%)
Typing skills	Poor	269 (57.8%)
	Adequate	103 (22.2%)
	Good	85 (18.3%)
	Excellent	08 (1.7%)

Data in Table 2 indicates that most of the respondents considered their level of internet literacy and typing skills as poor, 54.6% and 57.8%, respectively. However, majority (53.2%) considered their level of computer literacy as adequate, good or excellent.

### **Use of Computer Applications**

Table 3 presents the result of the use of computer applications.

Table 3: Frequency of Using Computer Applications (N=465)

		<b>Almost every day</b>	<b>3 -4 times per week</b>	<b>1 -2 times per week</b>	<b>1 -2 times per month</b>	<b>Rarely</b>	<b>Never used / do not know how to</b>
1	Word processing	60 (12.9%)	40 (8.6%)	62 (13.3%)	32 (6.9%)	23 (4.9%)	248 (53.3%)
2	E-mail	17 (3.7%)	33 (7.1%)	25 (5.4%)	33 (7.1%)	33 (7.1%)	324 (69.7%)
3	Social media eg face book, twitter	52 (11.2%)	30 (6.5%)	29 (6.2%)	27 (5.8%)	23 (4.9%)	303 (65.1%)
4	World Wide Web (www)	31 (6.7%)	23 (4.9%)	33 (7.1%)	24 (5.2%)	28 (6.0%)	326 (70.1%)
5	Database	24 (5.2%)	41 (8.8%)	36 (7.7%)	29 (6.2%)	32 (6.9%)	303 (65.1%)
6	Spreadsheet	30 (6.5%)	27 (5.8%)	34 (7.3%)	27 (5.8%)	39 (8.4%)	308 (66.2%)
7	Multimedia (audio & video)	68 (14.6%)	41 (8.8%)	35 (7.5%)	21 (4.5%)	18 (3.9%)	282 (60.6%)
8	Software on CD-ROM	39 (8.4%)	35 (7.5%)	37 (8.0%)	27 (5.8%)	27 (5.8%)	300 (64.5%)
9	Blogging	20 (4.3%)	23 (4.9%)	24 (5.2%)	19 (4.1%)	28 (6.0%)	351 (75.5%)
10	Wikis	13 (2.8%)	25 (5.4%)	20 (4.3%)	17 (3.7%)	37 (8.0%)	353 (75.9%)
11	Online discussion group	33 (7.1%)	22 (4.7%)	25 (5.4%)	30 (6.5%)	33 (7.1%)	322 (69.2%)
12	Text chatting	52 (11.2%)	32 (6.9%)	27 (5.8%)	31 (6.7%)	23 (4.9%)	300 (64.5%)
13	Video conferencing	24 (5.2%)	27 (5.8%)	32 (6.9%)	31 (6.7%)	34 (7.3%)	317 (68.2%)
14	Computer games	78 (16.8%)	45 (9.7%)	43 (9.2%)	27 (5.8%)	21 (4.5%)	251 (54.0%)
15	Dictionaries/Concordances	68 (14.6%)	34 (7.3%)	39 (8.4%)	21 (4.5%)	30 (6.5%)	273 (58.7%)

From table 3 above, some of the teachers appear to use word-processing, computer games and online dictionaries/Concordances on occasional basis, whereas they rarely used or never used other types of applications like e-mail, social media (face book, twitter), www, Databases, Spreadsheet, Multimedia (audio & video), Software on CDs, Blogging, Wikis, Online discussion group, Text chatting and Video conferencing.

### Self Rating Computer Skills

The respondents self-rating of computer skills acquisition is hereby presented on table 4 below.

Table 4: Self-rating computer skills

		<b>None</b>	<b>Basic</b>	<b>Intermediate</b>	<b>Advanced</b>
1	Word processing application	280 (60.2%)	110 (23.7%)	43 (9.2%)	32 (6.9%)
2	Spreadsheet applications	312 (67.1%)	85 (18.3%)	55 (11.8%)	13 (2.8%)
3	Database applications	321 (69.0%)	80 (17.2%)	47 (10.1%)	17 (3.7%)
4	Internet applications	303 (65.1%)	75 (16.1%)	65 (14.0%)	22 (4.7%)
5	Presentation applications	319 (68.6%)	81 (17.4%)	45 (9.7%)	20 (4.3%)
6	Multimedia applications	319 (68.6%)	78 (16.8%)	50 (10.8%)	18 (3.9%)
7	Web design applications	353 (75.9%)	63 (13.5%)	37 (8.0%)	12 (2.6%)
8	Web search engines	350 (75.3%)	65 (14.0%)	32 (6.9%)	18 (3.9%)
9	Communication applications	324 (69.7%)	77 (16.5%)	47 (10.1%)	17 (3.7%)

As shown in Table 4, over 60 % of the respondents indicated that they do not have skills in using any of the computer applications listed.

### Computer Access and Utilization

The result of computer access and utilization is presented in Table 5.

Table 5: Computer Access and Utilization (N=465)

<b>A: Computer Access Items</b>		<b>Yes</b>	<b>No</b>
1	Do you have a computer connected to the Internet at home?	136 (29.2%)	329 (70.8%)
	Do you have e-mail account?	106 (22.8%)	359 (77.2%)
3	Do you have a personal homepage on the Web?	0 (0%)	465 (100%)
4	Do you understand the basic functions of computer hardware components?	193 (41.5%)	272 (58.5%)
5	Do you use keyboard shortcuts	196 (42.2%)	269 (57.8%)
6	Do you use a computer connected to the Internet at school?	24 (5.2%)	441 (94.8%)
7	Do you use a computer for teaching purposes?	0 (0%)	465 (100%)
8	Do you find it easy to learn something by reading it from a computer screen?	288 (62.0%)	177 (38.0%)
9	Do you use CD-ROM to supplement your learning/teaching	122 (26.3%)	343 (73.7%)
10	Do you use Web sites to supplement your learning/teaching?	0 (0%)	465 (100%)

<b>B: Computer Utilization Items</b>		<b>Yes</b>	<b>No</b>
1	Can you properly turn on and shut down a computer?	236 (50.8%)	229 (49.2%)
2	Can you start and exit a computer program?	217 (46.7%)	248 (53.3%)
3	Can you change the monitor brightness and Contrast?	177 (38.1%)	288 (61.9%)
4	Can you minimize, maximize and move windows on the desktop?	169 (36.3%)	296 (63.7%)
5	Can you perform file management including creating folders, deleting, renaming files, etc?	152 (32.7%)	313 (67.3%)
6	Can you use a search command to locate a file?	151 (32.5%)	314 (67.5%)
7	Can you install a software program?	110 (23.7%)	355 (76.3%)
8	Can you scan disk for viruses?	84 (18.1%)	381 (81.9%)
9	Can you move a file from a disk location to a USB drive?	107 (23.0%)	358 (77.0%)
10	Can you write files unto a CD?	92 (19.8%)	373 (80.2%)
11	Can you create and edit images on a computer?	131 (28.2%)	334 (71.8%)
12	Can you record and edit sound?	115 (24.7%)	350 (75.3%)
13	Can you print a document using a printer?	138 (29.7%)	327 (70.3%)
14	Can you create a basic Microsoft Word document?	128 (27.5%)	337 (72.5%)
15	Can you format a document eg copy, cut, paste, change font type and size?	125 (26.9%)	340 (73.1%)
16	Can you create a simple database using ACCESS?	84 (18.1%)	381 (81.9%)
17	Can you create a simple spreadsheet document using EXCEL?	92 (19.8%)	373 (80.2%)
18	Can you create a simple presentation using POWERPOINT?	90 (19.4%)	373 (80.6%)
19	Can you search for information online using a Web search engine?	112 (24.1%)	353 (75.9%)
20	Can you download and save files from the Web (e.g. text, graphics, PDF Files)?	108 (23.2%)	357 (76.8%)
21	Can you send and receive attachments through e-mail messages?	98 (21.1%)	367 (78.9%)
22	Can you troubleshoot any basic computer operation problem?	57 (12.3%)	408 (87.7%)

From table 5 above, the analysis of data on computer access and utilization reveals that 136 (29.2%) and 24 (5.2%) have computers connected to the Internet at home and at school respectively. The table indicates that about 70% of the teachers do not have access to the Internet, do not have e-mail account, personal home page and do not use CDs to supplement teaching/learning. 100% of the teachers do not utilize computers for teaching/learning purposes.

On computer utilization, a mean of 48.7% of the teachers admitted that they can only boot the computer or load an application successfully. Beyond this ability, the teachers indicated with a growing percentage of above 60 that they cannot use almost all the computer application areas listed.

### General Computer Knowledge Test

Table 6 below presents the result of the general computer knowledge test.

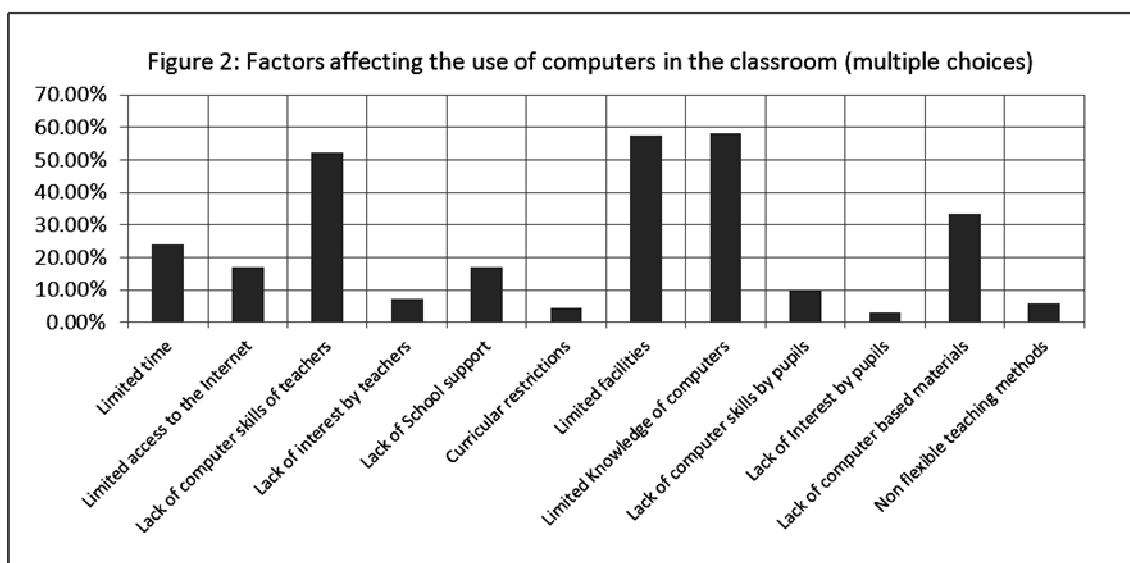
Table 6: General Computer Knowledge Test

S/n	Question	Correct Answer	Wrong Answer
1	What is a folder	135 (29.0%)	330 (71.0%)
2	How much information fits on a CD and a DVD?	65 (14.0%)	400 (86.0%)
3	What is the main brain of the Computer?	221 (47.5%)	244 (52.5%)
4	What is the main function of a server in a networked environment?	113 (24.3%)	352 (75.7%)
5	Which one of the following is not a Web search engine?	43 (9.3%)	422 (90.7%)
6	Which one is not an output device?	99 (21.3%)	366 (78.7%)

From table 6, the general computer knowledge test (Section IV of the Questionnaire), the teachers' average score was 1.6 out of 6 questions administered. Interestingly, only question 3 was correctly scored by a reasonable number of the teachers (47.5%).

### Factors Affecting the Use of Computers in the Classroom

The factors affecting the teachers' use of computers in the classroom was addressed in Section V of the questionnaire. Figure 2 below shows that most common factors affecting the teachers' use of computers in the classroom are limited knowledge of computers (58.3%), limited facilities (57.4%) and lack of computer skills of teachers (52.2%). Also, an overwhelming majority of the teachers indicated that lack of interest by pupils (3.0%), curricula restrictions (4.3%), non-flexible teaching methods (5.8%) and lack of interest by teachers (7.3%) are not among the major factors affecting the use of computers in the classroom.



### Self-rating of Attitudes towards the Use of Computers

Table 7: Mean of Self-Rating of Attitudes toward the Use of Computers (N=465)

	Attitudinal Questions	Mean
1	I enjoy using computers	4.3
2	I feel comfortable using computers	3.4
3	I am willing to learn more about computers	4.6
4	I think that computers are difficult to use	2.9
5	I feel threatened when others talk about computers	3.1
6	I believe that it is important for me to learn how to use computers	4.5
7	I would like to use computers in the classroom	4.3
8	I think that my teaching can be improved by using computers	4.4
9	I think that computers can make learning in basic school more interesting	4.5
10	I believe that training in computer-assisted learning should be part of the teacher training programme	4.4
11	The introduction of computer to basic education now cannot be effective	3.2
12	I am not qualified to teach computer to pupils in my class	2.7
13	I would prefer someone else teach computer in my class	2.9
14	I need training in computer beyond seminar /workshop	4.5
15	Computer laboratories are needed in our schools	4.6

Note: Strongly-Agreed=5; Agreed=4; Uncertain=3; Disagree=2; Strongly-Disagreed=1

Table 7 above shows the analysis of the teachers' overall attitude towards the use of computers. The table shows the average rating of the degree of the teachers' agreement with the given statements. The mean rating of 4.6 (out of 5) in the teachers responses to the third and fifteenth questions shows that the teachers are willing to learn more about computers and that computer laboratories are needed in our schools. The teachers also believe that it is important for them to learn how to use computers (#6); that the computer

can make learning in basic schools more interesting (#9); and that they need training in computers beyond seminars/workshops (#14). The teachers also indicated that computer training should constitute part of the teacher-training programme ((#10) and that generally, they enjoy using computers (#1) and would like to use computers in the classroom (#7). With a mean score of 2.7 (#12) many teacher reject the statement that they are not qualified to teach computer in their classes.

## DISCUSSION

This study was carried out to determine the literacy/competency level of basic school teachers in Nigeria, who implements the recently released minimum standard for basic schools computer/ICT studies. The results of the study provided several points and issues that need to be discussed.

First, self-rated competency is not equal to actual levels of computer knowledge and skills for using a variety of computer applications (Jeong-Bae, Thomas and Indra, 2008). Although, there might be the possibility of influence from their unfamiliarity with technical vocabulary, majority of the teachers in the study indicated that they have some level of computer experience (table 1). However, on self-evaluation of basic computing skills, majority of the teachers indicated that they are poor in computer literacy, internet literacy and typing skills (table 2). On using computer applications (table 3), higher frequencies (53.3% and above) of the respondents are obtained on ‘Never used / do not know how to’ in applications like word processing, email, social networking, databases, spreadsheet, multimedia application, software, etc. If majority of the teachers indicated that they have ‘never used/do not know how to’, on basic computer applications, then there is the expected outcome on self-rating of ‘No skills’ in the applications as skills cannot be acquired without practice and utilization. The implication of these results is that the basic class teachers’ actual competence in the teaching of computer/ICT in Nigerian basic school curriculum should be seriously considered if the objective of the policy is to be realized.

Secondly, it is worrisome to note that there are no computer and Internet facilities on ground for the teachers to learn or utilize in teaching. This was evident from table 5A where a majority of the respondents indicated that they do not have computers connected to the Internet at home, nor at school (70.8% and 94.8% respectively). This was reinforced by almost all the basic teachers outcry in table 5B (Mean: 4.6 of 5) that they are willing to learn more about computers and would need computer laboratories in their schools. This position agrees with several studies that investigated the relationship between teachers’ personal computer ownership and other variables (Cavas, Cavas. P., Karaoglan & Kislal, 2009;Sadik, 2006). Roussos (2007) found that computer competence and ownership had a significant effect on the participants’ computer attitudes. According to Wood, Putney & Cass (1997) computer ownership and access to computers at home are the best predictors of perceived computer competence. In a similar survey, Padmavathi (2013) reported that computers ownership has an effect on computer perception and computer use by the teachers. According to Padmavathi, this was possible because increased home access allows flexibility of time to use computers and increased use may improve confidence in

using computers which has led to increased use in the school.

Thirdly, further analysis of table 5B shows that majority of the teachers indicated that they have no knowledge beyond the elementary booting and shutting down of the computer and that of starting and exiting programs. The implication of this is that, the present levels of teachers in basic schools do not have computer technical know-how and therefore may not be able to teach the content of ICT/Computer studies at the nation's basic education level. This agrees with the findings of Bordbar (2010) that teachers' computer competence is a major predictor of integrating ICT in teaching. Evidence suggests that majority of teachers who reported negative or neutral attitude towards the integration of ICT into teaching and learning processes lacked knowledge and skills that would allow them to make "informed decisions" (Al-Oteawi, 2002, in Bordbar 2010).

Fourthly, the teachers indicated in figure 2 that some of the militating factors includes lack of skills, limited facilities, and limited knowledge of computers. The teachers from their responses demanded for better training beyond crash programme workshops/seminars on computer application. Despite limited access to Internet-connected computers, the teachers showed high positive attitudes toward the use of computers. It indicates that teachers comport, confidence and competency should be genuinely considered in the implementation of the new policy on computer/ICT studies in basic schools in Nigeria.

## **CONCLUSION/RECOMMENDATION**

This study has limitations in the size of participants and the condition of data collection. It is obvious that the findings of the study cannot be used to predict the computer literacy and competency level of all basic school teachers in Nigeria. From the fact that these in-service basic school teachers and administrators were drawn from four local government areas of Kogi State of Nigeria (two from rural settlement and two from urban) to pilot the Cluster Schools Model of Teacher Professional Development (CSMoTPD), it is assumed that the teachers in the study somehow represented Nigeria basic school teachers who are interested in computer technology and can share their experience. To respond to these teachers' contextual demand for improving computer literacy and competency, more provision of computer facilities should be made and more training programmes should be developed and put into action to provide teachers with the opportunity to access, learn about practical ways of using the computer themselves and from other teachers to support each other and to explore a wide range of activities for computer integration in the classroom. When teachers have the content know-how, the pedagogical knowledge and the technological knowledge, then Mishra and Koehler, (2006) Technological Pedagogical Content Knowledge (TPACK) theory would have been upheld.

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## Appendix 1

### Computer Literacy Questionnaire

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#### COMPUTER LITERACY QUESTIONNAIRE FOR BASIC CLASS EDUCATORS

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We are grateful for your participation and assistance in answering this questionnaire. We would like to know something about your computer experience, knowledge and skills. Your responses will be treated in strict confidence and individual teachers/schools will not be identified in any report or publication. Please answer all questions as accurately as you can.

---

#### SECTION 1

For each question, please mark your response with a tick (✓), unless otherwise indicated. For 'Other' responses, provide a brief response

Q1: Gender: Male ( ) Female ( )

Q2: Age (Please specify): ( ) years old

Q3: What is your job and position in your school? (Please specify)

Classroom teacher ( ) Headmaster ( ) Others ( ..... )

Q4: What is your qualification (NCE/OND/HND/DEGREE/MASTERS?)

What is your area of specialization

Q5: What class do you teach? (a) Primary class (....) (b) School Administrator only ( )

Q6: How long have you been working as a teacher ? (..... ) year(s)

Please tick here if you have never taught ☐

Q7: How long have you been using computers? ( ) years

Please tick here if you have never used a computer ☐ and **then, go directly to section V on P4**

Q8: What type of computes have you used? Please fill out the following table below:

Type of computer	Length of time	Purpose
Example: Desktop (Windows OS)	1 year	Personal use at home, word processing, email, etc

Q9: Do you currently have regular access to a computer? Yes ( ) No ( )

Q10: Does the computer you use have an Internet connection? Yes ( ) No ( )

Q11: Who taught you how to use a computer in the first place?

Trainer/teacher ( ) Colleagues ( ) Books ( ) My Self ( ) Videos ( )

Others (Please specify)

Q12: How would you rate your own computer literacy?

Poor ( )      Adequate ( )      Good ( )      Excellent ( )

Q13: How would you rate your own Internet literacy?

Poor ( )      Adequate ( )      Good ( )      Excellent ( )

Q14: How would you rate your own typing Skills?

Poor ( )      Adequate ( )      Good ( )      Excellent ( )

## SECTION II

Q15: Please indicate your level of frequency of using each of the following computer application by putting a tick in the box at the appropriate spot. If there is any item you do not know, it can be assumed that you do not have any experience with the item.

		<b>Almost every day</b>	<b>3 -4 times per week</b>	<b>1 -2 times per week</b>	<b>1 -2 times per month</b>	<b>Rarely</b>	<b>Never used / do not know how to</b>
1	Word processing						
2	E-mail						
3	Social media eg face book, twitter						
4	World Wide Web (www)						
5	Database						
6	Spreadsheet						
7	Multimedia (audio & video)						
8	Software on CD-ROM						
9	Blogging						
10	Wiki						
11	Online discussion group						
12	Text chatting						
13	Video conferencing						
14	Computer games						
15	Dictionaries/Concordancers						

Q16: How would you rate your computer skills?

		None	Basic	Intermediate	Advanced
1	Word processing application				
2	Spreadsheet applications				
3	Database applications				
4	Internet applications				
5	Presentation applications				
6	Multimedia applications				
7	Web design applications				
8	Web search engines				
9	Communication applications				

### SECTION III

Q17: Please respond to each of the following computer related questions by putting tick in the appropriate 'Yes' or 'No' box.

		Yes	No
1	Do you have a computer connected to the Internet at home?		
2	Do you have e-mail account?		
3	Do you have a personal homepage on the Web?		
4	Do you understand the basic functions of computer hardware components?		
5	Do you use keyboard shortcuts		
6	Do you use a computer connected to the Internet at school?		
7	Do you use a computer for teaching purposes?		
8	Do you find it easy to learn something by reading it from a computer screen?		
9	Do you use CD-ROM to supplement your learning/teaching		
10	Do you use Web sites to supplement your learning/teaching?		

Q18: Please respond to each of the following computer related questions by putting tick in the appropriate 'Yes' or 'No' box.

		Yes	No
1	Can you properly turn on and shut down a computer?		
2	Can you start and exit a computer program?		
3	Can you change the monitor brightness and Contrast?		
4	Can you minimize, maximize and move windows on the desktop?		
5	Can you perform file management including creating folders, deleting, renaming files, etc?		
6	Can you use a search command to locate a file?		

		Yes	No
7	Can you install a software program?		
8	Can you scan disk for viruses?		
9	Can you move a file from a disk location to a USB drive?		
10	Can you write files unto a CD?		
11	Can you create and edit images on a computer?		
12	Can you record and edit sound?		
13	Can you print a document using a printer?		
14	Can you create a basic Microsoft Word document?		
15	Can you format a document eg copy, cut, paste, change font type and size?		
16	Can you create a simple database using ACCESS?		
17	Can you create a simple spreadsheet document using EXCEL?		
18	Can you create a simple presentation using POWERPOINT?		
19	Can you search for information online using a Web search engine?		
20	Can you download and save files from the Web (eg text, graphics, PDF Files)?		
21	Can you send and receive attachments through e-mail messages?		
22	Can you troubleshoot any basic computer operation problem?		

#### SECTION IV:

- The following questions cover general areas of computer knowledge. You may not know the answers to all questions, but please attempt to answer them, without asking others or referring to books.

Q19: Please choose the best answer for each question and put a tick (✓) in the box at the appropriate spot

		1	2	3	4
1	What is a folder?				

- (1) A document on a disk
- (2) A window on a desktop
- (3) A shortcut to a file
- (4) A collection of files grouped together

		1	2	3	4
2	How much information fits on a CD and a DVD?				

- (1) 640KB and 1.4MB respectively
- (2) 1.4 MB and 670 MB respectively
- (3) 670 MB and 4.7 GB respectively
- (4) 4.7 GB and 6.4TB respectively

		1	2	3	4
3	What is the main brain of the computer?				

- (1) CPU
- (2) LAN
- (3) RAM
- (4) ROM

		1	2	3	4
4	What is the main function of a Server in a networked environment				

- (1) The server compiles information on the Internet
- (2) The server controls access to networked computers
- (3) The server saves files in HTML format
- (4) The server creates email messages and Web pages

		1	2	3	4
5	Which one of the following is not a Web search engine?				

- (1) Google
- (2) Ask
- (3) Mamma
- (4) Firefox

		1	2	3	4
6	Which one is not an output device?				

- (1) Speaker
- (2) Keyboard
- (3) Monitor
- (4) Printer

## SECTION V:

Q20: What do you think are the factors affecting the use of computers in the classroom?  
Please choose only two (2) boxes that best apply

Limited time	
Limited access to the Internet	
Lack of computer skills of teachers	
Lack of interest by teachers	
Lack of School support	
Curricular restrictions	

Limited facilities	
Limited Knowledge of computers	
Lack of computer skills by pupils	
Lack of Interest by pupils	
Lack of computer based materials	
Non flexible teaching methods	

Others (Pls specify) \_\_\_\_\_

Q21 Please indicate the extent to which you agree or disagree with the following ideas by ticking the appropriate box

		Strongly agreed	Agree	Uncertain	Disagree	Strongly Disagree
1	I enjoy using computers					
2	I feel comfortable using computers					
3	I am willing to learn more about computers					
4	I think that computers are difficult to use					
5	I feel threatened when others talk about computers					
6	I believe that it is important for me to learn how to use computers					
7	I would like to use computers in the classroom					
8	I think that my teaching can be improved by using computers					
9	I think that computers can make learning in basic school more interesting					
10	I believe that training in computer-assisted learning should be part of the teacher training programme					
11	The introduction of computer to basic education now cannot be effective					
12	I am not qualified to teach computer to pupils in my class					
13	I would prefer someone else teach computer in my class					
14	I need training in computer beyond seminar /workshop					
15	Computer laboratories are needed in our schools					

.....

.....

*Thank you for completing this questionnaire!*

Adapted from Jeong-Bae Son (2008)

# INVESTIGATION ON THE ESTERIFICATION REACTION OF GLYCERIN AND FORMIC ACID, UNDER DIFFERENT REACTIONS CONDITIONS

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## Abstract :

Nowadays, the use of renewable source of energy such as biomass fuel has been accelerated due to the fact that fossil fuel resources will be exhausted in the near future. One of the most highly produced biomass platform molecules is glycerol. Research endeavors have led to the introduction of a number of selective processes for application of glycerol as a low-cost feedstock for functional derivatives. In this work, the pathways of glycerol usage were studied. The first pathway studied was the generation of allyl alcohol over glycerol monoformate; at where the main attention was invested to investigate the first part of this reaction, which is an equilibrium reaction. The best result of formic acid consumption as an indicator of progress of esterification reaction lies at approximately 85%, which belongs to the molar ratio of 1:0.85 (glycerol to formic acid) and surprisingly, without any catalyst after 20 hours continuous heating. Also, the study of esterification reaction at room temperature showed that equilibrium state is reached by consumption of 55% of formic acid after 4 hours. Other pathway investigated was using urea as adding agent, aiming to generate two other useful products i.e. glycerol carbonate and diformyl urea, in addition to glycerol monoformate. Based on the GC/MS results, the desired products were not produced largely whereas some unexpected products e.g. formamid were generated in high amounts. However, under room temperature condition, we could generate up to 11.6% of glycerol carbonate, while the generation under heating conditions was 3.7% of glyceryl monoformate.

**Keywords:** Glycerol, Formic acid, Allyl alcohol, Glycerol carbonate.

## 1- Introduction

In recent decades, the use of renewable and environmental-friendly source of energy such as biomass fuel has been accelerated owing to the fact that fossil fuel resources will be exhausted in the near future. Due to this fact, production of biomass fuel has become a

political-economic issue which can readily affect the food as well as chemical market [1, 2]. One of the most highly produced biomass platform molecules, which are produced as the by-product of the rape oil, is glycerin [3]. Glycerin has a relatively cheap price thanks to its large production and low consumption [4]. Therefore, there have been numerous investigations developing new methods to obtain valuable derivatives of glycerin with respect to its good functionality [5, 6].

For instance, Chaminand [7] investigated a route to obtain 1,2 propanediol by hydrogenolysed of the aqueous solution of glycerin over different catalysts and reaction conditions. Rokicki [8] obtained hyper branched aliphatic polyether from glycerin carbonate and Queste [9] synthesized a new class of solvo-surfactants (showing main characteristics of both solvents and surfactants) from glycerin. Also, Simonetti [10] introduced a novel method to obtain liquid alkanes from glycerin by the integration of glycerin conversion with Fisher-Trops synthesis, while Da Silva [11] investigated the effect of zeolite catalysts on the yield of the actualization of glycerin.

In other words, the recent growth of the biodiesel industry has resulted in an excess of glycerin for which there is not sufficient market. Therefore, this surplus glycerin offers an interesting opportunity to produce biomass-derived raw materials and chemical intermediates that have previously been manufactured mostly from petroleum [12]. If the surplus glycerin could be converted into a product with higher value, the economics of the biodiesel production will be enhanced [13, 14]. Therefore, in short, this work aims to convert glycerin to glycerin carbonate, a versatile chemical that may be used as a solvent or additive by itself, or as a platform chemical for other industries.

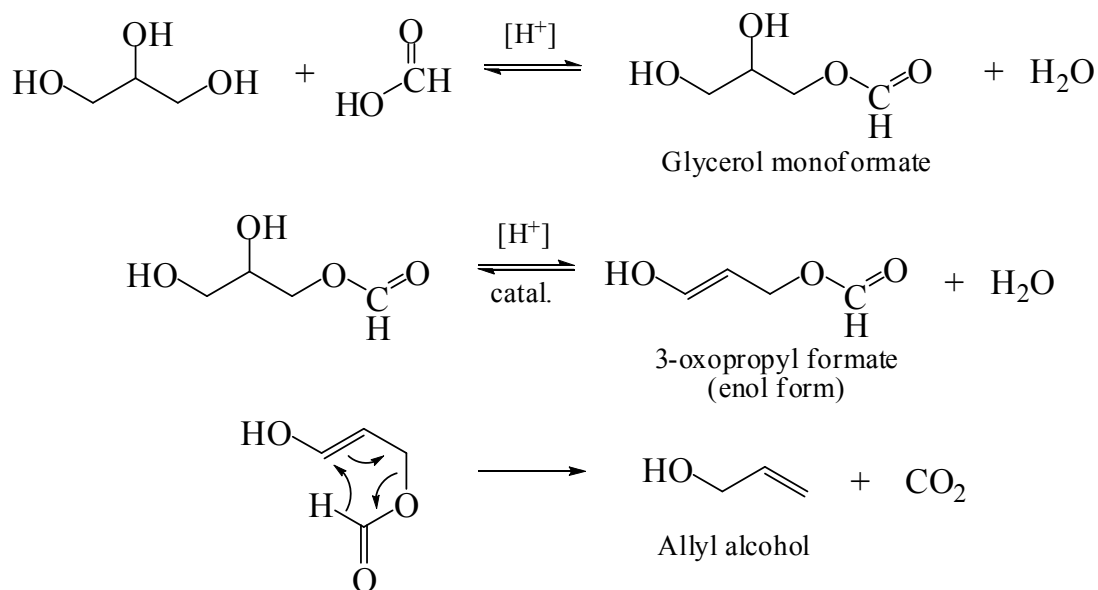
Glycerol carbonate is a versatile chemical that may be used as a highboiling solvent or additive, or as a platform chemical for other industries [15, 16]. Another important chemical is allyl alcohol, especially as building block for vinyl copolymers, paints and coatings, silane coupling agents and polymer cross-linking agents, in flame-resistant materials, drying oils, and plasticizers.

In this article we relate on the synthesis of allyl alcohol from glycerol and formic acid. However, water which is by-product of the esterification and elimination reaction, can form an azeotrope with formic acid (maximum boiling point at 107 °C, with 77 wt% formic acid [15]) that turns it difficult to use the removal of the water for equilibrium deslocation. As an alternative we tested a series of dehydration catalysts and H-bond breakers, to acellerate the allyl alcohol production in a continuous flow reaction.

## **2- Methodology**

### **2-1- Reaction setup and physical interaction between the reactants**

The reaction between glycerol ( $C_3H_8O_3$ ) and formic acid ( $HCOOH$ ) may result in allyl alcohol when heated above 200 °C [17, 18]. The reaction steps involved are depicted schematically in Fig. 1.

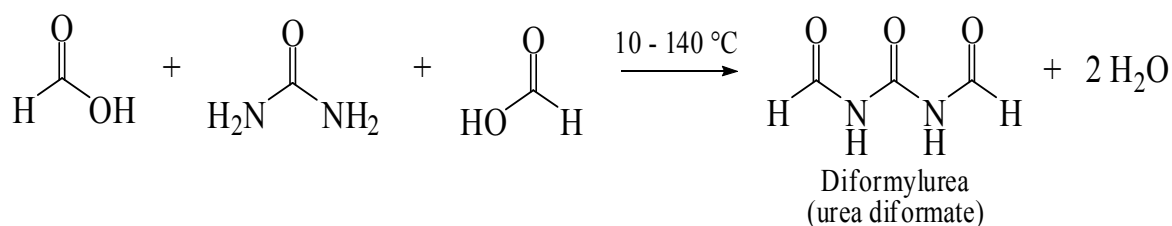


**Fig. 1.** Mechanism proposed for the production of allyl alcohol from glycerol and formic acid.

In order to push the equilibrium reaction steps on the product side, it would be desired to remove the coproduct water. But this will not be possible by simple distillation, due to close lying boiling points of formic acid (101 °C) and also the aimed product, allyl alcohol (97 °C). Another difficulty arises from the formation of a maximum-boiling azeotrope between formic acid and water. To break azeotropics with water, inorganic salts are frequently added because adding of electrolytes significantly alters the equilibrium nature of the original system.

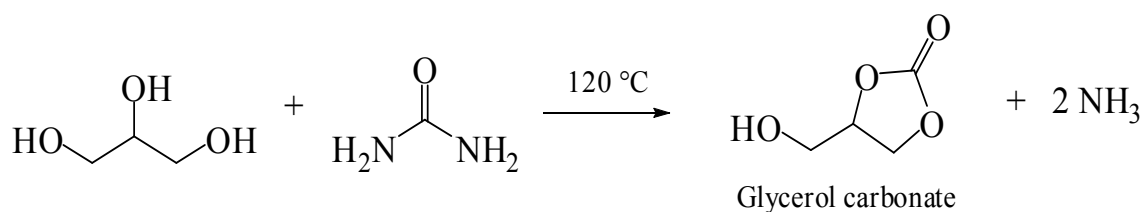
Effect of electrolytes on phase equilibrium has been investigated widely for several decades due to their wide industrial applications for separation of mixtures consisting of components with close boiling points or even an azeotropic mixture. Correlation of vapor-liquid equilibrium for these electrolytic mixtures is of importance in the design of separation processes in chemical industries. The salt effects on vapor-liquid equilibrium might be evaluated through their individual binary interactions. For a ternary system consisting of two types of solvents (solvent(1) and solvent(2)) and a salt, experimental data are rare because three parallel interactions should be specified, using rigorous thermodynamic models based on pair interactions solvent(1)-solvent(2), solvent(1)-salt, and solvent(2)-salt.

Not only salts, but also urea is effective to break azeotropes with water, due to its unique power as hydrogen bond breaker. In our system, however, it can lead to chemical reactions, too. At least three reactions can be expected in the ternary system glycerol/formic acid/urea. Apart from the formation of glycerol monoformate (first part in Fig. 1), formic acid and urea can react to diformylurea as shown in Fig. 2. This reaction is known to take place in a wide temperature range.



**Fig. 2.** Reaction between formic acid and urea.

Finally there is also reactivity between glycerol and urea (Fig. 3), forming glycerol carbonate (4-hydroxymethyl-imidazolidin-2-one). This cyclic compound is generally made from other reactive carbonate derivatives [19, 20].

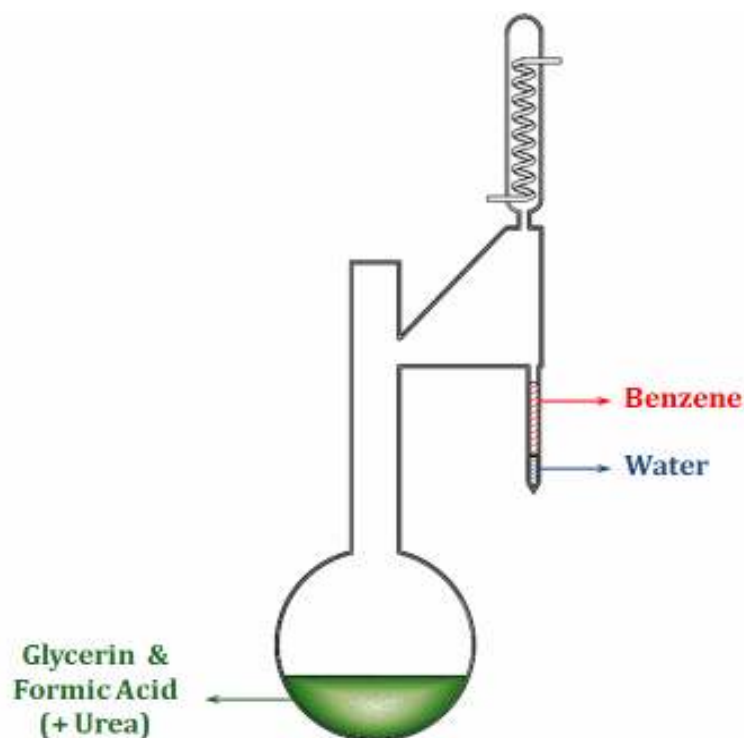


**Fig. 3.** Reaction between glycerol and urea.

We tested the influence of the following substances on the reaction kinetics of glycerol and formic acid: phosphotungstic acid ( $\text{H}_3[\text{P}(\text{W}_3\text{O}_{10})_4]$ ), magnesium chloride ( $\text{MgCl}_2 \cdot 6\text{H}_2\text{O}$  [21]), tin chloride ( $\text{SnCl}_2 \cdot 2\text{H}_2\text{O}$ ), potassium bisulfate ( $\text{KHSO}_4$ ), sodium sulfate ( $\text{Na}_2\text{SO}_4$ ) and urea.

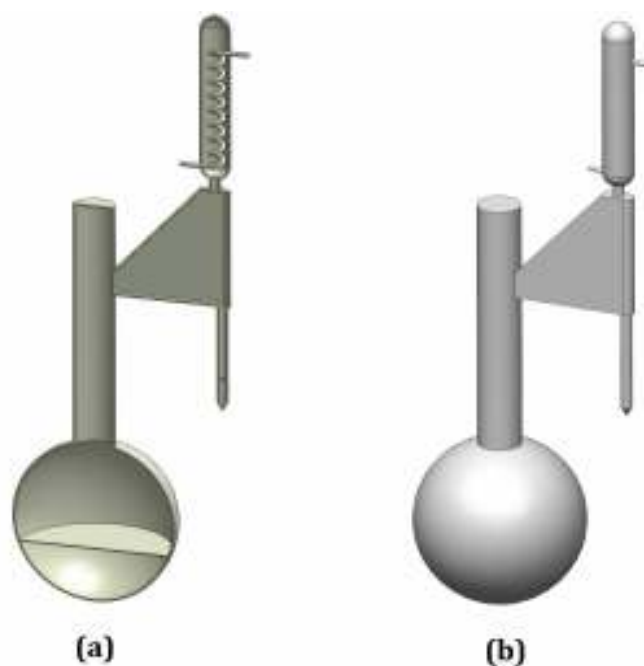
## 2-2- Apparatus setup

A 250 mL round bottom flask is used as reactor, where 30 mL ( $\sim 0.41\text{ mol}$ ) glycerol and the quantity of formic acid and urea according to Table 1 are charged. Inorganic salts were used in quantities of 0.5 to 10 wt% of glycerol. The reactor is equipped with a conventional heating mantle, dean-stark trap and a double-layer glass condenser.



**Fig. 4.** Schematic view of the mounted set-up for the experiments.

The sphere reactor, which is equipped with a conventional heater underneath of the vessel, is connected to a vertical column on top. And the assembly is equipped with a dean-stark apparatus in order to collect water leading to completion of the esterification reaction and is connected to a double-layer glass condenser from the top. Fig. 4 schematically illustrates the details of mounted set up and the cut and full 3D view of the built apparatus has been depicted in Fig. 5.



**Fig. 5.** The 3D view of the set up apparatus for the experiments: a) cut view, b) full view.

### 2-3- Accomplishment of experiments

In order to assess the effect of heating, different heating conditions were considered. Some trials were carried out with continuous heating at 120-140 °C and some others at room temperature. And the duration of the reaction was varied six hours to 24 hours and further to one week. And in order to break the hydrogen bonds and formed azeotrope as well as improvement of the reaction progress, several various catalysts were tested through adding to the reactants as the third reactant with different weight percentage.

**Table 1. Overview of all trials expressing the experimental conditions.**

Trial	Molar Ratio of C <sub>3</sub> H <sub>8</sub> O <sub>3</sub> : HCOOH (: Urea))	Catalyst		Thermal Condition	Duration
		Type	Amount [wt %]		
1	1:1	---	---	Heating	24 h
2	2:1	---	---	Heating	24 h
3	1:2	---	---	Heating	24 h
4	1:0.85	---	---	Heating	24 h
5	1:0.85	KHSO <sub>4</sub>	0.5	Heating	24 h
6	1:1	---	---	Heating	24 h
7	1:1	H <sub>3</sub> PW <sub>12</sub> O <sub>40</sub>	0.5	Heating	24 h
8	1:0.85	---	---	Room Temp.	1 week
9	1:0.85	H <sub>3</sub> PW <sub>12</sub> O <sub>40</sub>	0.5	Room Temp.	1 week
10	1:0.85	KHSO <sub>4</sub>	0.5	Room Temp.	1 week
11	1:0.85	MgCl <sub>2</sub> •6H <sub>2</sub> O	7.1	Room Temp.	1 week
12	1:0.85	---	---	Room Temp.	1 week
13	1:0.85	KHSO <sub>4</sub>	1.0	Room Temp.	1 week
14	1:0.85	MgCl <sub>2</sub> •6H <sub>2</sub> O	7.1	Room Temp.	1 week
15	1:0.85	SnCl <sub>2</sub> •2H <sub>2</sub> O	2.0	Room Temp.	1 week
16	1:1:1	Na <sub>2</sub> SO <sub>4</sub>	10.0	Room Temp.	6h
17	1:1:1	Na <sub>2</sub> SO <sub>4</sub>	10.0	Heating	6h

In overall, 17 different experiment trials were carried out through different conditions. And for all the experiments, the weight basis for the initiation of the experiment was 30 grams of glycerin. Then, different amount of formic acid was used from batch to batch

with respect to the due molar ratio for each trial. Different molar ratios of 1:1, 1:2, 2:1, and 1:0.85 (for glycerin to formic acid) were tested. The amount of catalyst used on the trials with catalysts was calculated as the weight percentage with respect to the weight of glycerin and are presented as wt% in Table 1.

The first seven trials were carried out while heating up to 120-140 °C and keeping the reaction taking place at high temperature using a conventional heater. However, after analyzing the results of first set of experiments, the second set of experiments (trials 8 to 15) were conducted at room temperature. And at the end, the last two trials (16 and 17) were performed to assess the effect of adding urea to the reactants as the third component. Thus, one of them was fulfilled at room temperature (trial 16) and another (trial 17) under the heating conditions the same as first set of trials.

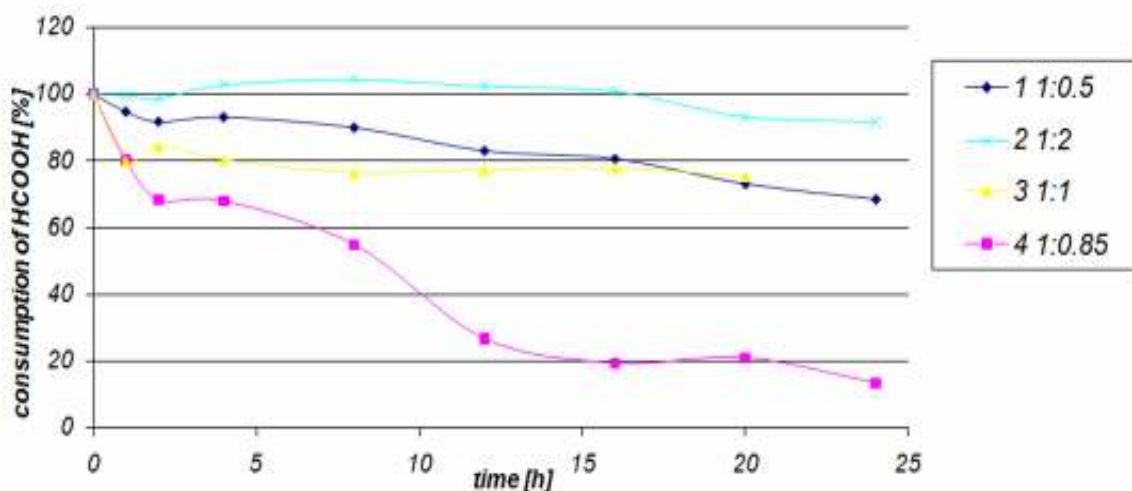
### 3- Results and discussion

The progression of the reaction in trials 1 to 15 was observed by the consumption of formic acid, which was verified by titration using 0.1M solution of sodium hydroxide (NaOH) and the pH indicator Bromothymol blue. In order to reduce the concentration error in the preparation of NaOH solution, 0.1M solution of phthalic acid was used for calibration. The values of consumed NaOH volumes were amended by correction factor defined in (1).

$$f_c = \frac{\text{Volume of Phthalic acid}_{\text{theoretical}}}{\text{Volume of Phthalic acid}_{\text{real}}} \quad (1)$$

In every trial, the same procedure was undergone. Initially, a sample of approximately 1ml of reactants mixture was taken on the commencement of the reaction and this action was repeated several times during the reaction time at the defined intervals. Each sample was weighted and diluted in 100ml of distilled water. In order to improve the accuracy and minimize the error, each diluted solution was titrated four times and the results were averaged. The obtained average of used volume of NaOH was converted to amount of substance (mmol) and further to the mass of formic acid (g) in the taken sample. As the weight of the sample is known, the weight percentage of formic acid in the probe was calculated, which was used as indication of reaction progression. For the better comparability between the trials, the weight percentage was set as percentage of formic acid diminution.

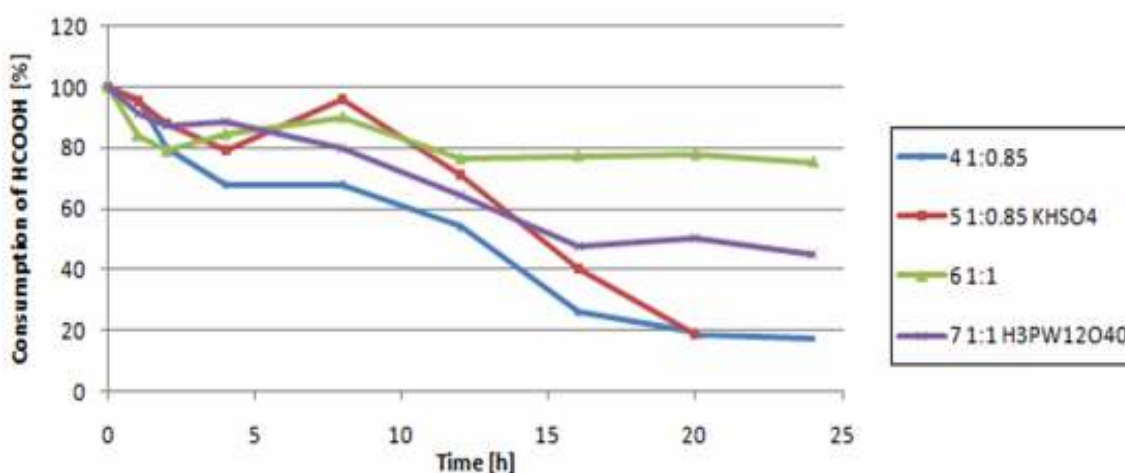
Following the explained above initial calculations, the results of the reaction progress through consumption of formic acid with respect to the time. The obtained results from the first four trials have been depicted in Fig. 6.



**Fig. 6.** Comparison of the reaction progress between trials 1 to 4.

As it is observed in Fig. 6, the ratio of 1:0.85 (that belong to trial 4) enables us to obtain the most efficient consumption of formic acid up to approximately 85%. Due to this result, this ratio was used in all the trials in second set of experiments (trials 8 to 15).

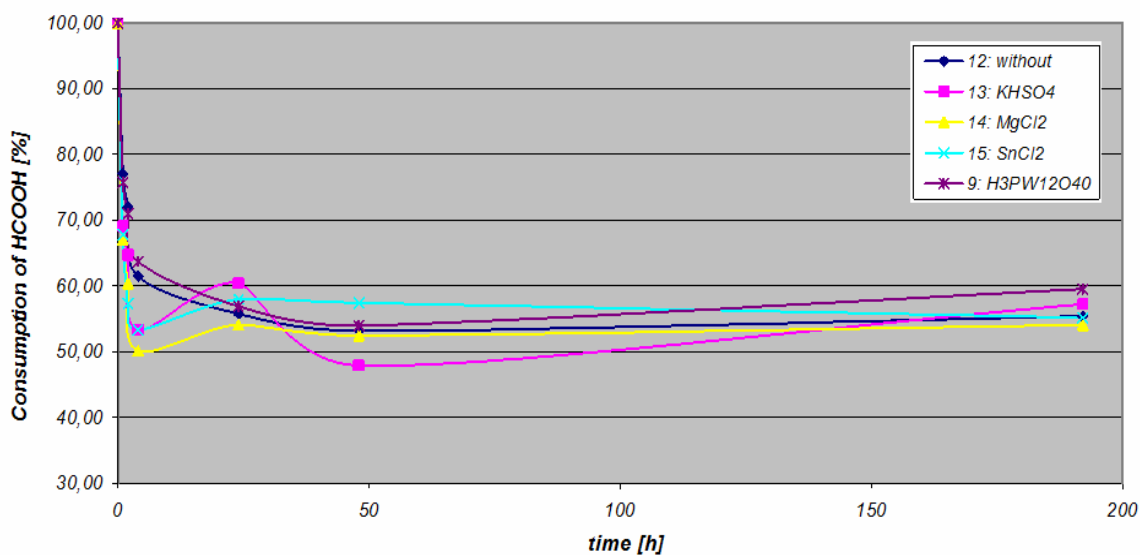
Moreover, Fig. 7 illustrates the results of trials 4 to 7, at where also the effect of adding catalysts has been considered. As the figure shows, the addition of catalysts has not shown the expected effect on the increasing of the yield. Thus, the reached amount of consumption of formic acid in the esterification reaction did not exceed the 80%, which was reached already with no catalyst in trial 4. In the next set of experiments (trials 8 to 9), the molar ratio of the reactants as well as the temperature is the same for all trials, and the effect of adding several different catalysts was studied.



**Fig. 7.** Comparison of the reaction progress between trials 4 to 7.

The results of trial 8 taken after five days demonstrate that the reaction is an equilibrium reaction and the reactants are reproduced after a few days. And the trial 10 shows the similar results to trial 5, that both has taken advantage of the same catalysts;

however, with different heating conditions. And the trial 11 was duplicated (trial 14) in order to verify the obtained results and also to evaluate the reproducibility of the system.



**Fig. 8.** Comparison diagram for the reaction progress for trials 9 and 12-15.

Due to decomposition during the heating, which was observed on the carbonization of liquid on the walls of the flask, it was decided to continue the studying of reaction of esterification by room temperature. The primary objective was to obtain the ratio between reactants and products in the state of equilibrium. And several different catalysts were applied to assess how soon the equilibrium is reached and how much is the progress of the reaction.

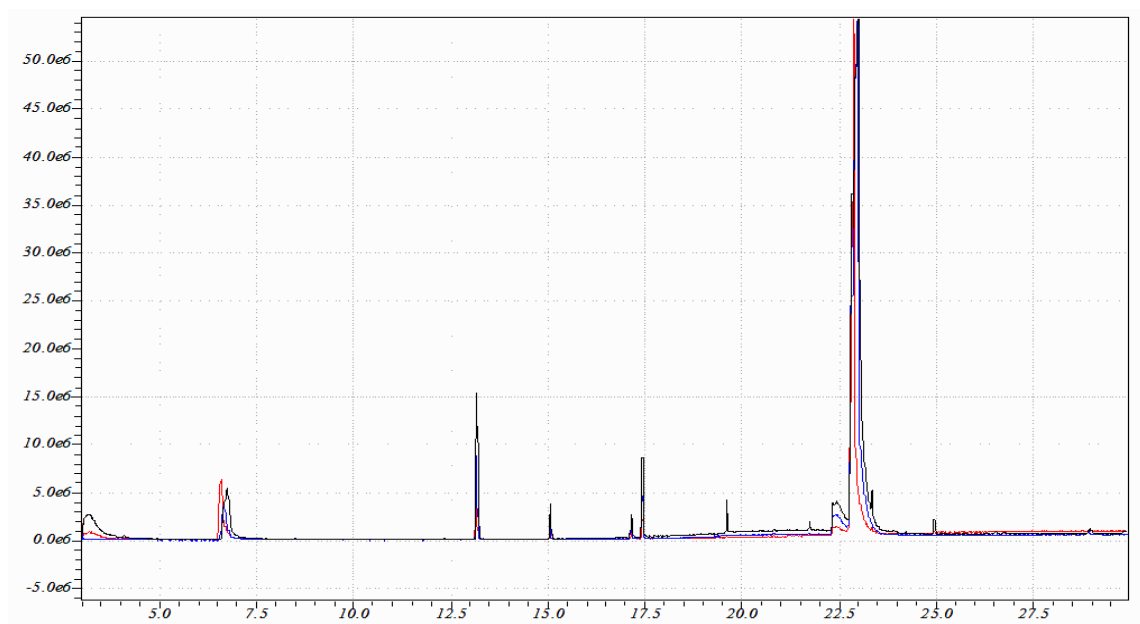
According to the results represented in Fig. 8, it is observed that the state of equilibrium is reached at the latest after 24 hours and when approximately half of the formic acid is consumed. Since then, the values of the consumed formic acid are fluctuating around 50-60% and largely remain constant. Moreover, the addition of catalysts shows a significant effect only in the first hours of reaction and after a few hours, the equilibrium is reached. In fact, the catalysts allow to accelerate the reaction velocity and to reach the equilibrium state already after 4 hours of reaction.

Among the used catalysts,  $\text{MgCl}_2 \cdot 6\text{H}_2\text{O}$  has demonstrated the best results with about 55% reaction progress after one week. However, in overall, analyzing and comparing the results of the experimented trials 1 to 15, the optimum results are discovered to be for trial 4 without using any catalyst, through conventional heating up to  $120\text{--}140^\circ\text{C}$  and with molar ratio of 1:0.85 for glycerin to formic acid that has demonstrated a reaction progress of approximately 85% after one day.

In case of trials 16 and 17, it was not possible to verify the content of formic acid with the method of titration because the third added component (urea) and presumed products are potentially alkaline, which may lead to incorrect results. Thus, the method of gas-chromatography and mass spectrometry (GC/MS) was used to discover the progress of the reaction and the products of the numerous reactions, which are likely to take place with

the reactants of glycerin, formic acid and urea. The main reactions between each pair of the reactants were previously represented in Fig. 2 and Fig. 3.

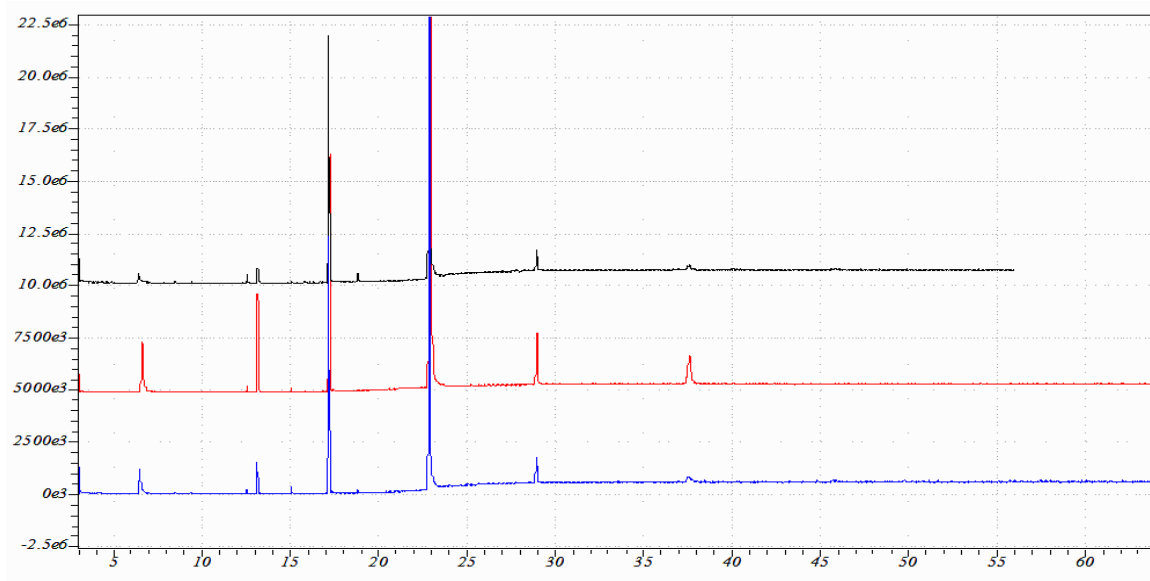
A way to force an equilibrium reaction towards the products is to remove one of the products, usually water by distillation. Though, water builds an azeotrope with the reagent formic acid, which precludes removing only the product. Another possibility is to bind water or to break the azeotrope between water and formic acid with another component. Since urea is known as a strong hydrogen bonding acceptor and hydrogen bond breaker, it was used in the last both trials aiming to achieve a higher yield of monoformate ester or although other useful products like glycerol carbonate and diformylurea.



**Fig. 9.** Eluogram of trial 16 versus reaction time: 2 hours (red); 4 hours (blue); and 6 hours (black).

Fig. 9 and Fig. 10 represent the obtained spectrum from gas-chromatography and mass spectrometry analysis. At trial 16, the main peaks at 23 min have been trimmed to the same height. The elevation at very short retention times ( $< 1$  min) have led to very crowded mass spectra; therefore, this region has been excluded from evaluation. As it is seen in Fig. 9, there is a shift towards longer retention time. This means a decrease in polarity with the reaction time. The splitting of the main peak can be due to isomers or adducts of the glycerin.

There is no strict relation between peak area and relative concentration of the analyzed compounds since the intensity depends on the ionization probability and the partial vapor pressure of each compound. Fining a standard for these parameters is relatively difficult. Especially in the case of diformyl urea (the only solid reaction product to be expected), the vapor pressure is considerably lower (all other reagents and products should be liquids).



**Fig. 10.** Eluogram of trial 17 versus reaction time: 2 hours (red); 4 hours (blue); and 6 hours (black).

In the above figure, the three curves have been adjusted to the same height of their base peaks at 23 min. In comparison to the eluograms of trial 16, the peaks here are more symmetric and narrow, easier to integrate, which might be associated with the lower concentrations compared to the trial 16.

Detailed quantitative analysis of the obtained spectra, glycerin carbonate and glycerin monoformate surprisingly seem to diminish. On the other hand, formamide concentration is rising up to high level and stagnating after 4 h. And this analysis demonstrated that glycerin carbonate has been produced up to 11.6% in trial 16 (at room temperature); while this amount was only 3.7% in trial 17 (with heating). All in all, urea seems to be totally consumed, in both runs. There are two fractions supposed to be reaction products between the urea and the methanol that was used to dilute the probes. As this reaction was not intentional, one of these peaks could be seen as non-reacted urea.

Moreover, formic acid was still present in the samples, however in a low to medium concentration. On the other hand, glycerin was present in highest concentrations, in both runs. One can conclude that conversion of glycerin proceeded to a low degree, under the applied conditions. There was neither any evidence for diformyl urea, nor for glycerin monoformate in trial 16, whereas in trial 17 the substances were detected in very low concentration, at longest retention time.

#### 4- Conclusion

In this paper, an extensive investigation has been conducted trying to optimize the esterification reaction between glycerin and formic acid. Various parameters such as heating condition, molar ratio of the reactants, duration of the reaction process, and taking advantage of different catalysts were optimized. Also, addition of urea to the reactants as

the third component, aiming to break the hydrogen bonds and formed azeotrope, was investigated. The main method of analysis of the results was analytical titration and further calculating the consumed amount of formic acid in every trial experiment. Alternatively, in two trial experiments, the taken samples were analyzed by the method of gas-chromatography and mass spectrometry.

At the end, the optimum conditions among the undergone conditions for the parameters through the different experiments were discovered. The best result with the reaction progress of approximately 85% was achieved with the molar ratio of 1:0.85 (for glycerin to formic acid) under continuous heating over 20 hours and surprisingly without any catalysts! Furthermore, the study of equilibrium in esterification reaction demonstrated that the state of equilibrium is reached in about 4 hours at the 55% consumption of formic acid. And finally, the results out of captured spectra by GC/MS method indicated that in the presence of urea, the desired products have not been produced largely. And glycerin carbonate, as the main desired product, has been produced up to 11.6% and only 3.7% at room temperature and under heating conditions, respectively.

### **Acknowledgement**

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# **THE STUDY OF TEXTS IN ACCESS ENGLISH COURSE BOOKS CONCERNING THE ACQUISITION OF MANNERS AND ETIQUETTE**

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**\*Contributed as a supervisor to this study**

## **Background of the Study**

Education is a process of changing behavior in an individual in general. In other words, the behavior of a person who has passed through the process of education is supposed to change. A person's aims, knowledge, behavior, attitudes and moral values change by means of education. Textbooks are major instructional tools in the acquisition of education. If the content in textbooks is enriched and prepared using a syllabus based on Common European Framework, textbooks can be effective tools in enhancing the learning process. Textbooks not only have a function of transmitting their content, but also have a significant social function. English language teaching textbooks can provide students with content in cultural awareness, moral values, attitudes, manners and etiquette not only in science and technology but also history or literature.

English, which is viewed as one of the dominant foreign languages in Albania, is an important subject taught at all education levels. English is an important tool for communication, advanced technology, and as a key for study in universities abroad. Most Albanian students, thus, take English as their foreign language subject.

Reading is the most important among the four language skills –listening, speaking, reading and writing- when reading skills improve then it eases the use of that language in spoken communication. There exist many varying definitions for reading making it difficult to define reading since it involves the interaction of various components which are the reader, the text, and the interaction between reader and text. Grabe and Stoller (2013) define reading as the ability of drawing meaning from the text and interpreting this information appropriately.

To understand the reading process studies have looked into reading models that include bottom-up, top-down, and interactive reading approaches. In bottom-up models, readers are supposed to succeed in each step; which begins with printed word, recognition of graphic stimuli, decoding them in sound, recognizing words, and decode meaning, to get total meaning (Alderson, 2005; Grabe & Stoller, 2013). Top-down models focus on the importance of schema (Alderson, 2005; Carrell & Eisterhold, 1983; Rumelhart, 1984) where readers are expected to bring their background knowledge to the text (Carrell & Eisterhold, 1983; Grabe & Stoller, 2013). Interactive models of reading combine elements of both bottom-up and top-down models (Carrell, Devine, & Eskey, 1988) in which prior knowledge is the key to understanding the text.

In another study Pulido (2004) states that reading is a complex cognitive process, the reader using background knowledge, interacts with the information in the text to construct and integrate meaning “.... during reading there is simultaneous cognitive processing involving pattern recognition, letter identification, lexical access, concept activation, syntactic analysis, propositional encoding, sentence comprehension, inter sentence integration, activation of prior knowledge, and comprehension monitoring” (p.20).

Readers, when engaged in reading, are believed to go through active and interactive processes (Grabe & Stoller, 2013). During the processes, readers use background knowledge related to the text. Background knowledge has been discussed within the framework of schema theory (Carrell & Eisterhold, 1983). Schema theory –“ how readers combine their background knowledge with the text”(Carrell & Eisterhold, 1983; Grabe & Stoller, 2013). Therefore, rich schemata can help students understand the reading material as it is easier for them to integrate their prior knowledge with the text.

In teaching, using metacognitive strategies can affect students’ achievements and attitudes positively as well as the retention of the knowledge by making a contribution to the reading process in teaching foreign language skills. Cognitive learning theories emphasize on active participation of the learner. The process of behavior and thinking which affect the learner’s learning include cognitive strategies such as placing into memory and recalling and metacognitive strategies which direct cognitive strategies (Aslan, 2007). Students may find the main idea of a reading passage, summarize a story or take short notes about a text, but their successful performance depends on the use of learning theories and approaches to learn on their own.

The lessons students learn early will eventually become life skills just like reading, writing and arithmetic. These skills are not inborn. They need to be taught and practiced at home, in school, or in public places. They (students) need to be reinforced regularly so as to acquire these skills. The School is an educational institution that influences the individual’s moral constitution, steers his/her behavior, and affects their attitudes and manners. Such knowledge could be gained from school materials during the learning process. The materials selected for learning should reflect the needs of learners (Litz, 2005). In this context, according to Hill (2001) values, manners and etiquette, attitudes or behavior are learnt, not inherited.

If we want our children to grow up into responsible and productive citizens, it is imperative to teach them good manners at an age when it really counts. Manners and etiquette shape the character of children and play a major role in their success. Children who possess good manners have better academic achievements and are capable of dealing with conflict and aggression while maintaining their composure.

Richards (2001) states that curriculum development focuses on determining what knowledge, skills and values students learn in schools, what experiences should be provided to have indented learning outcomes, how teaching and learning can be planned, measured and evaluated. This indicates that in reading texts, knowledge skills acquired through reading, and information that it contains, should be presented. The most important is what lesson or message the reading text conveys. English textbooks publishers should

aim at enriching reading passages with values and good manners that will help in forming the character of the learners.

### **Statement of the Problem**

Textbooks are the central tools and central objectives of attention in all modern forms of schooling. Textbooks are the primary sources of learning a language at different levels of schooling. They are a unique authoritative resource; however, writers consciously or unconsciously convey any content to the readers. In the development of textbooks, manners and etiquette is usually not considered, and the importance of teaching manners is usually not emphasized. Adding manners and etiquette related content in textbooks can be of great help in enabling students to become responsible and productive citizens. Presently, the most frequently used instrument in foreign language learning is still reading because it contributes to intellectual improvement. In addition, reading is a meaning making process and it involves the interaction between the reader and the written text.

Therefore, in order to deliver morally upright, socially responsible, and academically component individuals to the society, there is a need to reconsider the content in reading passages.

### **Aim of the Study**

The major aim of this study is to investigate the thematic content of reading passages and sentences in the text concerning the acquisition of manners and etiquette. The main objective is to raise awareness the need to include appropriate content in particular manners and etiquette among English textbook developers. This will enable students to not only learn English but also become well behaved, socially responsible and productive citizens.

Considering the importance of textbooks, this study attempts to investigate the reading passages content referring to manners and etiquette and provide suggestions to material designers to provide students with appropriate content related to manners and etiquette education.

### **Research Questions**

This study focuses on exploring acquisition of manners and etiquette in selected textbooks. Using the technique of content analysis, this study attempts to raise manners and etiquette awareness among textbook developers through analysis of Access student's book series. The purpose of this study, as stated in terms of the following research questions, is to investigate:

- To what extent does the content of reading passages in Access English Textbooks indicate manners and etiquette?
- What representations of manners and etiquette found in selected Access English Textbooks used in Middle Schools in Albania?

## Limitations

A series of colorfully illustrated modern textbooks have been created by Virginia Evans and Jenny Dooley. Accompanying a richness of materials by painstakingly selected modern topics, these books offer many unique new ideas for students together with the teachers.

**The limitations of the study are outlines in the following points:**

- With the exception of reading passages the other parts, writing, listening, vocabulary, speaking and grammar, were not examined in the study
- Except for the student's book, other components of Access series like, workbook, grammar book, audio CD and test booklet were not selected.
- Conveying effective image of good manners and etiquette representations, colorfully illustrated Access textbooks contain plenty of pictures. But, in this study only reading passages were analyzed.
- This study was limited by quantitative content analysis of reading passages. A quantitative approach was used to collect systematic and objective data to answer the question word called "what".
- Access textbooks are not only the series which have been using for English learning. Evans, V. and Dooley, J. have created different series of modern textbooks. Therefore, findings of this study were limited and not to be generalized.
- The Access textbooks were designed for four levels of English course by following the principles of the Common European Framework of Reference and combining active English learning. They are not designed for moral and character education of middle school students. Therefore, the selected reading passages topics and content may not represent good manners and etiquette.

## LITERATURE REVIEW

### Definition of Reading

The earliest definition of reading can be traced back to Huey, E. B. shared his observations and stated his point of view about reading in his work '*The Psychology and Pedagogy of Reading*' (1908). He viewed reading as a gathering or choosing from what was written, suggesting that regular feeling or values goes on in all effective reading.

Grabe and Stoller (2013) define reading as "the ability to draw meaning from printed page and interpret this information appropriately" (p.3). Goodman (2004) defines reading as a psycholinguistic process in that it starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader interprets and constructs. This shows that there is an important interaction between the language and thought in reading. The common view of reading consists of decoding skills, word recognition, general comprehension and problem solving skills (Alderson, 2005). Understanding the reading process is important so as to understand the nature of reading. Johnston (1983) defined reading as a complex behavior which involves conscious and unconscious use of various strategies including problem solving strategies, to build a model of the meaning which the writer is assumed to have intended.

## **Reading Process**

Reading is without question a highly complex cognitive process. The process is internal, private, dynamic, variable, and different for the same reader on the same text at a different time or with a different purpose of reading (Alderson, 2005; Tamrackitkun, 2010). The reading process has changed with time and most importantly interactive models of reading have come up. Wallace, Reading, and Nunan (2001) state the improvement of reading models and evaluates roles, which are given to the readers, in a study. Models of reading can be classified into three major groups and processes (Grabe & Stoller, 2013). The bottom-up model reader as passive, the top-down model reader as active and the interactive model reader as interactive (Wallace et al., 2001). The most widely accepted view of reading in language learning is interactive process where bottom-up process involving the physical text, interacts with top-up process such as prior knowledge of the text type or topic (Carrell, 1988).

### **Bottom-up Approach**

Bottom-up reading process hypothesizes that visual input such as letters and words are entered into the mind of the reader and the human mind functions like a computer. In bottom-up reading processing “readers must first recognize a multiplicity of linguistic signals (letters, morphemes, syllables, words, phases, grammatical clues, discourse markers) and use their linguistic data-processing mechanisms to impose some sort of order on these signals” (H. D. Brown, 2001).

The reader’s attention is primarily on decoding. In other words, the readers focus on the text, examining the text starting from smaller textual units and building up a meaning for a text from these small units to larger units. In order to do this, one should have a good knowledge of the language itself so that the signals which make sense can be selected easily. The reader’s attention is on decoding, little time remains for comprehension (I. Thompson, 1988).

The language teaching textbooks influenced by bottom up approach include exercises that focus on literal comprehension and give little or no importance to the reader’s knowledge or experience with the subject matter, and the only interaction is with the basic sounds and words. In the textbooks, activities are based on recognition and recall of lexical and grammatical forms with an emphasis on the perceptual and decoding dimension (Pardede, 2006).

### **Top-Down Approach**

In top-down processing method,—“we bring to a text background knowledge which we utilize in the interpretation of its meaning”(Johnson & Johnson). This approach suggests that readers use their background knowledge of the subject in their interaction with the text. The readers start with prior knowledge about a text, based on its title, format and style, before they begin to look for words that will support or disprove these expectations. The top-down approach begins with a picture of the whole and deals with the parts in terms of this.

Grabe and Stoller (2013) state that: top-down approach assumes that reading is primarily directed by the aims of readers and their expectations. Urquhart and Weir (1998) emphasizes that the readers background knowledge plays a critical role in the reading process. The reader plays an active role in the process, by making predictions and using information from the text to confirm or disconfirm these predictions.

Treiman gives an example that may help to clarify the distinction between bottom-up processing and top-down processing.

Suppose that someone has just read, “Daylight savings time ends tomorrow, and so people should remember to change their ...” According to the top-down view, the reader guesses that the next word in the sentence will be clocks. The reader checks that the word begins with c and, because her hypothesis has been supported, barely takes in the remaining letters of the word. Theories of reading that stress bottom-up processing claim that the reader processes all of the letters in the last word of the sentence, regardless of the word’s predictability (Aronoff & Rees-Miller, 2008).

### **Interactive Approach**

The limitations of bottom-up approach and top-down approach led theorists to criticize them and they developed a new approach: interactive approach. The interactive approach stresses both what is on the written page and what a reader brings to it using both top-down and bottom-up approach. Interactive approach, proposed by Rumelhart (1994), views reading as the interaction between reader and text. The other level of interaction refers to an interaction between bottom-up and top-down processes. This means that readers process reading by interpreting the linguistic items in the text and relating this information to what is already known about the world (Carrell & Eisterhold, 1983). Top-down and bottom-up models are happening simultaneously or alternatively depending on the type of text as well as on the reader’s background knowledge, motivation, and language proficiency level (Carrell et al., 1988).

In conclusion, bottom-up, top-down and interactive reading processes possess an important role in understanding the texts, in addition to being used as reading strategies.

### **Schema Theory**

Schema theory deals with knowledge structures of the mind and the ways in which information is processed. Schema theory was developed by psychologist Bartlett “...who posited that people’s understanding and remembrance of events is shaped by their expectations or prior knowledge, and that these expectations are presented mentally in some sort of schematic fashion” (Ajideh, 2003). The definition of schema is “a hypothetical mental structure for representing generic concepts stored in memory. It’s a sort of framework, or plan, or script. Schemata are created through experience with people, objects, and events in the world” (Ajideh, 2003).

Schema is re-defined as a data structure for representing the common concepts stored in memory (Rumelhart, 1984). This theory was expanded and applied to other fields like language and reading. More specifically, into the reading comprehension as theorists

began to believe that meaning from texts was not found in the words themselves, but formed in the readers' mind as organized structures. The role of background knowledge in reading comprehension had a vital role as it increased the ability to relate information in a text.

### **Types of Reading**

There are two main types of reading: extensive reading and intensive reading.

#### **Extensive Reading**

In extensive reading, language learners read a large quantity of books and other materials that are within the learner's linguistic competence (Day & Bamford, 1998). It develops the students reading speed depending on individual ability. It is self-selected reading. The purpose of extensive reading is to train the students to read directly and fluently in selected language without the teacher's help. It is aimed at developing students' reading habits, improve vocabulary knowledge and structure and encourage them to read. Extensive reading is influential in developing not only reading comprehension but also all language skills.

#### **Intensive Reading**

In intensive reading, "students normally work with short texts with close guidance from the teacher. The aim of intensive reading is to help students obtain detailed meaning from the text, to develop reading skills — such as identifying main ideas and recognizing text connectors — and to enhance vocabulary and grammar knowledge. It is important to note that these two approaches to teaching reading — intensive and extensive reading — should not be seen as being in opposition. as both serve different but complementary purposes"(Richards & Renandya, 2002).

#### **Metacognition and Reading**

Metacognition refers to an individual's knowledge and control of his or her own cognitive system (A. Brown, 1987). Another definition of metacognition is:

"The notion of thinking about one's thoughts. Those thoughts can be of what one knows (metacognitive knowledge), what one is currently doing (metacognitive skill), or what one's current cognitive or affective state is (metacognitive experience). Metacognition sometimes has been defined simply as "thinking about thinking" or in Flavell's (1979) words, "knowledge and cognition about cognitive phenomena". To differentiate metacognitive thinking from other kinds of thinking, it is necessary to consider the source of metacognitive thoughts: metacognitive thoughts do not spring from a person's immediate external reality; rather, their source is tied to the person's own internal mental representations of that reality, which can contain what one knows about that internal representation, how it works, and how one feels about it" (Hacker, Dunlosky, & Graesser, 1998, p. 3).

Baker and Brown (1980) state that metacognitive skills include abilities of: understanding both the explicit and implicit task demands to clarify the purpose of reading and identifying the important aspects of a message. Reading requires metacognition, the ability to orchestrate one's own learning. A person needs to think about how his or her reading process interacts with the text he/she is reading- self-appraisal- and perhaps change his/her reading strategies to meet the challenges of that text- self-management of cognition. There is a certain relationship between readers' active control of the reading process and comprehension. This control includes the knowledge or awareness that certain cognitive strategies will be useful, and the ability to use them to achieve the reading task.

### **Manners and Etiquette**

Manners and etiquette can be defined as “the totality of socially correct behavior and habits, together with the related rules and practices” (AKÜN, 2005). According to R. Thompson (1999) manner is a habit, behavior, a way of doing something; good manners are socially correct behavior, good habits; etiquette are rules and practices of correct and good behavior.

The difference between etiquette and manners as described by (Reece, 2003) states that “Etiquette is protocol. It includes rules of behavior that you memorize; it seldom allows for personal variations, individual concerns and needs. Manners, on the other hand, relate to kindness and caring about others”.

People live together in a family and society. Different needs and desires can cause conflicts. Good manners and etiquette enable us to live together in harmony. Having good manners goes beyond socially acceptable behavior and relates more on how you treat people so that people feel better about themselves, about their self-esteem, and their feelings.

Manners form the basis for good human relationships wherever you are, be it at home, at work, at school, in public transport or on the phone. In our social relations: when someone does something for us or gives us something, we say “thank you” ; when we hurt someone, saying “I’m sorry” shows that we regret our actions; saying “excuse me” when you need to move past someone in a crowd, or when we need to get another person’s attention shows good manners. These magic words “thank you”, “I’m sorry”, and “excuse me,” are more than words. A good deed is never lost; he who sows courtesy reaps friendship, and he who plants kindness gathers love.”

Manners and etiquette lead us to develop more appropriate social behaviors in public places.

“When we give someone else our seat on a crowded bus, when we hold the door open for another person to walk through, when we wait our turn, when we walk on the right-hand side of the mall or sidewalk, when we knock before opening the closed door of a room, all these indicate good manners. When we meet someone for the first time, it’s good manners to smile and say “hello” and give our name. When people come to our house, it’s good manners to greet them with a smile when they come, and to say something like “thank you for coming “when they leave” ("Good Manners," 2003).

Having good manners represents how you feel about yourself by reflecting self-respect, as well as how you feel about others by showing kindness, rather than holding a knife the right way and doing the “shoulds” in life. Manners and etiquette are guides to healthier relationships, more successful careers, higher social standing, and even inner peace.

*Eating and drinking manners* category examples are:

wash your hands before eating, wait for everybody to be seated before starting to eat, don't talk when you have food in your mouth and don't stuff your mouth too full, cut your food to mouth size pieces, don't just stab the sausage and take bites from the fork, always chew with your mouth closed; not only at the dinner table and don't smack your lips noisily, if the food is too hot, don't blow on it, use your cutlery and not your hands to eat, don't put your knife in your mouth, don't play with your food, don't take food from other people's plates at the table, and ask to be excused from the table.

*School manners and etiquette* category examples are:

be on time, be honest, do not answer back, do not be disruptive or noisy in class, co-operate with the other kids, immediately do what the teacher asks you to do, pay attention to the teachers, do not talk while the teacher is talking, do not snatch anything from anyone, do not fight, pull, push or shove anyone, do not steal from anyone, abide by the school's dress code, make use of litter bins, apologize immediately if you make a mistake, accept an apology with goodwill, do not spit on anyone, the grounds or anywhere, be punctual, obey the school rules, respect everyone's rights, be respectful of public and private property, and be respectful to everyone, especially adults.

*Manners and etiquette in public* category examples are:

do not point at anyone - it's rude, do not shout - keep your voice down, don't interrupt - it's selfish and ill-mannered, use please and thank you, don't gang up on anybody anywhere, do not gossip, turn away from people, food and the phone when you cough or sneeze, show respect for those older and wiser than yourself, when in a group, try to keep your voices down, watch your language, be polite, and as old people are easily intimidated, be kind, polite, respectful and helpful.

*Meeting and greeting manners and etiquette* category examples are:

greet people when you see them, speak slowly and clearly, look them in the eye, be on time, be warm and friendly to people, hand shake, smile and be welcoming, if it is the grandparents visiting, perhaps a hug and kiss would be nice, don't go visiting unless you are invited or you have phoned to see if it is convenient, always get stuck in and help don't wait to be asked and don't expect to be waited on, and be sure to say, "Thank you" when you leave.

## **METHODOLOGY**

### **Introduction**

Reading passages in Access English textbooks used in Middle-Schools in Albania have been analyzed concerning the acquisition of manners and etiquette. Content analysis that has been used to analyze texts was reviewed, and a selection was made according to the categorical characteristics of each and their applicability to the present study. Using the technique of content analysis, this study attempts to raise manners and etiquette awareness among textbook developers through content analysis of Access English textbooks. The primary purpose of the present study can be stated in terms of the following research questions:

- To what extent does the content of reading passages in Access English Textbooks indicate manners and etiquette?
- What representations of manners and etiquette found in selected Access English Textbooks used in Middle Schools in Albania?

In this chapter, the data collection procedures and data collection methods were presented to analyze four secondary courses English Textbooks that are being used in middle school level in Albania.

### **Data Collection**

#### **Instruments**

Quantitative content analysis has been used to study reading passages in Access English Textbooks concerning the acquisition of manners and etiquette. Data was collected from four secondary course English textbooks which are being used in middle school level in Albania. The English textbooks are: Access Student's Book 1; Access Student's Book 2; Access Student's Book 3; and Access Student's Book 4.

#### **Data collection Procedure**

All reading passages in all four textbooks were analyzed in terms of themes and content. In addition, the decontextualized sentences contained in reading passages of Access textbooks were also used to examine manners and etiquette representations.

Two conceptual coding schemes, which are thematic content and decontextualized sentences content referred to manners and etiquette, in reading passages were developed to code the data. The reading passages' thematic content in this study was adapted into eight categories: natural phenomena, geography and living surroundings; products, art and design; people and history; social relations, travel & leisure, and sports; science, discoveries, and events; citizenship and health education; values, beliefs, and customs; and Manners and Etiquette.

The category of natural phenomena, geography and living surroundings was identified in statements related to the geography, climate, animals and nature in context. Some examples of this category are "What's the weather like?"(ACT1, p.59); and "Rainforests" (ACT4, p.67). Appendix B provides more examples for thematic content categories of reading passages.

The category “products, art & design, and architecture” includes widely available items such as foods, clothes, paintings, films and buildings or structures. People and history referred people, history, historical identities and ethnic groups. Science and technology referred to all kinds of science events, scientific discoveries or inventions, ICT technologies, and achievement in engineering field. Citizenship and health care referred to responsibilities as a citizen, healthy life, first-aid, and safety. Social relations travel & leisure, and sports referred social life, communication with people, shopping, holidays, all kinds of sporting activities. Values, beliefs and customs referred to traditions, festivals, religion, beliefs, and cultural activities. Manners and Etiquette referred to statements that guide people’s behavior such as “Good Manners”, “Politeness”, “True Nobility”, and etiquette.

The manners and etiquette representations were adapted into four categories: School Manners and Etiquette; Meeting and Greeting Manners and Etiquette; Eating and Drinking Manners and Etiquette; and Manners and Etiquette in Public.

The category of school manners was identified in statements pertaining to school etiquette and manners -classroom, uniforms, sports and sports field, students, and transport. Meeting and greetings manners and etiquette referred to the art of welcoming family and guests, friendly greetings, and being polite and respectful. Eating and drinking manners and etiquette referred to table etiquette, eating and drinking in the family or with relatives, and eating and drinking in public places. Manners and etiquette in public referred to helping people such as the elderly, physically challenged people or pregnant women, keeping the environment clean, respecting people, being kind and friendly, and other general manners and etiquette. Some examples of decontextualized sentences in this category are “Thank you for listening to me” (ACT2-26); and “Always wash your hands well before you touch any food” (ACT1-85). Appendix C provides more examples of decontextualized sentences contained in reading passages of Access textbooks.

### **Methods of Data Analysis**

All the data in this study was coded in categories for quantitative content analysis regarding manners and etiquette. Therefore, numbers and percentages were used to show trends of quantitative analysis in these areas.

Initially, the reading passages in Access Student’s Textbooks series were read and classified based on categories of coding. Each reading passage was coded twice in this study. For example, after the first time analysis there were some errors in categorization or missing categories. To increase reliability of the content analysis, second rater also categorized reading passages and decontextualized sentences. The data which was collected by the two raters was input in SPSS 16.0 software.

Symmetric Measures was founded that Krippendorff’s Alpha and Cohen’s Kappa values which are 0.941 for reading passages categories and 0.948 for decontextualized sentences. Both values are in acceptable range and Table 1 shows 94.9 % agreement between two raters and Table 2 shows 96.3% agreement between two raters.

After discussing with a second rater who is an experienced English teacher and has

been teaching using Access series textbooks for many years in middle school level, a new category was added and also the range of data was narrowed to the reading passages (ignoring all the listening, speaking, and writing practices) because these passages covered most of the content that the authors intended to convey. Decontextualized sentences were used to examine the manners and etiquette representations. Reading passages were also analyzed thematically.

After discussing with the second rater, we agreed to change some reading passages categories and categories of decontextualized sentences. Among the reading passages “Lost in Time” (ACT4-90) and “The Great Fire of London” (ACT4-102) were moved from the category of phenomena, geography and living surroundings to “My secret diary” (ACT1-38) moved from products, art & design, and architecture category to social relations, travel & leisure, and sports category. “Exotic Dishes” (ACT1-81) and “Traditional UK dishes” (ACT4-35) moved from products, art & design, and architecture category to values, beliefs, and customs category. “An Unusual Gallery” (ACT4-24) moved from products, art & design, and architecture category to people and history. “The Yeoman Warders” (ACT3-15) and “RCMP: Royal Canadian Mounted Police” (ACT3-65) moved from people and history to values, beliefs, and customs category. “The Flying Dutchman” (ACT2-44) moved from social relations, travel & leisure, and sports category to people and history. News items (ACT3-40) had three reading passages thematic content, therefore it was moved from citizenship and health care category. It was recorded under three categories which are “A real-life Fairy Tale” (ACT3-40) as people and history category; “Dog saves boy’s life” (ACT3-40) as citizenship and health care category; and “Scorpion in bunch of grapes” (ACT3-40) as natural phenomena, geography and living surroundings category.

“All pools have rules displayed on signs around the pool. Always read them before you start swimming.” (ACT3-37) and “For example, we can turn off the lights when we leave a room.” (ACT3-87) moved from school manners and etiquette category to manners and etiquette in public. “Hope I’ve been of some help.” (ACT2-76) and “Don’t take over the conversation and don’t just talk about yourself.” (ACT4-11) moved from category of meeting and greeting manners and etiquette to manners and etiquette in public.

Three tables and nine figures were used to explain the acquisition of manners and etiquette from Access Student’s Books. Table 1 was designed to explain thematic content in reading passages. Table 2 was designed to explain categorical representation of manners and etiquette in decontextualized sentences. Table 3 was designed to explain manners and etiquette representation in sentences in reading passages. Figure 1 to Figure 5 was designed to explain percentage distributions of thematic content categories in selected student’s books reading passages. Figure 6 to Figure 9 was designed to explain percentage distributions of manners and etiquette categories of selected decontextualized sentences in student’s books reading passages.

## RESULTS AND DISCUSSION

### Thematic Content Analyze

Eight categories for thematic content of reading passages were identified as follows: NGL=natural phenomena, geography and living surroundings; PADA=products, art & design, and architecture; PH=people and history; STLS=social relations, travel & leisure, and sports; SAT=science and technology; CH=citizenship and health care; VBC=values, beliefs and customs; and ME=manners and etiquette. Each Access Student's Textbooks was double checked and se 178 reading passages were selected: 31 reading passages from Access Student's textbook 1 (coded as ACT1); 47 reading passages from Access Student's textbook 2 (coded as ACT2); 50 reading passages from Access Student's textbook 3 (coded as ACT3); and 50 reading passages from Access Student's textbook 4 (coded as ACT4). Table 1 summarizes the reading passages thematic content from Access Student's textbooks.

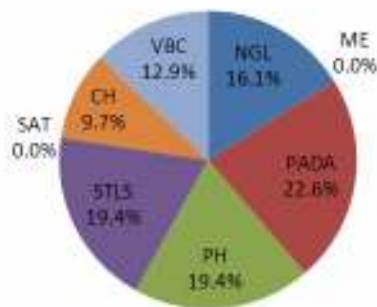
**Table 1** Frequency of thematic content in reading passages on eight categories

Reading content	ACT1		ACT2		ACT3		ACT4		Total	
categories	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
NGL	5	16.1	6	12.8	10	20.0	6	12.0	27	15.2
PADA	7	22.6	11	23.4	8	16.0	4	8.0	30	16.9
PH	6	19.4	7	14.9	5	10.0	8	16.0	26	14.6
STLS	6	19.4	9	19.1	8	16.0	8	16.0	31	17.4
SAT	0	0.0	3	6.4	7	14.0	9	18.0	19	10.7
CH	3	9.6	7	14.9	7	14.0	6	12.0	23	12.9
VBC	4	12.9	4	8.5	5	10.0	7	14.0	20	11.2
ME	0	0.0	0	0.0	0	0.0	2	4.0	2	1.1
Total	31	100.0	47	100.0	50	100.0	50	100.0	178	100.0

ACT1= Access Student's book 1; ACT2=Access Student's book 2; ACT3=Access Student's book 3; ACT4=Access Student's book 4; NGL=natural phenomena, geography and living surroundings; PADA=products, art & design, and architecture; PH=people and history; STLS=social relations, travel & leisure, and sports; SAT=science and technology; CH=citizenship and health care; VBC=values, beliefs and customs; ME=manners and etiquette.

Table 1 shows that the ACT1 had more content about products, art & design, and architecture (coded as PADA, about 22.6%), less content about citizenship and health care (coded as CH, about 9.9%), and no content about science and technology (coded as SAT) and manners and etiquette (coded as ME).

### Access Student's Book 1

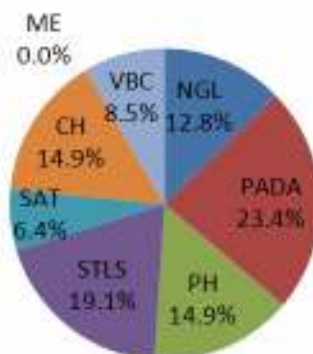


**Figure 1** Access Student's Book 1 reading passages thematic categories chart

NGL=natural phenomena, geography and living surroundings; PADA=products, art & design, and architecture; PH=people and history; STLS=social relations, travel & leisure, and sports; SAT=science and technology; CH=citizenship and health care; VBC=values, beliefs and customs; ME=manners and etiquette.

Table 1 shows that the ACT2 had more content about products, art & design, and architecture (coded as PADA, about 23.4%), less content about science and technology (coded as SAT, about 9.9%), and no content about science manners and etiquette (coded as ME). Also Table 1 shows that compare to the ACT1, ACT2 had content about science and technology (codes as SAT, about 9.4%).

### Access Student's Book 2



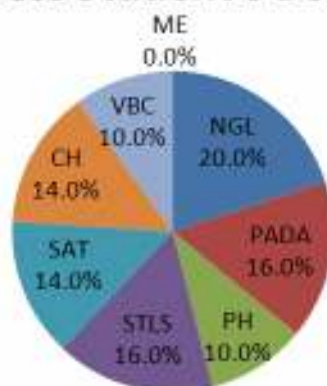
**Figure 2** Access Student's Book 2 reading passages thematic categories chart

NGL=natural phenomena, geography and living surroundings; PADA=products, art & design, and architecture; PH=people and history; STLS=social relations, travel & leisure, and sports; SAT=science and technology; CH=citizenship and health care; VBC=values, beliefs and customs; ME=manners and etiquette.

Both ACT1 and ACT2 are A level English teaching textbooks. Figure 1 and Figure 2 show that content about natural phenomena, geography and living surroundings (coded as NGL) in ACT1 reduced from 16.1% to 12.8%; people and history (coded as PH) in ACT1

reduced from 19.4% to 14.9%; and values, beliefs and customs (coded as VBC) reduced from 12.9% to 8.5%. There were no equal distributions of categories in both ACT1 and ACT2.

### Access Student's Book 3



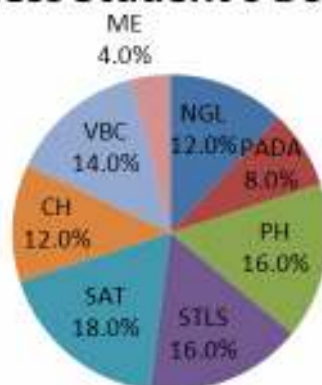
**Figure 3** Access Student's Book 3 reading passages thematic categories chart

NGL=natural phenomena, geography and living surroundings; PADA=products, art & design, and architecture; PH=people and history; STLS=social relations, travel & leisure, and sports; SAT=science and technology; CH=citizenship and health care; VBC=values, beliefs and customs; ME=manners and etiquette.

The Figure 3 and Table 1 show that ACT3 had more content related to the NGL (20.0 %), less content related to the PH (10%) and VBC (10%) and no content related to the ME (0.0%).

If eight reading passages thematic categories were distributed equally each would have 12.5%. ACT3 had minimum 10% for its less thematic reading content category which is close to 12.5% except content of ME (0.0%). Therefore, ACT3 almost represented enough thematic reading passages content for B1 level.

### Access Student's Book 4

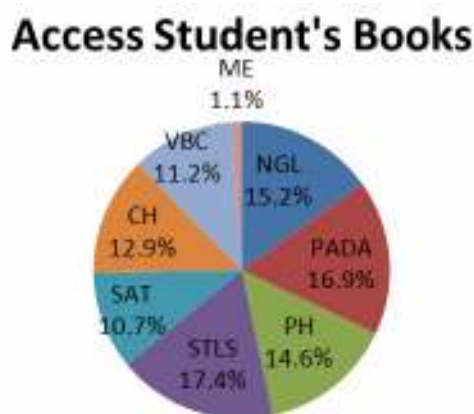


**Figure 4** Access Student's Book 4 reading passages thematic categories chart

NGL=natural phenomena, geography and living surroundings; PADA=products, art & design, and architecture; PH=people and history; STLS=social relations, travel & leisure,

and sports; SAT=science and technology; CH=citizenship and health care; VBC=values, beliefs and customs; ME=manners and etiquette.

The Figure 4 and Table 1 show that ACT4 had more content related to the SAT (18.0 %) and less content related to the ME (4.0%). Only ACT4 had reading passages which were related to the ME category in all Access Student's Book series. Also ACT4 had more reliable numbers of reading passages from every thematic category.



**Figure 5** Access Student's Books 1 to 4 reading passages thematic categories chart

NGL=natural phenomena, geography and living surroundings; PADA=products, art & design, and architecture; PH=people and history; STLS=social relations, travel & leisure, and sports; SAT=science and technology; CH=citizenship and health care; VBC=values, beliefs and customs; ME=manners and etiquette.

Figure 5 and Table 1 shows that the Access Student's books had more content about social relations, travel & leisure, and sports (coded as STLS, about 17.4 %) and less content about ME (1.1%). Table 1 shows that thematic categorical distribution of reading passages as follow: NGL (27); PADA (30); PH (26); STLS (31); SAT (19); CH (23); VBC (20); ME (2); and in total 178.

The quantitative data shown in Table 1 and Figure 1 to Figure 5 was enough to analyze and discuss "To what extent does the content of reading passages in Access English Textbooks indicate manners and etiquette?"

The analysis of thematic content in reading passages of Access Student's books showed that these textbooks did not focus on manners and etiquette. Only ACT4 had 2 (reading passages, "Social Etiquette in the UK" (ACT4-15) and "Thank you" (ACT4-104), their thematic content was coded as manners and etiquette category. The analysis of thematic content in Access Student's books proved that there is a need to increase manners and etiquette content in reading passages.

### Decontextualized Sentences Analyze

The following analyses were done to find answers to "What representations of manners and etiquette found in selected Access English Textbooks used Middle Schools

in Albania?”

Four categories for decontextualized sentences in reading passages were classified as follows: SME= School manners and etiquette; MGME= Meeting and greeting manners and etiquette; EDME= Eating and drinking manners and etiquette; and MEP= Manners and etiquette in public. Each Access Student’s Textbooks was double checked and 109 decontextualized sentences were selected: 19 decontextualized sentences from ACT1; 28 decontextualized sentences ACT2; 23 decontextualized sentences ACT3; and 39 decontextualized sentences ACT4. Table 2 summarizes the decontextualized sentences quantitative data in reading passages of Access Student’s textbooks referred to classified manners and etiquette categories.

**Table 2** Frequency of decontextualized sentences in reading passages in four categories

<b>Decontextualized Sentences Categories</b>						
<b>Textbook</b>		<b>SME</b>	<b>MGME</b>	<b>EDME</b>	<b>MEP</b>	<b>Total sentences in categories</b>
<b>ACT1</b>	<b>Number</b>	1	9	5	4	19
	<b>Percent</b>	4.3	21.4	50.0	11.8	17.4
<b>ACT2</b>	<b>Number</b>	4	7	3	14	28
	<b>Percent</b>	17.4	16.7	30.0	41.2	25.7
<b>ACT3</b>	<b>Number</b>	5	9	0	9	23
	<b>Percent</b>	21.7	21.4	0.0	26.5	21.1
<b>ACT4</b>	<b>Number</b>	13	17	2	7	39
	<b>Percent</b>	56.5	40.5	20.0	20.6	35.8
	<b>Total sentences in each category</b>	23	42	10	34	<b>109</b>
	<b>Percent</b>	21.1	38.5	9.2	31.2	<b>100.0</b>

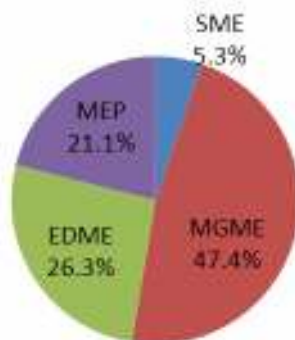
ACT1= Access Textbook 1; ACT2=Access Textbook 2; ACT3=Access Textbook 3; ACT4= Access Textbook 4; SME= School manners and etiquette; MGME= Meeting and greeting manners and etiquette; EDME= Eating and drinking manners and etiquette; and MEP= Manners and etiquette in public.

Table 2 shows that the numbers of decontextualized sentences in ACT1, ACT2, ACT3, and ACT4 respectively were 1, 4, 5, and 13 for SME category. The analysis of Table 2 shows that ACT 4 occupied the greatest proportion (56.5%) of decontextualized sentences in SME category. In contrast to ACT1, this occupied the smallest proportion (4.3%). Examples of SME decontextualized sentences included “Don’t blame or accuse” (ACT4-17), “Then I do my homework for school” (ACT2-16), and “Don’t blame or accuse” (ACT4-17).

According to Table 2, the category of MGME had more decontextualized sentences in ACT4 (17) and had less decontextualized sentences in ACT2 (7). Some decontextualized sentence samples for MGME category were “It’s also nice to take a gift or a box of chocolates” (ACT4-15), “Thank you for listening to me” (ACT2-26), and “A handshake is the most common form of greeting when you meet someone for the first time” (ACT4-15). The category of EDME; were “Wash fruits and vegetables well” (ACT1-85) and “Always

wash your hands well before you touch any food “(ACT1-85); occupied the greatest proportion (50.0%) in ACT1 and had no sentences in ACT3. On the other hand, Table 2 numerical data shows that EDME had, significantly, the lowest proportion (9.2%) among manners and etiquette categories. Frequency of decontextualized sentences for MEP category; such as “So, if you ride a bicycle or even just walk, you need to know what the signs mean” (ACT1-95) and “Don’t take over the conversation and don’t just talk about yourself” (ACT4-11); were high in ACT2 (14 sentences, about 41.2%) and low in ACT1 (4 sentences, about 11.8%).

### Access Student's Book 1

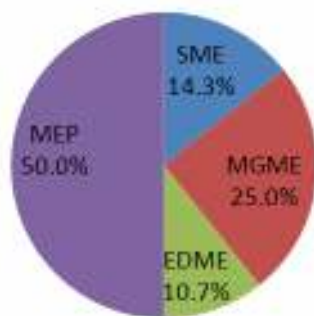


**Figure 6** Access Student’s Book 1 distribution chart of decontextualized sentences in categories

SME= School manners and etiquette; MGME= Meeting and greeting manners and etiquette; EDME= Eating and drinking manners and etiquette; and MEP= Manners and etiquette in public.

Figure 6 shows that compared to the other categories MGME category had the highest proportion (47.4%) in ACT1. Such as “Hi! My name’s Patricia” (ACT1-12) and “Please write soon” (ACT1-12). The findings show that ACT1 had more daily life related reading passages which had meeting and greeting sentences. Only one sentence was coded as a SME category “They keep our gardens clean because they eat dead leaves and other waste” (ACT1-55).

### Access Student's Book 2

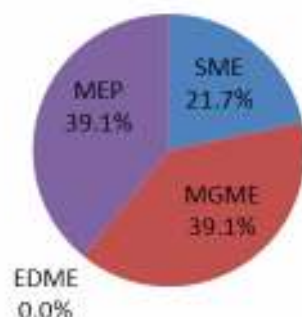


**Figure 7** Access Student’s Book 2 distribution chart of decontextualized sentences in categories

SME= School manners and etiquette; MGME= Meeting and greeting manners and etiquette; EDME= Eating and drinking manners and etiquette; and MEP= Manners and etiquette in public.

In Figure 7, the analysis of ACT2, decontextualized sentences in category MEP (50.0%) equal sum of the SME (14.3%), MGME (25.0%), and EDME (10.7). The ACT2 reading passages involved more PADA and STLS categories (Figure 2), therefore findings of MEP referred sentences percentage was high.

### Access Student's Book 3

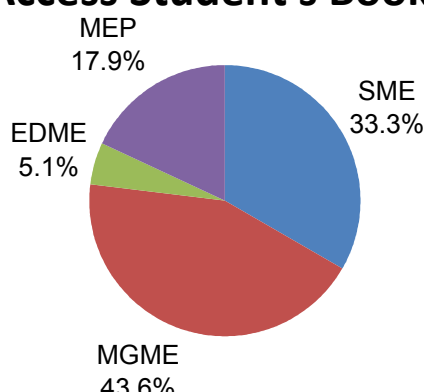


**Figure 8** Access Student's Book 3 distribution chart of decontextualized sentences in categories

SME= School manners and etiquette; MGME= Meeting and greeting manners and etiquette; EDME= Eating and drinking manners and etiquette; and MEP= Manners and etiquette in public.

Figure 8 shows that the only ACT3 did not have EDME decontextualized sentences compared to the ACT1 (EDME, about 26.3%) (Figure 6), ACT2 (EDME, about 10.7%) (Figure 7), and ACT4 (EDME, about 5.1%) (Figure 9).

### Access Student's Book 4



**Figure 9** Access Student's Book 4 distribution chart of decontextualized sentences in categories

SME= School manners and etiquette; MGME= Meeting and greeting manners and etiquette; EDME= Eating and drinking manners and etiquette; and MEP= Manners and etiquette in public.

The decontextualized sentences analysis of findings show that ACT1 (47.4%) (Figure 6) contained more representations of MGME compared to ACT2 (25.0%) (Figure 7), ACT3 (39.1%) (Figure 8), and ACT4 (43.6%) (Figure 9); ACT2 (50.0%) (Figure 7) contained more representations of MEP compared to ACT1 (21.1%) (Figure 6), ACT3 (39.1) (Figure 8), and ACT4 (17.9%) (Figure 9); ACT4 (33.3%) (Figure 9) contained more representations of SME compared to ACT1 (5.3%) (Figure 6), ACT2 (14.3%) (Figure 7), and ACT3 (21.7%) (Figure 8); and also ACT1 (26.3%) (Figure 6) contained more representations of EDME besides MGME compared to ACT2 (10.7%) (Figure 7), ACT3 (0.0%) (Figure 8), and ACT4 (5.1%) (Figure 9).

**Table 3** Frequency of sentences on selected reading passages

<b>Frequency of Sentences on selected reading passages</b>			
	<b>Sentences of Reading Passages in Total</b>	<b>Decontextualized Sentences in Total</b>	<b>Percent</b>
<b>Acces Student's Book 1</b>	441	19	4.3
<b>Acces Student's Book 2</b>	568	28	4.9
<b>Acces Student's Book 3</b>	747	23	3.1
<b>Acces Student's Book 4</b>	746	39	5.2
<b>Total</b>	<b>2502</b>	<b>109</b>	<b>4.4</b>

Table 3 shows that 2502 sentences were analyzed from reading passages of Access Student's Books and only 109 sentences selected, represented manners and etiquette either explicitly or implicitly. Examples of these sentences were "Always wash your hands well before you touch any food" (ACT1-85) and "Having a finger in every pie" (ACT3-95). The Table 3 shows that only 19 sentences represented manners and etiquette in 441 sentences of ACT1 and follows 23 sentences in 747 sentences of ACT3, 28 sentences in 568 sentences of ACT2, and 39 sentences in 747 sentences of ACT4. The analyzed data shows that representation of manners and etiquette to be only 4.4 % in total, which is too low.

## Summary

Statements from four Access Student's Books were examined to identify acquisition of manners and etiquette. Reading passages were analyzed in terms of themes and content. All students' books were examined using content analysis. Categories derived from the literature, and some from the data examined.

## CONCLUSION

### Summary of Results

In this study, thematic content of reading passages was identified as follows: NGL=natural phenomena, geography and living surroundings; PADA=products, art & design, and architecture; PH=people and history; STLS=social relations, travel & leisure, and sports; SAT=science and technology; CH=citizenship and health care; VBC=values, beliefs and customs; and ME=manners and etiquette. The summary results of thematic content analysis were:

- Social relations, travel & leisure, and sports occupied most (17.4) of the content in student's books, and manners and etiquette comprised only 1.1 %.
- Access Student's Books presented 16.9 % of the products, art & design, and architecture, 15.2 % of the natural phenomena, geography and living surroundings and 14.6% of people and history, yet provided less representation of science and technology (10.7 %) and manners and etiquette (1.1 %).
- Only two reading passages thematic content were representing manners and etiquette (see Appendix B: Sample reading passages for transcription in Access Student's Books)

In this study, decontextualized sentences in reading passages were identified as follows: SME= School manners and etiquette; MGME= Meeting and greeting manners and etiquette; EDME= Eating and drinking manners and etiquette; and MEP= Manners and etiquette in public. The summary results of decontextualized sentences analysis were:

- The analysis of reading passages showed that there were some reading passages, which thematic content was not presented as a category of manners and etiquette but had decontextualized sentences which were representing manners and etiquette.
- School Manners and etiquette were represented in sentences such as doing homework, not bullying, asking permission, co-operate with the other kids and obey school rules(see Appendix C : Sample decontextualized sentences for transcription in Access Student's Textbooks).
- Meeting and greeting manners and etiquette were represented in sentences such as using please and thank you, smile and be welcoming, and be punctual (see Appendix C).
- Eating and drinking manners and etiquette were represented in sentences such as wash hands before touching Food; attend family occasions, and dental hygiene (see Appendix C).
- Manners and etiquette in public were represented in sentences such as being kind and friendly, helping people, and keep clean surrounding (Appendix C).
- Meeting and greeting manners and etiquette occupied most (38.5%) of the decontextualized sentences in reading passages, and eating and drinking manners and etiquette comprised only 10%.
- The analyzed reading passages had 2502 sentences in total. Only 109 (about 4.4%) sentences represented manners and etiquette.
- The analysis of Access Student's books reading passages shows that textbooks were not prepared in terms of acquisition of manners and etiquette.

### **Implications of Study**

Language textbooks are an authoritative primary resource. Therefore, manners and etiquette education should be included in these authoritative instructional materials. Publishers and authors should take student's manners and etiquette background into consideration when they design instructional materials.

Another suggestion made about the textbook context is to increase the amount of manners and etiquette content and background information in the reading passages. Each Access Student's Book had ten modules. At least one of the modules should include manners and etiquette thematic units.

In addition, increase the amount of manners and etiquette referred decontextualized sentences in reading passages which should be integrated into meaningful student tasks or activities.

### **Suggestions for Further Studies**

In the present study, only reading passages of Student's books were examined, but there were other components of Access series which were writing, listening, vocabulary, speaking and grammar parts. Besides, this study only used quantitative content analysis of reading passages. Further studies can be conducted quantitatively and qualitatively content analysis of whole textbook.

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## **LIST OF APPENDICES**

### **APPENDIX A**

#### **TEXTBOOKS BY NUMBERED ANALYZED**

Secondary Courses English Textbooks Published by Express Publishing in United Kingdom in 2007, revised from 2013:

1. Access Student's Book 1 (coded as ACT1)
2. Access Student's Book 2 (coded as ACT2)
3. Access Student's Book 3 (coded as ACT3)
4. Access Student's Book 4 (coded as ACT4)

### **APPENDIX B**

#### **SAMPLE READING PASSAGES FOR TRANSCRIPTION IN ACCESS STUDENT'S TEXTBOOKS**

Reading passages of natural phenomena, geography and living surroundings in Access Student's Textbooks (Note: the first number is the order of textbooks, and the second number is the page number)

- Amazing Creatures (ACT1-48: represented for textbook 1, p.48)
- A duster or a budgie? (ACT1-52)
- Furry Friends (ACT1-53)
- It's an Insect's life (ACT1-55)
- What's the weather like? (ACT1-59)
- Time zones of the world (ACT2-19)
- Strange Dreams (ACT2-42)
- Global warning-Global changes (ACT2-52)
- Supervolcanoes (ACT2-54)
- The Bald Eagle (ACT2-57)
- British Landmarks (ACT2-67)
- Mexico city (ACT3-17)
- True stories-Tsunami (ACT3-20)
- It could happen to you (ACT3-22)
- Scorpion in bunch of grapes (ACT3-40)
- Danger on the Great Barrier Reef (ACT3-60)
- Protected (ACT3-80)
- Born Free (ACT3-84)
- Scotland's natural world! (ACT3-85)
- Acid Rain (ACT3-87)
- The food chain (ACT3-97)
- Amazing Senses (ACT4-52)
- Animals in disguise (ACT4-57)
- The Ever-Shrinking Planet (ACT4-60)
- Rainforests (ACT4-67)
- Holidays with a purpose (ACT4-102)
- The Northern Lights (ACT4-107)

Reading passages of products, art & design, and architecture in Access Student's Textbooks

- Amazing Spidey (ACT1-18)
- Houses in England (ACT1-28)
- My Bedroom (ACT1-32)
- Haunted Castles of Britain (ACT1-33)
- Taj Mahal (ACT1-35)
- Eragon (ACT1-92)
- Leicester Square (ACT1-93)
- Mystery Inc- Do you know them? (ACT2-12)
- Warm/ Cold colours (ACT2-29)
- Superheroes (ACT2-32)
- Superman (ACT2-34)
- Taipei 101 mall (ACT2-66)
- Canstruction (ACT2-82)
- Fashion Good Enough to Eat (ACT2-84)
- The wonderful world of doctor WHO (ACT2-97)
- Jamie's pick of the week (ACT2-102)
- Jack Hanna's animal adventures (ACT2-104)
- Traditional musical instruments: bagpipes (ACT2-107)
- The Canterville Ghost (ACT3-27)
- Legoland (ACT3-35)
- British Teen Magazines (ACT3-45)
- Turn on & Turn in (ACT3-47)
- The Art of Transformation (ACT3-70)
- An Earthship-The Perfect Green House (ACT3-82)
- Insomniac (ACT3-104)
- Does this sound familiar (ACT3-107)
- English Banknotes (ACT4-25)
- Eco-clothes (ACT4-42)
- Waste or not? (ACT4-80)
- My favourite painting (ACT4-84)

Reading passages of people and history in Access Student's Textbooks

- Steven Gerrard (ACT1-40)
- Teen's Favourite: Shakira (ACT1-42)
- Fact or Fiction (ACT1-70)
- Antonio Banderas (ACT1-72)
- Famous British People (ACT1-73)
- The Incas (ACT1-75)
- George Lucas (ACT2-36)
- Excalibur (ACT2-37)
- Ancient Egyptian Kings (ACT2-39)
- The Flying Dutchman (ACT2-44)
- Myths: the Minotaur (ACT2-49)
- The Inuit (ACT2-69)

- The Accidental Hero (ACT2-74)
- A day in the life of OJ Majo (ACT3-5)
- Being 15 .... (ACT3-14)
- A real-life Fairy Tale (ACT3-40)
- Life's Turns (ACT3-72)
- Children in Victorian times (ACT3-77)
- An Unusual Gallery (ACT4-24)
- The Master Thief of the Unknown World (ACT4-27)
- Steve Irwin- The Crocodile Hunter (ACT4-50)
- Andy Warhol (ACT4-85)
- Lost in Time (ACT4-90)
- The Great Fire of London (ACT4-92)
- Free in the skies (ACT4-94)
- Precious Earth (ACT4-95)

Reading passages of social relations, travel & leisure, and sports in Access Student's Textbooks

- An email to a pen pal (ACT1-12)
- My secret diary (ACT1-38)
- Greetings from... (ACT1-62)
- Shopping in London (ACT1-88)
- Hotspots in the UK (ACT1-98)
- A letter from Madrid (ACT1-102)
- I love Sundays (ACT2-16)
- Teenage life in Britain (ACT2-17)
- Postcards from holiday resorts (ACT2-22)
- Messages from holiday resorts (ACT2-62)
- Adverts (ACT2-64)
- Craig's Travel Blog (ACT2-72)
- An email (ACT2-76)
- School sports in the UK (ACT2-77)
- Famous markets in London (ACT2-87)
- A letter to a new pen friend (ACT3-8)
- Sarah's Diary-Annabel's Diary (ACT3-10)
- Jules' Undersea Lodge (ACT3-30)
- Edinburgh's Ghost Walks (ACT3-30)
- Cool Spots (ACT3-32)
- Take it easy (Act3-64)
- Letter of invitation (ACT3-94)
- Snowbiking-Parkour-Kitesurfing (ACT3-100)
- Breaking the ice (ACT4-12)
- Short messages (ACT4-14)
- Dealing with conflict (ACT4-17)
- Tony's Steak House (ACT4-34)
- Do you feel at home in your body? (ACT4-40)
- Caught up with the label (ACT4-47)

- Everyone Loves Marineland (ACT4-55)
- World Mysteries (ACT4-100)

Reading passages of science and technology in Access Student's Textbooks

- Should every teen have a mobile phone? (ACT2-96)
- Electricity (ACT2-99)
- How our ears work? (ACT2-109)
- Digital Divide (ACT3-50)
- Are you optimistic or pessimistic about the future? (ACT3-52)
- High-tech teens! (ACT3-55)
- Simulating Reality (ACT3-57)
- Safe Surfing (ACT3-67)
- Food Chain (ACT3-97)
- The Crystal Quest (ACT3-102)
- Animals in the air (ACT4-20)
- Mistakes that worked (ACT4-22)
- Robots over Humans? (ACT4-70)
- Small Wonders (ACT4-72)
- Sleep over with Dinosaurs (ACT4-75)
- Using a computer Network (ACT4-77)
- Can you believe your eyes? (ACT4-82)
- Movies go Digital (ACT4-87)
- Our Solar System (ACT4-97)

Reading passages of citizenship and health care Access Student's Textbooks

- Danger? Keep out (ACT1-85)
- Road Signs (ACT1-95)
- How to stay safe at the beach? (ACT1-100)
- The Voice (ACT2-46)
- Rubbish everywhere (ACT2-56)
- Why should we recycle at home? (ACT2-59)
- Healthy Eating (ACT2-79)
- Alcohol (ACT2-89)
- Smart people play it safe (ACT2-92)
- The WEEE Man (ACT2-94)
- Safe Splashing (ACT3-37)
- Dog saves boy's life (ACT3-40)
- A News Report (ACT3-44)
- Life in the future (ACT3-54)
- Safety in the street (ACT3-62)
- Choices ..... you make them (ACT3-90)
- The right food for the right mood (ACT3-92)
- Food Allergies (ACT4-37)
- A letter of advice (ACT4-44)
- Dangerous Encounters (ACT4-54)
- Snapshots (ACT4-62)

- What can we do to reduce traffic in our city? (ACT4-64)
- Should we download music or not? (ACT4-74)

Reading passages of values, beliefs, and customs in Access Student's Textbooks

- Spring Celebrations (ACT1-78)
- Exotic Dishes (ACT1-81)
- Birthday Treats (ACT1-82)
- Thanksgiving (ACT1-83)
- A message board (ACT2-24)
- Moon Festival (ACT2-26)
- American Food Festivals (ACT2-27)
- Superstitions in the UK (ACT2-47)
- The Yeoman Warders (ACT3-15)
- The Gift of Storytelling (ACT3-25)
- RCMP: Royal Canadian Mounted Police (ACT3-65)
- Traditions: The Hakka Dance (ACT3-75)
- Glastonbury Festival (ACT3-105)
- Body Talk (ACT4-10)
- Obento a tasty tradition (ACT4-30)
- Buy Nothing Day (ACT4-32)
- Traditional UK dishes (ACT4-35)
- Traditional Costumes of the British Isles (ACT4-45)
- World Fest (ACT4-65)
- Meridian Energy Summer (ACT4-105)

Reading passages of Manners and Etiquette in Access Student's Textbooks

- Social Etiquette in the UK (ACT4-15)
- Thank you (ACT4-104)

**APPENDIX C**

**SAMPLE DECONTEXTUALIZED SENTENCES FOR TRANSCRIPTION IN ACCESS STUDENT'S TEXTBOOKS**

School Manners and Etiquette (Note: the first number is the order of textbooks, and the second number is the page number)

- They keep our gardens clean because they eat dead leaves and other waste. (ACT1-55: represented for textbook 1, p.55) (Don't litter the school grounds: represented for school manners and etiquette)
- Then I do my homework for school. (ACT2-16) (Obey the school rules, be punctual)
- Pupils in Britain always wear a school uniform. (ACT2-17) (wear your uniform)
- He was a very good student. (ACT2-36) (Co-operate with the other kids)
- You can spend hours playing games and neglect your homework. (ACT2-96)
- Well, I never miss practice. (ACT3-5) (Be on time)
- Sarah's school is very small, but everyone's so friendly. (ACT3-10) (Be nice to people)
- I'm really sorry to hear you are having trouble at school, but I think I can help you. (ACT3-64) (Help people)

- The best thing you can do is ignore the bullies when they call you names and don't show that you are upset. (ACT3-64) (Do not bully)
- She just wasn't organized enough! (ACT3-72) (Be tidy)
- Don't blame or accuse. (ACT4-17)
- Listen carefully to the other person and accept that he or she might see the problem in a different way. (ACT4-17)
- Be flexible and open-minded, willing to apologise, forgive and move on. (ACT4-17)
- Shortly afterwards, the brothers asked the king for permission to send men up in the balloon. (ACT4-20) (Ask permission)
- Being a rather sloppy scientist, he used to leave his culture plates all around his lab and then forget about them. (ACT4-22) (Be tidy)
- We have been working hard on it all week. (ACT4-32) (Study hard)
- Nevertheless, we must download through a legal site. (ACT4-74)
- Do not share computer passwords. (ACT4-77)
- Do not overuse resources such as online connection time or printers. (ACT4-77)
- Do not use it for anything illegal, unethical or dishonest e.g bullying other students or damaging equipment. (ACT4-77)
- Do not copy other people's work-either other students' or online information. (ACT4-77)
- Do not install any software without permission. (ACT4-77)
- He worked hard to make himself what he was. (ACT4-85) (Study hard)

#### Meeting and Greeting Manners and Etiquette

- Hi! My name's Patricia. (ACT1-12) (Great people)
- Please write soon. (ACT1-12)
- Before he leaves the house, he always kisses his daughters Lilly-Ella and Lexie for good luck. (ACT1-40) (Use gestures)
- At the end of each match, Steven goes to the fans to thank them. (ACT1-40) (Thank people)
- Greetings from Greece (ACT1-62)
- See you soon. (ACT1-62), (ACT2-22)
- My friends brought me gifts. (ACT1-82) (Go visit with a gift or chocolate)
- Hi! How are you? (ACT1-102) (ACT3-92)
- See you in two weeks' time. (ACT1-102) (Use parting phrases)
- Take care (ACT2-22) (Use parting phrases)
- Thank you for listening to me. (ACT2-26)
- Since then, I'm not afraid and thank her for helping us. (ACT2-46)
- See you in a couple of weeks. (ACT2-62) (Use parting phrases)
- Greetings from Rio de Janeiro! (ACT2-62)
- Good Luck (ACT2-76)
- Please write soon! (ACT3-8)
- 'Thank you' (ACT3-40) (ACT3-106)
- Thank you for sharing it with us! (ACT3-42)
- I'd love you to come? (ACT3-92) (You are welcome)
- Try to be here before 5:30 (ACT3-92)
- Best wishes (ACT3-92)

- Next, please (ACT3-106)
- When you smile, people think you are friendly and easy to talk to (ACT4-11) (be nice to people)
- People will enjoy your positive energy and benefit from it. (ACT4-11)(Co-operate with others)
- Don't avoid being around new people just because you feel uncomfortable. (ACT4-11) (Co-operate with others)
- Happy Birthday! (ACT4-14)
- Hope you are well (ACT4-14)
- Special thanks for taking the time to show me around. (ACT4-14)
- Thanks a million (ACT4-14)
- A handshake is the most common form of greeting when you meet someone for the first time. (ACT4-15)
- It is only when you greet close friends or relatives that you would kiss them on the cheek or give them a hug. (ACT4-15)
- Avoid asking people about their age, religion, politics, marital status, weight or how much they earn. (ACT4-15)
- When you visit people at home, make sure you are on time. (ACT4-15)
- It's also nice to take a gift or a box of chocolates. (ACT4-15)
- However, you must always phone before you visit someone. (ACT4-15)
- Thanks to his special brain, he has a personality and human characteristics including friendliness, loyalty, humour and creativity. (ACT4-70)
- Thank you to your kindness during my stay with you. (ACT4-104)
- Thank you one again for your hospitality. (ACT4-104)
- Best regards (ACT4-104)

#### Eating and Drinking Manners and Etiquette

- Crocodiles grow near teeth to replace their old ones all the time but they never clean their teeth. (ACT1-48) (clean your teeth)
- I went home for a family dinner. (ACT1-78) (attend family occasions)
- Always wash your hands well before you touch any food. (ACT1-85)
- Clean the work surfaces well to keep bacteria away! (ACT1-85)
- Wash fruit and vegetables well. (ACT1-85)
- I also help my Mum cook lunch. (ACT2-16)
- Before the festival people prepare traditional mooncakes to eat or send to their friends and relatives. (ACT2-26) (attend traditional celebrations)
- On that day Chinese families get together to celebrate the end of the harvest season. (ACT2-26) (attend family occasions)
- The restaurant is famous for its excellent service, friendly waiters and tasty dishes. (ACT4-34) (be nice to people)
- Eventually, you get up, wash, get dressed and go into the kitchen for breakfast. (ACT4-62) (Be punctual)

#### Manners and Etiquette in Public

- She is kind and friendly. (ACT1-38)
- All the girls and boys wore traditional Welsh costumes and sang songs, danced and

read poetry. (ACT1-78) (attend traditional celebrations)

- I played party games with my friends. (ACT1-82) (Co-operate with friends)
- So, if you ride a bicycle or even just walk, you need to know what the signs mean. (ACT1-95) (Follow traffic rules)
- She is very beautiful and polite. (ACT2-12)
- He is quite handsome and friendly. (ACT2-12) (be polite and friendly)
- It happens at the end of the raining season to apologise to water for making it dirty. (ACT2-24) (Say sorry)
- The creator of Spider-Man, the X-Men, the Fantastic Four, Daredevil, Iron Man, Captain America and the incredible Hulk, created his heroes to help people who need them. (ACT2-32) (Help people)
- Hulk wanted to help them because he knew it was the right thing to do. (ACT2-32) (Help people)
- He is always there to save people from crime and danger and then he goes back to his everyday life. (ACT2-34) (Help people)
- What can we do to help? (ACT2-56)
- The traffic is worse than I imagined, but the people are very friendly. (ACT2-62)
- Hope I've been of some help. (ACT2-76)
- Every year in cities across North America people build wonderful creations with cans of food to attract the public's attention to the serious problem of hunger. (ACT2-82) (Help needed people)
- After the competition is over, the organizers give the food to charities to feed the hungry. (ACT2-82) (Help needed people)
- Collect some cans, build a work of art from them and then donate them to a charity to feed the hungry. (ACT2-82) (Help needed people)
- We mustn't pollute our environment. (ACT2-94) ( Do not litter)
- However, teens need to learn to use them sensibly. (ACT2-96) (Do not waste)
- He has lots of friends and good relationship with his parents. (ACT3-5)
- The people of Mexico City are very friendly. (ACT3-17)
- All pools have rules displayed on signs around the pool. Always read them before you start swimming. (ACT3-37) (Pay attention to warning signs)
- They speak English as well as Maori and are friendly and kind. (ACT3-75)
- For example, we can turn off the lights when we leave a room. (ACT3-87) (Do not waste)
- Buy different ones and then share or swap. (ACT3-90) (contribute or donate)
- Go ahead and get a new one, but donate the old one to a charity shop. (ACT3-90)
- Having a finger in every pie (ACT3-95) (Help needed people)
- So you have fun, and at the same time, you help a worthy cause. (ACT3-104) (Help)
- Don't take over the conversation and don't just talk about yourself.(ACT4-11)
- Some people scream, shout, swear, call people names, try to get back at or hit the person who has hurt them. (ACT4-17) (Don't fight, pull, push or shove anyone)
- Others do their best to keep away from disagreements but very few deal with conflict successfully. (ACT4-17) (Don't fight, pull, push or shove anyone)
- Then, say what's bothering you, but watch how you express yourself. (ACT4-17) (be polite)
- I'd be happy to help you. (ACT4-44)

- Steve learnt to love, respect and take care of animals. (ACT4-50) (show respect to others)
- Staying after sunset is prohibited in the area. (ACT4-100) (Obey the rules)

# **ASSESSMENT OF TRANSPORT SYSTEM QUALITY IN JEDDAH CITY, SAUDI ARABIA**

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## **Abstract**

Provision of efficient transport system is crucial, particularly in fast growing cities. Jeddah city has witnessed a dramatic urban growth and land use changes over the last four decades. This has caused significant and critical changes in transport system. This paper attempts to assess the transport system quality in Jeddah city. It measures the satisfaction level of Jeddah people toward the current state of transport system in Jeddah city. Questionnaire was distributed to different age groups of Jeddah residents using different survey methods. Results show a common dissatisfaction of the current transport system in Jeddah. The results of this study assist transport planners in identifying the appropriate transport interventions policies and plans in order to provide sustainable and effective transport system in the city.

**Key words:** Transport, Satisfaction, Online Survey, Jeddah

## **1- Introduction**

Transport system is vital in urban environment as it facilitates the mobility and movement of people and good; and stimulates urban development (Meyer and Miller, 2001). The provision of efficient transport services is vital in urban and transportation planning. Fast growing cities experience notable challenges in providing efficient transport system. Rapid urban growth and excessive spatial expansion stimulate more traffic and high dependence on private vehicle, which in turn cause congestion, air pollution, emissions and economic losses (Zhao, 2010; Aljoufie et al., 2013).

To reduce the negative effects of the increasing motorization and the use of private vehicle, local governments in many fast growing cities have implemented policy interventions. These interventions are often very costly and not always politically feasible (Taniguchi et al., 2014), particularly in big cities. Accordingly, measuring the perception and satisfaction of people of the transport system is crucial as the travel behavior does not always reflect experiences and satisfaction. In fact, many agree that experiences, rather than behavior, provide more insight and a competitive advantage for developing travel services that meet the needs of the user (Taniguchi et al., 2014). The study of commuter

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perceptions and satisfaction has become increasingly prevalent in the field of transportation (St-Louis et al, 2014) and the focus on travel satisfaction has increased during recent years in several ways (Taniguchi et al., 2014).

Most of main cities in Saudi Arabia have witnessed a rapid urban growth over the last five decades which has caused complex transportation challenges for the local authorities. Jeddah city as such, has witnessed variable rapid urban growth and dramatic spatial expansion from the early 1960. The population of Jeddah has grown rapidly from 147,900 in 1964 to about 3,247,134 in 2007. Jeddah urban mass has expanded considerably from 18,315 ha in 1964 to 54,175 ha in 2007 (Aljoufie et al., 2013). This has resulted in major changes travel behavior and haphazard transportation issues in Jeddah.

Excessive expansion of Jeddah spatially and its dramatic changes of land use have caused a significant impact on the daily share of travel modes (Aljoufie et al., 2013). In fact, the share of non-private vehicle daily trips has noticeably decreased. The share of daily trips of public transport has declined considerably from about 19% in 1970 to almost 2.3% in 2007 (Aljoufie et al., 2013). The share of other transport modes, such as cycling and pedestrian trips, has considerably reduced from about 31% of the total trip in the year 1970 to about 4.6% in the year 2007 (Aljoufie et al., 2013). As Jeddah's urban area expanded dramatically and the compactness of the city reduced, the travel pattern has been affected and the daily share of private vehicles trips has been stimulated. The share of daily private vehicle trips increased from 50% in 1970 to 96% in 2012. This has coincided with poor public transport coverage and service. As a result, high levels of mobility occurred all over the city and congestion dominated Jeddah's streets in both peak and non-peak hours (Municipality of Jeddah, 2006; IBI 2007). Moreover, average speeds on the Jeddah roads, particularly highways and main roads, are decreasing, while traffic safety is declining (IBI 2007; Aljoufie et al., 2013). Conversely, transportation emissions and trip durations are increasing (IBI 2007; Aljoufie et al., 2013).

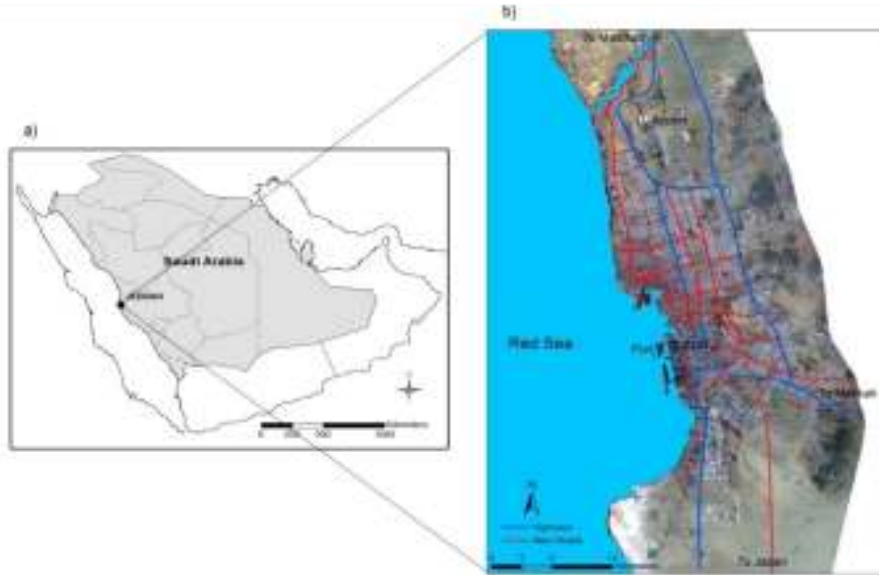
Given these challenges, measurement of satisfaction level of Jeddah people toward the current state of transport system is vital. To date, this has received a limited attention in Jeddah. Although, several policy interventions were proposed by Jeddah municipality, the level of Jeddah people satisfaction toward the current state of transport system was not considered. Thus, this paper attempts to assess the transport system quality in Jeddah city by measuring the satisfaction level of Jeddah people toward the current state of transport system.

This paper is organized as follows. Firstly it outlines the methods and the data used for analysis. Next, the results of the survey will be discussed. Finally, it draws some conclusions and discusses directions for future research.

## 2- Methodology

### 2-1 -Study area

Jeddah city is the first commercial city in Saudi Arabia and considered the second main city in Saudi Arabia, after Riyadh the capital. Jeddah located on the western region on the Red Coast , figure 1.



**Fig. 1.** a (Geographic location of Jeddah in Saudi Arabia; b) Jeddah city

Jeddah city has experienced a rapid urban environment changes and a dramatic population growth. This has affected the travel pattern in Jeddah and caused critical challenges for Jeddah urban and transportation planners. As a result, Jeddah's transport mode share has dramatically altered. While the share of the non-private vehicle modes daily trips has declined to about 7 % in the year 2007 from about 50 % in the year 1970, the share of daily trips by private vehicle increased to about 93% in the year 2007, from about 50% in 1970 (MOMRA, 1980; Municipality of Jeddah, 2006; IBI 2007).

The population of Jeddah was rapidly increased, from 147,900 in the year 1964 to 3,430,697 in the year 2010, while the urban mass of Jeddah has significantly extended from about 18,315 hectares in the year 1964 to about 54,175 hectares in the year 2007 (Aljoufie et al., 2013). This has augmented the total number of the daily trips from about 293,370 trips in the year 1970 to about 6,051,883 trips in the year 2007 (MOMRA, 1980; IBI 2007). This high mobility has place pressure on the Jeddah's existing transportation infrastructure (Aljoufie et al., 2013). Thus, congestion is dominant on Jeddah's streets in both peak and non-peak hours (IBI, 2007; Municipality of Jeddah, 2009).

Jeddah currently witness a haphazard transport issues. Although, several polices were proposed by Jeddah municipality to solve these issues, the level of Jeddah people satisfaction toward the current state of transport system was not considered and incorporated. The study area of this study covers the large extent of the urban area in Jeddah city to measure the overall satisfaction of Jeddah people toward the current transport system.

## **2-2- Questionnaire**

Questionnaire was designed to measure the satisfaction level of Jeddah people toward the current state of transport system. It consisted of two main parts. First part includes individual's socio-economic attributes. This part is important as the transport quality observation differs between individuals. This part included questions about age, gender, nationality, education level and income level.

Second part includes the individual's satisfaction of the current transport system quality in Jeddah. In this part, respondents were asked to indicate their personal evaluation of current transport system quality. Specifically, respondent were asked to indicate their satisfaction of the followings transport aspects:

- Noise level
- Parking
- Roads condition
- Footpaths condition
- Traffic and congestion
- Public transport
- Road safety
- Through traffic
- Disables requirements

Respondents were required to indicate their satisfaction with defined transport aspects using a Likert scale ranging from 1 for satisfied; 2 for neutral; and to 3 for dissatisfied.

## **2-3- Survey**

To increase the rate of respondent and to reduce the burden involved in completing the questionnaire, the questionnaire was deigned to take 5-10 minutes to complete. Different survey methods were used. The questionnaire was designed online on Survey Monkey. Survey Monkey is an internet based resource for hosting online internet surveys that allows users to word their own questions and collect respondent data into a single database (Harland, and Drew, 2013). The survey was conducted between February 5th and March 5th 2014. The survey targeted King Abdulaziz university staff and students, shopping centers visitors, and sample of Jeddah population. Respondents were invited to participate using different methods: 1) email invitations to staff and students of the Faculty of Environmental Design at King Abdulaziz University, 2) Smart phones and notepads devices for shopping centers visitors, 3) facebook pages targeted Jeddah users; 4) online King Abdulaziz University students forums, and 5) advertisement of survey in social networking sites such as Whatsapp and Twitter.

### 3- Results

#### 3-1- Respondents

A total of 1093 respondents were participated in the survey. Out of the total respondents, 356 questionnaires were partially filled out while 737 questionnaires were fully completed. The fully completed questionnaires were considered in the analysis.

#### 3-1 socio-economic attributes

Table 1 shows the socio-economic attributes of the respondents. A varied socio-economic attributes of the respondents is noticed in the considered sample of questionnaires.

**Table 1 Socio-economic attributes of the respondents**

<b>Socio-economic Attributes</b>	<b>Frequency</b>	<b>Percent</b>
<b>Age</b>		
20-30 Years	339	46.0
31-40 Years	166	22.5
41-50 Years	145	19.7
51 Years and above	87	11.8
	<b>737</b>	
<b>Gender</b>		
Male	451	61.2
Female	286	38.8
	<b>737</b>	
<b>Nationality</b>		
Saudi	656	89
None- Saudi	81	11
	<b>737</b>	
<b>Education level</b>		
Primary	9	1.22
Secondary	108	14.65
Diploma	79	10.72
Bachelors	433	58.75
Masters	75	10.18
Doctorate	33	4.48
	<b>737</b>	
<b>Monthly income level</b>		
Less than 5000 SAR	202	27.41
5000 -10000 SAR	183	24.83
10001 -15000 SAR	133	18.05
More than 15000 SAR	219	29.72

Table 1 shows that the majority of respondents (46 %) are between 20 and 30 years. About 22.5% of the respondents are between 31 and 40 years. Respondents between 41 and 50 years are about 19.7% while about 11.8 % accounted for respondents aged 51 years and above.

Gender information of the respondents shows that 61.2 % are male and 38.8 are female. On the contrary, analysis of the collected data reveal that the sample is dominated by Saudi nationality wherein 89% of the respondents are Saudi and 11% are none-Saudi as depicted in table 1.

Education level information shows a diversity of education level of the respondents as depicted in table 1. The majority (58.9 %) of respondents are with bachelors education level. 14.65 % of the respondents are educated up to secondary level, while 10.72 % and 10.18% with diploma and masters education level respectively. Results also show that 4.48% of the respondents are with doctorate education level, whereas only 1.22 % of the respondents have a low education level up to the primary levels.

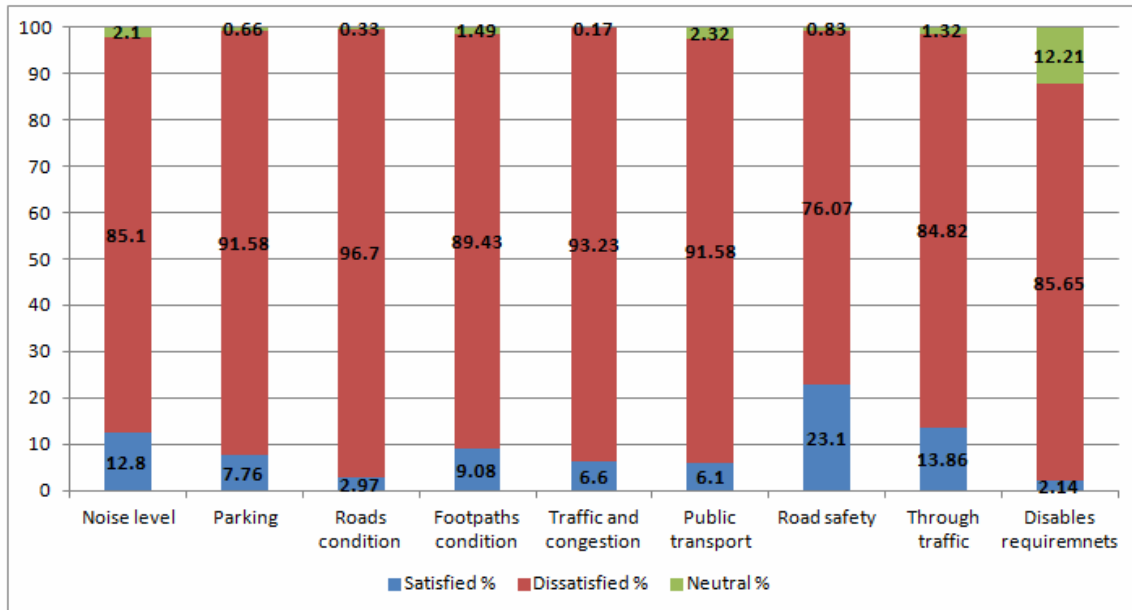
Analysis of the collected data reveals a varied monthly income level of the respondents as shown in Table 1. 27.41 % of the respondents earn less than 5000 SAR monthly. The proportion of the respondents who earn between 5000 and 10000 SAR monthly is 24.83 %, while respondents with monthly income between 10001 and 15000 SAR is 18.05 %. The largest proportion of the respondents (29.72 %) earns more than 15000 SAR monthly.

### 3-2- Satisfaction of the transport system quality

Table 2 and Figure 2 depict the survey respondents' satisfaction level of the current transport system quality in Jeddah. The satisfaction with the defined transport aspects is categorized in 3 classes: satisfied; neutral; and dissatisfied. The detailed respondents' satisfaction level of each transport aspect is explained below.

**Table 2 Respondents satisfaction level of the transport system quality**

<b>Transport Aspects</b>	<b>Satisfied %</b>	<b>Neutral %</b>	<b>Dissatisfied %</b>
Noise level	12.8	2.1	85.1
Parking	7.76	0.66	91.58
Roads condition	2.97	0.33	96.7
Footpaths condition	9.08	1.49	89.43
Traffic and congestion	6.6	0.17	93.23
Public transport	6.1	2.32	91.58
Road safety	23.1	0.83	76.07
Through traffic	13.86	1.32	84.82
Disables requirements	2.14	12.21	85.65



**Figure 2 Respondents satisfaction level of the transport system quality**

### 3-2-1- Noise level

Table 2 and Figure 2 indicate that majority of the respondents (85.1%) dissatisfied with Jeddah transport system noise level. This can be explained by huge traffic volumes on Jeddah roads. 12.5 % of the respondents were satisfied with the noise level, while 2.1% of the respondents were neutral about this aspect.

### 3-2-2- Parking

Results reveal that a very high proportion of the respondents (91.58%) are dissatisfied parking in Jeddah. This is expected as parking is a major transport problem in Jeddah city. Only 7.76 % of the respondents were satisfied with parking in Jeddah, while a very low proportion of the respondents (0.66%) were neutral about this transport aspect. Results suggest that parking need a prompt policy intervention from Jeddah municipality.

### 3-2-3- Roads condition

Table 2 and Figure 2 indicate that nearly every one of the respondents (96.7%) dissatisfied with Jeddah roads condition. This can be justified by bad roads condition of Jeddah roads which is tangible daily by road users (both drivers and passengers) in Jeddah. Only 2.97 % of the respondents were satisfied with the roads condition in Jeddah, while a very low proportion of the respondents (0.33%) were neutral about this aspect. These results imply urgent roads condition intervention from Jeddah municipality

### 3-2-4- Footpaths condition

Results reveal that majority of the respondents (89.43%) dissatisfied with Jeddah footpaths condition in Jeddah. This is expected as pedestrian experienced difficulties in walking in Jeddah. 9.08 % of the respondents were satisfied with footpaths condition in

Jeddah, while a very low proportion of the respondents (1.49%) were neutral about this transport aspect. Results suggest that footpaths condition require a prompt policy intervention from Jeddah municipality.

### **3-2-5- Traffic and Congestion**

Table 2 and Figure 2 indicate that most of the respondents (93.23%) dissatisfied with Jeddah traffic and congestion. This can be justified by huge traffic volumes tangible daily by road users (both drivers and passengers) in Jeddah, dramatic increase of the number of total trips and dominant trips by private vehicle. Only 6.6 % of the respondents were satisfied with the traffic and congestion in Jeddah, while a very low proportion of the respondents (0.17 %) were neutral about this aspect. These results imply urgent transport policy interventions from Jeddah municipality.

### **3-2-6- Public transport**

Results reveal that majority of the respondents (91.58%) dissatisfied with public transport in Jeddah. This is expected, given the current deficiencies of public transport in Jeddah (Aljoufie, 2014). 6.1 % of the respondents were satisfied public transport in Jeddah, while a low proportion of the respondents (2.32%) were neutral about this transport aspect. Results suggest that an improvement of public transport is vital and necessitate a high level of attention from Jeddah municipality.

### **3-2-7- Road safety**

Table 2 and Figure 2 indicate that the majority of respondents (76.07%) dissatisfied with Jeddah road safety. This can be justified by rising number of accidents in Jeddah. However, 23.1 % of the respondents were satisfied with road safety in Jeddah. This can be related to bad driving behaviors of drivers (i.e. high speed ... etc) which are seen normal form the youth drivers in the absent stringent traffic regulations enforcement. Results also indicate a very low proportion of the respondents (0.83 %) were neutral about this aspect. These results imply urgent traffic regulations by traffic police department in Jeddah in conjunction with appropriate transport policy interventions related to safety by Jeddah municipality.

### **3-2-8- Through traffic**

Results reveal that majority of the respondents (84.82%) dissatisfied with through traffic problem in Jeddah. Conversely, 13.86 % of the respondents were satisfied through traffic problem in Jeddah, while a low proportion of the respondents (1.32%) were neutral about this transport aspect. Results suggest that network connectivity and roads hierarchy policy interventions must be considered by Jeddah municipality.

### **3-2-9- Disables requirements**

Results reveal that majority of the respondents (85.65%) dissatisfied with Jeddah disables requirements in Jeddah. This is expected as disables experienced serious transport difficulties in Jeddah. Only 2.14 %.of the respondents were satisfied with disables

requirements in Jeddah, 12.21 % of the respondents were neutral about this transport aspect. Results suggest that disables requirements necessitate a prompt policy intervention from Jeddah municipality.

#### **4- Discussion**

The potential effectiveness of transport policy measures highly depend on road users experience (Taniguchi et al., 2014). In this study the satisfaction level of Jeddah people toward the current state of transport system in Jeddah city was measured. Results indicate a common dissatisfaction of the current transport system in Jeddah as depicted in Table 2 and Figure 2. The average dissatisfaction level of Jeddah people toward current transport system quality is 88.24 %, while the average satisfaction is only 9.37%. A very low proportion of Jeddah people were neutral about the quality of the current transport system in Jeddah.

The results clearly demonstrate that all different age groups of Jeddah residents have a common dissatisfaction of current transport system. It is also noted that although respondent's socio-economic characteristics differ, which mean a high unbiased perception; there is a dominant dissatisfaction of the current transport system. This finding is expected, given the current haphazard transport issues in Jeddah. All the defined transport aspects received a high level of dissatisfaction. However, roads condition, traffic and congestion, public transport and parking were the most important and significant transport aspects that survey respondents mostly dissatisfied with in Jeddah. These results imply urgent transport policy interventions from Jeddah municipality toward theses aspects.

These findings assist Jeddah urban and transport planners in formulating the appropriate transport interventions policies and plans. Current urban and transportation policy interventions in Jeddah lack of effective participation of Jeddah people. This study assists Jeddah urban and transport planners to understand the perception of people toward the current transport system quality in Jeddah. It can help urban and transport planners in Jeddah to priorities there policy interventions based on the transport system users perception and profile. Thus, sustainable and effective transport system can be achieved in the city.

#### **5- Conclusion**

This paper has attempted to assess the transport system quality in Jeddah city by measuring the satisfaction level of Jeddah people toward the current state of transport system. An online survey was conducted for Jeddah residents using different methods. Results depict a varied socio- economic attributes of the respondents which has assisted in achieving a high unbiased perception.

Results indicate that all different age groups of Jeddah residents with different socio-economic attributes have common dissatisfaction of current transport system quality in Jeddah. Although, all the defined transport aspects received a high level of dissatisfaction;

roads condition, traffic and congestion, public transport and parking were the most critical transport aspects in Jeddah and need an urgent interventions.

The results of this study facilitate the identification of appropriate policy interventions by Jeddah urban and transport planners. This in turn, can help in achieving sustainable and effective transport system in Jeddah. Further studies with the same methodology are highly recommended to include different transport and urban aspects in Jeddah.

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# **UPGRADING LIFELONG LEARNING E-LEARNING TECHNOLOGIES IN ACADEMIC CONTINUING EDUCATION**

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## **Abstract**

In the modern information society, where knowledge loses its validity faster and faster, every individual has to learn lifelong, for which reason time- and place-independent learning becomes more and more essential. Within the field of continuing education the importance using E-Learning – especially internet technologies – increases. This does not stop at universities' doors. The field of academic continuing education is a growing, participant-oriented, demand-driven and flexible sector in contrast to academic teaching. For graduates and professionals, institutions of higher education offer many possibilities for continuing education. The use of E-Learning within this field provides a lot of advantages towards pure in-class-training. Despite the awareness of the wide range of opportunities, which go along with the use of internet technologies, only a few avail themselves of these opportunities, as figured out in a preceding analysis. It could be shown that almost all academic continuing education programs are extra occupational, but only a few of all programs are digitally enhanced, however especially the latter could make learning more flexible and open. Why stakeholders use E-Learning in academic continuing education programs? This paper presents empirical findings of an online survey, which was addressed to stakeholders in the field of academic continuing education at Saxon institutions of higher education in April 2014. It is assumed that the situation of Saxony is representative for other German states and thus allows conclusions for the support of E-Learning in continuing education at all institutions of higher education.

**Keywords:** E-Learning, Academic Continuing Education, Strategies, Internet Technologies

## **1- Lifelong E-Learning**

Through the change from industrial to information society, knowledge has become one of the most valuable resources on the labour market. It certainly underlies rapid changes that limit its validity more and more. Therefore every individual has to learn lifelong [1]. For graduates and professionals, institutions of higher education offer many possibilities of academic continuing education. Besides research and academic teaching, this task field has already been established as an equal main task at German institutions of

higher education [2]. The use of digital media within this field provides a lot of advantages towards pure in-class-training. Because of the time- and place-independence of digital education it is possible to reach new target groups, like full-time employees or heavily place bounded persons [3]. Interactive media and the internet deliver advantages for learning processes: they make learning more efficient and support a more motivational and successful way of learning – as far as they are used senseful[4]. Furthermore there is an unused advantage of motivation behind using digital media to improve learning and teaching [5]. Also, in Saxony – a Free State within Germany – E-learning structures were created, which should support stakeholders of higher education to use digital media to improve learning and teaching. Through this in almost all institutions of higher education in Saxony the basic requirements were created for a sustainable implementation of e-learning in academic and academic continuing education [6]. The use of digital media within academic continuing education opens a wide range of opportunities to embellish extra occupational learning programs. In the following we concentrate on internet technologies as the part of digital media, which allows time- and place-independent learning and teaching.

In 2013 we analyzed all academic continuing education programs at Saxon institutions of higher education [7]. Therefore we did a program analysis [8] containing all homepages of Saxon institutions of higher education. Every academic continuing education program was classified in a category system, which was constructed with the help of a content analysis [9]. The results of the program analysis (N=404) show, that there are 345 part-time programs but surprisingly only 54 media based programs among all academic continuing education programs. One explanation maybe the research methodology, because only those programs which are explicitly named by the provider to use digital media were assigned to the category media-based [8]. Anyway similar results (a low rate of media based academic continuing education programs) could be already shown in a federal internet analysis as well as in the results of a online-survey-study for all Germany [2]. This makes it interesting to ask the stakeholders of these programs, which media they use and which intentions are behind this use (strategies) to get to know the real status quo and to support stakeholders adequate.

Within the scope of this paper the following questions are answered with the help of an online survey, which addresses stakeholders in the field of academic continuing education at Saxon institutions of higher education as an example for the situation in the German higher education landscape. *Which internet technologies stakeholders use in their academic continuing education programs and why they use these internet technologies?* Furthermore we are interested in the different E-Learning-Strategies between public and private institutions, universities and universities of applied sciences as well as between the different main degrees like certificate, academic degree and confirmation of participation. By knowing these differences, the support for stakeholders can become more equal and help to fix lacks to improve the use of internet technologies. The results will be used to support stakeholders within the field of digital media in academic continuing education to get one more step ahead for realizing lifelong E-Learning.

## **2- Methodology Approach**

As mentioned above the study should help to answer questions about the *internet technologies* stakeholders use in their academic continuing education programs as well as the intended *strategies* and the difference of these between public and private institutions, *universities and universities of applied science* as well as *different qualifications*. In the following the description of the methodology approach, especially for the strategy-part of the online-survey is presented and divided in the development of the items, the construction of the survey and the presentation of the sample.

### **2.1- Development of the strategy-items**

The first intention was to create an item battery and a scale to analyze the intensity of a variety of strategies using internet technologies for in academic continuing education programs. The development of the items was an iterative process including three steps: project analysis, group discussion and pretest of the preliminary items.

#### **(1) project analysis**

In 2013 we analyzed all projects (N=24), which planned to use internet technologies in their academic continuing education programs and are funded by the ESF in Saxony with the aim to create an overview about the projects. This is a great research field for the declared intention, because behind this project-applications is a variety of different project ideas, methods and – what is important for the following analysis – different E-Learning-Strategies. At first, the applications of each project were analyzed. They were written to apply for financial support of the EFS. The strategies of the projects for using internet technologies were figured out of their applications with the help of a content analysis [9]. With the ESF-Projects-Analysis (N=24) could be shown, that mostly projects use internet technologies to expand didactical possibilities (17), better reuse contents (15) and reach new target groups (10; multiple selection was possible). Of less importance are administrative purposes (7), to save costs (6) and improve image (6). Through this explorative study it was possible to get a first overview of different strategies for using internet technologies in academic continuing education programs.

#### **(2) group discussion**

The strategies found by step (1) have been extended and improved by a structured group discussion by the Q2P-Project members to develop the item battery. With four years of project experience within the Q2P-Project, the members well know the situation in Saxony as well as the strategies and projects which are using internet technologies in academic continuing education programs. The Q2P-Project (quality assurance and quality management in postgraduate continuing education) is a cross-section project, which supports all projects funded by the ESF in Saxony for developing their use of internet technologies [10].

### (3) pretest of the preliminary items

Before using the items and scale, the survey was tested in several pretests. Two times by the project-members (n=7), once by stakeholders of academic continuing education and persons who provide academic teaching (n=27) as well as experts (n=3) in the field of both areas. The results of these pretests formed the bipolar straight numeric scale with named terminals to secure an interval scale. Furthermore to work against negative answer tendencies like middle categories [11] the decision for a four-stepped scale was made.

With the following analysis – based on the experience of the before mentioned program and project analysis – we are now directly questioning the stakeholders of academic continuing programs of institutions of higher education.

### 2.2- Construction of the survey

The online questionnaire was send to 631 persons, who participate in the field of academic continuing education at Saxon institutions of higher education. To get an overview of internet technologies, stakeholders use within and/or for the programs (for preparation, performance and reworking), they got a list of all internet technologies categories. To find out why stakeholders use internet technologies they got a list of eleven strategies. Each internet technology opens different kinds of possibilities. Based on our own research and experiences with supporting projects of academic continuing education, we worked out eleven strategies of using internet technologies. They got the possibility to agree on a scale from *very important* to *not important* with the opportunity to give a *don't know*-answer. Additional they got the category *others* in order to give them the opportunity to add a strategy. Only two persons add another strategy, but it was possible to match them to our list. So it is assumed that the items are exhaustive respective sufficient for our purposes. Participants were not forced to give an answer to every statement. They had the opportunity to give no answer or just switch to the next question. This is important for such kind of themes because of their social desired connotation [12], which could tempt the participants to give socially desirable answers.

For the analysis of the strategies, 150 data sets have been used. This are 86,7 percent of the cleaned data set (n=173). The 23 missing data sets are eliminated by a list-preclusions of missing values. In this case it is the best method, because after the preclusion still all variables are quantitative equal and the data set is with 150 still big enough for all necessary test. The reliability of all strategy-variables is with  $\alpha=.771$  acceptable [13]. In table 1 the strategy-items, them reliabilities, if an item would be deleted and the missing values per variable are shown.

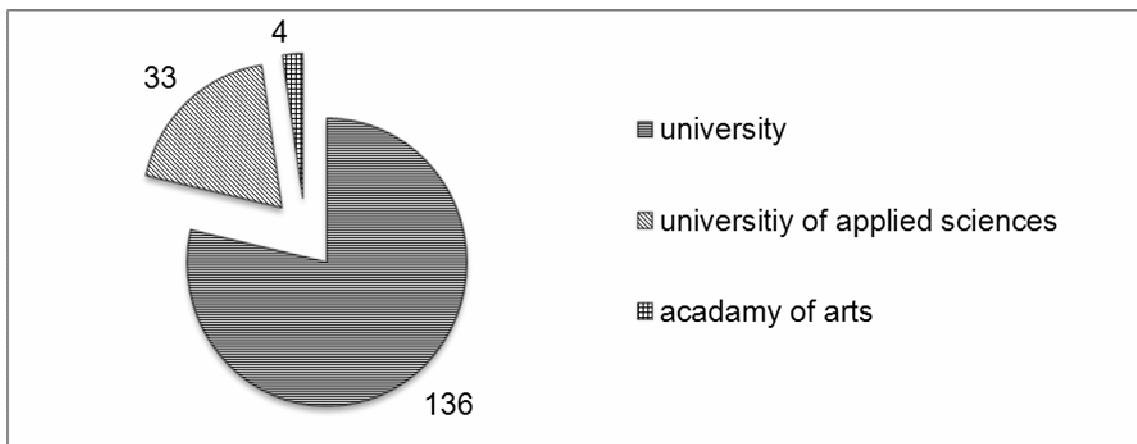
**Table1:**Test results of strategies, n=173 (own illustration)

variable	item	$\alpha$ (n=150), if item deleted	missing values
v_9I1	reachnewtargetgroups	,780	4
v_9I2	enlarge the amount of participants	,746	7
v_9I3	save resources (money, staff, time)	,765	8
v_9I4	expanddidacticalpossibilities	,723	7
v_9I5	follow institutionalinstructions	,767	11
v_9I6	responddtoparticipantsneeds	,765	5
v_9I7	permit time- and place- independent-learning	,733	6
v_9I8	respondto individual needs	,749	6
v_9I9	improveimage	,787	6
v_9I10	betterreusecontents	,732	5
v_9I11	trialnewideas	,724	8

It can be assumed, that all variables should be kept for the following analysis, because there is no item which will improve the reliability very much by its elimination.

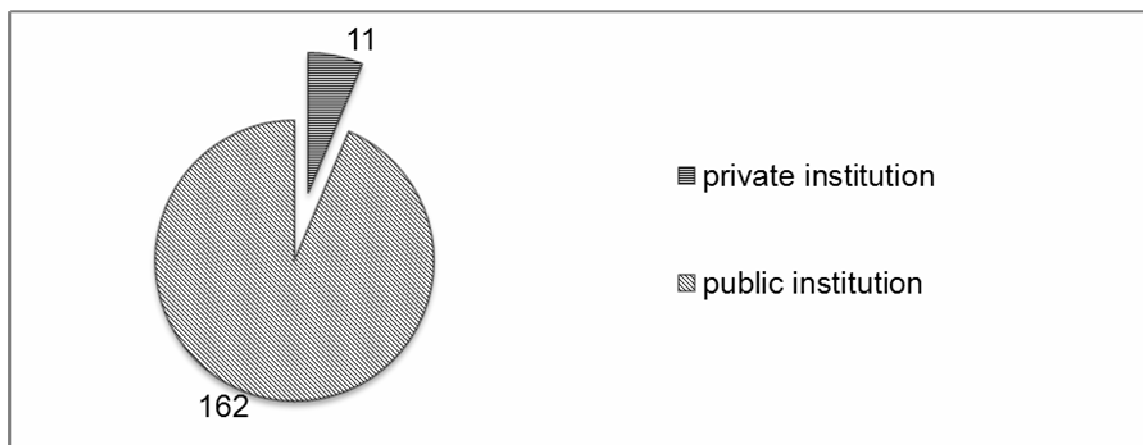
### 2.3- Sampl

The 173 programs belong to different kinds of institutions of continuing education (Figure 1): 136 belong to universities, 33 to universities of applied sciences and four to academies of arts.



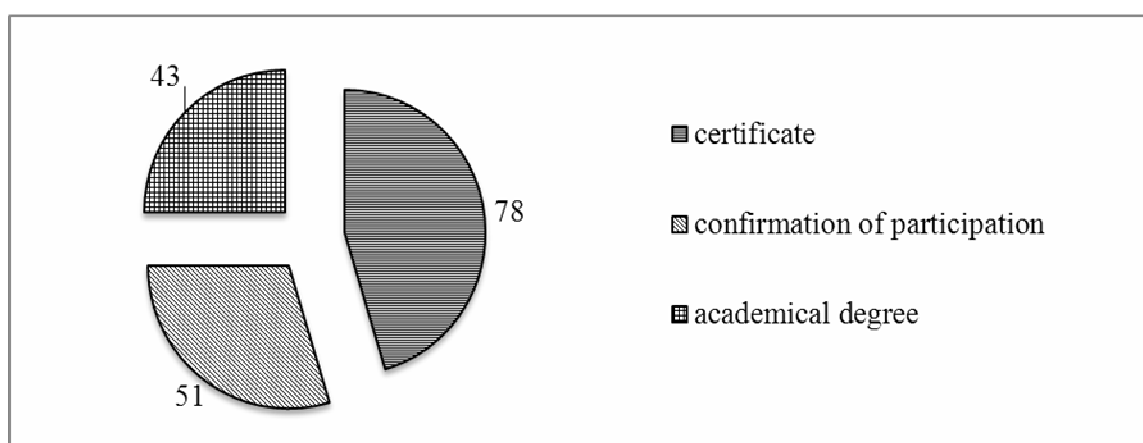
**Figure 1:** Distribution on the different kinds of institutions (n=173, own illustration)

We also took a look at the difference between public and private institutions of higher education (Figure 2) and found out that only eleven programs belong to private institutions but 162 to public institutions.



**Figure 2:** Distribution on public and private institutions (n=173, own illustration)

Different programs lead to different kinds of qualifications (Figure 3). The most common qualification is the certificate (78), followed by the confirmation of participation (51). 43 programs lead to an acadamilical degree.



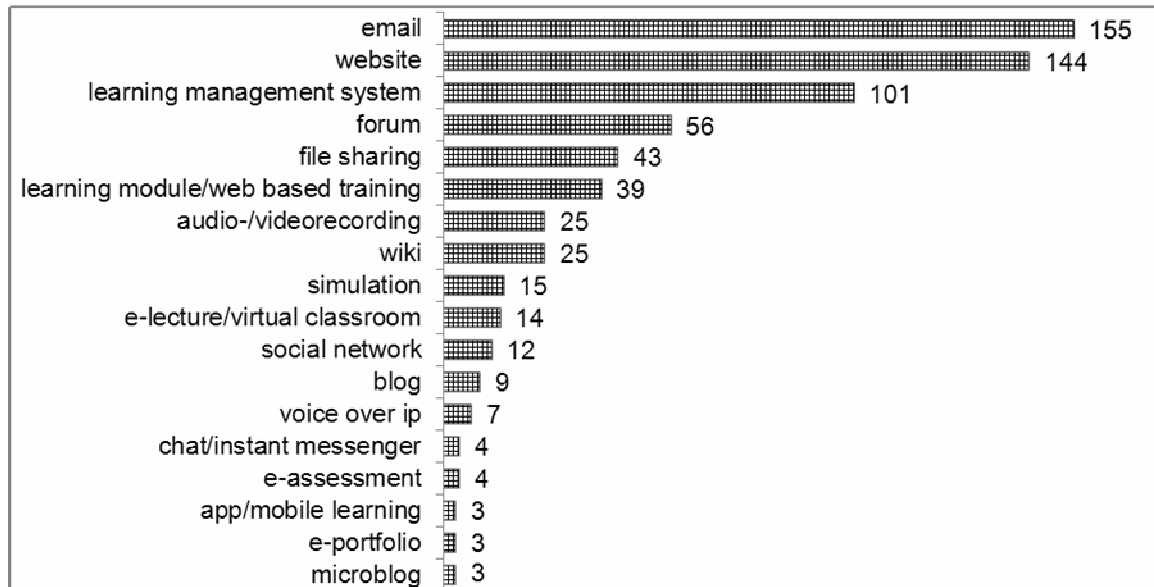
**Figure 3:** Distribution onthe kind of qualification (n=173, 1="others", own illustration)

### 3- Empirical findings

In the following we present the results of the online survey, which could be answered between 01.04.2014 and 30.04.2014. 173 persons fulfilled the questionnaire completely. At first a characterization of the sample (kind and provider of the institutions of higher education and the kind of qualification to which the programs lead) is shown to get an impression of the persons and their academic continuing education program. Afterwards we have a lock on the different kinds of internet technologies, which stakeholders use and their way of using internet technologies in their academic continuing education programs.

### 3.1- Internet Technologies

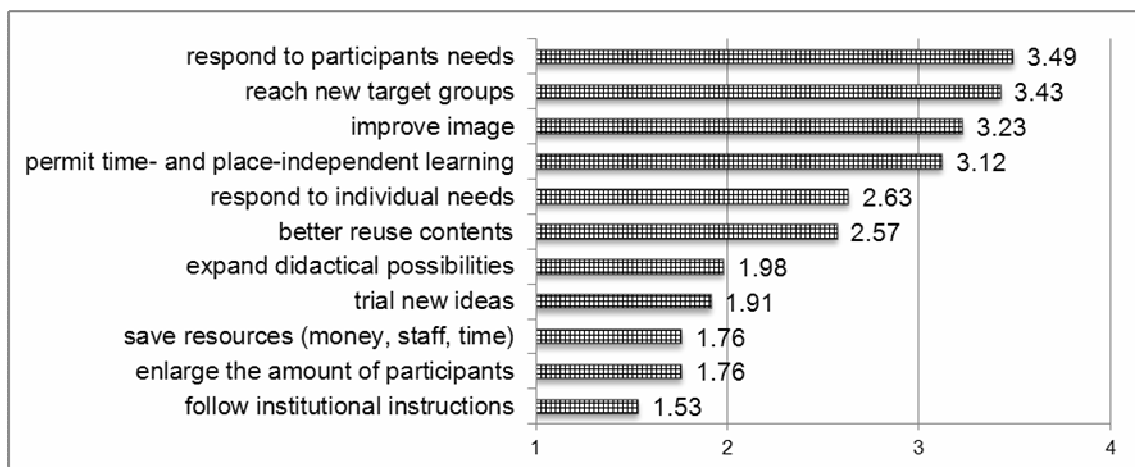
Now let's have a look on the use of internet technologies in academic continuing education. Figure 4 shows the different kinds of internet technologies and their use within the programs. Surprisingly not all (155 of 173) use emails. 144 programs have their own website and 101 use a learning management system. The remaining technologies are used by less than one third of the programs.



**Figure 4:** Frequency of using internet technologies (n=173, multiple selection possible, own illustration)

### 3.2 Internet Technology Strategies

In Figure 5 the targets pursued with the use of internet technologies can be seen. One important target is to respond to participants needs. The stakeholders consider of less important, to enlarge the amount of participants with the help of internet technologies. Also to respond to given institutional instructions is considered rather unimportant.



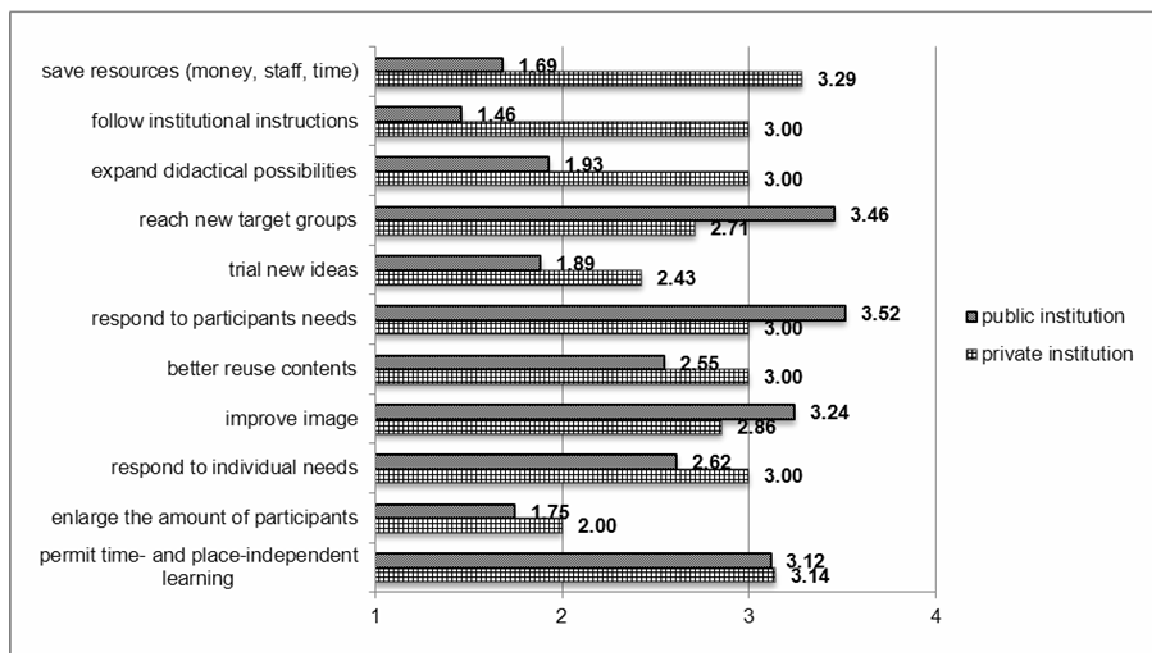
**Figure 5:** Strategies pursued with internet technologies (1=not important, 4=very important, n=150, own illustration)

After having a look at the pursued strategies, we want to see, if there are differences in the dependence of (1) public and private institutions, (2) universities and universities of applied sciences and (3) different kinds of qualification, where the programs lead to.

### 3.3.1- Differences between public and private institutions

In Germany, institutions of higher education are mostly financed by public monies. We have been interested, weather there are differences concerning their pursued strategies via the use of internet technologies, because private are in contrast to public institutions very dependent on the college tuitions. We suppose that they use internet technologies above all to respond to their potential students. Public institutions are freer, to use these technologies to trial innovative ideas e. g. for new didactical or organizational concepts. The importance of the strategies differs in dependence of the financing.

Figure 6 show the priorities of strategies, sorted by the size of difference (from bigger to less). In general it is obvious, that private institutions consider more strategies important than public institutions: Eight versus three, whereas the difference of two strategies is very less.

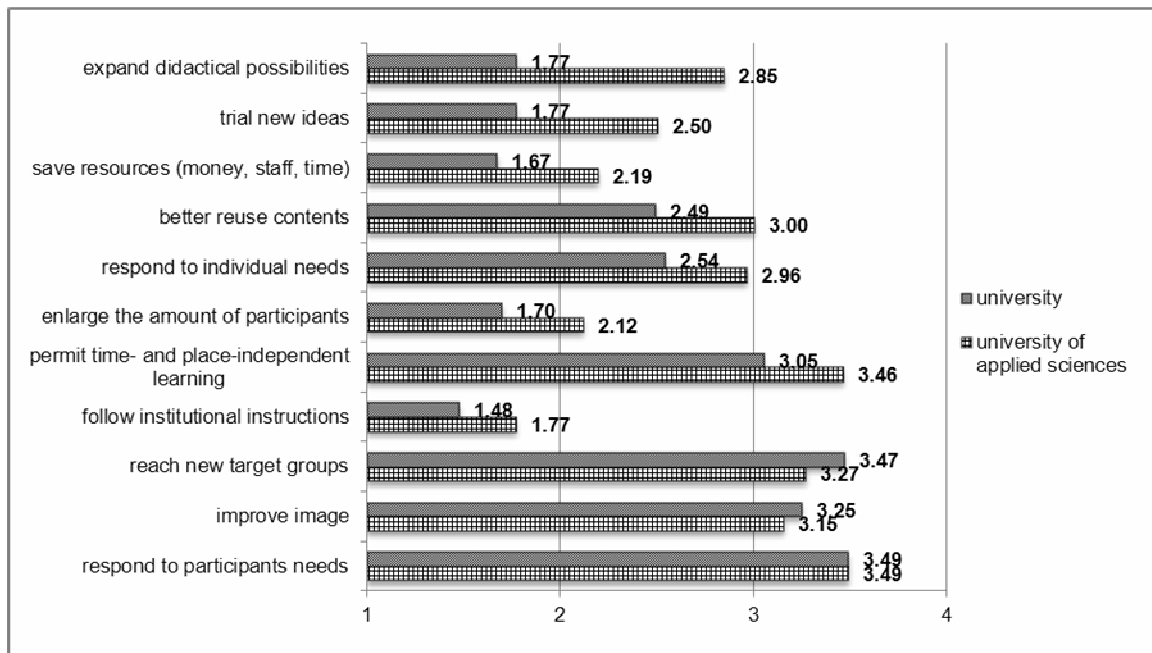


**Figure 6:** Strategies in dependence of public and private institutions (1=not important, 4=very important, n=150, own illustration)

### 3.3.2- Differences between universities and universities of applied science

We suppose, that the importance of the different strategies differ also weather the program belongs to a university or university of applied sciences. In Germany are 143 universities of applied sciences and 105 universities [2]. We suppose differences concerning the strategies pursued by universities of applied sciences and universities, because they have different organizational, administrative and didactical structures. Universities of applied sciences offer shorter studies, more practical and less scientific input [14]

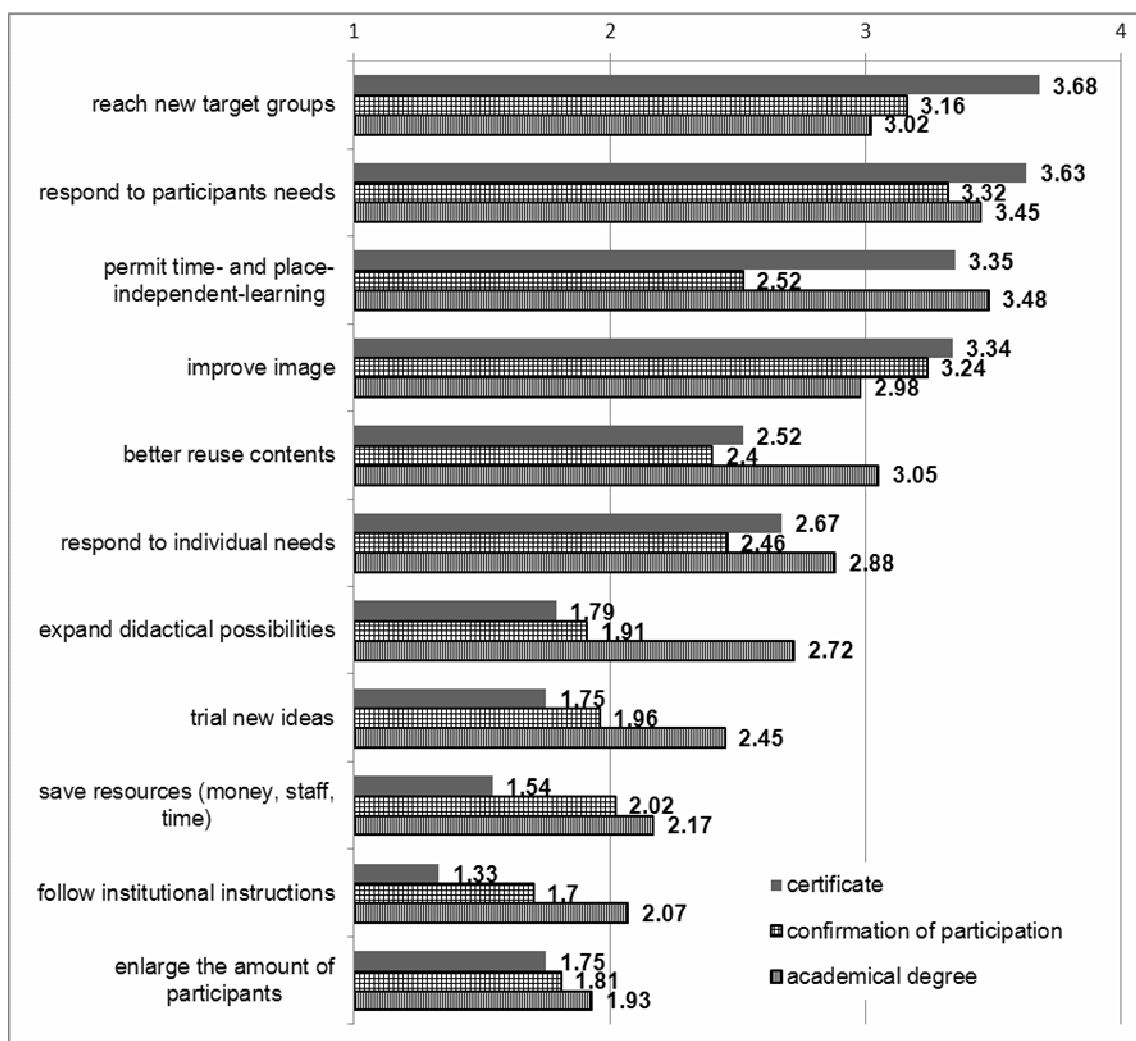
Figure 7 shows the importance of the strategies to the different institutions of higher education, again sorted by the differences of importance (from bigger to less). In general universities of applied sciences consider more strategies important than universities: eight versus two, one strategy is considered as equally important. Under a closer look at each strategy, the biggest differences can be found in the following three strategies: expand didactical possibilities, trial new ideas and save resources. Similar importance is considered to the following two strategies: improve image and respond to participants needs. These two strategies are in both cases considered as very important (3,25/3,45 and each 3,49).



**Figure 7:** Strategies in dependence of the kind of university (1=not important, 4=very important, n=150, own illustration)

### 3.3- Differences between Qualifications

Academic continuing education programs lead to different kinds of qualifications. A certificate is based on a performance of the participant e. g. an exam with a positive result. If people just participate in an academic continuing education program, than it is named a confirmation of participation. If it is a full study program, than the participants reach an academic degree. Figure 8 present the importance of the different strategies in dependence to the different degrees. To expand didactical possibilities is rather a strategy for academic degrees. Reaching new target groups is the most important strategy for programs which lead to a certificate.



**Figure 8:** Strategies and kind of qualification(1=not important, 4=very important, n=150, own illustration)

#### 4- Implicationsand prospects

For the accurate interpretationof the data it is important to be aware of the following limitations and methodological restrictions.

##### 4.1- Limitations

For the interpretation of the empirical findings it is important to be aware of the following methodological restrictions:

- a- The results are in the thematically background of academic continuing education. This section of data is limited to Germany and cannot be transferred to the global context of academic continuing education.
- b- There could be a selective influence because of the method online-survey. It may be the case that internet technology savvy people are more capable to answer the questionnaire.

- c- Consequently there can be a tendency to extreme values on questionnaires. This seems especially problematic for the comparing of public and private institutions, because the last one has with nine a much more smaller sample.
- d- The consciously selecting does not allow significance tests [14]. Anyway they are not an aim of this explorative study, which wants to describe the field of academic continuing education and make the generating of hypothesis possible, which could be proofed in another following study.

## **4.2- Implications**

Mostly the programs of academic continuing education refer to universities and public institutions, which probably influences each other. The programs lead mostly to a certificate. Concerning to academic degree, the programs lead mostly to Master's degree. From the results of the analysis of the strategies we can conclude, that innovative media technologies like pod-/vodcast and apps/mobile learning are less implemented in academic continuing education programs than the established ones like email, website and learning management systems. To reach more and younger participants as digital natives, it is connected with advantages to implement the technologies they grow up with and are used to. But anyway it is always necessary to make this in a didactically sensible way.

Interesting implications could be figured out by comparing strategies of using internet technologies in academic continuing education between public and private institutions, universities and universities of applied science as well as different kinds of qualifications. This comparing leads to the following implications.

### **(1) public and private institutions**

From the analysis of the comparing public and private institutions, we can conclude, that the strategies concerning economic targets are more important to private than to public institutions. Public institutions are more open for experiments, first to cover their strategy of reaching new target groups and second the pressure for refinancing for them is not as high as in public institutions.

### **(2) universities and universities of applied science**

Comparing universities and universities of applied science by their strategies of using internet technologies in academic continuing education it is important to remember, that universities of applied sciences are smaller, practical orientated and not for all kind of subjects. With this understanding it is comprehensible, that universities of applied science are want to expand didactical possibilities, try new ideas as well as save resources. The situation makes them more motivated to become special in some fields like the implementation of new innovations like Massive Open Online Courses.

### **(3) qualifications**

Short and small courses often give just a confirmation of participation as a kind of qualification. This explains, why there is no strategy of permitting time- and place-

indented learning behind them. Programs with qualifications as certificates or academic degrees are longer, which make the sense of using internet technologies for permitting time- and place-indented learning higher. Interesting is, that programs with academic degrees are much more open for experiments (trying new ideas and expand didactical possibilities) as other programs. Two reasons can influence this strategy. First, to make an academic degree people are motivated to move to another city, which makes strong competition between different institutions of higher education who offers similar programs. So programs need to be special and innovative. Secondly, programs with an academic degree are always long and intensive, which makes it value to invest new ideas and didactical possibilities.

After reflecting the status quo over the results of several analysis with different objectives, the next aim is to filter out main strategies by a factor analysis as well as identify obstacles of using internet technologies to allow more specific analysis and more specific support of stakeholders in the field of academic continuing education for the implementation of E-Learning to go a step forward to the realization of lifelong (E-) Learning.

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# **CIVIL SERVICE REFORMS AND FOREIGN POLICY MAKING IN NIGERIA: IMPLICATIONS OF THE INTERFACE AND STRATEGIES**

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## **Abstract**

Civil service is an expedient institution and bridge that links different nations. It is very strategic particularly to Nigeria as a developing nation. Reforms in the sector are germane due to the synergy between the institution and foreign policy making. This intertwined relationship is replicated in a number of reforms that were drawn from her foreign partners. The crux of this paper is to appraise civil service reforms in Nigeria and establish how these reforms shape her foreign policy. Again, why is it that several reforms in the country have not yielded the desired result? This appraisal and investigation are justifiable given that civil servants substantially contribute in articulating foreign policies and they are at the epicenter of implementing such policies. More so, the increasing clamors for more reforms by civil servants is probably to key into international best practices and make the country conducive for foreign trade as an important aspect of her foreign policy. This paper adopted comparative and analytic approaches. In the end recommendations were made.

## **Introduction**

In Nigeria, the role of civil servants is very strategic in policy making and implementation. Significantly, domestic policies largely shape foreign policies as both are the statutory responsibilities of civil servants. However, members of the political class have consistently wielded overwhelming influence as they dictate most activities in the civil service sector. Scholars attributed this development to various reasons. Okorie (2010) aptly states that the political class merged foreign and domestic policies such that power play overwhelms sense of rationality as seen in government ministries, parastatals and agencies. He further stated that often, these ministries are created for purposes of political patronage as their functions clash while some others are impliedly redundant. Okami (2012) associates the problem to the current home grown ideology of “guided democracy” which has been the practice since 1999. Ethnic and parochial interests have also dominated many national issues and these are replicated in the mind set and practice of civil servants. Bayo (2012) was of the view that democratic practice has significant role in the activities of civil servants globally including Nigeria.

Reforms in the civil service sector have wide range of implications on Nigeria’s

foreign policy making process and implementation. The seemingly intertwined synergy between content of reform initiatives and implementation of foreign policies in Nigeria call for a survey and evaluative study. It is particularly important to keenly study the reforms with a view to identifying its implications on Nigeria's foreign policy making.

Development in the civil service sector gained popular attention from 1945 following the nationwide industrial action against reform initiatives in the civil service by colonial masters. Nwosu, (1985), Udenta (1999), Kukah (2002), Rotimi, Kunle, Adigun & George (2003) observed that the industrial action was necessitated by increased political awareness. They workers were angered by the increasing discriminatory policies and dehumanization of Nigerian workers. This development and the consequences thereof was the genesis of influence of civil servants in foreign policy as colonial masters were forced to retract some obnoxious policies with attendant implications at the global arena. The crux of the industrial action was deeply rooted in the spate of the trade union pressure for inclusion of Nigeria in government's senior staff position and regionalization of public service (Usuman, 2003 and Olaopa, 2008:131). From 1945, request for reform in the civil service has been a ritual which successive regimes which civilians and military administrations alike have continues to perform. of relevant is that the development clearly points out the interwoven relationship between civil service, domestic politics and foreign policy making as well as implementation as the statutory responsibilities of civil servants. Indeed, the implication resulted to withdrawal of some foreign expatriates particularly where there qualified Nigerians. However, this remains an important aspect of foreign relationship.

In recent times, attention of scholars has been drawn to the implications of civil service reforms on foreign policies. This growing interest was indeed justified by a number of reasons as the crux of this study. Nigeria is very strategic in the economic and political activity in Africa. As the most populous country with the largest market, human and material resources, Nigeria's foreign policies have implications with global relationship beyond Nigeria. On the contrary, the current spate of insecurity occasioned by insurgency and terrorism (allegedly sponsored from within and outside forces), network of corruption in most institution of government, increasing parochial interest against patriotism, virtue and positive ethical values have been eroded. This development casts doubt as to whether Nigeria is still the giant of Africa or has the celebrated glory with which it mobilized forces against apartheid regime in South Africa, sponsored ECOMOG in restoring stability and dignity in Liberia and many other African and international communities as well as attracted enormous, enviable and respected foreign policies in the past. This development is worrisome because civil service sector is the largest employer of labour in Nigeria, so if the institution is weakened and bastardized, the future of having strong foreign policies would be doubtful if not impossible. Reforms are designed to shape the sector and reposition it towards making strong and focused foreign policies.

Scholars attributed the diminishing weighty of Nigeria's foreign policies to chequered history of reform in the service since 2007. In the view of Igbokwe (2012) reforms in the civil service were beclouded with premodial interest. Apparently Oyovbaire (2008) and Eze (2013) aptly notes that the wave of reform initiatives orchestrated by non-

implementation of federal character principles, lack of neutrality and long years of military in governance. The recorded factors and circumstances are germane and instructive.

This paper is therefore set to critically investigate a number of questions such as: what is/are the fundamental cog(s) in each of the reform initiatives in relation to foreign policy making since 2007?, What is the nature of power struggle among government Ministries, Parastatals and Agencies (MPAs) in relation to foreign policy making? What are the possible remedies to achieving the desired foreign policy through the current crop of civil servants given the present reform initiatives?

In Nigeria, civil servants are very strategic in foreign making process. They are therefore structurally positioned to providing the needed road map for foreign policies as well as provide the enabling mechanism for all manners of bilateral relationship. This is performed through ministries departments and agencies established by law with assigned schedule some of which include ministry of foreign affairs, immigration service and Nigeria custom services and so on. The MDA's are channels through which government policies and programme are initiated as well as implemented so that the required modifications would be in tandem with international best practice.

Over the years, MDA's in Nigeria have been affected by factors not unrelated to years of militarized civil servants, network of corruption, primordial work ethics occasioned by attendant ethnocentrism and so on. Implication of this is poor service delivery, impunity, retrogressive policies even as it reflects in Nigeria's bilateral relationship. Bureaucrats assumed monopolistic status as tyrants and ethnic apostles and have infiltrated the civil service causing monumental havoc.

This paper is partitioned into four main sections. The first section focused on the evaluative and survey study of civil service reforms since 2007. The second section discussed the nature of power struggle while the third section responded to the third research question on the possible remedies to achieving the desired foreign policies. This paper is contextually and methodologically opinionated, thus drawing empirical instances from scholarly postulations. The idea is to present a clear study of the period 2007 to 2013. In the end, the paper set out strategies drew conclusion and acknowledged scholars that directly or by extension discussed similar points.

## **CIVIL SERVICE REFORMS AND FOREIGN POLICY IMPLICATIONS**

From 2004 the federal government of Nigeria introduced a number of reform initiatives in the civil service sector. This was essentially aimed at ensuring that civil service sector is anchored on intentional best practice through technologically and motivated workforce. The fundamental foci was to reduce if not eradicate the problems of over bloat, ghost workers syndrome, duplication and overlapping functions between agencies and tier of government as well as corruption in the public institutions. In other to achieve this, strategies and key policy measures were developed and implemented since 1999. Our emphasis however is reforms from 2007 to 2013. The period appears to be an era of democratic consolidation in Nigeria. Some of the key reforms focused on the

following areas:

### **Restructuring and Repositioning of Ministries, Departments and Agencies (MDA's)**

By 2007, Obasanjo's administration introduced reform measures focusing on restructuring and repositioning of ministries, departments and agencies (MDA's). The idea was to ensure that government businesses under the aegis of civil service are properly structured while schedule of duties are streamlined in a manner that will ensure efficiency in service delivery.

This aspect of reform would solve the problems of ghost workers syndrome (Okorie, 2014) determined the relevance of ministries departments and agencies (MDA's), assign functions and schedule of MDA as there were several bureaucratic hik-ups particularly between MDA's of external affairs and internal affairs foreign missions (Eze, 2013). The reform would also find out the actual manpower needs in respect of qualification sufficiency and professional mix for each MDA's. In order to achieve these key objectives, some agencies were set out, some of which include:

Bureau of Public Service Reform (BPSR). The agency was established in September 2004 as an independent agency under the presidency. As a timely response in the re-organisation process, it made apt recommendations that each government ministry be structured between 4-8 departments depending on the scope and responsibilities. It also referred approval of re structuring to the approval and ratification of Federal Executive Council. It recommended for the merger of some federal ministries, parastatals and agencies some of which includes, Nigeria Immigration Service, Nigeria Custom Service, Federal Road Safety Corps, Nigeria Police Force and Civil Defence Corps and a host of others.

The reform has wide range of implication on the process of foreign policy making and the policies with monumental effects on bilateral relationships within global community as it reflects on the re-basing and foreign investment programme of government. Evidences of interface between civil service reforms and foreign policies are implicated in the function and activities of such agencies like Nigeria Immigration Services, Nigeria Custom Services and so on. Inconsistencies in such agencies present Nigeria as among the most unstable system.

Between 2007 and 2013 reform committees set up by the federal government among other things have been mandated to recommend possible restructuring mechanisms for MDA's. The process of merger in a system bedeviled with corruption, insecurity, mistrust and vibrant labour union presents adverse implication on foreign relationships. There are observable interferences by some selfish political class through Federal Executive Council's approval. Resistance to some of the reform policies and confusion therein casts doubts on weather the reforms or the policies are capable of achieving the desired goals, yet civil servants are at the epicenter of the confusion where as foreign policies suffer monumental set back.

## **Monetization Policy**

Issues relating to corruption, wastages and financial leakages in the civil service were almost a tradition in which no one sees anything wrong to embrace and properly transmit same along the cadre of civil service. The reform initiative focuses on designing measures to determine the accrual cost of governance. The policy was aimed at quantifying the monetary value of all fringe benefits accruing to civil servants as part of their condition of service at the entry point. These include: utility bills such as electric, water and telephone services. Others to be monetized include cost of maintaining official vehicles and staff quarters as well as domestic servants. The idea was to calculate and pay the monetary value to the staff while he directly makes the expenses and merges the condition in such a manner that it would not interfere with the regular official duties.

Justification for the reform initiative is to close windows of financial leakages and provide enabling condition for concentration and efficiency in service delivery among civil servants. It promotes positive work ethics, particularly improved maintenance culture and positive attitudinal change as salaries and allowances of all public servants for all categories are formally monetized (Stephen, 2011). By May 1st 2000, the policy brought about a new monthly minimum wage package to N3,500 or 22 USD and later to N7,500 or 46 USD. Given reactions that greeted the development a panel was set-up to reconcile issues arising from wage and salaries differences among states, ministries, parastatal and private sector within the country.

Some agencies were established to galvanize efforts towards realizing objectives of the policy reform among which are Bureau of Public Service Reform (BPSR) Public Service Reform Team (PSRT) and Economic Team. Members of the coordinating reform agencies were drawn from the political class while pockets of technocrats were included even as they were passive.

Contents of this reform initiative were germane and comprehensive with apt capacity to transform civil service as the hub for foreign policy making. However some flaws flanked the policy. The policy itself was germane but there are some ambiguities in the process. Specifically, it lacked in essence bureaucratic blending with great fears of lack of continuity. There were sets of confusion in the implementation, with mistrust among political executives and core technocrats.

## **Establishment of Service Check Mechanism**

The question of how best to do government business and how to achieve customer satisfaction has continued to draw the attention of penchants, scholars and foreign partners. British government through Department for International Development (DFID) offered technical assistance by providing mechanisms for improved service delivery. Service Compact with Nigerians (SERVICOM) was established with the mandate to restore people's confidence in MDAs. This philosophy was anchored on the premise that any service devoid of customer satisfaction and national interest is not worth the essence and should therefore be scraped. Boyle (2013) shares the same view stating that mechanism of evaluation would enable government shape civil service as well as determine the out

put performance of her workforce

Initiation of this reform pact (SERVICOM) was quite instructive and timely particularly given its foreign partnership with the British government. Nevertheless that is not to dismiss salient implications on Nigeria's foreign policies. Where as the pact is being powered by British government through technical assistance the reform has not achieved its fundamental objective of customer's confidence and satisfaction. Services from most MDAs are yet to attend international acceptance even as the reform has lasted for about ten years. Inability of SERVICOM to achieve the needed result casts doubt on Nigeria's commitment to embrace accelerated development and sincerely convince global community of transparency in her reform agenda.

### **Restoring Human Resources**

Between 1999 and 2013 a number of reforms have trickled in which focuses on restructuring human resources (Akin, 2014). In the view of Milkovich & Boudreau (2004) and Sharma, Sadana & Kaur (2011) man is the hub upon which every organization anchors its fundamental objectives, achieve them or fail. Reforms in human resources particularly in civil service as the highest employer of workforce are desirable as it reflect on foreign policy making and the policies as well.

Oronsaya committee in 2007 recommended that permanent secretaries and directors should serve for four years tenure renewable on the basis of performance irrespective of age or years of service. By 2013, Adamu Fika's majority report rejected tenure clause insisting that such is contrary to the condition of service offered civil servants at the point of entry. Inconsistencies and frequency of the reforms in the civil service have implications on Nigeria's foreign policies. Oronsaya report of 2007 would result to depletion and monumental purge of cream of senior civil servants that would provide lead to the rest of civil servants. Adamu Fika's report on the other hand would rather house old civil servants who may not be energetic, creative, innovative or of any significant value to the civil service sector..

Implication of the inconsistencies reflects on Nigeria,s foreign policies as they staff suffers psychological trauma, corruption and looting hence they do not know what the next policy would be. Other effects include disregard to the principle of federal character principles during recruitment and other form of social ills.

### **Foreign Policy Decision As Bureaucratic Power Struggle**

The foreign policy of any nation emanates from the domestic policies which are products of power struggle or bureaucratic power inter-play which manifests in the form of bureaucratic decision making. There is no doubt the struggle among government departments and within the foreign relation office play an important part in foreign policy. It is important to note that in Nigeria, ministry of internal and external affairs has the sole constitutional responsibility to shape and implement foreign policies. However the ministry of external affairs could do that in consultation with the ministry of Justice and Attorney General of the Federation particularly if such matter or bilateral agreement

requires consent of the National Assembly. Also other relevant ministry depending on the issue been handled are as well involved. In most cases there are little or no synergy between the relevant ministries. This situation arises from the nature of civil service reforms that gave room for overlapping functions among MDAs

Given the ideal situation, only the pronouncement of the foreign affairs office, dealings of foreign office are recognized as the foreign relation of a country. But we now have a situation where the ministry of defense, central bank, ministry of trade and commerce, ministry of Economics, Justice and some state governments are now taking active part in the management of foreign relations of Nigeria. There are also instances of conflict between the Nigeria Institute of International affairs and internal affairs.

The civil service nature is such that foreign economic policies is within the ambit of central bank. Ministry of trade commerce and industry, finance and petroleum have important role to play in foreign economic policy. The ministry of petroleum controls exclusively OPEC bilateral relationship with countries that purchase oil and sales-USA Britain and so on.

Counter trade that is the exchange of oil or other goods for manufactured goods is handled by the ministry of trade, petroleum and the central bank. All sectors of oil policy is undertaking outside the framework of the ministry of external affair.

The question of ECOWAS was initially handled by the ministry of planning and later by the combined ministry of finance and planning. There are also other areas of nigeria foreign policy and her neighbours especially the Nigeria - Chad relations. In which Borno state government is deeply involved in external or bilateral discussion. The same was noticed in the Nigeria – Cameroon issue whereby the government of Cross-River, Kebbi and Adamawa State governments (who should have concentrated in internal matters) also got involved in bilateral matters which should have been an exclusive function of the ministry of external affairs.

Implication of this development is the observable power struggle confusion and mishandling of such sensitive matters which almost result to war. Because they lack diplomatic skill and the requisite knowledge, issues are mishandled at the detriment of the residents who sometimes become refugees as thy may be displaced for a matter that should have been controlled.

In the views of Aminu (2005) foreign policy is a product of complex human thought process. Hence, it is susceptible to battering by unpredictable transients engineered by the same human beings. Sometimes, the effects of these transients are so marked that foreign policy simply becomes a series of responses of challenging factors rather than the product of proactive decision making.

The Nigerian institute of international affairs is under listed. It was established by law to popularize foreign policy matters among the citizen, conduct research studies in areas of foreign policy and also train new foreign policy personnel.

The institute was expected to have the best of relationship with the foreign affairs office. The institute is to serve as the intellectual power house which feeds the foreign affairs office with ideas which provides a school for new serving external affairs. The internal bureaucratic bottleneck hindered the objectives set for the school there is the need for all the ministries to recognize the ministry of foreign affairs as the mouth piece of the nation on matters of external relation

### **Strategies**

The process of foreign policy initiation and implementation is within the ambit of bureaucratic principles. It therefore requires core technocrats to provide clear sign post for the political class. Over the years, some reforms in the civil service directly or indirectly results in questioning some foreign policies or relationship. It is therefore vital to identify some strategies among which are:

Ministries Departments and Agencies should be structured with permanent staff who should be professionals in their different field of operation. Transfer of service can result to dearth of trained personnel in key areas of need.

Training and retraining of civil servants should be a prioritized in other to ensure efficiency and professionalism.

Efforts should as well focus on programme of attitudinal change for all civil servants.

Government should develop a mechanism whereby customers to each government agency can access and comment on service delivery of civil servants.

MDAs should be structured to avoid power struggle, overlapping and clash of duties among staff.

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# **MODELS OF QUALITY TEACHING AND LEARNING: CAN THEY CROSS CULTURES?**

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## **Abstract**

The purpose of this study was to examine the applicability of the New South Wales Quality Teaching Model (NSWQT Model) to the Jordanian primary school context. The study was restricted to seven primary school teachers. A qualitative approach of data gathering and analysis was used. Two main techniques were used; document analysis and classroom observation. One key finding was that most elements of the NSWQT model were evident in the practice of teachers identified as being 'quality teachers'.

**Keywords:** New South Wales Quality Teaching Model, quality teaching, primary school

## **Introduction**

The education system in Jordan, as in many other countries, has undergone significant change in all aspects, including curriculum and textbooks, length of schooling, and teaching practices to cope with the structural problems of a country facing serious problems filling professions and creating employment (Alshurfat, 2003). The first serious attempt by the Government of Jordan to meet the country's needs was in 1987 when the late King Hussein launched the National Conference for Education Reform (Ministry of Education, 1988, 2001). The result of the conference was a comprehensive education reform program to be implemented over the following 20 years (Alshurfat, 2003). In 2002; the Jordanian national education vision and mission were developed and endorsed (Ministry of Education, 2006). This was the outcome of a forum on the future of education in Jordan held in Amman during September 2002, with participants from around the world (Ministry of Education, 2002, 2006). According to the MOE, three relevant blueprints were established. First is 'the general education plan (2003-8) that translates all of the governing vision statements and planning documents into a Ministry-wide five-year plan'. Second is 'the Education Reform for Knowledge Economy (ERfKE) program, currently being implemented by the Ministry with support from the World Bank and a consortium of other donor agencies' and, third is 'the Jordan Education Initiative (JEI), a public-private partnership under the leadership of the World Economic Forum, that aims to provide Jordan with a model for developing e-learning resources and ICT deployment that supports education reform' (Ministry of Education, 2006, p13).

So, despite the Government's move to reform the education system in Jordan, studies conducted to evaluate the results of the reforms have shown that students still demonstrate low skills in relation to critical thinking. Furthermore, since the reforms began, students'

basic skills and concepts in mathematics and science and performance in Arabic have not improved (Anani& Al-Qaisee, 1994). Also, some studies of fourth grade students showed that they were failing to implement into their daily lives what they had supposedly learnt in school, and that in schools there was violence, absenteeism, smoking, and attacks on teachers (Oweidat&Hamdi, 1997). Another study showed that teachers still dominated most lesson time and did not give their students an opportunity to express and/or direct themselves nor direct their own learning activities. Most of the questions asked by these teachers were based on the memorisation of fixed facts. The study also showed that these teachers did not allow any positive interaction in the classroom and that behavioural problems were dominant in the classroom (Alnahar&Kishik, 1994). Because of research findings such as these, the education system in Jordan has faced significant criticism and has been accused of graduating unskilled people who cannot be competitive and meet the economic, social, cultural, political and national challenges and problems (Oweidat, 1997).

If any education reform is to be successful, the dimensions of quality teaching should be included, taught, trained and implemented to meet the aims of that reform. In the experience of Jordanian education reform, these elements are ambiguous; desired teaching practices neither explained clearly nor adequately. To prevent this reform from failing, a tested and developed model of quality teaching practices based on and solidly grounded in theoretical and empirical platforms, such as the New South Wales Quality Teaching Model (NSWQT Model) (NSW Department of Education and Training, 2003c), needs to be provided. The selection of this model was not random as it will be discussed in the literature review section. The purpose of this study is to examine the extent to which the NSWQT Model can be applied in this different context. As far as the researcher could discover, no research of this kind with this type of comprehensive model has been done in Jordan. To achieve appropriate insight information about quality teaching practices, it is essential to know how quality teachers in Jordan are practicing their day-to-day teaching and to explore the extent to which they already meet the NSWQT Model's criteria of quality teaching. One way of doing this is to observe their classrooms and the contexts in which they teach.

## **Literature Review**

The NSWQT Model is in its third incarnation, produced from a series of reforms incorporated at different stages. The recent form of this model arose from significant cooperation between the NSW Department of Education and Training and Dr James Ladwig and Professor Jennifer Gore from the University of Newcastle (NSW Department of Education, 2003). The roots of the NSWQT Model were published in 1996 by Fred Newmann and his associates. Their Wisconsin-based research project studied the relationship between what they called 'authentic pedagogy' and student performance. That research arose from reform efforts seeking to increase student performance (Newmann et al., 1996, p.280). The research team created three main categories (or dimensions) for defining student performance for what they declared was authentic pedagogy. These were: the construction of knowledge; disciplined inquiry; and value beyond the school. They recognised that different factors could enhance authentic pedagogy and its associated

learning (and this process was conceived as ‘quality teaching’). Their underpinning theoretical perspective for this understanding was constructivism, from which they defined criteria for tracking what they called ‘authentic academic achievement’ (Newmann et al., 1996). The formative stage providing the basis for what later became the NSWQT Model occurred in Queensland between 1998 and 2000. During this time an extensive observational study of classroom practices was conducted in Queensland schools, the ‘Queensland School Reform Longitudinal Study (QSRLS)’, co-directed by James Ladwig of the University of Newcastle and Bob Lingard of the University of Queensland. Their study drew heavily on Newmann’s research (Education Queensland, 2001; NSW Department of Education and Training, 2003c; University of Queensland, 2001). Over three years, the Queensland researchers made detailed observations and statistical analyses of 975 classroom lessons in government schools. The study sought to investigate possible correlations between classroom-based management practices and enhanced student social and academic outcomes (Education Queensland, 2001; University of Queensland, 2001).

The resultant model consisted of four dimensions encompassing 20 elements of what these researchers also called ‘authentic pedagogy’ (Education Queensland, 2001). The study found that the following main factors can influence productive pedagogy and subsequently students’ performance: pedagogical practices, assessment practices, teacher attitudes and beliefs, the nature of the professional learning community, the quality of leadership practices, professional development, and system alignment and system support (Education Queensland, 2001). In 2003, the model was re-contextualized and reshaped by Dr James Ladwig and Professor Jennifer Gore from the University of Newcastle, in consultation with, and on behalf of, the NSW Department of Education and Training (NSW Department of Education, 2003). This became the NSWQT Model and it was designed to help the NSW Department of Education and Training reach the National Goals for Schooling in the Twenty-first Century, also known as the Adelaide Declaration (1999) (NSW Department of Education and Training, 2003b). In its final form, the NSWQT Model consisted of three dimensions of teaching and learning comprising eighteen elements. The model was developed to be used as a framework for teachers to assess and evaluate, in a collegial manner, their professional practices and needs and to feed this into a professional development program for school improvement in NSW public schools (NSW Department of Education and Training, 2003a). The model pointedly describes quality teaching as pedagogical practice that consists of eighteen observable elements clustered around three main dimensions. These broad dimensions were termed intellectual quality, quality learning environment, and significance. A close analysis of the dimensions and their elements found in the NSWQT Model reveals that they were derived from a variety of theoretical perspectives in education as they described below:

### **Intellectual Quality**

The dimension of intellectual quality was built on the model of Bloom’s taxonomy in teaching and learning (Bloom, 1956), while the element of higher order thinking owes much to Newmann’s studies in the social studies teaching and learning context (Newmann, 1991; Newmann & Associates, 1996) and other researchers’ work Anyon (1981); Berlak & Berlak (1981); Bernstein (1971a, 1971b, 1973); Castells (2000); Cazden

(1992); Connell (1993); Cope & Kalantzis (1995); Darling-Hammond & Youngs (2002); Freebody, Ludwig, & Gunn (1995); Newman, Griffin, & Cole (1990); Westage & Edwards (1986).

### **Quality Learning Environment**

The dimension of quality learning environment and its elements reflect ideas and concerns of the research by Anderson & Burns (1989); Anderson (1994); Barr & Dreeben (1983); Beane (1993); Bernstein (1971a, 1971b, 1990); Biggs (1991); Bredekamp & Rosegrant (1995); Brophy & Good (1986); Cope & Kalantzis (1995); Darling-Hammond (1997); Darling-Hammond & Youngs (2002); Dewey (1916); Doyle (1992); Ginott (1971); Glasser (1986, 1990); Groundwater-Smith et al. (1998); Hooks (1994); Lemke (1990); Newmann (1989); Newmann & Associates (1996); Oakes et al. (1992); Thomas et al. (1998); Willms (2000). In general, it can be said that their research about quality learning environments showed the need for positive, comfortable, fair-minded, and productive interactions between teachers and students, both in the classroom and in the school-community more generally.

### **Significant**

The dimension of significance has deep roots in the way pedagogy for ‘meaningful’ learning has been conceptualised: that pedagogy should connect with what students have learnt from ‘real life’. It also has been connected to the idea that students construct new knowledge on the basis of, and in connection with, their existing knowledge. This then means that such pedagogy needs to take into consideration the social and cultural diversity at teaching and learning sites. This concept originates in constructivist theory, which asks teachers to elicit students’ prior knowledge and experiences to aid the construction of new knowledge on this basis and to connect this knowledge with the students’ lives outside the classroom. The elements of this dimension are found collectively in the literature of Bruner (1960, 1966); Christie (1985); Cope & Kalantzis (1995); Darling-Hammond (1997); Dewey (1956); Egan (1988, 1997); Hymes (1996); Luke (1988); Newmann & Associates (1996); Thomas et al. (1998) and others mentioned previously.

Unfortunately, there have been few theoretical and practical studies of the NSWQT Model since it was developed. One study was conducted by McConaghy (2002) in New South Wales rural schools for a project called ‘Productive Partnerships for Teaching Quality’ (p.1). The aim of the project was to identify the contextual factors that can influence quality teaching and learning in rural schools in NSW. More precisely, the project sought to explore the extent to which different contexts can influence quality teaching and learning and the relationship between teachers’ academic and professional preparation and students’ outcomes in rural schools (McConaghy, 2002).

In her theoretical framework, McConaghy compared three versions of the quality teaching model and connected those with the framework created for the Productive Partnerships for Teaching Quality project. This was done to compensate for the perceived limitations and problems of the previous versions of the quality teaching model. Although McConaghy acknowledged the contributions of the Wisconsin project and the Queensland

research, she was more concerned with the applicability of the model to NSW rural schools (McConaghy, 2002). This concern is quite reasonable when researching the transfer of a model of quality teaching to a different context. The crucial factor for McConaghy was that the original Wisconsin Authentic Pedagogy Model was created in and was potentially biased towards its urban context (McConaghy, 2002). She went to say: 'We also consider it necessary to rethink school-community dynamics and the place of quality teacher education in models that specify conditions for quality student attainment in rural schools' (p.9). McConaghy's analysis revealed that the original model did not include the community in the 'circle' of teaching and learning and did not consider the social and political contexts of the teaching and learning sites in which the research was conducted. It neglected the background factor of the academic and professional preparation of the teachers in the study (McConaghy, 2002). Ultimately, however, to have a reasonably comprehensive model for assessing teaching and learning practices to act as a platform for research is better than having no paradigm at all. As Ladwig (2005) states, 'we should be very upfront and say that you cannot improve pedagogy without having some model of pedagogy as your guide, or your goal' (p.71). Moreover, the usefulness of the model arises in part from the situation that the model in its first Newmannesque manifestation was part of a sophisticated remedial strategy to be used to reinvigorate and reconstruct American national pedagogies to enable students' to enter a new era prepared with intellectual and social skills developed through an 'authentic' process (Ladwig, 2005; Newmann, 1989; Newmann & Associates, 1996; Newmann et al., 1996). From this, the model was further developed, re-contextualized, and its limitations and other issues addressed in the form of the Productive Pedagogy Framework, using data collected by Gore et al. from the model's application in the Queensland School Reform Longitudinal Study (Education Queensland, 2001; Gore, 2001; Hays, Lingard, & Mills, 2000; Lingard, 2000; Lingard, Mills, & Hayes, 2000; NSW Department of Education and Training, 2003c; University of Queensland, 2001). Therefore, the model was 'domesticated... [and] reinvigora[ted]' (McConaghy, 2006, p.332) in the Queensland context through the longitudinal study. Similarly, in NSW the model was 'domesticated' through the practical and theoretical reviews undertaken by academics from the University of Newcastle and professionals in the NSW Department of Education and Training (NSW Department of Education and Training, 2003b). Researchers drawn from different disciplines studied the model's practical application. Formosa and Dixon (2004) conducted a study aimed at exploring the degree of congruence between the model and the day-to-day teaching practices utilised with children with moderate intellectual disabilities. Using qualitative methods in data collection and analysis, they examined the activities of one teacher located in a support unit in a primary school on the South Coast of NSW. The data were collected over four months. On the one hand, the study found that there was a little congruence between the dimensions of intellectual quality and significance and their 12 elements and the realities of teaching children with moderate intellectual disabilities. On other hand, it was found the dimension of quality learning environment and its elements had significant congruence with the realities of the day-to-day teaching practices noted.

In environmental education, Loughland (2006) conducted a PhD study to investigate 'the relationship between students' understanding of the environment and the pedagogy of environmental education' (p.11). The study used the model 'as a theoretical framework of

analysis in order to examine the data from the perspective of student performance in relation to current understandings of what constitutes good pedagogy practice' (p.v). Hence, the model used in this study as an instrument to measure classroom practices and indicate the model's reliability, validity and effectiveness for this type of research. Johnson and Cupitt (2004) conducted a mathematics study funded by the premier program in NSW that assists schools which have a high percentage of students from a low socio-economic-status background. This program is called the 'NSW Priority Schools Funding Program (PSFP)' (p.2). The study involved teachers in four primary schools. The researchers found that the NSWQT Model connected well with their collaborative research approach. Furthermore, the model and its elements created a common language for working with mathematical processes. They incorporated many elements from the model to support PFSP mathematics teachers.

In socio-cultural research, the model has been recommended as an effective framework for best practice for boys' education in terms of its recognition of the need to understand social diversity and differences and their impact in real life (Keddie, 2005). In Keddie's (2005) framework, she suggests that using the model's conceptualisation of productive pedagogy can be beneficial for building the relationship between teachers and students, to empower students' understanding of gender and masculinity, and to open their horizons to diversity and varying gender roles. She argues that teachers should implement the model's elements as productive themes to teach boys the deep meaning and significance of gender and masculinity within a context of social justice, rather than deal with these themes in a traditional way. Keddie feels that such clear understandings eventually will be reflected productively in social and academic outcomes.

Researchers from the University of Newcastle and their colleagues at the New South Wales Department of Education and Training recently began a four-year longitudinal study of the links between teachers' professional development, pedagogy, and student achievement. This project is called SIPA: Systematic Implications of Pedagogy and Achievement in NSW Public Schools (Ladwig & Gore, 2005, p.26). The research aims to analyse the efficacy of the NSWQT Model. The grades participating in the project are upper primary, from Years 3 to 6; a transitional cohort, from Years 5 to 8, and a lower secondary cohort, from Years 7 to 10. Data are collected through classroom observation, measures of learning, and assessment tasks for students. The sample consists of 3000 students and 36 000 samples of students' work. Furthermore, 1000 teachers from 40 schools will be interviewed (Ladwig & Gore, 2005, p.29). This study is, probably, the largest and most comprehensive study conducted since the latest version of the model was developed. Therefore, the model has been and continues to be elaborated by scholars and practitioners from different disciplines in an ongoing research partnership process that includes other education-system stakeholders. It has been examined at both school and classroom sites where the model has been taken seriously by participants. However, the model has not been tested outside the borders of Australia or America in terms of testing its applicability in a school and social culture that can be seen in some ways to be quite different from the cultures of these developed industrialised societies. This is the main aim of the current study. Since the main aim of this study is to examine to what extent quality teaching and learning models can be applied cross countries. It is necessarily to

acknowledge the cultural sensitivity associated with any education reform particularly in the case of Jordan. The reason for that is to establish a kind of recognition of the cultural differences before any attempt of comparing, applying or implementing different models of quality teaching cross culturally.

### **Statement of the Problem and the Research Questions**

The problem was to examine the applicability of the NSWQT Model to the Jordanian primary school context. In order to achieve this overarching aim and the objectives outlined above, the study was guided by the following research questions:

- 1- How is quality teaching described officially in the NSWQT Model?
- 2- What are the current quality teaching practices in Jordanian primary schools as judged by the NSWQT Model?

### **Research Design**

To investigate the applicability of a different model of quality teaching in a different context, it is essential to consider the nature of that context. Understanding insightful information about human behavior usually comes from a natural setting with the researcher the key person in the area of research (Bogdan & Biklen, 1982; Bogdan & Biklen, 1998; Lincoln & Guba, 1985; Merriam, 1988; Minichiello et al., 1995; Minichiello, Sullivan, Greenwood, & Axford, 2004). The main question was: to what extent can the NSWQT Model be applied to the Jordanian primary classrooms? To understand the problem of the research, the main question was divided into two questions. First, how is quality teaching described in the NSWQT Model? Second, what are the current quality teaching practices in Jordanian primary schools?

### **Participants**

Sample size in qualitative research is relatively small. Therefore, because of the nature of the study, specific participants with known characteristics needed to be selected (May, 2001). The participants included seven quality teachers in primary schools. The subjects observed were mathematics and Arabic language. These subjects were selected specifically because literacy and numeracy are the main subjects at this stage and also in the foundation stages. Both subjects are good examples for teachers to demonstrate their teaching abilities by applying elements of quality teaching. The researcher used four criteria to identify the quality teachers which were: Supervisors' Recommendations, Principals' Confirmations, Colleagues' Confirmations and Parents' Confirmations

### **Documents**

To understand the description of the quality teaching concept according to the NSWQT Model's perspectives, the researcher had to refer to and analyze official documents to answer the first research questions. The researcher collected all the important documents about this model in addition to the model itself, which are available from the NSW Department of Education and Training. The documents allowed the

researcher to compare and contrast the criteria of quality teaching according the NSWQT Model with what is occurring in the classrooms.

### **Observation**

Video-recording was used as the researcher was able to capture actions and reactions. While the camera was filming, the researcher observed the teaching and learning process and completed a coding sheet specified for this purpose. The coding sheet was the coding sheet of the New South Wales Quality Teaching model (NSWQT) of quality teaching. This sheet consisted of three dimensions and eighteen elements. Fourteen lessons were observed and recorded on seven videotapes, two lessons for each teacher. The subjects were mathematics and the Arabic language. Each lesson lasted 40 minutes. To ensure that the given scores for each teacher were valid and credible, a sample of videotaped lessons was given to an independent rater. This person was fluent in both English and Arabic, had knowledge of the NSWQT Model and had experience in primary school teaching. For each item and the related question, a rating of 1-5 was given to each lesson; 5 being most evident, 1 being not evident.

### **Data Analysis**

Because of the unique nature of this study, the researcher analyzed the data in the same manner as they were collected. The researcher had to read and analyze these documents thoroughly by developing a category system through the ways of deductive and inductive. For the classroom observations, the researcher first carefully watched the videotapes and transcribed them into text. The texts for each lesson were carefully reread. Each unit of data, which can be a sentence or paragraph, was marked. The purpose was to come up with major codes and sub-codes and to look for specific concepts of quality teaching which were determined in the NSWQT Model. In this manner, the researcher worked back and forth between the data and coding construction until the conceptual saturation had been reached.

### **Results**

#### **The Description of Quality Teaching**

In answer to the first research question; how is quality teaching described officially in the NSWQT Model? Documents analysis showed that the NSWQT Model considered quality teaching as a process centred on pedagogical practice. The model's depersonalised, technical and functional conception of pedagogy explains why it describes pedagogy as the 'art and science' of teaching (NSW Department of Education and Training, 2003c, p.4), rather than pedagogy relying crucially on the personal characteristics of the teacher and the learner. The NSWQT Model's developers break down their conception of pedagogy into teaching activity and the quality of instructional tasks. Significantly, in this understanding of pedagogy, knowledge is not seen as something static to be learned but, rather, a process involving construction, production and critique. Crucially, the developers of the NSWQT Model stress the inseparability of content, process (from both a teaching and learning point of view), and result: 'the term *pedagogy* recognises that how one teaches is inseparable from what one teaches, from what and how one assesses and from

how one learns' (NSW Department of Education and Training, 2003c, p.4). The NSWQT Model describes quality teaching as a teaching and learning process involving three dimensions each broken down into subsets of six elements: i) intellectual quality, which consists of the six elements of deep knowledge, deep understanding, problematic knowledge, higher-order thinking, metalanguage, and substantive communication; ii) quality learning environment, which consists of explicit quality criteria, engagement, high expectations, social support, students' self-regulation, and student direction; and iii) significance, which consists of background knowledge, cultural knowledge, knowledge integration, inclusivity, connectedness, and narrative (NSW Department of Education and Training, 2003c).

### **The Current Quality Teaching and Learning Practices**

In answer to the second question; what are the current quality teaching practices in primary schools in Jordan judged by the NSWQT Model? – Four clear results became apparent from observing the teaching practices of seven primary classroom teachers in Jordan. First, it became clear that the three dimensions and the 18 elements of the NSWQT Model were applicable for describing both the teaching and the learning practices there. Second, the dimension 'quality learning environment' (and some of its elements) was more compatible with the teaching and learning practices observed than the other two dimensions. From a closer examination of the teaching practices of the participants, it can be said that in general, the dimensions of 'intellectual quality' and 'quality learning environment' and some of their elements were more compatible with the existing teaching and learning practices than the dimension of 'significance'. Deliberate and conscious change would need to be undertaken for 'significance' to become as important a part of the Jordanian teaching-learning process as the NSWQT Model would envisage. It is suggested below that the possibility of implementing such a change could be limited by quite reasonable cultural concerns. Third, from the observations, all dimensions were most clearly applied in Arabic language lessons more so than in mathematics lessons. Fourth, from a close examination of the applicability of the elements across the three dimensions, it can be concluded that the elements of student direction, cultural knowledge, problematic knowledge, and narrative were either applied at a low level or not at all during the 14 lessons observed. Again, it is suggested below that there are cultural factors that may limit the applicability of these elements in the Jordanian context.

### **Discussion**

In the observed teaching and learning practice, the element of problematic knowledge was not observed to the degree the MSWQT Model would prefer. This incongruence may be explained by the Jordanian context where the stakeholders consider knowledge from what appears to be an authoritative source to be the 'truth' that cannot be questioned, as in the transmission (teacher-centred) approach. This then replicates itself in turn where the teacher sees themselves as the only source of knowledge and this knowledge is presented as fact and, as a fixed body of truth, is not open to questioning. Although the school's stakeholders' belief of quality teaching and learning was consistent with the MOE's old checklist of quality teaching criteria, it contradicted some literature (Darling-Hammond,

1997; Glasser, 1986; Killen, 1998, 2003, 2005; Newmann et al., 2001; Newmann et al., 1996; Newmann & Associates, 1996) that argued that teaching and learning is a construction process. The teacher in this process is a facilitator and the student is responsible for constructing his/her own knowledge. Teachers were much more congruent with the models' prescriptions in their classroom practice. There were also some inconsistencies between different subject areas when teacher practices were observed. These findings are consistent with some of the literature; for instance Gore, Griffiths, & Ladwig (2001) argued that some elements of these dimensions are difficult to apply to some subject areas. That argument was before the latest trial (2003) of the model. The actions of the classroom teachers were most incongruent in the elements of student self-regulation and direction. The Jordanian classroom teachers tend to focus on classroom management as the main base-line criteria for teacher quality. At the observed classroom level, the element of student-direction was incongruent with the models' requirements. Students in Jordanian schools generally come from extended families and from a generally 'collectivist culture'; this may explain this incongruence (Rudy, Grusec, & Wolfe, 1999, p.299). This contrasts with western culture, from which the model derives and in which student self-direction is valued. In western culture, as an 'individualistic culture', children are taught to be autonomous and self-directed and children, ideally, are treated in an 'authoritative' not 'authoritarian' manner (Rudy et al., 1999, p.299).

The crucial point, however, is that the MOE has included this element of student self-direction in its vision for quality education. It is seen as one of the attributes needed for building a knowledge economy. However, the gap between the MOE's requirements and Jordanian culture may ultimately hinder attempts to implement this element and foment teacher and student resistance and resentment. As it is stated in some Jordanian educational context-based research (Al-Daami & Wallance, 2007) that: 'In the case of Jordan the issue is not simply about imposing the kind of technically-rational programme of modernization typically founded on western, secular values' (p. 357). These findings contradict some literature (Glasser, 1986; Groundwater-Smith et al., 1998; Killen, 2005; Meichenbaum & Biemiller, 1998; Zimmerman, 1989) that argues that giving students opportunities to regulate their behaviours provides them with a sense of responsibility for their behaviours, rather than letting all responsibility rest with the teacher. The teacher's role is to have students feel satisfaction for regulating their behaviour when performing their learning tasks.

The element of cultural knowledge was not observed in the teaching and learning practices. Explanation of that might be that it is a common perception in Jordanian society that there is no significant diversity in the Jordanian community in terms of religions, customs and ethnicities. The society is Arabic in nationality and language, Islamic in religion, and has common customs and ethnicities. Nevertheless, there can be socio-economic and political differences within Jordanian society and this is acknowledged by the MOE. In contrast, the NSWQT Model explicitly details the requirement for teachers to acknowledge diverse cultural knowledge and social backgrounds. The model gives teachers some ideas of the ways they could meet the demands and needs of Australia's multicultural society and deal with social diversity in their classrooms. The NSWQT Model strongly suggests using narrative as a teaching

strategy for dealing with cultural complexities, which is also supported by the literature (Christie, 1985; Egan, 1988, 1997; Hymes, 1996; Luke, 1988). In the classroom practices, the NSWQT Model's element of cultural knowledge was incongruent with the observed teaching and learning practices. The Jordanian community is relatively homogeneous in terms of religion, ethnicity, race and language. The classrooms observed for this research did not have different cultural groups that allowed the teachers' knowledge of different cultures to be examined. The mentioned element was not a feature of any of the 14 observed lessons. Political and social demographic changes in the region (Al-Daami & Wallance, 2007) may make cultural knowledge more of an issue for Jordanian teachers in the future. Previous research (Johnson & Cupitt, 2004; Keddie, 2005; Loughland, 2006) contradicts the findings of this research in so far as these studies argue that background (cultural) knowledge and narrative are key elements in making the teaching and learning process significant for students. The findings of the present study also seem to contradict earlier literature as to the real centrality of cultural facility for quality teaching (Biggs, 1991; Borich, 1999, 2000; Christie, 1985; Connell, 1993; Delgado-Gaitan, 1996; Egan, 1988, 1997; Glasser, 1986; Groundwater-Smith et al., 1998; Hymes, 1996; Killen, 1998; Luke, 1988; Meichenbaum & Biemiller, 1998; Nakata, 1995; Zimmerman, 1989).

Despite all the congruencies and incongruencies between the model's elements and with what has been done by the teachers, the NSWQT Model, in general, has some limitations in its applicability to the Jordanian classroom context. The model does not give attention to the social context of the educational. These findings are consistent with McConaghy (2002), who exposed the model's limitations in recognising the importance of the community surrounding the school in specific places and the special social conditions and cultural contexts of these places. The NSWQT Model does not give alternatives to use in different approaches to assessment. It propagates for an authentic assessment or 'performance-based assessment' to show students' knowledge in situations similar to real life (Killen, 2005, p.128). The model has limitations in its flexibility of using different strategies for assessment to meet the variety of student abilities. For example, a student who has good communication skills can debate, discuss and argue verbally and can benefit from such assessment (Killen, 2005) but the student who is disabled in these skills would be disadvantaged by this type of assessment. Another limitation of the model's applicability is that it is considered to be a generic model. The model may give a general framework for pedagogy but does not give sufficient details for each curriculum area. These findings are consistent with McConaghy (2002); the model did not recognise the subject matter as the core of the pedagogic arena. However, these findings contradict the results of other studies (Johnson & Cupitt, 2004; Keddie, 2005; Loughland, 2006) who argued that the model can be relevant to different curriculum areas.

## **Conclusion**

The NSWQT Model is consistent with the MOE's future vision and the Framework for Assessment and Curriculum which explained the congruency between the model and the teaching and learning practices. The MOE aims to develop an education system able to meet national and international labour market needs by preparing teachers and students

with the attributes required by a knowledge economy that recognizes and meets global requirements and challenges. It can be said that models of quality teaching and learning could be implemented. However, for foreign models to be completely applicable and subsequently functional, contextual factors need to be considered and prioritised.

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# **STUDENTS' CONCEPTION OF CREATIVITY**

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## **Abstract**

The Four C Model of Creativity is a new theory of creativity that takes a developmental perspective (Kaufman & Beghetto, 2009, 2013). The researcher replicated the study of Kaufman and Beghetto (2013) by understanding students' conception of creativity. This study particularly investigated whether Filipino high school students do recognize the creativity levels as conceptualized in the model. The researcher found out that the participants can differentiate products, persons and processes as not creative, personally creative, normally creative, professionally creative, and legendarily creative.

## **Students' Conceptions of Creativity**

Debates over the definition and measurement of creativity persist among researchers (Stumm, Chung & Furnham, 2011; Grosul & Feist, 2013; Kaufman & Beghetto, 2009). Scattered in the literature are various implicit and explicit theories about creativity. Explicit theories are those that are proposed by researchers or laypersons while implicit theories are those associated concepts emphasizing creativity (Kaufman & Beghetto, 2013). This issue in creativity research has been present for decades, as articulated by Sternberg (1985) in his article, and as noticed by Guilford in 1950 (Kaufman & Beghetto, 2009).

## **The Four C Model of Creativity**

Kaufman & Beghetto (2013) extended the research on implicit theories of creativity to the Four C model. This model presents creativity having four levels or categories. These levels are the mini-c (or the subjective self-discoveries), the little-c (or the everyday expressions of creativity), the Pro-c (or the expert-level of creativity but has not yet attained legendary status), and the Big-C (or the genius-level creativity).

Initially, it was argued that there were gaps in identifying individual's creativity level via little-c or Big-C alone (Kaufman & Beghetto, 2009; Beghetto, Kaufman, & Baxter, 2011). These two creativity levels are said to be the most common approaches and considerations in understanding one's creativity. Thus, the terms mini-c and Pro-c were introduced and integrated with the first two, forming the Four C Model of creativity (Kaufman & Beghetto, 2009). While the model proponents did not suggest that their model represents a "lock-step" developmental progression in one's journey as a creator, they claimed that the Four C Model represents a developmental trajectory of creativity in a person's life.

## **The mini-c: Subjective Self-discoveries**

Mini-c creativity is said to be the novel and personally meaningful interpretation of

experiences, actions, and events (Beghetto & Kaufman, 2007). In their attempt to advance their research regarding the Four C Model, Kaufman & Beghetto (2013) used the following descriptions of a mini-c product, person or process: actively learning something and making new connections, trying to do something creative for the first time, a personally meaningful new insight, and an idea that is new to the creator (even if it is not new to anyone else).

Kaufman & Beghetto (2009) found mini-c useful in considering the standards for judging the creative insights of elementary and high school students. This will also protect against the neglect and loss of students' creative potential by highlighting the importance of recognizing the creativity inherent in students' unique and personally meaningful insights and interpretations as they are learning. There is presently little empirical research conducted on mini-c because the idea is very new (Wang & Greenwood, 2013).

### **The little-c: Everyday Expressions**

Consistent to the Four C Model, Sylvia et al. (2013) defined little-c creativity as the common hobbies and passions of ordinary people who want to do something creative like drawing, making recipes, and writing. This is tantamount to say that the novel and useful efforts of normal people, according to Runco & Richards (1998), are still creative (Beghetto, 2007). Given such conditions, the little-c can be investigated in larger groups of individuals (Miller, Lambert & Neumeister, 2012).

Kaufman & Beghetto (2013) used the following descriptions of a little-c: a creative hobby encouraged by members of the local community, creativity that has been revised to incorporate the feedback of others, any type of art that is shared with other people, and a creative product that some people would be willing to buy. Sylvia et al. (2013) held that everyday creativity conceals important psychological strengths, no matter how frivolous, amateurish or weird a certain creative product or process.

### **The Pro-c: Non-legendary Expert**

Believing that there are still divisions, gradations and gaps between Big and little-c, Kaufman and Beghetto (2009) introduced the Pro-c level of creativity. Pro-c represents the developmental and effortful progression beyond little-c but has not yet attained Big-C status. Anyone who attains professional-level expertise in any creative area is likely to have attained Pro-c status. Moreover, the concept of Pro-c is consistent with the expertise acquisition approach of creativity, suggesting that prominent creators require 10 years of preparation in a domain of expertise to reach world-class expert-level status. Just like the mini-c, the Pro-c has been recently described and little empirical research has been conducted on it (Wang & Greenwood, 2013).

Kaufman & Beghetto (2013) used the following descriptions of a Pro-c: a creative work done by someone with an advanced degree, a creative person who has been practicing his or her skill for many years, a creative idea reflecting years of expertise, and a creative product that is sold around the country.

## **The Big-C: Genius-level**

The Big-C creativity pertains to the well-known creators. Kaufman and Beghetto (2009) discussed that the Big-C creativity consists of clear-cut, eminent creative contribution. Wang and Greenwood (2013) mentioned that traditional approaches to creativity focus on Big-C including that of Terman (1916, 1924) and Torrance (1974). Kaufman and Beghetto (2013) described Big-C as a creative action that changes an entire field, a creative product that is remembered and appreciated for more than 100 years, legendary creative work, and a creative genius.

The Four C Model can be considered to be at a starting point of offering its possible contribution to further understand creativity. An exhaustive literature review regarding the utilization of the Four C Model of Creativity resulted to only two published papers. These include conceptualization of framework for new ways to understand critical creativity in doctoral education (Bodin & Frick, 2011), and the application of the model to determine Chinese students' perceptions of their own creativity and their perceptions of Western students' creativity (Wang & Greenwood, 2013).

In an attempt to expand the conceptions about the Four C Model of Creativity, this paper replicated the study of Kaufman & Beghetto (2013). Specifically, the goal of this study is to identify if the Filipino high school students do recognize the four Cs.

## **Method**

### **Participants**

The 710 participants in this study were high school students in a province south of Manila. The students were from a science high school ( $n = 409$ , 58.61%) and a general education high school ( $n = 301$ , 42.39%). Average age of the students revealed to be at senior high school level ( $M = 14$ ,  $SD = 1.46$ ).

### **Procedure**

About 1,040 copies of the instrument were distributed to equalize the population of two high schools in a province south of Manila. Out of which, 710 were retrieved. The translated instrument is the questionnaire that Kaufman and Beghetto (2013) used in investigating whether laypersons recognize the four Cs. It is called as perceptions of creativity instrument which also asked students to report their school and age.

*Perceptions of creativity.* The original instrument (Kaufman & Beghetto, 2013) was translated to Filipino. Initially, 30 students from a laboratory high school of a state university validated the instrument for the clarity of language. Meanwhile, the instruments asked the participants to rate creativity of 20 descriptions of a product, person, or process. From the original 5-point scale, the translated version was on an 11-point scale (1 = *not at all creative*, 11 = *extremely creative*). The same with the original, of the 20 items, 16 represented descriptions for each of the four levels of creative magnitude represented by the Four C Model of Creativity. More specifically, the 16 items represented Big-C creativity (items 1-4), Pro-c creativity (items 5-8), little-c creativity (items 9-12), and

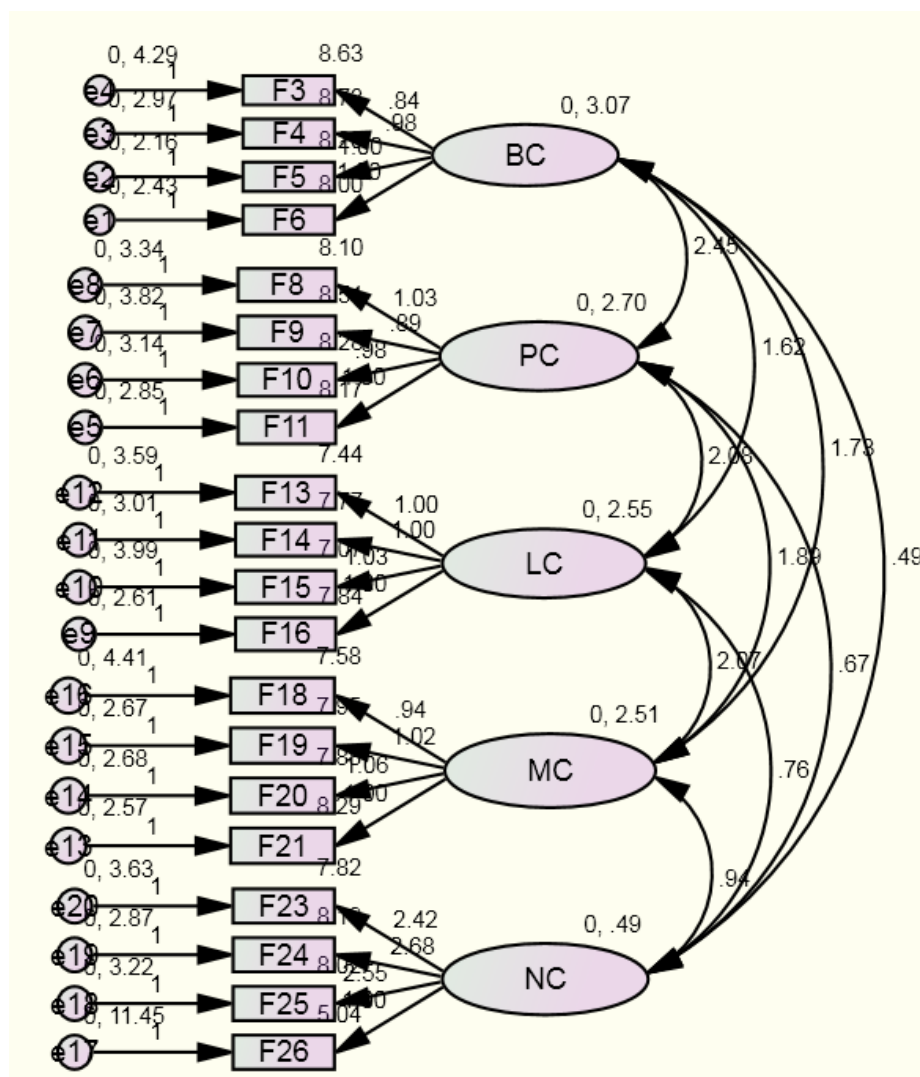
mini-c creativity (items 13-16). The remaining items (17-20) represented a not-creative category. Confirmatory factor analysis (CFA) was performed to examine the factor structure of the items.

## Results

### CFA

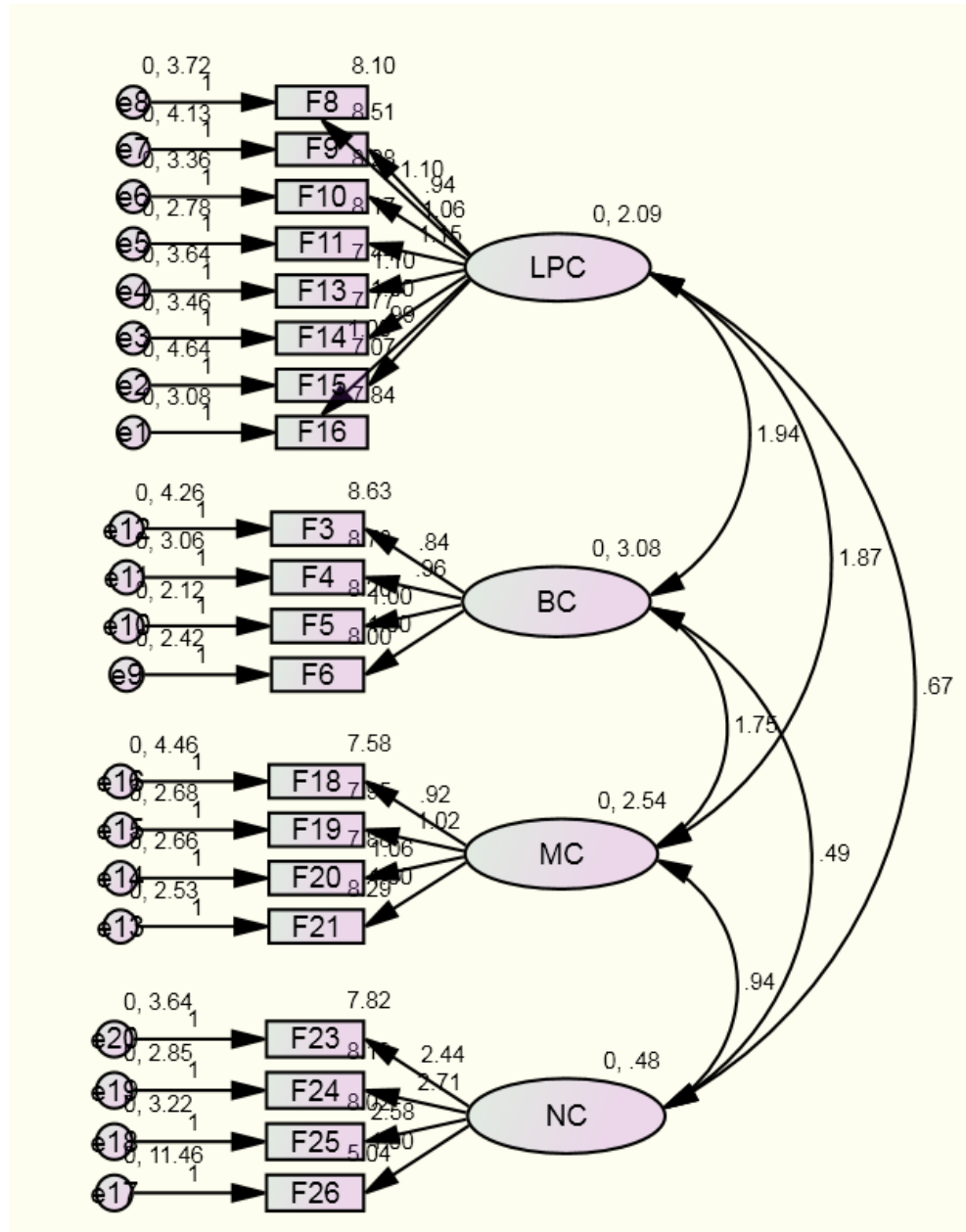
To determine whether Filipino high school students recognize the four Cs, CFA was performed. First, a five-factor CFA model was fit to identify if the students differentiate among levels of the Four C Model as conceptualized. Second, a four-factor CFA model was also fit to identify if the Filipino high school students recognized the levels the way Kaufman and Beghetto (2013) found it out in their study.

Adequacy of fit was assessed using the following criteria: chi-square over the degrees of freedom ( $\chi^2/df < 5$ ), root mean square error of approximation (RMSEA  $< .08$ ), comparative fit index (CFI  $\geq .90$ ), goodness of fit index (GFI  $\geq .90$ ), and the Tucker-Lewis index (TLI  $\geq .90$ ).



**Figure 1.** The Five-Factor Confirmatory Factor Analysis of the Four C Model of Creativity.

The five-factor model fit the data,  $\chi^2/df = 3.65$ , RMSEA = .06, CFI = .92, GFI = .92, and TLI = .91. Meanwhile, the four-factor model did not adequately fit the data,  $\chi^2/df = 4.57$ , RMSEA = .07, CFI = .89, GFI = .89, and TLI = .87. In the four-factor model, the little-c and the Pro-c were taken as one model, considering the findings of Kaufman and Beghetto (2013).



**Figure 2.** The Five-Factor Confirmatory Factor Analysis of the Four C Model of Creativity.

**Table 1.** Goodness of Fit of the Two Measurement Model

Model	$\chi^2/df$	RMSEA	CFI	GFI	TLI
Five-Factor Model	<b>3.65</b>	<b>.06</b>	<b>.92</b>	<b>.92</b>	<b>.91</b>
Four-Factor Model	<b>4.57</b>	<b>.07</b>	.89	.89	.87

*Note.* Criteria:  $\chi^2/df < 5$ , RMSEA  $< .08$ , CFI  $\geq .90$ , GFI  $\geq .90$ , TLI  $\geq .90$

### Correlation

To identify whether Filipino high school students viewed each factor as significantly different from each other, a correlation analysis was performed. Each level of the Four C Model of Creativity, including the not-c, is perceived as different from each other by the participants.

**Table 2.** Correlation Analysis of the Creativity Levels

Variables	r				
	BigC	ProC	LittleC	MiniC	NoC
BigC	-				
ProC	.65*	-			
LittleC	.43*	.59*	-		
MiniC	.47*	.55*	.64*	-	
NoC	.23*	.36*	.49*	.59*	-

*Note.*  $N = 710$ ,  $p < .05$

### Discussion

This goal of this study was to identify if the Filipino high school students do recognize the four Cs. Consistent with the result of the original study, the laypersons, high school students in this paper, tend not to simply view something as creative or not (Karwowski, 2009 cited in Kaufman & Beghetto, 2013). This is in consonance with the conceptualized model where creativity takes a trajectory approach and follows the following levels: not-c, mini-c, little-c, Pro-c, and Big-C. This means that creativity can be viewed through a developmental perspective (Glăveanu, 2012; Kaufman & Beghetto, 2009, 2013).

The findings is important to note particularly that many tend to focus only on one level or the previously thought dichotomy of creativity—the little-c and the Big-C (Glăveanu, 2012). Other forms of creativity are downplayed in schools, lives and cultures (Richards, 2007). For instance, teachers focusing on Big-C magnitude in expecting something and evaluating students may lead to constraints (Beghetto, 2007). Teachers should give importance to levels like the mini-c for this serves as the “genesis” to other forms of creative achievement (Kaufman & Beghetto, 2013).

In the Philippines, the concept of creativity as a continuum is new. The result of this study is a good baseline information that high school students do recognize the different

levels of creativity. While the original study of Kaufman and Beghetto (2013) revealed that participants perceived little-c and Pro-c in a single factor, this study shows that participants perceive little-c and Pro-c as separate factors. This permits the claim that Filipino high school students do recognize the four Cs. Thus, they can differentiate products, persons and processes as not creative, personally creative, normally creative, professionally creative, and legendarily creative.

### **Limitations**

This study, being a replicate of Kaufman and Beghetto's study (2013) share the same limitations. First, the results may be limited due to the self-report survey method used to measure participants' conception of creativity. While this paper verifies the consistency of the original findings, the call to further verify the findings is posted because the model is still relatively new. However, despite the limitations, the findings confirm the Four C Model of Creativity.

### **Conclusion and Future Directions**

This study shows that Filipino high school students can recognize and differentiate levels of creativity. Specifically, the participants could distinguish not-c, mini-c, little-c, Pro-c, and Big-C. This supports the Four C Model of Creativity proposed and introduced and by Kaufman and Beghetto (2009, 2013). This study also expands and strengthens the theoretical assertion that there is a continuum of creativity, recognized not only by Western students but also by Asian students.

Further efforts regarding the Four C Model of Creativity may consider further verification and expansion of the theory. Other researchers may consider identifying how this model can help and improve the teaching-learning process. In consideration of student diversity and individual differences, relevant issues are awaiting to be addressed. These include the identification of creativity level from where the students are fitting, and being able to use such in instruction delivery and learning assessment.

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# **SOCIAL RESPONSIBILITY FOR UNIVERSITIES FACULTIES IN THE LIGHT OF ISLAMIC EDUCATION**

**Prepared By  
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## **Abstract**

In a briefing, The research talks about the social responsibility approach to the Islamic Perspective. It divides into introduction, four studies and conclusion which includes results. In the introduction, The researcher talked about the importance of social responsibility. The first study was about the definition of social responsibility, where the researcher talks about its idiomatic and procedural definitions, Also, he shows its importance for both the individual and the society. The second study shows the moral education, from this prospective, as a pillar which the social responsibility based upon it. This was the researcher returned to two basic components: moral and social education. These two studies establishes the third one, which includes the social responsibility for universities professors from the Islamic law perspective, therefore the active role of the faculty member is determined, the extent of his social responsibility, his means to raise awareness and sense of responsibility for his students and those who deal with them in the universities, depending on the Islamic education principles.

## **First : The entrance of the study**

### **Preface:**

Take the responsibility is from the qualities that each one in the society should have it, in order to grow. That is because its growth depend on its individuals' growth, if everyone can take responsibility, the society will flourish. But if its individuals were not able to take responsibility, a dependent society would have be produced, which attributes his responsibilities to others societies. In turn, this will lead to occur personality disorders and psychological pressures in the society. The social responsibility imposes cooperation, obligation, solidarity, respect, love, democracy in treatment and reliable participation. As Individuals' carelessness in their responsibilities, and not realizing their social duties in the society lead to rupturing the relations and communications.

From the Islamic education perspective, the social responsibility is a part of the responsibility in general, as the individual is responsible for himself and the group, the group are responsible for itself and its objectives, its members as they are individuals in all conditions and circumstances. The social responsibility is essential for public interest, cohesion and unity are realized on the basis of it. Also, the definition of responsibility associates and interferes with number of definitions such as: Rights and Duties, Identity and Citizenship, Morals and Values, Social realization, Individual and Social Conscience. W can assume that social responsibility is associated with moral growth, self confidence, social awareness and Sense of social identity, education, awareness and realizing Man's goal in life. (El Harithy, 99, 1995).

### **Problematic Study:**

The subject of social responsibility for members of Universities in the Islamic education is still unutilized enough in legitimate, scientific rooting. However, Its definitions are well-established in teaching of Islamic law. This study contributes to avoid scientific shortage, ad shows Islamic originality for this education, through responding to these questions:

- 1- What is the definition of social responsibility?
- 2- What is the vision of Islamic though for the definition of social responsibility of members in universities in Islamic education?
- 3- What are the conditions to acquire the social responsibility from the Islamic education perspective?
- 4- What are the basic and sub-components to develop the social responsibility from the Islamic education perspective?
- 5- What are the means of members in Universities in developing the social responsibility from the Islamic education perspective?
- 6- What are the pillars of social responsibility from Islamic education prospective?

### **Study Objectives:**

The study try to offer approaches that shows and determine some definitions, in addition to some things that contributes in developing and deepening the social responsibility for members in universities by determining the following :

- The definition of social responsibility from the Islamic education perspective.
- The study aims at showing the importance of social responsibility for individual and society.
- determining the conditions to acquire the social responsibility form the Islamic education perspective.
- Moral and social education necessity, and the role of both of them in developing the social responsibility from the Islamic education perspective.
- Determining the social responsibility for member in universities from the Islamic education perspective.
- showing the pillars of the social responsibility from the Islamic education perspective.
- Determining the means of members in universities in developing the social responsibility from the Islamic education perspective.
- The importance of preparing an individual to be social responsible from the Islamic education perspective.
- Determining the fundamental and sub-components to develop the social responsibility from the Islamic education perspective.

### **Study Importance:**

The importance of this study is because it shows the social responsibility for professors in the universities in the light of the Islamic education, and it offers

perspectives about this responsibility, its values and its turn to prepare aware generation that is based upon right education, deepen concepts, instill noble morality, therefore generation from Muslims will be grown on what the generation of noble companions of the prophet grew, thus the difference, dissonance and discord will be diminished among them. Then they are able to confront enemies by applying original educational curriculum that will make them to return to the right way, it will be a curriculum that combines between educational basis for the generation of good predecessor, and capability of the applying in the practical reality, in order to the people can believe it and touch their hearts, so again we can educate a unique generation on the approach of the first generation of the prophet's companions.

### **Study Terms:**

**The definition of " the social responsibility" :**

#### **Linguistically:**

"When the man is responsible for things and deeds that he made it." (El Monged in language and media, 1992, page 316).

And This is consistent with saying of the Prophet Peace be upon him:

"....."

#### **Idiomatically:**

The dictionary of social sciences as it is " Liability and has conditions and duties, and it includes rights and duties." (Ahmed, 1989, 250-251).

The social responsibility is considered to express the moral responsibility in its procedural form. The social responsibility is the individual responsibility of the group, the responsibility of the individual towards himself for the group that he is belonged to. That means that it is self and moral responsibility. It is a responsibility that it includes internal control and self assessment. As well as it includes internal obligated duty, but it is internal obligation for social deeds. (Rezk, 2003, 93-95)

Emam Hemeda defines it as "acquired willing for the individual that makes him to participate with others in any performed action, and to contribute in solving faced problems, or accepting the role the group authorized to him, and participate in execution." (Hemeda, 1996, page 21)

Another one defines it as "Commitment towards the rights of others, acknowledging to what the individual d, or what he say, and the results of that." (Naser, 2006, 195)

Another one said that it is "sum of the individual responses on the social responsibility's measurement, this responses stem from moral obligation in front of the individual himself towards the group. He expresses it through individual's passionate, united and mental interest towards his group, and through his understanding to the history, present and future of the group. This obligation is clear in participating the individual with others in working the important things, and understanding things that help the group to

satisfy its needs, solve its problems and reach its goals." (Ali, 2001, 9-10)

But Shret defined it as "it's the responsibility of the individual in front of himself for the group that he is belonged to it, and it is self form towards the group that the individual belong to. The social responsibility is a concept express about sum of reasons of the child during his making a specific role towards himself, his family and his society, and knowing his rights and duties during the situations that face him. (shret, 2003,106)

Really, the social responsibility is the individual responsibility in front of himself, and it expresses the extent of understanding, interest and participating with the group, it grows gradually by the education and social normalization within the individual. (Osman, 1986,273)

## **- Literature Review**

- 1- Ethical thinking and its relationship with social responsibility, some of the variables among the students of the Islamic University in Gaza: Prepared by the student / Mayson Mohamed Abdel Kader Mushrif, this study provided to attainment the master's degree, University of Gaza, Faculty of Education, Psychological Counseling, this study made in year of 2009.2008, the sample size (600 students) distributed between them with arrangement: (231, 269)  
A result of this study has indicated to the existence of a positive correlation between the levels of the ethical thinking function and social responsibility among the students of the University of Gaza.
- 2- The effectiveness of the guidance program for the development of social responsibility among high school students, prepared by the student: Gamel Mohammed Kasim, the supervision of / Osman Aga this research presented to attainment the requirements for obtaining a master's degree in psychology, Psychological Counseling, 2008.

## **1 - The first section**

### **1.1- the concept or meaning of social responsibility**

Social responsibility means taking into account the rights of others and maintain it, do not damage it, including the removal of the fork from the road, the neighbor's rights and the rights of the parents, relatives and kinship; because it keeps the laws of society and its limits of the attack, so that each individual make his duty and his responsibility to itself and towards his society, including it does in the advancement honesty to upon himself.

Where the individual for society, such as the cell for the body, as the body does not healthy, but if all the cells healthy and the performance of its mandated functions, as well as the community does not have a healthy only if all its members healthy and they perform all their responsibilities and duties. (Nagaty: 2002, 291). Islamic religion is concerned with the first of the concept of social responsibility and organized the nature of relations between members of the society, asked each person to carry out its duties toward others and came to many of the Quran verses and Hadith which regulating the relationship between the foundation and the society. (waheba: 2011, 13) from saying of prophet

Mohammed peace be upon him: "All of you are guardians and are responsible for your subjects. ( Al Nawawy, Hadith no: 283 ).

### **2.1- the importance of social responsibility of the individual and society**

The ignorance of social responsibility and the lack of it, the weakness of its growth represent a serious danger to the society and are considered somewhat of a mental retardation. Social responsibility plays an important role in stabilizing the life for individuals and societies, where she works on the maintenance of systems of society, kept laws and its limits from the attack, so that each individual make his duty and his responsibility to itself and towards his society, including it does in the advancement honesty to upon himself.

Where the individual for society, such as the cell for the body, as the body does not healthy, but if all the cells healthy and the performance of its mandated functions, as well as the society does not have a healthy only if all its members healthy and they perform all their responsibilities and duties. (Nagaty: 1993, 291).

Social responsibility associated with the philosophy of society, social responsibility in American society, for example, are linked to the philosophy that society and industrial ideology which based on individual, private interests and free competition. Thus it is clear to us that the concept of social responsibility in American society and the west in general focus on the physical side at the expense of the psychological aspects and human values, either social responsibility derived from the teachings of the Islamic religion, which have the character of humanity and that is inclusive, it includes the responsibility of the individual towards himself, his family, neighbors, homeland, the universe, animal welfare. (Al Harethy, 1995, 98 - 99).

Of the important qualities of normal personal of the individual's sense responsibility in all its forms, whether it is the responsibility towards the family, or some organization that works in it, or some of his colleagues, his friends, neighbors and other people who mixed with them, or about humanity as a whole. If everyone in the society feels of responsibility towards other people, who are responsible for their care and take care of them, about the work being done, the progress of society and developed, good prevails of all members of society.

The breeding a sense of responsibility and a sense of constant out of the crutches of the Islamic education, a Muslim human can be known as responsible person because the responsible person is a person who bears a continuous basis and fully conscious of his actions and the results of his work, Muslim responsible for each step, movement, work in front of his God first, and then in front of himself and his society, the extent of its obligations to its responsibilities, or not complying with it, be a reward from his God when it good shall be good and evil shall be evil.

The responsible person, who is the Holy Prophet (PBUH), called him the word Shepherd in the Hadith: All of you are guardians and are responsible for your wards. The ruler is a guardian and responsible for his subjects; the man is a guardian and responsible

for his family; the woman is a guardian and is responsible for her husband's house and his offspring; and so all of you are guardians and are responsible for your wards.).

Responsibility in this meaning includes all members of the society, who they provide eligibility for commissioning and awareness of himself and his duties in life, as seen in the previous talk that human responsibilities not limited to him, but to fit these responsibilities by various considerations, as the governor, or the father of the family, individuals in the society.( Al nawawy hadith no: 283)

Islam considers social responsibility from self and collective multiple perspectives, ethical, societal, this was a heavy responsibility on the man in the municipality of commissioning, thus The God said:" Truly, We did offer Al-Amanah to the heavens and the earth, and the mountains, but they declined to bear it and were afraid of it. But man bore it. Verily, he was unjust and ignorant 72". (Verse 72) (Surat Al Ahzab).

That the sense of responsibility of the most successful methods, best methods in the correction of human life, builds character building based on faith in Almighty God:" By your Lord We shall question them one and all (92) For that which they have been working (93)."( surat Al-Hijr, 92,93 verses).

Islam clearly shows approving the responsibility to The God said:" Every self will be pledged for whatever it has earned (38)." Surat Al Modather, (verse: 38) and when Islam decides to responsibility an individual for his works, it confirms that the man is responsible and freeman. Individual responsibility has two fields: internal and external, internal is the responsibility of man for his intention, his will or wish and his purpose, God says:" To Allah belongs whatever is in the heavens and whatever is in the earth. Whether you show what is within yourselves or conceal it, Allah will bring you to account for it. Then He will forgive whom He wills and punish whom He wills, and Allah is over all things competent (284)." Al-Baqarah (The Cow) - Ayaa or verse (284).

Human responsibility also includes for the heart actions of the thought, envy, hate, and proof of this verse: "O ye who believe! Avoid suspicion as much (as possible): for suspicion in some cases is a sin: and spy not on each other, nor speak ill of each other behind their backs. Would any of you like to eat the flesh of his dead brother? Nay, ye would abhor it. But fear Allah: for Allah is Oft Returning, Most-Merciful (12)." Surat Al-Hujurat verse 12).

The external field, it is behavior that feels to say or to do, so, the responsibility in Islam is not the responsibility of conscience, or the responsibility of the law, but it is the responsibility of man before God directly, are the responsibility does not stop at the borders apparent of words and deeds, but also include intentions and what hearts hides, God knows everything and do not miss him small nor large of anything, man responsible for his intentions and his guess.

This shows that the correct works the relating to intentions, if the intention negated the work also negated, in the sense that he is not a considerable legally. Man was unable to do good deeds which aspire to it, for lack of money or of his poor health, but his intention

reach him to a mattress of dedicated personnel, if during the work of faith exclusive God alone has become a disaster for himself, then it gets the human reward for what his God alone without hypocrisy or reputation.

Islam may be the guide his sons to the necessity of belonging to the group, so that the individual feels that he is part of the group, a member of its members, or a cell of the its cells, with the feeling that he has need to it. The group achieves to the individual psychological and social demands cannot be achieved only through the group, his psychological need to love, the psychological need to appreciation, his need to aid and assistance in most affairs of his life. These needs of the group which wants to offer him does not get it, cannot keep it unless it offers of the same group for the prices, the price for his love of others but be courted to them, by generosity them, by sacrificing for them, his well treatment.

A price of others estimation but the get of the different virtues and advantages, the most important of the virtues of ethics.

The price of helping others through his assist and his help to them. Islam came to feed this motive collective, working on its development among Muslims; he urged to unnecessary of the group, and warned against of individually separation or division. ( Al maydany, 1992, Part II, 170 – 171), Hence the role of faculty members from being planting tranche constructive in the future, which all the responsibilities are located on themselves, this tranche is the hope of the future and the present, all responsibilities located to themselves to the advancement of society.

### **3.1- Terms of the acquisition of social responsibility from the perspective of Islamic breeding:**

That man is responsible in front of God for all saying or action that he done, closely related to morals, moral responsibility known as "a moral obligation to free either the power of self without fear of punishment or waiting for the reward from the outside or the inside, carrying the human implications of what comes out of his deeds" (Murat, 2005, 506). The terms of social responsibility in Islam:

- A man able to distinguish between good and evil, a clear distinction.
- Freedom and the will or intention: not be responsible for what he hate to make it.
- Knowing the result of the work that he do, there is nothing wrong to those who do not know.
- The intention and the intent. (Murat, 2005, 506).

### **4.1- Moral and social breeding and the role of each in the development of social responsibility from the perspective of Islamic education:**

**Moral education:** moral education in Islam aim to make a change in the behavior of the individual through accustoming him to the rectitude since childhood, carry responsibility in old age, it is through the formation of moral a visionary by science, reflection and discussion.

Can say that the purpose or aim of moral education is to create the finest personal humanitarian far from evil, able to care for others, and carry all kinds of responsibility, especially social responsibility.

Islamic moral breeding focuses on the development of the internal aim or the moral conscience of man, his training to show restraint and walking are also interested in learning by providing Quran ethics and morality of the Prophet within the ethical framework. For this Islamic education give attention to moral education, educating young people on the basis of virtue and ethics. (Fahd, 2007, 24)

The Social Education: Islam is concerned with the social education in order to arises its personnel are able to coexist with each other, are able to coexistence in all circumstances of different life; all through the individual's dependence on his God and confidence in him, was the most important goals of social education in Islam:

- 1- Reform between the individual and his God, that reforming his secrets and publicly, building the moral his integrity of the Permanent Observer to God, his sense of his presence with him through the permanent treatment of others.
- 2- Moral controller self-formation comes from the individual conscience, directed to adjuster for his behavior and his actions, accountant him on his mistakes, his sins with others.
- 3- Strengthening of the will of the individual and his sense of self in its responsibility to refine his instincts and motives, adjust the emotions, emotions, control whims, desires normal road project religiously, morally and socially.
- 4- Upgrade and rationalization of human behavior, make and model of the values and principles of moral and religious ideals.
- 5- Upgrade the human soul, its chastity strengthening of, fortify of drifting in the current pleasures and desires.
- 6- Instilling morality precious, good qualities, arts virtue, instilled in the same individual since its inception and the first accustoming to good treatment with others.
- 7- Bringing up the individual to the moral sense of responsibility towards the group, the maintenance of its faith, its moral, and social its structure of the various factors of corruption, decadence and immoral actions. (Gamal Ibrahim, 2001, 110).

## **2- second subject:**

### **1.2- social liability for faculty with Islamic educations perspective:**

The liability of faculty with Islamic perspective is the part which they performed as, a faculty whereupon their liability connected with university liability's of being a socialorganization, its function is not limited to develop the mind or cultural to the students but, taking care of behavior, morals and working on rising up good citizen, that is makes the university a creative power has big part in rising up effective generation in the society and capable of taking his own responsibility to rise and develop.

### **Social liability for faculty with Islamic educations perspective:**

university professor is considered a good role model and morally behavior model, he

is a social and morally role model for the students, he has to be completely aware of his sentimental and sociological effect on the students, upon he can makes his students exciting about seeking moral values, he should appears as model perfection, his liability is to deep in the good manners and the principle of love pertinence of this homeland, deep in all noble Islamic values and principle, which makes the students effective on develop the homeland based on firm religious morals. Herein, the importance of choosing teachers at public educational organization, private universities of being a role model for the students who learned from them a lot of characters, they absorb a lot of their characters by behavior simulation and copying it, that is because of their love, admire, evaluate them, upon their own perspective based on that they represent the image of perfection in everything. At this subject Aby Eshak Elgbnitany said: don't educate your children except of a good religious man; because the boy's religion is after his master's (Elkmaly, 2003,69).

**That liability has to divisions:**

- 1- **personal responsibility** ((46) Whoever does righteousness - it is for his [own] soul; and whoever does evil [does so] against it. And your Lord is not ever unjust to [His] servants.) (fussilat, Aya 46).
- 2- **Collectivism responsibility:** ((2) O you who have believed, do not violate the rights of Allah or [the sanctity of] the sacred month or [neglect the marking of] the sacrificial animals and garlanding [them] or [violate the safety of] those coming to the Sacred House seeking bounty from their Lord and [His] approval. But when you come out of ihram, then [you may] hunt. And do not let the hatred of a people for having obstructed you from al-Masjid al-Haram lead you to transgress. And cooperate in righteousness and piety, but do not cooperate in sin and aggression. And fear Allah; indeed, Allah is severe in penalty.) (sura, Almaaida, Aya 2).

the most important characteristics which increases effectiveness of behavioral group about social responsibility development:

- effective behavior group: it is a group which person finds a suitable satisfaction for his psychological and social needs.
- the members participation allowance by the group facilitate the individuals belief of group standards and acceptance.
- the individual right to direct the group and criticize all the social activity aspects and the group acceptance of this critic easily.
- social rules limitations per each member to be clear.
- communications channels are open access for all members.
- justice realization among the members.

The responsibility upon the university education including the Instructional Staff realizing a religious, Educational ,and culture aims intent to change and reform the character of the Muslim person in the community and exclusion of psychic ,social and worn culture hereditary which contradict with religion and build the culture of the person according to the hanif of Islamic religion and the modern culture value which make the person more effective in the community and the contemporary world, the educational system play a basic role in forming this changes and establishing the positive traditions of

our hanif religion it is the real path and the way to revival to the complete develop of different sides and dimensions of the character and educate the person to respect the human values and hold out the responsibility and asking of education to work with it not only as a mean of gain or titivate so the function of the university become scientific ,moral and social functions seeking of lighting, expansion and share in the circle of knowledge and participate in literacy in its modern concept.

the lecture is the important part in this process As well so he is the basic factor in the education process and in the process of giving the student all what he need of religious values and concepts which well be a great repository in deepening the sense of social responsibility, the role of teacher consist in directing and developing the attitude of his students through :

- 1- Make a connection between the scientific materials courses and the persona, community, religion, life and environment instead of teaching it in a isolated model from the persons and the community.
- 2- Establishing the value of true citizenship and the morality of the Islamic behavior in the daily practices of the person and the community and the organizations.
- 3- Stablization of concepts of the Muslim behaviors through symposiums, summer activates and conferences which support in exploring the problems of the community and the local environment and exploration of the logic solutions.
- 4- Developing the knowledge of the youth and upbringing their sufficiency and stabilization of awareness concepts and popularize through interpretation of ideas into actions, catchword into achievements and goals to conclusions.
- 5- The citizen has good manners and has a pride of the religious doctrine and national of his country, who relates to basics of his national, adhering by citizenship and rules and contributing to the democracy life.
- 6- Through forming wide university space by rich programs and variable activities intent to stand hardly towards the different of heathen behaviors, especially cheat and violation at all his forms.
- 7- Student training on how the unrestricted discussion in which the student learn to respect the others opinions with criticizing, clearance for and against, depending on an evidence and satisfaction, training on the self criticism and an available of opportunities for students' participation and discussion.

We able to summarize the description of the irresponsible professor by the following matters:

- Suspicion at the others and his lack self confidence.
- Impulsive and frivolity and quick decision making and emotionality.
- Prejudicing at his opinions and self-contradiction at his decisions.
- No adhering towards his promises and postponement in addition to fabricate excuses.

The Islamic bringing up showed the conditions and descriptions which should coexist in educator and progressing in their scientific conditions and belief:

- 1- To believe correct salafi doctrine; which forefathers methodized.

- 2- To be have a true thinking and have piece of knowledge the true conceptions which forefathers had.
- 3- To be a direction good and respectable; because he will be made a sample to follow.
- 4- To be keep a performance of the Congregational Prayer and persistent on the presence of science lessons.
- 5- To be has a concern and relation to Quran and intonation.
- 6- To be increase of additional prayer (Salat Al nafelah) after performance of the obligation prayer.
- 7- To be comfortably off, no caring about the world works and no increasing from benefit of it; shouldn't worry about working for living and seek to behind.
- 8- To be have good Islamic background and treat the people well to acquire their satisfaction.
- 9- To be a good follower to the approach of the sunnah and group companions.
- 10- To be eager for reading, owning and getting benefit of books.

These are many conditions and descriptions to be considered on testing the educators competent for education task (farid, 2004, 348-349).

## **2.2- The pillars of social liability from the Islamic education perspective:**

**They are divided into two sections:**

- 1- Care Liability: it is stemming from the interest for Islamic circle, the care liability in Islam is distributed in the whole circle, all the circle members are guardians and are responsible for their wards, each member has his portion from the care liability in every action he does.
- 2- Guidance Liability: it is stemming from the circle understanding and the role of Muslim individual in it, the understanding of circle and individual will animate the Muslim to move toward his circle guidance, as the circle needs permanently to who enjoin what is good and forbid what is evil, Allah the Highest says: (And let there be [arising] from you a nation inviting to [all that is] good, enjoining what is right and forbidding what is wrong, and those will be the successful.) (Surat 'Āli 'Imrān, verse 104)
- 3- Proficiency Liability: it is related to the participation in accepting, executing and directing, the Muslim person is an accurate person, because he is invited to be accurate in all of his life activities, worshiping or working, learning or teaching, and the proficiency is the crown of its characters and its integrity example.

## **3.2- The methods of faculty members in developing the social liability from the Islamic education perspective:**

The Islam is based on several methods for social and ethical education that is declaring in Holy Qur'an and Sunna represented in the Messenger traditions in educating and guiding his companions (God bless them).

The major social guidance and education methods in Holy Qur'an and Sunna are as follow: (Al-Assal, 1992, 527)

- 1- **Quran Story:** The Holy Quran used the story as a method of ethical and social education; the Quran Story is a method to learn the fundamentals of religion and manners in communicating and dealing with others as in the Moses story. The Quran Story is also used as an educational method through the stories showing human attitudes and how the theist survive through his commitment to Allah approach as in the story of Joseph and his brothers.
- 2- **Adage & Guidance:** the adage and guidance in Holy Quran takes the approach of persuasion and intimidation.
- 3- **Persuasion:** As the persuasion through good work, Allah the Highest says: (Indeed, this Qur'an guides to that which is most suitable and gives good tidings to the believers who do righteous deeds that they will have a great reward.) (Surat Al-'Isrā', verse 9)
- 4- **Intimidation:** All that would help the human to be away from the sins, both large and small, Allah the Highest says: (And that those who do Editiont believe in the Hereafter - We have prepared for them a painful punishment.) (Surat Al-'Isrā', verse 10)

There are more of what mentioned in the book of Allah from verses that warn from sin and remind the Allah punishment as well as the verses that warn from the sins punishment as murder, adultery and theft ....).

- 5- **Quran Proverb:** The Holy Quran has used the proverb to entice people in well and reward and alienate them from evil, where the verses draw an exciting and effective scene, Allah the Highest says: (And Allah presents an example of two men, one of them dumb and unable to do a thing, while he is a burden to his guardian. Wherever he directs him, he brings Edition good. Is he equal to one who commands justice, while he is on a straight path?) (Surat An-Naḥl, verse 76).
- 6- **Preaching:** Sunna is based on the routing method through preaching and guidance, considered as an effective method for social and ethical education, as it invites to follow the guidance that reforms the state of individual and circle, and urges to avoid the misguidance that hurts the individual and circle.
- 7- **Advice & Reminding Method:** Sunna makes account of the reminding method as one of the positive methods of ethical and social education, because it invites to guide, devoutness and goodness, and warns from the evil temptation, there is Edition doubt that the sincere reminding and advice have effective impact on the souls and render from their enticement and save them from negligence.
- 8- **Good Example Method:** the good example is the actual example for the ideal social conduct, this example would be sensible and concrete that is followed, as parents, brothers and teachers, and would be an example that is present in the mind through his traditions, as the prophets traditions, companions, historical leaders and others.  
The good example with excellent virtues gives the others conviction that they can reach these virtues that are accessible for human abilities. It is kEditionwn that the instinct tends significantly to emulate and imitate, this tendency is strengthened if who attractive the attention has imposed his respect and appreciation. Islam has used the good example as a method to develop the human community in the behavioral and moral perfection ladder. The Holy Quran has clearly directed to the good example, Allah the Highest says: (There has certainly been for you in the Messenger of Allah an excellent pattern for anyone whose hope is in Allah and the Last Day

and [who] remembers Allah often.) (Surat Al-'Aḥzāb, verse 21) (Al-Maidani, 1992 1/215); (Nasser, 2006, 188 – 191)

- 9- **Proverbs Method:** Sunna has interested in proverbs as an important method in social education, because of its attracting to goodness and adorning for souls, especially if the proverbs were simple and easy to understand.
- 10- **Persuasion & Intimidation:** One of the most important ethical and social education methods in Sunna is the persuasion method in doing well and gaining virtues through what human gains from great reward in his hereafter, the intimidation method in doing evil and committing vices through what affect torment the human in his hereafter.

### 3- Third Subject:

#### 1-3- The importance of preparing the socially responsible individual from the Islamic education perspective:

The social liability represents in the Islamic religion vital and important requirement in order to prepare the youth to bear their roles and do it in manner that satisfies Allah and make them good examples for the future, the individual value in his community is measured through his bearing the responsibility toward himself and others, the responsible individual is considered has a degree of safety and mental health (Sherit, 2003, 69).

The Islamic Education sees the instill of social liability in the individual since his young age; because the individual that bearing responsibility benefits his religion and community; so when you educating the human on bearing the social liability toward what he does from actions and sayings is considered an important matter; to organize the life inside the Islamic community, so in this section the words of the prophet comes: "All of you are guardians and are responsible for your wards." (Al-Nawawi, Hadith Edition 283). If the individuals bear their responsibilities and everyone kEditionws his rights and duties and bears his works results, then the community life will be stable, the tranquility will dominate among its members and the justice spreads in their private and public lives. (Musa, 1987, 364)

A sense of responsibility is Editiont an abstract word, but work and target; the person who feels social responsibility is positive and practical person. The human is Editiont born aware of responsibility but he has instinctive readiness. The social responsibility enhancing and developing don't happen in vacuum, and Editiont away from the social environment such as the school role represented in the teacher, as well as providing an appropriate school climate.

The social responsibility conduct grows only through cultural, encouraging and social environment characterized by freedom, system, flexibility, interesting, understanding, participating and tolerance. (Ahmed, 1989, 289) hence, the importance of faculty members broad came to develop and deepen the social liability concept.

We can describe, the individual who has a sense of social responsibility, that he is ready and desire to accept his conduct results, he is ready to self-reliance and confidence, he is trustworthy and being depended from the other and feeling the commitment to his

community. It is Editiont necessary that the individual who is socially responsible to be leader in his circle, or his intelligence is more than the average, but he is feeling commitment to his group and the others. (Musa, 1987, 357)

There is a set of criteria that show the features of responsible behavior for males and females which are as follow:

- 1- The person should be reliable, dependable and fulfill his promise.
- 2- The social responsible individual is honest person and doesn't try to cheat, doesn't take anything at the expense of others, when he does a mistake he will be responsible about it, and he doesn't blame the others.
- 3- The responsible individual thinks in goodness for the others regardless what he gains, and he has loyalty and sincerity for his group.
- 4- He can terminate his works accurately and properly to refer to his responsibility for the result of these works.

The social responsibility conduct can be described: that it is a conduct for reliable and dependable person understanding his circle and it is a conduct that is characterized by honesty, loyalty and testament enforcement (Fatema, 1999, 251 – 252)

### **2.3- The basic and subsidiary components of social responsibility development from the Islamic education perspective:**

First - Understanding: it is evident through his understanding for the treatment origins in Islam starting from the neighbor rights and finalizing with ceasing the harm from the road, if the individual collects all social concepts and values that Islam states, then he will affect in his circle. We can conclude this understanding after things that are reflected in:

- 1- The individual understanding for the information those are important for the circle.
- 2- Respecting the systems of his group through understanding their traditions.
- 3- Respecting the group opinions so he doesn't adamant for his opinion because Islam makes the matter in making decisions consultative among Muslims.
- 4- Honesty, sincerity and perfection in work following the saying of the prophet: "God loves us to master our work".
- 5- Sincerity in sayings and doings, so Islam makes the sincerity in saying is one of the believer characteristics.

#### **Second - Interest:**

- 1- Muslim interests in all of what benefits the circle and all of what serves the religion from kEditionwledge or work.
- 2- Individual interests in kEditionwing the social and ecoEditionmic problems for the circle and provides assistance according to what he can especially the poor people.
- 3- Individual interests in learning his religion origins to kEditionw his rights and duties toward his community.
- 4- Individual interests in presenting his suggestions to solve the circle problems.
- 5- Individual interests in saving the circle's properties.
- 6- Individual interests in kEditionwing the ecoEditionmic projects for the circle.

- 7- Interesting in ties of kinship and kind to them and that has good impact on strengthening the links among the community members.

### **Third- participation:**

- 1- Participating in work and giving all of what the circle agrees on provided that it should satisfy God, such as the group collects an amount to build a mosque or help needy family.
- 2- Participating in charitable works in his environment.
- 3- Participating in solving conflicts and disputes that may arise among the community members.
- 4- Participating in the community activities without any internal or external pressure.

### **Fourth - Commitment:**

- 1- The individual commitment to the system developed by the community.
- 2- The individual commitment to terminating the work assigned by the community.
- 3- The individual commitment to appointments that he sets with others.
- 4- The individual commitment to accept the community accountability from the community to the individual if he neglects his work.
- 5- The individual commitment to do his work without supervision.
- 6- The individual commitment to apologize for the community in case of his delaying.
- 7- The individual commitment to save the community properties.
- 8- The individual commitment to contribute in developing the community ecoEditionmically.
- 9- The individual commitment to the community customs and traditions.
- 10- The individual commitment to accept the decisions and systems that are dominants in the community. (Imam Hemida, 1996, 26 – 29).

### **Conclusion:**

Through what we have said about liability, the study had declared that Islam is the first religion that cares about the social liability concept and the patterns of relationships nature among the community members, it demanded from everyone to do his duties toward the others and it lists some Quran verses and Hadiths that organizes the relationship among the society members to establish a society that able to advance, continue and develop. This study indicates several findings including:

- 1- The social liability concepts means taking into account the rights of others, saving it and Editiont harm it.
- 2- The study indicates that the Islamic thought vision for the social liability concept of faculty members in the universities came from their role that they play as professors in the universities; the university professor is considered good example and ideal model.
- 3- The study shows that the conditions of acquiring the social liability from the Islamic education perspective represents in:  
The ability to distinguish between the goodness and evil, freedom and will,

kEditionwing the work outcome and the intention.

- 4- The study articulates the methods required for faculty members in developing the social responsibility from the Islamic education perspective that is represented in: Quran Story, sermon and guidance, persuasion and intimidation, Quran Proverbs and Preaching.
- 5- The study reveals the pillars of social liability from the Islamic education perspective.
- 6- The study illustrates that the basic and subsidiary public components of developing the social liability from the Islamic education perspective is represented in: understanding, participating and commitment.

Thus, the study indicates that the social responsibility in the light of Islamic education is an integral part from the religion and one of the most important pillars of community surviving and goodness, through the unite of all social establishment starting from the family, school, mosque and finalizing with the universities, to work on instilling and developing the social liability behavior among the society members.

Upon this role that the universities play through the faculty members in developing the social liability among the students in their capacity as they come into contact with the students and the most effective in their behavior taking in consideration its discussion through the religion frame, the Islamic perspective for the social liability is holistic view including the responsibility of individual about himself, his family, his community, his religion, the universe and humanity as a whole.

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# TEACHING POETRY TO LANGUAGE LEARNERS

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## **Abstract**

When it comes to the question of teaching poetry in an EFL classroom, many people might first react and consider what is special about teaching poetry? Why do we use poetry to learn English? Although there have always been assumptions that poetry is impractical and may differ from the more usual or standard forms of English usage, some justifications must be made in the teaching of poetry in an EFL classroom. There are certainly valid and convincing reasons when using poetry with the language learner. Poetry deserves study as much as other types of genre do since it is the type of language which touches our personal feelings most closely. It is a feeling as important in a foreign language as it is in our own language.

There is also a good reason to look upon poetry as another variety or type of language use. It seems to language learners and sometimes even to the teachers that they are often misinformed about the idea of what makes great poetry, and thus mistakenly assume that learning to appreciate poetry is beyond their ability. Obviously we see that poetry is no longer unfashionable or difficult, or even irrelevant to the “needs” of the language learners. This essay clarifies the teaching of English poetry to language learners in an EFL classroom and demonstrates how the more “deviant” or unusual use of language enriches the student’s language awareness and experiences. Nevertheless, there is good reason to look upon poetry simply as another variety or type of language use. Using poetry with language learners, it is both a way of improving language knowledge and developing understanding towards ourselves and others.

**Key Words:** EFL Classroom, teaching poetry, metaphorical language, teaching methods, figurative language

## **I. Some Clarifications on Teaching English Poetry**

When it comes to the question of teaching poetry in an EFL classroom, many people might first react and consider what is special about teaching poetry? Why do we use poetry to learn English? Although there have always been assumptions that poetry is impractical and may differ from the more usual or standard forms of English usage, some justifications must be made in the teaching of poetry in an EFL classroom. There are certainly valid and convincing reasons when using poetry with the language learner. Poetry deserves study as much as other types of English do since it is the type of English which touches our personal feelings most closely. It is a feeling as important in a foreign language as it is in our own language (Maley and Moulding 1). Furthermore, there is also good reason to look upon poetry as another variety or type of language use (Maley and Moulding 134). In saying so, some teachers might worry that exposing students to more

creative uses of the English language could legitimize the use of deviant language. Yet, when using poetry in the classroom, we could exploit the more “deviant” or unusual use of language we find in it as a basis for expanding the student’s language awareness and interpretative abilities (Lazar 100). It seems to language learners and sometimes even to the teachers that they are often misinformed about the idea of what makes great poetry, and thus mistakenly assume that learning to appreciate poetry is beyond their ability. Perhaps it is best to cite Perfect’s words to explain why it is appropriate to teach poetry to language learners:

It nurtures a love and appreciation for the sound and power of language.

Poetry can help us see differently, understand ourselves and others, and validate our human experience. It... enhances thinking skills, and promote personal experiences.... Such attributes deserve a close look (728).

Obviously we see that poetry is no longer unfashionable or difficult, or even irrelevant to the “needs” of the language learners. There is good reason to look upon poetry simply as another variety or type of language use (Maley and Moulding 134). And yet, it is also a way of improving language knowledge and developing understanding towards ourselves and others. Using poetry is a great exercise for English language learners. It gives them a chance to experiment with language and vocabulary, and to share their ideas freely without the confinement of perfect grammar or firm structures.

## **II. The selection of Materials when Teaching Poetry**

Against the various objections to the usefulness of teaching poetry in the language classroom, it is important for teachers to help students gain both pleasure and profit from their learning of English poetry. Thus to make our poetry lessons begin in delight and end in wisdom, as also true to other literary works, we must bear some basic criteria in mind: the needs and abilities of the students; the linguistic and stylistic level of the text; the amount of background information required for a true appreciation of the material (Hill 15). To be prepared with poetry lessons, the following should be taken into consideration:

### **1- Student Analyzation**

In an EFL classroom, it is necessary for the teacher to avoid many of the linguistic, sociological and cultural barriers that certain texts may set up. It is often acknowledged that texts chosen for the early stages need to be fairly simple, and thus these texts should be appropriate to the age, interests and goals of the students. As the case for poetry, it should be chosen for its immediate appeal. American authors like Robert Frost and Emily Dickenson, for example, have written works whose vocabulary and structure are quite appropriate for students in the early stages (Hill16). Furthermore, teachers in an EFL classroom should also be aware of the students’ ability to read fluently. Students reading at the lower speeds are common in EFL classes and may often lose the thread of the work and completely miss the point of any figurative language (Hill 16). It is thus true that even with shorter texts the teachers will also have to keep a careful notice on the student’s literal reading of the material and their ability to respond appropriately.

## 2- Background Information Provided

Many non-native learners of language may at first sight find it difficult or fail to notice the knowledge hinted in the text. Here we are concerned with the “background” or the “cross-cultural” phenomenon in a literary work. Although it is possible to read literary texts without background knowledge, it is often certain that it will be an “incomplete” reading (Carter and Long 153). Since cross-cultural adaptation is necessary, teachers are best to provide for a particular text some explanation in advance of the reading or teaching. Brooks in his “Culture in the Classroom” have listed over thirty such “hors d’oeuvres” in the language classroom<sup>1</sup>, and pointed out it is culture in this technical, scientific sense that has been so misunderstood and so inadequately presented in our classrooms. Once the necessary distinctions are made and this meaning is clearly conceived, its usefulness and worth to the youth student are apparent (Valdes ed. 128). Even the seemingly alike American and British culture have their significant differences. As a literature student, he/she will learn from “reading” that magazines may be purchased at a supermarket in the United States, while newsagents in Great Britain may have branch post offices (Valdes ed. 139). Further examples can be driven to the writing in Emerson’s “Self Reliance,” students will be half way to an understanding of most American literature if they can understand the American reverence for individual independence in the essay (Valdes ed. 140).

## 3- Text Selection

In countries where only a limited range of books on English is available, the general availability of the printed text should be taken into consideration. This should not be a problem for a short poem if the teacher has a copy (*Teaching Literature* 141). Poetry at its exception provides structure and lexis suitable at any level, while other literary texts will be radically different for those set at examination level and some sort of progression (Hill 24). The problem of grading texts is thus reduced to a minimum in poetry lessons, and yet we can never neglect the special enjoyment and fulfillment it brings.

## 4- Linguistic Level

It is undeniable that when students have to struggle with extremely difficult vocabulary and sentence structure, they will neither understand the text nor enjoy reading it. Texts should therefore be chosen with the following criteria:

- a- vocabulary and text structure within students’ scope
- b- slang, dialect and highly idiomatic language at a minimum (Hill 19).

Where text selection is of great importance in the initial stage of a literature course, the “overload” of texts should be avoided.

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1- These “hors d’oeuvres” include topics like: greetings and usage of written and spoken language, humanity and arts, everyday chores such as making appointments or even cosmetics, and vacation choices. See Nelson Brooks “Culture in the Classroom” in *Culture Bound*.

### III. Teaching objectives and procedure

Although there have been arguments against the peril of the scope of teaching poetry lessons, some short poems can safely be included at the early stage and teachers need to measure carefully what sort of understanding is demanded in such reading. Considering the poetry lesson for an early stage in an EFL classroom, undoubtedly many people first come up with poets like Robert Frost or Emily Dickinson. Here I offer another option to Carl Sandburg's poems while Sandburg wrote in a way closer to the rhythms of ordinary speech. He has once said, "Simple poems for simple people" (1140)

Many of Sandburg's poems offer a panorama of all America. He wrote sympathetically and affirmatively of the masses in simple language using a long verse line unfettered by rhyme or regular meter (1141). For a beginner probing into American culture and English poetry, Sandburg's poetry does indeed provide the readers a snap entry into the true American experience. As much of Sandburg's work explores the industrial, agricultural, and political issues that he has experienced firsthand and fought passionately for throughout his lifetime, the verse poems of Sandburg will in a way evade the metrical problems that first hampered many EFL students.

#### A- Teaching Methods and Objectives

Before starting a poetry lesson, teachers are often inclined to choose classic poetry they believe students should know, should learn --- poetry that the teachers, themselves, often find dry, or even uninteresting --- rather than sharing poetry they love, poetry they're passionate about. Then, as instructors, some teachers further ruin the enjoyable experience and fulfillment that a poetry lesson could bring. Having considered so, I pick Carl Sandburg's poem "Fog" in its understandable verse style as my choice while teaching poetry in an EFL classroom. The following are teaching methods and objectives that are included in the process of teaching:

##### 1- Encourage students to "read along" with the teacher.

Students first stepping into poetry lessons are often burdened with all the technical jargon for stress schemes. Therefore it is important to help students to develop a feeling for the different rhymes of poetry. For foreign students it is often difficult to "hear" mentally the rhythm of a poem, the sheer sound of the words when they read it to themselves. Correct intonation and stress are usually the most difficult part of a foreign language to acquire and can in areas confuse students' understanding for more than mispronunciation (Hill 100). It is thus important that the poem is read to the students either by the teacher or by professional actor on a recording. There are also websites that provide read-it-aloud activities on poetry lessons. The Repeat After Us website, for example, (<http://www.repeatafterus.com/genre.php?g=poe%20try&s=a>) offers various recording poems one may find from both English poets to American poets.

If the teacher have played or read the poem to the class a couple of times, it is then possible to let the students "read along" or recite out loud with the teacher. This is especially effective with strongly rhythmic pieces since the students will be able to feel for themselves the beat of the metre (Hill 101). Many instructors start at the wrong end by

teaching students how to write poetry. This is like a music lesson that we expose students to music by teaching them to compose it. To avoid such mistakes, we could instead let the students hear the music, sing the music, dance to the music, and feel the music in every part of their bodies. The result is a world full of music lovers. The same teaching method could be applied to the teaching of poetry and the result will be a world full of poetry lovers, and for students who love poetry will write it to their heart's content.

## **2- Inform students the basic rhythm and the type of the poem**

After students have acquire the sound beat of the poem, it is necessary in the introductory step for students to consider which lines are prose and which have marked poetic qualities since many of Sandburg's poems have been unfettered by rhyme or regular meter. The poem "Fog" is made up of two sentences only. It is possible to ask students idea about what features that they think make this poem poetic? Are there any features such as the word order, word choice, word formation, or the "sound" that make this poem a poetic piece? This step enables students to pay closer attention to the language and style of the poem.

## **3- Help students with metaphorical meaning.**

The metaphorical language in Sandburg's "Fog" goes like "The fog comes/on little cat feet." This could be at first puzzling to most readers while our normal reaction to fog is the sort of some valley fog. Professor Cynthia Becerra has pointed out that our fog is actually unlike Sandburg's Chicago fog acting like a cat. Ours is instead a phantom relentlessly in pursuit of all our precious, life-giving light. Such a reading might run counter to students' personal experience and teacher should have indicated at the beginning stage and avoid the possible opposing experiences.

## **4- Enable students to draw on their own store of associations while working on the figurative language.**

This phase is a reinforcement of the above stage. Once students have familiarized themselves with the figurative use of language, it is now their part to respond and analyze either the metaphorical meanings or the use of rhetorical devices. Sometimes these metaphorical associations will be determined by the customs and conventions of the students' society (Lazar 106). To help students to come to grips with the metaphorical meaning, the instructor may likely to inquire students the

ability to speculate about an author's intentions when he uses figurative language. Also the connotation and allusions contained in the poems should be explored in depth (Hill 97).

## **5- Expand students' vocabulary and make them understand key concepts in language arts, such as writing styles, and imagery in the poem.**

In order to help students to generate and produce greater awareness of the language use in the poem, it is suitable for students at this stage to paraphrase in their own words

the poem that he/she has read and explored. With only a small measure of re-writing by the teacher, paraphrase is a language-based approach which can put a text and its organization in focus and which can aid appreciation of how form and meaning are interrelated (Carter and Long 90). The process of paraphrase will involve activities like change to key verbs, rhymes, adjectives, and sometimes syntactic structures. In the “Fog,” the picture of the fog comes on little cat feet conjures up a brief picture in the mind, an image of the fog drifting with the smooth, liquid movement and quietness of a cat (Hill 97). A re-writing of this poem could help students to acquire the ability to speculate about the poet’s intentions and spell out explicitly in students’ own words what the his/her own implications are. Although paraphrasing the poem may not have the effectiveness or beauty of the original, it will help us to appreciate the compactness and complexity of the poem.

#### **6- Inquire students to do group work and discuss the impact that the poem has brought.**

It is never denied that small group in EFL classrooms has been largely accepted as an effective strategy in the developing of students’ communicative proficiency in English (Chen and Hird 1). The teacher could thus divide the students into groups and ask each group to explain and share the effects of common literary devices (e.g. symbolism, imagery, metaphor) in the poem and ask them to make free-associate round some of the metaphoric words in the poem which carry powerful symbolic connotation. If possible, the teacher may ask students to do different types of poetry presentations according to the students’ understanding and paraphrasing of the poem.

#### **7- Evaluate students**

It is often argued that literature class should not end in examinations, for the students’ capacities for reading may only emerge over a period of years and after re-reading of texts have occurred. Nevertheless, if we are to reason that language-based work is highly germane both for developing sensitivity to literary text, for developing interpretive skills and for developing language competence, literature examinations should be taken proper account of (Carter and Long 161). Basically there are two types of literature assessments-- language-based tasks and literary tasks. For an EFL classroom teacher, he/she should take careful consideration that which ability is required in the poetry class. Moreover, affective objectives should also be included since we could never neglect the enjoyment and fulfillment that reading a poetry could bring.

### **IV. Conclusion**

Teaching poetry to EFL students may seem daunting at first time, yet, poetry is so versatile which makes it a great form to use in the EFL classroom. Poetry can be used to introduce new vocabulary, language structures, and rhyming devices, and often gives EFL students a chance to explore an idea while working with a more manageable amount of text than a short story or essay. Several methods have been presented in this essay. Its main purpose is to add to the students’ enjoyment of the text. A poetry lesson should not just be “useful” language, even though we may be considering literature as an integral part of our language study (Hill 103). The study of poetry should rather enable students to

catch the full richness and flavor of the text and encourage students to always refer back. In addition, poetry opens an interesting historical and cultural window, and provides a foundation for the compassion to different cultures.

### Lesson Plan on Teaching Carl Sandburg's "Fog"

Teaching Material	“Fog” by Carl Sandburg	Class	EFL students
Analysis of Teaching Material	1. Comprehend the poem 2. Understand the metaphor in the poem 3. Comprehend the implications behind the poem	Teacher	Priscilla Pei-chin Lin
		Time	50 min.
Analysis of Sudents’ Background	1. EFL students with little experience of English poetry 2. Enjoy English poetry	Teaching Aids	CDs, online accessible computer, poster of fog
		Teaching Methods	1. Direct Method 2. Audio-Lingual Methods 3. Communicative approach 4. Cooperative approach
Instructional Objectives			
Unit Objectives		Specific Objectives	
I. Cognitive Domain 1. Understand the author’s background 2. Understand the usage of the word and the sentence in the poem 3. Learn the use of metaphor in the poem		1-1 Learn the author’s background 2-1 Find out new words and new phrases in the poem 2-2 Know the meaning of the sentence. 3-1 Know the form 3-2 Know the meaning of “metaphor”	
II. Psy-motor Domain 4. Read the poem fluently 5. Improve their reading, spelling, vocabulary, and grammar skills. 6. Develop possible understanding of the situations in the poem 7. Use computers and the Internet to learn about poetry.		3-3 Practice and become familiar with writing poetry in many forms. 4-1 Read the poem loudly and fluently 5-1 Demonstrate knowledge of poetic devices by using them in their original poems 6-1 Paraphrase the poem in Ss’ own words 6-2 Improve S’s reading, spelling, vocabulary, and grammar skills.	
III. Affective Domain 8. Become more appreciative of poetry. 9. Participate in classroom activities willingly.		7-1 Establish student digital literacy with website navigation. 8-1 Appreciate the beauty of the poem 9-1 Take part in group activities willingly and joyfully 9-2 Become more confident in group interactions	

Teaching Activities		Teaching Method and Aids	Time
Teaching Activities	Student Activities		
I. Preparatory activities 1. Formulate the teaching plan 2. Be familiar with the teaching methods 3. Prepare for the teaching aids II. Development activities 1. Warm-ups (1) Show Ss the poster of fog (2) Ask Ss to share their feelings about the poster and their personal experience	Look at the poster and respond	poster	5 mins.
2. Read the poem: make possible connections between the poster and the poem 3. Provide the information about the poet 4. Explain to students the meaning of “metaphor” and how it is used in the poem (1) Explain to the class the ways in which the voice is used to give meaning by emphasizing rhythm, words or phrases and other elements of expression. (2) Identify and discuss language features and their effects in the poem.	Listen and read along with the teacher  Listen, comprehend and respond  Listen, comprehend and respond	CDs, or computer	2 mins  5mins  3 mins
(1) Explain to the class the ways in which the voice is used to give meaning by emphasizing rhythm, words or phrases and other elements of expression. (2) Identify and discuss language features and their effects in the poem.	Listen to the poem, identify the purposes, recall and respond to the main ideas.		3 mins
5. Play the recording a second time and ask students to do choral reading	Willing to do group work and paraphrase		5 mins
III. Follow up Divide Ss into groups and ask each group to paraphrase the poem . (1) Discuss language, meaning and ideas in the poem, relating their understanding to experiences. (2) In groups, prepare and rehearse this poem to present to the class.	Ss should explore language in the poem and think critically  Student will then use that understanding to write their own extended metaphor poems.	CDs, or computer	2 mins  12 mins
IV. Assessment			10 mins

<p>1. Evaluate and monitor students' understanding of metaphor and how language works to convey meaning precisely.</p> <p>2. Grades could be based on effort and poetry written in class as a result of the practice and reviewing.</p>			3 mnis
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### *Fog*

The fog comes  
on little cat feet.

It sits looking  
over harbor and city  
on silent haunches  
and then moves on.

# **THE EFFECT OF POWERPOINT PRESENTATION WITH OR WITHOUT LECTURE NOTES ON STUDENTS PERFORMANCE**

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## **Abstract**

In Philippines, the application of PowerPoint presentations in teaching has been use as instructional media that support the countless task of teaching and learning process without examination of the impact on the academic performance of students. In this study application of PowerPoint presentation was used in teaching Educational Technology I. Educational Technology I is one of the Professional subject offered in Education curriculum which the researchers have been teaching for 10 years. The researchers prepared a course ware of PowerPoint presentation in Educational Technology I and were copyrighted. The study uses the quasi-experiment method of research. This was used to determine the effect of the PowerPoint Presentation with or without lectures notes given prior to the start of lecture in teaching Educational Technology I. The study used a quasi-experimental design. Prior the conduct of experiment Pre-test and Post test was administered to the control group and experimental group. In the control group, PowerPoint Presentation was used without lecture notes, while in the treatment group PowerPoint Presentation was used with the lecture notes given before the start of the lecture. The performance of student using PowerPoint presentation with lecture note given prior to the lesson activity was better than those without lectures note given. On the other hand, there is a significant difference between the results of the pre-test and post-test of the students. These findings provide that using PowerPoint presentation in teaching Educational Technology enhance learning.

**Key word:** Lecture Notes, PowerPoint, Presentation, Student Performance

## **INTRODUCTION**

Adopting technology in education is no longer a “new” idea because technology has become such an integral part of society particularly in the Philippines. Recently developed teaching technology enables faculty to include graphics, scanned images, animation, sound, and access to Internet web sites. Presentation software, such as PowerPoint, allows faculty members to build slides in a well-designed format that would be virtually impossible to duplicate using the chalk and blackboard method[1].

PowerPoint Presentation (PPT) is one of the media created in 1987 mainly for the preparation of business slid [2]. Today PPT has the capacity to integrate graphics, sounds, animations and so on; therefore, it has become suitable for education and has quickly

penetrated the higher educational settings. Apparently, this way of transmitting information has revolutionized the traditional chalk and blackboard, and maybe non-effective, educational methods [3].

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PowerPoint Presentation(PPT) is one of the media created in 1987 mainly for the preparation of business slides[5]. Today PPT has the capacity to integrate graphics, sounds, and animations and so on; therefore, it has become suitable for education and has quickly penetrated the higher educational settings. Apparently, this way of transmitting information has revolutionized the traditional chalk and blackboard, and maybe non-effective, educational methods [6].

In recent years, the usage of PowerPoint in the classrooms has increased significantly, which has attracted many researchers to test its effect in education. Some of the studies tried to measure the effect of PowerPoint on the students' attitudes and behaviors, while others focused on its effect on the students' academic performance [7]. However, PowerPoint presentations have produced a growing body of criticism. Edward Tufte (2003) argues that PowerPoint is “making us stupid, degrading the quality and credibility of our communication, turning us into bores, wasting our colleagues' time” [8]. However, others argued that the use of PowerPoint in the classroom has significantly increased globally [9]. With regard to students' attitudes toward class presentation and instructor in Accounting Systems class, using a laboratory experiment and reports that subjects in the multimedia session perceived better *understandability* and *entertainment* from class presentation[10]. Subjects also evaluated the instructor higher with respect to informativeness and style of the speaker. Nouri and Shahid (2005) stated that using a semester long study, report that students in a PowerPoint section of an Accounting Principles II class perceived higher *understandability* of the presented materials [11].

Since learners are involved in learning and using PPT as an educational technology and are exposed to its advantages and disadvantages, there is a need that the use of PPT increases their interest in the lesson thus improving their achievement in the lesson. Furthermore, it should also consider their attitudes and ideas towards PowerPoint with or without the lecture notes provided and attitude towards their instructor. Personal attitudes are a major factor to affect individual use of educational technology.

Nouri and Shahid (2005) argue that writing the notes in class rather than providing them to students before the class can have a positive effect on student attitudes and performance. This is also consistent with the literature regarding active versus passive learning [12]. Active learning refers to situations where students are involved in the educational process instead of passively listening to lectures [13]. Providing PowerPoint lecture notes before the class causes students to become passive learners and do not get

involved in class activities. On the other hand, not providing notes when PowerPoint is used, students write a lecture out that makes them more involved learners through repetition. Brown (2004) contends that active learning processes that promote *writing* affect deep understanding [14]. Bouris et al. (1998) noted that passive learning leads to more behavioral problems than active learning [15]. Although a few studies have found that active learning did not affect performance and student satisfaction compared to passive learning [16]. The preceding arguments suggest that in a class without PowerPoint lecture notes, students are very much active and involved in the class by taking notes. According to the involvement theory advanced "student involvement refers to the amount of physical and psychological energy that the student devotes to the academic experience." The involvement theory focuses on the student's active participation in the learning processes e.g., spending more time on task. Furthermore, involvement theory views education as a partnership between the student and the instructor where students are active participants. The involvement theory suggests that the instructors focus less on what they do and more on what a student does "Being academically involved is strongly related to satisfaction with all aspects of college life except friendship with other students" [17].

Since taking notes requires students' involvement, they may perceive that the instructor is both efficient and effective. On the other hand, when notes are provided, students sit and watch the presentation passively and are not involved in class. Hence, this study was conducted to determine if providing PowerPoint lecture notes prior to the class could affect such attributes as an instructor's preparedness, efficiency, effectiveness and understandability.

## **OBJECTIVES**

- 1- To determine the students' performance on the pre-test and post-test.
- 2- Find out the effect of PowerPoint on students' performance with or without the lectures notes given to Second Year College of Education Students.
- 3- Determine the relationship between Performance and Attitudes of Students towards PowerPoint Presentation.
- 4- Determine the significant difference on the performance of students exposed to PowerPoint Presentation with and without the lecture notes.

## **HYPOTHESIS:**

- 1- There is no significant difference on the performance of students exposed to PowerPoint Presentation with and without the lecture notes.
- 2- There is no significant relationship between the performance of students and attitudes of students towards the use of PowerPoint Presentation.
- 3- There is no significant relationship between the performance of students and their attitudes towards the instructor.

## **SIGNIFICANCE OF THE STUDY**

The use of PowerPoint presentation (multimedia) is an innovative strategy in teaching which can facilitate learning or increase understanding of students. PowerPoint facilitates

good communication. Good communication to facilitate learning thus, produces quality education. This research confirms the effectiveness of the use of PowerPoint in teaching and learning process. PowerPoint in the classroom teachers can modify lessons and can use them over and over again. Therefore, teachers have time doing task like preparing lesson plan and checking activities. Furthermore, PowerPoint assists collaborative learning in group projects by involving every student in the learning and teaching processes. It empowers students to be in charge of their own learning, and offers them opportunities to do their work. However, using PowerPoint has also limitation especially for that teacher with limited knowledge in manipulating computer hence; this study was conducted to encouraged teacher to adopt technology in teaching and learning process.

## **METHODOLOGY**

### **Analytical Procedures**

Educational Technology I is one of the Professional subject offered in Education curriculum which the researchers have been teaching for 10 years. The researchers prepared a course ware of PowerPoint presentation in Educational Technology I, evaluated and were copyrighted last September 2012. The research used a quasi-experimental design, which includes a control group without random assignment [18]. The two (2) sections of second year Bachelor of Secondary Education (BSED) and Bachelor of Elementary Education (BEED) students taking Educational Technology I was used as the experimental group, the first section of BSED and BEED serves as the control group and the other group as treatment group. Both groups has 82 students participated in the experiment.

In the control group, PowerPoint was used without lecture notes, while in the treatment group PowerPoint was used with the lecture notes given before the start of the lecture. The first section was scheduled before the second section on the same day to ensure that students in the control group did not have an opportunity of receiving the PowerPoint notes of the same topics from the students in the treatment group. The presentation for both sections was supported by multimedia, with a majority of the presentations being PowerPoint (color visual aids with pictures). The same instructor taught both sections of the course. The instructor uses cooperative learning, problem-based learning, and case methods to promote active learning.

In both group, pre-test was given before the experimentation, the experiment was done before the midterm examination which is equivalent to eight (8) weeks or twenty four (24) hours lectures. After the twenty four (24) hours of lecture post-test was given to determine the effect of PPT with or without lectures given prior to the lectures.

Before the testing the hypothesis, first, the researchers examined whether the perceived writing requirements are different between the two sections. Second, students in the two sections should have similar attitudes toward PowerPoint presentation and to the instructor.

### **Tools and instrument**

**Performance Measurement.** A multiple choices examination was used during

administering the pre and posttest and the scores on these examinations were applied to measure the performance of the students. The test question was evaluated and validated.

**Attitude Toward.** Factor analysis was used to identify factors underlying the remaining 5-item student attitudes toward PowerPoint (appendix A)

**Attitude Toward PowerPoint Presentation and the Instructor.** The evaluation questionnaire was used to measure students' attitudes toward *PowerPoint Presentation* and the instructor. This is a 5-item and 8-item questionnaires, respectively (Appendix A), in which students evaluate the *PowerPoint Presentation* and another questions was regarding students' overall evaluation of the instructor on a 5-point Likert type scale ranging from poor to excellent.

### **Administration of the Questionnaire**

The questionnaires for attitude towards the PowerPoint and instructor were prepared by the Technical Working Group of the College Of Education. The data gathering was administered by the Program Director at the end midterm examination and submitted to the of the college dean's office. This strategy is ensuring that the instructor knows nothing about the questionnaires. The questionnaire includes eight (8) characteristics for both the attitudes towards PPT and Instructor using the 5-point Likert type scale ranging from (1) strongly disagree (2) moderately, (3) moderately agree (4) agree, (5) strongly agree.

## **RESULTS AND FINDINGS**

**The data interpretation were focused on the following:**

- a- Students' performance before and after exposure to power point presentation.
- b- Performance of the students with or without the lecture notes.
- c- Relationship between performance and attitudes of students towards ppt.
- d- Relationship between performance and attitudes towards the instructor

### **Students Performance between Pretest and Post-test**

In teaching Educational Technology the Instructor made use of PowerPoint that provides a means of mapping and directing the course of a classroom discussion on a topic. Table 1 shows the data pertaining to the performance of students.

**Table 1:** Performance of Students on the Pretest and Post test

<b>Paired Variables</b>	<b>Variables</b>	<b>Mean</b>	<b>SD</b>	<b>T</b>	<b>df</b>	<b>p-value</b>	<b>Interpretation</b>
Pretest and Post-test	Pretest	35.67	6.68	-22.17	170	0.000*	Highly significant
	Post-test	50.58	7.71				

\* Highly significant

The effect to the students' performance of the exposure to PowerPoint Presentation applied in teaching is shown in the above table. The table presents the mean of the

performance and spread of the scores of the students (N=117) during the pretest and post-test. At first glance, one can tell that the strategy gave a significant effect to students' performance. The paired t-test statistics further proved that the difference in the mean performance of the students exposed to PPT presentation is highly significant with p-value (0.000) higher than the significance level. This implies that PPT that is augmented in the instruction surely boosts students' performance in the subjects undertaken. The difference is highly significant at 99% level of significant (two-tailed). As mentioned by Nouri and Shahid (2005)[19], using a semester long study, report that students in a PowerPoint section of an Accounting Principles II class perceived higher *understandability* of the presented materials. Thus the use of Power Point Presentation validate that it has a significant effect on the performance of students.

### **Performance of the Students using the PowerPoint Presentation with or without the Lecture Notes**

**Table 2:** Performance of students using the with or without the Lecture notes

Variables	Variables	Mean*	SD	T	Df	p-value	Interpretation
Control vs. Experimental	Control	38.53%	0.29	-3.26	169	0.001**	Highly significant
	Experimental	53.90%	0.33				

\*\* Highly significant at .01 (2-tailed)

The performance of the students with or without the lecture notes were subjected to investigation. The mean and variance were computed as shown in the table. This is the mean performance of the students considering the differences in the pretest and post test results of each student. This can be interpreted as the mean change in the performance of the students during pretest (Pr) and post-test (Po) computed by (Po minus Pr) divided by Pr and multiplied by 100. The mean of the control and experimental group are 38.53% and 53.90% respectively. The difference is highly significant at 0.01 level (2-tailed).

The result indicates that are significant differences on students' examination performance between the two groups. These findings support for the first hypothesis. These results further explain that providing PowerPoint with or without lecture notes affect students' performance. The findings is in contrary with the finding of Nouri, H. et.al, (2008)[20] which stated that providing lecture notes did not appear to affect students' performance on the examination, the differences of the result may due to attitudes of student towards PowerPoint and to the teachers.

**Table 3.** Attitudes towards the PowerPoint Presentation

Variables	Control Group		Treatment Group	
	WM	Description	WM	Description
1. The PowerPoint were strong and enjoyable.	3.9	A	4.4	A
2. The PowerPoint were easy to follow and understand.	4.7	SA	4.2	A
3. The PowerPoint were clear, legible and readable.	3.7	A	3.8	A
4. The PowerPoint were interesting and stimulated Thinking.	4.8	SA	4.8	SA
5. The PowerPoint were organized.	4.4	A	4.6	SA
6. The PowerPoint were concise.	4.3	A	4.7	SA
7. The PowerPoint were boring and tiresome.	1.7	MD	1.5	MD
8. The PowerPoint required extensive note-taking.	1.8	MD	1.8	MD

WM-Weighted Mean SA-Strongly Agree A- Agree MD- Moderately Disagree SD- Strongly Disagree

As shown in Table 3, notable the results indicate that two groups rated the questionnaires similarly in strong and enjoyable; clear, legible and readable; interesting and stimulate thinking. These results imply that PowerPoint Presentation is well prepared and it also entails that PPT stimulate and maintains interest. On the other hand, interestingly, respondents for both control and treatment group does not agree that PPT requires extensive note-taking this results is opposes with result Nouri, H and Shahid, (2008)[21]which stated that control section who that not received lecture notes perceived that here were more writing requirements than students receiving lecture note during the lesson. This argument may be due the strategies applied by the instructor during the conduct of the lesson.

### Relationship between Performance and Attitudes of Students towards PPT

**Table 4:** Performance and attitudes of students towards PPT

Model 1	Variables	Mean	SD	Pearson r	p-value	Interpretation
Students Performance vs. Attitudes	Performance	45.90	0.32	0.194*	0.011	Significant
	Attitudes	4.15	0.51	Low correlation		

\* Low correlation is significant at .05 level (2-tailed)

To determine the relationship between the performance of the students and attitudes of students towards PPT; questionnaire were given to the students as to determined their relationship. A 5-point Likert scale was used. The table shows the correlation(0.194 low correlation) is significant at 0.05 level (2-tailed) which is only 4% effects of the attitudes to the performance. This means the performance is associated with the attitudes of the students towards the strategy. The effect of the performance with the attitudes, of 96% warrant that PowerPoint Presentation attract students' interest to the lesson. Hence, the used of PowerPoint Presentation with or with the lecture notes was accepted by the student as one the strategy to be used by the teachers teaching Educational Technology Course.

**Table 5.** Attitudes towards the Instructor

Variables	Control Group		Treatment Group	
	WM	Description	WM	Description
1. The instructor presented the topic objectives	4.7	SA	4.5	A
2. The instructor use the time as schedule efficiently	4.6	SA	4.4	A
3. The instructor is receptive and responsive to the needs and concerns of the students	4.2	A	4.2	A
4. The Instructor stimulate the interest of the student	4.3	A	4.2	A
5. The instructor well prepared and mastered the lessons	4.4	A	4.5	A
6. The instructor gives course activity that is challenging to improve critical thinking of the students	4.4	A	4.4	A
7. The instructor meaningful feedback to improve students' learning	4.5	A	4.6	SA
8. The instructor is available for course-related consultation and advice.	4.7	SA	4.6	SA

WM-Weighted Mean SA-Strongly Agree A- Moderate Agree MD- Moderately Disagree SD- Strongly Disagree

The results on the attitudes of the students towards are given in Table 5. The results show that there is no difference between control and treatment groups for other traits. It sounds that teaching with the use PowerPoint Presentation with or without lectures cannot affect to students contentment in relation to the learning of the course. Thus, students' satisfaction may depend on how the teacher facilitates the lesson and how much time given to the student for consultation and advising. As shown in the Table 5 both groups strongly agree that the instructor is available for consultation and advice.

### Relationship between Performance and their Attitudes towards the Instructor

**Table 6:** Relationship between Performance and their attitudes towards the Instructor

Model 1	Variables	Mean	SD	Pearson r	p-value	Interpretation
Students Performance vs. Instructor Performance	Students Performance	45.90	0.32	0.017*	0.830	Not significant
	Instructor Performance	4.45	0.39			

\* Correlation is not significant at 0.05 level (2-tailed)

The result shows there is no significant difference between control and treatment groups. This result explained that the students evaluate the instructor favorably. The result further explain that with or without PowerPoint lecture note, the strategy stimulate interest on the part of students. Attention of the student may not only due to the clarity and

attractiveness of the PowerPoint Presentation but with the aide of PowerPoint Presentation teacher can be able to assist students' performance and facilitate the overall teaching and learning process.

## **CONCLUSIONS AND RECOMMENDATIONS**

### **Conclusion**

This study determines whether the lectures notes when PowerPoint is used for class presentation affects students' performance and attitudes toward PowerPoint Presentation and instructor. The study generated four (4) interesting conclusions. First, there was significant difference on students' performance in pretest and posttest examination. Second, providing PowerPoint with or without lecture notes affect students' performance. Third, the used of PowerPoint Presentation with or with the lecture notes was accepted by the student as one the strategy to be used by the teachers teaching Educational Technology I. Fourth, Using PowerPoint presentation as the strategy of the teacher in teaching favorably accepted with the students. Thus PowerPoint Presentation validate has a significant effect on the performance of students.

### **Recommendations:**

**This study suggest for development are as follows:**

- 1- Although student evaluated teacher favorably, should not only focus on the use of PowerPoint Presentation but also should use other modern technology such as: Instructional videos, application software, audio, graphics, etc.
- 2- The teacher must be proficient in manipulating computer. PowerPoint preparation and designing training must be conducted to minimize errors in presentation.
- 3- Further research is needed to determine whether that using only PowerPoint Presentation or only lectures notes can affect performance of the students.

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## APPENDIX A

### Questionnaires

Name ----- (optional)

Respond to questions below by using the following rating scale:

**1 = strongly disagree | 2 = moderately disagree | 3 = moderately agree |**

**4 = agree | 5 = strongly agree**

Directions: Please assess the PowerPoint presentation

	1	2	3	4	5
1- The PowerPoint were strong and enjoyable					
2- The PowerPoint were easy to follow and understand					
3- The PowerPoint were clear, legible and readable					
4- The PowerPoint were interesting and stimulated thinking					
5- The PowerPoint were organized					
6- The PowerPoint were concise					
7- The PowerPoint were boring and tiresome					
8- The PowerPoint required extensive note-taking					

Directions: Please assess your instructor's performance on the following eight items by checking one response for each.

Variables	1	2	3	4	5
1. The instructor presented the topic objectives					
2. The instructor use the time as schedule efficiently					
3. The instructor is receptive and responsive to the needs and concerns of the students					
4. The Instructor stimulate the interest of the student					
5. The instructor well prepared and mastered the lessons					
6. The instructor gives course activity that is challenging to improve critical thinking of the students					
7. The instructor meaningful feedback to improve students' learning					
8. The instructor is available for course-related consultation and advice.					

# **ENHANCEMENT OF MAXIMUM LINE LOADABILITY BY OPTIMAL PLACEMENT OF DISTRIBUTED GENERATOR IN ELECTRICAL DISTRIBUTION SYSTEM**

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## **Abstract:**

Distributed or dispersed Generator (DG) may be defined as a generating resource, other than central generating station, that is placed close to load being served, usually at customer site. A simple method is identified for the optimum location for DG placement is the receiving end bus of the minimum maximum line loadability (MLL) branch based on the line loadability index (LLI) and the optimum size is calculating by increasing the DG size by 50 KVA. The DG is considered to be located in the radial distribution system and the objective of DG placement is to enhance the maximum line loadability of the system by reducing the total real and reactive power losses. The associated benefits have been considered after solving the location and sizing problem. The proposed methodology is tested with IEEE test systems of 15 bus and 69 bus radial distribution systems. The

**Key words:** Distributed Generator, radial distribution system, Line Loadability Index (LLI), Maximum Loadability

## **1.0 Introduction**

The emerging alternative energy solution used the renewable distribution generation (DG) with the concern on depleting fossil fuel resources and environmental concerns. DG owners usually receive incentives from utilities by setting a high selling energy price [1]. From the utility perspective, DG units located close to distribution system loads can lead to power flow reduction, loss minimization, voltage profile enhancement, voltage stability improvement, network upgrade deferral, etc. [2–21], DG units can participate into the competitive market to provide ancillary services such as spinning reserve, voltage regulation, reactive power control and frequency control [22–24]. However, the high penetration of intermittent renewable resources (i.e., wind and solar) together with demand variations has introduced many challenges to distribution systems such as power fluctuations, voltage rise and high losses [1].

The optimal DG placement and sizing issues for minimizing power and energy losses in distribution networks have attracted great attention in recent years. Most of the researchers have focused on developing methodologies for minimizing power losses with the assumption that DG units are dispatchable and allocated at the peak demand [25].

Typical examples for such works are analytical approaches [4–8], a numerical method [9], and a wide range of heuristic algorithms: Simulated Annealing (SA) [10], Genetic Algorithm (GA) [11], Particle Swarm Optimization (PSO) [12,13], Artificial Bee Colony Algorithm (ABC) [14], Modified Teaching–Learning Based Optimization (MTLBO) [15], and Harmony Search Algorithm (HSA) [16]. However, such approaches may not solve a practical case of time-varying demand and renewable generations the optimum DG size at the peak demand may not remain at other loading levels. Hence, the energy loss minimization may not be optimal. Recently, a few studies on renewable DG integration for minimizing energy losses have been reported while considering the time-varying characteristics of both demand and generation. For example, wind DG units are sized using a GA-based approach [17] and an optimal power flow-based method [18]. In [19], different types of renewable DG unit (i.e., biomass, wind and solar PV) are located and sized using analytical approaches. In [20], the optimal location and size of wind DG units are addressed using a probabilistic-based planning approach. On the other hand, most of the studies presented above have assumed that DG units operate at pre-specified power factor (usually unity power factor). In these researches, only the location and size have been considered, while the optimal power factor for each DG unit that would be a crucial part for reducing energy losses has been neglected. Depending on the characteristics of loads served, each DG unit that can deliver both active and reactive power at optimal power factor may have positive impacts on energy loss reduction.

This paper proposes an expression to determine the optimal size and power factor of DG unit simultaneously for a location for minimizing power losses. The problem is developed to calculate different types of DG unit when the DG power factor is pre-specified. The proposed is solved based on the maximum line loadability which was never considered in literature previously. The solution methodology is discussed with the standard distribution systems.

## 2.0 Types of DG

DG can be classified into four major types based on their terminal characteristics in terms of real and reactive power delivering capability as follows:

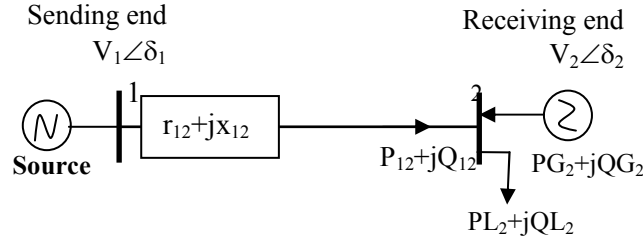
- a) Type 1: DG capable of injecting P only.
- b) Type 2: DG capable of injecting Q only.
- b) Type 3: DG capable of injecting both P and Q.
- c) Type 4: DG capable of injecting P but consuming Q.

Photovoltaic, fuel cells, which are integrated to the main grid with the help of converters/inverters are good examples of Type 1. Type 2 could be synchronous compensators. DG units that are based on synchronous machine (cogeneration, gas turbine, etc.) fall in Type 3. Type 4 is mainly induction generators that are used in wind farms.

All types of the DGs are not suitable for the generating the power in the distribution system depending on the nature of the load and system.

## 2.1 Optimal Power Factor for DG

Consider a simple distribution system with two buses, a source, a load and DG connected through a distribution line as shown in Fig. 1.



**Fig. 1** Simple distribution system with DG

The power factor of the single load ( $\text{pf}_{L2}$ ) is given by

$$\text{pf}_{L2} = \frac{PL_2}{\sqrt{PL_2^2 + QL_2^2}} \quad (1)$$

It can be proved that at the minimum loss occur when power factor of DG is equal to the power factor of load as given by

$$\text{pf}_{L2} = \text{pf}_{DG2} = \frac{PG_2}{\sqrt{PG_2^2 + QG_2^2}} \quad (2)$$

In practice, a complex distribution system includes a few sources, many buses, many lines and loads. The power factors of loads are different. If each load is supplied by each local DG, at which the power factor of each DG is equal to that of each load, there is no current in the lines. The total line power loss is zero. The transmission lines are also unnecessary. However, that is unrealistic since the capital investment cost for DG is too high. Therefore, the number of installed DGs should be limited. To find the optimal power factor of DG for a radial complex distribution system, fast and repeated methods are proposed. It is interesting to note that in all the three test systems the optimal power factor of DG placed for loss reduction found to be closer to the power factor of combined load of respective system.

Power factor of combined total load of the system ( $\text{PF}_L$ ) can be expressed by eqn. (1). In this condition, the total active and reactive power of the load demand are expressed as

$$\text{TPL} = \sum_{q=1}^{nd} PL_q \quad (3)$$

$$\text{TQL} = \sum_{q=1}^{nd} QL_q \quad (4)$$

The “possible minimum” total loss can be achieved if the power factor of DG ( $\text{pf}_{DG}$ ) is quickly selected to be equal to that of the total load ( $\text{pf}_L$ ). That can be expressed by

$$\text{pf}_{DG} = \text{pf}_L \quad (5)$$

### 3.0 Mathematical Formulation for DG Placement

The Mathematical problem formulation of DG placement requires the determination of the optimal DG placement and size such that the resulting RDS has the best loadability and good voltage profile.

Consider any  $q^{th}$  bus in the RDS except the source bus. The  $q^{th}$  bus would be connected to several lines. However, owing to the radial nature of the RDS, only one line connected  $q^{th}$  bus to the source bus of the RDS. The value of LLI evaluated for the supply line associated with the  $q^{th}$  bus is termed as  $LLI_q$ . The actual MVA flow in the supply line associated with the  $q^{th}$  bus is defined as  $LLI_q \times MVA_q$ . The product indicates the line maximum loadability for  $pq$  line of the RDS. The line with the least value of the product obviously is closest to the point of maximum loadability. Optimal DG placement and size and maximizing the minimum of  $LLI_q \times MVA_q$  of all such product values in a radial system would, therefore, move the system to achieve highest loadability state [26].

Mathematically the problem is stated as

Line Maximum Loadability by

Maximizing {minimum of  $LLI_q \times MVA_q$ } (6)

where  $q = 2, 3, \dots, nd$

#### Bus Voltage Limits

The bus voltage magnitudes are to be kept within acceptable operating limits

$$|V|^{\min} \leq |V_q| \leq |V|^{\max}, \quad q = 1, 2, \dots, nd \quad (7)$$

#### Branch Current Limit

Current magnitude of each (feeder, laterals and switches) must lie with their permissible ranges

$$|I_{pq}| \leq |I_{pq}|^{\max}, \quad pq = 1, 2, \dots, br \quad (8)$$

#### Power Generation of Distributed Generator

Limit on total power generated by DG subject to a penetration level of 20% (e.g. it must not exceed 20% feeder load).

$$\sum_{n=1}^{ng} PG_n = 0.2 \times \sum_{q=1}^{nd} PL_q \quad (9)$$

$$\sum_{n=1}^{ng} QG_n = 0.2 \times \sum_{q=1}^{nd} QL_q \quad (10)$$

#### Power source limit constraint

The total loads of a certain partial network cannot exceed the capacity limit of corresponding power source

$$S_{pq} \leq S_{pq}^{\max} \quad (11)$$

### System total real and reactive power Losses constraint

The total real and reactive power losses need to reduce compared with the original system

$$\sum_{pq=1}^{br} LP_{pq} \text{ After DG Placement} \leq \sum_{pq=1}^{br} LP_{pq} \text{ Before DG Placement} \quad (12)$$

$$\sum_{pq=1}^{br} LQ_{pq} \text{ After DG Placement} \leq \sum_{pq=1}^{br} LQ_{pq} \text{ Before DG Placement} \quad (13)$$

### DG real and reactive power Losses constraint

The distributed generator active and reactive power losses cannot exceed the total active and reactive power line losses of the network

$$\sum_{ng} P_{Gloss} \leq \sum_{pq=1}^{br} LP_{pq} \quad (14)$$

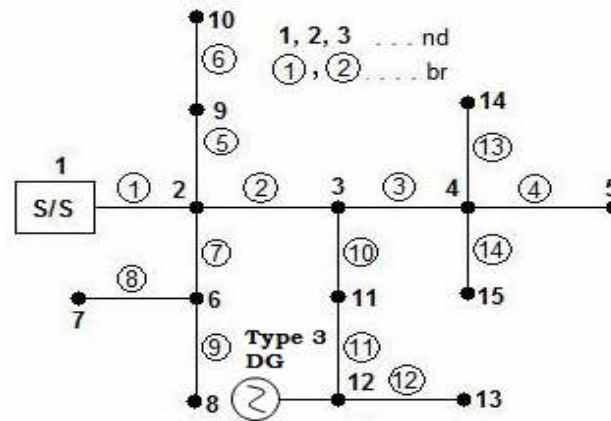
$$\sum_{ng} Q_{Gloss} \leq \sum_{pq=1}^{br} LQ_{pq} \quad (15)$$

As such, it is unlikely that many distribution networks will experience more than 10–20% penetration. Current protection and voltage regulation practice does not account for high DG penetration. As such, automatic tap changing, automatic voltage regulation on long feeders and directional protection devices may not function correctly with high penetration levels, and a penetration level greater than 100% where power is exported from the system (back through grid transformer) is infeasible.

### 3.0 Illustrative Example

To demonstrate the effectiveness of the proposed method is explained with 15 Bus IEEE radial distribution systems are considered. The line and load data of this system are given in [16]. The single line diagram of this system is given in Fig. 2. The total real and reactive power loads at nominal voltage are 1226.40 kW and 1250.93 kVAr respectively.

In the proposed method, initially the DG placement is considered at the minimum MLL line receiving end bus. The DG size at the candidate bus is obtained by increasing the 50 kVA DG size and observed the minimum MLL of the system without constrains deviation. The process is continue until constrains are not violated. For this example minimum MLL line is 11 and corresponding receiving end bus is 12.



**Fig. 2** Single line diagram for 15-bus RDS with DG placement

Fig. 2 shows the single line diagram for the 15-bus RDS after proposed DG placement at bus 12. The optimal DG size has placed at bus 12 of size 200 kVA at unity power factor for type 1 DG, 250 kVA at zero power factor for type 2 DG, 350 kVA at 0.7 lead power factor for type 3 DG and no possibility to keep the type 4 DG in the 15-bus RDS using proposed method because total reactive power load is more than total real power load. The test results before and after the DG placement are tabulated with respect to voltages, real and reactive power losses and summary of test results in table 1 and table 2 respectively.

**Table 1** Voltage values of 15-bus RDS before and after DG placement

Bus no.	Before DG Placement	After DG Placement							
		Type 1 with unity pf		Type 2 with zero pf		Type 3 with 0.7 lead pf		Type 4 With 0.7 lag pf	
		Voltage (p.u.)	DG Size (kVA)	Voltage (p.u.)	DG Size (kVA)	Voltage (p.u.)	DG Size (kVA)	Voltage (p.u.)	DG Size (kVA)
1	1.00000	1.00000	0	1.00000	0	1.00000	0	Not Applicable	
2	0.97129	0.97374	0	0.97427	0	0.97725	0		
3	0.95667	0.96122	0	0.96222	0	0.96773	0		
4	0.95091	0.95549	0	0.95649	0	0.96203	0		
5	0.94992	0.95451	0	0.95551	0	0.96106	0		
6	0.95824	0.96072	0	0.96127	0	0.96428	0		
7	0.95601	0.95850	0	0.95905	0	0.96207	0		
8	0.95696	0.95945	0	0.95999	0	0.96301	0		
9	0.96797	0.97043	0	0.97097	0	0.97396	0		
10	0.96690	0.96936	0	0.96990	0	0.97289	0		
11	0.94996	0.95766	0	0.95817	0	0.96748	0		
12	0.94583	0.95781	200	0.95765	250	0.97208	350		
13	<b>0.94452</b>	0.95651	0	0.95635	0	0.97080	0		
14	0.94861	0.95320	0	0.95421	0	0.95976	0		
15	0.94844	<b>0.95303</b>	0	<b>0.95404</b>	0	<b>0.95960</b>	0		

The minimum voltages are highlighted in the table 1. It has been observed that the value of minimum voltage improved from 0.94452 to 0.95303 p.u for type 1 DG, from

0.94452 to 0.95404 p.u for type 2 DG and from 0.94452 to 0.95960 p.u for type 3 DG in the proposed method. It is seen that the total real and reactive power losses reduced from 61.7988 to 51.9688 kW, 50.0908 kW and 39.0644 kW and from 57.3745 to 48.0585 kVAr, 46.1840 kVAr and 35.7126 kVAr in the proposed method using type 1, type 2 and type 3 DG respectively. From table 2, the minimum MLL values before and after the each four DG types placement, the type 3 DG is the best suitable for the 15-bus RDS for improving the minimum maximum line loadability of the system and also improved the minimum voltage as well as the reduction of the total real and reactive power losses. The percentage of the total real and reactive power losses reduction in the proposed method using type 3 DG is 36.79% and 37.76% respectively.

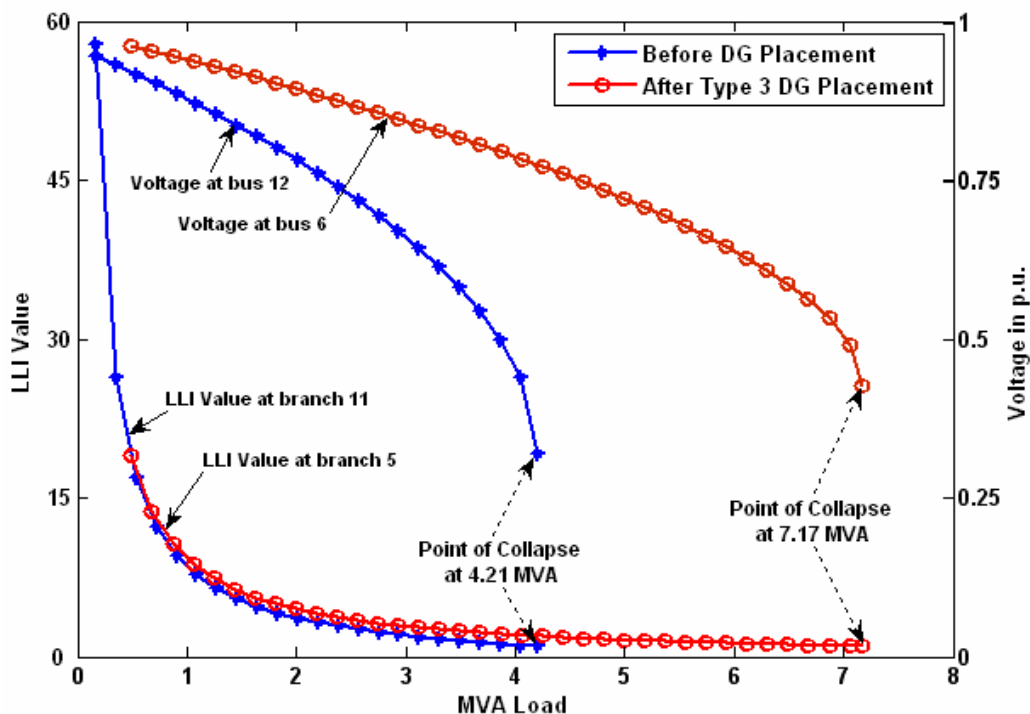
The comparison of test results before and after the DG placement is presented in Table 2. From Table 2, it can be observed that the value of minimum MLL occurs at branch 11 and branch 5 with the proposed method, before and after DG placement respectively. The minimum MLL value in MVA, Voltage, LLI, actual MVA load and marginal additional MVA at minimum MLL before DG placement at branch 11 are 9.33780, 0.94583, 57.26221, 0.16307 and 4.20528, and after network reconfiguration at branch 5 is 9.46142, 0.96428, 18.90242, 0.50054 and 7.17341 for type 3 DG respectively for the proposed method and also it can be observed that the marginal additional MVA at minimum MLL branch is high compared for type 3 DG with other types of DGs. Beyond this MVA, additional load at minimum MLL branch causes instability of the radial distribution system.

**Table 2** Summary of test results for DG placement of 15-bus RDS

Parameters	Before compensation	After compensation			
		Type 1	Type 2	Type 3	Type 4
Total active power loss (kW)	61.78	51.97	50.09	39.06	<b>Not Applicable</b>
Total reactive power loss (kVAr)	57.29	48.06	46.18	35.71	
Minimum Voltage (p.u)	0.94452	0.95303	0.95404	0.95960	
DG placement bus	-	12	12	12	
DG size in kVA	-	200 unity pf	250 zero pf	350 0.7 lead pf	
Min MLL value (MVA)	9.33780	9.39352	9.40390	9.46142	
Min. MLL branch	11	5	5	5	
Voltage at Min. MLL (p.u)	0.94583	0.96072	0.96127	0.96428	
LLI at Min. MLL	57.26221	18.76660	18.78738	18.90242	
Actual MVA load at Min. MLL	0.16307	0.50054	0.50054	0.50054	
Marginal Additional MVA load at min. MLL branch	4.20528	7.11438	7.12347	7.17341	

Fig. 3 shows the plots of MVA load in the branch Vs Voltage at bus 12 and bus 6 and MVA load Vs Value of LLI at branch 11 and branch 5 before and after DG placement for constant power load models at substation voltage of 1.0 p.u respectively. The maximum loadability points or collapse points are indicated on the figure beyond which a small increment of load causes the voltage collapse.

From the fig. 3, it can be observed that by DG placement, the additional MVA load at minimum MLL branch is increased. Another observation is that the value of LLI at 1.0 p.u. substation voltage level for the constant power load model with gradually increased load, the value of minimum MLL has occurred at branch 11 and branch 5 before and after DG placement respectively. Therefore, it can be concluded that branch 11 and branch 5 has less additional load MVA to reach the point of maximum line loadability. It is also observed that as MVA load increases, the LLI at branch 11 and branch 5 exhibits an exponential decay whereas the voltage at the bus 12 and bus 6 droops linearly for before and after DG placement respectively.



**Fig. 3** Variation of LLI and Voltage w.r.t change in MVA load for Constant Power Load of 15-bus RDS

### Comparison of proposed methods

The efficiency of proposed methods for maximize the system minimum MLL is compared for the 15-bus distribution system, maximum enhancement of the system minimum MLL and system minimum voltage with the DG placement is obtained whereas minimum enhancement of the system minimum MLL and system minimum voltage is obtained. In case of the 69-bus distribution system, maximum enhancement of the system minimum MLL and system minimum voltage is obtained with DG placement. Hence the

enhancement of minimum MLL of the distribution system is depending on the configuration of the system and system minimum voltage.

**Table 3.6.** Comparison of all proposed methods for Maximize the system minimum MLL

<b>Parameter</b>	<b>Base case</b>		<b>Proposed DG Placement</b>	
	<b>15-Bus RDS</b>	<b>69-Bus RDS</b>	<b>15-Bus RDS</b>	<b>69-Bus RDS</b>
Minimum Voltage (p.u)	0.91309	0.90922	0.92422	0.92402
Min. MLL branch	16	56	17	57
Actual MVA load at Min. MLL	0.16162	2.10387	0.29567	1.64754
Marginal Additional MVA load at min. MLL branch	2.72705	12.13253	18.20575	14.23641

### 3.2 Conclusions

In this paper, a methodology to place DG optimally in radial distribution systems with the view of enhancing the minimum MLL of the systems is discussed. A simple method to identify the optimal location for DG placement and calculation of its size has been proposed. It is observed from the results, the proposed method is effective for loss reduction and more appreciate for enhancing the minimum MLL by comparing with four DG types. With optimal DG size and placement, it is observed that the additional loading of the original electrical distribution system is improved compared with the electrical distribution system without DG.

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**THE RELATIONSHIPS AMONG EMOTIONAL LABOR,  
PERCEIVED PSYCHOLOGICAL CONTRACT BREACH  
AND PERCEIVED IN-ROLE PERFORMANCE  
(A RESEARCH IN RETAIL AND SERVICE  
SECTOR EMPLOYEES IN ISTANBUL)**

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**Abstract**

This study is an effort to examine an association between Emotional Labor (EL) and Perceived In-Role Performance (PiRP) with the moderator role of Perceived Psychological Contract Breach (PPCB). A survey questionnaire form is used to collect data and 204 employees, who currently work in retail and service sector participated in the study. The findings showed that Emotional Labor has a positive where Perceived Psychological Contract Breach has a negative effect on Perceived In-Role Performance, and Perceived Psychological Contract Breach moderates the relation between Emotional Labor and Perceived In-Role Performance.

**Keywords:** Emotional labor, surface acting, deep acting, psychological contract breach, in-role performance.

**1- Introduction**

Organizations have been able to gain competitive advantage utilizing individual capabilities, knowledge and skills of their human resources via efficient leadership and human resources applications. At the same time, In order to remain profitable and have an advantageous position, companies nowadays begin to put great emphasis on service work and quality of it for the attainment of the long term-goals (Morris & Feldman, 1996). Since service quality is largely determined by employee interactions with customers, It becomes necessary for employees to continuously manage and monitor their emotional responses during service transactions with clients. EL, as one of the work behaviors, has been defined as the degree of manipulation of one's inner feelings or outward behavior to display the appropriate emotion in response to display rules or occupational norms (Lin-Chu, 2002). Current literature states also that the outcome of an employee's EL can be regarded as an outcome of emotional exchange, indicating that such an exchange is related to PC (Xuan & Park, 2012). It has been observed that, business contracts are not designed as comprehensive enough to inspire employees and to help them develop positive attitudes towards their organizations. PCs are on the other hand become more important in filling this gap, owing to their ability to positively shape the employee's behavior and organizational outcomes (Vos et al., 2005). Therefore, if an employee believes in or trusts the psychological contract, he/ she internalizes emotional expressions according to organizational display rules. This further affects their emotional and work behaviors/

performance positively (Ashforth & Humphrey, 1993; Xuan & Park, 2012). Likewise, the lack of such trust or breach can severely impair them (Rosen et al., 2009; Bal et al., 2008; Zhao et al., 2007; (Bakker & Heuven, 2006). EL is particularly anticipated from the employees of service sectors or employees that directly interact with their customers. Therefore, the aim of this study is to question the relationship between the perception of the employees of the retail and service sector with respect to emotional labor (EL) and perceived in-role performance (PiRP). The study also focuses on the notion that psychological contract breach (PPCB), which is believed to moderate the relationship between emotional labor (EL) and perceived in-role performance (PiRP).

## **2- Literature Review and Hypotheses**

### **2.1- Emotional Labor and Perceived In-Role Performance**

The impact of emotions on job performance has long been included in the business literature due to its importance for organizational outcomes. Hochschild (1983) defined EL as the management of feeling to create a publicly observable facial and bodily display and the appropriateness of emotions to be expressed is determined by organizations' emotional display rules, which can be classified as "surface acting" and "deep acting" (Hochschild, 1983,p.7). Surface acting behaviors involve the presentation of the appropriate or required emotional display (e.g. smiling) when in fact one does not actually feel happy or pleased, hence faking an emotional expression. In the long run, continuous suppression of "real" emotions - persistent or forced surface acting behavior- has a negative impact on worker's performance. Emotional dissonance, burnout, work-family conflicts, low involvement, dissatisfaction, low performance are among these various outcomes (Adams, Figley & Boscarino, 2007; Xuan & Park, 2012). On the other hand, in "deep acting" emotional display, employees attempt to modify or internalize their feelings to match the display rules. That is, they modify their inner feelings to manage their displayed emotions (Ashforth & Humphrey, 1993). Deep acting can also be viewed as the act of empathy in order to understand customer feelings as part of one's own (Seery & Corrigan, 2009, s. 798).

While the positive attitudes of the employees to their customers in service industry can be reflected positively to their job performances, such attitudes can also be appreciated at the customer level, which further affect their job performances in the same direction.(Grandey et al., 2005; Goodwin et al., 2011).Regarding organizational goals, one of the main outcomes of employees' behaviors is the job performance, mainly categorized as in-role and extra- role behavior (Mackenzie, Podsakoff, & Ahearne, 1998). The main distinction between these types of role behaviors is that, while in-role behavior composed of the required or expected roles in a given organization, extra role behavior goes beyond the formal contract (Zhu, 2013). From this perspective, in-role performance (PiRP) can also be defined as the officially required outcomes and behaviors that directly serve organizational objectives, their formal role requirements (Chu & Lee, 2012).

Previous studies in which the relation between EL and job performance was extensively analyzed have shown that,the relationship of job performance with surface acting and deep acting is negative and positive respectively(Brotheridge & Grandey, 2002;

Grandey, 2003; Grandey et al., 2005; Goodwin et al., 2011, Ghal et al., 2012; Lam et al., 2014; Begenirbaş & Çalışkan, 2014). When PiRP is generally taken into account, it can be said that there exists a positive and significant relationship between PiRP and EL. Therefore, the following relationship can be expected:

Hypothesis 1: There is a positive and significant relationship between emotional labor (EL) and perceived in-role performance (PiRP).

## **2.2- The Moderating Effect of Perceived Psychological Contract Breach on Emotional Labor and Perceived In-Role Performance**

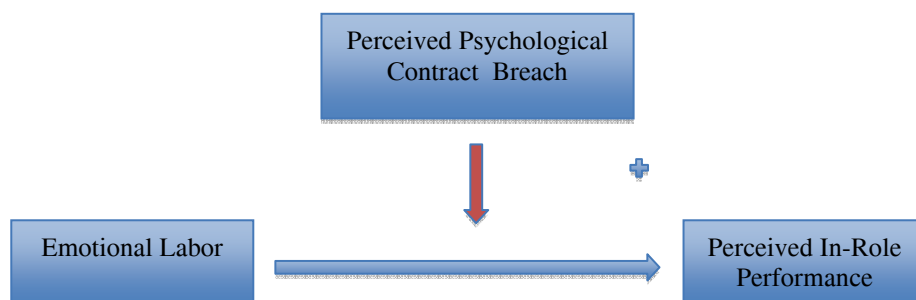
Especially for the employees in the service, marketing and retail businesses, beside the need for mental and physical performances, there is clearly a need for emotional work performance in order to be successful in their job assignments. Emotional work performance simply means the management of emotions during a given duty; however, since there has to be certain obedience to the company's rules irrespective of the instant self-emotions, work performance can be evaluated both by a physical measure such as the service as well as a nonphysical measure such as behavioral and emotional exchange among employees. The state that whether employees perform better than the required level of service can hence be related to the intensity of their emotional status (Begenirbaş & Çalışkan, 2014). Current literature states that the outcome of an employee's EL can be regarded as an outcome of emotional exchange. This indicates that such an exchange is related to PC (Xuan & Park, 2012, p.7188).

PC can be defined as the cumulative assessment of a person's perception and beliefs that are generally shaped by the reciprocal exchange relationships between the employee and the organization (Rousseau, 1990; Morrison & Robinson, 1997). That is, in psychological contracts there exists some kind of reciprocal promises/considerations for the mutual benefits on both sides. However, they can also be binding for the parties to some set of reciprocal obligations (Tomprou & Nikolaou, 2011, s. 344). Contemporary literature indicates two main type of PC: Transactional and relational (Morrison & Robinson, 1997; Rousseau, 1990). In a transactional exchange, whether explicitly and/or implicitly specified the promise is related with some kinds of monetary remuneration/compensation for certain services performed. In the latter, it is mainly a social value or -emotional interaction -such as trust, reverence and the advancement of loyalty- between both sides (Bhatnagar, 2014, s. 1399). As expected, a breach in PC occurs when the employee perceives/feels that one or more of the obligations are not fulfilled by the organization (Thomas, Feldman, & Butts, 2014).

Previous studies in which PCs were extensively analyzed have shown that perceptions of contract breach can significantly be related to work outcomes. However, such studies are few and the results usually need to be confirmed by other studies. For that reason, this study is focused on the moderator effect of PPCB on employee's EL and PiRP. It is also seen that these studies examined PPCB and its consequences only from the employee's perspective. Therefore, if an employee believes in or trusts the PC, he internalizes emotional expressions according to organizational display rules. This further affects their emotional behaviors positively (Ashforth & Humphrey, 1993; Xuan & Park, 2012).

Likewise, the lack of such trust or breach can severely impair them (Bakker & Heuven, 2006 ; Zhao et al., 2007; Bal et al., 2008; Rosen et al., 2009). Otherwise, in all of the studies the negative and significant relationship between PPCB and job performance (in-role and extra-role performance) was found (Coyle-Shapiro & Kessler, 2000; Lestler et al. 2002; Tekleab & Taylor, 2003; Turnley et al, 2003; Chen et al. 2004; Restubog et al., 2006; Zhao et al. 2007; Matthjis et al., 2010; Bal et al., 2008). Therefore, the following relationships can be expected:

**Hypothesis 2:** Perceived psychological contract breach (PPCB) moderates the relationship between emotional labor (EL) and perceived in-role performance (PiRP).



**Figure 1.**  
**Proposed Model**

### 3- Methodology

#### 3.1- Research Goal

In this survey our objective is to identify the relationship between emotional labor (EL) and in-role performance (PiRP). The moderating effects of Psychological Contract Breach (PPCB) on the relationship between these two constructs are also examined. To test the hypotheses, a field survey in the form of a questionnaire with a total of 69 measurement items was conducted. The study has used a random sampling technique. The survey of this study has been conducted on employees from retail and service sector's organizations in Turkey, Istanbul.

The scale for measuring Perceived Psychological Contract Breach was borrowed from Isaksson, K. (2005). Psychological contracts across employment situations: Psycons. The construct involved 15 measurement items.

Emotional Labor Measure was measured by a modified version of Emotional Labor Scale (ELS), used by Grandey (1999). The items were translated into Turkish by Ünler-Öz (2007). The scale involves 18 questions tapping both surface and deep acting dimensions of emotional labor. The construct is comprised of two sub-dimensions, namely deep acting and surface acting.

To measure In-Role Performance, measurement items were borrowed from Gilboa, Shirom, Fried and Cooper (2008) where an employee's perception of his or her job performance. The construct involved 6 measurement items. Responses to the three scales were obtained using 5 point Likert-type scale ranging from (1) 'Completely Disagree' to

(5) ‘completely Agree’ response choices.

In addition, participants were asked about demographics, namely; gender, age, experience in the current organization (tenure-in years), and total work experience (in years).

### 3.2- Data Analyses and Findings

#### 3.2.1- Profile of Respondents

Total 400 questionnaires were distributed to the employees of service and retail businesses in Istanbul who accepted to answer the questionnaire. Only 232 (58 %) questionnaires were returned. After deleting the semi-filled ones 204 (51 %) questionnaires were analyzed using SPSS statistical program.

The sample consists of 99 female (48.5 %) and 105 male (51.5 %) employees with a mean age of 25.7 (Standard Deviation: 5.93), an average tenure 2.73 years (Standard Deviation: 2.54) in the current organization, and an average work experience 4.42 years (Standard Deviation: 4.04) in the current sector.

#### 3.2.2- Findings

As can be seen from the Cronbachs’ Alpha values reported in Table.1, variables of our study are found to be reliable.

Bivariate correlations between the variables involved in this research are reported in Table.1, perceived psychological contract breach has a significant negative correlation with perceived in role performance ( $r = -0.272$ ,  $p < 0.001$ ), while emotional labor has a significant positive correlation ( $r = 0.448$ ,  $p < 0.001$ ).

**Table 1:** Means, standard deviations, alpha coefficients, and correlations among study variables

Variables	<i>M</i>	<i>SD</i>	1	2	3
<b>Perceived psychological contract breach</b>	2.69	.89	(.89)		
<b>Emotional labor</b>	3.86	.80	.176*	(.92)	
<b>Perceived in role performance</b>	3.58	.75	-.272***	.448***	(.71)

Note: Values on the diagonal represent alpha coefficients.

\*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$  (two-tailed tests);  $N=204$ .

In order to test the first hypothesis the hierarchical regression analysis is conducted (Table 2). The control variables gender, job tenure and work experience were added in Model 1 beside emotional labor. Emotional labor has a moderate positive significant effect on perceived in role performance supporting the Hypothesis 1.

In Model 2 two main variables regressed together. It was found that emotional labor has a moderate positive significant effect on perceived in role performance, where

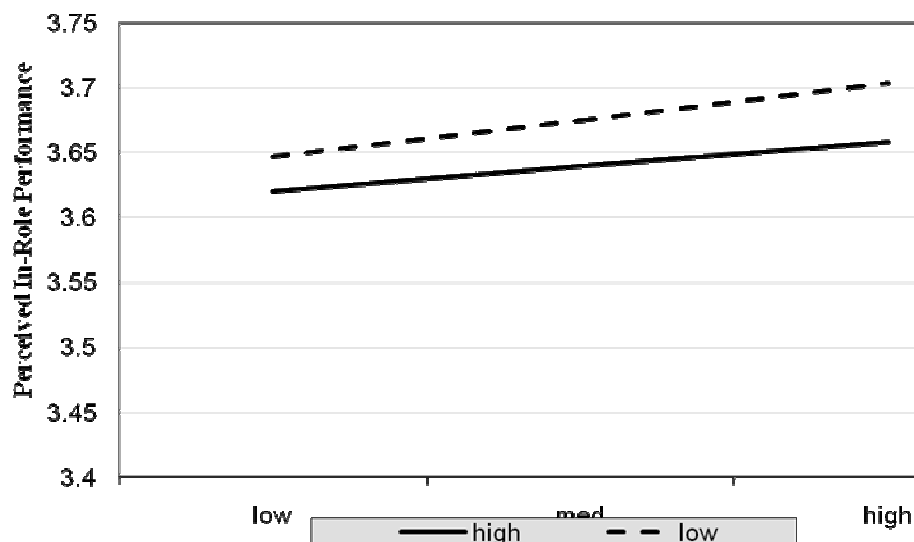
perceived psychological contract breach has a moderate negative effect.

The interaction term was created by multiplying the two main effects and added in Model 3 to test the moderating effect (Hypothesis 2) (Aiken and West, 1991). The results of Model 2 show a significant change in R-squared ( $\Delta R = 0.006$ ,  $\Delta F = 6.74$ ,  $p < 0.05$ ). The moderating effect of perceived psychological contract breach on the relationship between emotional labor and perceived in role performance ( $\beta = -0.423$ ,  $p < 0.001$ ) is significant. Hypothesis 2 is supported.

**Table 2:** Hierarchical regression results

Variables	Perceived in role performance		
	Model 1	Model 2	Model 3
	$\beta$	$\beta$	$\beta$
<b>Control variable</b>			
Gender	-0.025	-0.034	-0.020
Job tenure	-0.123	-0.094	-0.089
Work experience	<b>0.164**</b>	<b>0.154*</b>	<b>0.148*</b>
<b>Main effect variables</b>			
Emotional Labor (EL)	<b>0.458***</b>	<b>0.515***</b>	<b>0.224**</b>
Perceived psychological contract breach (PPCB)		<b>-0.347***</b>	-0.054
<b>Interaction variables</b>			
EL*PPCB			<b>0.423***</b>
R <sup>2</sup>	0.234	0.351	0.357
$\Delta R^2$	<b>0.234***</b>	<b>0.017***</b>	<b>0.006*</b>

Notes: \* $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$



**Figure 2:** Moderating effect of perceived psychological contract breach on emotional labor - perceived in role performance relation

The moderating effect of PPCB on EL and PiR relation is depicted in Figure.2. As

can be seen from the figure EL decreases PiRP levels whether PPCB high or low. However employees perceiving lower psychological contract breach show higher PiRP levels.

## Conclusion

Despite the fact that emotion has the characteristics of being abstract and personal, nowadays, it has transformed into a tangible product with economic value. Especially in the last couple of years, emotional labor became an important factor for customer satisfaction and employee job performance. In this survey our primary objective was to identify the relationship between emotional labor (EL) and in-role performance (RP). To realize our objectives, we collected data across service and retail businesses in Istanbul. Our findings revealed that Emotional labor has a moderate positive and significant effect on perceived in role performance. These results are have also been found to be similar with the outcomes of other studies (Brotheridge&Grandey, 2002; Grandey, 2003; Grandey et al., 2005; Goodwin et al., 2011, Ghal et al, 2012; Lam et al., 2014; Begenirbaş & Çalışkan, 2014).

Our second goal was to test the moderating effects of PPCB on the relationship between EL and RP. It was found in our analyses that PPCB seems to be acting as a moderator between these aforementioned parameters and this moderating effect PPCB has also been found to be is significant. These findings have also shown similarities in the current literature (Bakker & Heuven, 2006), (Bal et al., 2008; Rosen et al., 2009; Zhao et al., 2007). (Coyle-Shapiro & Kessler, 2000; Lestler et al. 2002; Tekleab& Taylor, 2003; Turnley et al, 2003; Chen et al. 2004; Restubog et al., 2006; Zhao et al. 2007; Matthjis et al., 2010; Bal et al., 2008). That is, EL seems to decrease the PiRP levels irrespective of the PPCB levels. On the other hand, employees perceiving lower PPCB show higher PiRP levels. We think that, the reason that employees' in-role performance levels are not high is not simply due to fact that PPCB is ignored or has not received necessary attention. On the contrary, we believe that the promises or contracts that had previously been given to the employees by the company in fact are not forgotten, but due to the fact that the current sectors generally have high employee turnover rate than others, having or showing a constant high performance has generally been acquired as a prerequisite in order to work in these sectors. Even a low level of PPCB can affect the work performance, however such effects can be overridden by the fear of loosing someone's job.

## Limitations

It can be said that this study has several limitations. Since the participants are the employees of service and retail businesses in Istanbul, the results cannot be geographically generalized. Also, the data only represent the participants' self-evaluations; managerial evaluations of the employees were not questioned. Since the quality of performance is generally evaluated according to customer satisfaction in services and retail sector, it was thought that the participants evaluated themselves according to the level of customer satisfaction provided by them. Hence, responses the participants were believed to be objective. In addition, due to the high level of job performance is required in such sectors, whether an employee displays surface acting or deep acting results, DE was analyzed from one dimension. Otherwise, considering the high rate of personnel recruitment in service

and retail sectors, it is not possible for them to work in the same company or position and employees showing low work performances are quickly replaced. Of course, if an employee feels or believes that he or she behaves surface acting but not deep-acting or does not show empathy, he or she after a while experiences emotional dissonance or burnout and intentionally decides to leave the position or work.

### **Implications For Further Research**

Emotional labor is a relatively new concept for national academic environment as well as literature. Although the topic has been handled from the labor economy perspective in national literature, Organizational Behaviour-related research can be expanded to international level and possible positive contributions of Emotional labor on globally.

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# **‘KITCHEN’ POWER AS A FEMINIST TOOL: CHIMAMANDA NGOZI ADICHIE’S PURPLE HIBISCUS EXAMPLE**

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## **Abstract**

African women suffer dehumanization and degradation in the hands of men. They are abused physically, psychologically economically and sexually. These subjugating conditions women face reduce them to mental wrecks and in an attempt to liberate themselves sometimes resort to committing murder. The research is to create awareness on the dangers of oppressing women and the need for the entrenchment of social justice to improve the lot of women. It examines Chimamanda Ngozi Adichie’s novel, *Purple Hibiscus* in terms of the relationship between women abuse by patriarchy and the resolve to utilize the power within their reach to set themselves free from repression, oppression, violence and voicelessness. The kitchen is seen as a place of power for women in Africa. The responsibility of meal preparation gives women power over what is prepared and how. Therefore, they use food as a way of showing affection as well as a tool for revenge. This research finds out that some women in order to fight and completely eradicate oppression can use the ‘kitchen’ power to eliminate the oppressor permanently. Adichie’s *Purple Hibiscus* can be regarded as radical considering the method used by Beatrice the wife of Eugene to liberate herself. This paper establishes that when women are pushed to their limit if they survive it, can revolt against male dominance in a ruthless way. However, Adichie’s major concern is not that tyranny should only be fought through the use of murder but that men with oppressive tendencies should change and respect the human dignity of women. Her aim is to reform the society for the good of all. This paper anchors its argument on the theory of post modernism with its tenets of decentralization, radicalism in thinking and action as is obtainable in radical feminism.

**Keywords:** Chimamanda Ngozi Adichie, feminism, patriarchy, violence, ‘kitchen’ power, liberation.

## **Introduction**

Since primordial times, Africa women have always suffered marginalization and dehumanization from the family circle to the public sphere. The oppression and suppression of women is not peculiar to African women. It is a worldwide phenomenon

that women have had to grapple with. Female oppression has continued because the society considers women as inferior to men. Women are categorized as “second class” human beings and mere appendages to men. Their lives revolve mainly around procreation, motherhood, carrying out domestic duties and satisfying men’s needs and wants. The society brainwashes them into accepting slavish status through mythic traditional beliefs. The society is ruled by patriarchy. The primary element of patriarchy is a relationship of dominance where one party (men) is the dominant party. According to Adrienne Rich:

Patriarchy is the power of the fathers: a familial- social, ideological, political system in which men by force, direct pressure, or through ritual, tradition, law and language, customs, etiquette, education, and the division of labor, determine what part women shall or shall not play, and in which the female is everywhere subsumed under the male (57).

In furtherance of the above assertion, Catherine Acholonu (217) opines that the African woman is “trapped in the claws of the taboos and restrictions that only that only help to propel male chauvinism.”

However, women are beginning to revolt against the forces of female subjugation and suppression in order to attain self actualization and freedom from the stranglehold of patriarchy. To actualize liberation from male oppression and dominance, women have organized themselves into socio-political groups which later metamorphosed into feminist movements. As a social theory feminism seeks to understand the nature of inequality against women. It examines women’s gender roles and politics, power relations and sexuality. The basis of feminist ideology is that rights, privileges, status and obligation should not be determined by gender. This ideology raises gender consciousness and sensitivity on the part of women. It re-educates them towards confidence and appreciation of self by her out of the periphery of life and locating her at the centre of experience. The major agenda of feminism apart from expressing woman’s self-preservative consciousness is “reconstructing human consciousness, towards polyphonic wholeness, towards an appreciation of the multiple attributes and uniqueness of every human being irrespective of biological sex” (Okereke 122).

### **History of Feminism**

Different scholars have traced various sources as the origin of the feminist movement. Encyclopedia Britannica states that “for most of recorded history, only isolated voices spoke out against the inferior status of women, presaging the arguments to come. In late 14th and early 15th - century France, the first feminist philosopher, Christian de Prisan, challenged prevailing attitude towards women with a bold call for female education. Her mantle was taken up later in the century by Laura Cerata, a 15th - century Venetian woman who published *Epistolae Familiars* (1488; “Personal Letters”; Eng. Trans. Collected Letters of a Renaissance Feminist), a volume of letters dealing with a panoply of women’s complaints, from denial of education and marital oppression.” (Ultimate Reference).

One of the important expressions of the movement during the Enlightenment Era in the West was Mary Wollstonecraft’s *A Vindication of the Rights of Women* (1792). In 1848, two philosophers, Elizabeth Cady Stanton and Lucretius Melt organized the first women’s convention held at Seneca Falls, New York, where they called for full legal equality with men including full educational opportunities and equal compensation. By end of the 16th century the defense of women had become a literary subgenre when *merito delle donne* (1600; the worth of women), a feminist broadside by another venetian author, *Moderate Fonte*, was published posthumously. However, it is generally believed that Virginia Woolf is the founding mother of feminism. In her book, *A Room of One’s Own*, published in 1929, she articulates many issues and assumptions which feminists now focus and build on. Woolf’s main concern is that men treat women as inferior and that “women are subjugated and denied a sense of self” (qtd. in Feminism, Wikipedia 12).

From the 19th century, feminism has gone through different periods or waves but with similar aims and vision. Each wave is noted for engaging in a particular concern. For instance, the first-wave of feminism of the 19th and early 20th centuries is pre-occupied with women’s right to vote – suffrage. The second-wave feminism (1960s – 1980s) broadened feminist issues to include cultural inequalities, gender norms, and the role of women in society. Radical feminists rose during this movement and locate the root cause of women’s oppression to patriarchal gender relation as opposed to legal systems or class conflict. Third-wave feminism (1990s – 2000s) celebrates “the construction of individual identities in a complex, postmodern world, and invites women to define themselves as they wish from the smorgasbord of possibilities” (Feminism, Wikipedia 12).

Post-colonial feminism is an umbrella term for a movement which has also been called “third world feminism” and “global feminism”. It developed as a response to the fact that feminism seemed to focus solely on the experiences of women in Western culture. Post-colonial feminists critique European and North American feminism for “universalizing” the conditions of women. “They argue that by using the term ‘woman’ as a universal group, women are then only defined by their gender and not by social class, race, ethnicity, or sexual preference” (Uma Narayan 16). Post-colonial feminist argues that addressing these other distinctions are sometimes more important to them than women’s individual rights. Often, post-colonial women have little influence and presence in public sphere.

### **The Analytical Approach**

Our model of analysis of the novel, *Purple Hibiscus* by Chimamanda Ngozi Adichie as having a radical feminist thrust is post-modernism because of its radical questioning of values previously held to be unshakeable. Hyginus Onuora Eze and Anenechukwu Kevin Amoke remark, “post-modernism has launched an attack on traditional practices and institutions, contesting all forms of power that institutionalize domination be it in terms of sex, gender, race, politics etc” (180). Frank Lentricchia argues that what post-modernism seeks is to “exercise power for the purpose of social change” by seeking out and confronting horrors (qtd. in Hicks 3).

### Furthermore, Tejumola Olaniyan posits:

The subject that post-modernism debentured is the European subject with a capital S; the subject that, most of the last centuries, made itself the center of reason and defied that reason. It yarned grand narrative of history and civilization, with Europe always at the centre and others at the periphery. It organized the world into a hierarchical chain of being, which it then used to justify the imperialisation and violent incorporation of much of the world into the orbit of the West. It is the exhaustion of the power of conviction of this subject's self-serving account of the world that post-modernism underscores. (638)

Olaniyan explains further that 'subjectivity' is the condition of having full consciousness of one's world and one's place/s in its many intricate networks' (638). In other words, part of the highpoint of the discourse of postmodernism is to expose the structure that appropriate the status of the subject and deny others subjectivity; hence the binary formation of center and periphery. This means that instead of deploying this theory only in the struggle to dismantle the centre/periphery formation between the West and the rest of us, we can equally appropriate it to investigate the internal structures and superman figure that peripherises and dominates others, holding them in thrall. There is a clear case of Lord and Master/Servant relationship in the narrative *Purple Hibiscus*. This relationship produces social misfits who turn to wreak havoc to their immediate families and the society at large.

### Authorial Background: Chimamanda Ngozi Adichie

Chimamanda Ngozi Adichie whose novel is critically examined in this paper is a Nigerian born writer. She was born on 15th September, 1977 in Enugu, Enugu State. Although her paternal hometown is in Abba, Anambra State, she was raised in Nsukka coincidentally in the same house formally occupied by the renowned Africa writer, Chinua Achebe. At the age of nineteen, she abandoned the study of medicine at the University of Nigeria Nsukka to pursue a degree in Communication and Political Science at Drexel University in Philadelphia; she transferred to Eastern Connecticut State University to be near her sister, who had a medical practice in Coventry. In 2001, she received a bachelor's degree from, Eastern, with a distinction. She completed a Master's Degree in Creative Writing at John Hopkins University in Baltimore in 2003. She received a Master of Arts Degree in African Studies in 2008.

She has published numerous creative works as well as other writings. Her debut novel *Purple Hibiscus* (2003) has received wide critical acclaim; it was shortlisted for the Orange Prize for Fiction (2004) and was awarded the Commonwealth Writer's Prize for the Best First Book (2005). Her other novels include, *Half of a Yellow Sun* (2006) which won the 2007 Orange Prize for Fiction; *The Thing Around Your Neck* (2007) (a collection of short stories) and the most recent, *Americanah* (2013).

Chimamanda Ngozi Adichie is an Africa feminist whose works apart from dwelling on other issues centre on gender construction and sexuality. At TEDxEUS, Adichie said in

her lecture titled “We should all be Feminists”, “I am angry. Gender as it functions today is a grave injustice. We should be angry. Anger has a long history of bringing about positive change, but in addition to being angry, I’m also hopeful because I believe deeply in the ability of human beings to make and remake themselves for the better” (Chimananda Ngozi Adichie, Wikipedia).

### **‘Kitchen’ Power as a Liberating Tool**

The central concern of feminists is not only to validate the claim that women are oppressed by a patriarchal order but to evolve a feminist basis of social relations, aimed at enhancing women’s self-esteem and helping them to find their voice in a male dominated social order. With this in mind, female writers expose the plight of women and advocate ways to reorder the trends that perpetuate female oppression, suppression, subjugation and silence. Among other issues highlighted, this paper explores one of the avenues within the woman’s authority that she uses to liberate herself - ‘the kitchen’.

Traditionally, women have been bounded by domestic spaces which include the kitchen, the bedroom, the stream, the farm and the market place. Whenever they venture out of these confining domestic spaces, their presence is marked by silence and voicelessness while their men enjoy prerogative of speaking. This contributes to why women have little influence and presence in public sphere. It exposes the major agenda of the patriarchal ideology which is to keep the woman “in her place” and ensure the perpetuation of the status quo of male superiority. This is known in literary theory as phallocentrism –centering the male in power discourses and experience. However, within the private sphere and specifically the kitchen, women find a certain level of control and empowerment. The kitchen which is used metaphorically in this paper is a place where food is prepared for the nourishing and nurturing of families and communities.

Among these domestic spaces, women are linked mostly to the kitchen. It is a gender space which represents the post-colonial woman’s place in society. The kitchen is a place of power for women particularly in third world countries, Nigeria inclusive. Elspeth Robson in her article, “The ‘Kitchen’ as Women’s Space in Rural Hausa land, Northern Nigeria states, “The responsibilities of meal preparation give women the ability to exercise power over what is prepared and when, how it is distributed” (670). Women are traditionally in charge of food and domestic duties. They may use food as a way of showing affection, jealousy, protest or revenge. Women can easily express favour or displeasure:

to their husbands, co-wives and immediate kin within their ‘eating household’. For example, women may prepare disliked or favourite foods, prepare them well or badly, in a timely or untimely manner, distribute food equally or unfairly, and so on, thus expressing reward or retribution. (Robson, 671)

In the novel, *Purple Hibiscus* the stifling and oppressive social environments that women live in are amply projected. No creative work comes into existence without reflecting the society from which it emanates. This brings to fore Ngugi Wa Thiong ‘O’s

declaration that a work of literature “does not grow or develop in a vacuum; it is given impetus, shape, direction and even area of concern by social and economic forces in a particular society” (XV). Chiamanda Ngozi Adichie’s *Purple Hibiscus* exposes the human realities of her society. This social context thus explains why the term ‘verisimilitude’ aptly defines literature; for it is basically an imitation of life. The characters in the novel portray the real life situations especially the oppression and dehumanization women and children go through in the hands of men.

In *Purple Hibiscus*, Eugene (Papa) is the domineering and tyrannical head of Achike’s household. His wife Beatrice (Mama) and their two children Kambili, the narrator and her brother Jaja receive various forms of dehumanization from Eugene ranging from physical to mental torture. Fifteen- year - old Kambili and her older brother lead a privileged life in Enugu, Nigeria. They live in a beautiful house and attend an exclusive missionary school. Eugene expresses his perverted kind of love for them and caters for their individual needs. They are completely shielded from the difficulties and troubles of the world but are cruelly treated by their father at the slightest provocation. For instance, when, according to Eugene, Kambili desecrates the Eucharist Fast by eating shortly before Mass, we are told that Eugene, “unbuckled his belt slowly. It was a heavy belt made of layers of brown leather with a sedate leather covered buckle. It landed on Jaja first, across his shoulder then Mama raised her hand as it landed on her upper arm ... I put the bowl down just as the belt landed on my back” (110; ch. 7). Although Beatrice explains that Kambili has to eat in order to take pain relieving tablet to stop her stomach cramps, Eugene believes this law should not be broken, not even on health grounds.

Eugene a fanatical and puritanical Christian burns the feet of his children with hot water saying “that is what you do to yourself when you walk into sin” (201; ch. 10). This is when Kambili and Jaja return from their trip to Auntie Ifeoma’s place. He punishes them for sleeping under the same roof as Papa Nnukwu who Eugene calls a heathen. Child abuse is human rights violations. Eugene is a master of child abuse and deserves some level of punishment. The most brutal form of physical abuse to Kambili by her father which almost cost her life is presented thus:

He started to kick me. The metal buckles on his slippers stung like bites from giant mosquitoes... The kicking increased in tempo... the stinging was raw now, even more like bites because the metal landed on open skin on my side, back, and my legs. Kicking. Kicking. Kicking.... It was a belt now because the metal buckle seemed too heavy... because I could hear swoosh in the air... More stings. More slaps. A salty wetness warned my mouth. I closed my eyes and slipped away into quiet. (216-7)

Kambili remains unconscious for days and is hospitalized as a result of the brutal beatings from her father. She is tortured for bringing the painting of Pa Nnukwu to their house. Eugene does not want any form of heathen object in his home, not even the painting of his father. Jaja has a deformed little finger that looked like a dried stick. It is an evidence of Eugene’s assault on him. The narrator remarks “When he was ten, he had missed two questions on his catechism test and was not named the best in his first Holy

Communion class. Papa took him upstairs and locked the door, Jaja, in tears, came out supporting his left hand with his right” (153; ch.9).

Abuse of women and children usually leaves a negative psychological effect on the victims. Some victims die in the process while others who survive the traumatic experience usually feel insecure and exhibited unhealthy and incongruous behaviours. They can as well go as far as becoming iconoclastic in their behaviours. In *Purple Hibiscus*, mother and children are emasculated which results to their being unnecessarily quiet and withdrawn. The beatings have rendered them mute and they live in constant fear of Eugene’s violent attacks. The children are not allowed to reach adulthood, as maturity often comes with questioning authority. This takes a toll on Jaja who is ashamed that he is so far behind Obiora in both intelligence and protecting his family. Eugene’s violent patriarchal power has stolen the voices of members of his family. The children communicate with what the narrator calls “a language of the eyes” (308; ch. 17).

In Heather Hewett’s article “Finding her Voice”, she expresses that Kambili has become so paralyzed by fear that she struggles to even speak about the most mundane of things. Hewett says, “These secrets weigh most heavily on Kambili herself, whose frequent inability to speak suggests how deeply her fear has sunk” (9). When visiting her aunty in Nsukka, Kambili often finds herself stuttering out muffled replies to anyone who dares ask her a question. When Father Amadi makes a comment to Kambili about not having seen her smile even once during the whole day, she looks away and does not reply. She thinks, “I looked down at my corn. I wanted to say I was sorry that I did not smile or laugh, but my words would not come” (146; ch. 8). Aunty Ifeoma steps in to save her by replying, “She is shy” (147; ch. 8).

Her inability to express herself is a long time effect of being mentally and physically abused. She is petrified, wanting to speak but too afraid that her words will get her in trouble, a fear deeply instilled in her by her father. Even in the midst of her peers, the effect of abuse is evident – fear and silence. When Amaka’s friends visited, one of them asks Kambili, “Is it all your hair?” (149; ch.9). But Kambili thinks, “I wanted to tell the girl that it was all my hair, that there were no attachments, but the words would not come ... I wanted to talk with them, to laugh with them ...but my lips held stubbornly together. I did not want to stutter, so I started to cough and then ran out” (149; ch. 9). Amaka, her outspoken cousin interprets her behaviours as abnormal. Kambili’s silence according Raina De Fonza is a symbol of her powerlessness. Kambili is gripped with silence throughout the novel. Her silence is a product of the abuse that she endures at the hands of her father. She does not allow herself to tell the truth about her situation at home. When her classmates taunt her for being a back yard snob, she does not explain that she does not socialize out of fear. She is not allowed to play and interact with her fellow students after school lest she be late home and beaten.

Mama, Beatrice is not spared from the violence in Eugene Achike’s household. Beatrice like her children, experiences different forms of gender abuse in the hands of her husband and bears it in silence. Most women who suffer domestic violence do not speak up because of the shame and stigma associated with it. They also have the fear that the

perpetrator of the abuse could harm them more if he is exposed hence, they endure the battery. Beatrice bears the beatings and other forms of abuse in the hands of Eugene without telling anyone. The proofs of her being brutalized are the jagged scar on her forehead, the swollen eye, the repeated miscarriages and the fact that she polishes the figurines on the étagère after every episode of beating. Kambili narrates “I used to wonder why she polished them each time I heard sounds from their bedroom, like something being banged against the door’ (10;ch.1). Beatrice in maintaining forced quietness in Eugene’s house does not cry aloud. Her liberty to express pains openly is equally denied.

Beatrice does not work outside her home yet has very little influence. Beatrice takes care of her home with no financial value attributed to the domestic tasks she undertakes. This is the lot of most Africa women as Mary Drake Mcfeely discusses in her book, *Can She Bake a Cherry Pie?*, “women’s contribution to the home is considered unpaid labour and is not valued financially despite the fact that domestic work is what keeps the household running and thus contributes to its earnings”(24).

Regrettably, Beatrice is rewarded with both physical and mental torture from her psychotic husband. Eugene has a terrible violent streak; he often flies into a fit of rage at the hint of religious indiscretion, lashing out at the perpetrating individual with painful punishment. For instance, Beatrice’s hesitation to join Eugene and their children for a courtesy visit to Father Benedict their parish priest after a Sunday Mass due to ill-health earns her severe beatings from her husband. Despite the fact that she later followed them when she noticed the change in her husband’s countenance, yet Eugene beats her at home. He sees her initial behaviour as affront to his authority. She suffers a miscarriage as a result of the brutality. The narrator says:

When I heard the sounds, swift, heavy thuds on my parents’ hand-carved bedroom door. I imagined the door had gotten stuck ... I sat down ... to count ... I was at nineteen when the sound stopped ... Mama was slung over his shoulder like jute sacks of rice.... There’s blood on the floor, Jaja said. We cleaned up the blood, which trailed away as if someone had carried a leaking jar of red water-color all the way downstairs. (41; ch. 3)

The children seeing the effects of violence on their mother have debilitating psychological consequences. They have become desensitized to violence and aggression. They cleaned up the blood without fear. Kambili imagines to herself that it is simply paint from “a leaking jar of red water color” (41; ch. 3). This is dangerous, when children see human blood as mere red liquid. Their becoming aggressive in future is possible.

Beatrice loses two pregnancies at Eugene’s hands. When Beatrice tells Kambili she is pregnant, she mentioned that she miscarried several times after Kambili was born. The other miscarriages may have been caused by these beatings as well. Even though Eugene is to blame, he insinuates it is Beatrice’s fault and therefore calls on the children to say special prayers for their mother’s forgiveness. Eugene enmeshed himself in self righteousness which makes him to blame members of his family for any mishap and

absolves himself. He rationalizes the violence he inflicts on them saying that it is for their own good.

There is a nexus between brutality, repression and breakdown of order in families and by extension in larger society. Lawlessness occasioned by deprivation is a time bomb waiting to explode. The first sign of breakdown of order in Eugene’s family is shown at the beginning of the novel. Jaja rebels against his father by not partaking in Holy Communion on Palm Sunday. Receiving Holy Communion is a Catholic obligation in which no one dares to abstain from in Eugene’s house. The following chapters detail the events that culminate in Jaja’s defiance. The novel’s is narrated by Kambili three years after this incident. In *Purple Hibiscus*, fear which results from physical and mental torture evolves into insubordination and insecurity. In spite of the fear that has discoloured Jaja, he is set for confrontation and there are signs that his father is engulfed in fear too as we read that ‘Papa’s voice was low, very low’ (14; ch. 1).

The deadliest consequences of dehumanization is portrayed in the character of Beatrice. She suffers in silence yet targets how to free herself and her children from brutality which she thinks will soon consume them. She is quiet and seems weak but strong in spirit – “still water runs deep”. There is a limit an individual can endure dehumanization. *Purple Hibiscus* has a subtle yet powerful feminist thrust. Eugene wields authority within his household; however, Beatrice has an upper hand over Eugene in kitchen affairs – cooking, and serving food. She works very closely with their house servant Sisi in preparing food. Despite Beatrice’s voicelessness in the beginning of the novel, she transforms into an empowered woman through her deadly rebellion against her violent and abusive husband, Eugene.

Her interactions with Auntie Ifeoma, her sister-in-law who is independent and enlightened work to strengthen her resolve and propel her towards her defining moment of resistance. Auntie Ifeoma admonishes her to leave her husband. But in her mind, it is Eugene who must leave. After her visit to Auntie Ifeoma, Beatrice comes to the realization that she needs to redefine herself. Patricia Hill Collin’s perception that “self definition gives women the power to reject externally-defined controlling images of womanhood” (107) proves to be true in Beatrice’s situation.

For John A. Penny and Erna K. Perry, “women are victims of virtual horror... and denied the simplest human rights” (219). To fight this, women use the power and control within their domain to overcome and safeguard their dignity. Achike’s home is a place of torture and repression. Therefore, Beatrice uses her control over kitchen as a liberating tool. Over time, she lowly and methodically poisons her husband’s food and tea, killing him. He is eventually found dead in his office. An autopsy is conducted and the cause of his death is revealed. She frees herself and her children from his reign of terror. The kitchen which was a limited space for women can bring power. Margaret Fafa Nutsukpo admonishes, “Every woman, especially the African woman, must recognize her worth, strategize, and fight to overcome the obstacles that come her way” (152).

It is the manner in which Beatrice determined at least to end her horrendous predicament that sets her apart as a symbol of feminism. Beatrice reassesses her life. The

result of this self-examination leads to her dissatisfaction with the image that she sees of herself, and gingers her to come to the decision that she must be resolute in her action in order to free herself from the death that looms over her head and that of her children's. Though Beatrice's quiet uprising against her husband is in stark contrast to Ifeoma's open rebellion against the conventions of gender and power, she is deadlier. She revolts through the use of extermination of the oppressing force. In the article, "Women's Quest for Rights: African, Feminist Theory in Fiction," Helen Chukwuma states that there exists "domestic revolution through the wife who slowly and methodically poisoned her husband. She freed herself and her children from the yoke" (6). It is through her 'kitchen' power that she gains her freedom. Beatrice adheres to the dictate of radical feminism which seeks to abolish patriarchy by any means possible. Radical feminists believe that the way to deal with patriarchy and oppression of all kinds is to address the underlying causes of these problems through revolution.

At the death of Eugene, Kambili does not wallow in fear anymore but asserts herself by taking care of the various business concerns of the family as well as properly organizing their home front. She takes the family decision in the absence of her brother who is incarcerated for willfully taking responsibility for poisoning their father. Radical feminists postulate that women can fare very well when they take up those duties that are viewed as men's prerogatives. It challenges and overthrows patriarchy by opposing standard gender roles.

Beatrice still battling with the effects of the harrowing experience from Eugene's brutality, asserts her authority as the mother in the home at the demise of her husband "she did not sneak Jaja's food to his room, wrapped in cloth so it would appear that she had simply brought his laundry in" (257; ch.17). Although she suffers mental instability and depression as a result of the inhuman treatment from her husband and his death orchestrated by her, she can be healed with time. The narrator envisioned a new ray of hope in future for all in their family.

## Conclusion

Adichie's main thrust in *Purple Hibiscus* is that oppression breeds revolt because endurance of pains has a limit. The violent act committed against the family by Eugene is representative of the patriarchal power. Eugene brutalizes his family members, forcing them into a deep silence out of fear and defense; he takes away their voices and thus their power.

Beatrice takes her 'kitchen power' to free herself and children from the smothering dominance of her callous husband, making her an example of stealthy feminine strength.

Adichie emphasizes the fact that though women look fragile, they are ruthlessly strong in spirit if pushed to their elastic limit. She admonishes that men with oppressive tendencies and habits should change and live in harmony with women. Her aim is to reform the society through her novel. There is the need for reforms that can change the mindset of men and their prejudiced notions about women. These reforms will help reduce and eventually eradicate the subjugation of women that subject them to anguish, bitterness

and despair which pushes some of them to resort to murder as the only viable option for the attainment of freedom.

The feminist ideology is a corrective one. It pushes to correct the patriarchal error through subtle and radical means. According to Judith Astellara quoted in Gloria A. Fwangyil’s article “A Reformist - Feminist Approach to Chimamanda Ngozi Adichie’s *Purple Hibiscus*” “feminism is a proposal for social transformation as well as a movement that strives to end the oppression of women,” (3). In the utilization of ‘kitchen’ power, Adichie crystallizes her commitment to the cause of feminism in Africa through her novel, *Purple Hibiscus*.

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# **LEARNING COMPETENCIES AND TEACHING READINESS OF PROSPECTIVE TEACHERS IN STATE UNIVERSITIES AND COLLEGES.**

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## **Abstract**

This study was undertaken to determine the learning competencies and teaching readiness of prospective teachers in State Universities and Colleges (SUC) in Camarines Sur for school year 2011-2012. This study utilized different types of descriptive research method, specifically descriptive-evaluative, descriptive-correlation and descriptive-comparative, with a combination of qualitative and quantitative data collection methodologies. Questionnaires were used as main tool for gathering the data to answer the problem of the study.

Results revealed that the level of competencies of the prospective teachers were all very high as perceived by themselves and by their teachers. The level of teaching readiness of the prospective teachers was very high in all indicators as perceived by themselves and their teachers. There is correlation between the perceived learning competencies and teaching readiness of prospective secondary teachers and the role of the teacher as a leader ( $p < 0.05$ ). Under the teaching learning process, there is a correlation with teacher's role as a motivator and as instructor in SUC B and as a public relations specialist in SUC C ( $p < 0.05$ ). There is no significant relationship between learning environment and teaching readiness while in exploring the curriculum only the role as an instructor has a significant relationship at ( $p < 0.05$ ).

Among the prospective elementary school teachers, there is a significant relationship between learners development and teachers' role as parent surrogate only in SUC B ( $p < 0.01$ ) while in experiencing the teaching learning process, it is correlated with the role of a teachers as parent surrogate in SUC A and as instructor in SUC B ( $p < 0.05$ ).

There is a highly significantly difference in the level of competency among SUCs ( $p < 0.01$ ) while there is no significant difference in level of competency among respondent ( $p < 0.05$ ). Among the different factors affecting learning competencies, only laboratory facilities show significantly influence among the three SUCs.

**Keyword:** Learning Competencies and Teaching Readiness of Prospective Teachers

## **Introduction**

Quality education is one of the most sought goals by every educational institution. It spells quality teachers and therefore quality learners. It is also a moving target that needs to be dealt with utmost attention so to address the changing needs [1]. Teacher quality is seen as the crucial driving force for improving student achievement, thus promoting economic competitiveness in the global society.

Article I, Section 1 of the CHED Memorandum Order (CMO) No. 30, series 2004[2]. of the Revised Policies and Standards for Undergraduate Teacher Education Curriculum states that quality pre-service teacher education is a key factor in quality Philippine education. In the Philippines, the pre-service preparation of teachers for the primary and secondary educational sectors is a very important function and responsibility that has been assigned to higher education institutions. All efforts to improve the quality education in the Philippines are dependent on the service of teachers who are properly prepared to undertake the various important roles and functions of teachers. As such, it is of utmost importance that the highest standards are set in defining the objectives, components and processes of the pre-service teacher education curriculum.

To achieve such kind of demand is to produce teachers who are experienced, competitive, and equipped with the necessary competencies. Teachers need to improve knowledge and skills to enhance, improve and explore their teaching practices. The aims of education change very quickly depending on the demands of the era requiring more capability. These demands directly affect the educational system. Teachers are responsible for operating educational system and they need strong and efficient professional competencies.

Through of this study, learning competencies and teaching readiness of prospective teachers in State Universities and Colleges (SUC) in Camarines Sur will be strengthen and be given of great importance. This study may reveal important findings that would help uplift the learning competencies in field study courses leading to the enhancement of teaching readiness of prospective teachers.

## **Objectives**

- 1- Assess the level of teaching readiness of prospective teachers on the role of the teachers as perceived by themselves and their teacher;
- 2- Compare the learning competencies and teaching readiness of prospective teachers as perceived by themselves and their teachers among State Universities and Colleges (SUC); and
- 3- Identify factors that influence learning competencies and teaching readiness.

## **Significance of the Study**

The results of this study determined the level of learning competencies and teaching readiness of pre-service teachers after exposure to field study courses of Partido State University College of Education. Thus, the insights gained from this study may offer a

better prospective to the curriculum makers in re-designing, formulating and implementing more responsive programs of learning competencies that will provide the would-be teachers a good start for them to develop positive direction in the teaching profession.

## **Methodology**

### **Research Design**

This study utilized different types of descriptive research method, specifically descriptive-evaluative, descriptive-correlation and descriptive-comparative, with a combination of qualitative and quantitative data collection methodologies.

The descriptive-evaluative research method was used to answer the first two problems of this study since these problems deal with the evaluation of the learning competencies and teaching readiness of students derived from the various field study courses. For problems 3 and 5, the descriptive-correlation was employed to determine if teaching readiness is dependent upon the learning competencies developed after exposure to field study. The same method was used to identify factors that significantly influence the learning competencies and teaching readiness. Lastly, descriptive-comparative was utilized for problem 4 which aims to compare the learning competencies and teaching readiness of the prospective teachers in the identified State Universities and Colleges in Camarines Sur.

### **Respondents of the Study**

The data for this study was mainly derived from the responses of the fourth year Bachelor of Elementary Education (BEED) and Bachelor of Secondary Education (BSED) students and faculty members handling professional education subjects specifically in the Teacher Education Programs of State Universities and Colleges (SUC) in Camarines Sur. The researcher identified three (3) higher education institutions in Camarines Sur, namely: Partido State University (PSU), Camarines Sur Polytechnic College (CSPC), and Central Bicol State University of Agriculture (CBSUA).

### **Research Instrument**

This study used the survey questionnaire as main tool for data gathering in pursuit to answer the problems of the study. The instrument is composed of four (4) part: I. Profile of the Respondents, II. Learning Competencies of Students in Field Study Courses. III [3]. Teaching Readiness of Prospective Teachers, and IV [4]. Other factors Influencing Teaching Readiness.

### **Statistical Analysis**

The data gathered were tallied and statistically analyzed employing the frequency count, percentage, weighted mean, correlation matrix, two-way ANOVA and multiple regression analysis.

The frequency count and percentage technique were utilized to provide meaningful data in the interpretation of the profile of the respondents.

The weighted mean was used to determine the perceptions on the level of learning competencies and the level of teaching readiness after exposure to field study courses as perceived by themselves and their teachers. The two way ANOVA was used to determine the significant differences in learning competencies and teaching readiness among State Universities and Colleges.

Multiple regression analysis was used to identify the factors that influence the learning competencies and teaching readiness of prospective teachers.

## RESULTS AND FINDINGS

This study deals with the presentations analysis and interpretation of the data gathered along the following indicators: The level of learning competencies and teaching readiness after their exposure to field study courses as perceived by themselves and their teachers. Likewise, on the level of teaching readiness of prospective teachers on the role of teachers as to: classroom manager; guidance counselor; motivator, leader, model, public relation specialists; parent surrogate; facilitator and as instructor; on the relationship between learning competencies and teaching readiness of prospective teachers; significant difference in learning competencies and teaching readiness of prospective teachers as perceived by the students and their teachers and on the factor that can influence the learning competencies and teaching readiness.

### Level of Learning Competencies in Field Study Courses

Table 1 shows the summary table for the level of learning competencies of prospective teachers as perceived by themselves and their teachers.

**Table 1.** The level of Learning Competencies of Prospective Teachers as Perceived by themselves and their Teachers

COMPETENCIES	BSED		BEED		Faculty		MEAN	LLC
	WM	LLC	WM	LLC	WM	LLC		
Learner's Development & Environment	3.34	VH	3.47	VH	3.32	VH	3.38	VH
Experiencing the Teaching Learning Process	3.34	VH	3.38	VH	3.28	VH	3.33	VH
Technology in the Learning Environment	3.30	VH	3.30	VH	3.31	VH	3.30	VH
Exploring the Curriculum	3.28	VH	3.33	VH	3.26	VH	3.29	VH
Learning Assessment Strategies	3.24	H	3.29	VH	3.23	H	3.25	H
On Becoming a Teacher	3.30	VH	3.34	VH	3.29	VH	3.31	VH
MEAN	3.30	VH	3.65	VH	3.38	VH	3.44	VH

WM Weighted Mean LLC Level of Learning Competency VH *Very High Level of Learning Competency* H High Level of Learning Competency L Low Level of Learning Competency VL *Very Low Level of Learning Competency*

The level of learning competencies of prospective Bachelor of Secondary Education teachers with general weighted mean of 3.30 is very high. However, among the six indicators of competencies, learning assessment strategies got the lowest mean score of 3.24 which corresponds only to high level of learning competency while the rest of the indicators had very high level of competency.

In like manner, the level of learning competencies as perceived by the prospective Bachelor of Elementary Education teachers are all very high on all the six indicators of learning competencies. However, learning assessment strategies scored the lowest with 3.29 but this still corresponds to very high level of learning competency while the highest was on learner's development with 3.47 corresponding to a very high level of learning competency.

The perception of the faculty was also highest on learner's development in environment with 3.32 which corresponds to very high level of competency. Technology with learning environment follows with 3.31 then on becoming a teacher with 3.2; experiencing the teaching learning process with 3.28 and exploring the curriculum with 3.26; all this corresponds to very high level of learning competency.

This was also shown in the study conducted by Abejuela (2011) [5] explored the experiences of BSED students in Field Study Courses (FSC) and determined the competencies developed by the students in the various Field Study Course (FSC) as assessed by the students themselves and their FS Professors. Result showed the competencies developed in Field Study Course (FSC) that ranked highest were: student ability to identify varied methods and strategies, instructional materials and assessment tools used in the learning environment; appraising the effectiveness of display as learning resources; the ability of the students to focus on the ideal that the teacher serves as positive and powerful role model of the values in the pursuit of learning; providing meaningful and comprehensive knowledge about the different assessment tools; and the students' ability to reflect on the extent of the attainment of professional development goals. Furthermore, Sabado (2005)[6] revealed that additional or special assignments given to new teachers affected their competencies in teaching.

**Table 2.** Summary for the Level of Learning Competencies of Prospective Teachers as Perceived by themselves and their Teachers.

Learning Competencies	SUC A			SUC B			SUC C			OVER ALL					
	BSED	BEED	FACULTY	BSED	BEED	FACULTY	BSED	BEED	FACULTY	BSED	LLC	BEED	LLC	FACULTY	LLC
Learners' Development & Environment	3.28	3.41	3.39	3.19	3.35	3.35	3.56	3.66	3.23	3.34	VH	3.47	VH	3.32	VH
Experiencing the Teaching-Learning Process	3.29	3.39	3.40	3.20	3.23	3.23	3.54	3.50	3.20	3.34	VH	3.38	VH	3.28	VH
Technology in the Learning Environment	3.31	3.40	3.57	3.17	3.12	3.12	3.40	3.39	3.24	3.30	VH	3.30	VH	3.31	VH
Exploring the Curriculum	3.29	3.32	3.31	3.06	3.22	3.22	3.50	3.46	3.24	3.28	VH	3.33	VH	3.26	VH
Learning Assessment Strategies	3.26	3.27	3.36	3.11	3.10	3.10	3.34	3.49	3.23	3.24	H	3.29	VH	3.23	H
On Becoming a Teacher	3.31	3.37	3.35	3.22	3.27	3.27	3.38	3.39	3.24	3.30	VH	3.34	VH	3.29	VH
Mean	3.31	3.37	3.35	3.16	3.21	3.21	3.38	3.39	3.23	3.31	VH	3.25	VH	3.33	VH

WM Weighted Mean LLC Level of Learning Competency VH *Very High Level of Learning Competency* H High Level of Learning Competency L Low Level of Learning Competency VL Very Low Level of Learning Competency

Table 2 shows that in the SUCs, only SUC A and SUC C had a very high level of learning competency among the prospective BSED teachers which obtained a grand mean of 3.31 and 3.38 respectively and these corresponds to very high level of learning competency. SUC B obtained only a weighted grand mean of 3.16 and this corresponds to high level of learning competency.

Similarly, the prospective BEED teachers from SUC A and C perceived that they have a very high level of learning competency with 3.37 and 3.39 respectively. On the other hand, SUC B scored 3.21 which correspond to high level of learning competency. This study was also shown by Jaskari (2009) remarked that the success of a learning-oriented perspective depends on the creation of an effective learning environment.[7]

The level of learning competency as perceived by the faculty in SUC A scored a grand mean of 3.35 while SUC B and SUC C posted 3.21 and 3.23 respectively. It is worth noting that while the perception of prospective teachers are very high, faculty members in SUC B and C scored only high level of learning competency.

### Level of Teaching Readiness

Table 3 shows of teaching readiness of prospective teachers and their teachers. In SUC C, the BSED and BEED prospective teachers obtained a weighted mean of 3.61 and

3.51 in all the nine roles of a teacher and these corresponds to Very high level of teaching readiness. Unexpectedly, the faculty obtained the lowest score of 3.24 which corresponds only to high level of teaching readiness specifically on their role as manager, as parent surrogate and as instructor; 3.23 as guidance counselor and 3.20 as a leader. These results imply that teachers in SUC C need to be well trained on the conduct of Field Study Courses so that they will be more confident and responsive to the needs of their students. Moreover, the faculty members can undergo a seminar or training session whereby more experienced teachers can coach those who are not yet well versed with Field Study courses. This was also shown by Fernandez and De Guzman (2006) examines the dimensionality of teacher professionalization. Like other recognized profession, teaching deserves a systematic and integral development platform where recruited teachers undergo well defined transitional stages that would help crystallize their sense of professional identity, professional familiarity, professional expertise, professional security and stability, and professional synergy.[8]

**Table 3.** Level of Teaching Readiness of Prospective Teachers and their Teachers

	SUC A			SUC B			SUC C			OVER ALL					
	BSed	BEED	FACULTY	BSed	BEED	FACULTY	BSed	BEED	FACULTY	BSed	LLC	BEED	LLC	FACULTY	LLC
Teacher as Manager	3.31	3.35	3.43	3.19	3.03	3.43	3.36	3.49	3.23	3.29	H	3.31	VH	3.23	H
Teacher as Guidance Counselor	3.40	3.40	3.56	3.13	3.13	3.56	3.68	3.49	3.23	3.40	VH	3.37	VH	3.31	VH
Teacher as Motivator	3.49	3.43	3.59	3.20	3.37	3.59	3.72	3.61	3.29	3.47	VH	3.47	VH	3.41	VH
Teacher as a Leader	3.38	3.40	3.59	3.19	3.30	3.59	3.56	3.39	3.20	3.38	VH	3.36	VH	3.36	VH
Teacher as a Model	3.55	3.52	3.68	3.20	3.47	3.68	3.84	3.65	3.29	3.53	VH	3.55	VH	3.48	VH
Teacher as Public-Relation Specialists	3.27	3.30	3.50	3.14	3.07	3.50	3.32	3.49	3.20	3.4	VH	3.29	H	3.26	H
Teacher as Parent surrogate	3.37	3.50	3.57	3.16	3.37	3.57	3.68	3.49	3.23	3.40	VH	3.45	VH	3.39	VH
Teacher as Facilitator	3.34	3.44	3.68	3.21	3.60	3.68	3.68	3.52	3.26	3.41	VH	3.52	VH	3.51	VH
Teacher as Instructor	3.30	3.40	3.59	3.13	3.50	3.59	3.64	3.48	3.23	3.35	VH	3.46	VH	3.44	VH
MEAN	3.38	3.42	3.58	3.17	3.31	3.58	3.61	3.51	3.24	3.39	VH	3.42	VH	3.38	VH

In SUC B, the BSed prospective teachers had the lowest weighted mean of 3.17 which corresponds to high level. The BEED group, in contrast rated more roles as high level except on teacher as a manager, as guidance counselor and as public relations

specialist with 3.03, 3.13 and 3.07 weighted means which all respectively corresponds to high level of teaching readiness. The faculty scored a weighted mean of 3.58 which corresponds to very high teaching readiness. This implies that in SUC B, the prospective teachers' level of teaching readiness is lower than that of faculty members. This is because the faculty members are already practicing the different roles of the teacher and the experience, consequently had given them more self confidence in performing the multi-roles of a teacher. Likewise, the little exposure of the prospective teachers to the realities of the roles of the teacher makes them to less confident themselves as they are just about to begin their career.

**Table 4.** The Level of Teaching Readiness of Prospective Teachers as Perceived by themselves and their Teachers.

ROLES Teacher as	BSED		BEED		Faculty		MEAN	L
	WM	LLC	WM	LLC	WM	LLC		
Manager	3.29	VH	3.31	VH	3.36	VH	3.32	VH
Guidance Counselor	3.40	VH	3.34	VH	3.45	VH	3.36	VH
Motivator	3.47	VH	3.47	VH	3.41	VH	3.45	VH
Leader	3.38	VH	3.36	VH	3.46	VH	3.37	VH
Model	3.53	VH	3.55	VH	3.55	VH	3.52	VH
Public Relations Specialists	3.24	VH	3.29	VH	3.40	VH	3.26	VH
Parent surrogate	3.40	VH	3.45	VH	3.46	VH	3.41	VH
Facilitator	3.41	VH	3.52	VH	3.51	VH	3.48	VH
Instructor	3.35	VH	3.46	VH	3.44	VH	3.42	VH
LTR	3.39	VH	3.42	VH	3.38	VH	3.40	VH

WM Weighted Mean LLC Level of Learning Competency VH *Very High Level of Learning Competency*  
H *High Level of Learning Competency* L *Low Level of Learning Competency* VL *Very Low Level of Learning Competency*

As presented in Table 4, the level of teaching readiness along the role of a teacher as manager, guidance counselor, motivator, leader, model, public relations specialist, parent surrogate, facilitator and instructor all scored very high. In general, among the roles of the teacher, the highest grand mean was the teacher as a model which scored 3.52 which corresponds to very high level of teaching readiness. Among the groups of prospective teachers and faculty members, the said role was rated highest by BEED group, with 3.55 followed by the BSED group with 3.53, and the faculty with a weighted mean of 3.48 and all these correspond to very high level of teaching readiness.

Among the roles of the teacher, the prospective teachers of the BSED program rated lowest was on teacher as public relations specialist with 3.24 followed by teacher as manager with 3.29, teacher as instructor with 3.35 and teacher as a leader with 3.38. Similarly, for the prospective teacher of the BEED program, the role of the teacher as public relations specialist was rated lowest with 3.29 followed by teacher as manager with 3.31, teacher as guidance counselor with 3.34 and teacher as motivator with 3.47. For the faculty, the lowest score was on teacher as manager with 3.36 followed by that of teacher as public relations specialist with 3.40, teacher as motivator with 3.41 and teacher as

guidance counselor with 3.45 which all belong to very high level of teaching readiness. This was also shown in the study conducted by Fernandez (2003) in her research concluded that the future of the profession and the quality of each graduates is dependent on both their classroom and field-based preparation. This requires giving attention to classroom-based and field-based teaching. [9]

Thus, it can be deduced that these roles of a teacher with quite low scores should be looked into as input for training programs in order to strengthen the capabilities of prospective teachers as well as the FSC faculty, such will ensure enhancement of the level of teaching readiness among them.

### **Differences in the Level OfCompetency among SUCS and Among Respondents**

Table 5 presents the result of the test to determine significant differences in the level of competency among SUCs and among respondents. It could be noted from the table that there were highly significant differences in the level of competency among SUCs with p value < 0.01 level of significance. However, there were no significant differences in the level of competency among the respondents with p value < 0.05 level of significance. The findings imply that the level of competency varies among SUCs but not among the BSSED, BEED students and on how they were perceived by their teachers.

**Table 5.** Two Ways ANOVA for the Test in Difference in the Level of Competency among SUCs and among Respondents

SV	SS	df	MS	F	P value
SUC	0.371	2	0.186	18.799**	0.000
Respondent	0.049	2	0.025	2.494ns	0.093
Error	0.484	49	0.010		
Total	0.894	53			

ns - not significant (p value > 0.05) \*\* - highly significant (p value < 0.01)

Table 6shows the comparison of the level of competency among the SUCs and among the respondents. It could be observed that there were no significant differences in the level of competency between SUC A and SUC C. The prospective teachers of both SUCs have very high level of competency as perceived by themselves and their faculty. On the other hand, the level of competency of the prospective teachers in SUC B was significantly different from the two SUCs since the prospective teachers only have high level of competency in all the areas which is slightly lower than the level of competency that the prospective teachers have in the two other SUCs. With respect to the level of competency among the respondents, the prospective teachers have very high level of competency in all areas which is the same level of competency perceived by their teachers.

**Table 6.** Comparison on the Level of Competency among SUCs and among Respondents

SUC	WM	LLC
SUC A	3.35a	VH
SUC B	3.20b	H
SUC C	3.39a	VH
Respondent		
BSED3.30a	VH	
BEED3.35a	VH	
FACULTY3.28a	VH	

Note: Means with the same letters in a column are not significantly different from each other

### Differences in the Level of Readiness among SUCs and among Respondents

Table 7 presents the result of the test to determine significant differences in the level of readiness among SUCs and among respondents. It could be observed from the table that there are no significant differences in the level of competency among SUCs and among respondents with p values > 0.05 level of significance. This means that the level of readiness is the same among SUCs and among the prospective teachers as perceived by themselves and their teachers. As shown in the study conducted by Buck and Cordes (2005) focus on the initial stage in reforming our teacher preparation programs. They designed, conducted, evaluated, and revised the components of our teacher preparation program that were aimed at providing pre-service teachers with the confidence and knowledge to meet the need of youth population under served in science education. [10]

**Table 7.** Two way ANOVA for the Test in Difference in the Level of Readiness among SUCs and among Respondents

SV	SS	df	MS	F	P value
SUC	0.182	2	0.091	2.947ns	0.059
Respondent	0.084	2	0.042	1.357ns	0.264
Error	2.349	76	0.031		
Total	2.605	80			

ns - not significant (p value > 0.05)

Table 8 presents the comparison in the level of readiness among the SUCs and among the respondents. It could note that the levels of readiness among the different SUCs are the same with all of them at very high level of readiness in all the areas. As to the respondents, all have the same level of readiness equivalent to very high. This only implies that all the prospective teachers in the different SUCs are perceived by the students and their teachers to have the same level of readiness.

**Table 8.** Comparison on the level of readiness among SUCs and among respondents

SUC	WM	LR
SUC A	3.46a	VH
SUC B	3.36a	VH
SUC C	3.45a	VH
Respondent		
BSED	3.39	VH
BEED	3.41	VH
FACULTY	3.46	VH

Note: Means with the same letters in a column are not significantly different from each other

### **Influence of the Different Factors on the Learning Competencies of Prospective Teachers**

Table 9 revealed that there is asignificant influence of the different factors on the learning competencies of prospective teachers. Among the factors tested, only laboratory facilities are found to have significant influence for SUC A and SUC B and SUC C. This means that only 24.2% of the differences in the learning competencies of the students in SUC A is attributable to the laboratories present in the school which is higher than that of SUC C with 22.2%. Both of these are very much higher with that of SUC B with only 3.2%. This could be explained by the fact that in SUCS A and B, laboratory facilities intended for technical courses are also available for use of education students. Jaskari (2009)[7] remarked that the success of a learning-oriented perspective depends on the creation of an effective learning environment. The development of learning environment means cooperation between different parties. It should not rely solely on learners', teachers' or systems developers' opinions as many different aspects need to be considered

This implies that laboratory rooms in SUCS A and B are properly lighted, ventilated and well-equipped with sufficient laboratory equipment/apparatuses. Laboratory operation manuals for the faculty and students are provided in each laboratory. Safe measures are adequately provided and precautions are properly posted. Furniture/equipment arrangement allows free flow of movement and students can work comfortably without interference from others, which contribute a lot to the learning competencies not found in other SUC.

Furthermore, in SUC C student services and financial support are found to have significant influence on the learning competencies of prospective teachers with only 1% and 2% respectively.

Students factor play a significant influence on the learning competencies on the premise that students find sense of belongingness if they participate in student activities. Thus, a wholesome program for student development, where students can hone their skills and talents, enhance leadership and decision making skills improved on self-esteem and relationship with others is crucial in enhancing learning competencies as well.

**Table 9.** Significant Influence of the Different Factors on the Learning Competencies of the Prospective Teachers.

Factors	Learning Competencies								
	SUC A			SUC B			SUC C		
	<i>Beta</i>	R2	p-value	<i>Beta</i>	R2	p-value	<i>Beta</i>	R2	p-value
Physical Facilities	0.224	0.188	-0.433	0.214	0.032	-0.180	-0.021	0.085	-0.291
Laboratory Facilities	0.576	0.242	0.031	0.493	0.032	-0.005	0.512	0.234	0.222
Library Facilities	-0.382	0.249	-0.373	-0.285	0.143	-0.355	-0.269	0.286	-0.387
Teaching Skills	-0.722	0.354	-0.402	-0.112	0.210	-0.422	0.212	0.309	-0.146
Instructional Methods And Materials	-1.172	0.424	-0.428	0.141	0.336	-0.283	0.111	0.374	-0.090
Classroom Management	1.060	0.466	-0.434	0.227	0.356	0.071	-0.014	0.460	-0.118
Teacher Commitment	0.338	0.502	0.115	-0.861	0.559	-0.344	-0.152	0.461	0.190
Learning Activities	0.333	0.584	-0.241	-0.224	0.631	-0.498	-0.001	0.497	-0.354
Home Environment	-0.178	0.587	0.300	0.064	0.631	0.111	-0.379	0.568	-0.158
Student Services	-0.061	0.267	-0.516*	-0.814	0.349	-0.590*	0.171	0.001	0.025
Home Educational Materials	-0.132	0.345	-0.464	0.013	0.354	0.284	0.036	0.012	-0.104
Financial Support	-0.209	0.351	-0.400	0.056	0.354	0.198	-0.011	0.020	0.002
Family Relationship	-0.303	0.353	0.193	-0.300	0.443	-0.131	-0.117	0.047	-0.110
Multiple Regression Coefficient (R)	<b>0.831</b>			<b>0.835</b>			<b>0.987</b>		

Another factor, that influences learning competencies although very little is financial support which includes weekly allowances, provision for school requirements such as projects, term papers, field trips and the like, school fees and school uniforms and dormitory/boarding house rentals. It is crucial that for a student to finish college education, financial support should be in place during the entire collegiate studies and even after. Students would still need adequate financial support in preparation for licensure examination and job application.

### **Influence of the Different Factors on the Level of Teaching Readiness of the Prospective Teachers**

Table 10 presents the different factors on the level of teaching readiness of prospective teachers. Results reveal that in SUC A, teaching skills, classroom management and learning activities significantly influenced the teaching readiness with 59.7%, 66.20% and 64.% respectively. The variations on the level of teaching readiness can be attributed to the said factors.

In SUC B, none of the factors bear influence on the level of teaching readiness but in SUC C onlyhome environment significantly influenced the level of teaching readiness of the prospective teachers where 76.0% of the differences could be attributed to the said factor. Home environment includes like television, reference books, newspaper, magazines and other printed materials, computer and internet connections. The teacher occupies the center stage in a learning environment. She shines in a number of roles – managing, leading, and facilitating, and more importantly, motivating and inspiring children. [11]

**Table 10.** Significant influence of the different factors on the level of teaching readiness of the prospective teachers

Factors	Extent of Readiness								
	SUC A			SUC B			SUC C		
	Beta	R2	p-value	Beta	R2	p-value	Beta	R2	p-value
Physical Facilities	-1.422	0.015	-.123	0.172	0.047	-0.218	0.629	0.112	-0.334
Laboratory Facilities	-0.011	0.461	-0.658*	-0.419	0.122	-0.274	-0.777	0.117	-0.208
Library Facilities	1.358	0.482	-0.127	-0.464	0.160	-0.325	0.039	0.129	-0.330
Teaching Skills	0.681	0.597	-0.024	0.809	0.431	0.256	-0.904	0.144	-0.348
Instructional Methods And Materials	0.905	0.650	-0.275	0.354	0.498	-0.278	0.705	0.310	-0.144
Classroom Management	-0.076	0.662	-0.040	-0.137	0.583	0.303	-0.935	0.316	-0.225
Teacher Commitment	-0.366	0.683	-0.087	-0.227	0.662	-0.261	0.306	0.320	-0.279
Learning Activities	1.064	0.684	0.047	-0.286	0.712	-0.399	-0.813	0.350	-0.255
Home Environment	-1.422	0.809	-0.641*	0.533	0.773	-0.097	1.477	0.760	-0.035
Student Services	0.057	0.014	0.120	-0.135	0.030	-0.174	-0.515	0.050	-0.224
Home Educational Materials	-0.059	0.030	-0.067	0.006	0.032	0.067	-0.387	0.203	-0.402
Financial Support	0.066	0.050	0.070	0.219	0.131	0.339	0.240	0.216	-0.276
Family Relationship	0.097	0.070	0.142	-0.275	0.255	-0.234	0.198	0.246	-0.321
Multiple Regression Coefficient (R)	0.950			0.943			0.985		

The very high influence of the home environment on the level of teaching readiness goes to show the big influence of the availability of educational materials at home on teaching readiness. Computers and internet connections have become a necessity nowadays for the preparation of assignments, term papers, thesis and even dissertations. Thus, the new generation embraces the World Wide Web as the source of updated materials for requirements in school which leads to teaching readiness. Boaler (2002) considered that the teaching and learning practices that the teachers employed were central to the attainment of quality, suggesting that it is critical that relational analyses of equity go beyond the curriculum to include the teacher and their teaching. [12]

## SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

### SUMMARY

This study aimed to determine the learning competencies and teaching readiness of prospective teachers in State Universities and Colleges in Camarines Sur school year 2011-2012. The specific objectives were to assess the level of learning competencies of prospective teachers after their exposure to field study courses as perceived by themselves and their teachers, assess the level of teaching readiness of prospective teachers on the role of teachers as perceived by themselves and by their teachers, compare the learning competencies in teaching readiness of prospective teachers as perceived by themselves and their teachers among state universities and colleges and lastly, identify the factors that

influence learning competencies in teaching readiness.

The respondents were taken from the BEED and BSED fourth year students from the teacher education institutions of Partido State University, Central Bicol State University of Agriculture, and Camarines Sur Polytechnic Colleges, Naga Campus. Faculty members handling professional subjects specifically field study courses on the said academe were also included as respondent of the study.

The study utilized different types of descriptive research method specifically descriptive-evaluative, descriptive-correlation, and descriptive-comparative with a combination of qualitative and quantitative data collection methodologies.

**The following are the highlights of the study:**

- 1- The level of learning competencies of the prospective secondary teachers was all very high as perceived by themselves and their teachers.
- 2- The level of teaching readiness of prospective teachers is very high in all indicators as perceived by themselves and their teachers.
- 3- There is a correlation between the perceived learning competencies and teaching readiness of prospective secondary teachers and the role of the teacher as a leader ( $p < 0.05$ ). Under the teaching learning process, there is a correlation with a teacher's role as a motivator and as instructor in SUC B and as public relation specialist in SUC C ( $p < 0.05$ ). There is no significant relationship between learning environment and teaching readiness while in exploring the curriculum only the role as an instructor has a significant relationship at ( $p < 0.05$ ). There is a significant relationship ( $p < 0.05$ ) between learning assessment strategies and the role of a teacher as classroom manager in SUC B. While on becoming a teacher, it is highly significant with his role as guidance counselor in SUC B ( $p < 0.01$ ) and SUC C ( $p < 0.05$ ).
- 4- Among the prospective elementary school teachers, there is a significant relationship between learners development and teachers' role as parent surrogate only in SUC B ( $p < 0.01$ ) while in experience the teaching learning process, it is correlated with the role of a teacher as parent surrogate in SUC A and as instructor in SUC B ( $p < 0.05$ ). Likewise, there is a significant relationship between technology in the learning environment with the teacher as public relation specialist and as an instructor in SUC C ( $p < 0.05$ ). On the other hand, there is no significant relationship between exploring curriculum and teaching readiness on all parameters and SUCs while on learning assessment strategies, it has a significant relationship with teacher as a leader in SUC A ( $p < 0.05$ ) and as a facilitator in SUC B ( $p < 0.01$ ). Finally, there is a significant relationship between becoming a teacher and the role of teacher as facilitator ( $p < 0.05$ ) in SUC A.

**CONCLUSIONS**

- 1- The learning competencies are very high as perceived by the prospective teachers and their faculty for SUC A. The learning competencies for SUC B are all high as perceived by the secondary school teachers. Learner's development and

environment was very high while the rest of the areas are high level as perceived by the faculty. On the other hand, the prospective elementary school teachers rated themselves high in all the areas of learning competencies. The learning competencies for the prospective teachers of SUC C are very high in all its areas. On the other hand, the faculty rated them high in their learning competencies.

- 2- The level of teaching readiness of the prospective teachers very high in all its indicators as perceived by the prospective teachers and their faculty in SUC A. The level of teaching readiness of the prospective secondary school teachers were high in all its indicators while the prospective elementary school teachers perceived themselves with a very high extent of readiness as a motivator, leader, model, parent-surrogate, facilitator and instructor while the rest of the indicators were high. On the other hand, the faculty perceived their prospective school teachers with a very high extent of teaching readiness in all of its indicators. For SUC C, prospective school teachers had a very level of learning competencies. On the other hand, teacher as a manager, teacher as a guidance counselor, teacher as leader, public-relations specialist, as instructor were all high while the rest of the indicators were very high in the level of learning competencies as perceived by the faculty.
- 3- There are significant relationships between teacher as a classroom manager and learning assessment strategies in SUC B; teacher as a guidance counselor and on becoming a teacher for SUC's B and C teacher as a motivator and teaching-learning process; teacher as a leader and learner's development and environment; teacher as a model and on becoming a teacher; teacher as public-relations specialist and teaching-learning process in SUC C.
- 4- There are significant difference in the learning competencies along learners' development & environment between the prospective secondary school teachers and the faculty; along experiencing the teaching- learning process between SUC A and SUC B, SUC A and SUC C, BEED and faculty; technology in the learning environment between SUC A and SUC B, SUC A and SUC C, BEED and. BEED, and between BEED and faculty; exploring the curriculum between SUC A and SUC B, BEED and BEED, BEED and faculty; and on becoming a teacher between BEED and BEED, and between BEED and faculty. On the other hand, there are no significant differences for the rest of the learning competencies in the different groups of respondents. There are significant difference on teacher as guidance counselor between SUC A & SUC B, and SUC A & SUC C; teacher as a leader between SUC A &. SUC B, SUC A and SUC C, public relation specialists between SUC A & SUC B, SUC A & SUC C, SUC B & SUC C; teacher as facilitator between SUC A & SUC C, SUC B & SUC C, BEED &. faculty, BEED & faculty. There is no significant difference between the learning competencies and teaching readiness between school A and B, and between school B and C as perceived by the prospective elementary school teachers. There is no significant difference between the learning competencies and teaching readiness between school A and B, and between school B and C as perceived by the prospective elementary school teachers.
- 5- The different factors that significantly influenced the learning competencies were physical facilities for SUC's A and B; laboratory facilities for all the SUC's; library facilities for SUC's A and B; teaching skills for SUC C; methods and materials for SUC B; classroom management for SUC A and B; teacher commitment for SUC A;

learning activities for SUC A; home environment for SUC B; student services for SUC C; home educational materials for SUC B and C; and financial support for SUC B. The factors that significantly influenced the extent of readiness of the prospective teachers were physical facilities for SUC B; library facilities for SUC A and C; teaching skills for SUC A and B; instructional methods and materials for all the SUC's; teacher commitment for SUC C; learning activities for SUC A; home environment for SUC B and C; student services for SUC A; home educational materials for SUC B; financial support for all SUC's; and family relationship for SUC's A and B.

## **Recommendations**

- 1- Academic program developers in the institutional level must ascertain a higher standard and quality education, and ensure the validity and reliability of the FS courses. On the other hand, particular SUC's identified with the low mean scores as compared to other learning competencies must continue to revisit their strategies to ensure that these competencies further strengthen among the students. Field study programs must clearly provide an opportunity for prospective teachers to make the theories learned in the classroom highly visible in the actual practice in the field.
- 2- In adherence to the demands of teaching profession, it is imperative that pre-service training provides opportunities to experience firsthand the actualities in the field, particularly the different roles of a teacher. These activities must provide the education students the necessary tools towards becoming equipped and empowered teachers in the future. FS courses must enable the students to understand their future roles as a teacher and must provide them the opportunity internalize these roles long before they become teachers themselves.
- 3- The faculty and the persons-in charge must design more programs for the prospective teachers to be more engaged in real-world activities rather than being limited to classroom instructions only. They should be given more chance to practice their learning competencies by assuming the different roles of a teacher. Although the FS course follows a particular set of competencies, program developers should plan and initiate an integration of the learning competencies; and teaching readiness to develop coherence between these areas of concern.
- 4- Administrators of every respondent school must support and encourage continuing professional education among members faculty specifically those handling FS courses through attendance to retooling and retraining courses to upgrade competencies so that they could be more creative, innovative and at par with the other institutions. There should be a regular monitoring and evaluation of the program to ensure quality and effectiveness.
- 5- The FS teachers must put an emphasis on the different factors that affect their learning competencies and readiness. Future research can be conducted to compare off-campus performance of the students and their performance in their FS courses to verify how the preparatory courses would affect their actual performance in the field.

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# **METHOD STATEMENT FOR WORKS ON THE STRUCTURE OF THE BUSINESS AND RESIDENTIAL COMPLEX ATLAS CAPITAL CENTER IN PODGORICA**

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## **Abstract**

Method statement for works on the structure will be prepared and elaborated before the start of works and improved during construction in order to choose and apply technological procedures that will provide stipulated and designed quality of the structure. The complex Atlas Capital Center (ACC) is a reinforced concrete structure, with foundation shaped as a triangle with the area of 10.112,5 m<sup>2</sup>. The complex has four underground levels that represent one structural unit and seven independent above ground structural units that have various shapes, sizes and number of floors.

This paper will present detailed method statement for works on the structure of the complex Atlas Capital Center.

**Key words:** Structure, Atlas Capital Center, method statement, reinforced concrete

## **1- GENERAL INFORMATION ABOUT CONSTRUCTION OF THE BUILDING ATLAS CAPITAL CENTER**

Residential and business building Atlas Capital Center, ACC, is situated in Podgorica. The building is with base area of about 10.112.5 m<sup>2</sup>, with four underground levels and 6, 9 and 11 above ground floors (without technical levels). The total area of the underground part of the building is 40.450 m<sup>2</sup>, while the total area of the building is around 90.000m<sup>2</sup>. Investors of this majestic building were companies "Atlas Group" and "Capital Investment", while the contractor was company "Bitermo Mng" d.o.o. Podgorica from Montenegro. Project management, cost management and supervision were entrusted to the "Mace" d.o.o. which is a part of the company "Mace Group".

For the construction of underground and above-ground parts of the building, 4 reinforcing units were organized, 7 cranes with different lifting heights and loads were mounted, first aid facilities were provided, containers for personal protective devices and equipment (for each subcontractor) were provided, offices (metal containers) for the technical staff of supervisor, the main contractor and subcontractors were provided with rest rooms and facilities for catering of workers, facilities for spare parts, carpentry workshops, etc.. The construction site was fenced with 2 meter high sheet metal fence with two permanent entrances-exits. Other entrances were provided during works for transportation of material and specific equipment. The site is powered from a temporary power substation 10/0, 4 kV of 1000 kVA voltage level, while electrical cabinet with adequate protection (differential protection and feed switch) was installed on the site.

The construction site was secured with 24 hour security service with 3 workers per shift. Video surveillance equipment was installed on the site and guidelines were prepared with specially defined measures for control of entry – exit of workers and visitors on the site. Obligations of security service were defined in particular during working and non-working hours. Electronic access control to the site was implemented during construction works.

## **2- UNDERGROUND PART OF THE STRUCTURE**

### **2.1- DESCRIPTION OF THE STRUCTURE**

The entire complex ACC is founded on RC bed slab, designed as one unit, on the level -14.27m. Depending on the number of floors of the complex parts and insurance against breakage, this slab was designed with different thickness of 65cm, 90cm and 120cm.

The structure of the underground part is designed as reinforced concrete structure with full RC slabs as mezzanine ceilings of 24cm thickness leaned over capitals of 2.0x2.0x0.2m on the columns with different cross-sections (60x60cm, 40x40cm,  $\Phi$ 40cm). Underground part has a triangular shape with reinforced concrete perimeter walls 25cm thick. Vertical structural elements, beside the RC columns, are sheer walls 40cm, 25cm and 20cm thick and RC lift/taircase cores with 20cm and 30cm thick walls. There are eleven reinforced concrete staircase cores. Core V4 has the largest base area of 163,6 m<sup>2</sup>. Floor height is 4.37m at the level -1, and 3.17m at other underground levels (-2, -3 and -4).

Within the underground part two external ramps were constructed along the side walls of the building. Ramps are dilated from the structure of underground part and go to levels-1 and -2. An integral part of the structure at level 0.3m is a fountain consisting of a 30 cm thick reinforced concrete slab resting on the cantilevered wall canvases and side walls of the building. There are also three large slab openings at the same level, one opening is for the escalator and the other two above the fountain and flower pots (-4.67m).

For the underground part of the structure a concrete with four fractions MB30 was designed and used for base slab as well as for other elements.

### **2.2- METHOD STATEMENT**

RC structure of underground part was constructed by two contractors (Bitermo mng, Cijevna Komerc) and five subcontractors. Daily maximum number of workers was approximately 400.

In order to successfully overcome potential problems, before reinforced concrete works, it is necessary to prepare method statement for works. Method statement has to be respected and, if necessary, amended and improved during works. One of the problems that had to be solved in method statement was concreting of base slab with thickness up to 120cm in the summer period July - August in Podgorica. In this period of year daytime temperatures exceed 40°C and the night time temperatures were up to 36°C. Also, one of the problems

was the organization of delivery of materials and concrete for structural elements bearing in mind the dimensions of the structure, the pictures 1, 2.



*Picture 1: Concreting of base slab*



*Picture 2 – Night concreting*

**Method statement for underground structure includes:**

- List of machinery and devices used by the contractor during works

For transport and delivery of materials during the construction works, tower cranes 3x55m and 2x30m and pumps for concrete were used, whose number depended on the amount of concrete that was incorporating, as well as stationary pump, 8 truck mixers and other. Concrete was delivered from near concrete plant with capacity of 90m<sup>3</sup>/h located by construction site. Backup concrete plant was located 1.5km from the site.

- List of materials and required quality of material to be installed

This part of method statement includes a list of used materials, manufacturers and certification documentation with proof that these materials have quality requested in the design.

- Detailed description of method statement for RC concrete underground structure

Detailed description of method statement is described by type of work and positions to be concreted.

*Detailed method statement by type of work* is given for carpentry works (positioning of formwork, way of fastening, etc.), concrete works (transportation of concrete, pouring of concrete, curing of concrete, etc.) and reinforcing works (organization of reinforcing units, transportation of material, planned time for sorting of material by positions, etc). Integral parts of description are production cycle plans for reinforcement, formwork, etc.

Method statement for concrete was prepared in detail. Concreting during extremely high temperatures was done in night shift. Also, during these extremely high temperatures, before mixing of concrete aggregate was additionally cooled down taking in consideration designed water/cement factor. If necessary, before pouring of concrete reinforcement was

cooled down with water. When columns were concreted concrete mixer trucks were loaded with quantities 2-3m<sup>3</sup> because of possible delays. Concrete mix design has included retarders to slow down hydration of concrete before pouring. The combinations of the above measures with the continuous control of rapid drying and shrinkage of concrete were minimized. The method statement also includes detail description of concreting at temperatures below 50C. Curing of concrete was done with the combination of water and sheet or by coatings.

*Detailed method statement by positions to be concreted*

Description was given for base slab, perimeter walls, sheer walls, concrete cores, columns and mezzanine slabs.

Base slab, with total area 10345m<sup>2</sup> and with maximum thickness of 120cm, was concreted in sections. Total number of sections was 25 while concreting was done intermittently. During concreting vertical joints were done with 'lost formwork' system.

Technological sequence of operations for each position of the structure was covered in detail and defined. Technological steps were as follows: preparation and cleaning of the surface, installation of reinforcement, installation of formwork and scaffolding for concrete, concreting, stripping of the formwork and curing of concrete. For RC walls sequence of operations has been modified since the first one side of the formwork was mounted, after which the reinforcement was mounted, and the other technological steps were applied. Concreting of the perimeter wall was performed in sections with horizontal layers of about 50cm and next layer within 30 to 60 minutes. Concrete was poured with concrete pump trucks or kibble.

Fresh concrete was cured with water while in formwork, and after stripping of formwork with sheets or curing coatings.

Formwork was stripped 24-36h after concreting of vertical structure elements and braces after 7 days.

Concrete cores were concreted generally in one piece. It was allowed, if necessary, to perform concreting in two parts with pauses on coupling beams.

Mezzanine slab was concreted in 7 sections. Sections were divided with temperature joints 50cm wide, while concreting order was irrelevant. Later, with a special method statement a technology of concreting of thermal dilatations was defined. Sections of the slab were mainly concreted with by truck pumps, and, if necessary, combined with kibble or stationary pump combined with kibble. After concreting, slab was cured with water, sheets and curing coatings.

Three 30.6, 40.6 and 50.6 m high cranes were mounted on base slab and trough mezzanine ceiling of four underground levels. After completion of works on underground part of the structure cranes were dismantled from this position and remounted on the sides of the structure. Method statement was amended with all technological steps on dismantling and remounting of cranes. Also, method statement was prepared for concreting of openings in slabs after dismantling and removal of cranes.

Integral part of method statement is the procedure for preparation for concreting, control of geometry of vertical elements, instruction for concreting of vertical elements and similar documentation.

### **3- ABOVE GROUND PART OF THE STRUCTURE**

#### **3.1- DESCRIPTION OF THE STRUCTURE**

Above ground structure consists of seven structurally separated buildings that have different base layouts, and different number of levels, picture 3. Mezzanine ceilings are 24cm thick full concrete slabs leaned over capitals 2.0x2.0m on columns with different cross-sections and shapes depending on the building. Dominant column shape in business parts PC1-3 is circular shape  $\Phi 60$  and rectangular shape 60x60cm, while for residential part dominant shape of columns is rectangular, dimensions 40cmx40cm. Vertical structural elements are 9 lift/staircase cores (each building has one staircase core except L1,2 and PC2 that have two staircase cores) and small number of RC walls with thickness of 40, 30 and 20 cm. Floor height is 5.0m at base level and 3.17m at other levels.



*Picture 3: RC structure of business parts PC1, PC2 and PC3*

For above ground part of the structure concrete mix was made with four grades of aggregates and strength MB40, ribbed steel reinforcement and small quantity of smooth reinforcement.

Works on the structure were performed with constant presence of geodetic engineer. Also, benchmarks for monitoring of settlement of building were installed before the beginning of works.

#### **3.2- METHOD STATEMENT**

Investor has engaged main contractor and four subcontractors for construction of RC structure of above-ground part of the structure. Subcontractors were engaged on buildings. Works on residential buildings were performed by one subcontractor (Block 1, 2, 3, 4, 5,

picture 4.) while the works on business parts were performed by three subcontractors, one on each facility PC1, PC2 and PC3, picture 3.

During the construction of the structure, the work was organized in two shifts. Concreting, cleaning and transportation of material were done in night shift (excluding winter period). Organization was on highest level in order to utilize use of cranes for all subcontractors.



*Picture 4 – RC structure of residential blocks L1,2;L3;L4;L5*

Shape and height of above-ground part of the complex have demanded special method statement with clear technological steps for works on the structure. A method statement for aboveground part includes, as well as underground part, a list of devices and equipment to be used in work process with information about subcontractor and technical characteristics of material, detailed description of technology of works (by type of works and positions), health and safety on the site and quality control.



*Picture 5: Braces of mezzanine ceilings, PC3*

Detailed method statement of above ground part of the structure includes concrete pouring in special weather conditions (low and high temperatures), installation and dismantling plan and disposal of formwork, method statement for repair of concrete surfaces, nests, etc., plan of scaffolding for work space and for disposal of formwork and

other material, calculation for supporting, plans of concreting for each floor and each building, with a method statement for stationary concrete pumps and drawings.

Complexity of building geometry, floor heights, total height of the building and thickness of mezzanine ceilings of 24cm and 44cm above capitals have been reason for addendum of method statement with calculations for supporting of aboveground level slabs, picture 5. Design for supporting of slabs includes load analysis, static calculation for supporters and necessary drawings. In order to prevent accidents because of damage of braces (geometric and material non-linearity), horizontal forces and large number of supports necessary for concreting, braces were stiffened with elements from tubular scaffolding. A spatial calculated method of bracing was adopted which was proved to be very efficient.

#### **4- QUALITY CONTROL OF STRUCTURAL WORKS**

Quality control during the construction works should be organized and implemented in hierarchy levels, with clearly defined responsibilities and obligations of each participant. Organization of the quality control is proposed by the Contractor by submitting to the Supervisor the Quality Control Plan for each work position, individually. After receiving the approval from the Supervisor, the Contractor implements the plan.

**The Quality Control Plan includes measures and procedures for:**

- review and audit of Quality Control Plan,
- purchase and control of materials and equipment,
- control of transport and storage of materials and equipment,
- control of documents,
- inspection and certification,
- control of performance,
- implementation of regulations and standards,
- communication and correspondence,
- problems of non-compliance (in case of unsatisfactory quality)
- solving the problem of non-compliance,
- control of the Subcontractors
- approval of procedures and measures.

Quality control is implemented through internal and external quality control. Internal quality control is conducted by the Contractor and it includes also the control procedure of Subcontractors. Contractor appoints a person, the quality manager, responsible for performing the Quality Control Plan in an efficient and appropriate manner. External control is conducted by the Supervisor. The Supervisor approves the proposed Method statements and Quality Control Plan.

Beside main contractor, the work on the construction of the complex ACC was performed by subcontractors, too. Main contractor and subcontractors were obligated to appoint persons in charge for internal quality control. During external quality control of performed works presence of responsible individual of contractor was mandatory.

During the execution of concrete works on ACC (Picture 4), and during the concreting, a need for defining additional detailed control procedures for vertical concrete structural elements appeared. This procedure was created as a consequence of inadequate control of positions of anchors for reinforced-concrete columns and walls by the Contractor. Due to this additional control successful measures for correction of the positions of anchors have been applied. The procedure includes the following control steps:

- The Contractor is required to check the position of anchors for vertical positions immediately after completed concreting of reinforced-concrete slab. Surveying records are submitted to the Supervisor on the same day when the concreting took place, regardless of whether the position of anchors is in compliance with the design, or there are major or minor deviations.

**The record includes:**

- a) Name of the facility, or part of the structure, floors, etc.;
- b) Document number and date of issue;
- c) Name and signature of authorized person.

Depending on the case, the Supervisor independently and/or in collaboration with the Designer of the structure, decides on the measures for amending the established deviations of anchor positions;

- When the anchors are properly placed, surveyors mark the positions of the vertical elements;
- Before inviting the Supervisor, the Contractor shall check the mounted reinforcement and other elements which should be installed. Responsible person of the Contractor checks whether this element is placed according to designed documentation;
- When the mounted reinforcement is properly placed, including the possible installation of structural stirrups and other devices that are designed to maintain the reinforcement in the designed position before and during the concreting, the responsible person shall notify the Supervisor that the concrete element is ready for control and approval for concreting;
- Contractor submits the check lists of elements to the Supervisor with signatures of the responsible person of the Contractor. Lists with invitation for control of elements and approval for concreting shall be submitted daily to the Supervisor from 9:00 am to 10:00 am and from 17:00 pm to 18:00 pm. Supervisor performs the control in a short period of time, not longer than 24 hours, after which he returns the lists to the Contractor;
- After confirmation that the reinforcement and other elements are mounted correctly, the closure of formworks begins all in accordance with the design and details, with prior application of special material for connection between old and new concrete;
- Contractor controls the set formwork and checks whether its position is structurally and geodetically correct (verticality and its disposition). After this check the responsible person of the Contractor signs the appropriate positions in the "check" list;
- If all previous conditions are satisfied the check list is submitted to the Supervisor at

least 6 hours before the scheduled start of concreting in order to allow him time for his control of formwork and scaffolding. By signing of the check list the Supervisor approves the concreting;

- If necessary, the Contractor shall, during the concreting, perform the geodetic survey and control of the formwork;
- Formwork is removed not earlier than 48 hours after completion of concreting of a vertical element, all in accordance with a detailed description of the position given in the Method statement;
- Contractor, after dismantling of formwork, controls the verticality of concrete element. In case of deviations, he immediately notifies the Supervisor in writing. After consultation with all parties (Supervisor, Designer, Contractor) the Supervisor brings a decision on taking appropriate measures to remedy identified deficiencies (if any);
- Before mounting of formwork for slabs above the vertical elements an approval from the Supervisor is needed.

By applying the above quality control procedures the quality of geometry and position of columns was raised to a higher level.

## **5- CONCLUSION**

With good organization and adequate choice of working methods, together with constant quality control of the execution of works, the required quality within the planned period of time is achieved. Using special procedures for the selection of materials, changes in the design and the contracted Bill of quantities, could result in better control of the money flow and allow staying within the budget while meeting the designed quality.

Performed works on the structure of the residential and business building Atlas Capital Center is an example of good organization. During the period of 18 months 46.441m<sup>3</sup> of concrete and 6.331 t of reinforcement were incorporated into the structure without health and safety problems of participants. Construction contract was signed according to the FIDIC Red Book. The size of the basis, geometry and dimensions of the building required not only preparation of a general Method statement for the construction of the structure, but also the preparation of detailed Method statements for all work positions. According to the Quality Control Plan an internal control was performed by the responsible persons of the Subcontractor and the Contractor, while the external control was performed by the Supervisor. Quality control was verified by the check lists containing positions defined in detailed Method statements. Control of works organized in this way resulted in the achieved quality of the structure of ACC which was completely in line with regulations and the project documentation.

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# **PROPOSED CONCEPT FOR MOBILE LEARNING AT HIGHER EDUCATION INSTITUTIONS**

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## **Summary:**

The study aims at putting a proposed concept for distant learning using mobile devices at the higher education institutions. To achieve that objective successfully, the researcher reviewed the most prominent features that characterized such type of learning with the enumerating reasons and justifications that he believed would encourage institutions to adopt this type of learning. Most important of these reasons and justifications are:

- Distant learning using mobile devices will provide opportunities of learning to individuals who are eager to finish their studies but their personal circumstances would not allow their joining traditional higher education.
- It is possible to utilize distant learning using mobile devices in the field of training; to provide opportunities in order to upgrade their performance without leaving their jobs.

For the importance of such reasons and justifications, the choice of distant learning using mobile devices to contribute in the support of traditional university education, is considered a successful choice. In order the study to ascertain that, a considerable quantity of universal studies and researches in the field of distant learning using mobile devices, were reviewed to understand the most important technologies of mobile phones, laptop computers and to use them in distant learning using mobile devices. Detailed explanations of the administration systems that were used by higher education institutions were also provided. Lastly, a proposed vision was provided for the distant learning using mobile devices at the higher education institutions and recommendations that we hope to be useful for decision makers were provided.

## **Proposed Concept for Mobile Learning at Higher Education Institutions**

### **Introduction:**

In the past the learning process requires the presence of students at schools or university to be able to acquire the information and knowledge and gain the skills they need. But with the technological advancement which the world has witnessed in recent years, there emerged what is called the information technology and communication development. May be what distinguishes this age is the emergence of the Internet and the developments in the area of mobile and intelligent phones and Ipad computers and others.

Mobile phones and mini size computers became an urgent necessity in the daily life of people in these days. This was confirmed by both Suki & Suki (2011), page 2 as they mentioned that in 2009, the numbers of users of mobile phones amounted to around 4 billion worldwide. Every year new varieties of mobile phones emerge, in shape, size, characteristics, design and model. On the other hand, Shrples et.al (2007) believed that there was a general opinion among specialists that schools and universities would assimilate and adopt the mobile phone technology in the learning process in coming years, in the same way that occurred to previous technology types such as closed circuits TV and personal computers. This was confirmed by Park (2011) as he views the emergence of distant learning using mobile devices in recent years, as a result of the use of telecommunication systems and mobile phones for the purpose of learning during moving from one place to another. Examples of such systems included: cellular phones and Personal Digital Assistance (PDA), Smart Phones and portable computers.

These types of phones and systems connected to the Internet can download distant learning using mobile devices administration programs and many applications and social communication programs such as Facebook, Twitter, and YouTube which are counted among the sources of knowledge in the learning process. This indicates that the use of mobile phones in the learning process will be more flexible and widely spread in the near future, due to the enhancements provided by such systems connected to the Internet to the participants in the learning process who seek information and knowledge. They also help in communicating with experts in different specialties, in addition to providing the opportunities for them to cooperate with their peers in anywhere in the world, without leaving their homes. Ferry, et.al (2000, page 2) think that this change has a group of benefits to learners wherever they are, such as accessing abundant information directly, and acquiring learning experiences and different skills across virtual classrooms, discussion groups and cooperative learning.

The researcher believes that the emergence of distant learning using mobile devices is considered one of the best chances that makes the individual decides when and where to learn, especially for some members of society with special circumstances that forbid their joining general traditional education system. Mobile education is characterized by many qualities that enabled it to develop in a progressive manner at the higher education institutions, due to its ability to reach every student who wants to develop his skills or wants to acquire new knowledge at any place in the world without the need to attend in person. Moreover, distant learning using mobile devices is characterized by additional flexibility in education, increase of the numbers of students joining its programs and its low costs. Another aspect of distant learning using mobile devices is that the role of the teacher in the distant learning using mobile devices environment became very much different from his traditional role. He (the teacher) became the guide for his students driving them to positively participate in order to get the information by engaging in research work and develop their critical and creative thinking, to acquire knowledge and develop their skills (Salem, 2004, page 257).

The researcher believes that nowadays it became necessary for decision makers at the higher education institutions in the Kingdom of Saudi Arabia to keep abreast with these

changes with understanding and care, through a coherent building of objectives and long term planning for such type of education, in addition to benefiting from successful experiences of the distant learning using mobile devices in advanced countries. This was confirmed by many specialists of the learning process, that with the spread of smart phones use and other systems, distant learning using mobile devices has become a necessity for higher education institutions in order to overcome some of the difficulties they face and to keep abreast with the big educational leap in which high technology was merged with the learning process to a greater extent in this age.

In the light of the previous discussion, the study aims at getting to know the concept of distant learning using mobile devices, its characteristics, technologies used and systems of its administration. In addition to that, it pertinent to provide a proposed view for the distant learning using mobile devices in the higher education institutions of the Kingdom of Saudi Arabia, which the researcher hopes, to make use of the results and recommendations of this study.

### **The Problem of the research**

In recent years, a huge extraordinary technological advancement and knowledge outburst had swept the world, which lead to the emergence of quick successive changes in all fields of different societies. One of the most important advancement that helped in the spread of knowledge, the emergence of mobile phones connected to the Internet and which many institutions made use of and for different purposes in many societies. Examples of those systems: cellular phones, Personal Digital Assistants (PDA), Smart Phones, portable computers and others. The institutions of higher education in advanced countries are the one who benefited more of this technology, which resulted in the emergence of new modes of education not known before, most important of which is learning during moving from one place to another (distant learning using mobile devices). With the increase of such type of education in the institutions of higher education in foreign countries for all specialties, and its adoption, in a limited way, by local higher education institutions where theoretical nature prevails, many students (males and females) joined the distant learning using mobile devices programs with scientific and technological nature, in institutions that do not require their attending lectures and discussions at specific time and place. But to surrender to the regulations and directives of those institutions and to be affected by their culture and tradition is not an easy task.

The other problem is represented in that many of the society members have the desire to develop their skills and knowledge and improve their job and financial situation. Because of their inability to join traditional higher education institutions, as those institutions condition the presence of student to the lecture halls, that resulted in the deprivation large numbers of society members from joining such institutions.

To overcome those difficulties, in the opinion of the researcher, the adoption and application of distant learning using mobile devices on scientific and theoretical specialties by higher education institutions is now a necessity in order to keep abreast of the developments of our age. In doing so, we would help to get rid of the many problems that face society or attenuate them.

### ***Questions of the study:***

The main question of the study is: what is the proposed concept for distant learning using mobile devices in the higher education institutions? Out of this main question, emerge many sub-questions which the study would endeavor to answer in an attempt to achieve the objectives set out in this research. These sub questions are as follows:

1. What is meant by distant learning using mobile devices?
2. What are most prominent features of distant learning using mobile devices?
3. What are the reasons that drove higher education institutions to adopt the system of distant learning using mobile devices?
4. What modern technologies that can be used in distant learning using mobile devices processes?
5. What are the most important systems of distant learning using mobile devices administration used in such type of learning?
6. What is the proposed concept for distant learning using mobile devices adopted by higher education institutions?

### ***Objectives of the study:***

The main objective of this study was to set out a proposed general view for distant learning using mobile devices in the higher education institutions. The study strives to achieve the following sub objectives:

1. To be familiar with the essence of distant learning using mobile devices.
2. Be familiar with the most important characteristics of distant learning using mobile devices and the reasons that call for its adoption.
3. Present the most notable modern technologies that can be used in distant learning using mobile devices.
4. To be familiar with the most important distant learning using mobile devices administration systems utilized in this type of learning.
5. Provide a proposed view for distant learning using mobile devices in higher education institutions.
6. Propose recommendations related to the use of distant learning using mobile devices in higher education institutions.

### ***The importance of the study:***

The wide spread of smart and mobile phones and palm computers systems, with the connection to the Internet, among members of society, have become a living reality in almost all countries of the world. As a result of this spread, the general and private sector's institutions in different countries began to benefit from that spread in facilitating government and non-government dealings with the public. Of those institutions are the ones responsible for higher education in advanced countries, as they adopted different modes of education that were not known before, such as distant learning using mobile

devices. This move gave the opportunity to many members of society to achieve their learning objectives each in the place and time of his choice and with the pace that suits him. Due to the characteristics of this type of learning, that combines the method of concurrent and non-concurrent learning, the importance of this study is highlighted in two forms:

- The importance of distant learning using mobile devices and working to develop a proposed view for it in the higher education institutions.
- Scarcity of studies carried on this type of learning.

It is expected that the results of this study would participate in providing decision makers in higher education institutions with the proposed view for the distant learning using mobile devices that would help them to draw future plans regarding this type of education to make it available for some society members whose special situations prevent them from completing their higher education. This type of education would be supportive strongly to the traditional higher education, with the help of Allah.

### **Study methodology:**

Analytical descriptive method was used in this study; which is described as the method that takes care of the description of the phenomenon under study (distant learning using mobile devices) through the collection of information and data and analyzes them in order to conclude and extract strategies that help in developing a proposed view of the phenomenon under study, that suits the nature of society in the context of resulting developments and changes (Owais, 2000, page 103).

### **The study terminology:**

#### **Proposed view**

It is a future planning for a certain subject carried out by the researcher based on the results of the study and researches and their recommendations which were done previously, through the adoption of what is positive and avoiding the negative aspects related to the subject.

#### **Mobile learning:**

What is meant by distant learning using mobile devices is to provide learners with the opportunity to access information sources at any time they wish and from any place they were at, through the use of mobile phones, smart systems and palm computers and the like. This in its turn has changed the learning situations, methods and environments, (Cavus, 2010, page 2).

The researcher defines distant learning using mobile devices in this study as "a mode of learning adopted by higher education institutions and different types of mobile systems connected to the Internet are used in this mode, such as: cellular phones, Personal Digital Assistants (PDA) smart phones, portable computers and others. They provide the student with the opportunity of learning at the time that suits them and at the place they are at and increase their interaction through the use of synchronous and asynchronous method.

## **Higher Education Institutions**

These are high institutions caring for educational and cultural aspects by teaching the community individuals various scientific and theoretical specialties, besides there is also an additional attention to scientific research and community service.

## **Previous Studies**

There are so many foreign studies and researches, which were carried out on distant learning using mobile devices. The results of these studies and researches are varied due to the different interests of the researchers. This study will tackle the most important results of these studies and researches according to their historical sequences from the oldest to the most recent ones. Mr. Horowitz (2006) carried out a study about the evaluation of the effectiveness of cell phones in transferring video sections to pre elementarily schools and the impact of this section on their participations. The sample of the study included 80 male and female babies with cooperation with their sponsors. They include poor and rich students. The percentage of the children under poverty line (poor) was (50%) and those who are above poverty line (riches) were (50%). In other words the sample was composed of different social classes in the USA.

Cell phones were used to teach the children alphabets through the video section for each letter separately. The result of study has discovered improvement in children's knowledge in regard to the alphabets. Most of poor children have scored advanced levels in learning alphabets according to the reports obtained from their families. On the other hand, only half of the rich children scored advanced levels. The results include also proposals from the sponsors of the children to an increase in the program activities and the use of distant learning using mobile devices in other subjects other than alphabets. This study has recommended the use of mobile phones in the education process due to its convenience, easiness to carry and use. They refer that cell phones have the capabilities to be effective and influential in the educational process.( Koszalka, p. 148, 2010).

As for Yousuf (2007), he carried out a study titled "Effectiveness of Distant learning using mobile devices in the Area of Remote Education". The study aimed to reach a deep understanding of distant learning using mobile devices through the measurement of students' points of view. The results of the study have demonstrated that distant learning using mobile devices saves the time and efforts of the students. Furthermore it provides the students with modern communications channels with their teachers and other students, far better than other traditional types available in remote education system. The study discovered also that members of the sample believed that distant learning using mobile devices develops remote education by providing students with many sources of information, due to easy access to this information which are available in the internet. They also believe that distant learning using mobile devices provides the students with a chance to attend the lectures at any place and time they prefer. Finally, the results explained that the sample members have proposed division of the information into small parts so that they could be obtained and read easily from smart phones (Koszalka, p. 147, 2010).

Mr. Kenny (2009) has carried out also study aiming to assess the use of mobile education in the nursing college at the Canadian West College, where smart phones were used in distant learning using mobile devices for 5 weeks, by third year students in the college. The results of the study demonstrated that individuals of the sample believed that the experience of mobile devices was positive. They have attributed this to easy learning and easiness to carry and move with these systems. They also asserted that the screen of mobile phones is sufficient. On the other hand the results of the study have shown that there are some difficulties that had faced the sample individuals such as communication with the internet through the radio. Among the difficulties is lack of ample time to study and learn all the contents of the program. Finally the results have not demonstrated clearly that the students were able to use social communication effectively with the teaching staff members.

Regarding the study of Mr. Shih, et ,al and others, it aimed to demonstrate the activities used to instruct elementary school students how to study by means of mobile phone devices. The number of the sample of the study was 33 male and female students. This study used several tools to collect information such as, close and remote questionnaires, notice and interview. The study concluded that there are positive results in relation to the knowledge and skills acquired by the students, who were educated by mobile phones. Results of remote examinations showed that there are improvements in their scores compared with their close exams. The results showed that the students had scored 85.65% in the close exams while they scored 95% in the remote exams. It had been noticed also that the level of students' satisfaction was high.

The purpose of the study performed by Mr. Cavus (2010) was to know the teaching staff members' point of view on mobile education. The sample was composed of 40 teachers. The tool of the study was questionnaire. The results have demonstrated that they have no objection on distant learning using mobile devices in their curriculums. However they noticed that it is vitally important for the teaching staff members to follow-up any new trend in distant learning using mobile devices area and modern mobile systems and application and management system of distant learning using mobile devices, so that they can perform distant learning using mobile devices effectively.

In an explorative study by Macdonald & Chiu (2011) was to test the susceptibility of applying mobile education at work locations through smart phones. The sample of the study was composed of 10 students. They used smart phones to receive lectures in the educational program that lasted for six weeks. 70% of the program contents were presented through distant learning using mobile devices. The contents of the program were composed of texts, audio materials and others through video files. As for the examinations, they were composed of multi tests in addition to some internet interfaces. The results of this study showed that the members of the sample believe that scientific materials were easy to study through distant learning using mobile devices and were suitable with much flexibility. The results of the study showed also that the video files have more impact on the students, as they got many benefits from them. Secondly, came the audio files and finally the texts.

Finally a study prepared by Mr. Suki & Suki titled: The Use of Mobile Devices in the Educational Process – Students point of view. The purpose of the study was to know how far the students' satisfaction with their experience in distant learning using mobile devices is. The sample of the study was composed on 20 university students. The most prominent results of this study were that the students were not enthusiastic for study through mobile phones. Among the reasons behind that, are the many constrains that face them. The most important constrain is the high cost of using mobile phone in the educational process, and the suffering of the sample members from the small size of the keyboard and the width screen. Finally the study came to the conclusion that the students subjected to the study do not believe in any improvement in their knowledge and skills as a result of this type of education.

### **Comments on the previous studies**

The researches and studies perused by the researcher are related to distant learning using mobile devices and the experiments done on this sort of learning, have demonstrated the range of attention and quick response of those specialized in distant learning using mobile devices, and have tackled this subject from several dimensions. Some researchers paid attention to distant learning using mobile devices for children at the pre elementary and above. Other researchers directed their attention to know the points of views of both teaching staff members and the students on this type of education. Some researchers concentrated on using this type of education to train employees on the job.

The results of the researches and studies refer, in a general manner, to the importance of distant learning using mobile devices (ML). Some of these results refer to the importance that teaching staff members give to keep abreast with new developments in distant learning using mobile devices, modern mobile devices, applications and management of these devices, so as to enable them to perform the educational process effectively. Some others say that learning of scientific subjects through ML is easy and much flexible. On the other hand, results of the researches and studies demonstrated that many constrains are facing the students. The most important problems include high cost of using ML in the educational process, and sufferings of the student used in the study from the small key board and small size of screens of mobile devices.

As a conclusion to the above mentioned results, distant learning using mobile devices would be a strong supporter to the traditional and electronic education within the coming years by the grace of His Almighty. It would also be widely spread within high education institutions as a result of the capabilities that it can provide. It can also solve the disadvantages which face the educational process. Generally speaking, we can say that there is a good inclination within some of high education institutions, some of teaching staff members and students to make use of distant learning using mobile devices system. This can be noticed from the spread of this type of learning in many universities and high education institutions and their concern to apply it in many specialties. In order for distant learning using mobile devices to occupy an advanced position with other types of education, distant learning using mobile devices program must be designed in line with the total quality standards.

Amid the benefits that the researcher has drawn from pursuing these studied is that they help him choose the correct appropriate curriculum. Moreover they benefited him to develop a clear cut idea about the targets of the proposed envision for distant learning using mobile devices. Finally this study has utilized the scientific fact and results achieved by those studies to answer the questions of this study.

## **THE THEORETICAL FRAME :**

In this part of this study each question will be answered separately, by referring to the researches and studies that have tackled the subject and comment and analyze it.

### **Concept of Distant learning using mobile devices**

**To answer the first question: What is meant by the Concept of Distant learning using mobile devices?** This study will provide some definitions for this concept as an entry to this study.

The spread of smart phones and mobile electronic devices in contemporary communities has lead to changes in the nature of cognitions acquired by the individuals of these communities, and the means of communication between them. The means of communication have also changed as the education can now reach the students wherever they are and at the right time. Mobile devices whether personal digital assistances, or mobile phones, or wireless laptop computers, have not produce new forms of cognition only, but they resulted also in new forms of performance and self development that could be manipulated by several easy and simple ways. At the same time these devices have resulted in new types of commercial economic transactions and activities and others. Here we can say that distant learning using mobile devices is not confined within the educational process by moving from one place to another only, but it is part of a general concept related to the community as a whole (Traxler, 2007).

The basic target of this type of education is to provide an opportunity to many of the community members who are interested and able to study such as employees who are unable to join traditional education and wives, and people living at remote regions and others, with less costs. In order for the products of distant learning using mobile devices to be of high quality, its curriculum should be designed according to SCORM standards.

As for the concept of distant learning using mobile devices, and due to its modernism, there is no common understanding between specialists to provide a unified and comprehensive definition to this term. As a result the definitions are dissimilar. Every definition reflects the nature of the interests of the researcher, who has defined the concept and its specialty. Accordingly, the researcher will cite some of the definitions of this concept and then provide the definition which he deemed to be an appropriate definition.

Mr. Arafat (2010) defines distant learning using mobile devices as a form of remote educational system forms distinguished by place and time separating between the lecturer and the students. It concentrates on the use of available technologies of wireless communication devices to transfer the information outside the teaching halls, using mobile

and portable devices such as mobile phones, personal digital assistants, wireless laptop computers, and others. All these systems should be equipped with the technologies of different wire and wireless communications, so as to guarantee easiness of information exchange between the students themselves from one side and between them and the lecturer on the other side.

"Education Technology Forum" defines M-Learning as "a correlation of electronic education with the new technologies of mobile phones to convey cognition, information and sciences by mobile phones". "Education Technology Forum, 2011, available in the internet".

As for Mr. Salim (page 105, 2009), he defines distant learning using mobile devices concept as the exploitation of small wireless mobile devices that could be held by hand such as mobile phones, personal digital assistants, wireless laptop computers, to provide flexibility and interaction in the teaching and educational processes at any time and place.

Mr. Traxler (page 76, 2007) defines distant learning using mobile devices as a personal education based on communication and transaction between the student and the teacher by using mobile phones and lap tops in the class room or during cooperative education during working hours or in the field of guidance and consultations. This sort of education supports the accelerated technological developments in the devices and the revolution in wireless communications, which is happening at the present time.

Within this study, the researcher defines distant learning using mobile devices as a modern model amid education models, adopted by some higher education institutions by using different types of portable devices that are connected with the internet such personal digital assistants, smart phones, portable computers, and others. This provides the students with an educational chance suitable for their surrounding conditions, and increase their reactions, in addition to providing them with education at any time and place they are available by following a synchronized or non synchronized methods.

### **Characteristics of Distant learning using mobile devices**

To clarify the idea behind the construction of the proposed envision for distant learning using mobile devices, it is so vital to list the characteristics of this type of education ( **the answer of the second question of the questions of this study: what are the most important characteristics of distant learning using mobile devices?**). The researcher believes that there are many characteristics that distinguish distant learning using mobile devices, and electronic education shares with it some of these characteristics. Here below are the most important characteristics:

1. Distant learning using mobile devices' material is distinguished by the fact that it is designed and prepared in a way to help the student rely largely on himself in the education.
2. Teaching methods vary in the education process by distant learning using mobile devices such as, self education method, cooperation education method with colleagues, and the traditional method by using the teacher as an instructor, advisor

and a source of information.

3. Distant learning using mobile devices provides the members of the community, living at remote regions, with an opportunity to get the education in an easy and simple manner, as it can provide education to a large number of those interested in education within the community, irrespective to differences of their ages, capabilities and abilities.
4. Distant learning using mobile devices is highly characterized by interaction between the teacher and the student, between the students themselves, by means of the interaction tools of this type of education.
5. Distant learning using mobile devices is composed of two methods. The synchronized method (direct) whereby the teacher and the learner communicate directly through virtual class rooms or chatting rooms. The other method non synchronize method (indirect) through electronic mail or forums.
6. Education process by distant learning using mobile devices drives its excellence from its flexibility in both time and place. Through this system the learner can learn from anywhere in the world and at any time he prefers day or night.
7. Distant learning using mobile devices can measure its products by several methods such as holding quick tests, report writings, effective participation of the student, and other means.
8. Distant learning using mobile devices use special system for its management such as: Blackboard Distant learning using mobile devices and others, which provide distant learning using mobile devices and a means to manage it electronically. This system is responsible for registering the students, collection of education fees and issuing of academic certificates. on the other side, it is easy to renew these programs by the companied that produce these systems through the internet.
9. The academic certificates issued to distant learning using mobile devices graduates are acknowledged in may advanced countries and third world countries, provided that the institutions issuing these certificates are subjected to the international terms and standards, whether they are traditional education institutions or virtual institutions. (Al Ghorab p,26,2003), (Salim p.292, 2004) and Al Sydee.p. 103, 2002).

These are the most important characteristics of distant learning using mobile devices which are always common with electronic education, and through which we can know the reasons that push high education institutions to adopt distant learning using mobile devices.

### **Reasons for the adoption of Distant learning using mobile devices**

Distant learning using mobile devices has not emerged in the different communities from a vacuum. It has emerged as a result of several factors such as technological development in portable devices and the technological revolution in the field of telecommunications, internet manifestation, in addition to increased demand for education in high education institutions. Distant learning using mobile devices would provide a chance for some members of the community who cannot join traditional high education

institutions, due to their inability to comply with the attendance in a defined place such as the university sites and others, but they have ambitions to achieve, and interests in education to satisfy. At the same time these individuals are desirous to equip themselves with experiences, cognitions, and skills. The subject study would demonstrate here the most important reasons that have impelled many of high educations institutions in advanced countries and others to adopt distant learning using mobile devices. The researcher believes that these reasons are common with electronic education (**Answer of the third question: What are the Reasons that have impelled Higher Educational Institutions to Adopt Distant learning using mobile devices?**) The followings are the most important reasons for this trend:

- The changes that are happening in different communities and difficulties facing traditional education systems at present, have necessitated development of new education systems. High education institutions are suffering from many difficulties such as; increase of social needs for high education, scarcity in the number of teaching staff in high education institutions, particularly females, and continuous increase cost of university students, which resulted in an increased burden on the nations.
- Distant learning using mobile devices in high education institutions provides an opportunity to the individual who have an interest to complete their education, and have the ability aptitude to learn, but their family, or job, or health conditions would not allow them to join traditional high education. Distant learning using mobile devices would grant them high academic certificate without the need to attend personally in the university.
- High education institutions are obliged to go side by side with the technological progress in the field of portable devices and wireless communication networks so that it can use them in the development of their education processes, and to adopt modern education systems, such as distant learning using mobile devices that can help reach the information so quickly and facilitate and modernization of curriculums through pertinent sites on the internet.
- Distant learning using mobile devices can be applied in training field, to provide employees with an opportunity for an on the job training, so as to catch up any new progress in their specialties, and improve their performance without leaving the work sites.
- Need of the teaching staff members in high education institutions to develop their skill in continuous usage of modern technologies.
- Possibility of combination between a number of teaching methods that increase the reaction among the students in distant learning using mobile devices, such as brain storm method, cooperation education method, problem solving method and others.
- To start the application of distant learning using mobile devices, it needs special management systems such as Blackboard Distant learning using mobile devices system to replace traditional high education institutions. This system negates the need for costly buildings and facilities, facilitates provision of students with education through virtual class rooms and others wherever they are. The system can also be responsible for students registration, collection of education fees,

follow up of students' progress, plus other duties (Mr. Salim, 2004),(Mr. Al Sydee,2002), (Mr. Branch & Fitzgerald, 2000), (Mr. Fry, Ketteridge & Marshall, 2000), (Mr. Al Moosah,2005).

From the above mentioned reasons, we conclude that these reasons represent a solid basement for high education institutions to adopt distant learning using mobile devices as a complementary system to traditional education system. This type of education can bridge the education gap that has resulted from increased demand for university education. Thus all these reasons represent attractive factors that encourage decision makers at high education institutions to adopt distant learning using mobile devices system, so as to improve the development of the education process, and to overcome much of the difficulties facing the education institutions at the present time.

### **Technologies Used in Distant learning using mobile devices**

Ease to carry mobile, smart phones, palm computers together with their reasonable prices, are deemed to be the most features that characterize these systems, the reason why they have spread widely among members of different communities and they remain in the hands of their user in a continuous manner. Due to the availability of these systems to individuals in most times, and as there are many members of the community, who are interested in continuing their education, distant learning using mobile devices through these systems represents a very useful means to provide the students with education at any time and place. This applies particularly to students with special conditions, and who are interested in education but cannot join traditional education. The forms and types of modern wireless portable devices, used in the education process are diversified. The most prominent of them are cell phones, personal digital assistants, smart phones, portable computers and others. (**Answer of question four: What are the Modern Technologies that could be used in Distant learning using mobile devices?**). The following are the details of each of these devices.

#### **1- Smart Phones**

They are also called transportable, or portable, or mobile, or cell phones. They are communication devices based on wireless networks by means of transmission towers spreading throughout the country. There are two types of networks used by these phones, as follows:

- a. Personal wireless network (WPAN), composed of short wireless connections (few meters) between mobile phones, where communication between them is achieved by means of Blue Tooth service.
- b. Local wireless networks (WLAN), which are the networks that cover the cities and villages within each country. Through this all device of mobile phones within this network can communicate with each other.

There are a number of services provided by mobile phones such as: short message services (SMS), (WAP) service that makes it easy for users to wirelessly, access the Internet and benefit from all the services it renders, and (GPRS) service that enables the users of mobile phones to access the Internet with high speed and receive data, exchange it

and retrieve it with a speed that exceeds 171 kilobyte per second. One of the services also, is the Blue Tooth service, multimedia service (MMS) which enables users to transfer and receive text messages, colored images and video clips and others.



**Figure (1) types of smart mobile phones**

## **2- Digital Personal Assistance (PDAs):**

What is meant by digital personal assistance, is the small size mobile computer systems. The beginning of their work was for personal use such as organizing personal dates, storage of phone numbers and others. But with the development of these systems, the services they provide became bigger such as phone communication and loading of voice and video files, display of video files, browsing the internet, reading e-mails and others. There are types of (PDAs) such as (handheld PCs) and (Pocket PCs), (Salim, 2009, pages 384-392).



**Figure (2) one type of Digital Personal Assistance**

## **3- Portable Computers**

These are electronic systems that work automatically, and small in size to make them easy to carry and can perform arithmetical and logical data operations according to the

instructions given by the user. They provide accurate and quick results, with the possibility of storing and retrieving data when needed. They can be connected to the Internet to browse sites and use all services provided by the Internet.



**Figure (3) one type of Portable Computers**

### **Distant learning using mobile devices Management Systems**

Distant learning using mobile devices Management Systems are deemed to be virtual education environment by using application software of highly level design. These systems provide the students with education through their cell phones such as, (BlackBerry, iPhone, iPod, and iPad). At the same time these systems help the registration, management, follow up, and continuous evaluation of the students and provide them with other services. **(Answer of the fifth question: what are the most important systems for the management of distant learning using mobile devices?).** The followings are the details of the most important systems for the management of distant learning using mobile devices:

#### **1- (Blackboard for Distant learning using mobile devices 2.0)**

It represents one of the systems which perform the process of distant learning using mobile devices management in the high education institution. This system transfers the education to the students and does their follow up, provides them with an opportunity for the reaction between themselves or with the teaching staff through virtual class rooms, or chatting rooms, e-mail, or other tools available in the system. The system helps the student to go through the educational material in the curriculum at any time and place by means of the various tools available in the system. On the other side, the system provides the tools and special models for the teaching staff to keep their curriculum contents therein. More over the system helps them to manage the syllabus contents in easy and effective manner. Furthermore, this system helps the teaching staff member to prepare the items of the curriculum, the required duties, the remarks, advertisements on the system's site on the internet. It also helps the teacher to immediately demonstrate the students' results in the

middle and final school term.

As one of the most important systems for the distant learning using mobile devices management in use by many high education institutions and universities throughout the world, this part of the study would demonstrate the important characteristics of this system as follows:

- ✓ The system allows the teaching staff member to divide the students into groups, and each group could have its special forum, chatting room, or notices board whereby it can publish important notices and identify its duties and activities. At the same time the teaching staff member can supervise the students at any group.
- ✓ The system provides the user (administration supervisors, the teaching staff members and the students) with the user name and pass word to enable him access to the system and makes use of its components and tools within the authorities given to the user. This feature enhances the reliability of this system.
- ✓ Supplies teaching staff member with the capability to design and build the learning contents according to his choice, whether the design is in the shape of educational pages, or units, or others. It allows the student also to directly register in any curriculum he wants to study.
- ✓ The duty of the administrative supervisor of the system include management of admission and registration process and preparing the teaching plans and others. The system allows the teaching staff members to register the students in his curriculum and allows the student to directly register in any curriculum he wants to study.
- ✓ The system permits designing correct/wrong test, and multi choices test, brief answers, essay questions, and other types of tests. On the other hand the system provides the character of automatic tests, addition of marks, and production of the rate and evaluation. It gives the teaching staff members the authorities to edit and publish the students' marks.
- ✓ Allows the teaching staff members and the students to share the contents without any security risks, by using the user name and password of each one.
- ✓ The system provides the teaching staff member with an opportunity to get reports on the follow up of the student who has registered on his curriculum, explaining the number of times the student has revised the curriculum and at what time and date, and also the rehearsals of the discussions and duties performed by the students during the teaching term and others.
- ✓ Provides a set of models to design the contents of the curriculum. It contains also aiding tools to edit and modify the contents. At the same time the system helps the teaching staff members to apply internal division of the shape of the curriculum contents, and introduction of the images they wish to insert.
- ✓ Blackboard Distant learning using mobile devices System 2.0 allows the teaching staff members and the students to use and make benefits from blogs and register whatever they deemed to be important and pertinent to the curriculum they are studying to enhance their academic achievements (Blackboard 2001, is available in the internet).

## **2- Moodle Distant learning using mobile devices System**

Moodle Distant learning using mobile devices System is deemed to be an open source system having unique characteristics for development and modification by its expert users who deal with it worldwide. This characteristic has attracted many of high education institutions, at the international level, to adopt this system and make use of it and modify it to suit the nature of teaching at each institution. The system can easily be loaded from Moodle site on the internet and will be fixed on the site of high education institution, which is interested to make use of it.

Due to the increased use of Moodle Distant learning using mobile devices System by high education and training institutions at different countries, and as it contains many characteristics that are very important for educational and training process, it is essential to give here blow a brief explanation of the most important characteristics of this system:

- ✓ Helps the teaching staff member to organize discussion groups as well as allowing the students to create their own discussion groups.
- ✓ The system requires from the teaching staff members and the students, who registered, the user name and pass word for access to the contents of these curriculum and make use of all services pertinent to them. This is done to guarantee the reliability of all users in these curriculums.
- ✓ The system helps the administrative supervisors, through the user name and passes word, to register the students after their admission. It also permits the teaching staff members to register the students in their curriculums, and to add some students and delete some others from the curriculums, which they are teaching, during the teaching term. It provides the students also with opportunities to register themselves in the different curriculums.
- ✓ The system permits the teaching staff member to design multiple types of question in the tests such as: multiple choices, brief answers, correct/wrong questions, coupled questions, essay questions, mathematic questions, and others. The system also allows insertion of image, sounds, video, and other questions.
- ✓ The system allows the teaching staff member to distribute the content of the scientific material of the curriculums. He can distribute it on the basis of the subject matter, or according to the weeks, or other basis. He can also choose the suitable method to teach the student who are registered in the curriculums.
- ✓ It helps the teaching staff member to get reports that explain how many time the students have accessed to the curriculums and at what times. It also allows the student to see his monthly and final scores through the tool tape that records his progress.
- ✓ The system provides the teaching staff members with a number of models which help them to organize the contents of their curriculums in a way that permits them to arrange the activities of these curriculums either during the week, or according to the subject or concentration on discussions and think tank. There are several design to change the shape of each curriculums.(model 2011 is available in the internet).

### **3- Desire 2 System for Distant learning using mobile devices**

This system contains a set of applications pertinent to distant learning using mobile devices that could be easily used by high education institutions. The system also allows the students to access educational programs at any time and wherever they are. It facilitates contact and cooperation and transfer information between the teaching staff members and the students and between the students themselves. The program could be loaded on the cell phones such as, iPhone, iPod Touch, Blackberry device, and other mobile devices. The followings are the most important features of this system:

- ✓ Provides the teaching staff members and the students with a capability to access to the contents of academic materials through the user name and pass word of each one of them, irrespective of their where about. This would increase the reaction and participation of the students.
- ✓ Helps the students to revise the subjects they have studied, and assist the students to know the subject which they have not read before and give them a chance to read them.
- ✓ Allows the students to read the notice board which is used to write the timing of the tests and duties and new events, which happen within the framework of the materials they are studying, and also the general news related to the university.
- ✓ Permits the student to identify the results of their participation and his monthly and final scores in the curriculums they are studying easily (Desire 2 Learn 2011 available in the internet).

The previous demonstration of some systems for management of distant learning using mobile devices reveals to us the wide capabilities in those systems. This indicates that this type of education will be supportive to the system of electronic education in the traditional education system. It overcomes many of the difficulties facing the students, who are interested to complete their studies. These systems confirm also the economical and educational feasibility of distant learning using mobile devices in the long run. It is also capable to serve large number of those interested in education with less cost.

### **Proposed Concept for Distant learning using mobile devices in Higher Educational Institutions**

After adoption of electronic education by the institutions of high education, and the proven success of this type of education, a need has arisen to expand and utilize the accelerated electronic developments, particularly in the field of mobile smart phones, palm computers, and others. The recent wide spread of these devices among the individual of the community, has led educational institutions to adopt what is called distant learning using mobile devices, which is considered a qualitative development in the field of high education. A large portion of the community, who prefer studying at any time and place use this type of education, as it provides them with a chance to join the different education programs. It worth to say that mobile education is in use within many universities in advanced countries prior 2003.

To be capable to apply distant learning using mobile devices correctly, and admit students of special needs, who are interested to study by this type of education, our

educational institutions must be abreast with the technological developments that serve the educational process and commence application of the distant learning using mobile devices system based on the experiences available at those universities in the field of electronic education. Accordingly an integrated effort by high education institutions in the KSA to set a clear cut project for Distant learning using mobile devices, especially in Saudi Technological University that the Custodian of the Two Holy Mosques King Abdullah bin Abdul Aziz, Chief of the High Education Council has agreed to build in 2001, as a governmental institution to care for electronic education based on remote learning (Al Wattan electronic newspaper -6 Oct.2011). In this study the researcher endeavors to set a proposed vision for distant learning using mobile devices in Saudi universities (**answer of the sixth question: What is the proposed vision for distant learning using mobile devices in Saudi High Education Institutions**).

### **1- Objectives of the Proposed Vision**

To enhance the role of mobile education, high education institutions should make use of the available capabilities of electronic education in use by those universities and utilization of the experiences of those universities in order to enhance this type of education, which is deemed to be one of the developments of electronic education. Based on this, the main objective of these institutions should be an effective contribution in support of high education development by the application of state of the art technologies and means of communications, which are used by advanced countries. The followings represent the secondary objectives:

- a. Endeavor to achieve the objectives of high education which are stipulated in the general policy of the university education such as, maintaining its identity that distinguishes its syllabus and curriculums for Islamic education, Arabic language, and others.
- b. Provide the students, who are interested to complete their university education, without any restrains such as age, sex, or others, and whether they are in Kingdom or abroad.
- c. Awarding the students, graduated from the distant learning using mobile devices adopted by the Saudi high education institutions, certificates endorsed by the Ministry of High Education.
- d. Admission of the largest possible number of students whose their situations do not allow them to continue traditional university education such as government or private sector employees, married women, countryside populace, and others, as education can easily be transferred by distant learning using mobile devices.
- e. Keeping abreast with the accelerated electronic developments in the field of communications and smart electronic devices within the education process to occupy an advanced position in the field of mobile education, and provide the highest educational and electronic level of this type of education to those who are in need for it.
- f. Overcoming many difficulties facing traditional university education, such as, increased demand for university education and scarcity in the teaching staff

members, and females in particular.

- g. Change of the present teaching methods in the traditional university education such as instructions, memorizing, and replacement by modern methods such as cooperative education and self education together with concentration on critical thinking and creative thinking of the students.

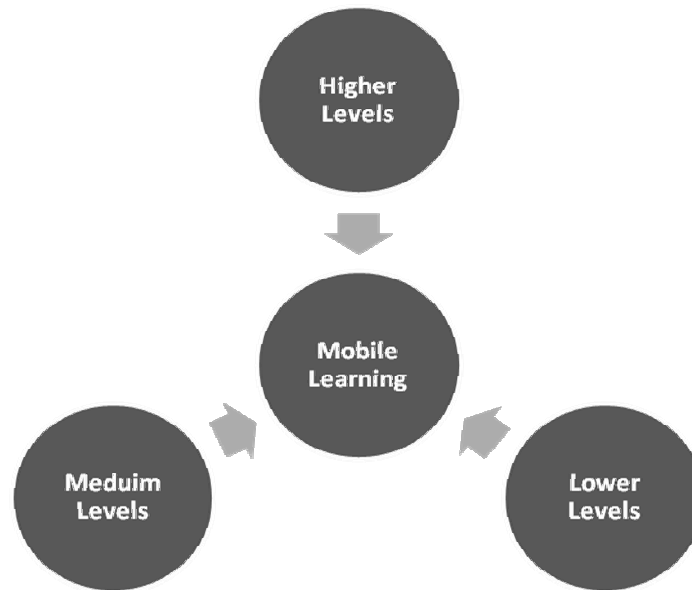
## **2- Expected benefits of the proposed vision**

This study reveals that there is a set of benefits expected to be achieved by this vision. The followings are the main expected benefits:

- a. Distant learning using mobile devices provides the students with learning flexibility required for their where about or in the speed suitable to them.
- b. Distant learning using mobile devices provides the students with direct or indirect education though its different tools. The students can get lessons whenever he wants and can revise his subjects at the time and in the way suitable to him.
- c. Distant learning using mobile devices conform with electronic learning in that the preparation of the curriculums used in both systems is done by work teams composed of specialists in different fields. This makes the scientific material more profound, due to the availability of information and different experiences in it, and which the student actually needs.
- d. The level of scientific progress of the students is expected to grow in cognitive, sentimental, skill fields, as a result of the use of modern teaching methods in distant learning using mobile devices, such as: cooperative education, the discussion method, think tank, and other methods.
- e. The application of distant learning using mobile devices in high education institutions would serve some members of the community, whose work requirements oblige them to be in the field (not offices), and who are interested to continue their high education in different specialties.
- f. Cooperation between distant learning using mobile devices and electronic education helps mitigate the pressure on the traditional education institutions and reduce the number of the students interested to join these institutions.

## **3- The Bases of the Proposed vision**

With the emergence of smart cell phones and palm computers many of high education institutions in USA, Australia and some European countries applied distant learning using mobile devices to comply with the technological progress and to transfer education to those who are interested in it. As some of Saudi high education institution have applied electronic education during recent years, and due to the similarity between many features of electronic education and distant learning using mobile devices, this will provide Saudi high education institutions with a vigorous support to adopt distant learning using mobile devices. To achieve the objectives of the vision proposed for distant learning using mobile devices in this study, Saudi high education institutions should acquire a number of the bases of this vision, which are shown in the following model:



**Figure (1)** explains the need of distant learning using mobile devices for cooperation between different levels to achieve its objectives (Al-Ghadyan model 1)

In order to make the proposed distant learning using mobile devices concept, in this study, successful and benefit from all its capabilities, the required bases must be provided at all levels (higher, medium and lower levels) whether human, material, educational or psychological. Figure (1) explains the extent of the distant learning using mobile devices need for the interaction of different levels, each according to the nature of its work. As regards the higher levels -which is meant to be the Minister of Higher Education, Directors of universities and other decision makers- and the roles played by them is to find a clear obliging policy to support distant learning using mobile devices by decision makers in the Ministry of higher education and the Saudi universities. Also, the provision of enough funding sources for distant learning using mobile devices and providing the infrastructure related to communication and modern technological systems related to this type of learning in the Saudi higher education institutions. Adding to this, the chances of these institutions in benefiting from the universities experiences in countries well advanced in this type of learning. Lastly, work to spread enlightenment among society members with regards to the inevitable change in the type of learning and accepting it.

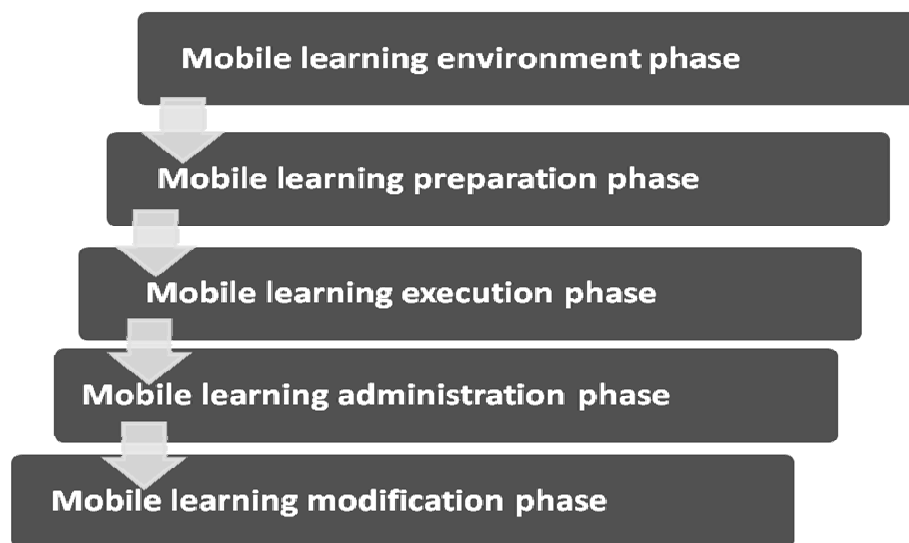
With regards to medium levels- faculty deans, concerned deputy departments directors inside higher education institutions- they should work to qualify leaders and officials of distant learning using mobile devices in these institutions in the best way possible. These leaders must be specialists in this type of learning. The teaching staff, who would like to work in the area of distant learning using mobile devices, also should be qualified to a higher standard and provide technical work teams specialized in this type of learning, in order to help them and help their students to cope with the technical problems they face. The officials in the medium level must work hard to drive development inside their institutions strongly and constantly. Lastly, the methods and ways of distant learning using mobile devices must be diverse and miscellaneous in order the benefit to be general.

The lower levels-members of staff and students-must have strong motivation for teaching and learning through the distant learning using mobile devices system. They should also be trained properly for this type of learning and have enough experience on the skills of using distant learning using mobile devices administration systems and information technology. On the other side, there should be encouraging rewards for staff members working in this system to enable them work diligently and be abreast of all new trends in this field (Al Ghadyan 2004, 279).

If the three levels do not interact positively, the distant learning using mobile devices system which would be adopted in higher education institutions in Saudi Arabia would be very weak and its applications would not be beneficial and the institutions would not be able to keep abreast with current developments in this field, which would result in the end, in total failure of the system.

#### 4- Proposed concept for distant learning using mobile devices

It is important to set a plan for the proposed concept of the distant learning using mobile devices in the higher education institutions of the Kingdom of Saudi Arabia. In this part of the study a plan would be set for the proposed concept. The plan consists of five phases as follows:



**Figure (2)** model for proposed distant learning using mobile devices concept phases (Al-Ghadyan model 2)

#### Distant learning using mobile devices environment phase

In the beginning, there must be an analysis of learning environment in which the distant learning using mobile devices is to be applied, and the following things should be verified:

- ✓ The availability of element for the main learning environment needed for distant learning using mobile devices.

- ✓ Estimate the extent of need for this type of learning, for example, the more the number of students desirous to join distant learning using mobile devices, the more the need would be for adopting it.
- ✓ Determine human capabilities that would enhance the success of this type of learning, such as teaching staff members, administrators and technicians.
- ✓ Determine the required cost to finance distant learning using mobile devices.
- ✓ Determine the needs required to be fulfilled via distant learning using mobile devices.

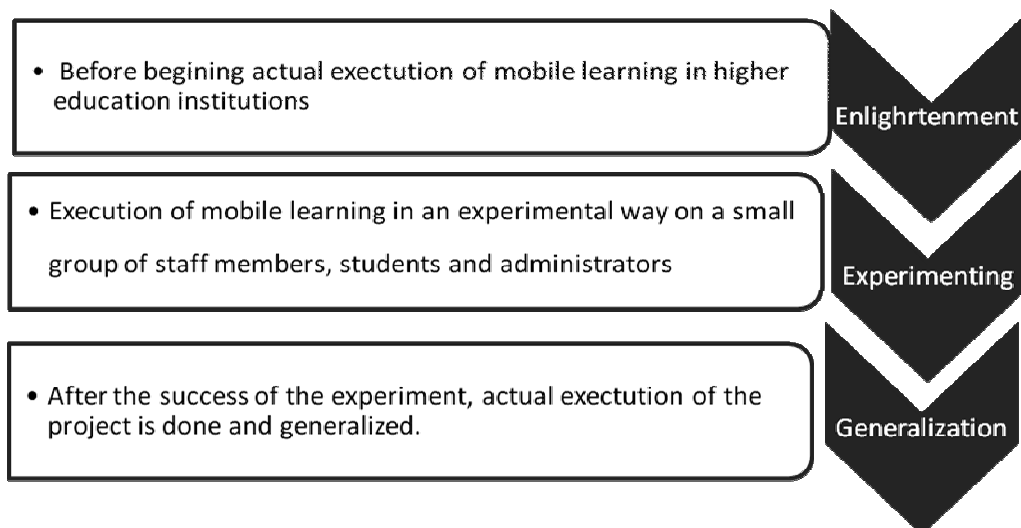
1- Preparation phase for distant learning using mobile devices.

In this phase, tow work teams must be formed:

- (a) The first work team will include a group of specialists in distant learning using mobile devices, some educators, and specialists in computer, technicians and some senior administration officials. Then comes the selection of an experienced leader to lead and manage the team, in order to be able to make the correct decisions in cooperation with team members. The main missions for the work team include the following:
  - ✓ Benefit from experiences of other distinguished universities in advanced countries in the use of distant learning using mobile devices.
  - ✓ Participate in conference and workshops on this type of learning in Kingdom and abroad.
  - ✓ Be familiar with different systems of distant learning using mobile devices administration and the technology applied, which is considered a virtual learning environment, and select the best system suitable for distant learning using mobile devices environment in the Saudi higher education institutions; such as (mobile blackboard learning).
- (b) The second work team is assigned to curriculum design. This team must be formed from a group of staff members with different academic specialties, computer programs designers, programs developers and technology experts, in a way that their efforts integrate to design special curriculums for different specialties that suit the methods and ways of distant learning using mobile devices. That can be done through specifying and selecting the context of educational materials, determining suitable teaching methods and evaluation styles. Then the content can be loaded electronically after completing the design in the site of distant learning using mobile devices system administration used on the Internet.

**The third phase: the phase of executing distant learning using mobile devices**

Figure (3) illustrates the execution phase consists of three sub phases as follows:



**Figure (3)** is the graduation in executing distant learning using mobile devices in the higher education institutions (Al-Ghadyan model 3)

1. In the first sub phase of execution, the higher education institutions must, before beginning actual execution of distant learning using mobile devices, introduce this type of learning to all members of society, using available media. In addition to that, the officials of the institutions must pay field visits to the public in their work places to explain to them the objectives of distant learning using mobile devices and inform them of the plan of the institutions to begin experimenting it. The officials of those institutions must make sure of the psychological and technological readiness of the staff members desirous to work in this type of learning, and make sure they are trained and familiar with the administration system to be used in distant learning using mobile devices. Lastly, the students enrolled in distant learning using mobile devices programs must have adequate training in using the administration system and work with it skillfully and effectively, in order to be able to overcome the problems and difficulties that may meet them during the actual practices of this sort of learning.
2. In the second sub phase of execution, we must apply distant learning using mobile devices in an experimental manner on a sample of staff members, students and administrators with the purpose they get acquainted with the different aspects of distant learning using mobile devices administration system and deal with it professionally. There must also be an assurance of the participants' ability to work in the new environment earnestly and in harmony, in addition to making sure the availability of compatibility between all participants in this experiment and the technological systems used.
3. In the last phase of execution and after making sure of the success of the experiment, the actual execution of distant learning using mobile devices would be completed and generalized over higher education institutions using one of the of the distant learning using mobile devices administration systems. Then starting loading the curriculums designed by work teams on the system's site on the Internet. This work would be supported by a number of technicians to provide help

and assistance to staff members, students and administrators to overcome the problems that may encounter them during their participation in the learning process.

#### **The fourth phase: the phase of distant learning using mobile devices administration**

For the process to achieve its objective and succeed, it is necessary to form a higher administrative committee chaired by the director of the institution or university and the membership of the respective deputy directors and senior officials. The mission of these people would concentrate on guaranteeing the progress of the learning process of distant learning using mobile devices according to the circulars and regulations of the institution, and work continuously on follow-up and solving all difficulties that may face the learning process, which would lead, in the end, to the achievement of the educational objectives of this sort of learning and its success.

#### **The fifth phase: the phase of correcting distant learning using mobile devices:**

In this phase, a team of specialists would perform the correction process of all elements of the educational process of the distant learning using mobile devices which has been executed, with the purpose of ensuring the extent of the effectiveness of this sort of learning. Through knowing the extent of this education achieving its objectives, determining the problems and setbacks that faced the educational process in this experiment and finding suitable solutions for it. And also knowing the aspects of power in the process and support and maintain them. Lastly it is important to know the results of scientific achievements of the students joining the distant learning using mobile devices programs and the experiences and skills expected to be acquired by the students through this type of learning.

#### **Recommendations:**

The researcher believes that there are a number of recommendations generated as a result of the study, and hopes they should be taken seriously and considered by the officials of the higher education institutions in the Kingdom of Saudi Arabia, when they apply distant learning using mobile devices in those institutions. The most outstanding of these recommendations are the following:

- Higher education institutions should spread cultural enlightenment and social mobilization for all society members to be acquainted with distant learning using mobile devices and insure the extent of its acceptance.
- It is important that higher education institutions benefit from the experiences of universities that have applied distant learning using mobile devices system in advanced countries and succeeded in doing so, and to adopt latest modern technologies in that field, in order to support the institutions in reaching their planned for goals.
- Prepare and develop manpower cadres of staff members, administrators and technicians who will, in their turn, participate in providing the essential keystones for this sort of learning.

- Formation of a committee from individuals specialized in distant learning using mobile devices and information technology aimed at selecting technology suitable for the educational environment of distant learning using mobile devices in each of the higher education institutions.
- Use the method of distant learning using mobile devices in the area of in-the- job training for employees to equip them with the required skills and knowledge which they need, without the necessity of leaving their workplaces and affect their productivity during training.
- Acknowledge the degrees issued by higher education institutions in the Kingdom of Saudi Arabia, to student joining distant learning using mobile devices programs, which will encourage society members to accept this sort of learning.
- The importance of the Ministry of education and its institutions setting and determining a clear strategy concerning the development of distant learning using mobile devices system and setting international standards and controls to govern it (Al Fadel, 2004,page 17)
- Work for the purpose of building an information technology centered on higher education institution through the use of foreign experience centers that have a long reach in this field.

Regarding future studies, the researcher suggest conducting studies in areas not mentioned in this study such as:

- Conduct a study to evaluate one of the current experiments of distant learning using mobile devices in one of the leading high education institutions in this field.
- Conduct a study on the effect of using distant learning using mobile devices on the academic achievement of male and female students joining its programs.

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## **A LACANIAN READING OF A POEM BY AHMAD SHAMLOO.**

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**Mohammad Ali Khazane Darloo, University of Guilan, Iran**

### **Abstract**

Lacan links psychoanalysis and linguistic to explain the unconscious manner, using the theories of Freud and Ferdinand de Saussure. According to Lacan's view, the unconscious manner, is the basic of the existence and it forms from childhood. The subject or the Child, enters to "The symbolic order", after crossing "The imaginary order". In "The symbolic order", "The subject" experiences the "Lack" of union of the mother. "The subject" tries to return to childhood and the first companion form, but in "The symbolic order" it is not possible, as the establishment of the language and its domination on the child dictates such a behavior. There for "the subject" by appealing to "The object petite" like "Love" and "beloved" tries to approach to "the imaginary order". This article first inspects Lacan's verbal unconscious theory about "The subject", then how this theory will become the concept of the poem of Ahmad Shamloo, "the cold of inside".

**Keywords:** Lacan, Ahmad Shamloo, the imaginary order, the symbolic order, beloved.

### **Introduction**

Ahmad Shamloo (*December 12, 1925-July 24, 2000*) is an Iranian poet, author, journalist, researcher, translator and lexicographer. His fame is due to his creativity in Persian contemporary poetry especially a kind of free verse known in Persian as Sepid Persian Poetry (literary meaning white) or Shamlooian Poetry. Shamloo published sixteen volumes of poetry all of which have been translated into several languages. Love, life and humanism are among dominant characteristics of his poetry. Shamloo's love poems are one of the most beautiful works in modern Persian literature which are mostly written in a flash of inspiration. To be more precise, there is almost no time span between thinking and reciting poetry. Moreover, his poems, in contrast to his contemporary poets such as Mehdi Akhavan-Sales, were not revised, edited or changed for publication. He believed that the first draft of a poem should be the final draft and it is because of the same reason that he preferred prose to verse since thinking about rhythm and rhyme imposes limitation on the language of poetic thought. Shamloo used to develop an idea in his conscious, semi-conscious and unconscious mind which erupted as a volcano while he was reciting poetry. So his poetry is a good example that can be analysed for slips of tongue.

This article focuses on latent ideas in underlying layers of "On Chilliness Inside". The poem has psychological themes and it suits Lacanian analysis.

## **The theoretical principle of Lacanian psychological Development of a Subject**

Jacque Lacan (1981-1901) is one of the French contemporary psychoanalysts and philosophers who has been very influential in developing Freud's psychoanalytic theories. Lacan is famous for applying Saussurian linguistics to psychoanalysis especially to unconscious. One of the ramifications of such a mix is that "unconscious has a lingual structure" (Ward, 2004, 199). What distinguishes Lacan from post-Freudian psychoanalysts is his particular emphasis on language. The major ground for cognitive understanding of human being and its world is the growth of a child in relationship with his mother, father and others. The real order, the symbolic order and the imaginary order constitute the tripartite scheme at the centre of Lacan's thought. According to Lacan, the real order happens before language acquisition while the symbolic order is the time when human being learns language. Lastly, the imaginary order begins with the symbolic order and they continue side by side for the rest of life.

### **The Real order**

The real order lacks clarity in Lacan's works. Similarly, what other researchers said about it is puzzling and complicated; it just touches some parts of the concept. Such bafflement is the result of Lacan's complicated philosophical language rather than his cognitive approach. However, as Klages states "an infant who only has attainable needs and makes no distinction between itself and what satisfies its needs, according to Lacan, is in real order. The real order is a mental centre which has primary unity. This is why there is no absence, lack or loss in the real order" (2009:115-116). In this stage, when an infant does not feel any absence or loss the infant has not discovered itself yet; the infant only touches its body and its mother's breast. It is through touch that the infant feels disintegrated and fragmented body which are all considered as another. In other words, the infant is unable to recognise itself.

### **The imaginary order**

The imaginary order as the name suggests is the time of illusion, fascination and seduction. It is the time when an infant identifies itself with its mother. The closeness of an infant to its mother during pre-lingual stage creates the illusion that the infant body and its mother are the same. The result of such a stage is unity, happiness and satisfaction (Payandeh, 2009: 30). "**The mirror stage**" which happens throughout the imaginary order is a stage for self-realisation of an infant. An infant sees itself in the mirror and goes beyond the real since it is using its vision. The vision, in contrast to touch, is holistic. Therefore, against the real when the mirror stage is not undergone, it comes to its self-realisation after eighteen months; but still it can distinguish between itself and the other especially the mother. In other words, according to Freud, an infant cannot make a distinction between a subject and an object or between itself and the reality. This is what Lacan calls the imaginary order (Eagleton, 1989:225). In the pre-Oedipal stage, the infant has not accepted the father's presence, just lives with its mother and cannot recognise a clear distinction between itself and its mother so it only sees itself and its mother; but when it grows older and more recognises the outside world it

sees the father intervention in this relationship.

### **The symbolic order**

The infant understands that its mother, who was part of it, has been disintegrated for the sake of father and there is a gap between the former and the latter. As Lacan states father (or the-name-of-father) is the founder of the primary privations: the privation of incest. The infant has to suppress its pleasure of first object of desire, mother, and it leads to unconscious. This is the oedipal stage which Lacan calls it the symbolic order. The oedipal stage begins during the time of language development in an infant. To be more precise, when desires are suppressed to be channeled into unconscious, it is the time of language development in an infant. Language is the annihilation of the subject and object relationship or human being and the outside world. As a result, the infant loses its unity with mother and mirror. The infant knows that the one whom it sees in the mirror is not the infant itself but it looks like the infant. It is in this stage that the symbol making process and the concept of other especially mother as the other (lack or absence of mother) is created and at the same time, the infant confronts the return of the desire for mother. The infant who used to see mother as part of itself and mother “mirror” itself, it is now entered the unknown realm of language where the bond between signifier and signified is arbitrary.

The infant post-structural anxiety is due to its vulnerable identity in “mirror” of mother which is now lost in mirror of language and it undergoes changes. It is because the infant must have led all its libidinal drives and desires to unconscious in pre-lingual stage and sees itself in relationship with others. In other words, the signified of its identity is changed in connection with those of others. One of such first changes is because of father, the fear of castration, which leaves a gap between the lawless and fragmented imaginary world of desire of mother and infant several identities (*see Lacan, 1988:166*).

### **Little Other<sup>1</sup> and the Other<sup>2</sup>**

The infant has a fragmented or divided perception of itself. Different parts of its body are separated. Such fragmentation or disintegration ends when the infant enters a “mirror stage” (*Payandeh, 2009:30*). It is because at this stage (sixth to eighteenth month) the infant gets used to others defragmented image of body and its own image in the mirror (which is the image of the other) and so it recognises that its body is different from its mother's. Such understanding breaks the dyadic mother/child relation and the child desires to return to mother again (*A. Easthope, 2005: 82,86,128*).

The infant tries to identify its desire with that of mother since it thinks that it can take the mother's object position but after a while it finds out mother desire is towards father (the other Other) and as a result it recognizes the object of father and his part in mother's satisfaction (*Movallai, 2006: 100*). This is the stage when Freud calls it oedipal while Lacan names it “the Name-of-the Father”.

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1- Object petit a.

2- Object petit A.

The infant confrontation with Name-of-the Father (the other Other or the first other) and the fear of castration make the infant ignore the mother and enters the symbolic order world. “Indeed, the psychological significance of father for the infant who has entered the symbolic order is the presence of an authoritative person who plays the role of a subject in society. Now the infant should learn that there is a wider realm than that of the family whose first and most fundamental rule is privation of incest. The patriarchal structure of culture is the reason behind the socialisation of the infant due to father’s (not mother’s) privations (*Payandeh, 2009: 32*) and as a result, “theOther” is the society where through its privations the infant enters the symbolic order (*see Kadivar, 2002:63*).

### “OVER CHILLINESS INSIDE”, A LACANIAN READING

#### “Over Chilliness Inside”

*All  
trembling of my hand and heart  
was to  
love  
become  
a refuge  
not a flying  
but an escape.  
Oh love, oh love  
your blue face is unclear.*

□

*And coolness of a balm  
to a flame of a wound  
not a naked flame  
over chilliness inside.  
Oh love, oh love  
your rosy face is unclear.*

□

*The dark dust of relief  
on the presence of weakness  
and peace of escape  
on fleeting presence,  
darkness  
on blue peace  
and greenness of a small leaf  
on the Judas tree  
Oh love, oh love  
your familiar colour  
is unclear.  
(Abraham in Fire, p: 42)*

### Three interpretations:

In the first part of the poem, what worries the poet is that love to be his refuge and escape; while what he is willing is flying. He is seeking a redeeming love to free him from captivity. He likes flying but he is afraid that such a love would not be redeeming.

In the second part, the poet likes that the love to be a naked flame over chilliness inside not a balm to his wound but all his fears and worries that it would be so; he likes it to be a relief not a cure. In the final part, the poet does not use the conjunctive “and”; in other words, he comes to a conclusion that despite all this attempt he gained nothing: “the black relief on worthless existence and corner to flee the existence and fertile presence” (Taslimi, 2009: 113). Shamloo is seeking a redeeming love in these three parts. However, the question is whether such a love which the poet is willing is possible?

The relationship between the lover and beloved in different epochs of lyrical poetry had been static and repeated. The image of beloved in lyrical poetry is a general image to the extent that it is difficult to distinguish whether it is male or female. The beloved is a sacred and unattainable creature who is brutal, tyrannical and blood-thirsty and suffers sadism. On the other hand, the lover is masochistic who enjoys the brutality of his beloved (Shaf'ie, 2001:23).

*The image of thy sword is the story of a thirsty and water / had you owned your slave kill him as thou wish. Hafiz 403*

The love in Sufism is a hardship itself and its consequence is the ignorance of the lover of the outside world. As Ahmad Ghazali states, “love of whatever kind is sacred as such if the beloved is lover’s captive she is still superior to the lover” (Dehghanipoor, 1998:123). Therefore, love ends in captivity and the lover is in need, admires coyly beloved, becomes her slave and tolerates all her tyranny:a

*S’addi from the lock of the beautiful/ thou are alive, thou cannot escape.S’addi 144*

*Like a deer I escaped the lion to desert/ that lion took me to mountain while hunting.Shams Ghazals58*

*My trap is her hair, her mole is the seed, and I/ In search of those seeds have been trapped by my friend. Hafiz 81*

So the love is not the reason for freedom, escape and flying. However, some poets used such a theme like S’addi:

*Since the day I am enslaved I am freed/ I am the king who is your captive. S’addi 418*

Or Hafiz who borrowed such theme from S’addi:

*Hafiz will embrace your oppression/was freed since enslaved in this fashion. Hafiz 277*

In Rumi’s poetry such themes can be seen as well:

*Look at me who saw thousands freedom / since my soul and body are love’s captive and slave. Rumi 419*

Such freedom and liberty through captivity is impossible and is paradoxical, indeed. Since the necessity of love is captivity or at least it is so in earthly love. Shamloo in this poem, which deals with an earthly love, how claims freedom. Such claims is valid as far as the poet to be beloved himself. In classical Persian poetry, the beloved of each era is subordinate to the values of beloveds of previous poets; such subordination is not just seen in aesthetic of its poetry but includes individual characteristics such as disloyalty, coyness, vanity and irascibility. Coyness is one of the common characteristics of the beloved and obedience is that of the lover.

*The lover and beloved differ as white and red / Need your hunger, when beloved wants to be fed. Hafiz 221*

*The unity of you and me are belated / since I am slaved to you and you are the owner of coy. S'addi 602*

It should be born in mind that the lovers are in state of contraction. Among Persian poets it is only Rumi who is in state of coy; Rumi considers himself as God's beloved since he is in expansion state while lovers are in contraction state. There are several poems which bear testimony to Rumi's state of expansion:

*Freed of poverty and need / dancing toward coyness. Rumi 1670*

There is relationship between Shamloo's unconscious and free association this poem; unconsciously, Shamloo has stated that he mostly likes to be a beloved. His love is one-sided love and for his benefit. In Shamloo's unconscious, there is motherly desire to be himself a beloved and the other to be a lover.

Since his early days and his first collections of poetry, Shamloo was in search of an ideal beloved; it is to such extent that not his youngish love (Galia's love), not his marriage with Ashraf Islamieh, a young teacher who born him four children named Siavash, Sirous, Saman and Saghi, not his second marriage with Tousi Haeri lasted for four years; not the short and endless loves that he made during his life as the sources of inspiration for some his poems were ideal. "These are women who bear no motherly affection and regardless of their maternal passion and affection they wanted him for himself and their own satisfaction" (Farokhzad, 2004: 47). Even deep and immense love of Aida which brought peace to troubled life of Shamloo could not be replaced by the love of his mother:

*Tired, tired, I am coming from the by-ways of doubt  
like a mirror I am full of you  
nothing can relieve me  
not the stalk of your arms,  
not the springs of your body  
it needs nothing, it cannot relieve me  
...let me be familiar with you my stranger  
lets be oneself.*

***I Say Hi to You. Part One, 216 and 217***

*With your eyes and lips, I have grown fond  
 I have grown fond of your body  
 something came down in me  
 something bloomed in me  
 I fall asleep in my childhood cradle  
 and the smile of that time  
 regained  
 ...your hands like a spring flows to me  
 and I am new I am assured  
 I hugged the assurance as a doll  
 and I was slept in the cradle of my early days  
 in your lap which was the cradle of my dreams  
 and the smile of those days returned to my lips  
 with your body you told a lullaby for my body  
 your eyes were with me  
 and I closed my eyes  
 since your hands were trusty.*

***Resources, Part One 221,222***

“And among all the women who opened new doors to him, he never felt the warmth of his mother’s womb; not the Kokab, his mother, who gave birth to him in the snowy day of 12 December, 1925 in No. 134, Safialshah St., neither his eternal and ideal mother who lived in the deep layers of his mind and was the source of all kindness and affection...or the woman of his self-image, Roxana, the hidden female half of the poet is in reality the symbol of his archetypal eternal woman-mother” (*Farokhzad: 2004,55*) could be replaced by the warm lap of his mother.

There is a motherly desire in Shamloo’s unconscious that he is beloved and the other is lover. The love is a maternal love; “mother is usually closer to the child and the child is vulnerable; the child is free and destructive and love of mother is only love that can make human free. He is in search of a beloved who is like mother. The love that according to Lee’s love styles is a kind of “Agape”; it’s a combination of “Eros” and “Storge”. The maternal love is a kind of flip and a sort of force to look after the child; a beloved like a mother who is an unconditional and perfect love from all aspects.

In his book, *The Art of Loving*, Erich Fromm, believes that the fatherly love is a conditional love. The children can get it according to some necessities. The father loves the son who meets more of his expectations. On the other hand, there is a motherly love who is shared among all her children and this love is because it is toward her children (*quoted in Eshraghi, 2007:48*).

“Both Freud and Lacan regard being in love as an expression of narcissism, not love for the other but self-love, self-deception.” (*A. Easthope, 1382:94*). Since in my ideal, whatever is done by my beloved and whatever she likes is desirable. For Lacan, to love is

the desire to be loved (Lacan, 1977:253). Here love is one-sided for the interest of subject/poet and in his unconscious it is maternal that “Lacan calls it “the other little object” (versus “Other” which is the symbolic order)” (Shiri,2011:89). So, Shamloo decides to be a beloved and the other his lover. The beloved-mother is usually the desire which its object is mother. Shamloo’s image of the beloved is maternal, that is, he passes “the imaginary order” and pre-oedipal stages and his unity with mother is disintegrated. However, “according to Lacan such independence does not happen in reality. The nature of being, that is, achieving a wholeness free from others, especially from mother. Mother and child are not separated identities in “the imaginary order”. Penetration of the child’s identity in mother’s gives the child a sense of safety which we all seek it, knowingly or unknowingly, in later stages in our life but we do not find it.

The child desire to overcome the departedness of “self/other” and the lost unity with mother will remain in the unconscious and later it may emerge in strange forms. The subject represses the desire to return to childhood of “the imaginary order”; but he cannot ignore such dark side of himself. Despite the dominance of “the symbolic order”, “the imaginary order” still calls us to itself like a mirage”(Payandeh,2009:35).

But it is the fear of passing “the imaginary order” to “the symbolic order”, that is, transformation from pre-oedipal to oedipal. He is afraid of losing love or his love and beloved-mother to be captured by the other. Now, *Shamloo* “represses” his desire for mother, the desire to incest,due to fear of “castration” and it ends in his unconscious; then such transcendental desire is sublimed and it goes to somewhere else whose characteristics is to be beloved. “Refuge” and “escape” which is associated with mother’s lap and also, “peace”, “relief” and “balm” are all among the characteristics of a mother. Willing mother’s abundant presence in fearless moments and the worries of “the symbolic order” is the oedipal concern of the poet.

The **blue**colour which is among the cold colour groups refers to silence and permanent peace; blue is the symbol of inspiration, sacrifice, peace and loyalty. Such colour can be used in treating anxiety and heart palpitation (see Williams, 1996). Also, blue is the symbol of water, peaceful nature of human and female nature (see K. Lusher, 1993).Which is relevant to pre-oedipal and pre-lingual stage. It represents the unity of mother and child before entering “the symbolic order”. Among the geometric shapes, the blue colour is compared with a circle which is like sky. Circle is like an oval without any corner which never distracts the viewer (see *Khajeh pour*, 2010:24).Circle used to refer to old times is the reminiscent of those memorable old days of peace (the imaginary order and pre-oedipal in this case) which is lost. The red is the colour of passion; the colour of heart and flames of fire which symbolises lust, danger, warmth, sincerity, generosity, ambition, devotedness, optimism, cheerfulness and energy. It is more piercing colour than any other colours (*Shi GiVa*, 1998). Red colour stimulates the “fire inside” which is a necessary warmth for life survival. It attracts many and it is the first colour the infant recognises.

When the love wants to show its red face it is more oedipal in this poem. In the first and second parts, Shamloo is looking for a love which “blue” or “red”. But nobody shows

its face to him and the poet is in the mid of pre-oedipal and oedipal stage since he wants to verify either the peaceful or erotic love but still none of them appear. Furthermore, at the end of the third part, “darkness” which is blackest of all colours and represents the absolute boundary where beyond it the life ends. So it connotes absurdity and futility (*see Lusher, 1993*) and later the “peaceful blue is replaced by it” and the redness of Judas tree is substituted with “the fleeting greenness of small leaf” and among all these colours the familiar colour of love is lost” (*Taslimi, 2009: 113*).

Addressing the love at the end of all three parts of the poem is an oedipal request which shows the search of subject/poet in finding “other little object” (the supporting mother). One of the most fundamental mechanisms of human psyche especially in dreams is “displacement”. Humans, unconsciously, transform an emotion or symbolic meaning to another object (desire) in order to follow the same goal in another way (*Payandeh, 2009: 44*). The “the little other” is replaced by love while from the outset the poet knows that such separation is unavoidable since the love does not appear and its familiar colour is unclear.

## Conclusion

“Subject of the enunciation”/poet is in unity with mother; then he is trapped in “the symbolic order” which is the time of dominance of language and separation from “the imaginary order”. Now it is the time when he confronts a “lack”. Later, the subject/poet suffers and he goes to the little other (love in this case). The subject/poet who wants to be beloved so love to be liberating for him. What he seeks in love is affection and passion of mother; it is kind of love which supports him fully without any expectations. A kind of “Agape” which is one-sided and caring; it is combination of “Eros” and “Storg” and it is only through this kind of love that freedom and flying is possible for the subject/poet. The freedom which is remembrance of his unity and harmony with mother in “the imaginary order”.

“Subject of the enunciation” or the poet in the form of love is looking for “the little other”/mother to answer his will as in “the imaginary order” and take him to his childhood: pre-lingual and pre-oedipal stage when he has not learnt language and he was in close relationship with his mother, to the enduring love (the imaginary order), to those old days which was the time of happiness and peace. However, he regrets those days since gaining that lost time seems impossible. Subject/poet uses “displacement” mechanism to overcome separation while such departedness is not replaceable and cannot result in unity. Finally, “darkness” shadows “the blue peace” and “greenness of small leaf” dominates “Judas tree”. A transitory relief is likely to happen to the subject but that familiar colour of “the imaginary order” and unity is impossible. Lacan believes that subject/poet by sticking to this “little other” approaches “the real order” but such satisfaction is just a fleeting happiness and the primary unity is impossible.

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#### END NOTES:

- a- Disdain and poverty are among religious terminology which is equivalent of coy in literature.
- b- According to Lee's love styles theory, there are different views of love which are influenced by emotions, family experiences and behaviours. The six love styles are divided into groups of primary and secondary loves:

##### a) The primary love styles

1. **Eros**: it is a severe emotional experience which is like the erotic love and one of its significant characteristics is its immediate attraction for loving (*see Lee: 1988*).
2. **Loudos**: is one of the kinds of love play. Loudos lovers are skilled players and they have several love partners (*ibid*).
3. **Storg**: it is a kind of love which decreases stress and psychological pressure and it necessitates deep love and responsibility. This kind of love is a life-long friendship which is trust-worthy and does not emphasise love (*see Fricker & Hons: 2006*).

##### b) The secondary love styles:

1. **Pragma**: it is combination of "Storg" and "Loudos". This kind of love gives much value to the love partner. The pragmatic love has a practical approach is looking for a compatible love. (*ibid*)
2. **Mania**: this kind of love is combination of "Eros" and "Storg". A combination of possessiveness and worriment (*see Hendrick & Hendrick, 1987*).
3. **Agape**: the last kind of love styles, a combination of "Eros" and "Storg". This kind of love is magnanimous and self-sacrificing; the Agapic lovers which to take care of their lovers without any expectations. Agape requires sacrifice, honesty and support. (*see Lee: 1973 & 1977*).

# THE TRANSITIONAL EXPERIENCE OF SAUDI STUDENTS STUDYING IN THE USA

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## Abstract

The purpose of this qualitative (phenomenological approach) study was to describe a transitional experience of two Saudi graduate students while they were studying in the USA. That is to understand how a different experience in a different society looks like, and how the transitional experience was among the cultural, social, and educational differences between the USA and Saudi Arabia. Another purpose in this study was to investigate the gender role in the transitional experience. The data were collected by using Semi-structured interviews, one-on-one interviewing. Particularly, Two in-depth interviews were conducted with the participants (one for each) in order to provide an intensive data for the phenomenon being researched. Two of the validity procedures were followed (Member checking and an external audit strategies) to validate the data, analysis, and interpretation. The epistemological and theoretical perspective of *Social Constructivism Theory* was a philosophical frame used to present and interpret the data. The analysis of data revealed three themes: a) educational, b) cultural, and c) social aspects which characterize Saudi students' transitional experience. Mainly, the most challenges were regarding the adjustment to new educational environment due to the different educational practices between the USA and Saudi Arabia. Additionally; religion, traditional customs, rights, duties, and life style were main variables which influenced the transitional experience. Also, cultural and social differences caused more challenges for the female participant than they did for the male participant. Finally, educational and cultural implications were discussed.

## Introduction

International students, who are studying in the United States of America (USA), experience new world that is, in most cases, extremely different from the familiar environment of their home countries. In addition to the challenges of studying with a non-native language for many cases and experiencing cultural changes and living far from home without family and friends, international students frequently interact with an educational environment that is quite unfamiliar. This, in turn, may negatively influence their academic progress and social interaction. Therefore, academic setting can be affected in light of personal, social, and cultural experiences that an international student encounters while adjusting to a different society. Many different aspects of international education have been discussed and delaminated in the literatures, in which researchers addressed issues such as cultural shock, academic and social adjustment, international sensitivity and competence, and international students' security and rights (Jammaz, 1972; Mustafa, 1985; & Al-Shedokhi, 1986). Mostly, these aspects represent international students' experiences while they are studying abroad, including their social and academic experiences and their

psychological and sociological needs. These issues have been addressed in many quantitative studies for the Saudi students who are studying in American universities (Grayson, 2008).

Addressing adjustment problems of Saudi students studying in the USA, Jammaz'(1972) reported that younger students were less well adjusted than older students, married students were less well adjusted than unmarried students, and those majoring in the humanities and social science were less well adjusted than students majoring in science and engineering. Jammaz also found that there was a low association between length of stay in the USA and adjustment and that many students reported having difficulties with English found writing to be the greatest challenge, with reading, taking notes, and participating in class discussions also problematic. Similar findings were revealed by Mustafa's (1985) study in which he addressed the academic problems of Saudi students at Western Michigan University. Mustafa reported that students identified academic English to be the most problematic aspect of study in the USA. Particularly, giving oral presentations, participating in discussions, pronunciation of English words, writing essays and papers, and writing essay exams were aspects of study that were identified as the most challenges.

Another quantitative research conducted by Al-Shedokhi (1986) examining students' perceived areas of problems. Al-Shedokhi found that the students' greatest concern was financial assistance, followed by academic issues (writing papers and advice from advisors), living-dining issues, and admission. The areas of least were student activities, health services, and interactions with the opposite sex. Students at higher academic levels also showed fewer problems. Finally, younger student sex experienced significantly more challenges in the three areas: academic records, financial aid, and placement services. Similar findings were reported in Al-Shehry's (1989) study. The sample was drawn randomly from Saudi graduate students enrolled in educational institutions throughout the United States during the spring term of 1989. Al-Shehry found that the problem areas of most concern to Saudi graduate students were English language, academic records and financial aid. The areas of least concern were admission selection and health services. Al-Shehry also found that students who were married to a spouse without an education had more problems and concerns with English and financial aid than those with an educated wife; females had more problems in the area of academic records than males.

Within the same line of research, Shabeeb' (1996) study was conducted with Saudi and Arabian Gulf undergraduate and graduate students in six colleges and universities in Washington State. Shabeeb investigated the association of adjustment problems with length of stay, gender, marital status, age, scholarship status, level of study, and major. Shabeeb found that students' biggest adjustment problems centered on studying and using English. Other adjustment issues were related to social, living-dining, orientation, admission, placement, student activities, religious services, health services, and financial aid- in this order.

In more recent research, Al-nusair (2000) investigated how Saudi students devoted their time and energy in college and asked if this expenditure of energy resulted in

academic gains and overall satisfaction. Al-nusair found that while the Saudi students were more involved, when compared with a national group (this group is not defined), in academic, conversational, and scholarly activities and less involved in writing, interpersonal, and social activities, they were less satisfied and had lower scores in academic achievement. Al-nusair's research also found a strong relationship between the effort the Saudi students spent on range of activities and their academic gains.

The existing research focused on common challenges that Saudi students encounter, in which the researchers were interested in the associations between the aspects of adjustment and several variables such as marital status, the length of staying, age, social engagement, and religious aspects. Whereas the researchers primarily relied on quantitative methods to address these issues, the current author addresses the transitional experiences of Saudi students relying on a qualitative method to highlight the mechanisms of these experiences. Also, the current study is unique from those that went before it in that, first, it is a qualitative study; and second, while the other studies centered on examining the statistical relationships between the variables, the current study attempts to describe and understand the nature of these variables and how they influence the adjustment to the different cultural environment. Generally, there are few studies that have examined Saudi students' transitional experiences while studying in the U.S.A. Additionally, most of the studies that were mentioned above used undergraduate students and neglected graduate students. From the other aspect, there has not been much research addressing gender role in students' adjustment to the transitional experiences.

### **The Purpose and Research Questions**

The purpose of this phenomenological study is to describe transitional experience of Saudi students while they are studying at the University of Northern Colorado (UNC) as graduate students. Particularly, this is an attempt for understanding how a different experience in a different society looks like for Saudi graduate students who are coming from a totally different society, and how the transitional experience was among the cultural, social, and educational differences between the USA and the Saudi Arabia. Another purpose in the study is to investigate gender differences in this transitional experience. The research questions which guided this study were:

1. What is observed about the transitional experience?
2. What cultural aspects characterize the transitional experience?
3. What social aspects characterize the transitional experience?
4. What academic aspects characterize the transitional experience?
5. What is the gender role regarding the aspects of transitional experience?
6. What themes emerge?

### **Method**

A qualitative phenomenological approach was followed to describe and understand Saudi students' transitional experiences while studying at UNC. This approach is known as descriptive phenomenology. One of the major reasons for using this approach, as proposed by (Creswell, 2007) is to allow the participants to describe their actual

experiences, at the same time, describing their experiences in the light of a cultural and social context. Phenomenological approach is an appropriate method for answering the research questions. The transitional experience is a phenomenon experienced by the Saudi students at UNC; indeed, this phenomenon includes cultural and social aspects. As stated by Mariam (1998)

*In the conduct of a phenomenological study, the focus would be on the essence or structure of an experience (phenomenon). According to Patton 1990, this type of research based on the assumption that there is an essence or essences to share experience. These essences are the core meanings mutually understood through a phenomenon commonly experienced. The experiences of different people are bracketed, analyzed, and compared to identify the essences of phenomenon.....The assumption of essence, like the ethnographer's assumption that culture exists and is important, becomes the defining characteristic of a purely phenomenological study [p.15].*

## **Participants**

Two volunteer participants, who responded to general email sent to the Saudigraduate students, agreed to participate in this study. One is a male, 38 years old who has been studying at UNC for four years. The other participant is female, 35 years old who has been studying at UNC for six years. It was preferable to use male and female in order to investigate gender differences regarding the transitional experience. The setting or context for the study is the campus of University of Northern Colorado (UNC). The data were collected during the fall term of 2011. UNC is a coeducational public institution of higher education in Greeley, Colorado, USA.

## **Interviews**

The data were collected by using Semi-structured interview, one-on-one interviewing. Two in-depth interviews were implemented with the participants (one for each) in order to provide wide descriptive data for the phenomenon being researched. Each interview approximately takes an hour and the questions were predetermined and focused on the transitional experience which was experienced by the participants. The questions mostly covered the cultural, social, and academic aspects that are related to the challenges of adjustment. The interviews were structured open-ended questions and included free-flowing conversations. There was not set order to any questions, and the level of language was adjusted. Each participant was interviewed one time and the interviews were recorded audibly. Some examples and sort of questions were as follow:

- What are the most cultural differences that made the difficulty in your transitional experience?
- How about the social system and the relationships in the United States?
- Have you encountered adjustment problems with the new social environment?
- Does the educational system differ in the Saudi Arabia from the United States?
- Does that cause problems related to your academic adjustment? If yes, describe?

## **Data analysis**

In contrast to the quantitative method which follows statistical procedures to analyze the data, different procedures were followed in the current qualitative study such as writing the participant responses, coding them, and classifying them into themes, and represent them in table. Creswell (2007) proposes that data analysis in a qualitative study starts with organizing the data, adjust the data to themes through processes of coding and condensing the codes, and representing the data in tables, figures, or discussions. Next, comes interpretation and representation, in which the researcher develop generalizations and presents the case in-depth picture.

In light of Creswell's suggestions, several steps were implemented during the current study to analyze the collected data through: data managing, reading/ memoing, describing, classifying, interpreting, and representing/visualization. First, in order to manage the data, the interviews were audibly recorded and the responses to the interviews' questions were written in transcriptions. The questions during the interview were mostly regarded to the aspects (cultural, social, academic aspects) upon which the research questions were built. For instance, *"How do you see the differences between Saudi and the U.S in social relationships?"* Moreover, each response was classified in certain category of questions, to which it belongs, in separate sheet in word document.

Secondly, the interviews transcriptions were accurately read in order to review the responses in light of the research questions and the purpose of the study. While reading the transcript, the responses that connected to the research questions were highlighted. This step is reading and memoing to address initial categories of information. This step is highly important, that is, the participants mostly did not organize their responses (e.g, the participants indicated to academic aspects within their response to a question that related to cultural issues in the transitional experience),

After reading and making notices, the data were classified in main themes through sub-themes represented in the research questions. During this step categories of responses were determined under themes to which they belong. For instance, academic adjustment within the transitional experience of Saudi students as a main theme included categories such as the differences in: a) teaching methods between the Saudi Arabia and the USA, b) the relationships between students and instructors, and c) educational materials. Thus, related categories were organized and classified under themes which eventually facilitate the interpretation processes (Table 1)

**Table (1). Data Representation**

<b>Educational Differences and Transitional Experiences</b>	<b>Social Domains and Transitional Experience</b>	<b>Cultural Differences and Transitional Experience</b>
Educational differences between the Saudi Arabia and the USA that affect the transitional experience: <ol style="list-style-type: none"> <li>1. Teaching method</li> <li>2. Materials</li> <li>3. relationships</li> <li>4. studying mixed-gender classroom.</li> </ol>	Social components affected the transitional experience: <ol style="list-style-type: none"> <li>1. marital statue</li> <li>2. social relationships/ interaction</li> <li>3. traditional social custom</li> </ol>	Cultural differences affected the transitional experience: <ol style="list-style-type: none"> <li>1. religious</li> <li>2. laws, rights, and duties</li> <li>3. clothing, dining</li> </ol>

### **Epistemological and Theoretical Perspective**

The decision made regarding this study, the way in which the study was processed, methods used to analyze and interpret the data, and the conclusion reached have foundations in an epistemological perspective, which is in other words, the philosophical frame work that shapes the interpretation of data. The current study, therefore, is philosophically guided by Social Constructivism Theory (SCT). As stated by Creswell (2007):

*Social constructivism is worldview. In this worldview, people seek to understand the world in which they live and work. They construct subjective meanings of their experiences-meaning directed toward certain objects or things. These meanings are varied and multiple, leading the researcher to look for the complexity of views rather than narrowing of the meanings into few categories or ideas. The goal of research, then, is to rely as much as possible on the participants' views of the situation. Often these subjective meanings are negotiated socially and historically. In other words, they are not simply imprinted on individuals but are formed through interaction with others (hence social constructivism), and through historical and cultural norms that operate in individuals' lives (p.20).*

Constructivist researchers usually control the processes of interaction among individuals. They also, focus on the environment in which people live in order to understand historical and cultural contexts of the participants. Researchers also recognize that their own backgrounds shape their interpretation, and they put themselves in the research to acknowledge how their interpretation emerges from their own personal, cultural, and historical experiences. At this point, researchers make an interpretation based on what they find, an interpretation shaped by their own experiences and background, and an interpretation which is based on making sense of the meanings others have about the world (Creswell, 2007).

Adopting Social Constructivism Theory as a philosophical perspective in this study is based on the experience lived by current author. Being an international student coming from different environment than the USA, the current author could shape an interpretation

and dealt with the participants' responses in light of the lived personal, cultural, and historical experiences. Being a Libyan graduate student at UNC and coming from a totally different environment than the USA, I have lived similar transitional experience that included some challenges related to adjustment. This, in turn, facilitates my understanding and interpreting this issue. Additionally, specializing in educational psychology field raises my interest in understanding the nature of transitional experience lived by international students, which may in several ways affect their academic practices. Finally, my personal experience and interaction with many international students as student at UNC was the other guide for the interpretation, especially those students who are from the Middle East Countries who mostly share common cultural backgrounds.

### **Study Rigor-Validity**

In order to validate the interpretation, two strategies were followed in the current study to avoid subjectivity in interpreting the data. Member checking strategy used first to verify the validity of the collected data, in which the participants were the main resources to validate the data after my interpretation and analysis. The findings including themes and categories were discussed with the participants to verify the interpretation. Being graduate students, the participants discussed the interpretation in a scientific way. Some suggestion regarding to data interpretation were considered before writing the final draft of findings.

In the member checking strategy, the participant perspective is very important to verify the validity of data. This strategy is proposed by Lincoln and Guba (1985) which is the most critical strategy for building the credibility. This approach is used in most qualitative studies, to review the collected data, analyses, interpretations, and conclusions with participants. Then participants can evaluate the accuracy and credibility of the account. For this technique, participants play a vital role in research findings. Participants can provide their comments and evaluations for the critical interpretations, findings, and the missing parts (Creswell, 2007).

The other strategy used in the current study to verify the validation that is an external audit. To avoid bias interpretations, an external auditor checked the connection between research questions and interpretation of data. For this criteria, the research questions and the interpretation were sent to an expert\* to objectively verify concrete connection among the findings and research questions. Some suggestions were taken into account regarding aspects of interpretations.

External audits support the objective view of the interpretations to examine both the process and product of the account assessing their accuracy. This auditor should not be connected to the study. For assessing the product, the auditor examines whether or not the findings, interpretations, and conclusions are consistent (Creswell, 2007).

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## Findings and Interpretations

The findings and interpretations of current study were discussed and presenting in the light of answers to the research questions as follows:

### 1- What is observed about the transitional experience?

During the interviews, descriptions were provided by the participants regarding their studying and living experience in the USA. The extreme different culture and social communication tools raise challenges. The participants also encountered difficulties in adjusting to the new academic practices and fitting in the new lifestyle. During the analysis process, two phenomena involved in Saudi students' transitional experiences: a) they lived as foreigner who used different language; studying in different academic system, b) they lived experiences of being far away from social and friendship network and a totally different cultural environment.

### 2- What cultural aspects involved in the transitional experience?

The participants were agreed that there are extreme cultural differences between their home country and the USA. These differences made difficulty in adjustment during the transitional experience. For example, there are diverse religions and different cultural background in the USA; whereas, in Saudi Arabia there is only one religion (Islam). At this point, engagement in the American society began with difficulties due to different religious backgrounds. From the other aspect, there had been some expectations about American society adopted through media that made some apprehension.

*“Before coming to the United State of America, I had not dealt with American people. I had only known the American people through the media. My ideas about the American people were built on the events in the Iraq and Afghanistan wars. I mean America people who are living in the American society were not known for me. My view to the American society was very negative. I had thought about whether there acceptance from the American to foreign, especially those who are from the Saudi Arabia after September eleventh; However, when I lived, I recognized that American people are different than what I got. After my experience in America, I have felt that I am acceptable and people are very friendly. Moreover, I had generally misunderstood the American environment through the American movies that provide the U.S as unsafe environment”.*

The differences between Saudi Arabia and the USA in laws, rights, and duties represent a pattern of challenges during the transitional experience. The participants indicated that laws, rights, and duties in the Saudi Arabia emerged from the Islamic religion which made many differences from practiced laws in the USA, that is the participants needed some times and guides to understand these uncommon practices.

*“The problem was in knowing and understanding these laws, rights, and duties. Because it is different environment, I spent time to recognize such*

*things. After that the practices, applications, and obligations were adopted”.*

The other pattern of cultural challenges within the transitional experience related to dining and clothes. The participants faced difficulties regarding dining in the USA, that is some kinds of food are religiously prohibited (e.g., cow, sheep, and chicken must be slaughtered in certain way in the Islamic religion to eat its meat). Also, the participants indicated the embarrassment in wearing of traditional Saudi clothes while they were shopping or walking in the street which is uncommon clothing in the American people.

Thus, previous expectations were the resource that made difficulties in the beginning of transitional experience. Media played a vital role in the misrepresentation of the relationship between Islamic countries and the USA. Also, September eleven event was one of the most events that put Saudi Arabia as an enemy of the USA. At this point, the participants in this study had apprehension in the beginning of the transitional experiences; this was regarding their negative expectations of how they are viewed and interacted by the American people. Once the participants integrated in the society, they became more comfortable and realized that diversity is understandable and respectful in the USA.

### **3- What are the social aspects in the transitional experience?**

The participants mentioned the difficulties of making concrete social relationships with Americans due to different social habits and customs. This sociocultural aspect representing in the different cultures and life styles was sensitive. The participants continually felt homesickness especially in the yearly occasions (e.g., Feasts) in which all the extended family members meet. Hence, the social and relative relationships were missed during this experience.

*“I have seen that people here are busy which narrow the times for relationships. The work hours in the U.S are longer than the work hours in the Saudi Arabia. At this point, in the Saudi there is long time after the work hours for the people to engage in the relationships. In fact, we missed the relationships with relatives and neighbors. The families in the Saudi Arabia are extended which makes the relationships between the relatives very concrete”.*

Being married, the participants both indicated the social obligations toward their families as challenges in addition to their academic obligations. Also, the kids' social and cultural identification was resource of worry for the participants.

*“I am worried about my kids to lose their own culture because I am going to go back. Then, the kids will encounter different social environment than the US environment”*

As mentioned by the participants, the relationship between woman and man is very different in the USA than in the Saudi Arabia. This, in turn, caused kind of embarrassment in cases of interaction, especially in the beginning of the transitional experience.

*“In the Saudi Arabia there is no mixed gender in most of institutions and the schools, so it was a new experience to deal with men. Basically I have no idea about men’ thoughts about the relationships with women. Before I coming to the U.S, I understood such relationships through media. In fact, the real life is very different from media”*

In sum, being a tribal and traditional environment, Saudi society gives importance to the social relationships, customs, and extended family. This, in turn, caused the transitional experience of Saudi students more difficult than most of other international students.

#### **4- What are the academic aspects in the transitional experience?**

The participants indicated that there are extreme differences in the educational system between Saudi Arabia and the USA. That is, teaching methods, educational materials, the relationships in the educational setting, and the organization of educational administration in the USA are totally different from what they familiar to in the Saudi Arabia. The participants therefore had difficulties in adjusting to the new academic style due to the new teaching practices. Using technology in the learning activities also raised challenges due to the limitations of using technology in the Saudi Arabia.

*“....teaching method is very different, in Saudi they used traditional methods which depend on the teacher knowledge not in students’ discovery. So here I tried to adopt new skills related to my duty as students...”*

Studying in mixed gender classroom was a new experience; the participants provided different reasons that caused the difficulties of being in mixed gender classroom. It is a new experience the participants were not exposed to it before. The new cross cultural experience is usually a challenge to navigate through it. It was described as strange, mysterious, and scary especially for the female participant.

*“The first class was horrible; was very bad. It is probably because I had not been in such position [mixing with male], so I was silent most of the time; I did not talk with anyone; I isolated myself in the corner... mixing with unknown male is difficult for me because I have to deal with foreign men.... I do not have problem to speak to a man, but what if this man crosses the limit between how to deal with such behavior...”*

The American educational paradigm, which encourages discovery, creativity and critical thinking skills, is likely to represent challenges to the Saudi students who are accustomed to passive learning techniques. This was the case for the Saudi students in the current study. They were not prepared for American cultural practices. They had not learned how to learn through active learning practices. Left to their own devices, they could not figure out the classroom culture. They needed explicit information about these teaching and learning practices and guidance as how to learn in American classrooms; however, once they were made aware of the reasons for these methods and study skills, the Saudi students were able to adapt and success in their program.

### **5- What is the gender role regarding the transitional experience?**

The male participant is less affected than the female by the cultural differences between Saudi Arabia and the USA. As mentioned by the female participant, wearing a scarf in the USA made her notable among the other in the beginning of the transitional experience. Moreover, the female participant had more challenges than the male of being in mixed gender classroom, that, in turn, affected her academic activities that depend on working in group of students. For the family obligations, the female participant has more challenges than the male that affected her academic obligations.

*“Taking care of children and cooking are my duties as a Saudi woman; we do not used to eat fast food. This made my times narrow to meet the other obligations that related to my program. In our culture and social customs woman is responsible for all house duties”*

Thus, being a conservative environment, Saudi society put more cultural stress on women regarding to the traditional customs. Woman in Saudi Arabia is more dependent on the man than western woman; this, in turn, made the Saudi woman more sensitive to the interaction with man and society institutions. Also, the nature of cultural customs, regarding the woman’s social obligations toward the family, raised more challenges on the female participant while she was studying in different cultural environment.

### **6- What themes emerge from studying the transitional experience?**

The data analysis and interpretation generated three main themes which describe the mechanisms of transitional experience for the Saudi students, these themes representing in cultural, social, and educational aspects.

#### **Cultural Aspect**

Religion, traditional custom, rights, duties, and life style are main variables which shape the Saudi students’ transitional experience. Being in different cultural environment, the participants encountered some challenges related to religious issues, clothing, and dining. Additionally, they had to understand and adjust to the different rights, laws, and duties. In contrast to the existing research findings, the current study went farther regarding the cultural aspect in the transitional experience. Al-nusair(2000) found that cultural issues generally affected the adjustment of Saudi students; whereas, the current study revealed what cultural aspects and how they affect challenges in the adjustment to the transitional experience.

#### **Social Aspect**

The participants’transitional experience was influenced by social interaction and marital status. That is the familial relationships in the extended families were missed, the sensitivity of relationship between man and woman, and familial obligations raise challenges. This findings are consistent withShabeeb's (1996) finding, in which he reported that marital status and social interaction are important factors in the Saudi students' adjustment.

## **Academic Aspect**

The most difficult challenge was in adjusting to the new academic environment due to the differences in educational philosophy between the USA and the Saudi Arabia. The participants had to deal with different teaching method, different academic materials, unfamiliar technology tools, and different language. Moreover, studying in mixed gender classroom was new experience that is difficult to adjust to especially for the female participant. This finding is somewhat consistent with Mustafa's results (1985), in which he found that students identified academic English to be the most problematic aspect of study in the USA.

## **Conclusion and implications**

Sociocultural identification plays a vital role in the transitional experience. The transitional experience of Saudi students was seen in light of cultural and social identity. Since the participants arrived, they used their previous expectations about the different culture. Thus, they interacted with people and things in new environment based on the cultural and social differences such as religious, life style, social relationships, rights, and duties. The extreme differences between the USA and Saudi Arabia were in the educational system and particularly in academic practices which raised many challenges during the transitional experience. Thus, the participants had difficulties with new teaching strategies, and new materials and technology, studying in mixed gender classroom.

The Saudi students' transitional experiences at UNC represent a broader phenomenon. Colleges and universities around the world are witnessing an increase in enrollment of Saudi Arabian students. As a result, inquiry into the challenges that these two students faced as they traversed educational paradigms from the Saudi to Greeley is widely beneficial. It is hoped that learning gained from this study will aid future educational exchanges. Therefore, this study has national implications and is a timely matter because of the large number of Saudis studying abroad through the scholarship program and is useful for Ministry of Education in Saudi Arabia and the Saudi Arabian Cultural Mission in Washington, D. C.

Instructors and students have a responsibility to learn about each other. International students should make themselves known to their instructors and instructors should be open to learning about cultural similarities and differences from these students. It would have been beneficial to both parties to know each other better. A personal responsibility of both the student and instructors exists to learn about one another. On a class-by-class basis, students and professors should take time to learn about and from each other.

University of Northern Colorado and other universities with diverse students should research intercultural training programs and adapt them to fit their needs. Implementing such program will create more successful multicultural environments.

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**NOLLYWOOD AND THE GROWING LENGTH  
OF SHALLOONNESS, A TRAGEDY OF A YAWNING  
DIVIDE BETWEEN THE INDUSTRY AND ACADEMIA IN NIGERIA.**

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**ABSTRACT**

The Nigerian film industry known as Nollywood has been graded the 3rd biggest film industry in the world following behind America's Hollywood and India's Bollywood respectively. The grading however is done based on the quantity of films churned out every year from these industries. Unlike its counter parts, Nollywood has been noted as having very much more films with copious flow of shallow and inept contents. Many of its stories lack depth of feel and can barely challenge one's imagination as the plots are mostly on a flat scale and maintain a lineal progression. The technical aspect is not without its incessant flaws mostly evident in the continuity, sound and editing. These and many more form the bedrock of the numerous flaws that mar the quality in content of the blossoming industry. This study however observes that the major factor that is responsible for the low quality in many of Nollywood's films is lack of professionalism. It also observes that there are so many quacks operating in the Nigerian film industry because there is a widened cleavage between the industry and the art institutions in the country. Therefore, it is the aim of this research to find ways by which the industry can have a complemented relationship with the schools of art in Nigeria so as to enhance a more quality output. Focus group discussion and literally analysis will be the underlying method used in this research.

**INTRODUCTION**

What is today known as Nollywood has its origin in a very humble beginning necessitated by the drive to find an alternative to the trending celluloid industry which had become very expensive and had surged virtually beyond the reach of the average Nigerian film producer. The need to tell the African story and to also have indigenous contents in the euro-saturated Nigerian television space was an unavoidable booster to the adaptation of the Video cameras as an alternative technology to celluloid film making. The experiment has since its inception in 1991 with Kenneth Nnebue's *Living in Bondage* been an unimaginable success. It has bolstered and built a film culture that is over well known throughout the world. The Nigerian film industry popularly known as Nollywood has become a success story that cannot be neglected in Film discuss circles all around the world. It has become the new window for telling the African story bereft of foreign

manipulations and colonial inclinations. Its success is tied to the nature of its contents which tends to be indigenous and treats the African experience from the grass root level. Thus Uche Onuzulike (2007) opines that;

*Nigerian video films are deeply rooted in Nigerian cultural traditions and social texts that focus on Nigerian community life. Nigerian video film stories are told using African idioms, proverbs, costumes, artifacts, cultural display, and the imagery of Africa.*

It is the sense of belonging and identity derivable from these films that gives it the unalloyed acceptance it has irrespective of its numerous narrative flaws and technological inadequacies. Espousing this stand, Amaka Igwe (2013) is of the opinion that " the Nollywood industry thrives because of its originality and non-conformity approach to film making"

The Nigerian film industry has had a gigantic leap within its 24years of hatchery. Its impact on the Nigerian society goes far beyond mere entertainment. Since its inception, Nollywood has contributed tremendously to Nigeria's economic growth. In respect of this, Ayeni Adekunle Samuel (2013) declares that;

*"The media industry is valued at \$650m; the music industry at about \$105 million (SMW 2013) and Nollywood at almost 100 billion Naira. The monetary figures portend to increase over time when adequate financial tools are implemented to track and interpret earnings in the industry.*

The hundred billion naira estimated worth however may even have been an underestimation in light of the new ranking of the Nollywood as the second largest film industry in the world following behind India's Bollywood. Thus Efe Ebelo (2013) discussing the impact of Nollywood on the economy of Nigeria declares that:

*The Nigerian film industry is widely adjudged as the most prolific in the world with consistent production of over 2,400 yearly titles in the past three years – 2,408, 2,514 and 2,621 in 2008, 2009 and 2010 respectively. Provisional Data in 2011 from the Nigerian Films and Videos Census Board (NFVCB) indicated that 1,743 and 1,234 movies were respectively registered and approved.*

The above data reveals the amount of employ that goes into the industry for such output to be both efficient and possible. It is however believed that apart from agriculture, the entertainment industry is the second highest employer of labor in Nigeria with Nollywood taking the lead. Thus, Moudio Rebecca (2013) posits that over a million people are currently in the employ of Nollywood.

However, Nollywood is not without its errors and shortcomings. The Nollywood industry is notorious for its low budgets which inadvertently affect the output quality. The stories are most times hurriedly put together and rushed into the market for a quick turnover and this most times results in many errors and shallowness of the movie's

contents. These errors are most times blamed on the unprofessionalism of its practitioners as many of them lack formal training. Also, there seems to be a kind of divide between the academia, the government and the field practitioners and this divide does not in any way help the young evolving industry. This problem is therefore the major factor driving this research which is aimed towards finding a soft landing ground where these three arms can come together in a synergy towards improving the Nollywood industry. This research is therefore grounded social interdependence theory.

## **Definition of Terms**

### **Academia**

In this research, the 'Academia' implies all those involved in the business of research and learning in the area of Film and creative arts mostly in the higher institutions in Nigeria. These include the academic instructors, professors, researchers and students within the tertiary set up of Nigeria's educational environment.

### **Practitioners**

Practitioners in this research denote all those who are on field in the business of Nollywood. These are the ones who are the real film makers who role out the films that are referred to as Nollywood films. They include the Producers, directors, actors, continuity, makeup artistes, cinematographers and every other crew member who contribute in one way or the other to the successful making of the films.

### **The Divide between the Academia and Practitioners.**

There is a complementary relationship that exists between the different institutions in society. Every of these institutions contribute to the growth of the other. A certain lack in one in effect spells an imminent lack in another which it is meant or supposed to compliment. The society is therefore like a basket of hands girded by the various institutions. The dearth in one must spell an unavoidable consequence on the other. The South African tribe of Xhosa expresses this interdependency of beings in their traditional philosophy of 'Ubuntu' which literally translates to "I am because you are". This interconnection of elements is what the interdependence theory professes. Johnson and Johnson (2007) opine that "Social interdependence exists when the accomplishment of each individual's goals is affected by the actions of others" This therefore means that the actions and inactions of any of the elements that are meant to complement each other must have an eventual effect whether positive or negative on the composite body. This contractual synergy is therefore needed in the day to day existence of the different business and cooperate organizations that operate within the society.

Unfortunately, the interdependence of relationship between the academia and the industry in Nigeria is yet to be plucked. This is because both the academia and the industry are yet to work out an intercomplimentary relation that will amount to a healthy growth in the industrial setup. The effect is a skill gap between theory, research and practice. If theory fails to recognize current and trending innovations in its practical field, then such theory looses touch with modernity and in effect becomes obsolete and lacks

essence. If at the other hand, industry fails to stay in touch with trending theories, its operations becomes skewed and out dated and lacks touch with reality. It will also lack the competing power to match other industries in the global atmosphere. Lamenting the effect of this gap on the Nigerian University graduates, Adetokumbo Kayode (2009) opines;

*... the gap that exists between what is taught at school and the skills required to perform on a job is so wide that a high percentage of young graduates are said to be unemployable for lack of needed skills that would make them profitable for any employer. This state of affairs has existed in Nigeria for so long that there is urgent need for serious actions to stem the tide and correct the malaise that is robbing the nation of progress in many fields of endeavour.*

The film industry in Nigeria is typical of the sector that lacks this industry-academia synergy. There is a yawning gap between the Nollywood practitioners and the Nollywood academia. The effect is a cyclic loop in which the industry keeps rotating in its style without making giant steps towards a rapid improvement in its structure and nature. This is because the gap has not allowed the symbiotic relationship between research and practice to exist. Each stays in its corner watching the other from afar trying to rigor out from its difficulties without proffering a helping hand. Every year, there are myriads of journal articles being churned out from the academia on Nollywood. Many problems are discussed and many recommendations are made. However due to the restrictive nature of most of the conferences in which these researches are discussed, the practitioners who in the real sense should be at the benefitting end of the findings from the researches are mostly not present. As a result, most often than not, these research works lack essence because the hands on field that should reflect these findings in the films are not integrated. Thus these conferences become mere traditions by which the academia meet up with its requirements for promotions and job prerequisites. Also because the academia do not have a common relationship with the field practitioners, it becomes very difficult for them to really understand the intricacies of what it takes to be on field. In effect, most theories proffered may not be relevant and practicable within the circumstances of working in the field. Also because researching on field most times is breath taking both financially and otherwise, many researchers in the academia choose to avoid and take the simpler task of engaging in researches that are literary based. Dray Sussan (2014) in her articulation of the reasons for the seeming gap between the academia and the practitioners opines;

*In academia, the most basic measures of success are typically scholarly publishing and obtaining grants. It is a truism that faculty must “publish or perish.” Anything that increases success in obtaining grants and producing publications in refereed publications increases career success. The quickest and easiest types of papers to write tend also to be the most narrow—and unfortunately, these are also the least likely to be considered relevant and useful by practitioners.*

Unlike most other film industries in the world, Nollywood is an unconventional industry with no laid down rules and definite structure. This is accounted for by the way it started and in the unassuming style and format with which the industry was bred. The

industry today known as Nollywood was actually given birth to by marketers and producers who had no much stake in the media and entertainment industry. As a result many scholars in the academia may find it difficult accepting an industry where its policies are made and controlled by practitioners who may have no formal training in film making. As a result, while the academia look at the practitioners as a group of quacks churning out substandard films, the practitioners perceive the academia as opportunists who pontificate and profess theories that won't be applicable in practice due to lack of practical experience. Thus even if they get in contact with some recommendations from the academia, they tend to overlook impracticable propositions from people who do not understand their working conditions and thus lack the ethos to pontificate in the area.

However, the effect of this is that both the academia and the practitioners suffer. This is because they both lose out on researches that can propel both the industry and the academia forward. Many objective and result oriented researches should have a reflection of practicability which can only be tested out in the field. Thus Dray opines that;

*Academics benefit in practical ways from closer connections with the commercial world as well. In some companies, there are opportunities for academics to partner with practitioners to do research that would not be possible by either side alone but that can answer real needs for information. Practitioners can sometimes help provide access to key populations of interest and can help leverage corporate resources to provide funding for certain types of research activities.*

It is however very obvious that Nollywood needs a professional touch to improve the quality of its content. Nollywood most times is criticized for errors that could have been well prevented with a touch of scholarship. Some of the scripts are badly edited and these sometime result in a lot of grammatical blunder that becomes very embarrassing from an industry of its magnitude. Script errors mostly mar most films. Thus Israel Udomisor and Nurat Yusuf Tosin (2013) are of the opinion that "The problem of script writing in the Nigerian film industry is a cancer that has eaten deep into the industry fabric. The resultant effects of these are poor story lines, faulty scene design, poor themes and not too impressive performances of actors and actresses ". It is therefore pertinent that there is a joint effort between the academia and practitioners as this will help curtail many of these errors. It is obvious that if the full weight of the academia is felt on field, many of the script errors that mar most of the Nollywood films will be checkmated.

## **Conclusion**

Nollywood has gone a long way within its short years of existence. It has attracted discusses from all around the world and its economic impact in the nation has become well felt. Having gone this far with a structure that sometimes lacks definition due to its amoebic and indefinite nature, one can only imagine the rapidity of development that will accompany a better organized movie outfit like Nollywood. The call is therefore for practitioners and the academia to find a common ground through which they can synergize to improve the quality of the output from Nollywood. This synergy also will go a long way in improving the academia and academic curriculum of film related disciplines in the country.

### **Recommendations**

1. It will be pertinent to create a viable avenue through which the academia can engage in constant interaction with the practitioners in order for both to keep abreast of developments in their fields of learning and practice. Such bodies like Society of Nigerian Theatre Arts practitioners should find a common ground for interacting with the practice base bodies like National Association of Nigerian Theatre Arts Practitioners (NANTAP).
2. There should be a concerted effort at incorporating practitioners in the various academic conferences and workshops that are carried out within the academia. This will help communicate research findings to the practitioners who will effect it in their works in the field.

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# **Zooming Out! Positive Outcomes for Muslims in Child Protection Services through the Empowerment of Educators, Social Service Workers, Government Agencies and Muslims**

**Sadique Pathan, Qatar.**

## **Abstract**

Effective teaching for students from all backgrounds requires an immense level of expertise and skills. Currently, Canada is experiencing a significant increase in immigration and refugees from people of Muslim faith background. With increasing political, economic, and social turmoil overcoming nations such as Pakistan, Afghanistan, Iraq, Palestine, Egypt, Yemen, and Somalia, a greater number of families are settling throughout primarily the urban centers in Canada. The Public School System has found itself in many cases to be the gatekeepers in reporting child protection concerns to the respective Child Protection Authorities where they deem there are concerns. While the role of providing referral information for concerns relating to Muslim students is an important role for educators, there is also a need to ensure that educators, students, and families are being empowered and that reporting a student be seen as the last measure of intervention and not the first. Through my various roles in Child and Family Service in Alberta in frontline child protection over a ten year span in Alberta, many of the cases tended to be characterized by misunderstandings of perceived concerns from both the educator's perspective and also the Muslim student and/or families perspective. In order to empower both educators and the student and their respective families in matters of ascertaining child protection concerns, there needs to be a focus on three aspects, namely providing educators with understanding the Muslim population in terms of culture, religious, and socio-political and economic factors, for Muslim families to understand the contract and expectations outlined by provincial legislation and public schools, and for greater preventative interventions to be utilized in circumventing child protection involvement. Ultimately, I believe that this approach will serve in strengthening the relationships between educators, Muslim students and their families, and the various collaborating community and social service agencies.

**Key words:** Child Protection, Educators, Muslim, Public Education, Refugees, Social Service Agencies

## **Introduction**

Teaching students from diverse social, cultural, ethnic, and religious backgrounds requires an immense level of expertise and skills. Never has the task at hand asked of teachers been more exciting and at the same time daunting in having to respond to the unique needs of an ever changing student population. Social workers and government sectors that include immigration, police services, and medical care also are increasingly adopting new strategies in meeting the needs of Canada's changing population

demography. One of the changing dynamics in Canada's national landscape is the increasing number of Muslims. The significant increase of the Muslim population in the past decade is reflected in the 2011 National Household Survey and can be explained as Muslims immigrating to live a life of peace and prosperity. In addition, the rise in Muslim immigration into Canada can also be partially attributed to more incidences of refugee claims from Muslims fleeing despairing and dire conditions in their places of origins. (<http://www12.statcan.gc.ca/nhs-enm/2011/as-sa/99-010-x/99-010-x2011001-eng.cfm>).

With increasing political, economic, and social turmoil overcoming nations such as Pakistan, Afghanistan, Iraq, and Somalia, many Muslims have settled in Canada through various channels in immigration, including government assisted refugees, privately sponsored refugees, and refugee claimants/asylum claimant (<http://www.cic.gc.ca/english/resources/research/imdb2008-cat-profiles.asp>). It is also more likely that Muslims fleeing present ravaging civil wars in places such as Yemen, Syria, Central African Republic and Myanmar will also seek immigration and refugee status, as Canada continues to be seen as an open and just society that offers people opportunities to live a better life. The majority of Muslim immigrants have settled in major urban centers throughout Canada with the more than half of them settling in Ontario (Quebec saw 18 percent of the immigrant population settle there in 2012, with Alberta (9%) and B.C. (7%) seeing significant numbers of immigrants and refugee settlement)([http://www.amssa.org/files/Info\\_Sheet/AMSSA%20Info%20Sheet%20Issue%208%20-%20Final.pdf](http://www.amssa.org/files/Info_Sheet/AMSSA%20Info%20Sheet%20Issue%208%20-%20Final.pdf)).

Teachers in particular continue to play an important role in being the proverbial eyes and ears of child protection services and police service, as teachers are expected to report any child protection concerns as defined by provincial child welfare legislation. Many teachers in fact find themselves in the awkward position in having to play the role of the gatekeeper and this legal obligation to report any child protection concerns to the child protection authority can have many unintended consequences. The Muslim family may mistrust the educational authority if they feel for example that their child's teacher has reported a concern. Certainly, teachers in the case of genuine child protection concerns should not in any way compromise reporting it to the child protection authority. However, this paper is rather focused on how to ensure inaccurate reporting against Muslims due to child protection concerns and/or domestic violence can leave Muslim students and families feeling that the federal and provincial institutions reinforce the present environment of "Islamophobia" Teachers and social workers in particular have an important role in helping address the feeling of alienation some Muslims, particularly youths feel and to ensure that this minority population does not feel excluded from mainstream society. Moreover, these Muslim youths could also find themselves more vulnerable in being influenced by radical elements that take advantage of the feelings of those alienated Muslim youth and feed upon the resentment they feel towards the institutionalized form of discrimination found in schools, social service agencies, and federal/government agencies such as immigration, police service, and medical care.

While providing referral information to child protection over concerns relating to any students is legally binding, this paper argues that is also a need to ensure that educators, Muslim students, and families become empowered. The perspective this paper holds is that through **the process of 'zooming out'** sort of speak, one is able to identify the social

and communal needs and challenges of the Muslim communities. **What is put forth in this paper is that only through empowerment that looks to strengthen understanding, communication and active engagement of teachers, social workers, Canadian Immigration Services, and Police Services can Muslim communities in Canada overcome stigmatization, formal/informal discrimination, and exclusion. It is through empowerment that ultimately more effective and efficient child protection involvement with Muslim families can be achieved.** In writing this paper, I drew upon my own personal journey as being a second generation Muslim living in Canada. I also reflected on numerous Muslim children and families I had encountered through my various roles in Child and Family Service in Alberta in frontline child protection over a ten year span in Alberta. Many of the cases tended to be characterized by misunderstandings of perceived concerns from both the educator's perspective and the Muslim student's and/or family's perspective.

**The process of empowerment involves five steps; namely “ERECa” or to “empathize,” “reflect,” “engage,” “collaborate”, and “advocate”.** The first section of the paper provides an overview of understanding and relating to the Muslims narrative, family environment, relationship between the Muslim community and the family, the connection of the family with the place of origins, and the barriers facing Muslims in Canada. The second section of this paper will specifically look into the role of reflection as it pertains to teachers working with Muslim students and families. The process of reflecting focuses on how a teacher through introspection and reflection can confront one's own biases and stereotypes. In the third section, the importance and practical steps of ‘engagement’ are discussed. Engaging involves using critical thinking and deconstructing a teacher's pedagogical approach and identifying gaps in the school system that do a disservice for Muslim students. The fourth step involves collaboration between teachers, social service agencies, Muslim students and families, the various stakeholders in the Muslim community, municipal, provincial, and federal levels of government. This fourth section stresses how partnerships will serve to contribute in making a Muslim student feel safe and part of being accepted into the milieu of Canadian society. Fostering a healthy social environment for Muslim students is conducive for their academic achievement and social integration. Teachers and social workers have an opportune position to help Muslim families not being stigmatized as a result of the ‘collective guilt’ that Islamophobia imparts. Instead, Muslim families and communities can in contrast feel as being part of the ‘collective engagement’ which looks to include Muslims as being meaningful and valuable contributors who enrich Canadian society. Finally, the fifth section proposes areas of advocacy that aim to promote and fortify interventions and professional practice that enable Muslims to develop preventative measures in becoming in conflict with schools, child welfare services, police services, and immigration. Furthermore, such initiatives with cementing partnerships will assist educators work towards proactive strategies in supporting students and families and furthermore ensure referral reports to child protection services and/or police services are not based on their biases and prejudice towards Muslims. Advocacy implies Muslim families to understand the citizenship contract and child protection and family law legislation as defined by provincial and federal legislation. The child protection authority, social services agencies, schools, Canadian immigration, and police services must all work with Muslim youth,

families and organizations in order to provide a holistic approach to preventative interventions that will lead to ideally circumventing child protection involvement and police involvement. **Through the ERECA approach, this paper puts forth that all major stakeholders will be empowered and this ultimately result in Muslim students and their families trusting the various helping professionals and thus they will have a greater willingness in accessing community supports and interventions if needed.**

## **Section I: Empathizing with Muslims in Canada-The Relevance of Muslims in Canada**

A little fact that most Canadians are unaware of is that four years after the emergence of Canada as an independent nation, a Canadian Census in 1871 reported that there were a total of 13 Muslims in Canada (Haddad, 2002, p 263). While the earlier Muslim immigration into Canada was comprised of mainly Arab and Turkic peoples, post-1960 immigration consisted of a more diverse Muslim population from around the world. Zohra Hossaini importantly pointed out although Muslims from the 1930s to about 1960s were primarily comprised of unskilled labour, an immigration shift occurred in where post 1960s immigration as indicated in the 1981 Canadian National Census that “the percentage of Muslims [was] twice as high as that of other immigrants and close to three times as high as the total Canadian population” (Haddad, 2002, p. 264).

The National Household Survey (2011) data indicated that as of 2011, the total Muslim population in Canada was 1,053, 945 ([www.12.statcan.gc.ca/nhs/2011/dp-pd/dt-td](http://www12.statcan.gc.ca/nhs/2011/dp-pd/dt-td)). Also important to note is that the census also found that the Muslim population resided in the larger urban centers, more specifically in Toronto (over 424,900), Montreal (over 221, 000) and Vancouver (73,200) (<http://www12.statcan.gc.ca/nhs-enm/2011/as-sa/99-010-x/99-010-x2011001-eng.cfm>). The Greater Toronto Area’s total Muslim population for example is comprises about 8% of its total population according to a Toronto Census that was completed in 2011 ([https://www1.toronto.ca/city\\_of\\_toronto/social\\_development\\_finance\\_administration/files/pdf/nhs\\_backgrounder.pdf](https://www1.toronto.ca/city_of_toronto/social_development_finance_administration/files/pdf/nhs_backgrounder.pdf)). Over half of the Muslim population lived in Ontario (582,000), representing approximately 4.6% of the total population of the province (<http://www12.statcan.gc.ca/nhs-enm/2011/as-sa/99-010-x/99-010-x2011001-eng.cfm>).

There were two time periods that seen a significant increase in Muslim immigration and settlement in Canada. “The population of Muslims has steadily increased where the most significant immigration of Muslims into Canada beginning from 1991 to 2000 where there were 210,680 and thereafter more than doubling to 387,590 between 2001-2011.” ([www.pewforum.org/2013/06/27canadas-changing-religious-landscape](http://www.pewforum.org/2013/06/27canadas-changing-religious-landscape)) In fact as noted by the Pew Forum Organization that nearly half of Canada’s immigrant population in recent times has come from “Asia, Africa, and the Middle East” ([www.pewforum.org/2013/06/27canadas-changing-religious-landscape](http://www.pewforum.org/2013/06/27canadas-changing-religious-landscape)).

According to the National Household Census in 2011, 3.2 percent of the total population of Canada is Muslim and that this grew from the 2001 National Household Census that showed that Muslims comprised only 2 percent of Canada’s population ([globalnews.ca/news/541591/the-second-largest-religious-faith-in-Canada-nothing/](http://globalnews.ca/news/541591/the-second-largest-religious-faith-in-Canada-nothing/)). The

largest representations of Muslim immigrants who came to Canada from 2006 to 2011 was from Pakistan (<http://www12.statcan.gc.ca/nhs-enm/2011/as-sa/99-010-x/99-010-x2011001-eng.cfm>).

In contrast to the “warnings” from right wing groups and anti-Muslim groups who suggest the Muslim population is nearly overtaking the majority population in Canada, it is important to clarify that the majority of Canadians, two thirds in fact identify themselves as being either Catholics or as Protestants, although their numbers have seen a significant decrease. Approximately 24 percent of Canadians identify themselves as having ‘no religion’. ([globalnews.ca/news/541591/the-second-largest-religious-faith-in-Canada-nothing/](http://globalnews.ca/news/541591/the-second-largest-religious-faith-in-Canada-nothing/)).

### **Empathizing with Muslims in Canada: Contemporary Events and Media Portrayal**

The recent events in the Canadian Parliament in Ottawa on October 22, 2014 shed light on the negative image and anti-Muslim sentiments in Canada. In an website article published by a mainstream media station, NBC news, it reads “Police believe Zehaf-Bibeau, described by authorities as a homegrown radical, was the lone gunman who killed Cpl. Nathan Cirillo before driving to the Parliament building and exchanging gunfire with police and guards before being killed on Oct. 22” (<http://www.nbcnews.com/storyline/canadian-parliament-shooting/canadian-parliament-shooter-made-video-attack-police-say-n234471>). The notion of homegrown radical suggests that somehow that the faith of Islam and the Muslim communities somehow bear some responsibility to the actions of Michael Zehaf-Bibeau. This follows a string of revelations that some Canadian born Muslims had joined insurgent forces in Syria and Iraq. There was also the case of Damian Claremont, a Calgary native that died while fighting alongside ISIL in the June 2014(<http://www.ctvnews.ca/canada/why-did-you-do-this-mother-of-canadian-killed-in-syria-speaks-at-youth-radicalization-conference-1.2002828>).

While numerous Canadian Muslim organizations and overwhelming majority of Muslims denounce such actions exacted by an unrepresentative and extremely small proportion of the Muslim populous, academics such as Yasmine Jiwani point out that what has emerged is the “discourse of justification” (<http://www.aljazeera.com/indepth/features/2014/10/muslim-canadians-decry-attacks-amid-backlash-2014102692556982844.html>). Yasmine Jiwani, a communication studies professor at Concordia University in Montreal responded to the recent media coverage of Michael Zehaf-Bibeau as unfairly placing all Muslims on trial for events of which they have no connection to. She states that "For anything that happens ... where Muslim identity is evoked, what happens to the rest of the Muslims is they get pushed. It's a discourse of justification or a discourse of denial." Jasmin Zine, a professor in the sociology department and researcher on Muslim-Canadian youth identities at Wilfrid Laurier University spoke of the impact such negative characterization of Muslims has on Canadian Muslim youths, particularly males. She stated that:

"This new incident is giving renewed impetus to the existing trend, whereby Muslim youth are feeling labelled and pathologies by the way they are represented in the media. That gets reinforced in feeling further alienation ... It doesn't help the

dynamics"(<http://www.aljazeera.com/indepth/features/2014/10/muslim-canadians-decry-attacks-amid-backlash-2014102692556982844.html>).

A Statistics Canada Report (2012) indicated that there were 45 hate crimes towards Muslims based on religion (<http://www.statcan.gc.ca/pub/85-002-x/2014001/article/14028-eng.htm#a1>). However, as the Stats Can report states, the Muslim population also falls under visible minorities and thus it is likely that the actual number of hate crimes was much higher as it was likely that crimes are towards Muslims might have been categorized as race or ethnicity based(<http://www.statcan.gc.ca/pub/85-002-x/2014001/article/14028-eng.htm#a1>). Recent developments following the parliament attack by Michael Zehaf-Bibeau have alarmed Muslim communities across Canada. Adil Charkaoui who is the coordinator of the Quebec Collective Against Islamophobia recorded over thirty complaints of threats and hate messages towards Muslims following the murder of a Canadian reservist on Parliament Hill. Unlike many of the Muslim organizations across Canada that were quick to publicly condemn the killing and stating Michael Zehaf-Bibeau's actions were not representative of Islam and Muslims, Adil Charkaoui argues that there was no need to apologize when the Muslims "are not responsible for these actions"(<http://www.aljazeera.com/indepth/features/2014/10/muslim-canadians-decry-attacks-amid-backlash-2014102692556982844.html>).

On October 24, 2014, a mosque in Cold Lake was vandalized, with a brick being thrown through the window and graffiti writing being left on the wall that read "go home." Mosque board member, Mahmoud Elkadri (a resident of Cold Lake since 1996) was one of the first persons to witness the vandalism of the mosque when he arrived for prayers. What is most telling about the psychological and far reaching emotional impact of such an act on a Muslim community was displayed by the reaction of Mahmoud Elkadri's children who were crying when they saw their local mosque vandalized. When Mahmoud Elkadri's asked his children why they were crying, they responded, "We were born here and raised here and this is our home" (<http://www.ctvnews.ca/canada/volunteers-help-clean-vandalism-from-cold-lake-mosque-1.2069668#ixzz3HNJmzch3>).

The vilifying of an entire faith belief system or Islamophobia places Canadian Muslims at risk to be victims of institutionalized discrimination and marginalization. While social workers and educators are trained to abide by the highest levels of ethics and values, yet, there are some in the helping professions who may be unaware that they continue to internalize the negative sentiments of Muslims. In order for educators, social service agencies not to solidify and perpetuate oppression and discrimination of Muslim students and their respective families, it is imperative that they understand the impacts of Islamophobia and "Orientalism" on Muslims.

### **Understanding Islamophobia and Orientalism**

How people perceive significant world events is immensely impacted by the lens in which one sees the events. Muslims in Canada are also sort of speaking 'under the microscope' as political figures and various right wing media outlets link violence to Muslims and Islam. This development is not unique to the Muslims in Canada, as such negative perceptions of Muslims has dominated the majority of public opinion as is

reflected in a 2006 Pew Poll that measured anti-Muslim sentiments in Germany, Spain, France and Britain. This poll survey found that 63% of Germans, 60% of Spanish, 56% of the French and 40% of British people held negative and hostile opinion of Muslims (Solomon, Lawrence: Immigration backlash, Financial Post, May 15, 2013 opinion, [financialpost.com/2013/05/15/Lawrence-solomon-immigration-backlash/](http://financialpost.com/2013/05/15/Lawrence-solomon-immigration-backlash/)). Furthermore, the same poll found that in places in Europe that were considered welcoming to immigrant populations such as Sweden, Norway and Denmark shared in the growing trend of anti-Muslim sentiments. In a Forum Poll that was completed in April 2013 in Canada, it found that 49% of Canadians believe that only immigrants who have ‘shared values’ should be admitted into the country and only 26% of Canadians were open to admit immigrants whose cultural values were in contraire to those shared by the majority of Canadians (Solomon, Lawrence: Immigration backlash, Financial Post, May 15, 2013 opinion, [financialpost.com/2013/05/15/Lawrence-solomon-immigration-backlash/](http://financialpost.com/2013/05/15/Lawrence-solomon-immigration-backlash/)). The process of otherization and Islamophobia serve in appreciating the Muslim narrative and struggle in Canada and other Western nations.

#### The Rise of Islamophobia-Muslim seen as ‘Others.’

The tragic events of September 11, 2001, with the destruction of the Twin Towers in New York and other attacks against the Pentagon had a profound impact on the world. With the United States declaring that the persons behind the attack were of Arab and Muslim background, Islamophobia became more apparent and virulent imperial discourses increased within political circles and in the mass media. The Commission on British Muslims and Islamophobia (1997) defines Islamophobia as “Islam as being monolithic, separate, and other without any common values with other cultures and as being essentially barbaric and sexist. Muslims are therefore essentialized, otherized and imagined as being fundamentally uncivilized and unwilling to conform to the values of the West” (Martino and Rezai-Rishta, 2008, pg 414). Zine comments that a clear pattern emerged after 9/11 in the West, namely that women wearing the hijab or the ‘head covering’ acted as a signifier representing “backwardness, oppression and even terrorism” (Martino and Rezai-Rishta, 2008, pg. 423). With the rapid rise of a virulent new form of Islamophobia, women who cover find themselves at the chart of the hatred and are targeted both in the media and in the public domain at large (Afshar, 2008, 419). A shocking statistic was noted in the Guardian Newspaper on December 8, 2001 that following the 9/11 incident, there was an average of “3.8 attacks a day on Muslims, mainly women.” These incidences for the most part were not mentioned in the media or brought up by politicians at the time. The question that naturally arises is how did the political institutions and societal institutions (such as mass media and individuals in the West) so readily embrace and promote discriminative and stereotypical notions.

As Murtuja argues, “the attacks on the Towers and the underground did not cause Islamophobia but rather became ‘the catalyst, allowing Islamophobia tendencies and perspectives public and arguably justifiable, free rein” (Afshar, 2008, pg. 414). Edward Said defines Orientalism as a “generic term...to describe the Western approach to the Orient; Orientalism is the discipline by which the Orient was (and is) approached systematically, as a topic of learning, discovery and practice. But in addition... the word

[Orientalism can be used] to designate the collection of dreams, images and vocabularies available to anyone who has tried to talk about what lies East of the dividing line” (Jiwani, 2004, pg. 266). Furthermore, Said coined the phrase Orientalism in order to examine and highlight the biases, prejudices, and stereotypes of the East. “He argued that the work of imperialists, though rigorous in many ways, was rooted in the limitations of their experiences of the East.” Furthermore, the Orientalist view of the Muslim world was essentially that the Orient was “ancient, exotic and absurd, the land of despots and mystics, populated by a backward population of supine men and subordinated and silent women. Life experiences in general and those of women in particular were assumed to have been fundamentally different, not only in terms of faith and culture but also and particularly in terms of intellectual caliber. It was assumed that the Oriental mind was distinct and different from the Occident” (Afshar, 2008, pg 412).

Post 9/11 is characterized with an obsession and preoccupation with the veiling, “as a transcendental signifier of patriarchal oppression, is presented as an exemplary instance of what Said (1997, 2003) has identified as the political enterprise of Orientalism” (Martino and Rezai-Rashti, 2008, pg. 417). Moallem comments that the “veil more than any other Islamic practice, has become the symbol and evidence of violence Islam has inflicted on women” (Moallem, 2005, pg. 8). Furthermore, he comments that “the Western trope of the Muslim woman as the ultimate victim of a timeless patriarchy defined by the barbarism of the Islamic religion, which is in need of civilizing, has become an important component of Western regimes of knowledge (Martino and Rezai-Rashti, 2008, pg. 418). Said further clarifies that the processing of otherizing “were to categorize the Oriental as members of ‘a subject race’ that had to be ruled for their own good, but only to the level of their limited intellectual capacity” (Afshar, 2008, pg. 412). By extension, “hate covered women are singled out as the living example of backwardness and fearful subordination” (Afshar, 2008, pg. 414).

President George W. Bush related in his first speech following the 9/11 attack using ‘repressive binary logics’ (Jiwani, 2004, pg. 265). This approach in essence emphasizes on otherizing another group, namely Muslims (and by extension Muslim women) and removes the opportunity for any discussion or examination of historical commentary and deflects “attention away from examining the context specificity of emergency neocolonial forms of power and their relation to investing in a politics of truth-making” (Martino and Rezai-Rishta, 2008, pg. 420). Hoodfar notes that the discourses relating to Orientalists view of ‘veiling’ or hijab functions to confirm Orientalists believes about Muslim women’s oppression (Afshar, 2008, pg. 420). However, Hoodfar states that the Orientalist view is flawed about the hijab because the “colonial impulse to present ‘a one-dimensional image of Islam, encompassing a seamless society of Muslims’, which has precluded any analysis of the socio-economic significance of veiling practices throughout history....as well as overlooking “the variations in the way Islam has been and is being practiced” (Afshar, 2008, pg. 423). Said also commented that the West views the women of the Orient “as feminized terrain, weak yet dangerous and ready to be subjugated/domesticated by the civilizing forces of the ‘progressive’ West” (Jiwani, 2004, pg. 266). The body of women thus is the differential between ‘us’ and ‘them’, where the dominant colonizers subjugate and control the colonized.

Cooke writes that the West essentializes the Muslim woman and the need to rescue them and frames this as a duty and obligation for the West to defend ‘our universal civilization.’ However, Cooke so poignantly states that well that “To rescue these women we must attack these [Muslim] men. These women will be rescued not because they are more ‘ours’ than ‘theirs’ but rather because they will have become more ‘ours’ through the rescue mission” (Jiwani, 2004, pg. 271). As Afshar comments, it is easy to see how past misconceptions about the Orient, and more specifically about Muslims has resurfaced and taken shape in political and societal spheres when examining the Orientalist framework (Afshar, 2008, pg. 413).

Upon appreciating the seemingly ominous reach of Islamophobia and the influence of the “orientalization” of the Muslim population, what becomes ever apparent is that a great deal of public opinion and perception purports to the anti-Muslim view. While it is important to acknowledge that many, particularly in the helping profession are advocates for social justice and human rights, yet there are still many who may attest to a number of assumptions that reinforces the anti-Muslim view.

### **Current Educational Trends in Canada**

The first, and most obvious, is that the proportion of “visible minority” teachers in the overall teacher workforce is consistently less than the proportion of “visible minority” citizens in the general Canadian population in both 2001 and 2006 (Ryan, Pollack,, Antonelli, 2009, p.597). This ratio holds true for Canada as well as the provinces and cities. J. Ryan, K. Pollack, and F. Antonelli (2009) stated the percentage difference runs from a low of 4.2 per cent in the province of Quebec in 2001 to a high of 28.8 per cent in Vancouver in 2006. Another significant trend is that the proportion of “visible minority” teachers in the teacher workforce has decreased relative to the proportion of “visible minority” citizens in the Canadian population, although their actual number has increased. Despite the increase of the proportion of “visible minority” teachers in the general teacher population, the proportion of “visible minority” teachers in the teacher workforce declined between 2001 and 2006. The smallest decline was in Toronto (1.7%), while the largest was in Vancouver (7.2%). Finally, a third important trend is that racialized teachers tend to work in large cities. For example, of the 5,985 “visible minority” teachers who worked in British Columbia in 2006, 5,060 taught in Vancouver. “The evidence we collected indicates that in Canada the number of elementary and secondary teachers and school counsellors of colour have not kept pace with the phenomenal growth in the number of citizens of colour, and by extension, the number of students of colour” (Ryan, Pollock, and Antonelli., 2009, p.596). With visible minorities being underrepresented in schools and in those schools, social work agencies, and federal/provincial government agencies (such as courts, police service, provincial and federal government policy makers) and where White privilege is not acknowledged, Muslim youths and families are at greater risk to becoming victimized and discriminated against.

### **Understanding Muslim Families (Parental, Women And Children); Their Struggles And Their Fears, The Challenges Within The Community**

It is important for educators, social workers, counsellors, police/health, and federal and government agencies workers to understand there are at times conflicts between

cultural practices and actual tenants and teachings found in Islam. For example, Islam ascribes through Quranic verses and Hadeeth (recorded sayings of the Prophet Muhammad) a number of rights, such as ensuring neither husband or wife are under any duress when accepting marriage and that it must be mutually agreed by both of them, “for a woman to retain her maiden name after marriage, to manage her financial and business income independently, to keep custody of children after divorce...obliges husband to pay alimony” (Baobaid and Hamed, 2010, p.17). However, the challenges lie in some of the patriarchal interpretations of Quranic verses and Hadeeth collections (Collection of recorded Prophetic sayings of Prophet Muhammad) and also independent religious edicts from some scholars that reinforce male dominance. Therefore, one of the challenges the Muslim community must contend with and challenge is uprooting the grave misunderstandings that some Muslim men maintain in justifying physically abusing their children or their wives.

In a qualitative study completed by Baoubaid (2003), he found that Muslim women were “unlikely to use existing Canadian resources to address issues of intimate partners violence” (Baobaid, M. and Hamed, G., 2010, p.33) due to fear of repercussion by the husband for reporting the matter, that they would place their immigration status for them and their children at risk. Some Muslim women stated that they feared that they would be victimized by the authorities, while others felt that authority figures would be oppressive towards them and that they would resort to brutality towards them.

Another aspect that is important to be aware of is that as most Muslim women are part of a collectivist community and as such should not be understood within the same context or values individualist centered societies have, as this would in essence be a form of cultural hegemony where one system imposes their cultural values and understanding on another. It is also helpful to be aware of the challenges many Muslim parents are confronted with, namely their children fear of losing their Islamic identity and assimilating to mainstream society and having no cultural values. This however does not mean that parents do not want their children to integrate into the dominant society in Canada but rather their fear is rooted in their contradicting the values espoused in a collectivist family and community system. In this regards, one of the primary roles a Muslim father associates himself with is being the protector and sees his children and his wife as his responsibility to protect them from any perceived threat to their social and religious well-being.

Some of the common concerns that Muslim families have is the fear of their children becoming “Westernized.” This notion of becoming westernized is understood by Muslim families as losing one’s sense of religious and/or cultural identity through assimilation. Children becoming disobedient toward parents, neglecting family roles and obligations, and disconnecting from the community (either from the place of origin or the Muslim community at large), Other concerns arise out of the challenges to gender roles that mainstream Canadian society may differ with those understandings shared by Muslim families. Dating for example is for example something that based on religious and cultural views is not accepted by practicing Muslim families. In order to appreciate the parental perspective as well, it is imperative to know that Muslims view “parental responsibility to

fulfill religious obligations” (Baobaid, M., Hamed, G., 2010, p.40). In addition, how the community views the family adds to the pressure of families responding to a family issue. Ultimately, family unity is seen as paramount and sacred in Muslim families and individual interests can be seen to some as threatening for parents as this is seen as potentially disintegrating the family dynamics.

During circumstances where children or a wife challenges the cultural norms upheld by the father, this too may lead him to feel threatened. The father’s role as a protector can transform thereafter into restricting and/or punishing what he views as contradictory values and/or beliefs that ultimately challenge his status and role in the home. This perspective can help social agencies workers, child protection workers, and educators when engaging with Muslim families and in turn build upon assets based on not deficit approach. This is of course not to suggest that any abuse towards the wife or children should be tolerated but rather understanding the context of family dynamics may assist in the chosen interventions if social workers become involved.

Cultural norms in many places of origins for Muslims allow for physical disciplining by parents towards their children, however typically discipline is not perceived as abusing a child. This can result in serious consequences for Muslim parents if they cause physical harm towards their children as defined by child welfare legislation. Also, while family violence is not specific to any ethnicity, faith group, cultural group and socioeconomic status, it is helpful to understand that the role of cultural norms in some Muslims’ places of origins tolerate a male spouse hitting their spouse and purports the view domestic violence as being part of the private sphere of the family. Still, others cite very selected and manipulated Islamic religious references and/or draw on dubious religious edicts put forth by certain religious scholars from the Muslim community to justify spousal violence by the husband. More specifically, there are traditions that can be found in some Arab and Muslim societies that “rely on deliberately patriarchal interpretations of the Quran, coupled with political legislation that urgently restricts the rights of women. This is the cultural weight of a male dominated society” (Baobaid and Hamed, 2010, p.28). However, as Mohamed Fathi Nageeb (2001) clarifies, that it is not the actual Qur’anic text in where any justification can be used for spousal abuse, but rather it is the cultural interpretation of male dominated societies. As such, “many Muslim men believe wrongly that Islam endorses violence against women and children....That they would be reluctant to ask from outside help” (Baobaid, and Hamed, 2010, p. 30).

The interventions used in addressing child protection concerns with Muslim families shouldnot overlook the important role the community plays for the Muslim family. For example, while a restraining order or through child protection court injunctions restricts or denies any access of the father with his wife and/or children, this restriction can cause further strain on the victims as they inadvertently could be denied access with the community if the father states his presence and influence within the greater community. If her husband is also actively involved with her community, she will find extremely difficult to navigate through the community without being intimidated by him. Thus the notion of simply removing women and girls from abusive situations must be established in those necessary situations but in ways to stop the violence and without breaking the tie to

the community. The role of the husband who views himself as the ‘protector’ can also be used as an asset or strength when addressing the child welfare and/or family violence concerns. While the protection and safety matters cannot be compromised, labeling or reinforcing the ‘perpetrator’ notion is not helpful either if the long term goal is family reunification.

## **Section II Reflection: “White Privilege”**

The importance in truly empathizing with a disenfranchised or ‘otherized’ community is to reflect upon one’s racial consciousness and recognize that “Whiteness” provides privileges and advantages due to the overarching dominance of Euro-ethnic values and beliefs in Western Europe and North America. Julie Landsman and Chance W. Lewis Sterling (2011) caution teachers in overlooking the tendency to understand with “a single racial consciousness, single sight” (Landsman, and Sterling, 2011, p.15). Landsman and Lewis also argue that part of one’s overcoming White Privilege and Male Privilege is to recognize that these advantages are earned strength and unearned power that are essentially established through formal and informal institutions. Peggy McIntosh offers additional insight, stating that essentially some privileges are conferred onto the majority white population more specifically that “your race will not count against you in court, should be the norm in a just society, and should be considered as the entitlement of everyone. ...Others have to do without having to labor under pervasive negative stereotyping and mythology” (Landsman and Sterling, 2011, p.15).

One helpful reflective question that a person can ask themselves in order to measure and understand white privileges is ask themselves, “Am I ever asked to speak for all the people of my racial group?” Am I ever asked to justify or condone an action due to the action of my racial or religious group? “This paper does not seek out to place collective guilt or blame on being “White”, as this would amount to the very same unacceptable standard that many people hold against Muslims in Canada. The discussion of White privilege rather is about ensuring through critical analysis and reflection, teachers and social service providers become truly aware of the structural barriers and preferential treatment that is simply inherited and not necessarily earned. Like other immigrant groups, Muslims youth and families too must not slip through the ‘cracks’ of the system, be it in public schools or in the social services programs.

## **Section III-Engage: Drawing from Dr. Joseph White’s Notion of Engagement**

A practical approach to understanding how teachers and social services workers can address White privilege and overcoming individual biases and prejudices in their respective practices is to draw upon Dr. Joseph White’s approach to ‘engagement.’ Dr. Joseph White, co-author of *Black Man emerging* (1999) describes three ways of engagement (to engage conceptually, through dialogue and behavioral actions) that enable one to better understand the notion of privilege and “then move beyond mere understanding to true empathy and activism” (Landsman, and Sterling, 2011, p.19-20).

### **Engaging Conceptually:**

Teachers and social service professionals should begin by taking the first step in

reading about Muslim culture, Islam, Muslim civilization and history, and contemporary issues facing Muslim societies as written by Muslim writers whom reflect the mainstream Muslim views. This is important, as one can become exposed to the subtle nuances and dynamics that exist within Muslim societies. Reading from those authors whom the majority of Muslims relate to provides a more accurate reflection of a Muslim's narrative. This is not to suggest one should not read books written by non-Muslim authors or books that are critical in nature, but in order to appreciate the rich cultural traditions, poetry, literature, and symbolism in Muslim societies, the 'insider' perspective can only be attained by seeing the Muslim culture through the Muslim's perspective. Furthermore, this step requires teachers and social workers to become active in attending "conferences, analyze TV. shows, media, watch and attend presentations on race and ethnicity" (Landsman, and Sterling, 2011, p.19).

Engaging conceptually is not simply an endeavor that involves reading one book or attending a few social and/or cultural functions. Nor is it merely visiting or even living in another Muslim country. Engaging conceptually speaks to the need for a person to challenge their social schemas and assumptions that have been reinforced throughout one's life time. It is about engaging in books that provoke ideas, thoughts, and yes, even force a person to leave their comfort zone and reexamine their worldview and impressions about Muslims.

Part of what is needed in connecting with Muslim students for example is for teachers to become increasingly familiar with Muslim literature, poetry, history and current challenges facing the Muslim community. This in turn will allow teachers to develop healthy and positive relationships with Muslim students and their respective families. In order to ensure an inclusive model of learning, Muslim expressions, experiences, oral traditions, role models, and Muslim speakers can be integrated into the education curriculum throughout the school year. This will ensure that not only will the student feel that there is a safe environment for learning, other students too will benefit from adopting the occidentalist view of Muslim society. Moreover, Muslim students will feel more confident and be integrated rather than being isolated. In light also of recent incidences in where a small number of radicalized Muslim Canadians have engaged in traveling overseas to join extremist groups, the seriousness in stressing Muslims feeling a greater sense of belonging to Canada and being Canadian cannot be overstated. Hence, the consequences of severing engagement can albeit in very few cases contribute to Muslim students being drawn towards radicalization.

### **Engaging Through Maintaining Dialogue**

A second form of engagement is in maintaining dialogue with those who are not our colour or from the same faith group. This process is much more than complicated than simply attending a restaurant owned by a Muslim or attending cultural events in the Muslim community. This form of engagement requires a lifelong commitment, reflection, and introspection. Another practical step for educators to encourage discussions on sensitive matters to be discussed in class but to ensure also that the forum is one that is safe and positive for students. "Often students want this dialogue to happen but teachers avoid such talks" (Landsman and Sterling, 2011, p.20).

### **Engaging through Genuine Interactions and Activism**

The third form of engagement involves interacting genuinely with the Muslim community by taking the time to visit cultural and/or religious centers. This is perhaps the most difficult step for most people to take, as this demands going out of one's comfort zone. It is imperative to recognize that many non-Muslims in Muslim countries may live decades without even overcoming their stereotypes and assumptions because they do not engage behaviourally with the host Muslim population. This may be partially explained as some Muslim communities not providing easy access to their communities, but generally Muslim families espouse hospitality and openness towards guests. This level of engagement requires an individual to transform into a social activist and not stay silent on issues that clearly demarcate racism and discrimination towards Muslim students and their families. Teachers, social workers, and government and agency workers can actualize this form of engagement by writing a response to the newspaper "editor" or challenge sensationalized talk shows on the radio and t.v. that simply encourage hate speech and anti-Muslim sentiments based on biases and prejudices. This could also involve for example for teachers in their workplace respectfully challenging racisms and anti-Muslim sentiments in order to stop perpetual reinforcement of negative stereotyping of Muslims generally.

### **Educators: Practical Strategies and Interventions for Engagement**

In assessing how teachers can feel empowered when working with Muslim students, it is indeed of great benefit to understand the "problem is rooted in how we think, about the social contexts, about the students, about the curriculum, and about instruction" (Landsman and Sterling, 2011, p. 34). It is also important for teachers to be reminded and recognized for the influential and impacting role they play in shaping society. While the contribution of teachers cannot be undervalued nor should the immense benefits of their role be overlooked, the failure of teachers in providing those social needs for Muslim students can inevitably lead to them being "locked out of social and cultural benefits" (Landsman and Sterling, 2011, p. 36).

Also, another area in where teachers can engage their Muslim students is to consider what may be more relevant and relatable in the curriculum instruction. For example, perhaps instead of touching on topics such as "forbidden love" or "dating" which may lead to alienating Muslim students and/or their families and also undermine the trust relationship between the school and the families, perhaps another novel or story could be examined. It is about critically questioning oneself as to what we ideally want students to learn from any given literature and to conscientiously examine what will enrich students and promote the environment of social justice and social cohesion.

Cultural competence implies that teachers focus on helping Muslim students "recognize and honour their own cultural beliefs and practices, while acquiring access to the wider culture, where they likely to have a chance of improving their socioeconomic status and making informal decision about the lives they wish to lead" (Landsman and Sterling, 2011, p.40). This is important in developing a strong sense of identity and self-confidence for a Muslim student and at the same time providing a non-threatening

environment where the Muslim student can develop their own self-autonomy in deciding on the person they wished to be. Through teachers engaging on those strengths and assets of Muslim students, teachers serve in ultimately reducing the societal and economic barriers many Muslims face.

Furthermore, a teacher while staying true to their own values must be careful not to impose their values on students. Muslim students are particularly sensitive to this, as many media outlets and sensationalist biased talk shows and radio programs place judgment on Muslim views relating to gender, religious practices, and places of origins. What is required for a teacher is not necessarily that they change their views but rather to espouse respect for differences with their Muslim students and their families.

A practical step that teachers can take in considering pedagogical improvements when teaching Muslim students is asking some pertinent questions such as; Does my classroom library have books that tell the stories of all members of our school community? Is the literature used in my class room liking culture as stereotypical? Are the references and topics covered in social studies and or history class reflective of ‘true story’ or does it show only one side of events? Do you engage students in discussion about the contribution Muslim men and women in the areas of sciences and literature?

There is also the challenge of incongruity relating to the teachers, Muslim students and the student’s parents. In the case a teacher is utilizing expressions, examples, metaphors, and subject matters that do not take into consideration Muslim culture and Islamic faith, this may invariably leads to incongruency. Thus, it is of no surprise that misunderstandings and misperceptions persist when incongruency exists between the teacher and a Muslim student. This in turn can perpetuate mistrust between all parties involved if a teacher reports an inaccurate account of what they perceive as child protection concerns when in reality it is a reflection of misunderstandings and biased perceptions.

Acting as a social agent in improving the welfare and educational success of Muslim students is a role that a teacher inherits when taking upon the role of a teacher. The effectiveness or ineffectiveness of a teacher cannot simply be explained by “White privilege” nor is it merely about advocating for only Muslim teachers teaching Muslim students. It is however a matter of both Muslim and Non-Muslim teachers developing the necessary “skills and desire to acquire their knowledge, attitudes, dispositions, and beliefs” that will function in meeting all the educational and social needs of Muslim students.

#### **Section IV and V -Collaboration and Advocacy: Educators, Social Workers, Government Agency Workers, and Muslim**

Social Workers, teachers, and government agency workers alongside the Muslim community have an opportunity to collaborate and partner together to overcome many of the barriers that exclude Muslims from seeking supports from public programs and or social supports offered by social programs. In order to overcome barriers many Muslim families face (many of whom are also families whom immigrated to Canada from war torn

countries) such as social isolation, poverty, culture shock, discrimination), schools can reach out to Muslim communities and work towards community development. Also, school administrators and teachers alongside the Canadian Immigration, social service agencies, child protection, and religious/cultural groups/agencies can provide ongoing education at all levels of schooling for Muslim students and their families as to the rights and responsibilities as it relates to child welfare and family laws. Often, Muslim students and families are unaware of the child welfare laws and the role schools as referral sources in ensuring safety and wellness of children.

Upon understanding the rights afforded to each citizen or person living in Canada, Muslims are able to develop a greater understanding of citizenry and what this entails. This in turn allows for Muslim families to reexamine some of the cultural practices that may conflict with specific child welfare legislation and family law. By Muslim families understanding that some of their cultural norms may not be accepted and in fact may place them at risk to being incriminated in the court of family law in the area of child protection and/or family courts dealing with domestic violence, this process can lead to their empowerment in that they independently choose to challenge and reject the acceptance of violence towards women and children as a cultural norm for their families.

Muslims must be encouraged to define in their own narrative those values and beliefs that uphold the expectations of child protection laws and domestic violence. This is vital for Muslims to feel empowered and not fall into the feeling of being persecuted and discriminated against. The long-term impact will be that Muslim children and their parents will be aware of the expectations and responsibilities that they must abide to, just as all other Canadians are subject to the same expectations. Alliances between schools, social services agencies, federal and governmental ministries (Child Welfare and Immigration) with the diverse Muslim cultural and religious organizations will contribute to Muslim children and family members living in a safe and healthy environment.

Citizenry classes could also be included for all students and parents in school throughout the year in order to ensure rights and responsibilities are clearly defined for all stakeholders involved in the school. Students and parents in turn will be empowered in knowing that there is openness and that they are given the opportunity to adjust their notions of parental discipline. Furthermore, preventative measures like these in providing information also serve to help students and parents understand what is defined as domestic violence and also educate them as to the emotional and social harms that they may not have otherwise been aware of. Another intervention that may instill a deep sense of citizenry for Muslim immigrants when coming into Canada, is to use Islamic terms that may be more familiar to them. For example, when Muslims participate in the initiation process in becoming Canadian, perhaps through the collaboration of Muslim scholars the concept of ‘ahd’ or contract can be used. This term implies a contract and the expectations and terms outlined therewith are religiously binding. Perhaps through this strategy, some Muslims might feel a greater sense of immediate connection to the land and also understand that they are bound by the laws as are all Canadians.

Teachers have an opportunity to critically analyze their pedagogical approach to

teaching and can take steps in ensuring Muslim children are not alienated or further stigmatized. For example, teachers could advocate for books in the library should include representation of Muslims and other visible minority groups to reflect the demographical changes of Canadian population. Subject materials in classes can also be reexamined to ensure biases are not being reinforced and instead positive Muslim role models from the community can be involved to volunteer at the schools. Furthermore, the opportunity for the partnership of teachers, students and their families will ultimately help in providing the Muslim student the best learning opportunity. Muslim students will in turn be less inclined to be drawn to fringe elements of Muslim groups who prey on alienated and resent filled students to fill them with extremist religious dogma.

Also, educators should look out for bullying of Muslim students, as the negativity and anti-sentiments can find their way even at a school playground or classroom. While such harmful situations are undesirable, but this too can be transformed into an opportunity to educate all students that being Canadian is about celebrating the acceptance of difference and the sharing of common universally held values of integrity, respect, and honesty.

Islamic schools and public schools can also do more to share with another their experiences in teaching Muslim students and working with Muslim families. This networking will help enhance the skills sets of teaching staff. Muslim professionals in their respective areas such as in education and social services also have an important role to disseminate information to their fellow colleagues and the management in those respective workplaces should provide a safe and respectful space for discussions to happen between all staff members. Other interventions that can assist in the future empowerment of all stakeholders and in order to address the impacts of Islamophobia and common struggles related to first and second generation Muslim immigrant families is developing greater community events that allow meaningful discussions and direct interactions both formal and informal. From town hall meetings to multi-faith forums, to cultural events, through knowing and awareness, social harmony can be established. It will not be about tolerating another group, but rather accepting to co-exist and sharing respect for one another.

Child Protection services and Police services can initiate positive changes by having a visible liaison representative in all schools where there are large Muslim populations in order they reinforce greater trust between authority institutions and the Muslim population at large. In the long term, Muslim students and their families will be able to integrate much more positively and trust the police and child protection so that they potentially access the necessary services when needed.

Teachers, social workers at from all different organizations, governmental organizations, and police services should work develop partnerships with the Muslim communities and involve the youth to participate. The notion of ‘us’ versus ‘them’ and that ‘we don’t belong because they are all against us’ will dissipate. The various Muslim stakeholders should also in coordination with municipal government develop ‘flop-houses’ that will encourage Muslim youths to have a safe place where they can interact with other youths. Youth mentorship program with the coordination of the

religious/cultural community could be initiated as well. The education and social services sector has the opportunity in tackling discrimination in recognizing the way media imagery, language, pop culture (as depicted in films) and music can also function in exacerbating anti-Muslim sentiments. Muslim youth, their families and the greater Muslim community could also play a proactive role as well in building Muslim awareness and unbiased representation of Islam and Muslim culture.

One of the greatest challenges in child protection is their lack of longitudinal studies in the workplace in relation to the effectiveness of cross cultural training with their workers and also assessing cultural awareness of Muslim families have been achieved. A vital step in establishing long-term and effective cross cultural training is completing longitudinal studies and support child protection workers in their application of cross cultural practice. Child welfare should also be visible within the Muslim community and perhaps Muslim child welfare workers can be designated to help build bridges of communication and partnership. Perhaps too, kinship programs and foster care programs could begin a campaign to build awareness and involve Muslims in providing these services for children from their own community and also possibly considering caring for children from other communities.

Muslim leaders from the various groups and sects should be identified and training around education of child welfare laws and family law should be offered by provincial/federal government organizations in order that they to work towards education and prevention with Muslim families. In addition, the role of the father being viewed as protector should not be prematurely dismissed in all cases, even in the case the father is guilty of harming his spouse or his children. So long as safety needs are met and reunification of the family is being sought by the two parents, the role of the protector can still be used by the social worker as being strength and an asset in addressing their physical and/or emotional aggression.

In light of recent events and scare of the rising number of Muslim youth desiring to go participate in military campaigns alongside groups considered to be terrorists in Syria and Iraq, it is ever more important to ensure that the parents, students, social service agencies, and federal and provincial government work together to ensure students have access to healthy and accurate information about Islam. Those websites that provide no credible information and that promote killing and harming one's fellow citizen should at the least be marked and their names sent to Muslim liaison workers to follow up and ensure that they have been redirected. The perception of all Muslims being potentially 'home grown terrorists' is a toxic one and in order for mutual trust to be achieved, the CSIS and the police services need to find ways of building genuine trust and communication with the Muslim community.

Genuine engagement involves all levels of helping professions developing partnerships with the diverse Muslim groups in the community, more particularly "the multiplicity of stakeholders from the Muslim community, including the various Islamic cultural and religious groups, religious leadership, local women's organizations and group, youth, and well as broad representation of local service providers" (Baobaid and Hamed,

2010, p.48) . Other key players that can be included in the collaborative relationship are cultural organizations, ethnic/cultural radio programs, print media that includes community newspapers/internet websites, and cultural programs on t.v. Inter-faith dialogue between different faith groups is also a helpful strategy in removing biases and stereotypes of Muslims.

Another essential step that needs to be taken in order for empowerment to be achieved for the Muslim community is that Islamic clerics (Imams) and religious figure heads should be invited in order to help develop clear references that outline the importance of Muslims recognizing that in Islam physical abuse of children and women is not accepted and is something that is considered of grave sin. In addition, Muslim clerics and preachers should take upon advisory positions on the school board and child welfare in order to be able to intervene proactively when there are signs of abuse and/or neglect in the home towards Muslim children and/or women.

Muslims from the community should also be encouraged to volunteer in schools in where they can become more visible for all students to see. The humanizing of Muslims is one essential way in working towards removing the ‘otherization’. The Federal and Provincial government also have a role to play in upholding social justice for the Muslim community as well. They too need to translate their moral support in financial aid for these initiatives.

### **Conclusion:**

While there are various policies and innovative approaches that have been undertaken by various sectors of the government in order to encourage Muslims in accessing public services from child welfare, hospitals, schools, and police services, there has not yet been a holistic approach or policy that encompasses the notion of empowerment that links all stakeholders as it relates to Canadian Muslims. This paper purports that the ERECA model, or empowerment based on empathy, reflection, engagement, collaboration and advocacy is one that will succeed at empowering Muslim students and their families when interacting with the education system, child welfare, police services, and immigration. Teachers, Muslim students and their families through the empowerment process through following the ERECA Model will be able to build relationships based on mutual trust and respect. In turn, educators will play a preventative role in responding to the social and educational needs of Muslim students and families. Biases and stereotypes which prompt child welfare investigations can be avoided, as educators can work in supporting Muslim parents and their children in accessing the appropriate social service supports. In addition, Muslim communities and various social service agencies and immigration services will also take a proactive role in addressing child abuse and family violence matters. Finally, through empowerment, Muslims will feel a sense of belonging and acceptance which will guard against any ideology that calls for violence and terrorism.

In an age where Islamophobia and anti-Muslim sentiments is on the rise in the West, there are some Muslims whom feel disconnected and excluded from Canadian mainstream society. While there may be some commonalities between the Muslim Canadian experience and other immigrant groups, there are nonetheless unique considerations

specific only to Muslims such as Islamophobia, anti-Muslim sentiments, global ‘terrorism’ attributed to ‘Muslims’. Therefore, it is vital to strengthen the notion of citizenry and acceptance in order to combat elements of manipulation and radicalization of any vulnerable Muslim living in Canada. Here is our contribution to the future of Canada---a nation premised on social justice, equality, and multiculturalism.

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# ROLE OF AL- QAWAID AL-FIQHIYYAH (ISLAMIC LEGAL MAXIMS) IN IJTIHAD

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## **Abstract**

Legal maxims are an imperative contrivance to comprehend the nature and objectives of the *Shari'ah*. Legal maxims (*qawa'id al-fiqhiyyah*) are theoretical abstractions, usually in the form of short epithetical statements, that are expressive, often in a few words, of the goals and objectives of the *Shari'ah*. Ijtihad means derivation of legal rules and principles from the detailed sources of Islamic law. Among many other conditions for being entitled to exercise ijtiḥād, a firm command on Islamic legal maxims is one of the basic requirements. These qawaid are used by the contemporary jurists for supporting their *ikhtiyarat fiqhiyyah* (preferred legal rulings) on certain matters. Ijtihad have always been the most significant way to extract legal rulings for new situations and these qawaid serve as a tool for providing solutions to them.

## **1.1- General Overview**

Legal maxims are an imperative contrivance to comprehend the nature and objectives of the *Shari'ah*. They had a dormant development during the course of history of Islamic legal thought. Legal maxims (*qawa'id al-fiqhiyyah*) are theoretical abstractions, usually in the form of short epithetical statements, that are expressive, often in a few words, of the goals and objectives of the *Shari'ah*. These legal maxims were derived by the jurists from the detailed rules of fiqh on different subjects, and developed into short abstract statements of principles.<sup>(1)</sup>

Ijtihad means derivation of legal rules and principles from the detailed sources of Islamic law.<sup>(2)</sup> The word *juhd* is explained by different jurists in two different meanings. Some using (j) with nominative case explains its meaning as effort, while in acquisitive case they term it as hard work. While some other scholars use the word interchangeably in both meanings. It can be inferred from the scholars' discussion of the morpheme '*juhd*', that it is exercising maximum effort to in search of legal opinion for the novel cases that do not have any explicit ruling of shariah on the subject.<sup>(3)</sup> Therefore, ijtiḥād basically aims at finding feasible solutions to new issues, which have not been specifically

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- 1 - Mohammad Hashim Kamali, *Qawa'id Al-Fiqh: The Legal Maxims Of Islamic Law*, The Association Of Muslim Lawyers, p.1.
  - 2 - Bernard Weiss, "The Theory of Ijtihad", in: *the American Journal of Comparative Law* Vol. 26, No. 2, (spring, 1978), pp. 199-212, p.200.
  - 3 - Wael B. Hallaq, "Was the Gate of Ijtihad Closed? In: *International Journal of Middle East Studies*, Vol. 16, No. 1 (Mar., 1984), pp. 3-41, p.3.

addressed by the existing law.<sup>(4)</sup> Thus *ijtihad* is that dynamic force in legal studies that helps make Islamic law as a body of positive rules.<sup>(5)</sup>

Though *Ijtihad* is a valid source of Islamic Law and there are number of traditions and Quranic verses in support of it, however it has a broader perspective as many secondary sources of Islamic law are mere manifestations of *Ijtihad*. *Ijma* (consensus of Jurists), *qiyas* (analogical reasoning), *istislah* (consideration of maslahah), *istihsan* (public benefit) are different examples of it. The basic function of *ijtihad* is to provide legal ruling over the matters that are not covered by the texts, to give flexibility to Islamic law and to show its pragmatism. The person practicing *ijtihad* must possess certain characteristics to make it a valid practice instead of mere tool in the hands of unauthorized persons. The conditions for being entitled to exercise *ijtihad* include; being well-versed in Arabic language, having a deep understanding of Quranic verses and traditions of the Holy Prophet (S.A.W), command on *nasikh wal mansukh*, mastery on *ilm riwayat wal dirayat*, complete knowledge of previous *ijtihadaat* and precedents of companions as well as their predecessors, knowledge of objectives of shariah and *masalih murasalah*, *urf* and customs, Islamic legal maxims, and piety and devotion.

## 1.2- Tools of Ijtihad: Triangle of al-Qawaid al-Fiqhiyyah, Usul al-Fiqh and Maqasid al-Shariah

There seem to have a number of requirements to exercise *ijtihad* but they can all be summarized into three broader categories which serve as tools to exercise *ijtihad*; namely *usul al fiqh*, *maqasid al-Shariah* and *al-qawaid al-fiqhiyyah*. Most of the conditions required for *ijtihad* relate to the knowledge of *usul al-fiqh* (the science of legal methodology), since these elements are amongst the research subjects of *usul*. The concept of *maslaha* and the doctrine of *maqasid al-Shariah* are quite similar. *Urf* relates to, and is studied within the scope of *al qawaid al-fiqhiyyah*, *maslaha* and *usul al-fiqh*. Thus it can be safely concluded that knowledge of these three genres are very significant in order to be qualified as a *mujtahid*.

*Usul al-fiqh*, it is a device that provides rules and principles regarding the methodology which has to be followed for deducing the legal rules from the basic sources of Quran and Sunnah.<sup>(6)</sup> It provides guidance to the jurists, while extracting rules on situations that have no explicit order in the Basic Code i.e. Quran and Sunnah, by suggesting the correct procedure and criterion to do *ijtihad*.<sup>(7)</sup> *Ijtihad* and *Usul ul fiqh* have an important interlinked relation; as legal reasoning, application of rules of interpretation and understanding the meaning and implications of Shariah rules are the subjects shared by both entities. In this manner, the methodology of *usul ul fiqh* also serves as a filter to the exercise of *ijtihad* only to the persons fulfilling the pre-requisites of *mujtahid*, in order

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4 - Mohammad Hashim Kamali, "Issues in the Legal Theory of Usul and Prospects for Reform" in: *Islamic Studies*, Vol. 40, No. 1 (Spring 2001), pp. 5-23, p.6.

5 - Bernard Weiss, "The Theory of Ijtihad", *American Journal of Comparative Law* Vol. 26, No. 2, (spring, 1978), pp. 199- 212.

6 - Al-Nadawi, *al-Qawaid*, 69.

7 - *Ibid.* 14.

to benefit from the textual commands by means of preference and judgment.<sup>(8)</sup>

Maqasid I Shariah is an important tool for exercising Ijtihad. According to Al-Shatibi, it is an important pre-requisite for eligibility for being a mujtahid. He said: “None to be qualified as mujtahid unless he entirely mastered maqasid al-Shariah, and is capable of inferring legal provisions based on his understanding of maqasid”.<sup>(9)</sup>

Another scholar having significant research in the field of maqasid I shariah, Tahir ibn Āshur (1393 / 1973), has also reiterated the importance of employment of maqasid for doing ijtiḥād in all its manifestations. Those who limited their ijtiḥād to the literal interpretations of the texts are more prone to errors as this is out of line with the general spirit and purpose of the surrounding evidence.<sup>(10)</sup> Ijtihad is done for extracting rules for novel situations that had not occurred in the past, and the analogical nature of these qawaid helps the mujtahidun to extract rules by the use of legal reasoning where he recognize the illah of the original case that is covered by the text and apply it to the new case that has not been regulated by a clear nass (from Quran and Sunnah) on the basis of common effective cause. A mujtahid also infer a legal ruling from a qaidah fiqhiyyah that requires only checking whether or not the new case is in the domain of the qaidah, which is similar to finding illah<sup>(11)</sup> as explained above during the practice of qiyas.<sup>(12)</sup> For this reason, some scholars contend that qawaid are to be given priority over qiyas. According to them, in exercising qiyas, one case is attached to another case with legal ruling; while qawaid attach a single issue to several other issues, which already have legal status.<sup>(13)</sup>

Though the scholars who mentioned the importance of knowledge of qawaid for the exercise of Ijtihad are not many; but the significant figures who reiterated its importance are of very high stature. Al-Shafi (d. 204 / 819), the pioneer to write about the requirements of legal reasoning has focused its importance. Al-Subki (d. 771 / 1370), another renowned scholar whose book Jam al-Jawami is amongst the renowned works in this regard, has consider acquaintance to qawaid as an indispensable proviso for valid ijtiḥād.<sup>(14)</sup>

### 1.3- Role of al-Qawaid al-Fiqhiyyah in Contemporary Ijtihad

The situations and cases that are novel and there are no legal rules present to provide solutions for them are termed as *Sawafi al umur* and the discipline of fiqh that deals with such cases having no precedent is called *fiqh al-nawazil* which is the legal process to make use of intellectual efforts to find out the legal rules from the different sources of fiqh. *Fiqh al nawazil* deals only with finding out the rules for cases having no solutions in fiqh

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8 - Kamali, Principles, 13.

9 - Al-Shatibi, al-Muwafaqat, 4:106.

10- Ibn Āshar, Maqasid, 15-16; See also: Mohammad Hashim Kamali, “Maqasid al- Shari’ah”: the Objectives of Islamic Law”, in: Islamic Studies, 38:2 (1999), pp. 193-208, p.205.

11- Al-Shatibi, al-Muwafaqat, 4:106.

12- Rashed al-Amiri, Legal Maxims, 85.

13- Al-Khalifi, al-Qawa'id al-Fiqhiyyah: [ujjiyyatuha, pp. 311-314.

14- Ibid.

literature.<sup>(15)</sup> It is important to mention here that there are few conditions to be met for titling the cases as per fiqh al nawazil; first, that are new issues and never been discussed before, second, the issues must not be speculated or hypothetical, rather they must be real, third, there is an urgent need to address the issue for any solution.<sup>(16)</sup> A number of researches have been done on this discipline of fiqh and the literature found in this regard include significant books like, *Al-Ilam Bi-Nawazil al-Ahkam* by Abu al-Asbagh al-Asadi (d.486/ 1093), *al-Nawazil* by ibn Rushd (d. 520/ 1126) and *Madhahib al-Hukkam Fi Nawazil al-Ahkam* by al-Qadi Iyad (d. 544/ 1150).<sup>(17)</sup>

Classical literature on Qawaid al Fiqhia include most significant books like *Takhrij al-Furu' ala al-Usul* by Jamuludeen 'Abd al-Rahman bin al-Hassan al-Isnawi, *Anwar al-Buruq fi Anwa' al-Furuq* by Abu Abbas Ahmad al Sanhaji (al Qarafi), *Al-Asybah wa al-Naza'ir* by Jalaluddin al-Suyuti and *al-Asybah wa al-Naza'ir* by Ibn Nujaym.

While *Al-Madkhal al-Fiqhi al-'Amm*, *Al-Wajiz fi 'Idah Qawa'id Fiqh al-Kulliyyah*, *Al-Qawa'id al-Fiqhiyyah Nash'atuha wa Tatawwuruha Dirasat Muallifatiha*, *Al-Nazariyyah al-Fiqhiyyah* are books from modern literature that have great significance in the field of qawaid.

In the present era there are numerous *nawazil* featuring problems from all aspects including medicine, finance, education and culture and categorizing them into *wajib*, *mandub*, *mubah*, *makruh* or *haram*. Many researches have been conducted in this regard employing qawaid in finding out the solutions to *nawazil* and a number of articles are available relating to contemporary issues on Islamic finance and related topics.<sup>(18)</sup>

Recently, a number of contemporary medical issues in Islamic perspective have been dealt with articulate manner in a book written by Ali al-Qarahdaghi and Ali al-Muhammadi in Beirut (2006). In the same way, a Council of *Majma al-Fiqh al-Islami* (the Islamic Fiqh Academy) has been established under OIC (Organization of Islamic Cooperation) to discuss the newly erupting issues of the contemporary era like test-tube babies, milk banks, insurance and re-insurance, and the letter of guarantee.<sup>(19)</sup> AIDS, currency issues, and calls for bids<sup>(20)</sup> health insurance and legal rulings of Muslim minorities were amongst the issues discussed in the meetings of the Council.<sup>(21)</sup>

Ijtihad have always been the most significant way to extract legal rulings for nawazil. Different modes of ijtihad are employed in this regard including qiyas, istihsan, istishab,

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15- Muhammad Al-Jizani, *Fiqh al-Nawazil: Dirasah Taliyyah Tatbiqiyah*, Second Edition, (Dammam: Dar Ibn al-Jawzi, 2006), pp: 1:20-22

16- Ibid. pp. 1:22-23

17- Ibid.

18- Dar ul Nifas in 1998, published 30 articles under the title, *Buhuth Fiqhiyyah fi Qadaya Iqtisadiyyah Muasirah*

19- Majallat al-Majma al-Fiqhi (the journal of the Fiqh Academy), Vol. 2, No. 1:233; Vol. 2, No. 1:383; Vol. 2, No. 1:545; Vol. 2, No. 2:1035 respectively

20- Majallat al -Majma', Vol. 9. No. 1:65, 351; Vol. 3 No. 3:1650; Vol. 5 No. 3:1609; Vol. 8, No. 3: 9; Vol. 9, No. 1:65 respectively

21- Resolution No. 149 (16 / 7) at: <http://www.fiqhacademy.org.sa/qarat/16-7.htm>; resolution No. 151 (16 / 9) at: <http://www.fiqhacademy.org.sa/qarat/16-9.htm>

masalah etc. An important requirement for being a mujtahid, as discussed earlier, is knowledge of qawaid al fiqhia. These qawaid have helped jurists to extract legal rulings for nawazil by means of their analogical nature as well as their applicability on a number of issues simultaneously. In the present era too, qawaid are employed to find solutions for novel problems. Thus present legal scholarship demands that maqasid and qawaid may be jointly used with usul ul fiqh that alone has not been adequately responding to the demands of renewal and ijtiḥad in the era of statutory legislation.

These qawaid are used by the contemporary jurists for supporting their *ikhtiyarat fiqhiyyah* (preferred legal rulings) on certain matters. These qawaid are quoted either in justification or while invalidating the case, e.g. in the contract of *tamin* (insurance), the qaidah of *dararah* (necessity) and of *adah* (custom) are referred by the jurists who deemed such a contract as valid.<sup>(22)</sup> In the same way, a certain qaidah is given to support the permissibility,<sup>(23)</sup> e.g. for organ transplantation, the universal qaidah of intention (i.e. *al-umaru bi-maqasidiha*) is used to support their view from different aspects.<sup>(24)</sup>

The use of qawaid has become a common practice to extract the legal rulings for the newly emerged problems, by means of ijtiḥad. A conference held in Algeria in 2011 discussed issues related to Islamic Economics by employing different qawaid. Some significant researches include paper titled *al-Ṣawabit wal- Qawaid al-Shariah-l-Muamalat al-Maliyyah al-Muasirah* (legal maxims and rules for modern financial transactions) by Ismail Khalidi; *Al-Qawaid al-Fiqhiyyah wa Atharuha fi-l-Muamalat al-Maliyyah* (impact of legal maxims on financial transactions) by Mahmud Mhaidat;<sup>(25)</sup> Similarly, research papers related to the application of qawaid al fiqhia to medical issues were presented in a seminar in Riyadh in 2008.<sup>(26)</sup> “*Tatbiq al-Qawaid al-Fiqhiyyah Ala Masail al-Takḥdir al-Muasirah*” (application of legal maxims to contemporary issues in anesthetization) by Ab al-Salam al-Hasin; “*Qaidat a darara wa la dirara Wa tatbiqatuha al-Tibbiyyah*” (application of the maxim “let there be no infliction of harm nor its reciprocation” to medical issues) by Ayid al-Shahrani; “*Athar al- Qawaid al-Fiqhiyyah fi Bayan Ahkam al-Jirahat al-Tajmiliyyah*” (impact of legal maxims on extracting legal determination for cosmetic surgery) by Iyad al-Sulami were some important researches presented there.

The application of qawaid on fiqhi issues is very significant for ijtiḥad. For example, a well-known qaidah reads: “*al-tasarruf ala al-raiyyah manut bi-l-maslaha*” (Management of the public or citizens must be governed by the public interest). Originally this qaidah connotes that the ruler (hakim) is responsible for the welfare of the people in making all decisions. The word “*raiyyah*” can be generalized into any head of institution that is responsible for the well being of all his staff and employees as well as its scope can be widened to hold him responsible for taking into consideration the welfare of public as well

22- Atiyyah Adlan Ramdan, *Mawsūʿat al-Qawāʿid al-Fiqhiyyah al-Munāʿimah Li-l-Muʿamalat al-Maliyyah al-Islamiyyah*, (Alexandria, Dar al-Aman, 2007), 214.

23- Muhammad al-Shinqiti, *Ahkam al- Jirahat al-ibbiyyah*, Second Edition, (Jeddah, Maktabat al-Sahabah, 1994), pp. 354-391.

24- Ibid. pp. 428-434.

25- <http://iefpedia.com/arab/?p=25065> ; <http://iefpedia.com/arab/?p=25106> ; <http://iefpedia.com/arab/?p=25404>

26- [http://www.alssunnah.com/main/articles.aspx?article\\_no=2317](http://www.alssunnah.com/main/articles.aspx?article_no=2317) .

while making decisions for his firm or organization. Thus according to jurist this qaidah can be applied in specific as well as in general terms.<sup>(27)</sup>

Another qaidah “*alkitab ka-l-khitab*” (meaning: correspondence resembles conversation) traditionally used for commercial contracts, such as sale, hiring, mortgage, etc According to jurists (*mujtahideen*) it can be used for validating the sale contracts or divorce or any legal transaction in the present era on the correspondence through email, SMS or any other modern means of communications. Thus jurists in present era have argued to accept different sorts of electronic communication as ways of documentation, which should also be binding and result in whatever consequences.<sup>(28)</sup>

#### 1.4- Conclusion

Islamic legal maxims are extracted from the Islamic jurisprudence (*fiqh*) that comprises all aspects of life of a Muslim, i.e. rituals, worldly dealings and financial issues. Islamic jurisprudence deals with the practical aspects and specifies man’s rights and obligations based on certain jurisprudential maxims. The employment of these maxims while exercising Ijtihad had been an important tool of the jurists to extract legal rulings. The jurists must have a good command over these legal maxims, since these maxims and principles have been derived from the fundamental sources of Islamic jurisprudence. The application of qawaid on new situations has given new dimensions and pragmatism to Islamic law.

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27- Y. Ismail, and A. Abozaid. (2007). Management Concepts and Islamic Legal Maxims: An Analysis of Selected 'Usul Al-Fiqh and Al-Qawa'id Al-Fiqhiyyah Books, International Conference on Management from Islamic Perspectives (ICMIP-2007), Organized by Department of Business Administration, KENMS, IIUM, at Hilton Kuala Lumpur, Malaysia, 15-16 May.

28- Haydar, Durar al-Hukkam, 1:61.

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# **EDUCATIONAL STRATEGIES OF UNIVERSITIES IN THE KINGDOM OF BAHRAIN: DELIVERING CHANGE TO GAIN AND MAINTAIN GLOBAL COMPETITIVE ADVANTAGE**

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## **ABSTRACT**

The Agreement of World Trade Organization (1994) provided for liberalization of trade in services forcing countries to transform the ever monopolistic market structure of higher education industry, to perfect competition. The Kingdom of Bahrain was the first in the GCC region introducing educational strategic plans enabling higher education institutions to gain the strategic goal of global competitive advantage, for which universities implemented educational strategies. The research presented questions of whether or not the implemented four educational strategies resulted in attaining this goal, by examining the status, influence, and relationship between such strategies and goal. Based on strategic operations management framework, it developed a cause-effect framework where the strategies implemented to attain the goal in terms of three objectives. Findings reveal agreement of respondents on implementation of the strategies in achieving the goal in terms of these objectives. Significant relationships exist between the strategies and gaining this goal. The strategies of organizational values, cost-efficiency, and educational service innovations are significant predictors of the goal in terms of service excellence objective. The strategies of educational service innovations, cost-efficiency, and cultural diversity do not significantly influence the goal in terms of customer loyalty objective. The strategies of cultural diversity, organizational values, and educational service innovations are significant predictors of organizational image objective. Cost-efficiency strategy ranked first on the degree of influence of strategies on the goal, but the strategies of educational service innovations, organizational values, and cultural diversity ranked second, third, and fourth. Perceptions of professors and employees on the influence level of educational strategies in attaining the goal are significantly higher than those of students. Recommendations include regular monitoring and continuous implementation of the strategies, formulating new ones to raise awareness of students on utilization thereof, developing other strategies and conducting further research on objectives uncovered by this research.

**Key words:** Educational Strategies, Global Competitive Advantage.

## **1. Introduction**

In most developing countries, higher education institutions remained operating in monopolistic market structure solely under strict control and ownership of governments. But, as a result of the Agreement of World Trade Organization 1994, higher education

industry has been transferred from monopolistic to perfect competition market structure, where individuals can set up their own private higher education institutions competing with governmental, Ossman (2006). Governments of developed and developing countries, facing high demand on higher education coupled with scarcity of public fund and other production factors, were compelled to introduce substantial operational and financial reforms to their higher education institutions forcing them to be semi-self-sufficient. Similarly, educational and financial laws introduced to enable private such institutions to gain and maintain the strategic goal of the global competitive advantage. The concept of this goal arose out of the need to develop an effective business model that guarantees long-term survival in the global environment with increasing movement of products, capital, and people. Global competitiveness standards have been set influencing goods/services excellence, customization, and cost resulting in increased economic integration and interdependence of nations. Formulation of strategies contributes to efficiency and service value as competition, risk, and complexity intensified at national and global levels, and the implementation of strategies are no long a matter of application at domestic level but extended to global level also, Ossman (2008). Techniques to overcome cultural and political barriers have been adopted in developing countries to attain productivity and competitiveness. Global organizations develop strategies that provide opportunities for gaining and maintaining the strategic goal through the creation of customer value in efficient and sustainable ways. In the Kingdom of Bahrain, emphasis is given to the development of educational strategies based on programmed projects and strategic plan on the stages of education. The Kingdom moves towards implementation of a new system and of flexible future education structure that provides graduates with the future study opportunity and entry into the labor market. The kingdom is considered to have one of the most developed educational systems in the Gulf region, utilizing advancement in the IT usage, Finance Ministry (2014). The education system initiated strategic initiatives of reforms to strengthen the teaching profession, bring educational resources close to the needs of private sector, develop practical skills meeting the needs of industries, and the promotion of continuous quality in education. Enhancement programs aligned with the national strategic plan have been implemented to improve student outcomes and the entire teaching and learning process. In recognizing education as a government partner and a requisite of economic growth, a global education project has been launched which demonstrates the importance of continued educational development. Educational strategies implemented by educational institutions as a response and commitment to the Bahraini government call for quality education.

This study was conducted to determine the level of influence of educational strategies of selected universities on achieving global competitive advantage. Moreover, it identified which of the educational strategy(s) contribute to the attainment of the long-run strategic goal of global competitive advantage and the significant difference in the perceptions of the two sets of respondents on the degree of influence of educational strategies on global competitive advantage of universities in the Kingdom of Bahrain.

### **1.1- Statement of the Problem**

This study assessed the level of influence of educational strategies, on the strategic

goal of universities in the Kingdom. Specifically, it sought to answer the following questions:

- 1- How do the respondents perceive the educational strategies that influence the attainment of the strategic goal of universities in the Kingdom in terms of
  - A- educational service innovations strategy
  - B- cost-efficiency strategy
  - C- cultural diversity strategy
  - D- organizational values strategy
- 2- What are the perceptions of the respondents on the strategic goal of universities in the Kingdom in terms of the following three objectives;
  - A- service excellence
  - B- customer loyalty
  - C- organizational image
- 3- Is there significant influence of educational strategies of universities in the Kingdom, on the strategic goal?
- 4- Which of the following educational strategies singly or in combination predict the strategic goal of universities in the Kingdom;
  - A- educational service innovations
  - B- cost-efficiency
  - C- cultural diversity
  - D- organizational values
- 5- Is there significant difference in the perceptions of the respondents on the influence of the educational strategies on the strategic goal in the Kingdom?

### **1.2- Null Hypothesis**

- Ho1:** Educational strategies of universities in the Kingdom do not significantly influence the strategic goal.
- Ho2:** Educational strategies of educational service innovations, cost-efficiency, cultural diversity, and organizational values, singly or in combination, do not predict the strategic goal of universities in the Kingdom.
- Ho3:** There is no significant difference in the perceptions of the respondents on the influence of educational strategies of universities in the Kingdom on the strategic goal.

### **1.3 Scope and Limitations**

The study limited to the perceptions of the respondents of professors, employees and students of the subject universities. It investigated the influence of the four educational strategies on the attainment of the strategic goal of universities in the Kingdom as perceived by the respondents. It looked into the findings of the significant difference between the perceptions of the two sets of respondents on the influence of the independent variables (four educational strategies) on the strategic goal of universities in the Kingdom.

## **2- Review of Literature and Studies**

### **2.1- Overview of the Education Industry in the Kingdom of Bahrain**

Establishment of the first public education system made the Kingdom, a leader in educational progress in the Gulf region, providing female population equal access to educational resources, with expenditures of 10.8% of government spending in 2006-2007. Education initiatives include reforms of training programs and quality assurance to raise accreditation standards of the system. The launching of the “Education Project” outlines the global plan of the government to improve the quality of education in the country. The nation pioneered the introduction of universal education to meet challenges of the 21st century with the higher education taking the lead in skills improvement essential in achieving global competitive advantage.

### **2.2- Literature and Studies**

The research of Braga et. al (2013) studied the effects of educational reforms on school attainment. A data set on relevant reforms was constructed and matched with individual information from twenty four European countries. It relied on identification strategy that deals with temporal and geographical variations in organizational arrangements. An ideal policy menu available to policy makers was developed by characterizing reforms for their impact on educational inequality, mean years of education and intergenerational persistence. Group of policies on inequality and persistence were distinguished and correlated reform measures to political coalitions that prevailed in parliament.

The study of Pauu and Mustea (2012) highlighted the strategic development of higher education and strategies for increasing absorption of structural funds and cohesion by Romania. It discusses absorption of structural and cohesion funds as a real problem in higher education institutions in Romania due to economic crisis and nonexistent of government and university funds. In order to achieve strategic objectives, the European Union Structural Funds and Cohesion provides the only opportunity for financial support for higher education.

The research of Dean (2013) focused on the layoffs of teachers and employees and the widespread closures of schools in USA. The research described how anti-intellectual learning degrades educational experience and function to intimidate both teachers and students. Discussions show that militancy of teachers unions is not sufficient, so the move to reverse education must consider all stakeholders.

Kapp (2001) found that variety of technology-based tools for the creation and delivery of instruction for learning professionals are not sufficient to change behavior, influence learners and ultimately improve organizations. There is a need for proper design, craft, and presentation of instruction. Learning professionals must match the right strategy for instruction to the content being delivered to create effective instruction. Instructional strategies help learners transfer content into behaviors and actions. These strategies are techniques for the presentation of content which assist learners in the achievement of the desired learning outcome. The application of the right strategies provides the learner

retention of content and helps apply content in job performance and facilitates recall.

The study of Paige (2009) examined the promotional strategies for marketing cultural products from micro-entrepreneurs that perceive themselves as business people, stewards and brokers of cultural traditions. It determined the educational strategies used in their promotional efforts for the achievement of unique objectives, specifically financial objectives while simultaneously aiming to preserve and maintain the region's cultural heritage. It employed qualitative and quantitative approaches to gain holistic understanding of these promotional strategies using consumer education practices and tools.

The research of Portef (2008) determined significant difference between pedagogical strategies utilized in teaching cultural competency based both on entry-level programs' specific demographics and on expertise of faculty of cultural competency. The research was exploratory in nature, and used Pearson's chi-square test for comparison of the two variables. The investigation found no significant relationships among the cultural competency pedagogical strategies and specific program. Certain program demographics can influence assessment methods based on frequency of responses.

According to the paper of Gajic (2012), the primary goal of modern-oriented higher education institution capable of harmonizing supply with demands and defining the right marketing strategies is considering factors that create market environment conditions. Identification of opportunities, analyzing relevant competitors and positioning against them were essential part in strategy formulation of a higher education institution. Findings of his study show the need for a change in market strategy and market restructuring in higher education institution is a natural consequence of economic oscillations which result in competition and market needs. Overall perception of service quality and user satisfaction is influenced by continuous monitoring and adjusting of new developments with target market needs. Choice of marketing strategy includes definition of the best ways to achieve goals and should contribute to enhancement of the governance in educational institutions, market orientation, and alignment of curriculum with the needs of target groups. Findings reveal that utilization of marketing mix instruments ensures achievement of competitive advantage in the education industry. Marketing strategy combines competencies of educational institutions, coordinates challenges imposed by the external environment and finds the best ways to attain organizational vision and mission.

The study of Alper (2014) concluded that ideas from the control theory can be applied to educational planning through simple example on bottlenecks. The study compared optimal strategies with non-optimal strategies that educational planners do. Through demonstration of optimum solution for one criterion which can yield poor results in another criterion, robustness of the solution can be tested. However, the study of DeLangen (2012) dealt with theoretical views of strategy that can help educational institutes in developing new strategies in the global environment. The study discussed education a special case in the service industry, utilizing distance e-learning. Business model approaches to education can include the concept of the existence and increase of competition, strategic decisions on education must be taken on global views by

government institutions and global educational organizations. Assumptions of the study include internationalization posing new problems for management and teaching staff. Teaching foreign students and collaboration with foreign institutes introduce institutional, cultural and legal problems. The framework of Wit and Meyers was used to analyze the design of a distance e-learning program of Global Distance MBA which is internationally oriented. A balance is made between international cooperation, academic acceptability, cultural exchange, flexibility, and localization, against coordination of joint activities of two educational organizations, global marketing, and lack of formality. Conclusions include explicit strategic decision-making relevant to the globalization of educational sector. Use of a framework and decisions can be designed according to an explicit assessment of options that enhance the quality of the chosen strategy.

The research of Gopinathan and Lee (2011) analyzed the adoption of developmental state orientation by Singapore placing strong emphasis on education in meeting needs of socio-economic development. Its higher education system hosts prestigious organizations and international partnerships in its efforts to be a regional education hub. The research explained distinctive features of the higher education model of Singapore and examined the features of globalization such as international collaboration, quality assurance, and ranking that were expressed in the context of Singapore. It explored lessons which can be drawn for the experience of Singapore and the challenges the country will faces in achieving its evolving vision for higher education.

The paper of Chapman et. al. (2005) presented a comparative analysis of strategies adopted by governments of five Central Asia Republics to raise the quality of primary and secondary education. Data were drawn from a study sponsored by the Asian Development Bank which examined efforts for education reform across these five nations. A comparison between fourteen-most commonly used strategies suggested that efforts to raise quality of education met with mixed results. The Findings show that while raising education quality was a safe political goal, it proved to be an elusive target.

The study of Weng (2011) investigated the management and performance of engineering educational systems and established a model for performance evaluation. Through the utilization of performance evaluation model, schools can formulate a better strategy for developing better educational systems. The concept of balanced scorecard is utilized to construct a model for performance evaluation and collects suitable configurations for performance evaluation and indices by literature reviews and interviews of department heads of engineering educational systems in Taiwan. An objective performance evaluation model was developed, based on the components of the balanced score card.

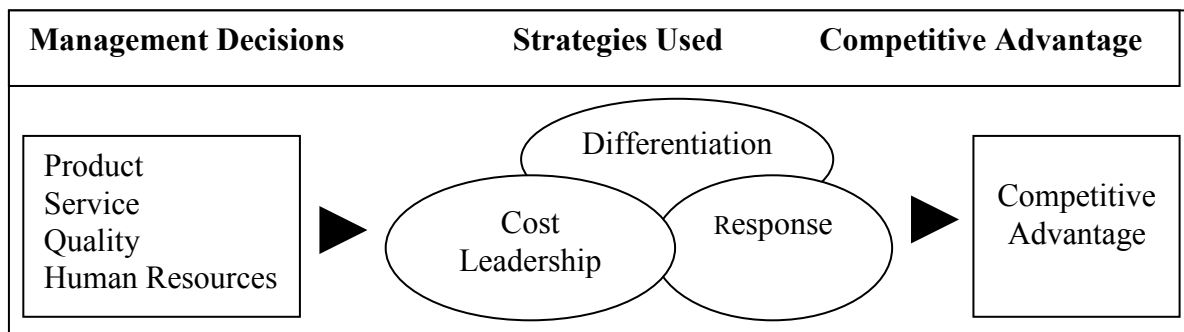
### **2.3- Relevance to the Present Study**

The cited foreign literature deals with educational strategies and theories which can be adapted to the local environmental setting. Such strategies have been examined to describe the factors which influence the achievement of the long-run strategic goal of universities for gaining and maintaining global competitive advantage. Educational strategies and its

long-term effects on gaining and maintaining global competitive advantage have been scrutinized to establish the basis for developing the study framework. Researches on the topic were used to describe how educational strategies used by the subject universities in achieving the goal for gaining global competitive advantage. The findings of local and foreign studies reveal the presentation of the present study.

## 2.4- Theoretical Framework of the Study

The study was based on the theory of management decisions that contribute to strategy formulation by organizations, which is the first stage of the process of strategic management process in modern organizations regardless of size, nature, and place of operations, according to Heizer and Bender (2010).

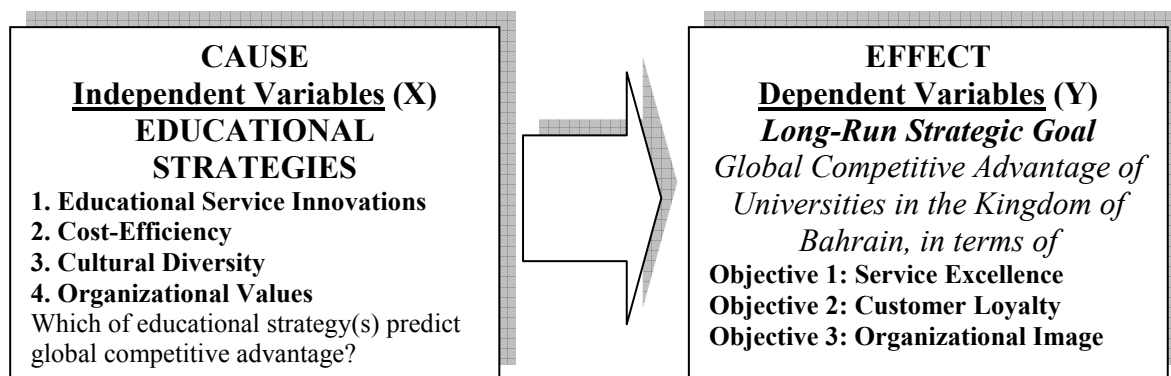


**Figure 1:** Theoretical Framework of the Study, Operations Management by Heizer and Bender (2010)

The framework shows how the three strategies, differentiation, low-cost, and response are implemented visa after-sales, service, delivery, quality, flexibility, and/or broad product line. Effective management decisions can result in increasing productivity and generate sustainable competitive advantage in market place. Furthermore, it shows that proper implementation of such decisions through operational functions can result in achieving competitive advantages visa organizational strategies.

## 2.5 Conceptual Framework of the Study

Figure 2 presents the conceptual model of the study. A cause and effect relationship is used to illustrate the influence of the independent variables on the dependent variables. The study evaluated the influence of the four educational strategies, namely; educational service innovations, cost-efficiency, cultural diversity, and organizational values implemented by the selected universities in the Kingdom of Bahrain, for attaining the long-run strategic goal of global competitive advantage. It identified the educational strategies in universities that singly, or in combination predict the attainment of the strategic goal. The study also determined the significant difference in the perceptions of the two sets of respondents on the significant influence of educational strategies on gaining and maintaining this goal.



**Figure2:** Conceptual Framework of the Study “Cause and Effect Relationship of Independent and Dependent Variables”

### 3. Methodology

#### 3.1 Research Design

The descriptive research was used to obtain information of the influence of educational strategies on gaining and maintaining the strategic goal of universities in the Kingdom of Bahrain. Descriptive research describes the data and characteristics of the population and phenomenon under study. The correlation research was also used, involving the collection of two or more sets of data from a group of subjects to determine the relationship between them. This study established the level of influence of educational strategies on gaining and maintaining the strategic goal by universities in the Kingdom if any.

#### 3.2 Sampling Design

The participants of this research are selected universities operating in the Kingdom of Bahrain, which they requested not to be identified. The respondents were professors, employees and students. Purposive sampling was used to select the group of respondents to conform to defined criteria.

#### 3.3 Respondents of the study

The respondents were students, employees, and professors from the selected universities in the Kingdom. Only graduating students were allowed to participate in the survey, due to their sufficient knowledge of the educational strategies adopted and used by their universities. They were divided into two groups and distributed as follows; the first was professors and employees of the selected universities, and the second was students thereof.

Respondents of the Study	Sample Size	Percentage
Professors and employees	50	34%
Students	100	66%
Total	150	100%

### 3.4- Research Instrument

For the purpose of conducting this study, the following instruments were used;

- A- Questionnaire. The researcher developed a questionnaire for gathering information from the respondents, taking into account the variables identified in the statement of the problem and null hypotheses.
- B- Documentary Analysis. The researcher reviewed annual reports, brochures, office records and other sources of secondary information.

### 3.5- Data Gathering Procedure

The questionnaires distributed to the respondents (professors, employees, and student) where the study was conducted, then collected, interpreted and analyzed by the Statistical Package for Social Science (SPSS). The Likert scale which was used, consisted of a series of opinion statements for issues related to the variables, allowed the researcher to determine responses of relative importance. The research also utilized the following statistical formulas, namely; arithmetic mean, standard deviation, Pearson correlation, multiple regression analysis, and T-test.

**A. Arithmetic Mean.** The mean used as a measure of central tendency of the raw data, to describe the nature of observations or responses collected from the respondents. The formula is:

$$X_a = \frac{\sum x}{n}$$

Where:  $X_a$  = arithmetic mean,  $\Sigma$  = summation,  $x$  = value of the response,  $n$  = number of responses

The arithmetic mean was interpreted according to the following boundary numerals:

**B. Standard Deviation.** The standard deviation was computed as a measure of spread to summarize how far from the mean the responses typically are, and to determine the variability of responses to different dependent and independent variables among the respondents. The formula is:

$$SD = \frac{\sqrt{\sum (X - x)^2}}{n}$$

where:  $X$  = an observation,  $x$  = the mean,  $\sqrt{\phantom{x}}$  = the square root,  $n$  = the total number of observations,  $\sum$  = the sum.

**C. Pearson Correlation.** Pearson correlation was used to measure the degree of influence of educational strategies on global competitiveness. The formula is:

$$r = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}}$$

Where: N = number of pairs of scores,  $\sum x$  = sum of x scores,  $\sum y$  = sum of y scores,  $\sum xy$  = sum of products of paired scores,  $\sum x^2$  = sum of squared x scores,  $\sum y^2$  = sum of squared y scores

**D. Multiple Regression Analysis.** This tool was employed to determine which of the educational strategies, singly or in combination, predict global competitive advantage, and to construct an education model for gaining global competitive advantage by formulating educational strategies. The formula is:

$$Y = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[\sum x^2 - (\sum x)^2/N][\sum y^2 - (\sum y)^2/N]}}$$

where: Y = dependent variable, X = independent variable, N = number of paired data,  $\Sigma$  = summation

**E. t-test.** This tool was used to test the significant difference in the perceptions of the respondents on the influence of the educational strategies on global competitive advantage in the Kingdom. The formula is:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{s_p^2 \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

$$s_p^2 = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}$$

**Where:**

T = difference between the means of two groups of respondents

$\bar{x}_1$  = mean of the first group, professors and employees

$\bar{x}_2$  = mean of the second group, students (customers)

$s_1^2$  = sample variance for first group, professors and employees

$s_2^2$  = sample variance for second group, students (customers)

n1 = number of responses in the first group, professors and employees

n2 = number of responses in the second group, students (customers)

## 4- The Findings

### 4.1- Status of Educational Strategies of Universities

#### 4.1.1- Educational Service Innovations Strategy

**Table 1:** Educational Service Innovations Strategy of Universities

<b>Educational Service Innovations Indicators</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>Interpretation</b>
Results in outline of global plan to improve education with clear deliverables.	4.1	1.03	Often
Innovations include job-oriented courses enabling student acquire special skills as per the current industry needs.	4.1	0.9	Often
Results in provision of exposure and experience in technologies allowing development of job skills.	4.2	0.9	Often
Allows participation of students in programs for accessing information and educational opportunities.	4.2	0.9	Often
Provision of hands-on approach for computing to gain high competence in the IT tasks' performance.	4.1	0.93	Often
Results in promoting research culture and opportunities for research publications.	4.1	1.01	Often
Barriers of race, gender, and nationality eliminated and resulted in widening of areas for shared concerns of citizens and expatriates.	4.1	0.96	Often
<b>Overall Educational Service Innovations Strategy</b>	<b>4.1</b>	<b>0.79</b>	<b>Often</b>

From Table 1, the findings are; the subject universities formulate a global strategic plan to improve education system with clear deliverables. The respondents (students, employees, and professor) agree (mean of 4.1) that the subject universities maintain quality of education in educational service innovations to the students through compliance with global standards. The respondents agree with a mean of 4.1, that the business program of these universities include courses that allow acquisition of job skills essential for meeting the current industry needs. The mean of 4.2 proves that the respondents agree on the practice of providing experience and exposure of students to technologies that enable them to develop job skills. The information access and educational opportunities, with the mean of 4.2, and emphasize on hands-on approach for computing in the performance of IT tasks, indicated by the mean of 4.1. The mean of 4.1 shows existence of a program that promotes research culture and publications. These universities embrace diversity with a mean of 4.1 by removing barriers of gender, race and nationality.

The average standard deviation of 0.79 describes the homogeneity of the respondents in the implementation of educational service innovations strategy, which indicate a narrow array of perceptions in the 5-point Likert Scale. The findings clearly indicate that the subject universities utilize this strategy with a grand mean of 4.1 that goes beyond physical characteristics and service attributes to influence the customer value derived from the strategy.

#### 4.1.2- Cost-Efficiency Strategy

**Table 2:** Cost-Efficiency Strategy of Universities

<b>Cost-Efficiency Indicators</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>Interpretation</b>
Results in tight cost control systems that include detailed control reports and close supervision of labor, materials, distribution, and other costs.	4.1	0.9	Often
Results in gaining competitive advantage through costs reduction.	4.0	0.9	Often
Pursuit of high levels of employee specialization to take advantage of cost associated with the division of labour.	4.1	0.9	Often
Provision of rewards for cost reduction and incentives to meet strict quantitative targets and maintain quality.	4.0	0.97	Often
Subject universities are able to purchase and use specialized tools, machines and other facilities that results in lowering average costs of the provision of student services.	4.1	0.96	Often
<b>Overall Cost-Efficiency Strategy</b>	<b>4.1</b>	<b>0.68</b>	<b>Often</b>

Table 2 presents the perceptions of the respondents on the implementation of cost-efficiency strategy in providing higher education service. The mean of 4.1 shows agreement of respondents on the adoption of cost-efficiency strategy, with a degree of homogeneity (standard deviation of 0.9), indicating implementation of cost control systems by the subject universities through close monitoring of control reports. Findings show an increase in demand for higher educational services that results in profitability and high market share in pure competition market structure. Reduced economic costs lower than those of competitors, with a mean of 4.0, show utilization of cost-efficiency strategy aimed at gaining competitive advantage. High levels of employee specialization, with a mean of 4.1, indicate that the subject universities take advantage of the benefits of cost-efficiency strategy through division of labor. Cost reduction to meet increased quality of educational services results in reward system, with a mean of 4. Facilities to reduce costs of operations are provided to students, indicated by the mean of 4.1. The overall mean of 4.1 with an average standard deviation of 0.68, indicates perceptions of some degree of homogeneity for provision of efficient-scale facilities, maintenance of tight control for costs, and cost minimization that result in reduced price for educational services which contributes to gaining and maintaining the strategic goal of the subject universities through the cost-efficiency strategy.

### 4.1.3 Cultural Diversity Strategy

**Table 3:** Cultural Diversity Strategy of Universities

<b>Cultural Diversity Indicators</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>Interpretation</b>
Incorporates pedagogy that respond to customer demand utilizing design technology.	4.2	0.93	Often
Process of teaching and learning occurs in a culturally supported and learner-centred context.	3.9	1.1	Often
Individual differences viewed by professors as a norm in society which entails developing respect for differences.	3.9	1.1	Often
Pedagogy recognizes the culture of students in instruction and respects the personal identities of students.	4.0	1.1	Often
Professors use families and communities as resources that will contribute to educational growth of students.	3.9	0.97	Often
Textbooks, communication facilities, and classroom activities are culturally supportive of students.	4.1	0.978	Often
<b>Overall Cultural Diversity Strategy</b>	<b>4.0</b>	<b>0.82</b>	<b>Often</b>

The pedagogy adopted by the subject universities responds to changes in the customer demand is perceived by the respondents with a mean of 4.1, as presented in Table 3. Perceptions show provision of culturally supported, learner-centered context of teaching and learning, with a mean of 3.9, indicating promotion of student achievement by identifying student strengths. Respect of individual differences of students has a mean of 3.9 and standard deviation of 1.1, which demonstrate heterogeneity of responses. Pedagogy recognizes and utilizes the culture of students and language in instruction and respects the identities of students with a mean of 4.02, but whose heterogeneity is discernible as deduced from the perceptions of standard deviation of 1.1. Families and communities are used as resources for student growth, with a mean of 4.0, and a high degree of heterogeneity, revealed by the standard deviation of responses of 1.1. The mean of 4.1 shows that pedagogy textbooks, communication facilities, and classroom activities are culturally supportive of students but reveals heterogeneity of responses evident by the high standard deviation corresponding to 0.98. The overall mean of 4.0 with an average standard deviation equivalent to 0.82, show some degree of homogeneity that the subject universities are culturally diversified and responsive to the changes in student demands, and support student growth and achievement. The perceptions standard deviation of 0.82 reveals some degree of homogeneity on the responses of the respondents.

#### 4.1.4- Organizational Values Strategy

**Table 4:** Organizational Values Strategy of Universities

<b>Organizational Values Indicators</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>Interpretation</b>
Promotes external partnerships to focus on issues critical to national interest and global welfare.	4.1	0.97	Often
Gives attention to academic integrity exemplified by practicing ethical standards.	4.1	1.04	Often
Combines personal, organizational, cultural values and ethics to succeed in a global setting.	4.3	0.8	Often
Creates an environment that values, develops, motivates, and rewards, and that engages employees in organizational success.	4.1	0.89	Often
Maintains the use of teamwork for task performance.	4.1	0.91	Often
Provides high degree of openness and communication at all levels.	4.2	0.8	Often
<b>Overall Organizational Values Strategy</b>	<b>4.1</b>	<b>0.74</b>	<b>Often</b>

Table 4 shows that the subject universities, with a mean of 4.1, promote external partnerships with other organizations in the industry or government agencies, both in the local and global environment but shows heterogeneity of responses of the respondents as evidenced by the standard deviation corresponding to 0.98. The respondents perceive high degree of ethical standards in educational services, indicated by a mean of 4.1 but observations show high degree of heterogeneity, judging from the standard deviation of responses of 1.04. Respondents agree with a mean of 4.3 that the combination of values and ethics is an effective strategy for gaining and maintaining the strategic goal. Homogeneity of responses on cultural diversity strategy is presented in Table 4, with an average standard deviation of 0.8. Utilization of people empowerment, techniques for motivation, reward systems and participative management in the achievement of the goal perceived to be implemented with a mean of 4.1 and homogeneity of responses indicated by standard deviation of 0.89. The use of teamwork in the teaching and learning environment presents homogeneity of observations, shown by a mean of 4.1 and standard deviation of 0.91 that reveals heterogeneity of perceptions on this particular issue. The subject universities practice two-way communication indicated by a mean of 4.2. The average standard deviation equivalent to 0.8, shows with some degree of homogeneity that these universities promote openness in communications at all organizational levels. From the overall mean of 4.1 with an average standard deviation of 0.74, it is perceived with some degree of homogeneity that these universities adopt organizational values strategy in their continuous search for excellence in all of their educational services.

Table 4 indicates the perceptions of respondents on adoption of organizational values strategy to achieve global competitive advantage. Organizational values adopted by the subject universities in terms of promotion of external partnerships for national interest and global welfare, with a mean value of 4.1, are perceived as vital to the attainment of the

global competitive advantage. Standard deviation of 0.97 reveals some degree of homogeneity on responses for the perceived organizational values strategy. Respondents agree, with a mean value of 4.1 that strategy gives attention to academic integrity, with some degree of heterogeneity of responses shown by the standard deviation of 1.04. The strategy combines personal, organizational, cultural values to achieve success in a global setting, revealed by a mean value of 4.3 and standard deviation of 0.8. Creation of environment that values and motivates people and engages in organizational success was perceived to be in place, shown by the mean value of 4.1, with homogeneity of responses indicated by the standard deviation of 0.89. The subject universities maintain teamwork for task performance and provide high degree of openness, shown by a mean value of 4.1 and 4.2, respectively, and standard deviations of 0.91 and 0.8. The overall mean of 4.1, reveal perceptions of the adoption of organizational values strategy in all aspects of educational services provided by the subject universities.

## 4.2- Status of the Long-Run Strategic Goal of Global Competitive Advantage

### 4.2.1- Perceived Status of the Strategic Goal in Terms of Service Excellence Objective

**Table 5:** Perceived Status of Strategic Goal in Terms of Service Excellence Objective of Universities

Service Excellence Indicators	Mean	Std. Dev.	Interpretation
Attains continuous improvement in stakeholders' satisfaction.	4.1	0.89	Often
Provides access to talented employees that support innovation.	4.1	0.94	Often
Recognizes excellence to enhance teaching, scholarship, and service.	4.1	1.1	Often
Responds to cater for cultural differences and changes in industry needs.	4.1	0.98	Often
Fosters participatory workplace involving people in decision making.	4.1	0.97	Often
<b>Overall Global Competitive Advantage (Service Excellence)</b>	<b>4.1</b>	<b>0.83</b>	<b>Often</b>

Table 5 presents perceptions on the attainment of global competitive advantage of the subject universities in the area of service excellence. Responses of the respondents reveal agreement of the implementation of a strategy that strives for continuous improvement, indicated by the mean of 4.1, with some degree of homogeneity, shown by the standard deviation of 0.89. Respondents agree that service excellence adopted by the universities provide access to talented employees that support innovation, with a mean of 4.1 and standard deviation of 0.94. Responses reveal agreement on recognition of excellence as a means of enhancing teaching, scholarship, and service, with a mean of 4.1, but whose heterogeneity appears high as indicated by the standard deviation of 1.1. Service response to cater for cultural differences and changes in industry needs shown by a mean of 4.1, however, some degree of heterogeneity on this concern is observed from the standard

deviation of 0.98. Fostering participative management involving employees in decision making processes, indicated by a mean of 4.1, with some degree of variability as evidenced by the standard deviation of 0.97. The high grand mean of 4.1 presents agreement of the respondents on the provision of service excellence objective by the subject universities in the achievement of the strategic goal, but with low degree of homogeneity (standard deviation of 0.83) of responses on service excellence of the subject universities in the global environment.

#### 4.2.2- Perceived Status of the Strategic Goal in Terms of Customer Loyalty Objective

**Table 6 :** Perceived Status of Strategic Goal in Terms of Customer Loyalty Objective of Universities

<b>Customer Loyalty Indicators</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>Interpretation</b>
Conducts survey on needs/wants of students continuous improvement.	4.0	0.9	Often
IT and upgrading of facilities are employed to increase customer loyalty.	3.9	1.0	Often
Empowerment of employees and professors to improve customer experience.	3.9	0.9	Often
Response time communicates sense of urgency and concern for students and their experience with educational services of the universities.	3.9	1.03	Often
Provides realistic accomplishment of short- and long-term goals by action-plans of feedback.	3.9	1.1	Often
<b>Overall Global Competitive Advantage (Customer Loyalty)</b>	<b>3.9</b>	<b>0.9</b>	<b>Often</b>

Findings on the perceived status of global competitive advantage in terms of customer loyalty are presented in Table 6. The respondents rate often a mean value of 4.0 that the universities continuously monitor the needs and wants of students as basis for improvement in educational service. This perception illustrates some degree of homogeneity as shown by the standard deviation of 0.9. The subject universities address and increase customer loyalty objective through information technology and upgrading facilities as indicated by a mean value of 3.9. Perceptions show that strategy reveals a very low degree of homogeneity as shown by the standard deviation of 1. Employees and professors are experienced in dealing with customer demands as evident by a mean value of 3.9. Response time which communicates the sense of urgency and concern to such demands with a mean value of 3.9 reveals some degree of homogeneity as shown by their standard deviations of 0.9 and 1.03. Realistic goals are set by the universities as evident by a mean value of 3.9 that incorporate feedback into action plans, but opinions show a very low degree of homogeneity as the standard deviation of 1.1. The grand mean value of 3.9 points out the emphasis given by the universities on global competitive advantage in terms of customer loyalty objective. Form the average of standard deviation of perceptions 0.9, it is clear that the level of customer loyalty exhibits some degree of homogeneity.

#### 4.2.3- Perceived Status of the Strategic Goal in Terms of Organizational Image Objective

**Table 7:** Perceived Status of Strategic Goal in Terms of Organizational Image Objective of Universities

<b>Organizational Image Indicators</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>Interpretation</b>
Cost strategies enable the universities to compete in global market.	4.3	0.9	Often
Customer loyalty creates organizational image	3.9	1.05	Often
Employee empowerment creates an environment of dedicated employees and professors.	3.9	1.01	Often
Organizational commitment results from effective employee motivation.	3.9	1.0	Often
Benchmarking used as a powerful tool for continuous improvement.	3.9	1.1	Often
<b>Overall Global Competitive Advantage (Organizational Image)</b>	<b>3.9</b>	<b>0.87</b>	<b>Often</b>

Findings reveal that the subject universities use cost strategies as basis for competition in the global market with a mean vale of 4.3. Responses show a lower degree of homogeneity as shown from the standard deviation of 0.9. Respondents believe that the organizational image objective resulted from customer loyalty objective with a mean value of 3.9, however, there is a high degree of heterogeneity in the respondents perception as evidenced by the standard deviation of 1.05. The subject universities create an environment of dedicated employees and professors through employee empowerment as indicated by a mean value of 3.9, but a high degree of heterogeneity thereon is observed from the standard deviation corresponding to 1.0. Organizational commitment exists with a mean value of 3.9, as a result of effective employee motivation, however a high degree of heterogeneity on the opinions of respondents exists as indicated by the standard deviation of 1.0. These universities strive for continuous improvement with the mean value of 3.9 emphasizing the use of benchmarking as total quality management tool to attain global competitive advantage in educational services but whose heterogeneity is discernible as deduced from the perception's standard deviation of 1.1. The grand mean of 3.9 shows that the subject universities are globally competitive as evidenced by the attainment of their organizational image objective. As indicated by the average standard deviation of 0.87, it is clear that global competitive advantage on organizational image exhibits some degree of homogeneity.

### 4.3- Significant Influence of Educational Strategies on the Strategic Goal

**Table8:** Significant Influence of Educational Strategies on Global Competitive Advantage

indicators	mean	std. dev.	Pearson correlation	sig, (2-tailed)	decision	interpretation of correlation
educational service innovations	4.3	.37	.35**	.003	significant	low positive
cost-efficiency	4.2	.41	.54**	.000	significant	high positive
culture diversity	4.2	.47	.59**	.000	significant	high positive
organizational values	4.2	.37	.64**	.000	significant	high positive

\*\* Correlation significant at the .01 level (2-tailed)

The findings from Table 8 reveal significant relationships between the independent variables (strategies) of educational service innovations, cost-efficiency, cultural diversity, and organizational values, indicated by the p value of .003\*, Sig (2-tailed), at 0.01 significance level for all the variables investigated. Findings also show that there is high degree of correlation between educational strategies and global competitive advantage, indicated by the Pearson Correlation Coefficients of 0.35 for educational service innovations, cost-efficiency ( $r = .54$ ), cultural diversity ( $r = .59$ ). The variable of organizational values reveals significant relationship with global competitive advantage, with low positive correlation indicated by ( $r = 0.64$ ). These correlations are significant at the significance level of 1%, thus the null hypotheses were rejected for all educational strategies variables. Overall, there is significant relationship between educational strategies and global competitive advantage. The findings imply that a change in the effectiveness of the implementation of strategies will lead to a change in the ability of the subject universities to gain global competitive advantage.

### 4.4- Educational Strategies Singly or in Combination Predict the Strategic Goal

#### 4.4.1- Predictors of the Strategic Goal

Stepwise regression analysis reveals that most of the independent variables (educational strategies), singly or in combination, are strong predictors of the long-run strategic goal of global competitive advantage.

Predicted regression equation:  $Y = 5.2 + 0.77X_1 - 0.42X_2 + 0.16X_3$

Table 9 presents the predictors of educational strategies as variables for the strategic goal in terms of service excellence objective on educational strategies.

**Table 9:** Regression Analysis of Global Competitive Advantage (Service Excellence) on Educational Strategies

Educational Strategies	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	5.2	1.2		4.3	.000
X1= Organizational Values	.77	.08	.82	9.9	.000
X2= Cost-Efficiency	-.42	.11	-.34	-3.8	.000
X3= Educational Service Innovations	.16	.06	.21	2.8	.006

R2-Adjusted = 51.4%; F = 80.82; P < 0.001

Table 9 shows that the educational strategies of organizational values, cost-efficiency and educational service innovations are significant predictors of the service excellent objective. Together, these three independent variables significantly explain more than 50% (F = 80.82; p < 0.001) of the variation of perception scores on service excellence. In terms of relative importance, organizational values strategy ranks first (largest beta coefficient) in predicting service excellence objective followed by cost-efficiency strategy. The three of the four categories (strategies) predict significantly, singly or in combination, the strategic goal of the subject universities in terms of service excellence objective.

The first variable, among others that entered into the equation with significant influence on service excellence objective is organizational values strategy. The beta coefficient (0.77) between organizational values and service excellence with a calculated t value of 4.3 is significant at the level of 0.001. The positive effect indicates empirically that the respondents agree that organizational values are essential in the attainment of the strategic goal in terms of service excellence. The second variable that shows significant influence on service excellence objective is cost-efficiency strategy. The beta coefficient corresponding to -3.8 is significant at the 0.001 level, indicating that respondents agree that cost-efficiency is important in gaining and maintaining the strategic goal in terms of service excellence. The last step in the regression analysis indicates that educational service innovations strategy as another variable that exhibits influence on the goal in terms of service excellence. The beta coefficient corresponding to 0.16 denotes the high significance of this variable to its relationship with service excellence. In combination, the predictors account for 51.4 percent of the variations of the strategies of organizational values, cost efficiency, and educational service innovations are significant predictors of service excellence.

#### 4.4.2 Predictors of Customer Loyalty Objective

Predicted regression equation:  $Y = 1.44 + 0.74X1 - 0.42X2 + 0.16X3$

Only organizational values strategy is a significant predictor of customer loyalty.

Table 10 presents the regression analysis of the strategic goal in terms of customer loyalty on educational strategies.

**Table 10:** Regression Analysis of Global Competitiveness (Customer Loyalty) on Educational Strategies

Educational Strategies	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.44	1.03		1.39	.17
X1 = Organizational Values	.74	.04	.77	17.98	.000

R2-Adjusted = 58.8%; F = 323.3; P < 0.001

From the findings in Table 10, the strategies of educational service innovations, cost-efficiency, and cultural diversity do not significantly influence the strategic goal on customer loyalty. The only independent variable in the stepwise regression that significantly influences customer loyalty is organizational values strategy. This is supported by the beta coefficient of 0.74 at 0.001 level of significance. This independent variable (organizational values strategy) significantly explains more than 50% (F = 323.30; p < 0.001) of the variation of perception scores on customer loyalty objective.

#### 4.4.3 Predictors of Organizational Image Objective

Predicted regression equation:  $Y = 1.47 + 0.371X1 + 0.24X2 + 0.13X3$

Table 11 shows the regression analysis of the long-run strategic goal of global competitiveness in terms of organizational image objective on educational strategies.

**Table 11:** Regression Analysis of Global Competitiveness (Organizational Image) on Educational Strategies

Educational Strategies	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.47	1.12		1.31	.192
X1 = Cultural Diversity	.37	.06	.42	5.97	.000
X2 = Organizational Values	.24	.07	.24	3.44	.001
X3 = Educational Service Innovations	.13	.06	.17	2.41	.017

R2-Adjusted = 57.2%; F = 101.52; P < 0.001

The strategies of cultural diversity, organizational values and educational service innovations are significant predictors of organizational image objective. Together, the three independent variables explain significantly nearly 60% (F = 101.52; p < 0.001) of the variation of perception scores on organizational image. In terms of relative importance, cultural diversity strategy (largest beta coefficient) in explaining the variation of perception scores on organizational image followed by organizational values strategy.

From the findings presented in table 11, cost-efficiency does not significantly influence the strategic goal in terms of organizational image objective. The first independent variable in the stepwise regression that significantly influence organizational

image is cultural diversity evidenced by the beta coefficient of 0.37 at the 0.001 level of significance. Organizational values strategy registered a beta coefficient of 0.24 which is significant at 0.001 level. Educational service innovations shows a significant influence on organizational image objective with a beta coefficient of 0.13. In combination, these variables are responsible for 57.2 percent in significantly influencing the strategic goal in terms of organizational image objective.

#### 4.5 Level of Influence of Educational Strategies on the Strategic Goal

The assessment of the level of influence of educational strategies on gaining and maintaining the goal is dealt with herein. From Table 12, it is deduced that the general perception of the respondents is that there is high level of influence of educational strategies on the goal as perceived by the respondents. This finding is indicated by the level of influence of four educational strategies, namely; educational service innovations with a mean value of 4.07; cost-efficiency with a mean value of 4.0; cultural diversity with a mean of 4.13 and organizational values with a mean value of 3.0.

**Table 12:** Perceived Level of Influence of Educational Strategies on the Strategic Goal

Educational Strategies	Group 1 ( <i>n</i> = 150)		Group 2 ( <i>n</i> = 77)		Both Groups (227)	
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
Educational Service Innovations	4.1	High	3.9	High	4.1	High
Cost-Efficiency	4.1	High	3.9	High	4.0	High
Cultural Diversity	4.2	High	3.9	High	4.1	High
Organizational Values	4.4	High	3.9	High	3.0	High

#### 4.6- Degree of Influence of Educational Strategies on the Strategic Goal

Table 13 shows that cost-efficiency strategy ranked first on the degree of influence of educational strategies on global competitive advantage with a mean value of 3.0, whereas educational service innovation strategy ranked second with a mean value of 4.1, and organizational values strategy ranked third with a mean value of 2.1 and cultural diversity strategy ranked fourth with a mean value of 1.1.

**Table 13:** Ranking of the Degree of Influence of Educational Strategies on the Strategic Goal

Educational Strategies	Group 1 ( <i>n</i> = 150)		Group 2 ( <i>n</i> = 77)		Both Groups (227)	
	Mean Rank	Rank	Mean Rank	Rank	Mean Rank	Rank
Educational Service Innovations	3.03	2	3.01	2	3.03	2
Cost-Efficiency	3.9	1	3.9	1	3.9	1
Cultural Diversity	1.1	4	1.1	4	1.1	4
Organizational Values	2.1	3	2.2	3	2.1	3

*A* Wilcoxon Rank Sum Test

Interpretation of the mean perception scores for both groups (professors and employees, and students) fell into the category “high”. But, the mean scores per se are different, and the Wilcoxon Rank Sum Test showed that the distribution of scores of the two groups is significantly different in favor of Group 1 (professors and employees). Group 1 generally attained higher perception scores on all indicators of educational strategies than group 2 (students).

#### 4.7 Significant Difference in the Level of Influence of Educational Strategies on the Strategic Goal as Perceived by Respondents of the Subject Universities

**Table 14:** Comparison of Perceived Level of Influence of Educational Strategies on Global Competitive Advantage

Education Strategies	Group 1 ( <i>n</i> = 150)	Group 2 ( <i>n</i> = 77)	Computed Z-value <sup>a</sup>	p-value
	Mean Rank	Mean Rank		
Educational Service Innovations	122.1	98.3	2.6	.009**
Cost-Efficiency	121.5	99.3	2.5	<0.001**
Cultural Diversity	123.3	95.9	2.99	.015*
Organizational Values	125.6	91.4	3.7	.003**

*A* Wilcoxon Rank Sum Test

The perceptions of Group 1 (professors and employees) respondents on the level of influence of educational strategies on global competitive advantage is significantly higher than that of Group 2 (students) respondents as all p-values are less than 0.05, therefore, the corresponding null hypothesis is rejected.

## **5- Summary of Findings, Conclusions and Recommendations**

### **5.1- Summary of Findings**

The treatment and analysis of data revealed the following essential findings:

#### **5.1.1- Perceived Status of Educational Strategies**

- 1- The subject universities utilize the competitive strategy of educational service innovations with a grand mean of 4.1 exceeds physical characteristics and service attributes which influence the value that customers derive from it.
- 2- From the grand mean of 4.1 with an average standard deviation equivalent to 0.68, it is perceived with some degree of homogeneity that the subject universities provide aggressive construction of efficient-scale facilities, and maintain tight cost control and cost minimization, allowing them to charge a lower price for educational services than competitors and to effectively compete in the industry on the basis of cost-efficiency strategy.
- 3- The value of standard deviation of perceptions 0.82 reveals some degree of homogeneity on the responses of respondents that the subject universities are culturally diversified in order to accommodate the changes in demands of students and customers, and support the growth and achievement of students.
- 4- From the grand mean of 4.1 with an average standard deviation equivalent to 0.74, it is perceived with some degree of homogeneity that the subject universities maintain organizational values strategy in their continuous search for excellence in the teaching and learning process and in all of their educational services.

#### **5.1.2- Perceived Status of the Strategic Goal**

- 1- The goal in terms of service excellence objective is high as described by the grand mean of 4.1. However, there is low degree of homogeneity as evidenced by the standard deviation of 0.83 of responses on the service excellence competitiveness of the subject universities in the global environment.
- 2- The grand mean of 3.9 points out that the emphasis given by the subject universities on global competitive advantage in terms of customer loyalty objective. The average of standard deviations of perceptions equivalent to 0.85 clearly reveals that the level of customer loyalty exhibits some degree of homogeneity.
- 3- The grand mean of 3.9 shows that the subject universities are globally competitive as evidenced by the attainment of their organizational image objective. The average standard deviation of 0.87 clearly indicates that competitive advantage on organizational image exhibits some degree of homogeneity.

#### **5.1.3 Predictors of the Strategic Goal**

- 1- The predictors account for 51.4 percent of the variations of the three strategies; educational service innovations, cost-efficiency, and organizational values are significant predictors of service excellence objective. These three independent variables explain significantly more than 50% ( $F = 80.827$ ,  $p < 0.001$ ) of the variation of perception scores on service excellence objective. In terms of relative

importance, organizational values strategy ranks first (largest beta coefficient) in predicting service excellence objective followed by cost-efficiency strategy.

- 2- The only independent variable that significantly influences customer loyalty objective is organizational values strategy, as supported by the beta coefficient of 0.74 at 0.001 level of significance. This independent variable significantly explain more than 50% ( $F = 323.3$ ;  $p < 0.001$ ) of the variation of perception scores on customer loyalty objective.
- 3- The three independent variables (strategies); educational service innovations, cultural diversity, and organizational values are significant predictors of organizational image objective. Together, they explain significantly nearly 60% ( $F = 101.5$ ;  $p < 0.001$ ) of the variation of perception scores on service excellence objective. In terms of relative importance, cultural diversity strategy (with largest beta coefficient) in explaining the variation of perception scores on organizational image objective followed by organizational values strategy.

#### **5.1.4- Level of Influence of Educational Strategies on the Strategic Goal**

There is high level of influence of educational strategies on gaining and maintaining the long-run strategic goal of global competitive advantage as perceived by the respondents. This finding is indicated by the level of influence of educational service innovations strategy with a mean value of 4.1; cost-efficiency strategy with a mean value of 4.0; cultural diversity strategy with a mean value of 4.1 and organizational values strategy with a mean value of 3.0.

#### **5.2- Conclusions**

The findings derived from the study led to the following conclusions:

- 1- The subject universities utilize the strategy of educational service that goes beyond educational service attributes to influence the customer value derived therefrom.
- 2- Efficient-scale facilities, maintenance of tight cost-control, and cost minimization, that result in reduced price for educational services contribute to gaining and maintaining the strategic goal in the higher education industry through cost-efficiency strategy.
- 3- The subject universities maintain cultural diversity strategy in their continuous search for excellence in the teaching and learning process and in the provision educational services.
- 4- Perceptions show adoption of organizational values strategy in all aspects of educational services provided by the subject universities.
- 5- Respondents agree on the provision of service excellence objective by the subject universities in gaining and maintaining the strategic goal.
- 6- The subject universities emphasize on customer loyalty objective for gaining and maintaining the strategic goal.
- 7- The subject universities are globally competitive as evidenced by the attainment of their organizational image objective.
- 8- There is significant relationships between the four educational strategies and the corresponding null hypotheses were rejected for all the educational strategies

variables. Overall, there is significant relationship between educational strategies and the strategic goal.

- 9- The three educational strategies; organizational values, cost-efficiency and educational service innovations are significant predictors of the strategic goal in terms of service excellence objective.
- 10- The strategy of organizational values is a significant predictor of customer loyalty objectives. Whereas, the strategies of educational service innovations, cost-efficiency, and cultural diversity do not significantly influence the strategic goal on customer loyalty objective.
- 11- The three educational strategies; cultural diversity, organizational values and educational service innovations are significant predictors of organizational image objective
- 12- Cost-efficiency strategy ranked first on the degree of influence of educational strategies on gaining and maintaining the strategic goal. However, the strategy of educational service innovations, organizational values, and cultural diversity ranked second, third, and fourth respectively.
- 13- The perceptions of Group 1 (professors and employees) respondents on the level of influence of educational strategies on gaining and maintaining the strategic goal of global competitive advantage is significantly higher than that of Group 2 (students) respondents hence, the corresponding null hypothesis is rejected.

### **5.3 Recommendations**

The stated conclusions merit the following recommendations:

- 1- Other educational strategies can possibly be formulated, implemented, and evaluated to cater for current and changing needs of students, professors and the education industry.
- 2- Similar studies are further suggested to focus on other variables (objectives) that will achieve the long-run strategic goal of global competitiveness and to determine other variables, not covered by this research, which may influence the strategic goal of global competitive advantage.
- 3- Regular monitoring of the variables (strategies) of educational service innovations, cost-efficiency, and organizational values, which have been perceived to significantly influence the achievement of the strategic goal of global competitive advantage in terms of three objectives; service excellence, customer loyalty, and organizational image.
- 4- Continuous implementation of the four educational strategies; educational service innovations, cost-efficiency, cultural diversity, and organizational values which were identified to be strong predictors of the long-run strategic goal of global competitive advantage by using the Regression Models formulated in the study.
- 5- Formulation, implementation, and evaluation of new strategies to raise the level of students' awareness on the utilization of the four educational strategies that lead to the achievement of global competitive advantage, where findings reveal perceptions of students on the level of influence of educational strategies on global competitive advantage to be significantly lower than that of professors and employees.

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# **EXPORT CREDIT AGENCIES - THE MATTER OF MORAL HAZARD, ASYMMETRIC INFORMATION AND ADVERSE SELECTION <sup>1</sup>**

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## **Abstract:**

Significant role in foreign trade and recently in mitigating effects of the crisis and restoration of the upturn period has been played by the state-owned financial institutions, so called Export Credit Agencies (ECAs), which specialize in the export support. However, with emergence of these institutions logical question challenging its position and existence within market driven economies has appeared. This question introduces terms such as moral hazard, asymmetric information and adverse selection, which will be closely examined in this paper along with risks connected to state interventions and subsidizations on the field of export financing.

## **Introduction**

Significant role in foreign trade and recently in mitigating effects of the crisis and restoration of the upturn period has been played by the state-owned financial institutions, so called Export Credit Agencies (ECAs), which specialize in the export support. First institution of this kind was established in the United Kingdom in 1919, in order to guarantee exports to markets not covered by private insurers (Ascari, 2007). Long after, similar institutions were established as well in the Czech Republic after the few initial years of economic transition when the emphasis was on deconstructing the old system of centrally planned trade. With introduction of free trading possibilities in the 90ties, the Czech Republic started to implement a new export promotion system established according to Western standards to encourage exports by domestic companies and in order to increase their competitiveness, level the conditions on the market and reverse the negative trade balance. In 1992 the Export Guarantee and Insurance Corporation (EGAP) was established, followed by the Czech Export Bank (CEB) in 1995 (Janda, Michalikova, Skuhrovec, 2012).

With emergence of these institutions logical question challenging its position within market driven economies appeared. Such a complex question won't be examined in this paper. This paper rather strives to introduce and examine the role of ECAs in the foreign trade flows and export activities of chosen countries and to tackle the matter of moral

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hazard, asymmetric information and adverse selection, which is apparently connected to existence and operations of ECAs.

### **The World Trade and Export Credit Agencies**

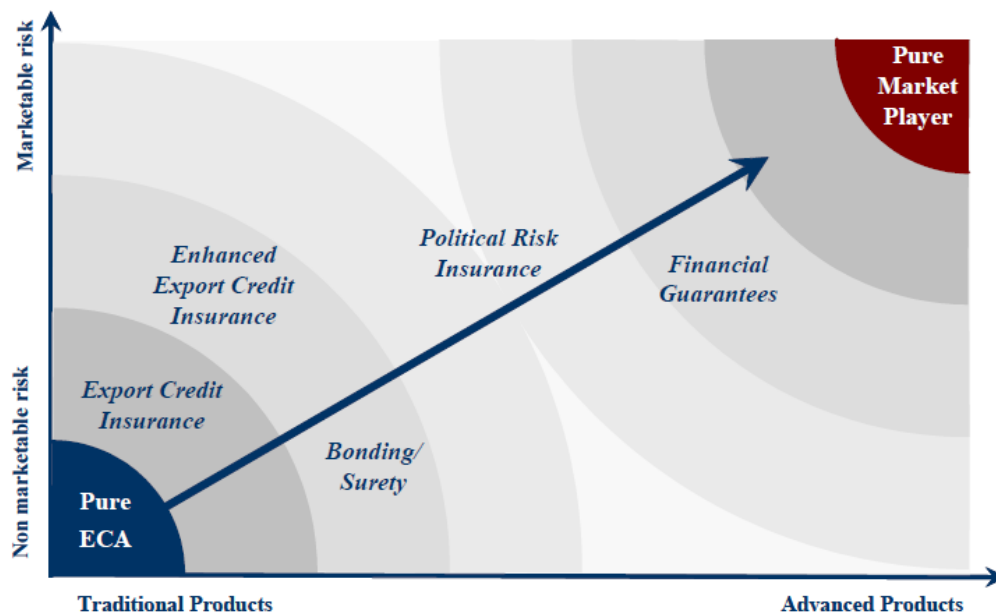
To be in control of the trade flows, to be able to shape their future directions and to level the playing field for own exporters governments tend to establish institutions with different missions to carry out their foreign trade policy through. One of the most convenient instruments for increasing the export volumes is directly and officially provided export financing and state backed guarantees or insurance. Another rationale for existence of ECAs is the theory of missing markets (Barci, 2004). For these purposes Export Credit Agencies (ECAs), including providers of credits, insurance and guarantees are founded by governments.

### **The Role of ECAs**

The recent development brings us back to understand and examine the original purposes and roles of the ECAs in little more detail. “Traditionally, the purpose of an ECA has been to directly support the financing of domestic exports” (U. S. Eximbank, 2013) and to provide officially backed loans, guarantees and insurance for domestic companies pursuing opportunities in more risky emerging markets and developing countries, with limited offer of commercial entities (Thenard, 2002). Mulligan (2007a) comments that ECA’s are termed “officially supported” because they are either owned by their respective governments or, if privately owned, provide finance and insurance products on behalf of their respective governments. Ascari (2007) calls ECAs as a traditional tool for governments to support national companies in their export business. TrungQuang and Hilmarsson(2012) see ECAs as a facilitator of cross border trade by providing instruments against negative impacts of particularly non-commercial/political risks. Therefore the main gains from ECA’s operations are received by emerging economies, where the most officially supported credits are heading just because of the higher risks. According to recent IMF working paper ECAs played an important role in cushioning a sharp fall in international trade volumes between 2008 and 2009 and still play major role in reinforcing the current trade flows (Asmudson, Dorsey, Khachatryan, Niculcea, Saito, 2011). On the other hand the rationale for establishment of ECAs has never been explicitly spelled out and relevant economic literature dealing with purpose, empirical results scrutiny and future direction of support has almost disappeared (Ascari, 2007).

Pure ECA should therefore provide services for companies which strive to avoid the non-marketable political risks. Political risks include mainly actions on the part of the exporter government, including introduction of export licensing, embargoes and other events that affect contract performance. On the other hand marketable commercial risks include the possibility of insolvency of the purchaser or his unwillingness to meet contractual obligations (García-Alonso, Levine, Morga, 2004). Figure 1 below illustrates position and role of ECAs against commercial institutions, following pure market logic and presents main services offered on the market with financial export oriented services.

**Figure 1:** Export Credit Agency and its Role on the Market



Source: Ascari (2007)

The latest observations reveal that ECAs participate also in transactions which don't comprise any political or other non-marketable risks and therefore distort market conditions with their superior offerings (Ascari, 2007). State provided or backed credits and guarantees are often preferred as they require fraction of the scrutiny requested by commercial entities. The fact is, that ECAs are required to meet WTO objective to break even in the long term (García-Alonso, Levine, Morga, 2004). However the Dewit (1996) claims, that *"Although explicitly prohibited by the WTO Subsidy Code, official export insurance agencies in most industrialized countries operate with long term budgetary losses and this practice is labelled as export insurance subsidization."* This is only possible because of great amount of resources provided by the government and raises the question of moral hazard involved in such cases.

### Evolution of ECAs in Chosen Economies

In each G7 country certain ECA exists and operates. In 1919 the UK's ECGD (Export Credit Guarantee Department) – today known as a UKEF (UK Export Finance), as well as German Hermes were established. The USA's Ex-Im Bank was established in 1933. Another ECAs were established soon after the WWII e.g. Canadian Export Credit Insurance Corporation (ECIC) in 1944 later replaced by the EDC (Export Development Corporation) in 1969; French COFACE in 1946, which was later privatized; the Export-Import Bank of Japan (JEXIM) with Export Insurance Division of the Ministry of International Trade (EID-MITI) founded in 1951 but both superseded in 2001 by NEXI (Nippon Export and Investment Insurance) and JBIC (Japanese Bank for International Cooperation. In Italy, export credit insurance has been managed by SACE (SeviziAssicuratividel Commercio Estero) since 2003 as a

successor of previously established Istituto Nazionale delle Assicurazioni (INA) in 1912 which did not really become active until 1953 (OECD, 1976). In Non-OECD member states, such as BIC states, the same tendencies towards official export credit institutions emerged shortly after.

The oldest ECA in Asia is the Indian ECGC (Export Credit Guarantee Corporation of India), which originates from 1957, followed by Exim Bank India in 1982. Brazilian BNDES (The Brazilian Development Bank), which was established in 1952, launched its export credit services in 1990 and together with SBCE (Brazilian Export Credit Insurance Agency) forms the financial export framework in Brazil. In China, The Export-Import Bank was founded by government in 1994, with subsequent launch of SINOSURE (China Export and Credit Insurance Corporation) late in 2001.

In the Czech Republic the Export Guarantee and Insurance Corporation (EGAP) was founded in June 1992 as a state-owned ECA, whose mission is to protect the exporters and banks financing the export against the risk of non-payment by foreign contractors due to commercial and territorial (political) reasons. The Czech Export Bank (CEB), second pillar of Czech financial export scheme, was established in 1995 as a specialized banking institution, directly (80%) and indirectly (20% through EGAP) owned by state.

### **Different Models of ECAs**

Significant number of ECAs, together with providing export credits, are as well insurers of the last resort for exporters to countries with high political and commercial risks. In some economies there are separated entities for providing export credits – ECAs and for export credit guarantees and insurance – ECGs (e.g. Czech Republic – CEB and EGAP), but in many cases these organizations operate under one institution. It is given by the fact that these transactions are frequently interconnected and influence each other. Such a division is supported by Barci (2004), who recognizes either one separated entity dedicated to export credit and one for export guarantees or both entities operating under “one roof” as one institution. Figure 2 below illustrates the situation in G7, BIC countries and in the Czech Republic.

**Figure 2:** Types of Export Credit Agencies in G7, BIC Countries and the Czech Republic

Group	Country	Model 1		Model 2
		ECA	ECG	Export Credit and Guarantees Agency
		Credits	Insurance	Credit/Insurance
G7	Canada	-	-	EDC
	France	NATIXIS2*	COFACE*	-
	Germany	KfW – IPEX Bank	EULER HERMES/PwC*	-
	Italy	SIMEST*	SACE	-
	Japan	JBIC	NEXI	-
	United Kingdom	-	UKEF	-
	USA	-	-	Eximbank
BIC	Brazil	BNDES	SBCE	-
	China	CHINA EXIM BANK	SINOSURE	-
	India	EXIM BANK INDIA	ECGC	-
Czech Republic	Czech Republic	CEB	EGAP	-

Source: OECD (2014), web pages of mentioned institutions

From the first sight one could say that such a division is not relevant, and whether the state support is provided with export credits, guarantees and insurance through one institution or several, result is always the same. However, the division in our perspective matters a lot. It determines the number and various intentions of stakeholders and shareholders and specifies different approaches to risk management and transfers of profit.

### Performance of ECAs in G7, BIC Countries and the Czech Republic

In order to explore the significant impacts on flows of trade new medium- and long-term official export credit volumes provided by ECAs in 2012 for given countries were examined and are presented: China 45 billion USD, USA 31,3 billion USD, Germany 15,3 billion USD, France 13 billion USD, India 10,6 billion USD, Italy 5,2 billion USD, Japan 4,4 billion USD, United Kingdom 2,9 billion USD, Brazil 2,7 billion USD and Canada 1,7 billion USD (U.S. Eximbank, 2012). Czech Republic supported own exporters in year 2012 by 1,3 billion USD. (CEB, 2013b).

Following Figure 3 presents and examines evolution of share of new medium- and long-term export credit volumes on total exports in merchandises for listed countries for last decade since 2003 to 2012.

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2- These institutions are not state-owned, but operate as private companies providing export financial services on behalf of the respective government.

**Figure 3:** Share of New Medium- and Long-term Official Export Credit Volumes to Merchandise Exports in % (2003 - 2012)

Share in %	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2003-73	2008-124
<b>India</b>	2,2	2,6	3,6	3,3	5,7	4,5	4,4	4,2	4,3	3,6	3,8	4,1
<b>France</b>	1,5	1,7	2,1	1,9	1,8	1,4	3,7	3,3	2,7	2,3	1,8	2,6
<b>China</b>	2,3	2,2	2,4	3,0	2,7	3,6	4,3	2,7	1,8	2,2	2,6	2,8
<b>USA</b>	1,1	1,0	1,0	0,8	0,7	0,9	1,6	1,0	1,4	2,0	0,9	1,4
<b>Brazil<sup>5</sup></b>	3,4	2,9	2,9	5,4	0,4	0,1	4,0	1,7	1,9	1,1	2,9	1,6
<b>Germany</b>	1,0	1,3	1,5	1,2	0,7	0,7	1,2	1,8	1,1	1,1	1,1	1,2
<b>Italy</b>	1,0	1,4	1,4	1,6	0,7	1,4	2,0	1,3	1,5	1,0	1,2	1,4
<b>U.K.</b>	1,2	0,9	0,7	0,6	0,4	0,6	1,0	1,0	0,8	0,6	0,7	0,8
<b>Japan</b>	2,4	1,6	1,0	0,9	0,3	0,2	0,5	0,6	0,7	0,6	1,1	0,5
<b>Canada</b>	2,6	1,9	1,7	1,4	0,1	0,3	0,6	0,7	0,4	0,4	1,4	0,5
<b>BIC<sup>6</sup></b>	2,4	2,3	2,6	3,3	2,7	3,3	4,2	2,8	2,1	2,3	2,7	2,8
<b>G7<sup>7</sup></b>	1,4	1,3	1,3	1,1	0,7	0,8	1,5	1,4	1,3	1,3	1,1	1,2
<b>TOTAL</b>	1,6	1,5	1,6	1,6	1,2	1,4	2,2	1,8	1,5	1,6	1,5	1,7
<b>Czech Rep.</b>	0,7	1,0	1,0	0,9	0,8	0,8	1,2	1,7	0,9	0,9	0,9	1,1

Source: WTO International Trade and Market Access Data (2013), U.S. Eximbank(2007, 2011, 2013), Own calculations

Presented data indicates share of 11 selected countries from G7, BIC countries and the Czech Republic of new medium- and long-term official export credits provided by domestic ECAs on overall country's merchandise exports for respective years. Last 10-year series of data is used to draw conclusions on trends and outline the future development.

Countries are in descending order according to the share in year 2012. First 4 countries (India, France, China, and USA) have not only the highest share of official export credit support on overall exports varying from 2% to 3,6%, but have also recorded significant rising tendency. For all of them despite some year-to-year declines, the upward tendency was captured as well when comparing two 5-year consecutive periods, which have higher relevancy and predictive value. The lowest shares under 1% as well as the declining tendencies have Canada, Japan and UK, which is also the most stable in its relative support over the whole period. The largest decline over 2 periods may be observed in case of Brazil.

3- Weighted accumulated data for period 2003-2007.

4- Weighted accumulated data for period 2008-2012.

5- Data for Brazil differed report to report, therefore latest data from Competitiveness Report 2012 were used.

6- BIC— abbreviation for countries including Brazil, India, China; weighted accumulated data for given group and period.

7- G7—referring to countries: Canada, France, Germany, Italy, Japan, United Kingdom and USA, weighted accumulated data for given group and period.

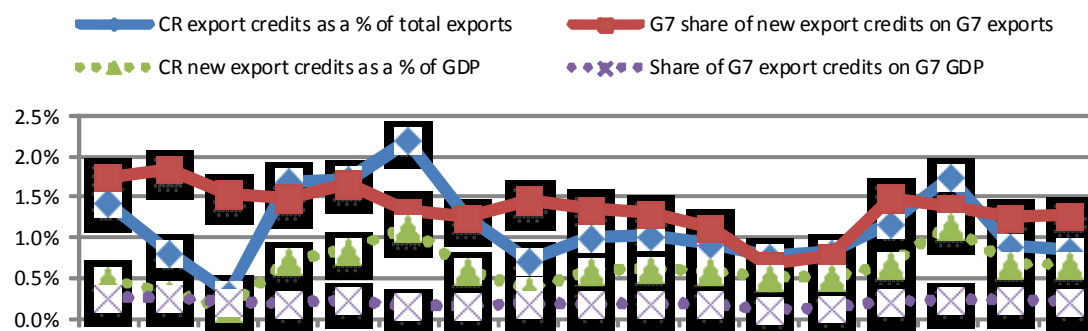
Comparing two groups of countries is crucial as G7 are OECD members, while BIC countries are not. None of the groups demonstrated notable change over the two periods. It implies that the situation is stable, with no extreme and unpredictable changes carried out by countries not bound by the OECD Arrangement. However, there is fundamental difference between BIC and G7 groups, as BIC countries had provided relatively more exports credits in period 2008 - 2012, approximately more than twice as much (2,8% compared to 1,2%). The situation is exacerbated by the fact that G7 countries stayed in year 2012 for around 31% of the all world trade, while BIC countries contributes by around 14%, through subsidizing their exports by 58,3 billion USD (around 80%) of the G7's 73,8 billion USD exports credits value, which is rather disproportional.

The year 2009 is worth noting as a year with highest share of export credits on trade volumes not only for almost all countries in monitored period, but as well for both groups of countries and more importantly for total share amounting 2,2%. The 43% increase of the share from 2008 to 2009 and 22% decline in trade volume suggests higher relative increase in export credit volumes than corresponding decline in total trade volumes. It is undoubtedly related to attempts of ECAs cope severe effects of financial crisis. Even though that the total share has been oscillating around 1,6%, after the year 2008 it has preserved higher values and slowly returns to former values.

Mulligan (2007b) claims that there is an evidence that increased export activity in the ECAs in Brazil, India and China, particularly in short-medium-long-term, is part of their overall strategy to aggressively gain a greater global share of business which is as well supported by Chauffour and Sabarowski (2009), who points out that despite the global financial crisis the volumes of export credits as well as export insurance tend to fall down much less than global merchandise trade volumes. Simultaneously, increase in the trade volume will lead to growing demand for export financing, credits, insurance and guarantees. Similar finding can be drawn from Figure 3.

Since the situation of new export credits expressed as a share of total exports has been already presented and described for Czech Republic, G7 countries and BIC countries in Figure 3, following Figure 4 consolidates these data for the purpose of comparison and proportion assessment of the export credits on international scale. The G7 countries were chosen as representatives of the most developed countries, with rich history of experiences with export credit support and comprehensiveness of applied trade strategy. Because the Czech Republic is as well as all the G7 countries member of the OECD, it should provide rather relevant benchmark. Furthermore, another indicator for international benchmark is introduced. Share of export credits on country's GDP, illustrating the proportion of provided export credits to the total output of the economy. Such an international benchmark is especially important and with significant explanatory value, as it also reflects the openness of the economy which in other words means the country's dependence on gains from foreign trade.

**Figure 4:** Comparison of Newly Provided Export Credits in the Czech Republic and G7 Countries as a % of Exports and GDP in % (1996 - 2012)



Source: CEB (2013b), Czech Statistical Office (2013a, 2013b), WTO International Trade and Market Access Data (2013), U.S. Eximbank (2003, 2007, 2011, 2013), OECD (2013)8,9

From the comparison of share of new export credits issued in the Czech Republic and G7 countries on the total exports realized in respective years, it's clearly visible from the Figure 4, that the Czech Republic had been supplying Czech exporters in relative terms less than G7 countries for most of the years in monitored period. It provided relatively more export credits only in years 1999, 2000, 2001 and then in years 2007, 2008 and 2010. However in mentioned year 2001, it achieved the highest share of 2,2% and exceed all the peaks of G7 support. The most notable differences were in years prior the year 1998 and then in the period 2003 to 2006.

Based on previous paragraph, it can be said that compared to G7 countries the Czech Republic is not that supportive to own exporters. On the other hand the Czech Republic exports are reaching up to 80% of the GDP, whereas G7 countries' exports represent only 18% of their GDP. Such a trade dependence and economy openness are the main reasons behind the difference in ratio of exports credits compared to GDP. In this indicator, the Czech Republic ratio of export credits to GDP attains from 2 up to 5 times higher values than ratio of G7's countries. Only in year 1998 G7's countries exceeded performance of the Czech Republic with their export credits volumes compared to GDP, when the CEB provided the least export credits in its history. On the contrary the main differences occurred in the years 2001 and 2010, when CEB supported exporters with highest endowments.

### Main International Regulation for ECAs

The differences in the export credit financing systems with state support have been strongly influencing competitive abilities of international trade participants for decades. Therefore an important international organization involved in coordination of conditions

8- For calculation of share of new export credits on G7's GDP current PPP values were used for respective countries.

9- For calculation of share of new export credits on G7's GDP in year 2012 were used estimates in case of Japan and Canada, therefore the share might be subject of change.

of export credits is the OECD with its most important Arrangement on Officially Supported Export Credits that fosters even conditions for all market participants.

The Arrangement commenced in 1978, with main purpose to provide a framework and “level the playing field” for the orderly use of officially supported export credits. It builds on the export credit "Consensus" agreed among a number of OECD countries in 1976. Prior to this time, the lack of rules set the stage for competition amongst governments to provide the most attractive financial terms in support of exporters competing for overseas sales; the end result being financial subsidies and potential trade distortions.

The Arrangement places limitations on the terms and conditions of officially supported export credits (e.g. minimum interest rates CIRRs, risk fees and maximum repayment terms) and the provision of tied aid. It includes procedures for prior notification, consultation, information exchange and review for export credit offers that are exceptions to or derogations of the rules as well as tied aid offers (OECD, 2012). The Arrangement caused focus of OECD’s member countries ECAs to mainly riskier medium-long-term export support while non-OECD’s countries ECAs, which are not obliged to follow the Arrangement, tend to provide less risky short-term support, which declines its influence (Mulligan, 2007b). This opinion is shared by Rotecker, who sees current weakening of the OECD Arrangement as its main goal of the creation of a level playing field seems to be endangered, especially because the fast growing emerging economies are not signatories to the Arrangement and could provide export support under more favorable terms than the OECD member economies (2012). Despite such a regulation, there are also other issues for ECAs and ECGs to cope with.

### **The Matter of Moral Hazard, Asymmetric Information and Adverse Selection**

Even though the volumes of exports supported thanks to existence of ECAs are significant for each country and vital for certain industries and developing countries, there are also several drawbacks and issues connected to their operations attracting our attention. The ultimate questions challenge the own existence of ECAs. As we have demonstrated evidence of actual shift of services provided by ECAs from non-marketable to marketable risk, we have to mind such a question. Do we need ECAs, or can commercial institutions take over their role? Fortunately, as said in the introduction, this paper doesn’t question the existence of ECAs, rather examines their efficiency and risks connected to state interventions and subsidizations on the field of export financing. In this section of the paper, concepts such as risk averse firms, moral hazard, asymmetric information and adverse selection with connection to ECAs will be defined. This will be done under the assumption of existence of so called “*incomplete markets*”.

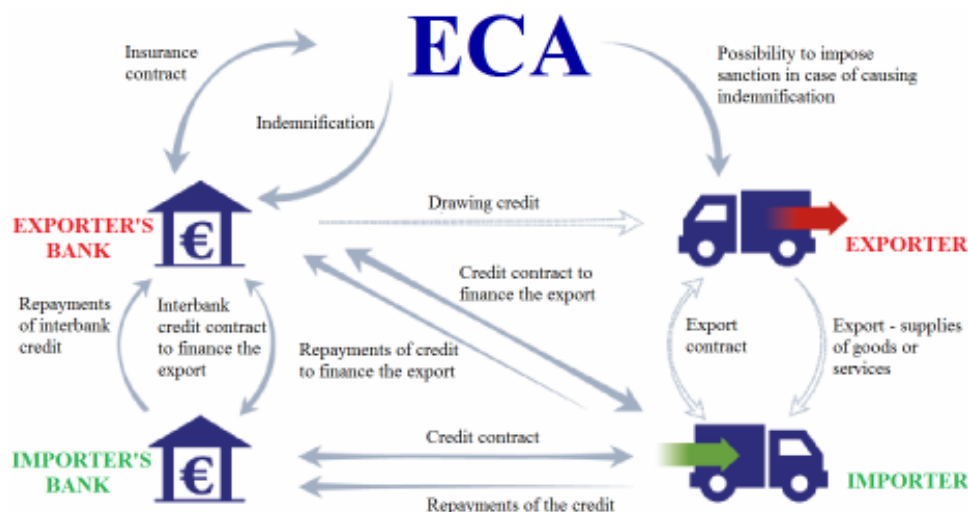
Risk averse exporting firms or their importing counterparties facing possible default (political risk, commercial risk) can apply for credit insurance at the ECA, usually through a mediator – e.g. credit bank (either exporter’s bank or importer’s bank) (Dewit, 1996). ECA, in this case rather ECG (Export Credit Guarantee), are risk neutral institutions. In this “*five player game*” situation significant risk of asymmetric division of information arises. Asymmetric information means that one player has better information about the uncertain

economic environment than others. In this case, several possibilities for asymmetric information relations and thus presence of moral hazard occur (Spálovský, 2012):

1. Classical principal-agent model between the management of the state owned company and its responsibility for economic well-being of the company
2. Relationship between the exporter and the credit provider – the bank
3. Relationship between the importer and credit provider – the bank
4. Relationship between the ECG as a provider of insurance or guarantee and the bank provider (exporter's or importer's bank) of credit as a mediator between the client and ECG, responsible for monitoring of the recipient of the credit.

Further we will concentrate on the latter case and describe the relation between the ECG and a bank as representative of the client. For the purposes of this paper, we will concentrate on the most frequently used product of ECG's, so called "*suppliers credit*". For better understanding the Figure 5 illustrates the set of actions, stakeholders and responsibilities arising from the contract.

**Figure 5: Supplier's Credit Provided by ECA**



Source: EGAP (2012)

There are two basic types of supplier's credit: direct or indirect. In case of direct one, the importer's bank is not involved in the transaction and credit contract as well as drawing and all the repayments are directly between importer and exporter's bank. Nevertheless, inclusion of the importer's bank is, despite elevated cost, beneficial when rating importer's solvency and business history, as the importer's bank should possess higher credibility. Therefore the indirect supplier's credit can reduce the risk of adverse selection.

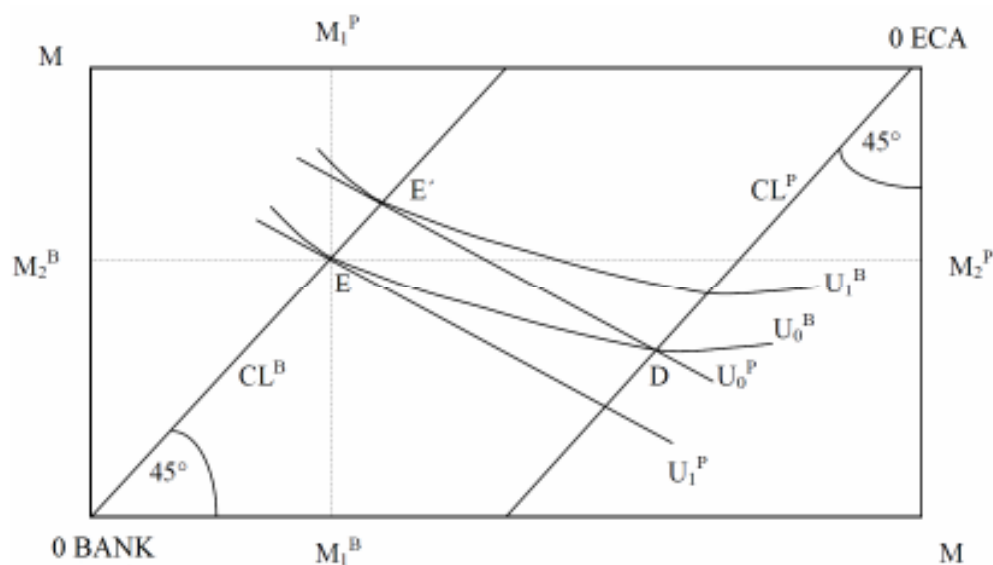
Such relationships and behavior between players on the market described above result in moral hazard. Moral hazard is defined as activity of one player (well informed economic entity) who maximizes own benefit at the expense of other players (less informed economic entities) (Soukupová, Hořejší, Macáková, Soukup, 2002). Extension of this definition is by Nicholson, Snyder, Luke and Wood (2008), who points out that

such an activity is hidden and therefore not directly observed by other players what prevent them of taking counteractions (increasing interest rates, terminating contract, impose sanctions, etc). Soukup (2014) adds that better informed player is able to influence the probability of occurring the situation which benefits him. Another case of asymmetric information on the market is adverse selection problem, which means that the type of the client is kind of private information, therefore hidden to the ECG. It makes almost impossible for ECG to recognize the nature and connected risk with the transaction, which may cause the riskiest entities most likely to request the insurance and cause ECG devastating damages (Samuelson, Nordhaus, Gregor, 2007). This is also defined by Soukup (2014) with inability to categorize the client by the ECG according to the connected risk and probability of damage occurrence.

From detail analysis of ECAs and ECGs in different countries, we observed that most of the institutions provide insurance coverage for given product ranging from 90% to 100%, with higher premiums based on the categorization of territorial risk compiled by OECD and higher deductible of the client for commercial risks and lower for political ones. By not providing the full coverage ECGs strive to motive their clients to manage the risk in order to avoid potential losses. Important to mention is that although ECGs tend not to cover 100% of the contract value, sometimes private sectors insurers enter the game by providing cover for contract value not covered by ECG guarantees, with little, almost negligible deductible of client on default of transaction (García-Alonso, Levine, Morga, 2004). Such behavior creates favorable conditions for the emergence of moral hazard.

The matter of asymmetric information and moral hazard will be shown on the Figure 6, which illustrates the above described case where ECG provides almost full coverage insurance to the bank (which provided supplier credit to its client) and bears majority of the risk in this transaction which is illustrated by the E.

**Figure 6: Reward Scheme of Bank and ECA**



Source: Soukupová, Hořejší, Macáková, Soukup (2002)

In this situation bank would always receive the same reward no matter if the indemnification occurs or not ( $M1B=M2B$ ). On the other hand ECG receives premium in  $M1P$ , but in case of indemnification receives only  $M2P$  (premium + recovered payments – indemnification) where  $M1P > M2P$  always apply.

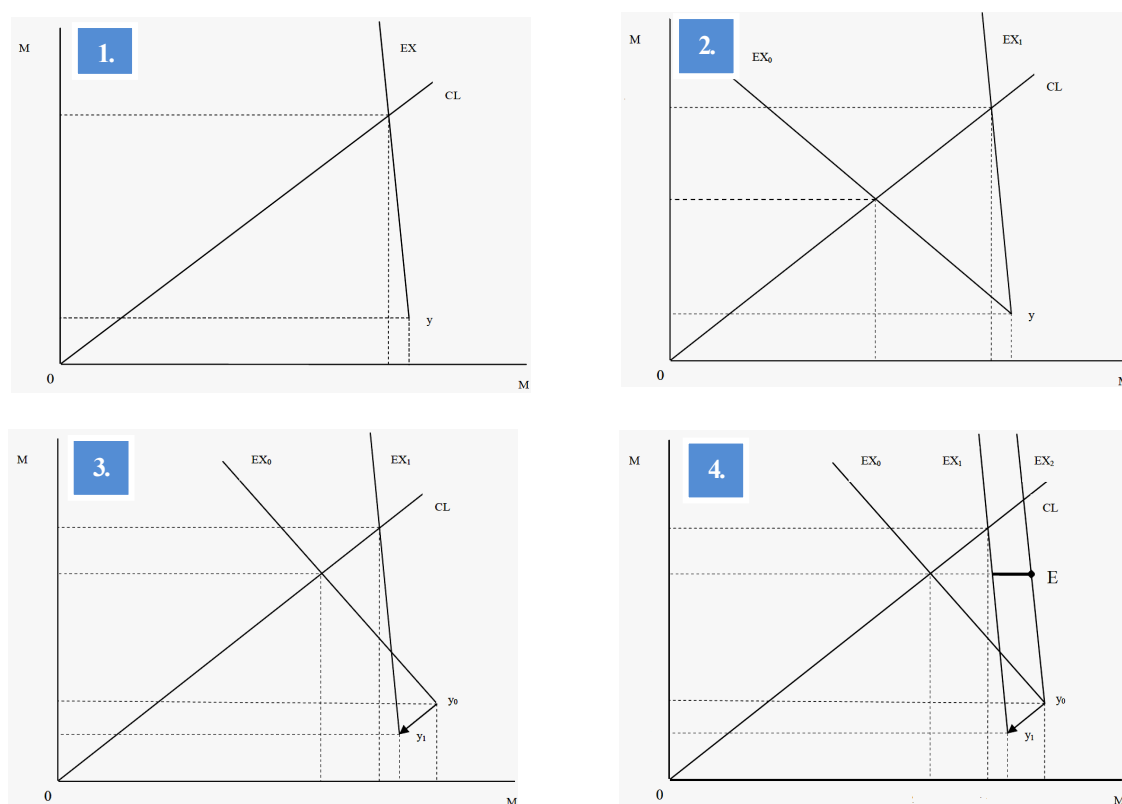
For presented situation with almost full insurance coverage (90 – 100%) by ECG and additional coverage of residual 10% by commercial insurer with negligible deductible of bank the E would be moved slightly down towards  $M1B$ , because in case of indemnification the bank would receive slightly lower premium, due to its deductible resulting from the loss and ECG would receive the exact reversed amount.

If the majority risk was borne by the bank, it would be at the point D on the scheme, as the reward would be the same for ECG, no matter indemnification or not.

Such an illustration is important, as it implies the moral hazard involved, as the bank is protected from almost all potential risks, becomes risk neutral and doesn't have any motivation to avoid adverse selection of clients, monitor their behavior and protect itself nor the ECG for possible indemnification.

Following Figure 7 presents 4 different situation the ECG can face in relationship with a bank and will give us relevant information for drawing the conclusions and recommendations.

**Figure7:** Current Principal-Agent Situation Faced by ECGs and Export Credit Banks



Source: Spálovský (2012)

First part of the Figure 7 illustrates the situation, where the bank bears negligible deductible in case of indemnification and receives almost full insurance coverage. The CL line, with slope of  $45^\circ$ , represents complete coverage and the same result for any of two results (indemnification/no indemnification). The EX line has slope of the ratio of probabilities with which one or another result will occur and represents set of the same expected results. The intersection of two lines determines the coverage borne by the ECG.

The part 2 of the Figure 7 assumes and presents the same information as part 1, but also assumes that the ECG is able to recognize how risky transaction is being carried out, meaning that the information is symmetric and is able to correspondingly adjust the premium based on the client's riskiness. The slope of this line EX0 is flatter, as the probability has changed and given client tends to represent riskier venture for the ECG. This simple ability to, at least superficially, recognize the risk category of the client and its subsequent use for premium calculation possess immense opportunity for risk management.

However the ECG, in order to maintain the same conditions for each client and in order not to favor any territory doesn't increase its premium but rather implicitly delegate the responsibility of risk management to the bank, which is shown in part 3. Here the ECG expects the bank to translate avoided costs (borne in this case by the ECG in the form of moral hazard and adverse selection), at least partially, to monitor the client in order to mitigate risk of moral hazard. This would mean the shift from  $y_1$  to  $y_0$ . Unfortunately, the bank will not monitor the client as it would increase the price of provided services, lower the competitiveness and would harm the bank when attracting clients in the future.

The very last part 4 count with higher deductible of the bank and decreased insurance coverage by ECG. The ECG doesn't assume the monitoring by the bank, which results in shift of EX1 line to EX2 with the same slope (the same probability). However the equilibrium won't be at the CL line, but below the line, as the ECG offers contract with higher deductible. In this case the bank can choose different levels of monitoring, illustrated by bold line between EX1 and EX2. It's up to the bank what degree of monitoring to choose. The lower the monitoring the higher competitiveness, but lower return due to higher default rate. No matter what, the ECG is better off, as it is beneficial for the bank to monitor and reduce the probability of indemnification.

### **Possible Mitigations of Moral Hazard by ECGs**

We have learned that ECGs can face complex moral hazard from each stakeholder involved in the transaction. Therefore effective tools are necessary to avoid future losses. Following are basic possibilities how ECGs can mitigate, or at least reduce the moral hazard resulting from their existence and operations (Barci, 2004):

- Decreasing the insurance coverage and increasing the bank's deductible – thus motivate the bank to monitor the client quality/riskiness
- Adjusting the premium based not only on the political/territorial/commercial risks but reflect as well the clients quality/riskiness
- Discount for events with no indemnification - retrospective reevaluation of the

premium.

- Well established, long-term business relationship – low control
- Possibility to terminate the contract under given, previously specified conditions

## **Conclusion and Recommendations**

The role of ECAs in the foreign trade has considerably changed over the last decades and is now more market driven. Most of the monitored countries have been slowly decreasing their share of export credits on the overall exports. Despite BIC countries as non-OECD members at least comply with basic standards and do not distort the global trade flows by injudicious interventions and particularly advantageous export credits. The evolution of their share of new export credit volumes to overall exports have increased over last 5 years and is almost two times higher than the share of G7 countries. In this regards the Czech Republic doesn't even achieve similar results of G7 countries. Surpluses of foreign trade during past several years significantly contributed to the GDP and are one of the main drivers of its growth. Therefore the Czech Republic cannot afford reduce the share of support in exports not eligible for commercial credit or insurance, heading in most cases to countries classified as a high risk destinations. Such a step would lead to immediate loss of competitiveness with resulting slump of exports and subsequent trade balance upheaval.

This brings us to the different models of ECAs, which were presented through countries with various approaches to export promotion. In some states everything is managed through state-owned institutions, somewhere the support is done on behalf of the state through joint stock corporations or privately held companies. Regardless the type of ownership, all ECAs and ECGs face serious threat posed by asymmetric information, moral hazard and adverse selection which have been presented and discussed. To reduce these adverse circumstances several adjustments and recommendations were introduced at the end of this article. Suggested tools won't erase the presence of asymmetric information or moral hazard, but should diminish it to lesser extent.

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# **ASSESSMENT OF THE INSTRUCTIONAL MATERIAL RESOURCES AVAILABILITY AND UTILIZATION IN TEACHING BY LECTURERS IN COLLEGES OF EDUCATION IN NORTH-WESTERN NIGERIA**

**SANGO ABDUL**

## **INTRODUCTION**

### **Background of the Study**

Education is a very powerful tool in the development of the individual and the nation. Therefore, education at all levels and in every discipline must be strengthened and its effectiveness enhanced. To achieve this goal, new teaching tools and techniques must be developed through the use of media technologies.

Instructional material resources availability and utilization demands a deliberate effort on the part of the teacher. The has to scrutinize the kind of activities in which the students engage. He has to make constant effort to improve and discover new ways to make his or her teaching more effective.

Instructional material resources availability and utilization must be seen as teachers utilizing content, technological and pedagogical expertise effectively for the benefit of students' learning. It is a continuous innovative process designed to meet teaching and learning needs. Bernaur (1995) state that "it is not technology per se, that has resulted in improved students outcomes, but rather how the technology was used into instructional process" (p, 1) He attributes such achievements to teacher planning and expertise, not merely to the placement of computer in the classroom.

The availability and utilization of instructional material resources is always paramount despite subject or level of class one teaches. Effective use of instructional material Resources in teaching is better than lengthy explanations "Oyedele (2013). Learners tend to grasp the content to the desired level where instructional material resources is appropriately used. Research has shown that availability and utilization of varied teaching methods complemented by varied instructional material resources is vital in concept formation by learners.

Dunnett (1990) concluded that; I we are to use the new technology in the most appropriate way, both to save cost and to achieve the learning desired by our students, then the lessons of educational technology must be learnt, applied and evaluated in themselves. This process alone, if properly carried out, will inevitably improve the process of human learning and enable education to both generate and create the skills needed for all mankind.

Therefore, learning and using new roles and ways of teaching that go hand- in – hand

with technology, especially the teaching that requires instructional materials resources, requires that teachers have opportunities to participate in an extended process of professional training or development. Teachers need time to acquire technology skills and develop new teaching strategies for bringing Instructional Material Resources technology into the classroom through continuous access to professional development that involves hands-on computer training and workshops that are relevant to the curriculum. Because teachers learn at different rates and have individual needs when master in new technology skills, professional training and development should be flexible yet cover a comprehensive set of skills.

Teaching and learning any subject can only be effective when teachers are able to select appropriate Instructional material resources. Since instructional material resources are not equally effective for a particular purpose, the role of teachers, therefore is to ensure that the materials are available for classroom use. Instructional material resources to be selected to teach a topic in subject must be readily available. Olusanjo (2012) stated that selected of instructional material resources should be based on the range of resources available, but in a situation whereby the resources to be selected cannot be available as a result of cost, the teacher needs to improved using available local resources.

In this respect, Tella, Ajayi and Oluwole (2004) state that some instructional material can be made available through direct purchase, while some can be got free from public institutions or media houses just for the asking. Some others could, however, be made available by the teacher making them himself (improvising), and yet others can be sourced from the community and /or resource persons.

Ebirim and Okenwa (2012) emphasized that when selecting instructional Material Resources for classroom use, there are certain criteria on which the selection should be based. They are:

- i - Age of the learners: when selecting instructional material resources materials, selection those that suite the ages of the learners.
- ii- Entry Level: This has to do with the previous knowledge of the learners. The materials must be built upon the experiences of the learners.
- iii- Quality and quality of learning materials available: Instructional Material Resources that are durable should be selected for instructions. Before selecting the resource materials, make sure that the quantity of such materials available would be able to serve all the learners. If the materials are not enough, it may lead to disturbance in the class.
- iv- Cost: Always use instructional material resources materials that are moderate in costs to avoid wastage.

Mangal and mangal (2012), in their book titled essential of educational technology proposed some guiding principle or strategies for the selected and utilization of instructional Material Resources as follows:

- i - The principle of learner-centeredness: The selection of instructional Material Resource should be made in relation to the needs, interests and abilities of the

learners. It must also suit the age, grade and other unique characteristics of the learners in the lass or group.

- ii- The principle of realization of objectives: the use of instructional Material Resources is primarily aimed at the realization of the stipulated objectives. Therefore, at the time of their selection the set objectives should be closely analyzed. What is aimed in terms of gaining knowledge should be understood, skills application, attitude and appreciation, etc. should be clearly defined and then efforts should be made to find out what types of media materials (software and hardware) can help as much as possible for the realization of the different objectives related to the cognitive, affective and psychomotor domains.
- iii- The principle of interest and motivation: Interest and motivation are said to be the key factors in any process of teaching and learning. One of the major purpose served by instructional Material Resources lies in their capacity for creating genuine interest and motivating the learners in the task of teaching – learning.
- iv- The principle of suitability to the subject matter and the learning experiences: The Major purpose of the utilization of instructional Material Resource lies in their capacity for communicating well with the learners in providing the needed learning experience. Therefore, while going for their selection, their appropriateness and suitability for that particular subject matter and learning experiences should be considered.
- v- The principle of availability of resources: The availability and selection of instructional Material Resources for instruction must meet the criteria of the availability of resources in a particular teaching- learning environment. For this purpose, one has to take care of the following things:
  - a- The material and equipment should suit the financial position of a school and the learner group. It should not be too costly in terms of its purchase, storage, repair and use.
  - b- The size of the classroom and the number of students in the class should be considered while making such selection.
  - c- The facilities needed for the use of the instructional Material Resources must be studied before going for their selection. In case, there are no proper arrangements for their use and presentation, there lies no justice in planning for their selection.
  - d- The use of the media materials and equipment, especially the sophisticated hardware, needs specially trained and experienced teachers. If there is no one to operate and look after them, it is not proper to go for their selection.

### **Statement of the Problem**

Today the education system in Nigeria is faced with problems of increasing enrolment, increasing number of schools, as well as the problem of acquiring sufficient and current instructional resources to meet the challenges of the modern technological age. In this respect, Rabi (1989) states that the rapid expansion in the enrolment of school children has created the problem of shortage of qualified teachers , lack of adequate resources for teaching and learning limited school and classroom facilities, and ABOVE all, too many pupils per class which makes available media materials inadequate to go round.

This situation has led to the demand for more teachers, schools classrooms, and instructional resources. In this respect, Adeyemi (2004:2) states that:

*“the proliferation of higher institutions in Nigeria has brought about some educational problems including increase in student enrolments shortage of qualified teachers shortage of adequate physical facilities and shortage of appropriate instructional materials.”*

In spite of the widely accepted belief about the position constructions of instructional Material resource in classroom teaching when properly used, personal observations provide evidence of unavailability and inadequate use of instructional Material Resources in classroom situations. Adeyemi (2004) states that “despite the availability of instructional materials resources in most higher instructions, many lecturers do not utilize them frequently”.

**Johnson (2000) states that any technology integration requires the followings:**

- a- That computers are to be available and accessible to both students and teachers; and
- b- Teachers using computers should be confident and competent with the range of applications that are available to support their teaching and students learning. What Johnson says about computers is applicable to other forms of Instructional material resources, in other words, any use of instructional material resources requires that the media are available, and the teachers are not only confident and competent, but also are willing to use them.

Colleges of education are designed to produce teachers for the primary and junior secondary levels of education in Nigeria. One of the goals of teacher education is “to provide teaches with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations” (FRN, 2004).

In colleges of education and faculties of education in universities, the lecturers provide the learner of the future with the assumption that learners are the key figures in arranging learning processes. These institutions, expectedly, anticipate new developments and prepare prospective teachers for their future role. Institutions such as colleges of education where prospective secondary school teachers are being trained have to shift their focus from dealing with present education to that of future education. This invariably will make lecturers to be prepared and encouraged for the implementation of instructional Material Resource in teaching. It is expected that lecturers will create stimulating and motivating learning environments and provide a breadth of experience to trainee teachers (Adedeji, 2011).

Bearing in mind the need for teacher educators to be aware of the current thinking about good practice, the problem that the study attempted to investigate could be put in form of questions, are the media materials and facilities needed to implement the current thinking about teacher education available? To what extend are lecturers in colleges of education making use of the media materials and facilities in their teaching? Are there any factors militating against the availability of the materials and their use by lecturers? These are the questions that the study attempted to and seek answer to.

### **Purpose of the study**

The main purpose of this study is to:

- i - To determine the extent of availability of instructional material Resources by lecturers in the North-West geo-Political zone.
- ii- To determine the extent of utilization of Instruction Material Resource by lecturers in the North-West geo-Political zone.
- iii- To investigate the factors that hinder Instruction Material Resources availability and utilization in colleges of education in the North-West geo-political zone.

### **Research questions:**

The study attempted to answer the following research questions:

- 1- What types of instructional Material Resources are available for Teaching in colleges of education in the North – Western Nigeria?
- 2- What is the level of utilization o instructional material Resources by lecturers in colleges of education in the north – western Nigeria?
- 3- What are the factors militating against availability and utilization of instructional Materials Resources by lecturers in colleges of education in the North-western Nigeria?

### **Scope of the study**

This study investigates the extent of instructional Material Resources availability and utilization by colleges of education lecturers in Nigeria North-Western Nigeria. The states in the Nigeria North-Western Nigeria are Jigawa, Kano, Kestina, Kaduna, Kebbi, Sokoto and Zamfara and there are twelve colleges of education in the zone.

### **Methodology**

The study adopted the survey design in order to assess the opinion of the respondents. This is because survey research design allow researchers to collect a large amount of data, survey are less expensive, create quick and easy to administer and can be used to collect information of wide range of things and opinions.

### **Sample and sampling techniques**

The target population include all lecturers in the colleges of education in North-west Nigeria. All the 12 colleges of education in North was Nigeria was purposively sampled while random sampling techniques was use to selected 5 lecturer from each school. A total of 300 lecturers were use for the study.

### **Instrumentation**

The research instrument used for this study is a researchers designed question titled “Availability and utilization of instructional Material resources questionnaires”.

## Data presentation analysis and interpretation

The data from the questionnaire was presented as follows:

### Research question one

What types of educational media are available for teaching in colleges of education in the North-west geo-political zone?

The research question was answered by analyzing the relevant data collected using frequency scores and percentages.

### Types of educational media available for teaching and learning in colleges of education

Educational Media	Available		Unavailable		interpretation
	Freq.	Percent	Freq.	Percent	
Graphs	145	51.8	135	48.2	Gen. available
Charts	163	58.2	117	41.8	Gen. available
Diagrams	213	76.1	67	23.9	Gen. available
Posters	184	65.7	96	34.3	Gen. available
Pictures	223	79.6	57	20.4	Gen. available
Maps	206	73.6	74	26.4	Gen. available
Globes	121	42.8	159	57.2	unavailable
Bulletin boards and materials	119	42.3	161	57.7	unavailable
Flannel board	68	24.4	212	75.6	unavailable
Flash cards	114	40.7	166	59.3	unavailable
Chalk board	221	96.8	09	3.20	Gen. available
Textbook	264	94.3	16	5.7	Gen. available
Film strip projector	59	22.2	221	78.8	unavailable
Slide projector	59	21.1	221	78.9	unavailable
Transparencies	67	24.0	213	76.0	unavailable
Reel to reel tapes	68	24.2	212	75.8	unavailable
Models	127	45.4	153	54.6	unavailable
Multi-media	86	30.6	194	69.4	unavailable
Cassette tape recorder	94	33.6	186	66.4	unavailable
Motion picture projector	48	17.3	232	82.7	unavailable
Films strip projectors	53	19.0	227	81.0	unavailable
Overhead projector	61	21.9	219	78.1	unavailable
Opaque projector	48	17.2	232	82.8	unavailable
Realia	49	17.5	231	82.5	unavailable
Television	90	33.3	190	67.7	unavailable
Radio	75	27.1	205	72.9	unavailable
Computer	75	27.1	205	72.9	unavailable
internet	65	23.2	215	76.8	unavailable
CD-ROM	77	27.5	213	72.5	unavailable
Power point projector	65	23.1	215	76.9	unavailable

The Table indicates that the commonly or generally available instructional materials resources include graphs, charts, diagrams, posters, pictures, maps, chalkboards, and textbooks. Instructional materials resources that are unavailable includes globes, bulletin boards, flannel boards, flash cards, filmstrip projectors, slide projectors, transparencies, tapes television, radio, models, multimedia, tape recorders, projectors, realia, internet, CD Rom, and computer.

Generally, the analysis revealed that 27% of the resource listed are available for lecturer use, while 73% are not available, implying that instructional materials resources are unavailable in colleges of education in North-Western Nigeria.

### Research question two

What is the level of utilization of instructional materials resources by lecturers in colleges of education in the North-Western Nigeria?

To answer this question the mean response was computed for each times and interpretation was made appropriately.

### Level of Educational media utilization by lecturers' in colleges of education in the North-Western Nigeria.

Educational Media	Frequently		Some times		seldom		Never		mean
	F	S	F	S	F	S	F	S	
Graphs	5	20	97	291	131	362	47	47	2.21
Charts	37	148	129	387	84	168	30	30	2.61
Diagrams	108	432	111	333	15	30	48	48	3.01
Posters	41	164	131	393	82	164	25	25	2.66
Pictures	97	388	106	318	50	100	25	25	2.97
Maps	16	61	117	351	114	228	35	35	2.41
Globes	16	64	76	228	68	136	120	120	1.95
Bulletin boards and materials	16	64	71	213	73	146	120	120	1.93
Flannel board	15	60	50	150	182	124	130	130	1.80
Flash cards	46	184	90	270	13	16	131	131	2.18
Chalk board	250	1000	21	63	7	14	02	02	3.87
Textbook	236	944	21	63	18	36	16	16	3.75
Film strip	5	20	8	24	20	40	170	170	1.18
Slide projector	15	60	37	111	59	118	40	40	1.49
Transparencies	11	44	41	123	59	118	169	169	1.62
Reel to reel tapes	11	44	40	120	60	120	170	170	1.62
Models	45	164	49	147	68	132	121	121	2.04
Multi-media	18	72	29	87	99	198	134	134	1.75
Cassette tape recorder	18	72	50	150	79	158	133	133	1.83
Motion picture projector	15	66	17	51	70	140	177	177	1.52
Films strip projectors	15	56	15	45	57	114	194	194	1.46
Overhead projector	16	64	18	54	76	152	170	170	1.57

Educational Media	Frequently		Some times		seldom		Never		mean
	F	S	F	S	F	S	F	S	
Opaque projector	11	44	15	45	54	108	200	200	1.41
Realia	18	72	27	81	95	192	140	140	1.72
Television	15	60	16	48	65	110	194	194	1.47
Radio	10	40	11	33	51	120	198	198	1.40
Computer	13	52	15	45	97	114	195	195	1.45
Internet	05	20	07	21	20	40	247	247	1.17
CD-ROM	14	56	15	45	57	114	194	194	1.46
Power point projector	05	20	8	24	20	40	247	247	1.18

The table shows that the group of frequently used resources include chalkboard and textbook. Next to that group are the resources that are used sometimes and they includes charts, diagrams, posters, pictures, and maps. The group of resources considered to be seldom used by lecturers include graphs, globes, bulletin boards, flannel boards, flash cards, filmstrips, transparencies, reel-reel tapes, models multimedia projector, cassette overhead projector and realia. The resources that are never used includes slide projectors filmstrip projectors, television, radio, opaque projectors, internet and CD-ROM.

Generally, from the analysis, it was discovered that 27% of the lecturers in colleges of education in the North-Western Nigeria utilized the listed resources in the classroom, while 73% of the lecturer did not utilized instructional Materials resources in classroom in the North-Western Nigeria. This may not be unconnected with fact that utilization is dependent upon availability.

### Research question three

What are the factors militating against the availability of instructional materials resources in colleges of education in the North-Western Nigeria?

**Mean opinion of lecturers on the factors militating against availability of instructional materials resources in colleges of education in the North-western Nigeria.**

s/n	Items	Sa		A		D		Sd		mean	sd
		F	S	F	S	F	S	F	S		
1	Lack of supportive infrastructure	42	168	88	264	12	24	138	138	2.12	0.16
2	High cost of purchasing educational resources	208	832	54	160	17	37	01	01	3.67	0.87
3	Lack of regular power supply	250	1000	20	60	8	16	02	02	3.85	0.88
4	Lack of managerial support	201	804	43	129	20	40	16	16	3.53	0.71
5	lack of funds	206	824	49	147	24	48	01	01	3.64	0.62

The table shows that the respondents indicated a strong agreement that the factors militating against availability of instructional materials resources in colleges of education in North-western Nigeria are lack of regular power supply ( $x=3.85$ ), lack of funds ( $x=3.64$ ), lack of managerial supports ( $x=3.53$ ), and lack of supportive infrastructures ( $x=2.12$ ).

#### Research question four

What are the factors militating against the utilization of instructional materials resources by lecturers in colleges of education in North-western Nigeria?

#### Factors militating against utilization of instructional materials resources in colleges of education in North-Western Nigeria.

s/n	Items	Sa		A		D		Sd		mean	sd
		F	S	F	S	F	S	F	S		
1	Lack of time to use instructional Materials resources/resource centre.	49	196	96	288	88	176	47	47	2.52	0.68
2	Lecturers lack the skills to use instructional materials resources.	206	824	54	162	18	36	02	02	3.65	0.72
3	Lack of appreciation of the benefit of instructional materials resources in teaching	38	152	153	471	69	138	20	20	2.79	0.88
4	Lack of adequate training for lecturers	200	800	47	141	13	26	20	20	3.52	0.91
5	Lack of skills to improvise instructional materials resource	38	152	153	471	58	122	21	21	2.78	0.83
6	Lack of interest to use instructional materials resources in teaching – learning	207	828	54	162	17	34	02	02	3.66	0.78
7	Preparation for instructional materials resources utilization is tasking	49	192	98	294	90	180	42	42	2.54	0.77

The table shows that respondents identified “lack of interest to use instructional Materials resources in the teaching-learning process”, lecturers lack the skills to use instructional materials resources,” “Lack of adequate training for lecturers” as factor militating against utilization of instructional materials resources by respectively. Other militating factors are “lack of appreciation of the benefits of instructional materials resources in teaching” with a mean of (2.79), “lack of skills to improvise instructional materials resources utilization is tasking” (2.78), “preparation for instructional Materials

resources utilization is tasking” (2.54), and “Lack of time to use instructional Materials resources/resource centre (2.52).

### **Summary of the findings**

Only chalkboard and textbook are used frequently by lecturers. A larger percentage of the resources are either seldom or never used. A few such as charts, diagrams, posters, pictures. While television, radio and computer are never used.

### **Discussion**

In the case of availability only chalkboard and textbook were found to be available. This is not surprising, because it is found in nearly every classroom. This makes chalkboard the most readily available resources to every teacher in the classroom. The sometimes used instructional materials resources include: charts, diagrams and pictures, this is in accordance with Ogunbi's (1987) statement that even at the primary school level “the most popular aid s include the chalkboard and the teachers' voice”.

As for lack of use of most equipment and instructional material resources material, the general lack of them explains the level use, and sometime total lack of use. this means that instructional material Resources are not adequately use due to their unavailability.

Generally, the factors militating against the availability and utilization of instructional materials resources are the same in all colleges of education.

### **Conclusion**

The result of this study has revealed that most of the instructional materials resources are lacking, underutilized and some are not utilized at all, in fact there are no adequate instructional materials resources in colleges of education in the North-western Nigeria.

### **Recommendations**

The following recommendations are made, based on the findings of the study:

- i - Government should make available instructional materials resources such as power point projector, multi-media, slide projector, opaque projectors, over-head projector, bulletin boards, flannels boards, internet, CD-ROM etc.
- ii- Lecturers should have a change of attitudes from the use of chalkboard and textbooks to the deliver instruction to students in the teaching learning process and embrace the utilization on modern technological tools and equipment in the teaching.
- iii- Government and school management should provide conducive atmosphere for the use of instructional materials resources in the teaching learning process.
- iv- Government in collaboration with the National Commission for colleges of Education (NCCE) should make provision for adequate Instructional Material Resource that will enhance quality teaching.

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# **A REFLECTION ON CULTURE, NATIONAL INTEGRATION AND SUSTAINABLE DEVELOPMENT IN A MULTI-CULTURAL NIGERIA**

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## **Abstract**

Diversity in culture as the one found in Nigeria is supposed to serve as a dynamic force for development, national integration and security in the country. This has eluded Nigeria. Other nations with this kind of diversity such as the USA and South Africa have the secret of their development in this same diversity. In the recent past of the history of Nigeria, this diversity had been blamed for the lack of peace in the country and for a long time as hindering development. The extent to which this is true is the focus of this paper. An important variable in this equation is the issue of sustainable development which can only be achieved through harnessing the cultural diversity of the country. The paper is going to make use of some case studies in order to buttress the fact that the peoples of Nigeria have abandoned the true essence of the Nigerian culture and embraced parochial underpinnings of the individual cultures of the various Nigerian peoples. This is leading to bloody sectarian violence among the peoples in different parts of the country. The paper therefore seeks to chart a way out of this quagmire.

**Keywords:** *Culture; National Integration; Sustainable Development; Nigeria*

## **Introduction**

All instruments of human advancement are embedded in a peoples' culture. No cultural innovation or practice will aim at taking the people backward. The case of Nigeria is a unique one being so diverse shows that there are many things working in its favour if properly harnessed. Each of the Nigerian societies avail the country with its cultural innovations and practices that if brought together will lead to sustained development in the country. There is need for a cultural renewal from time to time since some cultural practices can be detrimental to the development of the society. One does not need to recount the practice of human sacrifice and the killing of twins to make this point.

Today several parables abound to stress the importance of unity to progress and development. We can recall the parable of the father who gave his children single sticks of broom and they all broke them with ease. But upon tying the broom in a bunch they could not succeed in breaking it. There are also several wise sayings in the various languages of the Nigerian peoples confirming that division is not good to development. Sayings such these: A house divided against itself cannot stand; United we stand, divided we fall; etc. are common in Nigeria. The parable and the sayings are common in all Nigerian societies,

it is universal. The understanding of these anecdotes and wise sayings and the imbibing of the lessons that they carry with them will go a long way in bringing about national integration and sustainable development. It is important to note that this is founded in the culture of the various Nigerian peoples.

## **Conceptual and Theoretical Framework**

### **Culture**

Apart from natural factors which differentiate one individual from another or one tribal group from another or one racial stock from another racial stock, there is the cultural factor. The cultural factor is more marked and manifested in human beings than among animals.<sup>(1)</sup> When we talk about culture of a people we are also talking about the social organization of that people, culture and society therefore are one and the same. Since man first inhabited this planet, it has been one long struggle for survival between himself and nature. Man has had to live and also to find his place in the universe. In the process man has left behind traces of his achievements at various levels of his development, and the cumulative knowledge of his various achievements constitutes what we refer to as culture. We are told that man has evolved from very primitive origins and has made a staggering jump to the present stage.

#### **According to Paddington:**

*The culture of a people may be defined as the sum total of the material and intellectual equipment whereby they satisfy their biological and social needs and adapt themselves to their environment.*<sup>(2)</sup>

Paddington's definition spells out that man has to struggle for survival and also reconcile himself to nature.

#### **Malinowski's own definition quoted from Tylor has it that:**

*Culture is that complex whole which includes knowledge, belief, art, law, morals, customs, and all other capabilities and habits acquired by man as a member of society.*<sup>(3)</sup>

Tylor is here distinguishing between the instinctive qualities of man and his acquired qualities. Malinowski made use of some of the Tylorian items of culture; he maintained that culture comprises inherited artefacts, goods, technical processes, ideas, habits and values.

Culture, then, embraces everything which contributes to the survival of man, and this will comprise not only physical factors but also sociological factors. A distinction has been

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- 1- Rosamund Billington, et al, (eds.), 1991, *Culture and Society: A Sociology of Culture*, London: The Macmillan Press Ltd., pp. 7-8.
  - 2- Eric O. Ayisi, 1992, *An Introduction to the Study of African Culture*, East African Educational Publishers, p. 1. See also Rosamund Billington, et al., 1991, *Culture and Society: A Sociology of Culture*, London: The Macmillan Press Ltd., p. 6.
  - 3- Tylor E., 1891, "Culture Defined," in Malinowski, B., 1961, *The Dynamics of Culture Change*, New Haven, Connecticut: Yale University Press, p. 32.

made between our biological and social needs. The psychological factors will comprise all the non-material interests such as religious institutions, ritual observances, etc.

Culture is associated with production. It is derived from the verb “to cultivate”: meaning to husband, and originally referring to agricultural techniques. The development and use of the concept “culture” relates to the beliefs and values people have about societies, social change and the ideal society they seek.<sup>(4)</sup> Kroeber talked about culture as the super-organic, stressing that there was nothing about the varied cultures of the world which was biologically inherited. He made the point that culture is learned and transmitted through groups and individuals in societies.<sup>(5)</sup> According to Clyde Kluckhohn culture consists of different components, it is dynamic, structured and the means by which individuals adjust to social life and learn “creative expression”.<sup>(6)</sup>

Culture is the sum total of our customs and values. Culture is also that which fundamentally constitutes us as subjects in a particular historical setting, and thus structures our perceptions of ourselves and our world, our potentialities and the possibilities of their realization.<sup>(7)</sup> These conceptualizations therefore show that our failure to investigate and appreciate our culture can be regarded as one among many others of the factors that constitute an obstacle to the development of African societies. There is also the neglect of Africa’s culture in education and development which is also a major setback affecting the continent today. A. B. Alhassan sees culture as an expression and a process that is perpetuated through enculturation and socialization. An educational system is always useful in the transmission of a specific kind of culture. Since technology is a specific kind of education, it is rooted in a culture and in traditional societies, technology permeated the whole society.<sup>(8)</sup> Cultures are “designs for living,” formed through historical process. Culture serves an overall integrative function in society and there is a functional if complex relationship between culture and social structure.<sup>(9)</sup>

Culture is the creation of the society as a whole.<sup>(10)</sup> In Marx’s theory it is the fact of human productive activity which is most fundamental for the organization of social, political and cultural life. In emphasizing the importance of economic activity for the organization of social life Marx is grounding or rooting human culture in what he considers to be the necessary activity of production. According to the Marxist model, then, culture is determined by or dependent on the economic base or infrastructure. Culture is not simply an epiphenomenon but is produced by and integral to a particular type of economic system and dependent on the type of technology which prevails.<sup>(11)</sup>

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4- Rosamund Billington, et al., 1991, *Culture and Society: A Sociology of Culture*, London: The Macmillan Press Ltd., p. 1.

5- Ibid., pp. 2-3.

6- Ibid., p. 4.

7- Nasidi, Y. & Igoil, I., (eds.), 1997, *Culture and Democracy*, Zaria: ABU Press, p. 1.

8- See A. B. Alhassan, “Culture, Technology and Democracy,” in Nasidi, Y. & Igoil, I., (eds.), 1997, *Culture and Democracy*, Zaria: Ahmadu Bello University Press.

9- Rosamund Billington, et al., 1991, *Culture and Society: A Sociology of Culture*, London: The Macmillan Press Ltd., p. 5.

10- Ibid., p. 11.

11- Ibid., p. 23.

Culture has the ability to condition human behavior. This conditioning is done through interactions in an environment made up of other human beings as well as the physical, natural and spiritual worlds.<sup>(12)</sup> It is significant to stress that there is no absolute goodness or badness in culture. What is regarded as bad or immoral in one culture may not necessarily be so in another. As Kluckohn aptly states, what people see as appropriate is, quite often, nothing but “culturally standardized unreason”. Each culture thus has its own assumptions about the purpose of human existence, man’s proper relationship to God, labour efficiency, ethics and appropriateness”. In essence, it is improper to use the culture of one people as a parameter for measuring the culture of another.

There are basically two broad aspect of culture. These are material and spiritual or non- material culture. *Material culture* refers to tangible, concrete and visible human creations. They are items that can be comprehended by the five senses.<sup>(13)</sup> They can be seen and touched. These include all man-made physical objects such as tools, weapons, houses, clothes, plates, pots, basket, computers, pens, pens works of art as well as all other forms of visible product of human technology. Because they have physical forms, they easily attract attention and appreciation. On the other hand, *non-material culture*<sup>(14)</sup> is ideological made up of all non-physical or abstract human creation which are only discernible by the human mind. They exist and can be felt but invisible to the naked eyes. What we see are its manifestations which are apparent in various ways, such as in the patterns of social and political organization. Other examples are philosophy, knowledge, religion, language, oral tradition, morality, ethics, folklore, mythology, values, norms, customs, music, dance as well as all other implicit aspect of culture. All the foregoing constitutes intangible aspect of culture and gives cultural identity to a people. Material culture is sometimes referred to as *artefact* and non-material culture as *mentifact*.<sup>(15)</sup>

For any society to function effectively, it must express itself in the way it knows best. This brings us to two important dimension of culture. These are (i) culture in terms of expression; and (ii) the process by which culture express itself. By process, we refer to the ways by which a group of people do things or how they communicate their cultural values. The cultural values are communicated through various symbolic systems, such as language, the arts, technology, as well as religion and world view or philosophy.

Certain basic characteristic are associated with culture. One is that *culture is dynamic*. This implies that culture is not static but is constantly undergoing changes, modifications, and adjustments, either for better or for worse. Such changes are often in response to environmental demands and periodic challenges. A second point is that *culture is learned*.<sup>(16)</sup> By this, we mean that culture is not an in-born trait or tendency; on the contrary, it is acquired in the world through formal or informal learning. All societies ensure that new members are formally and informally trained through a process known as socialization or enculturation. New members need to be trained though education and

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12- Nasidi, Y. & Igoil, I., (eds.), 1997, Culture and Democracy... op. cit., p. 1.

13- Ibid., p. 3.

14- Ibid., p. 3.

15- Ibid., p. 4.

16- Ibid., p. 5.

habituation. Education deals with the formal and informal learning whereas habitual refers to the habit that one picks up in the society which does not necessarily require formal training or learning.

There are, of course, various agent of socialization, including the family (either for procreation or orientation), the age group or peer groups, societies (with secrets and norms which may not necessarily make them secret societies), religious institutions (mosque, church, etc), the mass media, as well as the society at large; each one playing an active role in the life of individuals and members of a group. The third characteristic of culture is that it is *shared*. In other words, culture is a group property and not owned exclusively by an individual. As a collective heritage which is usually transmitted from one generation to another, we are born in to it and we will leave it, albeit with modifications, because of its dynamic nature. Finally, *Culture* is integrated. Simply put, culture is a systemic whole.<sup>(17)</sup> Consequently, the various aspects of culture are complementary to one another. What affects one component, almost always affects the other.

## Development

Development is a complex issue, with many different and sometimes contentious definitions. A basic perspective equates development with economic growth. The United Nations Development Programme uses a more detailed definition- according to them development is ‘to lead long and healthy lives, to be knowledgeable, to have access to the resources needed for a decent standard of living and to be able to participate in the life of the community.’<sup>(18)</sup> Development has many meanings depending in the context it is being talked about.<sup>(19)</sup> Development has been defined differently by various scholars depending in the context the term is used. It has been defined to refer to transforming of the people’s ways of living/doing things for the better.<sup>(20)</sup> Development involves changing people’s attitudes positively. In this context, it is the positive transformation/change of people’s ways of living, attitudes and behaviours as a result of their exposure/access to economic variables in the form of land and the means to make it productive without any form of alienation.

‘Development’ is a concept which is contested both theoretically and politically, and is inherently both complex and ambiguous.<sup>(21)</sup> The vision of the liberation of people and peoples, which animated development practice in the 1950s and 1960s, has thus been replaced by a vision of the liberalization of economies. The goal of structural transformation has been replaced with the goal of spatial integration. The dynamics of long-term transformations of economies and societies has slipped from view and attention

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17- Ibid., p. 6.

18- UNDP Development report

19- Ssesanga Idrisa, 2009, “The Automation/Digitization of library services of Islamic University in Uganda (IUIU) to enhance access to knowledge for development effectiveness,” being a paper presented to the 1st International Conference on African Digital Libraries and Archives (ICADLA-I), Addis Ababa, Ethiopia.

20- Oxford Advanced Learners Dictionary, 2006.

21- Thomas, A., 2004, “The Study of Development,” Paper prepared for DSA Annual Conference, 6 November, Church House, London.

was placed on short-term growth and re-establishing financial balances.<sup>(22)</sup>

In an attempt to give a working definition for this study we shall adopt Gunnar Myrdal definition of development:

*“By development I mean the movement upward of the entire social system, and I believe this is the only logically tenable definition. This social system encloses, besides the so-called economic factors, all noneconomic factors, including all sorts of consumption provided collectively; educational and health facilities and levels, the distribution of power in society; and more generally economic, social, and political stratification; ...”*<sup>(23)</sup>

The aim of development is to help people become more productive and to improve the quality of life for individuals, families, communities and countries as a whole. As people become more productive, a country is in a better position to trade with other countries, and more trade means more goods and services to continue improving living conditions. Development is a complex process, though. A country must concurrently pay attention to social, economic, political, cultural and environmental issues to ensure that development is sustainable and beneficial to all.

In order to present his argument Rodney gives his explanation of how he views development. “Development in human society is a many-sided process. At the level of the individual, it implies increased skill and capacity, greater freedom creativity, self-discipline, responsibility and material well-being.”<sup>(24)</sup>

Being that some of the categories are in regard to moral behavior the evaluation process is difficult. Rodney maintains the indisputable position of the achievement of any of these aspects of personal development is very much tied in with the state of the society as a whole. Rodney asserts that the term development is often used in an economic sense.

*“The justification is that the type of economy is itself an index of other social features. What then is economic development? A society develops economically as its members increase jointly their capacity for dealing with the environment.”*<sup>(25)</sup>

Rodney further asserts that taking a long-term view, it can be said that there has been constant economic development within human society since the origins of man, because man has multiplied enormously his capacity to win a living from nature.

In the final analysis, a common theme within most definitions is that ‘development’ encompasses ‘change’ in a variety of aspects of the human condition. Achieving human

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22- Gore, C. (2000) ‘The rise and fall of the Washington consensus as a paradigm for developing countries’, World Development, Vol. 28 No. 5, 790.

23- Gunnar Myrdal, 1974, “What Is Development?” in Journal of Economic Issues, Vol. 8, No. 4, Association for Evolutionary Economics, p. 729.

24- Rodney, W., 1982, How Europe Underdeveloped Africa, Enugu: Ikenga Publishers, p. 3.

25- *ibid.*, p. 4.

development is linked to a third perspective of development which views it as freeing people from obstacles that affect their ability to develop their own lives and communities. Development, therefore, is empowerment: it is about local people taking control of their own lives, expressing their own demands and finding their own solutions to their problems.<sup>(26)</sup>

### **National Integration**

National integration is the awareness of a common identity amongst the citizens of a country.<sup>(27)</sup> It means that though we belong to different castes, religions and regions and speak different languages we recognize the fact that we are all one. This kind of integration is very important in the building of a strong and prosperous nation. Unity in our country does not mean the kind of oneness that comes from racial and cultural similarity. It is unity in spite of great differences, in other words, unity in diversity.<sup>(28)</sup> An important historical event in which this unity was displayed was the freedom movement when all the Nigerians united against the British rule. Though even during this time there were challenges based on regional differences there was unity of purpose among the various nationalist.

There are many forces that come in the way of our national integration. Often people have very strong feelings about their own religion and language and oppose those of others. Such feelings lead to clashes between different groups. Such occurrences damage our unity and prove to be a hindrance to our progress. This is also because of the exploitation of such feelings by some politicians to further their interests. If we give more importance to our religion and ethnicity rather than our country we cannot contribute to its progress and development. We have to develop tolerance and understanding for other religions and ethnic groups and not let such feelings destroy our unity. However, sometimes people display hostility towards the language of other people. This again harms the cause of our national unity. As responsible citizens we must give due respect to other languages and cultures and realize that they add to the greatness of our country.

### **Sustainable Development**

One of the most important characteristics of development is that it should be sustainable. Of what use development will be if after sometime the people will go back to the former state. Sustainable development however, goes beyond the present to include posterity in its concerns. This can be seen from the following definition:

*Sustainable development seeks to meet the needs and aspirations of the present without compromising the ability to meet those of the future. It is a process in which the exploitation of resources, the direction of investment, the orientation of technological development and institutional change are in*

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26- <http://www.volunteeringoptions.org/VolunteeringDevelopment/WhatIsDevelopment/tabid/78/Default.aspx>

27- Shona Khurana, "What does National Integration mean?" available at <http://www.preservearticles.com/201012271786/national-integration.html> accessed on 12/11/2012.

28- Shona Khurana, "What does National Integration mean?" ... ibid.

*harmony and enhance both current and future potential to meet human needs and aspiration.*<sup>(29)</sup>

It is therefore very significant that the present generation should not squander the future of the next generation to come. We are fond of praying and blessing our forefathers all because the legacy they left is what we are enjoying today. It is only fair to make sure that bequeath something tangible to our coming generation.

### **Significance of Culture as Means for Sustainable Development**

Military rule in Nigeria has weakened the cultural values of the people, manifesting in the formation of wrong social and political attitudes.<sup>(30)</sup> It is in this context that we will like to talk about the issue of cultural capital as a significant phenomenon in the achievement of sustainable development in Nigeria. Cultural capital in its contemporary sense may be described as the bank of cultural resources, which social groups, and individuals within them, collect and use, both as a method of asserting their identity, and as a method of pursuing desired goals within their society. Cultural capital (*le capital culturel*) is a sociological term used by Pierre Bourdieu. Bourdieu distinguishes between three types of capital:

**Economic capital:** command over economic resources;

**Social capital:** resources based on group membership, relationships, networks of influence and support.

**Cultural capital:** forms of knowledge; skill; education; any advantages a person has which give them a higher status in society, including high expectations.<sup>(31)</sup>

Bourdieu looked at the institutions in France and he looked at their audiences, and he looked at the relationship between institutions and the audiences, and he came to the conclusion that there was this thing that he called cultural capital, and this cultural capital led to the development of what he called social capital.

What he said was that there was an elite which ran the institutions, an elite that had kidnapped, more or less, the cultural capital of the nation, and then sold it more or less – not sold it back to them, because the nation can't afford it anymore – have given them a minor access to the things that they (the audience) owned in the first place. The consequence of that was that the cultural capital which was locked-up and contained within the museums, the galleries, the theatres, and so on and so forth was a sort of resource which allowed a particular elite to increase the gap between themselves and the people. And the relationship between that cultural capital and economic capital is that

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29- Tade, A. and Ademola, T., 1992, *The Challenges of Sustainable Development in Nigerian*, Ibadan: Nigeria Environment Study Action Team.

30- Kyari Mohammed and Chinyere N. Alimba, 2010, *Peace and Good Governance in Nigeria, 1999-2008*, in J.P Dada, A. Sa'ad & A. Muazu, (eds.), *Peace, Security, Human Rights and Development in the 21st Century*, Vol. II, Maiduguri: Centre for Peace, Diplomatic and Development Studies, University of Maiduguri, p. 269.

31- Pierre Bourdieu, 1986, *The Forms of Capital*, Paris.

cultural capital becomes a marker of economic superiority, it becomes a marker of your ability to protect a particular kind of resources.<sup>(32)</sup>

### **Nigeria's National Integration and its Relations to Sustainable Development**

Nigeria's efforts at achieving national integration have remained largely unrealized. The integration crisis facing Nigeria is manifest in the minority question, religious conflicts, ethnic politics, resource control youth restiveness, recently the Boko Haram menace and the call for a sovereign national conference.<sup>(33)</sup> These have jointly generated the disintegration of the productive sector, and the institution of food insecurity, social insecurity, deterioration the physical and social infrastructures, fall in the living standards of a vast majority of Nigerians and their alienation form the political system.

The entire social matrix in Nigeria is characterized by inter community/intra-community, interethnic and intra-ethnic, inter-religious and intra-religious strife. Some of these conflicts are as old as the history of the Nigerian nation. The contradictions of the conflicts and anxieties fuelled by these problems have culminated in a major civil war, several military coups, fragile attempts at democratizing, religious, ethnic and tribal crises, and the rise of ethnic militias.

The Nigeria ruling class inherited the present state structure from the colonialist and it has remained without any form of modification or moderation. They rather became so preoccupied with the use of the state paraphernalia for accumulating surplus without going through the processes of producing surplus. The resultant contradiction was an institutionalized myopic and visionless ethnic centered leadership with separatist and particularistic political outlook.<sup>(34)</sup>

### **National Integration and its Relation with National Security**

National security is a cherished value associated with the physical safety of individuals, groups or nation-states, together with a similar safety of their other most cherished values. It denotes freedom from threats anxiety or danger. Therefore, security is an objective sense can be measured by the absence of threat, anxiety or danger.<sup>(35)</sup> Okwudiba Nnoli, pointed out the psycho-cultural, economic and socio-political dimensions of peace and security in Africa which is playing out in Nigeria. This paper explores the fundamental social and national questions that reflect developmental disparities in Nigeria and the rise of ethnic and if you like "tribal" nationalism in different parts of Nigeria, issues that constitute the basis of the crisis of the Nigerian state as a result

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32- Mike Phillips, Sunday 4 June 2006, "Cultural Capital: Migration, Identity & Heritage," A Presentation During the SITF – Sibiu International Theatre Festival 2006, Thalia Hall, Romanian Cultural Centre London, <http://www.romanianculturalcentre.org.uk/announcements/extra/2006/06/cultural-capital-migration-identity-heritage-a-presentation-by-dr-mike-phillips/>

33- Martin Ikechukwu Ifeanacho & Josephine Nwagwu, January, 2009, "Democratization and National Integration in Nigeria," in Research Journal of International Studies, Issue 9, p. 12.

34- Okwudiba Nnoli, 1979, Ethnic Politics in Nigeria, Enugu: Fourth Dimension.

35- Okwudiba Nnoli, 2006, National Security in Africa: A Radical New Perspective, Enugu: Pan African Centre for Research on Peace and Conflict Resolution, PACREP Book Series No. 2, p. 16.

of the violent tendencies of its peoples. Hutchful according to Okwudiba considered the use of governance, economic development and legitimate force to subjugate fellow citizens as the common factor of insecurity in Africa.<sup>36</sup> There is sufficient evidence to demonstrate that governance is monopolized by ethnic or ideological and even religious oligarchies at the expense of the majority of ordinary citizens who are frequently victimized.<sup>(37)</sup>

The average Nigerian do not feel secure where there is this constant fear that one might fall victim of one cruelty or the other as it is happening in the country. One can even say that all Nigerians do not feel secure. Security is a state of mind not necessarily an objective state of being.<sup>(38)</sup> For instance in a place where the Christians are ruling the Muslims are likely not to be secure or feel secure, they live in constant fear that certain privileges can never come to them and vice versa. This is the situation of Nigeria and when you take it on the ethnic configuration of a particular place the same scenario is going to play itself out in the area.

### **Cultural Diversity as a Viable Means of National Integration**

An important variable for national integration is peace and security which are important to sustainable development. Today security has become a big issue in Nigeria because of the threat to peace in the country as a result of carnage, brutality, pogroms associated with violent conflicts. In the recent past Nigeria has witnessed unprecedented violence of all sorts especially with the return to democracy from 1999. These conflicts as exemplified in ethnic and religious massacres and counter attacks, reprisal attacks, ethnic militias, breakdown of law and order and recently the Boko Haram menace are now all bedeviling Nigeria. The Boko Haram phenomenon has since it reared its ugly head taken many shapes; there is original Boko Haram, political Boko Haram and criminal Boko Haram. The political and criminal Boko Haram are organizations, though uncoordinated, use the modus operandi of the original Boko Haram to achieve its goal. The bottom line however, is that they are all terror groups and terrorize the people of Nigeria. This lack of security and peace is working against development in Nigeria. To the extent the government is saying that the threat to peace and lack of security in Nigeria has made it to shift its attention to security at the expense of national development. This is exactly where Nigeria is in the issue of security and the present government has already declared that it will not be able to deliver on its development and transformation pledge it made to Nigerians due to security challenges.

Writing on the issue of lack of security in Africa Okwudiba has this to say:

*The collapse or near collapse of state has made physical safety the preeminent concern of most Africans. The state is no longer able to generate the fundamental conditions for the protection of life. Before the collapse of the became a serious problem, security discourse in Africa had tended to shift*

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36- Okwudiba Nnoli, 2006, National Security in Africa... ibid., p. 9.

37- Okwudiba Nnoli, 2006, National Security in Africa... ibid., p. 9.

38- Okwudiba Nnoli, 2006, National Security in Africa... ibid., p. 16.

*from its state-centredness with its attendant political and military considerations to other considerations that are remotely related to physical safety, especially the satisfaction of basic needs, the right to a sustainable environment, the protection of cultural and religious identity and so on. Each of these has serious implications for the physical security of African citizens.*<sup>(39)</sup>

### **Cultural Diversity as a Viable Tool for Sustainable Development in Nigeria**

The challenge to humanity is to adopt new ways of thinking, new ways of acting, new ways of organizing itself in society, in short new ways of living. The challenge is also to promote different paths of development, informed by a recognition of how cultural factors shape the way in which societies conceive their own futures and choose the means to attain these futures.<sup>(40)</sup>

There is now considerable evidence that neglect of human development has been one of the principal causes of wars and internal armed conflicts, and that these in turn, retard human development.

Economic criteria alone cannot provide a programme for human dignity and well-being it is a complex web of factors put together to include, political, social, religious and cultural that are the drivers of sustainable development.

It is important at this juncture to note that culture shapes all our thinking, imagining, and behavior. It is the transmission of behavior as well as a dynamic source for change, creativity, freedom and the awakening of innovative opportunities. For groups and societies, culture is energy, inspiration and empowerment, as well as the knowledge and acknowledgement of diversity. If cultural diversity is “behind us, around us and before us,” as Claude Levi-Struss put is, we must learn how to let it lead, not to the clash of cultures, but to their fruitful co-existence and to intercultural harmony.<sup>(41)</sup>

### **Role of the State in Bringing about National Integration and Sustainable Development**

Nigeria’s state building process is flawed with parochial and nonchalant attitudes of those saddled with the responsibility of governing the country. No matter how we see it and despite the fact that all hands must be on deck the greater role lies with the political leaders who must fashion the policies and ways that they should be implemented. That is why we feel angry when some of the failures of the state are blamed on the ordinary citizens. Mere patriotism which is required of the ordinary citizens is not enough to bring about sustainable development in Nigeria.

Political exclusion, economic marginalization and social discrimination threaten the security of citizens to such an extent that they regard the state as the primary threat to their

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39- Okwudiba Nnoli, 2006, National Security in Africa... ibid., pp. 7-8.

40- Javier Perez de Cuellar, 2000, “Our Creative Diversity,” in Sule Bello, (ed.), Something to Hold on to: Essays on Culture, Creativity and Development, Abuja: National Council for Arts and Culture, p. 20

41- Javier Perez de Cuellar, 2000, “Our Creative Diversity,” in Sule Bello, (ed.), Something to Hold... ibid., p. 19.

survival.<sup>(42)</sup>

What the creation of Nigeria as a single political entity did was to bring together people of different nationalities “under a single territorial and institutional framework, [and] widened their social space as a result of greater inter-ethnic interaction through the institution and practice of the colonial system and thus created a common historical experience of economic exploitation, political and administrative oppression and cultural oppression”.<sup>(43)</sup>

Nonetheless, the peoples making up the country were not effectively integrated toward the end of evolving a true sense of national identity and commitment to the survival and development of the nation. One factor responsible for this is the class interests and political ambitions of the “African petty bourgeoisie, the class that was to become the standard bearer of modern African nationalism”.<sup>(44)</sup>

The major factor underlying the interventionist and coercive state structure in Nigeria is the centrality of the state in the distribution of surplus in Nigeria. The state plays the central role of determining the distribution of financial resources in the forms of loans, contracts and revenue from oil thus accumulation with state power is the norm for members of the political class.<sup>(45)</sup>

## Conclusion

This paper has raised many fundamental issues among them are that culture is an important aspect of the society and that it is responsible for bringing about development in the society and in sustaining that development. We have also sustained the thesis that the fundamental problem of Nigeria is the state through its activities by the political ruling class. They use the state in order to achieve their goal of amassing wealth to the detriment of the ordinary people and this process and action of the political ruling class is pitching the people against each other by the use of the various differences in the country by that same political ruling class. Our take also in this paper is that national integration cannot take place in a situation where national security is under threat and is not even understood. It is obvious that the government is yet to grapple with the security challenges of the country. In the other instance it either because of the avenue that this created for the political ruling class to loot the treasury of the nation. National connotes a country wide situation; no segment should scoff at the possibility of national security or national integration. Some segment of the population of Nigeria seem happy that the current security challenge facing the country is in the North, not knowing that today it may be Northern Nigeria and if not tackled it will spread to other parts of Nigeria. Whatever kind of development that may be achieved during this period will not be concrete and cannot be sustained. Insecurity, lack of understanding of cultural practices and innovations always

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42- Okwudiba Nnoli, 2006, *National Security in Africa: A Radical New Perspective*, op. cit. p. 9.

43- Emmanuel Hansen, 1987, *Africa: Perspectives on the Peace and Development*, London: Zed Books Ltd., p.60.

44- Ibid., pp. 59-60.

45- Martin Ikechukwu Ifeancha & Josephine Nwagwu, January, 2009, “Democratization and National Integration in Nigeria,” in *Research Journal of International Studies*, Issue 9, p. 17.

work against national integration and sustainable development.

The task of shifting through the many cultural practices and innovations in Nigeria is a job that the people have to devote their lives to, just as the tasks of building peace and consolidating democratic values and indivisible set of goals, so also economic and political rights cannot be realized separately from social and cultural rights. This is a collective responsibility on the part of all the seemingly different peoples making up Nigeria. The need to build national integration in Nigeria is now more than ever necessary. It is however, obvious that this present government in Nigeria must work more to bring about this important phenomenon.

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# **THE ROLE OF HAUSA ORAL PRAISE SINGERS IN SOCIAL MOBILIZATION AND CONFLICT MANAGEMENT IN NIGERIA**

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## ***Abstract***

Nigeria as a third world country is full of people who cannot read and write, thereby constituting a stumbling block to the modern way of communication. It is a well known fact that Nigeria is a heterogeneous country with an estimated 450 or more ethnic groups communicating in divergent languages. Despite this scenario, English, Hausa, Igbo and Yoruba languages are predominantly used in the country. Apart from English language, Hausa has a wider coverage of usage among the indigenous languages in Nigeria, thereby using it in the area of social mobilization and conflict management cannot be overemphasized. Hausa Oral Singers are depicting their artistic and God endowed talents through singing to mobilize and sensitize the local communities about government programmes and the ills of other social problems of the society. It is the belief of this researcher that if used properly, the Hausa Oral Singers will assist immensely in reducing to the barest minimum some social ills of the society in Nigeria. More so that music is the food of the heart and has a resounding impact in changing the behaviour of individuals and groups.

## **Introduction**

Literature generally is the expression of the best and worst in a culture through the medium of language (Skinner 1980:1). Hausa oral songs are the ones sung especially during work particularly by women, during e.g. grinding, but our concern here is on oral praise and satire which are sung by professionals and are available in cassettes and disks. Hausa oral poetry can best be understood by looking at the Hausa life and culture. Both Hausa poetry and culture are very organized, stratified, styled and hierarchical.

*Waƙa* in Hausa literature refers to both oral poetry (*waƙar baka*) and written poetry (*waƙa rubutacciya*). Poetry is one of the principal genres of Hausa literature if not the most important one. You cannot divorce a typical Hausa man from songs. Songs are chanted during festivals, grinding, farming or any other activities that would need the attention of the performer. Giving a general overview of the content of oral song, Abdulƙadir (1975: 105) in Daba (2006: 5) says, “an oral song is a concise, often metaphoric, come-like statement accentuating the positive qualities of persons, social roles, events in which people participate, or objects found to be beautiful in the surrounding environment. Oral Hausa poetry whether sung or chanted is regarded by the Hausa people as more indigenous than written poetry which, as Skinner (1980:1) notes, was introduced into Hausa land with the coming of Islam. Basically, poetry in whatever

form it is expressed is essentially language-driven form that seeks to express the deepest thoughts and emotions.

In public performance, Hausa song is usually instrumentally accompanied, often sung by a group with lead singer and chorus, and is performed without anything written down. Song contain a strongly purposive element, a desire to instruct, to inform and ultimately to convince (Furniss; 1997: 129).

### **The Status of Hausa Language**

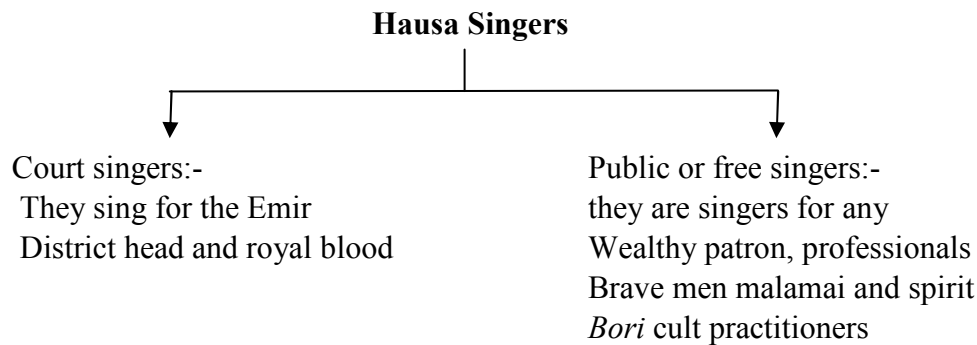
Hausa language is one of the most widely spoken languages in West Africa and of course the lingua franca in the Northern part of Nigeria and Southern Niger (Newman 2000 2-3, Sani 2001 1-2, Fakuade, Gambo and Bashir 2003, 296-301). The language has being in use to a large extent by almost all the popular foreign media houses of BBC, VOA, Deutsche Welle Radio, Radio France International, Radio Iran, Radio China, etc. Many people in Nigeria and West Africa depend so much on the news in this language. In fact even government programmes, mobilization, education and sensitization of the populace are done in this language through the broadcast media. It is against this background, that effective and efficient work of this nature requires the services of a trained translator for the purpose of translating scientific and technological terms for national development. The main thrust of this paper was necessitated for the fact that no nation develops using foreign or borrowed language. This is in line with UNESCO declaration of 1953 where it says “the best Language of Instruction (LOI) is the vernacular or the Mother Tongue (MT) of the learner”. This idea is in right direction especially nowadays that the developing nations have come to terms with realities that their destiny is really in their own hands, not in the hands of so-called developed nation

### **A Brief Survey of Hausa Oral Poetry**

The purpose of this survey is to show that the art of singing existed within the Hausa society for centuries. By examining the development of Hausa oral poetry from the pre-colonial period up to the present time, it will become clear that throughout these years the context, form and functions of this poetry have remained undisturbed. We will examine precisely the stages that Hausa oral poetry has gone through as from the pre-colonial period up to the present time. For instance, the eleventh century Arab geographer – al-Bakri referred to the existence of praise-singing with talking-drum (kalangu) at the court of Gao, which he visited some time during his life time. With this evidence, it is logical to assume that the art of oral poetry existed for centuries in the courts of the kings of the Western Sudan in general and Hausa land in particular, up to the 1900 when colonialists imposed their ruled Nigeria.

### **Categories of Hausa Oral Poets**

Hausa oral poets are called *makaḍa* (drummers), *mawaḱa* (singers) or *maroḱa* (beggars). They are of two main categories under which they are sub-categorized. They are as follows:



Under free-lance come comedians, solo singers and Koroso singers. The heading ‘brave men’ also includes army personnel, hunters, and ‘yantauri (persons who can draw a knife across their skin without being cut).

Considering the above division, the songs of public or free-lance singers would be reviewed for the purpose of this paper. This is because the other category (court singers) do only compose and perform his songs for the only court that patronize him, and not for any other one else. On the other hand, the public/free-lance singer used to go about looking for any audience which would be ready to give a reward for his songs. That is why there are quite a number of songs with different topics and themes from the public/free-lance singers more than that of court singers. The songs of **Danmaraya Jos** will be used as a case study for the purpose of this paper.

### **Who is **Danmaraya Jos**?**

**Danmaraya Jos** is a public/free-lance poet and a strict soloist. He plays alone with his *Kuntigi* music without chorus. **Danmaraya** is gifted with a very nice melodious voice. He can easily mimic in performance. In some of his performances he dramatically produced three different voices. Like many Hausa oral poets, **Danmaraya** composes in the process of performance. A number of his songs are of a generally philosophical nature with strongly didactic tone, such as the incomprehensibility of human being, while some of his songs are moralistic and highly critical of certain categories of people. He has a strong sense of concern for ordinary people. ‘It can be argued that the single theme which runs throughout almost all the songs of **Danmaraya** is the singer’s concern and sympathy for the common poor man’ (Furniss, 1997: 153, Daba 1973: 114). Such songs as labourer, commoners, the rich and the poor, children the leaders of tomorrow etc, fall into this category. It is very pertinent to note that all the songs of Hausa oral singers (**Danmaraya** inclusive) are done in Hausa language, but only the translated text would be used in our own case for easy citation. Here are some sample songs of **Danmaraya Jos** for the purpose of this paper.

### **The Song of Labourer**

*Poverty causes suffering  
It does not allow you to borrow,  
Hunger debilitates men,  
It kills without torture.*

*Today a labourer is regarded as an outcast  
Working from the dry up to the harvest seasons  
If government promulgates a law,  
The labourer will never violate it.  
Working the whole day in public,  
It is executed like an order,  
If people fear Allah,  
A labourer will never be destitute.  
Mahogany is to be cut down,  
Part of it they cut into remove it,  
A motor car will never move,  
If a labourer does not drive.  
One day I drove my car,  
On my way it got stuck in the sand,  
If you labourers are to strike,  
To come out and lie down  
You ask me to come down and push  
The car will not move,  
And I cannot push  
If a labourer does not push,  
(Furniss, 1997: 154)*

### **Rich and Poor**

*You, the rich should understand,  
I will give you an example,  
On the day of passing away,  
It is only five yards of white cloth,  
That you will be wrapped in,  
It is one grave that is dug,  
Remember that ten graves will not be dug,  
Simply because you are rich,  
You will be buried in there,  
It is the same case with the poor.  
(Daba, 2006: 87)*

### **Drug Addiction**

*Do not take drugs,  
Indeed drugs are not good,  
Oh people give me your attention,  
Indeed drugs should not be taken.  
Drugs are not good,  
Thousands of people at home,  
And outsiders are saying,  
“Drugs are bad”*

*Do not take drugs,  
Do not take drugs,  
Your grand father does not take it,  
Your father does not take it,  
For what reason do you take drugs?  
Indeed, do not take drugs,  
Indeed, drugs are not good,  
Your wife does not take it,  
Your wife does not take it,  
Your senior brother does not take it,  
Why do you take drugs?  
Therefore, you should not take drugs.  
(Daba, 2006: 57-58)*

### **The incomprehensibility of Human Mind**

*Sometimes he may offend you,  
At other times you may offend him,  
One day he may please you.  
One another day you may please him,  
Oh! Human being, the incomprehensible.  
You see someone in a good gown and trousers  
Then he gets into that car  
And you say 'that's a real wealthy man'  
How do you know the inside of his heart?  
Oh! Man whose character is hard to understand.  
(Nyuidze, 2003: 63-65)*

### **Advice on Politics**

*Right opinion is like cloth,  
Someone prefers red,  
Another person prefers black,  
Yet another person prefers white.  
My brothers, Nigerians, listen,  
We have one mother,  
We have one father,  
He is Nigeria,  
Or she is Nigeria.  
(Nyuidze, 2003: 177-186)*

True wealth is spiritual wealth marked by good deeds which stem from the heart, not the ostentatious display of such materials as cars and flamboyant attires. Structurally, **‘Dan Adam’** is a song in twelve stanzas in which **Danmaraya** explicates the themes of man’s complexity and unpredictability. As in most of his songs, clarity of language and choice of simple diction is what makes his songs immediately accessible to his audience.

The clear language of the song makes it easy for us to understand the irony of the poet-singer's tone.

The serious tone, though occasionally laced with sarcasm, and the slow beat of the *kuntigi* tells us right from the start that *Danmaraya* is about to deal with a serious subject. To convince his audience that he is about to make a formidable statement about man's nature, he opens the song by praising God who in his infinite wisdom created the universe and then..... 'ɗan Adam mai wuyan gane hali' (man of complex character).

The major stylistic features of the poem in which others are blended are illustrations by contrast and rhetoric. In drawing on instances of man's behaviour that portray him as a complex and unpredictable being, the poet-singer makes illustrations that progress from the abstract world from which God controls natural phenomena to the concrete world in which man relates with his fellow human beings. Notice the silent but striking analogy the poet-singer makes by placing

*God, the universe and man together in:*

*God.....*

*..... the creator of night, created day*

*And created man of complex character.*

It is difficult to understand man's complex nature just as it is difficult to understand God and the universe. The fourth and fifth stanzas illustrate man's complex nature as seen in the way he relates with God and nature. The poet's observation that:

*When it's rainy you complain it's rainy*

*When it's cold, you complain it's cold*

*When it's hot, you complain it's hot.*

### **The Roles of Hausa Oral Singers in Social Mobilization and Conflict Management in Nigeria:**

Despite the fact that Hausa society has a very little regard for oral singers; they are not considered as an important part of the society. Sometimes they are dismissed as beggars. Well, as we can see from the sample songs of *Danmaraya Jos*, Hausa oral singers are the chroniclers that keep the traditional history of the Hausa society and Nigeria alive. They pass the information from one generation to the other, particularly those who are attached to royal families. These singers keep the genealogical trees intact and also record any important event that takes place in the society. So, they are the custodians not only of oral songs, but also of oral history. In the olden days, they played an important role in the tribal wars. They used to give encouragement to the soldiers as well as entertain them.

A singer acts as a praiser, educator and adviser to the society. He will hasten to give a warning against socially evil things happening among his people. He has also the chance

to criticize individuals or group of people deviating from the social folk tradition, practicing injustice, or committing any offences against the society.

Hausa oral singers play an all-encompassing role in mobilizing the society with songs concerning education, war, health, Independence Day, war against corruption. They also call on people (Nigerians) to stop killing each other and also ask them to settle their differences on the table rather than on the battle field. The other song which enlightened the society is the census song that they made before the head count of 1973, 1992 and 2006 took place in Nigeria. As a result people became aware of the importance of the count.

Yahaya (1981) in Furniss (1997:129) illustrates the function of praise song in terms of the values of traditional leadership in Nigeria. He shows how singers fore ground five attributes in a ruler (a) decency (b) religious piety (c) military achievement (d) administrative expertise and (e) generosity.

Announcement of the authority's policy is another function of the oral singers in Nigeria. Companies, manufacturers, radio stations, and many others use oral poems to advertize their commodities and services to the general public nowadays.

## **Conclusion**

Hausa oral poetry is a compendium of the Hausa society and Nigeria at large. It is geared toward the unity of the Hausa society in particular and the Nigerian nation in general. Hausa being the most influential language in Nigeria and West Africa, any positive move by the oral singers of that language can have a positive impact on most Nigerian citizens especially in the areas of social mobilization and amelioration of the social ills of the society as exemplified in some sample songs of Danmaraya Jos.

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# **A SUGGESTED PROPOSAL FOR DEVELOPING STAFF MEMBERS TEACHING PERFORMANCE AT COLLEGES OF SCIENCE AT EMERGING UNIVERSITIES.**

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Majmaah University**

## **Abstract**

The development of teaching performance of faculty members at universities in general and emerging universities in particular, is very urgent in our time. This is because- on one hand- this era is witnessing technological, informational and communicational revolutions. On the other hand, universities are the driving forces of progress in their respective countries. Besides, the emerging universities are still in the process of incorporation and upbringing. In addition, those universities have not completed their academic and administrative structure. This, in turn, requires great efforts on behalf of faculty members in their academic and administrative work. This burden is greater on practical colleges staff i.e. science colleges staff.

So the researcher presents a suggested criteria standards to (1) develop teaching performance in science faculties of these universities, (2) seek to find a mechanism to achieve total quality of the emerging universities, and (3) overcome some of the difficulties faced by the educational process. The researcher adopted the descriptive experimental approach. The tools were that were a valid and reliable questionnaire of (52) items, that covers (7) techniques for the development of teaching performance of faculty members in Saudi science emerging universities. The questionnaire was applied to a random sample of (38) staff members of college of Science at Al- Majmaa University. The aim was to get their views on the development of teaching performance according to quality standards adopted globally. Through the results of the questionnaire, the researcher used the items which got 90% and more from the viewpoint of those members in the formulation of the suggested proposal.

The research findings presented a final proposal for the techniques used for the developments of the teaching performance of colleges of science staff in emerging universities. Recommendations emphasized that those staff should (1) present a clear plan and description for their courses, (2) adopt new methods of teaching, (3) use the latest technological aids while teaching, (4) work on updating methods of evaluation. Finally, university administration in these universities have to (1) study the problems faced by faculty members in comparison with other universities and (2) conduct survey studies to identify the problems that hinder application quality teaching standards.

## **Introduction**

The development of teaching performance of faculty members at universities in general and emerging universities in particular, is very urgent in our time. This is because-

on one hand- this era is witnessing technological, informational and communicational revolutions. On the other hand, universities are the driving forces of progress in their respective countries. Besides, the emerging universities are still in the process of incorporation and upbringing. In addition, those universities have not completed their academic and administrative structure. This, in turn, requires great efforts on behalf of faculty members in their academic and administrative work. This burden is greater on practical colleges staff i.e. science colleges staff.

During last decades, Higher education has witnessed a great change in the methods of teaching and the style of learning. This change results from new world challenges such as developing learning technology, knowledge revolution, globalization and new industries that all led to investments in knowledge and scientific research. In addition, the global labor market now depends on the human ability in production. Therefore, higher education works on investing human abilities through developing skills, finding new majors that cope with these changes and producing skillful graduate students especially in scientific majors.( Shaheen, 2004).

Nowadays, the interest in science is increasing globally and locally. This is because understanding science is necessary in developing decision making and critical and creative thinking and solving problems of jobs. In addition, science is essential in developing nations. Therefore, the American Association for the Advancement Science has considered science teacher is the key principle for modern learning that depends on creative thinking and self-learning.(AAAS, 1989).

Accordingly, it is necessary to investigate the role played by science colleges' staff in graduating distinguished science teachers. ( Nashwan, 2001, p. 371). For this concern, new projects for science developments have been emerged such as the British Nafled and the American project ,2061, which depends on discovery strategies as means for this development.( Nashwan, 2001, p. 371).

Kingdom of Saudi Arabia, as a part of this world, has coped with this rabid scientific developments by funding higher education to develop its programs and achieve its goals. Establishing new emerging universities is one of these programs. Therefore a number of these universities have been opened all over the KSA. These universities are still in its primary stage of upbringing; therefore their staff members suffer a lot in their academic and administrative load. Thus, staff members at science colleges face great challenges. Accordingly, these colleges need projects for developing staff members teaching performance to achieve total quality and overcome teaching processing challenges.

### **Research problem**

It is supposed that staff members at emerging universities should play a vital role in achieving quality in education. These staff members have great burdens because the academic and administrative structure is still in progress. This burden increases in science colleges with chemistry, physics and biology majors.

The researcher from his experience-as a staff member in Al- Majmaa University-

noticed that the majority of learners memorize information and unable to apply it in their practical life. Shahpani , 1991 stated that this problem arises from the traditional methods of teaching at colleges of science. These methods are poor in fulfilling the educational objectives of teaching science. This means that science teaching has transformed from a discovery method at labs into a subject that depends on memorization only.

### **Study questions:**

The present study aims at answering the following main question:

How can the teaching performance of science college staff members, at emerging universities, be developed in the light of their academic and administrative challenges?

This main question is divided into the following sub-questions:

- 1- What is the actual teaching performance statue of college of science staff members at emerging universities?
- 2- What are the main factors affecting this performance?
- 3- What are the justifications of presenting the suggested proposal for developing the teaching performance of college of science staff members at emerging universities?
- 4- What are the academic and the scientific requirements needed for developing the teaching performance of college of science staff members at emerging universities?
- 5- What are the opinions of the staff members about the importance of the criteria of developing the teaching performance mentioned in the questionnaire?

### **Study objectives**

The present study aims at achieving the following educational objectives:

- 1- Clarifying the role of college of science staff members at emerging universities.
- 2- Understanding the present statue of the teaching performance of those staff members.
- 3- Recognizing the justifications of developing the teaching performance college of science staff members at emerging universities.
- 4- Presenting a vision for the characteristics of science staff in the future.
- 5- Identifying a list for the standards and criteria needed for developing the teaching performance of college of science staff members at KSA emerging universities.
- 6- Recognizing to what extent is these standards accepted by the college of science staff members.

### **Significance of the study:**

The significance of the present study is presented in the following points:

- 1- The study presents the teaching performance of college of science staff members at KSA emerging universities. Those staff members are the backbone of the educational process in the university.
- 2- The staff members are considered the tools of innovation and development at their colleges and the society. They can create a new generation of youth able to accept the progress and lead their society towards improvement.
- 3- Previous studies and researches concluded that the weak teaching performance of

college staff members is the main reason for affecting the effectiveness of university study programs negatively. (Yuen & Westwood2004, Join, M. 2007, Leslay, C. 2007)

- 4- The present study is considered a reference for evaluating the teaching performance of college members at emerging universities in KSA.
- 5- The present study participates in developing the performance of college members at emerging universities in KSA. This is by finding criteria for achieving the total quality at these universities.

### **The study limitations:**

The findings of the present study are related to the following variables:

- 1- The objective limitation: the teaching performance of college members at emerging universities.
- 2- Time limitations: the present study was conducted during the academic year 2013-2014 .
- 3- Place limitation: colleges of science at emerging universities in KSA.
- 4- Human limitation: a random sample of college members of science at emerging universities in KSA.

### **The terms of the study**

***A College staff member:*** a person who teaches a number of courses at colleges of science at emerging universities.

***College of science:*** a practical college that includes scientific majors such as chemistry, physics, and biology.

### ***Teaching performance:***

Is a series of procedures done by the staff member before, during, and after the lecture such as: planning, performance, class management, staff personal behavior, the mutual relationship between the staff and his students inside and outside the classroom and evaluation.( Rwaqa, et al. 2005, p. 139)

For Al-Gayman (1433, p.9) it is defined as the verbal and non-verbal behavior of the teacher in performing effectively in practical educational teaching process, and developing his students' thinking and scientific research skills.

### ***Developing science staff members performance***

What the staff members at colleges do to enhance their abilities and tools inside and outside classes according to quality standards and criteria. (Essa, Hazem, Mohseein, & Rafiq, 2010, p. 152)

### ***Emerging universities***

The governmental universities- with uncompleted administrative and academic structure -that recently were established in KSA such as Al-Majmaa, Shaqraa, and Al-Damam Universities.

## **Study tools and procedures**

### **Methodology**

The study adopted the descriptive approach.(Al-Assaf, 1989.p. 191). This approach is a scientific one which studies phenomena as they occur in nature. This approach is better than other scientific research approaches. Conclusions can be drawn from this type of approaches.

### **participants**

Participants are the staff members of colleges of science at emerging universities at KSA.

### **Sample**

The study comprises a random sample of 38 staff members at college of science at Al-Majmaa University.

## **Study tools and procedures**

A valid and reliable four-type likert questionnaire with 52 items that covers 7 criteria for a suggested proposal for developing the teaching performance of staff members at colleges of science at emerging KSA universities.

The researcher followed the following procedures to develop the questionnaire:

- 1- Reviewing and surveying previous related studies locally and internationally.
- 2- Identifying a list of standards and criteria for improving the teaching performance of staff members at colleges of science at emerging KSA universities.
- 3- Analyzing these standards in the light of the nature of the teaching performance of these staff members. Applying the findings of the questionnaire and determining the relevant items.

### **Validity of the questionnaire**

To state the validity of the questionnaire, it was administered to jury members (n=6) at Saudi universities. They were asked to determine the clarity of the items, their relevance to the study, and omitting, adding or modifying items when necessary.

## **The theoretical background of the study:**

A number of higher education organizations all over the world have paid attention to the importance of professional development of staff members and administrators. This is to developing and improving education outcomes. For example:

- In 1947, Harvard University assigned courses for higher education.
- In the mid of the 1960s , there was an interest for staff training at British and European universities.
- UNSCO funded the professional development for staff members through its support for establishing networks among universities all over the world.
- Egyptian universities especially Ain-Shams , Cairo, and Alexandria were the first Arab universities that hold development training for their staff members.

- In 1987, AL Basra University established a center for developing university education.
- In the early 1990s, Al-Kuwait university built a center for academic development.
- In 1995, Aden University started educational professional course for medical university staff members.
- In 2000, King Fahd University, for Petroleum and Minerals, academic development deanships.

The main reason of such interest in professional and academic development of staff members is that the organizations realize that the staff member has a great role in the success of the educational process as a whole. This success is considered a success for the university among other universities. Therefore, any reform in the educational process should begin with the staff member. (M. Samah, 2009, p.4)

In the era of technology, the role of the staff member has changed. His role is no longer a presenter of information but a facilitator to help his students get new information. Gwbran Khalil G. said -about this transformation – " the teacher who walks among his students, doesn't give them his wisdom, but gives them his faith and love. If he has the wisdom, he should let his students to the path of thinking" ( the Arabic Humanistic Development report, 2002, p. 47).

Warnock pinpointed that the quality in higher education is connected to a number of principles such as a policy for the staff member professional development, the appointment, the evaluation and continuous development. (Al-Khateeb, 2000). Al-Thebeti (1996) added that " no single university –apart from its educational and economical level- could fulfill its tasks without the continuous educational and intellectual contributions of its staff member. For Ibrahim (2003) the staff members are the most important input in university education. Fadelallah (2012) said that the staff member is to do a number of transformations in education such as:

- changing education from a limited to continuous one.
- changing the student from being dependent into self-dependent.
- changing the culture of consumption to that of production.
- changing the culture of choice to that of innovation.

These changing requires from the staff member to have the skills of strategic planning and application of total quality in addition to his abilities in education and scientific research. These abilities are required in all universities in general, and in emerging universities, in particular. Therefore, the staff member at emerging universities should have the competency of teaching at universities, continuing his scientific research, completing administrative work , completing what is needed in his major , providing guidance to his students, and consultation to governmental organizations. (Haywee, 1987).

It is concluded that staff member has a major role in the success of higher education . his role is manifested in teaching, scientific research and society service. This research is examining the teaching role of the staff members at college of science at emerging universities. It represents a number of the required standards to the development of staff

member teaching performance . Because these are new universities, they lack a lot of administrative and academic facilities. This causes a great task from the staff member to achieve the objectives of science college and the university as a whole.

The emerging universities at KSA has a role in coping with the knowledge revolution and the local and universal requirements of quality; reforming education; developing studies and researches; having a well-prepared graduate; and finding clear criteria for evaluating the performance of the staff member. Onkesheen pinpointed that the universal interest in developing the skills of university staff members results in the following factors ( Gryo & Hagrasy, 1996):

- 1- Technological development and its reflections in the educational process. It is clear in applying informational technology and learning and teaching technology to aid students in acquiring the required skills in self-learning, co-operative learning and distance learning. ( Madany, 2002)
- 2- The changing role of the staff member as a result of the changing in information aids and then being a facilitator and a guide to his students rather than a transformer of knowledge and information.
- 3- The lack of the adequate number of staff numbers of various majors in comparison with the number of newly graduate teachers who lack the experience in emerging universities.
- 4- The continuous knowledge growth in all majors which requires from the staff member to be aware of them to achieve his competency in teaching performance.
- 5- The realization of the importance of the staff members' professional development which enables them in doing their tasks accurately.
- 6- The increasing number of students at emerging universities which results in an increase on the demand of staff members.
- 7- Quality in quantity of higher education which causes a challenge to all higher education organizations. (Naidoo, 2002)

### **Teaching standards in colleges of science**

In order to develop a suggested proposal for the teaching development of staff members at emerging universities, the teaching standards of staff members at colleges of science have to be defined clearly.

The term standards have various meanings. The standard generally means a something used in measuring.(AbdelKader & Atyia, 1993, p. 741). For John (2000) standards are the necessary requirements that the staff have to know. Standards are the main criteria for evaluating the staff members' performance. These standards present an indication for their ability in education and identifying there level. Thereby, a program for developing their performance can be developed. Gail (1998) defines standards as determinates for work inside the classroom and they include levels to achieve. Al-Ngdy et.al ( 2005 ) define science teaching standards as criteria for judging the quality of what

the students know, their ability in interaction, science teaching quality, the system quality that encourages teachers to implement science programs, and evaluation quality performance.

The Standards Movement is considered one of the educational reform movements. Its effectiveness was proved in improving the output of education. Critics thought that A Nation At Risk Report of 1983 was the main cause of the emergence of standards movement in America (Al-Beblawy, 1996).

The standards movement is a natural result from the development of previous educational reform movements. The standards movement focuses on the definition of performance which comes from the objectives of measurable behaviors. This movement calls for identifying standards for each performance to be achieved by the staff member. In addition, it reinforces the accountability term and the learners performance in natural context after having the educational experience. Thus, the standards movement has great benefits for the results and outcomes of education. accordingly, all previous reform movements are based on standards. ( Al-Saeede, 1994; Fadelallah, 2005).

**Standards are important because of the following reasons:**

- 1- Standards are criteria that are expected and agreed upon for identifying the educational performance.
- 2- Standards are considered references in judging the quality.
- 3- Students learn better in an environment built on standards.
- 4- Performance criteria, which are derived from standards, are considered important for guiding teachers in lesson planning.
- 5- Standards confirm the continuity of experience. All efforts are combined to achieve the standards from year to year and stage to stage in education
- 6 - Standards offer a framework for correcting knowledge and its usage (Gamal- El Deen & Ragab, 2005) (Al-Beblawee ,1996).

The interest of having standards for science teaching have started in the early 1950s .The role of the USA in developing math and science are undeniable since the launching of satellite in 1975 by the Soviet Union. This event was approving for the power of science and math (Abdel-Slam, 2003, 239). Science that date and the scientific organization in the United States had started a whole system to enhance math and science teaching through all educational stages. The (AAAs, 1918) identified the required standards needed of science teachers such as : the necessity of realizing the role of organization in society and its relation to human development; his awareness of society needs; and the role of teacher in achieving these needs ; and his faith in scientific methods of research and free thinking.

Societies and scientific committees had an interest in identifying standards for all majors in education. Therefore, a number of standards appeared such as the National Science Education Standards by the American National Academy in 1995, p. 300. It emphasized that the notion of teaching science is observe, interact, learn, and change the world (Rashed, 2007). The standards are:

- 1- Science teachers plan their lessons and courses on the basis of inquiry,
- 2- Science teachers participate in continuous evaluation,
- 3- Science teachers works as facilitators of learning science,
- 4- Science teachers organize the learning environment which save time, provide learning aids, and sufficient time to learners,
- 5- Science teachers participate in planning for continuous evaluation of science programs.

Science teaching standards in japan are example of national standards of curriculum in 1998.

There standards are: (Al-Mohssen,2002)

- 1- Science lessons should be related to students environment and their daily life,
- 2- Science classes should encourage observing and experiencing students personal aims,
- 3- The interest should be on developing intellectual and educational minds which have comprehensive insights towards the environment to solve problems.

Therefore, science teaching in universities at KSA should focus on developing all aspects of the learner i.e. intellectual, skillful, and emotional. Science teacher should enable learners to know how to think rather than how to memorize. Besides, it should enable learners to discover knowledge and use it in overcoming their daily problems. (Khalifa, 2011, p. 25)

In the light of all the previous standards, the researcher developed a suggested proposal for developing the teaching performance of science staff members at the emerging universities. It included seven criteria:

- First criterion:** the ability to have a clear teaching plan for his courses.
- Second criterion:** the ability to show a profound understanding of his courses.
- Third criterion:** the ability to use modern and varied teaching methods in the process of teaching and learning.
- Fourth criterion:** the ability to use educational technology in teaching.
- Fifth criterion:** the ability to lead his students towards inquiry and developing higher order thinking skills.
- Sixth criterion:** the ability to create an effective learning environment.
- Seventh criterion:** the ability to use varied and new methods of evaluation.

### **Statistical analysis and findings:**

The study statistical analysis was conducted by SPSS to find: percentage, Means, Standard Deviation, and Order of each criterion of the seven suggested ones.

Means, Standard Deviation, percentage, Oder of each criterion of the seven suggested ones are presented in table (1):

No.	Items	Means	SD.	%	Oder
1	The ability to have a clear teaching plan for his courses.	13.69	1.21	91.3	3
2	The ability to show a profound understanding of his courses.	14.39	1.20	95.9	1
3	The ability to use modern and varied teaching methods in the process of teaching and learning.	13.16	1.73	87.8	5
4	The ability to use educational technology in teaching.	23.47	1.79	93.6	2
5	The ability to lead his students towards inquiry and developing higher order thinking skills.	20.69	2.68	86.2	7
6	The ability to create an effective learning environment.	26.29	2.87	87.63	6
7	The ability to use varied and new methods of evaluation.	29.64	3.13	89.80	4
	<b>Overall criteria</b>	141.33	14.61	90.31	-

**Table (1)**

**From table (1), it is obvious that:**

- 1- The percentage of agreement on the suggested proposal ranged between (90.31%). It is a high percentage for the items of the questionnaire, so it affirms its suitability and validity.
- 2- The second criterion achieved the highest percentage of agreement (95.9%). This confirms that the staff members at colleges of science realize the necessity of having the requirements of scientific majors to cope with future challenges.
- 3- The fifth criterion got the least percentage of agreement ( 86.3%) . it is an average percentage which means that a group of the staff members see the value of teaching science in experimenting and practical applications which lead to innovations and creations. The value is not only in abstract thinking.

**Analysis of each criterion alone revealed the following:**

**The first criterion:** The ability to have a clear teaching plan for his courses.

The means, standard deviation, order, and percentage of the items of this criterion are shown in table (2)

No.	Items	Means	SD.	%	Oder
1	Identifying the different items of the course according to its general objectives.	2.87	340	95.67	2
2	Formulating the outputs of education clearly in a measurable way.	2.89	318	96.33	1
3	Determining the recent references of the course	2.79	407	93.00	3
4	Putting a clear definite plan to measure the educational outcomes of the students.	2.64	620	88.00	4
5	Designing creative activities that vary according to the individual differences of the students.	2.514	636	83.67	5
	<b>Overall criteria</b>	<b>13.69</b>	<b>1.21</b>	<b>91.3</b>	<b>-</b>

**Table (2)**

The first criterion got a percentage of (91.31%). This is a high percentage. The second item of the first criterion got the first order, but the first item got the second order. This means that planning depends mainly on identifying objectives, and outcomes of the learning process. These two items enable the staff member to formulize a scientific and logic description for his courses. This helps in achieving the effectiveness of the teaching performance.

**The second criterion :** The ability to show a profound understanding of his courses.

Table (3) presents Means, SD, order, and the percentages of the items of the criterion.

No.	Items	Means	SD.	%	Oder
6	Mastering the content and the skill of his major and realizing the importance of science within the universal changes	2.92	265	97.33	1
7	Having the ability to analyze the knowledge structure of the course into its primary elements.	2.92	265	97.33	1
8	Presenting the material by different methods according to the situation and the nature of the learner.	2.81	393	93.67	4
9	Connecting the parts of the material easily.	2.85	360	95.00	3
10	Connecting the different specializations in his major and the other majors.	2.89	318	96.33	2
	<b>Overall criteria</b>	<b>14.39</b>	<b>1.20</b>	<b>95.9</b>	<b>-</b>

**Table(3)**

The second criterion got a high percentage of (95.93%). As for the items of this criterion, the first item (no.6) got the first order. The second item(no.7) got the second order. This means that mastering the subject of science requires knowing the nature of the subject along with its main primary elements. This is because knowing the main structure enables the science staff member to proceed in his future which consequently leads to having an excellent teaching performance at emerging universities.

**The third criterion:** The ability to use modern and varied teaching methods in the process of teaching and learning.

Table (4) presents Means, SD, order, and the percentages of the items of the criterion.

No.	Items	Means	SD.	%	Oder
11	Varying the method of teaching according to the nature and type of the subject.	2.55	634	85.00	4
12	Using a teaching method that encourages self-learning	2.75	474	91.67	2
13	Encouraging the students to take notes systematically, gather and record data.	2.42	688	80.67	5
14	Stimulating the students to present creative ideas and relating conclusions to scientific concepts.	2.83	425	94.33	1
15	Assigning the students to perform activities to develop higher order thinking skills.	2.62	560	87.33	3
	<b>Overall criteria</b>	<b>13.16</b>	<b>1.73</b>	<b>87.8</b>	<b>-</b>

**Table (4)**

The third criterion got a good percentage of (87.80%). As for the items of this criterion, item no. 14 got the first order; the second item got the second order. This means that the more the staff member of colleges of science at emerging universities knows the modern educational theories and their applications, the more he masters his teaching performance.

**Fourth criterion:** The ability to use educational technology in teaching.

Table (5) presents Means, SD, order, and the percentages of the items of the criterion.

No.	Items	Means	SD.	%	Oder
16	Using educational technology well.	2.87	392	95.67	2
17	Using technological and digital methods as aids in teaching.	2.79	452	93.00	5
18	Keeping in touch with the students by using modern technological means.	2.68	578	89.33	8
19	Mastering the use of universal digital libraries	2.85	409	95.00	3
20	Encouraging the students to use electronic educational resources to develop self-learning skills.	2.92	265	97.33	1
21	Co-operating with major universities to find scientific resources and different aids.	3.79	452	93.00	5
22	Transforming his courses into electronic ones by electronic learning programs	2.83	467	94.33	4
23	Having electorniv links and webpages to upload his courses and all what his students needs.	2.74	484	91.33	7
	<b>Overall criteria</b>	<b>23.47</b>	<b>1.79</b>	<b>93.6</b>	<b>-</b>

**Table(5)**

The fourth criterion got a high percentage of 98.6%. as for the items of this criterion, item no.20 got the first order; but item no. 16 got the second order. This means that the more the staff members of sciences at emerging universities know the technological aids and their applications, the more they master in their teaching performance.

**The fifth criterion:** The ability to lead his students towards inquiry and developing higher order thinking skills.

Table (6) presents Means, SD, order, and the percentages of the items of the criterion.

No.	Items	Means	SD.	%	Oder
24	Presenting problems and tasks that require inquires.	2.60	657	86.67	4
25	Helping his students acquire the trends and right scientific directions.	2.49	605	83.00	6
26	Encouraging the students to be enthusiastic and eager in their learning.	2.74	522	91.33	3
27	Dealing with group dynamically and effectively.	2.30	664	76.67	8
28	Managing the learning time effectively.	2.34	755	78.00	7
29	Encouraging the students to introduce creative ideas.	2.83	377	94.33	1
30	Posting varied questions to encourage students' creative thinking and solving problems skills.	2.81	393	93.67	2
31	Having the required aids and materials for iniquary activities.	2.58	660	86.00	5
	<b>Overall criteria</b>	<b>20.69</b>	<b>2.68</b>	<b>86.2</b>	<b>-</b>

**Table( 6)**

The fifth criterion got a good percentage of (86.2%). As for the items of this criterion, item no.29 got the first order; but item no. 30 got the second order. This means that teaching performance of staff members should be changed to encourage self-learning and help students reach the quality in education.

**The sixth criterion:** The ability to create an effective learning environment.

Table (7) presents Means, SD, order, and the percentages of the items of the criterion.

No.	Items	Means	SD.	%	Oder
32	Creating a safe educational environment full of freedom, equality and tenderness.	2.74	522	91.33	4
33	Using students and teacher conversations to encourage patience , scientific eagerness, and curiosity.	2.30	664	76.67	10
34	Encouraging the students to participate in class and use positive reinforcement.	2.34	755	78.00	9
35	Using educational activities that connect applicable sides of science with different life situations.	2.92	265	97.33	1

No.	Items	Means	SD.	%	Oder
36	Having clear and definite office hours to meet his students.	260	657	86.67	6
37	Using scientific clues during the class.	2.49	605	83.00	8
38	Creating learning situations that enable the students to use advanced technology and sources of information.	2.85	409	95.00	2
39	Helping the students develop positive attitudes towards learning science and its branches.	2.79	452	93.00	3
40	Dealing with the appropriate flexibility with his students.	2.68	578	89.33	5
41	Achieving the integrity with other subjects and course taught in other departments of the college.	2.58	660	86.00	7
	<b>Overall criteria</b>	<b>26.29</b>	<b>2.87</b>	<b>87.63</b>	<b>-</b>

**Table (7)**

The sixth criterion got a good percentage of 87.63% . item no. 35 got the first order; but item no. 38 got the second order. This means that the staff member at these colleges should teach practical aspects of science to cope with and participate in new discoveries.

**The seventh criterion:** The ability to use varied and new methods of evaluation.

Table (8) presents Means, SD, order, and the percentages of the items of the criterion.

No.	Items	Means	SD.	%	Oder
42	Using varied methods of evaluation to measure various elements in education.	2.81	393	93.67	3
43	Using group discussion as a technique in the evaluation process.	2.51	636	83.67	11
44	Forming evaluation questions that are connected to practical experience.	2.87	340	95.67	2
45	Using self-reflection questions continuously.	2.79	492	93.00	4
46	Accepting any criticism for his teaching performance.	2.60	628	86.67	9
47	Helping the students to self-criticize themselves.	2.62	487	87.33	7
48	Helping the students evaluate the scientific content and methods of teaching to make good use of the results.	2.62	593	87.33	7
49	Developing evaluation tools according to various learning outcomes.	2.89	318	96.33	1
50	Identifying points of strength and weakness in the educational process by using assessment methods.	2.51	573	83.67	10
51	Encouraging the students to use self- evaluation.	2.68	508	89.33	6
52	Using positive feedback as a result of the continual evaluations to improve students' learning in the future.	2.74	522	91.33	5
	<b>Overall criteria</b>	<b>29.64</b>	<b>3.13</b>	<b>89.80</b>	<b>-</b>

**Table (8)**

The seventh criterion got a good percentage of (89.80%). As for the items of this criterion, item no. 49 got the first order; but item no. 44 got the second order. This means that the staff member should evaluate the practical aspects of science to cope with new accelerated scientific discoveries and to reach the competency in teaching performance.

### **Conclusion:**

The researcher presented a suggested proposal for the teaching standards needed for the staff members at colleges of science at emerging universities. The proposal consisted of seven criteria for developing the teaching performance in order to avoid traditional styles and moving towards innovation and professional creativity. It is a well-known fact that the emerging universities have uncompleted academic and administrative structure. These results in a burden on behave of the staff member to cope with advanced universities. The staff member should be committed to disciplines of the career to perform his tasks and reach the required quality. Among the tasks of the staff member is helping the students acquire basic communication skill to express themselves and communicate with others well. The staff member also guides his students to work in groups and learn self-independence. The staff member who does not have these qualities cannot teach his students these values.

### **Recommendations**

Accordingly, it is recommended that there should be a list of teaching standers for science staff members at collages of science at emerging universities. This list is necessary to have clear criteria to evaluate staff member tasks.

To overcome different problems and challenges, It is also recommended that the staff member should (1) have a clear plan for his courses ;and (2) use a new methods and technics of teaching ;(3) use the newest technology in teaching ;(4) renew methods of evaluation. Besides, the university administration at these emerging universities should study the problems which face the staff members in comparison with their problems in other advanced universities. Finally, conducting survey studies to identify the problems which hinder the application of teaching quality standards at practical collages at emerging universities.

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**PROTECT LIFE PROHIBITING MURDER  
AND ITS IMPACT IN SOCIETY AN ANALYTICAL  
AND COMPARATIVE STUDY BETWEEN THE HOLY  
QURAN AND THE GOSPELS RELIABLE BY THE CHRISTIANS**

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**Abstract**

This research entitled (Protect life prohibiting murder and its impact in society) highlights the provisions that are related to the prevention of murder in Islam and Christianity without having the right to that, focusing on its traumatic impact on society because of the conditions prevailed in Iraq after the events of 2003, which has fallen into the permissibility of blood-shedding and murdering for sectarian, national, ethnic and religious ... etc. reasons. In fact, difference in religion was the most prominent excuses for the emergence of such a chaos in society that lead to the collapse of the country and the defamation of heavenly religions. This sort of justification was favored by biased people to legalize murder and cause damage to others in the name of religion. The research explicates that Islamic law 'Sharia' is a peaceful law that aims at cooperation to do good and avoid evil. Therefore, it forbids killing and causing damage to others as it is in all heavenly religions like Christianity and Judaism since the Almighty is the source of all heavenly laws. The heavenly laws complete each other to organize the community not to be a source of discrimination and contradiction for the corruption of society. The aim of the research is to urge people to work for good and stay away from evil and the means leading to it to be able to achieve peaceful coexistence in society regardless of religion, sex, color, and language as it is enjoined religiously especially in the Islamic and Christian religion. We have supported the paper by many applicable examples.

**Introduction**

Praise be to Allah, prayer and peace be upon our Master and Prophet Mohammed Amin (peace be upon him) Seal of the Prophets and Messengers, and upon his family and companions who defended the faith and religion and those who followed them in truth until the Day of Judgment ....

There is no doubt that God Almighty is the source of divine books descended to the people at large in various places through the apostles, which consists a set of laws, regulations, guidance and direction, the purpose of which is the organization of society. Such provisions, coupled with the purposes, are the interests (bring benefit and ward off evil) for people themselves not God the Almighty, but at the same time such interests are pleasing to him, So we find that there are a number of provisions in the holy books (the Holy Koran and the Gospels) are similar to each other in terms of content and meaning

and significance even if they differ in terms of words. This provisions change from one prophet to another as they are related to the fundamental interests upon which social relationships and closer links and preservation of rights and prevention of abuse, etc., are built. These interest which people need are those that include preserving the five intentions of the Almighty the legislator; because if one of them failed in any city, social order will be disrupted and chaos prevails, namely, the interests of (preserving religion, and the soul (life), and birth control, honor, money, and mind) <sup>(1)</sup>. These are the purposes of God in the statement provisions in order to realize their aims and achieve their intentions; therefore, through a combination of these provisions, we can investigate and deal with many problems and accidents that are the subject of controversy and suspicion between the two religions, for those who want reform, goodness and goodwill, instead of hatred, hypocrisy and discord for the sake of public interest. So these purposes were placed in the hearts of the Prophets (peace be upon them), who accounted themselves brothers, though they did not see each other because they were actually from the Sam father and mother (Adam and Eve), Therefore, these divine messages complete each other, and are not for difference and contradiction, where the almighty says in the holy Quran: {O mankind, indeed We have created you from male and female and made you peoples and tribes that you may know one another. Indeed, the most noble of you in the sight of Allah is the most righteous of you. Indeed, Allah is Knowing and Acquainted.} AL-Hujuraat 13 and in the Bible we read

*(Blessed are the **merciful**: for they shall obtain mercy.*

*Blessed are the **pure** in heart: for they shall **see** God.*

*Blessed are the peacemakers: for they shall be called the **children** of God.*

*Blessed are they which are **persecuted** for righteousness' sake: for theirs is the kingdom of heaven.) (Matthew 5/ 7-10)*

The paper focuses on the provisions concerning the prevention of murder without having the right. This is encouraged to plant the culture of non-violence among people.

Because of the conditions experienced in Iraq after the events of 2003 and the occupation of the country, which has fallen into the legalization of shedding the blood of others for several reasons including sectarianism and nationalism, religious disagreements, that is - because of the difference in religion. These were excuses for the creation of chaos in society and the collapse of the country and distortion of the divine religion. These are considered the main objectives of this research,

The aim of the research is to urge people to work for good and stay away from evil and the means leading to it to be able to achieve peaceful coexistence in society regardless of religion, sex, color, and language as it is enjoined religiously especially in the Islamic and Christian religion.

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1 - Almustasfa- Mohammed bin Hamid al-Ghazali 1/634, AL-Mahsool fi ilimusool-'Umar bin Al-Hussein Al-Razi 5/222, Ussol AL-fiqih fi nasejihi AL-jaded- : Professor Mustafa Ibrahim Alzalami 122, raudat AL-nadir wajanat AL- Manadir- Abdullah bin Ahmad bin Abu Muhammad al-Maqdisi Qudaamah 1/169

**The paper falls into two sections:**

The First section tackles murder and society, which includes a preface, and four sub-sections:

- The first sub-sections :examines the meaning of murder and the community
- The second studies : the meaning of the divine purpose of the prohibition of murder
- The third presents: the point of view of Islamic law regarding the purpose of murder
- The fourth deals with the perspective of Christian law regarding murder.

Section II: the meaning of divine legislation provisions, and includes a preface, and four sub-sections:

- The first presents: the meaning of divine provisions in the legislation
- The second studies the essential interests of human life and tackles an aspect of the preservation of life.
- The third deals with: peace, peaceful coexistence, and collective Solidarity in preserving rights, which covers various aspects:
  - self-reform
  - regional and international reconciliation.

**First Section:**

Murder and the community

It consists of a preface and four subsections:

Preface:

There is no doubt that one the main reasons to cause chaos and corruption in a society is the failure to observe and maintain the interest of human life which is God Almighty sponsored and saved for that enjoined the penalties for each of assault or damage; therefore, the Almighty prohibits murder.

**The first subsection:**

The meaning of murder and the community Murder in terminology: it is an act ends the existence of spirit <sup>(2)</sup> And murder has various forms:

- 1- Intentional murder: It is a deliberate way of hitting a person by a weapon or any other thing that acts as weapons.
- 2- Semi-intentional murder: It is the act of hitting someone by things other than those stated above.
- 3- Murder for a reason: As in the case of a person who digs a well where a person falls in and dies.
- 4- Mistake-murder: It is the killing of someone, misreading him for a prey during the process of hunting for example.

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2 - AL- Ta'rifat-: Imam Abu al-Hasan Ali bin Mohammed bin Ali Jorjani 97.

- 5- The killing conducted in the course of mistaken-murder: As the case when a sleeping person falls upon another one who dies as a result of that <sup>(3)</sup>.  
Society: It is a group of people linked by common interests and links <sup>(4)</sup>.

### **The second Sub-section:**

The meaning of the divine prohibition of murder As shown that the Almighty God's wisdom and purposes in the clarification of the provisions and aims and these purposes are the reasons for such provisions which are justified to bring benefits and ward off evil, and the most famous of these reasons are of two types:

The first type is the reason which the text refers to it vividly. The second type is the reason that the text did not refer to it clearly, but through gesture, i.e., meaning and significance of the text, or indicated by the reference and connotation, or on through reminding us of the reasons <sup>(5)</sup> <sup>(6)</sup> <sup>(7)</sup> Therefore, we find that the intention of the divine prohibition of murder and its reasons is that God Almighty had demonstrated it very clearly in the verse: ((179" And there is for you in legal retribution [saving of] life, O you [people] of understanding, that you may become righteous)) AL- Baqara 179.

In other words, retribution is prescribed for saving of life and keeping it alive since the reason is indicated clearly by the text <sup>(8)</sup>. We conclude:

The reasons and justifications shown by the Almighty God are important in human life for the purpose of recognizing the lowest reflection and serve as a pretext for the stability of society, and its order and that individuals should avoid violence against each other causing murder, which could be an excuse for chaos and corruption and the loss of people's interests. The retribution is passed as a reason of killing, perhaps in order to preserve life, as shown in the verse mentioned above; i.e., retribution is prohibits blood-shedding and suppresses the wicked; because he who knows that if he killed, he will be killed; therefore, he will abstain from murder. When the murder is seen punished by death, others will be scared and keep themselves from murder. If the penalty for the killer is not death, it will not lead to the end of evil which is caused by murder <sup>(9)</sup>.

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- 3- AL- Hidaye, AL- Emam AL-Margenany 2/443. AL-EktiyarLita'leel AL- muktar, Abdulla bun Muhmmad AL- Hanafi 5/29. Anis AL-fuqahaa,Qasim bin Abdullah bin Amir Ali Alqunewi 292. AL- Ta'rifat, Imam Abu al- Hasan Ali bin Mohammed bin Ali Jorjani 97 . AL- Eqnaa' Fi Hal AlfadAbiShojaa, Mohamed KhatibSherbini 2/292. AL-Mugni, Imam Abdullah bin Abu Muhammad al-MaqdisiQudaamah 8/207.
- 4- Basic Arabic Dictionary,a group of top Arab linguists commissioned by the Arab Organization for Education 263.
- 5- Mankhool fi Ta'liqat AL-Usool, Imam Muhammad Ibn Muhammad Ibnhamid al-Ghazali 228. AL- Fusool Fi Al-Usool, Ahmed Bin Ali Al-RaziJassaas ,2/315,. AL- Anmuzaj Fi Usool AL-fiqah-, Dr.: Fadel Abdul Wahid Abdul Rahman 144
- 6- Mizan AL-Usool Fi Nataij AL-Uqool, Imam Sheikh Alaa El Din Ibin Abu Bakir Muhammad Ibn Ahmad Samarqandi 2/846
- 7- Almustasfa, Mohammed bin Hamid al-Ghazali2/ 377.
- 8- Anees AL-fuqahaa'-Qasim bin Abdullah bin Amir Ali Alqonoo 291
- 9 - Tafseer al-Sa'di: Abdul-Rahman bin Nasser al-Saadi 1/85. Tafser al- tabary 2/115.Adwaa'Albayan 1/410.TafseerIbinKatheer, 1/212. Ahkam Al-Qura'an, Al Jessass 1/196.

### **The third sub-section:**

The point of view of Islamic law regarding murder and the purpose of killing. There is no doubt that murder is forbidden from the point of view of Islamic law, which is one of the permanent provisions in the divine laws that did not vary from one prophet to another, and Muslims agree on its prohibited without right <sup>(10)</sup>, and the origin of the prohibition is permanent in the Holy Quran and Sunnah and consensus:

#### **As in the holy Quran:**

- The Almighty God says ((And do not kill the soul which Allah has forbidden, except by right. And whoever is killed unjustly - We have given his heir authority, but let him not exceed limits in [the matter of] taking life. Indeed, he has been supported [by the law]) AL-Israa 33.

- And He says (93) But whoever kills a believer intentionally - his recompense is Hell, wherein he will abide eternally, and Allah has become angry with him and has cursed him and has prepared for him a great punishment. An-Nisaa93.

which indicate that God Almighty has forbidden murder of all kinds without right; for it comes in the form (not) which means forbidding, in the words of (do not kill), and all kinds forbidding which indicate prohibition, so the provision of murder is haram. The verses indicate warning and threatening for all who kills a believer intentionally.

#### **As for the Hadith:**

- The Prophet (peace be upon him) said: (Avoid the seven sins. They said: O Messenger of Allah, what are they? Said, polytheism, magic, murder, which Allah has forbidden except by right ....) <sup>(11)</sup>.

- The Prophet (peace be upon him) said: (the killing of those who have taken the pledge does not smell the fragrance of paradise which can be smelled from a distance of forty years) <sup>(12)</sup>.

#### **The face of inference:**

the Messenger of Allah (peace be upon him) demonstrates the prohibition of the blood of a Muslim and a believer and a pledger without right, and shows the fate of the perpetrator of these crimes is the fire of hell; because they are sins, that is - the greatest sins.

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10- AL-Mugni, Imam Abdullah bin Abu Muhammad al-Maqdisi Qudaamah. AL- Hidaye, AL- Emam AL- Margenany 2/443. AL- Eqnaa' Fi Hal AlfadAbiShojaa, Mohamed KhatibSherbini. Al-Fawakih Al-Dawani

11- Sahih Al Bukhari. Sahih Al-Muslim.

12- Sahih Al Bukhari.

### **As regarding the consensus;**

There is no dispute between the nation in forbidding murder, if a human being did that deliberately he became a debauchery and his case is left to God, if He wills, he punished or forgave him. This is what is stated by Maliki and Hanafi, Shafi'i and Hanbali <sup>(13)</sup>.

Nevertheless, if he repents, is his repentance accepted or not? Most of the scholars say that his repentance is accepted <sup>(14)</sup>.

### **Fourth sub-section:**

The perspective of Christian law regarding murder. The provision of murder is forbidden in all heavenly religions, one of the established provisions that did not differ from one prophet to another as it is related to the fundamental interests upon which social relationships and closer links and preservation of rights and the prevention of abuse and others are built. Thus, when we read the Gospels, we find that the provisions are similar to the provisions of Holy Quran in various areas due to the importance of these provisions in the organization of society in the case of applying them because its significance is in its application. Therefore, these similar provisions are made as mothers of all rules which are adopted by the legislators in man-made laws to solve problems and accidents. And we see that the prohibition of murder is a permanent provision in Bible, some aspects of which is shown here below:

- Christ( peace be upon him) says(Ye have heard that it was said of them of old time, Thou shalt not kill; and whosoever shall kill shall be in danger of the judgment:

But I say unto you, That whosoever is angry with his brother without a cause shall be in danger of the judgment: and whosoever shall say to his brother, Raca, shall be in danger of the council: but whosoever shall say, Thou fool, shall be in danger of hellfire).Matthew 5/21-22

**The face of inference:** the text expressly in forbidding murder and the means leading to murder such as anger, insults and others, and the perpetrator of this crime should be punished.

- He also says (Agree with thineadversary quickly, whiles thou art in the way with him; lest at any time the adversary deliver thee to the judge, and the judge deliver thee to the officer, and thou be cast into prison).Matthew 5/25  
The face of inference: the need to adhere to the means leading to the reconciliation that leads to life-saving.
- He also says (Ye have heard that it hath been said, An eye for an eye, and a tooth for a tooth:

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<sup>13</sup>- AL-Mugni, Imam Abdullah bin Abu Muhammad al-MaqdisiQudaamah AL- Hidaye, AL- Emam AL-Margenany 2/443. Al-Fawakih Al-Dawani.

<sup>14</sup>- AL-Mugni, Imam Abdullah bin Abu Muhammad al-MaqdisiQudaamah.

But I say unto you, That ye resist not evil: but whosoever shall smite thee on thy right cheek, turn to him the other also.

And if any man will sue thee at the law, and take away thy coat, let him have thy cloak also.

And whosoever shall compel thee to go a mile, go with him twain.

Give to him that asketh thee, and from him that would borrow of thee turn not thou away.

Ye have heard that it hath been said, Thou shalt love thy neighbour, and hate thine enemy.

But I say unto you, Love your enemies, bless them that curse you, do good to them that hate you, and pray for them which despitefully use you, and persecute you; Matthew -445/38

**The face of inference:** stay away from evil and the means leading to it and the necessity of the use of the means that lead to implant the spirit of love and cooperation to be able to achieve a safe live.

- I He also says

(But those things which proceed out of the mouth come forth from the heart; and they defile the man.

For out of the heart proceed evil thoughts, murders, adulteries, fornications, thefts, false witness, blasphemies:

These are the things which defile a man: but to eat with unwashen hands defileth not a man. Matthew 18-20.

**The face of inference:** It refers to the necessity of the purification of the heart in order to be able to eliminate the evil thoughts that corrupt society such as murder, adultery, debauchery, and others.

- He also says (And, behold, one came and said unto him, Good Master, what good thing shall I do, that I may have eternal life?

And he said unto him, Why callest thou me good? there is none good but one, that is, God: but if thou wilt enter into life, keep the commandments.

He saith unto him, Which? Jesus said, Thou shalt do no murder, Thou shalt not commit adultery, Thou shalt not steal, Thou shalt not bear false witness,

Honour thy father and thy mother: and, Thou shalt love thy neighbour as thyself.

The young man saith unto him, All these things have I kept from my youth up: what lack I yet? -Matthew 19/16-19

**The face of inference:** Christ (peace be upon him) states that Allah Almighty is good, and he shows the good works, among which is (do not kill) to be able to save life of, which is one interests that God orders to be preserved and protected.

- He also says (Woe unto you! for ye build the sepulchres of the prophets, and your fathers killed them.

Truly ye bear witness that ye allow the deeds of your fathers: for they indeed killed them, and ye build their sepulchres.

Therefore also said the wisdom of God, I will send them prophets and apostles, and some of them they shall slay and persecute:

That the blood of all the prophets, which was shed from the foundation of the world, may be required of this generation;

From the blood of Abel unto the blood of Zacharias which perished between the altar and the temple: verily I say unto you, It shall be required of this generation.

Woe unto you, lawyers! for ye have taken away the key of knowledge: ye entered not in yourselves, and them that were entering in ye hindered.

The thief cometh not, but for to steal, and to kill, and to destroy: I am come that they might have life, and that they might have it more abundantly)Luke 11/47-52

- He also says(These things have I spoken unto you, that my joy might remain in you, and that your joy might be full)]John 10/10

**Face of inference:** this encourages to plant the spirit of love among the people; because it is often considered a means to save the life.

#### **Face of inference in these texts:**

they show the prohibition of murder and abuse of others unjustly and that the perpetrator should be punished in as it is related to one of the essential interests which is to save life, and the means leading to life-saving must be applied like reconciling with the opponent and encouraging love and peace. This is accounted as the purpose behind the legislation of these divine laws, and these provisions are similar to the provisions that we have mentioned in the holy Qur'an in terms of meaning.

It is clear from these similar provisions that the Almighty God has great wisdom in that, which is a statement and clarification to the people that the divine laws are a set of laws came to the organization of human society, and that these heavenly messages complement each other gradually and according to the requirements of interest of humanity and they are not for differences and contradictions. They are not a means for the loss of the rights of others and symptoms of rape, like murder and other behavior that lead to the corruption of society and create chaos and destroy it.

## **Section Two:**

The Almighty's Purpose of the Provisions' legislation.

It consists of a preface and four sub-sections..

### **The preface:**

The Almighty God has attributes of perfection and beauty, far above any status of defects, so He is not in need of the worship of people or their piety, but His commands are not orders which are to be implemented only; but these commands are coupled with purposes which are basically interests and the use of these interests are for the people, that brings benefit and wards off evil from them, and at the same time it is meant achieve the satisfaction of God Almighty.

### **The first sub-section:**

The Almighty's Purpose of the Provisions' legislation.

There is no doubt that God Almighty did not legislate the provisions in vain; because He is far above that. There must be a purpose behind the legislation of provisions, and these purposes are coupled with interests that are (to bring benefit and ward off evil), and the benefit of these interests either be due to Himself or to society and the first case is impossible because God is not in need of those interests which He created as he has attributes of perfection and beauty and His attributes are not affected or changed by people's worshipping or their being corrupt. Thus all that remains is the second which is the interest that is related to the community or people because they qualities are imperfect no matter how perfect they seem to be. Hence we find shortages in their deeds which lead to harm others and be a means to bring about chaos and corruption in the society. Thus, the Almighty God was sending messengers to communicate the heavenly messages for the purpose of benefiting people by preserving and organizing their various rights and interests, so that on one trespasses others interests or causes any harm to them. The goal of the Almighty in legislating such provisions is to preserve their religion their selves, minds, offspring and money, honor, security, rights, freedoms, and justice and solidarity in a model nation and all those things that makes their lives easier and urges them to that is the best in morals, customs, systems and transactions <sup>(15)</sup>. The aim of Almighty the legislator is to realize benefit and avoid harm, which does not mean absolute benefit or harm; because people may consider it a benefit, which is in the eyes of the Legislator an evil, and vice versa. There is no correlation between benefit and harm in the eyes of the people The Legislator decides what is the benefit or harm; because the interest is to maintain the intention of the Legislator, even if it contradicts the purposes of the people. When the latter contradicts the former, it is not really of interest, but the whims and desires of self-adornment<sup>(16)</sup>.

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15- Almustasfa- Mohammed bin Hamid al-Ghazali/634, AL-Mahsool fi ilimusool-'Umar bin Al-Hussein Al-Razi 5/222, Ussol AL-fiqih fi nasejihi AL-jaded- : Professor Mustafa Ibrahim Alzalami 122, raudat AL-nadir wajanat AL- Manadir- Abdullah bin Ahmad bin Abu Muhammad al-Maqdisi Qudaamah 1/169-Al-Fawakih Al-Dawan.

16- Al-Siyasa Al-Shari'yah Fi Dawi' Nusoos Al-Sharia' waMaqasidiha 92-93.

Says Almighty God (((109) To Allah belongs whatever is in the heavens and whatever is on the earth. And to Allah will [all] matters be returned.))Aal-i-Imraan 109

Because if to Him belongs what is in heaven , He wants to reform their states and does not need to cause harm to them, but as a retribution for their deeds.

Through reading the Gospels I have found similar provisions of the texts of the Quran that we have mentioned in terms of meaning and significance, including:

Christ (peace be upon him) says(): (And he said unto them, I must preach the kingdom of God to other cities also: for therefore am I sent.

And he preached in the synagogues of Galilee.) Luke 4/43-44

and also says

Verily, verily, I say unto you, He that heareth my word, and believeth on him that sent me, hath everlasting life, and shall not come into condemnation; but is passed from death unto life. John 5/24

He also says () ( For as the Father hath life in himself; so hath he given to the Son to have life in himself;

And hath given him authority to execute judgment also, because he is the Son of man) John 5/26-27

The face of reference: that Jesus (peace be upon him) wants to show the people that these provisions from God Almighty are for the benefit of people, so it should be declared to the people to distinguish between right and wrong and the guidance and misguidance, and it is only the Messenger of Allah to communicate his message.

It is clear that God has purposes in the legislation of provisions in every time and place, in which the divine religions do not differ in such provisions; because God Almighty is the best who knows how to take into account the conditions of people and preserve their own interests to serve them, regardless of race, color, national or to distinguish among them and the like. Therefore, He commissioned prophets to convey his message to all people; God the Almighty says in the Holy Quran {(28) And We have not sent you except comprehensively to mankind as a bringer of good tidings and a Warner. But most of the people do not know. (saba 28), and also says (((1) Alif, Lam, Ra. [This is] a Book which We have revealed to you, [O Muhammad], that you might bring mankind out of dark nesses into the light by permission of their Lord - to the path of the Exalted in Might, the Praiseworthy -)) (Ibrahim 1)

### **The second sub-section:**

The essential interests of the human being. The preservation of life being of them

When we look in the holy books, especially the Holy Quran and the Gospels adopted when Christians, we can see a number of provisions similar to each other in terms of content, meaning and significance, even if they differed in terms of words. These provisions did not change from one prophet to another as they are related to the

fundamental interests upon which social relationships, closer links, preservation of rights and prevention of abuse, etc., are built. The following five essential interests of the human being are those that include preservation of Almighty's purpose; because if any of these essential interests are ignored, the social system will be disrupted and chaos will prevail, and these interests are preserving religion, self (or life), birth control or honor, money, and mind<sup>(17)</sup>. These are considered divine purposes in the statement of the provisions in order to realize their goals. Therefore, through a combination of these common provisions, many problems and accidents that are the subject of controversy and suspicion between the two religions can be investigated and solved for those who want reform, goodness and goodwill instead of hatred, hypocrisy and discord for the public interest. These divine purposes were made the main intention in the hearts of the Prophets (peace be upon them), who accounted themselves brothers, though they did not see each other because of their being from the same father and mother (Adam and Eve). Therefore, these divine messages complete each other, and not for difference and contradiction,

The Almighty says in the Holy Quran {( 13AL-Hujuraat ) O mankind, indeed We have created you from male and female and made you peoples and tribes that you may know one another. Indeed, the most noble of you in the sight of Allah is the most righteous of you. Indeed, Allah is Knowing and Acquainted.}

- Jesus Christ (peace be upon him) says.

Blessed are the merciful: for they shall obtain mercy.

Blessed are the pure in heart: for they shall see God.

Blessed are the peacemakers: for they shall be called the children of God.

Blessed are they which are persecuted for righteousness' sake: for theirs is the kingdom of heaven.-Matthew 5/7-10

**He also says:**

Think not that I am come to destroy the law, or the prophets: I am not come to destroy, but to fulfil).Matthew 5/17

**and also says.**

And he answered and said unto them, Have ye not read, that he which made them at the beginning made them male and female,...] (Matthew 19/4 The Messenger of Allah, Muhammad (peace be upon him) said: (I'm the closest among people to the son of Mary and the prophets are (AwladA'laat)There is no other prophet between us<sup>(18)</sup>.

(AwladA'laat) means the prophets are brothers from one father and different mothers.

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17- Almustasfa- Mohammed bin Hamid al-Ghazali1/634, AL-Mahsool fi ilimusool-Umar bin Al-Hussein Al-Razi 5/222, Ussol AL-fiqih fi nasejihi AL-jaded- : Professor Mustafa Ibrahim Alzalami 122, raudat AL-nadir wajanat AL- Manadir- Abdullah bin Ahmad bin Abu Muhammad al-MaqdisiQudaamah 1/169.-

18- Sahih Al Bukhari. Sahih Al-Muslim4/1827.

The meaning is - that basics of their laws agree and are the same, but differ in terms of branches according to time and their generality and particularity <sup>(19)</sup>.

The divine laws have ordered that the five essential interests should be preserved; The prophet Muhammad (peace be upon him) says in his famous valediction speech (Your bloods, wealth, and honors are prohibited for you as the prohibition of this day, this country, and this month for you) which he repeated many times and then raised his head saying (O God! Have I conveyed the message, have I conveyed the message) <sup>(20)</sup>. The most important of these interests are the interest of preserving religion and that of conservation of life; Therefore, we find that man sacrifices his life and his wealth to preserve his religion, and for it is this reason also, we see that some malicious groups use religion as a means and justification to kill innocents of the components of the community. This is what we have observed in Iraq after 2003 and the occupation of the country, where thousands of components of the society were killed under different names by malicious groups to defame religion from one hand and cause chaos in the community serving for their personal benefit on the other hand, but religion prohibits all such deeds. Man has to be aware of his behaviors of his speeches and actions and know the facts of his religion, so as his behaviors should not be a means to chaos in society and his loss in the Hereafter.

Thus all religions brought the message of tolerance, compassion and brotherhood, cooperation and solidarity, friendliness, kindness, and fairness, honesty and piety. But people who follow the religion for personal reasons, whether Muslims, Christian or Jewish, or who inherit any faith from their parents without an understanding of its reality and essence are those who defame religion over time; so the teachings of that religion or faith becomes only formality void of its true spirit having no essence <sup>(21)</sup>.

### **The third sub-section:**

Peace and peaceful coexistence. The Islamic law and the other divine laws considered peaceful coexistence essential in the organization of society; therefore, we find the orders of God and prohibitions relating to secular matters were not but for the organization of human society to bring benefit and ward off evil, because the provisions of the holy Quran are considered a constitution consisting of a set of laws and essential basic provisions stated in the previous divine laws in addition to the complete rules of and the new general foundations of provisions, which are not affected by the developments of life but in terms of content and application, Thus the Muslim scholars agreed upon the immortality of the verses of the holy Quran <sup>(22)</sup>.

Therefore, we believe that the holy Quran orders to organize relations and engage in peace and reconciliation on both the regional and international implications because it results in goodness for humanity and in building a prosperous future, God the

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19- Sahih Al Bukhari/3. 1270, Sahih Al-Muslim 4/1827. Al- Menhaj Sharh Sahehmuslim, Abu zakaria ben sharf Al-naoai 15/119.

20- Sahih Al Bukhari.2/619, Sahih Al-Muslim3/1307. Al-Fawakih Al-Dawani.

21- Beina Al-islam Wal Masihiya: Lugetan Mukhtelifetan AmLughaten Wahida, Hani Tahir.

22- Ussol AL-fiqh fi nasejihi AL-jaded- : Professor Mustafa Ibrahim Alzalami 93.

Almighty says:

- (208) O you who have believed, enter into Islam completely [and perfectly] and do not follow the footsteps of Satan. Indeed, he is to you a clear enemy.} (AL-Baqara 208). The face of inference: it orders to enter into peace and keep away from the steps of Satan.
- (114) No good is there in much of their private conversation, except for those who enjoin charity or that which is right or conciliation between people. And whoever does that seeking means to the approval of Allah - then We are going to give him a great reward. } (An-Nisaa 114).
- (56) And cause not corruption upon the earth after its reformation. And invoke Him in fear and aspiration. Indeed, the mercy of Allah is near to the doers of good } (AL-Araaf 56)
- (10) The believers are but brothers, so make settlement between your brothers. And fear Allah that you may receive mercy. } (AL-Hujuraat 10)
- (1) They ask you, [O Muhammad], about the bounties [of war]. Say, "The [decision concerning] bounties is for Allah and the Messenger." So fear Allah and amend that which is between you and obey Allah and His Messenger, if you should be believers.} (AL-Anfaal 1). Face of inference in the three verses: they order to reform and reconcile among the people. Even in the state of enmity and fighting, if there is room for peace, it must be taken; where God the Almighty says: (61) And if they incline to peace, then incline to it [also] and rely upon Allah. Indeed, it is He who is the Hearing, the Knowing) (AL-Anfaal 51).

**The prophetic tradition ( Ahadith, sayings) confirms these provisions:**

That the Messenger of Allah (peace be upon him) said (It not a liar who reconciles between people and narrates something good or says something good) <sup>(23)</sup>.

The Messenger of Allah (peace be upon him) also says: (May I tell you what has a greater degree from fasting, prayer and charity? They said: Yes, O Messenger of Allah, he said: Reconciliation among people said, creating enmity is the shaver(i.e.as if you cut religion) <sup>(24)</sup>.

The Prophet (peace be upon him) said to Abu Ayyub Alansari (May I tell you of the trade? Said: Yes, O Messenger of Allah; said: seek to reform among the people if corruption prevailed among them and bring them close when they are a part) <sup>(25)</sup>.

If we examine these verses and the Prophetic traditions, we find that God the Almighty has purposes and wisdom in such provisions, which are in their application. The role of reform can be seen in the organization of society from several aspects:

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23- Sahih Al-Muslim 4/1982. Sunen Abi Dauood 2/697.

24- Sahih Al Bukhari .2/958. Sahih Al-Muslim 4/2011.

25- Musnad Ahmad Bin Hanbal 6/444. Sunen Al-Tirmidhi 4/663. Sunen Abi Dauood 2/697 .

### **The first aspect: The reform of the self:**

I see this as the most important aspect because it is a starting point and the main foundation of reconciliation among people, and this is not something difficult to achieve; it requires sincerity with God Almighty; because he knows the secrets and announced affairs, and He holds people accountable as to their intentions. The Prophet (peace be upon him) says, (The deeds are as per intentions, and each person is accountable according to his intention) <sup>(26)</sup>. and to be honest with others in order to become an effective and influential person in the community, useful in the construction and urbanization. This is the philosophy of Islamic law as the Prophet (peace be upon him) says (none of you believes until he loves for his brother what he loves for himself) <sup>(27)</sup>.

### **The second aspect: Mending among others on the regional or international levels:**

In fact, if we look at some States where reconciliation among their various components are almost non-existing, we find that this has had adverse effects upon the individual and society (murder, assault, violation, and the poverty, the collapse of the economy, and the plunder of resources, differences, and sedition and sectarianism, etc.) This, among other things serve the interests of a few at the expense of the majority, which is a pretext for human disasters, if not stopped.

This responsibility falls primarily on the authorities through encouraging the spread of sincere real cultural awareness (secret and public) with the aim of cooperation and harmony to achieve the absolute purpose for the public interest.

Then the responsibility falls on the scientists and the clergymen through their sermons and speeches which are void of any external influences (the Promotion of Virtue and Prevention of Vice) because they are important and influential in society.

Then the individual themselves must be aware of and adhere to the goodness and righteousness and avoid evil, because the individual is meant positively or negatively, as community is made of individuals.

Thus, the responsibility of preserving the rights and commitments are a collective and joint responsibility, which is one specific party's responsibility.

### **Applications :**

In Iraq, we find it is true that the fall of the Iraqi government and the occupation of the country in 2003 removed a dictatorial regime which carried out heinous deeds against humanity, but we find the loss of the reform among people which led disaster against society, and brought about corruption which was imported through foreign effects for their own benefits that is against humanity. Various sides encouraged the awareness of evil and sedition, hatred, revenge and enmity on the levels of men (state, religion, the individual), which resulted in the killing of thousands of innocent people in addition to the

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26- Sahih Al Bukhari 1/3.

27- Sahih Al Bukhari 1/14. Sahih Al-Muslim 1/67.

proliferation of corruption and chaos, turning the country to an arena for butting and the liquidation of accounts, and this has negatively affected the levels: international, political, religious, economic, cultural and other.

### **Conclusion of the main results :**

- 1- That the divine texts and provisions includes: a. the external-provisions which are found through the actual speech (words) referred to in the text, b. the internal-provisions which stand for the divine legislation of such provisions and that the objective must be for the general interest which is ( to bring benefit and prevent evil.
- 2- The benefit of such interests belongs to people themselves and not the Almighty, but at the same time are seeking to please Him, the Almighty.
- 3- The divine laws are not merely for worshipping, i.e., to stay in mosques or churches or religious intolerance or not allowing mixing with others as some think; but rather a set of rules and provisions made for the organization of human society to bring the benefit and prevent evil to the pleasure the Almighty .
- 4- The word of God prohibits murder to preserve life and prevent abuse or harm or any kind of injury to achieve a peaceful co-existence among the diverse components of the society, which shows that the purpose of the divine provisions is to preserve life because peace or reconciliation is one of the key and basic elements on which humans society is founded. The , in fact, has turned into a theory used for solving in the best manner the problems and incidents that occur.
- 5- The divine laws came gradually to complete each other owing to the changes and evolution of time and place to address the incidents and problems emerging the best manner, and not to create differences and contradictions because all The provisions are meant to realize all the worldly and eschatological human interests.
- 6- Murder without right is prohibited (haram) from the Islamic and Christian standpoint, which is one of the basic and permanent provisions in the divine laws that did not vary from one prophet to another. There is no dispute among the Islamic nation in its prohibition, because if the person does commit a murder deliberately, he becomes a sinner and his case is left to God, He may punish or forgive him, and if he repents his repentance will be accepted on the most correct opinion.
- 7- The reasons shown by God the Almighty in the Holy Quran are important in human life for the purpose of recognizing the lowest reflection and serve as a pretext for the stability and organization of society and, urging non-aggression of individuals against each other through murder, which will be an excuse for chaos and corruption and the loss of people's interests. This shows that God wants His slaves to use their thoughts and minds to ponder the wisdoms and interests in His provisions.
- 8- One of the main reasons for chaos and corruption in a society is the failure to observe and preserve the human interest, which God Almighty orders to be sponsored and preserved; therefore, He enjoined penalties for those who assault or cause harm to life. Thus murder is prohibited.
- 9- The necessity of working to bring about reconciliation among people, and the role of reform in the organization of society is from several aspects: the self-reform, and reconciliation on the regional and international levels.
- 10- The responsibility of preserving the rights and duties is a shared responsibility

common and not limited to a specific group or party. This responsibility falls primarily on the state, clergymen, civil society organizations, and individuals.

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# **THE PROFESSIONAL DEVELOPMENT OF EDUCATION TEACHERS OF IN SAUDI ARABIA IN THE LIGHT OF THE TWENTY-FIRST CENTURY SKILLS**

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## **Abstract:**

This research aims to determine the twenty first century skills that should be presented in the performance of education teacher, as success in the twenty first century society requires individuals to have complex skills to meet the new requirements of the current century. Besides, it aims to define the roles required by the education teacher in the light of the twenty - first century skills. The world of the twenty - first century imposes on a change in the teacher and the way of his preparation because the teacher plays a central role in the success of the learning process. Based upon, the current paper discusses the required changes that must be inserted in the programs of teacher preparation to prepare professional teachers in the field of education who can guide their students to face the challenges of the future. Recommendations about the professional development of education teachers in the light of the twenty - first century skills are provided.

The research concluded that the schooling process must be in line with the speed changes in the twenty-first century environment which impose on teaching subjects through real examples rather than abstract ones as the case in most schools and universities today, and the importance of using accurate and documented methods to assess the learners' mastery of these skills. Finally, the research wishes the specified skills determined to contribute to bridge the gap between school, the world of work and daily life.

## **Introduction:**

Education in the Arab world is the responsibility of governments and they are committed to providing a sound education to all. Actually, Arab countries, including Saudi Arabia, have made great leaps in providing continuous education opportunities and big study options at various levels of study for a growing number of learners. Their vision is to make their countries a centre of educational excellence. However, this trend to a quality education has never been fully achieved yet. Concerned reports show many problems related to the education process in the Arab world. Education quality hasn't kept pace. The acquisition of urgent skills needed in an increasingly competitive world is below expectations. Also, most evidence suggests low national students' rates in the international tests such as Program for International Assessment (PISA) and Trends in International Mathematics and Science Study (TIMSS) (See more at: Arab Development Reports 2002, 2003; UNESCO report about Arab education, .2004; Education for All, 2008; McKenzie report, 2007; the World Bank report about the development in the Middle East and North

Africa, 2007).

McKenzie report (2007), for example, highlighted the critical role teacher plays in such countries aiming to gain a high-education status. Accordingly, the lowering education levels are due to two reasons: firstly, the unique blend of qualities of persons working in the education field; and, secondly: insufficient teacher preparation. Almost everyone will instantly agree to these reasons. There is no denying that qualified teachers play a key role in delivery of quality education to students and reaching its goals.

Hence, it is clear that Arab learners do not receive the kind of education that they need and deserve. The outcome of such situation is predictable. Two important problems have become endemic in Arab education today: firstly, the rare of the availability of education opportunities, and secondly, keeping pace of education quality. Unfortunately, the special problem of providing educational opportunities is manifested by the high rates of illiteracy, especially among females on who harm falls most heavily on. (See more at: [http://portal.unesco.org/education/en/ev.phpurl\\_id=8521&url\\_do=do\\_topic&url\\_section=201.html](http://portal.unesco.org/education/en/ev.phpurl_id=8521&url_do=do_topic&url_section=201.html)).

Educational indicators of the Arab education quality can help us to identify such problems and issues. Student achievement results in the international programs of Education assessment, such as Program for International Assessment (PISA) and Trends in International Mathematics and Science Study (TIMSS), have always been considered key indicators of low education status, including Saudi Arabians, in important materials such as science and mathematics. So, there is a need to appropriate improvement strategies to assist Arab students in achieving expectations.

The "21st Century Skills" is an approach that recently paid the attentions of educators and is believed to encourage quality, creativity and innovation in education. It serves as a tool for university students and professionals to master of both content and skills accurately and creatively. In this context, The Partnership for 21st Century Skills (P21) was developed to help practitioners integrate skills into the teaching of core academic subjects. This partnership includes American Department of Education, a range of business partners (Microsoft, Cisco Systems, Dell, and more) and the National Education Association. Today, it has become the leading trend advocating for 21st century readiness for every student across the world.

To help students succeed in school, work and life in the 21st century, the Partnership of the 21st century skills prepared five guides for systems supporting education to explain how to integrate those skills in education. Students need to receive appropriate support which enables them to master the course content and the related skills. This vision is a mean to supply development officials, directors of education departments and schools in the Saudi Ministry of Education with Evaluative examples and statistics about how to support initiatives of the 21st century skills development, and how to develop systems that support students' learning in the 21st century. These systems are as follows:

- 1- Standards.
- 2- Evaluation

- 3- Professional Development.
- 4- Curriculum and teaching methods.
- 5- Learning environments.

This view has long been recognized as a particularly valuable recruitment tool. It shows the need for educators to take a comprehensive and objective trend towards these five supportive systems. This represents one of the great challenges which must be achieved and completed quickly and efficiently. Without this, there will be remains real barriers to our development. Though I know very well that not all the examples mentioned in this vision are entirely suitable for application in all cases, I hope that it will be a starting point for the efforts aimed to provide opportunities for the good upbringing for students and citizens in order to make them more efficient and capable to cope with changing conditions in the 21st century.

### **Problem**

It is time to redefine cultural policy guidelines, priorities and framework conditions, and to determine the position of our nation which faces multiple challenges related to our educational system. Illiteracy is one of the focal points that is stable rooted in our land, and remains a barrier to the development process in the light of the fast-paced developmental world. It is not possible to imagine a development and renaissance in the economic, cultural, social and political fields without the eradication of illiteracy on the basis of a practical plan, and in the shortest possible time, and on the basis of making the programs of literacy a tool of cultural development and social and professional students. Albilawy (1900) attributes the failure of many of our projects of literacy for ignoring the goal of cultural development as a national goal. He asserts that people live as they think, do what they think right, and behave as they believe. Culture is people live and the life of the people is their cultural reality. Therefore, the cultural development is a fundamental entrance for addressing underdevelopment, and should be an integral part of any national renaissance project our country seeks to establish.

The aim of this paper is to present some views on some important aspects that need to be considered by legislators, policies makers and officials of education departments and schools in the context of the hoped development. These views seek to ensure that the planning process and the used strategies for the future of our nation seek to instill success in the hearts of our students, not only in the context of school and work, but also in life in general.

Hence, the initiatives of professional development of the 21st century skills try primarily to help teachers and administrators as they instill those skills inside the walls of schools and classrooms. So, it would be better being implemented as an integral part of the instruction process to be included and inclusive for all aspects related to the skills, standards, curriculum and the processes of teaching and assessment for the benefit of students in acquiring the skills needed to cope with the demands of life in the 21st century. The success of these initiatives need- as is the case in all other initiatives of professional development- the availability of some main features to be generally accepted among specialists. Among of these features are:

- Encouraging teachers to understand and consider the 21st century skills and how they can be integrated in the instruction process on a daily basis.
- Facilitating cooperation among all participants.
- Allowing teachers and officials the possibility of building their own learning tendencies
- Keeping pace with the available expertise in school or the school district in terms of guidance, control and teamwork.
- Supporting the teacher as not prompter for students, but as a facilitator of the learning process.
- Allowing the possibility of using the available technological tools.

Generally, all the initiatives that try to develop the 21st century skills must focus primarily on the following:

- 1- Mastering the basic academic skills needed to study the subject.
- 2- Developing the outcomes of the necessary 21st century skills.

But, why for the necessary 21st century skills?

To answer this question, some facts need to be considered:

- \* Global assessment reports pointed to the retardation of education level in the Arab countries, including the Saudi Arabia kingdom global.
- \* Teachers do not have enough knowledge about the 21st century skills. Therefore, they are unable to teach and train their students those skills.
- \* Most students are exposed to the information and technology culture out of the regular classroom more than inside it, despite the fact that we live in an economy depending on the growing information and contemporary technology.
- \* Cultural and industrial institutions complain that graduates of high schools and universities are not prepared enough to deal with the realities of current life and to meet the requirements of work today.
- \* Studies and researches have shown that current businessmen are seeking to hire capable staff, workers and leaders who are characterized by creative thinking, cooperative teamwork with colleagues, positivity, and possessing a high consciousness.

In light of what is mentioned above, the current paper seeks to answer the following questions:

- 1- What are the 21st century skills that must be available in the teacher's performance?
- 2- In light of the 21st century skills, what are the training needs of teachers in respect to the supervisors' viewpoints?
- 3- In light of the 21st century skills, what are the training needs of teachers in respect to the teachers' viewpoints?
- 4- Are there any significant statistical differences of the training needs in respect to viewpoints of supervisors and teachers?
- 5- What the recommendations and suggestions of the professional development of

teachers In light of the 21st century skills?

## **Purposes**

The current paper seeks to achieve the following purposes:

- 1- To recognize the 21st century skills that must be available in the teacher's performance.
- 2- To recognize the training needs of teachers in respect to the supervisors' viewpoints in light of the 21st century skills.
- 3- To help Saudi ministry of Education make the needed policies, recognize strategies and provide funds needed to train teachers on the 21st century skills.
- 4- To provide recommendations and suggestions for the professional development of teachers In light of the 21st century skills.

## **Methodology**

The current search depends on two approaches. Firstly, it uses the analytical approach of the non-interactive documents by using a logical Induction of the documents dealt with the 21st century skills which are an essential source of the collected and analyzed data (Abuzana et al, 2007, p. 261).

Also, the searcher uses the descriptive approach to monitor the training needs of teachers in Saudi Arabia in light of the 21st century skills in respect to viewpoints of supervisors and teachers, using a questionnaire to collect the necessary data which then analyzed with the used statistical methods.

## **REVIEW OF LITERATURE**

### **1- The 21st Century Skills**

The world is changing and that the skills necessary for success in the 21st century are different from those needed in the 20th century. Achieving success in the 21st century society requires individuals to acquire complex skills in order to meet the new requirements of the current century. The Foundation for Partnership for the 21st Skills defined them as the skills that students need to succeed in school, work and life. They, in general, include what follow:

- Central or pivotal materials: they are the material that all students at various educational levels need to learn. They include first language, the foreign language, science, mathematics, history, geography, economics, creative arts..etc.
- A 21st century related content: it includes global awareness, economics of finance, entrepreneurial culture, work, civic culture and health awareness.
- Learning and thinking skills: They include the skills of critical thinking, problem-solving, innovation, creativity, communication, collaboration, content learning, IT culture and media culture.
- Skills of Information and Communication Technology (ICT) needed to access, management, evaluation of information, production of knowledge and

communicating with others.

- Life skills: They include the skills of leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, interpersonal skills, self-direction and social responsibility.

The "Foundation for Partnership for the 21st Skills" stresses that teaching and learning should agree with the features of the 21st century environment which urge teaching subjects through using real examples, not abstract ones as in the current case of most schools and universities. In addition, it suggests the importance of using accurate and documented tools in the context of assessing learners' mastery of these skills. Finally, the Foundation seeks to raise the value of the fore-mentioned skills in order to fill the gap among the school, workplace world and the requirements of daily life (<http://www.P21.org>).

## 2- Teacher Roles

Schools in the 21st century are laced with a curriculum for life aimed at engaging students in addressing real-world problems, issues important to humanity, and questions that matter. In the 21st Century classroom, teachers need to be facilitators of student learning and creators of productive classroom environments. Therefore, it cannot be denied that the 21st century world requires a change in the roles of the teacher and the ways of his preparation. That is because of the teacher's basic role he performs in order to help the educational process achieve success. Hence, what are the changes need to be included in the teacher preparation programs so that they can prepare professional teachers who in turn can prepare their students to face the requirements of the future? In order to prepare professional teachers, the followings are required:

- 1- Leaving methods of teacher preparation based on the points of deficit to depend on approaches based on efficiency where the knowledge, skills and experiences of teachers are considered as an efficient asset. This approach will help teachers move away from dependence on external sources to solve their problems to depend on professional development and self-reliance when taking the decisions related to the instruction process.
- 2- Moving from repetition to reflection where teachers focus on the knowledge and strategy transfer decreases and their focus on analytical and mental learning increases. This mental pattern may lead to sharpen teachers' skills of problem solving, identifying the needs of students, conducting research designed to develop new knowledge and skills related to their particular schools and classrooms.
- 3- The transition from separated learning to whole learning where pre- service teachers learn how to work together in order to address problems related to teaching and other school affairs. Cooperation is important for students and teachers alike. This means that the pre-service preparation should focus on field work, cooperation between universities and schools, seeking to cooperate to find out how to practice education. Also, this points to the need to provide support for teachers even after they start their in-service teaching work. Moreover, this emphasis on the input stage of the instruction process (usually at the first year of teaching), and the role of experienced teachers at this stage is a way of introducing new teachers in the profession.

- 4- Leaving the belief that students' minds are just empty vessels which need to be filled with information provided by the teacher. The teacher must be a facilitator who facilitates building knowledge for students. Therefore, he can provide them huge experiences that can help students construct knowledge themselves. Also, it is required to move away from the belief that the external conditions of learning including teacher, grade, books and tests are the only learning related factors, to the belief that the past ideas and prior learning of the students are basic elements for successful instruction. This point reveals the need to different methods, patterns and approaches of planning, instruction, assessment and evaluation.
- 5- The transition from considering the teacher "a complete and final product" to be considered as a continuous learner of science. Today, teacher preparation requires a lifetime effort lasting from the initial enrollment in the service program until retirement. in this context, teachers must be ready to learn, capable of integrating new knowledge and technology in their teaching subjects, and have changeability in order to help their students to meet the requirements and needs of the current changing world. It is better to remember the important role that technology plays currently, which apparently last in the lives of the coming teachers. Therefore, the important role of technology must be included in the context of continuous learning of teachers.

In the light of the fore-mentioned points, it is clear that perception of the inside classroom instruction in the 21st century is different from that of the 20th century. The following table tries to reveal this difference:

<b>The 20th Century Classroom</b>	<b>The 21st Century Classroom</b>
Based upon time	Based upon outcomes
Based upon recalling separated facts.	Based upon the student's current knowledge, what he can do, what he has to achieve, in spite of all details.
Lessons focus on lower levels of Bloom's taxonomy (knowledge, understanding, application).	Lessons focus on higher levels of Bloom's taxonomy (synthesis, analysis, evaluation).
Based upon books	Based upon research
Negative learning	Positive learning
Learners are working separately within the four walls of the classroom.	Learners are working collaboratively with colleagues and other individuals around the world (a globalized classroom)
Based on the teacher (he is the focus of attention which provides information)	Based on the learner (the teacher is facilitator and trainer)
Little freedom (or nonexistent)	A great deal of freedom for students
The system problems: educators (teachers) do not trust their students and the students are not enthusiastic enough	No problems of the system: there is a mutual respect relationship between teacher and students. Also, students involved in the learning process are enthusiastic enough.
Fragmented approaches	Integrated and organized approaches

<b>The 20th Century Classroom</b>	<b>The 21st Century Classroom</b>
Average Progress (average phase).	progress is based upon what has been learned.
Lower expectations	Higher expectations
Teachers are the jury who can only judge the works of students	Multiple types of self-assessment, peer-assessment, authentic assessment and personal meetings
Ignores individual differences.	Curriculum teaching stresses students diversity.
Interested in traditional culture (3R): reading, writing, math	A multi- organized culture suitable for the 21st century life and work in a global context

(Assessment framework, Putnam/Northern Westchester, Bogen, 2002)

To achieve the above, educational systems need to establish patterns that encourage lifelong learning which can replace the existing exams-oriented ones. In addition, learning in and outside the school must be integrated to remove the artificial barriers between the school and the daily life and society. Also, they need to increase the involvement rate of all parties concerned with education, such as parents, Higher Education society and the business community in the educational process and school management. They should encourage the school and site Base Management in order to support innovation, create finite systems of accountability, design flexible and adjustment able curricula that allow students keep pace to further changes in the various fields of knowledge, and apply instruction systems that provide active learning to students. This is an important matter for all subjects. It must be noted that if the student continues to play a negative role in the learning process, he is not merely than a receiver of knowledge and will never be positive and innovative producer of it.

### **Study Procedures**

- 1- Preparing a list of the 21st century skills that must be available in the teachers' performance.
  - a- Reviewing global projects and experiments which are interested in the 21st century, and reviewing related foreign and Arab literature that focused on teachers' performance evaluation and development.
  - b- Displaying a preliminary list of skills to a group of professional jury and educational supervisors, putting two choices in front of all sub skills to judge it (important, unimportant), and two choices for judging the degree each affiliation to the main skill. The jury has approved the importance of these skills with little modifications based on their views and proposals.
  - c- Framing the final list of the 21st century skills that must be available in the teachers' performance. It included seven main skills, each of which included a number of sub-skills distributed as the following table:

**Table (1):** The Dimensions of the List of the 21st Century Skills that must be available in the Teacher s' Performance

No.	the 21st Century Skills that must be available in the Teacher s' Performance	Numbers of sub-indicators	Relative Weight
1	Innovation and creativity	4	10%
2	Critical thinking and problem solving	9	22.5%
3	IT and technology culture	6	15%
4	Communication	5	12.5%
5	Cooperation, leadership and responsibility	5	12.5%
6	Flexibility and adaptability	4	10%
7	Self-guidance and productivity	7	17.5%
	Total	65	100%

This can be considered as the answer of the study first question.

2- Recognizing the training needs of teachers in the light of the 21st century skills.

The researcher, in order to recognize the training needs of teachers in the light of the 21st century skills, prepared a questionnaire of those training needs. It was set as follow:

- a- Reviewing global projects and experiments which are interested in the teachers' training needs, and reviewing related foreign and Arab literatures that focused on the teachers' professional development.
- b- Displaying a preliminary questionnaire to a group of professional jury who judged its importance with little modifications based on their views and proposals.
- c- Framing the final list of the questionnaire. It included seven main needs which are the same dimensions of the fore-mentioned 21st century skills that must be available in the teachers' performance.

### The Application of the Study

**A- The Study Participants:** a group of (215) teachers of different specialists was randomly selected in the cities of Riyadh and Shakra, as well as a group of (209) supervisors at the same cities. The following table shows the distribution of members of the two study groups.

**Table (2):** The study Participants

School	Riyadh	Shakra		Total
Teachers	115	100		215
Supervisors	109	100		209
Total	215	209		424

**B- Administering the Questionnaire:** the questionnaire of the training needs was administered to the study group from 21/10/2013 to 30/10/2013. The data of the questionnaire was collected and statistically analyzed.

## Results of the Study

- To answer the second Question of the study: "In light of the 21st century skills, what are the training needs of teachers in respect to the supervisors' viewpoints?", the researcher extracted the averages and standard deviations for all phrases that represent the training needs of teachers in light of the 21st century skills in respect to the viewpoints of the supervisors. They are displayed in the following table:

**Table (3):** the averages and standard deviations of training needs in respect to the viewpoints of the supervisors

No.	The Training Need	Degree of the Need					Avg.	S.D	R. Weight	order
		Very High	High	Moderate	Low	Very Low				
1	Innovation and creativity	36.0%	35.8%	10.5%	14.5%	3.3%	3,868	1.15	77.4%	5
2	Critical thinking and problem solving	41.5%	33.3%	6.8%	11.8%	6.8%	3.91	1.247	78.2%	4
3	IT and technology culture	51.5%	24.8%	9.5%	11.0%	3.3%	4,103	1.156	82.1%	1
4	Communication	12.3%	54.3%	19.3%	11.3%	3.0%	3.615	0.943	72.3%	7
5	Cooperation, leadership and responsibility	30.0%	48.5%	10.3%	10.3%	1.0%	3.963	0.95	79.3%	3
6	Flexibility and adaptability	29.0%	42.5%	12.8%	12.0%	3.8%	3.81	1.096	76.2%	6
7	Self-guidance and productivity	46.3%	24.8%	11.0%	15.8%	2.3%	3.97	1.186	79.4%	2
	Total	35.2%	37.7%	11.4%	12.4%	3.3%	3.891	0.939	77.8%	

The pre-mentioned table points out that the supervisors ordered the training needs of teachers according to the following priorities:

- The need for training on the development of culture of ICT and information technology, followed by self-direction skills and productivity, followed by collaboration skills, leadership and responsibility, and critical thinking skills, problem solving, innovation and creativity, flexibility and adaptability, and finally communication skills.
- The relative weight of all the needs ranged between (72.3%) to (82.1%). The relative weight of the total needs ranged 77.8%. This asserts the importance of teachers' training needs from the perspectives of the supervisors.
- To answer the third Question of the study: "In light of the 21st century skills, what are the training needs of teachers in respect to the teachers' viewpoints?", the researcher extracted the averages and standard deviations for all phrases that

represent the training needs of teachers in light of the 21st century skills in respect to the viewpoints of the teachers themselves. They are displayed in the following table:

**Table (4):** the averages and standard deviations of training needs in respect to the viewpoints of the teachers

No.	The Training Need	Degree of the Need					Avg.	S.D	R. Weight	order
		Very High	High	Moderate	Low	Very Low				
1	Innovation and creativity	36.4%	35.5%	11.1%	10.9%	6.1%	3,853	1.053	77.1%	2
2	Critical thinking and problem solving	24.8%	43.4%	16.7%	11.6%	3.6%	3.743	0.749	74.9%	5
3	IT and technology culture	35.2%	37.7%	11.4%	12.4%	3.3%	3.891	0.939	77.8%	1
4	Communication	24.7%	38.2%	21.6%	10.4%	5.1%	3,671	0.718	73.4%	7
5	Cooperation, leadership and responsibility	29.0%	43.9%	12.1%	9.7%	5.3%	3.817	0.946	76.3%	3
6	Flexibility and adaptability	24.1%	43.4%	17.3%	10.9%	4.3%	3.722	0.759	74.4%	6
7	Self-guidance and productivity	27.4%	41.1%	16.1%	10.9%	4.6%	3.76	0.76	75.2%	4
	Total	28.8%	40.6%	15.1%	10.9%	4.6%	3.779	0.846	75.2%	

The pre-mentioned table points out that the teachers ordered the training needs according to the following priorities:

- The he need for training on the development of digital literacy and technological skills, followed by innovation and creativity, and cooperation, leadership, responsibility, and self-direction skills and productivity, and critical thinking skills, problem solving, and skills of flexibility and adaptability, and finally communication skills.
- The relative weight of all the needs ranged between (73.4%) to (77.8%). The relative weight of the total needs ranged 75.2%. This asserts the importance of teachers' training needs from the perspectives of the teachers.

**These results can be interpreted as follow:**

- The researcher believes that the culture of ICT and information technology obtained the first order of the training needs due to the nature of the current age in which we currently live which in turn requires the teacher to recognize and master computer using skills and make benefit of different sources of information to support his instruction and improve his professional performance.
- These training needs require focus on life and social skills such as adaptability, flexibility, leadership, cooperation and productivity, which became one of the most

important factors for the teacher's success in the instruction process.

- Also, the skills of critical and creative thinking are essential aims to all subjects. Hence, it is better for the teacher to learn how to develop them among his students within his special subject. This might be achieved by focusing on their development among teachers at the first hand, and then by training teachers on how to develop them among his students.
- As for the last order that the skill of communication received in the total order of the training needs - in spite of its relatively high relative weight ranging more than 70% - , this may be referred to a main reason which is that the communication skills are including the skills of reading, writing, speaking and listening and therefore are largely available and acceptable by most of the teachers. Based upon, there are other more urgent training needs than the communication skills.
- There is a disagreement between the estimates of teachers and the supervisors concerning training needs and its relative weights. This may depend upon the different educational experiences of both parties. Supervisors are more experienced than teachers and therefore recognize the importance to the training needs more than teachers.
- To answer the fourth question of the study: "Are there any significant statistical differences of the training needs in respect to viewpoints of supervisors and teachers?", the researcher calculated the value of " T. Test" of two unequal independent samples for each need and for the total needs They are displayed in the following table:

**Table (5):** the Significant Differences among Supervisors and Teachers Estimates of Training Needs

No.	The Training Need	Responders	Total	Avg.	S.D	T. Value	Sig.
1	Innovation and creativity	Supervisors	215	3,853	1.053	0.05	Insignificant at 0.001
		Teachers	209	3,868	1.15		
2	Critical thinking and problem solving	Supervisors	215	3.743	0.749	0.042	Insignificant at 0.001
		Teachers	209	3.91	1.247		
3	IT and technology culture	Supervisors	215	3.891	0.939	0.75	Insignificant at 0.001
		Teachers	209	4,103	1.156		
4	Communication	Supervisors	215	3,671	0.718	0.072	Insignificant at 0.001
		Teachers	209	3.615	0.943		
5	Cooperation, leadership and responsibility	Supervisors	215	3.817	0.946	0.082	Insignificant at 0.001
		Teachers	209	3.963	0.95		
6	Flexibility and adaptability	Supervisors	215	3.722	0.759	0.046	Insignificant at 0.001
		Teachers	209	3.81	1.096		
7	Self-guidance and productivity	Supervisors	215	3.76	0.76	0.056	Insignificant at 0.001
		Teachers	209	3.97	1.186		
Total Needs		Supervisors	215	3.779	0.846	0.083	Insignificant at 0.001
		Teachers	209	3.891	0.939		

The pre-mentioned table points out that:

- There are no significant statistical differences between the estimates of supervisors and teachers concerning the training needs in light of the 21st century skills in each skill level and the total needs.
- This is due to the importance of the training needs and to the agreement between the teachers and the supervisors on the importance of being trained on those skills in order to improve the level of professional performance of teachers in Saudi Arabia.
- To answer the fifth question of the study: "What the recommendations and suggestions of the professional development of teachers In light of the 21st century skills?", the researcher believes that the following procedural steps can be carried out to encourage education departments and schools to ensure that teachers receive suitable preparing that prepare them for success in the 21st century, as the professional development of these skills can help the teacher instill skills and take advantage of teaching strategies and tools to instill the required 21st century skills among students during the instruction processes.

In this context, the researcher can recommend the following points in the light of related literature:

- 1- To establish intensive courses for teachers professional development to focus deliberately and intentionally on the instruction of the 21st century skills.  
The professional development meetings must concentrate on developing the aimed outcomes out of the 21st century skills during the teaching of core academic subjects and the included themes such as, for example, providing the teacher with sufficient training to enable integrate critical thinking skills and effective communication during Math sessions, or to integrate the skills of creativity and technological knowledge in the context of teaching language arts.
- 2- Integrating the 21st century skills, teacher preparation process and the license necessary to practice the profession.  
The requirements necessary for graduation in faculties of Education should be reviewed from period to another. This is to guarantee that future teachers have enough capabilities that help to model, teach and evaluate the 21st century skills.  
Enable Capabilities  
Effective Cooperation between administrators, directors and teachers is a must for establishing a distinguished, risk-free and cooperated pattern of education.
- 3- To establish leadership teamwork in the school district to pursuit the efforts of instilling the 21st century skills in the affiliated schools  
The school district should cooperatively urge school directors to establish leadership teamwork to follow up all the efforts done for developing the 21st century skills. In this context, all the necessary funds and should be available for these teams for framing the required strategies for instilling the 21st century skills. Consequently, these teams should periodically visit schools to offer training and transfer appropriate experiences to teachers and other leaders in their workplace.
- 4- Investment in beneficial ICT  
A program for professional development should be established to provide school

supervisors of learning centers with sufficient training and ICT related knowledge.

- 5- Developing entities of vocational learning to develop the 21st century skills.  
Direct investments should be spend in order to create professional or vocational entities on the Internet network to support teachers, administrators and staff of the Ministry of Education in the context of the development of their capabilities to activate the 21st century skills.
- 6- Training managers and administrators on how to lead initiatives of the 21st century skills development.
- 7- Providing professional training for staff of the districts of Education.
- 8- Involving faculties of education in programs of the 21st century skills development.  
Programs for leading the 21st century skills development should be established to urge faculties of education participate in these efforts. Deans of these faculties must be invited to participate in professional development efforts that take place at the district level.
- 9- The integration teaching standards and the 21st century skills.  
Districts should do its best to fully integrate teaching standards and the 21st century skills to ensure that the teacher is able to teach and assess critical thinking and problem-solving skills.
- 10-Facilitating Access to Internet network services to be utilized in the distribution of references

A rich site on the Internet network can be created to facilitate teachers from the whole parties of the country to communicate together. Also, it can be utilized in providing teachers with references and sources, and support their efforts in the context of the planning and active delivery of the 21st century skills in their classrooms.

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# **ARE TURKISH MIGRANTS COMPLETELY INTEGRATED INTO GERMAN SOCIETY?**

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## **Introduction**

Periods of great economic uncertainty frequently spur tensions between dominant groups and minorities. These tensions create pressure that is often resolved by the polarization of the political spectrum, accentuating tensions further, and prompting minorities to re-define their identity outside of the mainstream.

This paper explores the case of today's Turkish community in Germany. Half a century ago, the first "guest workers" came to Germany to as temporary workers. Many have sought naturalization, and even full citizenship, while others remain foreigners (i.e. retain their Turkish passports). Such a long cross-cultural habituation would normally lead to natural integration into the dominant society, yet the media is replete with stories and anecdotes of friction between Germans and Turks. This essay will attempt to determine to what extent the Turkish minority (irrespective of citizenship status) is integrated into German society. First, the essay will define the concept of integration. Then the argument will proceed according to two indicators; access to the political spectrum and participation in the economy. Finally, the essay will give an assessment of the "degree" of integration of the Turkish minority in Germany based on the two previous sections.

## **Definition of Integration**

Claude Ake (1967) defined integration as the shaping of new cultural and national symbols, processes and ways of life through a process of mobilization aimed at the adoption of new norms of behaviour around which constituents of a polity have developed consensus. Ake spoke in the context of de-colonisation and economic development of the 1960s, within national boundaries.

Because colonial boundaries had been drawn arbitrarily, the principle of post-colonial independence would inevitably entail the creation of mixed communities. Ake's point was that dominant groups and minorities had to define new modes of accommodation which were not based on cultural or ethnic markers. The definition therefore fits any condition where two or more different or distinguishable communities can be found. Such is the case of Germany's Turkish minority.

Inevitably the tensions associated with divergent communities now sharing a common national destiny generated concepts of coexistence which simultaneously preserved group specificities and universal values, such as political and human rights, non-discrimination, and access to the labour market. The concept of multiculturalism was developed to accommodate both specific group traits and universal values. Kymlicka (2012, 3-5)

observes that the mid-90s calls for a “return to assimilation” have obscured the successes of multiculturalism. Furthermore, it puts the two concepts in opposition to each other, while suggesting that “integration” is synonymous to assimilation. Minority groups are not hermetically sealed from the dominant polity; each generation does not replicate the customs of the previous one (Kymlicka, 2012, 5). So integration needs multiculturalism rather than assimilation to succeed. Critics have nevertheless pointed to the fact that the epithet “multicultural” does not mean “anti-discriminatory” (Gaebel, 2011, 2-3). Integration, therefore is not only about cultural norms transfer, but about also about “access” to dominant culture privileges, such as political and economic rights.

Integration, for the purpose of this essay, means the successful participation in the political and labour arenas of minority migrants within a dominant polity. Success is defined by the absence of group-based cleavages. In the next two sections, we discuss the level of integration of the Turkish community in Germany from the political and labour/economic participation point of view.

### **Turkish political integration in Germany**

Associating multiculturalism with integration suggests that the process of political participation can only be enabled through the policy decisions of the dominant group (i.e. the Germans). Gaebel (2011, 10-11) has identified the cause of the failure of multiculturalism – in other words the failure of German society at large in making room for Turkish political participation – as the principle of *ius sanguinis*. *Ius sanguinis* associates citizenship and national belonging to the idea of being born in the country and of being of a certain ethnic stock. Under that definition, it is in fact impossible for any Turkish generation to really integrate; colour of skin, family names, and religion, will always betray the individual as “non-German”. The German government has oscillated between policies aimed at encouraging Turkish guest workers to return to Turkey (1970s) to integration-cum-assimilation (1980s). The latter policies became attempts at multiculturalism during the Schröder era (Gaebel, 2011, 13-14). Schröder’s plan was to facilitate citizenship granting, essential to meet the requirements of formal political participation.

But integration is also a function of desire of political participation. In this sense, the Turkish minority is integrated. Most German parties until the advent of the Greens in the 1960s required German citizenship for membership in political parties. Aktürk (2011, 66-67) notes that most Turkish migrants elected not to seek German citizenship, which effectively barred their political participation. So the decision by the Schröder regime to facilitate citizenship acquisition is part of a political calculus to gain more votes, as the very size of the Turkish minority represents an increasingly powerful political force. The policy was successful, as it has allowed Turks who had taken up German citizenship to enrol into other parties than the Greens (Aktürk, 2011, 68).

The evidence shows that the Turkish minority is especially active in the second and third generation, but that political activism is very different when it comes to running for office. For one, the motivations are different; second generation Turkish politicians want to improve the lot of their community through local participation mostly, whereas third

generation politicians actively seek participation in the higher echelons of Federal party politics (Peyton, Rosenthal and Rytz, 2005, Schmidt, 2011, 82-86); an outcome that has been enabled by the 1999 citizenship law. Still, in relative terms, the proportion of Turkish-origin politicians in German politics remains much lower than the proportion of the Turkish minority relative to the German mainstream (Aktürk, 2010, 69). The problem is that the political parties still impose formal or informal limits to an activist's ascension within a party, a sort of "glass ceiling" (Peyton, Rosenthal and Rytz, 2005). The political parties are keen on leveraging the Turkish minority as a political force, but are unwilling to make difficult concessions to that minority once part of a coalition.

That is, the difficulty lies more in the structure of German politics; since the system requires coalition to function, Germany's ethnic and social characteristics will tend to mitigate the ability of parties who do accept Turkish candidates within their ranks to generate policy pressure that facilitates real integrative change in front of more conservative parties.

The ebb and flow of multiculturalist and assimilative policies, accentuated by policies aimed at encouraging Turkish minority returns to Turkey has contributed in the creation of a "parallel" society, according to Norbert Cyrus (2005, 16). A parallel society, always according to Cyrus, wilfully chooses co-existence over integration. Aktürk (2010) discusses the ways and means in which this parallel society could become "unified" as a potent political force. But the fact is that political integration has been "diversified" throughout the left-leaning spectrum. So Kymlicka (2012, 14) is justified in saying that multiculturalism, as a vehicle for integration, has somewhat succeeded (even if it had unintended consequences in Europe) with the Turkish community; it has replaced "older forms of ethnic and racial hierarchy with new relations of democratic citizenship". The centre-right and right-wing political spectrum in Germany may still define "Germanness" by descent, but the very size of the Turkish minority has offered the Left the opportunity to make indents into an inherently conservative political system so that these new "hierarchies" can be erected (Peyton, Rosenthal, Rytz, 2005, Sunday's Zaman, 2013). The Turkish minority has developed an identity of its own; certainly distinct from the German *Volk*, but also dissimilar to that of metropolitan Turks. The Turkish minority in Germany has negotiated its identity in relation to the ethnic Germans, in dependence and in independence from them (Taylor, 1994, 34, Marquis and Furtun, 2003).

### **Labour and economic participation as integration**

According to a *Der Spiegel* article commenting the release of a study on Turkish integration in 2009, the Turkish minority has the most difficulty finding employment (regardless of gender), and has the highest proportion of its members on welfare (Der Spiegel, 2009). The same conclusion had been borne by an Institute for the Study of Labor report in 2007. Unemployment in the immigrant communities in Germany is 14 percent higher than for the dominant community (Euwals et al, 2007, 8). However, this is for all age groups. The difference in unemployment between Turks and Germans of prime employment age (25 years to 49 years) is on average 7.5 percent (Euwals et al, 2007, 19).

The data is skewed by the age groups 17-24 and 49-64. Although notable, such a difference for the most economically-capable group is not significant.

Those results do not seem alarming at first view. However, the data reveals that there is nearly no employment gap with German workers in fields requiring unskilled labour regardless of gender (Euwals et al, 2007, 20-21). Although the second generation is performing much better than the first in terms of labour market penetration, there is no improvement in *status*. That is, the second generation has difficulty breaking out of the working class. But to what extent is this associated to integration in terms of norms and values adoption? Ensuring that each successive generation performs better economically and socially than the preceding is a goal in any grouping. But even in migrant communities, this represents improved economic participation, and no more.

According to a press release from the German Federal Statistical Office (GFSO, 2014), migrant labour force participation reveals traditional role patterns. According to the 2011 census administrators, dependence on traditional family roles skews labour participation data. For example only 39 percent of migrant families had both parents working, whereas the rate was 59 percent for native families (GFSO, 2014). The data suggests that female unemployment, in this case, is due to the mother remaining at home, instead of engaging in a career of her own. To say that this reveals failed integration is an exaggeration. The 2011 census also reveals that migrants have significantly more children, making households difficult to sustain.

Yet, in a period of full employment in Germany (OECD, 2013), the female member of the household will not seek work in 60 percent of the cases. The correlation between full employment and absence from the work force suggests that no latent or patent discrimination is involved on the part of the natives, but that the migrants themselves cling to traditional roles to the detriment of their economic well-being. Traditionalism can account for the differences observed by Euwals et al (2007B) in migrant labour force participation compared to that of the native Germans. For example if 60 percent of the women in a couple will not seek work, then the difference of 7.5 percent between Turks and Germans aged 24-49 is easier to explain. Differences in family structure help explain the lesser performance of Turkish migrants in the German economy to a certain extent. Here, lack of integration is clear, but this is also a free choice made by the family.

Education structures also impede the integration process. In Germany, the attainment of better employment is linked to language proficiency. Logically, language proficiency is directly dependent upon schooling. Most authors treating of the problems of Turkish integration in Germany are unanimous that the education system did not have the desired effect on the integration of the Turkish community (Brünig, 2010, 17-22, Today's Zaman, 2013, Gaebel, 2011, Müller, 2002).

The Turkish minority is "education-shy"; in general, it prefers attending lower levels of instruction, and only a minority (one quarter) attained gymnasium, and then followed on to a vocational track, rather than going on to University to pursue a liberal profession (Sunday's Zaman, 2013). But the impression here is that the desire for normative integration of the Turks is not very high, if one considers that language proficiency is the

only thing keeping them from the academic success which would bring greater employment success. Gaebel (2011, 7) has criticised the German government's inept attempts at educational multiculturalism because it did not alter the State's monolingual teaching system in depth. In other words, the German system has not taken the first steps necessary to allow for Turkish integration.

Ostensibly, Germany shied away from making linguistic concessions because it threatened part of the essence of "Germanness". There is good reason for this, as the current demographic makeup of Germany reveals. The Germany of tomorrow will be a relatively child-less aging society, and the vacuum left by native families will be taken up by immigrants (Kern, 2011). Conservative policies are the last rampart shielding the German *Volk* from *disintegration*.

### **The level of integration of the Turkish minorities in Germany**

Answering the question to what level are Turkish migrants integrated in German society reveals an interesting paradox about the meaning of the word "integration". As a normative concept, Turkish integration seems to have not occurred (which is not the same as having failed). Turkish migrant families are not keen to relinquish their Turkish passports, their womenfolk are less likely to work, and the division of labour within the household reflects traditional values.

It is important to recognize that native German families' values have themselves evolved, due to the pressures of the market. There are more children in Turkish migrant families, who in turn are often poorer economically than their German counterpart, which have fewer children and higher-paying jobs. Family structures differ based on choice. This choice may, from the point of view of the native, be sub-optimal, but it reflects a value system which is foreign. At this level, there is only possibility for co-existence between the Turkish migrant community and the native community, but no *cultural* integration.

This does not prohibit labour participation, but the conditions imposed by a traditional lifestyle direct the Turkish migrant worker towards choices of employment where he can compete on equal terms with the German natives. The Turkish migrant worker can work; that is, he can *integrate* the labour market at a certain level, he achieves *social* integration. Part of a social class that he dares not leave, the successful process of *social* integration impedes the higher process of *cultural* integration.

The irony is that juxtaposed levels of integration reflect features of Taylor's "communitarianism"; where ethnic and cultural groups co-exist in near isolation, not always fearful of one another, but respectful of each other's traditions, mostly expressed in private. Co-existence becomes integration at the social level, within a working class to which members of both communities belong. Identification then becomes political, and where this temporary identity leans depends on class belonging. As we have seen, the Turkish migrant community favours the Left. It remains to be seen whether contact with fellow workers and socializing institutions like trade unions will in time "confuse" the identity of the Turkish migrant with that of the German native.

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