MCSER Publishing, Rome-Italy

Mediterranean Journal of Social Sciences

Vol. 6, No. 6, November 2015

Supplement 1

Rome, Italy 2015

Mediterranean Journal of Social Sciences

Editor in Chief
Prof. Dr. Bidzina Savaneli

Executive Director, MCSER	**Scientific Coordinator**
Prof. Francesco Tarsia	**Prof. Bidzina Savaneli**
Editing	**Graphic Design**
Dr. Lisa Licata	**Dr. Elisabetta Tarsia**
Editorial Assistant	**Editorial Managing**
Dr. Michela Gallo	**Dr. Sokol Pacukaj**

Copyright © 2015 MCSER – Mediterranean Center of Social and Educational Research

ISSN 2039-9340 (print) ISSN 2039-2117 (online)

Index Copernicus Year 2012 Impact Factor 6.44

Vol. 6, No. 6, Supplement 1, November 2015

Doi:10.5901/mjss.2015.v6n6s1

Publisher

© MCSER – Mediterranean Center of Social and Educational Research
Piazzale Aldo Moro, 5,
Cap. 00186, Rome, Italy
Tel/Fax: 039/0692913868
E-mail: mjss@mcser.org
Web: http://www.mcser.org

This journal is printed for MCSER
by Gruppo Atena.net Srl
Via del Lavoro, 22,
36040, Grisignano VI, Italy
Tel: 0039/0444613696
Web: http://www.atena.net

Mediterranean Journal of Social Sciences

Vol. 6, No. 6, Supplement 1, November 2015

ISSN: 2039-9340 (print)
ISSN: 2039-2117 (online)

About the Journal

Mediterranean Journal of Social Sciences (MJSS) is a double blind peer-reviewed journal, published three times a year, by ***Mediterranean Center of Social and Educational Research****. The journal publishes research papers in the fields of Mediterranean and World Culture, Sociology, Philosophy, Linguistics, Education, History, History of Religions, Anthropology, Statistics, Politics, Laws, Psychology and Economics.* **MJSS** *is open for the academic world and research institutes, academic and departmental libraries, graduate students and PhD candidates, academic and non-academic researchers and research teams. Specifically,* **MJSS** *is positioned as a vehicle for academics and practitioners to share field research. In addition to scientific studies, we will also consider letters to the editor, guest editorials, and book reviews. Our goal is to provide original, relevant, and timely information from diverse sources; to write and publish with absolute integrity; and to serve as effectively as possible the needs of those involved in all social areas. If your research will help us achieve these goals, we would like to hear from you.* **MJSS** *provides immediate open access to its content on the principle that making research freely available to the public supporting a greater global exchange of knowledge. All manuscripts are subject to a double blind peer review by the members of the editorial board who are noted experts in the appropriate subject area.*

Editor in Chief, ***Bidzina Savaneli***

Tbilisi State University, Georgia

Indexing/Abstracting/Library

Mediterranean Journal of Social Sciences is included on the following index/abstracting/library

- *IBSS - International Bibliography of the Social Sciences*
- *ProQuest – Social Sciences Index*
- *ProQuest Political Sciences*
- *Sociological Abstract – ProQuest*
- *SciVerse SCOPUS*
- *DOAJ – Directory of Open Access Journals*
- *EBSCOhost*
- *EBSCO Publishing*
- *Index Copernicus International*
- *Cabell's Publishing – Directories of Academic Journals*
- *Ulrichsweb – Global Serials Directory*
- *Socol@r Index*
- *E-Journals.org*
- *World Wide Web Virtual Library*
- *Genamics JournalSeek*
- *Kaohsiung Medical University Library*
- *MLA Index – International Bibliography of the Modern Language Association*
- *Georgetown University Library*
- *Scirus Index*
- *DRJI-Directory of Research Journals Indexing*
- *Open J. Gate Index*
- *Ohio Library and Information Network – OhioLINK*
- *Academic Journals Database*
- *Indiana University Libraries*
- *California State Monterey Bay Library – CSUMB*
- *University of Saskatchwean Library*
- *San José State University – Electronic Journal Index*
- *University of Ottawa Library*
- *Birmingham Public Library*
- *Exlibris Index, The Bridge of Knowledge*
- *Shenzen University Library*
- *WZB Library*
- *Colorado States University Libraries*
- *Berlin State Library*
- *University of Washington Libraries*
- *University Library of Regensburg*
- *Digital Library of Wroclaw University*

Mediterranean Journal of Social Sciences

Editor in chief **Prof. Dr. Bidzina Savaneli**
Thilisi State University, Georgia

International Editorial Board

Vincent Hoffmann-Martinot
University of Bordeaux, France
Dimitri A. Sotiropoulos
University of Athens, Greece
Sibylle Heilbrunn
Ruppin Academic Center, Emek-Hefer, Israel
Anne Cross
Metropolitan State University, USA
Werner J. Patzelt
University of Dresden Germany
Mohamed Ben Aissa
University of Tunis, Tunisia
Emanuele Santi
African Development Bank, Tunis, Tunisia
Arda Arikan
Akdeniz University, Antalya, Turkey
Godfrey Baldacchino
University of Malta, Malta
Kamaruzaman Jusoff
Universiti Putra Malaysia
Hossein Vahid Dastjerdi
University of Isfahan, Isfahan, Iran
Gabriele Natalizia
Sapienza University of Rome, Italy
Francisco J. Ramos
Universidad de Castilla-La Mancha, Spain
Igor Baglioni
Sapienza University of Rome, Italy
Tarau Virgiliu Leon
Babes-Bolyai University, Cluj-Napoca, Romania
José Sánchez-Santamaría
University of Castilla-La Mancha, Spain
Dorina Orzac
Babes-Bolyai University, Cluj-Napoca, Romania
Slavko Burzanovic
University of Montenegro, Montenegro
Aranit Shkurti
CIRPS Sapienza University / CIT University, Albania
Gulap Shahzada
University of Science and Tecnology, Pakistan
Nanjunda D C
Universiy of Mysore, Karnataka, India
Nkasiobi S.Oguzor
Federal College of Education (Technical), Omoku- Nigeria
Shobana Nelasco
Fatima College, Madurai-India
Jacinta A. Opara
Universidad Azteca, Mexico
Fernando A. Ferreira
Polytechnic Institute of Santarem, Portugal
Hassan Danial Aslam
Human Resource Management Research Society, Pakistan
Muneerah Bader Almahasheer,
College of Arts, University of Dammam (UoD), Saudi Arabia
Alice Kagoda
Makerere University, Kampala-Uganda
B.V. Toshev
University of Sofia, Bulgaria
Benedicta Egbo
University of Windsor, Ontario-Canada
Adriana Vizental
University Aurel Vlaicu, Romania
Florica Bodistean
University Aurel Vlaicu, Romania
Wei Zhang,
University of California, USA
Tutku Akter
Girne American University, Northern Cyprus

Murthy CSHN
Tezpur University Napaam Assam India
Femi Quadri
Federal College of Education (Technical), Omoku-Nigeria
Fouzia Naeem Khan
Shaheed Zulfikar Ali Bhutto Institute of Science and Technology, Pakistan
Marcel Pikhart
University Hradec Kralove, Czech Republic
Luiela-Magdalena Csorba
University Aurel Vlaicu, Romania
Hamdan bin Said,
University Technology Malaysia, Malaysia
Joan Garcia Garriga
Institut de Paleoecologia Humana i Evolució Social (IPHES) / Universitat Oberta de Catalunya (UOC), Spain
Georgios A. Antonopoulos
Teesside University Middlesbrough, UK
Vennila Gopal
Bharathiar University, Coimbatore, India
Eddie Blass
Swinburne University of Technology, Australia
Hanna David
Tel Aviv University, Jerusalem-Israel
Raphael C. Njoku
University of Louisville, USA
Ali Simek
Anadolu University, Turkey
Abel Gwaka Anyien,
Kenyatta University, Kenya
MW Lumadi,
University of South Africa, UNISA, South Africa
Gerhard Berchtold
Universidad Azteca, Mexico
Samir Mohamed Alredaisy
University of Khartoum, Sudan
Austin N. Nosike
The Granada Management Institute, Spain
Lawrence Ogbo Ugwuanyi
University of Abuja, Abuja-Nigeria
Ridvan Peshkopia
American Unievrsity of Tirana, Albania
George Aspridis
Technological Educational Institute of Larissa, Greece
Talat Islam
University of the Punjab, Lahore, Pakistan
Sokol Paçukaj
Aleksander Moisiu University, Albania
Federico Niglia
Libera Università Internazionale degli Studi Sociali (LUISS) "Guido Carli", Italy
Isara Tongsamsi
Songkhla Rajabhat University, Thailand
S.E. Onuebunwa
Federal College of Education (Technical), Omoku-Nigeria
Muhammad Abdul Wahid Usmani,
King Saud University, Riyadh, Saudi Arabia
Shahram Fattahi,
Razi University, Iran
Santosh Kumar Behera,
Sidho-Kanho-Birsha University, Purulia, West Bengal
Newman Wadesango,
University of Fort Hare, South Africa
Nuria Rodríguez Priego,
European Commision, Institute for Prospective Technological Studies/University of Granada, Spain
Prof. Ravinder Rena
University of the Western Cape, South Africa
Enkelejda Shkurti
University of Tirana, Albania
Elena Popkova
Volgograd State Technical University

TABLE OF CONTENTS

Education and Technology

Relationship Between Critical Thinking and Compensatory Strategies by Iranian Upper-Intermediate EFL Learners in Oral Communication 11
Mahmood Hashemian, Azizullah Mirzaei, Masoomeh Abaszadeh

User Acceptance of Information Technology: A Field Study of an E-Mail System Adoption from the Individual Students' Perspective 19
Mansour Naser ALraja

Scientific Motivation of Young Scientists of Higher Educational Institutions (Engaged in Sociological Research) 26
Sofiya Malkaidarovna Duisenova, Gulmira Serikovna Abdiraiymova

On the Relationship between Iranian EFL Teachers' Cognitive Flexibility and Iranian EFL Learners' Attitudes towards English Language Learning 34
Marhamat Saffarin, Mohammad Ali Fatemi

Technology to Frame English Sentences: M-Learning in Language Learning 44
Lakshmi K., R. Nageswari

Basic Factors Influencing Participative Readiness of Future Teachers: Social Activity Through Cooperation 48
Viktoriya Valerievna Danilova, Nataliya Viktorovna Uvarina, Tanzilya Kamilevna Sagitdinova, Assel Saghindykovna Amrenova, Alyona Vyacheslavovna Starkova

Thai Students' Decision Making in Societal Issue of Surface Area and Concentrated Solutions as a Factor in the Rate of Chemical Reactions 56
Jeeruwan Chattabud, Paisan Suwannoi, Tawee Sranamkam, Chokchai Yuenyong

Information Management and Organisational Performance: A Review of Literature 62
Opoku, Mustapha Osman

The Role and Application of Reflection in Service-Learning in Promoting Students' Learning in Higher Education 71
Hamdan Said, Iqbal Ahmad, Zubaidah Awang, Zainudin Hassan

"Everyone Dreamt of Eating Plenty of Bread...": Provision with Goods of First Priority and Measures of Social Assistance to Students in Soviet Province from 1941 to 1945 77
Natalia V. Pashina, Tatyana A. Kattsina, Ludmila E. Marinenko, Svetlana A. Lisina

Integrated Lessons in the Subjects of Self-Knowledge and World Knowledge in the Elementary Grades 84
Kuralbayeva A.A., Isakhova Sh., Yerimbetova G., Khalilayeva E.

Multicultural Education as a Risk Space 90
Sergey I. Chernykh, Vladimir I. Parshikov

Modeling the Professional Competences Building Process in Engineering Higher Education Establishments 95
Tatiana Yurievna Korenyugina, Ivan Alekseevich Revin, Elena Vladimirovna Susimenko, Oksana Vitalievna Shemet, Lidia Ilinichna Shcherbakova

Impact of Students' Interest on Learning Islamic Education among SMKA Students in Kuala Terengganu, Malaysia 105
Adamu Zakiyu Ubale, Naja'at Nasir, Abdul Hakim Abdullah

Interactional Dynamics Perspective on Academic E-mail Correspondence 113
Olga Karamalak

Experiential Learning via Intervention Programme in Teaching and Learning Human Rights Subject 120
Rohaida Nordin, Muhamad Sayuti bin Hassan @ Yahya, Rohimi Shapie, Faridah Jalil, Matthew Albert Witbrodt

Implementation of Pedagogical Blogs in the Process of Formation Information-Based Educational Environment 129
Maksimova Natalya Aleksandrovna, Andreeva Anna Victorovna

The Relationship between Personality and Emotional Intelligence: An Exploratory Case of Brunei Student Teachers 133
Lawrence Mundia

Organisation of Independent Work of Students of a Technical University in Field-Specific Disciplines: Instructional Commitment of a Lecturer 142
Lyudmila A. Redko, Lyudmila A. Sivitskaya, Evgeniya O. Frantsuzskaya, Marina N. Yanushevskaya

Investigate the Impact of Using Computer on Learning English for Specific Purposes of Management Students of Payame Noor Universities in Kashan 151
Mahdieh Razi, Javad Shekarriz, Davood Kianoosh, Mohammad Solooki

Main Features of Advanced Technology Industries in Lithuania 158
Asta Saboniene, Daiva Laskiene

Entrepreneurial Leadership in Arab Universities: Perspective in the Age of Globalization and Non-Linear Environmental Changes 165
Professor Asim Alaraji

Literary Education in Russia: Problems and Trends 170
Elena Valentinovna Getmanskaya, Natalia Alexandrovna Mironova, Natalia Alexeevna Popova

The Effects of Draft-Specific Scoring on Iranian Intermediate EFL Learner's Writing 178
Naemeh Binesh, Ali Arabmofrad

An Overview of Models of Bilingual Education 186
Anna Hurajová

Exploring the Link between Motivation for Course-Choice and Retention in the Architectural Profession: Students' Perspectives 191
Cynthia Omolola Adeokun, Akunnaya Pearl Opoko

Students' Perception of Learning in the Online Discussion Environment 202
Tatiana Krasnova, Alexandr Ananjev

Relationship between Religious Attitude, Optimism, Spiritual Intelligence and Mental Hygiene of Post-Graduate Students of Islamic Azad University Tehran Science and Research Branch 208
Mahboubeh Ghaffari Monfared, Farah Naderi

Investigating the Effectiveness of an Assessment Task through Collaboration in a Bruneian Classroom 214
Amirudin Haji Damit, Masitah Shahrill, Roslinawati Mohd Roslan

MDGs on Universalization of Primary Education: Analysis of Gaps Between Commitment and Implementation in Pakistan 224
Attaullah, Samina Yasmeen Malik

Adaptation of the Scale of Coaching Performance (SCP) to the Greek Athletic System 232
Papailiou Dimitrios, Kipreos George, Travlos Antonios, Strigas Ethan

Innovation Ecosystem of Higher Educational Institution as a Driver of Commercialization of Intellectual Activity Results 239
Ekaterina A. Ugnich, Alexander I. Chernokozov, Elena V. Velichko

Evolution of Foreign Language Teaching Methods 246
Ekaterina Mihailovna Kuznetsova

Dulce et Utile: A Pedagogical Inquiry into Rumi's Story of The Lion and the Beasts of Chase 254
Hossein Fathi Pishosta

Sociology, Anthropology, Psychology and Politics

"Why Do I Feel So Bad?" Childhood Experiences of Emotional Neglect, Negative Affectivity, and Adult Psychiatric Symptoms 259
Adriano Schimmenti, Noemi R. Maganuco, Luana La Marca, Nunzia Di Dio, Erika Gelsomino, Alessia M. Gervasi

The Veracious Construal of Halal Cosmetic Products and its Relation to Taharah (Cleanliness) and Nadhafah (Hygiene and Sanitation) in Islam **266**
Abdi O. Shuriye

Adolescent Lifestyles in Malaysia **271**
Fariza Md Sham, Siti Zaleha Shafi'e, Syaidatun Nazirah Abu Zahrin

Reverse Side of Multimedia Pedagogics: Clip Thinking **277**
Berezovskaya Irina Petrovna, Shipunova Olga Dmitrievna

Haji Abdul Rahman Limbong (1868-1928) Fighter Against The Colonialist **281**
Berhanundin bin Abdullah, Kamaruzzaman bin Yusoff, Mansoureh Ebrahimi, Ruzaini binti Sulaiman @ Abd Rahim

The Students` Representations of Ambition, Personal Space and Trust **290**
Oksana V. Barsukova, Mozgovaya N.N., Krishchenko E.P.

The Efficacy of Expressive Arts Therapy in the Creation of Catharsis in Counselling **298**
Sh Marzety Adibah, A.S.M., Zakaria, M.

Photodocumenting of Expeditionary Activity in Orenburg Until Beginning of the XX Century **307**
Tatiana N. Savinova, Alina S. Savinova

Analysis of Newspaper Framing of the Nigerian Governors' Forum Election Crisis of 2013 **315**
Dominic O. Anyadike

Citizen's Participation: Between Continuity and Change in Nigeria **328**
Anthony Eniayejuni, Nusret Sinan Evcan

Parliamentary Reforms of 2007 and One Party Dominated Parliament of Kazakhstan (2007-2012) **335**
Timur Yerbolatovich Kanapyanov, Naubat Kaliyevich Kaliyev

Trends of Democratization of the Macedonian Parliamentary Elite in Seven Mandates **341**
Goran Shibakovski

Revisiting the Peace-Building Efforts in Post Conflict Niger Delta, Nigeria: A Case Study of the Amnesty Programme **349**
Imongan Ernest Omokhoa

China-US Relations Today: Some Aspects **360**
Duman Zhekenov, Nabizhan Mukhametkhanuly, Aliya Akatayeva, Saniya Nurdavletova, Zulfiya Meldibekova

Will the Internationally Recognizable Country Identity of Slovakia "Work" or will the Current Attempts at Unifying the Presentation of Slovakia Abroad and the Search for an Attractive Narrative End in Failure **368**
Andrej Kóňa, Jakub Hollý

Rhetorical Conventions in the Conclusion Genre: Comparing English and Persian Research Articles in the Field of Social Studies **372**
Omid Tabatabaei, Leila Azimi

Systems of Values of the Young People: Comparative Analysis of a Research in China and Kazakhstan **380**
Svetlana Mikhailovna Puzikova, Mikhail Fedorovich Puzikov, Natalia Mikhailovna Kudro, Larisa Abatolievna Biryuk, Zhang Cao

Social Contract and the Governments Legitimacy **392**
Nertil Bërdufi, Desara Dushi

Different Perspectives of Approaching the Concept of Culture within Politeness Field **399**
Nisreen Al-Khawaldeh

The Analysis of Theoretical-Methodological Approaches to the Study of Family Institution **407**
Zaretkhan Khadzhi-Murzaevna Saralieva, Tatiana Nikolaevna Otdelkina

Analysis of Women's Image in Iranian TV Commercials Based on Barthes Visual Semiotics **415**
Nooshin Azin, Hossein Heidari Tabrizi

Gender Perception, Female Downgrading and Domestic Violence among Married Couples in Cross River State, Nigeria **423**
Adadu, Paulinus, Egbe, Alice, Undie, Josephine

The Identity of Higher Learning Student's in Malaysia: A Preliminary Study **430**
Fariza Md Sham, Jawiah Dakir, Mohd. Yusof Hj. Othman, Noralina Omar, Siti Maheran Ismail@Ibrahim, Mujahid Abu Bakar

Attitude Towards Islam and Women in Hijabs in South Russia **438**
Pogontseva Daria Victorovna

A Challenge from Teaching to Social Movement: Bediüzzaman Said Nursi's Struggles for Modification in Turkey **444**
Ramli Awang, Kamaruzaman Yusoff, Mansoureh Ebrahimi, Omer Yilmaz

Psychological Readiness for Marriage as Personal Formation **452**
Irina Konstantinovna Kashirskaya, Svetlana Vasilievna Zholudeva, Natalia Evgenievna Skrynnik

Effects of Career Exploration Module on Career Planning, Career Self-Efficacy and Career Maturity among Community College Students **464**
Jasmi Bin Abu Talib, Zakaria Mohamad, Norwaliza Abdul Wahab

Resilience and Coping with the Traumatic Experience during Adolescence **470**
Madrudin Shamsudinovich Magomed-Eminov, Olga Grigoryevna Kvasova, Olga Olegovna Savina

The Influence of Trust and Risk on Intention to Use E-Democracy in Nigeria **477**
Charles K. Ayo, Victor W. Mbarika, Aderonke A. Oni

Guilt as Condition of Civil Legal Responsibility **487**
Gainee Omirzakkyzy Serim, Sabyr Ashirbaevich Tumenbaev, Darkenbaev Askhat Ilyasovich

News Framing and Ethnic Conflicts Vulnerability in Multiethnic Societies **496**
Adisa, Rasaq M., Rosli bin Mohammed, Mohd. Khairie Ahmad

Effects of College Roommate Relationship on Students Development, Covenant University, Ota **506**
Dare Ojo, Omonijo, Michael Chibuzor, Anyaegbunam, Obiajulu Anthony Ugochukwu, Nnedum, Bernard Chukwukelue, Chine, Omolola Abidemi, Rotimi

Author Socio-Cultural Emotivation System as a Strategical Resource for the Social and Humanitarian Sciences **517**
A. Yu. Goncharuk

The Impact of Housing Issue on the Well-being of Middle-Income Group **522**
Shadiya Mohamed Baqutayan

Social Needs and Convictions as Predictors of Emotional and Psychological Well-being of College and University Students **528**
Rail M. Shamionov, Marina V. Grigoryeva

Islamic Philosophy and Politics (The Experience of Interpretation) **537**
Viktor Vasilievich Zheltov, Maxim Viktorovich Zheltov, Sergey Vladimirovich Birukov

The Impact of the Family Policy on the Transformation of Gender Roles in the Professional and Private Spheres on the Example of German Society **546**
Polina V. Sazonova

Driving Factors and Their Characteristics of Prostitutes in Indonesia: A Phenomenology Approach **554**
Sri Hartini Jatmikowati

Political, Legal, Religious Reforms of the Altyn Orda in Its Early Years **561**
Abdunaim Seidmukhammed, Absattar Derbisali, Omirzhanov Yesbol, Daulet Kozhambek

The Responsiveness of Bureaucracy in Implementing Free Health Care Service in Sidenreng Rappang Regency, Indonesia **567**
Basra, Suratman, Rifdan, Andi Ihsan

Theoretical Reasoning for the Value-Sense Position Inventory **575**
Olga Osipovna Polyakova

Relationship Between Critical Thinking and Compensatory Strategies by Iranian Upper-Intermediate EFL Learners in Oral Communication

Mahmood Hashemian

Shahrekord University; m72h@hotmail.com

Azizullah Mirzaei

Shahrekord University; mirzaei-a@lit.sku.ac.ir

Masoomeh Abaszadeh

Shahrekord University; masumeabaszade@gmail.com

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

Critical thinking (CT) is defined by American Philosophical Association as purposeful, self-regulatory judgment that results in interpretation, analysis, evaluation, and inference and is founded on conceptual criteria upon which a judgment is based (Facione & Facione, 1996). Compensatory strategies are compensation for missing knowledge. The present study aimed at investigating the (possible) relationship between Iranian upper-intermediate EFL learners' CT and their compensatory strategies, such as circumlocution and approximation. To achieve this goal, 40 EFL learners majoring in English translation in Shahrekord University were selected and homogenized in terms of proficiency. Then, the sample was asked to take the Watson-Glaser CT Appraisal (CTA) and to complete a researcher-designed questionnaire about their preferred types of compensatory strategies. Spearman correlation method was used to analyze the data. Results indicated that there is a positive correlation between CT and some compensatory strategies like appeal for help and nonlinguistic signals. Findings may help L2 teachers to have a better and realistic view towards L2 learners' choice of compensatory strategies. Besides, results may also help L2 learners to have more awareness of compensatory strategies and their own CT. Therefore, this awareness can lead them to an effective L2 education.

Keywords: *Critical Thinking (CT), Compensatory Strategies, Approximation, Circumlocution*

1. Introduction

Everyone thinks; this is our nature to do so, but mere thinking does not necessarily guarantee CT. Actually, much of our thinking is biased, distorted, or prejudiced. Halpern (1998) argues that critical thinking (CT) is purposeful, reasoned, and goal-oriented. It is the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions.

As Freely and Steinberg (2000) state, CT is "the ability to analyze, criticize, and advocate ideas; to reason inductively and deductively; and to reach factual or judgmental conclusions based on sound inferences drawn from unambiguous statements of knowledge or belief" (p. 2). Moon (2008) believes that CT can be influential in higher education and professions. Definitely, it plays a key role in education and academic objectives due to its association with problem-solving and decision-making. Dewey (1993) stated that the central purpose of education is learning to think. The prerequisite for L2 learners to have a successful higher education is being able to think critically. It is worth mentioning that CT is not a congenital ability; on the other hand, it is an ability that must be achieved through practice.

Regarding compensatory strategies, we need to have a brief explanation about the nature of communication. According to Lynch (1996, p. 3), "communication involves enabling someone else to understand what we want to tell them, what is often referred to as our message." In order to reach a communicative goal, the speaker or the message sender has the responsibility to make the message comprehensible and clear. There are many communication strategies employed by message sender (or even message receiver) to make the intended message understandable (e.g., L2 learners may not know the word ferry and they may use the word ship instead; actually, they employ the approximation strategy).

Tarone (1983) defines communication strategies as "a mutual attempt of two interlocutors to agree on a meaning in situation where requisite structures do not seem to be shared" (p. 65). Faerch and Kasper (1983) define communication strategies as "potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal" (p. 36). They argue that there are two different types of communication strategies: reduction (or avoidance) and achievement strategies.

Corder (1983) characterizes reduction strategies as "risk avoiding" and achievement strategies as "risk taking" (p. 15). Faerch and Kasper (1983) divide achievement strategies into compensatory strategies and retrieval strategies. Compensatory strategies are employed whenever L2 learners want to compensate their insufficient linguistic resources in communication. According to Faerch and Kasper (1983), compensatory strategies can be divided into noncooperative and cooperative strategies. When L2 learners try to solve their problems by themselves, without any appeal for help from others, actually they are employing noncooperative strategies. On the other hand, when they try to solve their problems by direct or indirect appeals, they are employing cooperative strategies.

2. Literature Review

CT has been the concern of many studies (e.g., Barjesteh & Vaseghi, 2012; Nikoopour, AminiFarsani, & Nasiri, 2011). Due to its important role in different areas, specifically in educational matters, CT has been interesting for investigators. A glance at the literature review of CT shows that it is an inseparable part of studies concerning the successful achievement in education, learning strategies, and reading strategies.

Nour Mohammadi, Heidari, and DehghanNiri (2012) investigated the relation between CT ability and reading strategies used by Iranian EFL learners. They asked 75 Iranian EFL learners (35 males and 40 females) majoring in English literature and English translation at the University of Sistan and Baluchestan to participate in their study. The participants were asked to take a CT questionnaire and a reading strategy questionnaire. The researchers found that the most frequently used reading strategy was metacognitive strategy. Statistical analysis showed that there was a low positive significant correlation between the participants' CT ability and their overall use of reading strategies. In addition, the participants' CT ability correlated positively with their use of each one of cognitive, metacognitive, and compensation strategies.

Other researchers tried to find out the relation between CT and language learning strategies among Iranian EFL learners (Nikoopour, Amini Farsani, & Nasiri, 2011). In the study by Nikoopour, Amini Farsani, and Nasiri (2011), 100 college students majoring in English translation at Azad University of Karaj were asked to complete the Strategy Inventory for Language Learning (SILL) and a questionnaire concerning CT. The findings revealed a statistically significant relationship between specific direct and indirect language learning strategies such as cognitive, metacognitive, and social with CT; on the other hand, memory, compensation, affective strategies appeared to have no relationship with CT.

In addition, Barjesteh and Vaseghi (2012) tried to probe the role of CT skills on Iranian EFL learners' reading comprehension performance. To attain the goal of the study, 240 female and male Iranian EFL learners were selected and screened into two proficiency levels, and then each proficiency level was divided into critical and noncritical groups. The findings showed that CT skills significantly affected the EFL learners' reading comprehension performance. Also, the findings provided empirical support for the facilitative effect of CT strategy training on the reading comprehension performance of EFL learners.

Literature is also rich in terms of studies about compensatory strategies. In his study about the use of compensatory strategies in L2 learners' interlanguage, ČurkovićKalebić (2007) concluded that compensatory strategies are not equally distributed in L2learners'interlanguage. Some of the strategies like code-switching, paraphrase, and literal translation were very frequent. However, strategies like generalization and word coinage were not that much present. He also concluded that the use of compensatory strategies and their type is affected by L2learners' level of proficiency. For example, upper-intermediate learners show tendency to use more L2-based strategies, rather than L1-based ones. In other words, he believes that L2 learners' proficiency level might be one of the factors upon which the choice of compensatory strategies depends.

3. Statement of Problem

EFL teaching and learning has undergone big changes. A shift has occurred from viewing learning primarily as rote training to conceptualizing learning as a constantly evolving process of discovering, questioning, and reformulating hypotheses (Penny Cook, 1994). However, according to Paul (1987), in most educational systems, much of L2 learning

is gained through rote memorization that results in misunderstanding, prejudice, and discouragement, so it blocks L2 learners' CT ability. Unfortunately, the Iranian educational system does not focus on CT in L2 learning. Usually, L2 learners' views and ideas are disregarded, and they are not given any chance to express themselves.

As part of education, L2 learners need to develop and learn to apply CT skills to their academic studies effectively (Kealey, Holland, & Watson, 2005), to the complex problems that they face in their professions (Yeh, 2004), and to the critical choices they will be forced to make as a result of the information explosion and other technological changes (Oliver & Utermohlen, 1995).

CT has been in center of attention for a long time. Its importance in education is due to its relevance to problem-solving and decision-making. Many researchers (e.g., Ghanizadeh & Moafian, 2011; Nikoopour, Amini Farsani, & Nasiri, 2011) have investigated different aspects/impacts of CT in L2 learning contexts. To our belittled knowledge, there is a gap in the literature about the (possible) relationship between CT and compensatory strategies employed by Iranian EFL learners.

In line with the aforementioned discussion and for the purpose of this study, the following questions have been formulated to be addressed:

1. Is there any significant difference between L2 learners' gender and their CT ability?
2. Is there any significant relationship between CT and the types of compensatory strategies among intermediate and upper-intermediate L2 learners?
3. Is there any significant difference in preference of compensatory strategies among intermediate and upper-intermediate L2 learners?
4. Is there any significant relationship between subcategories of CT and each compensatory strategy among intermediate and upper-intermediate L2 learners?

4. Methodology

4.1 Participants

For the purpose of the study, 40 junior and senior students (15 males and 25 females), aged 21-30, majoring at English translation in Shahrekord University were randomly selected. From among the sample, 10 were asked to take part in piloting process.

4.2 Materials

To gather the data, three instruments namely, the Oxford Placement Test (OPT; Allen, 2009), Watson-Glaser CTA (2002), and a researcher-designed questionnaire about preferred types of compensatory strategies were employed. The participants were asked to fill out all the two questionnaires.

4.3 Procedure

In order to homogenize the participants in terms of language proficiency and to avoid any other intervening factor, the OPT was conducted. After running the OPT, the participants at intermediate and upper-intermediate levels were given the other two instruments.

To test their CT ability, the researchers utilized Watson-Glaser CTA. As noted before, this test is one of the highly standardized and frequently used CT tests employed by many researchers (e.g., Barjesteh &Vaseghi, 2012; Nikoopour, Amini Farsani, & Nasiri, 2011) in their studies. As far as the reliability is a sample-based phenomenon, it was calculated through Cronbach's alpha and it was found to be .85. The third instrument was a researcher-designed questionnaire that aimed at evaluating preferred types of compensatory strategies adopted by Iranian EFL learners.

The researchers designed a questionnaire that tested five compensatory strategies. The questionnaire was based on a 5-point Likert-scale ranging from 1 (*Strongly Agree*) to 5 (*Strongly Disagree*). The aforementioned questionnaire was made up of five parts, each of which contained six questions. The respondents were provided with some situations in which they were supposed to think as if they were speaking with their friends in English class while their L1 is Farsi and the conversation was happening under the surveillance of an EFL teacher. The researchers tested five compensatory strategies: circumlocution, approximation, code-switching, appeal for help, and nonlinguistic signals through the five parts accordingly. The reliability of this test was also calculated via Cronbach's alpha, and the estimate turned out to be .75. The validity was also calculated through Kaiser-Mayer-Oklin value, and it was found to be .71.

5. Results

5.1 Descriptive Statistics of CT and Compensatory Strategies

In order to have a general description of the data, descriptive statistics (i.e., mean, minimum, maximum scores, standard deviations, Skewness, and kurtosis) were calculated for the two questionnaires used in the study. As mentioned before in chapter 3, the Watson-Glaser CTA included 80 items through five subsections. In addition, the questionnaire about the compensatory strategies had 30 items within five sections. It is noteworthy that after calculating the CT scores based on Watson-Glaser CTA (2002) classification, the participants were divided into three groups: (1) participants who scored 35 and below formed the low critical-thinking group, (2) those scoring between 36-55 were placed in mid critical-thinking group, and (3) those who got between 56-80 were classified into high critical-thinking group.

As the results indicated, the mean score of the high critical-thinking group ranged from 1 to 10.50 for the different subcategories of compensatory strategies. In addition, for the mid critical-thinking group the mean scores ranged from 2 to 11.17. Finally, the mean score of low critical-thinking ranged from 3 to 14.17. The minimum and maximum score for each type of compensatory strategies for the high, mid, and low critical-thinking groups were respectively reported to be 6-25, 6-30, and 6-24.

Based on the obtained mean scores, the priority of compensatory strategies for both the high and mid critical-thinking groups was code-switching. Moreover, nonlinguistic signals were prioritized by the low critical-thinking group.

Table 1 shows the comparison of the males and females in CT ability. According to Table 1, the obtained mean for males (2.17) was higher in comparison with their female counterparts (1.96). This shows that the males outperformed the females on CT ability.

Table 1. Mean Scores of Male and Female Participants

Groups	Mean	Std. deviation
Males	2.14	.69
Females	1.96	.63

To compare these two means, *t* test was applied. Based on Table 2, the *t* test value (*Sig*. = .66) revealed that there was not a statistically significant difference between the males and females. Therefore, we cannot assume that males are better critical thinkers:

Table 2. *t* Test Results of Males and Females

t	*df*
.66	28

*Statistically significant ($p < .05$)

5.2 Results of Correlation Between Overall CT Ability and Compensatory Strategies

In order to find out the potential relationship between the overall CT ability and the five compensatory strategies, Spearman correlation was run. Table 3 displays the correlation between the high, mid, and low critical-thinking groups and the preferred type of compensatory strategies. According to Table 3, there was a positive and significant correlation between the mid critical-thinking group and appeal for help as a compensatory strategy. In addition, there was a positive and significant correlation between the low critical-thinking group and nonlinguistic signals as a compensatory strategy:

Table 3. Correlation Between Overall CT Ability and Compensatory Strategies

CT	Types of Compensatory Strategies	Spearman's Rho	*Sig.* (2-tailed)
High	Circumlocution	1.00	.
	Approximation	.75	.08
	Code-Switching	.49	.32
	Nonlinguistic Signals	.08	.86
	Appeal for Help	.26	.61
Mid	Circumlocution	1.00	.
	Approximation	.26	.28
	Code-Switching	.03	.87
	Nonlinguistic Signals	.25	.30
	Appeal for Help	.34	.02
Low	Circumlocution	1.00	.
	Approximation	.64	.16
	Code-Switching	.03	.95
	Nonlinguistic Signals	.89	.01
	Appeal for Help	.33	.51

Note. $p < .05$ (2-tailed)

Simply speaking, it can be deduced that the participants with low CT ability used nonlinguistic strategy more than other strategies. Moreover, the mid critical-thinking group utilized appeal for help strategy more.

In order to find the participants' preference in terms of use of compensatory strategy, a series of chi-square tests were run to find out the most significant compensatory strategies in different CT levels. The results are shown in Table 4. As the results indicate, the chi-square tests achieved significant results for "appeal for help" as a compensatory strategy in the mid critical-thinking group. Due to the results, "appeal for help" is the most preferred type of compensatory strategies for the mid critical-thinking group. According to the results, there is no significant difference regarding the preference of other four compensatory strategies among the high, mid, and low critical-thinking groups.

Table 4. Chi-Square Results for the Preferred Type of Compensatory Strategies

CT	Types of Compensatory Strategies	*Sig.*
High	Circumlocution	.95
	Approximation	1
	Code-switching	` 1
	Appeal for Help	.95
	Nonlinguistic Signals	.95
Mid	Circumlocution	.64
	Approximation	.54
	Code-switching	.94
	Appeal for Help	.05*
	Nonlinguistic Signals	.98
Low	Circumlocution	.57
	Approximation	.95
	Code-switching	.57
	Appeal for Help	.95
	Nonlinguistic Signals	.22

Note.*$p < .05$ (2-tailed)

In order to find out the correlation between subcategories of CT and each strategy, Pearson's product-moment correlation was employed. As shown in Table 5, a positive and significant correlation was found between "deduction" and "nonlinguistic signals." It can be deduced that the higher ability of deduction led to more use of nonlinguistic signals.

Moreover, in terms of "evaluation of arguments," a positive and significant correlation was found between "evaluation of arguments" and "nonlinguistic signals." It shows that the higher ability in evaluation of arguments led to more use of nonlinguistic signals (see Table 5):

Table 5. Correlation Between Subcategories of CT and Compensatory Strategies

CT Components	Types of Compensatory Strategies	Correlation Coefficient	*Sig.* (2-tailed)
Inference	Circumlocution	.20	.26
	Approximation	-.51	.09
	Code-switching	-.17	.35
	Nonlinguistic Signals	.26	.15
	Appeal for Help	-.14	.43
Recognition of Assumption	Circumlocution	.12	.49
	Approximation	.00	1.00
	Code-switching	-.20	.27
	Nonlinguistic Signals	.28	.12
	Appeal for Help	.24	.19
Deduction	Circumlocution	.58	.08
	Approximation	.03	.85
	Code-switching	.24	.19
	Nonlinguistic Signals	.40*	.02
	Appeal for Help	.08	.67
Interpretation	Circumlocution	.14	.45
	Approximation	-.10	.59
	Code-switching	.12	.49
	Nonlinguistic Signals	-.01	.95
	Appeal for Help	-.06	.72
Evaluation of Arguments	Circumlocution	-.11	.55
	Approximation	-.01	.92
	Code-switching	-.00	.97
	Nonlinguistic signals	.39	.03
	Appeal for help	.04	.81

*Correlation is significant at the .05 level (2-tailed).

6. Discussion

The main purpose of this study was to examine the relationship between CT and the preferred type of compensatory strategies among intermediate and upper-intermediate EFL learners.

Before considering the relation between CT and compensatory strategies, the role of gender in CT ability was probed. The findings of this study opposed to the findings of the study ran by Aliakbari and Sadeghdaghighi (2009). In their study, they found that males are better critical thinkers. In fact, there is not a constant and fixed claim about males' outperformance in CT. Regarding the role of gender, the first hypothesis fails to be rejected:

- H_{01}: There is no significant difference between L2 learners' gender and their CT ability.

According to the descriptive statistics, the priority of compensatory strategies among each group of participants was calculated, and it revealed that the high and mid critical-thinking groups prioritized "code-switching strategy" and the low critical-thinking group prioritized "appeal for help" as their first strategy. As far as the participants were intermediate and upper-intermediate EFL learners, they were supposed not to prioritize code-switching as it is known as an L1-based strategy. According to ČurkovićKalebić (2007), L1-based strategies are commonly used by lower levels of proficiency.

Also, Bialystock (1990) believed that higher levels of proficiency would lead to significantly fewer L1-based strategies. Interestingly, she found that adult L2 learners varied their strategies more freely and they showed more flexibility in terms of compensatory strategy use. Moreover, she claimed that the best strategy users were those who had adequate proficiency in L2, and take advantage of various compensatory strategies. In her idea, good strategy users modified their strategies based on the nature of the concept.

Therefore, the findings of this study can be justified in this way that prioritizing code-switching by the high and mid critical-thinking groups can be due to the nature of questions. It can be deduced that the high and mid critical thinkers are more aware of the communicative situation than the low critical-thinking group. Moreover, they were more flexible to adopt different strategies based on the communicative purpose.

Regarding the results of the correlation between overall CT ability and the compensatory strategies, a significant positive correlation was observed between the mid-CT group scores and "appeal for help" as a compensatory strategy (r =.34, p < .05). Besides, a significant positive correlation between the low critical-thinking group scores and nonlinguistic signals was found. So far, the second null hypothesis of this study is rejected:

- H_{02}: There is no significant correlation between CT and the type of compensatory strategies among L2 learners.

As it was mentioned in before, CT and problem-solving ability are closely related to each other, and it is believed that people with higher level of CT enjoy problem-solving ability more. Based on the close correlation between CT and problem-solving, it was supposed that the mid critical-thinking group would avoid "code-switching" and "appeal for help" strategies. According to Poulisse (1990), "code-switching" and "appeal for help" require less problem-solving with little effort. Interestingly, Bou-Franch (1994) conducted a research on compensatory strategies among Spanish learners of English, and he found that the fact that both nonnative speakers share the same L1 increases the occurrence of "code-switching" and "appeal for help." The same was true for the present study. The participants in this study were asked to take it into account that while answering the questionnaires they were supposed to be communicating with their friends in English under the surveillance of their teacher who shares the same L1. Therefore, the results can be in line with Bou-Franch (1994) findings.

To make sure about the statistically significant difference in participants' preference of compensatory strategies, the results of chi-square tests can be helpful. As noted before, among all the compensatory strategies only "appeal for help" among the mid CT group was discovered to be significantly different. Considering the fact that the nature of the communicative message may affect the choice of compensatory strategies, it could also be due to the fact that "appeal for help" is a quick and easy way to find the way out. That is why, mid critical-thinking group who formed the largest group prefers it to be applied. Therefore, the third null hypothesis of this study is also rejected:

- H_{03}: There is no significant difference in preference of compensatory strategies among intermediate and upper-intermediate L2 learners.

As noted in Wohlpart (2007), evaluation of arguments consists of awareness of points of view, purpose, and audience. Also, it is closely related to deduction ability. Therefore, it can be deduced that the higher ability of deduction and evaluation of arguments can lead to the same use of strategies. The findings of this research are also in line with his findings. Actually, a positive significant correlation was found between both deduction and evaluation of arguments with nonlinguistic signals.

As far as one of the concepts of evaluation of arguments is awareness of audience, it could be said that because the participants were told to answer the questionnaires as if they were communicating with their friends. So, the participants with higher ability in evaluation of arguments utilized nonlinguistic signals more, because they were aware of the positive atmosphere between their friends as audience. Therefore, the fourth null hypothesis of this study is also rejected:

- H_{04}: There is no significant relationship between subcategories of CT and each compensatory strategy among intermediate and upper-intermediate L2 learners.

7. Implications of the Study

The findings of this study may help L2 teachers to have a better and realistic view towards L2 learners' choice of compensatory strategies. Besides, the results may also help L2 learners to have more awareness of compensatory strategies and their own CT. Therefore, the awareness can lead them to effective L2 education.

According to the findings, it seems quite appropriate that L2 teachers evaluate their L2 learners' CT to anticipate and evaluate their performance in a much better way. Actually, taking the CT level of L2 learners into account helps L2 teachers to adjust their expectations. The findings may also help L2 teachers to have better awareness of the possible variety of compensatory strategies adopted by L2 learners in higher level of proficiency.

It is highly recommended that L2 teachers help their learners to know more about compensatory strategies and make them ready to make their proficiency problems up. Unfortunately, in Iranian EFL learning context, L2 teachers ignore the role of compensatory strategies, and unconsciously they lead their L2 learners to be anxious and disappointed when they come across with deficiency in their communication. In addition, some L2 learners consider that the use of

compensatory strategies is not native-like. Therefore, they avoid using such strategies and gradually they may get shut off because of their inabilities to compensate their problems while they are communicating. To avoid it, L2 teacher should include compensatory strategies in their own speaking to provide L2 learners with suitable modeling.

References

Aliakbari, M., & Sadeghdaghighi, A. (2009). *Investigation of the relationship between gender, field of study, and critical thinking: the case of Iranian students.* Proceedings of the 16th Conference of Pan-Pacific Association of Applied Linguistics. 301-310.

Barjesteh, H., &Vaseghi, R. (2012). Critical thinking: A reading strategy in developing English reading comprehension performance. *Sheikhbahaee EFL Journal, 1*(2), 21-33.

Bialystock, E. (1990). *Communication Strategies.* Oxford: Blackwell.

Bou-Franch, P. (1994). Communication strategies and topic sequences in the conversational discourse of Spanish learners of English. *Revista International de Estudios Estiliscosy Culturales, 2*(3), 152-162.

Corder, P. (1983). Strategies of communication. In C. Faerch & G. Kasper (Eds.), *Strategies in interlanguage communication* (pp. 15-19). London: Longman.

ČurkovićKalebić, S. (2007). On the use of compensatory strategies in learner interlanguage. In J. Horvath & M. Nikolov (Eds.), *UPRT: Empirical studies in English applied linguistics* (pp. 269-279). Csoport: Lingua Franca

Dewey, J. (1993*). How we think: A restatement of the relation of reflective thinking to the educational process.* Lexington, MA: D.C. Heath.

Facione, N., & Facione, P. (1996). Externalizing the critical thinking in knowledge development and critical judgment. *Nursing Outlook, 44*(3), 129-136.

Faerch, C., & Kasper, G. (1983). Plans and strategies in language communication. In C. Faerch& Kasper (Eds.), *Strategies in interlanguage communication* (pp.20-60). London: Longman.

Freely, A. J., & Steinberg, D. L. (2000). *Argumentation and debate: Critical thinking for reasoned decision-making.* Stamford: Wadsworth.

Ghanizadeh, A., & Moafian, M. (2011). Critical thinking and emotional intelligence: Investigating possible relationship among EFL learners and the contribution of age and gender. *Iranian Journal of Applied Linguistics, 14*(1), 23-48.

Halpern, D. F. (1998). Teaching critical thinking for transfer across domainsdispositions, skills, structure training and metacognitive monitoring. *American Psychologist, 53,* 449-455.

Kealey, B. T., Holland, J., & Watson, M. (2005). Preliminary evidence on the association between critical thinking and performance in principles of accounting. *Issues in Accounting Education, 20*(1), 33-49.

Lynch, T. (1996). *Communication in the language classroom.* Oxford: Oxford University Press.

Moon, J. (2008). *Critical thinking: An exploration of theory and practice.* UK: Library of Congress.

Nikoopour, J., Amini Farsani, M., & Nasiri, M. (2011). On the relationship between critical thinking and learning strategies among Iranian EFL learners. *Journal of Technology & language Education, 5*(3), 195-200.

Nour Mohammadi, E., Heidari, F., & Dehghan Niri, N. (2012). The relationship between critical thinking ability and reading strategies used by Iranian EFL learners. *English Language Teaching, 5*(10), 192-201.

Oliver, H., & Utermohlen, R. (1995). *An innovative teaching strategy: Using critical thinking to give learners a guide to the future.* Retrieved May 4, 2014, from the World Wide Web: www.science direct.com

Paul, R. (1987). Dialogical thinking—critical thought essential to the acquisition of rational knowledge and passions. In J. Baron & R. Sternberg (Eds.), *Teaching thinking skills* (pp. 127-148). New York: F. W. Freeman.

Penny Cook, A. (1994). *The cultural politics of English as an international language.* London: Longman.

Poulisse, N. (1990). *The use of compensatory strategies by Dutch learners of English.* Dordrecht: Foris.

Tarone, E. (1983). Some thoughts on the notion of communication strategy. In C. Faerch & Kasper (Eds.), *Strategies in interlanguage communication* (pp. 129-149). London: Longman.

Wohlpart, J. (2007). *Critical thinking: How to read and analyze arguments.* London: Longman

Watson, G. B., & Glaser, E. M. (2002). *Watson-Glaser critical thinking appraisal.* London: The Psychological Corporation.

Yeh, Y. C. (2004). Nurturing reflective teaching during critical thinking instruction in computer simulation program. *Computers and Education, 42*(2), 181-194.

User Acceptance of Information Technology: A Field Study of an E-Mail System Adoption from the Individual Students' Perspective

Mansour Naser ALraja

Assistant Professor, PhD of Management Information Systems, Management Information Systems Department, College of Commerce and Business Administration, Dhofar University, Salalah state, Sultanate of Oman, Postal Code: 211 - P.O. Box: 2509
Email: malraja@du.edu.om

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

Today, students have adopted information technology in terms of emails through they are conveying their information from one place to another. This study has examined that how a set of constructs shape the information technology adoption. Depending on UTAUT model, the study has tested the effects of five constructs including the computer anxiety, performance expectancy, social influence, effort expectancy, and attitude towards the application and adoption of technology. It helped in examining the usage intention of electronic mail system (Outlook) among potential users. For this purpose, five hypotheses have been developed that were empirically validated using manually administered survey e-mail system at Dhofar University. To analyze the results, multiple linear regression analysis has been used. Data which has been collected from Dhofar university students is used, and the UTAUT model explicated 41% of the variance in students' intention to use the e-mail system. The study has found that only three out of five instructs (effort expectancy, computer anxiety, and performance expectancy) have considerable effect on usage intentions of e-mail system of the students. Implications, suggestions, and limitations of study are also discussed.

Keywords: *E-mail system, outlook, information technology adoption, UTAUT, performance expectancy.*

1. Introduction

Huge investments have been made by organizations, which have focused on information technology (IT). It is due to the fact that organizations are increasingly depending on IT to perform many tasks (Jasperson, Carter, & Zmud, 2005). There is a positive relation between the large investments in IT and greater efficiency in the organization (Pang *et al*, 2014). Therefore, in educational sector, the use of IT has become very important (Fichman *et al*, 2014). It is the major sector which has enhanced the scope of research in IT adoption. Thus, it has become a prominent research stream in the field of information systems (Hess *et al*, 2014). Several studies on the adoption of IT, which have been implemented outside the Sultanate of Oman, provides an opportunity for new research because of many reasons. Sultanate of Oman is a developing country, and this is one of the major reasons. Additionally, another reason is that the Sultanate of Oman has some extent of good wealth. Moreover, there is support from Omani government for using IT, especially from the ministry of higher education, which is another major reason for carrying out research on IT. This study has selected Dhofar University (DU) as the focal context to study IT adoption. DU has been selected because it is one of the important Universities of Sultanate of Oman.

Additionally, students of DU have come from all the states of the Sultanate of Oman. Moreover, DU is equipped with modern technology and last but not the least, every registered student in DU has two different accounts (outlook account and student information system account). The students can use both accounts within or outside of the campus premises. In addition to this, this study has adopted AUAUT model or carrying out this study with reference to Carter *et al* (2011) study, which was conducted in USA for testing intentions of using e-file system. The same processes are followed to test the overall impact of the effort and performance expectancy, computer anxiety, social influence, and attitude for the technological usage of information. It helped in analyzing the usage intention of electronic mail system. In this research, following main objective has been strived to achieve:

> *"To empirically determine if all or any instructs (computer anxiety, social influence, effort expectancy, performance expectancy, and attitude towards technology implementation) have effect on the usage intention of the electronic mail system."*

2. Literature Background and Research Hypotheses

2.1 Information Technology Adoption

If people perceive that information technology is trustworthy and useful, then, they will have positive attitudes towards its use (Hung *et al*, 2014). The knowledge of factors behind the information technology adoption presents advantages (Kaba and Touré, 2014). There is different effect of unified theory of information technology acceptance and use, when it is applied to different cultures (Teo and Noyes, 2014).There is a positive relation between attitudes of using information technology and different variables such as self-efficiency, challenges and threats of using information technology as well as previous experience of using computers (Gonen *et al*, 2014).

There is an important effect of emotional awareness on behavioral issues and beliefs connected with the use of information technology (Guinea *et al*, 2014). Each one of the cognitive intentions and behavioral outcomes are influenced by different types of factors. On the other hand, cognition is subjected by technological factors, and behavioral outcomes are linked with the social as well as personal factors (Carter *et al*, 2012). The benefit and expected enjoyment of network may directly and indirectly affect the users' intention of using information technology (Lin and Bhattacherjee, 2008). Self-efficacy of using information technology has been increased with more exposure to technology (Brown, 2012). In general, even if the attitudes are positive to use information technology, some challenges still exist (Pierce and Ball, 2009).

2.2 Unified Theory of Acceptance and Use of Technology (UTAUT)

There are different theoretical models, designed to explain users' intention for use and acceptance of the technology, which are based on the sociological and psychological theories. For example, and not as a limitation, innovation diffusion theory IDT (Rogers, 1983),theory of resoned actions TRA (Davis, Bagozzi, & Warshaw, 1989),technology acceptance model TAM (Davis, 1989), expectancy theory (Thompson, Higgins, & Howell, 1991), theory of planned behaviour TPB (Taylor & Todd, 1995), and unified theory of acceptance and use technology UTAUT (Venkatesh, Morris, Davis, & Davis, 2003). Understanding the users' acceptance and use of IT has been a prominent feature of IT research. UTAUT has been synthesized using eight models of technology use. UTAUT specifically distilled the critical behavioral factors in organizational context; however, it has been implemented to both organizational and non-organizational settings. Although, application as well as replication of the UTAUT model fortifies its generalizability, the model can be extended into three main broad types. The first type is to examine new technologies, in context of health information systems, healthcare consumers and professionals, and new cultural settings.

The second type is for the expansion of the UTAUT scope based on its theoretical mechanism and it is implemented for the addition of new constructs. The third type is integrated for inclusive implementation of the UTAUT variables to identify its exogenous predictors. This application is valuable in developing the understanding of technological integration in the organization within the limits of theoretical boundaries. In this study, third type of UTAUT model expansion has been integrated. Depending on the components of UTAUT model, this study has adopted five constructs and proposed that they may have a major impact on the users' intention to utilize information technology. The factors of social influence, effort expectancy, performance expectancy, computer anxiety, and approach towards technological use have been analyzed. Figure 1 represents the research model, in which every construct being used in the study has been defined.

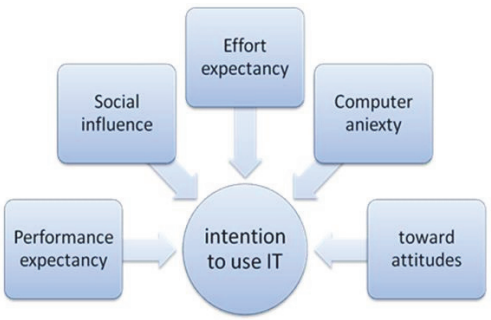


Figure 1: Research Model

2.3 Research Hypotheses

2.3.1 Performance Expectancy (PE)

This variable represents the degree to which people may believe that they can use the technology and it may help them in their work performance (Venkatesh *et al*, 2003). Venkatesh *et al* (2003) found that performance plays a powerful role to influence the students' intentions for using the e-mail system. Carter *et al* (2011) found considerable outcomes of performance expectancy on the users' intention for an e-file use. Benbasat and Barki (2007) suggested that the performance expectancy is the stronger factor that can have effect on the information technology adoption. As it relates to e-mail system, students who believe that this system will help them by keeping them in touch with their instructors and administration, then, they will be more likely to use outlook. Thus, the students believe that they will get greater performance outcomes if they use email system because they may require less time and other resources.

H_1: Performance expectancy has significant effect on the students' intention for using e-mail system.

2.3.2 Effort Expectancy (EE)

This variable is explained by the extent to which it is ease for the users to associate their experiences with the use of system. In other words, it is referred to ones' awareness of the level of cognitive energy, needed to use the system (Carter *et al*, 2011). Venkatesh *et al* (2003) and the studies that reviewed the variable Effort Expectancy, found that the prevalence of this factor is only significant in the initial stages of information technology adoption. Carter *et al* (2011) examined that the effort expectancy has no positive impact considering the users' intention for the technological adoption. Thus, with regards to e-mail system, students should believe that it is easier to interact with university electronic system.

H_2: Effort expectancy has a major influence on the students' intentions for using e-mailing system.

2.3.3 Social Influence (SI)

This variable describes the extent to which one expects that other individuals believe that he should use the new system, specifically individuals who are important to him/her (venkatesh *et al*, 2003; Carter *et al*, 2011). Venkatesh *et al* (2003) found that intention to use new system is affected by social influence. Additionally, the study of Cartar *et al* (2011) analyzed that the social influence has a dominating factor to assess users' intention for using e-file. The adopter of e-mail system will be more likely to use outlook, if the peers or instructors of the individual have adopted the same technology.

H_3: Social influence has a major effect on the students' intention for using e-mail system.

2.3.4 Computer Anxiety (CA)

It is referred as fear or uneasiness, which occurs when someone may use a technology (Simonson *et al*., 1987). It is revealed that majority of technology users may face anxiety issues within initial periods of using this technology (Ganzel, 1998). The assessment scale for computer anxiety was extended by Heinssen *et al* (1987). Thus, among the e-mail system students, those having lower degree of computer anxiety will be more likely to adopt information technology.

H_4: Computer anxiety has a major effect on the students' intention for using the e-mail system.

2.3.5 Attitude towards the Use of Technology ATU

It is referred as the affective reaction when an individual uses a system. Venkatesh *et al* (2003) established in their research that the constructs of attitude towards the technological usage is an interesting case. In some studies, the construct of attitude was significant and the strongest predictor of intention, while in other studies, it was found to have no significance. Therefore, Venkatesh *et al* (2003) considered observing correlation between users' attitude and their intentions for using information technology is spurious.

H_5: Attitude towards the technological usage has a major effect on the students' intention to use outlook.

3. Methodology

In order to collect the data, this study has distributed the survey manually to examine participants, who are final year bachelor students at management, accounting and management information systems departments, during the fall

semester. The goal of the survey questionnaire was to assess the extent to which the participants are aware of the research variables. The results were analyzed using multiple linear regression tests.

3.1 Sample

The number of valid questionnairs for analysis was 139. This was completed by the final year students in management, accounting and management information systems departments. 79% of the respondents were female, respondents' age ranged from 18 - 36. Approximately, 77.7% of them were within 18-24 age-group. According to the sample distribution majority, which is 41%, belongs to the management information systems and 35.3 % belonged to the accounting department. All students who participated used the Students' Information System through the website of the University. Only 10.8% of respondents used their own outlook, which was created by university for its own students.

3.2 Instrument Development

The distributed survey contain 24 items, were compiled from many validated instruments (venkatesh *et al* 2003; Carter *et al*, 2011; Raaij & Schepers, 2008; Heinssen *et al*, 1987). This research has made some modifications to fit with the e-mail system content. After that for each construct, randomly, the study has ordered result items. On the survey instrument, the 5-point likert-type is used to measure survey questions, ranging from 1 (strongly disagree) to 5(strongly agree). For reliability, all items were tested using chroubach's alpha (see table 1).

Table (1). Reliability Analysis

Constructs	# Items	Reliability
PE-Performance expectancy	4	0.803
EE-Effort expectancy	4	0.732
SI-Social influence	5	0.715
CA-Computer anxiety	4	0.822
ATU-Attitude toward using technology	3	0.722
USE-Intentions to use of information technology	4	0.716

4. Analysis of Data

This study has used multiple linear regression analysis to test our research model. The model is composed of five independent variables (Computer anxiety, Effort expectancy, Social influence, Performance expectancy, and Attitude for the technological use) and one dependent variable (usage intention of information technology). The research aims to determine the extent to which respondents' perception of e-mail system (independent variable) affects their intentions to use the information technology (dependent variable).

4.1 Results of Study

Table (2). Multiple Linear Regression Analysis Result

Adjusted R Square	F	Sig.
0.410	20.171	0.000

Predictors: (Constant), ATU, PE, CA, EE, SI
Dependent Variable: USE

Table (2) is clearly depicting the results of multiple linear regression analysis. The adjusted R square = 0.41, which reflects the model interpretation to be 41% of the variance in students' intention for the adoption of e-mail system. In spite of the whole, model was significant (F= 20.171, P= 0.00). It is due to the fact that each variable was tested for its individual significance. Depending on this test, only three out of five hypotheses are supported. Table (3) shows the significant and insignificant constructs, as well as supported and unsupported hypotheses.

Table (3). Hypotheses Test

Hypotheses	Coefficients	T value	Sig.	Supported
H1 (EP)	0.465	6.33	0.000	YES
H2 (EE)	0.231	3.14	0.002	YES
H3 (SI)	-0.157	-1.33	0.185	**NO**
H4 (CA)	0.213	3.20	0.002	YES
H5 (ATU)	0.160	1.35	0.179	**NO**

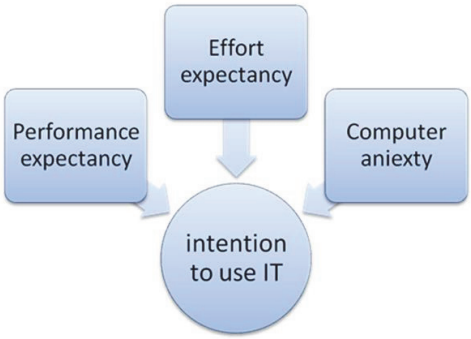


Figure 2: Significant Results

5. Discussion and Conclusion

Only three out of five constructs of the adopted model are significant. These three constructs include performance expectancy, effort expectancy, and computer anxiety. It means that the majority of students believed that e-mail system will help them to be in touch with their instructors and administration. Therefore, students will be more likely to use outlook to interact with the university e-mail system, as they believed that it is much easier. Furthermore, it was assumed that they support the idea that students having lower degree of computer anxiety are expected to adopt information technology.

On one hand, the instruct attitude toward using technology was not significant and compatible with Venkatesh *et al* (2003), who considered any observed relationship of users' attitude with their intention for using information technology is spurious. On the other hand, surprisingly social pressure was not significant may be because of the two reasons. Firstly, students prefer to get all information about their study progress through the student information system using their own smart phones. Secondly, there is a culture that students do not trust in electronic transactions. Thus, if they have any transaction, they prefer to use the method of face to face to complete their transaction, personally. Future research should continue to assess the relationship of social influence on the individuals with their IT usage intention, using more focus to culture and trust in electronic transaction.

In this study, the five major constructs (effort expectancy, social influence, computer anxiety, performance expectancy, and user attitude for the technological usage) are used to investigate individuals' perceptions about IT. The study shows that performance expectancy can be considered salient indicator on IT adoption. This construct has helped in explaining the reasons why the students need to adopt the e-mail system. It must be taken into consideration that this study implemented in developed country having small population. So far, the country is in its initial stages of IT adoption. Also, the data was collected using survey, so that there is a potential of self-report bias. For future studies, it is recommended that there should be an attempt to validate the findings of this study by the implementation of its model in different environment. Moreover, all the constructs must also be moderated by other factors like age, gender, culture or by adding new constructs like trust in electronic transactions. However, it is even better to use multiple methods to collect data in the future research studies.

References

Benbasat, I., and Barki, H. (2007) Quo vadis, TAM?, *Journal of the Association for Information Systems*, (8:4), pp. 212-218, retrieved

from http://aisel.aisnet.org/jais/vol8/iss4/16/

Brown, L. J., (2012) Determinants of user adoption of policy and procedure software: An examination of relationships between task-specific computer self-efficacy, perceived relevance, perceived complexity and predictions of intent to use information technology, *Doctoral dissertation - research, Central Michigan University, D.H.A.*, p. 271, retrieved from http://gradworks.umi.com/35/43/3543988.html

Carter, L., Schaupp, L. C., and McBride, M. E. (2011) The U.S. e-File Initiative: An Investigation of the Antecedents to Adoption from the Individual Taxpayers' Perspective, *e-Service Journal, (7:3)*, pp. 2-19, retrieved from http://www.jstor.org/stable/10.2979/eservicej.7.3.2

Carter, P. E., Thatcher, J. B., Chudoba, K. M., and Mareit, K. (2012) Post-Acceptance Intentions and Behaviors: An Empirical Investigation of Information Technology Use and Innovation, *Journal of Organizational & End User Computing, (24:1)*, pp.1-20, retrieved from http://www.igi-global.com/article/post-acceptance-intentions-behaviors/61410

Davis, F. D. (1989). Perceived Usefulness, Perceived Ease of Use, and User Acceptance of Information Technology. *MIS Quarterly , 13* (3), 319-340.

Davis, F. D., Bagozzi, R. P., & Warshaw, P. R. (1989). User Acceptance of Computer Technology: A Comparison of Two Theoretical Models. *Management Science , 35* (8), 982-1003.

Fichman, R. G., Dos Santos, B. L., and Zheng, Z. (Eric) (2014) Digital Innovation As A Fundamental And Powerful Concept In The Information Systems Curriculum, *MIS Quarterly (38:2)*, pp. 329-353, retrieved from http://aisel.aisnet.org/cgi/viewcontent.cgi?article=3171&context=misq

Ganzel, R. (1998) Feeling squeezed by technology? Training. (35:4), pp. 62-68

Gonen, A., Sharon, D., Offir, A., Lev-Ari, L., (2014) How to enhance nursing students' intention to use information technology: the first step before integrating it in nursing curriculum, *Computers, Informatics, Nursing: CIN [Comput Inform Nurs], (32:6)*, pp. 286-293, retrieved from http://www.ncbi.nlm.nih.gov/pubmed/24784490

Guinea, A. O., Titah, R., and Léger, P. (2014) Explicit and Implicit Antecedents of Users' Behavioral Beliefs in Information Systems: A Neuropsychological Investigation, *Journal of Management Information Systems (30:4)*, pp. 179–209, retrieved from http://www.researchgate.net/publication/257580686_Explicit_and_Implicit_Antecedents_of_Users_Information_Systems_Behavioral_Beliefs_A_Neuropsychological_Investigation

Heinssen, R.K., Glass, C.R., & Knight, L.A. (1987) Assessing computer anxiety: Development and validation of the Computer Anxiety Rating Scale, *Computers in Human Behavior, 3*, pp. 49-59, retrieved from http://www.sciencedirect.com/science/article/pii/0747563287900100

Hess,T. J., McNab, A. L., and Basoglu, K. A. (2014) Reliability Generalization Of Perceived Ease Of Use, Perceived Usefulness, And Behavioral Intentions, *MIS Quarterly (38:1)*, pp. 1-28, retrieved from http://misq.org/reliability-generalization-of-perceived-ease-of-use-perceived-usefulness-and-behavioral-intentions.html

Hung, S, Tsai, J., Chia-An, and Chuang, C. (2014) Investigating primary health care nurses' intention to use information technology: An empirical study in Taiwan, *Decision Support Systems, (57)*, pp. 331-342, retrieved from http://www.sciencedirect.com/science/article/pii/S0167923613002443

Jasperson, Jon (Sean), Carter, Pamela E. And Zmud, Robert W. (2005) A Comprehensive Conceptualization of Post-Adoptive Behaviors Associated with Information Technology Enabled Work Systems, *MIS Quarterly, (29:3)*, pp. 525-557, retrieved from http://www.jstor.org/discover/10.2307/25148694?uid=3738832&uid=2&uid=4&sid=21106140786351

Kaba, Bangaly, and Touré, Bakary, (2014) Understanding information and communication technology behavioral intention to use: Applying the UTAUT model to social networking site adoption by young people in a least developed country, *Journal of the Association for Information Science & Technology (J ASSOC INF SCI TECHNOL), (65:8)*, pp. 1662-1674, retrieved from http://onlinelibrary.wiley.com/doi/10.1002/asi.23069/abstract

Lin, C., and Bhattacherjee, A., (2008) Elucidating Individual Intention to Use Interactive Information Technologies: The Role of Network Externalities, *International Journal of Electronic Commerce, (13:1)*, pp. 85–108, retrieved from http://dl.acm.org/citation.cfm?id=1481749

Pang, M., Tafti, A., and Krishnan, M. S., (2014) Information Technology and Administrative Efficiency In U.S. State Governments: A Stochastic Frontier Approach, *MIS Quarterly, (38:4)*, pp. 1079-1101, retrieved from https://www1.maxwell.syr.edu/uploadedFiles/conferences/pmrc/Files/Pang_Information%20Technology%20and%20Administrative%20Efficiency%20in%20U.S.%20State%20Governments%20-%20A%20Stochastic%20Frontier%20Approach.pdf

Pierce, R., and Ball, L., (2009) Perceptions That May Affect Teachers' Intention to Use Technology in Secondary Mathematics Classes, *Educational Studies in Mathematics, (71:3)*, pp. 299-317, retrieved from http://link.springer.com/article/10.1007%2Fs10649-008-9177-6

Raaij, E. M., and Schepers, J. J.L. (2008) The acceptance and use of a virtual learning environment in China, *Computers & Education (50)*, pp. 838–852, retrieved from http://www.sciencedirect.com/science/article/pii/S0360131506001382

Rogers, E. M. (1983). *diffusion of innovation* (3 ed.). New Yourk: The Free Press.

Simonson, Michael R., Maurer, M., Montag-Torardi, M., & Whitaker, M., (1987) Development of a Standardized Test of Computer Literacy and a Computer Anxiety Index, *Journal of Educational Computing Research, (3:2)*, pp. 231-247, retrieved from http://eric.ed.gov/?id=EJ354389

Taylor, S., & Todd, P. A. (1995). Understanding Information Technology Usage: A Test of Competing Models. *Information Systems Research , 6* (2), 144 - 176.

Teo, T., and Noyes, J., (2014) Explaining the intention to use technology among pre-service teachers: a multi-group analysis of the Unified Theory of Acceptance and Use of Technology, *Interactive Learning Environments, (22:1)*, pp. 51-66, retrieved from http://www.tandfonline.com/doi/abs/10.1080/10494820.2011.641674

Thompson, R. L., Higgins, C. A., & Howell, J. M. (1991). Personal Computing: Toward a Conceptual Model of Utilization. *MIS Quarterly , 15* (1), 125-143.

Venkatesh, V., Morris, M.G.,Davis, G.B., and Davis, F.D., (2003) User Acceptance of Information Technology: Toward a Unified View, *MIS Quarterly, (27: 3)*, pp. 425-478, retrieved from http://www.jstor.org/discover/10.2307/30036540?uid=3738832&uid=2&uid=4&sid=21106140786351

Appendix 1 - Descriptive Statistics of Survey Items

#	Items	N	Mean	Std. Deviation
PE1	Use the outlook will decrease the waste of time.	139	4.0791	.45148
PE2	Use the outlook will enhance my effectiveness.	139	4.1367	.45367
PE3	Using the outlook makes it easier to track my transactions.	139	4.0432	.31555
PE4	I think outlook is useful tool to accomplish my tasks electronically	139	4.0288	.33928
EE1	Learning how to use an outlook would be easy for me.	139	4.1439	.54588
EE2	For me it would be easy to be skillful at using outlook.	139	4.0863	.53136
EE3	I would find the outlook to be flexible to interact with.	139	4.0719	.54693
EE4	Overall, I think that the outlook is easy to use.	139	4.2014	.66135
SI1	People who influence my behavior think that I have to use outlook.	139	2.3381	.68687
SI2	My peers think that I should use outlook.	139	2.2230	.43478
SI3	My supervisor is very supportive for the use of outlook.	139	2.2374	.57209
SI4	I use outlook to accomplish my tasks because of the number of the people around me who use it.	139	2.4101	.78770
SI5	The people that I know who use outlook have more prestige than those who don't do.	139	2.4101	.85815
CA1	I feel apprehensive about using outlook to accomplish my tasks.	139	3.9784	.65350
CA2	I feel it is difficult to some extent to go through Outlook folders.	139	3.9353	.66167
CA3	I prefer to use other communication channels for the fear of making mistakes I cannot correct when sending the message.	139	3.9712	.66966
CA4	I don't like to use EMS for the doubt of receiving my message.	139	3.9424	.57445
ATU1	Using the outlook is a good idea.	139	2.3237	.46959
ATU2	I have fun using outlook.	139	2.4173	.71119
ATU3	The outlook is okay for some tasks but not the kind of tasks I want.	139	2.4748	.82822
USE1	I predict that I will use an outlook in the future.	139	4.0935	.47992
USE2	Electronic messaging via outlook is something that I would do.	139	4.0863	.40793
USE3	I would use the electronic messaging to complete my transactions.	139	4.0576	.50748
USE4	I will experiment with an outlook service and then decide whether or not to use it in the future.	139	4.1655	.51916
PE	Performance expectancy	139	4.0719	.31313
EE	Effort expectancy	139	4.1259	.42709
SI	Social influence	139	2.3237	.46836
CA	Computer anxiety	139	3.9568	.51774
ATU	Attitude toward using technology	139	2.4053	.54987
USE	Intention to use	139	4.1007	.35319

Scientific Motivation of Young Scientists of Higher Educational Institutions (Engaged in Sociological Research)

Sofiya Malkaidarovna Duisenova

Gulmira Serikovna Abdiraiymova

Al-Farabi Kazakh National University, 71 Al-Farabi ave, Almaty, Kazakhstan 050040

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

The purpose of the present article is to carry out conceptual and empirical analysis of the scientific motivation of young people of the Republic of Kazakhstan. In this article we showed the effectiveness of international experience, the effectiveness of science policy. The results of sociological research on the scientific motivation of students in higher educational institutions illustrate the desire of young bachelors and masters to improve their professional status, that is mostly connected with the desire to improve their social status in the society. However, this aspiration is complicated by the objective and subjective difficulties. The objective difficulties include the following: the lack of research funding in the country – both by the Ministry of Education and the Scientific Foundations (mainly "Samruk Kazyna"); the lack of national funds that finance scientific research; low wages for young scientists; insufficient number of grants for doctoral studies; inability to make a payment to pursue doctoral studies. Subjective difficulties include the following: the lack of sufficient scientific potential, the lack of young scientists, undeveloped grant rising and fond rising activities for students to have an opportunity to participate in competitions arranged by international scientific foundations and institutions, poor knowledge of a foreign language, which does not allow using various methodological foreign sources and foreign experience to the full extent. For the further formation of students' sustained motivation for research activities it is necessary to create certain conditions: to stimulate scientific activity of Kazakhstan and foreign scientific funds by means of special government programs (research projects, competitions) on support of the talented young scientists; to increase the prestige of university research; to solve social problems of young scientists.

Keywords: *Scientific motivation, higher educational institutions, the Republic of Kazakhstan, young scientist.*

1. Introduction

Science and innovation are key factors for promoting technological and social development, maintaining social harmony. In economically developed countries, there is an increase in expenditure on research and development and, consequently, an increase in the absolute number of personnel conducting research. As shown by international experience, high social status of representatives of the scientific communities is an indicator of socio-economic development of the state, the efficiency of its scientific and technological policy.

World experience has shown that in developed countries expenditure on research and development is constantly growing, in most such countries expenditure is reaching 2.5-3.7% of GDP, while the state's share in these costs is 25-34% on average. These countries primarily include Israel (4.86% of GDP), Finland (4.01%), Sweden (3.75%), Japan (3.42%) and Korea (3.37%). According to the estimates of international experts, sustainable development of the country requires that from 2 to 4% of GDP should be allocated to the science funding ("Science: difficult frontier in the struggle for survival", 2006). The threshold value of expenditure on research and development relative to GDP as a measure of economic security of the country is considered to be equal to 2%. The share of expenditure on science, recommended by the International Academic Council, is equal to 1-1.5% of GDP in developing countries. In the Republic of Kazakhstan in recent years, expenditure on research and development steadily increased in comparable amounts. "If in 2010, 20 billion tenge from the budget were allocated to science, by 2013 this figure reached 50 billion tenge, which is 0.18% of GDP. It is planned that by 2020 the funding of science will be 2% of GDP, in 2050 – 3% of GDP", – said the Minister at an expanded meeting on the development of science last Wednesday.

Young people engaged in education and science are one of the specific social and professional groups. On the one hand, the properties and characteristics of this group reflect the trends in youth development as a whole, on the other hand – the trends in the development of the professional community engaged in intellectual activities (scientific and pedagogical communities). At the same time, as noted by researchers, nowadays in higher education there are limitations

of attracting young scientists caused by subjective and objective factors.

The process of professional formation of a group of young scientists in the framework of Kazakhstan and foreign practice has significant differences. The interest in the research activities in Kazakhstan universities is formed during undergraduate studies. Young scientists are usually engaged in the research process when pursuing doctoral studies. Professional formation of the scientist begins with public presentation of the thesis. In the course of doctoral studies the majority of young scientists conduct research activities and, at the same time, work as junior research scientists or teachers.

As already noted, modern society is going through a difficult phase of socio-economic reform, which requires scientific and technological breakthrough. The transition of science to a new level of development requires the creation of powerful personnel potential of young researches: energetic, active scientists with innovative thinking, competitive, striving for continuous improvement of their level of development, having professional mobility, a sense of responsibility, creativity. Nowadays a young scientist is not only an expert, having professional knowledge, skills and abilities, but also a person, whose scientific activity allows overcoming the stereotypes, to develop innovative ideas, as well as to solve the current problems of the city, region and country in an effective and innovative way.

As noted by Leshina M.A. in her article "On the question of the relevance of stimulating teachers of the Russian high school," "nowadays opportunities to attract young scientists and teachers in higher educational institutions are rather limited: on the one hand, they are limited by low salaries of university teachers who do not have academic degrees and titles as well as work experience in higher educational institution, on the other hand, these opportunities are limited by additional financial costs for a post-graduate education (the absence of the required number of budget-financed places in doctoral degree programs)» (Leshina, 2008). According to Hochberg L.M., Kitova G.A., Kuznetsova T.E., Shuvalova O.R., " the interest in learning, formed on the basis of conscious motivation, objectified by the need, represents the basic meaning for scientific activity. Motivation, interest and research need are all the necessary conditions for scientific research. The most important factor of the creative activity is its motivation as a set of driving forces that motivate a person to certain actions" (Hochberg, et al., 2010).

Motives for scientific activities are based on the diversity of interests and needs of an individual and show that the success of scientific work is mainly associated with meeting high-order needs. The "achievement motive" plays a decisive role among the motives of the scientific activity – the desire for success and goal achievement. The achievement motive is recognized by researchers as an underlying factor inherent in scientists and defined as the desire to meet the highest criteria and be successful in a competitive environment, as the desire to achieve goals most effectively. Developing the theory of achievement motivation, Heinz Hekhauzen emphasizes that "achievement motivation is aimed at a certain end result produced by own abilities of an individual – namely, it is aimed at success achievement or avoiding failure. Thus, achievement motivation is essentially focused on the target. It pushes a person to the "natural" result of a number of interrelated actions" (Hekhauzen, 2001). According to the definition of the scientist, achievement motivation is "an attempt to increase or maintain the highest possible abilities of a person to all activities, to which success criteria can be used, and where the implementation of such activities could lead to either success or failure" (Hekhauzen, 2001). According to Ilyin E.P. (2000), the desire to engage in scientific activities is due to the following reasons:

- desire for knowledge and creation of new and unknown (cognitive and creative needs) or the need for creative activity (Pieroni, 1970);
- desire to understand a given phenomenon and share the knowledge of its essence with the others;
- interest in a particular science or any particular issue;
- desire to be beneficial for all humanity, or at least solve some economic problems by means of one's own discovery;
- desire to "place oneself on record" by the publication of one's own works;
- desire to achieve a certain social status (to obtain degrees, titles);
- desire for self-realization, glory, fame;
- the possibility to hold a senior position, thanks to scientific activities, various material goods (Hekhauzen, 2001). Justifying theoretical positions of research we have made a number of operational definitions. We consider scientific potential of a young scientist to be an integrative professional and personal education that:
  a) allows the scientist to purposefully develop him/herself in science;
  b) helps creatively and independently (or in cooperation with other scientists) produce innovative ideas, develop innovative projects, create innovative products that meet the current needs of the society;
  c) is represented in mobility, looking for alternative ways to solve problems, initiative in finding original approaches, research methods of the studied subject, means of financial support for one's own projects and the ways of their implementation on the market of relevant products.

The results of sociological monitoring conducted by researchers at the Russian universities, show that nowadays the leading motives for the work are financial incentives (stability and increase in remuneration). However, for university professors material gain is not an extra value for the sake of which they are engaged in professional activity (Safonova, 2009). Researchers Telegina I.P., Krakovetskaya I.V. (Telegina, 2010) distinguish the following leading motives for employment of university teachers:

- self-realization – the prestige of the profession, the image and prestige of the university, career opportunities;
- cognitive process, the search for truth, the interest in the chosen specialty, the desire to conduct research and development, creative nature and content of the work;
- social motives – the desire to transfer knowledge and experience to the younger generation, an interest in educational work, the desire to benefit society;
- financial incentives – wage growth, the ability to earn additional income;
- self-assertion and self-development – training opportunities, recognition in the form of academic degrees and titles, the possibility of the development of intellectual potential, belonging to the family dynasty;
- other motives include the convenient work schedule, long summer vacation, work in a public institution, favorable intellectual and cultural environment, and others.

The success of adaptation of young scientists to scientific and professional activities depends on satisfying their motives for research and cognitive activity.

2. Survey Methodology

In order to study the motivation of young scientists (under 30 years) we conducted sociological research in the form of the questionnaire survey. We used a target type of the sample – young scientists (master's degree students and doctoral students) of different universities in Almaty participated in the survey. The representativeness of a mass survey when using non-random types of the sample is provided among a sufficient number of respondents. The total number of selection consisted of 220 people; 48.5% of respondents – men and 51.5% – women. Taking into account the narrowness of such social group as young scientists, the mentioned total volume of the sample seems to be sufficient to provide representative data.

3. Survey Results

Leaving the socio-demographic characteristics of respondents without description, let's analyze the cluster of the stated problems. In the analysis of respondents' answers to the question about the future intentions of undergraduates, we revealed that the intention to engage in scientific activity is more common for women, while men are more focused on career growth. In general, a significant part of graduates (42.6%) responded that they would work in accordance with a master's degree, but not in the university. The survey results on further intentions of doctoral students indicate that the intention to continue scientific activities is more common for men, not for women. Women often intend to combine teaching in universities and their scientific activities. However, some doctoral students are still in the search.

Overall, under the survey results the attitude of young university scientists to professional scientific and educational activities was determined by identifying priority causes and motives of their scientific activities. Thus, we received the following answers to the question "What is the purpose of your admission to the master's and doctoral department?"

Table 1 – Data on the purposes of admission to master's course, as far as gender and common data are concerned

Answers	Gender		In total
	Male	Female	
The completion of the master's program allows continuing scientific activities	13.0%	33.3%	23.4%
The completion of the master's program increases the chance for employment	30.4%	29.2%	29.8%
The master's degree gives an opportunity to realize one's personal potential in career	47.8%	16.7%	31.9%
The student is forced to enter a master's program, as there is no other place to work.	3.6%	11.6%	9.2%
The completion of the master's program will allow becoming a teacher in the higher educational institution (flexible working hours, the 56-day summer vacation)	5.1%	9.2%	5.7%

The analysis of the responses shows that the majority of undergraduates consider self-realization as a leading motive. 3.9% of respondents consider career prospects as an important factor. Social reasons (29.8%) takes the second place:

after completion of the master's program it is easier to find a job and benefit society. The desire to engage in scientific activities takes the third place. 5.7% of respondents are passionate about further teaching in the university, they choose flexible working hours and the 56-day summer vacation as the main motive. For the rest of the respondents (9.2%), admission to the master's degree program was a forced measure, as they stood "at the crossroads", had no job and took "time out" in such a way.

Due to low wages and shortage of human resources in higher educational institutions young scientists focus on combining academic or research positions with administrative posts, in the absence of significant professional experience it affects on the quality and results of their professional activities. The results of the survey on admission to doctoral studies show that the majority of doctoral students are focused on employment and successful career. Thus, 42.4% of respondents answered that PhD gives more chances in career, education, science, business, civil service, 36.4% of respondents answered that PhD improves the chance for employment in universities. The data show that the interest to engage in further research activities are increasingly common among women rather than among men. At the same time, men are showing great interest in working in higher educational institutions.

Motivational factors to work in the field of science reflect the situation at the macro level. Against the background of continuous reform of education and science, young scientists do not focus on achieving results in a chosen profession. Young scholars' opinion of overall prospects of national research is different from the point of view of natural scientists. In the survey, all respondents were asked to assess the state of the university research in Kazakhstan today. The respondents' answers are mixed: the answers "University science does not exist as a system" and "University science has developed very actively for the last years" were selected by the same number of respondents. The results of assessment of university research were analyzed according to the status of the respondent, taking into account the orientation of the educational program.

Table 2 – The assessment of university research (the results of answers are distributed depending on the status of the respondent, taking into account the scientific orientation of the educational program)

Answers	Master's degree student			PhD student		
	Social and human sciences	Natural and engineering sciences	In total	Social and human sciences	Natural and engineering sciences	In total
University research is in an extremely poor condition.	31.0	0.0	19.1	25.9	0	21.2
University research does not exist as a system.	13.8	38.9	23.4	7.4	50	15.2
There are some problems in the university research, but they are much less than in other sectors (e.g. in research institutes).	20.7	0.0	12.8	7.4	50	15.2
The university research has developed very actively for the last years.	20.7	27.8	23.4	55.6	0	45.5
I find it difficult to answer as I am not aware ofthe situation.	13.8	33,3	21.3	3.7	0	3.0

Thus, a pessimistic view of the prospects for university research prevails among master's degree students of social and human sciences. The majority of master's degree students of natural and engineering sciences suppose that the university research does not exist as a system. Rather worrying figure (21.3%) indicates an uncertain position of masters' degree students, not fully engaged in the research process. In the survey all participants from among doctoral students were asked to assess the state of university research in Kazakhstan today. A significant part of doctoral students (45.5%) believe that university research has developed very actively for recent years. The analysis of the data shows that young scientists have the potential to be engaged in scientific activities, because they believe in the development of university research.

The trend of pessimism of master's degree students of social and human sciences can be traced in assessing the prospects and the level of motivation for scientific activity, evidenced by the results of the survey presented in Table 3. Thus, a significant part of the survey participants – master's degree students of social and human sciences believe that the overall situation will not improve. In general, it must be noted that master's degree students have a pessimistic opinion: 34% of students said that nothing would change, and 23.4% of respondents said that the overall situation would not improve. At the same time, data show that the proportion of those who said that the situation would not improve in priority areas, is higher among graduates of natural and engineering sciences.

Table 3 – The assessment of the prospects and the level of motivation for research activities depending on the status of the respondent

Answers	Master's degree student	PhD student
There will be no improvement in some universities (national ones)	12.8%	24.2%
Nothing will change	34.0%	12.1%
The situation will improve in priority areas	19.1%	42.4%
The overall situation will not improve	23.4%	45.5%
Full recession of university research will happen	10.6%	15.2%

In addition to objective difficulties, young scientists face all sorts of barriers to complete participation in the research process. The largest share of master's degree students (27.7%) consider the lack of language skills as a certain difficulty. It should be noted that the said problem is more common among graduates of social and human sciences. Besides, this category of respondents said that the lack of necessary skills to carry out scientific research is an obstacle to scientific activities. About a third of doctoral students (33.3%) indicated the lack of funding for R & D, while about a third (27.3%) of respondents indicated the lack of language skills.

The professional strategies and attitudes of young scientists is affected by mismatch of significant components of their status, such as the level of education (training) and income. The consequences of the status mismatch in this group include the aggravation of social problems, such as low prestige of scientific sphere, an intensive outflow of young people from the scientific and higher education spheres, their labor migration to continue scientific career abroad, as well as downward professional mobility, social segregation, the growth of social apathy, which, in turn, increases the marginalization of the social status, etc. Low prestige of education and science among young people is the result of both the status mismatch and relatively high requirements for professional work in the conditions of reforming of higher education.

What are the conditions and factors that can help stimulate creative and innovative activities of young scientists?

Table 4 – Conditions and factors that can stimulate creative and innovative activities of young scientists, according to the opinion of PhD and master's degree students

Answers	Master's degree student	PhD student
Conducting scientific competitions, conferences for young scientists	8.5%	3%
State program to support talented young scientists	14.9%	27.3%
Favorable conditions and stimulating scientific activity of Kazakhstan and foreign scientific funds	25.5%	27.3%
The possibility of additional earnings	19.1%	12.1%
The solution of social problems of young scientists (housing, support for young families, etc.)	10.6%	21.2%
Enhancing the prestige of university research	21.3%	9.1%

The survey revealed that the first factor, stimulating creative and innovative activities of doctoral students, coincided with the first factor on the survey results among master's degree students: it is necessary to create favorable conditions and encourage scientific activity of Kazakh scientific foundations in every possible way. Next, we present two main different factors:

- Masters degree students suppose that it is necessary to improve the quality of higher education in Kazakhstan, as well as to create conditions for additional earnings.
- Doctoral students suppose that it is necessary to set up the state program to support talented young scientists and to solve social problems of young scientists (housing, support for young families, etc.).

4. Discussion

The youth is the priority and the main resource for the development of science. Building of the science capacity, the involvement of young scientists in the research process have become one of the key problems of the post-Soviet space. Qualifications of scientific advisors, the level and amount of research, links with research institutions are important criteria.

Kalinkin E.V. emphasizes that an important factor to enhance research work of the students is to improve the cost-effectiveness of research activities of universities. The author considers the creation of teaching and scientific industrial

complexes on the basis of university as one of the promising directions. This will allow enlarging the research, expanding the scope of research and speeding up the implementation process of completed works in the production. Creation of educational, scientific and industrial complexes will also allow conducting targeted research funding, using scientific equipment and material-technical base more efficiently, involving university staff into research (Kalinkin, 1982). In Kazakhstan, in particular, in the Al-Farabi Kazakh National University the conduct of students' competitions and innovative projects, as well as the establishment of students' business incubators was chosen as a way to stimulate the research.

In the indicative field Al-Farabi Kazakh National University takes into account the degree of participation of researchers and teachers in scientific research as a way to attract them to conduct scientific activities (on the basis of data of the indicative plan). The contests among universities are annually held for the best organization of students' scientific research in order to stimulate and improve the organization and management of students' scientific research.

For successful integration of Kazakhstan into the international education system it is necessary to take into account foreign experience of organizing and stimulating students' research activities. Ratner F.L., Petrov M.K. and several other authors studied the conditions of improving the students' scientific work in foreign countries. The researchers note that abroad since the 60-s of the twentieth century the so-called research training has been introduced when a talented student does not work over the graduation project, but he/she writes a thesis from the beginning of his/her studies in the university. Students are taught in the separate team, under the individual plan, the selection of such students for the program is carried out very strictly. This form of training is characterized by very close relations with the scientific management and of high performance. Particular emphasis is placed on consultation as a method for controlling student's research activities, the practice, student design bureau (SDB) and links with production institutions play a great role in such training (Ratner, 1992; Petrov, 1992).

The article of Georgieva T.S. examines the experience of US universities in cooperation with industrial enterprises. In recent years, the United States there is a trend towards greater involvement of private firms in the financing of university research, cooperation of universities with industrial enterprises has been steadily developing. Cooperation usually starts with the fact that firms use university scientists as consultants in conducting their own research. Then they conclude a contract on carrying out joint operations. In recent years, a number of design institutes is steadily increasing – they represent research organizations independent of the university administration, and employ teachers, students and graduate students. Research and Science Parks represent another promising form of contact between universities and industrial enterprises in the conduct of scientific research (Georgiev, 1988).

The publication of Yurko N. discloses features of the system of higher education in Scotland. There are two graduate programs in this country. “Taught” program is similar to the Russian version, it includes lectures, seminars, passing midterm exams and tests. In contrast to the first program, "Research" program is designed for people conducting research, which are based on joint work with the academic adviser. The author notes that in recent years in the West using the distance learning programs has become very popular (Yurko, 2000).

The system of higher education and research activities in Germany has its own specificity. Frank E. and Opits Ch. in the article "Improving higher education in Germany," noted that the country has actively discussed the problem of increasing the competitiveness of the university system. Politicians agree that by reforming higher education in Germany a system of training of highly qualified specialists should be created. This system can operate effectively in a competitive environment.

The authors of the article propose to radically change the structure of the education market in Germany. Formation of a hierarchy of universities make them more involved in "reputation management" in order to attract the most talented students and have the opportunity to conduct research at a high level (Frank, & Opitz, 2002).

Kazakhstan researcher G.S. Abdiraiymova assesses in her studies the level of development of science in Kazakhstan (Abdiraiymova, 2012, p. 58). Nowadays the young scholars' opinion of the development level of science in Kazakhstan allows saying that their attitude to the problem is negative. We can say that there is no one-sided assessment in the social opinion of youth. The majority of respondents (27.5%) answered that "Science in Kazakhstan is of the average level by CIS (Commonwealth of Independent States) standards". Respondents are of the high opinion concerning the level of scientific personnel, first of all speaking of their experience and qualifications (6.1 points). Information support is on the third place with 5.8 points. Scientists' salary has the lowest grade of 4.3 points. On the last positions of rating there are also such items as "Implantation of scientific achievements into practice" and "Material and technical support of research institutions". Other indicators were rated between 5.5 and 5.2 points.

The "young scientists" groups were founded in the Soviet Union at the Institute of Science, in the 60-s of the twentieth century, their scientific achievements were recognized by the world at that time, thus science has been strictly controlled by the Soviet authorities (Abdiraiymova, et al., 2014). During this period, the first conferences for young

scientists were held, as a result the Council of young scientists and experts was founded. After the Soviet period the attention of society and government to the scientists in this field increased in the 90-s of the twentieth century, at that time science in the country was experiencing difficulties because of changes in the Kazakh society, as a result, scientific research has fallen in bad condition, because the consumer sector of the economy was not available and it was impossible for scientists to go abroad. The introduction of the "young scientist" concept to scientific environment during this period showed to foreign countries the socio-political situation in Kazakhstan in the XX-XXI centuries and characterized as a historical period: science faces a lot of problems during the period of crisis and destruction, but at the same time, it could help the country to overcome the difficulties of this period. Scientific research plays a very important role in the creation of the source of the economic growth in the traditional system.

In the field of employment support of scientific and innovational activities directed to help employees in higher education and science, the government uses separate measures in order to correct the backward phenomena and difficulties of the last twenty years. However, they were isolated and were aimed at individual groups of scientists and experts, so did not lead to any major changes in the country's scientific and technical complex. Development and implementation of measures to support young scientists took place for the first time in national major projects and research programs.

As in western countries, "young scientist" category in Kazakhstan includes young people who are involved in science, research and pedagogy, academic activities at the universities and research institutions (Zhanazarova, 2013). They have higher education or post-graduate education degree directed at professional self-development in the field of education and science, they are characterized by constant development of their knowledge and improvement of their skills. According to their way of living, young scientists belong to the middle class, but having the necessary cultural education, natural resources, most of them do not have economical and social resources, therefore, in order to achieve this level they do it with the help of extensive professional activities or collected family funds.

Due to outstanding achievements reached over the past few years, the growing trend in Europe becomes more optimistic for science development, and got in accordance with European Union values and aspirations of their citizens (Mutanov et al, 2013). In this regard better opportunities are provided not only for a deeper establishment of relations with other European countries, but for better development possibilities. In this way, by common opinion, we are witnessing the need for a close relationship with constantly growing Europe in political and academic world, we understand that building and strengthening of intellectual, cultural, social and scientific-technological capacity is growing day after day.

5. Conclusion

The transformation processes taking place in Kazakhstan during the last 20 years, have influenced the value of the structure and system of values of young people, their professional plans and preferences, as well as in different social and professional groups. Achieving material wealth (29.8%), career (41.1), the availability of interesting work (29.1) became indicators of success in life of young people. However, in the structure of motivation for choosing scientific career such factors as an interest in science, the creative work, the opportunity to realize one's own intellectual potential are the predominant ones, i.e. motives that attract young people to science and are not traditionally associated with income acquisition. Research and academic activities are regarded as a powerful resource for self-development, the most of young people consider the scientific activities as the only opportunity for professional self-realization. This demonstrates that such choice is made not by accident, scientific career is a conscious choice and it is conditioned by striving for creative, intellectual activity. The survey revealed the sustainable socio-psychological behavior model of young scientists and conservation of practices, traditional for research and academic areas as the possibility of exercising specific roles (as a researcher or a teacher).

However, against pessimistic assessments of the prospects for the formation of sustainable motivation of young scientists working in universities, for research activities it is necessary to create certain conditions, including: raising the prestige of university research; encouraging young people to participate in research activities; attracting young teachers and researchers to participate in solving creative scientific problems using modern innovative methods; youth involvement in scientific projects and developments aimed at solving urgent problems in various fields of science of a high priority both for the university and the state as a whole.

The sociological study revealed that a social factor may play an important role in the formation of motivation for obtaining higher education and employment in research activities. On the basis of the analysis of the scientific literature on the problems of research activities development, and the results of applied social study we can make the following recommendations.

The main motives for participation in R&D are the motives for self-realization and raising self-esteem. Incentive

measures should take into account the specific needs and interests of young scientists. Thus, financial incentives are not dominant for this category of young people, they mostly strive for the recognition of the social significance of their scientific activity, the demand for results of this activity. The system of incentives for young scientists should be based on the development of a set of measures of social protection (guarantees of employment, the development of a special system of housing and utilities, health care, information benefits), enabling a targeted and in-depth engage in research activities. The leading motive of young scientists is the motive of the status acquisition (obtaining higher education (diploma), the desire to find a high-paying job, take a worthy position in society), and their attitude to R & D is more of an instrumental than terminal character.

The analysis of the results of the research project allows mapping out the further direction of research. We recommend to pay attention to the study of organizational, informational and staffing support of scientific activities, communicative aspects of research, issues on providing young scientists with benefits of a different nature, the correlation of university research with the production sphere, the degree of realization of the rights and freedoms of young scientists involved in research, the system of incentives for all research participants. It is necessary to expand the sample of sociological studies (to include young scientists from other universities, other regions in the sample), conducting surveys among teachers, expert interviews with different categories of research participants, as well as using extensive comparative material: data on national and regional statistics, regulatory and legal documents of other regions of the country (Almaty, Astana, Karaganda, Shymkent, etc.).

References

Science: Difficult frontier of the struggle for survival. (n.d.). Retrieved June 6, 2015, from http://www.kzpg.ru.

Leshina, M. (2008). The issue on relevance of stimulating teachers of the Russian Higher School. *Personnel Management, 21*, 23-25.

Hochberg, L., Kitova, G., Kuznetsova, T., & Shuvalova, O. (2010). *The Russian scientists: the finishing touches to a sociological portrait* (pp. 5-6). Moscow: State University – Higher School of Economics.

Hekhauzen, H. (2001). *Psychology of achievement motivation* (pp. 17-23). Saint-Petersburg: Piter.

Ilyin, E. (2000). *Motivation and motives.* Saint-Petersburg: Piter.

Safonova, O. (2009). Features of professional motivation of teachers of economic universities. *Higher education in Russia, 9*, 152-156.

Telegina, I. (2010). Approaches to assessing the motivation of professional work of employees of high school on the basis of innovation. *Bulletin of Tomsk State University, 3*, 60.

Kalinkin, E. (1982). *Scientific and technical potential of universities and the way of its effective use.* Moscow.

Ratner, F. (1992). *The scientific activity of students in Germany*. Kazan.

Petrov, M. (1992). *The socio-cultural foundations of development of modern science.* Moscow.

Georgieva, T. (1988). The ways of development of cooperation of universities with the production (from the experience of USA high school). *Bulletin of higher education, 4*.

Yurko, N. (2000). Scotland: ancient clan, whose name – the youth. *Elite education, 12*; (2001). *Sociology of Education, 9*.

Frank, E., & Opitz, Ch. (2002). Improving higher education in Germany. *Sociology of Education, 1*.

Abdiraiymova, G. (2012). *Young scientists of Kazakhstan: rationale sociological portrait. Scientific publishing.* Almaty: Kazakh University.

Abdiraiymova, G., Burkhanova, D., Serkizhanova, S., & Verevkin, A. (2014). Scientific, educational strategies of young scientists as representatives of Kazakh middle class. *Behavioral and Psychological Sciences, 116*, 4880-4883.

Zhanazarova, Z. (2013). Innovative processes in education and science. *Strategy of the Republic of Kazakhstan in the context of training innovative thinking specialists, 1*, 31-33.

Mutanov, G., Burkitbayev, M., Ibrayeva, G., & Abdiraiymova G. (2013). Kazakhstan in the European Higher Education Area (AHEA). *Journal of the European Higher Education Area, 3*, 67-91.

On the Relationship between Iranian EFL Teachers' Cognitive Flexibility and Iranian EFL Learners' Attitudes towards English Language Learning

Marhamat Saffarin (M.A.)

English Department, Islamic Azad University, Torbat-e Heydarieh Branch, Iran
Saffarin.m@gmail.com/ Marhamatsaffarin@yahoo.com

Mohammad Ali Fatemi (PhD, Associate Professor)

English Department, Islamic Azad University, Torbat-e Heydarieh Branch, Iran; m.a.fatemi94@gmail.com

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

It is believed that EFL learners' positive attitudes highly influence their language success. Students' negative attitudes can be replaced by positive ones and this is partly the art and duty of the teachers. Accordingly, there is a need for EFL teachers to try to promote their students' positive attitudes. Different factors including EFL teachers' characteristics contribute to the development of EFL learners' positive attitudes. This study explored the relationship between Iranian EFL teachers' cognitive flexibility and Iranian EFL learners' attitudes towards English language learning. To achieve this aim, a sample of 357 Iranian EFL teachers and 1785 Iranian EFL learners participated for gathering the data. To measure EFL teachers' cognitive flexibility and EFL learners' attitudes as demanded for the study, Iranian EFL teachers filled out Cognitive Flexibility Scale and Iranian EFL learners completed Attitude towards English Language Learning Questionnaire in terms of Behavioral, Cognitive and Emotional aspects. For data analysis Pearson Product-Moment Correlation was run. The results showed a significant relationship between Iranian EFL teacher's CF and their students' attitudes towards English language learning. The results of this study can provide hints for all those who involve in EFL teaching and learning to think about how to integrate CF into EFL educational policy as well as how to promote it as a vital mental capability in EFL teachers and learners.

Keywords: *cognitive flexibility, attitude*

1. Introduction

Teachers play a key role in SL/FL learning. Their characteristics along with other factors determine their effectiveness and the impact they have on students' attitudes and achievement. According to Stronge (2007), being not only planned but also flexible and spontaneous when necessary to be responsive to situations and students' needs is one of the teacher-related features that contribute directly to effective teaching.

Teimourtash (2013) states language teaching and learning are dynamic processes. In every moment of a language class, some unpredictable situations may happen which may facilitate teaching and learning processes or vice versa. He believes teachers should be informative and flexible immediately to manage these unexpected situations appropriately to obtain the right goal.

Parks (1994) stated that every person who wants to be flexible in various educational and social circumstances, he is required to be cognitively flexible. Spiro and Jehng (1990:165) defined cognitive flexibility (CF) as "The ability to spontaneously restructure one's knowledge, in many ways, in adaptive response to radically changing situational demands. This is a function of both the way knowledge is represented and the processes that operate on those mental representations." Martin and Rubin (1995) defined cognitive flexibility as individuals' (a) understanding of the fact that in every presented context there are available alternatives, (b) tendency to change, adapt to the situation and be flexible and (c) self-efficacy to believe about their capacity to be flexible.

Zainol Abidin, Pour-Mohammadi, and Alzwari (2012) stated that attitudes play a crucial role in language learning and highly affect learners' failure or achievement. According to Gardner (1985), positive attitudes can have beneficial effects on learning by enhancing students' motivation and leading them to achieve educational goals. But negative attitudes affect negatively and hinder students' language achievement. Tabatabaei and Bandari (2012) define attitude as a psychological concept which determines individuals' amount of dislike or like of something. In language learning, learners' attitudes are language learners' perceptions of second or foreign language and other factors associated with

them.

Wenden (1991, as cited in Soleimani and Hanafi 2013, Zainol Abidin et al., 2012 and Al-Tamimi and Shuib, 2009) stated three components for attitudes, namely behavioral, cognitive and affective. According to him, behavioral dimension includes behavioral objectives or actions in relation with attitude object. Opinions and viewpoints towards attitude object are the basic constituents of cognitive section. Ultimately, affective component of attitude deals with likes, dislikes, and feelings towards attitude subject.

This study aimed to find the relationship between Iranian EFL teachers' cognitive flexibility and Iranian EFL learners' attitudes in terms of behavioral, cognitive and emotional aspects whose important roles shouldn't be underestimated in language teaching and learning.

2. Review of Literature

2.1 Teacher Flexibility

Flexibility is a thought-related skill focusing on an individual's ability to change strategies to adapt to novel situations and cope with various situational challenges.

Teimourtash (2013) believes that teachers' flexibility can be applied to all teaching settings. It is related to teachers' awareness. He says implementing flexibility spectrum, all required things acting as shortcut to improve learners' comprehension of the use of the desired language, can facilitate language learners' achievement.

2.2 Cognitive Flexibility

According to Dennis & Vander Wal (2010), although researchers conducted several studies, there is no generally accepted opinion about measurement and definition of CF construct. Generally speaking, the capability to change cognitive sets to adjust them to changing environmental stimuli is the central part of most operational definitions of CF.

Carvalho and Moreira (2005) defined CF as a switch in thought based on a requirement to switch one's previous thoughts to novel situations. It contains considering multiple aspects of thinking simultaneously. They mentioned other names for CF including, attention switching, task shifting, mental set or cognitive shifting and mental flexibility. Elen, Stahl, Bromme and Clarebout (2011) defined CF as individuals' considering choices in mindful and balanced ways. They said CF is observable when someone can adapt to situational changes, finds alternatives, searches new information, is willing to change, work with ideas tentatively, and adapt to new situations. They stated that cognitively flexible individuals automatically think deeply and adaptively instead of mindless, routine answers to fixed situations.

According to Deak (2003), CF is dynamic modification, construction and activation of cognitive processes based on linguistic and nonlinguistic environmental data in response to changing task demands. While changing situational factors, cognitive system can adjust to new context through shifting attention, choosing relevant data to select forthcoming answers, making plans and creating novel activation conditions to feed back into the situation.

Generally speaking, CF is a higher-order cognitive ability that enables individuals to adapt responses to changing unpredictable situational demands by choosing task-related data. It's related to controlled shifts in cognitive activity over time, tasks, or problems. Deak (2003) asserted that CF is required for language processing because most of language learners or teachers don't face completely predictable linguistic situations and learning-teaching environments, or use only learned sequences to teach and learn words and sentences. They encounter unpredictable circumstances for which CF is required to cope with novel problems.

2.3 Cognitive Flexibility Theory (CFT) and Cognitive Flexibility Hypertexts (CFHS)

Spiro, Vispoel, Schmitz, Samarapungavan & Boerger (1987) suggested cognitive flexibility theory, a constructivist theory of instruction and learning. Its goal is to reduce learners' problems while acquiring advanced levels of knowledge. Spiro, Feltovich, Jacobson & Coulson (1992: 65) mentioned, "Central claim of CFT is that revisiting the same material, at different times, in rearranged contexts, for various purposes, and from different conceptual perspectives is essential for attaining the goals of advanced knowledge acquisition".

Spiro, Coulson, Feltovich, & Anderson (1988) stated CFT principles which were also mentioned by Moreira (1999) and Carvalho & Moreira (2005). Based on them, oversimplification of knowledge is avoided, multiple knowledge representations should be contextualized in learning tasks, teaching materials should be context-sensitive, complexity should be introduced at early learning stages, case-based instruction is emphasized, knowledge construction is focused

not mere information transmission, advanced knowledge acquisition must happen in real-world contexts and highly interconnecting knowledge sources should be used instead of compartmentalized sources.

CFT introduce a different view to knowledge acquisition and instruction through the use of interactive technology which provide multifaceted case-based representations of conceptual complexity, interrelatedness and overlap. Spiro et al. (1988) stated that via cases which play the role of context-based knowledge examples, information should be provided from diverse intellectual perspectives which facilitate its acquisition and transference to new situations. Accordingly, hypertext/hypermedia is considered the best means to facilitate navigating through complicated domains of information and provide non-linear links which help implement multiple dimensions of representing knowledge and develop CF.

Carvalho and Moreira (2005) stated that because CFT's focus is on representing the same teaching materials repeatedly from diverse perspectives in rearranged instructional sequences, they are better to be presented via CFHs which follow a case-based approach. CFHs enable learners to involve in activities which are cognitively manageable for the aim of reducing the willingness to oversimplify learning problems. Following this, Moreira (1999) stated that CFH is an effective medium for making the learners capable of implementing and transferring their knowledge to new situations. He mentioned that some samples of CFHs have already been successfully implemented.

2.4 Implications for Education and General Learning

Boger-Mehall (1996) stated that individual's capability to simultaneously think about multiple concepts and to switch between different aspects of thought is an integral part of teaching and learning processes which is vital to success. As he mentioned, the fact that the teachers' teaching methods greatly influence the formation and the nature of their learners' cognitive structures which in turn impact learners' capability to store and readily access data shows the important role of teachers' CF in education.

Duffy and Jonassen (1992) stated that enabling individuals to learn as well as appropriately adapt and apply what they learn to novel contexts is an essential goal of every educational system. Therefore, integration of CF into educational policy is recommended. Accordingly, hypertext which is a technology-supported instruction can be considered a means to integrate CF into education.

2.5 Attitude

Ajzen (2005, p.3) defines attitude as "disposition to respond favorably or unfavorably to an object, person, or event". Gardner (1985) mentioned attitudes are related to people's standards and viewpoints which encourage or discourage the decisions they make in their activities. Richards and Platt (1992) defined language attitude as the attitude which speakers of various languages have towards their own language or other languages. Positive or negative emotional expressions towards a language may reflect impressions of ease or difficulty of learning, linguistic simplicity, degree of importance, language speakers, etc.

Many scholars believed that individuals' language success is highly affected by their attitudes towards the language i.e. how they evaluate the target language, its speakers, culture and learning environment. Brown (2007) said positive attitudes toward self, the native and the target language group increased language proficiency.

Kara (2009) mentioned that language learning is a positive change in the individuals' personality regarding cognitive, emotional and behavioral dimensions. Zainol Abidin et al. (2012) also stated that learning process includes social, psychological and cognitive aspects. Accordingly, behavioral, cognitive and affective dimensions are considered for attitudes each of which is based on a theoretical approach (behaviorism, cognitivism and humanism).

2.6 Related Studies

2.6.1 Studies on Cognitive Flexibility

Several studies have been performed about different CF-related subjects such as CF itself, CFT, its implementations in educational settings, etc.

In their investigation, Martin and Rubin (1995) found positive relationships between CF and behavioral flexibility while negative relationship between CF and rigidity. Moreover relationships were found between CF and interaction involvement including perceptiveness, responsiveness and attentiveness. They also found that individuals with high CF reported their high self-monitoring and self-efficacy skills.

Martin and Anderson (1998) performed three studies to investigate CF scale validity. In the first study a positive

correlation was found between CF, responsiveness and assertiveness. In the second, no difference was observed between a person's self-report of CF and his peers' perceptions of his CF. In the third one investigating CF and self-efficacy, those participants with high CF showed more confidence in their capability to achieve communication aims. It was concluded that CF affects individuals' class participation. The results of these studies confirm the idea that communication competence involves CF as a significant component.

Moreira (1999) performed a study concerning CFT and its application to the construction of learning hypertexts to explore the probability of developing EFL teachers' CF within the area of mistake management. Comparison group was exposed to teaching materials of Mistake Management data-base presented in a linear and traditional way. Experimental group was exposed to the same materials but the data-base followed a flexible, non-linear, and criss-crossed structure for multiple interconnected presentations of the materials based on CFT principles. The experimental group showed higher levels of performance in both far and near transfer problem solving tasks. He concluded that careful thematic indexing of complex knowledge in course materials design and in hypertext learning environments is required for both learners and teachers.

Chesebro and Martin (2003) found that CF was positively related to conversational sensitivity in a way that it can be considered a significant component of conversational sensitivity. It means that conversationally sensitive individuals are informed about their alternatives for directing and managing conversations.

Cayanus (2005) conducted a study to investigate whether affective learning, CF, teacher self-disclosure and student motives to communicate affect students' propensity to ask questions in classroom or not. To this aim, 216 participants completed scales measuring the mentioned variables. It was found that participatory student motive to communicate and CF anticipated student question asking in class.

Martin, Staggers, and Anderson (2011) conducted a study to examine the validity of Cognitive Flexibility Scale developed by Martin and Rubin (1995). Participants completed a questionnaire measuring CF, intellectual flexibility, self-compassion, dogmatism, and preference for consistency. They found positive relationships between self-compassion, intellectual flexibility and CF. A negative relationship was revealed between CF and dogmatism. Additionally, the findings rejected the hypothesis that predicted a negative relationship between CF and preference for consistency.

2.6.2 Studies on Attitude

Hosseini and Pourmandia (2013) state that perception and attitude toward the target language are the two most important factors influencing language learning.

Abdol Latif, Fadzil, Bahroom, Mohamad and Ng (2011) conducted a research to investigate whether motivation, attitude, instrumental orientations and anxiety affected learners' performance in ESL. The results showed significant correlations between learners' performance in English course and all the four variables. Among all, instrumental orientation and attitude positively impacted learners' linguistic performance.

Soleimani and Hanafi (2013) explored medical students' attitudes towards learning English in terms of cognitive, behavioral and emotional aspects as well as gender-related differences in this regard. The results revealed a highly positive attitude in students concerning learning English. However, male students' attitudes were higher than females. The results demand teachers' paying attention to learners' attitudes duo to the great impact they have on learners' language achievement.

Tseng (2013) explored the relationship between EFL students' attitudes toward foreign culture and their English proficiency levels. Related to attitudes, family, ethnic, school and social aspects were considered. 90 students were organized according to their English proficiency level, namely high and low proficiency level. One of the outcomes of this probe was a significant correlation between attitudes toward culture and English proficiency levels of the high-proficiency learners.

Duo to the importance of cognitive flexibility and attitude, these variables were the subject of investigation in this research. Although several researches have been conducted regarding either of these variables independently, no one examined the relationships between teachers' CF and learners' attitudes towards English language learning in an Iranian EFL context. Following other researchers' opinions, the researcher bases the theoretical framework of this study on Cognitive Flexibility Theory suggested by Spiro et al. (1987).

3. Research Question and Hypothesis

RQ: Is there any significant relationship between Iranian EFL teachers' cognitive flexibility and Iranian EFL learners' attitudes towards English language learning?

H0: There is no significant relationship between Iranian EFL teachers' cognitive flexibility and Iranian EFL learners' attitudes towards English language learning.

4. Research Methodology

4.1 Participants and Setting

To gather the required data, a sample of both Iranian EFL teachers teaching at English institutes and a number of their students participated voluntarily. The sample participants were selected randomly on the basis of the researcher's accessibility. They were mostly from some big provinces of Iran including Tehran, Khorasan Razavi, Khorasan Jonoobi, Lorestan, Kerman and Semnan.

The number of EFL teachers were 357 (182 males and 175 females) having different years of teaching experiences. Additionally, 1785 (630 males and 1155 females) EFL students of the same teachers who studied English at upper-intermediate and advanced levels of language institutes participated in this investigation.

It was estimated that the total number of EFL teachers teaching in different institutes of Iran equals 5000 people (considering 1000 language institutes in Iran with an average of 5 EFL teachers in upper-intermediate and advanced levels for each institute). Regarding this total population, the required sample of participants were about 357 EFL teachers and 1785 EFL learners considering 5 learners for each of teachers of this study. This sample size was calculated using Sample Size Table developed by Krejcie and Morgan (1970). (Considering 95% of the level of confidence with a Margin of Error of about 5.0%).

4.2 Instrumentation

4.2.1 Cognitive Flexibility Scale (CFS)

In this study, Cognitive Flexibility Scale (Martin and Rubin, 1995) was used to measure EFL teachers' CF. It is a self-report questionnaire consisting of 12 items. Participants were asked to determine their level of agreement with the items using a six-point, Likert-type response scale ranging from 1 (strongly disagree) to 6 (strongly agree).

Internal reliabilities for this scale calculated previously through Cronbach's Alpha have ranged from .81 to .82 (Martin and Anderson, 1998; Martin, Anderson and Thweatt, 1998). Construct and content validity were also indicated by Martin and Anderson (1998). Construct validity was revealed through the relationship between self-efficacy and CF. Content validity was shown through finding high correlations between assertiveness, responsiveness and CF.

To assure CFS reliability in an Iranian EFL context, it was piloted by the researcher and calculated Cronbach's Alpha was 0.866 which shows acceptable degree of reliability.

4.2.2 Attitudes towards English Language Learning Questionnaire (AELLQ)

To measure Iranian EFL learners' attitude, Attitudes towards English Language Learning Questionnaire developed by Soleimani and Hanafi (2013) was used. It includes 30 items through which participants were required to choose selected-response items along a one (Strongly Disagree) to five (Strongly Agree) Likert scale. This questionnaire considered emotional, behavioral and cognitive aspects of attitudes.

According to Soleimani and Hanafi (2013), reliability of general AELLQ was 0.90 and Cornbach's Alpha values concerning its three aspects were (behavioral=0.84; cognitive=0.71; emotional=0.77). The validity of AELLQ items was also reported to be high.

Reliability of AELLQ (Soleimani and Hanafi, 2013) applied in this study was also calculated by the researcher. Cronbach's alpha of 0.931 was obtained and values concerning its aspects separately were (behavioral=0.767; cognitive=0.761; emotional=0.917).

It should be noted that there were some items in CFS and AELLQ which were negatively worded. These items were reverse coded for the purpose of having higher scores indicating greater amount of Cognitive Flexibility and Attitude.

4.3 Procedure

To measure the reliability of the questionnaires and their clarity, they were piloted before their administration to the

sample population. For piloting CFS, it was distributed among 20 randomly selected Iranian EFL teachers who didn't take part in the actual research but their characteristics were similar to the participants. To pilot AELLQ, it was distributed among 20 Iranian EFL learners. The questionnaires' validity in the Iranian EFL context of the present study was also estimated through asking two experts as well as conducting factor analysis. The calculated reliability and validity of the scales revealed that their items were completely appropriate for research goals. The instructions provided by the researcher were also quite lucid to increase the reliability of the responses.

Prior to the distribution of the questionnaires, approval was obtained from the managers of the targeted language institutes. Participants were ascertained that their information would be treated as strictly confidential. They were given an orientation to the research and were asked to fill in the questionnaire items based on what they really were or thought not what they desired to be.

To collect the required data, CFS was responded by Iranian EFL teachers and AELLQ by Iranian EFL learners. The needed time for filling out each questionnaire was about 15 minutes and the questionnaires were completed in class concurrently. In the present study, availability sampling was used. Data collection procedure started at July 2014 and ended at November 2014.

Successive to data collection phase, the data was analyzed by means of SPSS and via running Pearson Product-Moment Correlation Coefficient. Since the aim of the study was to explore about significant relationships between CF and AELL, the researcher compared the results of the questionnaires and correlations between the variables were calculated. To be more specific, both scales and subscales utilized in this study were taken into account.

4.4 Study Design

The researcher selected survey method, a method of gathering data from samples who are representative of a whole population, for this quantitative study. The variables were arranged based on correlational and factorial design in which more than one independent variable were involved and the existence or non- existence of the significant relationships between Iranian EFL teachers' CF and their students' attitudes were explored. Correlational designs are considered as a subcategory of ex post facto designs. Therefore, this study followed an ex post facto design, too. For data analysis conducted through SPSS, both descriptive and inferential statistics were applied.

5. Results and Discussions

To answer research question raised in this study i.e. whether there is any significant relationship between Iranian EFL teachers' cognitive flexibility and Iranian EFL learners' attitudes towards English language learning in terms of behavioral, cognitive and emotional aspects, the relationships between these variables were assessed using Pearson Product-Moment Correlation formula. Both scales and subscales were taken into account.

First a correlation was run to examine the relationship between EFL teachers' CF and EFL learners' overall attitudes (Table 1). Results of conducting analysis indicated a significant positive correlation between these two variables ($r= .32$, $p<.05$). It means the higher Iranian EFL teachers' CF; the more positive attitudes have Iranian EFL learners. Accordingly, the null hypothesis i.e. "there is not any significant relationship between Iranian EFL teachers' CF and Iranian EFL learners' attitudes" is rejected.

Table 1: Pearson Correlations of EFL Teachers' CF and EFL Learners' Attitude (Total)

		total.attitudes	cognitive.flexiblity
total.attitudes	Pearson Correlation	1	.324**
	Sig. (2-tailed)		.000
	N	357	357
cognitive.flexiblity	Pearson Correlation	.324**	1
	Sig. (2-tailed)	.000	
	N	357	357

**. Correlation is significant at the 0.01 level (2-tailed).

Further analyses were done to examine the correlations between Iranian EFL teachers' CF and subscales of Iranian EFL learners' AELL. First, the correlation between behavioral aspect of learners' AELL and teachers' CF was assessed. The results are illustrated in "Table 2". As it is indicated, there is a positive correlation between Iranian EFL teachers' CF and

behavioral aspect of their students' AELL (r= .27, p<.05). Therefore, the higher Iranian EFL teachers' CF, the more positive behavioral attitudes have Iranian EFL learners.

Table 2: Pearson Correlations of EFL Teachers' CF and EFL Learners' Attitude (Behavioral)

		cognitive.flexiblity	BEHAVIORAL
cognitive.flexiblity	Pearson Correlation	1	.276**
	Sig. (2-tailed)		.000
	N	357	357
BEHAVIORAL	Pearson Correlation	.276**	1
	Sig. (2-tailed)	.000	
	N	357	357

**. Correlation is significant at the 0.01 level (2-tailed).

Then, the correlation between Iranian EFL learners' cognitive aspect of AELL and Iranian EFL teachers' CF was assessed. The results are observed in "Table 3". Based on the results, a positive correlation was revealed between Iranian EFL teachers' CF and their students' cognitive aspect of attitude (r= .23, p<.05). So, the higher Iranian EFL teachers' CF, the more positive cognitive attitudes have Iranian EFL learners.

Table 3: Pearson Correlations of EFL Teachers' CF and EFL Learners' Attitude (Cognitive)

		cognitive.flexiblity	COGNITIVE
cognitive.flexiblity	Pearson Correlation	1	.234**
	Sig. (2-tailed)		.000
	N	357	357
COGNITIVE	Pearson Correlation	.234**	1
	Sig. (2-tailed)	.000	
	N	357	357

**. Correlation is significant at the 0.01 level (2-tailed).

Finally, the correlation between Iranian EFL learners' emotional aspect of AELL and Iranian EFL teachers' CF was assessed. "Table 4" depicts the results of this analysis. As it shows, there is a positive correlation between Iranian EFL teachers' CF and their students' emotional aspect of attitude (r= .44, p<.05). Hence, the higher Iranian EFL teachers' cognitive flexibility, the more positive emotional attitudes have Iranian EFL learners.

Table 4: Pearson Correlations of EFL Teachers' CF and EFL Learners' Attitude (Emotional)

		cognitive.flexiblity	EMOTIONAL
cognitive.flexiblity	Pearson Correlation	1	.448**
	Sig. (2-tailed)		.000
	N	357	357
EMOTIONAL	Pearson Correlation	.448**	1
	Sig. (2-tailed)	.000	
	N	357	357

**. Correlation is significant at the 0.01 level (2-tailed).

To summarize, the results of running Pearson Product-Moment Correlation indicated that Iranian EFL teachers' CF was related to all subscales of Iranian EFL learners' attitudes towards English language learning including behavioral, cognitive and emotional domains. However, Iranian EFL teachers' CF had the highest correlation with emotional aspect of Iranian EFL learners' AELL. Then, the behavioral aspect of AELL came second and cognitive aspect of Iranian EFL learners' attitudes indicated the lowest amount of correlation with Iranian EFL teachers' CF compared with the other two aspects.

As it was stated, the goal of this investigation was to explore if there is any significant relationship between Iranian EFL teachers' CF and Iranian EFL learners' attitudes. While different researches in issues concerning CF and AELL have been conducted, there is no known published information on the relationship between these variables.

Based on the results of this study, positive correlations were found between Iranian EFL teachers' CF and their

students' AELL in terms of emotional, behavioral and cognitive aspects. In line with this finding, other researchers found relationships between CF and some other psychological concepts. E.g. positive correlation between CF and behavioral flexibility, interaction involvement including perceptiveness, responsiveness and attentiveness (Martin and Rubin, 1995); positive correlation between CF and responsiveness, assertiveness, self-efficacy and communication competence (Martin and Anderson, 1998); positive correlation between CF and conversational sensitivity (Chesebro and Martin, 2003); and positive relationships between CF; self-compassion and intellectual flexibility (Martin et al., 2011).

6. Conclusion

The purpose of the present study was to explore the relationship between Iranian EFL teachers' cognitive flexibility and their students' attitudes towards English language learning. Based on the findings of this investigation along with the outcomes of other probes in the field of English language teaching and learning, some conclusions can be drawn as follows.

It has been accepted that learners' attitudes as affective language learning components highly influence its success or failure. Several researchers assert that positive attitudes have beneficial impacts on language learning and facilitate it by enhancing students' motivation and leading them to achieve educational goals. (Gardner, 1985 & Zainol Abidin, et al., 2012). Tseng (2013) believes teachers should notice that students' negative attitudes can be replaced by positive ones and this is partly the duty of the teachers. Accordingly, there is a need for all EFL teachers to consider their students' attitudes, needs and emotions before their cognitive abilities and try to promote their positive attitudes towards language learning. In this way, EFL learners enjoy learning the target language and involve in language learning process so they can achieve cognitive capabilities.

There are various factors such as EFL teachers' characteristics which contribute to the development of EFL learners' positive attitudes. CF was one of such personality traits examined in this investigation. Hence, this study aimed to highlight the significance of CF and to explore the relationship between Iranian EFL teachers' CF and their students' attitudes towards English language learning in terms of behavioral, cognitive and emotional aspects.

The results of this study provide researchers, EFL teachers, etc. with a better insight regarding the significant role of CF as a stimulus applied for promoting EFL learners' positive AELL. Based on the found correlations between the examined variables of this study it can be concluded that Iranian EFL teachers' high CF will result in developing Iranian EFL learners' positive attitudes particularly in emotional dimension and this will lead to promoting EFL learners' language learning success.

Regarding the importance of CF, as this study suggests, the complexities of everyday life which is full of novel and unexpected situations reinforce the need to be cognitively flexible. Since in this post-modern world, things change quickly and new techniques are introduced regularly, EFL teachers as the members of this modern community are required to adapt to the unpredictable changes to improve teaching and learning in different settings.

This study offers teachers to notice that they face different students in various contexts. They should consider individuality as an important factor in their teaching process. E.g. the methods they choose for extrovert students should differ from introvert ones. The same seems true for different educational settings, etc. Consequently, by noticing the findings of this study, EFL teachers can gain a thorough insight about the benefits of CF as an essential component of communication competence and as a necessary characteristic for all teachers in general but EFL teachers in particular which help them in this regard to replace traditional rigidity in their teaching methods with flexibility to cope with situational demands.

Additionally, the results of this study can provide hints for all those who involve in EFL teaching and learning to think about how to integrate CF into EFL educational policy as well as how to promote it as a vital mental capability in EFL teachers and learners. As it was proposed by Moreira (1999), Duffy and Jonassen (1992) and Spiro et al. (1988), the use of Cognitive Flexibility Hypertexts designed based on CFT principles is a means to integrate CF into education as well as an effective way to improve CF of EFL teachers and learners. CFHs are computer-based texts which provide a multifaceted, contextualized and flexible structure of material presentations which enable teachers and learners to incorporate new information and integrate it with preexisting schemata to handle novel situations. Therefore, as the results of this study suggests, because of the high correlation between EFL teachers' CF and EFL learners' positive AELL, there is a need to incorporate the ways to develop EFL teachers' CF into teacher education programs and in-service training. Moreover, all those who involve in EFL teaching and learning can think about designing appropriate CFHs which can contribute to achieve the aim of developing EFL teachers' CF.

Moreover, the significant correlations which were found between Iranian EFL teachers' CF and Iranian EFL learners' AELL may lead researchers and practitioners to think about the probable relationships between these teacher-

related variables as well as other EFL teachers' capabilities and student-related affective domains.

References

Abdol Latif, L., Fadzil, M., BAhroom, R., Mohamad, W., & Ng, M. S. (2011, March). The Role of Motivation, Attitude, Anxiety and Instrumental Orientation in Influencing Learners' Performance in English as a Second Language in OUM. In *Global Learn* (Vol. 2011, No. 1, pp. 1659-1668). Retrieved from: http://eprints.oum.edu.my/565/

Ajzen, I. (2005). *Attitudes, personality, and behavior*. McGraw-Hill International.

Alavinia, P., & Salmasi, M. (2012). On the Correlation between Iranian EFL Learners'

Shyness Level and their Attitudes toward Language Learning. *Research on Humanities and Social Sciences*, *2*(9), 91-102.

Al-Tamimi, A. & Shuib, M. (2009). Motivation and attitudes towards learning English: A

study of petroleum engineering undergraduates At Hadhramout University Of Sciences And Technology. *GEMA Online Journal of Language Studies, 9(2)*. Retrieved from: http://www.ukm.my/ppbl/Gema/pp%2029_55.pdf

Boger-Mehall, S. R. (1996). Cognitive flexibility theory: Implications for teaching and teacher education. *In Society for Information Technology & Teacher Education International Conference* (Vol. 1996, No. 1, pp. 991-993).

Brown, D. H. (2007). *Principles of language learning and teaching*. (5th Eds.). Pearson: Longman.

Carvalho, A. A., & Moreira, A. (2005). Criss-crossing Cognitive Flexibility Theory based research in Portugal: an overview. *Interactive Educational Multimedia, 11*, 1-26. Retrieved from**:** http://www.ub.es/multimedia/iem

Cayanus, J. L. (2005). *Students' Propensity to Ask Questions: Do Cognitive Flexibility, Teacher Self-Disclosure, Student Motives to Communicate, and Affective Learning Influence Question Asking in the Classroom?* PH.D Dissertation. West Virginia University. Retrieved from: http://wvuscholar.wvu.edu:8881//exlibris/dtl/d3_1

Chesebro, J. L., & Martin, M. M. (2003). The relationship between conversational sensitivity, cognitive flexibility, verbal aggressiveness and indirect interpersonal aggressiveness. *Communication Research Reports*, *20*(2), 143-150.

Deak, G O (2003). "The development of cognitive flexibility and language abilities". *Advances in Child Development and Behavior* 31: 271–327. PMID 14528664.

Dennis, J. P., & Vander Wal, J. S. (2010). The cognitive flexibility inventory: Instrument development and estimates of reliability and validity. *Cognitive therapy and research*, *34*(3), 241-253.

Duffy, T. M., & Jonassen, D. H. (Eds.). (1992). *Constructivism and the technology of instruction: A conversation*. Psychology Press. Retrieved from: http://samples.sainsburysebooks.co.uk/9781136612282_sample_502793.pdf

Elen, J., Stahl, E., Bromme, R., & Clarebout, G. (2011). *Links between Beliefs and Cognitive Flexibility*. Springer.

Gardner, R. C. (1985). *Social Psychology and Second Language Learning: The Role of Attitudes and Motivation*. London: Edward Arnold.

Hosseini, S. B., & Pourmandnia, D. (2013). Language learners' attitudes and beliefs: Brief review of the related literature and frameworks. *International Journal on New Trends in Education and Their Implications*.

Kara, A. (2009). The Effect of a 'Learning Theories' Unit on Students' Attitudes towards Learning. *Australian Journal of Teacher Education, 34*(3), 100-113. [Online] Available: http://ro.ecu.edu.au/ajte/vol34/iss3/5 (August 10, 2011)

Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educ Psychol Meas*.

Martin, M. M., & Anderson, C. M. (1998). The Cognitive Flexibility Scale: Three validity studies. *Communication Reports, 11,* 1-9.

Martin, M. M., Anderson, C. M., & Thweatt, K. S. (1998). Individuals' perceptions of their communication behaviors: A validity study of the relationship between the Cognitive Flexibility Scale and the Communication Flexibility Scale with aggressive communication traits. *Journal of Social Behavior and Personality*, *13*, 531-540.

Martin, M M; Rubin, R B (1995). "A new measure of cognitive flexibility". *Psychological Reports* 76: 623–626. doi:10.2466/pr0.1995.76.2.623. http://www.amsciepub.com/doi/abs/10.2466/pr0.1995.76.2.623

Martin, M. M., Staggers, S. M., & Anderson, C. M. (2011). The relationships between cognitive flexibility with dogmatism, intellectual flexibility, preference for consistency, and self-compassion. *Communication Research Reports*, *28*(3), 275-280.

Moreira, A. (1999). Teacher Education in EFL and the Development of Cognitive Flexibility.

Lisbon, TNTEE. Acedido em http://tntee. umu. se/lisboa/papers/abstractportugal. html# moreira. Retrieved from: http://findpdf.net/reader/Teacher-Education-in-EFL-and-the-Development-of-Cognitive-Flexibility.html

Parks, M. R. (1994). Communication competence and interpersonal control. In M. L. Knapp & G. R. Miller (Eds.), *Handbook of interpersonal communication* (pp. 589-620). Beverly Hills, CA: Sage.

Richards, J. C., Platt, J., & Platt, H. (1992). *Longman dictionary of language teaching and applied linguistics.*

Soleimani, H., & Hanafi, S. (2013). Iranian Medical Students' Attitudes towards English Language Learning. *International Research Journal of Applied and Basic Sciences.* 4 (12):3816-3823. Retrieved from: http://www.irjabs.com/files_site/paperlist/r_1375_130914103018.pdf

Spiro, R.; Coulson, R.; Feltovich, P. & Anderson, D. (1988) *Cognitive flexibility: Advanced knowledge acquisition ill-structured domains*. Proc. of the Tenth Annual Conference of Cognitive Science Society, Hillsdale, NJ: Erlbaum, 375-383.

Spiro, R.J., Feltovich, P.J., Jacobson, M.J., & Coulson, R.L. (1992). Cognitive Flexibility,

Constructivism, and Hypertext: Random Access Instruction for Advanced Knowledge Acquisition in Ill-Structured Domains. In Duffy, T. M., & Jonassen, D. H. (Eds.), Constructivism and the technology of instruction: *A conversation* (pp.121-128). Hillsdale, NJ: Lawrence Erlbaum Associates Publishers.

Spiro, R.J. and Jehng, J. (1990) Cognitive Flexibility and Hypertext: Theory and Technology for Nonlinear and Multidimensional Traversal of Complex Subject Matter. In Nix, D. and Spiro, R. (1990) (eds.) *Cognition, Education and Multimedia: Exploring Ideas in High Technology*. Hillsdale, Lawrence Erlbaum Associates, Publishers.

Spiro, R., Vispoel, W.p., Schmitz, J.G., Samarapungavan, A. e Boerger, A.E. (1987).
Knowledge Acquisition for Application: Cognitive Flexibility and Transfer in Complex Content Domains. In B.C. Britton e S. M. Glynn (eds.), *Executive Control in Processes in Reading*. New Jersey: Lawrence Erlbaum Associates, 177-199.

Stronge, J. H. (2007). *Qualities of effective teachers*. ASCD.

Tabatabaei, O., & Bandari, M. M. (2012). Iranian EFL learners' attitudes towards the use of computer-mediated PowerPoint presentations. *Theory and Practice in Language Studies*, *2*(2), 214-223. Retrieved from: http://ojs.academypublisher.com/ index.php/tpls/article/view/tpls0202214223

Teimourtash, M. (2013). Flexible Teachers vs. Rigid Learners: "Opportunities Lost & Found in Iranian EFL Context". *Journal of Nature Inspired Computing*, *1*(1), 14-18. Retrieved from: http://worldsciencepublisher.org/journals/ index.php/JNIC/article/view/1265

Tseng, M. C. (2013). The Relationship between Attitudes toward Foreign Culture and English Proficiency Level in Taiwanese Students of English as a Foreign Language. *Studies in English Language Teaching, 1* (2), p264. Retrieved from: www.scholink.org/ojs/index.php/selt

Zainol Abidin, M. J., Pour-Mohammadi, M., & Alzwari, H. (2012). EFL students' attitudes towards learning English language: The case of Libyan secondary school students. *Asian social science*, *8*(2), p119.

Technology to Frame English Sentences: M-Learning in Language Learning

Lakshmi. K

Research Scholar, English Division, School of Social sciences and Languages, VIT University
Vellore, Tamil Nadu India-632014; lakshmikannampurath@gmail.com

R. Nageswari

Assistant Professor, English Division, School of Social sciences and Languages, VIT University
Vellore, Tamil Nadu, India-632014; rnageswari.r@gmail.com

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

M-learning has been an establishing method in the language learning since late twentieth century. This paper is an attempt to advocate the efficiency of m-learning to that of traditional learning in Indian context to improve the usage of English sentences. The study also focuses on tertiary level learners' interest in learning English sentence structures which is induced by the mobile devices. The participants for the study are drawn from a private university in Tamil Nadu using convenience sampling method. The study has been carried out using an activity, "Behind the Screen" among the second year tertiary learners. They are provided with activities in two different approaches, traditional and m-learning. The data analysis was done using paired sample t-test in SPSS. The paper shows how m-learning is preferred over traditional learning by young learners during activities in classrooms. The study, thus, proves that the new method in language learning is cordial and confirmatory.

Keywords: *M-learning, traditional learning, English sentences, tertiary learners, Indian context*

1. Introduction

M-learning first appeared in the twentieth century as an extension to e-learning. E-learning has been a widespread processing power in the field of education and language learning with the handheld devices in the late 80s and 90s. It grew exponentially as it became more reasonable and even ubiquitous, leading to a new door to learning called m-learning. Mobile devices paved its way in language learning through its computing capabilities and advanced connectivity. With the increased exposure of young learners to the mobile devices and its inexplicable features, this paper aims at enhancing English sentences using m-learning. Though m-learning is considered as just a new way of learning using technology and not a replacement of traditional learning, this study shows a higher hand of the former to the latter.

The studies on m-learning in language learning project the efficacy of the new method in the field of study. Guerrerro, et al. (2010) highlight the use of mobile software tool that was developed to teach grammar to primary education Chilean students. Agca, et al. (2013) established a mobile learning environment combined from printed course book and mobile devices to support vocabulary learning. The instructional materials used in their study mainly composed of "the 7th chapter of the course book. Only cellphone is used as mobile device in the study. Mobile devices used by the students are mostly smartphones and the communication within the classroom is provided via wireless connection" (Agca, et al. (2013), p.783). The case study by Gromik(2012) confirms that the video recording feature of cellphones can also be used for improving the speaking skills. However there have been comparatively lesser studies carried out in Indian context regarding m-learning in language learning. A major study conducted on m-learning in Indian context was a game-based mobile learning model in low- socioeconomic communities of India (Kim, et al., 2012). The study revealed that the learners with no exposure to technology could able to figure out the given mobile technology and solve mathematical problems. Another study by the current researchers on vocabulary learning using m-learning disclosed a better learning environment to the learners outside classroom for English language learning (Lakshmi, et al., 2015). This study thus is an attempt to prove the effectiveness of m-learning in Indian context using task-based approaches. However, the use of mobile devices in this study is not confined to cell phones alone but extended to the use of laptops, tablets, smartphones and notebooks supported by photo editing software.

A feature that the previous studies did not deal with is the study of English sentences using m-learning. Also, they have not yet discussed the lesser acceptance of traditional method among the young learners in being motivated for

learning process. The major focus of the present study is, thus, the use of m-learning in enhancing English sentence structures. M-learning helps the learners to have a learning environment beyond their classrooms without any constraints to time and place. This paper will show that the new method of m-learning may indeed be an effective way to evoke curiosity and interest in learners on language learning.

2. Research Methods

2.1 Aims of the study

The purpose of the study was to attempt to figure out a new method that would motivate the learners to frame effective English sentences. It will also investigate how far the new method could be effective when compared to the traditional classroom activities. The end of activity using the new method will also undergo an analysis to check if there were any significant differences between m-learning and traditional learning among the young learners.

2.2 Context

This study took place in a private engineering college at Vellore, Tamil Nadu in India. Students from first year classes at tertiary level (age group from 17-19) agreed to undergo the study. The class contained 30 students from B. E Computer Science. The sample was drawn using convenience sampling method. The method was selected for fixing the sample due to the ease of volunteering the study. The target group was assigned with two activities, both in traditional and m-learning methods, that were carried out in five 50- minute lessons. The target learners were with a range of English proficiency. The study was thus an investigation on two different approaches to language learning.

2.3 Procedures and data analysis

Two approaches containing one activity each is introduced to the learners in five hours of lessons. All were speaking activities to be performed individually and in group. The first activity was named “Personality pick” in which traditional approach was executed. The learners were asked to choose a personality type of their choice and give a speech for a minimum of one minute on the same. The appropriate use of sentence patterns, coherence, accuracy, clarity and confidence are the five criteria tested in the activity. The first activity was carried out for 50 minutes in two sessions. The second activity named, “Behind the Screen” was implemented in the class using the photo editing applications in mobile devices. The learners were divided into six in each group, as many studies suggest that small groups are better regarding maximum participation and interchange of ideas (Cooper, et al, 1998). The criteria tested in the first activity were followed to evaluate individual’s performances. The details of the activities can be found in the Appendix. The learners made audio recordings of their performances in each class during the examining period.

The activity sequences are shown in Figure1. The pre-task hour involved orientation about m-learning, English sentence structures and the type of activities for the study. This was followed by the activity in traditional method. The learners were less confident to present the activities during Activity 1. The group activity in the second phase was carried out with more confidence and enthusiasm by learners. Group work easily supported learners better to elaborate, explain and evaluate information (Dillenburg,et al., 1995). The recordings during the two activities were evaluated using the five criteria mentioned above, in testing the learners’ performance in using English sentences. The effectiveness of m-learning has been highlighted at the end of the 5-hours session.

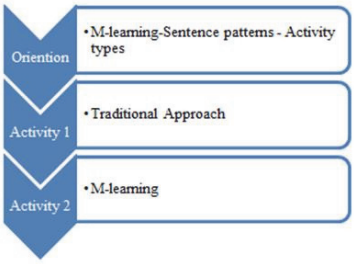


Figure 1. The activity sequence studied in the paper

3. Results and discussion

In Activity 1, the individual choice of their personalities to speak in target language for a minute, involved the space and choice for the learners to successfully deliver their views on the topic. Four choices were given to the learners with their interests on sports, their favourite TV program, their favourite shopping experiences and their favourite food habits. The following features were highlighted during the activity:

- Giving opinions
- Using appropriate sentence patterns
- Having coherence and clarity
- Presenting with confidence

The learners were hesitant to perform individually and their sentences were mostly influenced by their mother tongue. The restricted time to give speech on their thoughts too affected their performance in speech. However, using m-learning there were more attempts to use the target language and they were done with more coherence and accuracy. This is illustrated in (I) and (II) from the two activities which are random examples from the target learners.

I Learner1: …. got topic of 'cloth craver' (.) I mostly don like to shop, shopping (in low voice).
But….eh…. but (.) Nowadays I would like to shop …. Eh…. because of nowadays fashion has changed due to clothings
II Learners2: …. Eh I prefer more ice creams, chocolates (.) eh…. And I hate some vegetables ….
Eh…. Eh …. (Pause for nearly 10 seconds)

The learners were struggling to express their ideas in target language in the first activity. They found difficulty in framing appropriate sentences. In the m-learning activity, there were evidences of being more confident and expressing themselves in appropriate sentence structures with more clarity. When explaining the picture to the other groups, the learners were more interested to describe it to the class. Moreover, the sentences were structured well with clarity. There was also coherence and accuracy in presentation. As the learners were assigned groups for the activity2, their confidence level was also comparatively high.

III Learner 1: A creature is sitting in a sandy region facing to a watery area. It's with mixed colour in complexion…..

The analysis of the performance of the learners in the two activities is summarized in Figure 1, which shows the performance difference and effectiveness of the two approaches. It shows that there has been a comparatively high performance from the learners during Activity2. For Activity 1, Figure1 shows that there were only 4 learners who could score above 15. It also shows how the learners' performance in Activity 2 was higher compared to the Activity in traditional method. It has been found that the learners were more confident to present their ideas confidently in well-structured sentence patterns. The performance graph of the two activities shows the comparative difference in the effectiveness of both the methods (Figure2).

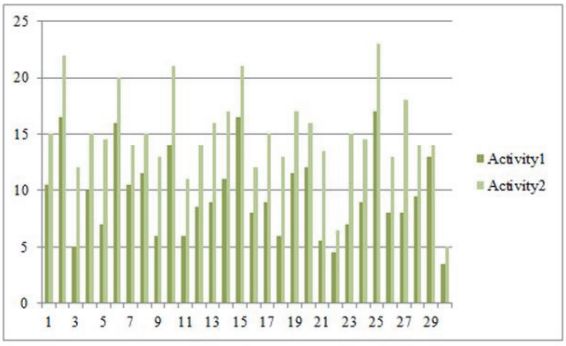


Figure 2. Performance graph of the learners in Activity1 and Activity2

On the whole, the results reveal that there is an increase in the performance level of learners while undertaking m-learning. In Activity2, the learners had clarity in structuring their sentences. They were able to produce their views with

more clarity. It was also found that students were motivated highly when given an activity through m-devices. The effectiveness of m-learning has thus been widely discussed to be implemented in classrooms.

4. Conclusion

This study sought to conclude, whether m-learning as a new method is cordial and authentic in Indian context to improve English sentences among young learners. Indeed, from the data obtained during the activities in two different approaches, there were indications that more attention was paid to m-learning by young learners than traditional classroom learning. This was evident in the performance graph where most of the learners scored better in m-learning activity (Activity2), suggesting the effectiveness of m-learning in classrooms. The analysis further highlights, m-learning can be efficient in Indian context too.

Following the study of Kim, et al. (2012), it has been found that m-learning can ignite exploratory learning through games and activities. This paper, however, explored only the English sentences improving activity. It can also be recommended to extent its study to the other factors to improve speaking skill. The proposed method may also be useful for teachers to implement in their regular classroom teachings to motivate language learning among young learner.

References

Agca, R. K., & Özdemir, S. (2013). Foreign language vocabulary learning with mobile technologies. *Procedia-Social and Behavioral Sciences*, *83*, 781-785

Cooper, J., & Robinson, P. (1998). Small-group instruction in science, mathematics, engineering and technology (SMET) disciplines: A status report and an agenda for the future. *Journal of College Science Teaching*, *27*(6), 383-388

Dillenbourg, P., & Schneider, D. (1995). Collaborative learning and the Internet. In *Published at http://tecfasun1. unige. ch/tecfa/tecfa-research/CMC/colla/iccai95 1. html. ICCAI 95*

Gromik, N. A. (2012). Cell phone video recording feature as a language learning tool: A case study. *Computers & Education*, *58*(1), 223-230

Guerrero, L. A., Ochoa, S., & Collazos, C. (2010). A mobile learning tool for improving grammar skills. *Procedia-Social and Behavioral Sciences*, *2*(2), 1735-1739

Kim, P., Buckner, E., Kim, H., Makany, T., Taleja, N., & Parikh, V. (2012). A comparative analysis of a game-based mobile learning model in low-socioeconomic communities of India. *International Journal of Educational Development*, *32*(2), 329-340

Kothari, C. R. (2004). *Research methodology: Methods and techniques*. New Age International.

Lakshmi, K., & Nageswari R. (2015). L2 Learners' Achievement in Acquiring Academic Vocabulary in M-learning Environment. *MJAL*, 7(1), 19-37

Appendix

Activity 1

PERSONALITY PICK (5 Minutes speech- 2hours)

- Food Fanatic- really love eating
- Sports Fiends- Love to play or watch sports
- Couch Potatoes- prefer watching TV or playing games in computer
- Cloth Cravers- who is fashion conscious and love shopping
- The learners should pick the lot with the above mentioned options
- The learners must deliver a speech related to the selected topic for 5 minutes

Activity 2

BEHIND THE SCREEN- 2 hours- Paint- laptop/ note book-

- Teacher must explain about prepositions and their usages
- The students should be divided into group
- One of the learner in a pair should form an image with a blend of other images
- The other learner of the pair should be provided with clues to guess the object such as, mat under the table, the flower vase is on the table etc
- The same activity should be repeated with switching the role

Basic Factors Influencing Participative Readiness of Future Teachers: Social Activity Through Cooperation

Viktoriya Valerievna Danilova

Master of Pedagogy and Psychology, Senior Teacher of English, Department of Foreign Languages
Kostanay State Pedagogical Institute; E-mail: vukvuk85@mail.ru

Nataliya Viktorovna Uvarina

Doctor of Pedagogical Sciences, Professor, Department of Teacher Training for Professional Education and Specialized Methods,Chelyabinsk State Pedagogical University; E-mail: nuvarina@yandex.ru

Tanzilya Kamilevna Sagitdinova

Master of Foreign Philology,Teacher, Department of Germanic Philology
North Kazakhstan State University Named After M.Kozybayev; E-mail: a_tanzilya@mail.ru

Assel Saghindykovna Amrenova

Candidate of Philological Sciences, Associate Professor, Department of Germanic Philology
North Kazakhstan State University Named After M.Kozybayev; E-mail: assel.s.a14@gmail.com

Alyona Vyacheslavovna Starkova

Master of Humanity Sciences, Teacher, Department of Germanic Philology
North Kazakhstan State University Named After M.Kozybayev; E-mail: elvenbride@inbox.ru

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

The given article is devoted to specific training of future teachers based on participation and involvement into the social life inside and outside the higher educational institution (HEI). The goal of the article is to show the influence of external and internal factors on the process of forming participative readiness of future teachers for social activity. Participation is presented as a way of organization of collaboration and sustaining education in the system of 'teacher-student-student' mode. The article deals with the structure of the external and internal environment of HEI including the "shift" of professional qualities of future teachers. Cooperation of students as future teachers is viewed through three various aspects: tandem method of organization of social activity of students, the use of ICT as a tool for developing social activity of future teachers and collective management of students applied to the educational process in HEI. The authors present data proving the effectiveness of each aspect against its complex use applied to the process of forming the participative readiness of future teachers. The results of comparison of the influence of each factor are shown as less effective related to their complex functioning.

Keywords: *participation, internal and external environment, ICT, tandem method, co-management*

1. Introduction

As Ekanem and Ekefre (Ekanem and Ekefre, 2013) state "… education remains the best and basic means of transmitting and perpetuating culture for general development and technological advancement". Education, development and culture cannot be separated from the human viewed basically as a transformer of social connections. Furthermore, the student of any teacher training institutions must be ready to organise various and vivid social activities inside and outside the classroom. Consequently, having been exposed to factors influencing the forming of such a readiness, the student has to be an active participant of a social intercourse.

Participation as a notion has derived from the sphere of management (Keith Davis «The Case for Participative Management», Davis, 1963) and viewed as a system of taking decision (Lowin, 1968, Neuschel, 1969) regardless the

human factors or the personality-oriented participative management (Lawrence, Steinmetz, Greenidge, 1970, etc.) that gave the way to the theory of leadership based on participation (Koprowski, 1967), (Gary, 1971) and others).

The turning point in the theory of particiation is connected with the semantic penetration of this notion into the theory of education – the article of Wolfgang Beywl "A participative future: The conditions of living in the future and their consequences for education" (Beywl, 1978).

Participation in education has been scrutinised from the view point of "involving", "taking part", "engaging", "attracting". In pedagogical sciences the term "participation" is the attribute for "vast attraction of the subjects of interaction to the realisation of the programmes of socially-valued activity based on cooperation" (Gavrikov, Orlov, Pevzner, Sheraizina, 2004) or as the method of forming pedagogical collective having impact on the process of peer responcibility and collaboration.

We consider participation viewed by E.B. Bystray as the way of organising students when solving problems including "active involvement of each of them", coinvolvement and immersiveness of all participants (Bystray, 2003). University student perspectives on classroom participation by Leslie, K.J. (Leslie, 2012), the influence of multicultural context in the classroom when dealing with participation from the side of the teacher (Kano, 2014: Fatima, 2009) made us consider the choice of factors having greater impact on the forming of participative readiness of future teachers for social work both as input and output in HEIs.

2. Participative Readiness for Social Work – Context and Environment

Social work cannot be parted from participation. Students are to be ready to handle with difficulties in reality that can occur while their training in HEIs (including factors from inside and outside of the educational process). This article presents the attempt of authors to illustrate three basic factors influencing the participative readiness of future teachers for social work based on cooperation. Thus, we include the following aspects:

- Tandem method of organization of social activity of students;
- The use of ICT as a tool for developing social activity of future teachers;
- Collective management of students applied to the educational process in HEI.

3. The Problem

This study seeks to assist future teachers of HEIs for better social activity involvement within the framework of and out of institution. The factors that influence the readiness of future teachers for social activity involvement must represent internal and external aspects of pedagogical phenomenon.

4. Research Hypothesis

The following hypothesis is raised for this study: There will be a significant relationship between external and internal factors of the educational institution that results in the "shift" of professional qualities of students applied to their social activity.

5. Methodology

The choice of methodology stated below is based on the following aspects:

1. peculiarities of participative readiness of future teachers for social activity as two-side process;
2. flexibility of social environment in the system 'teacher-student-pupil';
3. necessity of the focus on interrelation of external and internal factors of educational institution when forming participative readiness.

5.1 Research Objectives and Experimental Course:

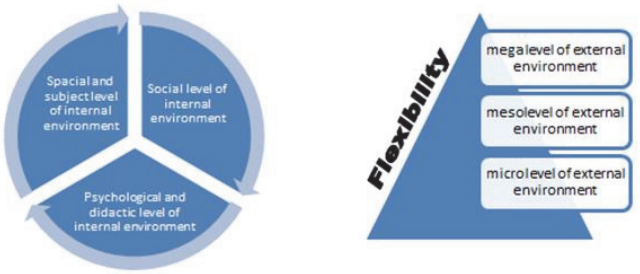
The following objectives have been put forward:

1. To analyse the relations between external and internal factors of educational institution applied to forming social readiness of future teachers.
2. To examine the interdependence of tandem method, ICT and the collective management of students applied to the educational process in HEI.

The special Programme for the course "Theory and Methods of Upbringing work" was elaborated for this experimental part of the research.

5.2 External factors influencing participative readiness of future teachers applied to social activity.

External factors include the influence of social environment on the participative readiness of future teachers. Consequently, the following layers of the stated environment are presented below in the interconnection with internal structure of the HEIs (Pic.1):



Internal environment of the HEI (Yasvin, 2001)

Flexibility of external environment (Leontieva, 2007)

Picture 1. Internal and External environment of HEI

6. Discussion: Challenges and Directions

Having identified three levels of environment of HEI, the following aspects or conditions for raising effectiveness of forming participative readiness of future teachers for social activity can be put forward:

1. Tandem method of organization of social activity of students (social level of the internal environment and microlevel of external environment penetrating into it);
2. The use of ICT as a tool for developing social activity of future teachers (psychological and didactic, special and subject levels of the internal environment and micro- and mesolevels of external environment penetrating into it);
3. Collective management of students applied to the educational process in HEI (social level of the internal environment and meso- and megalevels of external environment penetrating into it).

6.1 Tandem method of organization of social activity of students

Tandem method is based on "student-student" organised social activities. Actually, this method has been widely used in linguistic education or for FLTL (Foreign Language teaching and Learning). For example, the vast number of work are dedicated to various forms of LTL: web-based tandem by Appel, M.C. and Mullen, T. (Appel & Mullen, 2000); peer assessment in Tandem language learning by Morley, J. (Morley, 2006); the connection of learner autonomy to Tandem method in language learning by Little, D. (Little, 2003); reciprocity of Tandem in FLTL by N. Fernández-Quesada (Fernández-Quesada, 2015) and etc.

The main characteristics of Tandem as a method irrespective its shpere of implementation are the following:

- Dual character and interdependence,
- Reciprocity of influence,
- Exchange and mobility of communication.

Within the framework of our experimental course "Theory and Methods of Upbringing work" we advised students to work in pairs for further planning, organising and analysing social activities (debates, role-plays, talk-shows).

Pairs of students (Student 1 – Student 2) were supposed to develop the plan for debates/role-plays or talk shows, including roles, charts for assessment and organise this social activity at class (for their peers). Basically, 13 various activities have been organised by students, the topics for such activities were connected with school life and social

problems (i.e. topic for the debate "Upbringing: who is blame – parents or school?", role play "The lesson of English – how to manage the class", talk-show with a famous teacher of Kostanay/Petropavlovsk, etc.).

The results of effectiveness of forming participative readiness for social activity when using Tandem method in the EG – experimental group – are shown below (in comparison with the group that did not undergo any influence – CG – control group) (see Table 1):

Table 1 – Results of the use of Tandem method in experimental and control groups:

Groups	Low level of readiness, per cent	Medium level of readiness, per cent	High / Sufficient level of readiness, per cent
CG	68	30	2
EG	49	32	19

Judging by the results, the level of effectiveness has been greatly raised in experimental group that underwent the influence of Tandem method applied to forming readiness of future teachers for social activity.

6.2 The use of ICT as a tool for developing social activity of future teachers

The use of ICT in all spheres of study is inevitable nowadays. The role of ICT has been scrutinised in teacher education by Avril Loveless, Jeremy Burton, Keith Turvey (Loveless, Burton, Turvey, 2006), Alev, N. (Alev, 2003), etc.

The connection between the social readiness of future teachers and the use of ICT has been partly revealed by A. Contarello, M. Sarrica via connection of Internet representation to social well-being (Contarello, Sarrica, 2007); Funda Erdogdua, Erkan Erdogdu via correlation between ICT and student background and school (Erdogdua, Erdogdu, 2015), etc. Researches in this field have demonstrated positive and negative influence of ICT on social aspect of student's personality.

In our research we used the following ICT to raise the effectiveness of forming participative readiness of future teachers for social activity:

1. Blogging (or electronic open diary / three-part diary);
2. Webinars (during active school practice of students);
3. Rubrics for assessment of social work organised.

Consequently, students have been writing their blogs on the chosen social topic for 7 weeks (the duration of the school practice), adding commentaries to other students' blogs. This service developed the ability to see social problems in everyday school life, respond to them, analyse and forsee the possible outcome of pedagogical communication.

Webinars have been organized by students twice during their school practice to emerge the experience of other students gained in the mid and at the end of this practice. Webinars were effective to represent differences in style of organizing, performing social activities by students.

Assessment and evaluation of social activities were made by generating online rubrics (peer generating or use of ready-made ones) because rubrics help to make "active Learning Practices for Schools" (Andrade, 1999, 2000).

Let us consider the results of the use of ICT for raising the effectiveness of forming participative readiness for social activity in the EG in comparison with the CG (see Table 2):

Table 2 – Results of the use of ICT in EG and CG:

Groups	Low level of readiness, per cent	Medium level of readiness, per cent	High / Sufficient level of readiness, per cent
CG	60	38	2
EG	38	35	28

As we can observe, the use of ICT has a positive effect in EG over CG in terms of increasing the percentage of students having sufficient level of participative readiness for social activity.

Below we present the combine use of the first and second conditions in EG versus CG. The results of effectiveness of forming participative readiness for social activity in the EG when using ICT and Tandem method are shown below (in comparison with the group that did not undergo any influence – CG) (see Table 3):

Table 3 – Results of the use of ICT combined with Tandem method in EG and CG:

Groups	Low level of readiness, per cent	Medium level of readiness, per cent	High / Sufficient level of readiness, per cent
CG	60	38	2
EG	39	30	31

We observe the following changes in EG – the decrease of students on the low level of participative readiness (in 10%), increase in the number of students on the high level (to 31% in comparison with 19%) that proves the effectiveness of combined use of the stated above conditions.

6.3 Collective management of students applied to the educational process in HEI

Cooperative management in education is a "part of the learning management for creating and developing student to be hands-on graduates" (Sermsuk, 2013). This condition is aimed at raising reflective and organasing professional qualities of future teachers. What do we mean by 'collective management'?

Collective management or 'co-management' is the type of collaboration based on peer responsibility of students inside educational institution in the sphere of social work.

This notion has various interpretations:

1. From the view point of social philosophy it is "the way of positive interaction, coordination, cooperation of centered concentration of spiritual morality of elements of open unbalanced cluster systems on the base of reverse non-linear formative connections aimed at mastering the practical means of cognition of new spiritual and moral paradigm of perpetual self-growth of personality" (Korsakova, 2003).
2. From the view point of management in education: «qualitative level of management which is characterized by wide involvement of co-workers, pupils and students by the leader into the process of taking decisions" (Kanaev, 2005).
3. From the view point of sociology of management: "the process that includes several stages of development of interaction: realisation of the meaning and purposes of collective managing activity, correction used to enriching this process in possible changing in activity and separate acts" (Prokazina, 2003) and etc.

In our research we imply the following definition of collective management of students applied to the educational process in HEI: 'co-management' is the process of interaction of students when they plan, organize and diagnose the effectiveness of social activity on the base of collective taking decisions, coordination and cooperation.

The problems of co-management in education have been studied by Kanaev, R.Kh. (Kanaev, 2005) through the aspect of social initiative as a factor of co-management); Tamarskaya, N.V. (Tamarskaya, 2003) viewing the level of co-management as the highest level of managing culture of the teacher; Tokareva, L.A. presenting co-management as a condition for modernisation (Tokareva, 2001); Utorov, O.R. studying self-realisation of the teen in the condition of co-management (Utorov, 2008); Muronga, M.M. (Muronga, 2011) presenting co-management through connection between participation in the management and decision-making and other.

In our research co-management refers to active position of students when taking managing decisions being included into the structural levels of heigher educational institution. So, the student is found in between of the vertical and horizontal levels of the institution, Having analysed the theory of co-management at school by S.S. Slobodyanik, we built the analogy for this process applied to HEIs (Slobodyanik, 2000). Basic principle for co-management is the principle of forming teams and managing innovations. Let us consider the place of the student taking this principle into account when viewing him functioning on the levels of HEIs (with the focus on social work in HEIs). There are two types of structures of HEIs applied to social work – permanent and temporary:

Permanent structures:

1) Department for upbringing work and extracurricular activities (vice-rector of upbringing and extracurricular work);
2) Faculties and Chairs (Deputy of the Dean for upbringing and extracurricular work);
3) Autonomous bodies (Committee of Youth Acts – CYA, students professional organization, alliance of students, etc.);
4) Advisors institutions (participation in the Advisors' Council);
5) Monitors meetings (participation of the active part of the groups in monitors meetings);
6) Clubs and sections.

Temporary structures (created for short-term goals):

1) Informative and social groups, meetings;
2) Labour teams;
3) Other temporary collectives.

Involvement of future teachers into co-management is directed to active interaction of official bodies and students themselves (having the official status of being involved or not) in all structural levels of higher educational institutions vertically and horizontally functioning (linear and functional type of interaction). As an example, we can put forward the process of taking decisions while meetings of Advisors' Council, Council of the Faculty, monitors meetings, Committee of Youth Acts, clubs, sections and other extracurricular forms of social activity of future teachers.

Direct influence of students on the process of decision-making is felt by the inclusion of future teachers into the structural official bodies of the institution as their members, active participants and responsible figures (as a member of Council of the Faculty, Advisors' Council, active bodies of Committee of Youth Acts and other). *Indirect influence* of students on the process of decision-making is realized by the interaction inside the group with its active bodies, temporary groups, etc.

Co-management of future teachers in the aspect of upbringing activity of the educational institution has the forms of functioning as the confirmed statute, work plan, protocols, etc. that factually characterizes the direct impact on the aspect of development of the reflective skills according to gained results related to the process of such an activity itself.

Reflective and operational character of this condition demonstrates forming of skills of independent (without any assistance of the teacher) and mutual (in the system of 'student-student', 'student – administrative body', 'student - students', etc.) planning, organizing, diagnosing of upbringing activity; skills of stimulating character (involving other students in the process of co-management); communicative skills (both in written and oral representations); skills of team-forming (sharing roles between participants of the activity, their responsibilities based on psychological peculiarities and the principle of complementarity in upbringing activity); correction making skills (finding necessary combination of upbringing effect in case of deviation, skills of step-by-step reflection of upbringing actions, etc.); constructive skills (abilities to choose the content of social work and upbringing activity in accordance with the purposes of the departments; skills of choosing compositional forms of social work including methods and means of upbringing activity, etc.) and other.

Let us present the effectiveness of the use of co-management of students applied to the educational process in HEI as the third condition in our research used separetely in the EG (see Table 4):

Table 4 – Results of the use of collective management in EG and CG:

Groups	Low level of readiness, per cent	Medium level of readiness, per cent	High / Sufficient level of readiness, per cent
CG	60	38	2
EG	31	39	30

In any case, we observe the positive dynamics in decreasing the number of students having low level of participative readiness for social work and increasing of those having medium and high level of the stated above readiness.

The results of the use of collective management, ICT and Tandem method combined in EG are presented below (see Table 5):

Table 5 – Results of the use of collective management, ICT combined with Tandem method in EG and CG:

Groups	Low level of readiness, per cent	Medium level of readiness, per cent	High / Sufficient level of readiness, per cent
CG	60	38	2
EG	22	43	35

Judging by the results presented above, we can conclude that involvement of future teachers into social work by means of external and internal aspects of HEIs in the integrated way bring visible results. These results are reflected even in the shift of professional qualities being based on human intercourse and flexibility of relations.

The influence of each condition taken separately is also inevitable, but better results are gained when all three conditions are used together.

7. Conclusion

To sum up, it is necessary to emphasize that the complex use of conditions stated above (Tandem method of

organization of social activity of students; the use of ICT as a tool for developing social activity of future teachers; collective management of students applied to the educational process in HEI) have positive impact on the process of forming participative readiness of future teachers for social work. Presenting external and internal factors of forming such a readiness, these conditions differently influence on the shift of professional qualities. The influence is of these types: the use of Tandem method has the great impact on the quality of flexibility (students must be ready for psychological peculiarities of the others); ICT develops communication of students in written and oral forms; co-management implies the shift to managing of students developing such qualities as responsibility and the power of observation, skills of team-forming and mutual dependence, openness and parity of interaction. These conditions illustrate unequal influence of internal and external environment of HEIs when forming participative readiness of future teachers for social activity.

The overall conclusion can be stated as follows: the better choice of aspects of influence is, the more effective the process of forming participative readiness of future teachers can take place. This research has perspectives in the field of analyzing other factors influencing the studied process: the role of personality traits of character, motivation, interests, beliefs and etc.

8. Acknowledgement

We are grateful to the Dean of the Faculty of Foreign Languages, KSPI, candidate of philosophical sciences Doroshok E.L. and the Chairwoman of Foreign Languages Department, KSPI, candidate of pedagogical sciences Kudritskaya M.I. for assistance in carrying out the experiment.

References

Alev, N. (2003). Integrating Information and Communications Technology (ICT) into Pre-service Science Teacher Education: The Challenges of Change in a Turkish Faculty of Education. *Unpublished EdD Thesis, University of Leicester, School of Education*, *UK*.

Andrade, G.H. (1999). Understanding Rubrics. Active Learning Practices for Schools, Harvard University Graduate School of Education and Project Zero. Available at URL: *http://www.learner.org/workshops/socialstudies/UnderstandingRubrics.pdf.*

Andrade, G.H. (2000). Using rubrics to promote thinking and learning. *Educational Leadership*, 57(5). 2000. 13-18.

Appel, M.C. & Mullen, T. (2000). Pedagogical considerations for a web-based tandem language learning environment. *Computers & Education*, *34*, pp. 291-308.

Beywl, W. (1978). A participative future: The conditions of living in the future and their consequences for education, organized by the Gesellschaft für Zukunftsfragen, West Berlin. – *Futures*. 11 (2). 170-171.

Bystray, E.B. (2003). Crosscultural and participative approach as a theoretical and methodological strategy of forming crosscultural pedagogical competence. *Bulletin of OSU*, pp. 78-83.

Contarello, A., Sarrica, M. (2007). ICTs, social thinking and subjective well-being – The internet and its representations in everyday life. *Computers in Human Behavior*, Special Issue: Internet and Well-Being in Honor of the Memory of Michael Argyle. 23 (2). 1016–1032.

Davis, K. (1963). The case for participative management. Original Research Article. *Business Horizons*, 6 (3). 55-60.

Ekanem, S.A., Ekefre, E.N. (2013). Ethics and Professionalism in Education as Tools for Social Reconstruction and Development, *Mediterranean Journal of Social Sciences,* 4 (14), 15-21.

Erdogdua F., Erdogdu E. (2015). The impact of access to ICT, student background and school/home environment on academic success of students in Turkey: An international comparative analysis. *Computers & Education*. Vol. 82. 26–49.

Faheema, A. (2009). Teacher preparedness in dealing with learners social problem. *Cape Peninsula University of Technology*. Available at URL: http://digitalknowledge.cput.ac.za/xmlui/handle/11189/341

Fernández-Quesada, N. (2015). Just the Two of us? The "¿Qué tal?" E-tandem Project for Translation Students. *Procedia - Social and Behavioral Sciences,* Vol. 173. 31–36.

Gavrikov, A.L. (2004). Strategic management of HEI: study manual, A.L. Gavrikov et al. *Moscow: New Book*, 400 p.

Kanaev, P.Kh. (2005). Social initiative as a factor of co-management in educational institution: *PhD dissertation, Makhachkala*, 178 p.

Kano, J.V. (2014). Participation in the Classroom: Teachers' Perceptions of the Participation of Multicultural Students in the Classroom. *Utah Valley University*. Available at URL: http://contentdm.uvu.edu:81/u?/UVUTheses,633

Koprowski, E.J. (1967). Toward innovative leadership. *Business Horizons*. 10 (4). 79-88.

Korsakova, T.A. (2003). Philosophical and praxiological bases for co-management of human development: PhD dissertation. *Yakutsk*. 144 p.

Lawrence, L., Steinmetz, Ch., Greenidge, D. (1970). Realities that shape managerial style: Participative philosophy won't always work. *Business Horizons*, 13 (5). 23-32.

Leontieva, O.L. (2007). Internal environment oft he HEI: mechanisms of transformation of alternations of external factors into ideological innovations. Modern scientific technologies, 12. 107-110.

Leslie, K.J. (2012). Exploring university student perspectives on classroom participation. *Degree: MS, Communication, University of*

Utah.
Little, D. (2003). Tandem language learning and learner autonomy. In T. Lewis & L. Walker (Eds), *Autonomous language learning in tandem* (pp. 37-44). Sheffield: Academy Electronic Publications.
Loveless, A. Burton, J. Turvey, K. (2006). Developing conceptual frameworks for creativity, ICT and teacher education, *Thinking Skills and Creativity*, Vol.1, Issue 1. 3–13.
Lowin, A. (1968). Participative decision making: A model, literature critique, and prescriptions for research. *Organizational Behavior and Human Performance*. 3 (1). 68-106.
Morley, J. (2006). Incorporating peer assessment into tandem learning. *Language Learning Journal*, *33 (1)*, 53-8.
Muronga, M.M. (2011). The participation of teachers in the management and decision-making of three schools in the Kavango region of Namibia: a case study. *Rhodes University*. Available at URL: http://eprints.ru.ac.za/3088/.
Neuschel, R.P. (1969). Presidential style: Updated versions: Autocrat yields to participative management. *Business Horizons*. 12 (3). 17-24.
Prokazina, N.V. (2003). Studentship in the system of co-management: Development factors of social interactions in HEI: PhD dissertation. *Orel.* 197 p.
Sashkin, M. (1986). Participative management remains an ethical imperative. *Organizational Dynamics*. 14 (4). 62-75.
Sermsuk, Th. (2013). Expectation towards Cooperative Education Management of Rajamangala University of Technology Isan Thailand. *Procedia - Social and Behavioral Sciences, 13th International Educational Technology Conference*. Vol. 103, 374–378.
Slobodyanik, S.S. (2000). Turning management into… co-management. *The Head oft he School.* Vol.2, Electronic Archive.
Tamarskaya, N.V. (2003). Forming of managing culture oft he teacher in the process of continuous professional training: monograph. *Kaliningrad: KSU*. 160 p.
Tokareva, L.A. (2001). Co-management as the condition of modernisation of the system of modern education in Russia: PhD dissertation. Saratov. 159 p.
Utorov, O.R. (2008). Self-realization oft he teen in the conditions of co-management in additional education institution: PhD dissertation. Chelyabinsk. 186 p.
Yasvin, V.A. (2001). Educational Environment: from modelling to projecting. Moscow: Smysl. 365 p.
Yukl, G. (1971). Toward a behavioral theory of leadership. *Organizational Behavior and Human Performance.* 6 (4). 414-440.

Thai Students' Decision Making in Societal Issue of Surface Area and Concentrated Solutions as a Factor in the Rate of Chemical Reactions

Jeeruwan Chattabud

Paisan Suwannoi

Tawee Sranamkam

Chokchai Yuenyong*

Science Education Program, Faculty of Education, Khon Kaen University, Thailand
**Corresponding Author Email: ychok@kku.ac.th*

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

This research is aimed at clarifying how Thai students' make decisions as regards societal issues of surface area and concentrated solutions as a factor in the rate of chemical reactions. The STS unit of rate of chemical reactions had been taught to 35 Grade 11 students for four weeks in Ban Haed District of Khon Kaen Province, Thailand. The unit consists of four sub-units: (i) surface area and concentrated solutions, (ii) catalysts, (iii) temperature, and (iv) inhibiter. This submission is made up of only one sub-unit, surface area and concentrated solutions. Methodology has to do with interpretive paradigm. Tools of interpretation includes i) participant observation ii) individual and group, and informal interview, iii) journal writing or personal summary, and iv) students' tasks. Students' responds, dialogues, ideas, or conversations which are being categorized in to constructed patterns in order to explain to students' the common themes of the normative decision making model. The finding revealed that students could develop the model of decision making. Their model could be classified in to six steps: i) options ii) criteria iii) classification of information in to each criterioniv) Evaluating the advantages and disadvantages of each alternative, v) choice analysis, and vi) selection of the best alternative. It indicated that students could apply the relationship between science, technology and society into their decision making process. This submission also has as a rationale, to enhance students' scientific literacy.

Keywords: *STS, chemical reactions, decision making, scientific literacy*

1. Introduction

Thailand science education provided the vision of science learning as expectation of Thai students' awareness of a life-long learning and interplay science, technology and society. This suggested teachers to emphasize science teaching related to the world outside classroom or using everyday life situation or local information to engage students' scientific inquiry. Students have to learn science from different dimension – natural phenomena and scientific issues in society. The goal of Thai science education clearly mentioned that science learning should be generated through the relationship between science, technology and society (IPST, 2002).

Science learning through science, technology and society (STS) approach was suggested by science educators across the world for decades to making sense of science out of everyday life and for future. The STS approach also motivates students to critically learn science and apply scientific knowledge as social responsibility in collective decision making on STS issues. These issues require students or citizens who held scientific literacy (Aikenhead, 1994). In fact, there were some studies of STS approach for science teaching and learning in order to enhance scientific literacy in Thailand. They tried to reach scientific literacy by developing various skills related to STS issues including thinking skills, decision making, social responsibility, Thai core values, and perception of the relationship between science, technology and society (Yuenyong and Narjaikaew, 2009). Yuenyong (2013) reported about the research based in Thailand that focused on decision making, normative decision-making, and the process of decision-making in STS science learning. Those research applied Yuenyong (2006)'s STS approach for developing STS learning unit. Yuenyong (2006)'s STS approach consisted of five stages: (1) identification of social issues; (2) identification of potential solutions; (3) need for knowledge; (4) decision-making; and (5) socialization stage.

2. Literature

2.1 Process of Decision Making

Engagement of science learning by linking science technology and society needs students' decision making in science learning. Decision making is seen as a process that to find solutions, values or some action on the issues. The decision making process, therefore, allows students to apply value judgments and various kinds of knowledge (Kortland, 1996, Bingle & Gaskell, 1994; Ratcliffe, 1995). Considering process of decision making, actions of person, who will make decision, have to making of reasonable choices from various alternatives. It is leading to the formulation of a normative model for the decision making process (Kortland, 1996).

Normative decision making model will show processes of step-by-step that represent rational decision making. In general, idea of normative decision making model may include procedures that consider identifying the problem, generating criterias, developing and evaluating choices, and finally selecting and implementing the best solution (Raticliffe, 1995; Kortland, 1996). There were many framework of normative decision making model in literature review. However, they suggested the common themes of normative decision making model as following six steps (Kortland 1992, 1995, and 1996; and Raticliffe, 1995).

(i) Options: Recognize the potential choices of action concerning on the nature of problem.
(ii) Criteria: Generate or mention appropriate criteria to use for comparing the alternatives.
(iii) Validity and clarification of information of each criterion: Explain or provide the information known about potential choices with particular mention to framework and to scientific knowledge or evidence.
(iv) Evaluation or survey: Weight the advantage and disadvantages of each choice against the criteria identified or evaluate conflicting results of comparison of the different.
(v) Choice: Select a choice based on the analysis undertaken.
(vi) Review: weigh up the decision making process undertaken, mentioning and possibly improvement it.

Students' understanding of the relationship between science, technology and society is another crucial goal of science education. Enhancing students' decision making may allow students to perceive relationship between science, technology and society. The STS unit of rate of chemical reactions may give students opportunity to learn chemical reaction related to technology and society. The STS unit also provides students to make decision on chemical reactions in local issues. Next, the STS approach will be discussed.

2.2 Science Technology and Society (STS) Approach

Students' decision making needs many kinds of knowledge. However, scientific knowledge is an important knowledge for human activities and limitation of applying other knowledge. It seemed that students, who held perception of the relationship between science, technology and society, could gain the ability of decision making (Anantasook and Yuenyong, 2010; Yuenyong, 2012). Yuenyong (2013) reported about the research based in Thailand that focused on decision making, normative decision-making, and the process of decision-making in STS science learning. Those research applied Yuenyong (2006)'s STS approach for developing STS learning unit. Each stage of Yuenyong (2006) STS approach could be explained as follows:

(i) Identification of social issues stage: The stage is designed to gain students' attention and attitudes on learning about science. This stage will engage students through the technological and societal issues or the outside classroom issues. These issues or problems should be found solution or generated the best solutions for their society.
(ii) Identification of potential solutions stage: After identify the problem, students should have chance to plan how to solve the problems or raise the alternatives for the solutions. Scientific and other knowledge may be listed to support the issues. What the need of knowledge may also be clarified by students. The stage requires students to think of what, why, and how ideas, design, system, volition of applying scientific knowledge and others should be worked for social problems. These reflect that students need to be enhanced to construct meaning of technological concept in this stage.
(iii) Need for knowledge stage: The stage aims to develop students' scientific knowledge which need for decision making on how to do alternatives and the best solutions. Students should be provided learning activities for scientific inquiry. Scientific concepts have been formulated in many ways to help students to understand technology and social issues.
(iv) Decision-making stage:

The stage is designed students to apply scientific knowledge and others for the best solution. Students should have chance to argue about science related to technological and societal issues. Students' argumentation becomes dominated by dichotomies like 'chances and problem', 'advantages and disadvantages', or uses and abuses'. Students have to select between alternatives of solution by systematically comparing as many relevant pro's and con's as possible. Then, students' ideas, designing, proposing system, or volition will be drawn or constructed.

(v) Socialization stage: The stage is designed to allow students to validate their values and scientific concepts for solutions during their sharing in society. Students need to do something as people who are a part of society by reporting their proposal for solving problem. Students might exhibit their solution in public. Or, students may communicate their products, science projects, ideas, designing, proposing system, or volition to the head of community, or share to social media and newspaper. Then, students need to report what they learned from the validation or sharing their proposal or product through socialization process.

Yuenyong (2006)'s STS approach in the area of decision-making focused on decision making, normative decision-making, and the process of decision-making (Yuenyong, 2013). For example, Luengam and Yuenyong (2009) enhanced Grade 7 students' normative decision-making in STS teaching and learning about global warming. This study reported students' normative decision making based on students' giving reasons about issues related to global warming. The aspects of normative decision-making were reported regarding to three dimensions including 1) the influence of global warming on technology and society; 2) the influence of societal values, culture, and society on global warming; and 3) the influence of technology on global warming. Anantasook and Yuenyong (2010) examined Grade 12 students' decision-making process in STS nuclear physics learning unit. They reported decision-making process as 'ISPED'. The ISPED stand for: I – identifying the issues; S – searching and selecting the information necessary for the decision-making processing; P – proposing potential solutions; E – evaluating the possible solution; and D – deciding the appropriate solution.

In order to provide personal relevance for chemistry constructivist learning environment, the local issues of chemistry issues related to technology and society should be raised in the class. Students, then, have chance to integrate scientific and other knowledge when they are moving on the process of decision making on those issues. This research is aimed at clarifying how Thai students' make decisions as regards societal issues of surface area and concentrated solutions as a factor in the rate of chemical reactions.

3. Methodology

The research regarded on interpretive paradigm in order to clarify phenomena of how students' make decisions as regards societal issues of surface area and concentrated solutions as a factor in the rate of chemical reactions. This research will describe the behavior of students' decision making on chemistry related on technological and societal issues. The student behavior was interpreted based on their school natural setting (Marriam, 1998; Cohen et al., 2000). This research aims to interpret students' decision making in societal issue of surface area and concentrated solutions as a factor in the rate of chemical reactions. The interpretation and writing research report concerning on trustworthiness.

3.1 Participants

The participants were 35 Grade 11 students in Ban Haed District ofKhonKaen Province, Thailand.

Table 1: Overview of the STS sub-unit of surface area and concentrated solutions as a factor in the rate of chemical reactions

Stages of Yuenyong (2006)'s STS approach	Teaching activities	Period
(i) Identification of social issues	Instruction will begin by posing issues related to scientific knowledge in society. The issues of locked and rusty railways were raised in class as stipulated below: - Show students a lock which is difficult to unlock. And, then, ask students how to unlock and why it is difficult to unlock. (Students may mention about the rusty key or lock. - Raise the question, 'what will happen, if the rails at Ban HaedRailway station gets rust? (students may talk about how the problem of rusty railways can be solved; change the iron of railway and railroad sleepers, and the budgets for finding the solutions) - Ask students how we can protect the Ban Haed railway from rusting.	2
(ii) Identification of potential	Students plan to solve the issues of locked and rusty railways and the possible solutions.	

solutions	Students wrote down their questions about 'rust' on the worksheet 2. Then, students presented their own questions to the classroom in order to find some possible ideas for the sake of investigation.	
(iii) Need for knowledge	This stage involves developing chemistry knowledge: the issues of locked and rusty railways creates the need to know some chemistry content. Students were instructed to do the following activities: - Students watched the video clip of how chemical reactions are generated (15 minutes). Then, students wrote down what they learned from the video and were dumbfounded about the story. - Teachers collected students' questions and discussed about the questions in order to upgrade students' knowledge about the aforementioned topic. - Teacher asked students to do experiment about the rate of chemical reactions. Because the video clip mentioned some relationships between the surface area, concentrated solution, and rate of chemical reaction; and how we can explain the relationship.	
(iv) Need for knowledge (continued)	- Students did experiment about surface area and concentrated solutions as a factor in the rate of chemical reaction.	
(v) Decision-making	This stage involves students in making a decision on how to use chemistry knowledge and technology in order to protect Ban Haed railway from rusting. Students spent time to design their projects. They decided to present new models of preventing railway from rusting, the strategies to protect and use railway, or set strategies for Ban HaedRailway station to take care of its rails.	1
(vi) Socialization stage	Socialization process will allow students to validate their values and chemistry concepts for solutions during their sharing in society. Students presented their projects at Ban Haed municipality.	Extra time

3.2 Methods of Inquiry

This research interprets students' decision making from a sub-unit of the factors in the rate of chemical reactions.It was one of four sub-units of factors in the rate of chemical reactions. The unit of factors in the rate of chemical reactions was taught through Yuenyong (2006)'s STS approach for 4 weeks. The unit consists of 4 sub-units: (i) surface area and concentrated solutions, (ii) catalysts, (iii) temperature, and (iv) inhibiter. Therefore, only 11th Grade students' decision making in societal issue of surface area and concentrated solutions as a factor in the rate of chemical reaction has been clarified in this submission.

The STS sub-unit of surface area and concentrated solutions as a factor in the rate of chemical reaction has been highlighted as shown in Table One. Tools of interpretation includes: firstly, participant observation, secondly, individuals, groups, and informal interviews, thirdly, journal writings or personal summaries, and fourthly, students' tasks.Students' responds, dialogues, ideas, or conversation being arranged in to patterns in order to explain students' common themes of the normative decision making model. This common themecontainssix steps: (i) options (ii),criteria (iii) validity and clarify of information of each criterion, (iv) evaluation (v) choice, and (vi) review.

4. Findings

Students' ideas in developing a solution for the protection of Ban Haed railway could be interpreted by their ability of decision making model as provided in Table Two. The finding revealed that some students had six steps of decision making for their projects, as follows: i) options, ii) criteria, iii) clarifying of information of each criterion, iv) evaluating the advantages and disadvantages of each alternative, v) choice analysis, and vi) selection of the best alternative.

According to Table Two, it indicates that the STS sub-unit of surface area and concentrated solutions as a factor in the rate of chemical reactions allows students to develop their model of decision making. Their model could be classified in to six steps of decision making: i) options, ii) criteria, iii) clarifying of information of each criterion, iv) evaluating the advantages and disadvantages of each alternative, v) choice analysis, and vi) selection of the best alternative.

The first step is options; Students could list or identify the possible alternative ways of action in considering the problem or issue. Students, for example, identified the problem of iron oxidization and found it to be a solution to make rails last long, when they were engaged in the STS stage of identification of social issues. This could be seen instudents'idea (S3 and S6) which mentioned flooding, cause of rusty irons, and extending life of railway irons.

Secondly, making criteria: students could develop suitable criteria to use in comparing alternative ways of preventing Ban Haed railway iron from rusting. They identified the aim of finding solutions in order to set the criteria for finding alternative ways (S3, and S4)This could be mentioned that they generated the criteria to evaluate the possible alternatives.

Thirdly, they clarified information of each criterion that they proposed. They explained alternative ways of how to

reach the aims that were proposed in the first step. They proposed various alternative ways such as covering iron through coloring, oiling, or plastics, and also using other metals to make the railway long lasting.

Fourthly, after evaluating the alternatives, the advantages and disadvantages of each alternative were explained before decision making. According to Table Two, students considered renewing the railway and quality of stainless steel as an advantage. And as a disadvantage, it was referred to as a waste of money and a high cost of energy.

Furthermore, they ranked the alternative ways by balancing between advantages and disadvantages. This could be mentioned by analyzing the choices.

Finally, they selected one alternative as the best solution which concerned what they could be able to doto relate to their real life.

Table 2: Students' ability of decision making as concerns rusty irons at Ban Haed railway.

Steps of decision making	Students' statements that represents their consideration in each step of decision making
Options	Students could identify problems as, the issue of flooding. And they list the possible considerations or issues. For example, S3 and S6 students clarified their ideas in the STS stage of identification of social issues. "Iron will become rusty. How can we provide some solutions to prevent the iron of the railway from rusting so as to increase its lifespan?" (S3) "Flooding is one of the causes of railway rusting. Brown and black irons are rusty irons." (S6)
Criteria	Students identified the aim of finding solutions in order to set the criteria for finding alternative ways as follows: "Decrease the rate of iron rusting and extension of its lifespan." (S4) "Strong structure of railway and extension of its lifespan" (S3) "Upgrade the Ban Haed railway iron to meet Thailand standard of industrial products"(S6)
Clarifying of information of each criterion	Students clarified the information known about possible alternatives. They also provided alternative ways of how to reach the aims of their proposed ideas. Below are their alternative ways: (i) Color the iron (ii) Make the oil cover the iron (iii) Cover the iron with plastics" (S34) (i) Color the iron to cover the iron from air and water. (ii) Make the rails from Stainless steel or corrosion resistant steel. (iii) Make the railway under high temperature or static electricity" (S3)
Evaluate the advantages and disadvantages of each alternative	Students could evaluate the advantages and disadvantages of each alternative in order to find some ideas for making decisions. Students idea in S3 is an example: "An advantage of the first alternative way to cover iron with coloring is to renew the railway iron and shifting the quality of iron to the next level. As a disadvantage, It's a waste of time and money. As an advantage of the second alternative, using of stainless steel is to make the railway not to rust. However, as a disadvantage, It a waste of money and high cost of energy. The advantage of third alternative, iron made with high temperature or static electricity, is product of high standard of iron. It is disadvantageous because of high cost of electricity" (S3)
Choice Analysis	Students could try to analyze the choice for decision. They ranked the alternative ways based on their reasons. Students idea in S3 is an example: "I will rank the alternative way as 2 →3→1 because I am much concern with the high standard of iron as provided by Thailand standard of industrial products" (S3)
Selection of the best alternative	Students selected an alternative after they analyzed their choices. The best alternative is the one that appropriate for their context and daily life. S3 student idea is an example: "I selected the alternative '1' because I can find the material in everyday life. It also can protect the railway iron from rusting." (S3)

5. Conclusion

In sum, science teaching through STS approach gives students a chance to learn not only scientific knowledge but also developing the model of decision making. Their model could be classified in six steps of decision making: i) options, ii) criteria, iii) classification of information into each criterion, iv) evaluating the advantages and disadvantages of each alternative, v) choice analysis, and vi) selection of the best alternative. It could be mentioned that students could develop their ability of decision making while they learned in the STS sub-unit of surface area and concentrated solutions as a factor in the rate of chemical reactions. The findings suggested that students could learn concept of science, technology, and other knowledge from their local community. This learning activity may enhance students to integrate many kinds of knowledge to gain their scientific literacy (Seattha, Yuenyong, and Art-in, 2015; Yuenyong and Narjaikaew, 2009). The STS unit in local or/and global issues should be introduced widely to teachers. Thisresearch, therefore, has the

knowledge and capability if applied, of ensuring higher performance of Thai students' science know how on PISA test.

References

Aikenhead, G. (1994). What is STS science teaching? In Solomon, J. and Aikenhead, G. (Eds.).(pp.169 186).*STS Education: International Perspective on Reform*. New York, USA: Teachers College Press, Columbia University.

Anantasook, S. & Yuenyong, C. (2010) Grade 12 Students' Decision Making Process in Physics Learning about Nuclear Physics through Science Technology and Society Approach. *Paper presented at the 2nd East Asian International Conference on Teacher Education Research*, Hong Kong Institute of Education, Hong Kong, 15-17 December.

Bingle, W. H. and Gaskell, P. J. (1994).Scientific literacy for decision making and the social construction of knowledge. *Science Education*,78(2), 185 201.

Cohen, L., Manion, L. and Morrison, K. (2000).*Research Methods in Education*.London, UK: RoutledgeFalmer.

Institute for the Promotion of Teaching Science and Technology (IPST). (2002). *The Manual of Content of Science Learning.* Bangkok, Thailand: Curusaphaladphoa.

Kortland, K. (1992). Environmental Education: Sustainable development and decision-making. In Yager, R. E. (Ed.), *The Status of STS reform efforts around the world: ICASE Yearbook 1992*. Peterfield, UK: International Council of Association for Science Education. 32 – 39.

Kortland, K. (1995). Decision-making on Science-related Social Issues: The Case of Garbage in Physical Science – A Problem-posing Approach. In Westford, G., Osborne, J., and Scott, P. (Eds.).*Research in Science Education in Europe: Current Issues and Themes*. London, UK: The Falmer Press, 115 – 125.

Kortland, K. (1996). An STS Case Study about Students' Decision Making on the Waste Issue. *Science Education*. 80(6): 673 – 689.

Luengam, P. & Yuenyong, C. (2009) Grade 7 Students' Normative Decision Making in Science Learning about Global Warming through a Science Technology and Society (STS) approach. *Paper presented at the 40th Annual Conference of the Australasian Science Education Research Association (ASERA) 2009*, Geelong, Victoria, Australia, 1-4 July.

Merriam, S. B. (1998). *Qualitative research and case study applications in education*. SanFrancisco: Jossey-Bass.

Ratcliffe, M. (1995).Adolescent decision-making, by individuals and groups, about science-related societal issues.In Westford, G., Osborne, J., and Scott, P. (Eds.).(pp. 126 140).*Research in Science Education in Europe: Current Issues and Themes*. London, UK: The Falmer Press

Seattha, P., Yuenyong, C. and Art-in, S. (2015). Developing STS Circular Motion Unit for Providing Students' Perception of the Relationship between Science Technology Engineering and Mathematics. *Mediterranean Journal of Social Sciences*, 6(3s1): 268 – 275.

Yuenyong, C.: (2006),.*Teaching and Learning about Energy : Using STS approach*. Bangkok, Thailand : Thesis of Doctoral Degree in Science Education, Kasetsart University.

Yuenyong, C. (2012). Thai students' decision making about energy issues: the influence of local values. . *Procedia - Social and Behavioral Sciences*. 46: 5045 – 5057

Yuenyong, C. (2013). Enhancing Scientific Literacy in Thailand.*Global Studies of Childhood*, 3(1): 86 – 98

Yuenyong, C. and Narjaikaew, P. (2009).Scientific Literacy and Thailand Science Education.*International Journal of Environmental and Science Education*. 4(3): 335 349.

Information Management and Organisational Performance: A Review of Literature

Opoku, Mustapha Osman

Catholic University College of Ghana, Adom, Kwame (PhD), University of Ghana
(Corresponding author) Yawoaman2004@yahoo.co.uk

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

Studies have demonstrated that one of the world's most vital resources is information as it is required to solve problems and make decisions affecting both the present and the future. There is enough evidence to explain that the degree of success enjoyed by an organisation and its members depends largely on how well information is managed. The purpose of this paper is to present review of some major studies on information management in order to provide an understanding of existing knowledge, practices, identify the gaps and make a case for further studies in the area of information management. The research papers were generated from renowned journals such as Emerald, Science direct, IJRIC South African Journal of Information Management, and many others were reviewed. The review indicates that information management is multi-disciplinary that combines skills and resources from many fields. The review also establishes that information management is distinctively different from information technology. While investment in information technology has not yielded corresponding impact on organisational performance, investment in information management has positively influenced organisational performance. Lack of resources such as funds, human resource, and infrastructure and managerial support have been identified as the main hindrance to information management programmes. The review discloses that formulation of policies and strategies that are in line with the organisational goals and strategies, the adoption of appropriate technologies and top management support are necessary for effective information management. Lastly, the review has shown that the technical aspect of information management has been over-emphasized but equal attention has not been paid to the management aspect. It is, therefore, recommended that researchers' attention need to be directed to information management.

Keywords: *Information management, information technology, organisational performance*

1. Introduction

1.1 Rationale for the Review

The world's economic trends in business require organisations to respond quickly to demand and opportunities through competition and continuous expansion of domestic and international markets and by being innovative as well. This requires organisational members to move beyond and achieve higher frontiers which are achievable only by having the right information. Studies have shown that one of the world's most important resources is information since it is needed to solve problems and make decisions affecting both the present and the future. There is enough evidence to explain that the degree of success enjoyed by an organisation and its members depends largely on how well information is managed. Information as a resource of organisations has been defined differently by different authors. The view of O' Brien & Marakas (2008) and Laudon & Laudon (2010) is that, information is data that have been processed into a form that is meaningful and useful to the recipient and has a real or perceived value and can cause a change in decision making. Robek, Brown, and Stephens (1995) describe it as any intelligence, which can be communicated in either graphic form or alphanumeric character, which include records, documents, data and files created and maintained by organisations.

As a vital resource, information plays very important roles in the life of every organisation and therefore its management has attracted the attention of practitioners and academics as well.

Many studies have been conducted in the area of information management and the available literature indicates that there are controversies regarding the title, content, and the processes involved in information management (Anand, Manz, & Glick, 1988), which need to be addressed.

1.2 Purpose of the Review

A well-informed society is a vibrant and prosperous one. Implicitly, organisations whose members are well informed can

achieve higher performance. Improving information management practices has therefore attracted the attention of many researchers. This paper sought to review some studies on information management in order to provide an understanding of existing knowledge and practices, identify the gaps and make a case for further studies in the area of information management.

1.3 Methodology and Structure of the Review

Information management draws its ideas and concepts from different disciplines. This review summarises the literature, which mainly are research findings of the discipline contributing to understanding the practiced of information management in organisations. Information management, to some extent, is organisational and or cultural specific. However, global views and evaluations from all over the world are likely to influence other practices, policies and paradigms. This review, therefore, includes literature from the world's renowned journals like Emerald, Science direct, IJRIC, South African Journal of Information Management, and many others. Searches for relevant literature were done using search engines such as goggle scholar and others for research papers. The review covers the concept of information management, empirical evidence and conclusion.

2. The Concept of Information Management

Information management (IM) is the collection and management of information from one or more sources and the distribution of that information to those who have right to it (Robertson, 2005). The management as used in this context means the organization of and control over the structure, the processes and the delivery of information. Henczel, (2000) and Ravi, (2011) consider information management as the systematic imaginative and responsible management of information in order to create and use information that will contribute strategically to the achievement of an organisation's goals and make sure that groups and individuals have efficient access to and make effective use of the information they need to do their work and to develop themselves. Information management is theorized to involve a continuous cycle of closely related activities such as identification of informational needs, acquisition and creation of information, analysis and interpretation of information, organisation and storage of information, information access and dissemination and information use (Henczel, 2000; Robertson, 2005; Ravi, 2011).

Identification of informational needs involves realization of the pivotal roles of information in the achievement of organisational goals and strategically plan for it. Maceviciute and Wilson (2002) define information management to include developing and implementing information policy and strategy; data creation and management; processing, storage and information delivery; and information usage. Ravi (2011) indicates that effective information management combines technological innovations and intelligent processes to deliver cost effective information compliance and data protection. This suggests using the information technology and other accessories to create, organize, store, process and distribute information to those who have to use them for the achievement of organisational objectives.

In support of this, Robertson (2005) opines that information management can be defined from both technical and management points of view. Technically, information management includes all systems and processes such as web content management, document management, records management, digital asset management, learning management systems, enterprise search (the technical infrastructure) used to support the information management programmes (Reddy, Srinivasu, Rikkula, & Rao, 2009). From the management point of view, Robertson (2005) views information management as the organisational, social, cultural and strategic factors that must be considered in order to improve information in organisations. This stresses the importance of managerial and technical roles in any effective information management programme. It can be explained that information management is a corporate responsibility that needs to be addressed and followed from the top level managers to the lower level employees to ensure effective and efficient creation, storage, processing and distribution of information to support operations and other decision making activities in an organisation (Reddy, Srinivasu, Rikkula, & Rao, 2009).

The available literature on information management (Henczel, 2000; Ravi 2011; Saloojee, Groenewald, & du Toit, 2007; Weintraub, Owens, & Jedinak, 2013) have underscored the importance of information management in the achievement of organisational goals. The strategic role of information management in giving a company major advantages over the competition it faces in the local and global marketplace cannot be overemphasised. Creating strategic information requires that the manager understands the entire firm and its relationships with external agents in the environment such as suppliers, consumers, workers, and rivals. According to Stair and Reynolds, (2006), O' Brien and Marakas (2008), and Laudon and Laudon, (2010), a firm can succeed if it can develop strategies to confront five competitive forces that shape the structure of its industry. The compective forces as proposed by Michael Porter are;

competitors' rivalry, threat of new competitors, customers' bargaining power, the availability of substitute products or services and suppliers' bargaining power (Meriel, 2010).

It is argued that businesses can counter the threats of competitive forces that they face by implementing five basic competitive strategies provided by information management, which include cost leadership, product differentiation, innovation, growth and alliances (O' Brien & Marakas, 2008). According to Robek, Brown and Stephens (1995), information management has the following objectives;

- To furnish accurate, timely and complete information for effective decision making in the management and operation of an organisation.
- To provide information and records at the lowest possible cost.
- To render maximum service to the user of the records and
- To dispose of records that are no longer needed in the organisation.

In addition to these, information management has the objective of processing recorded information and distributing them to all users as efficiently as possible to ensure that the value of information is identified and exploited to achieve the fullest benefits. To be able to achieve these objectives, information needs to be managed like all other resources. Many including Henczel (2000), Saloojee, Groenewald and du Toit (2007), Ravi (2011), Weintraub, Owens and Jedinak (2013) argue that the main idea underlying information management is that as organisations purposefully and systematically manage their other resources such as financial and human resources, they should do likewise for their information resources and processes. That is to say, all the classical functions of managing organisational resources must be applied to information management as well. These managerial functions include defining informational goals, providing leadership, developing informational policies, allocating appropriate resources, training staff, and evaluating information and providing feedback (Robertson, 2005). Organisations must, therefore, be responsible for holding their employees accountable to capture, manage, store, share, preserve, and deliver information appropriately and responsibly. Literature indicates that information management is very important in the achievement of organisational objectives (Otike, 2010). The issues of concern are “what is the state of information management research?” “Is there a higher level of academic discussion, evaluation and control to ensure that quality information is available to enhance higher performance in organisations?” “What is the direction of information management research?” These and other concerns necessitated the review of literature in this area.

3. Review of Literature on Information Management

The review intended to bring to out information management and its influence on organisational performance. Various studies on information management and its impact on organisational performance have been reviewed. The review is based on these areas namely, the evolution of information management, factors influencing information management, challenges facing information management practices and the influence of information management on organisational performance.

3.1 Evolution of Information Management

Trauth (1989) extensively examined the origin and evolution of the concept of information management by reviewing information management literature. The review examined and defined information management along the following dimensions: disciplinary perspective, management scope, societal sector, vocabulary and goals. The study indicated that the concept of information management evolved in three different sectors of the information processing community, namely data management, records management and data processing management, which hardly interact. It was observed that information should be recognized as a valuable entity and it should be independent of the technology that manipulates it. The review stressed the need to maintain a global view of corporate data, repositioning of the information management officer at a high level in the corporate hierarchy to integrate both information and information technology and that the future success of information management will depend on its ability to incorporate end users into the information management framework. The findings from the review indicate that researchers disagree on the meaning, discipline and dimensions of information management and that information management is a different entity which must be separated from information technology. The involvement of the top level managers was also considered to be very important in any effective and efficient information management programme.

Earl (1989) categorises the evolution of information management into traditional era and technical era. The traditional era covers the period in which information was managed manually, using human brains and hands, cabinets,

papers and pen or pencils. On the other hand, the technological era is the period in which information technology is introduced into the management of information programmes to address some of the inherent problems of the manual system. The study observed that effective information management involves three activities: planning methods, control procedures and organisational arrangements. This stresses the importance of management functions (planning, organising, leading and controlling) in any information management programmes.

A study by Maceviciute and Wilson (2002) reveals the changes that have occurred in information management research from 1989 to 2000. The authors reviewed the various articles published in renowned journals on the subject and the following issues came to light:

- empirical research in the areas of economics, management, organisational theory, information systems, library and information science have significant influence on information management research.
- researchers and practitioners have divergent views on the content and the scope of information management.
- information management is changing in the same direction as human factors, organisational environment and culture, users involvement and satisfaction are gaining more attention than previously.

The study pointed out that the new areas of concern regarding information management are: economics of information and the adoption of technology, therefore there is the need for managers/practitioners to develop policies and strategies to guide the operations of information management. The review supports the fact that information management is a multidisciplinary concept and management involvement is very crucial.

Sebina (2007) set out to examine the changes that information management in Africa has undergone. It was found that most African countries are adopting freedom of information (FOI) legislation with the presumption that there exists a good information infrastructure and management is to guarantee access to information. In examining some studies done in some African countries and the United Kingdom, it emerged that information management has been neglected in Africa. The review argues that a good information management that supports businesses and corporate memory is a prerequisite for FOI legislation and therefore advised countries such as Botswana, Malawi and Ghana that are yet to adopt the legislation to consider a sound information management as a tool necessary for successful implementation of the FOI legislation. The study indicated the need for infrastructure (technology) and management involvement in information management activities. The review re-emphasizes the importance of information management in achieving good governance.

Supporting the need for technology in information management, Kulcu (2009) used the survey method to evaluate the new aspect of records management with the introduction of technology. It came to light that developing official communication flow with the use of technology is a must, and there is however the need for organisations to meet legal and administrative requirements in relation to electronic records management application.

A similar review was conducted by Stamoulis, Gouscos, Georgiadia and Martako (2001) on public information management for effective e-government services. The study aimed at investigating the new public information management philosophy and the business strategy followed. It emerged from the study that a clear articulating policies and strategies to support information management programmes are necessary to deploying the digital interface that will provide customers with high quality services. Two important issues emerged from this study, namely, the need for policies and strategies to regulate information management programmes and the adoption of technology as a supportive component of information management programmes.

3.2 Factors Influencing Information Management and Challenges

The focus of this section is to present factors influencing information management practices and the challenges as have revealed by scientific investigation. Almutairi (2011) conducted a study on factors influencing the information management behaviour in the Kuwaiti civil service. The study sought to evaluate the impact of personal and professional factors on public sector managers' information behaviour. The result of the study identified age, education, and information system used as the key variables that make a difference in information management behaviours of managers.

A similar study was conducted by Kahraman and Cevilecan (2011) on the intelligence decision systems in enterprise information management in Turkey. The study identified intelligence technique as a new tool for information management. Intelligence technique was defined as systems that support decision making by gathering, analysing and diagnosing problems; proposing possible causes of actions as well as evaluating the proposed actions. The study emphasised that for effective information management, there is the need to integrate cross-functional strategies, and investment in information management should be guided by both intelligence techniques and business strategy and needs.

Kalusopa and Ngulube (2012) also examined the records management practices in labour organisations in Botswana. The study which was quantitative in nature used a survey strategy to gather responses from 45 respondents. The study acknowledges the existence of information management practices in the various organisations but they fall below the expected standard. The result shows that the information management programmes are faced with many problems cutting across all the processes namely, creating, storing, processing and distribution. The outcome of the study reiterates the need for policies and strategies in information management to ensure effective performance.

Tungare (2007) studied the evolution of information management practices from users' perspectives. The review established that the major concerns of information management practices include information overload and information fragmentation. Information overload was defined as a situation where information processing and demand on individuals/organisations exceed the capacity and competency and the time needed for such processing. Information fragmentation, according to the review, is a situation where data are in different format, stored and distributed across multiple devices and locations using different applications for manipulation. It was established from the review that even though the technology has eased the processing of recording, creating, receiving, storing and disseminating, managing and using them sensibly is difficult. The amount of information generated by individuals/organisations can only increase, but organisational resources have remained constant. The situation poses a very difficult future for information workers whose job requires them to stay informed.

Robertson (2005) did some work on the effective information management and develop certain principles that are crucial and considered as critical success factors for information management projects. The review outlines the major challenges in information management programmes in contemporary organisations including: large number of disparate information management systems, which is hardly coordinated, lack of clear policies and guidelines on information management programmes as well as lack of top management's support; the human and other physical resources needed for effective information management are also lacking. These challenges have led to poor quality, inconsistency, duplication and outdated information. To address some of these issues, the study proposes that information management programmes should recognise the complexity of needs and plan to address these needs. Information management projects should deliver on tangible and visible benefits, and there is the need for active participation of all staff of the organisation and strong leadership. Lastly, information management programmes should be developed based on sound policies and strategies that are derived from the organisational strategy.

A similar study was conducted by Iron Mountain to assess the information management compliance benchmark, compare information management programmes across five best practice areas. It emerged from the study that there is a significant improvement in information management practices but there are some challenges in the areas of policies and procedures that need to be addressed. On electronic records management, the study points out that there is improvement in policy development but most organisations have not being putting them into action. Writing on the best practices of information management, the study identified five main areas namely: policies and procedures, retention, index and access, privacy and disposal, and audit and accountability. Regarding how information management is evolving, the survey gave the following specifics: 94% of the organisations sampled are investing more in information management, and 72% do not have a strategic plan for information management. It also came to light that 80% of the organisations do have a formal policy, only 37% did indicate that the policies are consistently applied (Ebbighausen, 2011). The results of the survey indicate that much have been done on investment and formulation of policy regarding information management. However, the policies are not well implemented and in some cases strategic plan on information management is lacking.

Maitland, Tchovakeu and Tapia (2009) set out to study organisational barriers to coordination arising specifically from information management and information technology issues. It emerged from the study that in dealing with information management it requires a higher level of organisational change as compared with information technology. This suggests that information management issues are different from those of information technology and the former require the attention and involvement of all the organisational members, especially the top level managers. Burns, Ferris, & Liatsopoulos (2009) conducted a review to ascertain the awareness on the need for effective information management practices and to identify the challenges confronting many African countries in that regard. The study emphatically indicates that the various poverty reduction strategies being implemented by the various African governments will be fruitless if they do not include some policies and strategies that address governments' records. Using specific examples from some African countries, the study identifies the following challenges: problem associated with the colonial administrators' failure to create an appropriate record/information management scheme; lack of funding, old and insufficient infrastructure, lack of staff with appropriate training on digital divide. The study argued that until these issues are addressed appropriately no significant impact will be made in Africa in terms of development since effective information management is an integral part of any country's rebuilding process.

3.3 Information Management and Organisational Performance

The relationship between information as a resource and performance of organisation cannot be over emphasised. Many including Esterhuizen, Schutte and Du Toit (2012) have studied how information management framework impacts on innovation capacity. The study selected five industry and subject theory experts to evaluate the applicability and suitability of the framework. It was observed that organisations can use information/knowledge management tools to create innovational capacity and growth, which may lead to high performance of organisations.

Meriel (2010) used various ideas, concepts and research findings that have practical relevance for personal information to evaluate how individuals typically organize their information. The results of the study indicate that information that is organised may serve three distinct purposes, namely easy records retrieval, reminds users on tasks that need to be done and represents the users' understanding of information items and how they relate to each other. The review further stresses the pivotal and vital role played by information management in improving organisational performance.

In a study to examine the impact of information management investment value on organisational performance, Stewart, Coulson and Wilson, (2007) argue that there are many studies that have established that investment in technology has contributed significantly to the growth of output in the United States but profitability and productivity have not come as a result of investment in information technology. The study contends that many studies to investigate how investment in information technology (IT) will lead to positive outcome, maintain that several factors account for organisational performance including a firm's strategic advantage and innovative technology. This suggests that investment in IT has indirect impact on organisational performance.

In an effort to address the question of what motivate(s) organisations to invest in information management, Robeck, Brown and Stephens (1995) propose ten reasons including the need to:

1. control the creation and growth of records
2. reduce operating cost managing information
3. improve efficiency and productivity
4. assimilate new records management technologies
5. ensure regulatory compliance
6. minimize legislation risk
7. safeguard vital information
8. support better management decision making
9. preserve the corporate memory and lastly
10. foster professionalism in running the business.

These reasons are important elements to achieving organisational success, hence the importance of information management in organisations.

A study by Stiroh (2001) to evaluate the relationship between investment in information managed by technology and productivity pay offs in the United States industries indicates that there is a robust evidence of a correlation between the productivity acceleration and the intensive use of information technology (IT) in the late 1990s. In a similar study to evaluate the high increase in information technology investment in the 1990s by Doms (2004), it emerged that the increase may be attributed to the fall in the prices of information technology goods, but not necessarily the fact that IT can boost productivity, which contradicts the finding of Stiroh (2001).

Love and Irani (2004) conducted a study to evaluate IT investment cost and benefit that organisations have experienced due to IT implementation. The study used survey method to collect data from 126 construction firms, which were Small and Medium scale Enterprises (SMEs). Three key findings emerged from the study namely: that different types of organisations invest differently in IT, investment in IT was not influenced by the size of the organisation and lack of strategic vision served as a challenge in justifying IT investment. The study concluded that the ability of construction SMEs to compete depends, to alarge extent, on the role of managers, tangible investment in intellectual capital, investment in ICT and strategic capacity.

A survey carried out by Information Management Solution on the facts about information management reveals that 15% of organisational revenue is spent on creation, management and distribution of information, 60% of employees' time is spent on working with information, 75% of records are still kept in paper form and 65% of workers' time spent looking for information. The study emphasizes that managing information as an important resource will help to improve organisational performance by controlling the creation and growth of information, reducing operating cost, improving efficiency and productivity and safeguarding vital information. All these will eventually give organisations competitive advantage (www.southwest.solution).

A study by Weintraub, Owens and Jedinak (2013) observes that the information management landscape is wide and diverse and organisations depend on many information sources to make key decisions. The survey indicates that only 13% of the respondents have a formal information management strategy and 72% have improved compliance with the laws and regulations/policies. On the benefit of information management, 87% of the respondents indicated that it has reduced cost and improved efficiency and 68% said it has helped to increase revenue. It review suggests that organisations should begin to develop information management strategies that have a vision of harmonizing the different systems into a common system and this will result in strategic/competitive advantage.

Reddy, Srinivasu, Rikkula and Rao (2009) studied how Management Information Systems (MIS) has helped managers in decision making and identified the following key performance benefits: effective and efficient coordination between departments, quick and reliable referencing, access to relevant data and documents, reduction in labour cost and assisting in the day-to-day operations of the organisation such as accounting, stock control and many others. The result from the study indicates that MIS, which many researchers like Davis equate to information management, helps organisations to save time, cost and labour, which eventually improve organisational performance.

Saloojee, Groenewald and du Toit (2007) set out to evaluate the business value of information management and its investment benefits. The study established that information management creates indirect business value but has direct business cost, thus making the assessment of information management investment very difficult. It was identified that there are three important information management initiatives, which are business objectives, implementation and business outcome. This means that the business objectives look at the organisational goals and objectives that the information management initiative addresses using technical, business design and operations to implement the initiatives and evaluating how information management is used to achieve objectives. The result of the study indicates that for the business value of information management and its investment benefits to be realized, information management strategies should be aligned with the overall strategy of the organisation.

4. Conclusion and Recommendations

The review indicates that information management has moved from the traditional era where information related issues were handled manually to technological era where information technology is used, which has improved information management activities beyond expectation. The literature review has also shown that information management is a multidisciplinary concept that combines skills and resources from many fields of study including economics, management, organisational theory, information systems, library and information science (Maceviciute & Wilson, 2002). For best practices regarding information management, the review stresses the need for policies and strategies that are in line with the organisational goals and strategies, the adoption of appropriate technologies and support from the top level management. Again, the review has disclosed that lack of funds, human resource, infrastructure, and managerial support are the main challenges facing information management programmes in organisations.

The review indicates that information management is not the same as information technology, which may require varied investments. There are many studies that show that investment in information technology has not yielded corresponding impact on organisational performance. However, investment in information management has positively influenced organisational performance through increased efficiency, productivity and competitive advantage. Lastly, it is revealed from the literature that the managerial aspect of information management is under researched and under-explored as opposed to the technical aspect, which has received much attention. Hence, it is recommended that researchers' attention must be directed to the managerial aspect since many researchers including Trauth (1989), Robertson (2005), Kulcu (2009) claim that failure in most information management programmes are more attributed to management rather than the technology.

References

Almutairi, H. (2011). Factors affecting the information behaviour of managers in Kuwaiti civil service: a rational model. *Information Research* , 16.(2).

Anand, V., Manz, C. C. and Glick, W. H. (1988). An Organisational Memory Approach to Information Managemet. *Academy of Managemet Review, 23.(4)*, 796-800.

Burns, S., Ferris, J. and Liatsopoulos, D. (2009). The Problem and Barriers of Records and Information management in Africa. *SA Journal of Information Management* , 1-25.

Doms, M. (2004). The Boom and Bust in Information Technology Investment. *Federal Reseve Bank of San Francisco* , 19 - 34.

Earl, M. J. (1989). *Management Strategies for Information Technology*. Mayland Avenue : Prentice Hall International (UK) Ltd Campus 400.

Ebbighausen, H. (2011). *How records and information management practices continue to evolve.* North America: Iron Mountain.
Esterhuizen, D., Schutte, C. and Du Toit, A. (2012). A knowledge management framework to grow innovation capacity maturity. *SA Journal of Information Management* , 14 (1), Art # 495, 10.
Henczel, S. (2000). The Information Audit as a First Step towards Effective Knowledge Management: An Opportunity for the Special Librarian. *Worldwide Conference on Special Librarianship* (pp. 210-226). Brighton: Special Libraries Association (SLA).
Kahraman, C., Kaya, I. and Cevikcan, E. (2011). Intelligence decision systems in enterprise information management. *Journal of Enterprese Information Management (Emerald Insight)* , 24 (4), 350 379.
Kalusopa, T. and Ngulube, P. (2012). Record Management practices in Labour Organisations in Botswana. *SA Journal of Information Management* , 14 (1), Art 513, 15.
Kulcu, O. (2008). Evolution of e-records management in practices in e-government. *Emerald Group Publishing Limited* , 999-1009.
Laudon, K. C., and Laudon, J. P. (2010). *Management Information Systems, Managing the Digital Firm: (11th Edition).* New Jeesey: Pearson Education, Inc., Upper Saddle River.
Love, P. E. and Irani, Z. (2004). An exploratory study of information technology evaluation and benefits management practices of SMEs in the construction industry. *Elsevier: Information and Managment* , 227 - 242.
Maceviciute, E., and Wilson, T. D. (2002). The development of the information management research area. *Information Research* , 7 (3).
Maitland, C., Tchovakeu, L.-M. N., and Tapia, A. H. (2009). Information management and technology issues addressed by Humanitarian Relief Coordination Bodies. *6th International ISCRAM Conference.* Gothemburg, Sweden: 6th International ISCRAM Conference.
Meriel, P. (2010). *Personal Information Management - Literature Review.* Oxford University Computing Services: JISC- Funded Sudamith Project .
O' Brien, J. A. and Marakas, G. M. (2008). *Introduction to Information Systems, (14te ed.).*New
York: McGraw-Hill/Irwin Companies, Inc., 1221 Avenue of the Americas.
Otike, J. (2010). The proposed freedom of information Act and its effect on access to information in the public domain in Kenya. *6th Annual International Conference, September 7 - 10, 2010.* Eldoret: Moi University.
Rao, I. K. (1999). Information Management Scope, Definition, Challenges and Issues. *DRTC Workshop on Information Management.* Bangalore: Indian Statistical Institute.
Ravi, T. M. (2011). The Path to Information Management Nirvana. *Information Management Daily* .
Read-Smith, J., Ginn, M. L., and Kallaus, N. F. (2002). *Records Management* (7th Edition ed.). New York: Thompson Learning Inc: South-Western.
Reddy, G. S., Srinivasu, R., Rikkula, S. R., and Rao, V. S. (2009). Management Information Systems to help Managers for Providing decision making in an Organisation. *International Journal of Reviews in Computing* , 2076-3336.
Robek, M. F., Brown, G. F., and Stephens, D. O. (1995). *Information and Records Management: Document-Based Information Systems* (4th Edition ed.). New York, Columbus: Mc Graw-Hill.
Robertson, J. (2005). *10 Principles of Effective Information Management.* Step Two Design pty Limited.
Saloojee, R., Groenewald, D. and du Toit, A. S. (2007). Investigating the business value of information management . *South African Journal of Information Management* .
Sebina, P. M. (2007). Information management in Africa to undergo a change. *Access to Information Network-Africa (ATINA)* .
Stair, R. M. and Reynolds, G. W. (2006). *Principles of Information Systems, A Managerial Approach, (7th ed.).* Boston, Massachusetts: Thomason Learning Inc.
Stamoulis, D., Gouscos, D., Georgiadis, P., and Martakos, D. (2001). Revisiting Public
Information Management for Effective e-government Services:. Information
Management and Computer Security *Emerald Journals* , 9 (4), 146-153.
Stewart, W., Coulson, S., and Wilson, R. (2007). Information Technology: When is it Worth the Investment. *Communications of the IIMA* , 7; (3).
Stiroh, K. J. (2001). Investing in Information Technology: Productivity Payoffs for U.S. Industries. *Current Issues in Economics and Finance: Federal Reserve Bank of New York* , 7; (6).
Trauth, E. M. (1989). The Evolution of Information Resource Management . *Information and Management 16* , 257 - 268.
Tungare, M. (2007). *Understanding the Evolution of Users' Personal Information Management Practices.* Blacksburg, VA, USA.: Springer Berlin Heidelberg.
Weintraub, A., Owens, L., and Jedinak, E. (2013). *The enterprise information management Barbell strengthens your information value.* Cambridge M.A. USA: Forrester Research Inc.
Web resources: http://www.southwestsolution.com/markets/information-management-solutions Retrieved July 15, 2013.

Works Cited

Almutairi, H. (2011). Factors affecting the information behaviour of managers in Kuwaiti civil service: a rational model. *Information Research*, 16 (2).
Anand, V., Manz, C. C., & Glick, W. H. (1988). An Organisational Memory Approach to Information Managemet. *Academy of Managemet Review, 23(4)* , 796-800.
Burns, S., Ferris, J. and Liatsopoulos, D. (2009). The Problem and Barriers of Records and Information management in Africa. *SA*

Journal of Information Management, 1-25.
Doms, M. (2004). The Boom and Bust in Information Technology Investment. *Federal Reseve Bank of San Francisco*, 19 - 34.
Earl, M. J. (1989). *Management Strategies for Information Technology.* Mayland Avenue : Prentice Hall International (UK) Ltd Campus 400.
Ebbighausen, H. (2011). *How records and information management practices continue to evolve.* North America: Iron Mountain.
Esterhuizen, D., Schutte, C. and Du Toit, A. (2012). A knowledge management framework to grow innovation capacity maturity. *SA Journal of Information Management* , 14 (1), Art # 495, 10.
Henczel, S. (2000). The Information Audit as a First Step towards Effective Knowledge Management: An Opportunity for the Special Librarian. *Worldwide Conference on Special Librarianship* (210-226). Brighton: Special Libraries Association (SLA).
Kahraman, C., Kaya, I., and Cevikcan, E. (2011). Intelligence decision systems in enterprise information management. *Journal of Enterprese Information Management (Emerald Insight)*, 24 (4), 350 379.
Kalusopa, T., and Ngulube, P. (2012). Record Management practices in Labour Organisations in Botswana. *SA Journal of Information Management*, 14 (1), Art 513, 15.
Kulcu, O. (2008). Evolution of e-records management in practices in e-government. *Emerald Group Publishing Limited*, 999-1009.
Laudon, K. C. and Laudon, J. P. (2010). *Management Information Systems, Managing the Digital Firm. (11th ed).* New Jeesey: Pearson Education, Inc., Upper Saddle River.
Love, P. E., and Irani, Z. (2004). An exploratory study of information technology evaluation and benefits management practices of SMEs in the construction industry. *Elsevier: Information & Managment*, 227 - 242.
Maceviciute, E., and Wilson, T. D. (2002). The development of the information management research area. *Information Research*, 7 (3).
Maitland, C., Tchovakeu, L.-M. N., and Tapia, A. H. (2009). Information management and technology issues Addressed by Humanitarian Relief Coordination Bodies. *6th International ISCRAM Conference.* Gothemburg, Sweden: 6th International ISCRAM Conference.
Meriel, P. (2010). *Personal Information Management - Literature Review.* Oxford University Computing Services: JISC- Funded Sudamith Project .
O' Brien, J. A. and Marakas, G. M. (2008). *Introduction to Information Systems, (14th ed).* New York: McGraw-Hill/Irwin Companies, Inc., 1221 Avenue of the Americas.
Otike, J. (2010). The proposed freedom of information Act and its effect on access to information in the public domain in Kenya. *6th Annual International Conference, September 7 - 10, 2010.* Eldoret: Moi University.
Rao, I. K. (1999). Information Management Scope, Definition, Challenges and Issues. *DRTC Workshop on Information Management.* Bangalore: Indian Statistical Institute.
Ravi, T. M. (2011). The Path to Information Management Nirvana. *Information Management Daily*.
Reddy, G. S., Srinivasu, R., Rikkula, S. R. and Rao, V. S. (2009). Management Information Systems to help Managers for Providing decision making in an Organisation. *International Journal of Reviews in Computing*, 2076-3336.
Robek, M. F., Brown, G. F., and Stephens, D. O. (1995). *Information and Records Management: Document-Based Information Systems* (4th Edition ed.). New York, Columbus: Mc Graw-Hill.
Robertson, J. (2005). *10 Principles of Effective Information Management.* Step Two Design pty Limited.
Saloojee, R., Groenewald, D., and du Toit, A. S. (2007). Investigating the business value of information management . *South African Journal of Information Management*.
Sebina, P. M. (2007). Information management in Africa to undergo a change. *Assess to Information Network-Africa (ATINA)*.
Southwest.solution. (n.d.). *Southwestsolution.com*. Retrieved July 15, 2013, from Information-management solution: http://www.southwestsolution.com/markets/information-management-solutions
Stair, R. M. and Reynolds, G. W. (2006). *Principles of Information Systems, A Managerial Approach, (7th ed).* Boston, Massachusetts: Thomason Learning Inc.
Stamoulis, D., Gouscos, D., Georgiadis, P., and Martakos, D. (2001). Revisiting Public Information Management for Effective e-government Services. *Information Management and Computer Security(Emerald Journals*, 9 (4), 146-153.
Stewart, W., Coulson, S., and Wilson, R. (2007). Information Technology: When is it Worth the Investment. *Communications of the IIMA*, 7(3).
Stiroh, K. J. (2001). Investing in Information Technology: Productivity Payoffs for U. S. Industries. *Current Issues in Economics and Finance: Federal Reserve Bank of New York*,. 7; (6).
Trauth, E. M. (1989). The Evolution of Information Resource Management . *Information and Management 16*, 257 - 268.
Tungare, M. (2007). *Understanding the Evolution of Users' Personal Information Management Practices.* Blacksburg, VA, USA.: Springer Berlin Heidelberg.
Weintraub, A., Owens, L., and Jedinak, E. (2013). *The enterprise information management Barbell strengthens your information value.* Cambridge M.A. USA: Forrester Research Inc.

The Role and Application of Reflection in Service-Learning in Promoting Students' Learning in Higher Education

Hamdan Said[1]

Iqbal Ahmad[1]

Zubaidah Awang[2]

Zainudin Hassan[1]

[1]Faculty of Education, Universiti Teknologi Malaysia
[2]Language Academy, Universiti Teknologi Malaysia
p-hamdan@utm.my, shahnavi777@hotmail.com, m-zu@utm.my, p-zainudin@utm.my

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

Today, there is a growing belief among researchers and practitioners that reflection promotes students' learning and development in different ways. Despite this belief, the clear role of service-learning in enhancing learning is still debated. Although it is understood though with less clarity that reflection plays a key role in promoting learning, there is less clarity about the nature, types and practice of reflection in different contexts. There are different views on this subject from various quarters. There is much discussion in the current literature on reflection and its application in the developed world. However, less is known how reflection helps enhance students' learning in developing world context. The aim of this paper is to review the role and application of reflection in service-learning field in multiple contexts. In this regard, the paper extensively surveys works from different writers about the nature, type, models and application of reflection as a means for promoting learning. On the basis of the review of the current literature, the paper concludes that unlike conventional teaching approaches and irrespective of its contextual application and models used, reflection plays a key role in enabling students to challenge their own beliefs, test their own assumptions, create new knowledge and develop new ideas.

Keywords: *reflection, role and application, student learning, service-learning*

1. Introduction

In the last few decades, service-learning has enormously expanded as an academic discipline (Aberle-Grasse, 2000). It is believed that it effectively promotes academic learning, personal growth, civic and leadership skills among students (Deba, Jabor, Buntat, & Musta'mal, 2014). In achieving this goal, the role of reflection is considered to be important. Reflection is one of the essential principles and elements of service-learning (Anson, 1997). Current literature reveals that reflection has been less highlighted due to which its importance has been overshadowed by other elements like reciprocity or diversity. Researchers have already claimed that reflection is closely connected with the aspect of learning, that is, one of the major aims of service-learning programmes (Ash & Clayton, 2004). Secondly, there is a misconception about the practice of reflection during service-learning activity (Bowen, 2007). The main purpose of this paper is to clarify this misconception prevailing in the conception and practice of service-learning. The paper also attempts to highlight the real role of reflection and its implication for students' learning.

Reflection plays a key role in maximizing the learning. It helps in creating a real link and association between theory and practice (Ash, Clayton, & Atkinson, 2005). It also basically serves as the important predictor for students' academic and personal outcomes. Despite of this, there is a general apprehension that the concept and nature of reflection has always remained a mystery among writers and practitioners of service-learning (Averill et al., 2007; Bringle & Hatcher, 1999). There is genuine need that this mystery must be explored and discussed so that the real potential of service-learning could be achieved (Carrington & Selva, 2010; Welch & James, 2007).

1.1 Purpose and methodology

The main purpose of this review paper was to examine the role of reflection in promotion of student learning in higher education institutions. To achieve this objective, review research method was utilised and an extensive survey of the existing literature was carried out. The use of review research method helps in providing more extensive and reliable information on the issue (Gay, Mills, & Airasian, 2011).

2. Concept of Reflection

Research has proved that reflection is crucial for maximization of learning. This understanding is based on the constructivist and experiential theories of learning (Ash et al., 2005; Bringle & Hatcher, 1999). Amongst such important theories are that of David Kolb's learning cycle and Mezirow's model of transformational learning. In his experiential learning cycle theory, Kolb has suggested that learning is a constructive process and knowledge generation is based on certain processes (Carrington & Selva, 2010). This process starts with a cycle and the first step in the cycle is concrete experience. It continues with other processes or steps in the cycle such as cognitive reflection and abstract theorization and finally active experimentation (Crossman & Kite, 2007; Dubinsky, 2006).

The role of reflection can be easily seen in the practice of service-learning. Service-learning provides students with ample opportunities for concrete experiments and doing practice in the field in real life situations (Carrington & Selva, 2010; Dunlap, 1998). This connects their learning experiences to concepts and theories further reinforcing learning, testing assumptions and generating new knowledge for future applications. At the same time, Mezirow's model of transformational learning basically focuses on bringing about changes in both the behaviour and learning of students (Anson, 1997).

This actually results from when they make sense of concept application through structured problem identification, critical discussion and looking for possible solutions (Eyler, 2002; Eyler, 2001). This goal is fairly achieved by service-learning as it places the students in challenging situations. During this time, the students encounter structured problems, work as teams and try to solve it. This process, if facilitated by reflection and meaningful dialogue, ultimately it leads to the production of socially responsible behaviour and growth of student development (Eyler, 2002; Felten, Gilchrist, & Darby, 2006).

This contention is generally supported by both Kolb and Mezirow. These theorists further highlight the importance of reflection in producing desired service-learning developmental outcomes for students (Gould & Baldwin, 2004). Other researchers have further extended on the work of Kolb's learning cycle and Mezirow's transformational learning model. For example, it is suggested that research on reading comprehension provides some framework for using and promoting reflection in the service-learning (Hatcher & Bringle, 1997). Literature on reading comprehension proposes that the prior knowledge of students if activated it helps as a key to understand the new concepts. This also involves students connecting the text to self and other texts to the wider world (Hatcher, Bringle, & Muthiah, 2004). In the same way, service-learning helps in promoting learning by enabling the students to connect their classroom experiences to the real world situations and prior life experiences. In this way, students' learning is strengthened (Ikeda, 2000).

Deeper learning occurs when students successfully connect service-learning experiences with their own world just as connecting text to self and text to the world enhances the readers' literacy (Koth, 2003; Leming, 2000). Similarly, reflection enhances learning in the service-learning process. The theory of service-learning is based on the philosophical ideas of John Dewey. He calls learning a bilateral process where students connect their knowledge to life experiences. According to him, reflection is the main connector or bridge that connects the world of experience with the world of ideas. This is how real learning takes place where the learners apply their newly learnt knowledge to new experiences of life (Hatcher & Bringle, 1997; Lo, 2009).

3. Importance of Reflection

Reflection is more than a notion in service-learning. It is a reflective thought that involves active, persistent and careful consideration of the available knowledge and beliefs, their bases and the consequences (Marchel, 2004). According to some researchers, reflection is a practice on the basis of which skills are acquired and feedback is provided. It allows the learners to adopt multifaceted ways for development and personal growth. It also impacts the construction of knowledge and develops effective habits of mind (McCaugherty, 1991; McClam, Diambra, Burton, Fuss, & Fudge, 2008).

Apart from being a high level cognitive experience, reflection is also an emotional experience in which learners think critically and get involves in the experience more enthusiastically (Moffat & Decker, 2000). Although so far little

attention has been paid to emotion in the service-learning research work, for effective reflection, the emotional involvement of the learners in the learning process is very important (Molee, Henry, Sessa, & McKinney-Prupis, 2010). Some writers believe that effective reflection relies on interrelationship between emotion and cognition. There is a need to direct the emotions of students during the performance of the service-learning (Panah, 2008). Emotions are the sources of motivation which is the foundation for effective learning. This means that reflection is bilateral action rather than merely an action as it works both as a processor and connector between theory and practice in any situation(Pusch & Merrill, 2008).

The processing involves the rationalistic ways that students explore during the service activity in which they evaluate and re-evaluate their own beliefs, assumptions and practices (Quezada & Christopherson, 2005). This helps connect the affective dimensions of learning with the experience. As a result, students develop deeper relationships not only among themselves but also understand the complex concepts and their applications in real life situations (Rhoads & Howard, 1997). Thus here reflection plays the role of a connector or junction where rational, affective, thoughts and emotions interplay and provide more wider and meaningful opportunity to the students to internalize the concepts and understand the situation. Thus reflection becomes the source for transformation (Slivovsky, DeRego Jr, Zoltowski, Jamieson, & Oakes, 2004). Reflectivity promotes new understanding of the situation, new state of mind and more informed course of action. The process of transformation strengthens further the roots of learning. This is the ultimate goal of education (Slivovsky et al., 2004).

4. Model of Reflection

Reflection is a key to learning. There are many models of learning, however, two models are very important in the process of service-learning (Ash et al., 2005; Eyler, 2002). These two models provide basic guidance to the instructors in the process of service about how to do reflection and relate to the learning experiences or effective use of reflection. In this regard, writers such as Eyler and Giles (1999) have suggested that good and effective reflection activities are characterized by five Cs such as connection between experience and knowledge; continuity of reflection before, during and after service; context of using the subject matter to the real life experiences of the learner; challenging the perspectives of students; and coaching the emotional support which is provided to the students during the process of service-learning.

Furthermore, some other researchers such as Hatcher et al. (2004) provide a parallel of this model. They have posited that reflective activities during service-learning should be clearly linked to the service experience and course content as well as learning objectives of the course. These must be structured in terms of description, expectations and criteria for assessment that is followed during the semester. In this way, students will find more time and space to examine the critical issues at deeper level and instructors would be able to provide feedback to students (Welch & James, 2007).

Thus students will know how to improve the critical analysis and reflective practice. This will include more time for students to explore, clarify and even alter or change their personal beliefs, values and goals (Ash & Clayton, 2004; Bowen, 2007). All these processes mentioned above would be clarified on the basis of these two models which are provided and used by instructors and leaders in the field of service-learning. This will also guide educators as to how to best known and support the development, growth of students and their learning in the service-learning by using reflection as a strategy (Rhoads & Howard, 1997; Welch, 1999).

5. Reflection and Learning

Studies have indicated that structured and regular reflection in the process of service-learning helps improve the cognitive skills of students such as critical thinking, analysis, evaluation and decision-making (Deba, Jabor, Buntat, & Musta'mal, 2014; Eyler, 2002). Reflection is a value which lays the real foundation for effective learning. Writers have suggested that during the service-learning activity, there is a need to focus on the nature of reflection activities rather than the quantity of activities. For effective processing of the course material, it is essential that instructors must give attention on processing the value sharing among students (Ash et al., 2005; Lo, 2009). This could be done on individual as well as collective basis. For this purpose, regular reflective activities will play a main role as it will broaden the opportunities for students for learning and development (Bowen, 2007; Slivovsky et al., 2004).

Some writers have recommended that instructors must use multiple reflection activities and modalities that may include products like classroom discussions, electronic discussions, field trips, directed readings, creative writings and artistic expressions (Anson, 1997; Hatcher et al., 2004). Some writers have concluded that for meaningful learning,

structured thinking provides the foundation which can be done through reflection. This may contribute towards not only improving the service-behaviour but also learning (Felten et al., 2006; McClam et al., 2008).

In another study, it was found that reflective writing helped improve the reading comprehension and provided a theoretical framework for future work (Koth, 2003). The authors also found that using prompts and markers helped the instructors to teach students how to reflect meaningfully. Prompts are used as starting tools by students during writing activity and markers are used as tools for writing. The reflective content takes the students beyond mere writing to description of new ideas and possibilities and a new experience (Moffat & Decker, 2000; Strouse, 2003).

Many researchers have recommended that instructors must discuss and develop writing activity plans and prompts for students so that they are able to connect the service to the text, situation and most importantly the course objectives (Ash et al., 2005). This will help the students to understand the connection between theory and practice and the role of reflection in it. In this regard, it must be made clear that students' reflection and feedback from the faculty members are very important to enhance the ability of students to learn to write meaningfully (Ash & Clayton, 2004; Eyler, 2002).

6. Practical Application of Reflection

Reflection is conducted in service-learning in different ways (Eyler, 2001). For example, students describe their service-learning experiences objectively, they answer the typical questions like who, when, where, whose, how and why (Averill et al., 2007; Bringle & Hatcher, 1999). Students also try to examine the service experiences by using reflective prompts from various categories of the learning goals (Ash & Clayton, 2004). The categories of the learning goal include personal growth, civic engagement, and academic engagement and enhancement. Thus it is necessary that reflection must be directed towards the personal growth of students. It must also be considered that during reflection, students must identify the strengths, weaknesses, assumptions and values during the service-learning activity (Hatcher & Bringle, 1997; Slivovsky et al., 2004).

Students must also be able to discuss the effect of the activity on their personal growth and development as a result of service to others (Hatcher et al., 2004). As a result of civic engagement, students should be able to explain how they can bring about the required changes in the situation by using service as an opportunity (Ash et al., 2005; Ikeda, 2000). This exposes them to become effective change agents in the society which is another important goal of education. It is further believed that the goals of civic engagement are to accomplish needs of the community through service by describing and using various strategies and approaches to change (Quezada & Christopherson, 2005; Welch, 1999).

The reflections which are designed to enhance the academic understanding are directed to explore and apply the relevant academic concepts, rely on the similarities and the differences, evaluating the need for rethinking the relevant concepts and speculating learning in their classroom situations as well as thinking how learning occurs (Moffat & Decker, 2000; Strouse, 2003). During the reflective process, students actively articulate learning in their discussions how learning took place, what was the main purpose and why and how the new knowledge can be applied in new situations or real events of life (Ash & Clayton, 2004). Another important aspect of the reflective practice is that even the instructors become partners in the process of learning rather than mere observers (McClam et al., 2008; Strouse, 2003). During reflection process, it is important that instructors must use time appropriately for discussion and evaluation of learning and service (Ash & Clayton, 2004). This helps increases the possibility that students will become true shareholders in the process of service-learning rather than mere recipients (Aberle-Grasse, 2000; Slivovsky et al., 2004). Many writers have emphasized on the linking of service-learning outcomes with the goals of classroom learning such as civic development, academic growth and so on (Ash & Clayton, 2004). During service-learning, the service aspect connects academic goals with community needs by effective reflection. For facilitating effective reflection, there is a need that the faculty members must ensure that service-learning activities are structured in such a way that support the desired knowledge, skill enhancement and value acquisition (Averill et al., 2007; Quezada & Christopherson, 2005).

It must be bored in mind that once the outcomes are identified and specified, the activities must be structured to support desired learning, and to achieve this, the timing of the reflective practice should be determined (Slivovsky et al., 2004). Basically, reflection takes place before, during and after the service activity in various ways, and thus, it must be structured in different ways accordingly (Ash & Clayton, 2004; Rhoads & Howard, 1997). There is also a need to identify and use methods and define clear criteria for assessment. The method and the criterion must be well-articulated for students. This will help clarify the purpose, aim, ways and methods of doing reflections (Ash & Clayton, 2004; Hatcher & Bringle, 1997).

7. Conclusion

On the basis of the above mentioned review, this paper concludes that reflection is useful tool for promoting learning. There are no fixed models for doing reflection. However, the paper found that instructors play key role in designing and implementing reflective activities. The paper also found that reflection is the necessary tool that creates a link between the new knowledge and its application in different contexts. Hence, the paper suggests that there is no hard and fast rule for reflection in developed and developing contexts. However, the duration and performance of reflection is an important aspect of service-learning. Hence the paper further advises that for properly doing reflection, it is necessary that specific objectives, well-structured service-learning activity, well timed ongoing reflective activity and clearly articulated assessment criterion must be made available to link the chain of service to learning and learning to service. The paper on the basis of the review argues that the importance of reflection in service-learning is evidenced by the fact that learning process is effectively characterized by reflective thoughts. The paper further concludes that reflection is a source for student awareness in the process of learning. It helps students to construct, modify, test, repair and enhance new knowledge acquired and its real application in the new context to solve human problems. In this way reflection becomes a tool both the development of students and achieving the goals of service-learning. The paper finally, argues that as a result of reflection, students challenge their own beliefs, test their own assumptions, create new knowledge and develop new ideas.

References

Aberle-Grasse, M. (2000). The Washington study-service year of Eastern Mennonite University reflections on 23 years of service learning. *American Behavioral Scientist, 43*(5), 848-857.

Anson, C. M. (1997). On reflection: The role of logs and journals in service-learning courses. In L. Adler-Kassner, R.Crooks, A. Watters (Eds), *Writing the community: Concepts and models for service-learning in composition* (pp. 167-180). Washington, DC: AAHE.

Ash, S. L., & Clayton, P. H. (2004). The articulated learning: An approach to guided reflection and assessment. *Innovative Higher Education, 29*(2), 137-154.

Ash, S. L., Clayton, P. H., & Atkinson, M. P. (2005). Integrating reflection and assessment to capture and improve student learning. *Michigan Journal of Community Service Learning, 11*(2), 49-60.

Averill, N. J., Sallee, J. M., Robinson, J. T., McFarlin, J. M., Montgomery, A. A., Burkhardt, G. A., & Elam, C. L. (2007). A first-year community-based service learning elective: Design, implementation, and reflection. *Teaching and Learning In Medicine, 19*(1), 47-54.

Bowen, G. (2007). *Reflection method and activities for service learning: A student manual and workbook*. Dubuque, IA: Kendal/Hunt.

Bringle, R. G., & Hatcher, J. A. (1999). Reflection in service learning: Making meaning of experience. *Educational Horizons, 77*, 179-185.

Carrington, S., & Selva, G. (2010). Critical social theory and transformative learning: Evidence in pre-service teachers' service-learning reflection logs. *Higher Education Research & Development, 29*(1), 45-57.

Crossman, J. M., & Kite, S. L. (2007). Their perspectives: ESL students' reflections on collaborative community service learning. *Business Communication Quarterly, 70*(2), 147-165.

Deba, A. A., Jabor, M. K., Buntat, Y., Musta'mal, A. H. (2014). Potential of service-learning on students' interpersonal skills development in technical and vocational education. *Asian Social Science, 10*(21), 1-9.

Dubinsky, J. (2006). The role of reflection in service learning. *Business Communication Quarterly, 69*(3), 306-311.

Dunlap, M. R. (1998). Methods of supporting students' critical reflection in courses incorporating service. *Teaching of Psychology, 25*(3), 208-210.

Eyler, J. (2001). Creating your reflection map. *New Directions for Higher Education, 2001*(114), 35-43.

Eyler, J. (2002). Reflection: Linking service and learning—Linking students and communities. *Journal of Social Issues, 58*(3), 517-534.

Eyler, J., & Giles, D. E. (1999). *Where's the learning in service-learning*? San Francisco, CA: Jossey-Bass.

Felten, P., Gilchrist, L. Z., & Darby, A. (2006). Emotion and learning: Feeling our way toward a new theory of reflection in service-learning. *Michigan Journal of Community Service Learning, 12*(2), 38-46.

Gay, L.R., Mills, G. E., & Airasian, P. W. (2011). *Educational research: Competencies for analysis and application* (10th ed). New York, NY: Pearson.

Gould, N., & Baldwin, M. (2004). *Social work, critical reflection and the learning organisation.* Aldershot: Ashgate.

Hatcher, J. A., & Bringle, R. G. (1997). Reflection: Bridging the gap between service and learning. *College Teaching, 45*(4), 153-158.

Hatcher, J. A., Bringle, R. G., & Muthiah, R. (2004). Designing effective reflection: What matters to service-learning? *Michigan Journal of Community Service Learning, 11*(1), 38-46.

Ikeda, E. (2000). How reflection enhances learning in service-learning courses. Paper presented at the American Educational Research Association (AERA), National Conference, New Orleans, LA.

Koth, K. (2003). Deepening the Commitment to Serve: Spiritual Reflection in Service-Learning. *About Campus, 7*(6), 2-7.

Leming, J. S. (2000). Integrating a structured ethical reflection curriculum into high school community service experiences: Impact on students' sociomoral development. *Adolescence, 36*(141), 33-45.

Lo, W. Y. W. (2009). Reflections on internationalisation of higher education in Taiwan: Perspectives and prospects. *Higher Education, 58*(6), 733-745.

Marchel, C. A. (2004). Evaluating reflection and sociocultural awareness in service learning classes. *Teaching of Psychology, 31*(2), 120-123.

McCaugherty, D. (1991). The use of a teaching model to promote reflection and the experiential integration of theory and practice in first-year student nurses: an action research study. *Journal of Advanced Nursing, 16*(5), 534-543.

McClam, T., Diambra, J. F., Burton, B., Fuss, A., & Fudge, D. L. (2008). An analysis of a service-learning project: Students' expectations, concerns, and reflections. *Journal of Experiential Education, 30*(3), 236-249.

Moffat, J., & Decker, R. (2000). Service-learning reflection for engineering: A faculty guide. In E. Tsang (ed), *Design that matters: Concepts and models for service-learning in engineering* (pp. 31-39). Washington, DC: AAHE

Molee, L. M., Henry, M. E., Sessa, V. I., & McKinney-Prupis, E. R. (2010). Assessing learning in service-learning courses through critical reflection. *Journal of Experiential Education, 33*(3), 239-257.

Panah, K. (2008). Exploring patterns in teachers' conceptions of citizenship and political participation: A survey of secondary school teachers in Karachi, Pakistan. *Journal of Research and Reflections in Education, 2*(2), 103-120.

Pusch, M. D., & Merrill, M. (2008). Reflection, reciprocity, responsibility, and committed relativism: Intercultural development through international service learning. In V. Savicki (Ed), *Developing intercultural competence and transformation: Theory, research, and application in international education* (pp. 297-321). Sterling, VA: Stylus.

Quezada, R. L., & Christopherson, R. W. (2005). Adventure-based service learning: University students' self-reflection accounts of service with children. *Journal of Experiential Education, 28*(1), 1-16.

Rhoads, R. A., & Howard, J. (1997). *Academic service learning: A pedagogy of action and reflection*. New Directions for Teaching and Learning (73): San Francisco, CA: Jossey-Bass.

Slivovsky, L. A., DeRego Jr, F. R., Zoltowski, C. B., Jamieson, L. H., & Oakes, W. C. (2004). *An analysis of the reflection component in the epics model of service learning.* Paper presented at the Proceedings of the American Society for Engineering Education Annual Conference and Exposition, Salt Lake, UT.

Strouse, J. H. (2003). Reflection as a service-learning assessment strategy. *Journal of Higher Education Outreach and Engagement, 8*(2), 75-87.

Welch, M. (1999). The ABCs of reflection: A template for students and instructors to implement written reflection in service-learning. *NSEE Quarterly, 25*(2), 23-25.

Welch, M., & James, R. C. (2007). An investigation on the impact of a guided reflection technique in service-learning courses to prepare special educators. *Teacher Education and Special Education: The Journal of the Teacher Education Division of the Council for Exceptional Children, 30*(4), 276-285.

"Everyone Dreamt of Eating Plenty of Bread...": Provision with Goods of First Priority and Measures of Social Assistance to Students in Soviet Province from 1941 to 1945

Natalia V. Pashina[1]

Tatyana A. Kattsina [2]

Ludmila E. Marinenko[3]

Svetlana A. Lisina[4]

[1, 2, 3] *Federal State Autonomous Educational Institution of Higher Education "Siberian Federal University" Svobodny av., 79, Krasnoyarsk, 660041, Russia*
[4] *Krasnoyarsk Institute of Economics of Saint Petersburg University of Management and Economics Russia Academician Kirensky str,, 70A, Krasnoyarsk, 660100, Russia*

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

The article describes provision with food and goods of first priority for students of higher and vocational secondary education institutions during the Great Patriotic War of 1941–1945. This issue was not covered well enough in scientific literature. In their studies of the problem the authors use published and archive resources about Krasnoyarsk, administrative centre of Krasnoyarsk Region. During the Great Patriotic War Krasnoyarsk Region was one of the areas for relocation of evacuee institutions and facilities together with a large number of people from western areas. Krasnoyarsk Region attracted with its vast territory (2.34 million square kilometers), detachment from the central part of the country and from the battle ground. It was sparsely populated with severe climate and it did not have well-developed transportation system or social infrastructure. The work reveals the idea that in the wartime measures of students' social assistance were very limited, many everyday difficulties were not overcome. Nevertheless, we came to a conclusion that state support of education sphere in the wartime prevented sudden reduction of the quantity of educational institutions and their contingent. In those complicated conditions Soviet education system continued providing for the needs of economics with qualified specialists. The materials of the study specify the scientific idea of living conditions of the population and its social assistance measures in the wartime, create additional opportunities for comparative study of the issue in other regions and sociodemographic population groups.

Keywords: *higher education, state labour reserves, the Great Patriotic War, Krasnoyarsk, restricted supply, restricted provision.*

1. Introduction

The acute character of the topic is determined by the 70th anniversary of the victory in the Great Patriotic War as well as by the Russian reforms of social sphere and discussions about them. By the beginning of the 1940s Soviet higher school became rather a strong and efficient system of staff training for the national economy. Joining the massive armed conflict in June 1941, Soviet state faced the necessity not only to mobilize resources and population for struggle with the military adversary, but also to work out a system of measures to mitigate the effects of the increased social mobility.

The modern period of the Russian historiography of the Great Patriotic War pays attention to problems that were out of the research interest before. They include historical questions of the population's everyday life in the wartime. The working ability level of people, moral and psychological state of the society depend on the very condition of housing issue, public health, system of provision with essentials. As exemplified by Krasnoyarsk Region this issue is studied by A. V. Shalak (1998; 2000), L. E. Mezit (2010), K. A. Shalatova (2012) and others. However social policy of the state regarding the school youth in the wartime was not separately studied. Meanwhile young people are a special sociodemographic group that is characterized by a high mobility level and labout potential. Various social factors influence their education in both macro- and microlevel.

The study aims at the review of the provision with goods of first priority, analysis of social assistance measures to the students of higher and vocational secondary education during the Great Patriotic War (1941–1945) on the example of Krasnoyarsk Region.

2. Material of the Study

The article was written with the involvement of new documents from the archives of Krasnoyarsk Region.

The following documents served as sources for the study: legislative and statutory enactments from the area of social assistance legal regulation in the years of the Great Patriotic War; documents of management and record keeping (organizational/management papers, inventory and control papers, accounting and information papers) and sources of personal character (letters and complaints of the students to executive offices on the issues of allowance assignment and payment) from Fund П-26 (Krasnoyarsk Regional Committee of Communist Party of the Russian Soviet Federative Socialist Republic), Fund P-1386 (Krasnoyarsk Regional Congress of People's Deputies and its executive committee) and Fund P-1478 (General Directorate of Economics and Industry Development of Krasnoyarsk Region Administration) of State Archive of Krasnoyarsk Region, Fund 513 (Achinsk municipal bureau of ration cards) of Achinsk city records.

3. Results

3.1 Hardships of the wartime and higher school in Krasnoyarsk

As the Great Patriotic War began, Krasnoyarsk Region became one of the areas where they relocated a large number of people from the western areas together with evacuee factories and institutions. By the year of 1942 there arrived more than 75 thousand people, equipment from about 50 large factories and plants (Kattsina et al., 2013), Voronezh Dental Institute and two medical higher educational institutions from Leningrad in the region. Notwithstanding mass mobilizations and voluntary going to war, Krasnoyarsk population increased by half. The city turned into a big industrial centre. Industrial output increased 7-8 times during the war (State Archive of Krasnoyarsk Region, Fund P-1478, Series 3, File 49, Folio 1).

At the same time, evacuation deteriorated material and technical resources of higher educational institutions, because part of the rooms of the institutes was given to defence enterprises and hospitals. Thus, Siberian Forest Engineering Institute in Krasnoyarsk preserved only 14 % of its pre-war educational facilities. Variable maintenance costs of higher school were also cut down in the federal budget. Under such conditions decisions to unite one-field educational institutions, both local and those evacuee to the region from the country centre became quite common. For instance, on the basis of three evacuee medical institutions they formed Krasnoyarsk Medical Institute. Evacuation helped to preserve pre-war academic staffs and student collectives, as well as partial material resources of the institutions (training equipment, academic libraries). The process of higher educational institutions reevacuation to the west that began in the middle of 1942 resulted in drastic reduction of the number of teachers and decrease of the academic staff qualification level. Newly formed educational institutions that just realized the admission got into a particularly complicated situation. To prevent Krasnoyarsk Medical Institute from closing they postponed the comeback of teachers to their former places of residence till the end of the war (Vodichev et al., 2010).

During the Great Patriotic War there were four higher educational institutions in action in Krasnoyarsk Region (Forest Engineering Institute, Pedagogical Institute, Teacher's Institute, and Medical Institute). In 1941 they suffered the reduction of the number of applicants (and in general around the country the reduction summed up to 41.4 %). The educational institutions managed to solve the complicated task of substitution of the requisitioned male students by means of the increasing girls' admittance. For instance, in 1940–1941 school year female students contingent constituted 58 %, in 1942–1943 school years it became 77% (Sivertseva, 1995).

To accelerate specialists training the training time was reduced. Thus, till 1943 Forest Engineering Institute realized triennial education. Hungry students worked in cold unequipped classes, often deprived of electricity, necessary instruments or chemical agents. Notwithstanding the hard working conditions, higher educational institutions of the city got comparatively high learning achievements. Excellent and good marks amounted to almost 67 % in the wartime in Forest Engineering Institute (Fiodorova et al, 2014).

As the war began, provision of population with food and goods of first priority drastically worsened. Planned management allowed the state creating a system of centralized distribution of the most important food products and articles of consumption. Transition to the ration card system in the country lasted from July till November 1941. Bread tickets were introduced in Krasnoyarsk on September 1, 1941. Supply rate was determined according to commodity reserves and varied according to 4 population groups: production workers, non-manual workers, dependants and children below 12 years of age (Pogrebniak, 2000; Mezit, 2010). In this hierarchy consumption system students of higher and vocational secondary education referred to the dependants group. In 1941–1943 daily bread supply for this group was limited to 400g (Zhitkov et al., 2015).

Distribution of bread tickets among population was performed monthly, and dispatch of bread according to the bread tickets was done in exchange to correspondent coupons within the stipulated limit every day. It was allowed to dispatch bread for the next day. Expired bread coupons were cancelled. In connection with the people's going to eating-houses divided coupons were introduced into bread tickets, as well as into cards for meat, fish, fats and cereal. Thus, the daily card for 400g of bread included two coupons for 300g and 100g (Zhitkov et al., 2015).

Step by step restricted supply of population with non-foods was also introduced. Sale of restricted non-foods was performed within the limits stipulated for each population category as a particular number of equivalent units (coupons) for each type of goods. In accordance with the general limit and number of coupons reckoned for each good the owner of such card had the right to buy at his own choice during its validity period any restricted goods that were available. Thus, cards for non-foods for students included 80 coupons. While purchasing a pair of shoes for adults a person had to give back 50 coupons, for a coat – 80 coupons, for a woman wool or silk dress – 60 coupons, for a cotton dress – 40 coupons, for a piece of laundry soap – 2 coupons, etc (State Archive of Krasnoyarsk Region, Fund P-1386, Series 1, File 840, Folios 34 and 34 verso; Zhitkov et al., 2015).

Every month academic boards compiled lists of expectants for bread tickets and ration cards and sent them to the correspondent card bureau, and after the cards were handed to students, the boards inserted into them the student's surname, name and patronymic and certified them by the seal of the educational institution. Thus, in August 1943 bread tickets were handed to 4993 students of Krasnoyarsk higher education institutions (State Archive of Krasnoyarsk Region, Fund П-26, Series 13, File 456, Folio 149).

Limitation of the centralized funds and short supplies to them (for about $^1/_3$ – $^1/_4$) induced the regional government to support the population occasionally by means of local reserves. For instance, on February 4, 1943, one-time ration was given to 500 students and teachers (that is 60.9 % of the total quantity of those under provision) of Krasnoyarsk Medical Institute. Regional reserve handed them 500kg of sugar and confectionery, 250kg of butter, 500kg of cereal (State Archive of Krasnoyarsk Region, Fund П-26, Series 13, File 456, Folio 79) which meant 1kg of sugar and confectionery, 0.5kg of butter and 1kg of cereal per person.

The war gave rise to public catering in Krasnoyarsk. This way was easier for the country to provide for the separated supply to the population, to make efficient use of the funds meant for this purpose. Work of social targeted eating-houses was a peculiarity, because ration sets for different population categories differed considerably in their volume, quality and calorific value. For instance, teaches got the provision as non-manual workers, but candidates of sciences – as governing establishment. According to the limits stipulated in February 1942 this category of scientific workers were to receive monthly 500g of cocoa or coffee and 300g of chocolate (State Archive of Krasnoyarsk Region, Fund П-26, Series 4, File 55, Folio 14).

Students' menu card included dishes with low calorific value. "In winter eating-houses cooked "shchi" of hot water and coarsely chopped frozen cabbage with a few drops of vegetable oil. The main course was almost always herrings (a piece) with a spoon of some garnish, the third course was sugarless tea, but sometimes they offered stewed fruit or jelly-drink". Students gave these dishes jokey nicknames: "blue night" (soup of beetroot top), "autumn" (water with peas), "brown eyes" (soup of roach heads). As the wartime students recollect, "by the middle of lectures (they started at 9 am) we were already hungry. Hunger was exhausting" (Bukin, 1992). Eating-houses lacked tableware (spoons, plates, glasses), this increased queuing time. For a plate of soup and a glass of sugarless tea a coupon for cereal, sugar and fat was cut off the ration card. "We spent all the cards, except the bread tickets, within 10 days or two weeks at best. The remaining time we spent half-starved. Everyone dreamt of eating plenty of bread!" students wrote (Moskvitina, 2013).

The so called additional high diet ("AHD") was assigned to successful students who especially needed high calorie diet. Among students this abbreviation stood for "adjourned hour of death". AHD cards were given to the students by the labour union organization and could be used for having a meal in a special eating-house. A dinner cost coupons for 200g cereal or bread.

Although it was practically never a problem to get food for ration cards, they could not satisfy the needs of the population in nourishment to full extent. People had to compensate for a lack of restricted supply at a collective farm market. And while the country managed to keep the price of food by ration cards almost on the same level during the wartime, market prices grew very fast. Thus, in the summer of 1941 one kilogram of potatoes cost 1-2 rubles at Krasnoyarsk collective farm market, but already in the winter of 1942 it already cost 15 rubles per kilogram (State Archive of Krasnoyarsk Region, Fund П-26, Series 3 File 429, Folios 77–79).

In 1943 after cultivated areas of the country suffered a severe drought the government took extra measures for conserving rations. Bread rates were decreased in the autumn of 1943 for all population categories on the restricted food provision. Starting from November 21, 1943, dependants and children started receiving 300g of bread (Zhitkov et al., 2015).

With the idea of manufacturing pragmatism and interest in formation of professional beau monde the government tried to protect students from hunger and stimulate their studies. On the background of food situation deterioration in the country the Decree of the Council of People's Commissars (CPC) of the Union of Soviet Socialist Republics (the USSR) dated February 10, 1943, "On the improvement of students' nourishment in higher educational institutions" assumed great significance. It stipulated the students supply with food products according to the rates of the workers of industry, transport and communication. They created a special department of living support to students of higher educational institutions as part of All-Russian Committee on the Issues of Higher School affiliated with CPC (Krugliankiy, 1970; Gizhov, 2014).

CPC Decree No. 996 "On the amounts and order of allowance appointment in higher educational institutions and technical schools and on the exemption of students from the draft to the Red Army" came into force on September 15, 1943 (Corpus of decrees and orders of the USSR Government, 1943). Even before the war began higher education in the country was announced to be fee-paid. On October 2, 1940, CPC of the USSR issued Decree No. 1860 "On the imposition of charges for studying in the upper school and in higher educational institutions of the USSR and on the change of the allowance appointment order". Education fee in higher educational institutions in Moscow, Leningrad and capitals of the union republics was 400 rubles, in other cities – 300 rubles, in art, theater and musical higher educational institutions – 500 rubles (Corpus of decrees and orders of the USSR Government, 1940).

The decree of CPC of the USSR dated September 15, 1943, appointed additional financial resources for allowance appointment to all the successful students of higher educational institutions, whereas before that moment only those who got good and excellent grades could receive the allowance. Higher school and technical school students who had excellent marks in all the subjects received 25 % increased allowance. In the end of the war by the order of the government centralized provision was also extended to students of career enhancement short-term classes. These students in Krasnoyarsk higher educational institutions received food products for the schooling period according to the rate of the workers of industry, transport and communication and bread rate of 500g (Achinsk State Archive, Fund 513, Series 1, File 3, Folio 27).

Allowance amounts differed considerably depending on student's belonging to this or that educational institution and on the academic course (Table 1, compiled on the materials of Corpus of decrees and orders of the USSR Government, 1943).

Table 1: Allowance amount for the students of higher educational institutions and technical schools in 1943–1945 (rubles)

Course	Higher educational institutions		Technical schools	
	Most important industrial and transport	Industrial, transport, agricultural, pedagogical, medical and others	Most important industrial and transport	Industrial, transport, agricultural, pedagogical, medical and others
1	210	140	125	80
2	240	160	150	100
3	275	185	175	120
4	275	185	200	140
5	315	210	–	–

Taking care of the students' well-being, the government solved an important task on the attraction of young specialists to the most important sectors of national economy. The aims of enhancement and growth of the defence economics, reconstruction and development of national economy in the vacate areas required preparation of highly skilled professionals with higher education. Notwithstanding the hard conditions of the wartime, Krasnoyarsk higher educational institutions gained comparatively high learning achievements. At the same time, real life level of this or that population group in the wartime was regulated not so much by the amount of government monetary allowances, as by card provision rates and quality of goods supply to the funds. Nevertheless, population provision in Krasnoyarsk in the wartime was characterized by a number of shortcomings, such as: long-time delays of food giving in the shops, some products were not handed out for months and the debt was not covered (it was cancelled), every month eating-houses did not hand out goods to full extent either and they did not always cover the debts. Supply with manufactured goods was organized even worse: "overcoats or wool cloth, linen, men shoes are not handed out, women shoes are poorly given…" (State Archive of Krasnoyarsk Region, Fund П-26, Series 14, File 71, Folios 5a and 5a verso).

3.2 Hardships of the wartime and students of state manpower reserves

Sudden aggravation of industrial staff lack in the first year of the war made the problem of economic mobilization of human potential in the cities of back areas of the USSR rather acute. The utterly centralized system of state manpower reserves represented one of the basic mechanisms of the directed distribution of the manpower in favour of the leading branches of national economy. It gained a particular significance in the eastern regions of the country, where after the first stage of industrial evacuation finished (July – December 1941) a large part of the military and industrial potential of the country was concentrated (Romanov, 2011).

Building a system of state manpower reserves upon the initiative of state government bodies happened several months before the beginning of the Great Patriotic War. By the Decree of the Presidium of Supreme Council of the USSR "On state manpower reserves of the USSR" dated October 2, 1940, vocational and railway schools with a two-year curriculum and schools of factory trade apprenticeship with a six-month curriculum were opened (Decrees of the Party and government on economic issues..., 1967). General Directorate of State Manpower Reserves as part of CPC of the USSR (the Council of People's Commissars) administered these educational institutions on a national scale. In Krasnoyarsk Region this administration was performed by Regional Directorate of Manpower Reserves of Executive Committee of the Local Council of People's Deputies.

Just before the Great Patriotic War began there functioned 7 schools of factory trade apprenticeship, 4 vocational schools and 2 railway schools in Krasnoyarsk Region, where about 2.5 thousand people mastered the profession. A large part of these students consisted of teenagers under 18 – migrants from rural areas.

Krasnoyarsk Region accepted the evacuee staff from 6 vocational and railway schools and schools of factory trade apprenticeship from the towns of Velikie Luki, Kolomna, Efremov, Kaluga, and Aleksin. Organization of vocational schools and schools of factory trade apprenticeship in the wartime was accompanied by the lack of construction materials, training equipment, and tools. Thus, students, foremen and operation personnel of vocational school No. 3 established in 1943 at the premises of thermal power plant took shelter in the slightly heated barracks during the February frosts. The school did not possess its own workshops. Due to the absence of classes the students did not receive theoretical knowledge (Fiodorova et al., 2014).

Public nourishment service to the students of state manpower reserves was performed by departments of working provision of the plants in whose facilities the schools were organized. Students received food within the limits of cards of the workers of the basic plant (Table 2, compiled on the materials of State Archive of Krasnoyarsk Region, Fund П-26, Series 15, File 15, Folio 204).

Table 2: Food supply monthly rate of students of state manpower reserves (g/person), according to the government regulatory acts

Food product	Regulatory act	
	Order of CPC of the USSR dated September 14, 1943, No. 476/1464	Decree of CPC of the USSR dated September 21, 1945, No. 2412
Meat	2300	2300
Cereal, pasta	1400	2500
Fats	750	750
Sugar	600	150
Cheese	150	150
Flour	300	1500
Milk	–	3000
Tea	30	30
Potatoes	12000	12000
Vegetables	9000	9000
Eggs	6 pcs	6 pcs
Bread (daily allowance)	700	700

The students whose industrial training passed in underground jobs or in hot and detrimental shops received food according to the rates of the workers of the correspondent professions. Those who over fulfilled the production norms took nourishment at the account of limits of the factories that placed these orders.

The date in Table 2 represent that in the wartime the restricted ration of students of elementary and secondary vocational education remained almost unchanged (except 3 items). In general, nourishment of the state manpower

reserves students was quite meager and was hardly enough to prevent starvation death. However, the teenagers who fell beyond the state restricted provision limits did not receive even this ration. Thus, using limited resources, the state could ensure attraction of young people to manufacture.

As a matter of fact, trade companies of the region and public catering enterprises of the manufacturing plants in whose facilities vocational schools and schools of factory trade apprenticeship were established did not fulfill the statutes on the students' supply from year to year. Internal reports to the office of Regional Directorate of Manpower Reserves reflect the true situation with the students' provision. During almost the whole restricted supply period the ration funds of vocational and railway schools and schools of factory trade apprenticeship were not provided with food to full extent. Thus, Minusinsk vocational school No.5 of Yenisey shipping company counted 223 students. During January and February 1945 the working supply department of Yenisey shipping company administration underdelievered to the school 67kg of meat and fish, 452kg of cereal and pasta, 36kg of fats, 240kg of sugar and confectionery, 67kg of cheese, 134kg of flour for adding to dishes, 14kg of tea, 58kg of potatoes, 1595kg of vegetables and 2676 eggs. It was a widely spread practice to substitute some food products for students of state manpower reserves with those of lower quality. Instead of cereal the students received potatoes, instead of eggs–egg powder, instead of milk – skin milk or thrusting. Meat and fish were handed out in extraordinary circumstances, but more often they were also substituted with potatoes or flour. The quality of food supplied to the school funds was low: rotten tomatoes, frozen cabbage, rank vegetable oil. Sometimes up to 50 % of supplied vegetables were uneatable (State Archive of Krasnoyarsk Region, Fund П-26, Series 15, File 15, Folio 204).

Students of schools of factory trade apprenticeship and vocational schools had meals together with other workers in plants canteens and eating-houses. Daily ration menu was very limited. In the morning they offered bread and tea. Unvaried dinner mostly consisted of flower and cereals (cereal soup, porridge, pickle soup). Fresh vegetables were absent as a rule. Instead of them the eating-houses offered pickled tomatoes or green cabbage leaves. In some schools desperate students went on a strike and refused to eat, they called the prepared meals "prison gruel". Low-quality nourishment produced a negative impact on students' labour capacity and health. Such diseases as vitamin deficiency, tuberculosis, and anemia were widely spread among them. The situation with students' nourishment organization was complicated by the fact that students of vocational schools and schools of factory trade apprenticeship were teenagers evacuee from other regions (Smolensk, Leningrad, Kharkov Area) and they could not get support from their parents.

Constant hunger made teenagers steal. The smartest of them forged ration coupons to receive additional meals. Others organized criminal gangs and went on extortion, stealing of ration cards, dug down under the warehouses where food was kept, robbed apartments and vegetable gardens of the local people. Many criminal acts were performed out of despair.

Apart from food products, after graduation each student of vocational technical school was supposed to receive in personal free use the following possessions: short padded overcoat, work overalls, one pair of shoes, 2 pairs of underwear, a headwear, 2 pairs of socks, 3 handkerchiefs and a trouser belt. Most students did not have coats, shoes, and additional underwear, so they had to miss classes. Krasnoyarsk vocational school No. 3 did not hand out authorized equipment and stores at all. Hard working conditions, life disorder, constant feel of hunger resulted in students' escapes from school. Qualitative changes in provision of students of state manpower reserves started happening only in the end of the 1940-s.

4. Conclusion

Thus, in the wartime there were considerable household and financial hardships in provision of students of Krasnoyarsk higher educational institutions and state manpower reserves. Most of these hardships were not overcome at all. We cannot but agree to L. E. Mezit's opinion that during the war supply rates were adjusted repeatedly; the adjustments were based on the presence of resources, and the rates were not always increased (Mezit, 2010).

In the conditions of household deformation, family ties breakdowns caused by the war, increase of prices for goods of first priority, insufficient organization of the supply of population the life level of a considerable part of the students of Krasnoyarsk educational institutions became lower and it lead straightly to social strain.

State support of educational sphere in the wartime did not allow a number of educational institutions and their staff to reduce. The network of higher educational institutions and technical schools in Krasnoyarsk Region was not only preserved, but also extended.

With the idea of manufacturing pragmatism and interest in formation of professional beau monde the government strived for protection of students from starvation and motivation of their studies.

The taken measures of students' social assistance contributed to the fact that Soviet education system solved the

problem of military economics supply with highly qualified personnel and working specialists.

5. Acknowledgement

We thank Ministry of Education and Science of the Russian Federation for the financial support of the scientific and research work of public statement of work No. 01201253340 in terms of which the present article was written.

References

Bukin, S.S. (1992). Monetary income and consumption of the population in Siberia during the Great Patriotic War. *Collection of studies "Social sphere of Siberia: tendencies and problems of development"* (pp. 73–82) Novosibirsk: Historical Institute of Siberian Department of the Russian Academy of Sciences.

Corpus of decrees and orders of the USSR Government (1940). 27, 910–911. [Electronic resource]. URL: http://istmat.info/node/18852 (July 7, 2015).

Corpus of decrees and orders of the USSR Government (1943). 12, 214–224. [Electronic resource]. URL: http://istmat.info/node/20313 (July 7, 2015).

Decrees of the Party and government on economic issues. The years of 1917–1967. Corpus of documents for 50 years period (1967). (Vol. 2. The years of 1929–1940, pp. 774–775). Moscow: Politizdat.

Fiodorova, V.I. (ed.), Mezit, L.E., Gubkin, V.F. et al. (2014). Illustrated history of Krasnoyarsk area (the years of 1917–1991). Krasnoyarsk: RASTR.

Gizhov, V.A. (2014). Educational process in higher schools of Saratov in 1943–1945. *Historical, philosophic, political and legal sciences, cultural studies and study of art. Theoretical and practical issues*, 9 (47). Vol. 1, 46–48.

Kattsina, T.A., Marinenko, L.E., Alekseev, O.G. and Pogrebniak, A.I. (2013). Professional Commercial Education in Siberia in the XXth Century. Essays on history. Moscow: FLINTA: Nauka.

Kruglianskiy, M.R. (1970). Higher school of the USSR during the Great Patriotic War. Moscow: Higher school.

Mezit, L.E. (2010). Living conditions of Krasnoyarsk Region population during the Great Patriotic War. *Herald of Moscow State District University. Series: History and political sciences,* 2, 29–32.

Moskvitina, A.S. (2013). Food and financial supply of students of Krasnoyarsk Region in the wartime (1941–1945). *Collection of studies of the IXth All-Russian scientific and technical students, graduate assistants and young scientists' conference with international participation, dedicated to the 385th anniversary of Krasnoyarsk City foundation. "Youth and science"* [Electronic resource]. URL: http://conf.sfu-kras.ru/sites/mn2013/ (May 7, 2015).

Pogrebniak, A.I. (2000). Problems of provision and commerce in Siberia (1941–1945). *The Siberians-Krasnoyarsk citizens in the Great Patriotic War of 1941–1945.* Krasnoyarsk: Krasnoyarsk State University.

Romanov, R.E. (2011). Measures of the state government on the attraction of city youth to educational institutions of Novosibirsk state manpower reserves in the first year of the war (on the example of draft campaign of January and February 1942). *Issues of state governance and local governance history in Siberia in the end of the XVIth – the beginning of the XXIth century. Digest of the VIIth All-Russian scientific conference* (pp. 205–210). Novosibirsk: Nonparel.

Shalak, A.V. (1998). Living conditions and life mode in East Siberia during the Great Patriotic War (1941–1945). Irkutsk: Irkutsk State Economic Academy.

Shalak, A.V. (2000). Social problems of the population of East Siberia (1940–1950). Irkutsk: Irkutsk State Economic Academy.

Shalatova, K.A. (2012). Social and living provision of evacuee military families in Krasnoyarsk Region during the Great Patriotic War. *Contemporary issues of historical studies: young scientists' opinion: Digest of the Second All-Russian Youth Scientific Conference* (pp. 244–250). Novosibirsk: Historical Institute of Siberian Department of the Russian Academy of Sciences.

Sivertseva, N.L. (1995). The Great Patriotic War and higher school. *Sociological studies,* 5, 35–44.

Vodichev, E.G., Korobkova, I.P. and Liteynov, A.V. (2010). Higher school in the east part of Russia. *Historical encyclopedia of Siberia* (Vol. 1, pp. 355–362). Novosibirsk: "Historical heritage of Siberia" publishing house.

Zhitkov, V.B., Voronina, I.V. and Selezniova, E.A. (2015). The Great Patriotic War. Anniversary statistics digest. Moscow: informational and publishing centre "Statistics of Russia".

Integrated Lessons in the Subjects of Self-Knowledge and World Knowledge in the Elementary Grades

Kuralbayeva A.A.

H.A. Yassawi International Kazakh-Turkish University. B. Sattarhanov Avenue 29 161200 Turkistan, main campus, Kazakhstan; kural-aliya84@mail.ru

Isakhova Sh.

H.A. Yassawi International Kazakh-Turkish University. B. Sattarhanov Avenue 29 161200 Turkistan, main campus, Kazakhstan

Yerimbetova G.

H.A. Yassawi International Kazakh-Turkish University. B. Sattarhanov Avenue 29 161200 Turkistan, main campus, Kazakhstan

Khalilayeva E.

H.A. Yassawi International Kazakh-Turkish University. B. Sattarhanov Avenue 29 161200 Turkistan, main campus, Kazakhstan

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

In this article the concept of integration and theoretical problems of implementation of intersubject communications are considered. The positive influence of the integrated training on the development of cognitive activity and interests of being trained of elementary classes are specified. The modern educational system is directed on the formation of well-educated, intellectually developed personality with complete representation of the world picture, with understanding of depth of communications of the phenomena and the processes representing this picture. In elementary classes pupils have formed the main positive relations to educational activity, and through the integrated lessons they have an increase of cognitive interests and cognitive motivation. It was characterized the development of emotional communication to lessons and formation of activization of educational-cognitive activity of pupils through carrying out of integrated lessons in elementary classes.

Keyword: *integration, integrated lessons, intersubject communications, educational-cognitive activity.*

1. Introduction

The modern education system is directed on formation of highly educated, intellectually developed personality with complete representation of a picture of the world, with understanding of depth of communications of the phenomena and the processes representing this picture. Subject dissociation becomes one of the reasons of a fragmentariness of outlook of pupils of school while in the modern world tendencies to economic, political, cultural, information integration prevail. Thus, independence of subjects, their weak communication with each other generates serious difficulties in formation at pupils of a complete picture of the world, interfere with organic perception of culture.

Now in our country there is a process of formation of new model of the education system focused on occurrence into world educational space, being characterized considerable changes in the pedagogical theory and practice of teaching and educational process. The thought of transition of pedagogical science on a new stage of development, from extensive to intensive methods of training, from information and explanatory technologies to activity developing, forming a wide range of personal qualities of school students became conventional.

Idea of modernization of education at elementary school through integration of subjects according to which the education purpose at the first step is connected with protection and strengthening of physical and mental health of school students of initial classes, ensuring their emotional wellbeing; development of the child as subject of the relations with people, with the world, with itself; preservation and support of identity of each school student.

At an initial step of training integration of subjects into a whole is most effective as the younger school student completely perceives world around, and for it there shouldn't be borders between subjects.

Nowadays, it might be possible to speak with confidence about the fact of emergency of new tendencies in

definition of role and nature of development of educational system in Kazakhstan. These tendencies have global character and coincide with similar tendencies not only in European, but also in many other countries of the world.

Elementary school is a self-valuable, essentially new stage in the life of the child: it begins the systematic training in educational institution, the sphere of its interaction with world around extends, the social status changes and the needing for self-expression increases.

Primary education has the own features which are sharply distinguishing it from all subsequent stages of systematic school education. On this period there is a formation of bases of educational activity, cognitive interests and cognitive motivation; under favorable conditions of training there is a formation of consciousness and a self-assessment of the child.

Introduction of integrated subjects in primary educational system positively influences on the development of independence, cognitive activity and interests of being trained. The results of the integrated training are shown in the development of creative thinking of pupils.

Indicator of intellectual development of the pupil is a transfer of knowledge from one subject in another which characterizes efficiency of cognitive activity. The transfer concludes in intersubject generalization of known and synthesizing of the new and generalized knowledge. Intersubject communications in training bring creativity elements in cogitative activity of the pupil, and also elements of a reproduction and the search, being shown in cognitive activity.

2. Methods

Methods of I. V. Koshmina "Intersubject communications in elementary school", and A. Mukhambetzhanova "Theoretical-methodological bases of formation of a scientific picture of the world at pupils by integration tools of primary education" were used, in data processing of analyses of the integrated lessons the methodical development of Chesnokova N. P. were used which was called "Integration of problems of moral and spiritual development of children on educational system: The collection of methodical development of the integrated lessons".

3. Results

For the purpose of practical justification of the conclusions received during theoretical studying of a problem “The integrated lessons of subjects of self-knowledge and world knowledge of primary classes” was carried out in research work.

Pupils of the second classes of school lyceum No. 4 (2 experimental classes – have 56 schoolchildren) and secondary school named after M. Abenova (2 control classes – have 52 schoolchildren) in city Turkistan took part in the experiment.

Experimental work was carried out during the academic year and provided two stages:

1st stage is studying of motives of cognitive interests of educational activity of schoolchildren and the emotional relation to the integrated lessons.

2nd stage is formation of activization of educational and cognitive activity of pupils in the integrated lessons.

At the first stage the questions for the purpose of definition of existence of positive motivation to educational activity and the analysis of the relation of the pupil to subjects were carried out. Results were estimated on five-point system and shown on the Table I and on the figure – 1.

Table I. The Influence of Students’ Relation to the Subjects

Pupil’s Relation	School subject								
	Kazakh language	Kazakh literature	Mathematics	World knowledge	Self-knowledge	Music	Fine arts	Technology work	Physical education
I like this subject									
I don’t like this subject very much									
I want to be engaged in this subject									
I don’t want to be engaged in this subject									
Make to be engaged									
Do not give answer									
In total scores									

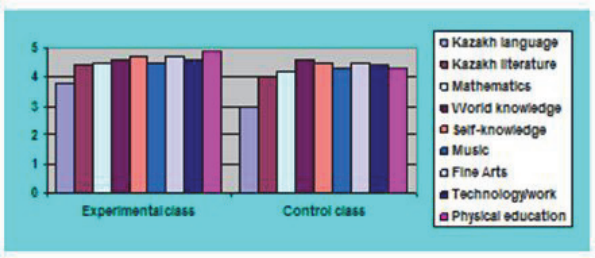


Figure 1. Comparative analysis of students' relation to the subjects

For more interesting and successful assimilation of the program and for identification of the level of the emotional relation to the integrated lessons and to activizations of educational and cognitive activity of pupils in the integrated subjects lessons of world knowledge and self-knowledge were carried out in the experimental classes. The emotional relation of schoolchildren to the integrated lessons on the questions results are shown in the figure No. 2 in percentage.

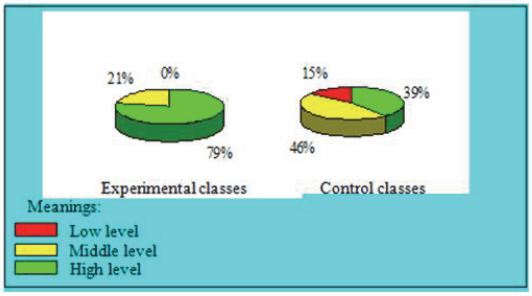


Figure 2. The level of emotional relation of schoolchildren to integrated subjects

At the second stage on the identification levels of the emotional relation during carrying out the world knowledge and self-knowledge of integrated lessons activity increase to informative activity at school students was obviously observed. In this connection the comparative analysis of increase of cognitive activity of schoolchildren of experimental and control classes were made. Results of the comparative analysis are shown in the figure - 3.

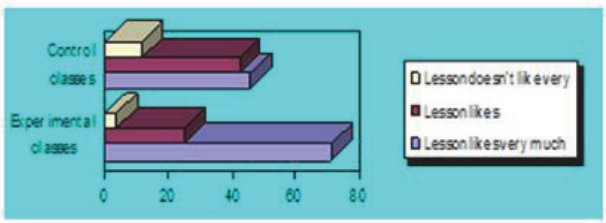


Figure 3. The comparative analysis of increase of cognitive activity of schoolchildren after carrying out the integrated lessons

Diagnostics was carried out in the form of monitoring of ZUN received after studying of subjects. For example, the pupils of experimental and control classes were given separately test works on world knowledge on a subject: "We learn to understand the nature" and on natural study on a subject: "Conditions necessary for life of plants". Pupils of control classes studied these subjects at usual lessons of self-knowledge and world knowledge, and in the experimental classes the integrated lessons were conducted. The integrated lessons of self-knowledge and world knowledge were carried out

on all interconnected subjects. There were received the following results of test works on all conducted integrated lessons percentage of these qualities of knowledge which are reflected in the figure – 4.

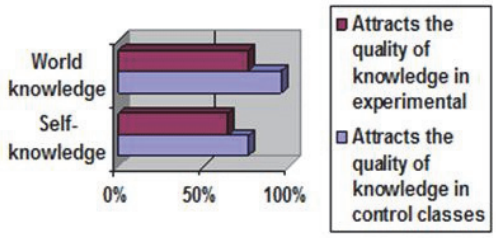


Figure 4. Total of quality of knowledge in experimental and control classes

In the result of research work the following conclusions were received:

- after carrying out of experiment the level of informative interest raised;
- there were changes in the relations of pupils to the scientists and to school subjects;
- the integrated lessons raised an emotional spirit in a class, opportunity for manifestation of individual creative abilities of children;
- children became more sociable, relaxed in judgments, they increased aspiration to study, not afraid of difficulties they were glad to have new knowledge;
- activization of educational-cognitive activity of pupils was created.

Carrying out monitoring of progress of pupils in a year, we want to note that subjects on which the integrated lessons were conducted, which are acquired by pupils better than considered at traditional lessons. Taking into account carried-out questions, conversations, carrying out of control tasks on the integrated subjects of 94%, and quality fluctuates from 67% to 92%. It means that the integrated lessons improve and facilitate training process in elementary classes, increase interest to study and stimulate the best formation of educational skills and abilities of schoolchildren.

4. Discussion

"Integration is an association as a whole any parts of elements". Such definition is given by the explanatory dictionary of foreign words and "The logical dictionary reference" by N. I. Kondakov.

"Integration is the party of development connected with association in whole of earlier versatile parts and elements". Such definition is given by "The philosophical dictionary" and supplements with the following signs: "These processes can take place as in already developed system (in this case they conduct to increase of level of its integrity and organization), and at emergence of new system from earlier untied elements" [Philosophical encyclopedic dictionary, 1983].

Methodical basis of an integrated approach is establishment of intra subject and intersubject communications in assimilation of bases of sciences and understanding of regularities of all existing in the world. And it is possible on condition of repeated return to concepts at different lessons, their deepening and enrichment, exarticulation of essential signs available to these ages, concepts. Therefore, any lesson can be taken for a basis of integration with its established structure and logic of carrying out in which substantial party that group of concepts which treats this subject will be included, but on the integrated lesson knowledge, results of the analysis of concept from the point of view of other sciences, other subjects is attracted.

By Kazakhstan scientist A.A. Beysenbayeva the complex of signs and functions of intersubject communications is grounded:

- the main signs of intersubject communications as most important means of formation of cognitive interest at schoolchildren are the integrativity, selectivity and variability;
- intersubject communications are rather steady pedagogical phenomenon of the organization and interaction of elements as a result of which new qualities are shown, certain new whole, in particular, such personal quality, as cognitive interest is born;
- as a part of whole intersubject communications carry out a set of functions, such as: educational, developing, bringing up and constructive [Beysenbayeva, 1970].

To the problem of integration of training and education at elementary school it is important and modern both for the theory, and for practice. Its relevance is dictated by the new social inquiries shown to school, and caused by changes in the science and production sphere.

The integrated lesson is a special type of the lesson uniting in training at the same time on several disciplines at studying of one concept, a subject or the phenomenon. Efficiency of integration depends on several factors: successful combination of the subjects, studied subjects, thorough training of the teacher and spirit of schoolchildren for work; selection, combinations of methods, receptions taking into account age opportunities of children.

The integrated lessons are a creativity of the teacher where great pedagogical opportunities are realized. At such lessons pupils receive many-sided knowledge about object of studying; they form ability to transfer knowledge from one field of knowledge to another. The essence of such lessons consists in association of efforts of teachers of different subjects for its preparation and carrying out, and also in integration of knowledge about a certain object of studying.

Joining discussions, reflections, searches, opening become leading methods of training. The pupil of elementary classes acquires the right to initiative, independence, and individual searching. Integration gives the chance to the teacher for self-realization, self-expression and creativity. It is promoted by specifics of a technique of preparation and carrying out the integrated lesson.

Signs of the integrated lesson in elementary classes:

1) Specially organized lesson, i.e. if it is not specially organized, it cannot be general or it breaks up to the separate lessons which haven't been united by a common goal;
2) purpose specific (integrated); it can be put, for example, for
    1. deeper penetration into an essence of a studied subject;
    2. increases of interest of pupils to the subjects which are taught in elementary classes;
    3. the complete, synthesized perception of questions studied on this subject;
    4. economy of school hours, etc.;
3) wide use of knowledge from different disciplines, for example, natural study, self-knowledge, native language, fine arts, manual skills, mathematics, physical training, i.e. profound implementation of intersubject communications.

During the planning and the organization of such lessons it is important to teacher to consider the following conditions:

1. In the integrated lesson the blocks of knowledge of two-three various subjects are united, therefore it is extremely important to define a main goal of the integrated lesson. If the common goal is defined, from the maintenance of subjects undertake only those data which are necessary for its realization.
2. Integration promotes removal of tension, an overload, weariness of pupils of elementary classes, and it is very important factor, at the expense of their switching on various kinds of activity, in particular game, during a lesson. On the planning the careful definition of optimum loading by different types of activity of pupils at a lesson is required.
3. On carrying out the integrated lesson by teachers (conducting different subjects) careful coordination of actions is required.

5. Conclusion

Introduction of the integrated system can be from bigger degree than traditional subject training, which promote development of widely erudite person possessing complete outlook, ability independently to systematize knowledge available for it and non conventionally to approach to the solution of various problems.

The integrated lessons expand a framework of a usual lesson; it means the possibility of development of creative abilities of each pupil increases. Integration allows teaching pupils to get knowledge independently, to raise intellectual level, to develop interest to the science, to broaden their horizons, to develop potential opportunities of younger schoolchildren. On carrying out the integrated lessons such problem as the individual differentiated approach in training of children with different abilities is solved. The integrated lessons are pleasant to children, cause in them interest to knowledge, give them a lot of new, useful things, they contain a big emotional charge. These lessons help formation of spelling vigilance, development of speech and enrichment of a lexicon of children, develop esthetic taste, ability to understand and appreciate works of art, beauty and richness of the native nature, creative potential.

References

Beysenbayeva A.A. Value of intersubject communications in school study: dissertation. Almaty, 1970, 164 p.

Chesnokova N.P. Integration of problems of moral and spiritual development of children on educational system: The collection of methodical development of the integrated lessons. Karaganda: RIO IPK and PGSRO. 2009.

Kondakov N.I. Logical dictionary reference. Moscow: Science, 1975. 595 p.

Koshmina I.V. Intersubject communications at elementary school. Moscow: VLADOS, 2003. 144 p.

Mukhambetzhanova A. Theoretical-metodological bases of formation of a scientific picture of the world at pupils integration tools of primary education: Author's thesis. Almaty, 2001, 45 p.

Philosophical encyclopedic dictionary. Moscow: Soviet encyclopedia, 1983.

Multicultural Education as a Risk Space

Sergey I. Chernykh[1]

Vladimir I. Parshikov[2]

[1] *Novosibirsk State Agrarian University, 155 Nikitina Str., Novosibirsk*
[2] *Institute of Further Training in Novosibirsk state Agrarian University, 155 Nikitina Str., Novosibirsk*

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

The paper explores the aspects of multicultural education in the context of risk theory. The authors make the case about multicultural education as an essential feature of the processes that occur in all spheres of the global society. This is evident when the cultural systems adapt to the global educational space. The article puts forward the idea that synthesis of different cultures can act as a substitute for their adaptation performance. This conclusion is supported by reference to examples of practical training of migrant children in Russia. The authors analyze migrant education on the basis of modern statistic data; this makes the conclusion that state measures aimed at regulation of migrant education weaken the tension but don't solve the problem. The urgency of migration is specified by internal and external migration. This mostly concerns the migrant children whose social status is identified by education they can receive in the host country. Following the ideas of R. Robertson and N. Stehr, the authors identify the specific features of migrant education. They see the relation between migrant education and social risks appeared in education as the result of inappropriate migration policy. The authors state that the main risks in education of Russia are concerned with the legal, information and psychological ambiguity of migrant children.

Keywords: *culture, adaptation, migration, education, Russia.*

1. Introduction

Nowadays, globalization influences all the social institutions of the social systems. Most research into the globalplease processes carried out in the area of human activities shows that consequences of globalization are positive and negative. A split heteropolar world and specific national cultures require conceptual thinking and its practical application. Due to this fact, cross-cultural aspects have become essential tendencies of all research devoted to studying the global community.

G. Malinetskiy sees the XXI century as being characterized by 3 key features. The first assumes a global demographic transition in which earlier human growth was hyperbolic, whereas nowadays the tendency is being changed. There has been a transition from the strategy "high birth rate – high death rates" to the strategy "low birth rate – low death rates". The second feature assumes technological transition. The researcher notes, that 98 % of mining output is transferred to intermediate consumption or to disposal; and only 2 % of the mining production is transferred to the waste products. Malinetskiy argues that should be reversed. The third trend implies resource transition. There was a Neolithic revolution on the planet when humans haunted mammoths and other big animals resulting in depopulation. This led to crisis in which 9/10 of people died. The survivors managed to domesticate animals and sow crops. This year has seen a key development in food production as now sea farms produce seafood than the farms produce beef on land… The destiny of humankind depends on how successfully we move towards these transitions (Malineckij G., 2015).

Furthermore, economic differentiation has reached a trigger point. Market competition and the struggle for financial influence has led to a contradiction between economic interests and global understanding. This is supported by contemporary international politics. Otherwise, these are integration processes not the contradiction ones, which generalize the human and social life. The variety of cultural alternatives, their unification and integration are necessary for humankind in order to protect people and deal with current and prospective global challenges and problems (Mul'tikul'turalizm i transformacija postsovetskih obshhestv, 2002 & Parshikov V.I. & Chernyh S.I., 2012).

2. Research Objective, Materials and Methods

This paper employs an interdisciplinary approach and draws on fundamental principles of risk theory in considering the

problem of migration and its influence on the educational space of Russia.

The relationship between multiculturalism and education has been the object of much consideration over the last 20-30 years. The papers and proceedings reveal the functioning of methodological principles and focus on the models of relationship between multiculturalism and education. They include multicultural education (Y. Pay and R. Lacier), multiethnic education (G. Banks), polycultural education (V.V. Makaev, Z.A. Malkova and L.L. Suprunova), school of the cultural dialogue (M.M. Bakhtin and V.S. Bibler), and approach of complicated culture (V.A. Tishkov), global education (A.Yu. Kodzhaspirov), cultural conformity education (P.E. Vidt) and others. Multicultural experience in India (since 1950s), Malaysia (since 1960s), Canada (since 1970s), Austria (since 1970s), Sweden (since 1970s), South Africa and USA has been considered and investigated in theoretical research. This has affected social policy and humanity space within the countries and outside of them. Thus, multiculturalism in Sweden was officially endorsed as a state standard in 1975 and it was based on 3 main principles: "Equal standards of living for minority groups and other peoples. Free choice between ethnic identity and Swedish cultural identity. Social partnerships that allow for cooperation in the professional field" (Le Multiculturalisme, p. 49–50). A. Absalyamova has studied many works by foreign and Russian scientists and helped further our understanding of the "multiculturalism" phenomenon (Absaljamova A., 2005). In our evaluation, the most appropriate interpretation of the phenomenon has been suggested by J. Habermas, where he denotes multiculturalism as a special form of integrative ideology contributing to multicultural national communities through the implementation of a strategy of social concertation (cohesion) and stability on the basis of equitable co-existence of different cultural lives (Habermas J., 1994).

J. Habermas implies the methodological principles as integrative ideology, social concertation and stability, equal rights for different kinds of cultural live, which are supported by the authors and tend to be the most general for comprehension of multicultural education and its development in the global world.

It is evident, when educational systems are based on geopolitical interests, it changes the nature and idea of education; the functions of teaching and learning compromises the effectiveness of education and turn out to be subordinate and nonproductive. Earlier, education the main function was the transfer of knowledge whereas the main goal is harmonization of positioning and personal identity as a subject of educational interaction. This leads to new technologies of subjects assembling and functioning of such educational subjects as state, civil society, family and a person (Chernyh S.I., 2011 & Problema sborki subektov v postneklassicheskoj nauke, 2010). This confirms the necessity of adopting an interdisciplinary approach in considering the problem of multicultural education.

In our opinion, this approach reviews complicated discourse of multiculturalism as a social, ethic and economic problem. This approach allows minimizing risks related to these problems in Russia and Europe.

3. Results and Discussion

Russia faces the problem of multicultural education in various ways. V.S. Malakhov highlights two things that weaken the positive impact of multicultural education; the ethnic consciousness of ethnic Russian society (particularly in the sphere of education) and institutionalization of ethnicity leading to population segregation, which is manifested in ethnic federalism (Mul'tikul'turalizm i transformacija postsovetskih obshhestv, 2002, pp. 48–60). Consequently, ethnic groups acquire the features of political sovereignty. This political sovereignty is concerned with public consciousness and intellectual and political elites of different ethnic groups. Recently, the risks of ethnic cultural space have appeared as religious ones.

The great amount of migrant workers arriving in Russia between 1994-2005 exacerbated the situation. Immigrant labourers officially registered in Russia increased 1.6 times during this period and reached 211 000 people. According to data provided by the Migration Service (April 3, 2015), 4.8 million foreign people arrived in Russia, which is 4 % more than in 2014. Most foreign workers didn't leave the country (Ponaehali i poostavalis, 2015). A round-up of illegal immigrants, the use of data on blacklisted immigrants, raids, the introduction of work licenses, exams (in Russian language for migrant workers), difficult living conditions and other institutional and non-institutional measures weaken the tension but don't solve the problem. This is just one side of the problem. Also relevance of the problem associated with the naturalized former foreign labourers and children born in Russia since 1990s, who immediately became the residents of the country. The able-bodied population of Russia is 78 million; of this figure 4.8 million people are guest workers presenting the risk of a possible breach in social stability.

Multicultural education as a risk space is to be considered by means of dividing the subjects of migration processes into "external" migrants and "internal" migrants. One of the mistakes made in many publications (particularly in mass media) devoted to the problems of integration and risks caused by migrants consider the external and internal migrants as one whole. This is not correct. There are differences and particularly differences in education. Residents of other countries differ greatly in regards to the legal status. Considering moral-psychological and socio-cultural status

there are differences but they are not as great.

The second difference implies external migrants' cultural affiliation made by means of education of another kind (it differs from the people from North Caucasus). Acculturation is more complicated and difficult for external migrants. Regardless the fact that acculturation is transformed into mutual cultural adaptation, many difficulties including educational discourse occur. The paper deals with external migrants of the "second generation", that is the children, who have grown up in the migrant families and who are studying in Russia; and "1.5 generation" migrants. i.e. the children born in their native country and moved to Russia.

The third difference assumes the idea formulated by R. Robertson, that the modern global field contains 4 main elements; "countries", "systems of the countries (nation state)", "humankind" and "individuals". He argues that main internal globalization processes occur on an interpersonal level and … personal interaction can have a serious impact … globalization takes place in the streets, supermarkets, within couples and other relationships (Robertson R., 2014, p. 278).

The fourth difference relates to the philosophical statement, that the main feature of modern society is ambiguity (J. Baudrillard, I. Wallerstein, N. Stehr, and others). I. Wallerstein writes in *The End of the World as We Know It: Social Science for the Twenty-First Century* "We live in the Universe of ambiguity and the only value of the Universe is constant ambiguity" (Vallerstajn I., 2003, p. 333). If the reason of unity assumes rising social complexity, than the risk is a result of ambiguity and can be considered as a social feature and activity feature. Many researchers regard detraditionalization as an experience of risk situations. Thus, V. Tshchekotin mentions that the nature of the detraditionalization implies the elimination of standards that prevent human choice and is supported by social institutions and restricting their repressive power (Shhekotin E.V., 2014, p. 96).

Following on from what is mentioned above, we can distinguish the following aspects of the risk space. Firstly, risk is related with ambiguity and secondly, risk is related with possibility (prospective or implemented) to the loss of something.

Does multicultural education have features of the risk space? In considering the problems related to "knowledge society", E. Rosa and N. Stehr point out the misconception that knowledge as an expansion of social possibilities and experience can lead to a reduction of risks. N. Stehr states that application of complex technologies and social dynamism (incl. integration of cultures) have a destabilizing effect on the development of society. In Stehr's opinion, the risks resulting from emancipation potential of knowledge are the reverse side of emancipation. He sees science and education and the associated technologies as a source of social ambiguity and socio-political problems (Rosa E.A., 1998 & Shter N., 2002).

It is recognized, that migration of population can be an important factor of development. Harnessing the potential of migration depends on the implementation of legislation and other managing measures. These processes are managed by official structures such as the state and its social institutions and non-official structures such as employers, associations of migrants, non-official migrant communities and criminal organizations. Migration policy is implemented in accordance with the observance of human rights. Russia guarantees free secondary education for all migrants arriving and this secondary education is mandatory. This education provides the opportunity for participation in the institutions of civil society, and helps with the socialization of migrants to certain norms and standards of Russia and is important in defining ethnic and cultural diversity within both the public and private sectors. The sociological review carried out by the Higher School of Economics in 2013 demonstrated the low level of education among migrants: a quarter of them had vocational diplomas and only 16.5 % had higher education diplomas or incomplete higher education. Women were found to be better educated and trained than men; and half of them have vocational diplomas and 22.3 % had higher education diplomas. Men migrating to Russia were trained in vocational schools (39.1 %) and in higher institutions (14.1 %). 17.9 % of these male migrants possessed a level of Russian that was estimated to be poor and very poor (Sociologi VShJe sostavili portret gastarbajtera, http://migrant.fergkana.ru/neshhslashh/chronicle/).

Education as an active factor of cultural integration between migrants and the host country is related to the "second generation" of migrants. The first generation of migrants was found to display a high level of conformity to the conditions of the host country whereas the "second generation" having received or in receipt of education in Russia did not conform as closely to the conditions of the host country. This is evident in the hate speech and negative attitude of Russian residents towards these migrants. According to data collected by the Levada-Centre, more than 60 % of Russians thought that migrants take their jobs and half of those poles (46 %) think migrants destroy the national culture (Nacional'naja politika i otnoshenie k migrantam, http://shhshhshh.levada.ru/25.11.2012/natsionalnaja-politika-otnoshenie-k-migrantam). Federal Law No. 86-FZ passed in 2010 doesn't allow for the complete regulation of migration flows as not all of the relevant instruments are utilized. Today we observe that socio-economic mechanisms prevail at the expense of the socio-cultural and socio-educational ones. Education as rendered in the Federal Law No 86 of 2010 is an

obligatory factor in shifting the focus of immigration policy from assimilation to adaptation and integration of migrants. This shift was related to strong ethnic tensions. The aim of multicultural education was concerned with increasing the mutual tolerance between the host country and migrants. In her study on migrants in Hong Kong, Lis Jackson finds education to be the most significant factor in the development of tolerant attitudes. Banks and Jackson identify certain problems with state policy towards migrant education (Lis Jackson, 2014 & Banks James A., 2008).

Education policy in Russia is characterized by similarly weak features related to the migration policy of the country; the actions are not systematic; insufficient attention is paid to the problem from the side of official educational structures; and society doesn't understand migration policy in the way it is implemented in education. The third weakness is specific to Russia as national research, which began 25 years ago, falls behind European, English and American, Australian and even South-Asian research in the applied aspect. This affects the quality and speed of migration policy implemented by the government. Employee of the Centre of Migration Policy E. Varshavskaya sees the problem as a result Russia knows nothing about its immigrants. This idea is supported by M. Denisenko, an employee of the Institute of Demography, who thinks that the lack of information about migrant activities, living conditions and salaries leads to a misunderstanding by the government and authorities of the migrant role in society and the labour market (Sociologi VShJe sostavili portret gastarbajtera, http://migrant.fergkana.ru/neshhslashh/chronicle/).

Migrants' children present the most difficult problem. They are considered to be a disadvantaged group as their parents' legal status influences theirs one. Statistics demonstrate that one third of migrants, who have children aged up to 16, take them when migrating to the host country. According to Migration Centres only 15-20 % of migrant pre-school children attend pre-school institutions in Russia. In some regions migrant children make up to 10 % of all children attending pre-school institutions. In this case, the regional authorities have to restrict the migrants by means of tax certificates. Data from Migration Centres shows about 70-80 % of migrant children who go to school. The main difficulties for migrant children of pre-school and school age are attributed to poor knowledge of the Russian language, lack of medical insurance and the attitude of the host country. The authors point out that a more favourable climate and atmosphere is found in vocational schools and higher institutions; education there is provided for migrants on a fee-paying basis only. There are no limits and restrictions on this (Florinskaja Ju., demoscope.ru/shheekly/2012/0515/analitoz.php).

4. Conclusions

Regardless of the measures taken by the Government of Russia, the situation concerning education for migrants and their children is not considered a favourable one. According to data supplied by the Federal Migration Service, the flow of legal, illegal and circulating migrants has been increasing for the last 3-4 years and today there are about 10 million migrants in Russia. The experts take into account that the majority of migrants don't pay direct taxes, but they contribute to the national economy 7-8 % of Gross Domestic Product. Multicultural education does not correspond to the needs of the national economy and society when taking into account globalization processes. The State Migration Policy failed in the sphere of education as in 2011 one in ten migrant children didn't have access to education whereas in 2013 the number grew to one in three (Ivanova O., shhshhshh.ethnoinfo.ru/statji/1728-migranty-i-obrazovanie). It is evident that migrants of different ages require different treatment and this need to be the subject of further investigation. We put forward three key pointes:

- Migrant education is an under researched phenomenon both in theoretical and applied aspects;
- Russia falls behind world tendencies in building the information, legal, psychological and economic space for the development of migrant education; this compromises the country's competitiveness on the world educational stage;
- Multicultural (ethnic cultural, polycultural, multiethnic) education is a risk space for Russia in all aspects, particularly in regard to the legal, information and psychological dimensions.

References

Malineckij, G. (2015) Three changes and population fate // Weekly arguments. January, 23. № 2 (441).

Multiculturalism and transformation of post-soviet societies (2002) / edited by V.S. Malahov & V.V. Tishkov. M.: Institute of Ethnology and Anthropology RAS.

Parshikov, V.I. & Chernyh S.I. (2012) Globalization of multicultural world and education: methodological aspects of interactions // Professional education in the modern world. № 4 (7). pp. 4-17.

Le Multiculturalisme (2000). Paris: Flammarion.

Absaljamova, A. (2005) Multiculturalism: on the notion // Bulletin of Higher School. 2005. № 5. pp. 25-32.
Habermas, J. (1994) Struggle for Recognition in the Democratic Constitutional State // In Ehamining the Polities of Recognition. Princeton, Neshh Jersey.
Chernyh, S.I. (2011) Educational space in the context of society informatization. Novosibirsk: NSAU Press.
The problem of subjects building in post-nonclassical science (2010). M.: IFRAN.
Multiculturalism and transformation of post-soviet societies (2002) / edited by V.S. Malahov & V.V. Tishkov. M.: Institute of Ethnology and Anthropology RAS. pp. 48–60.
Arrived and stayed (2015) // Arguments and facts. April, 15. № 16 (1797).
Robertson, R. (2014) Religious road back and conflicts of the world. // Movement of globalization: collection of articles / edited by A.N. Chumakov & L.E. Grinin. Volgograd: Teacher.
Vallerstajn, I. (2003) The end of the familiar world: Sociology of XXI century. M.: Logos.
Shhekotin, E.V. (2014) Daily routine disasters: life quality in risk society. Novosibirsk: NSABU (Sibstrin) Press.
Rosa, E.A. (1998) Metateoretical Foundations for Post – normal Risk // Journal of Risk Research. № 1 (1). pp. 15-44.
Shter, N. (2002) The world of knowledge // Journal of Sociology. № 2. pp. 128.
Sociologists in Higher school of Economics made the portrait of a migrant worker. URL: http://migrant.fergkana.ru/neshhslashh/chronicle/ (accessed: 1.05.2015).
National policy and attitude to migrants // Levada-centre. November, 28. URL: http://shhshhshh.levada.ru/25.11.2012/natsionalnaja-politika-otnoshenie-k-migrantam (accessed: 10.05.2015).
Liz, Jackson (2014). Multiculturalism and democracy: Diversity and difference in Hong Kong's Liberal Studies // 14th Biennial Conference. Old and neshh generations in the 21st century: Shifting landscapes of education. Covenza, Italy 20–23 August. Conference Proceedings. pp. 439–442.
Banks, James A. (2008). Diversity, Group identity and Citizenship Education in a global Age. Educational Researcher. doi 10.3102/0013189H08317501.
Florinskaja, Ju. Children of migrants in Russia: access to education and medical service. URL: demoscope.ru/shheekly/2012/0515/analitoz.php (accessed: 10.05.2015).
Ivanova, O. Migrants and education. URL: shhshhshh.ethnoinfo.ru/statji/1728-migranty-i-obrazovanie (accessed: 10.05.2015).

Modeling the Professional Competences Building Process in Engineering Higher Education Establishments

Tatiana Yurievna Korenyugina

Ivan Alekseevich Revin

Elena Vladimirovna Susimenko

Oksana Vitalievna Shemet

Lidia Ilinichna Shcherbakova

Platov South-Russian State Polytechnic University (NPI), 346428 Russian Federation
Novocherkassk city, Rostov region, Prosveshcheniya st., 132

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

This article considers the issue of modeling the process of building competences of a prospective engineer. The authors have shown a way to enable developmental teaching to comply with requirements of competence-based engineering education which is performed through innovative efficient ways. The article suggests that in the framework of reproduction methods the objective of competences building can never be attained. The authors believe that a competent specialist can be formed through consciousness development. This paper proposes a range of principles governing the process of professional competences building.

Keywords: *professional competences, engineering education, developmental teaching, conditionally appropriate translation.*

1. Introduction

The present social and economical environment imposes new requirements on graduates of engineering establishments (Chuchalin, A, 2006; Shadrikov, V., 2004). Nowadays one of the main university's objectives is "to train highly qualified specialists in a particular industry of professional activity. On the basis of general education such training forms professional knowledge, personal and social qualities that allow most fully realize themselves in specific types of work" (Martseva, L., 2015, p. 12). In the course of elaboration of its current development policy the Association for Engineering Education in Russia considers engineering education to be the innovative competence-based education. Within the scope of studying a pedagogical innovation concept in a higher school, researchers note that "Pedagogical innovation in a university context is characterized by an intentional action that aims to improve university students' learning in a sustainable manner" (Walder, A., 2014, p. 197). However the study of prospective engineers training indicates that its level doesn't fully satisfy the current requirements. The existing educational system doesn't provide sufficient conditions for personal and professional development of prospective specialists, creative fulfillment and competences building. In a number of cases this system aimed at conventional teaching process's results such as knowledge and skills, can't train a student to integrally solve real-life and production problems. Meanwhile the objective of modern engineering education consists not so much in imparting system knowledge and skills in a certain field, as in developing skills for their continuous acquisition and active use for current problems solution (Tompkins J., Laslovich M., & Greene, J., 1996). As a result it is necessary to emphasize the developmental function of education aimed at harmonious personal and professional development of a graduate and competences building.

The stand of the Russian engineering academic community is reflected by the search of innovative teaching solutions which will provide for manifold increase of efficiency of the educational process in a higher education establishment and the creation of new educational models and technologies. Nowadays all over the world engineers training is subject to rather drastic switch from "the school of memorizing" to an establishment where a student is taught to work with his own consciousness, mind and experience (Shershneva, V., 2008; Montier, R., Alai, D., & Kramer, D., 2006). The engineering education doctrine says that «transformation of the engineering education system into

environment for mastering ways of cognitive and engineering activity, communication and engineering culture fundamentally changes the idea of a higher education establishment and its educational and upbringing process. With this regard the key line of engineering education development is individual arrangement of student's work during the whole period of his study within interdisciplinary practice-oriented groups, smooth involvement of students in dynamic creative activity and provision of their large-scale participation in scientific research work. These factors should predetermine the evolutionary switch from teaching process (the school of memorizing) to science-based educational process in engineering education" (Pokholkov, Y., 2012).

Such an important stage of engineering education modernization causes the need to redefine the essence of the learning process. The problem is that within the framework of educational practice a new pattern of engineering education should be implemented; the main outcomes of this pattern are general and professional competences of a graduate, while constructs of the competences-based approach can't be fully put into action in the framework of the current educational system in an engineering establishment. A well-founded strategy of changes requires new approaches to be found with regard to setting forth objectives and choosing content, methods and organizational forms of training a prospective specialist. These approaches should be oriented at consistent building of the required competences. However, it can be asserted that in the educational science there are certain theoretic pre-conditions for elaboration of a new concept of educational process organization in a higher education establishment; this concept should be able to serve as theoretic and methodological tools of competences-based education (Sosnin, N., 2007; Mirabile, R., 1997). All the above said predetermines the fact that the issue of modeling the professional competences development in an engineering establishment is started to be considered *in due time*.

Gnoseological notion *modeling* describes one of the ways of cognition permitting to apply the results gained in the course of pattern generation and examination, to an original on the ground that the pattern reflects its nature in some sense. The essence of modeling consists in simulating characteristics (structure, properties or interrelations) of a certain object in another one, specially designed for the study.

In modeling the professional competences development process we will rely upon generalized logic of educational study, this logic being, as Krayevsky, V.V., has reasonably mentioned, "a sequence of transitions from empiric description of the educational reality to its reflection in theoretic patterns and the normative form" (Krayevsky, V., 2001). This approach represents modeling as a form of theoretic thinking, as a means of displaying practical activity and as a criterion of scientific knowledge validity. It was these reasons that we have taken into consideration in creation of an authors' pattern.

In our case an object of modeling was represented by the process of building a student's professional competence in an engineering establishment. We should acknowledge that this notion is of integrative nature. We have already specified that a competence is determined not by the amount of acquired knowledge, but by a system of tested methods of searching for lacking data on the basis of integration of that available (Shemet, O., 2010). Studying developmental potential of project-based method, Bobyleva, O.V., also highlights this aspect. The author reasonably notes that "the competence-based approach doesn't imply grasping separated knowledge and skills but mastering them as a whole" (Bobyleva, O., 2014, p. 1). That is, the competence is a capability to integrate knowledge referring to different fields in order to work out an action required at the moment. As Serikov, V.V., has indicated, it is possible only in case of "insight into an integral situation in the course of activity" (Serikov, V., 1999). Therefore, the key criterion determining whether the competence is built, is student's capability to integrate in order to generate his own problem solving system.

2. Method

The process of competences building fundamentally differs from the process of acquiring conventional knowledge and skills. Competences can't be built only through skills (Shemet, O., Raymark, P., Schmit, M., & Guion, R., 1997). Improvement or polishing of skills lead only to increase of their amount, but don't contribute to competence building. The issue is about the nature of these notions. Skills are results of empiric thought which is commonly known to register extrinsic properties and relations of objects. This doesn't allow reading the object of the study in the context of its various internal interrelations. While it is known that the competence is expected to provide "insight into an integral situation in the course of activity", i.e. to have competence means to possess something *integral* permitting to work with its parts. This requires insight into current situation as some integrity having a considered object or a social, natural or technical phenomenon as a basis. "To gain insight means to express in terms of concepts" (Davydov, V., 2000, p. 307). This saying is also valid if formulated vice versa: to express an object or a phenomenon in terms of concepts means to gain *insight* into it. Hereinafter a *theoretic notion* is considered. It creates a mental image of the considered object or a phenomenon and indicates the essence of it. On this basis we suppose that it is knowing a theoretic notion, mental grasp

of the situation, or certain phenomenon of the objective reality as "a single source of certain variety of phenomena", or as "an integral situation in the course of activity", that finally permits to act in the context of a situation of uncertainty. In other words, the nature of an object or a phenomenon expressed in the form of a theoretic notion is the gnoseological foundation of competence. It allows a specialist to act in a professional and successful way under the new conditions.

The notion determines a *method*. Ability to formulate theoretic notions and use them as sophisticated categorical systems allows student's mind to attain such a level as to gain conceptual and diversified insight into an object and permits to completely master methods of the mode of actions required at present; this provides conditions for professional competences building. It can be said that the professional competence is a general form of reflecting a theoretic notion in the real life.

The nature of a *theoretic notion* is such as to serve both as a form of physical reflection of an object or a phenomenon and as a way, or means of their mental image; i.e. theoretic notions serve as special mental activity, thus, developing fundamentals of theoretic thought in students. In this case the change of educational emphasis is observed: it is not so important to acquire some established knowledge, as to make one's own efforts, display one's own initiative and personal meaning of the activity. According to Davydov, V.V. (Davydov, V., 2000; Davydov, V., 1996), theoretic thought is an ability to think by notions reflecting physical objects in the course of their change and development which took place within the wider integrity of things. «Theoretic thought is based on theoretic (or content-based) generalization. Analyzing a certain developing system of objects, one can find out its genetic source, relevant or global stance. To emphasize and grasp this stance means to generalize this system on the basis of its content. On the basis of this generalization, one can then trace the origin of particular and isolated features of the system to its genetic source and global stance. Theoretic thought is to make content-based generalization of this or that system and to reproduce it in one's mind, discovering its potential relevant and global stance…" (Davydov, V., 2000, p. 236).

In higher education established formulas and notions heard from other people are not at all sufficient; one should see and feel the range of problems underlying scientific theories which seem to be the most solid and indisputable (Zhurakovsky, V., 2010; Competences-based Approach in Higher Professional Education, 2008). Only in this case a prospective specialist will elaborate his own approach and his manner of actions and therefore acquire the experience of personal fulfillment in the context of the relevant task he carries out; this at large encourage competence building as the result of personal self-improvement. With this regard we believe that competence can be built through understanding theoretic notions. They underlie competence. In other words, training should result in formulation of a theoretic notion which determines the ability to solve this type of tasks referring to implementation of competence being built. That's why within educational environment competence building means formulation of a theoretic notion (or notions) of the considered object. It is generated through interdisciplinary synthesis and integration of theory and practice. Content of interdisciplinary relations is just aimed at formulation of theoretic notions. That is, educational material is acquired not only at the level of objective notions which are as a rule of empiric nature, but primarily through the forms of theoretic thought, at the level of definitions and personal meanings. "A theoretic notion serves as a certain and definite way of connecting the integral and the isolated, as a way to derive special and isolated phenomena from their integral basis" (Davydov, V., 2000, p. 362).

As Rosenthal, M.M., has reasonably noted, "… notions are tools of cognition of *changing* reality" (Davydov, V., 2000, p. 362). That is, competence building implies that theoretical notions referring to fulfillment of a certain type of professional activity should be formulated. These notions determine the ability to implement the competence built in the course of solving the relevant professional tasks. The notion initiates integration process, it accumulates diversified knowledge in the context of their new interpretation. In the course of their formulation the true integration is observed, since knowledge are not overlapped, not just accumulated, but are transformed and create the foundation for new psychological formations in one's mind.

Davydov, V.V., has proved that a theoretic notion is a means of mental reproduction of the nature of an object, an item or a phenomenon. It is this fact that allows a competent person to act efficiently even in case he has no certain skills. In other words, reproduction of the nature of an object, an item or a phenomenon displayed in terms of theoretic notions determines the engineer's ability to elaborate a mode of action required at the moment. This again proves our assertion that it is the mental ability of a prospective specialist to formulate and use theoretic notions that predetermines professional competence building. This affords ground for considering a theoretic notion as the cognitive basis for competences.

3. Results

3.1 The Theoretic Notion of the Competence Cognitive Basis.

Theoretic notions are the results of developmental teaching which starts from accumulation of some mental subtext in student's mind. A mental subtext is knowledge enclosed in the mind of a person being taught. He works closely with it. Translation of this knowledge into another teaching language results in a conditionally new knowledge in the person's mind. "…Conventionally appropriate translation is the principle of developmental teaching which at the same time is the method of fulfilling intellectual activity" (Danilyuk, A., 2000, p. 322). The person being taught is active with regard to his consciousness. In the course of teaching new mental subtexts are generated, new knowledge is acquired, new languages (semiotic systems) are learnt. When mental subtexts are divided, knowledge is arranged into notions, personal and cultural meanings, thus consciousness and professional thinking are developed.

In the course of educational activity in the framework of developmental teaching knowledge structurally transforms, is included into new psychological formations and converts into a system element of one's mind. "One of the key learning features of developmental teaching is that the crucial problem is that of knowledge and mind, knowledge arrangement in one's mind, while in reproduction education the objective is considered to be attained as soon as knowledge is acquired by one's mind" (Danilyuk, A., 2000, p. 353). Due to the nature of competence as the result of education competence doesn't directly result from education, but from development and self-development of a person, not from his engineering, but personal experience. The specifics of competences-based engineering education causes the teaching technique to be changed. This technique should imply "monitoring over the conditions of origin" of knowledge instead of acquisition of "established" knowledge selected and offered by teachers. It is expected that a student should be able to generate notions required for task fulfillment.

We have taken the above stated considerations as a basis of a theoretic pattern of professional competence building. The integrative nature of competences determines the fact that this pattern can be shown with the perspective of integration. That is why we have chosen a general pattern of education integration worked out by Danilyuk, A.Y., and introduced in his "Theory of Education Integration" to be its basis. The author studies education with the perspective of semiotics and uses a general theoretic pattern of "a thinking object" by Lotman, Y.M., as an ideal integration object (Lotman, Y., 1992).

It is fully justified, since education is actually the semiotic environment, it is possible to use semiotic methods in theory of education. Danilyuk, A.Y., has constructively introduced the pattern of "a thinking object" into secondary education (within the framework of the humanities) and described it in scientific terms of the education science. however we will try to extrapolate knowledge obtained by him to engineering education, since its integrative facilities allow for significant expansion of the field of application of this pattern. For this purpose a sequence of patterns should be built. In a successive order the following patterns will be described:

- A pattern of "a thinking object" (Lotman, Y.);
- A pattern of education integration (Danilyuk, A.);
- A pattern of professional competences building (the authors' pattern).

3.2 The Pattern of the thinking process by Lotman Y.

A theoretic pattern of the culture created by Lotman, Y., shows a formula of the thinking process. According to the author's concept "a thinking object as it is, can: 1) store and convey information (he has communication and memory mechanisms), command a language and can generate proper messages; 2) perform algorithm functions in order to transform these messages properly; 3) generate new messages" (Lotman, Y., 1992, p. 34). The latter feature is crucial for a thinking object, since intellectual behavior implies the ability of the object "to generate new messages" (texts). Figure 1 demonstrates a scheme of the Lotman's pattern.

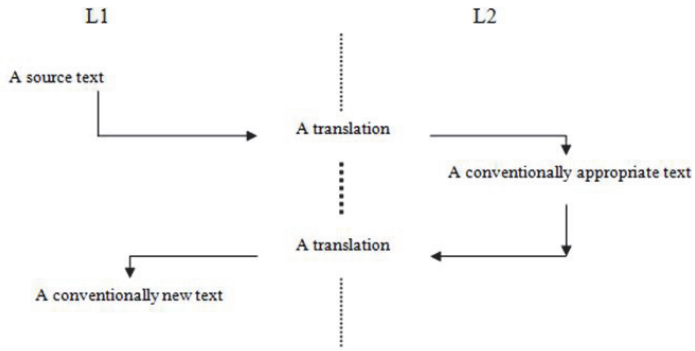


Figure 1 – The pattern of "a thinking object" by Lotman, Y.

According to the pattern considered the thinking process is effected within the system which implies at least double coding: initially information is arranged in a text according to one set of rules, then it is again coded and is presented as another, new text. The author considers that the basis of creative intellectual process in the course of which new texts are created is *conventionally appropriate translation.* This implies that "no thinking object can't be monolingual. The indispensable feature of any intellectual structure is its *internal semiotic heterogeneity*" (Lotman, Y., 1992, p. 35). The principle of semiotic heterogeneity is expressed though the fact that in educational process a certain semiotic system always has an opposite semiotic system with fundamentally different language arrangement. This fundamental principle of thinking and education allows generating new texts and acquiring knowledge.

Within the framework of his pattern Lotman, Y., interprets this principle as follows. "Let us imagine two languages, L1 and L2, which are organized in a fundamentally different ways, so that accurate translation from one language into another is quite impossible. We assume that one of them will be the language with discrete semiotic units having fixed meaning and linear sequence of syntagmatic text arrangement, the other one will be characterized by non-discreteness and spatial (continual) units arrangement. Thus, content planes of these languages will also fundamentally differ. In case we have to render a text in language L1 by means of language L2, no accurate translation is possible. At the best a text will be generated which in certain cultural context can be considered to be equivalent to the source … If later reverse translation into L1 will be performed, it is obvious that the source text will not be created. With respect to the source the created text will be a new message. Structure of conventionally appropriate translations can serve as one of simplified patterns of creative intellectual process. From what we have said follows that no thinking object can be monostructured and monolingual: it should always comprise multilingual and mutually unrenderable semiotic formations. Internal semiotic heterogeneity is the indispensable feature of any intellectual structure" (Lotman, Y., 1992, p. 35-36). Thus, it is obvious that information is re-encoded if it subsequently passes through systems of fundamentally different languages: initially information is presented in one language, then it is translated into another; in fact, this results in creation of a new text.

Danilyuk, A.Y., has used this pattern in his study of integration processes in education. "Following the principle of semiotic heterogeneity a "thinking object" combines and integrates various semiotic systems within itself. Combination of semiotic systems (texts) doesn't result in their mutual dissipation. The object thinks only when his integral semiotic systems preserve all their structural and language individuality and maintain their mutual semiotic opposition. Thus, educational thinking initially has the opportunity to see a phenomenon of education integration in the context of dialectic of two opposite and inseparably associated notions: integration and differentiation" (Danilyuk, A., 2000, p.175-176).

Due to the fact that education has been considered semiotically, from the point of view specified by Lotman's methodological provisions, the scholar has the reason to use the opportunities provided by the general theoretic pattern of a "thinking object" in creation of the ideal object of education integration. Danilyuk, A.Y., has constructively introduced this general theoretic pattern into the education science. This resulted in generation of the theoretic pattern of integration processes in education (a text-subject pattern) shown on Figure 2.

3.3 The Pattern of Education Integration by Danilyuk, A.Y. (468)

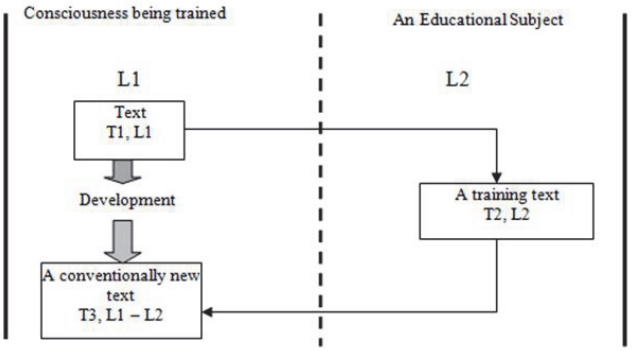


Figure 2 – The Text-Subject Pattern of Educational Process by Danilyuk, A.Y.

The point of this pattern is that education integration represents the process of knowledge and consciousness association in the course of which quantitive and qualitative development of student's consciousness is observed. According to this pattern arrangement of the educational system is at large determined by semiotic opposition, i.e. the educational system comprises various training texts opposing student's consciousness with regard to the way of language arrangement and integration mechanisms which provide messages exchange between student's consciousness and the training texts.

It is known that the educational system can function in one of the three modes: information, knowledge-reproduction and personally developmental. Within this pattern translation of a certain mental subtext (knowledge within consciousness) into another training language is the main mechanism of developmental teaching. In this sense training activity is a "didactically organized act of semiotic transformation of a mental subtext". Thus, within the framework of the developmental teaching system a student works particularly with his own knowledge. Within this pattern a notion of education integration is interpreted as the simplest intellectual act (conventionally appropriate translation) underlying various educational forms and methods. Within the pattern of education integration the principle of semiotic heterogeneity is a provision for arrangement of the educational process.

The following definition shows the meaning of the pattern being studied. "Education integration is a process when a student guided by a teacher carries out consecutive translation of messages from one training language into another; in the course of this process knowledge is acquired, notions are formulated and personal and cultural meanings are generated" (Competences-based Approach, p. 232). The author interprets the notion of education integration as the simplest intellectual act (conventionally appropriate translation) underlying various educational forms and methods at large. The meaning of this process is discovered among its results which permit to pass an unbiased judgment of the processing history and to adjust the further process.

Within the framework of this pattern such means are represented by theoretic notions and personal and cultural meanings generated on the basis of these notions. It is obvious that this pattern can't be extrapolated to engineering education in its pure form. In the context of engineering education the pattern acquires another meaning and accumulates new elements. The matter consists in the following. A notion is theoretic abstraction. It allows describing an object or a phenomenon. While competence implies practical implementation of an object which is impossible without a "provisional basis of activity" (Serikov, V.V.), relying on an image of a product created and the logic of its creation. This can be reproduced only by acquisition of the mode of action (according to Galperin, P.Y.) which is the result of experience (Galperin, P., 1957). Thus, a theoretic notion is the obligatory, but insufficient provision for competence building. However, it is a theoretic notion that predetermines competence as it is.

In creation of the theoretic pattern of professional competence building we also have taken as a basis the principle of semiotic opposition as one the key principles of thinking and education. We believe that in an engineering establishment arrangement of the educational process according to the pattern of highly intellectual activity should also be of the bipolar nature, i.e. within its framework domains with fundamentally different language structure should be integrated.

Semiotic opposition is created within semiotic environment. In a higher education establishment it is possible to

arrange a broad range of such environments where information can be re-encoded in the course of its consecutive passing through systems with different languages. This will result in the following: integration of content of different disciplines; theory and practice integration; integration of different types of activity; integration of training content and personal experience.

3.4 The Pattern of Professional Competence Building in Engineering Education.

Semiotic opposition permits to understand the general character of spatial arrangement of competences-based engineering education. It is necessary for conventionally appropriate translation, i.e. translation of the same message (concept, knowledge, an empiric notion) from one language into another to get conventionally new texts (knowledge, meanings, personal meaning and theoretic notions), to be performed. So, conventionally appropriate translation is a educationally arranged process of consistent translation by student's consciousness of educational information about certain phenomenon into languages of various sciences and practice, i.e. the process of re-encoding knowledge by means of different semiotic systems (languages). This translation results in conventionally new knowledge. It is not imported from outside and is not "ready-to-use", but a student himself adds on it (with respect to the source knowledge) with the support of a teacher.

The increase of amount of conventionally new knowledge and their arrangement in a certain system with regard to an object of the study lead to fundamental changes in professional consciousness. In the course of this type of educational activity a student not only adds on the source knowledge, but also improves his thinking, world view and his own personality. Taking into account the above said we consider conventionally appropriate translation as they key teaching mechanism of developmental teaching within the framework of competences-based engineering education. It is a means of building professional competences. It provides clear understanding of the subject of educational activity and its interlocutory nature.

The interlocutory nature is represented by messages exchange, inclusion of texts of one subject domain into semiotic domain of another which provides intensified generation of new texts. Within our pattern we rely on the provision that semiotic opposition offers conditions for students' thinking intensification. The more opposing semiotic pairs are included in the process, the more conventionally appropriate translations will be generated. The theoretic pattern of professional competences building is shown on Figure 3.

In engineering education a lot of opposing semiotic pair can be generated; among them can be the following: content of different disciplines (content of the competence being built is studied within the framework of many disciplines and the more disciplines are included, the fuller will be its essence revealed), theory and practice, action and reflection, a training pattern and its verbal description and etc.. The essence of the offered pattern is as follows. Professional competence of a prospective engineer can be built by means of a sequence of conventionally appropriate translations performed by a student with the support of teachers; in the course of these translations knowledge is acquired, theoretic notions are formulated, personal meanings are developed, an idea of a provisional basis of activity is generated, an individual approach is elaborated and experience of self-fulfillment in competences-relevant and prospective activity is gained.

Within the framework of this pattern educational activity is arranged according to the rule of conventionally appropriate translation: training is performed through a sequence of conventionally appropriate translations which always start from the domain of consciousness being trained. It is the sequence of translations of this kind that provides strong competences to be built. Competence is the result of developmental teaching, that is why it is built within the domain of theoretic notions.

A competent action can't be built up until a theoretic notion of the activity subject and possible ways of its transformation are not generated. It serves as a theoretic basis of the action, since it provides understanding of why one should act in this way and not otherwise. It is what Serikov, V.V., describes as a "provisional basis of activity". Internal motivation determined by personal meaning offers focus on elaboration of an individual manner of action and an individual method of solving problems, thus, promoting the experience of performing this activity in problematic situations to be gained. Professional competence is interpretation of a theoretic notion by means of personal meaning and experience of personal development in professional activity. It represents the level of development of student's professional theoretic thinking and shows his personal and professional culture.

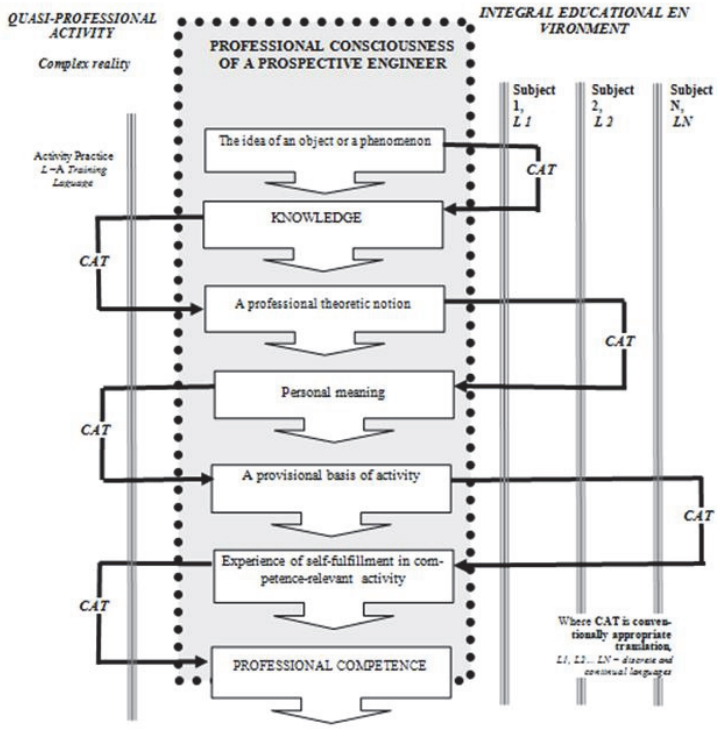


Figure 3 – The Theoretical Pattern of Professional Competences Building.

4. Discussion

A theoretic notion is a special new cognitive formation within student's consciousness. The specifics of its formulation is that information in the form of notions can be acquired only if it is simultaneously represented in different semiotic systems: of a word, image, action, theory and practice.

Notions can't be ultimately grasped, if training is performed on the basis of one language. This predetermines the fact that within the framework both of our pattern and of the pattern of Danilyuk, A.Y., the principle of semiotic heterogeneity is a provision for arrangement of the educational process. The author of the theory of education integration formulates this principle as follows. "The educational system consists of consciousness being trained, training texts semiotically opposing each other and integration mechanisms providing consecutive translation of messages from the student's language into languages of training texts and vice versa" (Danilyuk, A., 2000, p. 244). On the basis of this principle a method of competences-based engineering education which conceptually is its key training mechanism, can be defined as conventionally appropriate translation.

Each conventionally based translation causes new mental subtexts in student's conscious; being accumulated, these subtexts expand their semantic and language range and fundamentally change.

The conducted study has permitted to find out and lay down a range of principles determining the process of professional competences building.

1. The process of professional competences building is of integrative nature.
2. Professional competence is built by means of conventionally appropriate translation (re-encoding) certain information from the language of one educational subject into languages of other educational subjects and practice.
3. Professional competence is built within the framework of a semiotically heterogeneous educational system. The extent to which professional competence is built is in direct proportion to the amount of semiotic oppositions involved in the educational process.

5. Conclusion

The stated principles suggest the following conclusions. No competence can be built within the framework of one discipline. The teaching provision for its building is a sequence of conventionally appropriate translations performed. For this purpose it is necessary to include as many semiotically heterogeneous environments with different languages as possible. However the process of competence building can't be considered as mindless addition of new elements (texts) which are accumulated in student's consciousness. By adding a new component the whole structure of consciousness is transformed, it acquires new properties and a new type of integration. This allows talking about generation of new psychological formations (certain new structures defining another way of reflecting the objective reality in one's consciousness) in student's consciousness.

The suggested pattern fundamentally change the view on content and arrangement of competences-based education. Taking into account that the extent to which professional competence is built is in direct proportion to the amount of semiotic oppositions involved in the educational process, its practical implementation provides development of such training modules which can integrate domains with fundamentally different language structures. Their bipolar nature provides conditions for re-encoding information in the course of its consecutive passing through the systems with different languages. Such arguments give reasons to believe that these training modules reproducing a certain integral fragment of natural, cultural, social or technical reality can serve as the key educational unit implementing certain competence building. Therefore, the pattern of professional competences building described in this article can provide structural modernization of engineering education.

The suggested approach to organization of engineering education serves as a basis for practical design of informative and procedural elements of competence-based education and design of professional training and education technologies. The developed technological complex of organizational and educational conditions (a model of professional competence building, a mechanism of developmental education adjusted for higher professional education, objective laws determining the process of professional competences building and etc.) enables to use more fully the constructive capabilities of the competence-based approach in engineering education.

The developed theoretical model of professional competence building allows handling a range of important applied problems of the educational process: designing principal educational programs, operating programs of modules, educational subjects and practical trainings and working out diagnostic tools for competence-based engineering education.

6. Acknowledgements

The results of this study have been obtained due to Project No. 2873 "Theory, Methods and Technologies of Professional Education for Specialty Occupations in accordance with Priority Areas of Russian Economy Modernization and Technological Development", implemented within the framework of the basic part of Government Task No. 2014/143.

References.

Pokholkov, Y. (2012). The National Doctrine of Advance Engineering Education in Russia under conditions of New Industrial Development: Formation Approaches, Objectives and Principles. *Engineering Education, 10*, 50-65.

Sosnin, N., & Pochekutov, S. (2007). A Pattern Engineers Training and Educational Standards of New Generation. *Engineering Education, 4*, 76-83.

Krayevsky, V. (2001). *Educational Content: On to the Past.* Moscow: Pedagogicheskoye Obschestvo Rossii.

Shemet, O. (2010). *Didactic Fundamentals of Competences-based Engineering Education. The South-Russian State Technical University (NPI).* Novocherassk: Lik.

Serikov, V. (1999). *Education and Personality.* Moscow: Logos.

Davydov, V. (2000). *Types of Generalization in Education: Logic and Psychological Problems of Educational Subjects Composition.* Moscow: Pedagogicheskoye Obschestvo Rossii.

Davydov, V. (1996). *Theory of Developmental teaching.* Moscow.

Zhurakovsky, V., & Sazonova, Z. (2010). Current Objectives of Professional Education Modernization. *Higher Education in Russia, 5*, 4-12.

Competences-based Approach in Higher Professional Education. Theory, Methods, Technologies: collection of articles. (2008, November, 11-12). *Proceedings of the International Conference, Moscow, Non-State Owned Higher Educational Institution, the Metropolitan Financial and Humanitarian Academy (SFGA).*

Danilyuk, A. (2000). *Theory of Education Integration.* Rostov-on-Don: Publishing House of Herzen State Pedagogical University of Russia.

Lotman, Y. (1992). *A Phenomenon of Culture. Selected Articles in 3 volumes, V. 1*. Tallin.
Galperin, P. (1957). Mental Act as the Basis for Formation of Thought and Image. *Voprosy Psychologii, 6*, 58-69.
Chuchalin, A., Boyev, O., & Kriushova, A. (2006). Quality of Engineering Education: Global Trends in the Terms of Competences. *Higher Education in Russia, 8*.
Shadrikov, V. (2004). A New Pattern of a Specialist: Innovative Training and the Competences-based Approach. *Higher Education Today, 8*, 26-31.
Shershneva, V., & Peregozheva, E. (2008). An Educational Pattern of Graduate's Competences Development. *Higher Education in Russia, 1*, 152-154.
Mirabile, R. (1997, August). Everything you wanted to know about competency modeling. *Training and development*, 73-77.
Montier, R., Alai, D., & Kramer, D. (2006). Competency models develop top performance. *Training and Development*, *60*(7), 47-50.
Parry, S. (1996). The quest for competencies: competency studies can help you make HR decision, but the results are only as good as the study. *Training, 33*, 48-56.
Raymark, P., Schmit, M., & Guion, R. (1997). Identifying potentially useful personality constructs for employee selection. *Journal of Applied Psychology*, *50*, 723-736. http://dx.doi.org/10.1111/j.1744-6570.1997.tb00712.x
Tompkins, J., Laslovich, M., & Greene, J. (1996). Developing a competency-based MPA curriculum. *Journal of Public Affairs Education*, *2*(2), 117-130.
Bobyleva, O. (2014). Project-based Learning Method Used for the Module "Matrix Calculus". *Eastern European Scientific Journal, 6,* http://journale.auris-verlag.de/index.php/EESJ/article/view/273. doi: 10.12851/EESJ201412C06ART04
Martseva, L. (2015). Formation of Competence of the Future Specialist Radio Engineering Profile. *Science Journal of Education,* 3(1), 11-15. doi: 10.11648/j.sjedu.20150301.13
Walder, A. (2014). The Concept of Pedagogical Innovation in Higher Education. *Education Journal*, 3(3), 195-202. doi: 10.11648/j.edu. 20140303.22

Impact of Students' Interest on Learning Islamic Education among SMKA Students in Kuala Terengganu, Malaysia

Adamu Zakiyu Ubale[1]

Naja'at Nasir[1]

Abdul Hakim Abdullah[2]

[1]*Faculty Of Islamic Contemporary Studies, Universiti Sultan Zainal Abidin, Kuala Terengganu Terengganu Malaysia; zakiyuadamu@gmail.com/ najatnasir86@gmail.com*
[2]*Research Institute of Islamic Products And Civilization/Faculty Of Islamic Contemporary Studies Universiti Sultan Zainal Abidin, Kuala Terengganu, Terengganu Malaysia Hakimabd@unisza.edu.my*

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

Muslim students are expected to have a profound interest in learning Islamic education so as to gain extreme understanding of their revealed religion. The study revealed that one of the factors affecting students' interest in learning Islamic education is parents' influence. The present study meant to identify the effect of pupils' interest in learning Islamic education and also determine the extent to which students' interest predict the learning performance of Islamic education among religious secondary schools' students in Kuala Terengganu Malaysia. The study adopted Quantitative approach; a survey type of descriptive study was employed. A questionnaire was distributed to a sample of 335 students attending the national religious secondary schools in Kuala Terengganu. The collected data was analysed using a statistical package for social science (SPSS) version 19. The findings revealed that students' interest in learning Islamic Education significantly predicts the learning performance of Islamic education at = .802, p = .000. Therefore, parents and teachers should use good inventive methods that will inspire students' interest in an effort to make learning of Islamic education more expressive to the learners.

Keywords: *students' interest, learning, Islam, Islamic education, learning performance, parents, teachers, children, school.*

1. Introduction

Academic attainment is stimulatingly a central issue of government, parents, teachers and community in general. Nowadays, the worry with the subject of refining academic performance has also improved. Research revealed a significant relationship between socio-psychological variables (such as; Interest, motivation and self-efficacy) and academic performance (Adeyemu, 2005). Interest is referred as a content-exact motivational distinctive formed of inherent sensation-related and worth-related valences. It often identified as one of the important motivational constructs that influence students' engagement and achievement in learning (Shen & Chen, 2006). The findings from various studies point out the position of interest for the complexity of text comprehension, the practice of learning strategies, as well as the quality of the expressive experience while learning (Ulrich, 1991). Despite this, Zaiton and Salim (2012) indicate that one of the factors affecting students' interest in learning Islamic education is parent's influence, which prevents children from getting an adequate learning. Islam encourages parents to take good care about their children's education and other activities right from home up to the school environment and also urge them to strive to fulfil it. Children are trust given to the parent if parent fulfil the responsibility given to them will surely develop an interest to children on learning. So children's Islamic education is a task that Islam gave to parents where Islam promised a severe burden that the negligent will not even smell the fragrance of paradise rather to be among the dwellers. Despite the serious burden for their negligence, many parents nowadays failed to fulfil this responsibility in acquiring Islamic education to their children. Lack of parental involvement in learning Islamic education helps to create failure at school and negatively affect the interest as well as an incentive for children. Many students cannot learn effectively, and as a result of this perform poorly in school tests and examinations. The failure is not necessary as a result of their low intellectual inadequacies or lack of material or due to poor studies habits but probably because they have not been properly stimulated or aroused to develop an interest in learning. Base on this, the present study aimed to determine the impacts of students' interest in learning Islamic education as it found related positively to the learning outcomes.

2. Research Objectives

1. To identify the effects of the students' interest in learning the performance of Islamic education.
2. To determine the extent to which students' interest predicts the Islamic education's performance.

3. Research Hypothesis

H0: There is no significant relationship between students' interest and learning performance of Islamic education.

4. Significance of the Study

Standing of this study pointed out how the findings of the painted problems or answers to the objectives influenced educational philosophy or practice. The study findings will increase the interest of the students through motivating them towards learning of Islamic education. It will also help parents as well as teachers to understand that interest is one of the great instrument that influences the learning achievement so as to enable them strive to develop it to the children.

5. Concept of Interest

Students' interest is assumed as a mental stand of commitment, skilful in the moment, and a tendency to involve constantly in specific notions, proceedings, or things over time. Various studies have revealed that students' interest in learning leads to a greater degree level of learning (Krapp, 2002). Psychologists were supported that interest were the most significant motivational influences in learning and improvement (Berlyne, 1949). The relationship amongst interest and learning has absorbed on three types of interest: they are individual, situational, and topic. *Individual interest* is measured to be an individual's tendency to join to certain stimuli, occasions, and matters. *Situational interest* is caused by certain features of the environment. These comprise content features such as human movement or life themes and physical features such as the ways in which responsibilities are prepared and presented. *Topic interest,* is the level of interest generated when a particular subject is obtainable, seems to have mutually individual and situational aspects (Ainley, Hidi, & Berndorff, 2002). Researchers reviewing interest have concentrated mainly on two dissimilar concepts; individual and situational interest (Hidi, 1990; Hidi & Baird, 1988 & Krapp, 2002). The study revealed that interest has an influence on different facets of learning that encompasses the value of educational outcomes, the practice of learning tactics, and the excellence of the learning skill.

6. Concept of Learning

Learning entails grasping new experience and promoting a greater understanding of things not recognized to us and also about creating a better sense of our environments (Admin, 2012). It also defined as the relatively persistent change in an individual's behaviour as a result of experience or training (Masha, 2002). There are three major elements in research on learning namely; implicit learning and the brain, informal learning and design for formal learning and beyond. Alexandrer & Winnie (2006) differentiate the three as follows; in *implicit learning,* information is learned naturally and sometimes without someone being aware of having acquired it, learning a language to young children is a good example of implicit learning. *Informal learning* usually takes place in the home environment, parks, museum, among peers, and in other locations where an intended and planned educational schedule is not commandingly sustained over time. For example ordinary learning in non-western values that do not involve formal education as recognised in ethnographic studies but also in the informal learning of mathematics in Western values. *Design for formal learning and beyond* denotes basically with learning from teaching in educational settings. It comprises the use of information on learning to make a design for formal learning and beyond and to study the effects of these designs to further inform theoretic development.

From the above one can understand that Learning is the performance of obtaining new or adjusting and strengthening, current knowledge, conducts, abilities, values and may encompass synthesizing different kinds of information. It is the procedure that remains all-time in the lives of human beings as long as there is aspiration and enthusiasm to learn. Three features formed what learning all about. The first one is that individual must be changed through learning; if there is no change in behaviour as a result of learning definitely indicates that learning does not effectively accomplished. Secondly, that through experience, changes should come about, this is because learning is influenced by experiences. Thirdly, the changes is in an individual's possible and positive behaviour, change in behaviour can be at relatively simple level as for example, when people learn to brush their teeth, or at more complicated level as

for example when people try to appreciate a sculpture of drawing.

7. Concept of Islamic Education

Islamic education is regarded as a process that makes one be the complete person, including the rational, spiritual, and social dimensions as indicated by Al-attas (1979). Similarly, Islamic education is the process through which a person is given a training as well as preparation on how to adequately worship the almighty Allah so as to enjoy in the hereafter (Raoudhatul Firdausi & Muhammad, 2013). Based on this, one will realise that Islamic education is a comprehensive and unique way of life which is fundamentally tailored to suit the divine purpose and fundamental goals for human existence on this globe. It also guides one towards the realisation of that divine purpose for their lives on earth as enshrined in the Qur'an and traditions of the Prophet Muhammad (May peace and blessings of Allah be upon him). The basic aim of the Islamic education is to enrich a Muslim with the necessary information on how to worship the Almighty Allah so as to live an honourable life. However, developing a person spiritually is one of the aims of Islamic education which enable one to live a harmonious life in the community. In an addendum to this, it aimed to make a balance between three level; sense, mind and ethics and make them improved through various educational approaches. When there is a balance between these three, one will have a better life that will lead him to sanctify a relationship between him and his creator (Sobhi, 2012). Islam give more emphasis on seeking knowledge that undoubtedly is the root principle of Islamic education, this will eventually connect one to the sense of truth which will give birth to the feeling of complete faith (*iman)* in the Lord of universe.

8. Brief Related Literature Review

In a longitudinal study carried out by Koller et al.., (2001) which entailed the secondary school students, it is discovered that interest in learning mathematics do not directly influence the learning attainment, but has influence on course work assortment and attainment. The study suggests that previous academic performance influences interest in learning mathematics subsequently. Results of correlation between interest and learning as well as achievements have also showed that interest built incentive have constructive effects on both the process and the outcome of academic learning. Similarly, Adeyemo (2005) in his report asserted an important prediction of educational performance by an interest in education. However, the study was conducted with a focus to identify the locus of control, interest in schooling and self-efficacy as predictors of academic performance among Junior Secondary School Students. The study participants involved five-hundred (500) students comprising three-hundred (300) boys and two-hundred (200) girls. Random sampling (stratified) techniques were employed to select the sample from twenty-five secondary schools. An ex-post facto study design was employed. Two research questions were established and responded. The findings point out that locus of control, interest in schooling and self-efficacy cooperatively and significantly helps to the prediction of the educational performance of the Junior Secondary School children (Adedeji, Adeyinka & Olufemi, 2009). Supporting the previous study, Jose et al., (2009) conducted a study examining a relationship between motives, expectations, preparedness and academic performance. The data was gathered through Spanish version of the MEPU questionnaire, which was developed by Byrne and Flood (2007). The analysis revealed that Interest in the subject of accounting, the experience of the subject at school, and academic self-confidence as well as university access scores were all significantly correlated with performance. Moreover, the study was conducted predicting the effect of attitude as well as the interest of students on academic performance in science. Three instruments were applied to the study that includes Science oriented Attitude Scale (SOAS), Science Vocational Interest Inventory (SVII) and Achievement Test in Integrated Science (ATIS). The study is a quasi-experimental type. Thirty (30) forms 1 Junior Secondary School Students in Nigeria were selected as a sample for the study. Multiple regression was employed to analyse the predictable hypothesis. The findings indicated that Science Interest influenced the strongest strength for predicting academic performance than the attitude of the students in their different aptitude level group (Olufemi & Gbore, 2012). Another study was conducted applying multiple prediction design to determine the extent of association and prediction of the students' interest in education and attitude to school independently and cooperatively on their educational attainment. The sample comprises of 518 respondents; it was selected using a stratified random sampling. Multiple regression was employed as a statistical tool for data analysis. Results revealed significant relationship and multiple predictions of children educational attainment with the forecaster variable (interest). It indicates a 21.60% of the variance in children educational attainment. Therefore, enhancement of children interest in learning and attitude to school might assists immensely to enhancing their achievment educationally (Kpolovie et al.., 2014).

The present study is unique from the above mentioned studies. Many studies were conducted investigating a

relationship and effects between students' interest and educational performance in the various school subjects such as mathematics and other science subjects but not on Islamic education. The current study meant to determine the effects as well as the extent to which students' interest predicts the Islamic education's performance.

9. Methodology

The study is a systematic study, intended to stimulate the improvement of education. A quantitative approach was employed; it encompassed using of numbers, numerical data, and statistic. The technique was carefully chosen considering the nature of the study as it involves using of numbers and numerical data as well as utilising a statistical tool for data analysis. A survey type of descriptive research has been adopted. It is a survey type of descriptive research because it was engaged to describe the effects as well as the extent to which students' interest predicts the learning performance of Islamic education. The questionnaire was utilised as an instrument for data collection. The researcher designed it for the purpose of this study. It measures in a straight line the level of students' interest towards Islamic education. In addition, students' scores on Islamic education have been collected and used to determine the level of students' performance in Islamic education as indicated by Sheldon (2009) that academic achievement is frequently measured by students' grades and their test performances. .

9.1 Respondents

Being that the target populations consist of five thousands two hundred and forty-two (5,242), thefore, a sample size of the study comprised of three hundred and thirty-five (335) students (respondents). The sample was chosen from two national religious secondary schools namely; SMKA DATO HAJI ABBAS and SMKA SHEIKH ABDUL MALEK. The sample size was carried out by using the table for determining the sample size of Krejcie and Morgan (1970) with 95% level of confidence. In the case of this study, the simple random technique was employed for selecting the research sample.

9.2 Pilot study

Exploratory factor analysis (EFA) and reliability in the survey was employed in the study to refine the items. To test the viability of questionnaires and method, a pilot study was run using small-scale from the target population. A total number of one hundred (100) respondents including male and female from the two selected schools were participated in the study. Participants were reported having found the items easy to understand. The result was presented below;

Table 1. Students' interest in learning Islamic education

Students' Motivation in Learning Islamic Education						
Number of items in the construct before the pilot study Nine (20)	Corporate image components	No of items	Cronbach's Alpha value	Cronbach's Alpha (standardized)	KMO Value	Significance level
	Component 1	3	.607	.616	.779	.000
	Component 2	3	.612	.622		
	Component 3	2	.681	.686		
	Component 4	3	.694	.702		

From the above, it will become obviously that the table indicated that there is a number of twenty items under the construct (students' interest) before the pilot study carry out. Factor analysis extracted it after discarding the unreliable items into four distinct components based on the eigenvalue greater than 1.0. As revealed in the table there are three items under component 1, three items under component 2, two items from component 3, and three items under component 4. The cronbach's alpha value in component 1 is .616, in component 2 .612, in component 3 .681 and .694 in component 4. Therefore, the reliability measures have exceeded the least value of 0.6 as suggested by Nunally (1978). However, the KMO Value is .779 which exceeded the recommended value of 0.6 (Kaiser, 1974). Conversely, the Bartlett's test significance value is appropriate to the required value as it is 0.00. However, it will become evidently that the items are now reduced to eleven items that will further continue to represent the twenty items of the construct in the primary research. In a nutshell, the output suggests that the construct with identified items under each component are now reliable and appropriate for use in the central research.

9.3 Data analysis and presentation

Data analysis carries out when investigators want to summarize and represent data that have been collected in a dependable, accurate, reliable, correct, and right method (Mills, 2007). Regarding the present study, collected data have been analyzed and categorized using the quantitative method. The collected data was analysed employing a simple descriptive statistics and Multiple regressions through using a statistical package for social science known as (SPSS) version 19. Data collected were presented in table form for easier interpretation and to make it responsive to computation analysis.

10. Findings of the Study

The research objectives and hypothesis were addressed through descriptive statistic and multiple linear regressions. The results were presented below, starting with respondents' demographics' information followed by students' responses analysis.

10.1 Respondents demoghraphic information

The respondents used in this study comprised 335 students going to national religious secondary school (SMKA) in kuala terennganu characterised by gendar and age. Their demoghraphic's information is presented below;

Table 2. Students' Gender

Students' Gender		
Gender	Frequency	Percent
MALE	122	36.4%
FEMALE	213	63.6%
Total	335	100.0%

As shown in Table 2 above, the respondents (students) contained predominately 213 females representing (63.6%) of the sample. However, 122 of the participants were male that cover (36.4%) of the sample.

Table 3. Students' Age

Students' Age		
Age	Frequency	Percent
13	110	32.8%
14	125	37.3%
15	100	29.9%
Total	335	100.0%

Regarding the age, Table 3 revealed that 124 students representing (37.3%) of the respondents are of 14 years old, and 110 students representing (32.8%) are of 13 years old. Conversely, 100 students representing (29.9%) in the sample are of 15 years old.

10.2 Findings of the study and analysis

The findings of the stated objectives and predicted hypothesis is summarized in table 4, table 5, table 6, table 7 and table 8. in addendum to the above, Table 4 contained the descriptive statistics of the variables and Table 5 is the correlation coefficient table whereby table 6 is the Regression Model Summary table. It is arranged for the R, R^2, adjusted R^2, and the standard error of the estimation, which can be utilized to conclude how well a regression model fits the data. This can be reached by looking at the entry labeled R square in the table. However, Table 7 is the statistical significance table. It examines whether the overall regression model is a good appropriate for the data. It can be attained by looking at the F-ratio in the ANOVA table. Table 8, that is the last table, is the estimated model coefficient. It is the overall form of the equation to forecast Islamic education's performance from the students' interest.

Table 4. Descriptive statistics

	Mean	st.Deviation	N
Students' interest	4.2638	.42686	**335**
Islamic education's performance	4.2955	.56797	335

Table 4 indicate the mean and standard deviation of the independent variable (students' interest) and dependent variable (Islamic education's performance) as well as the total number of the sample particularly selected for the study. The mean for students' interest is 4.2638 while for Islamic education's performance is 4.295. The mean indicates the arithmetic average of the variables. However, the standard deviation measures the variability of each variable. From here, as one can see, the mean value of the independent variables is very close to the mean value of the dependent variable. It indicate how the variables relate to each other.

Table 5. The Relationship of students' interest and Islamic education's performance

Variables	Islamic educations' performance	sig (2-tailed)	N
Students' interest	.6O3**	.000	335

** Correlation is significant at $p < 0.01$(2-tailed)

From the above table 5, one can realize there was a high moderate positive correlation between students' interest and Islamic education's performance, r = 0.603, n =335, p= 0.000. *P* <.05. This means increases in student's interest do significantly relate to increases in Islamic education's performance. Therefore, the analysis accepted to reject the study predicted null hypothesis.

Table 6. Regression coefficient-model of summary

Model	R	R^2	R^2_{adj}	Std.error
1	.603a	.363	.361	.45394

a. Predictor: (Constant), students' interest

Table 6 indicates how the model fits the data. The R value signifies a multiple correlation that is 0.603, this value revealed the strong correlation that show a good level prediction of the data. It also indicates a degree of the quality of the forecast of the islamic education's performance (dependent variable). However, R square (often called as coefficient of determination) that is .363 tells us the overall measure of the strength association. It is the quantity of variance contribution in the dependent variable (Islamic education's performance) which can be explained by the independent variable (students' interest). Therefore, can be concluding that students' interest is explaining approximately 36.3% of the variability of the dependent variable (Islamic education's performance).

Table 7. ANOVA summary of regression analysis

Model	df	F	P
Regression	1	189.867	.000a
Residual	333		
Total	334		

* $p < .05$. ** $p < .01$.

Table 7 displays that students' interest is statistically significantly forecast the dependent variable (Islamic education performance). The value is F (1, 333) = 189.867, $p < .000$, this means that the regression model is a good appropriate of the data. The result is evidently indicated that Islamic education's performance was significantly predicted by the students' interest.

Table 8. Summary of regression variable predicting the Islamic education performance

	Unstandardized Coefficient		Standardized Coefficient		
Variables	B	std.error	β	t	P
Constant	.877	.249		3.517	.000
Students' interest	.802	.058	.603	13.779	.000

**p<.01.

Table 8 indicates how the independent variable (students' interest) predicts dependent variable (Islamic education' performance). Unstandardized coefficients, point out how much the independent variable predicts the dependent variable holding the factor constant. Additionally, significant value in the table tests a statistical significance of the students' interest as it is extremely smaller than .05. However, the result appeared with the following value; students' interest = .802, p = .000. This indicates that the value of Islamic education's performance will increase by the value of students' interest at .802 when the value of students' interest changed by 1.

11. Discussion of the Result

The determination of the current study was to find out the effects as well as the extent to which students' interest predicts the Islamic education's performance. The findings denote that students' performance in Islamic education will be higher if they are highly interested and if they showed positive attitude as well as possessed good study habits. The result indicated a significant relationship between students' interest and Islamic education's performance, r = 0.603, n =335, p= 0.000. P <.05 (see table 5), therefore, failed to accept the predictable hypothesis. However, the findings provided the following value; students' interest = .802, p = .000 (see table 8). It shows the extent to which independent variable (students' interest) predicts dependent variable (Islamic education's performance). This indicates that the value of Islamic education's performance will increase by the value of students' interest at .802 when the value of students' interest changed by unit. However, it can be concluding that students' interest is explaining approximately 36.3% of the variability of the dependent variable (Islamic education's performance). This indicated the effect of students' interest towards Islamic education. The result is an indicator of the fact that if a child develops an interest, it will enable him to put more effort into learning and consequently perform better in Islamic education.

In nutshell, the findings correspond with prior studies demonstrating the significance of self-interest towards academic performance. It supports the study report that asserted a significant prediction of academic performance by interest in education (Berlyne, 1949 & Adeyemo, 2005). Moreover, result is in-line with the findings that asserted a significant relationship and multiple prediction of children academic achievement with the predictor students' interest. It further explains that enhancement of children interest in learning and attitude to school might assists immensely in enhancing their achievment educationally (Kpolovie et al., 2014). Result of the present study indicated that the more students become interested in their learning of Islamic education the better for their academic performance. It asserted that attitude towards education signifies a positive predisposition in the direction of schooling as well as every movement in the school setting, which might be intellectual, behavioural and or emotional. It also showed that learning Islamic education can be enhanced if the learning interest is managed by the students.

12. Summary and Conclusion

Base on the findings, the present study indicated a key role of interest in enhancing the academic performance. Regarding the correlation between the variables, the findings indicate a high moderate positive correlation between students' interest and Islamic education's performance. It asserted that increases in student's interest do significantly relate to increases in Islamic education's performance. However, the regression analysis indicates how the students' interest predicts the Islamic education's performance. It revealed that the value of Islamic education's performance will increase by the value of students' interest at .802 when the value of students' interest changed by 1. It also point out that students' interest is explaining approximately 36.3% of the variability of the dependent variable (Islamic education's performance).

In conclusion, the result accepted to reject the study predicted null hypothesis as it discovered to have a significance correlation between the students' interest and Islamic education's performance. Based on this, it can be concluded that this study has certainly shown irresistible dominance of identified indication that children interest in learning as well as positive attitude predict Islamic education's performance.

13. Recommendations

From the findings of the study, the following recommendations for practice and further investigations were suggested;

1. Teachers should use good inventive methods that will inspire students' interest in an effort to make learning of Islamic education more expressive to the learners and consequently should make the learning outcomes improved and will eventually change the attitude of the learners towards learning Islamic education.
2. A teacher as well as parents should consider the students' interest as utmost important. Therefore, they should strive tirelessly to improve it to children simultaneously. It should be through demonstration of the appropriate topics and developing ways of linking the contents to the real globe.
3. Further investigation should be directed to find out the students' interest mechanism on Islamic education and try to determine how each of them predicts the learning performance of Islamic education.

References

Adedeji, T., Adeyinka, T., & Olufemi, A. (2009). Locus of control, interest in schooling, self-efficacy and academic achievement. *Cypriot Journal of Educational Sciences*, 4 (10), 168-182.

Adeyemo, D.A. (2005). Parental Involvement, Interest in Schooling and School Environment as Predictors of Academic Self-efficacy among Fresh Secondary School Students in Oyo State, Nigeria. *Electronic Journal of Psychology of Education* 5 (3), 1-15.

Ainley, M., Hidi, S., & Berndorff, D. (1999, April). *Situational and individual interest in cognitive and affective aspects of learning*. Paper presented at the American Educational Research Association Meetings, Montreal, Quebec, Canada.

Al-Attas, M. N. (1979). *Aims and objectives of Islamic education.* 2ND Edition, Jeddah, Saudi Arabia: Hodder and Stoughton.

Alexandrer, P. & Winnie, P. H. (2006). Hand book of educational psychology. (2nd ed), New york. Lawrence Erlbaum Associates publishers.

Berlyne, D. E. (1949). Interest as a psychological concepts. *The British journal of psychology*, 38, 184-195.

Byrne, M. and Flood, B. (2007), "Exploring the antecedents of learning approaches: a study of international business students", *The International Journal of Management Education*, 6 (2), 44-62.

Olufemi, S. & Gbore, L.O. (2012). Prediction of attitude and interest of science students of different ability on their academic performance in basic science, *International Journal of Psychology and Counselling.* 4(6), 68-72,

Hidi, S. (1990). Interest and its contribution as a mental resource for learning. *Review of Educational Research, 60, 549-571.*

Hidi, S., & Baird, W. (1988). Strategies for increasing text-based interest and students' recall of expository texts. *Reading Research Quarterly*, 23, 465-483.

Jose L, A., Marann, B., Barbara, F. & Jose Maria, G.(2009**).** Motives, expectations, preparedness and academic performance: a study of students of accounting at a spanish university. *Revista de Contabilidad-Spanish Accounting Review,* 12 (2), 279-300

Kaiser. (1974). In Awang zainuddin. (2012). *Research methodology and data analysis.* Second edition. penerbit press, university teknologi mara.

Koller, O., Baumert, J. & Schnabel, K. (2001). Does interest matter? The Relationship between Academic Interest and Achievement in Mathematics. *Journal for Research in Mathematics Education*, 4(32), 448-470.

Kpolovie, P. J., Joe, A. I. & Okoto, T. (2014). Academic Achievement Prediction: Role of Interest in Learning and Attitude towards School. *International Journal of Humanities Social Sciences and Education,* 1(11), 73-100.

Krapp A (2002) Structural and dynamic aspects of interest development: theoretical considerations from an ontogenetic perspective. *Learning and Instruction,* 12, 383–409.

Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*. 30 (3): 607-610.

Masha, G. I. (2002). *Human Learning*. Kano, Rainbow Royale Publishers.

Mills, G. (2007). *Action research: a guide for the teacher researcher*, upper saddle river, pearson education.

Nunnally, J. (1978). *Psychometric methods.* (1st ed). New York: McGraw.

Raudlotul Firdaus, F.T., & Muhammad, S. J. (2013). Islamic Education: The Philosophy, Aim, and Main Features. International *Journal of Education and Research*.1 (10), 1-18

Sheldon, S. B. (2009). *In School, family, and community partnerships:* Your handbook for action, (3rd ed). USA: Corwin Press.

Shen, B., & Chen, A. (2006). Examining the interrelations among knowledge, interests, and learning strategies. *Journal of Teaching in Physical Education,* 25, 182-199.

Sobhi, R. (2012). Islmic philosophy of education. *International journal of humanities and science.* 2 (19), 150-157.

Ulrich, S. (1991). *Interest, Learning and Motivation.* (1st ed). Neubiberge, Institutional Repository of Potsdam University.

Web references

Admin.(2012).*Difference between learning and performance.* Google http://www.differencebetween.com/difference-between-learning-and-vs-performance/#ixzz3DV1aX1O9. Accessed on 28-july-2012.

Interactional Dynamics Perspective on Academic E-mail Correspondence

Olga Karamalak

PhD, Associate Professor of English Philology and Translation Department
Nosov Magnitogorsk State Technical University (Russia); olgakaramalak@yandex.ru

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

The article examines academic e-mail correspondence as a special type of writing in the electronic environment that has dynamic, interactive, dialogical, and distributed character. The focus is made on the dynamics of interaction between the correspondents such as contact setting, orientation and co-functions; and the text of an e-letter is regarded as indices of the write's state or affordances in terms of ecological linguistics. The establishment of consensual domain of interaction brings about a new stage of cognition emergence which may lead to distributed learning. Co-writing is like a dance that unfolds in the world and with others. Recognition that writing via the Internet is distributed process across time, space and minds may help in understanding the theory of cognition and learning.

Keywords: *distributed writing and learning, e-mail correspondence, interaction, orientation, co-function.*

1. Introduction

Ontologically writing and speaking are different phenomena. In general, writing has its constraints (there is neither direct contact, nor non-verbal means of communication, nor paralinguistic components, thus not much interactivity on the whole) and it also has extended capacities (it allows planning and control of the message which can be revised or edited, etc., offers geographical reach and a permanent record can be observed in any time scale). Writing in the context of electronic environment is different and affords greater opportunities for interaction. Moreover, one can witness a shift of writing as something stable, abstract and timeless to writing on the Internet as an interactive and dialogical activity of sense making together with others (co-writing).

Objectives of this paper are to single out the main features of e-mail correspondence in general, to interpret text from the ecological perspective, and to analyze the given e-mail correspondence in terms of interaction and distributed language theory.

Cognitive dynamics of an e-mail correspondence resemble those of talk –at least, in their "other-orientation" though it lacks direct interaction and non-verbal or paralinguistic means of "real" face to face communication. E-mail correspondence, being one of the most wide-spread type of communication in our modern world, hasn't become a well learned object for linguistic analysis.

From bio-socio-cognitive or distributed approach E-mail correspondence can be viewed as a dynamic interactive dialogical and distributed activity aimed at creating a consensual domain of linguistic interactions. Consensual domain of interactions is defined by Maturana as "… a domain of interlocked (intercalated and mutually triggering) sequences of states, established and determined through ontogenic interactions between structurally plastic state-determined systems" (Maturana, 1975). During the correspondence people recursively coordinate, orient, and complement each other, creating a consensual domain of interactions; and if it is a success, it may bring to distributed learning or some new cognitive state may be triggered.

The methods used in the paper are heuristic and holistic. Heuristic method is the collection of linguistic acts data. In this case an e-mail correspondence between two scholars consisting of 18 e-mails to observe and analyze e-texts taking into account pragmatics and semiotics, modes of interaction during the e-correspondence. Holistic or ecological method as a general theoretical method of investigation is applied because a text is viewed not as language symbols but as indices of the writer's state observed by the reader where the environment plays an important role in the interpretation process. The writer presents the affordances or opportunities for the observer's interpretation with the help of the generated text. This method is popular in modern cognitive linguistics being multidisciplinary, and it allows to view text differently from orthodox linguistics (Cartesian dualism) and to describe various types of interaction in the process of e-correspondence.

2. Features of E-mail Correspondence

E-mail correspondence is dynamic in character since it runs in series of e-letters, where one complements the other and altogether they create a single whole picture of communication. It proceeds as if in the flow of a dialogue where the outcome of the communication is unknown to the correspondents and depends on the dynamics of their interactions.

The second feature of the e-mail correspondence is its interactivity. It presupposes close interaction despite distance which is provided by fast replies. This interactivity shapes what correspondents do, feel, think, and write together.

The third thing to stress is its dialogicality or even "double dialogicality" (Linell, 2009). The notion of double dialogicality was introduced by Linell who was inspired by Bakhtin's dialogical approach and it implies that communication and dialogue are not just between the two people in the conversation, but there is a third party to what they might refer such as traditions, ideas, conversations, practices they previously experienced and which might be applied further in the current conversation. Writing an e-mail we may refer to "remote audiences", our experience and interactions with them. These "third parties" may be used as aids or partners in the correspondence.

E-mail correspondence is obviously a distributed writing in terms that it's distributed through space (people belonging to different places of the world communicate without any hedge), it is distributed through time in terms that products of the earlier events may transform the later events, it is distributed across members of a social group. We often write together with others –either by borrowing in resources from the Internet –and/or by co-constructing texts. "Language can be traced to how living bodies co-ordinate with the world. On this perspective, far from being a synchronic 'system', language is a mode of organization that functions by linking people with each other, external resources and cultural traditions" (Cowley, 2011).

It's distributed in minds taking into account the conception of ourselves as expanded, extended, and dynamic. While communicating our aim is not to be separated from people with our thoughts unknown and closed to others but on the opposite we want to be open, to express ourselves to overcome the boundaries and reach mutual understanding. At the same time our thoughts are shaped in the process of communication, we are who we are socializing with. "We ourselves are dynamically distributed, boundary crossing, offloaded, and environmentally situated, by our very nature <…> A person is not a self-contained module or autonomous whole. We are not like the berry that can be easily plucked, but rather like the plant itself, rooted in the earth and enmeshed in the brambles" (Noë, 2009). A person is not his or her brain and we are not locked up in a prison of our own ideas and sensations. Social and cognitive distribution presupposes that our atmosphere is not separate from others. Our feelings, habits of thinking, patterns of words and so on are parts of a complex web that links us all together; it is our "ecology of thought". Isaacs argue that this ecology is the living network of memory and awareness, one that is not limited to any single person but is in fact held collectively. Out of this ecology comes the collective atmosphere in which we all live and work (Isaacs, 2009).

Bakhtin introduced the term "existence from without". "A word (or in general any sign) is interindividual. Everything that is said, expressed, is located outside the "soul" of the speaker and does not belong only to him (or her) (Bakhtin, 1986). "I" exists and shows up only in interaction with or relation to "You". Outside there are two phenomena "I" a "Non I", inside they appear as one inseparable whole. "I" as such does not exist without "You" and there is no pre-given "I", it is born, formed, shows up only in relation with "You", where you is a part of my environment. So we are plugged-in organisms. Our selves, our attitudes and motivations are discursively constructed, that is they are created, developed and maintained in interaction with others (Linell, 2009) and ourselves. Co-writing is interaction in the writing environment where we orient one another.

This opens up a new set of questions –and problems. Among this is that of how we should theorize text of an e-mail correspondence and how we use co-constructed writing for learning or, in Maturanian terms, how the correspondence shapes the rise of a consensual domain.

3. Text of E-mail

The method is based on the inscriptions investigation from pragmatics and considering the outcome – giving rise to a consensual domain construction, new state of mind arising, and possible distributed learning process occurring. The key lies in how to theorize the resulting inscriptions of the E-mail correspondence.

To investigate this, we need a method –one that does not treat text as "language" fixed by a code, a set of definite structures to be analyzed – but, rather, an investigation that brings into account what acts of writing and their consequences mean for those involved. Basically a view where we focus on – not texts –but how these interact with cognitive dynamics.

On the activity theory view, they are mediational means. As Peter Jones claims in his critical paper there's no code when external speech is turned into inner speech. In fact there's no internalization or appropriation. Text of an e-letter is not a mediating means because if it were so we would continue the language myth and a telementation theory, that a language sign mediates between person A and B and B internalize the content and learn. Thus language constitutes a self-contained realm of meaningful forms – the idea we are totally against (Jones, 2009).

Following Gibson's ecological approach to perception, the body of the e-mail correspondence is not sense-making symbols by themselves, but the affordances or opportunities for behavior which are meaningful to an observer. "The affordances of the environment are what it offers the animal, what it provides or furnishes, either for good or ill" (Gibson, 1979). There appears a question if the affordances are properties of the environment or the organism. Gibson himself answers this question the following way "An affordance is neither an objective property nor a subjective property; or it is both if you like. An affordance cuts across the dichotomy of subjective-objective and helps us to understand its inadequacy. It is equally a fact of the environment and a fact of behavior. It is both physical and psychical, yet neither. An affordance points both ways, to the environment and to the observer" (Gibson, 1979). A. Chemero comes to the conclusion that affordances are not properties of the environment. They are relations between particular aspects of animals and particular aspects of situations. Properties of the environment are not affordances in the absence of complementary properties of animals. Affordances belong to animal-environment system (Chemero, 2009). Thus the text of an e-mail doesn't contain affordances by itself or affordances are not the properties of the e-mail, they occur in the relation between the e-mail and the observer (a person who perceives it).

What we perceive is not the text itself but the relation between us and the text. According to radical empiricist, perception is direct because it is an act that includes the thing perceived. "Perceivables are relations between perceivers and aspects of situations" (Chemero, 2009). Thus reading an e-mail we perceive the relation between us and the e-mail and another person perceives the relation between him or her and the same text so that perceptions can remain private. The main issue here is what we perceive is not in the environment alone, it is in the relation between an observer and the environment. These relations are open and dynamic, that is why text interpretation can be different every time it is perceived.

On the Maturanian alternative, the text of the e-letters is indices of an observer's states. In contrast to solo-writing, these inscriptions are more than first correspondent's indices. They are also 'external resources' that influence the dynamics of the three as an extended (or distributed) text-creating system (the first correspondent revises his wordings, they influence later versions of him who comes back to and revises the text; they also influence the second correspondent who is reading them and the third party, who is an "objective observer" who is reading and analyzing the correspondence between the two). Therefore, we orient to – not just the same inscriptions –but to inscriptions that, to an extent, have similar effects (both on ourselves and on each other). And while indices of the observer's states they are also inscriptional structures that function as external resources.

4. Two Modes of Coordination

Two modes of coordination can be observed in the e-mail correspondence as in any other activity according to Imoto who calls them horizontal and vertical (just for the convenience of understanding). Horizontal coordinations are related to the interactions of the organism with its medium (the environment and the other writer as a part of the environment); vertical coordinations are explained as the interactions with its own internal states that are originally derived from the horizontal coordinations and then recursively coordinated through the nervous system as if they were another independent domain of interactions (Imoto, 2010). Reflection, planning, revision, and editing can be referred to vertical coordinations. The first correspondent writing a first e-mail in the sequence coordinates mostly vertically, that is with him/herself, but at the same time dialogically based on the former interactions with others and priming the possible interactions with the second correspondent, then a letter is produced as indices of the write's inner state and resources or affordances for an observer directed to the second correspondent. The second correspondent's behavior is coordinated horizontally and vertically, as a consequence his or her behavior is changed. The notion of "zeitnot" (time pressure) is crucial in understanding that the written message is perceived "here – and – now" and explains why the writer's state of ideas is never totally equal to the one he or she has had before.

The first correspondent and the text that he/she is creating can be seen as a 'system'. Thus it becomes, broadly, indices of the first correspondent's states (or of ideal states –which result from both indexical acts and subsequent revision). "The relation between a person who perceives the e-mail and a written text that influences the dynamics of the three (a reader, a writer, and an onlooker) can be viewed as an extended text-creating system (Karamalak, 2012).

5. E-mail Correspondence Analysis

This new approach of distributed writing can be put into an applied frame of e-mail correspondence investigation or analysis. The e-mail correspondence consisting of 18 e-mails between two scientists, a professor and a PhD student is under the current analysis. As a result the following steps of a consensual domain rising in an e-mail correspondence can be pointed out.

1) A system coupling with another system (two correspondents).
2) Mutual frame of reference (shared inscriptional co-indexing, knowledge background, mutual issues of concern, limits of each other). For Maturana (1978), when encountered (in revising or in reading the other), it sets off perturbations that echo the limits of the other and, at the same time, show our attempts to extend boundaries.
3) Mutually triggering of inscriptional sequences. There are different types of interactions that lead to the emergence of a new cognitive state such as contact setting, orientation and co-functions.
   a) *Contact setting and interaction (asking and answering questions, sharing knowledge in terms of ideas, bringing examples, dialogical co-action) is an inscription produced by the first correspondent that gives rise to an observable effect in an inscription by the second correspondent.*

The first stage of interaction includes the following: contact setting, introduction about oneself ("I am a PhD Student <…> I am currently collaborating with <…> What fascinates me is that <…> I switched my interest from <…> I took a summer course …") and bridging the gap between "I and You" by mentioning the other correspondent ("it was very fortunate to have you as a guest …").

The second e-letter (the response) shows us the reply or a positive reaction on the contact setting ("I would be pleased to add you…") some kind of orientation ("If you have any thoughts on how we should conceptualize…"). As an observer we can judge about the limits and the desire to expand the boundaries thus motivation for the further interaction the first author is a beginning researcher and the second one is prominent but at the same time the mature scientist also has some limitations ("But I have no knowledge of anyone who has written about any such concept …").

The first stage of interaction can be characterized as a simple and very cautious provided with probing or feeling the ground, so to speak. The most important thing here is acceptance or non-acceptance of the partner. One person makes one step towards the other with the desire to interact and waits for the reaction of the other. In gestures it could be seen through stretching a hand and handshaking. In writing we cannot judge about these dynamics by body movements, the only thing we can judge is by the dynamics of the text. First, two correspondents seem to be "far away" from each other, there's not much mutuality, only motivation, desire to learn something new, and interest in the common issue. However this is more than enough for a good beginning. The first time of interaction can be awkward because people are adjusting themselves to each other. It might resemble a play in the ball. Every time a person starts playing with another one it takes time till you see some progress in playing. First you need to adjust the impact force to the one of your partner's, this adjustment happens recursively. Then the play can be progressed and improved.

   b) *Orientation (prompts that may influence the participants, giving food for thought, a change in the flow of ideas) is an inscription by the first correspondent that evokes a change in how the second correspondent subsequently inscribes.*

The fourth letter is mostly of orientation character and gives guideline in what direction to move in the discussed field of research ("if I were doing this, I would start out with…"), refers to some papers to read and gives ideas and food for thought.

Cognitive domain of interaction is established from the very first stage of interaction between the two people, but during the stage of orientation it is established to the full. Two writers of the e-mail correspondence involved are coupling, trying to fit each other to compensate the gap of knowledge, cooperate in a successful manner because they are both interested in it.

   c) *Co-functions where an inscription by the first correspondent prompts explicit agreement/disagreement by the second one and on the opposite. Co-functions occur when an oriented organism becomes active to that degree that it can orient the orienting one so when we witness recursive orientation.*

The stage of co-functions arises when the activity can be called collaborative ("… let's try to work at it a bit collectively <…> we should gain from thinking through some of these things together").

As a famous proverb says "two heads are better than one" or "four eyes see better than two". It is commonly known that working as a group can enhance the effectiveness of decision making, just as it can enhance the effectiveness of problem solving. William Isaacs in his book "Dialogue, the art of thinking together" speaks about the "collective intelligence" (CQ); together we are more aware and smarter than we are on our own [Isaacs, 1999].

Bohm also says about undivided or unbroken wholeness in flowing movement, non-locality or entanglement.

According to his ideas thought and knowledge are limited, but the boundary can always be extended. Bohr understood it in terms of yin/yang or what he called complementariness. Two organisms change in the way to complement each other like two pieces of puzzle. If this complementarity is achieved, then from this unity something knew is achieved, knew ideas are generated, which couldn't have been worked out without the interaction and consensual domain establishment (Bohm, 1985). "We cannot study creativity by isolating individuals and their works from the social and historical milieu in which their actions are carried out…what we call creative is never the result of individual action alone" (Csikszentmihalyi, 1988).

This distributed learning is a spontaneous system that arises as an order from chaos since both writers cannot predict the emergence of this new system as Maturana says discussing spontaneity versus purposefulness (Maturana, 2011). When the correspondents start co-writing they cannot predict the outcome of their e-mail correspondence and what kind of learning will emerge or in other words what will be learned as a result of this co-writing. The learning domain is chaotic because an observer is not able to predict its arising. Later on the observer realizes this new learning domain of interactions and the chaos is not chaos any more. It turns into a system.

Starting the e-mail correspondence people feel fragmented but conversing there come to feel the "wholeness" and rise to a new level of understanding of the problem they discuss. This type of learning is not when one person orients the other and informs the latter, it is a generative and creative learning, when they come to the idea which has not been reached without their interaction.

Further, we can say that without this co-ontogeny between the correspondents, certain behaviors would not have arisen. Within the co-ontogeny the behaviors of the correspondents become consensual – i.e. they have created a consensus about the coordination of their behaviors.

Consensual domain is the juncture between two observers in coupling is itself a higher-order domain of description. The notion consensual is something like mutual and co-operational. Languaging is like a dance, mutual adaptation to one another's actions, orientation in conversation, cooperation. "Dialogue is about common participation in which we are not playing a game against each other but with each other" (Bohm, 1989).

For this kind of distributed learning in terms of "thinking together" to make a breakthrough a communication should be conducted with some ethics and human values:

1. the atmosphere of friendly relations, trust, and respect;
2. common ground and compatible skills of the people involved;
3. motivation, commitment and dedication to the process cannot be underestimated as well;
4. readiness or desire for lots of give and take, making a true dialogue a recursive process of interactions.

As an observer we can witness learning or new ideas emerging concerning the issue discussed in the correspondence from the sixth letter when the first writer draws back to the example brought by the second writer and comes up with the idea of non-local learning as taking habits together.

It is interesting to mention that the writers begin to feel and observe the process of learning mentioning about it from the ninth letter ("What I have learned about depends on my communication with you. For me, I also constantly draw upon my own feelings, previous experiences and especially current happenings to make meanings of what you have said. That is why I go back to our previous E-mails whenever a new thought emerges"). What happens is that the correspondents are reading, writing, and thinking "out of selves" together with each other.

6. Distributed Learning

Distributed learning in the process of co-writing can be considered as the climax of consensual domain establishment. It occurs when two writers adapt to each other and complement each other. Knowledge rising or distributed learning defined in terms of how the context of the first correspondent's behavior influences the second correspondent's behavior such that they come up with something that neither was likely to reach alone. Finding the way to go on in one direction and creation of the 3rd. The value of coming to "cooperate and understand the third". It is useless to understand the other, it's better to cooperate and understand the third. The climax of the consensual domain is when the similar understanding and cooperation is triggered and knew knowledge emerges. Consensus is achieved thanks to cooperational integration when isolation of I or ego is overcome and the correspondents are ready to go to the higher level of understanding the issue and create or generate new knowledge. Dialogue or in our case shared inscriptional co-indexing is a path to greater wisdom and learning. Bohm (1989) refined dialogue to a creative art. "Dialogue makes possible a flow of meaning in the whole group, out of which will emerge some new understanding" (Bohm, 1989). This understanding of a dialogue is close to Bakhtin's ideas that participants of a dialogue create a new whole within common meaning space.

Learning is not digestion of something. As Noë states consciousness is not something that happens inside us. It is something we do or make or achieve. It can be compared with with dancing. "The locus of consciousness is the dynamic life of the whole, environmentally plugged-in person or animal" (Noë, 2009). He proposes that human experience is a dance that unfolds in the world and with others.

Mutual coordination is extended to action in the form of improved performance. In the e-mail correspondence the e-mail itself is not something one correspondent does to another person, it is something they do together. Together they achieve new ideas that neither party could have imagined before starting.

Conversing, the energy of our differences and similarities is channeled toward something that has never been created before. It brings us to a greater common sense and is thereby a means for accessing the intelligence and coordinated power of people. The intention of dialogue is to reach new understanding and, in doing so, to form a totally new basis from which to think and act (Isaacs, 1999). Dialogue not only raises the level of shared thinking, it impacts how people act, and, in particular, how they act all together. In the dialogue there happens some transformation not only of the relationship between people, but also the very nature of the consciousness. Isaacs says about "generative dialogue" that "emerged as people let go of their positions and views <…>They found themselves attending simply to the flow of conversation, a flow that enveloped us and lifted us to a new level of shared understanding about dialogue" (Isaacs, 1999).

7. Conclusion

From bio-socio-cognitive or distributed approach E-mail correspondence can be viewed as a dynamic interactive dialogical and distributed activity aimed at creating a consensual domain of linguistic interactions. The text of the academic text of e-mails is not a "language" fixed by a code, but, affordances that in affords us to generate the meaning only in the process of interaction. What we perceive is not the text containing information but the relation between us and the text. Having analyzed a series of e-mails, three main stages were outlined: a system coupling with another system (two correspondents); mutual frame of reference (shared inscriptional co-indexing, knowledge background, mutual issues of concern, limits of each other); mutually triggering of inscriptional sequences.

There are different types of interactions that lead to the emergence of a new cognitive state such as contact setting, orientation and co-functions. Contact setting and interaction (asking and answering questions, sharing knowledge in terms of ideas, bringing examples, dialogical co-action) is an inscription produced by the first correspondent that gives rise to an observable effect in an inscription by the second correspondent. Orientation (prompts that may influence the participants, giving food for thought, a change in the flow of ideas) is an inscription by the first correspondent that evokes a change in how the second correspondent subsequently inscribes. Co-functions occur when an oriented organism becomes active to that degree that it can orient the orienting one so when we witness recursive orientation. This distributed learning is a spontaneous system that arises as an order from chaos since both writers cannot predict the emergence of this new system.

Recognition that writing via the Internet is distributed process across time, space and minds may help in understanding the theory of cognition and learning in general. Writing via the Internet environment differs from traditional writing and it needs a new methodology for its analysis. Writing is transforming with the expanding of media environment and acquiring some dynamics of a talk. Electronic writing being less emotional than speaking is acquiring more emotionality with the use of icons. Despite the fact that people are more and more communicating in a written form the dynamics of their interactions are not studied yet thus challenging us to tackle this problem. The research can be expanded in the examination of other forms of co-writing and conversing in the writing environment through the Internet like Facebook, twitters, different blogs, etc.

8. Acknowledgement

This research was supported by DAAD and the Russian Ministry of Education №3692.

References

Bakhtin, M. (1986). Speech Genres and Other Late Essays. University of Texas Press.
Bohm, D. (1985). Unfolding Meaning. A Weekend of Dialogue with David Bohm. London: Routledge.
Bohm, D. (1989). Meaning And Information, In: P. Pylkkänen (ed.): The Search for Meaning: The New Spirit in Science and Philosophy, Thorsons Publishing Group, Wellingborough.

Chemero A. (2009). Radical Embodied Cognitive Science. Cambridge, Massachusetts: The MIT Press.
Cowley S. J. (2011). Distributed language. Amsterdam / Philadelphia: John Benjamins Publishing Company.
Csikszentmihalyi M. (1988). Society, culture, and person: A systems view on creativity. In R. J. Sternberg (Ed.), The nature of creativity N. Y.: Cambridge University Press, pp. 325 – 339.
Gibson J. (1979). The Ecological Approach to Visual Perception. Boston: Houghton-Mifflin.
Imoto S (2011). The Logic of Maturana's Biology // Constructivist Foundations. An interdisciplinary journal. Special Issue. The work of Humberto Maturana and Its Application Across the Sciences. V 6, № 3 July 2011, pp. 325 – 333.
Isaacs W. (1999). Dialogue: The art of thinking together. A pioneering approach to communicating in business and in life. N. Y.: Doubleday, Random House, Inc.
Jones P. E. (2009). From 'external speech' to 'inner speech' in Vygotsky: A critical appraisal and fresh perspectives. Language and Communication 29. Elsevier, pp.166 – 181.
Karamalak O. A. (2012). Cognitive Dynamics of E-mail Correspondence // Book of Abstracts. 1st International Conference on Interactivity, Language and Cognition. University of Southern Denmark, Odense , September 12th to 14th, 2012 / Ed. Sune V. Steffensen, Sarah B. Pedersen and Christian M. Johannessen, University of Southern Denmark, p. 35.
Linell P. (2009). Rethinking language, mind, and world dialogically: Interactional and contextual theories of human sense-making. Information Age Publishing, INC. Charlotte, NC.
Maturana H. R. (1975) The organization of the living: A theory of the living organization. International Journal of Man-Machine Studies 7.
Maturana H. R. (1978). Biology of Language: the Epistemology of Reality / G. A. Miller & E. Lenneberg (Eds.) Psychology and Biology of Language and Thought: Essays in Honor of Eric Lenneberg. N. Y.: Academic Press, pp. 27 – 63.
Maturana H.R. (2011). Twenty Years After. Preface by Humberto Maturana Romesín to the second edition of De Máquinas y Seres Vivos. Origins and Implications of Autopoiesis. Humberto Maturana theory of Autopoiesis. Constructivist Foundations. V 6, № 3 July 2011, pp. 295 – 306. [Online] Available: http://www.univie.ac.at/constructivism/journal/6/3/293.maturana
Noë A. (2009). OUT OF OUR HEADS: Why you are not your brain, and other lessons from the biology of consciousness. Hill and Wang, New York.

Experiential Learning via Intervention Programme in Teaching and Learning Human Rights Subject

Rohaida Nordin

Associate Professor, Faculty of Law, Universiti Kebangsaan Malaysia; rohaidanordin@ukm.edu.my

Muhamad Sayuti bin Hassan @ Yahya

Senior Lecturer, Faculty of Human Sciences, Sultan Idris Education University; sayuti@fsk.upsi.edu.my

Rohimi Shapie

Professor, Faculty of Law, Universiti Kebangsaan Malaysia; rohee@ukm.edu.my

Faridah Jalil

Associate Professor, Faculty of Law, Universiti Kebangsaan Malaysia; faridah@ukm.edu.my

Matthew Albert Witbrodt

Senior Lecturer, Faculty of Law, Universiti Kebangsaan Malaysia; dr.mawitbrodt@gmail.com

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

The main objective of this paper is to critically evaluate the application and effectiveness of experiential learning approach in teaching International Law and Indigenous Peoples subject at the Faculty of Law, UKM through an Intervention Programme. The Intervention Programme was conducted to identify the problems and difficulties that the Temuans at Rancangan Penempatan Semula (RPS) Kampung Sungai Bilut, Raub, Pahang have encountered due to their relocation after their ancestral land was reclaimed by the government for the Kelau Dam project. Pursuant to the above objective, the article explains the theory of experiential learning (EL) that underpins this research. Secondly, the article analyses the application and the effectiveness of the experiential learning approach. The evaluation will be based on four main aspects namely lessons from the community throughout the programme, the form of intervention or knowledge the respondent transferred to the community, the effect of experiential learning and suggestions to improve the programme should a similar program be conducted in the future. To achieve the objective, a survey was administered onto 33 respondents who were the committee members of the Intervention Programme which comprised 23 undergraduate students and 10 postgraduate students. The article concludes that the experiential learning is an effective approach in teaching human rights subject.

Keywords: *Experiential learning, intervention, Orang Asli, human rights*

1. Introduction

Participation of students at the "Intervention Programme on Awareness and Leadership among Indigenous People" (Intervention Programme) is part of the teaching and learning technique adopted by the lecturer for Advanced International Law and Indigenous People postgraduate subject (UUUK 6325) at the Faculty of Law, Universiti Kebangsaan Malaysia (UKM). The two -day programme was held on 17 and 18 May 2014 involving the Orang Asli from Temuan community of RPS Sungai Bilut, Raub, Pahang who were affected by the proposed Kelau Dam construction project. The Kelau Dam project is a plan under the portfolio of the Ministry of Energy, Green Technology and Water involving the transfer of raw water from Pahang to Selangor. This project involved relocation of the Orang Asli after their ancestral land was reclaimed by the State government for the Kelau Dam project. The Intervention Programme was organised and conducted by 10 postgraduate students who enrolled for UUUK 6325 in Semester 2 2014/15 Session at

the Faculty of Law, UKM to assist the community to adapt with the changes after their relocation to the new land.[1] As part of the planning the student committee (comprising 10 postgraduate students and assisted by 23 undergraduate students) had visited the community prior to the actual programme to understand their problems and made proper arrangements to ensure the smooth-running of the programme.

This article discusses the objective, conduct and outcome of adopting an experiential learning approach in teaching human rights law at the Faculty of Law, UKM. The specific experiential learning approach in this case is through the Intervention Programme. However, before dealing with the said approach in practice, this article will examine the position of experiential learning in theory in the following paragraphs.

2. Experiential Learning in Theory

As the name suggests, experiential learning is learning from experience. Experiential learning has been defined by Lewis and Williams as;

Learning from experience or learning by doing. Experiential education first immerses learners in an experience and then encourages reflection about the experience to develop new skills, new attitudes, or new ways of thinking.

According to Schwartz (2013), students would 'learn by doing', apply knowledge to experience in order to develop skills or new ways of thinking. Experiential learning in the opinion of Hoover (2007) exists when a personally responsible participant spiritually, cognitively, emotionally, and behaviourally processes knowledge, skills and/or attitudes in a learning situation characterised by a high level active involvement.

Through the effort of John Dewey, learning through experience has been appreciated as a significant element in the formal education setting. An academic philosopher and proponent of educational reform, Dewey had in 1894 started an experimental elementary school. Later in 1919, Dewey co-founded the New School for Social Research. Dewey challenged educators to develop educational programmes that do not isolate from real life experience. The work of many psychologists, sociologists, and educators flourished in the 1960's and 1970's who believed in the value of experience in addition to theory and lecture. (University of California, 2013) Dewey believed that learning should be active and his idea was that school should give real and guided experience which fostered students' capacity to contribute to the society.

Another educational psychologist, Carl Rogers as cited by Cooper (2013) considered experiential learning as 'significant' compared to the cognitive learning that he called as 'meaningless.' In more recent development, David Kolb, an American psychologist and educational theorist has provided the groundwork of learning theories based on experiential learning. He developed Kolb's Cycle of Experiential Learning, whereby learning is described as a multi-dimensional process. Kolb's Cycle of Experiential Learning is summarised in Figure 1 below adapted and designed based on Kolb's Experiential Learning. (Kolb, 1984) In his book, Kolb recognized the early work on experiential learning by scholars including Rogers, Jung and Piaget. Kolb's theory of experiential learning takes a more holistic approach and stresses on experiences, cognitions, environmental factors, and emotions influence the learning process. (Cherry, 2014)

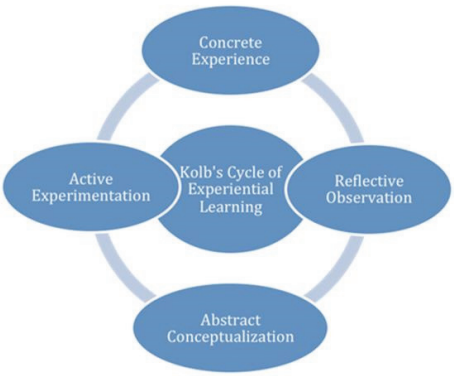


Figure 1: Diagram of Kolb's Cycle of Experiential Learning.
Source: David A. Kolb, Experiential Learning: Experience as the Source of Learning and Development.

[1] *For further discussion on Orang Asli plight in protecting land rights in Malaysia, see Nordin & Witbrodt, 2012 and Nordin et al, 2012.*

The cycle begins with concrete experience, to reflective observation, then to the abstract conceptualisation, and to active experimentation. As can be seen in Figure 1, Kolb described two different means of gaining experience namely; Concrete Experience and Abstract Conceptualization. He also recognised two ways of transforming experience which are Reflective Observation and Active Experimentation. Concrete experience provides the information that serves as a basis for reflection. From these reflections, student assimilates the information and form abstract concepts. Student then uses these concepts to develop new theories about the world, which will then be actively tested. Through the testing of ideas, student once again gathers information through experience, cycling back to the beginning of the process.

According to Miller (2014) experiential learning provides equality whereby all participants are equal in their knowledge about the task given. Secondly, it also develops quickly because the participants are interacting in close proximity while working on the new challenges. It involves efforts, cooperation, collaboration and communication to meet the challenges (Miller, 2014). Luckner and Nadler wrote that in experiential learning relationships are developed; between learner to self, learner to others and learner to the world at large. (Luckner & Nadler, 1997) As explained by Moon (2004) successful experiential learners can reason for themselves, have clarity of purpose with task they undertake, possess self-management skills to work alone or in group, are open minded, are able to work with people of different views, can identify the role of emotion in their learning and reflect on how they come to their new knowledge.

Experiential learning is not new at many law schools. One of the key features that set UKM's Law Faculty apart from other law faculties is the distinctive approach to experiential learning and the professional development of students as they progress through their degree programme. For undergraduate studies, UKM's Law Faculty adopts extensive variety of learning experiences available to students outside of the classroom environment. Some of these opportunities include being part of our legal clinical programmes and gaining valuable practical experience from the industry through practical training. For postgraduate studies, lecturers are at liberty to adopt any approach to experiential learning. As for UK 6325 subject, the lecturer and the students have agreed in consensus to adopt experiential learning in learning on international law and indigenous peoples through the Intervention Programme with the Orang Asli community in PRS Sungai Bilut.

Despite the above advantages, it cannot be said that experiential learning has no flaw. Among its disadvantages is that it is costly. (Nordin *et al*, 2014) To organise and run the Intervention Programme for instance, the students have to travel to an isolated location in the jungle and it cost a lot of expenses on transportation, accommodation and food. In addition, too much unnecessary outside exposure may result in lack of focus in learning especially when the students meet new people and is burdened with the organisation of the project.

As with the Intervention Programme, experiential learning was not only confined to the two days of the actual event. It was actually being implemented since the very beginning when the students (respondents) met many times discussing various things, from the content of the programme to every single detail of accommodation, transportation and the management of each activities. Hence, obtaining feedback from the students is a significant element to studying the application and effectiveness of experiential learning in teaching law subject.

3. The Study on Experiential Learning in Teaching and Learning International Law and Indigenous Peoples Subject

The objective of this study is to examine the application and effectiveness of experiential learning based on the Intervention Programme. In meeting the objective, a questionnaire was administered to 33 respondents who were the student committee members of the Intervention Programme which consisted of 23 undergraduate students and 10 postgraduate students. Four open ended questions were asked to the respondents which allow an unlimited number of possible answers and permit the respondents to answer in detail. (Neuman, 2006) This methodology is appropriate to collect reliable data for evaluation of the application and effectiveness of experiential learning approach in teaching human rights subject. The questionnaire survey consisted of four open ended questions to give the respondents freedom to answer and express their opinion. Issues asked to the respondents were; what they have learnt from the community throughout the programme; the form of intervention or knowledge they transferred to the community; the effect of experiential learning; and their suggestion to improve the programme should a similar programme be conducted in the future. Answers for each question will be discussed separately in this article. Answers to the four questions are a written reflection of what they have experienced during the programme and their observation post the programme. Most of the answers were valid with only a few being not contextualised and did not directly answer the question. These types of answers were ruled out to ensure the validity of the analysis.

3.1 Results and Analysis of the Study

Below are the analyses of survey results of four questions namely:

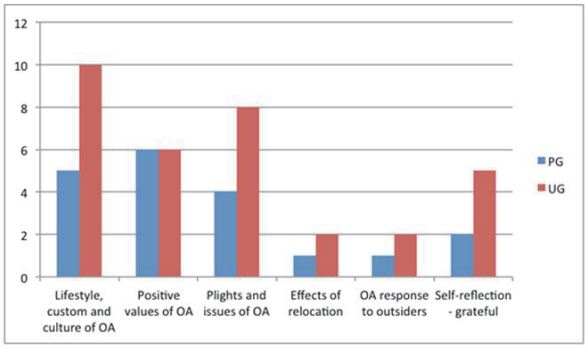
Question 1: What have you learnt from the community throughout the Intervention Programme?

Question 2 – What is the type of intervention/contribution/knowledge that you have transferred to the community throughout the Intervention Programme?

Question 3 – How does the experiential learning helps you in your learning process and understanding the subject taught and shaped you to become a better person?

Question 4 - What are your suggestion for improvement if similar programme to be conducted in future?

3.2 Question 1: What have you learnt from the community throughout the Intervention Programme?



Graph 1. Lessons learnt from the Intervention Programme

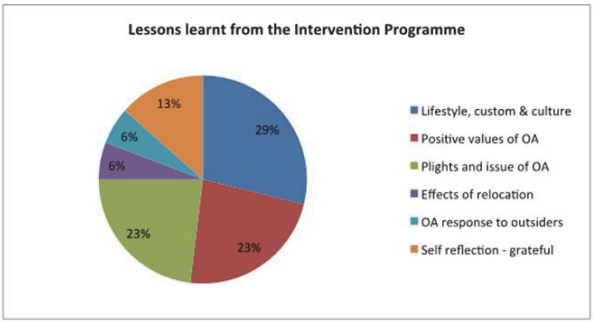


Chart 1.1. Lessons learnt from the Intervention Programme

The first question focuses on the respondents' reflection on what they have learnt throughout the Intervention Programme. Graph 1 and Chart 1.1 clearly showed that 29 percent of the responses said that the Intervention Programme was an eye opener to the unique lifestyle, custom and culture of the Orang Asli community. This is a new knowledge and experience to all committee members, except for the four respondents who belong to Orang Asli community. Although the Temuan community still maintains some of the traditional lifestyles, however one respondent observed that the community's standard of living is enhanced due to the government assistance and attention to the cause of Orang Asli, thus he was not able to experience the 'real' lifestyle of Orang Asli.

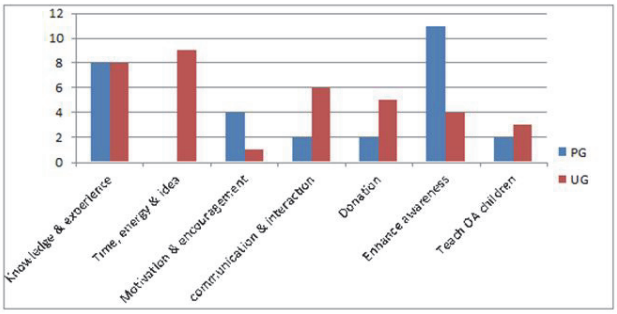
The Orang Asli community is always associated with backwardness, being shy by nature and other negative characteristics. However, during the two-day programme, 12 respondents learnt that the community has many positive values and attitudes including cooperation, honesty, modesty, unity, strong bonding and teamwork as well as enthusiasm to learn new things. One respondent, an undergraduate student wrote; *" I get to know that they are so keen to learn new things"* while another postgraduate student said; *"the Orang Asli here (in Sungai Bilut) is always united and helping each other."*

Another 23 percent of the responses opined that through the programme, they identified the plights and issues faced by the Orang Asli community. Among the major problems of the community are violations of their right to land, discrimination and lack of awareness on the importance of education, secured employment and cleanliness. According to one respondent, some Orang Asli children conveyed to her that they felt discriminated and unwanted at school.

One of the interesting facts analysed is that 13 percent of the answers said that the Intervention Programme has taught them to be grateful for what they have. That was the feeling after they had spent two days with the self-sustaining community who seems to be underprivileged but still care about each other. One respondent wrote *"I learnt to appreciate all the convenience that I enjoy"* while another respondent said; *"we should be thankful for what we have for the Orang Asli who have a lot less, are always grateful."* It illustrates that through experiential learning, the respondents have learnt from the experience and hardship of the Temuan community and reflect on their life.

Three respondents said that the programme made them aware of the effect of relocation on the community. The relocation has negatively affected the traditional lifestyle of the community and their sources of income. Finally, three respondents felt that through the programme they were able to observe the community's acceptance to outsiders. The three respondents believed that this analysis is significant to prepare for future programme with the community.

3.3 *Question 2 – What is the type of intervention/contribution/knowledge that you have transferred to the community throughout the Intervention Programme?*



Graph 2. Intervention, contribution and knowledge transferred during the Intervention Programme

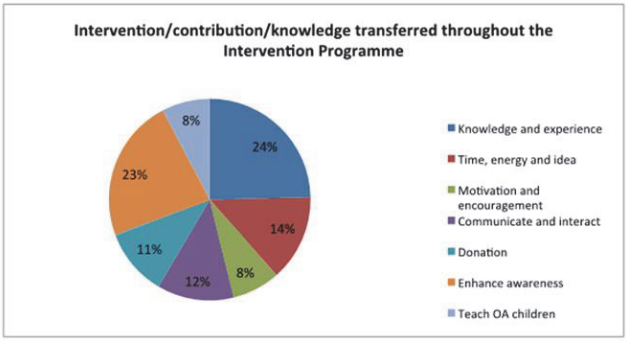


Chart 2.1. Intervention, contribution and knowledge transferred during the Intervention Programme

The main objective of the Intervention Programme is the transfer of knowledge as it is through knowledge and awareness, the community can be empowered. The activities included talk by representative of the Human Rights Commission of Malaysia (SUHAKAM) and Labour Department, motivational talk, sharing session with Orang Asli icons and also indoor and outdoor games aiming at transferring formal and informal knowledge to the community. Question 2 emphasises on assessing the respondents' opinion on the form of intervention, contribution and knowledge that they have transferred to the Temuan community.

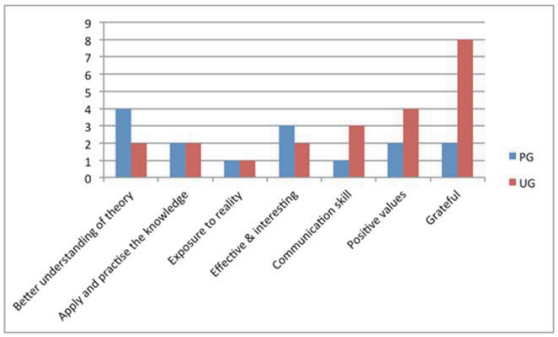
Graph 2 and Chart 2.1 represents an analysis on the form of intervention, contribution and knowledge transferred

during the Intervention Programme. The study found that eight undergraduate and postgraduate students answered that throughout the Intervention Programme, they have transferred their knowledge, information and experience to the community. One postgraduate student answered; *"I have informed them information on the rights of Orang Asli and NGOs that can help the community"* while another said; "*I have contributed my knowledge and whatever that I have learnt about the community."* The respondents also enhanced the community awareness on their rights and the importance of education and secured employment. The analysis reads 23 percent of the answers said that they have put effort to enhance awareness among the Orang Asli. According to one respondent, she had shared with the community on the importance of education and securing a job. This data indicated that overall, the biggest form of intervention by the students is through sharing of knowledge, experience which enhances awareness among the community which scores 48 percent.

Graph 2 and Chart 2.1 also show that nine undergraduate students considered spending time, energy and idea as a form of contribution but none of the postgraduate students think so. Eight respondents contributed by way of communicating and interacting with the community. One respondent wrote: *"I communicate with the Temuan community spending most of my time with them talking."*

Considering the importance of education, a number of five respondents said that they have educated the Orang Asli children on the specific knowledge and skill such of reading, counting and study techniques. Finally, a total of five respondents elaborated that they have motivated and encouraged the community to improve their life. One of the answers includes "*I encouraged the young generation of Orang Asli to look for better job to assist their family,"* while another respondent said, *" I gave them a sense of being included in the society, motivation and encouragement."*

3.4 Question 3 – How does the 'experiential learning' help you in learning process and understanding the subject taught and shaped you to become a better person?



Graph 3. Effect of experiential learning on learning process

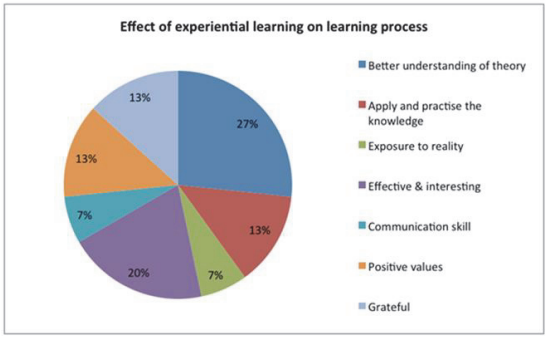


Chart 3.1. Effect of experiential learning on learning process

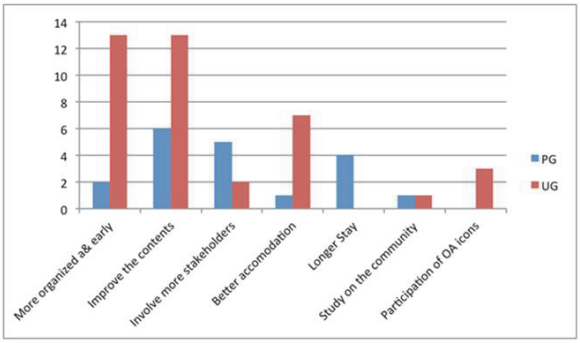
Graph 3 and Chart 3.1 revealed the respondents' opinion on the effects of experiential learning on their learning process and understanding of the subject taught during lectures as well as its impacts on their self-development generally. From the analysis, it was evident that 10 respondents felt that the experience they gained during the Intervention Programme

taught them to be more grateful and appreciate everything that they have. This data showed that the personal experience the respondents gained through rich interaction and communication with the Temuan has taught them to reflect upon themselves to appreciate everything that they have. The data also proved that the element of learning by experience has engaged the respondents emotionally and socially with the community. The respondents participated completely with their intellect, senses and feelings fully involved in the programme.

Six respondents positively responded that the experiential learning improve their understanding of the subject while five respondents perceived that the experiential learning mechanism is more interesting and effective compared with the traditional classroom setting. Among the answers were; "*unlike the classroom learning, the experiential learning is more practical, realistic and effective"* and "*it [experiential learning] is more effective, we are able to know the Temuan lifestyle, which is so different from what we read in books*." Four respondents said that this method of learning gave them opportunities to apply the theory as it was said by one respondent; *"This method is suitable for student to understand and apply the knowledge of the subject."* This proved that the experiential learning has integrated theoretical and practical elements of learning and give them opportunity to apply what they have learnt in lectures or from books. The experiential learning through Intervention Programme has taken their learning beyond the campus and provided them with first-hand experience.

Six respondents felt that experiential learning instil positive values in them such as teamwork and leadership. Three undergraduate students and one postgraduate student opined that the experiential learning helps them in practising their communication skill. One respondent answered; "*this (experiential learning) is different from learning in classroom because you have to practice communication skills to get to know the problem faced by the community*." These data indicate that experiential learning is a training ground for students and provides opportunities for them to stand out. The environment let them to build up cooperation and teamwork, to express idea, and polish their leadership and management skills. Finally, experiential learning according to two respondents exposed them to the reality of the society whereby they get to know the life of others, make personal contact with the community and connect with the real world.

3.5 Question 4 - What are your suggestions for improvement if a similar programme is to be conducted in future?



Graph 4. Suggestion to improve the Intervention Programme

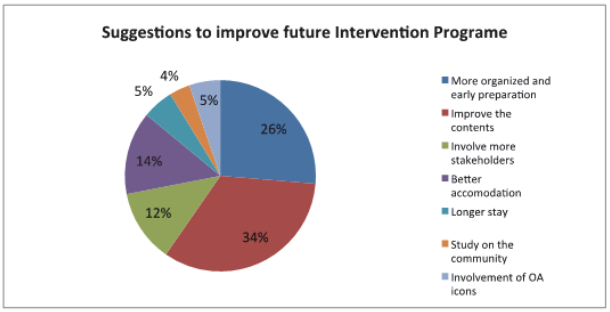


Chart 4.1. Suggestion to improve future Intervention Programme

An important element in experiential learning is the ability of making critical reflection. Question 4 aimed at understanding the respondents' observation and encouraged them to critically express their opinion. Graph 4 and Chart 4.1 show that 34 percent of the responses suggested the improvement of the contents of the programme. The improvement includes making sure that the type of activities conducted caters for the need and interest of the community. The activities should not be limited to talks but must be varied and suitable to Orang Asli elders and younger generation as well as children. Among the suggestions are to include more sports or game activities, drawing and colouring competition, interactive programmes and religious activities for adults.

A number of 15 respondents suggested that there is a needs for better organisation and early preparation. An early promotion will help to gain more participation in the activities conducted. As put by one respondent; *"There must be early preparation and promotion of the programme to ensure more participation of Orang Asli, hence the input can be delivered to them."* This analysis reveals that 26 percent believe that the future programme will be better with an emphasis on early preparation and promotion.

Eight respondents wanted a better accommodation while seven of them suggested the involvement of more relevant stakeholders in the programme such as government agencies, private institutions and non-governmental institutions. Involvement of more Orang Asli icons in the opinion of three respondents will make the programme more effective. Three postgraduate students proposed a longer stay with the community to know them better. One respondent wrote; *"students should stay longer with the community to understand them better and know their real life."* The last 4 percent highlighted the need to conduct a study on the community prior to the programme.

4. Conclusion

Experiential learning is a significant mechanism to add value to the traditional method of learning. Learning by experience exposed the students to the real world and gave them opportunity to turn knowledge into experience. Unlike traditional learning in classroom whereby knowledge is transferred by lectures, experiential learning allows the students to explore by themselves. Besides, this type of active learning also develops relationship among the students and students with the society. When they interact among themselves and with the society they learn the importance of teamwork and cooperation, respect, and nurturing their leadership skills. These have been demonstrated through the responses of the respondents in this survey. Generally respondents have learnt many aspects that could have not been learnt in the classroom. They have also developed special relationship with the Orang Asli community and transferred some important knowledge to the community. Through their participation and involvement in the Intervention Programme, their understanding on the relevant subject, namely, Advanced International law and Indigenous Peoples improved.

5. Acknowledgement

These research and publication are being assisted financially (i) from Ministry of Higher Education of Malaysia under FRGS/2/2013/SSI10/UKM/02/4; and (ii) from UKM under KOMUNITI-2013-028.

References

Cherry, Kendra. (2014). Kolb's Learning Style. [Online] Available: http://psychology.about.com/od/educationalpsychology/a/kolbs-learning-styles.htm (April 15, 2015).

Cooper, Sunny. (2013). Theories of Learning in Educational Psychology: Carl Rogers (1902-1987) Experiential Learning. [Online] http://www.lifecircles-inc.com/Learningtheories/humanist/rogers.html (April 15, 2015).

Hoover, J Duane. (2007). How 'whole' is a Whole Person Learning? An Examination of Spirituality in Experiential Learning. *Development in Business Stimulation and Experiential Learning, 34*(0), 326.

Kolb, David A. (1984). *Experiential Learning: Experience as the Source of Learning and Development*. New Jersey: Prentice Hall.

Luckner, John L., & Nadler, Reldan. (1997). *Processing the Experience: Strategies to Enhance and Generalize Learning*. Kendall: Hunt Publishing Company.

Miller, Talan. (2014). [Online] Available: http://www.sabrehq.com/team_building_articles/teambuilding-components.htm (April 15, 2015)

Moon, Jennifer A. (2004). *A Handbook of Reflective and Experiential Learning: Theory and Practice*. United Kingdom: Routledge Falmer.

Neuman, W. L. (2006). *Social Research Methods: Qualitative and Quantitative Approaches*. Boston: Pearson.

Nordin, Rohaida. & Witbrodt, M. A. (2012). Self-determination of Indigenous Peoples: The Case of Orang Asli. *Asia Pacific Law Review, 20*(No 2), 189-210.

Nordin, Rohaida, Yahya, M.S B. H., & Witbrodt, M. A. (2012). Indigenous Peoples in Asia: Indigenousness and Self-Determination. *The Law Review*, 510-529.

Nordin, Rohaida, Shapiee, Rohimi, Hassim, Jady @ Zaidi and Witbrodt, Matthew Albert. (2014). Experiential Learning in Law: Theory

and Practice. In Romlah Jaffar, Auzair, Sofiah Md, Nordin, Rohaida, & Shapiee, Rohimee (Eds.). *Teaching and Learning in Law and Economy: A Way Forward* (pp. 33-46). Pusat Pengajaran dan Teknologi Pembelajaran UKM.

Schwartz, Michelle. (2013). Best Practices in Experiential Learning. [Online] Available: http://www.ryerson.ca/content/dam/lt/resources/handouts/ExperientialLearningReport.pdf (April 15, 2015).

University of California. (2013). History of Experiential Learning. [Online] Available: http://www.experientiallearning.ucdavis.edu/tlbx-links.shtml (April 15, 2015).

Implementation of Pedagogical Blogs in the Process of Formation Information-Based Educational Environment

Maksimova Natalya Aleksandrovna

Andreeva Anna Victorovna

Smolensk State University, Russia, Smolens, Federal State Educational Institution of Higher Professional Education «Smolensk State Academy (University College) of Physical Education, Sport and Outdoor Recreation», Russia, Smolensk

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

The paper highlights the modern perception of such a concept as information-based educational space and draws the latest statistics on the implementation of information technologies in the process of education in Russian Federation. It also examines the main concepts, which make up the framework of building up a unified integrated information-based educational environment. Current tendencies in the development of the modern society as well as its clearly marked informatization account for an arising need for a more extensive implementation of information technologies in the field of education, in particular the use of pedagogical blogs. These days any educated person regardless of their professional occupation needs to have sufficient skills of working with various electronic means to process and transfer information. In the circumstances when there is an evident need for a more active and extensive implementation of innovative educational technologies, the system of basic and professional education itself acts as an accelerator of the informatization process in the modern society. It also serves as a tool of forming informational culture of any person and any educating specialist of the new formation, able to apply in their professional work modern information technology and network resources in the form of teaching blogs.

Keywords: *information-based educational space, pedagogical blog, electronic textbook, system of education, teaching process.*

1. Introduction

Federal programmes aimed at fostering the development of education in the Russian Federation in the first decade of the XXI century gave a significant impulse to the spreading of information and communication technologies as well as to the growth of information environment in the field of education. Furthermore, they created certain elements of the Russian overall unified information-based educational environment. It, in turn, contributed to upgrading Russia's international rating. Thus, in the international rating on the information and communication technologies development Russia rocketed from the 70th place (2007) to the 38th place (2012); moreover, in the rating on the Internet development among all the world countries it took the 31st place (2013), and as for the level of the intensity of the Internet implementation, it got the 24th place.

Ensuring modernization of the educational process resulted in an increase in the amount of spending on the system of education. Nowadays according to the data generated in the process of monitoring carried out by various companiesthere are on average the following characteristics of the educational system in Russia:

- index "Share of those institutions which have at least one multimedia projector (of the total number of educational institutions)" amounts to 91,76%,
- index "Share of those schoolchildren and students who study at an educational institution which has at least one multimedia projector (of the total number of schoolchildren and students)" is 98,3%,
- index "Share of those institutions where there is at least one interactive whiteboard (of the total number of educational institutions)" has recently risen to 74,70%,
- index "Share of those schoolchildren and students who study at an educational institution which has at least one interactive whiteboard (of the total number os schoolchildren and students)" throughout the Russian Federation is 90,34% .

On average, access to the Internet with the speed which is not lower than 129 Kbps is available at 69% educational institutions and, correspondingly, for 59,35% of schoolchildren and students in Russia [Maximova N.A., 2012].

Access to the Internet with the speed which is not lower than 2 Mbps is provided on average in 25,86% educational

institutions for 38,98% schoolchildren and students.

More than 40% of educational institutions have access to the Internet with the speed not less than 2 Mbps in the Nizhny Novgorod region, the Republic of Tatarstan, the Kaliningrad region, the Leningrad region, the Murmansk region, in St. Petersburg, in Moscow, in the Sverdlovsk region, the Chelyabinsk region, the Yaroslavl region, the Astrakhan region (44 598 educational institutions took part in the monitoring process).

The total number of computer laboratories in Russian educational institutions amounts to 63 120. Correspondingly, the total number of computers is 1 406 656 units. According to the latest statistics, each educational institution in Russia has, on average, 1,4 computer laboratory which means that there is one computer for 9,5 schoolchildren and students [Maximova N.A., 2012, 2013].

The abovementioned characteristics of the development of the information and communication technologies infrastructure in educational institutions have almost come up with the average European ones. This being said, schools and the authorities in the educational institutions will definitely have to deal with issues of providing proper support to scaffold the development of the information and communication technologies infrastructure in order to achieve current educational goals [Maximova N.A., 2009].

2. Discussions

In the recent years the main trends of the implementation of information and telecommunication technologies in education have already been formed. Among these technologies, there are the following ones: implementation of automated systems and complexes to manage the process of education; adaptation of information technologies as didactic means; increase in the creative component of the overall study and research activities.

Currently there are the following main goals in the informatization process of education [Bocharov, A.A. 2013]:

- upgrading the quality of the teaching process for future specialists on the basis of implementation of cutting-edge information technologies in education;
- introduction of active teaching methods and, thus, increasing the creative and intellectual component of the educational activity;
- adaptation of various information technologies in order to meet individual needs of every student;
- working out and designing information technologies for the system of distance learning;
- improving the methodical guidelines to perfect the process of education.

In recent years there has been worked out and introduced a concept of development of a unified integrated information-based educational environment. Certain provisions about building up such an environment have already been included in the new federal law “On education”. This document aims at ensuring access to a high-quality education for all schoolchildren and students regardless of their place of living, social and material status of themselves and their families. It also strives to provide equal availability of all educational programmes at all stages of the educational process to all children [Bocharov, A.A. 2013]. This federal law defines and determines the main goals, practical objectives, the main guidelines for functions, structure and potential results of the development of this unified integrated information-based educational environment.

New forms of work in this field imply the modification and reduction of personal contacts between the teacher and the student, which results in heightened need for creating high-quality electronic educational resources as well as methods and technologies of their implementation.

While working out designs there spring up problems in creating virtual educational cyberspace at the new informational level. Ensuring unity of the information-based environment turns out to become the main problem at this level. There are also difficulties in involving teachers in the process of creating such an environment. The experience of practical work helps to distinguish what conditions are needed to create teachers’ own information resources. The majority of educators are very conservative. Consequently, this quality determines the existence of certain difficulties in introduction of innovative methods and technologies, which are dramatically different from the traditional ones. In the process of forming teachers’ readiness for the use of information and communication technologies, we can identify an even greater hindrance than teachers’ conservative attitude, namely, the passive and inert character of the structure of all educational institutions. To prove the credibility of this statement we can refer to certain defects in the activity performed by the school authorities which result in lack of teachers’ spare time which they may spend on informatization of the teaching process. Such defects also cause insufficient teaching staff as well as deficit of support and motivation for teachers’ innovative activity.

There are also such cases when quite highly qualified specialists who are in charge of managing the process of education do not fully realize the importance and need for introduction of information and communication technologies,

for working out the corresponding policy and for setting specific standards concerning their implementation. Consequently, these authorities maintain a negative attitude of non-involvement. Nowadays we can identify the task to fill the educational environment with proper informational resources as the most significant and challenging one.

Design of a high-quality electronic educational resource is a complicated process of integrating the description of a certain subject area with specific didactic means and modern information technologies [Andreeva A.V., Maksimova N.A. 2013]. All the three abovementioned integral parts are closely intertwined and interrelated. Enhanced characteristics of a modern computer presentation provide teachers with golden opportunities to use diverse didactic means in order to upgrade the quality of the educational process. Unfortunately, the majority of teachers are not ready to embrace these opportunities.

One of such means of interaction between teachers and students is blogging. Blogs are essentially web logs. Web logs or blogs became famous worldwide on the Internet thanks to an American project LiveJournal.com which was launched in the 90s. In the Russian part of the Internet there was a word-for-word translation, namely, "Live Journal" which is abbreviated as "LJ", and became the most famous blog-service in the first decade of the XXI century. The author of such a live journal can make short notes which are presented then in a certain chronological order. Unlike personal diaries, which authors hold primarily for themselves, web logs are aimed at drawing attention of as many people as possible. It is not for nothing that the most popular web logs, whose target audience amounts to several thousand readers, are regarded as the mass media. By publishing various notes and creative essays online, the authors hope to get an active feedback from their readers. Sometimes they even consciously provoke their readers to give a certain feedback. In this case a blog may successfully turn into a popular platform for discussion or an environment for communication.

Another platform for creating blogs is a service the popularity of which is constantly growing - Blogger (http://blogger.com). One can create a blog and place any text, graphic and practically any multimedia information there. Such blogs can incorporate links to valuable Internet resources as well as various external application, such as flash clips, news feeds, simulation training systems, tests, gadgets etc. Blogger is a very convenient universal tool which provides all necessary services to make a blog highly appealing for all categories of users, i. e. for kids, teenagers and adult readers. Some serious content can be efficiently combined with teaching or entertaining material. Games can also be integrated in it.

Nowadays there are more than 30 million blogs on the Internet. Moreover, their number is increasing every second. Bearing in mind that the main purpose of any blog is to transfer certain information from the writer to the reader, we can identify the most significant factors which result in such a dramatic rise in popularity of blogs worldwide. Firstly, it is the simplicity of blog creation and publishing information there. Secondly, it is easiness of arranging, providing and ensuring interaction between authors and readers, which can, in turn, lead to the formation of Internet communities. Thirdly, it is quickly growing availability of the Internet and high speed of information spread.

In the educational context, teachers can create professional blogs which are directly related to a certain subject, namely, to a class, section, teaching methodology, class supervision, to exam preparation, to interaction with parents or colleagues etc.

Contemporary typology of educational websites can be presented in the following way [Maximova N.A. 2009].

Blog of a single class or on a single topic. It can contain both some basic materials and some additional text, audio- or visual Internet materials which are specifically selected by the teacher.

Blog of a subject-teacher. It comprises a collection of teaching materials, the so-called thematic collection. Throughout their professional careers teachers create a great number of materials and creative tasks worked out and designed themselves, namely, presentations, task and test materials, handouts, best practices, methodological recommendations for students and colleagues. With the help of the blog, teachers obtain an excellent opportunity to sort out all the teaching material, utilize the beneficial educational resources on the blog and, thus, make up a desired educational content. The technology of blog creation provides users with an opportunity to upload a wide range of authors' own materials which may include diverse audio- and video materials, references to interesting educational sites, text materials, laboratory tasks, preparation material for the Unified State Exam in different subjects which is called EGE in Russia etc.

Blog of the class or the class supervisor. It can function as an "information panel" both for students and for their parents. Such blogs can contain photo albums of various class events, discussion boards on a wide range of topics, teaching plans, useful references, announcements etc.

Blog as an educational project. It can be beneficial for students who carry out some research or project work. Firstly, project guidelines including detailed instructions and description of the working procedure can be placed there. The guidelines can also comprise links to useful applications and educational resources which can scaffold the project

work. Secondly, blog can serve as a place for publishing students' reports on the project outcomes. Furthermore, on the basis of the participants' comments there can be launched a discussion on the blog.

Student's blog or an electronic notebook. This is a student's electronic space where he can place their own materials such as presentations, drawings, creative homework etc. This kind of blog is made up by the student and can be demonstrated to the teacher for further assessment.

A student gets an excellent opportunity to perform the following activities:

- publish their own work online;
- submit a report on the outcomes of a certain research in any kind of a wide range of various possible formats;
- express their creative potential through publishing the results of their creative activity or merely of a hobby;
- not to use any additional electronic devices;
- have access to all their materials outside of school at any time.

Such blog can serve as the student's electronic portfolio which will comprise not only the homework materials, but also all the information about the student's accomplishments and interests as well as electronic tools for online communication with friends.

3. Conclusions

Blog provides an opportunity to expand the student's educational space. The school has already stopped being an only source of educational information. Nowadays the overall educational environment is changing. Recently there have been springing up new "environments" which will enable students to acquire social skills and skills of cooperation and teamwork.

Blog is an efficient tool for distance support of students. This kind of blogs is made up specifically for those students who are either temporarily absent from classes or who practice homeschooling. The peculiarity of such blogs is that they comprise materials on several subjects submitted by different teachers. It can represent some basic teaching materials for self study or materials of a higher level of difficulty or aimed at expanding the student's horizon. Interactive tests and questionnaires created with the help of Google services allow to register the students' results automatically and also allow to conduct distant tests.

Pedagogical blog is a new educational reality. In our opinion, the most significant characteristic of a blog activity is that a blog can and should become a means of self-expression and one of the efficient means to realize one's own professional competence. When educators start creating their own blogosphere they will start modeling their own alternative educational space.

References

Andreeva A.V., Maksimova N.A. (2013). ISU higher education institution as an instrument of quality management of education. In the World of Scientific Discoveries, 11.8, 22-28.

Andreeva A.V., Maximova N.A., Lifanov A.A. (2013). Development of the market of Internet providers in the Smolensk region. Regional research, 4, 44-48.

Andreeva A.V., Mazhar E.N., Maximova N.A. (2014). Some Aspects of Implementation of Information Technologies in the Teaching Process. Middle-East Journal of Scientific Research, 19 (1), 19-23.

Bocharov, A.A. (2013). Staff Training in Ltd «Crystal». Nonferrous metals, 2, 36-37.

Framework of the development of the unified information-based educational environment in the Russian Federation [2014]. — Available: http://minobr.gov-murman.ru/opencms/export/sites/minobr/.content/docs/GLAS/koncepciya_eios.pdf (February 24, 2014).

Framework of the Republican scientific conference "Informational educational environment of the XXI century as a prerequisite of development of the teacher's professional competences: background, problems and prospects" [2014]. — Available: http://www.pandia.ru/text/77/195/40596.php (February 24, 2014).

Maximova N.A. (2008). Electronic educational means. Academic proceedings of the Institute of the Society Informatization at the Russian Academy of Education, 27, 251-252.

Maximova N.A. (2009). Methodical peculiarities of studying the course "Audio-visual technologies in teaching computer science". Informatics and education, 3, 97-99.

Maximova N.A., (2012), Problems of forming informational educational environment of an educational institution, Informatics and education, 8, 90-91.

Maximova N.A. (2012). Technological culture of a teacher: principles of its formation with the implementation of innovative technologies. Saarbrücken: LAP LAMBERT Academic Publishing GmbH & Co. KG.

Maximova N.A. (2013). System of forming the teacher's technological culture. Modern problems of science and education, 1. URL: www.science-education.ru/107-8569 (date of reference: 24.02.2014).

The Relationship between Personality and Emotional Intelligence: An Exploratory Case of Brunei Student Teachers

Lawrence Mundia

Sultan Hassanal Bolkiah Institute of Education, Universiti Brunei Darussalam, Jalan Tungku Link, Gadong BE 1410 Bandar Seri Begawan, Brunei Darussalam; Email: lawrence.mundia@ubd.edu.bn

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

The exploratory case study investigated the relationship between personality and emotional intelligence using a random sample of Brunei student teachers (N = 61) with 52 females and 12 males. Data were collected by the Myers-Briggs Type Indicator (MBTI) and the BarOn Emotional Intelligence (EI) scale – Youth Version. Two of the 16 MBTI personality types were not represented in the participants. Personality preferences and emotional intelligence domains were not highly related dispositions. Low and high scoring MBTI personality types on the six subscales of the EI measure were identified and mean scores interpreted. Different MBTI personality types used different kinds of emotional intelligence. The most common form of EI strategy used by the majority of the personality types (8) was general mood followed by adaptability (5 types). Overall, each EI variable was used highly by at least three different MBTI personality types. Further large-scale research was recommended to gain additional insights.

Keywords: *MBTI; personality preferences; personality types; emotional intelligence; student teachers.*

1. Introduction

The concepts of personality and emotional intelligence refer to different notions of interacting and relating with others in given contexts or environments. Personality has been defined in many different ways but none of the definitions is universally dominant. Some psychologists say it refers to individual differences in characteristic patterns of thinking, feeling and behaving (Goleman, 1995). Others argue that it is the combination of characteristics or qualities such as traits and other mechanisms that form an individual's overall distinctive disposition and influence the person's interactions and adaptations with the environment (Larsen & Bus, 2002). These differences in definition have partly contributed to the emergence of numerous approaches to the study of personality. On the other hand, emotional intelligence (EI) is the ability to properly recognize one's own and other people's emotions, discriminate between different feelings and label them appropriately, and use emotional information accurately to guide thinking and behavioral actions (Salovey & Mayer, 1990; BarOn & Parker, 2000). People who are high in EI often have a well-developed awareness of the inner-self, engage in self-reflection and self-direction, and are at ease to giving or receiving constructive feedback (Sing, 2015).

1.1 Psychological studies on Brunei students

Studies that directly examine the relationship between personality and emotional intelligence in the Brunei social context were still rare, if not non-existent at the time of conducting the present research. However, one related recent study that dealt with Brunei student teachers of different personality-orientation found that the trainee teachers had psychological problems of an emotional nature such as depression, anxiety and stress (Mundia, 2010a). There is also evidence from research that anxiety and stress were experienced by Brunei secondary school students (see Hamid *et al*, 2013 and Matzin *et al*, 2013). If these emotionally-loaded personal problems were prevalent in small groups of Brunei trainee teachers and secondary school students, they may by extrapolation, also be numerous and common in the general Brunei society or population. In another investigation of a different group of Brunei student teachers, the results showed that the trainees used a wide range of strategies when addressing their personal psychological and educational problems that included task-oriented, emotion-oriented, and avoidance-oriented tactics (Mundia, 2010b). These findings suggest that there might be some sort of relationship between personality and other attributes such as emotional intelligence. Under the ongoing National Education System for the 21st Century (also known as Sistem Pendidikan Negara Abad Ke-21 in Bahasa Melayu language or SPN21) educational reforms in Brunei, teachers are required to play a central role in assessing learning not only quantitatively but also qualitatively by examining students' personal traits that might impact

learning either positively or negatively (Mundia, 2010c). In view of this, Brunei teacher education has now been reformed to ensure that trainee teachers receive adequate psychometric skills required in assessing students both qualitatively and quantitatively (Mundia, 2012; Tait & Mundia, 2012).

1.2 Objectives of the study

The present study addressed four main objectives, namely to:

(a) Determine the links between MBTI personality preferences and BarOn emotional intelligence variables.
(b)Determine the scores of MBTI personality types on the intrapersonal and interpersonal EI variables.
(c) Determine the scores of MBTI personality types on stress management and adaptability EI variables.
(d) Determine the scores of MBTI personality types on general mood and positive impression EI variables.

2. Method

The design, sample, instruments, procedures, and data analyses for the present study are briefly described below under separate subheadings.

2.1 Design

The present study used the field survey method to address the objectives of the study. This strategy differs from other survey approaches (such as online, postal and telephone surveys) in that data are collected directly by the researcher or assistants in the natural ecological environments where participants are found. The design also enables researchers to give on-the-spot instructions and clarifications regarding completion of data collection instruments correctly thereby increasing the number of useful returns.

2.2 Sample

During the academic year when the present study was conducted in Brunei, there were 77 students enrolled in the first semester of the Master of Teaching (MTeach) degree program. The random sample (N = 64) for the present study consisted of 52 (81%) females and 12 (19%) males enrolled in the first semester of the MTeach program. There were no other inclusion and exclusion criteria. Their age ranged from 21 to 37 (Mean = 25.671; SD = 4.186). The median and modal ages were 25.000 and 23.000 respectively. Thirty five (35) of the participants were below the median age and relatively young while 29 were above the median age. All were training to teach a wide range of subjects taught in the Brunei government schools. Each of the participants possessed an initial degree in her / his subject of teaching specialization.

2.3 Instruments

Data were collected by two self-report instruments, namely the Myers-Briggs Type Indicator (MBTI) full scale (Myers, 1962; Briggs-Myers & Briggs, 1985) with 94 items and the emotional intelligence test – youth version - 60 items (BarOn & Parker, 2000). The MBTI measures four bipolar personality domains (extroversion-introversion, sensing-intuition, thinking-feeling, and judging-perceiving). Most items were scored dichotomously (A or B) and few had a three-response format (A, B, or C). The BarOn emotional intelligence test measured six variables (intrapersonal, interpersonal, stress management, adaptability, general mood, and positive impression) on 4-point Likert scales. The youth version of the BarOn EI instrument was considered to be suitable for use in Brunei based on two reasons. First, the instrument is written in simple English that does not require translation in the Brunei context. Second, the Ministry of Youth, Culture and Sports in Brunei defines the term “youth” as any person aged between 13 to 40 years. Based on a trial sample (overall N = 51) consisting of similar trainee teachers in the previous cohort, the MBTI personality preferences subscales yielded the non-significant test-retest correlation reliability indices (with a one month in-between time interval) presented in Table 1. The subsamples (n) on each dimension differed due to pairwise deletion of cases with missing values. The low but significant positive correlations suggested that high scores on the first occasion of testing were matched with high scores on the second occasion and vice versa. The MBTI personality preferences subscales were thus quite stable and consistently produced nearly the same results when administered to the same individuals in the same environment on two occasions.

Table 1: Reliability of the MBTI instruments (N =51)

Scale	Items	n	Test-retest r
Extroversion	21	49	0.351*
Introversion	21	50	0.349*
Sensing	26	48	0.337 *
Intuition	26	46	0.286 *
Thinking	23	45	0.335*
Feeling	23	50	0.274*
Judging	24	50	0.321 *
Perceiving	24	47	0.350 *

*p < .05 (two-tailed)

The inter-correlations in Table 2 show that the MBTI personality preferences scales had adequate discriminant or divergent validity. Most of the correlations were low, negative and insignificant. The few high significant correlations were negative. This was proof that the instruments were conceptually distinct measures of different personality domains.

Table 2: Validity of the MBTI instruments (N = 50)

Instrument	1	2	3	4	5	6	7
Extraversion	1						
Introversion	-0.923**	1					
Sensing	-0.211	0.209	1				
Intuition	0.063	-0.039	-0.760**	1			
Thinking	0.145	-0.123	-0.042	0.116	1		
Feeling	-0.114	0.158	0.150	-0.141	-0.768**	1	
Judging	0.025	0.014	0.229	-0.285*	-0.022	-0.020	1
Perceiving	-0.062	0.056	-0.063	0.232	0.033	0.092	-0.901**

Information pertaining to the reliability and validity of the BarOn measures is respectively presented in Table 3 and Table 4 below. As noted from these tables, these subscales were suitable for use with Brunei student teachers as shown by the high Cronbach alpha values and valid as indicated by the low positive and negative correlation coefficients.

Table 3: Reliability of the BarOn EI measures (N = 50)

Variables	Items	Mean	Standard Error of Mean	Standard Deviation	Alpha reliability
Intrapersonal	6	13.843	0.393	3.148	0.720
Interpersonal	12	36.687	0.463	3.711	0.746
Stress management	12	29.859	0.657	5.258	0.860
Adaptability	10	27.562	0.468	3.749	0.784
General mood	14	41.390	0.517	4.142	0.737
Positive impression	6	14.875	0.346	2.768	0.769

Table 4: Validity of the BarOn emotional intelligence variables (N = 50)

	1	2	3	4	5
1.Intrapersonal	1				
2.Interpersonal	0.065	1			
3.Stress management	0.251	-0.208	1		
4.Adaptability	0.029	0.106	0.286*	1	
5.General mood	0.062	0.080	-0.054	0.335**	1
6.Positive impression	0.121	0.145	-0.164	0.057	0.311*

*p < .05 (two-tailed)
**p < .01 (tw0-tailed)

2.4 Procedures

Ethical conditions for involving trainee teachers in the study were verbally discussed with the participants. These included privacy, anonymity, confidentiality as well as psychological and physical harm. Only students who voluntarily agreed to participate in the study were recruited as respondents for the present study. Students were told about the purposes of the study and no deception was used. Meanings of all difficult words or phrases on the instruments were verbally explained to the participants and instruments did not need to be translated into Bahasa Melayu, Brunei's main and official language.

2.5 Data analysis

Both the MBTI and BarOn scales were scored according to instructions in their respective technical manuals. The obtained raw data were analyzed by descriptive statistics, correlation, and One-Way ANOVA.

3. Results

The findings are presented below according to the objectives of the study.

3.1 Connections between MBTI personality preferences and BarOn emotional intelligence variables

The Pearson correlations in Table 5 show the association between personality preferences and emotional intelligence variables. Only seven pairs of variables correlated significantly with each other in this table (either positively indicated by bold values or negatively shown by bold italic values). The low but significant non-italicized bold positive correlations suggest that the paired variables could directly predict each other to some extent. However, the low but significant italicized bold negative correlations imply that the paired variables could only inversely predict each other to some degree. Although not significantly related, it can be observed from Table 5 that only extroversion had an appreciably high correlation with positive impression.

Table 5: Relationship between MBTI personality preferences and BarOn emotional intelligence variables (N = 60)

Variables	Intrapersonal	Interpersonal	Stress management	Adaptability	General mood	Positive impression
Extroversion	**0.368****	0.102	-0.162	0.073	**0.299***	0.217
Introversion	***-0.359****	-0.031	0.166	-0.093	***-.0341****	-0.191
Sensing	-0.202	-0.072	-0.153	-0.059	0.031	0.014
Intuition	0.127	-0.074	0.154	-0.062	***-0.277****	-0.095
Thinking	0.199	***-0.426****	0.153	0.209	-0.026	-0.138
Feeling	-0.111	**0.329****	-0.063	-0.112	-0.008	0.122
Judging	-0.009	-0.019	0.118	-0.022	-0.019	0.088
Perceiving	0.001	-0.028	-0.116	0.044	-0.115	-0.077

*p < .05 (two-tailed)
**p < .01 (two-tailed)

3.2 Performance of MBTI types on intrapersonal and interpersonal EI variables

The mean scores presented in Table 6 were arbitrarily classified as low, medium, or high as shown. Only four MBTI types scored high on the intrapersonal EI scale while three types scored high on the interpersonal scale (see bold letters in Table 6). Surprisingly, only the INFJ type (though few) scored high on both of these scales.

Table 6: Mean scores of MBTI types on BarOn Intrapersonal and interpersonal variables (N = 61)

Emotion / MBTI type†		n	Mean	Std. Deviation	Performance level
Intrapersonal	**ESTJ**	8	15.375	0.916	**High**
	ESTP	3	16.666	3.055	**High**
	ESFJ	2	14.500	4.949	Medium
	ISTJ	13	13.692	2.780	Medium
	ISTP	8	14.125	3.833	Medium
	ISFJ	3	10.666	3.214	Low
	ISFP	3	11.666	4.509	Low
	ENTJ	2	15.000	1.414	**High**
	ENTP	2	13.000	1.414	Medium
	INTJ	6	14.500	3.146	Medium
	INTP	7	13.000	2.160	Medium
	INFJ	2	16.500	3.535	**High**
	Total	58	13.967	2.938	Medium
Interpersonal	ESTJ	8	36.750	4.267	Medium
	ESTP	3	35.333	4.041	Low
	ESFJ	2	42.500	3.535	**High**
	ISTJ	13	35.846	4.375	Low
	ISTP	8	35.625	5.998	Low
	ISFJ	3	37.000	2.645	Medium
	ISFP	3	38.333	1.154	**High**
	ENTJ	2	36.000	0.000	Medium
	ENTP	2	36.000	1.414	Medium
	INTJ	6	36.666	2.338	Medium
	INTP	7	36.285	2.058	Medium
	INFJ	2	38.500	2.121	**High**
	Total	61	36.688	3.814	Medium

†Two MBTI personality types (ENFJ and ENFP) were not represented in the sample. A further two types (ESFP and INFP) had only one student each and were thus excluded from this analysis

3.3 Performance of MBTI types on stress management and adaptability EI variables

Evidence in Table 7 shows that three personality types scored high on the stress management scale while five scored high on the adaptability scale. The ENTP and INTP types scored high on both of these scales.

Table 7: Mean scores of MBTI types on BarOn stress management and adaptability variables (N = 58)

Emotion / MBTI type†		n	Mean	Std. Deviation	Performance level
Stress management	ESTJ	8	27.375	5.449	Low
	ESTP	3	28.666	5.686	Low
	ESFJ	2	27.500	2.121	Low
	ISTJ	13	30.923	5.251	Medium
	ISTP	3	24.666	5.507	Low
	ISFJ	3	26.333	1.527	Low

	ISFP	2	26.500	4.949	Low
	ENTJ	2	31.000	5.656	**High**
	ENTP	6	32.833	4.578	**High**
	INTJ	7	29.428	3.552	Medium
	INTP	2	37.000	1.414	**High**
	INFJ	2	28.421	4.611	Low
	Total	58	29.688	5.156	Medium
Adaptability	**ESTJ**	8	28.500	2.618	**High**
	ESTP	3	25.666	2.516	Low
	ESFJ	2	29.000	2.828	**High**
	ISTJ	13	26.538	4.539	Medium
	ISTP	8	27.875	4.764	Medium
	ISFJ	3	25.666	4.041	Low
	ISFP	3	26.000	1.000	Medium
	ENTJ	2	31.000	1.414	**High**
	ENTP	2	25.500	3.535	Low
	INTJ	6	28.166	3.371	**High**
	INTP	7	28.714	4.070	**High**
	INFJ	2	23.500	4.949	Low
	Total	58	27.360	3.821	Medium

†Two MBTI personality types (ENFJ and ENFP) were not represented in the sample. A further two types (ESFP and INFP) had only one student each and were thus excluded from this analysis

3.4 Performance of MBTI types on general mood and positive impression EI variables

The most common and widely used emotional intelligence strategy by participants in the present study was general mood. Eight MBTI personality types (n = 34 or 59%) scored high on the general mood variable (see highlighted abbreviations and words in Table 8). There was also a tendency among four personality types to use positive impression highly.

Table 8: Mean scores of MBTI types on the BarOn general mood and positive impression variables (N = 58)

Emotion / MBTI type †		n	Mean	Std. Deviation	Performance level
General mood	**ESTJ**	8	43.250	6.430	**High**
	ESTP	3	41.666	2.516	**High**
	ESFJ	2	43.000	0.000	**High**
	ISTJ	13	40.307	4.460	Medium
	ISTP	8	40.375	4.470	Medium
	ISFJ	3	43.333	3.214	**High**
	ISFP	3	41.000	2.645	**High**
	ENTJ	2	44.500	0.707	**High**
	ENTP	2	40.500	2.121	Medium
	INTJ	6	41.166	4.400	**High**
	INTP	7	41.285	4.572	**High**
	INFJ	2	37.000	2.828	Low
	Total	58	41.262	4.250	High
Positive impression	**ESTJ**	8	16.000	2.976	**High**
	ESTP	3	15.00	2.645	Medium
	ESFJ	2	18.500	0.707	**High**
	ISTJ	13	14.076	3.402	Medium
	ISTP	8	14.750	1.832	Medium
	ISFJ	3	16.666	1.527	**High**
	ISFP	3	15.666	3.785	Medium
	ENTJ	2	17.000	1.414	**High**
	ENTP	2	15.500	3.535	Medium
	INTJ	6	15.333	1.966	Medium
	INTP	7	12.571	1.988	Low
	INFJ	2	14.500	0.707	Low
	Total	58	14.852	2.749	Low

†Two MBTI personality types (ENFJ and ENFP) were not represented in the sample. A further two types (ESFP and INFP) had only one student each and were thus excluded from this analysis

Despite categorizing the mean scores of the 12 MBTI personality types as low, medium, and high (in Tables 6-8), these designations were arbitrary as stated earlier and there was no statistically significant difference between the mean scores of the 12 personality types on any of the six EI scales. This claim is substantiated by the evidence provided in Table 9.

Table 9: One-Way ANOVA of MBTI types on the BarOn emotional intelligence variables (N = 58)

Variables	Groups†	F(11, 58)	Sig. (2-tailed)
Intrapersonal	12 MBTI Types	1.066	0.410
Interpersonal	12 MBTI Types	0.708	0.746
Stress management	12 MBTI Types	1.323	0.234
Adaptability	12 MBTI Types	0.879	0.579
General mood	12 MBTI Types	0.506	0.910
Positive impression	12 MBTI Types	1.350	0.220

†For the 4-letter codes of the personality types under reference see Tables 5-7above

4. Discussion and Implications

The MBTI personality preferences and types are described in detail in the technical manual for the instrument (see Myers, 1962; Briggs-Myers & Briggs, 1985). Due to brevity requirements, the full explanations of the MBTI profiles were

outside the scope and objectives of the present study.

Regarding the relationship between personality preferences and EI variables, note that the majority of the correlation coefficients (both positive and negative) in Table 5 are very low. This finding points to the fact that personality and emotional intelligence are not highly related dispositions.

High scoring MBTI personality types on the intrapersonal EI scale, indicated by bold letters in Table 6 are, according to BarOn and Parker (2000), said to be individuals who understand their emotions well and can express or communicate their feelings and needs effectively. However, high scorers on the interpersonal EI scale are described as people who are likely to have satisfying interpersonal relationships, are good listeners and able to understand or appreciate the feelings of others (BarOn and Parker, 2000).

In Table 7, individuals who score high on the stress management scale of EI are generally calm and can withstand pressure whereas those who score high on the adaptability scale tend to be flexible, realistic and effective in addressing change (BarOn and Parker, 2000).

According to BarOn and Parker (2000), people who score high on the general mood scale (Table 8) of the EI test are optimistic individuals who have a positive outlook and are generally pleasant work or be with. However, high scorers on the positive impression domain are persons who are overly inclined to portray a positive image of the self and may be good at exaggerating responses or faking good thereby distorting the validity of the findings. Their scores and profiles must be interpreted carefully or cautiously.

While emphasis in presenting and discussing the findings in Tables 6-8 was placed on the high scorers, the opposite concerning the low scorers is also true. It was observed from these tables that different MBTI personality types focused on using different kinds of emotional intelligence. The most common form of EI strategy used by the majority of the personality types (8, n = 34 or 59%) was general mood followed by adaptability (5, n = 25 or 43%). At a minimum level, each EI variable was used highly by at least three different MBTI personality types. Not all the16 MBTI types were, however, represented in the study sample.

5. Conclusion and Recommendations

Based on the findings of the present case study, there is a low-level relationship between personality and emotional intelligence. The study needs to be replicated using large samples from student teacher populations (or other categories of tertiary students and members of the general public) to confirm or refute the current findings. The results of similar large-scale investigations could be used as a basis for providing counseling and psychotherapy interventions to distressed people who need help on how to use personality and emotional intelligence effectively to alleviate their problem(s).

6. Limitations of the Study

The present study was informed by two main limitations. First, though random, the sample was relatively small for results to be generalized to similar graduate student teachers elsewhere. Second, as an exploratory case study using self-report survey instruments, the findings could not show cause-and-effect relations among the variables investigated due to problems of internal validity. Despite these limitations, the exploratory case study generated results that merited the investigation to be repeated using a larger sample in Brunei and elsewhere. This, in itself, is a finding with important practical significance.

References

BarOn, R., & Parker, J. D. A. (2000). *BarOn Emotional Inventory Quotient Inventory - Youth Version: Technical Manual.* North Tonawanda, NY: Multi-Health Systems.

Briggs-Myers, I., & Briggs, K. C. (1985). *Myers-Briggs Type Indicator (MBTI)*. Palo Alto, CA: Consulting Psychologists Press.

Goleman, D. (1995). *Emotional intelligence*. New York, NY: Bantam Books.

Hamid, M. H. S., Shahrill, M., Matzin, R., Mahalle, S., & Mundia, L. (2013). Barriers to mathematics achievement in Brunei secondary school students: Insights into the roles of mathematics anxiety, self-esteem, proactive coping, and test stress. *International Education Studies*, 6 (11), 1-14.

Larsen, R. J., & Bus, D. M. (2002). *Personality psychology: Domains of knowledge about human nature*. Boston, MA: McGraw-Hill.

Matzin, R., Shahrill, M., Mahalle, S., Hamid, M. H. S., & Mundia, L. (2013). A Comparison of Learning Styles and Study Strategies Scores of Brunei Secondary School Students by Test Anxiety, Success Attributions, and Failure Attributions: Implications for Teaching At-risk and Vulnerable Students. *Review of European Studies*, 5 (5), 119-127.

Mundia, L. (2010a). Prevalence of depression, anxiety and stress in Brunei student teachers. *Internet Journal of Mental Health, 6(2)*. Available online at: http://www.ispub.com/journal/the_internet_journal_of_mental_health.html

Mundia, L. (2010b). Brunei trainee teachers' coping strategies for stressful situations. *International Journal of Psychological Studies,* 2 (1), 79-88.

Mundia, L. (2010c). Implementation of SPN21 curriculum in Brunei Darussalam: A review of selected implications on school assessment reforms. *International Education Studies,* 3 (2), 119-129.

Mundia, L. (2012). Policy changes in Brunei teacher education: Implications for the selection of trainee teachers. *The Education Forum,* 76 (3), 326-342.

Myers, L. B. (1962). *Manual: The Myers-Briggs Type Indicator.* Princeton, NJ: Educational Testing Services.

Salovey, P. & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition and Personality*, 9, 185-211.

Singh, M. (2015). Emotional intelligence in STEM. *Mathematics Today*, 51(2), 75-77.

Tait, K., & Mundia, L. (2012). Preparing teachers to meet the challenges of inclusive education in Negara Brunei Darussalam. In C. I. Forlin (Ed.), *Future directions for inclusive teacher education: An international perspective* (pp. 60-69). Hong Kong: Routledge/Francis & Taylor.

Organisation of Independent Work of Students of a Technical University in Field-Specific Disciplines: Instructional Commitment of a Lecturer

Lyudmila A. Redko

Assistant professor, PhD, National Research Tomsk Polytechnic University, Russia; E-mail: laredko@tpu.ru

Lyudmila A. Sivitskaya

Assistant professor, PhD, National Research Tomsk Polytechnic University, Russia; E-mail: sivitskaya@tpu.ru

Evgeniya O. Frantsuzskaya

Senior teacher, National Research Tomsk Polytechnic University, Russia; E-mail: francuzskaya@tpu.ru

Marina N. Yanushevskaya

Senior teacher, National Research Tomsk Polytechnic University, Russia; E-mail: yanushevskaj@tpu.ru

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

The competency-based approach is regarded as the basic approach in higher educational institutions nowadays. The approach suggests certain requirements for both university lecturers and students as active participants of the teaching and learning process. In terms of the competency-based approach the development of students' autonomy and the pedagogical conditions which stimulate and maintain the autonomy are supposed to be crucial. The paper analyses the results of the survey focused on the instructional commitment of graduate department lecturers to organise independent work of students. Students' independent work is viewed as the most essential cognitive activity which involves certain content and organisational challenges for both students and lecturers. The survey resulted in identification of the principle directions of development of pedagogical conditions of students' independent work organisation in the process of learning in the framework of field-specific disciplines which are delivered by the Department of Physical Methods of Non-Destructive Testing of National Research Tomsk Polytechnic University, Russia.

Keywords: *students' independent work, technical university, pedagogical conditions, instructional commitment of the lecturer*

1. Introduction

Nowadays the category of competency is often used for staff professionalism evaluation. Competency is defined as a characteristic of a subject of activity which reflects their ability and commitment to perform professional tasks. Meanwhile competency is as a goal of professional education leads to some structural changes in approaches to the teaching and learning process .The strategy of this modernisation is the introduction of the competency-based approach which defines the field-specific direction of educational programmes in higher school (Smyshlyaeva, 2010). Higher education itself becomes a tool to form the basis for the future efficient and successful activity which underlies the competitiveness of a modern specialist in the labour market.

Evidently, professionalism of higher school staff serves as the most important factor of the innovation development of education (Sivitskaya, 2010). In accordance with the concepts of the competency-based approach the classical educational traditions cross over to a new education, which is connected with the creative development of a personality. The role of the student changes so that they become an active subject of the educational process. The changes can only be supported with a specific culture of pedagogical mentality which is characterised by acmeological and empathical conditions, dialogueness, reflexivity and creativity. The new features affect the appearance of new approaches to organisational and activity components of the educational process.

The competency-based approach suggests higher motivation of students, responsibility for their learning outcomes, self-education and self-development. Implementing the approach leads to certain changes from formal

knowledge transition to creation of educational conditions for self-education in accordance with individually chosen trajectory and educational environment focused on an individual. In terms of this approach the core activity of a student is their independent work. The main goal of the organization of students' independent work in the university is mastering skills in solving field-specific tasks applying the theoretical practical knowledge acquired earlier and receiving essential professional competences.

Students' independent work is further subdivided into classroom independent work, out of class independent work and self-guided work.

Classroom independent work is performed in class, initiated, organized and assessed by the lecturer. Out of class independent work is the work organized by a student as assigned by the lecturer according to the planned learning outcomes. Self-guided independent work is performed by the student by their own initiative outside the classroom (Regulation of Organisation of Students' Independent Work…, 2015).

Independent work is an essential part of the educational process which is planned, coordinated and assessed by the lecturer. Thus the quality of the lecturer performance affects greatly the outcomes of the educational process. Students' independent work should be supported with a well developed infrastructure which is the governmental requirement to the core activity of a higher educational establishment (Order of Ministry of Education and Science…, 2014). In other words the educational process in the higher educational establishment and students' independent work as its part can be successfully organized in case of creating a certain system of conditions which can also be called pedagogical conditions (Kovaleva, 2014). These include motivation of students to self-guided activity (George, 2011) which includes both the needs and commitment of students for self-development, as well as conditions of student-lecturer communication; university infrastructure and methodical literacy of the lecturer.

Methodical literacy of the lecturer is an essential part of the general competency and "didactic competency" of the lecturer (Tyrina, 2012). A careful preparation is required to perform any methodical work [8]. In terms of realisation of the competency-based approach methodical work of the lecturer possesses a substantial strategic component in order to form competencies in conditions of the discipline being delivered (Osjkina, 2013; Bukhmin, 2015) though it turns out to be very time-consuming. Nowadays the methodical literacy of the lecturer is characteristic of the following skills: the choice of field-oriented tasks for students' independent work matching interests and the level of students' educational background, designing algorithms of fulfillment and assessment of performing those tasks.

Nowadays the educational process in the National Research Tomsk Polytechnic University, Russia, is organized according to the requirements of the competency-based approach and developing a personality-developing environment in terms of core educational programmes. A core educational programme is a set of teaching and learning materials, learning goals and outcomes, indicators and methods of assessment, contents and delivery of the programme in terms of a certain profile and direction of training as well as the level of training (Abrashkina, 2012). In the process students study modules of disciplines: humanitarian, social and economic, science and mathematical as well as professional. As the delivery of professional modules of disciplines is provided by the university departments, the pedagogical conditions are supposed to be of high importance as they define the quality of students' learning and meeting the requirements of employers and those who may concern the quality of students' education (state government, students, university itself).

2. Goal and Objectives of the Survey "Study of Pedagogical Conditions of Students' Independent Work Organisation in Terms of Instructional Commitment of a Lecturer"

Tomsk Polytechnic University (TPU) as one of leading universities in the Russian Federation has recently been awarded the status of "National Research University" and sets as a strategic goal "to become one of the world-leading research universities in the area of resource-efficient technologies solving global societal, economic and environmental problems for the benefit of the mankind sustainable development" (Chubik, 2013, 2015).

The Strategic Programme of National Research Tomsk Polytechnic University Competitiveness Enhancement in the Group of Top Level World Research and Academic Institutions (TPU Strategic Programme) for 2013-2020 presents the steps to be made to contribute substantially to increasing TPU competitiveness in Russia and its standing in world university rankings.

Facing the ambitious plans to become one of the top leading universities the university has started structural changes in all spheres of its organization. In terms of the educational process organization there has taken place some redistribution of the workload of lecturers. To increase effectiveness and promote autonomy of students the amount of hours devoted to students' independent work has expanded.

To study the existing pedagogical conditions of students' independent work the survey of students and lecturers was delivered. The survey covered the professional activity of one university department. Totally about a hundred

students and all the staff members of the department were surveyed.

The questionnaire which the participants were provided with consisted of the following sections:

I. Motivation of students to perform independent work;
II. Pedagogical technologies and forms of students' independent work organisation;
III. Students' independent work courseware;
IV. University business communication culture;
V. Students' independent work infrastructure in the university.

The goal of the work was to reveal the main directions of development of pedagogical conditions of the university department. The survey aspired increasing the methodical literacy of the lecturer who is responsible for students' independent work organisation.

To achieve the set goal the work tended to deal with the following tasks:

- Define and classify students' independent work;
- Analyse the dynamics of the amount of students' independent work for the recent years;
- Analyse the dynamics of the amount of lecturers work hours which was focused on the methodical work;
- Study the state of pedagogical conditions.

The following methods of research were used: literature source analysis; the survey itself; statistical analysis of the data received; discussion.

3. Research Timeliness

For the period from 2012 to 2014 National Research Tomsk Polytechnic University experienced a certain increase of hours for students' independent work in terms of field-specific disciplines. Here is the analysis of hours which have been provided in the curriculum for the period from 2012 up to present:

In the curriculum of 2012 students' independent work made up about 54,2% of the total hours; in 2013 and 2014 the percentage remained the same at the level of 59,6%, which is insignificantly higher than previously; in 2015 the number of hours for independent work has slightly increased to 59,8%.

Thus it can be concluded that the quality of the educational process is defined by the quality of the organization of students' independent work in general.

The recent changes have affected the structure of workload distribution of the lecturer. The number of hours to be devoted to research has increased meanwhile the methodical workload hours have significantly declined. Here is seen a strong tendency to reduce the amount of methodical workload performed by the lecturer. So that in 2012 the methodical workload made up 36% of the whole workload; later in 2013 it decreased to 30% and in 2014 it finally appeared at 10% of the total amount of workload.

A proper organisation of students' independent work generally appears highly time-consuming. Students' independent work is a consolidated effort of both students and lecturers which can be represented with a simple PDCA (plan-do-check-act) model. The four stages of the model can be used to explain the specificity of the students' independent work organisation.

3.1 PDCA Stage 1: Planning

This stage of the PDCA (plan-do-check-act) model requires the comprehension of the resultative independent work of students, which methods can be used to achieve the results and how the result can be evaluated and analysed

The stages covers the following important steps:

- Instructing lecturers how to organise the students' independent work effectively;
- Setting goals and objectives of students' independent work, differentiating its levels of difficulty (basic and advanced levels);
- Needs analysis for the resources involved (time, sources of information, software, equipment);
- Setting criteria and methods of assessment of the independent work results;
- Defining forms and work schemes and schedules for student-lecturer interaction in terms of independent work.

3.2 PDCA Stage 2: Performing

The stage for the students' activity when they perform their independent work. Students' activity can include:

- Information source analysis; defining the problem and its importance; defining methods of solving tasks and all the necessary steps that are necessary to achieve the results;
- Solving students' independent work tasks;
- Making reports and preparing the documentation on the results of the independent work;
- Preparing an oral presentation on the results of the independent work. The lecturer coordinates the student activity.

3.3 PDCA Stage 3: Assessment

Student presentation of the results of the independent work takes place at this stage.

Cumulative assessment is provided including: self-assessment, peer assessment and assessment from the lecturer.

3.4 PDCA Stage 4: Feedback

The results of students' independent work are discussed and reflected on in the form of seminars and on-line forums. Feedback is provided by both the lecturers and students.

The contents of the stages of the students' independent work made us conclude that the most important part of its delivery is the stage of planning where the methodical literacy of a lecturer allows setting the tasks to students according to their interests, level of educational background, algorithms of the task performance, lists of information sources and structures of the work assessment.

4. Present Conditions of Students' Independent Work in the Department of Physical Methods of Non-destructive Testing

At present the university staff members do a lot to increase the quality of educational process results and match those to the requirement of employers. The organisation of students' independent work has changed in terms of curricula so that there appeared such new disciplines to be taught and studied as "*Creative Project*", research and development work of students, placements and internships of all kinds.

The infrastructure of the university in general matches all the requirements for the educational process. National Tomsk Polytechnic University provides lecturers and students with all the necessary equipment, software and information sources. The university scientific and technical library provides the on-line access to 70-80 full text and bibliographical data bases. Electronic educational resources are actively designed and developed in the university.

All the lecturers have their personal web pages where they can publish the necessary information on the courses they deliver. All the students have access to electronic library and social catalogues to get updated information on research, cultural and educational events to from their portfolio of achievements.

Most lecturers apply various pedagogical technologies of students' cognition activation such as: case study, projects, games and some others (Redjko, 2014). However, this mostly refers to students' classroom lecturer supervised independent work. Considering out of class independent student work, here the university has performed different actions in order to systematize and link the existing resources into a laconic scheme which is regulated by the University Policy about Students' Independent Work (Regulation of Organisation of Students' Independent Work…, 2015). The department can take some tactic steps to put into practice those strategic directions of students' out of class independent work.

Here the study results of the pedagogical conditions of the department under study are described in terms of the organisation of students' independent work.

5. Present Conditions of Students' Independent Work in the Department

To study the pedagogical conditions of organisation of students' independent work a survey was held among the department teaching staff and students. The total number of participants was about a hundred students including bachelor and master degree students. The teaching staff of the department also participated in total number of 11 members.

The questionnaire included several sections such as

I. Motivation of students to perform independent work;

II. Pedagogical technologies and forms of students' independent work organisation;
III. Students' independent work courseware;
IV. University business communication culture;
V. Students' independent work infrastructure in the university.

Here are the results of the survey analysis described.

5.1 Motivation of students to perform independent work

In general students can understand the importance and meaning of students' independent work in their education and are quite positive about this type of activity as the one providing them with opportunities for further development. Students do understand the objectives set for them by the lecturer and perform the set tasks in the due of the semester study. On the other hand, skills of self management such as prioritizing, effective time planning, taking on responsibilities have to be further developed with at least half of the students surveyed. Most students believe that they can at least set a goal by themselves.

The lecturers reckon that the students understand how important the independent work is for their education but they are not motivated well enough to perform this kind of work. The level of students' self management skills was estimated as an average one. The skills to be developed for the successful independent work performance are information search, its analysis and conclusion, self discipline and critical thinking. As these essential skills actually underline the motivation to study in general and perform independent work, for instance.

5.2 Performing pedagogical technologies and forms of students' independent work organisation

From the students' point of view, the two most popular types of students' independent work are doing home work and submitting tasks in the electronic environment. They do find doing homework quite effective in terms of their study. Approximately one third of all master students also mentioned "research" as a popular type of students' independent work. The students never mentioned such forms as reading professional literature, doing research on the topic chosen and working on the project as ordered by a company.

The results indicate a group of students with higher demands for the educational process, so that they can be set more difficult tasks and research objectives.

The student expressed their opinion that they are to be taught how to perform independent work by the lecturer. About one third of students are ready to study from each other, but it can be considered that the number of the latter is higher.

From the point of view of most students, their independent work is to be assessed by the lecturer. Though fist year students and master degree students would prefer to assess their work mostly by themselves while second and third year students suggest peer assessment of the independent work.

These opinions indicate the unwillingness of student to take responsibility for their independent work which suggests that lecturers should provide students with clear criteria of cumulative assessment including lecturer's evaluation, self and peer assessment. Reflective thinking should be developed for better result analysis.

Among the most effective forms of students' independent work the lecturers surveyed list the common widespread forms such as doing homework, their course papers as well as such rarely used forms of project work through the request of an external employer. The lecturers surveyed mostly listed such forms of students' independent work that are often used in the professional practice: individual homework, reports, course papers, essays and some other types which unfortunately can be a sign of insufficient methodical literacy of the lecturer. Field-oriented tasks are quite seldom used as there could be some coordination problems in recruiting external companies to participate in the student project work.

In lecturers' opinion, the most preferable forms of independent work assessment are lecturer evaluation and peer student evaluation. The lecturers surveyed underestimate the importance of student self assessment of their independent work.

5.3 Students' independent work courseware

The lecturers surveyed believe that sufficient courseware allows increasing students' independent work efficiency though they find it quite complicated to get the proper materials ready for the course. As implementation of new teaching technologies provides the lecturer with new tools to optimise their professional activity and the majority are ready to get new didactic skills.

5.4 University business communication culture

The lecturers surveyed mostly admit a positive communication environment for student-lecturer interaction.

Views on the role of the lecturer in the process of organization of students' independent work widely vary. Most of the lecturers who participated in the survey identify their role as that of an organiser, consultant, expert or coordinator, though about 5% of the lecturers still consider the process of transition of knowledge to students.

5.5 Students' independent work infrastructure in the university

The infrastructure for the organisation of student's independent work requires providing students with sources of information for efficient study. Though the university library can easily meet any students' demands they still prefer using the Internet as they primary source of information. Students are not in the habit of working in the library and often lack skills of information search. As the competency in information search grows more students get engaged into reading and the range of the information sources expands.

As the survey results show the students demand in being taught how to develop their reading and critical reading skills.

In general, both students and lecturers are to be provided with methodical support for their work in organisation and performing independent work.

6. Recommendations on Increasing Methodical Literacy of Lecturers

The survey resulted in designing and developing some recommendations to increase the methodical literacy of lecturers in terms of organization of students' independent work. At different levels of staff members in the department can contribute to the organization of students' independent work in the following ways:

6.1 Motivation

The staff member responsible for the organisation of the learning process in the department can coordinate:

- Providing the teaching staff with updated information through seminars and electronic resources;
- Awarding the most talented teaching staff members for their teaching achievements and transfer their teaching experience.
- Preventing teaching staff member from professional burning out.

The department teaching staff members can in their turn work directly with their students covering such challenging issues as:

- The principle methods of information search and process;
- Developing students' skills of critical thinking;
- Developing autonomy and responsibility of students
- Differentiating the difficulty level of objectives and tasks taking into consideration students' talents, wishes and abilities.

6.2 Teaching technologies and forms of students' independent work organisation

The responsibilities of the learning process coordinator can include:

- Enhancement teaching staff members' skills in terms of implementation modern teaching technologies into their practice. The focus is supposed to be on the skills of organisation students' independent work as the essential part of the teaching process.
- Development of virtual learning environment which can actively be used as a web support of any face-to-face course;
- Transfer face-to-face staff meetings into electronic environment as the most effective form of professional communication which can easier be implemented into the tense workload of teaching staff members.
- Development of interdisciplinary links to engage students into projects and studying selected issues through the medium of various disciplines.

Teaching staff members can improve the existing learning setting by

- Implementing various teaching technologies into the learning process to vary the types of activity;
- Focusing on field-specific tasks for students to increase their motivation;
- Differentiating tasks according to the levels of complexity;
- Changing the role of a lecturer in the learning process, providing students with effective and productive feedback after cumulative assessment analysis.

6.3 Methodical support of students' independent work

The staff member responsible for the coordination of the learning process in the department can develop a chart of students' independent work which represents the notion of independent work in terms of forms, types, methods and technologies to be used as it can be seen from Table 1 (Altschuller, 2015).

Table 1. Structure of students' independent work

Independent work objectives	Assimilating the studied material	Proactive students' independent work	Creative abilities development	Critical thinking development
Type of independent work	creative	researching	theoretical review	practice
Time for submitting	one week	two weeks	four weeks	one semester
Students' learning background	adequate	average	higher than average	
Number of students in the group	1	2	3	5
Type of assessment	self assessment	peer assessment	lecturer assessment	cumulative assessment
Complexity level	basic	advanced		
Information sources	internet	periodical issues	books	theses, monographs
Functions in the learning process	focused on the discipline content assimilation	considers interdisciplinary connections in the scope of field-specific disciplines of the degree programme	analyses interdisciplinary links among field-specific and general study subjects	logically connects all the knowledge, skills and experience obtained earlier
Presentation form of independent work	a printed paper: report, essay, test, placement / internship report, research paper	report submitted electronically	report and oral presentation	creative form: a video fragment, a tabletop game, a puzzle game and other types

- Working out recommendations containing types and forms of students' independent work, deadlines for submission (Izmaylova, 2009)
- Developing typical criteria for assessment of the independent work results.

Teaching staff members can contribute by:

- Using various types of tasks and ways of result presentation;
- Promoting tasks promoting students' team work;
- Using peer assessment of students' work;
- Providing productive feedback after cumulative assessment analysis.

6.4 Culture of business communication

The staff member responsible for learning process coordination can :

- Plan events such as trainings, seminars, focusing on shaping skills of subject-subject interaction;
- Foster the atmosphere of trust and respect though the unity of aims: high quality of students' training, professional enhancement of lecturers, support for opinion share and approaches to organization of the learning process.

Teaching staff can:

- Inform students about possible ways of communication while learning;
- Maintain contact with students within the academic term.

6.5 Infrastructure of students' work organisation

The possible recommendations for the specialist for the learning process coordination include:

- Needs analysis in courseware, electronic bases, computer software and equipment;

- Design algorithms for information processing for students' independent work;
- Share best practices of organization of students' independent work with lecturers.

Teaching staff members can take the responsibility for:

- Teaching students how to search information in different information sources and process it;
- Developing students' skills of critical thinking through reading and writing;
- Analyzing sources of information which students use for their independent work.

These recommendations can be implemented into teaching practice and further results can be share with staff members of the same department. To share the results and experience various methods can be used such as self-evaluation, meetings, peer-evaluation and some others (Collinson, 2006).

7. Conclusion

Challenges of competency-based approach realisation can be listed as such:

- Engaging students into the learning process;
- Making students take the responsibility for the results of their study;
- Teaching lecturers how to give classes with regard to competency-based approach and subject-subject interaction;
- Developing infrastructure for realisation of learner-centered approach in teaching and learning.

The authors consider the systematic approach to designing appropriate pedagogical conditions to be the most important thing in methodical support of lecturers who provide the organization of students' independent work as the way to achieve high results. The approach takes into consideration the unity in understanding the aims and objectives of the importance of students' independent work by all the subjects of the learning process, identifying the required resources, the algorithm of organization of students' independent work as a process, the role of a lecturer in the process and the student-lecturer interaction.

The specific recommendations can be suggested covering the following list:

- Teaching lectures how to set objectives and choose the most effective forms of students' independent work;
- Developing methodical support as well as ways of interaction with students both face-to-face and in the electronic environment and methods of assessment.

The increase the effectiveness of lecturers' performance some regulations can be developed to cover: recommendations on the ratio of students' interdependent work forms and time limits for submitting the assignments, forms of teaching support of the independent work; forms of result presentation, methods of assessment with well described criteria and methods of information search and processing. These regulation papers can be used as a start point for designing students' independent work in terms of one discipline, one year of study or the whole degree programme.

8. Acknowledgement

The presented work and the current paper are funded within the framework of realization of Strategic Programme on National Research Tomsk Polytechnic University Competitiveness Enhancement in the Group of Top Level World Class Research and Academic Institutions.

References

Smyshlyaeva, L., Sivitskaya, L. (2010). Pedagogical Technologies of Activation of Instruction in Higher School. Text book. Tomsk Polytechnic University.

Sivitskaya, L., Smyshlyaeva, L. (2010). Technological Background for Development of Professional Competences of the Higher School Lecturer. Text book. National Research Tomsk Polytechnic University.

Regulation of Organisation of Students' Independent Work in Tomsk Polytechnic University, approved by Rector's Order 33 dated 17.03.2015.

Order of Ministry of Education and Science of Russia dated 30.10.2014 N 1401 "On Approving the Federal State Educational Standard of Higher Education on the Direction of Training 27.04.02 Quality Management (Master Degree)". Registered in the Ministry of Justice of the Russian Federation 26.11.2014 N 34945). ConsultantPlus, www.consultant.ru.

Kovaleva, N. (2014). Pedagogical Conditions of Forming Research Competency of Students in a Teacher Training College. Innovative Development of Professional Education 1(05), 49-55.

George, I. (2011).Psychological and Pedagogical Conditions of Preparation Students for Independent Work. Higher Education Today 8, 42-43.
Tyrina, M. (2012) Didactic Competency of a Lecturer and its Development. The News of Altai State University 2-1, 36-40.
Osjkina, M. (2013) Development Lecturer's Commitment to Methodical Work in the System of Advanced Training. Discussion, 158-162.
Bukhmin, V., Chitalin, N. (2015). Project and Methodical Activity of a Lecturer Focused on Competences Development. Engineering Pedagogy. Moscow State Automobile and Road Technical University Moscow 17 (1), 69-76.
Abrashkina, I., Boev, O., Vronova, G., Epikhin, A. and others. (2012).Standards and Regulations on Providing the Quality of Core Educational Programmes of Training Bachelors, Masters and Specialists on Priority Development Directions of national Research Tomsk Polytechnic University (Standard for Core Educational Programmes of TPU). Reference book on Standard Materials. Edition 4.Tomsk Polytechnic University, 206 p.
Chubik, P. (2013, 2015). Strategic Programme of National Research Tomsk Polytechnic University Competitiveness Enhancement in the Group of Top Level World Research and Academic Institutions, 4-30.
Redjko, L., Plotnikova, I. (2014). Experience of Organisation of Teaching Quality Management. Standards and Quality 1, 68-73.
Altschuller, G. (2015) Find an Idea. Introduction to the Theory of Inventive Problem Solving. Moscow.
Izmaylova, M.(2009). Organisation of out of Class Independent Work of Students. Text book. Moscow.
Collinson, Ch., Parcell, G. (2006). Learning to Fly: Practical Knowledge Management from Leading and Learning Organizations. Institute for Integral Strategic Research.

Investigate the Impact of Using Computer on Learning English for Specific Purposes of Management Students of Payame Noor Universities in Kashan

Mahdieh Razi[1]

Javad Shekarriz[2]

Davood Kianoosh*[3]

Mohammad Solooki[1]

[1]*Department of Management, Faculty of Human Science, University of Kashan, Kashan, Iran*
[2]*Department of Management, Faculty of Management, Payam-e-Noor University of Barzok, Barzok, Iran*
[*3]*Department of Accounting, Natanz Branch, Islamic Azad University, Natanz, Iran*
**Corresponding author: Davood Kianoosh, E-mail: kianoosh.iau@gmail.com*

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

The main purpose of educational technology is to develop, ameliorate, and facilitate the process of learning and teaching. The technology of teaching English is one of the achievements of information and communication technology and in Humanities especially in Management which has its own specified theoretical framework and principles. The present research aimed to investigate the impact of using computer on learning English for specific purposes of management students of Payame Noor Universities in Kashan. The study enjoyed survey correlation method. The population of the study encompassed 741 management students (all disciplines) from Kashan and its suburbs (Kashan, Aran O Bidgol, Barzok, and Ghamsar). From among this population 210 students were singled out by accidental sampling as the main sample. A questionnaire, whose reliability and validity were already corroborated by the experts of management, computer and English, was used to gather data. Cronbach's Alfa was also used to approve the reliability of the questionnaire. To arrive at the answer to the research question of how computers effect English learning of management students at the Universities of Payame Noor, it was ascertained that there were significant interfaces between the investigated variables. The amount of correlation (=0.733) was strong which evinced the fact that computers have a high impact on learning English among the students of management. Paying attention to the results of the present research certifies that IT, communication, and concomitantly attention to English learning/teaching especially English for specific purposes, should be set more intensively in students' curriculum and educational planning.

Keywords: *Education, Internet, Students of Management, English Language, Computer*

1. Introduction

Numerous studies on further development of countries implies that information technology plays a critical role in the process of countries progression. Over the past decades, major advances have occurred to achieve education revolution, and it is predicted that over the next few decades, the phenomenon of computer technology maintain its role as the main factor of innovation in the world education (Jalali and Abbasi, 2003). One of the main topics in the humanities is Computer technology for teaching and learning language and various definitions are provided that they have a lot in common.

Accordingly one of the best definitions is given by Habbard. He states that the technology of teaching English is an interdisciplinary and research-based science which comprises met linguistic discourse, appropriate system of curriculum, regular and coherent standards of evaluation, as well as the proper facilities for teachers and students. Due to the rapid pace of globalization and to achieve more coalition (Global village) in education and economics, more association than ever before is required, especially in management majors which entail external communication and multinational forces at work to attain the goals of comparative management(Yaghoubi et al, 2008).

2. Research Background

Given the development of information technology and the widespread use of computers in teaching and learning in universities, many researches were carried out in this arena. Some of them which are in close similarity to present study will be presented shortly:

Paraskeva (2008) examined the relationship between individual characteristics of secondary school teachers in Greece and computer self-efficacy as well as teacher prospects concerning modern technologies. This study revealed that previous prospect of the teachers with regard to the computer technology is the greatest factor in developing a positive attitude toward their use. Also providing useful software for each lesson would increase the use of computers effectively.

Green (2001) demonstrated that the attitude of faculty members, a significant factor in the use of technology and the computer, is determined by their personality and demographic characteristics. According to him, individuals who used the Internet for research purposes were from junior faculty members.

A study conducted by Garcia and Wingenbach (2004) in Texas University showed that internet usage was highest among the junior faculty members. Yet, some professors were old fashion and believed the Internet was not the best tool to conduct research.

Saadé et al (2007) argue that the faculty members' skills and attitude toward using technology in education are effective points. For that matter, personality factors i.e. attitude, educational interests and organizational support as well as the financial resources, are important in use of this technology.

Yaghoubi et al, (2008) in their major study, " Desired Characteristics of Faculty Members and Students in E-Learning in Higher Education of Iran: Virtual Students' Viewpoint ", argue that five most highly ranked items on requirements for students into e-learning were identified as: responsibility, participation and creativity, IT skills, motivation and virtual ability.

Mohammadi (2008) in his study entitled "The impact of ICT in teaching and learning" states that Approaches and Methods in Language Teaching and the technology of learning language have many points in common; that is to say there is a positive and significant relationship between them.

Bazargan et al (2012) in his study, "Investigation the Relationship between ICT Utilization and Academic Performance of Faculty Members of Faculty of Psychology and Education of University of Tehran", demonstrates that there is a significant relationship between using the information technology by the faculty members and their performance.

So, the main question that will be examined in this paper is: "is there any significant interface between learning specialized English for management and the use of computer in Payame Noor Universities (PNU) of Kashan?"

3. Methodology

In order to assess the impact of computer on learning specialized English for the students of management in universities of Kashan, the survey correlation method was chosen.

Data were collected using a questionnaire, whose reliability and validity were already approved by the experts of management, Computer and English language. Concomitantly Cronbach's alpha was used to estimate the reliability of the questionnaire.

The Statistical population consisted 460 students of management students of Kashan of whom 210 students were recruited as a random sample.

Ordinal scale was performed to measure the variables of the research and also SPSS software used for statistical analysis.

The study was performed at autumn of 2014 in Payame Noor universities of Kashan.

4. Results

4.1 Characteristics of the respondents

Gender: 29.9% of respondents were male and 70.1 female, and 7% did not answer the gender question.

Age: Among 210 respondents, 3% aged below 19, 62.7% aged 19-22, 13.9% aged 22-25, 9% aged above 25 and 7% did not answer this question.

Employment status: Among respondents, 37.8% were both educating and employed, 19.4% were unemployed and

looking for job, 35.8% preferred educating only and 7% did not answer this question.

4.2 Specific Characteristics of respondents in term of access to the internet

The Access to the internet at home: Among total respondents, 36.4% had low access, 26.6% moderate, 37% high access at home and 4.5% did not answer this question.

The access to the Internet at work (education): Among total respondents, 67% had low access, 16.4% moderate and 10% high access to the Internet at work or education center. 12.9% did not answer the question.

The access to the Internet in the residence: Among all respondents, 24.4% had low access, 19.9% moderate and 41.3% high access to the Internet in their residence, while 14.4% did not answer the question.

4.3 Specific Characteristics of respondents in term of learning English

Care for learning English: Of all respondents, 69.7% did not care about learning English, while 22.9% concerned learning English. 7.5% of respondents did not answer this question.

The Attractiveness of English: Among the sample population, 67.6% were interested in English, while 4.5% were opposed to the attractiveness of English and 3.5% were abstention. 24.4% did not respond to this question.

Learning English due to being international: 5% of the respondents were opposed to and 65.7 % were agreed on this case, 5% were abstention and 24.4 did not answer this question.

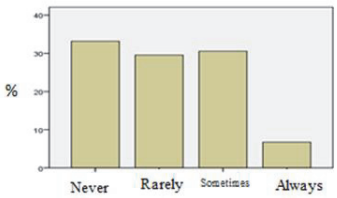
Learning English Due to the business (education) need: 5% of the respondents were opposed to and 64.6% were agreed on this case, and 8% were abstention. Also 22.4% did not answer this question.

The attitudes of students toward English language skills: Among the total respondents, 63.7% were interested in vocabulary, 12.9% in Grammar and 12.9% in pronunciation. 10.4% did not answer this question.

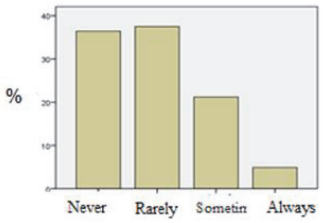
The difficulty of Language skills for the students: 11.9% of students had problem in reading skill, 17.4% in writing, 15.4% in listening, and also 50.2% in speaking. 5% did not answer this question.

4.4 Specific Characteristics of respondents in term of Computer-assisted language learning

Learning English through the computer: 31.8% of the respondents never used it, compared to 6.5% who said often used it, 29.4% who used it sometimes, and 28.4% who used it rarely. 4% did not answer this question.



Learning English through the Internet: 33.3% of the respondents never used Internet to learn English, relative to 4.5% who said often used it, 19.4% who used it sometimes, and 34.3% who used it rarely. 8.5% did not answer this question.



Membership in websites for learning English: 8% of the respondents were members of the aforementioned websites while 82.6% were not. 9.5% did not answer this question.

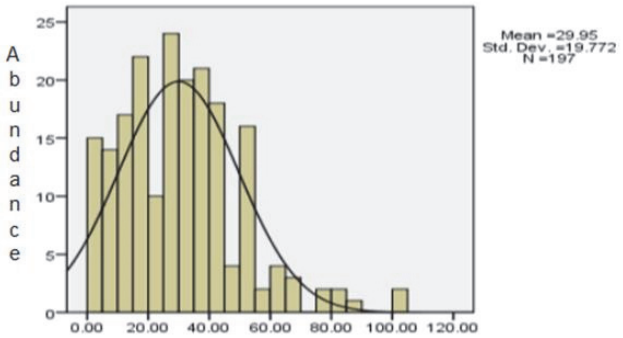
5. Data Analysis of Results

Table 1. Internet Usage Index

	Mean	Median	Variance	Standard deviation	Skewness	Kurtosis	Range
frequency of The Internet(percentage)	29.9470	27.7778	390.915	1.97716	.798	1.011	100

The Internet usage index comprises of 14 items obtained using mathematics (addition of items, and computing whose mean and coefficient, respectively); accordingly the data would seem to suggest the Internet access and use of each respondent.

The mean frequency of the Internet is 29.94 and the median and variance are 27.77 and 390.915 respectively. The standard deviation is 1.97716; that is to say 68% of the respondents got the mark in the range of 28.8 to 29.74. Also the Skewness and kurtosis are .789 and 1.011 respectively.



5.1 The ranking Index of the Internet

The index marks were assigned in a rank showing that 55.3% are in low ranking and 39.6% in normal and 5.1% in high ranking in terms of internet index.

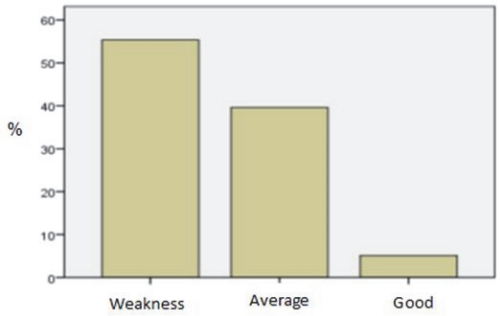
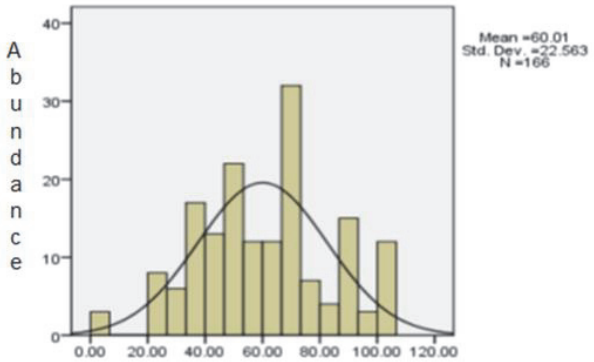


Table 2. The English Language Index

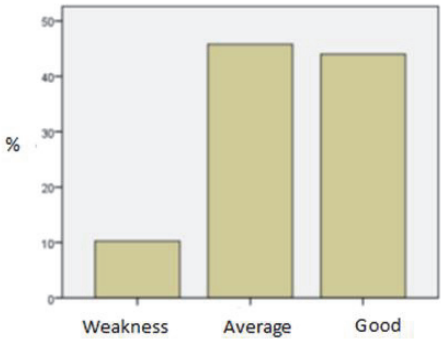
	Mean	Median	Variance	Standard deviation	Skewness	Kurtosis	Range
The index of the English(percentage)	60.1	61.29	509.06	2.25	-.084	-.342	100

The index mean of the English, median and the variance are 60.1, 61.29 and 509.06 respectively. The deviation standard is 2.25 showing that 68% of the respondents mark were in the range of (60.01-2.25) to (60.01+2.25).

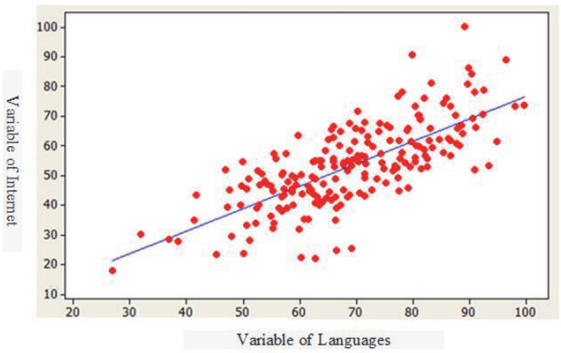


5.2 The Ranking Index of English

The ranking index of English shows that 10.2% of the respondents were in low ranking, 63.2% in normal and 44% were in high ranking in terms of English language.



To arrive to conclusion in connection with the main purpose of this study which is to investigate the interface between learning English and the use of computer, firs of all we use the scatter diagram.



According to the diagram and concerning the relative dot density, it is apparent that there is a significant interface between the variables of the research (English and Computer); while the low density of dots around the regression line

suggests the weak correlation between variables, but then again the fact remains that assuming strong correlation between variables in the human research areas is not reasonable. In the following the Pearson method is used to examine the generalizability of the study's results.

Table 3. Results of Pearson method

The index of the English(percentage)	The index of the Internet(percentage)		
0.733 **	-	The Pearson correlation	The index of the Internet(percentage)
000	-	Sig. (2-tailed)	
-	0.733 **	The Pearson correlation	The index of the English(percentage)
-	.000	Sig. (2-tailed)	

As shown in the above table, Sig. (2-tailed) values lesser than 0.05, indicating that there is positive answer on the research question, in other word; there is a significant interface between variables while the correlation value (0.733) is weak.

6. Conclusion

The computers and information technology has significant impacts on every aspect of Social activities, especially in learning language. Aiken and Aditya (1997) believe that information technology should be brought to the traditional classrooms in order to get familiar with the real world. Despite the fact that Information technology has provided new facilities for learning English, it has its own problems as well. For instance, not all the institutions have the same access to the technology and modern facilities and also not all the students have access to computers at home.

The facts and information bearing out nowadays have been challenging for education in general and particularly for learning language. The introduction and establishment of the communication and information technology have had a considerable impact on the evolution of various aspects of the education system, as resulted in new sorts of activities, implications and terminology. First of all the teachers and authors of the course-books need to have the new skills and attitudes in order to exploit the technology.

Due to the pioneering of the computer technology in learning language, it has become a decentralized pattern and includes several factors such as learning areas, learning horizon and the cognitive technology. These factors improve the cognitive and metacognitive skills of the teachers and students. If the one's metacognitive skills are improved, one would come to the independent learning process. It has major importance in learning language, since the major part of the language learning process is done individually, Independent and continuous and is not limited to place and time and the technology provides a great chance for it to be done. Teaching and learning language technology has the multi-dimensional nature and its designers have a process-oriented approach.

The foregoing study has attempted to examine the interface between learning English and the use of computer technology. From the observed weak correlation between learning English and computer technology we can conclude that information and communication technology, and concomitantly attention to learning English especially English for specific purposes, should be set more intensively in students' curriculum and educational planning. Considerably more attempts and attention by the experts and the members of the educational departments is required to fulfill this goal.

References

Aiken, R. M., & Aditya, J. N. (1997). The golden rule and the ten commandments of teleteaching: harnessing the power of technology in education. *Education and Information Technologies*, *2*(1), 5-15.

Bazargan, A., Hoseiny, A., and Mahdiuon, R. (2012). Investigation the Relationship between ICT Utilization and Academic Performance of Faculty Members of Faculty of Psychology and Education of University Of Tehran. *Journal of Academic Librarianship and Information Research,* 46(60): 13-30.

Garcia, J., and Wingenbach, G. (2004). Integration use in the Texas Mexico initiative. In Proceeding of the 20th annual Conference of the Association for International. Dublin, Ireland: Texas A & M University Department of Agricultural Education. 598-603.

Green, K. C. (2001). The 2001 national survey of information technology in US higher education. *The Campus Computing Project,< http://www. campuscomput ing. net/>(accessed February 10, 2007)*.

Jalali, A. A., and Abbasi, M. A. (2003). The information and communication technology in education systems of other countries. The third conference of the curriculum in the age of information and communication technology, Tehran, Iran.

Mohammadi, A. M. (2008). The impact of ICT in language teaching and learning. *The research of foreign languages Quarterly,* 15: 115-139.

Paraskeva, F., Bouta, H., & Papagianni, A. (2008). Individual characteristics and computer self-efficacy in secondary education teachers to integrate technology in educational practice. *Computers & Education,* 50(3), 1084–1091. doi:10.1016/j.compedu.2006.10.006

Saadé, R., Nebebe, F., & Tan, W. (2007). Viability of the" Technology Acceptance Model" in multimedia learning environments: A comparative study. *Interdisciplinary Journal of E-Learning and Learning Objects*, *3*(1), 175-184.

Yaghoubi J, Malek Mohammadi I, Iravani H, Attaran M. (2008). Desired Characteristics of Faculty Members and Students in E-Learning in Higher Education of Iran: Virtual Students' Viewpoint. *Quarterly journal of Research and Planning in Higher Education,* 14(1): 160-173.

Main Features of Advanced Technology Industries in Lithuania

Dr. Asta Saboniene

Department of Economics, Kaunas University of Technology, Lithuania; asta.saboniene@ktu.lt

Dr. Daiva Laskiene

Department of Economics, Kaunas University of Technology, Lithuania; daiva.laskiene@ktu.lt

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

The process of Lithuanian economics transformation underwent the evident shifts of manufacturing industry's structure having faced the drastic decline of demand for produced commodities after 1991. The traditional sectors were more flexible to adapt to changes of market demand, thus, they became prevailing Lithuanian industry's sectors distinguished by low technological susceptibility. Nevertheless, the development of advanced technology industries in Lithuania still remains an actual and relevant scientific issue. The practice of foreign countries' economic development reveals the role of advanced technology industries, which are expected to play an important part in the functioning and development of the economy. The competitive abilities of advanced technology industries are facilitated by stimulating the progress of science, technique and innovations, sustaining the investment into the scientific research on new products and technology renovations. The aim of the article is to reveal the main features of the performance of Lithuanian advanced technology industries and analyse the changes of the main indicators which make up the profile of these industries. However, the empirical study revealed that development of advanced technologies in Lithuania, except chemical industry, is still a slow process, thus, the issue considering their potential remains an actual problem.

Keywords: *industry, advanced technologies, competitiveness.*

1. Introduction

Advanced technology industries, in the form of the spread of R&D, knowledge and innovation, reward their marginal social benefit to economics. Advanced technology industries are key manufacturing industries, which are expected to play a significant part in the development of the economics now and in the future. Aerospace, electronics, biology, nuclear energy and advanced engineering sectors belong to the category of industries that are marked by the intensively researched future development.

While advanced technologies make a relatively small share in the structure of Lithuanian manufacturing industry, this fact does not constitute a reason to assume that the issues of high-tech development are not relevant or important. Estimation of the development opportunities in high and medium-high technology manufacturing industries as well as the analysis of the basic indicators of these industries can be considered as a significant problem of the research. Nevertheless, the analysis of the scientific literature proposes that the outcomes of the performance of Lithuanian high technology industries as well as the results of the foreign trade have not been profoundly analysed, and the changes of the key indicators have not been duly substantiated. The previous analysis of Lithuanian exports structure, applying Factor inputs taxonomy, revealed the low share of technology driven and marketing driven industries (Saboniene, 2014). This article presents the analysis of the performance of advanced technology industries in Lithuania, conducting the problems in the context of economic integration in the EU, globalization and changing economic conditions.

The aim of the research paper is to reveal the main features of the performance of Lithuanian advanced technology industries and analyse the changes of their indicators in the context of economic integration. The object of the scientific research is the sector of advanced technologies in Lithuanian manufacturing industry.

The paper has been organized as follows: the first part outlines the theoretical basis of the main indicators employed to characterise the actual performance of the selected industries. The changes of the main indicators and benchmarking of high-tech and medium-high industries have been presented in the second part. The paper concludes with presentation of the summary of the results.

2. Literature Review and Methodology

Scientific publications and empirical studies discuss the impact of R&D and innovations on the development of high-technology industries as the key drivers of country's economic growth (Hitiris 1998, Geroski 1989, Ericson 1998, Jalava, Pohjola 2002, Christensen *et al*. 2004, Chesbrough, Crowther 2006, Falk 2007, Bravo-Ortega 2011, Wang *et al*. 2013). Curzon Price (1990) pointed out the importance of high-tech stimulation by reducing market failures such as risks and costs of innovations or prevention of the R&D and innovation activity duplication, particularly in the field of R&D and environmental damage. Bennett (1997) states that the "benefits, arising from R&D, including improvements in the technical aspects of existing products, introduction of new products as well as lower costs of production, national government grants and subsidies for R&D, play a crucial role in investment decisions". Thus, the cause to heighten advanced industries is their large technological contribution to the whole economy, characterised by the abilities to create and apply innovations, modern information technologies and improve managerial qualification and creativity.

In order to evaluate the performance of the advanced technology industries and consider the changes emerging in these industries, it is necessary to analyse a set of the main characteristics. The empirical analysis allows to define the direction of the structural changes over the period of 2004-2012 and to make the judgment on structural significance of advanced industries.

The prime characteristics of the actual performance of an individual industry are the indicators of production sales and exports share. The rates of export share in total export and export growth provide the information on the demand conditions and are considered to be important indicators for evaluation of the potential of an individual industry. Sectoral export intensity is a ratio, which compares the shares of export and production sales in order to evaluate the abilities of the industries to produce goods for global market. Export share compared to output share can also provide the signals of the shifts in strengthening or weakening competitive positions in international markets. The empirical study employed the data of export of Lithuanian origin goods for a precise evaluation of the results of export performance.

Productivity often serves as a key indicator of the performance of particular industry and, according to Buckley *et al.* (1988), it also describes the competitiveness of industries or individual firms. Productivity measures analyse the relationship between output (produced goods and services) and input (used resources) (Henricsson *et al.* 2005). Value-added generated in an economy is the main criterion of economic performance. A commonly used and relatively straightforward measure of productivity is the value-added per employee, where it equates the difference between the income and costs generated from the sales of the goods and services, supplied by individual industries. This indicator exposes the ability of an industry to generate value-added production, employing resources in the most efficient and productive way possible. According to Tikhomirova (1997), it seems feasible to benchmark each manufacturing industry according to the highest level of value-added per employee achieved at a particular time.

The significant indicator of industry performance is an average wage per employee. The industries, associated with high value-added, also provide higher levels of income and wages. The usage of average wage indicator is based on understanding that the higher level of wages in different manufacturing industries indicates the demand for higher employee skills and indirectly presents the potential associated with staff creativity, competences and creation of higher value-added.

The indicator of foreign direct investment is also included in benchmarking in order to demonstrate the attractiveness of Lithuanian advanced industries by taking into account the significance of foreign capital to the economy. FDI promotes the industrial development as it enables making products by employing new technologies, transferring the cutting-edge and know-how knowledge, creating new value-added and new work places. Despite the different opinions of scholars regarding positive and negative impacts of FDI on host countries, the amounts of FDI in transition economy industries still remain of high importance.

Finally, the empirical study includes the indicator of R&D intensity as an important criterion for the development of individual industries, providing information on the degree of the sophistication of an industrial output and of the knowledge embodied in the goods produced. R&D intensity is measured as a percentage rate, which enables to compare the R&D expenditures to the sales of an individual manufacturing industry. Advanced industries, which are often characterized by economies of scale and imperfect competition, are engaged in the activities that require large expenditures on R&D for pioneering and technology improvement.

All the indicators together make up a profile of an individual manufacturing industry and reflect the variety of the competitiveness-related facets; forasmuch, the low level of several indicators can reveal the problem, which emerges in a particular sector, since it enables to evaluate the actual performance of the sector in a long-term period. The benchmarking covers nineteen manufacturing industries; the indicators and ranks were calculated for the three year period in order to eliminate the influence of annual fluctuations. Aiming to assess overall composite ranks, the

manufacturing industries were ranked by each indicator, and higher value of an indicator was associated with higher value of the rank. Thus, the overall composite rank was calculated as an average of all the indicators' ranks.

The other methods of the scientific research employed in this study include the analysis of the scientific literature, the comparative analysis of the statistical data and mathematic calculations.

3. Results

The development of advanced technology industries has important implications on the country's industrial competitiveness and evaluation of its economic level; thus, they still compose the most important EU economic sector for production, trade and employment. According to common opinion, the countries, having the basic part of medium-low and low-technology industries in their industrial structure, cannot be regarded as having achieved a high economic level. In the case of Lithuania, the traditional industrial sectors with low and medium-low technological susceptibility prevail and their significance is obvious. On the other hand, stimulation of the growth of the relatively high-value added production is an important factor for improving industrial development in the future while the competitiveness might be increased by higher value-added, higher-skilled labour and science-intensive industries as well as by intensive transition to knowledge-driven economy. Following the practice of the advanced countries, the strategies of foreign direct investment attraction, innovation activity promotion, competitive ability formation and intensification, sponsorship for education and science, implementation of scientific research results and technologies are most relevant drivers of industrial development.

With reference to the data of Eurostat, Lithuanian high-tech exports indicator, calculated as the share of all high-tech products export in total exports, made 5.8 per cent in 2012 and formed the slim share in comparison to other EU states (see Figure 1).

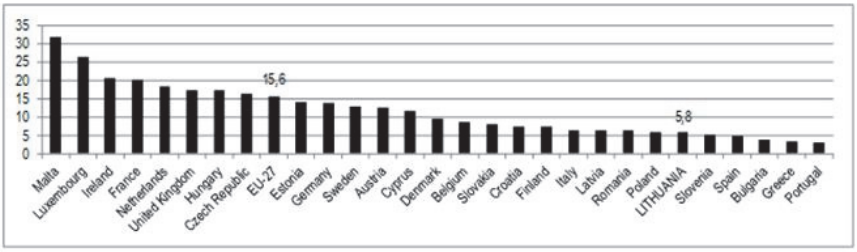


Figure. 1. The share of high-tech exports, per cent, 2012.

Source: the data of Eurostat. High Technology products are defined as the sum of the following products: Aerospace, Computers-office machines, Electronics-telecommunications, Pharmacy, Scientific instruments, Electrical machinery, Chemistry, Non-electrical machinery, Armament.

In order to look over the high-tech and medium high-tech industries' status in Lithuania, it is purposeful to assess the structure of industrial sales, referring to OECD classification of manufacturing industries based on technology (see Table 1). Manufacture of computer, electronic and optical products, assigned to the group of high-tech category, made only 1.0 per cent of total production sales in Lithuanian manufacturing industry in 2013. During the period of 2004 – 2013, the share of this sector declined more than fourfold. Manufacture of the basic pharmaceutical products and pharmaceutical preparations also made a slim share, which contributed to 0.6 per cent in 2013.

Table 1. Structural changes of Lithuanian high-tech and medium high-tech industries by production sales in 2004-2013, per cent

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
C Manufacturing	100	100	100	100	100	100	100	100	100	100
High-tech manufacturing industries										
C21 Manufacture of basic pharmaceutical products and pharmaceutical preparations	0.4	0.3	0.3	0.3	0.2	0.3	0.5	0.4	0.4	0.6
C26 Manufacture of computer, electronic and optical product	4.6	3.3	2.7	2.2	1.3	1.8	1.7	1.2	1.1	1.0
Medium-high manufacturing industries										
C20 Manufacture of chemicals and chemical products	5.0	5.4	6.4	10.9	11.9	10.6	10.9	11.7	11.5	10.2
C27 Manufacture of electrical equipment	1.8	1.7	1.7	1.6	1.4	1.1	1.1	1.1	1.4	1.5
C28 Manufacture of machinery and equipment	1.0	1.1	1.3	1.4	1.9	1.7	1.6	1.6	1.6	1.9
C29 Manufacture of motor vehicles, trailers and semi-trailers	2.3	1.8	1.7	1.8	1.3	0.5	0.7	0.8	0.8	1.0
C30 Manufacture of other transport equipment	1.1	1.1	0.9	1.0	0.9	1.2	1.0	0.5	0.7	0.8

Source: calculated according to the data of The Department of Statistics to the Government of the Republic of Lithuania.

The sectors of medium complexity high technology industry, i.e. manufacture of motor vehicles, trailers and semi-trailers as well as manufacture of other transport equipment respectively made 1.0 and 0.8 per cent of whole the production in Lithuanian manufacture. Both industries showed the tendencies on production sales decrease. Manufacture of machinery and equipment retained their small shares in the structure of industry in 2004 – 2013, with tendencies of modest growth from 1.1 to 1.9 per cent. Conversely, the share of electrical equipment manufacture slightly moved down and made 1.5 per cent in 2013. Finally, manufacture of chemicals and chemical products, assigned to the sector of medium high-tech technology industry, is one of the most promising sectors, taking a significant comparative share in the structure of production sales, considering the increase of its share from 5.0 per cent in 2004 to 10.2 per cent in 2013.

For the analysis of the performance of individual manufacturing industries, the separate indicators were used in order to highlight the problematic areas and get deeper insights in their particular characteristics, benchmarks, relative significance and hence their impact on the overall rank. The benchmarking of Lithuanian high-tech and medium-high industries was made by the values of the average rank of key indicators: export share in total state's exports, export growth, export intensity, value-added per employee, R&D intensity, foreign direct investment and the level of average wage (Figure 2). A brief review on the results of the benchmarking of all the manufacturing industries revealed relative significance of the key characteristics to the analysed industries.

The industry *C21 - Manufacture of basic pharmaceutical products and pharmaceutical preparations* - is arguably among the most important industries in the developed countries, considering it as one of high-tech industries, in spite of the fact that it makes an extremely small share in sales and exports structure. The average rank of 12.1 placed this industry in the second position among nineteen industries since this industry achieved high ranks of R&D intensity and average wage; thus, it demonstrated higher requirements for skills and qualifications of human resources. The high level of economic performance is proved by high indicators of value-added per employee and foreign direct investment. Nevertheless, despite the export growth, this industry seems to have a limited potential due to very low indices of export share and export intensity.

The industry *C26 - Manufacture of computer, electronic and optical products* - is in the focus of innovation and industrial policies in every developed economy. Despite relatively moderate rates of export performance as well as its share in industrial structure, this industry showed the high average rank of 11.4 and took the third position among nineteen industries due to the potential of R&D and innovation performance as well as the combination of high level of average wage and value-added per employee, which reflects the demand of high requirements for qualifications of human resources. However, the development and potential of this industry is a problematic issue considering the declined share of its industrial sales during the period of 2004-2013.

C20 - Manufacture of chemicals and chemical products - achieved the high average rank of 15.6 and occupied the first place among nineteen industries due to relatively high values of value-added per employee, export share, average wage as well as on account of foreign direct investment inflows. The combination of high ranks of export shares and export growth enabled to achieve the leading position. This industry could be seen as one of the most significant and potential ones by the key indicators, notwithstanding, R&D intensity rank was rather low.

The average rank retained its high value in comparison to the previous period. The average rank's value of *C27 - Manufacture of electrical equipment* - visibly declined from 13.9 in 2003-2005 to 8.6 in 2009-2011. This industry is

characterised by not large shares in industrial structure as well as exports. Attention should be drawn to the industry's moderate R&D intensity and export intensity indicators, however, the value-added and FDI indicators are lower in comparison to the other ones. This makes it difficult to discuss about the future potential of *C27* without an in-depth qualitative analysis of individual companies.

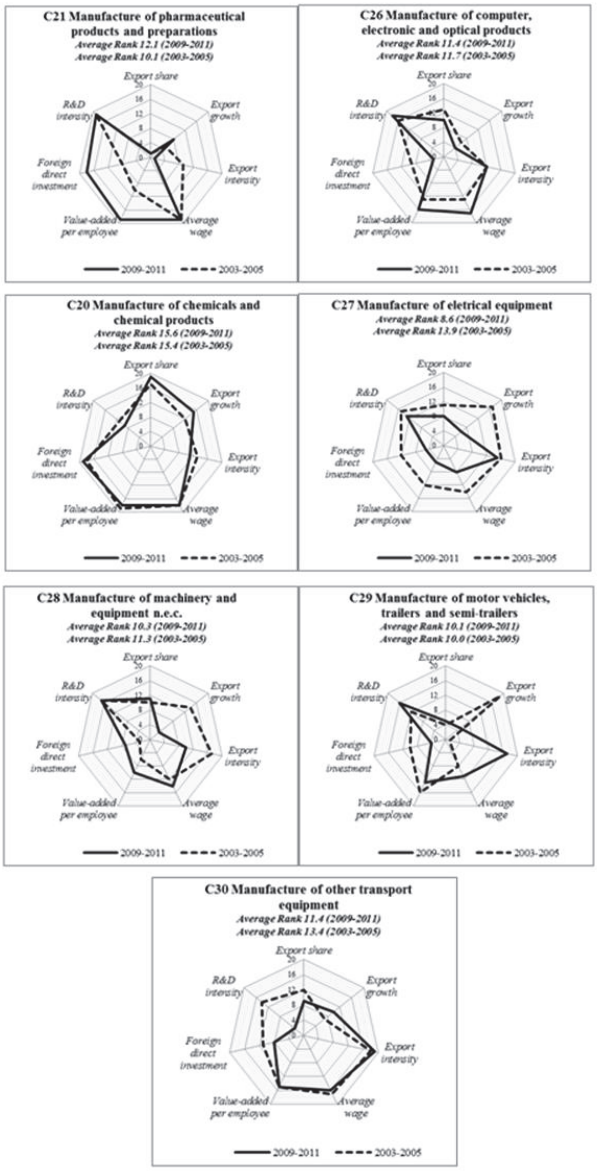


Figure 2. Benchmarking of Lithuanian high-tech (C21, C26) and medium high-tech (C20, C27, C28, C29, C30) industries

C28 - Manufacture of machinery and equipment - attracts attention by its R&D intensity rank and the moderate rank of export share, but this industry has a small share in industrial structure. The shrinkage of export growth was accompanied by the decreased rank of export intensity indicator. The slightly decreased average rank, established while comparing the two periods, limits the analysis of its future potential.

C29 - Manufacture of motor vehicles, trailers and semi-trailers - also has small share in industrial structure but it can be characterised by increased R&D intensity, export intensity and relatively sufficient indicator of value-added per employee. The ranks of foreign direct investment and export growth declined obviously in comparison to the previous period. However, the average rank retained its moderate value in the stable position due to the increased value of export intensity rank.

Finally, *C30 - Manufacture of other transport equipment* - achieved rather good indicators of export performance, but showed low rank of R&D intensity, which declined visibly. Nevertheless, the value-added per employee and average wage ranks were relatively high, what is a remarkable feature proposing further development of this industry. Shipbuilding is a specific sector, considering the fierce competition from Asia producers, where this industry is treated as a priority sector supported by most of governments. European shipbuilding industries compete with cheaper labour countries, and efforts are directed towards the development of new technologies in order to resist the competitive pressures. Future performance of Lithuanian shipbuilding depends on production and demand of the specialised vessels. Anyway, the average rank of this industry moved down in the period of 2009-2011 in the comparison to the period of 2003-2005.

4. The Concluding Remarks

The relevance of the researched problem is based on the fact, that the shares of high-tech and medium-high industries in Lithuania are small and have declining trends except the manufacture of chemicals and chemical products. The set of the indicators was used to reveal the main features and shifts in advanced industries aiming at making up their profile and future trend. Changing the current industrial structure by increasing the shares of high and medium-high technology industries is not simple, and there are no clear tendencies of growth observed in Lithuanian industry within the analysed period.

Changing industrial structure by increasing the shares of high technology industries is a complex issue, especially minding the fact that the long-term results revealed the declined shares and indicators of Lithuanian high-tech industries. The main indicators of Lithuanian industrial companies such as value-added per employee, amount of attracted FDI, innovativeness and R&D expenditures are relatively low in comparison to the ones in the EU. Overcoming of the factors that hamper innovation activities such as high innovation risk, high costs, lack of internal and external funding as well as lack of qualified personnel is a relevant problem for industrial companies, which implement innovations, including industrial research and technological work, at their own risk and discretion. Cooperation and strategic partnership between scientific institutions and industrial companies for creation and implementation of product and process innovations is still insufficient. Large investment into the scientific research, education and technologies is necessary to stimulate industrial progress; it also could be done by focusing the attempts on the secondary market of innovations – improving already implemented products and technologies, targeting the industrial sectors that create bigger surplus value and so forth. The policy implications directed towards the creation of favourable business conditions for companies, promotion of high added-value activities and innovation activities have positive impact on the future development of advanced technology industries, however, it is important to keep in mind that the long-term changes are slow.

References

Bennett R., (1997). European Business. Pitman publishing MandE. Pearson Professional limited.

Bravo-Ortega, C. (2011). R&D and Productivity: A Two Way Avenue? World Development. Volume 39, Issue 7, 1090–1107. http://dx.doi.org/10.1016/j.worlddev.2010.11.006.

Buckley, P. J., Pass, C. L., & Prescott, K. (1988). Measures of international competitiveness: a critical survey. *Journal of Management*, 4(2), 175-200.

Chesbrough, H., Crowther A., K. (2006). Beyond high tech: early adopters of open innovation in other industries. *R&D Management*. Volume 36, Issue 3, 229–236. DOI: 10.1111/j.1467-9310.2006.00428.x.

Christensen, J.F., Olesen, M.H. & Kjar, J.S. (2004). The industrial dynamics of open innovation–evidence from the transformation of consumer electronics. Working paper, Copenhagen Business School, Department of Industrial Economics and Strategy.

Curson Price, V. (1990). Competition and Industrial policies with emphasis on industrial policy. New York: St. Martins Press.

Falk, M. (2007). R&D spending in the high-tech sector and economic growth. *Research in Economics*, Volume 61, Issue 3, 140–147. http://dx.doi.org/10.1016/j.rie.2007.05.002.

Geroski, P. (1989). European Industrial Policy and Industrial Policy in Europe. Oxford Review of Economic Policy, oxford. Washington, DC: American Psychological Association.

Henricsson, P., Ericsson, S. (2005). Measuring construction industry competitiveness: a holistic approach. A. C. Sidwell, Brisbane, Australia.

Hitiris, Th. (1998). European Union Economics. 4th edition. Prentice Hall Europe.

Jalava, J., Pohjola, M. (2002) Economic growth in the New Economy: evidence from advanced economies. *Information Economics and Policy*. Volume 14, Issue 2, 189–210. http://dx.doi.org/10.1016/S0167-6245(01)00066-X.

Sabonienė, A. (2014). Quality mode of Lithuanian manufacturing industry's exports // *Inžinerinė ekonomika = Engineering economics* / Kaunas University of Technology. Kaunas: KTU. ISSN 1392-2785. 2014, Vol. 25, no. 4, p. 450-457. DOI: 10.5755/j01.ee. 25.4.6925

Tikhomirova, G. (1997). Analyzing changes in industry structure. CSES working paper, No. 11.

Wang, D. H-M., Yu, T. H-K., & Liu, H-Q. (2013). Heterogeneous effect of high-tech industrial R&D spending on economic growth. *Journal of Business Research*, Volume 66, Issue 10, 1990–1993. http://dx.doi.org/10.1016/j.jbusres.2013.02.023.

Entrepreneurial Leadership in Arab Universities: Perspective in the Age of Globalization and Non-Linear Environmental Changes

Professor Asim Alaraji

Dhofar University, Sultanate of Oman; E-mail: dr_asim39@hotmail.com

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

The objective of this research is to find out a suitable leadership model for Arab universities which can be helpful in maintaining needed levels of responses to the ongoing non-linear environmental changes. Countries at the present century have led to an increasing non-linear dynamics in their environment. Different organizational leaderships, including universities, have found themselves required to work in new environment. The movement towards what is called the new world order, where open doors and free exchanges prevail among different countries, scientific and technological innovations, with their non-linear effects on the environment, have found their way to developing countries. The above mentioned transformation in developing countries , including Arab countries, has created the need for revising current organizational set ups, including leaderships, in order to respond to the renewing non-linear environmental needs and challenges. Findings of the analysis suggest that entrepreneurial leadership model could be helpful for responding to the non-linear dynamics of Arab universities environment.

Keywords: *Non-linear dynamics, Globalization, New world order, Developed countries.*

1. Introduction

Developed countries are generally living non-linear environmental changes, non-routine and un-systematic changes caused by various innovations in sciences and technology. The effects of these increasing innovations on different aspects of societies were increasing non-linear changes in environmental supplies and demands coming to various organizations including universities (Drucker 1995, 2007)

Meanwhile, the overall movement towards what is called the "new world order", where openness and free exchange among developed and developing countries are predominant, the non-linear environmental changes in sciences and technology, and consequently in the whole society, have expended to the developing countries(Bhagwati 2007, Welch & Wong 1998).

Due to the need of organizations of developing countries, as it is the case in developed countries, to maintain their responsiveness to their renewing environmental changes, where demands and supplies come, it becomes necessary to revise their various organizational components, including leaderships, so as to make them properly respond to the new environment, (Cummings & Worley 2014).

1.1 Objective and Importance:

The objective of this research is to find out a suitable leadership model for Arab universities which can be helpful in maintaining needed levels of responses to the ongoing non-linear environmental changes.

High levels of universities responses to environmental changes could probably help the overall development in the given country.

1.2 Research Question:

Is the entrepreneurial leadership model helpful for maintaining universities needed levels of responses to their new non-linear environment?

1.3 Methodology:

This research is mainly based on literature review. The analysis includes the following:

1- Adopted universities leadership models by different universities in the non-linear dynamic environment age.
2- Effects of the new world order on developing countries universities environment.
3- Comparing the characteristics of universities non-linear environment and the characteristics of entrepreneurial leadership.

1.4 Literature Review and Analysis:

Development of universities leadership models has taken different forms in the non-linear environmental changes. Some of them are as follow:

Kiel (1989) has stated that the transformation in the non-linear dynamic environment usually requires untraditional organizational set up and different leadership styles to coup with it.

Drucker (1994) has called the ongoing transformation in the non-linear environment in developed countries the "transformation towards post capitalism" which implies overall comprehensive changes in the concerned societies and in their institutions

Zilibotti (1995) has pointed out that developing countries are also living non-linear changes in their environment and consequently require certain changes in their organizational set up including leaderships.

Dolence & Norris (1995) have emphasized the need for revising the present universities leadership models should not be confined to American universities. I other words it should include all other countries as well. However the authors did not suggest a specific leadership model that better fit the ongoing non-linear environmental changes.

Stacey (1996) has recommended adopting short range instead of long range planning by universities leaderships in order to minimize possible errors in predicting the future in the non-linear environmental changes..

Although adopting short range planning could lead to minimize errors in predictions, it may lead at the same time to losing some of the benefits of long range planning

Farazmand (2003) has gone further by asking for an overall revision of present administrative theories and models so as to better fit the ongoing non-linear environmental dynamics.

Smith (2004) has stated that the main reason for setbacks in number of universities leaderships planning in developed and in developing countries is overlooking the nature of the non-linear dynamics of the present times. No comprehensive and viable leadership model is suggested.

Shelton et al. (2005) have stated that universities leaderships of the present time should master the non-linear skills and techniques so as to be better responsive to their new environmental changes .Although the authors have suggested general framework for the needed leadership, they did not draw the operational details of the model.

Pink (2005) has pointed out that the new non-linear dynamic environment requires organizational leaderships which have the capabilities of non-linear thinking and techniques

Wheatly (2006) has implicitly supported Stacey suggestion that universities long range planning suffer of certain setbacks in the non-linear environment.

Yavirach (2009) has found through his field study that private universities are more responsive in adopting an entrepreneurial leadership model than the public sector in the non-linear environment in Thailand .This could be true in other countries since public sector organizations are generally more formalized than the private sector organizations.

It is clear in the above mentioned review that no agreement by different authors about a unified universities leadership model in the present non-linear dynamic environment.

Also the literature review does not show required emphasis on university leaderships in developing countries in the ongoing non-linear environment.

2. The Transformation Towards the New World Order

The new world order is the world where free exchange and openness prevail among different developed and developing countries. The effects of transformation towards the new world order were sighted by some authors as positive while others negative on the organizational environment in developing countries. (Bhagwati 2007, Farazmand 1999, Croucher 2003, Stiglitz 2002, Chossudovsky 1996).

The present paper is concerned with the possible effects of the new world order, the free flow of scientific and technological innovations of the more developed countries to the developing countries, which causes the transformation towards non-linear dynamic environment as it is the case of developed countries.

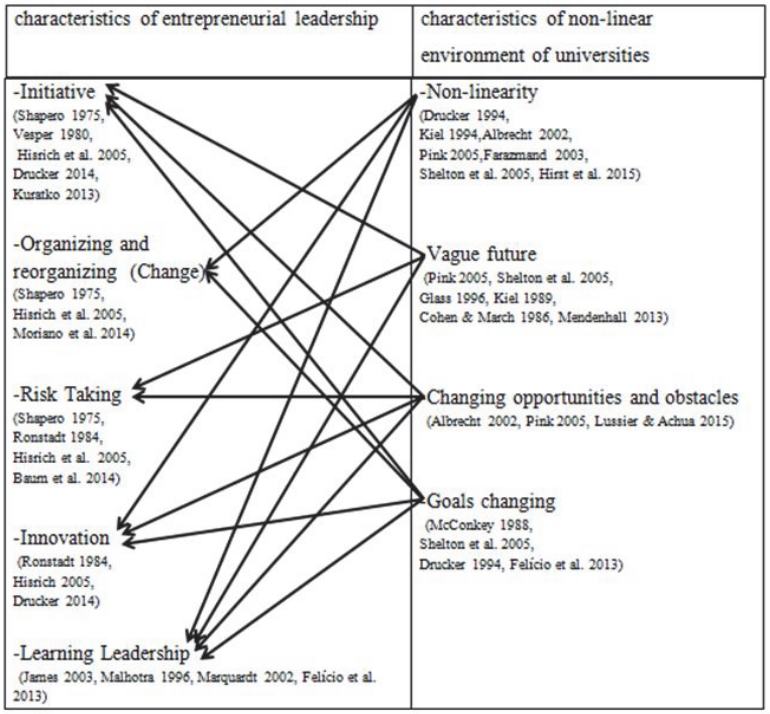
The transformation towards the new world order has required that different leaderships have to respond to the new non-linear dynamic environment. In other words, universities leaderships' decisions' and plans' need to be developed

within the context of the new environment in order to avoid possible failure (Cummings & Worley 2005).

3. Comparative Analysis: Characteristics of the Non-linear Dynamic Environment and Characteristics of the Entrepreneurial Leadership:

In order to explore the viability of recommending an entrepreneurial leadership model for Arab universities in the ongoing environmental non-linear changes, characteristics of the non-linear dynamic environment as stated in related references (Drucker 1994, Kiel 1989, Albrecht 2002, Pink 2005, Farazmand 2003, Shelton et al. 2005, Glass 1996, McConkey 1988) are compared with characteristics of the entrepreneurial leadership as pointed out in related references (Shapero 1975, Vesper 1980, Hisrich et al. 2005, Ronstadt 1984, James 2003, Malhotra 1996, Marquardt 2002) as shown in Table 1.

Table 1: Comparisons between characteristics of non-linear environment and characteristics of entrepreneurial leadership.



Non-linear and unsystematic environmental changes usually lead to n0n-linear and unsystematic demands and supplies coming from the environment tonthe concerned organization. This situation requires a learning leadership, in order to spot changes on time, and innovative leadership, in order to offer untraditional solutions to changing problems. Also this situation requires the leader to be capable of carrying out organizing and reorganizing as needs arise in the environment.

Vagueness of the future and difficulties in predicating future changes usually requires initiative and risk taking leadership in order to not let things go out of hand. Also this situation needs learning leadership in order to be able to collect needed information about the environment and minimize the vagueness of future changes.

The high speed of opportunities and obstacles changes in non-linear environment usually requires initiative, risk taking, learning, as well as innovative leadership in order to be able to properly deal with such situation .Learning leadership helps getting required information about the high speed environmental changes. Initiative leadership helps taking required actions beforehand. Risk taking leadership helps taking required actions in cases of complexity and fast changes in the environment. Innovative leadership helps taking untraditional actions to deal with unsystematic changes.

The frequent organizational goals changes in a non-linear environment usually require initiative, learning,

innovative, as well as change leadership. Initiative leadership usually helps taking proper actions beforehand .Learning leadership usually helps gathering required information about changes in organizational goals. Innovative leadership generally helps developing untraditional methods for accomplishing untraditional goals.

Chang leadership generally helps organizing and reorganizing systems so as to fit changing organizational goals accomplishment.

4. Conclusion and Recommendations

Adopting the entrepreneurial leadership model by an Arab university has been proposed through the analysis of this paper, since it better respond to contemporary environmental transformation.

It can be proposed too that operationalizing the suggested leadership model can be through:

1- University leaderships' self-development in the context of the suggested model.
2- Adopting the characteristics of the suggested model as criteria for recruiting universities leaderships.
3- Adopting the characteristics of the suggested model as criteria for evaluating universities' leaderships performance.

References

Albrecht, K. (2002). Brain power. *Training & Development*, 56 (11), 38-46.
Baum, J. R., Frese, M., & Baron, R. A. (2014). The psychology of entrepreneurship. Psychology Press.
Bhagwati, J. (2007). In defense of globalization: With a new afterword. Oxford University Press.
Chossudovsky, M. (1996). The globalization of poverty. London.
Cohen, M. D., & March, J. G. (1986). Leadership and ambiguity: The American college president. Harvard Business Press.
Croucher, S. L. (2003). *Globalization and belonging: The politics of identity in a changing world*. Rowman & Littlefield Publishers.
Cummings, T., & Worley, C. (2014). Organization development and change. Cengage learning.
Dolence, M. G., & Norris, D. M. (1995). Transforming higher education: A vision for learning in the 21st century. Ann Arbor, MI: Society for College and University Planning.
Drucker, P. F. (1994). Post Capitalist, Society, Butterworth Heinemann, New York.
Drucker, P. F. (2007). Management challenges for the 21st century. Routledge.
Drucker, P. F. (1995). Managing in a time of great change, Truman Talley Book, Dutton, New York.
Drucker, P. (2014). Innovation and entrepreneurship. Routledge.
Farazmand, A. (1999). Globalization and public administration. Public administration review, 59 (6), 509-522.
Farazmand, A. (2003). Chaos and transformation theories: A theoretical analysis with implications for organization theory and public management. Public Organization Review, 3(4), 339-372.
Felício, J. A., Gonçalves, H. M., & da Conceição Gonçalves, V. (2013). Social value and organizational performance in non-profit social organizations: Social entrepreneurship, leadership, and socioeconomic context effects. Journal of Business Research, 66(10), 2139-2146.
Glass, N. (1996). Chaos, non-linear systems and day-to-day management. European Management Journal, 14(1), 98-106.
Hirst, P., Thompson, G., & Bromley, S. (2015). Globalization in question. John Wiley & Sons.
Hisrich, R., Peters, M., Shepherd, D. (2005) Entrepreneurship, Me Graw-Hill , Boston.
James, C. R. (2003). Designing learning organizations. Organizational Dynamics, 32(1), 46-61.
Kiel, L. D. (1989). Non-equilibrium Theory and Its Implications for Public Admini. Public Administration Review, 49(6), 544.
Kuratko, D. (2013). Entrepreneurship: Theory, process, and practice. Cengage Learning.
Lussier, R., & Achua, C. (2015). Leadership: Theory, application, & skill development. Cengage Learning.
Malhotra, B. (1996) Learning to change. Business Quarterly, 61(2), 102-120.
Marquardt, M.J. (2002) Building the learning organizations: Mastering the five elements for corporate learning, Davies black Inc. Publishing, Palo Alto, USA.
McConkey, D. (1988) Planning in changing Environment. *Business Horizons,* 64, 87-98.
Mendenhall, M. E. (2013). Leadership and the birth of global leadership. Global Leadership, 2, 1-20.
Moriano, J. A., Molero, F., Topa, G., & Mangin, J. P. L. (2014). The influence of transformational leadership and organizational identification on intrapreneurship. International Entrepreneurship and Management Journal,10(1), 103-119.
Pink, D. H. (2005) A Whole New Mind: Moving from the Information Age to the Conceptual Age, River head, NY.
Ronstadt, R. C. (1984) Entrepreneurship, Dover, MA: Lord Publishing CO. Dover.
Shapero, A. (1975) Entrepreneurship and Economic Development the Center for Venture Management, Wisconsin.
Shelton, C., Yang, J., & Liu, Q. (2005). Managing in an age of complexity: quantum skills for the new millennium. International Journal of Human Resources Development and Management, 5(2), 127-141.
Smith, J. M. (2004), Asia Pacific Perspectives of International Entrepreneurship: Handbook of Research on International Entrepreneurship, PP. 267-291, (SSRN:http://sm.com/Abstract=1497331).

Stacey, R. (1996). Emerging strategies for a chaotic environment. *Long Range Planning*, *29*(2), 182-189.
Stiglitz, J. E. (2002). Globalization and its Discontents. New York.
Welch, E., & Wong, W. (1998). Public administration in a global context: bridging the gaps of theory and practice between western and non-western nations. *Public Administration Review*, 40-49.
Wheatly, M. J. (2006) Leadership and New Science: Discovering Order in a Chaotic World (3ed.), Barrett Koehler, Pub. Inc. NY.
Vesper, K. (1980) New Venture Strategies, Englewood cliffs: Prentice Hall, NJ.
Yavirach, N. (2009). A Comparison of Public and Private Universities in Thailand with Reference to Transformational Leadership. Available at SSRN 1399922.
Zilibotti, F. (1995). A Rostovian model of endogenous growth and underdevelopment traps. *European Economic Review*, *39*(8), 1569-1602.

Literary Education in Russia: Problems and Trends

Elena Valentinovna Getmanskaya

Natalia Alexandrovna Mironova

Natalia Alexeevna Popova

Moscow State Pedagogical University, 1/1 M. Pirogovskaya Str., Moscow, 119991, Russian Federation

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

This article provides solutions of several key pedagogical problems by means of "Literature" subject. The following questions are actualized in the pedagogical and methodological aspects: poly-ethnicity of the school audience; teaching literature in the conditions of inclusion, creating a concept of life-long literary education, the introduction of modern literature into a school course. Along with the modern pedagogical and methodological problems solutions, the work highlights that the introduction of modern content and technological innovations into the process of teaching literature does not mean abandoning the successful (as the time shows) three hundred year old tradition of literature study in the Russian school. The systematic correlation of the modern teaching literature and its historical model will maintain the continuity of literary education. The article reasonably concludes that the success of the Russian literary education is based on strong connection of innovations and special national traditions.

Keywords: *humanitarian education, continuity, historical educational model, contemporary literature, essay, inclusion, dialogue of cultures, continuing education.*

1. Introduction

The development of secondary and higher literary education in Russia largely determines the success of humanitarian education in general. The former focus on literature typical of the Russian humanitarian paradigm correlates with modern trends in education in a complex way. Among the perspective problems of literary education in Russia, which must be resolved in accord with the changing vectors of society development are, first of all:

- increasing poly-ethnicity of the audience;
- inclusion;
- creation of the concept "education during all the life";
- introduction of modern literature into a school course, which could give a powerful impetus for motivation in reading among adolescents and youth;
- preserving continuity of modern literary education with the historical Russian model of teaching literature.

We shall note that the above named problems and tendencies are typical not only of the Russian educational system: similar issues in those or other variants are present today in many developed countries. The solution of these problems on the Russian soil, in addition to the active introduction of methodological innovations, should be based, on a 300-year-old literature teaching tradition in Russia marked by high performance. At the same time, the Russian literary education will retain its positions, on condition of compliance with new social conditions and with challenges of the post-industrial society.

2. Methods

So, school literary education in Russia is facing new challenges of the time. We are talking about active migration processes that change the ethnic presentation of students in an average Russian class. The literature course gradually attains a "new" audience of students. Classes with a multinational structure are becoming the norm for many regions of Russia: in Moscow classes the average of 20% from the whole number of pupils are the children of migrants from the CIS countries: Azerbaijan, Georgia, Uzbekistan, Tajikistan, Armenia, Ukraine (Getmanskaya, 2010, 16-21). Teaching tolerance among children of school age is a complex, multi-layered task, including getting familiar with the traditions,

culture, art and literature of other nationalities, as well as with the system of moral and ethical values of these peoples. An essential element of a Literature teacher's work in multinational classes is to implement the principle of intercultural dialogue, introduced at schools by V.S. Bibler and realized in contrasting the culture of a pupil to the Russian culture (Bibler, 1997; Bibler, 1991; Bibler, 1996).

The dialogue of cultures in the sphere of literature methodology involves the use of such methodological ways and methods as opposing and comparison of works by Russian and national authors, the use of encyclopedic material, work on the development of students' speech on the material of both Russian and other nationalities' authors' literary texts. In multi-ethnic classrooms it is important to take into account the psychology of perception of Russian literature by bilingual students, their national mentality.

In scientific-methodological research study of the realization of literary education in inclusion occupies a special place. The priority directions of the literary education development in conditions of inclusion are:

- creation of adaptive programs, methodic and process charts devoted to literature in conditions of inclusion;
- development of constructivist pedagogy ideas in inclusive literary education;
- the use of text therapy methods when working with a fiction text at the lessons of literature with students of different physiological features.

There is a clear trend in the Russian education to view the literary education as a process which has the vector kind of development: from early preschool childhood to the systematic schooling.

The determining trends of continuous literary education in modern conditions are:

- inclusion of children from early preschool years into literary education;
- training of a professionally competent pedagogue, who coordinates the phases of literary education with the age periods of personal development;
- implementing the concept of continuous literary education in the educational practice.

The challenges a contemporary teacher of literature faces are changing. We not only have, as before, to help students to acquire specific knowledge, abilities and skills, but now we also must learn to adapt, make the classical literature closer to the modern teenager's perception, to adapt it. We must explain to our students that what their ancestors were arguing about or what they suffered is essential for our time too, because the technological advances appear but people aren't changing. The bright examples of contemporary literature will become the teacher's assistants, because "between the best examples of classical and contemporary literature there are deep ideological and semantic links, which can clearly be seen in themes and problematics of the works, in their imagery and artistic peculiarities. A key to the classical text can become a literary work of the modern author" (Popova, 2014, 103).

Gradually, by the middle of the 19th century, the study of literature in high schools found a new core, a historical-literary course, based on the best works of Russian literature. The historical basis of continuity of secondary and higher literary education in Russia is the historical-literary high school course. The new law "On education in the Russian Federation" enshrines the continuity of the separate stages of education legally. To make legislative declaration have become practical, in order not to lose the relationship of historic and modern models of teaching literature, historical and literature course must be maintained in schools. The existence of traditional literary history course and final essay will preserve the foundations of literary education in Russia.

2.1 Poly-ethnic school. Human values, timeless ideals of kindness, honour, freedom are most reliably "preserved" in fiction. In the educational standard of the Russian school, the literature of the peoples of neighboring countries is not represented by a separate section. However, the key point of modern programs is to include Russian literature into the holistic context of the world literature in the process of literary education of schoolchildren (Chertov, 2007, 3). The situation of the Russian education space most likely implies the revision of content of world literature section in the school programs, i.e. the inclusion of the neighboring peoples' literatures. In the senior classes with multi-ethnic students there is a need for the introduction of elective courses that contain reviews of modern Belarusian, Armenian, Georgian, Azerbaijani, Estonian literature.

After the collapse of the Soviet Union, unfortunately, not only political but also the cultural autonomy of peoples appeared, and for Russian school children literature of neighboring states acquired much of the terra incognito, while the national literatures today reflect the urgent problems of the present. For example, the theme of war was paid attention to by Lithuanian, Russian, Belarusian, Armenian and Georgian writers. According to critics, in most cases, it is high-quality and objective prose of national literatures representatives: a Lithuanian Ivaškâvičus ("The Green"), a Georgian Chkvanava ("Gladiators"), an Armenian Khechoyan "A Black book, a heavy beetle", etc.

The authors deprive the war some romantic character, which is fixed in the minds of some modern young people. The war is perceived by these authors as a tragedy, something absurd, imposed by the circumstances. Writers believe it

themselves and make the reader wonder why and with whom people fight: are they fighting with themselves. War comes from a new perspective: as an absolute evil, regardless of the goals and objectives. Such works do not disunite people, but unite, highlighting the importance of a human life, depreciated by war.

A not so long ago introduced methodical term "multinational classes" or "multicultural classrooms" needs clarification: when a class can be considered multinational, what is the number of bilingual students in comparison to others? There is also a question of what should be the balance between studying the Russian literature and the literature of ethnic groups present in the audience. How to include the literature of neighboring peoples into the course of senior classes, literature considering time constraints and the programs saturation?

The principles of multiculturalism and tolerance in the teaching of literature in Russian schools have been proclaimed, but the methodical aspect (searching texts, literary parallels, ways of national expression in literature, attitude to the eternal issues from a special national viewpoint) is still a perspective. In these circumstances, the teacher of literature him/herself should become the educator and souls collector for the students in multi-ethnic classrooms.

Similar problems of multicultural literary education exist in other countries of the world. In this regard, the approach to the study of multicultural literature in the American methodic is remarkable. In one of the electronic journals of the American National Council of English teachers (National Council of Teachers of English), in 2005, an article was published under the title "Mastering the culture-aware approach in the study of multi-ethnic literature". The article was written by Yu Ren Dong, a Professor of the Department of Secondary Education and Youth at Queens College (Dong, 2005). He emphasizes that teachers cannot be experts in all cultures, at the same time, they can recognize specific features of a particular culture during the study of fiction works, belonging to this culture. It is a way of exploring the literary text from another culture which the scholar calls a culture-aware approach in the study of multi-ethnic literature (Dong, 2005, 57).

The core of comparative analysis in multinational classes should become the problem of which works of Russian literature address the problems that are close to the ideas of the work by another ethnic group, how they are accomplished artistically, if it is possible to see something nationally specific in the author's position? Texts for the matching can be offered by the teacher, while in humanitarian-oriented classes the parallels with the Russian literature can be identified by students themselves. Another essential question is: which aspects of the comparative study of these stories could form the basis for a comparative study in multinational classes? What should manifest the principle of "dialogue of cultures" V.S. Bibler on the literature lesson? First of all, it is a comparison of the authors' ideas, plot and composition analogies, language means, comparison of readers' assessment of works, historical and functional aspects of the reading, interpretations, comparison of mental decisions of universal human moral issues.

In the Russian school the culture-aware approach (principle of dialogue of cultures) is implemented in the comparative study of Russian and other nation's works. A comparative study of the literary phenomena allows to generalize ontological, conceptual, problematic-topical, genre or stylistic aspects, and at the same time to comprehend the essence of a literary work more deeply.

2.1 Education in the conditions of inclusion

A special place in Russian studies of literary education, is taken by constructivist pedagogical ideas, the studying of peculiarities the literary education implementation in conditions of inclusion (adaptive programs, correctional-educational activity, organization and analysis of the text in terms of inclusion, etc.), familiarity with the vocabulary of inclusive education, consideration the forms of training students with HIA (disabilities) close to inclusion, the implementation of the concepts of "association" and "including" education at the literature lessons.

Involving the children with HIA into the work with a fiction text along with normally developing students is a serious problem. This process may be the least painless at the lessons of literature, because all students are able to get emotional and aesthetic pleasure from dealing with the fiction text. It happens because the "inherent variability of the worldview typical of the art objects, diversity and activity of activities, their poly-functional nature provides the best solutions to the tasks the modern education faces" (Andreeva, 2000, 364). The question here is not only about the creation of a unified educational space for people with different physiological features, but also about the technologies of using a fiction text in conditions of inclusion. More and more often in scientific and methodological research of recent years such term as art-therapy, text-therapy, and fairy-tale therapy appear, that in the modern Russian literary education consider as methods for facilitating the improvement of creative abilities of the child and formation of a positive attitude toward the world. Teacher, using these methods, not only solves his professional tasks, but also develops the spiritual and moral potential of the individual child.

2.2 Preschool literary education in the context of lifelong education

The next, equally important problem of literary education is incorporating literature as a subject into the widely accepted education paradigm of "a lifelong education". Now in Russia, the concept of a lifelong literary education, based on the methodological characteristics of education as of a continuous systematic process of learning, contributing to the literary development of the personality, is being promoted in the broad educational practice. Development of the concept of a lifelong literature education in modern conditions has its own specific characteristics, explained by the specifics of literature as an art form, by its particular ideological function in shaping and developing the personality, because art makes it possible to assign potential of culture personally and influence the human mind and behavior. When building the claimed concept a need appears to combine values and meanings of the systematic continuous literary education with the discreetness of the child's literary development. In this regard, a professionally competent pedagogue is the principal coordinator of pairing and resynchronization of literary education steps and literary development age periods. "It is the educator who must correlate the value-semantic and activity layers of a person's literary development at different levels of literary education" (Mironova, 2012, 18).

In the Act "On education in the Russian Federation" pre-primary education has become a separate level of general education (Law of the Russian Federation, 2013). A special place in the system of pre-school education is taken by the educational sphere "Reading fiction" as it's exactly "reading of serious fiction literature, according to the O.L. Kabachek, which generates extensive, lively perception of the environment, nature and life. A true work of art always addresses the images which embody the essential cultural and moral values. It makes a man watch and experience the real depths of life. The interaction of the child's soul with the moral charge of such a work staggers it, generates catharsis — a beneficial emotional explosion, helps to see the eternal things in everyday life (Kabachek, 2007).

Dealing with fiction texts from an early age contributes to the spiritual and moral development of the child, forms his humanistic attitude to the world, teaches him empathy, sympathy, participation. Fiction has a huge educational potential, which is actualized again in the modern Russian education. "One of the truths of my teaching faith is a boundless belief in the educational power of books ... A book is a mighty weapon, without it I would be dumb or tongue-tied; I could not have told a young heart even a hundredth part of what has to be told and of what I'm saying. A smart, inspiring book often determines the person's fate", −V.A. Sukhomlynsky wrote (Sukhomlynsky, 1973).

The Russian humanitarian research proved the influence of fiction literature on the formation and development of the child's personality, which is explained by the fact that the "experience of great artists' attitude to life, their life views, their world picture, concentrated in their works, are transplanted by artistic perception in the viewer's consciousness, and to some extent become the content of this consciousness and guidance of his attitude to reality" (2003, Borev, 364). In modern Russian literary education methodology artistic text to preschool stage, continuing education is seen as a tool of

- development of emotional world of the child, his fantasy and imagination;
- formation of spiritual and moral foundations of personality
- development of language and communication skills.

Systematically organized appeal to the works of fiction helps children of preschool age to develop their own attitude, to the surrounding life and its values.

2.3 The newest literature in the school course

In line with the socio-pedagogical innovations in the sphere of literature teaching (poly-ethnicity of the audience, inclusion, "life-long education" concept) in the last decade, a subject-meaningful, methodical problem has become particularly urgent. We consider the methodological problem of studying the contemporary literature at school to be the most interesting and ambiguous nowadays. Teacher-philologists frequently ask themselves: should the teacher of literature him/herself read books by contemporary authors; is it worth to study these works at the lesson and under what circumstances is it better to do; how to find time for the new fiction works minding the constant shortage of teaching hours?

First of all, it has to be said that the modern teacher is not familiar with the latest literature. The notion of "contemporary literature" in his mind is firmly connected with another period of 70 − 80-ies years of the twentieth century. And this is a purely methodological explanation: a textbook couldn't contain literature, which was not time-tested. All Russian school programs and textbooks for many years included the works of authors of the end of the last century into the section "Modern literature". These are prose writers V.P. Astafyev, Ch.T. Aitmatov, V.V. Bykov, poets A.A. Tarkovsky, N.M, Rubtsov, D.S. Samoylov, B.A.Slutsky, I.A.Brodsky, playwrights A.N. Arbuzov, A.V. Vampilov, V.S. Rozov, etc. Nowadays some contemporary literary topics have appeared in textbooks, like "Contemporary situation in literature",

"General characteristics of the watershed era" or "Literature of the late 20th century", but the students usually don't have time to explore these final topics. The literary education of senior students is finished with studying the works about Great Patriotic War, written in the middle of the XX century.

It must be admitted that this problem is not new to the Russian methodological school, as in the 19th century there were constant debates about the inclusion of modern literature into gymnasium and university courses. In particular, the great methodists of the past − V.Y. Stoyunin, V.P. Ostrogorsky, V.I. Vodovozov − advocated the studying of the newest literature, considering that without exploring the works of their contemporaries students will get an incomplete picture of the Russian literature at the high school. The time settled a dispute between the classical study of the literature supporters and those who called for updating the courses. The Names of F.M. Dostoevsky, L.N. Tolstoy, I. S. Turgenev don't cause any questions in our days. Moreover, a modern man finds it hard to imagine the course of Russian literature without these giants of thought.

We, teachers, who work in the twenty-first century, must honestly admit that the Russian literature of the 18th and 19th centuries is getting further away from our students, the question of our pupils' perception of past epochs literature is becoming more and more urgent.

The process of awarding helps to select from a huge amount of published texts those ones which are really the best and which the teacher can discuss at a lesson of literature. In 2013, the public attention was attracted by two novels- a novel by A.G. Volos "Coming back to Panjrud" and a novel by E.G. Vodolazkin "Laurus", awarded with the most prestigious literary awards. The first novel was awarded with the "Russian Booker" Prize, the second was awarded with the award "The Big Book".

The main theme of the novel by Andrei Volos is an artist and power. In the center of the plot there is the fate of the great Tajik-Persian poet Rudaki, blinded on the Khan's orders. The novel is weaved from the hundreds of stories that the disabled poet remembers, accompanied by a guide boy to his native village. Over the painful journey Rudaki tries to understand: how this tragedy happened to him, when he overlooked the imminent danger and if he could change his destiny? Rudaki's reflections and legends, shared with his young companion, prove that the questions of honour still were more valuable for him than prosperity and that the tragic final was predetermined from the beginning.

The fate of the protagonist of A.G. Volos' novel pulls the novel together with the work of Mikhail Bulgakov "Master and Margarita". Both the novels show the artist's life in a totalitarian state, it doesn't matter whether it's medieval Persia with its barbaric practices, or industrial Moscow in the middle of the twentieth century. Crooks and incompetent fools easily bypass all obstacles gaining fame and money while the real poets, facing with the cruelty and hypocrisy, are killed.

The novel of E.G. Vodolazkin is thematically close to the novel of A.G. Volos, but his main character is not a poet, but an outstanding healer, who devoted himself to serving people. Throughout the novel the protagonist several times changes his name. Each time the name change means major changes. He will try it all: and idyllic family life and dangerous wanderings, and monastic schema and pejorative humble existence. The chapters on the jurodiv times of the main character, go back to Dostoevsky's prose, to the images of Alyosha Karamazov and Sonechka Marmeladova. Matching fragments of novels by E.G. Vodolazkin "Laurel" and by F.M. Dostoevsky's "Crime and punishment" will help students understand why a person abandons his own well-being and sacrifices himself to other people, not waiting for anything in return.

In 2014, the Russian prize "A big book" was won by the novel of Zakhar Prilepin "Abode". The work is devoted to the tragic pages of Russian history, Solovetsk special camp. The camp theme is presented in the school program by works of V. Shalamov and A.I. Solzhenitsyn. Z. Prilepin's novel as if complements the topic, but it would certainly be preferable to modern schoolchildren, as the protagonist of the work is not an exhausted, overworked by back-breaking labour old man − he is almost as old as modern senior students themselves.

Artem Goryainov was sent to the camp accidentally, inadvertently finding himself involved in a family conflict, resulting in the killing of his beloved father. On the Solovetsky Islands, Artyom meets different groups of camp prisoners, each of which embodies the Russian people's fate in the twentieth century. Critics have repeatedly criticized Z. Prilepin that he had quoted too much of prose by A.I. Solzhenitsyn, V. Shalamov, B.N. Shiryaev, I.L. Solonevich. But it is rather a fortunate case for a lesson of literature since many reminiscences will enable the teacher to line up the parallels among several texts which are not even taught at school.

In the article we give only three examples of possible addressing the modern prose at the lessons of literature, choosing the most featured works of the recent years. Naturally, such parallels could be more numerous. Nowadays many methodists and philologists write about the importance of teaching literature in such a way. One of the latest works was a textbook by M.A. Chernyak (Chernyak, 2015).

2.4 Traditions of literary education

At the same time, introducing modern contents and technological innovations into the teaching of literature, one cannot renounce the successful (as the time shows) 300-year-old tradition of literature study in the Russian school. The Russian education with its growing focus on western models should not lose its national specifics. In other words, the modern process of teaching literature in Russia should fix the thought − take the best from the outside and do not lose the own national specifics.

National specifics is, first of all, *preserving the historical experience of teaching literature and applying it in practice.* In Russia there is a 300-year-old tradition of studying literature in a regular school (since the creation of the first Greek-Latin schools and Slavic-Greek-Latin Academy at the end of the 17th century). The historical dynamics of literary education in its Russian specificity was that in the initial period it was based on grammar, rhetoric's and poetic, as well as on translations of ancient Roman and ancient Greek poets' texts. And only gradually, by the middle of the 19th century, the study of literature in high schools found a new core, *a historical-literary course,* based on the best works of Russian literature.

The international scientific community on preservation of historical-literary course at school does not demonstrate any unity. An interesting point of view on the historical and literary approach in the Russian school is expressed by E. Dobrenko, a professor at the University of Sheffield (England). E. Dobrenko believes that at the lessons of literature in Russia "they teach hierarchy." After Yury Tynyanov, E. Dobrenko repeats: "the history of Russian literature is organized like in the Bible, Abraham gave birth to Isaac, Isaac gave birth to Esther and so on and so on Pushkin gave birth to Lermontov, Lermontov gave birth to Gogol, Gogol gave birth to Turgenev and so on to Chekhov" ("School literature is a story of generals, 2011"). Historical and literary structure of a school course in Russia, according to the scientist, is unchangeable, canonized, and replays itself. The main professor's claim to such a structure is that, in his view, "children are first of all taught this Canon, this chronology, rather than what to do with these texts" ("School literature is a story of generals, 2011"). The authors of the article find it difficult to agree with this position. Historical-literary principle of material presentation in no way cancels a school text analysis, present at almost every lesson of literature in the contemporary Russian school. Historical-literary course, which, as E. Dobrenko thinks, breaks the "intrinsic value" of each work, studied at school, does not take but adds to the perception and comprehension of a literary text, imparted in a specific historical and cultural situation.

Returning to the historical evolution of literary education, it should be noted that continuity between modern and traditional models of teaching literature in Russia was periodically marked by significant losses. So all of the 19th century such a subject as "Literature" was mandatory for almost all departments in Russian higher education, both technical and humanitarian (the exception was the medical department) (Getmanskaya, 2014). Literature was declared and studied as the basis of higher education in almost any specialization. One must admit that this general obligation of "Literature" discipline in Russian education has been lost. Technical high school had preserved only a modest course "culture of speech", which utilitarian goal is the correction of students' speech errors.

A substantial content loss in the teaching of literature was the disappearance of the traditional school graduating essays in 2009. Prior to the introduction of the Unified State Exam in 2009, an essay was the main educational form, connecting secondary and higher literature education in Russia throughout the 19th and 20th century. A mark for the essay became the primary criterion when defining the level of the applicant's knowledge. The final essay used to verify both the level of wording skill and historical-literary knowledge. The main conditions of successful essays were: the use of a detailed list of additional manuals for the writing; individualization of the compositions topics; a deep work at the plan of the composition with a historical-literary theme (Getmanskaya, 2013, 26). All three conditions demonstrated a strictly scientific approach to the form of a composition, which remained an extremely important form both at the stage of entering a high school, and later, during the studying process.

The sufficient methodological elaboration of a composition, regularity of its use in high school, covering the themes beyond the mandatory high school programs and additional literature − all this made a composition a basis for the continuing literary education in high school.

The general humanitarian topics of the essays provided strong writing skills both when studying in an institution of any specialization, and outside the walls of the high school, within the broad social responsibilities of a school graduate. The reduced levels of literary skills and of general literacy of modern secondary school graduates in absence of the graduate compositions made higher administrative authorities return to the graduation composition. The Ministry of education and science of the Russian Federation in 2014 introduced a graduation essay assessed in a "pass/no pass" regime ("History of the project," n.d.). Credit for the composition according to the new rules provides the graduate student with admission for the Unified State Exam. Thus, the historical and literary course in high school and final essay on

literature is a historically successful traditional base on succession of secondary and higher literature education.

3. Results

The scientific analysis of the continuity of the historical and contemporary literary education model leads to the conclusion that continuity preservation is both a relevant and predictive task. This task largely determines the success of state education as a whole. Mechanisms of literary education continuity, relying on current processes, first of all, find their basis in existing experience, highlight the historical national achievements, demonstrate the specificity of the development of a continuous education national model. The Russian technique at the present stage is developing a model of continuous literary education, which resulted in the literary development of the child begins purposefully from a very early age.

Mechanisms of literary education continuity, building on current processes, first of all, find their basis in existing experience, highlight the historical national achievements, demonstrate the specificity of the development of a continuous educational national model. The Russian technique at the present stage is developing a model of continuous literary education, which results in the literary development of the child purposefully started from a very early age.

The most important contemporary trends of literary education in Russia are growing poly-ethnicity of the classroom audience, and as a result, development of a new, multicultural approach to studying literature. Transforming the category of cultural dialogue into an equal dialogue of literatures in the classroom, the teacher implements the principle of a single cultural and literary education, solves training and educational tasks on the material of Russian literature and other nations' literature.

Among the many problems, connected with the present teaching literature at the Russian school, stated in the article, the problem of introducing the modern literature to the students seems one of the most insignificant. However, it is necessary to acquaint students with the current literary process, otherwise the graduates will enter life with a firm conviction that Russian classical literature died long ago. At this time the large serious literature will be passing by: and not only the reader will suffer from this but also the writer, whose books will be unable to find their target. "The gap between modern literature and a school student threatens literature, leaving it without a tomorrow" (Popova, 2011, 210).

Development of the Russian literary education is going on in close correlation with the world educational trends, one of which is the experience of teaching disabled children and children with no specifics in their physical development together (education with inclusion). The Russian experience in this aspect is connected in the first place with the modern adaptive methodics and programs, as well as the methods of art therapy, text-therapy, fairy-tale therapy at the lessons of literature.

4. Discussion

Actualizing the main trends of Russian literary education, it should be noted that, in this sense, Russia is in the space of global problems of humanitarian education which the whole world is facing. The study of fiction literature in the Russian school is more and more closely linked with the problem of a growing poly-ethnic audience of students. At a modern lesson of literature the dialogue of cultures is transformed into an equal dialogue of literatures. The study of literary texts belonging to other nations has an aim in understanding ethnic and mental diversity of the world.

When we say that the Russian pedagogical community recognizes the thesis "education through the whole life" it involves connecting the school period of studying literature with the literary education of pre-school readers children − on the grounds of consistency and continuity.

Continuing literary education, adding a new age group (young children), also has a different capacity of its extension. It provides a unified educational space for people with different physiological features, gives rise to technologies of using artistic texts in the conditions of inclusion, when the emotional and aesthetic pleasure from a dialogue with the fiction text "belongs" to all students, regardless of their limitations in physical health.

The historical movement of Russian society gives the modern teacher-linguist a task of adapting classic literature, making it closer to a modern teenager's perception. Russian literature of the 18th and 19th centuries is moving further away from our students, and more and more urgent is the question of our students' perception of past eras literature. The bright examples of modern literature, which follow the traditions of classical prose, will assist the teacher in it because there are deep ideological and semantic interactions between them.

5. Conclusion

In the current situation of looking for new directions of Russian education development and broader − of defining the

national idea − the Russian society are increasingly drawn to the potential of "Literature" as a subject. Such attention is the proof of the historically fixed, central position of literature in the Russian educational paradigm. As long ago as at the end of the 19th century an outstanding Russian educator V. P. Ostrogorsky identified the Russian literature as "an expresser of national testaments" (Ostrogorsky, 1885,110). As the science is developing, the methods and techniques of teaching literature are changing, methodology of teaching continuity is transformed. In this process it is important to rely on historically successful models of teaching literature, along with modern achievements of methodics. At the same time it is necessary to look for new ways of engaging students into literary education, one of such successful ways may be teaching the modern literature at school.

Relying on tradition, as well as the search of new contents and methodology will help to ensure the conformity and national harmony of the emerging system of continuous literary education, to become a theoretical base for the definition of modern strategies in teaching literature.

References

Getmanskaya, E. (2010). The teaching of literature in modern Russian school: the principle of ethnic tolerance. *Education Sciences and Psychology*,1 (16), 16-21, retrieved from www.gesj.internet-academy.org.ge.

Bibler, V.S. (1997). On the logic responsibility for the concept "dialogue of cultures"; Culture. Dialogue of cultures; Culture of the 20th century and the dialogue of cultures (p. 207-244). *On the edges of cultural logic: a book of selected essays.* M.

Bibler, V. S. (1991). From science to the logic of culture: Two philosophical introductions into the twenty-first century. (p. 302-374). M. H. 2. *The twentieth century and being in the culture*.

Bibler, V.S. (1996). A holistic concept of intercultural dialogue school. The theoretical basis of the program: [psychology-pedagogical aspect] (P. 66-73). *Psychology. Science and education*, 4.

Popova, N.A. (2014). A Russian Don Quixote: the quest for a character in the works of Y. Tynyanov and Z. Prilepin. The study of literature in the context of modern educational strategies. (155 p.) *The XXI Golubkov reading: the materials of the international scientifically-practical conference*. M.: Econ-inform.

Chertov, V.F. (2007). *Secondary Schools Programme. Literature. 5-11 classes*. Moscow: Education.

Dong, Y. R. (2005). Taking a Cultural-Response Approach to Teaching Multicultural Literature (P. 55-60). *English Journal*, 94, Retrieved January, 3, from http://www.ncte.org/journals/ej/issues/v94-3.

Andreeva, S.A. (2000). Multifunctionality of educational area subjects. ''Art'' as a basis for sociocultural development of pupils. (P. 97). PhD thesis. Tyumen.

Mironova, N. A. (2012). A lifelong literary education concept: a practice-oriented approach: monograph. (132 p) Yaroslavl: REMDER.

Law of the Russian Federation dated December 29, 2012 # 273-FZ "On education in the Russian Federation". Moscow: Eksmo, 2013.

Kabachek, O.L. (2007). Reading as a hobby. Moscow: Russian School Library Association, professional school librarian's library, 1 (2).

Sukhomlynsky, V.A. (1973). About upbringing. (P. 157-179) Moscow, Politizdat.

Borev, Y.B. (2003). Aesthetics. Literary theory: an encyclopedic dictionary of terms (575 p.) M.: AST, Astrel.

Chernyak, M.A. (2015). Modern literature of the twenty-first century. An invitation for the dialogue. (232 p.). M.: Nauka, FLYNT.

School literature is a story of generals. Retrieved February 10, 2011. from http://www.svoboda.org/content/transcript/1864522.html.

Getmanskaya, Elena V. "Literary Education Traditions: The Continuity of Secondary and Higher Schooling". Global education magazine. Retrieved January, 11, 2014 from http://www.globaleducationmagazine.com/literacy-education-traditions-continuity-secondary-higher-schooling/.

Getmanskaya Elena V. "History of essay in Russian education: the lost and the current". Journal of Language and Literature. − 2014; 5(4), P. 393-396. DOI: 10.7813/jll.2014/5-4/79.

History of the project. Chronicle of the final composition returning to high school from http://sochinenie.wikivote.ru/arhiv2.

Popova, N.A. (2011). Alexander Griboyedov against Mariya Vatutina, or whether classroom teachers have to teach modern literature. Znamya, 5, 202-210.

Ostrogorsky, V.P. (1885). Lectures on the teaching of literature. (214 p.) St. Petersburg.

The Effects of Draft-Specific Scoring on Iranian Intermediate EFL Learner's Writing

Naemeh Binesh

(Department of English Language Teaching, Golestan Science and Research Branch Islamic Azad University, Gorgan, Iran); E-mail: naemeh_binesh@yahoo.com

Ali Arabmofrad (Corresponding author)

(Department of English Language and Literature, Golestan University, Gorgan, Iran) E-mail: a.arabmofrad@gu.ac.ir

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

Providing feedback is one of the crucial and significant aspects of writing and is considered as a complicated and time consuming task for teachers. However, due to instructional regulation and evaluation during a course, deviation from grading the learners' writing sample is inevitable. Thus, for overcoming the restrict attention to writing scores, a new grading technique called Draft-specific Scoring (DSS) was introduced to motivate students rather than demotivate them in scoring system. However, only few studies in the EFL context have employed DSS. Therefore the presents study aims to investigate the effectiveness of applying DSS on learner's writing samples. Fifty-five male and female learners were randomly assigned in two groups of experimental and control. While participants in the experimental group were required to write ten assignments using DSS and improve their grades, control group members did not receive any feedback and their scores were fixed. In order to analyze the data, pre-test, mid-test and post-test of the experimental and control groups were applied. The results indicated that there was a significant difference between pre-test and post-test of the experimental group; however, there were not any meaningful differences between pre-test and post-test of control group. Draft-Specific Scoring has some implications for both teachers and students. Teachers spend less time for grading and students focus on teacher's feedback in order to improve their scores.

Keywords: *Draft-Specific Scoring, corrective feedback, writing.*

1. Introduction

Writing is one of the most important skills in developing (EFL) English as a foreign language (Richards & Renandya, 2002). In this regard, providing appropriate writing sample for language learners is considered as an obstacle in developing their language skills. Two important aspects in composition writing are the way of scoring and proving feedback by teachers. Moreover, obtaining feedback is considerable steps in different writing samples. In this regard, few studies have investigated some traditional kinds of feedback including oral responses, teacher written comments or just grammar correction. However, learners have no role in correcting their writing samples and even they can not apply their existing knowledge in order to improve their writing samples.

In order to conquest such a condition, Nemati and Azizi (2013)conducted a study in which a new grading technique known as Draft-Specific Scoring were employed in order to focus on learners' awareness of teachers' effective feedback. In their study, learners' grammar complexity, fluency and accuracy of written text were investigated. Some learners do not have enough motivation in order to focus on teacher's feedback. and teachers try to provide just grading on learners' writing samples, while learners need effective feedback in order to enhance their motivation and achieve the ability to use their existing knowledge. In learners' writing samples, a new technique called Draft-Specific Scoring (DSS) is provided in which learners can promote their grade by using teachers' feedback, because learners at any time need their teacher's feedback (Lee, 2008).

2. Literature Review

Considering DSS as a mediator could provide some opportunities for learners in order to increase their scores in their writing samples. According to Leki (as cited in Kaplan , 2002, p. 60) writing is a text, that is composing, and related to

social construction which expanded the perspective by shifting focus from text, to process (i.e., composing), to sociopolitical context and imposition of discipline (i.e., social construction).

Language learners should concentrate not only on planning and organization, but also on spelling, punctuation, selecting vocabulary and so on. Writing gives learners more time to think for language processing while they are in involved in study. L2 learners' consider writing as a means of conveying ideas and knowledge during the course in spite of the most problematic skill (Harmer, 2008). Moreover, Rivers (1968) viewed writing as a means of emphasizing the acquisition of grammatical and words knowledge. Writing requirements is vital for language learners that are interested in English for specific purposes such as graduation in business courses, law, and natural science (Crossley, 2013). Chastain (1988) considered writing as a basic communication skill and writing may be focused on fundamental process in language learning. Silva and Matsuda (2001) discussed that writing provide**s** a tangible and reliable data for analyzing language learning. Following Silvia & Matsuda (as cited in Schmitt, 2002, p.252) writing as one of the three modes of linguistic communication. According to Seow (as cited in Richards and Renandya, 2002) basic phase in the process of writing includes planning, drafting, revising and editing. Learners need to expand their idea**s**, clarify and reformulate it until some understandable writing is presented (Kuhi, Asl Rasuli & Deylami 2014). In order to fulfill the writing process drafting and revision discussed more by other scholars. Regarding drafting, Rose (1980) pointed out that drafting could be considered as a challenging factor for writers and learner's self-image and anxiety make the writing task astringent and lead**s** to inhibition and finally, writers' block might happen. Revision is one of the most important aspects in the writing process. Learners often apply comments and suggestions that receive. Editing and proofreading (change and check the grammatical and stylistic trait) are crucial parts of revising process (Schmitt, 2002).

2.1 Feedback in Writing

One of the significant and crucial aspects of writing is providing feedback in which learning encouragement and consolidating is maintained (Hyland and Hyland, 2006).Providing feedback to students' writing sample is considered as a complex process. By providing feedback, learner's promotion can be concluded as a result of teacher's scaffolding in shaping different perspectives of leaner' confidence and pedagogical view. Hyland and Hyland (2006) believed that feedback practice**s**, also, synthesized with peer feedback, writing workshops, oral-conferences or computer-delivered feedback besides teacher's feedbacks. More precisely teachers have central role in providing feedback for learners and the grades they get.

By providing correction, teachers point out that the marked sentence is incorrect, maybe the teacher write**s** the correction between the lines, in some cases the teacher may mention the type of the made error or ask students to correct their errors (Chastain, 1988). However, Chastain (1988) claimed that feedback system may fail to introduce the reasons of marking and correcting errors to learners' is to eliminate those errors for their future writing.

In order to specify whether error correction is operative on inoperative Ferris (1999) pointed out that we need to determine what kind of error correction is going to be used for correcting the writing samples. Teachers have various strategies to choose from in order to provide the learners with corrective feedback.

2.2 Focused Corrective Feedback V.S Unfocused Corrective Feedback

Ellis, Murkami, sheen and Takashima (2008) provided the distinction between focused and unfocused corrective feedback. Focused corrective feedback refers to a single type of error such as focus on the appropriate use of simple past while unfocused CF is defined as the consideration of normal practice in writing instruction that a teacher correct all or a range of leaner's error in a written text. Also Ellis (2009) claimed that unfocused corrective feedback can be defined as an extensive consideration of multiple errors. Lee (2003) conducted a study and explained why teachers were eager to apply unfocused corrective feedback or comprehensive marking. Lee pointed out that teachers believe when students are not able to correct their errors and they require their teacher for correction, teachers should provide a corrective feedback and teachers cannot avoid giving feedback.

2.3 Direct V.S Indirect Corrective Feedback

One of the corrective feedback strategies is the direct CF. In this case direct CF is defined as providing learners with the correct form of the errors (Ellis, 2009). Ferris (as cited in Ellis, 2009, p.99) introduced different forms of direct CF including crossing out an unnecessary word, phrase, inserting missing word/phrase/morpheme or writing correct form above or near the error made by learners. In addition, Bitchener (2008, p. 105) suggested other form of applying direct

corrective feedback including "the provision of grammar rules and examples at the end of a students, script with a reference back to places in the text where the error has occurred" regarding to written meta-linguistic description and in oral meta- linguistic explanation in the form of "a mini- lesson where the rules and examples are presented, practiced and discussed, one-on-one individual conferences between teacher and student or conferences between teacher and small groups of students." By applying direct corrective feedback, the learner with explicit guidance can correct the errors. Moreover, direct corrective feedback in lower level of proficiency can be more effective (Ellis, 2009) and sheen (2007) believed that direct CF leads to promotion in acquisition of grammar features.

In contrast, in indirect corrective feedback**,** learners have made errors without actually correcting their errors (Ellis, 2009). This kind of error correcting may happen in different forms including underlining or circling the error, recording in the margin the number of errors in a given line or using a code to show where the error has occurred and what type of error it is (Bitchener, 2008).

2.4 Explicit VS. Implicit Corrective Feedback

According to Aljaafreh and Lantolf (1994), corrective feedback may happen explicitly or implicitly. In form of comprehension and checking, it occurs implicitly while, in case of providing the correct form by the teacher, or others, it may come by explanations that occur explicitly. Ellis (2003) stated that implicit corrective feedback required the learners to concentrate on the meaning. They proposed a regulatory scale that moves from implicit to explicit feedback. Here, the teacher encourages learners to self-correct, ask peers to help and finally teacher provides explicit feedback in form of explanation. Some explicit classifications were suggested by James (1998) including marking an error in the exact place in context and labeling it with some code such as VT or wrong verb tense. By using this kind of feedback learner have to be aware of what had happened somewhere. Regarding to explicit feedback writers have to find, recognize and correct the error. Teachers who use explicit feedback spend greater time for identifying the type of error and labeling errors (Ferris & Roberts, 2001).

Some scholars conducted studies on the effect of various kinds of feedback and they believed that all experimental groups which receive explicit corrective feedback had better result rather than those who received implicit corrective feedback (carol & Swain, 1983). In the following figure some meditational strategy suggested by Aljaafreh and Lantolf.

3. Corrective Feedback Debates

Some scholars strongly believe that providing written corrective feedback could be practical. On the other hand, some of them claim that providing written corrective feedback is harmful and ineffective. To date many researches have conducted due to effectiveness or harmfulness of written corrective feedback in which investigation the conclusion is vague. Various results were obtained without any certainty. As the result of different findings, some discussions raised on effectiveness or ineffectiveness of written error correction between scholars and researchers.

Truscott (1996), Ferris (1999), Chandler (2003), and Bruton (2009) have conducted some studies based on effectiveness or ineffectiveness of correction feedback. They argued that learners pay no attention on teachers' correction feedback; it has just consumed energy and time.

Regards Truscott (1996), grammar correction has harmful effects. Ferris (1999) and Chandler (2003) investigated the importance of fluency and accuracy in learners' writing samples. Regarding fluency, significant changes were obtained at the end of instruction.

On the other hand, Ross and Shortreed (1986), who did have a measure of improving syntactic complexity, as a result of corrective feedback. Beside syntactic complexity, Truscott (2007) has made an attempt based on meta-analysis on corrective feedback, in which he claimed that provide shorter and simpler writing samples in order to correct the learners' writing.

As a result of providing an effective feedback Nemati & Aziz (2013) have conducted a study based on a new technique (DSS) for grading in learners' writing samples for high-intermediate levels. They concluded that, by applying (DSS), significant improving in accuracy and fluency of learners' writing samples has been achieved but there are no changes in grammar complexity in their writing.

4. Research Methods

4.1 Research Question

Based on what discussed above, the problem which is going to be examined in present study is to explore if Draft-Specific Scoring is effective in learners' writing assessment and instruction. In line with this problem this question will be answered:

Does implementing Draft-Specific Scoring have any significant effect on lower-intermediate Iranian EFL learners' writing skill?

4.2 Participants

Fifty-five lower-intermediate students aged 11-17 participated in the present study. Participants' level was based on institution placement test. All the participants were Ofogh and Fardaye Roshan language institute in Gorgan, Iran. They were divided in to an experimental and a control group. Participants in experimental group were 33 female students studying family and friends' book and other 33 participants for control group were 16 females and 17 males studying the same book. All the learners studied English as their second language and their native language was Persian.

4.3 Instruments

Family and Friends are six-level primary course books offering some skillful training program including strong focus on real speaking and writing output. Each level included four books printed in high quality and the content of these books are vivid. In the present study, 3 levels of these books were employed entitled Family and Friends 4, 5& 6 and they covered in 20 sessions. Each chapter provided new issue, alongside with grammatical rules and new vocabularies learners were introduced different topics for their assignment. Some topics including (1) myself, (2) endangered animal, (3) my favorite house, (4) transportation, (5) vacation, (6) your daily activity, (7) New Year Food, (8) important inventions, (9) my favorite singer and (10) school rules were covered. Students were asked to write ten writing samples in a whole course.

Writing scoring criteria in the present study, based on chandler's (2003) suggestion the categories of errors include singular–plural, word form, word choice, verb tense, add or omit a word, word order, incomplete sentence, spelling, punctuation, capitalization, article, meaning not clear, and run-on sentence. Moreover the researcher added verb voice (active versus passive) in addition to verb tense, word division in addition to spelling, and sentence structure in addition to run-on sentences and fragments were also included categories of idiom, awkward (not grammatically incorrect but quite infelicitous stylistically), subject–verb agreement, repetition or redundancy, and pronouns.

In addition, an *Attitude Questionnaire* was given to participants at the end of the course. This questionnaire, developed by Nemati and Azizi (2013), was a survey to find the learners' feeling and attitude toward the Draft-Specific Scoring as a new correcting feedback technique. The questionnaire contained twenty-eight items in a five-point Likert Scale format ranging from completely agree to completely disagree.

4.4 Procedure

Learners were taught some preliminaries of writing rules during the first two sessions. At first some standard ways of paragraph writing such as length of paragraph, appearance of written text, initiation, accomplishment and termination of text were given to students by teacher in 2 sessions. In order to prevent Hawthorne effect that causes improvement in individuals' behaviors due to observation, learners were kept unaware of the purposes of this study. In the third session, both groups were given 15 up to 20 minutes to write their writing samples. Topics of writing were chosen due to subject of each units in which learners receive much more information. During last 5minutes of each session some new topics were selected. Learners could write their writing sample in normal paper and there were not required to type them.

In the following sessions learners in both control and experimental groups prepared 10 writing samples based on some standards that they were taught in previous sessions. Participants' first writing samples were considered as a pre-test while mid-test was taken exactly five sessions before post-test. Each session teacher collected learners' writing samples, scored them and provided some indirect comments for all writing samples in experimental group in the following session. During the whole course 8 samples had the opportunity to be revised. Mid-test and post-test did not receive any revision due to time limitation.

In control group, also, 10 paragraph samples were collected. The first sample was considered as a pre-test while

the sample for mid-test was taken in five sessions before post-test and post-test was taken in the last session of the course. Each session teacher collected participants' samples. Teacher corrected their mistakes directly that these kinds of feedback differ from feedback in experimental group that they were not any direct comments. In experimental group participants revised writing samples themselves not the teacher.

Feedback notification is one of the major parts in Draft-Specific Scoring. Some problems including writing style, topic development, cohesion, coherence and topic relation could be explained and discussed with the whole class during the course. Some other problems such as grammatical mistakes, wrong spelling and inappropriate vocabulary in learners' writing samples were received indirect corrective feedback, for instance, by circling the mistakes but they were not corrected. For experimental group, the teacher did not provide explicit feedback for mistakes. Some important and necessary points were given in paper margins in order to attract learners' attention to their mistakes.

Another crucial aspect of Draft-Specific Scoring is the given scores to the participants' samples. For control group, scores were fixed and did not change after teacher's comments. On the other hand, having received an indirect feedback, the participants in experimental group made some revisions in the samples. After revising the paragraphs scores were changed and new scores were given to learner's wring samples. For example, a learner received 17 out of 20 in his/her first draft he/she applied teacher's feedback and revised mistakes and submitted new increased score. In this case, learners might increase his/her scores based on mistakes in which revision had made.

5. Data Analysis

Regarding the inter-rater reliability some writing samples were rated by two other raters that they have teaching experience. Addressing the research question, the researcher examines the data obtained through the writing samples in three time intervals (i.e., pre-test, mid-test and post-test) for intra-rater reliability and statistical significance. Then the qualitative analysis of the questionnaire will be presented.

5.1 Inter-Rater Reliability

Due to the fact that "rating on writing test in academic context varies considerably" (Hamp-Lyons, 2003, p. 174) inter-rater correlation coefficient was calculated for both group included. The result of this inter-rater reliability, as shown in table 1 ,and concluded that there is a high positive correlation between the rating of raters. In addition, there is no considerable difference between the scores of the three raters.

Table 1. Inter-rater Correlation of Raters

		N	correlation
Pair 1	rater 1 & rater 2	15	.69
Pair 2	rater 1 & rater 3	15	.74
Pair 3	rater 2 & rater 3	15	.83

5.2 Descriptive Statistics

The research question was to examine the existence of changes in learners' writing samples by using DSS. An investigation of the effect of Draft- Specific Scoring on learner' writing was done. For descriptive statistics SPSS software for the writing pre-test, mid-test and post-test in both experimental and control groups are detailed in Table 2. As the table 2 indicate , the mean scores of pre-test, mid-test and post-test in writing samples in experimental group, are,16.469,16.5 and17.3 respectively . The mean scores of pre-test, mid-test and post-test in writing samples in control group, are, 16.88, 16.32 and 16.00 respectively.

By looking at the table 2 it can be inferred that the experimental group scores increased near 0.5 point up to mid-test (from 16.469 to 16.5) while the control group showed less than one point reduction. (from 16.8875 to 16.3214). At the end of the course, the experimental groups' scores from pre-test up to post-test enhance near 1 point (from 16.46 to 17.3). By the time that the instruction was over, the control groups' descriptive statistics indicates decrease in scores (2.22 to 2.01).

Table 2. Descriptive Statistics for Learner's Writing Scores in Pre-test, Mid-test and Post-test in Experimental Group

		Experimental	Control
Pre-test	Mean	16.469	16.887
	SD	2.078	2.229
Mid-test	Mean	16.5	16.321
	SD	1.688	2.551
Post-test	Mean	17.03	16.00
	SD	1.79	2.016
	N	32	23

In the next step, an independent t- test was run to investigate whether any significant differences might be observed between the experimental group and control group in pre-test and post-test. The results, as depicted in Table 3, revealed that there is no significant difference between experimental and control groups' scores on the pre-test writing (t (53) = .742, p= .174 > 0.05). In addition, no significant difference was found in the post-tests of the two groups (t(53) = .435, p= .051 > 0.05).

Table 3. Independent Samples Test for pre- and Post-tests of Experimental and Control Group

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Pre-Test	.110	.742	1.380	53	.174	.84063	.60917	-.38293	2.06418
Post -test	.618	.435	-1.997	53	.051	-1.03125	.51635	-2.06691	.00441

Next, to investigate the developmental changes in the experimental and control groups, some paired samples T-tests were run. As the results of the paired samples t-test in pre-test and mid-test of the experimental mid-test group, as presented in Table 4, indicated there was no significant difference in participants scores from pre- to mid-test, *t*(31) = 1.56, p=.12> 0.05.

Table 4. Paired Sample T-tests for Pre-, Mid- and Post-test in Experimental Group

Pair	**Paired Differences**					**t**	**df**	**Sig. (2-tailed)**
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre-mid	-453	1.64	290	-1.045	-13	-1.562	31	.128
Mid- post	-531	1.477	261	-1.064	-001	-2.035	31	.0.05
Pre-post	-984	2.040	.362	-1.722	-47	-2.722	31	.011

However, as shown in Table 3, there was a significant difference between mid- and post-test in experimental group, *t* (31) = 2.03, p=0.05 and there was a significant difference between pre and post-test, *t* (32) = 2.72, p= .01<0.05. On the other hand, the result of the *t*- test in pre- test and mid-test of control group, as demonstrated in Table 5, indicated that there was not significant differences in participants' scores *t*(22) = .164, p=0.872 > 0.05. Moreover, the difference in mid-test and post- test of control group was not significant (*t* (22) = -1.72, p= .254 > 0.05).

Table 5. Paired Sample T-tests for Pre-, Mid- and Post-test in Experimental Group

Pair	**Paired Differences**					**t**	**df**	**Sig. (2-tailed)**
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre-mid	- .217	6.374	1.239	-2.974	2.539	-.164	22	.872
Mid- post	-1.098	4.494	937	-3.041	-845	-1.172	22	.254
Pre-post	-1.315	5.643	1.177	-3.755	1.125	-1.118	22	.276

6. Discussion

Up to date, so many scholars have focused on the effectiveness of teacher feedback. However, regarding the effectiveness of teachers' feedback some scholars have debates and Truscott is one of the prominent of this area. Truscott (1996) published an article against grammar correction and he believed that grammar correction not only is not helpful but may also be harmful for language learners.

Other researchers such as chandler and Ferris argue for the practice. Truscott (2007) claimed that learners do not focus on teachers' feedback and often they are not motivated to do this. Even though, attend to teacher feedback may not grantee to apply the feedback for the next assignment. On the other hand, another crucial criterion in writing samples is grading learners' papers. Some teachers believed that they need to score learners' assignment due to obligation and summative nature of institution programs.

In this regard, one simple new technique entitled Draft-Specific Scoring was applied. The present study was an attempt to check the effect of a new technique in teacher's feedback and scoring called Draft-Specific Scoring on language learners' writing samples. Based on this technique learners are provided with corrective feedback while teacher use holistic scoring for grading in order to have the general evaluation of participants drafts. Teacher tried to apply indirect corrective feedback to attend learner's to their errors. Final scores, depend on the mean of all grades learners received for their writing samples during the course. However, learners' grades are not fixed. Participants in experimental group can enhance their scores by applying teacher feedback to their writings and there is an opportunity for them to revise their first and mid drafts. During the whole course, students are given two chances to receive teacher feedback and revise their drafts. Students' scores on the final draft will be applied to calculate their mean scores.

The research question checked the general enhancement of learners receiving DSS against those in control group as assessed without any corrective feedback. According to the results, the experimental group improved during the course and there was a significant difference between the two groups. Treatment group outperformed better than control group. Developing experimental group was considerable.

After applying Draft-Specific Scoring, learners' grades significantly improved at the end of the program. The concern was that the control group could not show that much improvement and had significant decline in some areas. It seems that corrective feedback can be effective in different situation; in some cases it helps learners improve their scores, in other cases it can have effect on learners' motivation toward writing due to Richards and Renandya (2002) consideration writing as the most difficult skill for L2 learners in order to develop and organize their ideas while in control group participants did not receive any corrective feedback in this case learners lack of motivation provide an unpleasant area to accomplishing the writing samples. Draft- Specific Scoring is a device that encourage learners to pay attention to teacher feedback, on the other hand, applying the teachers corrective feedback and revising the drafts, can help them to have better outcome.

For assessing the whole draft of participants chandler (2003) conducted a study and mentioned error categories including singular–plural, word form, word choice, verb tense, add or omit a word, word order, incomplete sentence, spelling, punctuation, capitalization, article, meaning not clear, and run-on sentence. In addition, she added verb voice (active versus passive) in addition to verb tense, word division in addition to spelling, and sentence structure in addition to run-on sentences and fragments. In the present study on the basis of chandler's study these classifications were taken in to account as rubrics for correcting participants papers.

The result of this study is consistent with Nemati and Azizi's (2013) study which proved the effectiveness of DSS as a technique to ensure that learners pay attention to teacher feedback by requiring them to revise their drafts. In DSS, learners consult with the teacher about his or her assumption. This is what can be called the negotiation of meaning. As such, it can be observed that DSS has the potential to incorporate all the necessary processes for helping learners develop their L2. In addition, they discussed that learning will not happen if there is not a form of noticing on the part of learning. In this case learners do not pay attention to the feedback teachers provided by teachers. As the result of applying DSS, learners are motivated enough to attend teachers feedback. In other words, teachers' efforts are more likely to lead in the desired outcome by using Draft-Specific Scoring technique.

7. Conclusion

The results of this investigation show that, by using DSS, there is no need to change the principles underlying the practice. Li and Bernard (2011) stated that scoring is a crucial part of providing feedback in writing samples. In addition, grading possibly provides a better situation for teachers to assess their students (Lee, 2009). On the other hand, teachers know that as soon as students receive their grade, they will ignore teacher feedback. Learners need scoring because

scores help them to evaluate themselves during the course (Lee, 2009). Draft-Specific Scoring provides a situation to practice while reduce the negative effects of scoring and cause improve weak points to strong one. By looking at the learners' grades, students lose their motivation toward writing samples; in this case, DSS motivate learners in order to come up the negative affects and they can apply teacher feedback in their future assignments. When, Draft- Specific Scoring was considered as an instruction, learners had more confident and had a positive attitude toward writing when, assessment accompany with DSS. In other word, learners require to pat attention to the input, after that provide out put based on what they had received before in other papers. By applying Draft-Specific Scoring, teacher can obtained desirable outcome. Moreover, the study presents those learners who received feedback in their assignments have improvement during the course. To sum up, this new technique can be completely helpful and can be considered within the writing instruction.

References

Aljaafreh, A., & Lantolf, J. P. (1994). Negative feedback as regulation and second language learning in the zone of proximal development. *The Modern Language Journal, 78*(4), 465-483.

Bitchener, J. (2008). Evidence in support of written corrective feedback. *Journal of Second Language Writing 17*(2), 102-118

Bruton, A. (2009). Improving accuracy is not the only reason for writing, and even if it were. *System, 37,* 600-613.

Carrol, S., & Swain, M. (1993). Explicit and implicit negative feedback: *An empirical study of the learning of linguistic generalize.*

Chandler, J. (2003). The efficacy of various kinds of error feedback for improvement in the accuracy and fluency of L2 student writing. *Journal of Second Language Writing, 12*, 267–296.

Chastain, K. (1988). *Developing second-language skills: Theory and practice* (3rd ed.). San Diego Harcourt Brace Jovanovich.

Crossley, S. (2013). Advancing research in second language writing through computational tools and machine learning techniques: A research agenda. *Language Teaching, 46*(2), 256-271. doi: 10.1017/S0261444812000547.

Ellis, R. (2003). *Task-based language learning and teaching*. Oxford: Oxford Applied Linguistics.

Ellis, R. (2009). A typology of written corrective feedback types. *ELT Journal 63*(2), 97-107.

Ferris, D.R. (1999). The case for grammar correction in L2 writing classes. A response to Truscott (1996). *Journal of Second Language Writing, 8*, 1-10.

Ferris, D. R, & Roberts, B. (2001). Error feedback in L2 writing classes: How explicit does it need to be? *Journal of Second Language Writing, 10*, 161-184.

Hamp-Lyons, L. (2003). Writing teacher as assessor of writing. In B. Kroll (Ed.), *Exploring the dynamics of second language writing* (pp. 162-189). Cambridge, UK: Cambridge University Press.

Harmer, J. (2008). *How to teach English*. England: Pearson Education Limited.

Hyland, K. & Hyland, F. (2006). Feedback on second language students' writing. *Language Teaching , 39*, 83-101.

James, C (1998). *Errors in language learning and use*. White Plains, NY: Addison Wesley Longman.

Kaplan, R,B. (2002). *Applied linguistics. Oxford: Oxford University Press*

Kuhi, D., Asl Rasuli, M. , & Deylami, Z. (2014). The effect of type of writing on accuracy, fluency and complexity across proficiency. *Social and Behavioral Sciences 98,* 1036-1045.

Lalande, J. F. (1982). Reducing composition errors: An experiment. *Modern Language Journal, 66*, 140–9.

Lee, I. (2003). L2 writing teachers' perspectives, practices and problems regarding error feedback. *Assessing Writing, 8*(3), 216-237.

Lee, I. (2008). Student reactions to teacher feedback in two Hong Kong secondary classrooms. *Journal of Second Language Writing, 17*, 144-146.

Lee, I. (2009). Ten mismatches between teachers' beliefs and written feedback practice. *ELT Journal, 63*, 13-22.

Li, J., & Barnard, R. (2011). Academic tutors' beliefs about and practices of giving feedback on students' written assignments: A New Zealand case study. *Assessing Writing, 16*, 137-148.

Nemati, M., & Azizi, M. (2013). Grading, no longer an obstacle to learners' attendance to teacher feedback. *Applied Research on English Language,* 2(2), 129-143.

Richards, J.C & Renandya, W.A. (2002).*Methodology in language teaching.* Cambridge, UK: Cambridge University Press.

Rivers, N,J.(1968). The Corrective Feedback Instrument.

Rose, M. (1980). Rigid Rules, Inflexible Plans, and the Stifling of Language: A cognitivist Analysis of Writer's Block. *National Council of Teachers of English, 31*(4), 389-401.

Robb,T., Ross, S., & Shorttreed, I.(1986) Salience of feedback on error and its effect on EFL writing quality. *TESOL Quarterl,.20*,83-93.

Schmitt, N. (2002). *An introduction to applied linguistics*. New York: Arnold

Sheen, Y. (2007). the effect of focused written corrective feedback and language aptitude on ESL learners' acquisition of articles. *TESOL 41*(2), 255-283.

Silva, T., &Matsuda, P. K. (2002). Writing. In N. Schmitt (Ed.), *An introduction to applied linguistics*. New York: Arnold.

Truscott, J. (1996). The case against grammar correction in L2 writing classes. *Language Learning, 46*, 327-369.

Truscott, J. (2007). The effect of error correction on learners' ability to write accurately. *Second Language Writing, 16*, 255-272.

An Overview of Models of Bilingual Education

Anna Hurajová

Faculty of Mass Media Communication, University of Ss. Cyril and Methodius, Trnava, The Slovak Republic
ahurajova@yahoo.com

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

Bilingual education is considered to be an effective way of learning a new language and in many countries of the world, it represents an increasingly popular pedagogic approach. In Europe, bilingual education using predominantly the Content and Language Integrated Learning (CLIL) methodology has evolved as a response to the commonly recognized need for the development of plurilingual competence. In this article, we present forms of bilingual education that are recognized according to worldwide research as well as varying purposes behind using different languages as the medium of instruction in schools. We begin by outlining the emergence of bilingual education in general and by stating the different purposes that lead to the occurrence of various actual school systems of bilingual education. The paper focuses on a taxonomy of common patterns of bilingual education, based on worldwide research sources.

Keywords: *bilingual education; transitional model; maintenance model; enrichment model; immersion; submersion; CLIL; critical thinking*

1. Introduction

Based on the fact that about 75 per cent of the world is bilingual, a bilingual education has become a widespread approach used throughout the world. It may be implemented in different ways, with different educational goals in different countries. Bilingual education has been an issue in education for a long time. Lack of motivation and interest in the taught subject are common phenomenon in many classrooms, thus making traditional target language teaching is not as successful as it might be expected by teachers. Students do not seem to see any use in learning a foreign language, the situation being very similar in content teaching. As recent research indicates, it is CLIL that offers opportunities how to improve this situation, with below-average and above-average students benefiting from exposure to it. Moreover, demographic situation in many countries of the world shows evidence that in the near future, there will be a greater need for bilingual education.

2. Defining Bilingual Education

Bilingual education (both formal and informal) is education provided in at least two languages (Pokrivčáková, 2013). However, the topic is much more complicated as bilingual education often means different things to different people. For some, bilingual education may mean teaching two languages as independent school subjects, for others it may be teaching a foreign language as a separate subject along with another subject taught in that foreign language. In some other cases, bilingual education can be defined as teaching bilingual learners through the medium of one language, with bilingualism not being promoted at all and thus the schooling itself being monolingual (Pokrivčáková, 2013). In different countries, the term bilingual education takes on different meanings. In some countries, e.g. in the USA, bilingual education is perceived as being connected with the sphere of minorities education, immigrants and children from socially disadvantaged families. The fact that part of the teaching time is not realized in the majority language (English) but in the children's mother tongue (nowadays mainly in Spanish) is considered to be the reason for a lower quality of education of these groups and the reason why language minority students would fall behind their peers (Pokrivčáková, 2013). On the contrary, in Europe, multilingualism and bilingual/multilingual education are perceived as an extremely positive value, enriching the culture of individuals and nations (Pokrivčáková, 2013).

A commonly agreed definition of bilingual education is that by Cohen saying that „bilingual education is the use of two languages as media of instruction for a child or a group of children in part or all of the school curriculum" (Cohen, 1975). Bilingual education scholars also believe that it is impossible to separate language and culture; therefore, as language is the basis of any culture, a very strong factor of bilingual education is bicultural education and learning a

language is also learning about a certain culture (Buschenhofen, 1980).

3. Main Aims of Bilingual Education

3.1 Goals of Bilingual Education

In some education systems, bilingual education is a tool for weakening of learners' original bilingualism and development of general and academic literacy only in one (state) language, such as in countries with a high number of immigrants like the USA, Great Britain or China. On the other hand, in European context, the emphasis is put on systematic and targeted development of general as well as academic literacy of learners (Pokrivčáková, 2013). In this paper, bilingual education is understood as a term comprising any system of education in which the curriculum is presented to students in two languages.

According to (Malarz, Bilingual Education), the goals of bilingual education can be organized into the following four categories: cognitive development, affective development, linguistic growth and cultural enrichment. However, controversies arise among scholars as to which of these goals should be recognized as primary goals. For some experts, cognitive and affective development should be at the core of the bilingual programme, whilst for the others it is the linguistic goals that should be primary. Acquisition of English language is emphasized in bilingual programmes with linguistic and cultural maintenance, but the value of linguistic and cultural diversity is promoted, too. Although transition to the mainstream and maintenance of the native culture are both important, they should not be the central theme of a bilingual programme (Malarz, Bilingual Education).

Recently, the idea of critical thinking development has commonly been expressed by educators teaching in bilingual education programmes. Critical thinking thus represents one of the key competences in fulfilling the aims of contemporary education. The result of a successful critical thinking implementation into education is an ability to identify important facts and connections in a variety of information and to formulate opinions and solutions (Petranová, 2011). One of the contemporary areas of not only bilingual education, in which critical thinking competence may well be developed is media education (Petranová, 2011; Kačinová, 2012; Plencner, 2014). The area of critical thinking development is also mentioned in (Kučerková et al., 2013; Zárubová, 2010).

3.2 Languages in Bilingual Education

Pokrivčáková (2013) provides the possible combinations of languages applied in bilingual education:

Table 1: Language combinations in bilingual education

Combination	Explanation
L1 + L2	instruction that combines **L1** (a mother language; the first language, a native language) with **L2** (a second language; the language of instruction that is not a learner´s mother language but is used as an official, state language in the country)
L1 + FL	instruction given in both **L1** and **FL** (a language that is neither a learner´s mother language nor an official language used in the country)
L2 + FL	instruction provided in **L2** and **FL**
FL1 + FL2	instruction given in two different foreign languages that are neither a learner´s mother language nor an official language used in the country

What all bilingual educational programmes have in common is that it is two languages that are used as media of instruction in educational contexts. The focus of language learning is not solely linguistic, but it is also connected with academic achievement in the subject areas and communication within the academic institution (de Mejía, 2002). This is in contrast with language intensification programmes where there is in general no integration of foreign or second language teaching and learning with the aim of building knowledge in other content areas – the emphasis is put on linguistic aspects of the foreign language (de Mejía, 2002).

Bilingual education is *„a simplistic label for a complex phenomenon"* (Baker, 2011). However, there are different types of bilingual education depending on whether such education uses two languages or only a second language, whether bilingualism is the aim in the classroom or whether bilingual children are only present in the classroom, but bilingualism is not promoted in the curriculum. One of the differences lies in the aim of bilingual education. Based on the

scientific discussions, the aims of the different forms of bilingual education can be very different (Baker, 2011). Ferguson et al. in (Baker, 2011) lists examples of the varying aims of bilingual education, such as assimilation of individuals or groups into mainstream society, preserving ethnic and religious identity, enabling people to communicate with the outside world and unifying a multilingual society – let us mention only some of them.

4. Basic Models of Bilingual Education

In the literature of bilingualism, three basic models of bilingual education are recognized: the transitional model, the maintenance model and the enrichment model, each of them describing different programme goals with respect to educational contexts, relationships of majority and minority language speakers and the sequencing of the languages as media of instruction within the programme (de Mejía, 2002).

4.1 The Transitional, Maintenance and Enrichment Model

When the aim is to shift the child from the home, minority language, to the dominant, majority language, with the result of social and cultural assimilation, this type is referred to as transitional bilingual education. Another aim may be fostering the minority language in the child, with the strengthening cultural identity, e.g. by preserving heritage languages in heritage language programmes. This type of bilingual education is referred to as maintenance bilingual education (Baker, 2011). An enrichment model of bilingual education has many characteristics in common with maintenance model but it takes the latter one a step further by aiming not only maintaining the first language but also developing and extending it (de Mejía, 2002). This leads to cultural pluralism and linguistic diversity (Baker, 2011).

Some types of bilingual education promote additive bilingualism when a second language is added to a mother tongue and the result are students who are bilingual; however, other types of bilingual education promote subtractive bilingualism when students are instructed in both their mother tongue and a second language. Educational programs supporting additive bilingualism are referred to as strong, whereas those which promote subtractive bilingualism are referred to as weak (García, 1996).

4.2 Strong and Weak Forms of Bilingual Education

Some types of bilingual education promote additive bilingualism when a second language is added to a mother tongue and the result are students who are bilingual; however, other types of bilingual education promote subtractive bilingualism when students are instructed in both their mother tongue and a second language. Educational programs supporting additive bilingualism are referred to as strong, whereas those which promote subtractive bilingualism are referred to as weak (García, 1996). Baker (2000) provides the four main types of bilingual schools which are labelled as ‚strong' forms of bilingual education: Dual Language Schools found in the United States, International schools with English usually being a dominant language, Heritage Language Schools for language minority children and immersion schools in Canada, subsequently appearing in Europe and Asia.

With the promotion of two or more languages as well as biliteracy and biculturalism being attempted to enrich children, particularly linguistically, these bilingual schools may serve as examples of enrichment bilingual education. Language acquisition in the immersion, heritage and dual educational programmes happens through a second language that is used as a medium of instruction, which is called content-based second language instruction in the USA while in Europe it is referred to as CLIL (Content and Language Integrated Learning) (Baker, 2011).

A) *Dual Language schools*: In Dual Language Schools which are increasingly found in the United States, two languages are used approximately equally in the curriculum with the aim of children becoming bilingual and biliterate (Baker, 2000). Each class contains an equal number of language majority and language minority children. A language balance close to 50%:50% is the aim; however, it is not always achieved – the amount of time spent learning through each language varies from school to school. Only one language is used in each period of instruction, which is similar to content-based teaching where students are taught parts of the curriculum through English and not just English as a mere language (Baker, 2011). A central idea in Dual Language schools is language separation and compartmentalization. In practice, it means that in each period of instruction, only one language is used, with language boundaries being established in terms of time, curriculum content and teaching (Baker, 2000). It is important to decide when to teach through each language – the most frequent preferences are to use the two languages on alternate days or to use different languages in different lessons with regular alternations to ensure both languages are used in the curriculum. Although

language boundaries are established so that different parts of the curriculum are taught in different languages, a dangerous situation may occur when the majority language becomes associated with more prestigious and ‚modern' subjects while the minority language is used to teach less prestigious subjects. Such division may affect the status of the languages in the eyes of the pupils, their parents and society (Baker, 2000).

B) *International schools*: International schools can be found throughout the world, mostly in large cities of more than 80 countries. In these schools, fees are paid to receive private, selective, independent education (Baker, 2000). De Mejía (de Mejía, 2002) provides two basic types of international schools, one designed to be national schools for children who are away from home, and the other based on principles of global education serving global human development arising from, e.g. the United Nations. Some of the children in these schools have parents in the diplomatic service or multinational organizations and other children come from the areas whose parents want them to receive an internationally recognized education. Over the last 20 years, there has been a greater diversity among the international schools population including not only non-native children but also local children being sent to international schools by their parents to increase slumping enrolment figures. According to Murphy in (de Mejía, 2002), international schools are classified as monolingual with only one official language of instruction in school or as bilingual/multilingual when two or more languages, of the host country and the other countries, are taught and incorporated in the curriculum. One language of the school is usually English. In some schools, the second language is taught only as a language, while in other schools, the second language can be used as a medium to teach part of the curriculum (Baker, 2000). In general, the languages in international schools are majority languages with international prestige with minority languages being rarely found. The curriculum reflects America, British and the local curricular tradition with the majority of teaching staff from Britain and the USA. Some of the advantages of such schools are small class size, motivated students and international spirit among the learners; on the other hand, an extremely high level of learners'mobility can be seen as a disadvantage (de Mejía, 2002).

C) *Heritage Language Bilingual Education*: Lastly, there is Heritage Language Bilingual Education where language minority children use their native, ethnic, home or heritage language in the school as a medium of instruction and the goal is full bilingualism (Baker, 2000). As mentioned earlier in this paper, the bilingual education aiming to protect indigenous languages in heritage language programmes is referred to as maintenance bilingual education. Generally, heritage or maintenance language education represents the education of language minority children through their minority or indigenous language in a majority language society.

4.3 Immersion and Submersion Bilingual Education

Immersion education, deriving from a Canadian educational experiment, differs from other types of bilingual and foreign language provision in some core features. Firstly, the second language is a medium of instruction (de Mejía, 2002). Issuing from the idea that a first language is acquired relatively subconsciously, the focus is on the content rather than the form of the language (Baker, 2000). Moreover, students enter the programme with similar level of the second language knowledge and there is enough support for their first language within the curriculum. Secondly, immersion programs aim at additive bilingualism, which means that they acquire a second language at no cost to their home language. This is in contrast to subtractive bilingual programmes where the home language is replaced by the second language (Baker, 2000). Thirdly, contact with the second language is mostly restricted to the classroom and the classroom culture is that of the local community, not the target language community (de Mejía, 2002). Furthermore, immersion education possesses certain variations in terms of age at which children start the programme and in terms of the amount of time spent in immersion in a day (Baker, 2000). In terms of age, immersion ranges from early immersion starting at the kindergarten or infant stage to late immersion at secondary level. The degree of immersion ranges from total, with early total immersion being the most popular programme, to partial providing a certain percentage of immersion in the second language throughout junior schooling.

A completely different approach to learning of a language is s seen in *submersion education.* Submersion education describes education for language minority children who are placed in mainstream schools. However, no school calls itself a ´submersion school´, ´mainstreaming´ is the more usual label (Baker, 2011). Baker (2011) uses a metaphor when language minority students are thrown into water and are expected to learn to swim as quickly as possible without the help of special swimming lessons with the language of the „swimming pool" being the majority language and not the home language of the child. The language minority students will be taught in the majority language and both teachers and students will be expected to use exclusively the majority language in the classroom. The basic educational aim of

mainstreaming is assimilation of language minority speakers, particularly in the countries where there has been immigration (e.g. the USA, the UK). Dealing with bilingual children, this kind of education is bilingual, but it is the majority language that is the medium and the aim is monolingualism, not bilingualism (Baker, 2011). As Baker (2011) further points out, *„mainstream education rarely produces functionally bilingual children"*; the typical outcome for the language majority would be only a limited knowledge of a foreign language. Submersion or mainstream education is often associated with subtractive bilingualism, where a minority language speaker has to ´sink or swim´ at school without any institutional support (de Mejía, 2002).

5. Conclusion

This paper shows the basic types of bilingual education that are recognized according to worldwide research. Bilingual education is briefly introduced as well as the different purposes behind using different languages as the medium of instructions in schools. Research on bilingualism suggests that some purposes for choosing languages used in education may be better than the other ones in terms of ethics as well as pedagogy. Analyzing the diverse purposes for the choice of languages that appear in schools can improve the understanding of bilingual educational systems, and possibly suggest improvements in terms of bilingual educational process.

References

Baker, C. (2000). A Parents' and Teachers' Guide to Bilingualism. Clevedon: Multilingual Matters Ltd., 218 p.
Baker, C. (2011). Foundations of Bilingual Education and Bilingualism", Clevedon: Multilingual Matters, 480 p.
Buschenhofen, P. (1980). Trendy experimentation or cultural enrichment? *Journal of Multilingual & Multicultural Development*, vol. 1, no. 4, pp. 303-312.
Cohen, A. (1975). A Sociolinguistic Approach to Bilingual Education. Rowley, Mass.: Newbury House.
García, O. (1996). Bilingual Education. The Handbook of Sociolinguistics, F. Coulmas Ed. Oxford: Blackwell Publishers, 544 p.
Kačinová, V. (2012). Terminological Problems of Media Education. *Communication Today*, vol. 3, no. 2, pp. 24-38.
Kučerková, M., Kučerka, D., Rusnáková, S., Husár, S. and Hrmo, R. (2013). Research in Engineering Pedagogy", International Conference on Interactive Collaborative Learning (ICL), Kazan, Russia: The Institute of Electrical and Electronic Engineers, pp. 30-35.
Malarz, L. Bilingual Education: Effective Programming for Language-Minority Students. http://www.ascd.org/publications/curriculum_handbook/413/chapters/Bilingual_Education@_Effective_Programming_for_Language-Minority_Students.aspx.
De Mejía, A. (2002). Power, Prestige, and Bilingualism: International Perspectives on Elite Bilingual Education. Clevedon: Multilingual Matters, 325 p.
Petranová, D. (2011). Does media education at schools develop students' critical competences? *Communication Today*, vol. 2, no. 1, pp. 66-82.
Plencner, A. (2014). Critical Thinking and the Challenges of Internet. *Communication Today*, vol. 5, no. 2, pp. 4-18.
Pokrivčáková, S. (2013). Bilingual Education in Slovakia: A Case Study. *Journal of Arts and Humanities*, vol. 7, no. 5, pp. 10-19.
Zárubová, H. (2010) .Súčasné prístupy a metódy vo výučbe cudzích jazykov. Perspektívy výučby cudzích jazykov pre 21. storočie, Trnava: UCM v Trnave, pp. 123-132.

Exploring the Link between Motivation for Course-Choice and Retention in the Architectural Profession: Students' Perspectives

Cynthia Omolola Adeokun

Department of Architecture, Covenant University, Km 10 Idiroko Road, Canaan Land, Ota, Ogun State, Nigeria

Akunnaya Pearl Opoko (Corresponding Author)

Department of Architecture, Covenant University, Km 10 Idiroko Road, Canaan Land, Ota Ogun State, Nigeria, e-mail:akunnaya.opoko@covenantuniversity.edu.ng

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

Studies have identified positive links between students' commitment to the learning process and career aspirations. This paper explored the link between students' commitment to architectural education and their subsequent willingness to remain within the profession. A questionnaire which focused on students' experience of architectural education, experiences in professional offices and intention to practice after graduation was administered to students on the architecture programme in a Nigerian private university in addition to earlier personal statements from the students on why they embarked on the programme. Quantitative data were analysed using descriptive statistics while qualitative data were content analysed. Results indicated a correlation between reasons for choosing architecture and decisions to practice architecture. A gradual drop in desire to practice architecture was observed at higher levels of study compared to the lower levels. To improve retention rate in professional practice, admission process should include a request for a detailed personal statement from applicants, to establish strong congruence between course/major choice and career aspirations.

Keywords: *architectural education, course-choice, learning process, career aspiration, students.*

1. Introduction

Several studies have investigated students' commitment to their studies and the outcomes of enrolment are often measured in terms of retention rates on the chosen course (UK National Audit 2007). Studies like Maher and Macallister (2013), Willcoxson and Wynder (2010), Allen and Robbins (2010), Olsen, Spain and Wright (2008) and Tinto (1975) have all indicated that students' entry-level motivations have an effect on how well they stay in the course. In other words, students with greater clarity about why they chose their course and whose course is a direct pathway to their preferred career, have better outcomes in terms of academic performance and retention.

Outcomes have been operationalized in a variety of ways in the literature. Tracey and Robbins (2006) hypothesized that the congruence between interest in a course and outcomes is not a simplistic one, though outcomes can be measured through academic performance via Grade Point Averages (GPA) and retention rates. Also, there are moderating variables that influence the interest-major congruence and outcome relation like environmental constraints and personal flexibility (Tracey, Allen and Robbins 2012), academic performance, students' attitudes and socio-cultural support (Jensen 2011), social support (Eggens, van der Wert and Bosker 2008), study habits and attitudes (Crede and Kuncel 2008) and interest clarity and interest level (Tracey and Robbins 2006). Also the mediating role of students' commitment as expressed through class attendance and high GPAs on the interest-major congruence and outcome relation reported by Dollinger, Matyja and Huber (2008) is consistent with Crede and Kuncel (2008). Onuoha and Unegbu (2013) delved into career aspiration as a predictor of students' performance on cataloguing and classification -a librarianship degree course- in a private university in South-West Nigeria and found that students that wanted a career in library services demonstrated more consistent focus on the utility of the course and commitment evident as persistence behaviour.

Willcoxson and Wynder (2010) hypothesized that student who choose a career specific major would exhibit more clarity of career direction, have a clearer reason for attending university and demonstrate greater interest in their coursework. This is consistent with the longitudinal studies of medical students in the UK (Parkhouse and Ellin 1988) which showed that less than 1% of doctors sampled ventured into non-medical careers. Retention rates as a strong

indicator of institutional health is identified by the National Audit Office, UK (2007), Tracey (2010), Willcoxson and Wynder (2010), Dollinger, Matyja and Huber (2008) and Wessel, Ryan and Oswald (2008). Consequently, this paper delves into the link between motivation for course-choice and retention rates of architecture students as expressed via intentions to remain in the profession by architecture degree students in a private university in South-West Nigeria. Specifically, it addresses the following questions: why do students choose to study architecture? and what factors motivate students to study architecture? Architecture is a career-specific major (Willcoxson and Wynder 2010) since it provides a direct pathway into the profession. Thus, architecture is representative of occupational choice.

The hypothesis explored here stems from the authors' observations of a reduced desire of many students to stay within the profession. This has huge implications for the profession as the cost of training architects is expensive. A low retention in the profession is a 'waste' of resources and often frustrating for students who fail to find fulfilment in the course. The paper's main hypothesis is that the gradual waning of interest in the course has an effect on the desire to remain within the profession and is likely to be connected to the original reason(s) for embarking on the course. Students that are on the course because they want to be architects and who felt competent in design-related subjects at secondary school level are more likely to retain a high interest on the programme and to express a desire to practice architecture. To test the hypothesis - the correlation between career choice, career certainty and potential retention in the profession - a questionnaire was administered to the students focusing on their experience of architectural education and intention to practice architecture on graduation. Earlier, some of the students had provided narratives about why they chose to study architecture.

2. Theoretical Framework

A theory, simply put, seeks to identify relationships between concepts and according to Charmaz (2014) may aim for either explanation or understanding. Theories typically try to account for observed phenomena, how these phenomena occur, possibly explain why they occur as observed and help proffer options for intervention. Kohlbacher (2005) contends that case study research lends itself appropriately to the desire to understand social phenomena. Studies within the grounded theory tradition typically seek to explain the 'what', 'how' and 'why' questions. According to Charmaz (2014), seeking answers to 'why' questions range from explanatory generalizations to theorising about causations and abstract understandings of relationships between concepts, particularly from a positivist view which emphasizes the generality of these explanations. Grounded theory from an interpretative perspective emphasises understanding observed phenomena over explanation, which allows for indeterminacy rather than seeking causality and patterns. Hence it is more concerned with meanings in observed actions and more actively engages with the researcher's interpretation of observed phenomena. This is closer to the design of this study.

Relevance of grounded theory to this research flows from the generic preoccupation of many grounded theorists with the aim to construct generalisations from a specific qualitative enquiry and often revolve around data collection. Qualitative researchers according to Charmaz (2014) often emphasise overt behaviour in order to avert charges of bias and of failing to meet traditional quantitative standards of reliability and validity. This study addressed the issue of reliability by using emergent coding derived from preliminary analysis of data (narratives and questionnaires) which was applied to the whole sample, followed by a second review of the coding process for each narrative. In addition, results from the data were compared to existing trends identified from other studies about career-choice and retention on the course or profession. Validity of the results is addressed by comparing results from the questionnaire with the themes from the students' narratives as a form of triangulation, since both explored the same hypothesis as stated earlier.

This paper adopts a position akin to Charmaz's decription of grounded theory which 'contains both positivist and interpretivist elements because it relies on empirical observations and depends on the researcher's constructions of them. We build from specifics, in this case the specifics of why the students in the case study university have an intended low retention rates in the profession and move to general statements while situating them in the context of their construction. So the interest is very much in the clearly defined case study, yet, as Charmaz (2014) states, the interest is in the process of theorizing, which is interpretive. The fundamental contribution of grounded theory methods relevant to this study is its guidance of interpretive theoretical practice.

Data analysis is primarily by content analysis. It draws on existing trends identified from literature review of factors that mediate the process of career-choice and retention on the course/profession, but also identifies themes or ideas expressed in the narrative texts. The content analysis process as explained by Kohlbacher (2005) is a method of examination of data suited to case study research. In this study it involved 'emergent coding' defined by Stemler (2001) as the preliminary examination of data, identification of themes from data, identifying natural boundaries between themes to derive the coding unit and compilation of a 'checklist' for content analysis.

According to Stemler (2001), content analysis has distinct advantages for this kind of qualitative (textual) analysis because it "is a systematic, replicable technique for compressing many words of text into fewer content categories based on explicit rules of coding". It is useful in dealing with large volumes of data, extending beyond mere word frequency count. The two fatal flaws that destroy the utility of a content analysis identified by Stemler (2001) are faulty definitions of categories and non-mutually exclusive and exhaustive categories. These were avoided by careful syntactic analysis/definition of each code/theme.

3. Literature Review

Architecture is a profession. Professional employment is typically distinguished from other paid forms of employment by monopoly power, public service over private gains and use of codes of ethics (Caven and Diop 2012 quoting Barber 1965). The monopoly is typically by virtue of (legal) requirement for registration by a professional body after academic qualification and a specified period of professional practice and commitment to a code of practice that outlines ethical and professional behaviour. The process of formal training also creates an exclusive 'membership' (Erman, Altay and Altay 2004) that according to Caven and Diop (2012) is only attainable by adhering to outlined process, thereby creating a monopoly of power and privileges enjoyable by the select group. Xue and Chen (2004) studied mainland Chinese architects and emphasised that a significant consideration for architects is the need to provide public service by satisfying clients and administrative/planning officers. This typically comes with status, prestige and expectation of financial compensation for the long process of training and experience.

Full registration process involves a combination of formal educational training usually in a university and practical experience gained in an architectural office during and after completion of formal education. In Nigeria, this takes a minimum of eight years. This is comparable with what exists in other countries like South Africa, Ghana, the UK and France (SAIA website, Instiful 2010, Caven and Diop 2012). Nonetheless, similarities in duration of training operate within cultural and structural differences hence reasons for choosing architecture and remaining in architecture may vary and is worth reviewing.

3.1 Choice of Architecture as a Career

Several studies like Nelson (1974) and Shields & Shrestha (2011) have examined reasons students choose to study architecture. While many have a gendered perspective, most focus on traditional rewards like power, status, recognition and financial rewards that may accrue from a profession. Recent research in developed countries according to Caven and Diop (2012) identified increased vulnerability of the construction industry with higher employment insecurity and lower financial compensation particularly in comparison with other professions like law and medicine. They identified three main reasons why practising architects interviewed in the UK and France gave for becoming architects as childhood influences through an interest in construction and design, building and making 'things' and influence of family and friends especially construction industry professionals. This is consistent with Nelson Jr. (1974) and (Kisi, Shields and Shrestha 2011) who also identified a significant influence of family and friends on the decision to study architecture.

The third most common reason for choosing architecture in Caven and Diop (2012) is drawing competence, though none of their respondents had carefully researched the profession prior to embarking on the architectural programme. Edwards and Quinter (2011) studied secondary school students in Kenya and found that the opportunity to apply skills and knowledge, personal interests, learning experiences and advancement opportunities influenced career choice.

A study of Danish students (Kolmos, Mejlgaard, Haase and Holgaard 2013) 10% of which were design discipline students (including architecture and design), revealed five key motivations for choosing career-specific disciplines to include intrinsic, social good, financial, parental and mentoring. That study found no significant gendered difference for these motivations within the design sub-discipline and although financial motivation was found to be a major reason for coming into design (architecture inclusive) it was not the most mentioned reason. The strength of non-financial considerations is supported by Xue and Chen (2004) who found that less than 40% of Chinese architects sampled would have chosen a more financially rewarding career than architecture. Non-financial motivations such as aptitude and ability are also highlighted in Parkhouse and Ellin (1988) as important motivators of career choice immediately after graduation.

Overall, the complexity of reasons why students in tertiary education chose their course of study is obvious from the existing literature. The effect of individual ability/talent, knowing people in the profession prior to commencement of study, desire to render public service or leave a legacy and anticipated financial compensation all have a clear effect on course/career choice.

3.2 Rewards from Architectural Career

Studies like Caven and Diop (2012) and Silverman (2004) argue that in assessing people's choice to remain in architecture, it is worth looking into the role of non-financial rewards like ability to be part of an informal network which helps build clientele, autonomy and flexibility of one's time and opportunities to achieve recognition by creating aesthetic objects which are visible and useful to society. These intangible rewards contribute to mitigate poor extrinsic rewards like job insecurity, low earnings and intense competition for projects.

Stevens (1996) theoretical analysis of over 2,500 famous and distinguished architects from the 1400s to 1940s also makes important distinctions between categories of architects, identifying that while 'fame' for the minority group of eminent architects is more driven by reputation based on intellectual or creative ability, for the majority of the architectural population termed '*workaday*' architects, the essential reward is money and satisfaction from doing a good job for clients.

3.3 The 'Experience' of Architectural Study

The long duration and nature of architectural training may influence students' perception of the profession. Architectural training in Nigeria principally happens in universities as a two-tier under-graduate Bachelor of Science (B.Sc.) and post-graduate Master of Science (M.Sc.) degree programmes, with a 4-year and 2-year structure. Exposure to professional practice occurs during short stints of Industrial Training (IT) after the second and third years, a format birthed from that of the UK.

The experience of architectural education in Nigeria includes heavy workloads which demand several hours working on simulated real-life design projects, dominance of the design studio and the jury or defence where students present their designs for evaluation by a panel of jurors and emphasis on design and 'buildability' over business awareness. These aspects are highlighted as negative aspects (Caven and Diop 2012) or as 'not so negative' signs of 'toughness' and a necessary requisite to the practical experience aspect which most registration processes require. In fact, the overall training of an architect according to several writers like Khan (1987) must further integrate academic education with practical experience on a construction site in order to fully prepare architectural students for post-graduation life.

The foregoing literature review suggests existence of similarities in the duration and rigours of architectural training across the globe. They also reveal several reasons why students study architecture which can be summarised as financial and non-financial considerations. However, there does not seem to be a consensus as to the strength of influence of the factors identified. Moreover, most of the studies have focused on developed countries thus revealing a dearth of studies in this area in developing countries like Nigeria. This paper intends to empirically contribute to filling this obvious knowledge gap.

4. Method

The case study was Covenant University, Ota, South-West Nigeria, a private fee-paying Christian university offering career-specific courses like architecture and engineering. Covenant University was chosen because it is the first private university to offer architecture in the country and currently has the largest number of students studying architecture compared to other private schools in the country. Data was obtained from architecture students on the two-tier degree programme using a questionnaire focused on students' experience of coursework, industrial training segment of the course and intention to practice architecture after graduation. In their second year of study current second and third year students had been asked to provide a 'narrative' (in their own words) of why they chose to study architecture. The narratives were written in 2012 and 2013 respectively, while the questionnaire was administered in 2014. According to Kohlbacher (2005) "the combination and mixing of different research methods bears an enormous potential for the advancement of social research", hence the adoption of multiple approaches here.

The total population of three hundred and fifty (350) undergraduate and post-graduate architecture students constituted the sample frame, with a male and female proportion of 71.6% and 28.4% respectively. The questionnaire was administered to all the students. Participation was voluntary. The questionnaire was divided into sections. The first part focused on respondents' personal characteristics, the second part collected data on family characteristics including parents' socio-economic status; the third part collected data on why respondents chose to study architecture and the fifth part focused on respondents' educational and career aspirations. Finally respondents were asked "what will encourage students to practice?" One hundred and forty-one (141) questionnaires (40% of the sample frame) were returned. One hundred and thirty-two (132) students from the current second and third year students participated in the narrative writing

exercise out of a total of one hundred and forty-six (146), representing 90.4% of the combined second and third year population. Quantitative data were analysed using descriptive statistics while qualitative data obtained through the interviews were content analysed to identify unifying themes.

5. Results

The results from the narratives and questionnaires are presented in this section.

5.1 Sample Profile

Thirty-two (32) students in the first year, thirty-six (36) in second year, and fifty-six (56) students in the third year of the undergraduate programme responded to the questionnaire while only one student in fourth year responded. This was discarded from the results since it was not considered representative of the class. Seventeen (17) representing 56% of the first year post-graduate students responded while none of the second year post-graduate students participated. Over 90% of the respondents were under 20 years old with a relatively even gender split (54.1% male and 45.4% female) which is higher than the sample frame gender split. Majority of the respondents (61%) were Yoruba speaking, 13.5% were Ibo while 2.8% were Hausa representing the three main ethnic groups in Nigeria. In addition, 22% were from other ethnic groups in Nigeria. For most of the students, both parents have at least a first degree (93.6% of the fathers and 92.9% of the mothers) and over 90% of these parents/guardians are employed. Majority of the students classified their families as at least middle income, with only 2.1% describing their families as low-income. Interestingly, a third of the respondents have fathers, and 4.3% have mothers who work in the construction industry. The narrative study is drawn from a similar socio-economic profile. However, the narratives featured a gender split that is consistent with the sample frame.

5.2 Career Preferences from the Questionnaire Results

About 40% of the respondents had received some counselling prior to choosing architecture. Of these, 28.1% received advice from a guidance counsellor. However, the most popular form of career counselling came from parents/guardians (51%) and interaction with an architect (47.4%). Other sources of advice were teachers (19.3%), friends (11%) and other professionals in the construction industry (2%). The question about whether the students liked architecture prior to commencing their study revealed that 17% did not like architecture while 5% stated that the decision to study architecture was their parents'. The most popular self-motivated reason for choosing architecture as shown in Table 1 is the ability to draw (57.4%) while love for aesthetically pleasing buildings was the second most popular reason (39%). This is followed by the prestige attached to the profession (27%), potential to generate wealth (24%) and desire to avoid a course that involved a lot of reading (14.2%).

Table 1 Students' reasons for choosing architecture

Reasons for choosing architecture	Frequencies (n)	Percentage (%)
Ability to draw	81	57.4
Like aesthetically pleasing buildings	55	39
Prestige	38	27.0
Potential for wealth	34	24.1
Don't like to read	20	14.2
Parent's choice	13	9.2

In addition, it was found that several students also reported a mixture of reasons as well as non-architectural professional goals as highlighted in the excerpt below:

> *"It suits my ability and does not involve much calculation. I would love to practice for a while and then go into business."*
> *Year 2, male student (2013)*

It is of interest that forty-three (43) respondents representing 34% of the under-graduate respondents do not intend to continue onto the M.Sc. programme, which is a mandatory part of the training required to become a fully qualified architect in Nigeria. This is a significant attrition rate between the B.Sc. and M.Sc. programmes, although it is noted that

some students go on to complete their programme in other universities. A little over half of the sample (59%) intends to practice architecture while close to a third of the 141 students were undecided about whether to practice architecture after graduation. The reasons for not wishing to practice or being undecided about practicing are presented in Table 2. These include desire to pursue other careers outside the construction industry such as business, fashion, music, politics and real estate (59.6%), the tedium, that is, the long working hours and the workload (38.1%) and a lack of interest in design/construction (34.9%). Other reasons include concerns about low financial reward (19.7%), limited employment prospects (17.5%) and negative feedback from other people (12.7%).

Table 2. Why respondents do not wish to practice architecture

Why do you not wish to practice Architecture?	Frequencies (n)	Percentage (%)
Desire for other careers	84	59.6
It is very tedious(long working hours and workload)	24	38.1
Lack of interest in Design/Construction	22	34.9
Low financial reward	12	19.7
Limited job prospects	11	17.5
Negative reports from other people	8	12.7

Regarding what could be done to improve students' commitment to the course, respondents' responses included the need for improved awareness of specialisation options, more stimulating and creative teaching (which are essentially comments about quality of education) and comments about the state of the profession in the form of requests for better pay and creation of more job opportunities (see Table 3). It will be recalled that these are among the reasons why some students are averse to staying on in the profession.

Table 3. What would encourage students to practice?

What would encourage students to practice?	Frequencies (n)	Percentage (%)
Improved awareness of Specialisation options	75	53.2
More creative, stimulating teaching	50	35.5
Better pay	35	24.8
Enhanced job opportunities	31	22.0

The study also delved into the fact that students are mandated to participate in the industrial training programme, yet only eighty-two (82) of the respondents (58.2%) have worked in an architect's office while seventy-one (71) respondents had worked on a construction site. However, the majority (85.4%) of those who worked in an architect's office reported having enjoyed it. The most enjoyed aspect of working in an architect's office were the office environment and staff interaction, while the observation of site processes was the most enjoyed aspect of working in a construction firm.

5.3 Career Preferences from the Narratives

The results of the narratives reinforced some of the findings from the questionnaire and indicated that some of the findings were consistent over the three years during which data were gathered. Content analysis of the narratives revealed a total of thirty-four (34) categories of reasons why students chose architecture. In order to reduce and streamline the categories to a manageable size, they were further subsumed into nine (9) distinct themes based on all the number of times each category was mentioned by each respondent. The nine themes include interest and ability (36%), people related (advice/instructions, 18.4%), and personality related reasons (being creative and imaginative, to give back to community and humanity, to leave a legacy and express ideas through buildings and a love for perfection/details, 16.0%). Characteristics of the profession (the requirement for creativity, teamwork, attention to detail/precision, thinking process and to confront or take advantage of gender related features of the profession) was 8% of the theme responses, inspiration (divine, human and even movies or buildings) was 6.8%, avoidance of subjects/conditions (avoidance of science subjects such as chemistry, theoretical work, going to a public university and higher entry requirements at public universities) was 5.6%. Other themes identified are the termination of original goals (the abandonment of other courses due to failure to gain entry to such subjects, or on health grounds) was 4.0%, desire to fulfil a vision/dream (design of iconic buildings) was 2.8% and having an interest in architecture, but also being influenced by peoples' advice (people and interest) was 2%.

The main reasons for choosing architecture were consistent in both samples. In the 2012 sample, interest and ability, personality of the student, people related advice/instructions and the characteristics of the profession were the most common reasons while in 2013, interest and ability, people related advice/instructions, personality of the student, avoidance of subjects and termination of original goals were the most common reasons for studying architecture (see Fig.1)

Architecture was not the first choice for 11% of the respondents with only minor variation in the 2012 and 2013 samples (13% and 9% respectively). There was some variation in the number of students who were influenced by counselling or intervention from other people (2012; 13% and 2013; 23%) which is included in the people related (advice/instructions) theme and constituted an overall total of 18.4% of the themes. A similar variation in the number of students who mentioned personality related reasons was also found, with 18% of the 2012 study and 11% of the 2013 study referring to such motivations (overall total of 15%). References to the avoidance of subjects and the termination of original goals (see excerpt below) often stemmed from negative feelings/situations, like the preferred choice considered unacceptable to the student's parents or is unavailable in Nigeria:

> *"I don't love architecture…I hope to pursue a second degree in history and international relations and maybe take a course in design because I still love art, it is still a way of channelling my emotions and imagination but I will never use it professionally".*
> *Year 2, female student (2012/no. 059)*

A mixture of reasons for choosing architecture was also common in many of the responses and the effects of self-efficacy and the influence of friends and relatives in the construction industry are evident as reflected in the quote below:

> *" ..Art was a hobby of mine…My ambitions changed as frequent as the seasons…My aunt was a definite influence in my decision of architecture, she is the pioneer and only female Rear Admiral in West Africa and one of the handful of female Rear Admirals in Africa as a whole, and she is a proud architect". Year 2, Male student (2012/ no. 001)*

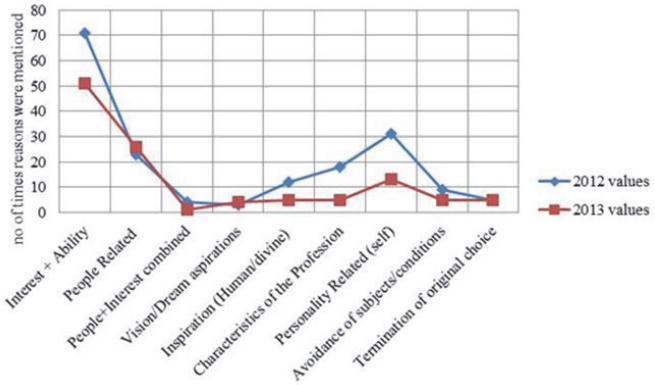


Figure 1: Reasons for choosing architecture from narratives

Some themes reflected the 30/70 female: male sample frame split (interest and ability, people related theme, avoidance of subjects, personality related, and characteristics of the profession), others showed an even split (inspiration motives) but only a few were gender specific (male bias- vision/dream, people and interest and female bias- termination of original goals).

6. Discussions

While the majority of the students claimed they liked architecture prior to commencing their studies, the range of themes identified in the narrative (nine themes) and questionnaire (six themes) revealed more complex reasons for choosing a career-specific course such as architecture. The main reasons that influenced the desire to remain (retention) are discussed below.

There is a distinction between reasons that are an affirmation of the course choice (interest and ability, visions/dreams, inspiration, personality related theme and characteristics of the profession) which constituted 69.6% of motivations for choosing architecture in the narratives and reasons with negative connotations. However, the positive reasons, inclusive of the interest and ability theme (34% of the questionnaire responses) were not sufficient to generate a higher percentage of students wishing to proceed into the profession after graduation. When the finding stated in Dollinger, Matyja and Huber (2008) that ability and past performance explained three times more variance in examination performance than students' behaviour and choice is considered, it is suggested that the interest and ability component identified within this case study may be low and the recruitment process should focus on increasing the percentage of the entry intake that is based on interest and ability.

Two fairly unusual positive reasons mentioned in the narrative study were references to human/divine inspiration (6.8%) and references to the influence of specific visions/dreams (2.8%). These are quite logical when the fact that the case study is a Christian university is considered. It is noted that while these were a small percentage of the overall number of cases (9.6%), almost all claim to be very happy and certain of their career choice. Conversely, negative sentiments such as desires to do other courses (11.3%), being compelled to do architecture (2.5%), a desire to avoid other subjects (the avoidance theme- 5.6%) and the termination of original goals (4.0%) are likely to 'feed' ambivalence as the course progresses.

The results showed that 40% of questionnaire respondents and 18.4% of the narratives had some form of counselling influence on their career choice, however it coincided with 44.7% of the students in the questionnaire study expressing a desire to leave the profession or being undecided about continuing. This would suggest that the counselling received prior to course-choice was not sufficient to provide better insight into the rigours and benefits of being an architect. It also contrasts with high retention rates that typically occur with students on vocational subjects such as medicine, law, education and architecture, stated in Purcell *et. al.* (2009) which also included a sample of over 2500 architecture, building and planning students and affirmed that counselling can improve retention rates. External influence through family/friends/mentors is well documented in literature as stated earlier (Kisi, Shields and Shrestha 2011; Nelson Jr. 1974) and is partly why 17% of the questionnaire respondents and 11% of the narratives stated either a dislike for architecture or that it was not their first choice course of study, yet ended up studying architecture (external influence can be positive or negative). As a result, the low projected retention rate (58%) and the significant numbers that desire other careers, indicate that although interest has a positive impact on outcomes, it was not the only determinant of students' commitment in this case study. The increased ambivalence about architecture is also evident in the numbers of students that intend to go into non-construction industry careers.

The characteristics of the profession were expressed variously in the narratives as a desire to make money, to be self-employed, for fame, prestige, power, a love for travel, and a desire to shape Nigeria's aesthetic landscape. However, greater mention was made of some of these in the questionnaire (potential for wealth, prestige and a love of aesthetically pleasing buildings). Some of these motivations for choosing a career pathway are also evident in literature (Kolmos, Mejlgaard, Haase and Holgaard 2013, Xue and Chen 2004) but are rarely the primal reason for choosing architecture. Both questionnaire and narrative results showed that the perceived characteristics of the profession have an impact on choice. The questionnaire results suggest that some of the perceived negative qualities of the profession (e.g. tedium and low financial rewards) cited as major disincentives (28.6% of the negative reasons) over time may have influenced many to contemplate not going into the profession.

Positive characteristics such as the desire to make money or to attain fame seemed insufficient to stem the drop in the numbers wishing to remain in the profession and this drop in interest is perhaps shaped by insights gained during industrial training, interaction with others and by direct feedback from some of the parents that work in the construction industry. This compares with the findings of the Smith (1992) study that the incorporation of internship programmes into Sociology degree programmes (a non-career specific course) helped students significantly to clarify career choices, by providing first-hand information on occupations and increasing confidence in the ability to choose. However, the exposure can also lead interns to consider other courses if they discover that their proposed career did not provide the anticipated rewards. The Smith's (1992) finding suggests that exposure provided by industrial training/internship programmes can also have a disillusioning effect on the respondent and lessen staying power if anticipated rewards are not met (Caven and Diop 2013, Silverman 2004).

The perception of architecture as a well-paid profession in Nigeria as expressed in the questionnaire is perhaps influenced by the fact that Nigeria's civil service salary scale which ranges from Grade level 1-17, starts all graduates (including medical doctors) at grade 8, but architects start on grade 9. Professionals cannot proceed beyond grade 12, except those with professional registration (e.g. registered architects). Similarly, in the private sector, architects have higher entry salaries than lawyers and engineers but earn lower salaries than medical doctors.

The role of the individual's personality in the choice process has also been referred to in literature either in terms of social integration and personality (Jensen 2011, Tinto 1975) or perceived major fit (Tracey, Allen and Robbins 2012, Wessel, Ryan and Oswald 2008, Tracey and Robbins 2006). Correspondingly, the narratives revealed that some students chose architecture in order to express aspects of their own personality. The personality theme included choosing a career in order to express creativity and imagination, to give back to the community, to leave a legacy, express ideas through buildings and a love for perfection/details. It was also implicit in the request for more creative teaching in response to the question 'What will encourage students to practice?' Based on the literature review and the results of the questionnaire and narratives, a better fit between personality and the programme will help retain a student's commitment and should also be assessed during course entry interviews.

Several of the narrative themes did not show a gender bias, although three female students chose architecture in search of a female-friendly course or as a personal goal to challenge a perceived male bias in the profession. Similar proportions of males and females expressed a desire to leave the profession from the questionnaire results, after the 30:70 gender spilt is taken into consideration. In addition, the reasons given for not wishing to stay on in the profession did not show much gendered differences. The main reasons for not wishing to practice architecture reported in this paper (a wish to pursue other careers outside the construction industry, long working hours and the workload, a lack of interest in design/construction, low financial rewards, limited employment prospects and negative feedback from other people) also overlapped with the findings in the De Graft-Johnson, Manley and Greed (2003) study into why women leave architecture that included low pay, long working hours, limited areas of work and the possibility of more job satisfaction elsewhere. This lack of strong gender distinction in our study with regards to the intention to remain in the construction industry is however consistent with the finding in Tracey (2010) that there were no gender differences in the main effects between interest and career certainty, but contrary to the finding of strong gender bias in the choice of a secretarial course reported by Igbinedion (2011).

7. Conclusions – The Role of 'Pure' and External Motivations

The questionnaire and narrative studies provided a more nuanced understanding of why students embark on architecture and their decisions to stay in the profession. The hypothesis that students who chose architecture by their free will and who have a perceived ability in design-related subjects are more likely to stay on in the profession is supported by the findings of this study but mediated by issues such as the ability to sustain their interest (commitment), the positive (and affirmative) reasons discussed above and by financial, socio-cultural barriers identified in (Jensen, 2011), though this is less of an issue in this relatively socio-culturally homogeneous sample. This was also quite consistent with the Allen and Robbins (2010) finding that higher levels of interest-major congruence lead to the greater likelihood of attaining a degree in a timely fashion (and it is suggested will result in greater retention rates within the profession itself).

Entry intake based on interest and ability motivations should be increased, as these have a positive impact on retention rates based on this study and on other literature identified in this research. However, to identify those who choose architecture for the external (negative) motivations would require more creative assessment strategies such as the use of role play, practical scenario-based projects, a request for a narrative and sample portfolio of works/projects that reflect creative flair.

The limited benefits of pre-choice counselling on outputs noted in this study can be improved by the provision of better career advice prior to students embarking on tertiary education. A detailed written personal statement from the students should also be assessed during the entry interview typically conducted at Covenant University and other universities in Nigeria to increase the fit between career choice and interest and ability. Finally, 'pure' and 'external' motivations affect outputs, and pure (positive) motivations are more likely to reinforce students' commitment.

8. Limitations and Further Research

The fact that the data presented is from a single institution is mitigated by the longitudinal dimension of the studies, but there is a need to investigate the links between career choice and low intention rates using other case studies, as a lot of investment goes into the training of architects.

References

Allen, J., & Robbins, S. (2010). Effects of Interest–Major Congruence, Motivation, and Academic Performance on Timely Degree Attainment. *Journal of Counselling Psychology,* 57(1), 23-35.

Caven, V. & Diop, M. (2012). Architecture: a 'rewarding' career? An Anglo-French comparative study of intrinsic rewards in the architecture profession. *Construction Management and Economics*, 30(7), 513-523.
Charmaz, K. (2014). *Constructing Grounded Theory*. Los Angeles: Sage Publications Ltd.
Christie, H., Munro, M. & Fisher, T. (2004). Leaving University Early: exploring the differences between continuing and non-continuing students. *Studies in Higher Education*, 29(5), 616-636.
Crede, M. & Kuncel, N. R. (2008). Study Habits, Skills, and Attitudes: The third pillar supporting collegiate academic performance. *Perspectives on Psychological Science*, 3(6), 425-453.
De Graft-Johnson, A., Manley, S. & Greed, C. (2003). Why Do Women Leave Architecture? Research Project funded by the RIBA and match funded by the University of the West of England.
Dollinger, S. J., Matyja, A. M. & Huber, J. L. (2008). Which Factors Best Account for Academic Success: Those which college students can control or those they cannot? *Journal of Research in Personality*, 42, 872–885.
Edwards, K. & Quinter, M. (2011). Factors Influencing Students Career Choices Among Secondary School students in Kisumu Municipality, Kenya. *Journal of Emerging Trends in Educational Research and Policy Studies* (JETERAPS) 2(2), 81-87.
Eggens, L., Van Der Werf, M. P. C. & Bosker, R. J. (2008). The influence of Personal Networks and Social Support on Study Attainment of Students in University Education. *Higher Education* , 55(5), 553-573.
Erman, T., Altay, B. & Altay, C., (2004). Architects and the Architectural Profession in the Turkish Context. *Journal of Architectural Education*, 58(2), 46-53.
Fuentes-del-Burgo, J. & Navarro-Astor, E. (2013) Do Educational Mismatches Influence Job Satisfaction? In Smith, S. D. and Ahiaga-Dagbui, D. D. (Eds.), *Procs 29th Annual ARCOM Conference, 2-4 September 2013* (pp. 237-247). Reading: Association of Researchers in Construction Management.
Igbinedion, V. I. (2011). Perception of Factors that Influence Students' Vocational Choice of Secretarial Studies in Tertiary Institutions in Edo State of Nigeria. *European Journal of Educational Studies*, 3(2), 325-337.
Instiful, G. (2010). The Teaching and Making of African Architcture in Ghana,. Proceedings of the 2010 International Conference on Architectural Research, organised by Architectural Research Centers Consortium (ARCC) and European Association for Architectural Research (EAAE).
Jensen, U. (2011). Factors Influencing Student Retention in Higher Education. Summary of influential factors in degree attainment and persistence to career or further education for at-risk/high educational need students. Honolulu: Pacific Policy Research Center.
Khan, H. U. (1987). Architectural Education: Learning from developing countries. *Journal of Architectural Education*, 40(2), 293-295.
Kisi K., Shields, D. & Shrestha, P. (2011). Identifying Factors That Influence the High School Students' Choices to Pursue Architecture, Construction and Engineering Baccalaureates**.**
Kolmos, A., Mejlgaard, N., Haase, S. & Egelund H. J. (2013). Motivational Factors, Gender and Engineering Education. *European Journal of Engineering Education*, 38 (3), 340-358.
Kohlbacher, F. (2006). The Use of Qualitative Content Analysis in Case Study Research. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research,* 7(1). Retrieved on 13/03/15 from http://www.qualitative-research.net/index.php/fqs/article/view/75/153
Maher, M. & Macallister, H. (2013). Retention and Attrition of Students in Higher Education: Challenges in modern times to what works. *Higher Education Studies*, 3 (2), 62-73.
National Audit Office, UK. (2007). *Staying the Course: The retention of students in higher education.* London: House of Commons, London, UK. The Stationery Office.
Nelson Jr, B. H. (1974). The Decision to Study Architecture: A sociological study. *Journal of Architectural Education*, 27(4), 83-89.
OECD (2013). Education at a Glance 2013: OECD Indicators, OECD Publishing.
Olsen, A., Spain, J. & Wright, R. (2008). Staying the Course: Retention and Attrition in Australian Universities. Australian Universities International Directors' Forum (AUID) Findings.
Onuoha, D. U. & Unegbu, V. E. (2013). Career Aspiration as Predictor of Students' Performance in Cataloguing and Classification. *Journal of Information Engineering and Applications*, 3(3), 22-29.
Parkhouse, J. & Ellin, D. J. (1988). Reasons for Doctors' Career Choice and Change of Choice. *British Medical Journal (Clinical Research Edition*), 296(6637), 1651-1653.
Purcell, K., Elias, P., Atfield, G., Behle, H., Ellison, R., Hughes, C., Livanos, I. & Tzanakou, C. (2009). Plans, aspirations and realities: Taking stock of higher education and career choices one year on: Findings from the second Futuretrack Survey of 2006 applicants for UK Higher Education. Higher Education Career Services Unit (HECSU) and Warwick Institute for Employment Research, UK.
Silverman, M. (2004). *Non-Financial Recognition- The most effective of rewards?* Brighton: Institute of Employment Studies.
South African Institute of Architects (SAIA) website. (2014, August 18). URL http://saia.org.za/?page_id=73.
Stemler, S. (2001). An Overview of Content Analysis. *Practical Assessment, Research & Evaluation,* 7(17). Retrieved March 13, 2015.
Stevens, G. (1996). The Historical Demography of Architects. *Journal of the Society of Architectural Historian*, 55(4), 435-453.
Tinto, V. (1975). Dropout from Higher Education: A theoretical synthesis of recent research. *Review of Educational Research*, 45(1), 89-125.
Tracey, T. J. G. (2010). Relation of Interest and Self-Efficacy Occupational Congruence and Career Choice Certainty. *Journal of Vocational Behavior*, 76, 441-447.
Tracey, T. J. G. & Robbins, S. B. (2006). The Interest–Major Congruence and College Success Relation: A longitudinal study. *Journal of*

Vocational Behavior, 69, 64–89.
Tracey, T. J. G., Allen, J. & Robbins, S. B. (2012). Moderation of the Relation Between Person–Environment Congruence and Academic Success: Environmental constraint, personal flexibility and method. *Journal of Vocational Behavior*, 80, 38-49.
Wessel, J. L., Ryan, A. M., and Oswald, F. L. (2008). The Relationship Between Objective and Perceived Fit With Academic Major, Adaptability, And Major-Related Outcomes. *Journal of Vocational Behavior*, 72, 363–376.
Willcoxson, L. & Wynder, M. (2010). The relationship between choice of major and career, experience of university and attrition. *Australian Journal of Education*, 54(2), 175-189.
Xue, C. Q. I. & Chen, X. (2003). Chinese architects and their practices- An analysis of a questionnaire analysis. *Journal of Architectural and Planning Research*, 20(4), 291-306.

Students' Perception of Learning in the Online Discussion Environment

Tatiana Krasnova

Lecturer, National Research Tomsk Polytechnic University; E-mail: krasnova@tpu.ru

Alexandr Ananjev

Undergraduate student, National Research Tomsk Polytechnic University; E-mail: holypatrickcow@gmail.com

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

Online courses have become a part of academic initiatives to supplement instruction in a blended learning format. They create numerous opportunities for collaborative learning based on learner-centred approach. Asynchronous online discussion forums set an environment developing a sense of community and engaging students in collaborative discussions making them meaningful learning activities. The main benefit of such activities for students is generating new knowledge and sharing it with peers. Online discussions open up new vistas on students' writing skills and make them exposed to a range of alternative viewpoints. This paper reports about the investigation of asynchronous online discussion efficacy in the learning process. Students' attitudes and expectations in such type of online collaboration were analyzed in order to present student's perception of learning in the online discussion environment. The findings of this study indicate certain benefits and positive overall perception though some problems were identified and potential solutions were highlighted.

Keywords: *asynchronous online discussion, Moodle, online course.*

1. Introduction

Technological advancements, growth of Internet importance in everyday life and usage of mobile communication technologies affected education as well. International academic community recognizes the fact that the transfer to information society is impossible without integration of e-learning technologies into the educational process. These technologies orient learners to a contemporary educational mode promoting their knowledge and skills development for lifelong learning and personal development during a lifetime.

Higher education in Russia is affected by significant changes and these changes are inevitable if we want to respond the demands of the society. The flexibility of education with a student-centered approach has become a leading idea now. Modern education should take into account individual peculiarities of students, their diverse personal work styles, studying habits, and individual pace, thus it should provide the students with self-paced learning. This need for flexibility brings to life a blend of traditional face-to-face instruction and online delivery using different Learning Management Systems (LMS). This method exposes academics to new ideas and practices and makes the educational process learner-centered and result-focused.

Blended learning can be defined as a method of teaching that combines the most effective face-to-face teaching techniques and online interactive collaboration, both constituting a system that functions in constant correlation and forms a single whole (Krasnova, 2015). The main challenge is to find the right balance between the traditional mode of delivery and the online one.

Some of the commonly recognised advantages of blended learning include flexibility, personalisation and interactivity derived from an online component and direct observation, immediate feedback and spontaneity inherent from conventional teaching (Rybushkina & Krasnova, 2015). A blend of online and face-to-face activities is widely recognised and quite common today in European and American institutions.

In Russian higher education sphere blended learning is a relatively new phenomenon but a lot of universities try to adopt best practices and to integrate this method in the educational process. The aim of these initiatives is to facilitate learning, teaching and research by providing information and communication technologies (ICT) tools and making it easy to access digital learning resources (European Commission, 2014).

Blended learning offers new exciting opportunities for foreign language teaching as it allows intensifying traditional teaching forms and methods and thereby influencing positively the process of foreign language acquisition in whole

(Krasnova, 2015). The importance of raising foreign language teaching efficacy has increased dramatically. Foreign language proficiency is highly demanded for fulfilling challenging goals and can have a positive impact on transforming engineering education in Russia. Professional competence of any specialist is strongly connected with the ability to communicate in other languages. Technological innovations facilitate better quality learning and help overhaul the content and approaches to teaching foreign languages to nonlinguistic students (Sidorenko, Igna, Rybushkina & Didenko, 2013).

Nowadays, the main challenge facing the teacher of foreign languages is to develop and implement methods of organized and systematic use of information and communication technologies for educational purposes (Buran, 2015). Due to limited number of contact hours for foreign language courses in engineering universities Tomsk Polytechnic University (TPU) intensifies the learning process by active integration of ICT. The university puts particular emphasis on e-learning technologies where blended learning method takes a special place. Since 2014 the majority of foreign language courses at TPU became blended with the help of Moodle platform, which is considered an official university Learning Management System.

The objective of the study presented in this paper was to describe students' experiences and perception of online discussions based on a questionnaire and interviews. Students' interaction in discussion forums was explored in order to identify the advantages of this type of online activity. Students' views on problems occurring during online discussions such as low level of participation and reasons for non-posting were analyzed as well.

2. Online Collaboration

Developing interpersonal skills through online collaboration is an integral part of preparation for future career. Tertiary education should develop students' understanding of teamwork, critical thinking and adaptability by introducing group-based activities that encourage meaningful collaboration and have real-world application. Collaboration is the main feature of future work environment and should be reflected in authentic activities thoroughly designed by educators. Such activities promote fast solving of difficult cognitive tasks and better understanding and adoption of new material.

The main features of collaboration are purposefulness, aspiration for the common goal, motivation, interest, integrity, participants' interconnection, efficient distribution of roles, functions and duties, conformity, low conflict level, self-discipline, ability to achieve the result. But as it was mentioned earlier collaboration is not an end in itself; it is used to help students acquire knowledge and skills, communication experience and social activity. When students recognize themselves as part of a team and understand that common success depends on their individual efforts and contribution, their attitude and position change they have to show initiative and self-sufficiency.

Not long ago collaboration was possible only in the classroom but now Moodle creates collaborative learning environment where online discussion forums become a main form of asynchronous communication.

3. Asynchronous Online Discussion Forum

Asynchronous online discussion forum is an invaluable tool for learning foreign languages as it facilitates students' communication beyond the classroom and allows participants to interact with each other without any time and place restrictions. A lot of studies find prominent benefits of online discussions.

Mbati (2013) considers online discussions a powerful motivating tool both for students and lecturers. Students need a new fresh approach which will make their learning process more appealing. In this respect online discussions offer new exciting opportunities being a very motivating resource.

Lapadat (2002) thinks that asynchronous online discussions promote better critical thinking as they are written and even further enhance the higher order thinking processes. Cook (2008) also claims that online discussions can develop skills involved in critical thinking. They can help students consider alternative viewpoints, develop new insights, draw supported conclusions and build arguments by providing textual or anecdotal evidence.

One unique feature of asynchronous online discussion forum is that there is no loss of data as the discussion forum allows records of an individual's written messages to be kept in the virtual space (Hew, Cheung & Ng, 2010). Participants can respond the posted messages at any time they wish and to any student they choose.

Online discussion promotes student-to-student interaction while classroom discussion consists mostly of utterances which are responses to the teacher who takes traditionally a moderator role.

Delayed answer is one more benefit of online discussions, students don't need to give immediate response as it is common during classroom discussions; they can view the post and respond in asynchronous manner. Students have time to think and reflect on their answers and other students' comments. In this case they construct their ideas more carefully and analyze the whole situation more thoroughly, therefore their utterances become longer.

Students who do not usually contribute in traditional classroom discussions for certain reasons have an opportunity to express their ideas freely without being dominated by strong students. Their participation in online discussions increases the number of alternative viewpoints in comparison with the traditional classroom discussion.

However, there is much disappointment among instructors when they see that some discussions fail and bring to a deadlock. Students seem to only respond in order to complete the assignment thus making the discussion pointless.

There are usually three widespread problems of online discussions:

- limited student contribution;
- surface-level posts;
- low-level grammar constructions and improper vocabulary use.

Limited student contribution can be defined as absence or limited number of posts. Usually this problem is connected with procrastination and can't be easily solved but certain time limits for the task usually improve the situation. Another problem is surface-level posts containing useless information without expressing any opinion on the discussion problem. Some students write messages just for the sake of participation, they repeat or paraphrase other students' ideas and don't contribute anything new or valuable to the discussion. The moderator of the discussion or teacher should stop these practices and encourage such students to a more productive mode. Low-level grammar constructions and improper vocabulary use can disturb other participants' understanding. These students can be advised to use reference materials, dictionaries, in addition the participants may ask additional questions in order to understand what they mean.

4. Methods and Data Analysis

On the basis of "General English Blended Course" for first year students of TPU, which provides online materials as supplementary resources to the main course, we will try to explore such element as asynchronous online discussion forum. The semester course consists of 6 modules, each of which has a section called "Team work" with online discussions and wikis. Discussion forums are set for small group of students (8-10 participants), who should give their opinions on the issue given by the teacher. Then they should read the opinions of other participants and comment on at least 2 of them. If there are no posts to comment, they should return later. Forums have peer assessment instrument, students can assess the posts of their group-mates from 0 to 5 according to the rubric given in the Forum Instruction. The discussion issue is usually based on course-related topics. Example issues for Module 3 "Healthy Lifestyle" were the following:

- GM food: helpful or harmful?
- Diets are the key to weight loss. Do you agree?
- Fast food restaurants should be blamed for obesity. Do you agree?
- Employees should always be fired for failing the drugs test. Do you agree?

In Figure 1 there is an example of online discussion:

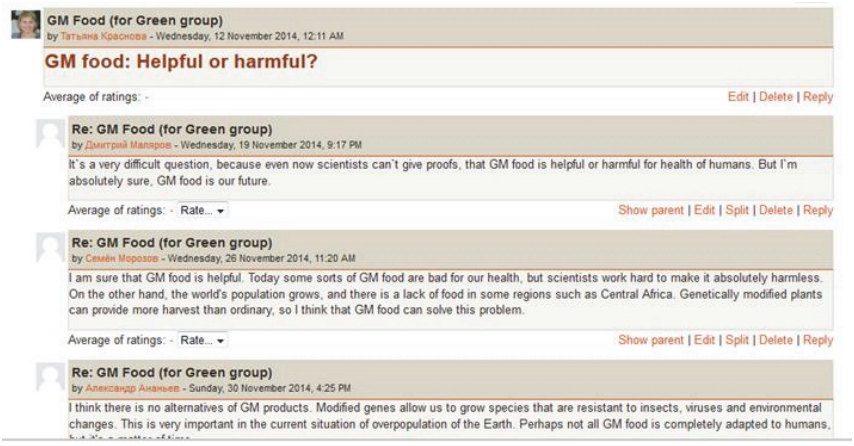


Figure 1. Online Discussion in General English Blended Course

The criteria for discussion assessment are presented to students in advance and include the following:

- the content should be complete and accurate, offer new ideas;
- the ideas should be supported with details that explain student's opinion;
- the content of the message should encourage further discussion on the issue;
- the message is characterized by relevance and originality;
- the participant completed the task within the required timeframe;
- the participants commented on at least 2 other students;
- the participants raised other relevant questions.

Quantitative methods were employed to collect the data that contribute to the understanding of the phenomena studied. With the purpose of finding out students' attitudes to online discussions a survey research was conducted.

The main questions underlying the study were:

1. What is the overall perception of asynchronous online discussions by students?
2. What are students' expectations from asynchronous online discussions?

The study was carried out among 46 enrolled undergraduate students (11 female and 35 male) getting a Bachelor degree at TPU in the spring term of 2014-2015 academic year. The students participated regularly in asynchronous online discussions during the academic year.

Table 1 shows online discussion participation details:

Table 1. Asynchronous online discussion details

Number of participants	46
Number of online discussions	5
Number of threads	10
Number of postings	326

The survey contained 9 questions with empty boxes for writing the answers and 1 question with checkbox items.

5. Results

Most students (89, 2%) found asynchronous online discussions beneficial to their language learning and called them the key component of the online course. They encourage students to express ideas, share experiences, improve writing skills, and practice grammar and vocabulary. While some students (10.8%) think that traditional discussions are better, and online discussions are completely useless and just a waste of time.

On average students contribute 2 messages: one of which is their opinion and the other is a comment of somebody's post. Therefore a discussion thread of a typical language group of 10 students contains not more than 20 postings, sometimes even less, because some students didn't contribute at all.

In comparison with traditional classroom discussions students pointed out the following advantages of online discussions:

- opportunity to choose convenient time for a discussion;
- enough time to think over the topic;
- development of writing skills;
- lack of interruptions and ability to express full thoughts;
- non-linear format of discussion which allows to respond to any participant;
- opportunity to consult a dictionary.

The majority of students (95, 6%) believe that online discussions promote thoughtful, in-depth reflection on discussion issues. Unlike the spontaneous classroom discussions through the asynchronous communications they were able to take the time to reflect and prepare a response for discussion topics (Yamagata-Lynch, 2014). But the other group of students (4, 4%) thinks that they acted the same as in the traditional discussion in the classroom.

91, 3% of students confessed that they experience procrastination problem while participating in online discussions. Students put off this task up to the deadline that is why the discussion can move forward very slowly at the beginning and become very active at the end. The main reasons were called; these were laziness and lack of self-discipline.

Students usually have 1 week for a discussion and 95, 6% believe that allocated time is enough to participate in it

and only 4, 4% want it to be longer.

Some students prefer to be lurkers through their interaction and experiences with the community; they rarely participate in discussions (Küçük, 2010). Table 2 shows the reasons why students don't participate in asynchronous online discussions.

Table 2. Reasons for non-posting

Reasons	Number of participants	Percentage
Nothing to offer	23	50%
Others responded the way I would	33	71,7%
There are too many posts already	0	0%
Not enough time to read and post	17	36,9%
Long delay in response to posting	16	34,7%
Shy about posting	3	6,5%
Poor quality of previous messages	6	12,8%
Just reading is enough	0	0%

As we see from Table 2 the most common reasons for non-posting in online discussions are that others have already responded the way the student wanted and lack of ideas. Long delays and strict time limit can also cause problems and prevent them from participating. Some students consider the posts of their group-mates of low quality and therefore lose motivation to continue the discussion. There are 3 shy students who are still afraid of posting their ideas and no one thinks that 'just reading' is enough for participation in online discussions. 'Too many posts' wasn't chosen as a reason for not participating probably because they understand that individual performance is assessed.

As for overall attitude to online discussions we can figure out that it positive. They admit that it is a way of communication and good for practicing English. Some students mentioned that they don't like discussions at all and it doesn't matter if they are online or traditional ones. They don't expect anything special from this type of activity as it is quite common but want to have more interesting and relevant issues for discussion. Some students told that other groups' topics were more fascinating and challenging than theirs.

6. Conclusion

Transition to a new educational paradigm using e-learning technologies enables new unique opportunities for students. New innovative technologies and traditional pedagogical approaches are blended giving access to a wider range of materials. Online courses on Moodle platform offer engaging and highly motivating activities that positively affect students' performance and promote their progress. Asynchronous online discussions are primary component of online language courses, they give the opportunity to interact, reflect and collaborate. The study proves that online discussion is students' favourite activity; they feel comfortable in online environment and express their ideas more freely and in a more descriptive way. Online discussion environment being the integral part of all blended courses gives the students the opportunity to be active and achieve outstanding results in foreign language acquisition.

References

Buran, A. L. (2015). How to Use Blogs in Creating Special Opportunities for Language Learning. Mediterranean Journal of Social Sciences, 6 (1). 532-536.

Cook, N. A. (2008). Online discussion forums: A strategy for developing critical thinking in middle school students. ProQuest.

European Commission/EACEA/Eurydice, (2014). Modernisation of Higher Education in Europe: Access, Retention and Employability 2014. Eurydice Report. Luxembourg: Publications Office of the European Union. Retrieved from http://files.eurashe.eu/library/eurashe_ac_yerevan_15-160514_pres_riihelainen_paper-pdf/

Hew, K. F., Cheung, W. S., & Ng, C. S. L. (2010). Student contribution in asynchronous online discussion: A review of the research and empirical exploration. Instructional Science, 38(6), 571-606.

Krasnova, T. (2015). A Paradigm Shift: Blended Learning Integration in Russian Higher Education. Procedia-Social and Behavioral Sciences, 166, 399-403.

Küçük, M. (2010). Lurking in online asynchronous discussion. Procedia-Social and Behavioral Sciences, 2(2), 2260-2263.

Lapadat, J. C. (2002). Written interaction: A key component in online learning. Journal of Computer-Mediated Communication, 7(4), 0-0.

Mbati, L. (2013). Discussion Forums and Weblogs: A Means to Fostering Learning. Mediterranean Journal of Social Sciences, 4(13), 513-518.

Rybushkina, S., Krasnova, T. (2015). Key Factors to Use Blended Learning in Teaching Foreign Languages in Russian Engineering Universities. EDULEARN15 Proceedings, 6886-6892.

Sidorenko, T.V., Igna, O.N., Rybushkina, S.V., Didenko, A.V. (2013). On the Issue of Foreign Language Training in non Linguistic Universities Abroad. In the World of Scientific Discoveries, Series A, 1 (1), 87-100.

Yamagata-Lynch, L. (2014). Blending online asynchronous and synchronous learning. The International Review of Research in Open and Distributed Learning, 15(2), 189-212. Retrieved from http://www.irrodl.org/index.php/irrodl/article/view/1778/2889.

Relationship between Religious Attitude, Optimism, Spiritual Intelligence and Mental Hygiene of Post-Graduate Students of Islamic Azad University Tehran Science and Research Branch

Mahboubeh Ghaffari Monfared

Department of Psychology, Science and Research Branch, Islamic Azad University, Khouzestan, Iran
Email: ghafari.sanaz@yahoo.com

Farah Naderi

Department of Psychology, Science and Research Branch, Islamic Azad University, Khouzestan, Iran

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

The research purpose was to assess the relationship between religious attitude, optimism, spiritual intelligence and mental hygiene of post-graduate students of Islamic Azad University, Tehran Science and Research Branch. The statistical population included 220 college students who were selected through random stratified sampling. The research used descriptive-correlational design. The data gathering tools included General Health Questionnaire, Spiritual Intelligence Questionnaire and Life Orientation Test. Data were analyzed using Pearson correlation coefficient and multivariate regression. The results revealed a significant negative relationship between internal religious attitude, optimism spiritual intelligence, and mental health. Moreover, there existed positive relationship between external religious attitude and mental hygiene. Results of regression indicated that optimism and spiritual intelligence were good predictors of female students' mental hygiene; however, spiritual intelligence was the sole predictor of mental hygiene.

Keywords: *Religious Attitude, Optimism, Spiritual Intelligence, Mental Hygiene.*

1. Introduction

The psychological distress of the modern life and rapid social changes that are dramatically accelerated under the influence of new technological evolution and advancement can significantly affect people's mental hygiene and life quality. Psychosocial factors play a significant role in economic development, providing hygienic-social services and worthwhile efforts. Human being is becoming increasingly aware of the effects of psychological factors in his/her happiness. Feelings of security, dubiousness and apprehension about reaching the destination have taken the place of epidemic illnesses, drought and famine of the previous centuries. Studies indicate that, human beings' psychological distress and disturbance has threaten his health more than physical disorders and is fast becoming one of the main reasons of his/her hospitalization.

Psychology of hygiene attaches paramount importance to the role of coping strategies and individuals' life style in the determination of his/her physical and psychological health condition. One of the strategies that has been recently designed and pursued is religious and spiritual coping that leads to an individual's health and peace. Recent findings indicate that these copings are the sources of affective support and great tools in the interpretation of positive life events which can facilitate later copings; therefore, its employment enhances individual's health (Sadeghi et al, 2010).

Human being is a thinking creature due to his/her attitude toward problems, events, issues and subjects. One of the defining and distinctive traits is optimism. Optimism is one of the central and fundamental aspects of positive psychology. Optimists look on the bright side of every obstacle and expect good end for each challenge (Seligman et al, translated by Davar Panah, 2009).

1.1 Literature Review

Spiritual intelligence is one of the concepts which have been advanced and it embraces the worldwide interest of the psychologists in religion and spirituality. Spiritual intelligence synthesized the constructs of spirituality and intelligence in a

new structure. Extensive attention to the spirituality and religious issues on one hand, and the effect of these issues on physical and psychological health and growth, on the other, necessitates the emergence of spiritual and religious aspects in individuals' lives. Some of the psychologists define spirituality as human beings' constant effort in responding to life's whys (West, 2004).

Since, each society wishes a healthy and capable generation, achieving this goal requires the health of every individual of the society and many indicators such as mental hygiene should be taken into account (Nouri and Bolhari, 1997). Studies indicate that religion and spirituality exert positive and significant effects on the mental health (Ghobari Bonab, 2007). Many of the researchers have asserted that human being feels the void, lack of purpose, lack of self-esteem, alienation toward self and others and is left helpless without religion and faith. Some of the others consider lack of faith as a reason behind psychological illnesses and employ religious and spiritual guidance for the treatment of psychological disorders (Malreb, 1930; translated by Tavakoli, 2002).

Religion plays a mediating role in affecting an individual's daily life events. A faithful person assesses many of the seemingly negative events as positive (Ghoruri, 2000). Many of the hygienic experts believe that our brains are inherently structured in a way to think positively instead of negatively. Optimism doesn't mean not accepting the responsibility of bad events and it stems from the individuals' thinking and clarifying methods about the causes and reasons of the events (Seligman, 2005).

Many of the studies indicate that optimism is directly and positively correlated to individuals' mental hygiene (Aghayi et al, 2006). Optimism is one of the main concepts of the positive psychology. This concept is in line with its colloquial application as a worthy psychological source which will bring higher degree of welfare and it's regarded as a buffer against the negative effects of stress (Scheier & Carver, 2003). Optimism helps individuals to resist fiercely against depression which provokes the failure and stressful life events. This blessing helps individuals to achieve more success in life and work as compared to what is expected of him.

Optimism activates the immune system and causes an individual to contract less infectious disease and make fewer visits to the doctor (Seligman et al, 1995, translated by Davar Panah, 2009). Many studies have been carried out on the effect of positivism on mental hygiene and coping with problems. Positivism benefits active coping strategies. Optimists act actively using effective coping strategies. Optimists are less probable not to get involved with their goals, avoid or leave them. Evidence shows that optimism is related to physical and psychological health, life satisfaction and psychological welfare (Baldwin et al, 2008).

Optimism predicts positive attitudes and tendencies, planning for the improvement, searching for the information and restructuring the bad events. Optimists use less blame, sarcasm and determinism. They do not focus on the negative aspects of a situation and do not attempt to suppress their symptoms. Positivists accept unchangeable situations instead of escaping from them and cope with serious diseases instead of worrying about the threats to the health. Overall, positivists have better problem-solving abilities as compared to the pessimists (Mousavi Nasab, 2005).

Spiritual intelligence (SQ) is genuine and credible intelligence which covers concepts such as thinking, conceptualization and solving problems. Since the concept of spirituality has different definitions and this concept plays a major role in the definition of spiritual intelligence (SQ), it can be mentioned that cultural differences impact on people's spiritual and religious attitudes, practice, and skills related to their spiritual intelligence (SQ). The concept of spiritual intelligence (SQ) is a universal feature; however, it's meaning and how it emerges is diverse among people of different cultures (Emmons, 2009). According to Wolman (2012) spiritual intelligence (SQ) has seven components, including divinity, mindfulness, extrasensory perception, community, intellectuality, and trauma and childhood spirituality. With regard to what was mentioned above, the research purpose was to assess the relationship between religious attitude, optimism, spiritual intelligence and mental hygiene of post-graduate students of Islamic Azad University, Tehran Science and Research Branch.

2. Method and Materials

The statistical population included all the male and female students studying in the MA level of Islamic Azad University, Tehran Science and Research Branch. Our sample comprised 220 college students who were selected through random stratified sampling. The research used descriptive-correlational design.

The data gathering tools included *General Health Questionnaire, Spiritual Intelligence Questionnaire and Life Orientation Test* which will be described as following:

Religious Orientation Questionnaire: Alport and Ross designed and developed a 21-items questionnaire to assess the internal and external religious orientation in 1950. Items 1 to 12 assesses the external religious orientation from completely disagree to completely agree. The next 9 items from 13 to 21 measures external religious orientation with

reverse responses which are scored on 5-point Likert scales from completely agree to completely disagree. This questionnaire was translated and normalized in Iran in 1999. The internal consistency was assessed by Jan Bozorgi. The Cronbach alpha was equal to .71 and the test-retest reliability equaled .74.

Optimism Questionnaire: Scheier & Carver (1985) designed this questionnaire. The old version of LOT was then replaced by LOT-R (Scheier et al, 1994). This test has been normalized by Khodabakhsi in 2004 in Iran. The reliability coefficient of this questionnaire using Cronbach alpha was equal to .74. This questionnaire had 6 items which measured optimistic and pessimistic attitudes and the respondents announce their agreement or disagreement with each of these statements. The test is scored on a 5-point Likert scale from completely agree to completely disagree. The items of 3, 7, and 9 are reversely scored.

Spiritual intelligence questionnaire: this test was designed, standardized and normalized by Abdollah Zadeh et al in 2008. The reliability of the test using alpha was equal to .87. The item number 12 was later eliminated and the total questionnaire had 29 items. This questionnaire is divided into 2 factors. The first factor and second factor are identified with 12 items and 17 items. The questionnaire is scored on a 5-point Likert scale from completely agree to completely disagree.

General Health Questionnare-12 (GHQ): this 12-item questionnaire distinguishes healthy and unhealthy individuals. This questionnaire was designed and developed by Goldberg and Hiller (1970). Later, this test was validated by Montazeri et al in the Hygienic Science Research Center and its internal consistency using Cronbach alpha is equal to .87. This self-assessment questionnaire takes 5 minutes to administer and evaluates an individual's psychological status during the last one month. It can be scored on 4-point Likert scale with the highest possible score of 35. Individuals with better life condition score lower on GHQ-12.

Data were analyzed using Pearson correlation coefficient and multivariate regression.

3. Results and Findings

The first hypothesis: there exists significant relationship between students' internal religious attitude and their mental hygiene.

Table 1 - Simple correlation coefficient between students' internal religious attitude and their mental health

N	(r)	Level of sig.
220	0.13-	.050

As it is seen in table 1, there existed significant and negative relationship between the internal religious attitude and their mental hygiene (r=-0.13 and P<0.050). Therefore, the first hypothesis was confirmed. For want of a better word, increase of internal religious attitude decreases the possibility of having a disorder in the mental hygiene.

The second hypothesis: there exists significant relationship between students' external religious attitude and their mental hygiene.

Table 2 - Simple correlation coefficient between students' external religious attitude and their mental health

N	(r)	Level of sig.
220	.14	.038

As observed in table 2, there existed significant and positive relationship between the external religious attitude and their mental hygiene (r=-0.14 and P<0.038). Therefore, the second hypothesis was confirmed too. For want of a better word, increase of internal religious attitude increases the possibility of having a disorder in the mental hygiene.

The third hypothesis: there exists significant relationship between optimism and their mental hygiene.

Table 3 - Simple correlation coefficient between students' optimism and their mental health

N	(r)	Level of sig.)p(
220	0.25-	0.0001

As observed in table 3, there existed significant and negative relationship between the optimism and their mental hygiene (r=-0.25 and P<0.0001). Therefore, the third hypothesis was also confirmed. For want of a better word, increase of optimism decreases the possibility of having a disorder in the mental hygiene.

The fourth hypothesis: there exists significant relationship between spiritual and their mental hygiene.

Table 4 - Simple correlation coefficient between students' spiritual intelligence and their mental health

N	(r)	Level of sig.
220	-0.29	.050

As observed in table 4, there existed significant and negative relationship between the spiritual intelligence and their mental hygiene (r=-0.25 and P<0.0001). Therefore, the fourth hypothesis was confirmed. For want of a better word, increase of spiritual intelligence decreases the possibility of having a disorder in the mental hygiene.

The fifth hypothesis: there exists multivariate relationship between the students' internal religious attitude, external religious attitude, optimism, spiritual intelligence and mental health.

Table 5 - Multivariate correlation coefficients of prediction variables (internal religious attitude, external religious attitude, optimism, spiritual intelligence) and mental health

Method	Criterion variable	Prediction variables	R	R2	F	P	β	T	P
A) Simultaneous	Mental health	Internal religious attitude	0.35	0.12	7.42	0.0001	0.01	0.178	0.859
		External religious attitude					0.07	.070	.295
		Optimism					-0.18	-2.64	.009
		Spiritual intelligence					0.24-	-3.29	.001
B) Stage	Mental health	1- spiritual intelligence	0.29	.08	20.29	0.0001	0.29-	-4.50	.0001
		2- optimism	0.34	.12	14.36	0.0001	0.24-	-3.66	.0001
							0.18-	-2.79	.006

As observed in table 5, prediction regression of students' mental hygiene on students' internal religious attitude, external religious attitude, optimism and spiritual intelligence was significant (F=7.42, P≤0.0001). Therefore, the fifth hypothesis was confirmed. The variable of optimism with Beta coefficient of .18 and the variable of spiritual intelligence with Beta coefficient of .24 could negatively and significantly predict the students'' mental hygiene. Moreover, the R2 value indicated that 12% of the variance of students' mental hygiene could be explained by the mentioned variables. Regression analysis also indicated that spiritual intelligence and optimism could be the predictors of students' mental hygiene.

Table 6 - Multivariate correlation coefficients of prediction variables (internal religious attitude, external religious attitude, spiritual intelligence) and optimism

Method	Criterion variable	Prediction variables	R	R2	F	P	β	T	P
A) Simultaneous	Optimism	Internal religious attitude	.30	.09	6.99	.0001	.07	0.996	0.321
		External religious attitude					-0.11	-1.61	0.108
		Spiritual intelligence					0.22	3.02	.003
B) Stage	Optimism	Spiritual intelligence	.26	.07	16.54	.0001	0.26	4.06	0.0001

As observed in table 6, prediction regression of students' prediction variables of internal religious attitude, external religious attitude, spiritual intelligence and optimism was significant (F=6.99, P≤0.0001). Therefore, the sixth hypothesis was confirmed. The variable of spiritual intelligence with Beta coefficient of .22 can positively and significantly predicted the students' optimism. Moreover, the R2 value indicated that 9% of the variance of students' optimism would be explained by the mentioned variables. Regression analysis also indicated that the variable of spiritual intelligence could be the predictors of students' optimism.

Table 7 - Results of multivariate variance (MANOVA) on the scores of male and female students' internal religious attitude, external religious attitude, optimism, spiritual intelligence and mental hygiene

Test	Value	DF Hypothesis	DF Error	F	Level of sig.) p(
Pillai's trace	.030	5	211	1.31	.260
Wilks' lambda	.973	5	211	1.31	.260
Lawley-Hotelling trace	.031	5	211	1.31	.260
Roy's largest root	.031	5	211	1.31	.260

As observed in table 7, the significance level of the entire test indicated that there existed no significant difference between the dependent variables (internal religious attitude, external religious attitude, optimism, spiritual intelligence and mental hygiene). Put it differently, male and female students had similar internal religious attitude, external religious attitude, optimism, spiritual intelligence and mental hygiene.

4. Discussion and Conclusion

The research purpose was to assess the relationship between religious attitude, optimism, spiritual intelligence and mental hygiene of post-graduate students of Islamic Azad University, Tehran Science and research branch. The results of the present research and the confirmation of the first hypothesis was in line with the research results carried out by Sanders (2003), Kazemian and Mehrabi Zadeh (2009), Najjar Asl (2005). The confirmation of the second hypothesis was in line with the research results carried out by Perry (2006) and Shahbazi (2007). The confirmation of the third hypothesis was in harmony with the research results carried out by Baldwin et al (2008), Hossein Zadeh (2008), Kazemi (2009) and Aghayi et al (2006). Confirmation of the fourth hypothesis was consistent with the research results carried out by Hamid, Keikhosravani, Baba Miri and Dehghani (2012). Finally, the confirmation of the fifth hypothesis was in line with the research results done by Zare Nouri and Farid Far (2005). In the explanation of these findings, it could be concluded that feelings of belonging to a high power and hoping for the God's help in stressful life conditions were resources by which individuals are confronted with less pathological problems and enjoy more psychological hygiene. Spiritual and religious attitudes and beliefs have strong effect in giving meaning to individuals' lives and bring about hope and positive attitude which results in their internal peace. However, it should be mentioned that women have more time for religious activities (Beti – Hallahme & Argyle, 1997).

Religion is amongst the most crucial columns of the society and guaranteeing its identity and cohesion. Individual who have higher capacity for better adjustment with psychological problems have better psychological and mental hygiene. Individuals who have external religious orientation know their religious commitment as a tool in reaching power and positions. These individuals regard religion as a tool for their lives and cannot benefit worthwhile aspects of religion in their mental hygiene. Therefore, the main function of religion is overlooked amongst such individuals and they may suffer from the void, meaninglessness and hopelessness against limitations and psychological pressures (Tavakkoli, 2003).

On the other hand, optimism refers to hope-raising expectations that exist in a specific position. This expectation can be generalized to other life conditions and it's related to the hygienic indices and mental health. Optimistic people think about the solutions not the problems. When the solution is highlighted, less stress is also created. Optimistic individuals attribute problems to temporary and external causes; they are happier and healthier and take participation in health enhancing preventive programs.

A balanced life requires the gratification of mental, affective and physical needs. We should consider our spiritual and mental requirements, as well; spiritual intelligence can integrate our internal and spiritual life with our external and work life and facilitate finding the meaning of life. Spiritual intelligence refers to a combination of abilities and capacities that gives rise to increased level of individuals' adjustment and mental health. Moreover, spiritual intelligence is a repository of psychological adjustment capabilities based on non-material aspects, which provides for new perspective toward life, problem-solving ability and a more stable self with decreased level of anxiety and stress. An individual who

holds onto his faith knows God better and is committed to God's orders that enhance his spiritual intelligence. Weak spiritual intelligence is a vulnerable feature in the increase of mental disorders. Individuals who develop psychological and mental deficiencies and disorders when they perceive their limits, feel lonely, lose their interest and energy. Psychological disorder is a normal response to life pressure; however, it is more easily eliminated in individuals who are spiritually intelligent. Mental pressure is a simple psychological mechanism which encompasses affective and stimulating feedbacks against threatening and undesirable factors. Individual who are weak in spiritual intelligence feel exhausted and have limited physical activity and are not usually in the good mood.

References

Abdollah Zadeh, R., Keshmiri, M., & Arab Ameri, F. (2008). Logo-cognitive role of accidents in decreasing psychological traumas. *Journal of University, 41,* 8-29.

Abedi, F., & Rastegar, Z. (2008). *Relationship between spiritual intelligence and personality traits among the individuals aged 19-50 residing in Sari.* MA thesis. Behshahr PNU.

Aghayi, A., et al (2003). Relationship between optimism, pessimism and psychological health amongst the adults of Isfahan City. *Journal of Knowledge and Research in Psychology, 33,* 117-130.

Allport, G. (1963). The person in psychology. Boston, Beacon Press.

Aryan, K. (2000). *Relationship between having faith and psychological health among the individuals residing in Canada.* MA thesis. Allameh Tabatabaei University.

Baldwin, D. R., Kennedy, D. L., & Armata, P. M. (2008). De –stressing mommy: ameliorative association with dispositional optimism and resiliency. *Journal of Stress and Health, 24,* 393-400.

Brown, L. B. (1973). *Psychology and religion.* Baltimore, MD: Penguin. Help Guild org, (2004). Mental and Emotional Health.

Carr, A. (2004). *Positive psychology*. Translated by Hasan Pasha Sharifi and Jafar Najafi Zand, (2006). Tehran: Sokhan Publication.

Carver, C. S., & Gaines, J .G. (1985).Optimism, Pessimism, and Postpartum depression. *Cognitive Therapy and Research, 11,* 449-462.

Carver, C. S., Scheire, M. F. (2003). *On the self-regulation of behavior.* New York: Cambridge University Press.

Francis, L. J., Robbins, M., Lewis, C. A., Quigley, C. F., & Wheeler, C. (2002). Religiosity and general health among undergraduate students: A response to O Connor, Cob and O Connor 2003. *Personality and Individual Differences, 37,* 485-494.

Ghobari Bonab, B. (2007). Religious beliefs and their effects on mental hygiene. *Journal of Thought and Behavior, 1(4).*

Gholami, F. (2008). *Relationship between religious attitudes and pre-university students' mental health*. MA thesis. Islamic Azad University, Central Tehran Branch.

Ghorvi, J (2000). Islamic approach in the process of depression treatment. Journal of Ma'refat, 2.

Hossein Zadeh Mahdavi, M. (2008). *Effectiveness of positive thinking training, optimism and group cognitive-behavioral approach in female high-school adolescents' mental health*. MA thesis. Allameh Tabatabaei University.

Hosseini Isfahani, F. (2011). *An investigation into the role of religion and religious beliefs in the mental health of female high-school students studying in Kahrizak City in the year ran from 2010 to 2011.* MA thesis. Islamic Azad University, Tehran Central Branch.

Joseph, S., & Linley, D. A. (2006). Positive therapy: A meta- therapy for positive psychological practice.

Kazemi, F. (2009). *Comparison of attributional styles, life orientation, general health and psychological well-being in mothers of pessimistic and optimistic children studying in the fifth grade of elementary school and effectiveness of attributional retraining in mothers and children on pessimistic children psychological immunology*. Ph.D. thesis. Allameh Tabatabaei University.

Khoda Rahimi, S., and Jafari, S. G. (2004). Role of religion on mental health, psychotherapy and clinical psychology. *Journal of the Principles in Mental hygiene*. 12-25.

Mirshamsi, F. (2009). *Relationship between spiritual intelligence and quality of life among technology-engineering students studying in Azad and governmental universities of Yazd in the academic year ran from 2008 to 2009*. MA thesis. Allameh Tabatabaei University.

Mousavi Nasab, S. M. H. (2005). *Optimism-pessimism, assessment of stress and coping strategies among the adolescents*. MA thesis. Shiraz University.

Nolen – Hoeksema, S., Girgus, J. S., & Seligman, M. E. P. (1986).Learned helplessness in children: A longitudinal study of depression, achievement, and explanatory style. *Journal of Personality and Social Psychology, 51,* 435 -442.

Pargament, K. I., Olsen, H., Reilly, B., Falgout, K., et al. (1992). God helps me. The relationship of religious orientations to religious coping with negative life events. *Journal for the Scientific Study of Religion, 31(4),* 504-513.

Peterson, C. (2006). *A primer in positive psychology*. New York: Oxford University Press.

Seligman, M. A. P. (1995). *An optimistic child*. Translated by Davar Panah, F. (2009). 1st edition. Tehran: Roshd Publication.

Seligman, M. E., Steen, T. A., Park, N., Peterson, C. (2005). Positive psychology progress: Empirical validation of interventions. *Journal of American Psychologist, 60,* 410-421.

Snyder, C. R., & Lopez, S. J. (2007). *Positive psychology: The scientific and practical explorations of human strengths*. New York: Sage Publication Inc.

Sohrabi, F. (2008). Fundamental of spiritual intelligence. *Quarterly of mental health. 1(1),* 14-18.

West, V. (2008). *Spirituality and psychotherapy*. Translated by Shahriar Shahidi and Soltanali Shirafkan. (2008). Tehran: Roshd Publication.

Investigating the Effectiveness of an Assessment Task through Collaboration in a Bruneian Classroom

Amirudin Haji Damit[1]

Masitah Shahrill[2*]

Roslinawati Mohd Roslan[2]

[1]*Sekolah Menengah Rimba, Ministry of Education, Brunei Darussalam*
[2]*Sultan Hassanal Bolkiah Institute of Education, Universiti Brunei Darussalam, Brunei Darussalam*
**Email: masitah.shahrill@ubd.edu.bn*

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

Changes in the business world have resulted in the rise in demand for individuals who have successfully acquired the 21st century skills. Consequently, it is essential for the 21st century learning to take place in the classrooms. This study investigated the effectiveness of an assessment task in enhancing the students' understanding in mathematics through collaboration. The assessment task came in the form of a project in which the two main objectives were to create a model using recycled materials and a series of questions based on their model. The mathematics topic on Mensuration was selected for this project and the theme was the 'Go Green Project'. The task itself was designed to promote active learning environment, and to foster creative learning in mathematics where the designed model was used to elicit the students' understanding on finding the total surface area and the volume of solids. The task was spread over six mathematics lessons requiring the 25 Year 10 students to work in groups. Thus, enabling the assessment of collaborative skills to take place. Data were collected by means of rubric, students' questionnaires, and pre- and post-tests. The results of the investigation revealed that effective level of collaboration had taken place among students when using the designed assessment task. When students collaborated with one another, their communication skills had improved, fostered their critical thinking and encouraged them to share ideas.

Keywords: *School-based assessment, Formative assessment, 21st century skills, Collaboration, Secondary*

1. Introduction

At present, the focus on education has shifted in which we are now more focused on the learning aspect rather than teaching. According to Arendale (1997), a major paradigm shift is occurring in higher education. In addition, after a long period of time of focusing on teaching, there is a healthy shift to focusing on learning. In conjunction with the new educational focus, Brunei Darussalam has implemented a new national education system called the *Sistem Pendidikan Negara Abad Ke-21* (or better known as SPN21) in 2008 (Ministry of Education, 2013). In this system, teachers are required to move away from the traditional teacher-centred way of teaching to a student-centred one. Traditional teaching methods emphasised on the teacher giving explanations, examples and exercises with students being passive learners. While a student-centred approach focuses more on students' participation while the teachers' role is more to being a facilitator than just the knowledge transmitter.

According to Wiggins (1989) the student-centred approach enabled teachers to evaluate students according to criteria that were crucial for actual performance for their future. Students were not evaluated based on their memorisation skills as they were assessed in the traditional style. Thus, the students-centred approach is more favourable as it could promote 21st century learning skills among students, which are necessary in preparing them to work in this challenging era. As mentioned by Noweski and colleagues (2012), the 21st century skills were skills and competencies that young people needed to acquire to be effective workers and citizens in the knowledge society of the 21st century. Therefore, SPN21 was introduced in Brunei to facilitate the transition of the teaching methods, from traditional to student-centred method of teaching (Matzin et al., 2015; Ministry of Education, 2013; Shahrill et al., 2013).

Introduced in 2008, the School-Based Assessment (SBA) was part of individual student's overall assessment for the lower secondary level. It was implemented during the interim stage of SPN21, and according to the Hong Kong Examinations and Assessment Authority (2013), SBA involved subject teachers assessing their own students. The new

SPN21 curriculum involved the integration of the Assessment of Learning (AfL) in which, in AfL, formative assessment was used for evaluation purposes (Botty & Shahrill, 2015; Curriculum Development Department, 2010; Rashid & Jaidin, 2014; Sulaiman & Shahrill, 2014, 2015; Yatab & Shahrill, 2014a, 2014b). Consequently, it could be argued that the evaluation of students was innovated due to the fact that both the SBA and AfL were introduced for the purpose of supporting the new curriculum (Yatab & Shahrill, 2014a, 2014b). Meanwhile, in 2010, the integration of the School-Based Assessment and Assessment for Learning resulted in the development of the School-Based Assessment for Learning (SBAfL). The main purpose of SBAfL was to assess how well students had accomplished the objectives and learning outcomes stated in the syllabus. Meanwhile, it was under SBAfL, which resulted in the introduction of the Brunei Common Assessment Tasks (BCATs).

Originally, BCATs were designed by the Curriculum Development Department, Ministry of Education but changes were made in the later years. According to Botty and Shahrill (2015), BCATs were currently created by the appointed teachers within each cluster in which standardisation only took place within the assigned cluster of secondary schools in Brunei. Hence, it was vital for assessment tasks to be monitored in terms of their quality and validity since schools were not using standardised BCATs. It was also crucial to ensure that the designed assessment tasks were conducted in a formative way using formative assessment. The formative side of BCATs was of utmost importance for both students and their parents in terms of giving positive feedback based on the outcomes of the assessment tasks (Botty & Shahrill, 2015). Therefore, the quality of BCATs should be constantly monitored for the purpose of ensuring that students would progress in accordance to the requirements of SPN21. From there, a major problem associated with the upper secondary level could be identified. This problem was regarding the teaching methods used by the upper secondary level teachers. They seldom used the teaching methods adopted by the lower secondary teachers in their everyday lessons. This was because it is not compulsory for the upper secondary level teachers to carry out BCATs that involved the use of formative assessment. Indeed, it was time consuming to carry out BCATs that consisted of a number of assessment tasks that were formative in nature. A research conducted by Yatab and Shahrill (2014b) found that science teachers had negative perceptions on BCATs. Moreover, the findings revealed that BCATs reduced the teachers' teaching time and this was perceived as an impediment in completing the whole syllabus on time.

According to Morni (2001), all government school teachers in Brunei were prescribed a syllabus guidebook that they adhere to. The mentioned guidebook comprised of lists of topics, lesson objectives and activities for a particular subject. In other words, government school teachers were found to be dependent on the guidebook to teach their lessons. Several researchers in Brunei had highlighted that teachers tended to use teacher-centred approaches to teaching and learning due to the limited time frame they faced in terms of completing the comprehensive syllabus (Jaidin, 2009; Ismail et al., 2015; Shahrill, 2009). Additionally, Khalid (2009) also stated that many teachers appeared to have lack in confidence in using formative classroom assessment.

Although the teachers had been exposed to formative assessment at the higher education level, they were still not used to conduct the assessment effectively. Many efforts have been initiated by the ministry, which included the launch of the 21st Century Teaching and Learning Project in November 2013. This project was aimed at improving students' learning outcomes by enhancing the 21st Century teaching and learning skills of school teachers. Initially, 50 primary and secondary school teachers were involved during the first phase of the project. This subsequently led to a total of about 150 at the third and final phase, with mathematics being one of the subjects of focus (Koo, 2013; Shahrill et al., 2015; Wood et al., 2014, 2015).

2. Purpose and Significance of the Research

The purpose of this study was to investigate the effectiveness of giving an assessment task in enhancing the students' understanding in mathematics through collaboration. The significance of this study was to highlight the importance of the assessment task in helping students to improve their mathematical understanding in the mathematics topic of Mensuration. It was hoped that this study would encourage teachers to utilise and incorporate specifically designed assessment task into their daily teaching, hence enabling effective learning to take place. The assessment tasks would be designed in such a way that enabled the students to develop 21st century skills. This study would focus on designing the assessment task and how students collaborated together by working in a group to complete the task.

Generally, teachers used learning activities only during certain lessons. Nevertheless, the manners in which such activities were conducted still did not truly reflect the level of collaboration that should had taken place among team members. This was especially true in terms of assigning tasks to groups of students who were required to solve problems in mathematics. Collaboration would teach students how to negotiate effectively, improve on their decision making, delegate tasks to other team members, listen to other people's ideas, and integrate ideas in order for the team to

succeed. This study was hoped to help students build their strong collaboration skill that could be acquired from teamwork, which was needed for their future endeavours.

Apart from that, this study would help students to relate learning mathematics within the collaborative learning model with the real-world mathematics and to develop self-awareness skills among students while doing their group activities. This study would answer the following research questions: How does the assessment task assist students in acquiring the essential collaborative skills? And to what extent does the assessment task help students to improve their performance in mathematics?

3. Literature Review

Assessment task plays an important role in the world of education. Such assessment should provide occasional summative feedback on achievement for accountability and other purposes. It is essential for the assessment to be conducted formatively to provide feedback to improve on students' learning. Specifically, they should provide formative feedback to the students and teacher for the purpose of guiding future study (Swan & Burkhardt, 2013). Previous findings had shown that formative assessment gave a positive impact as an instructional intervention (Black & William, 2004; Black et al., 2003; Shepard, 2005).

Since formative assessment has proven to be effective by most researchers, upper secondary level teachers should implement it in their everyday lessons. This has a more favourable outcome compared to educators spending precious lesson time, drilling student and rushing to complete the syllabus for the purpose of preparing students for examinations. It was clearly written in the Brunei's curriculum that SBA emphasised on the student-centred approach, which was activity-based. It also "prioritises the learning process and reduces emphasis on exam-oriented instruction" (Curriculum Development Department, 2011, p. 23). In addition, examinations are not considered to be a perfect instrument to measure real students' performance. Mundia (1996) contented that examination often had flaws in various aspects and such exams were known to make errors. The education system in Brunei is still highly prioritising test and examinations with examination being the instrument used in making important selection decisions that affect individual lives (Mundia, 2010). Hence, this results in teachers being more focused on preparing students for examinations instead of developing the essential 21st century skills for future purposes. This represents a contradiction in which teachers are moving away from the Ministry of Education's mission and vision.

Mathematical tasks are considered to be crucial to the learning of mathematics. Chapman (2013) highlighted that mathematics tasks could provide students with the needed stimulus that enabled them to think about particular concepts and procedures. The research conducted by Thanheiser et al. (2014) had indicated that the tasks where students were given the chance to engage did influence the mathematics they learned. According to Swan (2006), there is a growing body of evidence that well-designed tasks, and supporting resources that illustrated these tasks in use, could contribute to the transformation of teaching and learning.

One aspect of ensuring that students were able to complete the tasks assigned to them at the end of the process is by collaborating, instead of doing the task alone. Meanwhile, it is important to point that the 21st century skills comprises of six crucial skills. They are collaboration, knowledge building, self-regulation, real-world problem-solving and innovation, use of ICT for learning as well as skilled communication (ITL Research, 2012a, 2012b). Thus, collaboration is an essential skill that teachers need to inculcate in students (Duraman & Shahrill, 2014; Duraman et al., 2015; Sulaiman & Shahrill, 2014, 2015).

Collaborative learning represents an educational approach to teaching and learning that involves groups of students working together to solve a problem, complete a task or create a product. Therefore, for collaboration to take place in the classroom, teachers need to design learning activities that necessitate pair or group work. At times, collaborative learning is misunderstood. This is because such form of learning is not just about getting students to interact with one another, followed by individual students doing their own work. It is also not about having one or two members doing all the work while the remaining members just include their names in the report. For effective collaborative learning to take place, there were conditions that must be met (Laal et al., 2012).

In the 21st Century Learning Design, collaboration is made up of four main elements. They are cooperation with team members, shared responsibility, making substantive decisions together and interdependent students' work. Meanwhile, among the four mentioned elements, the ability to produce interdependent students' work is the highest level of collaboration. This element involves the contribution from all team members. Two level of accountability are involved in most interdependent work, namely: individual and group accountability. Individual accountability is where each team member is responsible for a task that he or she must complete in order for the group to do its work. The later involves all team members working together to produce the final product. This includes planning and negotiation (ITL Research,

2012a, 2012b).

There are numerous benefits associated with collaborative learning. One of the benefits is related to the mathematical task itself. Mathematical tasks differ in complexity. Kirschner, Paas and Kirschner (2011) defined task complexity as the challenges imposed by a learning task on the limited cognitive capacity of the student. Certain tasks were simple while others might be highly complex in nature. Highly complex tasks, in contrast to simple tasks, required students to invest more mental effort in order to perform the tasks successfully. In this case, when doing highly complex tasks, collaboration represented an advantage. This was because the students had higher confidence level when they work together to complete the highly complex tasks. Students working on their own could only depended on their own limited cognitive ability while, when working in a group, one could rely on the expanded cognitive abilities of their team members (Kirschner et al., 2011). In addition to this, collaborative learning involved students actively exchanging ideas within small groups. This was beneficial as it could increase interest among students (Gokhale, 1995). Furthermore, Johnson and Johnson (1986) mentioned that the existence of persuasive evidence indicating that cooperative teams were able to achieve at higher levels of thought. Students who worked collaboratively were also able to retain information longer than their counterparts who worked silently as individuals. The shared learning provided students with the opportunity to engage in discussions as well as to take responsibility for their own learning (Totten et al., 1991).

Consequently, in order to enhance students' understanding in mathematics, teachers should attempt to promote cooperative learning in the classroom. To be specific, they should involved groups of learners working together to tackle the assigned assessment task. This was supported by Hodara's (2011) study that student collaboration actually had a positive impact on mathematics learning. Moreover, her study showed that highly structured forms of student collaboration were particularly effective for low-achieving mathematics students.

4. Methodology

This study adopted a quantitative approach whereby test instruments were used to compare if there was any improvement in the students' performance after the lesson intervention. During the intervention session, an assessment task in the form of group activity was used to identify the students' level of collaboration. The assessment task involved students designing a mathematical model and presenting their ideas during the group presentations. A rubric was used to assess the level of collaboration the students had shown during the lesson. The post-test was given immediately after the lesson interventions to test the students' mathematical understanding. Students were also given a questionnaire to collect additional data in supporting the research.

4.1 Sample

This study was based on a convenient sampling. The participants comprised of 25 Year 10 students (10 male and 15 female students; aged between 14 and 16 years old) from the General Programme Science 5 Year track, and one secondary mathematics teacher from a government school in Brunei. Based on the students' mid-year examination results for the year 2014, the results indicated that only 4 out of 25 students (16.0%) managed to get credit for their mathematics paper. In other words, the mathematics performances for most of them were still below the average. The female teacher who participated in this study has a total of 10 years of teaching experience in mathematics. Before conducting this research, permission was sought from the relevant departments in the ministry.

4.2 Assessment Task

For this study, the assessment task came in the form of a project in which the two main objectives were to create a model using recycled materials and a series of questions based on their model. This was large task that involved a number of sub activities. The mathematics topic on Mensuration was selected for this project and the theme for this task was the 'Go Green Project'. The task was designed to promote an active learning environment. It was also designed to foster creative learning in mathematics where the designed model was used to elicit the students' understanding on finding the total surface area and the volume of solids.

The task was spread over six lessons in which it required the students to work in a group. Each group was allowed a maximum number of 4 members. Hence, this task enabled the assessment of collaborative skills to take place. The students' collaboration skills were assessed based on the readily available '21 CLD Learning Activity Rubrics' for the collaboration dimension from ITL research (2012a, pp. 3-9), and the '21 CLD Student Work Rubrics' for the collaboration dimension from ITL research (2012b, pp. 3-9)

4.2.1 Rubrics for the Collaboration Dimension

This research involves the utilisation of the 21 CLD Learning Activity rubric adapted from the ITL Research (2012a, pp. 8-9) to assess the collaboration skills shown by the group members (see Table 1 below).

Table 1. The 21 CLD Learning Activity Rubric: Elaboration of level of coding for the collaboration dimension

Coding	Description	Remarks
1	• Students are NOT required to work together in pairs or groups.	
2	• Students DO work together • But they DO NOT have shared responsibility.	Students are required to work in groups (maximum 4 members).
3	• Students DO have shared responsibility • But they ARE NOT required to make substantive decisions together.	Each group will appoint the project leader and responsible for delegating the tasks. The amount of work should be shared equally.
4	• Students' DO have shared responsibility. • AND they DO make substantive decisions together about the content, process, or product of their work. • But their work is not interdependent.	Each group will discuss and make substantive decision on how to design a model that satisfies all the criteria.
5	• Students DO have shared responsibility. • AND they DO make substantive decisions together about the content, process, or product of their work • AND their work is interdependent.	The completion the project will highly dependable on the progress of every group member.

Table 1 shows the elaboration of the level of coding for the collaboration dimension performed by the students during group work. To interpret the coding, if the work does not require the students to work in groups, it will be coded as Code 1. However, if the work does require the students to work in groups and they do not display any shared responsibility in order to develop a common product, design or response, then it will be Code 2 (refer also to ITL Research, 2012a, pp. 3-9, for the subsequent decision steps of the coding).

4.2.2 Pre-test and Post-test

A pre-test and a post-test were used to measure whether there was any improvement in the students' performance after the intervention session. This involved making comparisons with the results obtained from the pre-test with the eventual post-test that took place after the intervention session. For both pre-test and post-test, the students were given a total of one hour to answer all the questions. They consisted of a series of questions of the concerned topic mensuration, taken from the past year papers or other suitable supplementary resources.

4.2.3 Questionnaire

Questionnaires offered an objective means of gathering information about people's knowledge, beliefs, attitudes and behaviour (Boynton & Greenhalgh, 2004). One advantage of using questionnaires as a research tool is that it could produce generalisable results due to the large sample size. For this research, the use of questionnaires acted as one of the research instrument. The questionnaire consisted of 26 items, comprising of students' response about working collaboratively with peers and the impact of assessment tasks in their learning achievement. It was a 4-point continuous Likert scale type of questionnaire (strongly disagree, disagree, agree, and strongly agree). The questionnaire was tested for its validity and reliability where the Cronbach Alpha for this questionnaire was 0.918. Upon completion of the intervention session, the questionnaire was administered to the students, followed by the post-test.

4.3 Data collection

This study began with the administration of the pre-test. This was then followed by the intervention period, which comprised a total of six lessons. The first lesson began with the subject teacher distributing the project worksheet and explained the outline of the project and the project framework. The teacher did not give any ideas or examples, especially regarding the product of this project. Then, students form their own group, as was the main requirement in order to do the

tasks. The maximum number of students for each group was four. Team members were based on the students' own choice. After forming their own group, there was a brainstorming session where group members discussed about their project. Furthermore, delegation of tasks among group members was expected to take place.

For the second and the third lessons, the students created their model using the recycled materials of their choice. Their model should be based on the criteria stated in the project outline. At this stage, the students were expected to show their level of collaboration. In the fourth lesson, the students created slides for the respective presentations and a series of questions with respect to the designed model that they have created. Overall, at this stage, each group was expected to complete the model and the accompanying questions.

In the subsequent lesson, all groups submitted two copies of their proposal. This was followed by the group presentation session. Each group was given seven minutes to do their presentation including the feedback session where other group members and the teacher gave their feedback. For the final intervention period, each group attempted to answer the questions created by other groups using the respective models. Upon completion of the lesson intervention, the post-test was executed immediately. Finally, a set of questionnaires was distributed to the students.

4.4 Data Analysis

The level of collaboration was analysed based on the video recording, which record most of the classroom activity during the lessons. The video data that was taken throughout the lesson intervention is carefully reviewed and analysed. By using the '21 CLD Student Work rubrics' (ITL Research, 2012b, pp. 3-9), students' level of collaboration could be identified and also used to answer the first research question. Furthermore, descriptive statistics were also used to find the percentage for each code for collaboration. In addition, the data collected from the students' questionnaire was analysed using Pearson's correlation to find the relationship between the assessment task and the collaborative skills.

5. Results and Discussions

Based on the results given in Table 2 below, it shows that 4 out of 7 groups of students (57.14%) are classified under Code 2 in terms of their collaborative work while doing the assessment task. Whereas, the remaining 3 groups (42.86%) are categorised under Code 5, which is the highest level of collaboration based on the criteria in the rubric.

Table 2. Frequency of the code on collaboration achieved by the students

Code	1	2	3	4	5
Description	Students are NOT working together in pairs or groups	Students ARE working together BUT they are NOT sharing responsibility fairly	Students ARE sharing responsibility fairly BUT they ARE NOT making substantive decisions together	Students ARE sharing responsibility fairly AND they ARE making substantive decisions together BUT their work product is NOT interdependent	Students ARE sharing responsibility fairly AND they ARE making substantive decisions together AND their work product IS interdependent
Frequency	0	4	0	0	3
%	0	57.14	0	0	42.86

For the groups of students who are classified as Code 2, the problem arose when some of the group members did not share their responsibility equally. This claim was made based on the data collected using the video recording. It could clearly be seen that, during the intervention session, some students hardly participated throughout the lesson. One male student just sat down and observed his other group members doing the assessment task. This took place in almost every lesson. He also rarely talked and discussed with his group members. According to the subject teacher and his friends, he was a very quiet boy who hardly communicated with any teachers or his classmates. However, he did participated during the group presentation.

5.1 Pre-test and Post-test

Table 3 below shows the Mean, Standard Deviation and *p*-value for the pre-test and post-test, which are used to measure the students' performance. The result shows that there is a strong evidence indicating that teaching intervention using the assessment task did improve the students' result. This represents the answer to the second research question. It is significant where $p < 0.05$, the mean is 7.00 and the standard deviation is 9.424.

Table 3. Mean, Standard Deviation and *p*-value for the students' performance

	Mean	Standard Deviation	T	df	*p*-value
Performance	7.00	9.242	3.787	24	0.001

5.2 Student Questionnaire

Table 4 shows the students' responses for the selected questionnaire items, designed based on the criteria stated in the rubric for collaboration. Overall, there was a clear indication that a majority of the students agreed (an average of 85.6%) on the criteria about collaboration whilst doing the assessment task. In conclusion, the findings from questionnaire proved that the designed assessment task did assist the students in attaining the essential collaborative skills.

Table 4. Students' response for the selected questionnaire items on collaboration

No.	Item Description	Strongly Agree	Agree	Disagree	Strongly Disagree
		Frequency (%)			
12	Every group member shares responsibility to their own work	44.0	40.0	16.0	0.0
13	Every group member makes major decision together during the activity.	36.0	52.0	12.0	0.0
14	Every group member depends on each other in doing their own task to complete the assessment task.	20.0	72.0	8.0	0.0
15	All group members work together to produce the final product.	48.0	36.0	12.0	4.0
21	Every group member shows their responsibility to complete the task	40.0	40.0	20.0	0.0

Given in Table 5 is the frequency of students' feedback for the selected questionnaire items on the assessment task. The result indicates that most of the students (on average of 92.67%) agreed on the mentioned items about the assessment task. Moreover, 88.0 % of them agreed that the assessment task improved their knowledge. Apart from that, majority of them (92.0%) also agreed that there is an increase in their confidence level towards solving mathematical problem.

Table 5. Students' responses for the selected questionnaire items on the assessment task

No.	Item Description	Strongly Agree	Agree	Disagree	Strongly Disagree
		Frequency (%)			
16	I enjoy doing the assessment task	40.0	52.0	8.0	0.0
18	Assessment task improves my knowledge	20.0	68.0	8.0	4.0
19	Assessment task helps to improve my thinking skill	24.0	68.0	4.0	4.0
22	Assessment task improves my communication skill	44.0	52.0	4.0	0.0
24	Assessment task motivates me to study Mathematics	24.0	72.0	4.0	0.0
26	Assessment task improves my confidence level in solving mathematical problem for this topic	16.0	76.0	8.0	0.0

5.3 Pearson's Correlation

Presented in Table 6 below is the correlation between Item 18 and Item 26. The result indicates that there is a positive correlation between the assessment task that improves the students' knowledge and the confidence level in solving mathematical problem. It is significant where $p<0.05$. In conclusion, those students who gained knowledge during the intervention session have a greater tendency to be more confident in solving any mathematical problems. Thus, it resulted in an improvement in their performance in mathematics.

Table 6. Correlation between Item 18 and Item 26

Item Description			Item 26: Assessment task improves my confidence level in solving mathematical problem for this topic
Item 18	Assessment task improves my knowledge	correlation	.490*
		p	0.013

* Correlation is significant at the 0.05 level (2-tailed).

6. Conclusions

This study revealed that a well-designed assessment task was one of the ways in helping the students acquire and develop the essential collaborative skills. To achieve such skills at the highest level, the students need to fulfil the four main criteria which are cooperation with team member(s), shared responsibility, making substantive decisions together and interdependent students' work. Furthermore, the consistency in working as a group to complete the given task throughout the lessons is crucial to ensure that every student learn the skills. A group work is not consistent when a group consists of group members who did not engaged themselves to participate in their group discussions, and fail to contribute any ideas at certain lessons even though all the team members were involved in giving presentation for their project during the final lesson intervention. This is due to the fact that assessment is made throughout the lessons and not only during the presentation session.

Specifically designed assessment task had successfully assisted the students in acquiring the essential collaborative skills. When the students collaborated with one another, their communication skills improved, as well as encouraged them to share ideas and fostered their critical thinking. Communicating or encouraging students to talk or interact about a given task with their teachers and peers, in the primary and secondary classrooms, have shown to be effective (Mohd Roslan, 2008, 2010, 2014; Othman et al., 2015; Salam & Shahrill, 2014; Shahrill, 2009; Shahrill & Clarke, 2014). In addition, it does result in the enhancement of students' creativity. From this study, it was found that there was an improvement in the students' mathematics performance. Furthermore, the students' negative perception of mathematics may be altered as they found it enjoyable to work in groups for the purpose of completing the assessment task. Besides this, using an assessment task during the lessons also resulted in an increase in the students' confidence level in terms of solving mathematical problems.

On the whole, a well-designed assessment task was an important teaching tool as it could help students in improving their mathematics performance and in acquiring the collaborative skills. In this study, the assessment task was a large task that had to be completed in a limited amount of time. Consequently, as students were put in groups, it was necessary for them to delegate the tasks among their group members in order to meet the given deadline. This situation fostered collaboration among students as each student was dependent on their team members to complete the given common assessment task.

Meanwhile, the assessment task also assisted students to improve their mathematics performance. This was because the students were confident in doing the given task. The increase in confidence level was surmised into two factors. Firstly, the students knew what was expected of them because at the start of the lesson, the teacher clearly specified the main objectives of the task to the students. The second factor involved collaborative learning in which working together with their peers meant that they knew they could rely on their team members should they encounter any problem or required any assistance. Likewise, the assessment task was engaging, in which the students were interested in it, in particular the building of the model. This implies that it is crucial for both lower and upper secondary teachers to use assessment task in their teaching since it helps facilitate students' understanding in mathematics. Importantly, the findings in this study more or less echoed previous studies of Botty and Shahrill (2015), Botty, Taha, et al. (2015), Botty, Yusof, et al. (2015), Rashid and Jaidin (2014), Sulaiman and Shahrill (2014, 2015), Tsang and Shahrill (2015), and Yatab and Shahrill (2014a, 2014b).

7. Implications and Recommendations

As this was a small-scale study, the collected data was not sufficient to compute the correlation between the assessment task and the students' performance in mathematics using SPSS. A larger sample of students should be used for future study. Moreover, such form of research should be conducted in more than one school and, perhaps, by involving schools in other school clusters in Brunei. Thus, it was not possible to generalise the findings for all secondary schools in this country. Nonetheless, this study implies that the use of formative assessment through collaboration facilitates students' learning in mathematics and fosters critical thinking. The designed assessment task also promoted students' communication skills and provided an avenue for sharing ideas.

References

Arendale, D. (1997). Leading the paradigm shift from teaching to learning. *National Association for Developmental Education Newsletter*, *20*(3), 1-5.

Black, P., & Wiliam, D. (1998). *Inside the black box: Raising standards through classroom assessment*. GL Assessment, London.

Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2003). The nature of value of formative assessment for learning. *Improving schools*, *6*, 7-22.

Botty, H. M. R. H., & Shahrill, M. (2015). A critical review of the school-based assessment in Brunei Darussalam. *International Journal of Education and Practice*, *3*(1), 17-27.

Botty, H. M. R. H., Taha, H. Z. H. M., Shahrill, M., & Mahadi, M. A. (2015). Connecting students' achievements with attitudes, the teachings and study habit. *Mediterranean Journal of Social Sciences*, *6*(4 S1), 113-119.

Botty, H. M. R. H., Yusof, J., Shahrill, M., & Mahadi, M. A. (2015). Exploring students' understanding on 'inequalities'. *Mediterranean Journal of Social Science*.

Boynton, P. M., & Greenhalgh, T. (2004). Selecting, designing, and developing your questionnaire. *British Medical Journal*, *328*(7451), 1312-1315.

Chapman, O. (2013). Mathematical-task knowledge for teaching. *Journal of Mathematics Teacher Education*, *16*(1), 1-6.

Curriculum Development Department. (2010). *School based assessment for learning Brunei Darussalam: SBAfL guidebook for years 7 and 8 core subjects.* Negara Brunei Darussalam: Ministry of Education.

Curriculum Development Department. (2011). *Framework and guidelines for curriculum and assessment Year 7 and Year 8 core subjects*. Negara Brunei Darussalam: Ministry of Education.

Duraman, S. A. H., & Shahrill, M. (2014). *Investigating the snowballing effect technique during group discussions*. Paper presented at the at the International Academic Forum (IAFOR) Second Annual Asian Conference on Society, Education and Technology, Osaka, Osaka Prefecture, Japan, 28 October-2 November 2014.

Duraman, H. S. A. H., Shahrill, M., Morsidi, N. M. H. (2015). Investigating the effectiveness of collaborative learning in using the snowballing effect technique. *Asian Journal of Social Sciences & Humanities*, *4*(1), 148-155.

Gokhale, A. A. (1995). Collaborative learning enhances critical thinking. *Journal of Technology Education*, *7*(1).

Hong Kong Examinations and Assessment Authority (2013). Hong Kong diploma of secondary education examination: Information on school-based assessment. Retrieved from http://www.hkeaa.edu.hk/DocLibrary/Media/Leaflets/SBA_pamphlet_E_web.pdf

Hodara, M. (2011). Reforming Mathematics Classroom Pedagogy: Evidence-Based Findings and Recommendations for the Developmental Math Classroom. CCRC Working Paper No. 27. Assessment of Evidence Series. *Community College Research Center, Columbia University*.

Ismail, S. F. Z. H., Shahrill, M., & Mundia, L. (2015). Factors contributing to effective mathematics teaching in secondary schools in Brunei Darussalam. *Procedia – Social Behavioural and Sciences*, *186*, 474-481.

ITL Research. (2012a). *21CLD Learning Activity Rubrics*. Retrieved from http://www.itlresearch.com/images/stories/reports/21cld%20learning%20activity%20rubrics%202012.pdf

ITL Research. (2012b). *21CLD Student Work Rubrics*. Retrieved from http://www.itlresearch.com/images/stories/reports/21cld%20student%20work%20rubrics%202012.pdf

Jaidin, J. H. (2009). Conceptions of learning held by upper primary children in government schools in Brunei Darussalam. Unpublished doctoral dissertation, Queensland University of Technology, Brisbane, Australia.

Johnson, R. T., & Johnson, D. W. (1986). Action research: Cooperative learning in the science classroom. *Science and Children*, *24*, 31-32.

Khalid, M. (2009). Improvement of Teaching from Improvement of Assessment Test: Challenges. Retrieved from http://www.criced.tsukuba.ac.jp/math/apec/apec2012/document/document/papers-20_21/Madihah-paper.pdf

Kirschner, F., Paas, F., & Kirschner, P. A. (2011). Superiority of collaborative learning with complex tasks: A research note on an alternative affective explanation. *Computers in Human Behavior*, *27*(1), 53-57.

Koo, J. S. (2013, November 5). Project aims to enhance teachers' 21st century skills. *The Brunei Times*. Retrieved from www.bt.com.bn/news-national/2013/11/05/project-aims-enhance-teachers'-21st-century-skills.

Laal, M., Laal, M., & Kermanshahi, Z. K. (2012). 21st century learning; learning in collaboration. *Procedia-Social and Behavioral Sciences*, *47*, 1696-1701.

Matzin, R., Jawawi, R., Jaidin, J. H., Shahrill, M., & Mahadi, M. A. (2015). Brunei lower secondary students' engagement in school and beliefs about the self under the ongoing SPN21 curriculum reforms: Implications for educational and counselling interventions. *Journal of Sustainable Development*, *8*(6), 133-145.

Ministry of Education. (2013). The National Education System for the 21st Century: SPN21 (Revised ed.). Ministry of Education, Brunei Darussalam.

Mohd Roslan, R. (2008). The use of stories and storytelling in primary science teaching and learning. *Studies in Education*, *12*, 79-89.

Mohd Roslan, R. (2010). Analysing teacher-student interactions in a year 6 UK science classroom. Paper presented at the 41st Australian Science Education Research Association, New South Wales, Australia, 30 June-3 July 2010.

Mohd Roslan, R. (2014). Primary teachers' talk in the Bruneian context: representational fluency and consequences for science classrooms. Unpublished doctoral dissertation, University of Queensland, Brisbane, Australia.

Morni, A. (2001). *The quality of preschool education in Brunei Darussalam.* Unpublished doctoral thesis, University of Exeter, United Kingdom.

Mundia, L. (1996). Psychometric attributes of selected grade ten teacher-made tests from a Papua New Guinea provincial high school. *Papua New Guinea Journal of Teacher Education, 3*(1), 33-34.

Mundia, L. (2010). Implementation of SPN21 curriculum in Brunei Darussalam: A review of selected implications on school assessment reforms. *International Education Studies*, *3*(2), 119-129.

Noweski, C., Scheer, A., Büttner, N., von Thienen, J., Erdmann, J., & Meinel, C. (2012). Towards a Paradigm Shift in Education Practice: Developing Twenty-First Century Skills with Design Thinking. In H. Plattner, C. Meinel, & L. Leifer (Eds.), *Design Thinking Research: Measuring Performance in Context,* (pp. 71-94). Springer-Verlag Berlin Heidelberg.

Othman, H. R. H., Suhaimi, Z., Shahrill, M., & Mahadi, M. A. (2015). To pair or not to pair: Investigating the dynamics of teacher-student interactions in different classroom settings. Paper presented at the 6th International Conference on New Horizons in Education, Barcelona, Spain, 10-12 June 2015.

Rashid, R. A., & Jaidin, J. H. (2014). Exploring primary school teachers' conceptions of assessment for learning. *International Education Studies*, *7*(9), 69-83.

Salam, N. H. A., & Shahrill, M. (2014). Examining classroom interactions in secondary mathematics classrooms in Brunei Darussalam. *Asian Social Science*, *10*(11), 92-103.

Shahrill, M. (2009). *From the general to the particular: Connecting international classroom research to four classrooms in Brunei Darussalam*. Unpublished doctoral dissertation, University of Melbourne, Melbourne, Australia.

Shahrill, M., & Clarke, D. J. (2014). Brunei teachers' perspectives on questioning: Investigating the opportunities to 'talk' in mathematics lessons. *International Education Studies*, *7*(7), 1-18.

Shahrill, M., Mahalle, S., Matzin, R., Hamid, M. H. S., & Mundia, L. (2013). A comparison of learning styles and study strategies used by low and high math achieving Brunei secondary school students: Implications for teaching. *International Education Studies*, *6*(10), 39-46.

Shahrill, M., Wood, K., & Morsidi, N. M. H. (2015). *The teaching and learning of mathematics practices in the 21st century: Empowering the need to change*. Regular lecture presented at the 7th ICMI-East Asia Regional Conference on Mathematics Education, Cebu City, Philippines, 11-15 May 2015.

Shepard, L. A. (2005). Formative assessment: Caveat emptor. In *ETS Invitational Conference, New York, NY*.

Sulaiman, N. D., & Shahrill, M. (2014). *The impact of collaboration in the learning of secondary school statistics*. Paper presented at the International Academic Forum (IAFOR) Inaugural North American Conference Series for North American Conference on Education, Providence, Rhode Island, United States, 25-28 September 2014.

Sulaiman, N. D., & Shahrill, M. (2015). Engaging collaborative learning to develop students' skills of the 21st Century. *Mediterranean Journal of Social Sciences*, *6*(4), 544-552.

Swan, M. (2006). *Collaborative learning in mathematics: A challenge to our beliefs and practices*. London: National Institute for Advanced and Continuing Education (NIACE) for the National Research and Development Centre for Adult Literacy and Numeracy (NRDC).

Swan, M., & Burkhardt, H. (2012). A designer speaks: Designing assessment of performance in mathematics. Education Designer: *Journal Of The International Society For Design And Development In Education*, *2*(5).

Thanheiser, E., Hillen, A., Olanoff, D., Feldman, Z., Welder, R. M., & Tobias, J. M. (2014*). Task Design in Mathematics Content Courses for Preservice Elementary Teachers: A Collaborative Approach.* In M. Martinez, & A. Castro Superfine (Eds.), Proceedings of the 35th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. Chicago, IL: University of Illinois at Chicago.

Totten, S., Sills, T., Digby, A., & Russ, P. (1991). *Cooperative learning: A guide to research*. New York: Garland.

Tsang, V. H. M., & Shahrill, M. (2015). Integrating the real-world problem-solving and innovation dimension in the teaching of probability. In C. Vistro-Yu (Ed.), *In Pursuit of Quality Mathematics Education for All: Proceedings of the 7th ICMI-East Asia Regional Conference on Mathematics Education* (pp. 675-682). Quezon City: Philippine Council of Mathematics Teacher Educators (MATHTED) Inc.

Wiggins, G. (1989). Teaching to the (authentic) test. *Educational Leadership*, *46* (7), 41–47.

Wood, K., Shahrill, M., & Asmit, N. A. (2014). *How and what must mathematics teachers change to achieve 21st-century outcomes for their students?* Paper presented at the World Association of Lesson Studies 10th Annual International Conference 2014, Bandung, Indonesia, 25-28 November 2014.

Wood, K., Sithamparam, S., Jawawi, R., Shahrill, M., Jaidin, J. H., Perera, J. S. H. Q., & Salleh, S. M. (2015). *Teacher action research to develop 21st-century teaching practices and learning outcomes in Brunei.* Symposium presentation 'Promoting Equitable Access to 21st-Century Skills: Global and Local Designs for Professional Learning', presented at the Annual Meeting of the American Education Research Association, Chicago, Illinois, United States, April 16-20 2015.

Yatab, R. S., & Shahrill, M. (2014a). *Examining the effectiveness of common assessment tasks in lower secondary science*. Paper presented at the 14th Annual Conference ASIA Pacific Science & Technology Centre (ASPAC 2014), "Building a Community through Science", Brunei Darussalam, 5-8 May, 2014.

Yatab, R. S., & Shahrill, M. (2014b). The differing views in using the common assessment tasks in secondary school science. *International Journal of Science and Research*, *3*(7), 685-693.

MDGs on Universalization of Primary Education: Analysis of Gaps Between Commitment and Implementation in Pakistan

Mr. Attaullah

Ph.D Scholar, Department of Education, Faculty of Social Sciences, International Islamic University, Islamabad; Email: atta.azlan@gmail.com

Dr. Samina Yasmeen Malik

Chairperson/Associate Professor, Department of Education, Faculty of Social Sciences, International Islamic University, Islamabad; Email: samina.malik@iiu.edu.pk

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

Pakistan is a signatory to the Millennium Development Goals of the United Nations which stressed for achieving Universal Primary Education up till 2015. The deadline of the commitment has been reached but Pakistan is still far behind to achieve its targets of MDGs related to Universal Primary education. The current paper is based on document analysis which was designed to analyze the commitment made by government of Pakistan in National Education Policy-2009 for achieving MDGs targets. Ten main provisions for achieving MDGs were selected from National Education Policy -2009 and were analyzed in contrast with various official documents and report, prevailing practices of the Elementary & Secondary Education Department as well as evaluative studies of the development partners to explore the extent to which MDGs targets have been achieved. The analysis showed that although numerous provisions were suggested in the policy documents and were incorporated in action plans of the government for its implementation but it failed to achieve the desired objective of achieving MDGs targets. The latest data indicates that Pakistan is still far away from the agreed targets committed at national and international level for universalization of primary education.

Keywords: *Pakistan, universal primary education, national education policy-2009, Millennium Development Goals*

1. Introduction

The Millennium Development Goals (MDGs) are eight international goals which were formally documented during the Millennium Summit of the United Nations in 2000 (United Nations, 2010). As stated by UNESCO (2010) this Millennium Summit took place from September 6 to September 8, 2000 at the Headquarters of the United Nations in New York City attended by all 189 United Nations member states and 23 prominent international organizations. United Nations Millennium Project (2005) revealed that it was recognized that faith in the United Nations and its charter is vital for the world to be more peaceful, prosperous. Stress was given for ensuring human dignity and equity to all people, particularly to marginalized segments of society. The United Nations Millennium Declaration was ratified during this summit wherein countries and leaders of the world agreed to achieve eight goals by the year 2015.

As stated by UNESCO (2013), out of the eight goals of MDGs, goals ii and iii are directly related with education, and the rest may be linked with education as there are strong bases to believe that education is important to achieve the remaining six MDGs. UNESCO (2015) revealed that some 58 million primary school aged children are out of school around the world, Half of which are living in conflict and crisis affected areas (UNESCO, 2014). According to another figure by UNESCO (2013), Pakistan is one among those 30 countries which are unlikely to achieve Millennium Development Goals (MDGs) on Universalization of Primary education by 2015. UNICEF (2013) pointed out that 5.4 million children in Pakistan were out of school in 2011 which indicates that Universalization of Primary Education in Pakistan is still a substantial challenge. The World Bank (2013) has described gender discrimination in Pakistan as one of the most dominant factors and hurdle in the approach of Pakistan's progress towards achieving MDGs targets for education.

Memon et al, (2010) identified various challenges and issues in the education sector of Pakistan and provided a linkage between national development and education. Literacy rate in Pakistan is very low due to numerous factors including low budgetary allocation, inefficiency in implementation and supervision of programmes and low quality of

education. Pakistan Institute of Legislative Development and Transparency (2010) stated that although Education for All is on the top priority on government business as declared by the Government of Pakistan as a key pillar of Pakistan Poverty Reduction Strategy, but the state failed to expand educational opportunities in accordance with the rapid population growth and to girls and other excluded groups as per their commitments.

2. Objective of the Study

The study was designed to analyze the commitment made by Government of Pakistan at National level for achieving educational targets of Millennium Development Goals in Pakistan and trace out the gaps between, commitment and implementation in achieving these targets

3. Research Methodology

The document analysis approach was used for this study. Through analysis of documents, the researcher offered data for approaching into the research issue. The document analysis was important for this study since it allowed the researcher to analyze the phenomenon more consistently than interview and questionnaire due to the fact that it not only allowed triangulation but also enabled the researcher to get information that was difficult to get through questionnaire and interview. As stated by Gaborone (2006) Although social surveys, in-depth interviews and participant observation have been tried and tested, they are not the only ones available nor are they always useful. The qualitative method of document analysis was used by interpretation of the documents to give voice and meaning around the assessment topic. The relation between text and context was explored through discourse analysis. The procedure identified by Payne (2004), was followed by categorizing, interpreting and identifying the lapses in the policy documents. The quality control criteria outlined by Scott (1990) was used in handling of documents including credibility of the documents, its authenticity, representativeness that whether documents are representatives of its kinds and meaning of the documents by looking comprehensibility of the sources. The National Education Policy-2009 was selected as the primary document for analysis. The Policy-2009 was analyzed by its commitments in contrast with the National Action Plan of Accelerating Millennium Development Goals (2013-16) by the Government of Pakistan, the Education Sector Plan 2008-16 of Elementary & Secondary Education Department, Government of Khyber Pakhtunkhwa, ongoing programme of the E&SED, official documents and reports of the Development Partners i.e. UNESCO, UNDP, DFID, GIZ, USAID, UNICEF etc. Ten main commitments made by Government of Pakistan in the National Education Policy-2009 (NEP-2009) were selected for analysis. The selection of NEP-2009 as a source to be analyzed was based on the reality that National Education Policy-2009 is the latest policy of the Government of Pakistan which was launched since the previous policy of 1998-2010 failed to accomplish with the commitment made by Pakistan for Universalization of Primary Education (Government of Pakistan, 2009).

4. Document Analysis of National Education Policy-2009

4.1 Commitment No.1: Discussion and Analysis

It was committed in the policy document that "provinces and Area Governments shall affirm the goal of achieving universal and free primary education by 2015" (Government of Pakistan, 2009).

Pakistan is far behind in achieving the targets of Universal Primary Education by 2015. According to the Economic Survey of Pakistan 2012-13, Pakistan is unlikely to achieve the MDGs targets in all its indicators. The Net Primary Enrolment Rate (NER) during 2011-12 was 57% against the MDGs target of 100. The completion/survival rate was recorded 49% against the 100% rate as committed in MDGs. Similarly it has been committed in MDSs that 88% overall literacy will be achieved up to 2015 but according to Pakistan Economic Survey 2012-13, the present literacy rate is 58% with a very much slow pace of progress. Gender disparity at primary level was committed to be eliminated by 2005 as per MDGs Goal no. 3, but according to the Economic Survey of Pakistan 2012-13 GPI at national level is 0.90 even in 2012 (Government of Pakistan, 2013).

4.2 Commitment No.2: Discussion and Analysis

The National Education Policy-2009 determined that Plans shall be developed by the Provincial and Area Governments having intermediate enrolment targets with financial and technical estimates keeping into account the aim of equity and

special attention for girls and vulnerable children (Government of Pakistan, 2009).

Efforts have been made by the Federal, Provincial and Area Governments with the support of Development Partners for achieving its commitment in MDGs. The latest document prepared in this connection is the National Plan of Action 2013-16 which is MDG Acceleration Framework for Achieving Universal Primary Education in Pakistan. (Government of Pakistan, 2013). According to the Plan, the total number of children (5-9 years) in the country is 21.14 million (Boys 10.99 million, Girls 10.15 million) with 6.7 million out of school children (OOSC) (Boys 2.92 million, Girls 3.77 million) which showed 68% Net Enrolment Rate (73% for boys and 63% for girls). It has been committed that 76% of OOSC (81% boys and 71% girls) will be enrolled during plan period 2013-16. The NER at the end of the Plan period will be reached to 91%. The total MDGs Acceleration Framework (MAF) cost of KP Province during the Plan period has been estimated 22,067 million. (Government of Pakistan, 2013).

4.3 Commitment No.3: Discussion and Analysis

To achieve the MDGs targets of Universal Primary Education, commitment was made in NEP-2009 for endorsement of inclusive education system by inclusion of special persons in mainstream education and literacy programme (Government of Pakistan, 2009).

As an outcome of the Pakistan commitment for Universal Primary Education at international level, a series of seminars, conferences and workshops were organized during 2002-2007 which resulted into a perceptual change and the National Educational Policy 2009, for the first time incorporated Inclusive Education as a solution to discrimination particularly in terms of its access to marginalized communities. Soon after the formulation of NEP-2009, wherein a drive towards inclusive education was ready to take off, the Ministry of Education was devolved to provinces as a consequent of 18th constitutional amendment. The provincial governments failed to implement inclusive approach and this approach lost its momentum due to numerous reasons including no conceptual clarity, teachers approach in terms of competency and attitude, low educational standards of public schools, the special children's parents hesitation due to unsuitable environment of the public schools for special children (Hameed, 2011).

The United Nations Children Fund (UNICEF) has pointed out the complex nature of the education policy landscape in Pakistan. The National Policy of Special Education (1998) and the National Policy for Persons with Disabilities (2002) conferred the management and supervision of special children schools to the Ministry of Women's Development, Social Welfare, and Special Education, rather than to the Ministry of Education. The Ministry of Women Development, Special Education and Social Welfare (now devolved to provincial governments) has no role with main stream education schools but the policy does not provide any involvement of the Ministry of Education in special or inclusive education. This gap in the policies has resulted in two different machineries of implementation, each working in isolation and trying to keep up power and identity independent of the other (UNICEF, 2013).

Based on the monitoring and evaluative report of its pilot project for inclusive education in Pakistan, the United States Agency for International Development (USAID) concluded that inclusive education is possible in Pakistan if appropriate resources and support are provided. The report demonstrated the capability and willingness of primary school teachers in Pakistan for inclusive education by imparting specialized trainings to these teachers. (USAID, 2010).

4.4 Commitment No.4: Discussion and Analysis

In National Education Policy-2009, the Government of Pakistan and its federating units committed for the allocation of 7% of GDP to education by 2015 with necessary ratification (Government of Pakistan, 2009).

According to UNESCO (2013) the developing countries must spent at least 4% of their GDP on education. In the National Education Policy-2009 the Government of Pakistan admitted insufficient allocation of budget for education as the reason for not achieving Universal Primary Education. Provisions were made in the policy documents for gradual increase in education budget which was committed to be enhanced to 7% of the GDP by 2015. Despite the fact of this enhanced commitment, the implementation status in terms of expenditure on education moves in opposite direction. Government of Pakistan (2013) revealed in Pakistan's Country Report regarding Accelerating Millennium Development Goals, expenditure on education in terms of % of GDP varied from 1.7% to 2.5%. The expenditure on education enhanced from 1.7 % to 2.49 % in 2007-08 (during the military regime), then it started to decline again from 2008 and fell to 2% of GDP during 2011-12. While Pakistan has the second largest number of children out of school children in the world, it has continued a low level of spending on education i.e. less than 3% of GNP and reduced its spending on education from 2.6% to 2.3% of GNP over the decade (UNESCO, 2012).

Appropriateness of allocation is a major challenge as well since we failed to utilize even this small allocation 100%.

Overall rate of utilization of budgetary allocation in the country ranged from 83% to 93%. At national level, about 95% of the allocated budget expenditure embrace to current budget e.g. teacher's salaries while only 5% comprised development expenditure. For 2011-12, 93% of the allocated budget of KP province spent in current heads while only 7% spent on development heads (Government of Pakistan, 2013). As identified by UNESCO (2013) allocation of budget for education sector is an inferior process with no determination of development priorities. According to New Framework of Economic Growth of Planning Commission we are unable to spent even 2% of our GDP on education and are expecting progress and prosperity in the country (Government of Pakistan, 2012).

4.5 Commitment No. 5: Discussion and Analysis

Keeping in view the Pakistan's vulnerability to natural disasters and the militancy in the region, it was committed in NEP-2009 for development and implementation of a comprehensive mechanism and well formulated plan to cope with challenges of disasters (Government of Pakistan, 2009).

According to Government of Khyber Pakhtunkhwa (2012) Pakistan is vulnerable to natural disasters which have been occurred in the shape of earthquake, floods, IDPs crisis etc. Keeping in view the disasters situation, the Government of KP, Elementary & Secondary Education Department made a Disaster Management Plan to cope with any disaster situation. The E&S Education Department with its enormous capacity and sufficient manpower have the capability to effectively handle the disaster situation. The Department has bodies like Boys Scout, Girl Guide along with remarkable teaching and administrative staff across the province. By right utilization of these authorities, implementation of disaster plan can be implemented effectively. According to the Disaster Management Plan, the E&S Education Department, Government of KP, focal persons will be nominated at district level for coordination and collaboration with provincial authorities at provincial level. German Development Organization GIZ is helping the provincial government for imparting training to the relevant persons to deal with disaster situation in the future (UNESCO, 2012).

UNICEF (2013) stated that 757,996 population including children displaced from their homes in KP and FATA due to violence and prolong military operation of war against terror, over 50% of the displaced population is children. The displaced children were living in camps with their families with insufficient social services available to them including access to education. The data provided by the Government of KP revealed that 734 schools have been damaged by militants since 2009 in the war against terror. Children in the region are also facing direct threats e.g. the attack on 14 years old Malala Yousafzai in swat district. The report indicates that, despite of the efforts of the Government and development partners, Pakistan still is not on the way to cope with challenges of disaster situation for education (UNICEF, 2013).

Attacks on Education is the documentary report of Save the Children UK which analyzed the impact of conflict and grave violations on children's education. The report specially highlighted the story of Malala Yousafzai who was attacked by the Taliban in the War affected area of Swat in Khyber Pakhtunkhwa Province. According to the report, 995 schools have been destroyed in Federally Administered Tribal Area (FATA) and KP province due to militancy and war on terror. Acid attacks on children by the armed groups have also been reported in conflict regions of the country. It has been pointed out that militancy and the subsequent War on Terror has badly affected the progress of the country towards Universal Primary Education and children, particularly girls and other marginalized groups (Save the Children UK, 2013).

4.6 Commitment No. 6: Discussion and Analysis

In the Education Policy of 2009, it was decided for the promotion of education for vulnerable children that a percentage of the education budget as grant in will be allocated to charitable, non-profit educational institutions. Furthermore a more comprehensive concept of free education was introduced with the provision that all education related costs including books, stationery, school bags, transport and meals will be provided by the government to poor children. It was further committed for establishment of at least two APNA GHAR residential schools in each province for vulnerable children (Government of Pakistan, 2009).

After the inculcation of the 18th constitutional amendment which was passed by the National Assembly of Pakistan on April 8, 2010, the concurrent list was abolished and education ministry was devolved to provinces. An important and positive provision in the 18th constitutional amendment is the addition of article 25-A which pledges the right to free and compulsory primary education for all children aged 5-16 to be provided by the federation and its federating units. The terms free and compulsory primary education according to article 25-A is yet to be determined by the law but such a commitment has already been made in the Education Policy 2009 wherein the free education has been taken into broader term by including all school related costs in 2009 policy. It is now the responsibility of the government to cope

with its commitments. Above 30% of the country population live below poverty line which are less prejudiced of sending their children to school and hence massive steps as per the provision of 2009 policy for provision of free education need to be taken (Pakistan Institute of Legislative Development and Transparency, 2011).

According to UNESCO (2013) some incentive schemes have been introduced by the government with the financial support of development partners e.g. provision of free text books and incentive in the form of food items and cash for girls children enrolled in rural areas schools but the commitment made in 2009 policy for a broader concept of free education and grant in aid to charity organizations for the education of vulnerable children are not yet implemented. Aording to Khyber Pakhtunkhwa Plan of Action 2013-16, to increase access and retention in Primary Schools and also to facilitate vulnerable children in achieving primary education, 1 % of the total enrolled students at primary level in Khyber Pakhtunkhwa will be provided incentives @ Rs.3000 per child per year. According to the Plan, 1.5 million children will get benefit from the scheme which will cost about Rs. 4.5 billion. Poor governance and political pressure have been recognized as out of school factors and strategic interventions has been proposed in the form of effective monitoring and supervision, launching of schemes for rewards and punishment, involvement of community in school monitoring as well as the end of political interference in schools. (Government of Pakistan, 2013).

4.7 Commitment No. 7 Discussion and Analysis

For ensuring good governance it was committed in NEP-2009 to establish a separate management cadre for education, with specific training and qualification requirements, The political and civil servants interventions will be abolished and education sector will be given in complete control of education managers. It was further committed that all efforts will be made for introducing good governance in education sector (Government of Pakistan, 2009).

Bad governance is one of the major cause of poor performance in education sector. This reality has been recognized in NEP-2009 wherein separation of management and teaching cadre was thoroughly supported. According to UNESCO report on Education Policy Analysis in KP, the officers of the teaching cadre cannot perform well in management positions. GIZ, DFID and other Development Partners (DPs) are providing technical and financial assistance to the E&SE Department of KP for Policy and Planning Development. The establishment of Management Cadre did not take place as per the provision of NEP-2009. It was decided in the policy that education sector will be handed over to education officers without political and civil servants interventions but it did not happen (Government of Khyber Pakhtunkhwa, 2013).

For ensuring effective monitoring and good governance, the Elementary and Secondary Education Department of KP initiated to Implement Biometric Attendance Monitoring System. This Biometric system is based on GPRS/GSM and can be monitored from anywhere in the world by using computer system and smart phone. This system has not been introduced in any government department in the country. It has been decided that at first instance the biometric system will be implemented at provincial level in Secretariat and Directorate of E&SE Department which will be extended to District Education offices at second stage and secondary schools across the province at third stage (Government of Khyber Pakhtunkhwa, 2013). According to Department for International Development (DFID) Pakistan report on Khyber Pakhtunkhwa, poor governance is the major challenge for achieving Universal Primary Education targets. The abolishing of Local Learning Coordinator (LC) posts weakened the supervision of primary schools in KP province. According to DFID, the E&SED is a centralized decision-making body, but plays its major role as implementer rather than policy making authority and enacting governance. The District offices of E&SED have no sufficient power in term of decision-making. Due to its less capacity and power and political interference in teacher's posting/transfer, the District offices are facing major challenge in implementation of the Education Sector Programme (DFID, 2011).

4.8 Commitment No. 8: Discussion and Analysis

The NEP-2009 recognized the involvement of community as effective tool for effective management and delivery and committed of strengthening School Management Committees (SMC) through involvement of students, teachers, educationists, parents and society (STEPS) (Government of Pakistan, 2009).

Sincere efforts have been taken so for by the E&SED of KP by establishing Parents-Teachers Council (PTC) through election process. The establishment and strengthening of these councils have been termed as revolutionary steps by the provincial government towards community participation since these councils have been assigned the power of utilization school's fund on need basis. A series of workshops have been organized with Development Partners for further strengthening the PTCs and the revision of PTC guide took place (Government of Khyber Pakhtunkhwa, 2013).

According to DFID report 2011, PTCs in KP have been delegated administrative, and financial authority at school

level. The role of PTCs is crucial in effectively mobilization of the community in ensuring the attendance and punctuality of students and teachers and hence it can effectively reduce the dropout rate which is a major challenge in Universalization of Primary Education. For effective Monitoring and Evaluation (M&E) of Government Primary Schools in KP, enhanced role of community and PTC is mandatory. The DFID report identified certain weak areas of PTCs these include not involvement of PTCs in school development schemes and civil works, lack of clarity on their role and subsequent under utilization of available funds and superior role of Head Teacher's as compared to PTC's role (Department For International Development, 2011).

As stated by UNESCO (2013) the enhanced role of PTC is vital for effective school management. The Development Partners are playing effective role by delivering technical and financial assistance to E&SED for strengthening PTC through a mutual agreement with Government of KP. Training of Parents Teachers Council is an important aspect of Canada-Ausaid, Communication for Effective Social Service Delivery Programme (CESSD) 2008-2015. Strengthening and Reactivation of PTC is a component of Norwegian Basic Improvement Project which is a grant of Norwegian Government with a total cost of Rs. 640.014 million. Strengthening of PTC also remained a vital component in USAID funded Programme of Rehabilitation/renovation of Schools in Malakand Division. According to UNESCO report for increasing access, the maintenance and repair of school's funds have been delegated to PTCs (UNESCO, 2013).

4.9 Commitment No. 9: Discussion and Analysis

Missing facilities in schools is a hurdle in Universalizatization of Primary Education which was recognized in NEP-2009 and it was entrusted that efforts shall be made for the provision of missing basic facilities in schools specially in rural areas (Government of Pakistan, 2009).

According to UNESCO (2013) Government of KP has taken initiatives for the provision of missing facilities in schools. Besides conventional approach of improving infrastructure, the focus is also on the improving quality and learning environment. According to the proposed strategy, to increase access to education, missing facilities will be provided to all deficient schools on priority basis (UNESCO, 2013). According to National Plan of Action for KP 2013-16, missing of basic facilities is a key challenge in access to schools. The provision of missing facilities is an integral part of this Action Plan (Government of Pakistan, 2013). The quality of education can be enhanced by provision of basic schools. So the commitment was made for the provision of missing facilities which prevent parents to send their children in schools. (Government of Khyber Pakhtunkhwa, 2011).

The Development Partners are fully committed for provision of basic facilities in schools through a harmonized plan with provincial government. According to the Khyber Pakhtunkhwa Annual Development Plan 2013-14, EU, DFID, Norway Government and other DPs have provided financial assistance to KP Government for construction of additional classrooms, play grounds and other basic facilities through PTCs (Government of Khyber Pakhtunkhwa, 2013).

4.10 Commitment No. 10: Discussion and Analysis

The role of development partners DPs was recognized in the National Education Policy-2009 and it was decided that for increasing school facilities, International Development Partners shall be invited through a well-developed plan of harmonization and coordination between partners and government agencies (Government of Pakistan, 2013).

The Government of Khyber Pakhtunkhwa seems to be fully committed for invitation of International Development Partners through a well developed plan. In this connection it signed a Memorandum of Understanding (MoU) in March 2009 through E&SED, Finance and P&D Departments with seven international development partners. The MoU was signed between Government of Khyber Pakhtunkhwa and its key Development Partners i.e. DFID, Germany, Canada, Netherlands Embassy, Norway, Australia and the UN. The purpose of the MoU was to streamline the donor's support in education sector by avoiding duplications and effective utilization of funds. According to the MoU, it was agreed that DPs will support the plan prepared by the E&SED of KP. The areas of intervention of this MoU are Promotion of girls education in the form of food provision for girls, provision of free text books to all children and stipends to female students, improving governance, strengthening community and parents participation and capacity building etc (UNESCO, 2013).

According to Government of Khyber Pakhtunkhwa (2013) the Education Sector Plan 2009-2015 and Provincial Plan of Action for Khyber Pakhtunkhwa have been prepared with the consultation of Development partners. The Education Sector Reform Unit (ESRU) which is an operational wing of E&SE Department is frequently concerned in coordination and sharing of information of reform initiation with Development Partners. The ESRU seeks the feedbacks from the Development Partners for educational reforms and actions are taken accordingly. A separate coordination wing

has also been established in ESRU to coordinate and maintain with DPs.

5. Conclusion

The conclusion of the document analysis has been offered in the following table;

Table 1: Conclusion of the document analysis

	Commitment	Implementation	Unresolved Issues
1	MDGs by 2015	Falling well behind target	Lack of commitment
2	Making laws with intermediate enrollment targets	National Plan of Action has been developed by provinces having intermediate targets	Historically Pakistan has a very dispirit approach of achieving its Plan targets
3	endorsement of inclusive education system	The provincial governments failed to implement inclusive approach	The complex nature of the education policy landscape in Pakistan.
4	allocation of 7% of GDP to education by 2015	Not implemented	the implementation status in terms of expenditure on education moves in opposite direction.
5	Development of well formulated plan to cope with challenges of disasters	The Government of KP, Elementary & Secondary Education Department has prepared a Disaster Management Plan	despite of the efforts of the Government and development partners, Pakistan still is not on the way to cope with challenges of disaster situation for education
6	provision of education related costs to poor children.	Free text books are being provided by the provincial government. But other measures has not been taken so far.	The formulation of strategic position for engaging private sector is not yet prepared.
7	Establishment of a separate management cadre for education	Separate Management cadre has been established	The District offices have no sufficient power in term of decision-making.
8	strengthening School Management Committees (SMC)	Sincere efforts have been taken so for by the E&SED of KP by establishing Parents-Teachers Council (PTC) through election process with financial power.	The restructuring of PTC is necessary for its legitimately representative ness, transparency and more representative role of PTCs than Head Teachers.
9	provision of missing basic facilities in schools specially in rural areas	initiatives have been taken for the provision of missing facilities in schools	The provision of missing facilities is an integral part of Action Plan but its proper implementation is a key challenge.
10	International Development Partners shall be invited through a well-developed plan	A Memorandum of Understanding (MoU) in March 2009 has been signed with international development partners	All is OK with this commitment

References

Department For International Development. (2005). *Girls' education: towards abetter future for all* retrieved from http://www2.ohchr.org/english/issues/development/docs/girlseducation.pdf.

Gaborone, B. (2006). The use of documentary research methods in social research. *African sociological review*, *10*(1), 221-230.

Government of Khyber Pakhtunkhwa. (2012). *Education Sector Plan 2010-2015.* Peshawar, Elementary & Secondary Education Department.

Government of Pakistan (2009). *The New Educational policy*. Islamabad: Ministry of Education.

Government of Pakistan. (2002). *National policy for persons with disabilities 2002.* Islamabad: Ministry of Women Development, Social Welfare & Special Education.

Government of Pakistan. (2013). C*ountry Report of Pakistan Regarding Accelerating Millennium Development Goals 2013-15.* Islamabad, Ministry of Education & Training.

Government of Pakistan. (2013). *National Plan of Action: Accelerating Millennium Development Goals 2013-15.* Islamabad, Ministry of Education & Training.

Government of Pakistan. (2013). *National Plan of Action: Accelerating Millennium Development Goals 2013-15.* Islamabad, Ministry of Education & Training.

Government of Pakistan. (2013). *Pakistan Economic Survey, 2013-14*. Islamabad: Ministry of Finance, Government of Pakistan

Hameed, A. (2012). Social and economic issues of persons with disabilities in Pakistan. Retrieved from hhrd.pk/rehabnow/presentations/dr%20abdul%20hamid.ppt. *Learning: Achieving quality for all*. UNESCO, Paris

Memon, G. R., Joubish, M. F., & Khurram, M. A. (2010). Education in Pakistan: The key issues, problems and the new challenges. Middle-East Journal of Scientific Research, 6(6), 672-7.

Pakistan Institute of Legislative Development & Transparency. (2011). *Right to free and compulsory primary education in Pakistan: enforcement of article 25-A of the constitution of Pakistan*. Islamabad, pp 8-12.

Pakistan Institute of Legislative Development and Transparency. (2010). *financing quality basic education in Pakistan*. Islamabad,

PILDAT.
Save the Children. (2013). Attacks On education: The impact of conflict and grave violations on children's futures. London, Save the Children UK pp 6-18.
Scott, J., 1990, *A Matter of Record, Documentary Sources in Social Research*, Cambridge: Polity Press.
UNESCO). (2010). *Why Gender Equality in Basic Education in Pakistan?* UNESCO, Islamabad.
UNESCO. (2015). *Education for All – Global Monitoring Report – Education for All 2000- 2015: Achievements and Challenges* UNESCO, Paris.
UNESCO. (2012). *education policy analysis report of Khyber Pakhtunkhwa*. Islamabad, pp 21-67.
UNESCO. (2014). *Education for All – Global Monitoring Report 2013/2014 – Teaching and*
UNICEF. (2010). *Thematic Paper on MDG 2: Achieves Universal Primary Education*. New York, NY: UNICEF.
UNICEF. (2013). *All Children in School by 2015: Global Initiative on Out-of-School Children.* New York, NY: UNICEF.
UNICEF. (2013). *State of the World Children: Children with Disabilities*. New York, NY,
United Nations Millennium Project (2005). *Towards universal primary education: investments, incentives, and institutions.* London, Task Force on Education and Gender Equality.
United Nations. (2010). *The Millennium Development Goals Report 2013.* New York: NY, United Nations, pp 7-28, USA.
World Bank. (2013). *World development indicators 2013.* Washington DC, International Bank for Reconstruction and Development / The World Bank, pp-7-24.

Adaptation of the Scale of Coaching Performance (SCP) to the Greek Athletic System

[1]Papailiou Dimitrios

jpapailiou@yahoo.com

[2]Kipreos George

gkipreos17ex@yahoo.gr

[3]Travlos Antonios

K. atravlos@uop.gr

[4]Strigas Ethan

astrigas@gmail.com

[1,2,3]Department of Sports, Organization and Management, University of Peloponnese, Sparta, Greece
[4]Department of Kinesiology, Recreation and Sport, Indiana State University, Indiana, USA

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

The scope of this study was to re-evaluate the Scale of Coaching Performance (SCP) in the Greek athletic system, re-assess its factor structure and items included and investigate club level participants. A questionnaire was constructed and distributed to a purposive sample of 340 club basketball coaches. Participants assessed the importance of the criteria included for the evaluation of basketball coaches. Three items initially included at the SCP were removed and seven new where added. Exploratory factor analysis supported the pre-determined four factor structure named: "Direct Task Behaviours", "Indirect Task Bahaviours", "Personal Products" and "Team Products". Confirmatory factor analysis revealed adequate fit between the model and the 25 items. Results supported the conceptual theory that a model should be adapted to the specific athletic environment and its dimensions and criteria should be re-examined at times.

Keywords: *Basketball club coaches; coaching evaluation; model adaptation, evaluation criteria.*

1. Introduction

Queries have been emerged on how accurate and reliable it is to implement similar coaching practices and methods to different countries, social environments and sports. McLean and Chelladurai (1995) have argued that philosophical orientations vary between clubs and universities. As a result, coach's decisions that reflect team's guidance are expected to vary as well. Many differences between team and individual sports have been also identified, such as team structure, group cohesion, outcomes, coaching behavioural styles, decision making strategies, coaching leadership styles, managerial and public relations coaching tasks (Barber & Eckrich, 1998; Chen, 2003; Fizel & D'itri, 1996). Papailiou, Kipreos, Travlos and Strigas (2015) highlighted the influence of the social environment on the coaching process and presented a list of environmental criteria that affect the coaching performance. At the same time, Lyle and Cushion (2010) expected coaching to be different not only among sports but also within sport, where multiple situations of training, competition and organization make coaching unique. Similarly, Pereira, Mesquita, and Graça, (2009) expected coaching behaviours to be different even between sessions of the same club, since practice levels and cognitive loads also change. Finally, Cushion, Harvey, Muir, and Nelson (2012) suggested coaching behaviours to be examined in both training and competition as well as at different periods in the season.

2. Literature Review

Although personnel evaluation is an integral part of the coaching profession, performance evaluation is controversial and not without limitations (Kaprinis, Kipreos, Vrondou, & Kakkos, 2013). A widely known coaching evaluation model is the Scale of Coaching Performance (SCP), constructed from McLean and Chelladurai (1995). It has been developed in Canada and used to several surveys since then (Chen, 2003; McLean & Zakrajsek, 1996; Surujlal, Singh, & MacLean, 2009; Zhang, Hou, Wang, & Xiao, 2014). McLean and Chelladurai (1995) separated coaching process among dimensions that derive from coaching behavioural product factors and process factors. Data was collected from the Canadian Interuniversity Athletic Union. Results verified the construct of the model and revealed a consensus between administrators and coaches on the dimensions of coaching performance.

Likewise, Surujlal et al. (2009) also adopted the SCP and examined differences between South African (SA) and Canadian coaches and administrators. They concluded that there are statistically significant differences between the two countries, although the practical effect was small. Results strengthened suggestions that the SCP might be applicable only in Canada (Chen, 2003). Similarly, Mesquita, Isidro, and Rosado (2010) investigated coaches' preferences for sources of learning. They highlighted among others that Portuguese coaching education practices are by far different from the ones in other countries (UK, Australia, USA), with Canada included. Finally, Gilbert and Trudel (2004) gave an additional element of differentiation among countries. They indicated that although the majority of the surveys are made from coaches for coaches, there are additional types of participants (i.e. athletes, administrators, parents, officials,) that surround the coach and affect the coaching process. The philosophy, the expectations and the culture of these groups is not expected to be common across countries and sports; hence the coaching process varies accordingly.

3. The Scope of the Study

Several researchers advocated that a model should be reconfirmed with different populations (Chen, 2003), different athletic systems (Barber & Eckrich, 1998) and its dimensions and items re-evaluated (MacLean, 1994). For these reasons, the aim of the current research was to satisfy those needs and therefore modify a coaching performance evaluation model to the Greek athletic system, re-assess its factor structure and items included and re-evaluate its validity, reliability, structure and consistency.

4. Method

The SCP (Mac Lean & Chelladurai, 1995) was used to a sample of Greek club basketball coaches. It was chosen as the most representative and comprehensive scale of coaching process. It splited Product Factors into Team and Personal Products, whereas Process Factors was splited into Task Related and Maintenance Related behaviours. However, the Maintenance Related behaviours (Public Relations and Administrative Maintenance behaviours) considered not applicable at the Greek environment and for club coaches. For example, items like "Adhering to budget", "Being on time with paperwork", "Purchase of equipment" or "Establishing working relationships with parents" were considered not applicable. Similar coaching process models have also not adopted Public Relations and Administrative Maintenance behaviours (Côté, Salmela, Trudel, & Baria, 1995; Franks, Johnson, & Sinclair, 1988).

As a result, the remaining model was adapted in the Greek context. The items were translated in accordance with the Minimal Translation Criteria (Mapi Research Institute, 2002). Forward and backward translation methods were used. A panel of 10 experts was asked to examine the items in terms of clarity and completeness and identify confusing items. They also assessed the appropriateness of the items for the evaluation of a basketball coach. Three items initially included at the SCP were removed: ("Making the playoffs", "Recruiting a specific number of players" and "Receiving coaching awards"). After consultation with experienced coaches and an extensive review of the literature, seven new items where added. As a result, the modified SCP consisted of 27 items. Each item was answered on a 5-point multiple rating list, ranging from 1 (completely unimportant) to 5 (completely important). Instructions were as follows: "For the evaluation of a basketball coach, I would rate the following item as:"

4.1 Participants

A purposive sample of 340 club basketball coaches was evaluated. Questionnaires were personally distributed and 323 usable responses were collected. Participants presented at least two years of coaching experience at competitive leagues. Their average age was 37.41 (min=23, max=60, SD=7.37) and their average coaching experience was 10.49

years (min=2, max=40, SD=6.88). The number of coaches having experience at professional leagues was 78 (24.2%), at national leagues 49 (15.5%) and at local leagues 196 (60.7%).

5. Data Analysis

The factor structure and validity of the modified SCP were evaluated through exploratory factor analysis (EFA). Principal component analysis with no rotation was conducted to determine the extracted factors. The adequacy of the sample and the homogeneity of variances were examined with the Kaiser-Meyer-Olkin test (KMO) and the Bartlett's test of sphericity. In addition, factorability of R was also tested through the anti-image correlation matrix. The criteria followed for the factor extraction were: (a) eigenvalue greater than one; (b) the cumulative extraction sums of squared loadings; (c) the scree plot, and (d) the number of factors that could be best interpreted by theory (Tabachnick & Fidell, 2013). Moreover, in order to accept the questionnaire's factor structure, the following criteria were considered: (a) item loadings of .40 and above, and (b) at least .10 difference in the loadings when items were cross-loaded (Howell, 2002; Tabachnick & Fidell, 2013). When the appropriate number of factors was extracted, oblique rotation was implemented. Cronbach's alpha, inter-item correlations and item to total correlations were calculated to examine the internal consistency of the scale. IBM SPSS 22 was used to analyze this part of the survey.

Confirmatory factor (CFA) analysis was also conducted to examine the validity of the scale. Its construct was tested against the absolute fit SRMR, which is suggested as the most generally preferred (Brown, 2015), the parcimony correction RMSEA and its 90% confidence interval, the Comparative Fit Index (CFI), the Goodness of Fit Index (GFI), and the ratio χ^2/df (Harrington, 2009; Tabachnick & Fidell, 2013). The acceptable limits recommended by Bentler (1990), Bollen (1989), Brown (2015), Kline (2011) and Tabachnick and Fidell (2013) were: χ^2/df ratio <3, CFI≥.90, GFI≥.90, RMSEA≤.06 and SRMS≤.08.

6. Results

6.1 Exploratory Factor Analysis

The KMO measure was .94, higher enough from .90 indicating sampling adequacy to perform factor analysis. Bartlett's test of sphericity was significant (4962.22 *df*=351, *p*<001), indicating that data do not produce an identity matrix and are acceptable for factor analysis, The off-diagonal prices of the anti-image correlations matrix ranged from .74 to .97, indicating also sampling adequacy. In addition, the criteria adopted for factor extraction resulted, in accordance with the SCP model, to a 4 factor solution, which explained the 60.83% of the overall variance. The off-diagonal correlations of the Component Correlation Matrix presented most values below .30, indicating the orthogonal rotation more appropriate (Tabachnick & Fidell, 2013). Nevertheless, the factors were expected to intercorrelate, since they were parts of the broader concept of coaching performance. In addition, oblique solutions are more connected with CFA that followed, than orthogonal ones (Brown, 2015). In such cases, Brown (2015) suggested the oblique rotation as more realistic and accurate.

Table 1. Item loadings, communalities (Com), means (M) and standard deviation (SD) for the 27 items of the modified SCP (N = 323).

Structure Matrix								
		Component						
		1	2	3	4	Com	M	SD
1.	Improving athletes' performance from previous year	.846				.723	4.47	.768
2.	Communicating with athletes	.845				.728	4.65	.704
3.	Making coaching decisions during competition	.835				.729	4.76	.621
4.	Teaching techniques during practice	.822				.681	4.62	.740
5.	Motivating athletes toward higher levels of achievements	.803				.684	4.44	.804
6.	Applying sport knowledge (theoretical knowledge, experience, ability to analyze, compose, adapt and apply).	.785				.624	4.61	.689
7.	Planning and preparing for the preseason. season and postseason	.771				.618	4.48	.797
8.	Maintaining players' health	.758				.601	4.52	.798
9.	Achieve team's peak performance according to plan	.755				.598	4.36	.800
10.	Establishment/Application of game philosophy	.740				.562	4.38	.796

11. Applying conditioning principles	.725	-.404		.589	4.19	.844	
12. Improving of the team's game performance compared to previous season	.719			.578	4.25	.804	
13. Utilizing game tactics and strategies	.712			.565	4.35	.736	
14. Establishing a good athlete/coach relationship	.693			.494	4.45	.784	
15. Ability to identify talent	.681	.410		.497	4.17	.823	
16. Conducting practice sessions	.584			.354	4.32	.857	
17. Making reqruiting contacts		.827		.724	3.20	.929	
18. Establishing a recruiting plan		.808		.692	3.60	.889	
19. Reqruiting quality athletes		.749		.582	3.71	.906	
20. Scouting opponents		.676		.486	3.67	.902	
21. Publication (periodicals. newspapers. websites. books)			-.836	.723	2.76	1.077	
22. Speaking/Lecturing/Presentations on coaching issues			-.829	.720	3.32	1.066	
23. Attending seminars	.585	-.638		.609	4.15	.939	
24. Winning a championship			.757	.591	3.21	1.018	
25. Team win/loss record			.748	.598	2.99	.913	
26. Improving of the team's ranking compared to previous season	.445		.685	.560	3.63	.915	
27. Developing statistical data	.517	-.435	.531	.514	3.68	.875	

Extraction Method: Principal Component Analysis.
Rotation Method: Oblimin with Kaiser Normalization.

A fixed number of four factors to extract were used with principal components analysis and oblique rotation for the 27 items. Item loadings and communalities ranged from .531 to .846 and .354 to .729 respectively (table 1). One item "Attending seminars" revealed less than .10 difference between two factors loadings, whereas another item "Developing statistical data" revealed loadings above .40 in three factors and cross loadings below .10 in two factors. Communalities reveal the percent of variance that a factor overlaps the variable. Although most communalities were "in the range of .5" or above (Tabachnick & Fidell, 2013), one item ("Conducting practice sessions") presented communality below 4. Nevertheless, several authors (Brown, 2015; Tabachnick & Fidell, 2013) stated that the decision for a criterion exclusion from a scale should not be made on results of factor analysis alone, but in conjunction with what is known about the construct that the item or the scale assesses. As a consequence, only the item that loaded to three factors was deleted and the others were kept for further inspection. Means of each item were ranged from 2.76 to 4.76 (SD=.621-1.077) (table 1). The four factors were named "Direct Task Behaviours" (DTB), "Indirect Task Behaviours" (ITB), "Personal Products" (PP) and "Team Products" (TP), in accordance with the SCP. Finally, the internal consistency of each factor and the scale as a unity was examined. The Cronbach's *a* ranged higher than the cut-off point of .70 (Nunnaly & Bernstein, 1994), except of the TP factor (.95 for DTB, .78 for ITB, .77 for PP, .64 for TP and .93 for the whole scale). However, alpha values depend on the number of items (Brown, 2015). In cases where factor items are less than ten, Cronbach's *a* values above .60 are equally adequate (George & Mallery, 2003; Pallant, 2005)

6.2 Confirmatory Factor Analysis

The symmetry and the peakedness of the distribution was examined by skewness and kyrtosis, respectively (Tabachnick and Fidell, 2013). All absolute values were below the limits proposed by Kline (2011). Multivariate outliers (N=15), using Mahalanobis distance, were detected and removed. As a consequence, the sample was reduced to 308.

In order to examine the structure of the 4-factor scale, the maximum likelihood method, with IBM AMOS 20, was employed. Several goodness-of-fit indices revealed a weak fit between data and the four factor solution (χ^2=773.32, *df*=293, *p*<.001, χ^2/*df*=2.64, RMSEA=.07 (90% CI of RMSEA=0.67-0.79), GFI=.84, CFI=.88, SRMR=.08). Examination of modification indices (MI) revealed: (a) the item: "Attending coaching seminars" was loaded in two factors, which was also identified at the EFA and (b) covariances between the errors for "Improving of the team's ranking compared to previous season" and "Improving of the team's game performance compared to previous season" and between the errors for "Communicating with athletes" and "Establishing a good athlete/coach relationship" were high (44.89 and 44.44, respectively). It makes sense that improvement of team's performance most of the times strongly relates with improvement of team's ranking. Similarly, it is rational to expect a good communication between the coach and the athletes to result to a good relationship between them. As a result, MIs were accepted and CFA was re-executed. The nested model (Figure 1), the one produced from the parent model, revealed χ^2=610.20, *df*=267, *p*<.001. The $\chi^2$and *df* difference for the two models (χ^2=163.12 and *df*=26 *p*<.001) was significant, which indicates that modifications improved the model (Brown, 2015; Harrington, 2009).

All goodness-of-fit indices revealed an acceptable fit between data and the four factor solution: χ^2=610.20, *df*=267, *p*<.001, χ^2/df=2.29, RMSEA=.06 (90% CI of RMSEA=.058-.071), GFI=.87, CFI=.91, SRMR=.06. Additional changes did not prove significant nor were meaningful. As a result, no further changes were made (Harrington, 2009). Standardized regression weights for all items ranged from .50 to .90 and factor correlations ranged from .39 to .65 (Figure 1). They were neither too high, so as to assume that they measure the same construct, nor too low so as to assume that they are completely irrelevant (Harrington, 2009). Means (M) and Standard Deviations (SD) for the four factors are presented in table 2.

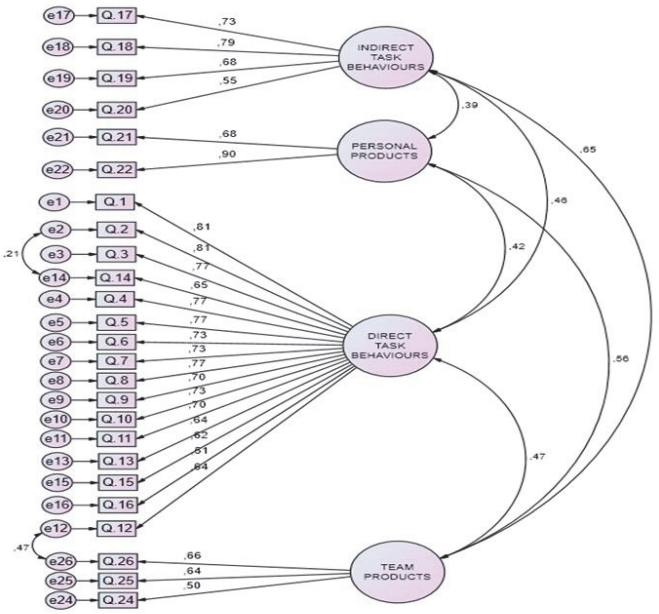


Figure 1. Four-factor model produced from CFA for the 25 items of the modified SCP (N = 308).

Table 5.1. Means (M) and Standard deviations (SD) of the four factors for the 25 items (N=308).

Factors		M	SD
1.	Direct Task Behaviours	4.44	.56
2.	Indirect Task Bahaviours	3.54	.71
3.	Team Products	3.28	.73
4.	Personal Products	3.04	.96

7. Discussion

Results indicated an acceptable fit between the data and the proposed four factor solution. The first factor "Direct Task Behaviours" was consisted of sixteen (16) items that referred to the direct responsibilities of the coach (e.g. planning, decision making, applying coaching, physical condition and behavioural practices). The second factor "Indirect Task Behaviours" was consisted of four (4) items that referred to recruiting and scouting responsibilities of the coach. The third factor "Personal Products" was consisted of two (2) items that referred to speaking and publishing activities of the coach. Finally, the fourth factor "Team Products" consisted of three (3) items that referred to team results and achievements (e.g. winning a championship, win/loss record). A similar adaptation of the SCP to the South African context produced twelve (12), five (5), six (6) and five (5) items per factor, respectively (Surujlal et al., 2009).

Moreover, both EFA and CFA validated the model's construct. Previous applications of the SCP at different athletic

domains proved controversial. The SCP was found valid and reliable for the Canadian intercollegiate population (MacLean & Chelladurai, 1995). Similarly, the modified SCP was also proved valid and reliable for the South African's athletic context. On the contrary, Chen (2003) found unsatisfactory factorial reliability and validity using NCAA sample, indicating no fit between the scale and the United States athletic system. At the Greek environment in particular, the SCP revealed an acceptable fit between the data and the four factor solution and satisfactory factor loadings.

The internal consistency of the factors and the scale as a unity were also acceptable. In all studies where the SCP was used, the "Team Products" factor revealed marginal internal consistency. However, any kind of team results consists of an integral part of coaching performance evaluation. It is very innovating and pioneering to assess a coach without considering team's outcomes. Future research should focus on this issue, increase the number of items included and improve its internal consistency.

The scope of this survey was not to investigate differences among populations (e.g. coaches and administrators). However, it is suggested for future studies to examine not only the application of the SCP to different countries, but also to multiple populations (e.g. players, administrators, parents, spectators). Administrators' opinions, who decide whether coaches will be hired or fired, should receive additional research interest (Fizel & D'itri, 1996; Surujlal, et al., 2009). In addition, it would be interesting to modify and apply the SCP to several team or individual sports. Finally, the environment is extremely important for coaching performance evaluation. Future research might focus on environmental and situational factors and how they mediate or moderate the SCP construct.

References

Barber, H., & Eckrich, J. (1998). Methods and criteria employed in the evaluation of intercollegiate coaches. *Journal of Sport Management*, *12*, 301-322.

Bentler, P. M. (1990). Comparative fit indices in structural equation models. *Psychological Bulletin, 107*(2), 238–246.

Bollen, K. A. (1989). *Structural Equation with Latent Variables*. New York: Wiley.

Brown, T. A. (2015). *Confirmatory factor analysis for applied research*. (2nd ed.), New York, NY: Guilford Press

Chen, L. (2003). Examination of scale of coaching performance with the NCAA sample. *Measurement in Physical Education and Exercise Science*, *7*(3), 175-197.

Côté, J., Salmela, J., Trudel, P., & Baria, A. (1995). The coaching model: A grounded assessment of expert gymnastic coaches' knowledge. *Journal of Sport & Exercise Psychology*, *17*(1), 1-17.

Cushion, C., Harvey, S., Muir, B., & Nelson, L. (2012). Developing the Coach Analysis and Intervention System (CAIS): Establishing validity and reliability of a computerised systematic observation instrument. *Journal of sports sciences*, *30*(2), 201-216.

Fizel, J., & D'itri, M. (1996). Estimating managerial efficiency: The case of college basketball coaches. *Journal of Sport Management, 10,* 435-445.

Franks, I. M., Johnson, R. B., & Sinclair, G. D. (1988). The development of a computerized coaching analysis system for recording behavior in sporting environments. *Journal of Teaching in Physical Education, 8*(1), 23-32.

George, D., & Mallery, P. (2003). SPSS for Windows step by step: A simple guide and reference. 11.0 update (4th ed.). Boston: Allyn & Bacon.

Gilbert, W. D., & Trudel, P. (2004). Analysis of coaching science research published from 1970–2001. *Research Quarterly for Exercise and Sport*, *75*(4), 388-399.

Harrington, D. (2009). *Confirmatory Factor Analysis,* Oxford University Press, New York.

Howell, D. (2002). *Statistical methods for psychology*, (5th ed.), Pacific Grove, Duxbury.

Kaprinis, S., Kipreos, G., Vrondou, O., & Kakkos, V. (2013). Employee performance appraisal in health clubs and sport organizations: a review. *American Journal of Sports Science, 1*(4), 44-57.

Kline, R. B. (2010). Principles and practice of structural equation modelling (3nd ed.), New York: Guilford Press.

Lyle J. and Cushion C.J. (2010) 'Narrowing the field: Some key questions about sports coaching', in Lyle, J. and Cushion, C. (Eds), *Sports Coaching Professionalization and practice*, Elsevier, London, pp 243-253.

MacLean, J. (1994). Personnel evaluation in education: A model for job-specific Criteria. *The Clearing House, 68*(1), 47-51.

MacLean, J. C., & Chelladurai, P. (1995). Dimensions of coaching performance: Development of a scale. *Journal of Sport Management*, *9*(2), 194-207.

MacLean, J., & Zakrajsek, D. (1996). Factors considered important for evaluating Canadian university athletic coaches. *Journal of Sport Management*, *10*, 446-462.

MAPI Institute (2012) *Linguistic Validation Manual for Health Outcome Assessments,* 2nd ed., MAPI Research Trust, Lyon.

Mesquita, I., Isidro, S., & Rosado, A. (2010). Portuguese coaches' perceptions of and preferences for knowledge sources related to their professional background. *Journal of Sports Science & Medicine*, *9*(3), 480-489.

Nunnally, J. C., & Bernstein, I. H. (1994). The theory of measurement error. *Psychometric theory*, 209-247.

Pallant, J. (2005). SPSS Survival Manual: A Step by Step Guide to Data Analysis Using SPSS for Windows. *Australia: Australian Copyright.*

Papailiou D., Kipreos G., Travlos A. K., & Strigas E. (2015). Coaching evaluation, coaching environment and environmental criteria that

influence coaching performance: An Overview. *Scholars Journal of Arts, Humanities and Social Sciences, 3*(6), ..-..

Pereira, F., Mesquita, I., & Graça, A. (2009). Accountability systems and instructional approaches in youth volleyball training. *Journal of Sports Science & medicine*, *8*(3), 366-373.

Surujlal, J., Singh, P. C. & MacLean, J. (2009). Performance appraisal of coaches: A comparative study. *African Journal for Physical, Health Education, Recreation and Dance*, *15*(1), 74-90.

Tabachnick, B., & Fidell, L. (2013). *Using Multivariate Statistics,* (6th ed.), Pearson Education, New York.

Zhang, Q., Hou, B., Wang Y., & Xiao, Y. (2014). A comprehensive model for evaluation of sport coaches' performance. *International Journal of Engineering and Innovative Technology, 3*(9), 265-271.

Innovation Ecosystem of Higher Educational Institution as a Driver of Commercialization of Intellectual Activity Results

Ekaterina A. Ugnich

Alexander I. Chernokozov

Elena V. Velichko

Don state technical university, Rostov-on-Don, Russia; E-mail: ugnich77@mail.ru

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

The solution of the problems of commercialization of university researches and development depends on effective functioning of innovative ecosystem of the university contributing to the transformation of scientific researches and development into a market product. This research work is devoted to the analysis of the problems of functioning of innovative ecosystem of the university. The objective of this research is a justification of innovation ecosystem significance and identification of its prospects in the development of commercialization of intellectual activity results in a higher educational institution. According to the authors, the prospects of development of innovative ecosystem of the university are considered in strategic development and interaction of its three basic components (constituents) which are carrying out stimulation of scientific researches, provision of their commercialization and formation of partnership organizational culture in total with necessary competences of innovative business.

Keywords: *Innovation ecosystem, intellectual activity results.*

1. Introduction

The milestone of the XX-XXI centuries was marked by radical transformations of higher educational system in the whole world. Today higher educational institutions are changing adjusting to new requirements of global information society. On the one hand, they have to carry out their classical function − to be the guarantor of universal values and cultural development, on the other hand, they have to make significant contribution to knowledge-based economy by means of commercialization of the results of science-research activity and development of entrepreneurial culture. In this regard, an important task of domestic higher educational institutions is considered to be the implementation of innovation activity through organization and development of the transfer of technologies and competences in real sector of economy. Realization of the assigned task depends in many respects on efficiency of the process of commercialization of intellectual activity results (IAR) which is reached in many respects thanks to the development of innovation ecosystem of a higher educational institution.

Ecosystem approach to the research of innovation process has found its reflection in the works of K. Fakuda and S. Vatanabe (2008), D. Jackson (2011), B. Mercan and D. Goktas (2011), N. Smorodinskaya (2014), etc. Despite considerable attention to this problem, many questions still remain unresolved, it concerns primarily the problem of process ensuring of RIA commercialization in higher educational institutions. Foreign experience has shown the importance of overcoming barriers on the way of innovations commercialization by means of the mechanisms of support and stimulation which are contained in innovation ecosystem of a higher educational institution.

The objective of this research is a justification of innovation ecosystem significance and identification of its prospects in the development of commercialization of intellectual activity results in a higher educational institution. The hypothesis of the research consists in the fact that efficiency of commercialization of intellectual activity results in a higher educational institution depends on the development of its innovation ecosystem in the basis of which should lie the principles of reasonability, interrelations between its agents, interrelations with the environment and provision of partnership organizational culture.

2. Method

In the basis of the research lies the application of the methods of systemic analysis which let identify the essential characteristic features of the innovation infrastructure tools affecting commercialization of research activity results in a changing economic environment. The given research is also based on the consolidation of the principles of evolutionary economics (Nelson and Winter, 1982) and institutional theory (Freeman, 1987 Lundvall, 1992) according to which the institutions with the most favorable properties contributing to the effective development of society and economy are preserved and acquire further development. The empirical base of this study became the data of the Federal Service for Intellectual Property, the systems of accounting and monitoring of small innovation enterprises of scientific-educational sphere of the Ministry of Education and Science of the Russian Federation as well as the experience of some Russian Universities (NRU The Higher School of Economics, Saint Petersburg National Research University of Information Technologies, Mechanics and Optics (ITMO University), Don State Technical University and others) in the sphere of creation of innovation infrastructure for commercialization of innovations.

3. Results

Under commercialization of IAR in the University one can understand the process of transformation of Research and Development (R&D) results, preserving their market relevance and topicality, into products and services on the market with the aim of generating income from their sale, licensing, or independent use (Bgantseva and Kovazhenkov, 2009). Herewith commercialization process implies search, assessment and selection of promising projects and developments as the results of intellectual activity for financing, fundraising, legal allocation of rights to IAR, its implementation into production, and further modification and maintenance of the manufactured product. In accordance with the current Russian legislation the commercialization of IAR in the University can be carried out through the execution of registered R&D with further patenting, by means of alienation of exclusive rights to the use of IAR by legal entities and individuals and through the creation of small innovation enterprises (SIE).

As far as the execution of registered R&D is concerned, its main customer in Russian economy is the state. The analysis of the experience of federal and regional authorities shows that according to official and expert data only 5% of R&D results, conducted in Russia, are used in industrial production, whereas in the U.S.A. this number constitutes about 70%. Russian companies are reluctant to invest their own money in research and elaborations. They are focused on the purchase of foreign technologies and equipment which are successfully tested and applied in the countries of their production.

It should be noted that in our country the procedure of granting rights to the use of RIA and alienation of exclusive rights is not sufficiently developed in comparison with other countries. More than that, in Russian practice there has appeared a negative trend to reduce the number of contracts of alienation of patents and licensed agreements. In 2014 their number decreased up to 5% if compare with 2013. One of the main causes of the low level of license market development is the lag (retardation) of Russia in the development of experimental-industrial production in comparison with the countries of the developed technological market. This lag is largely connected with the fact that as a result of recent structural changes in the economy of Russia in the following chain “fundamental science - applied science - implementation of technologies” there appeared a discontinuity – In fact industry-specific research institutes ceased to exist. Thus, in particular, according to Rosstat, in 2013 the development and implementation of technological innovations carried out 8.9% of the total number of enterprises of domestic industry, which is significantly below the values typical of Germany (70%) and even of Estonia (55%) and the Czech Republic (36%). Foreign experience indicates a relatively successful experience of the universities in the field of IAR commercialization through licensing. According to foreign studies, more than half of the patents of the universities possesses license agreements (Yonghong et al., 2014). And at first foreign companies bring their technologies to the level of a demanded competitive product for years, successfully introducing them to their market, and then, in accordance with their popularity patent them in other countries for the development of foreign markets. High indexes of IAR sales indicate the presence of a highly competitive market of intellectual property. In Russian economy the share of state-owned enterprises, science-research institutes and universities, which have signed the contract on alienation of exclusive rights to inventions, patents, industrial samples (models), within the period from 2009 to 2013 had a tendency to increase. In 2013 the given indicator increased by 8.2% thus made 17.1%. This is due to the growing need of university developers in IAR commercialization through the activities of small innovation enterprises established within the framework of the Federal Law №217, according to which a mandatory (obligatory) procedure is to transfer the right to the use of IAR by the University to the established business company by right of non-exclusive or exclusive license. However, according to Rospatent of the Russian Federation (The

Russian Federal Service for Intellectual Property), in 2014 the share of universities and science-research institutes in the sphere of transfer of these contracts decreased up to 10.67%. Compared with foreign universities, the index of transfer of the rights to the use of intellectual activity results remains quite low.

Presently the most widespread way of intellectual property commercialization has become creation of small innovation enterprises in the University. The aim of SIE creation is the adaptation of University research results and developments to the requirements of real sector of economy and their embodiment into new products or services with subsequent implementation on the market. Herewith the University can be its founder single-handedly, as well as to involve other persons as co-founders of this enterprise. Thus, the provisions of the Federal Law №217 dated from 02.08.2009, which allows the universities to create SIE, have opened opportunities for the development of effective mechanisms of interaction between science-educational and productive sectors of economy. The transformation of the regulatory-legal base governing the establishment of small enterprises at universities is conditioned by entry into force in 2013 the Federal Law №273-FL "On education in the Russian Federation" amendments and addenda to the Civil Code of the Russian Federation, etc. One of the most significant changes is the deregulation of the University share in the authorized capital of the established enterprise. However, despite the changes in legislation, aimed at improving investment attractiveness of small enterprises and flexibility of the processes of IAR commercialization in the universities, the activity of the universities in the creation of small enterprises has noticeably declined. In 2014 there were created small enterprises by 28% less than in 2013 and by 56% less than in 2010.

Deterioration of the key indicators of IAR commercialization in universities is a reflection of the decline in their innovation potential due to the following reasons:

- scientific research and developments of the universities are often torn off from the needs of real sector;
- the activity of developers and agents of innovation university infrastructure is often only formally focused on the commercialization of innovations, but actually just on the writing of reports;
- the algorithm of the process of commercialization is nonexistent whereas the existing agents of innovation infrastructure are weakly interconnected;
- in universities there is no effective system of motivation and stimulation of researchers in IAR commercialization;
- entrepreneurial culture is not sufficiently developed in the universities.

The necessity of solution of these problems and tasks of transformation of the universities into a recognized source of technologies, human resources and knowledge forms the need to establish University innovation ecosystem for innovation commercialization. The notion of "ecosystem" was introduced into scientific circulation by English botanist A. Tansley; by this term he understood any set of jointly inhabiting organisms and their environment (Tansley, 1935). In other words, an ecosystem is a system of energy exchange, interrelations between its participants. The application of the concept of ecosystems to solve the problems of innovation process let identify their causes, as well as to model prospects. In this regard, it is expedient to study the mechanism of innovation commercialization from ecosystem approach standpoint. The focus of ecosystems study in relation to innovation process and community of its participants is conditioned by the development of the concept of open innovations (Chesbrough, 2003), in the basis of which lies massive outsourcing and formation of global value chains. The concept of innovation ecosystem was proposed by Charles W. Wessner (2007). It offers a tool to create conditions contributing to increase in competitiveness of organizations in national and regional economies. In the heart of the concept is the idea of innovation as a process of idea transformation into a commercial product or a service which demands much collective efforts of the participants: companies, universities, research companies, venture funds and others. Innovation ecosystem unites all these efforts, thus providing an opportunity to achieve a synergistic effect.

Ecosystem approach considers as well innovation systems of different levels (national, regional, clustered, etc.) as living social organisms (Owen, 1980) subjected to continuous changeability under the influence of new motivations of the participants and new circumstances. The transformation of the universities into a major factor of knowledge-based society carries in itself the idea of innovations' creation. A new mission of the universities is becoming a capitalization of knowledge (Etzkowitz, 2003); therefore, the main directions of their work should become transfer of the results of intellectual activity, technologies into the sector of production of goods and services as well as topical scientific and scientific-technical tasks into the sector of research and developments. To solve the assigned objectives higher educational institutions must possess the necessary components which, on the one hand, will form abilities, skills, experience, competencies for innovations implementation and enterprise management, and, on the other hand, contribute to resources formation for reproduction and constant development. Thus, ensuring of effectiveness of the innovation process in a higher educational institution can be achieved through the formation of an innovation ecosystem. An innovation ecosystem of a higher educational institution is a complex of interrelations of the agents of an innovation

process with the aim of innovations commercialization. By analogy with a biological ecosystem, the activities of the agents of the innovation ecosystem can be characterized from the point of view of their communion to certain "ecological niches". To the main agents of the innovation ecosystem can be referred the following:

- the customers, who form demand for innovation products;
- the developers of innovation ideas;
- the institutions of innovation infrastructure of the University (business-incubators, centres for technology transfer, management of intellectual property protection, etc.).

At the same time the innovation ecosystem of the University, even possessing all the necessary infrastructure components, will not be effective if in the future the resources, invested in research, will not be embodied into innovations, which make a profit, what, in its turn, is reflected in the commercial format of the University. Thus, integrated approach to the analysis of University innovation ecosystems requires not only the study of their participants, but also peculiarities of their interaction and environment - culture, technology, resources, in particular.

4. Discussion

The relevance and necessity of innovation ecosystem development is confirmed by increasing interest of universities, business communities and public authorities towards participation and organization of diverse forums and programmes in this direction. Russian venture company and business incubator "Ingria" carried out a study of development of innovation ecosystems in Russian universities and research centers, in the process of which a methodology of innovation ecosystem measuring was proposed and barriers for technology transfer were identified (The development of innovation ecosystems of universities and research centers, 2015). In accordance with this methodology four basic parameters of innovation ecosystem measuring are distinguished: purposiveness, agents, relations between them and the environment which provides resources for the agents.

It is obvious that there is no universal model of University innovation ecosystem. Each University is unique in terms of its resources, exigencies, opportunities, motives and barriers in the field of innovations. However, regardless of these peculiarities, the purpose of functioning of innovation ecosystem of the University consists in implementation of the process of innovations commercialization which has a definite result in the form of introduction of products to the market. The functioning of the innovation ecosystem is aimed at providing consistent, continuous commercialization process converting the flow of ideas, developments and competencies of the teams into assets with their subsequent sale. At the same time the agents of the innovation infrastructure of the universities do not always possess stimuli to convert innovation ideas into commercial products. Less than 5% of University developments reach the stage of implementation into industry (Osipov et al., 2014). The reason for this is that the financing of the developments of Russian universities by more than 90% is carried out at the expense of the state and is connected with major state projects which are focused on the stage of "startup ideas". Thus, the developers are fully motivated to take part in early stages of project development with simultaneous absence of necessity to search for manufacturing company and implement their developments.

The innovation ecosystem will function successfully only in case of diversity assurance of its agents possessing the necessary resources, competencies and targets. In particular, a variety of customers in University innovation ecosystem is determined by the network of partnership relations with the enterprises of real sector of economy as well as technological platforms, cluster-based and other integrations in the field of innovation. The effectiveness of University innovation ecosystem is also achieved by way of involving the representatives of business communities as mentors and experts into the process of technology transfer.

One of the most effective mechanisms to involve developers into the process of creation and transfer of the results of intellectual activity is considered to be financial incentives (financial stimulation). Financial stimulation of the developers (the authors of IAR) in universities is carried out mainly through the disposal of the exclusive right to IAR. The developers get a reward (a bonus) paid from the payments under license agreements and contracts of alienation of rights to IAR or disposal of the right to IAR. The reward is also received by structural units in which IAR are created. Such form of material incentives is used in NRU The Higher School of Economics (NRU HSE), Ural Federal University, Don State Technical University, etc. Especially interesting is the NRU HSE experience in the field of material incentives for the creation of IAR. The developers receive a nonrecurrent incentive fee for IAR creation after receiving a security document in favour of NRU HSE (or in partnership with third persons) (Smirnova, 2015). This form of material stimulation significantly increases the quantitative indicators of inventive activity of the University and is especially topical at the initial stage of development of the innovation ecosystem.

Characterization of the agents of innovation ecosystem infrastructure can be considered from the point of view of a commercialization process: from developments to asset formation and from assets to market transaction. D. Jackson

(2011) notes that the basis of any model of the innovation infrastructure should contain two interrelated components, one of which is aimed at providing scientific research and developments, and the other - at supporting and stimulation of the process of commercialization of intellectual activity results. The second component of the innovation infrastructure takes into account the dynamics of complicated relationships, which are formed between its participants, whose functional task is to ensure the promotion of innovations, the provision of access to business acceleration services, the organization of access to financing on the part of business-angels and funds of pre-seed and seed investments. The majority of Russian universities has a sufficient number of agents of the innovation infrastructure who provide scientific research and developments. However, the components aimed at supporting and encouraging innovations are often not suffice. So, among nearly 200 business-incubators functioning presently only 28% are created under the jurisdiction of the universities (Problems and solutions: business-incubators and technoparks in Russia, 2014). Besides, the existing agents of the innovation infrastructure function inefficiently and discretely, what is confirmed by the low level of commercialization of intellectual activity results in Russian universities.

As an example of a developed innovation infrastructure can be given the experience of Don State Technical University (DSTU). Currently, the innovation infrastructure is presented by the agents focused on provision of scientific research and developments as well as on maintenance and stimulation of commercialization of intellectual activity results. The first group of the agents of innovation infrastructure includes:

- Management of research, the objectives of which embrace assistance in filing of applications and contract arrangements, accounting of publication activity, consulting services in the field of preparation and implementation of potential scientific projects, provision of activity coordination and synergy of efforts of subdivisions and services of the University in the process of scientific research organization and usage of the results of these studies;
- Youth innovation centre, the purpose of which is the development of scientific and technical potential, as well as the involvement of the students, postgraduates and young scientists into scientific-research work of the chairs, scientific-research departments of the University;
- South centre of modernization of mechanic engineering, which organizes the necessary supplementary testing, test pattern (prototype model) creation, etc.;
- three common use centers, five science-research laboratories.

The second group of agents of infrastructure providing support and stimulation of commercialization of intellectual activity results includes:

- Department of intellectual property, which provides registration and protection of intellectual activity results and contributes to transfer of the developments into real sector of economy;
- Business-incubator, which provides placing and consulting support for University business-teams;
- regional business-catalyst created with the support of Moscow school of management “SKOLKOVO” and JSC “Russian venture company”. At the basis of its functioning lies the principle of acceleration. Business-catalyst is a professional “accelerator” of team training, formed on the basis of high-tech solutions (projects), for the creation of business ready for investing (Makarov and Ugnich, 2015).

At the same time, for the agents of the innovation infrastructure in addition to their quantitative diversity is no less important their functional contents.

Typical problems of functioning of the innovation infrastructure of many Russian universities are the following:

- inefficiency or absence of marketing technologies and competencies, search of commercial customers;
- inactive search of commercializable solutions on the use of IAR;
- absence of active search of copyrightable IAR;
- weak interaction between the departments of science research and developments and the departments responsible for promotion and stimulation of the commercialization of intellectual activity results.

Relying on foreign experience, it can be noted that in the structure of agents providing commercialization of an innovation project may be present as well the agents of financial support (for example, the Applied Research Fund of Tel Aviv University). For Russian universities such structures are characteristic to a lesser degree. Although the attraction of investments through the development of endowment funds has a successful experience, rather conservative Russian legislation regulating market activity of budget recipients (spending units) and development of endowment, does not fully allow to implement various forms of public-private partnership with the participation of the University. In Russian practice the main problem of functioning of the innovation ecosystem of the universities is the absence of unified standards for the activity of all its agents and their weak interconnections. Barrier preventing the interaction of agents within the innovation ecosystem of the University is the discontinuity of communications between the community of developers and the industry itself, the discontinuity between core subdivisions as well as core subdivisions and development team. Applied

research activities are torn off from the needs of potential customers of real economy sector as they are often initiated by the developers within the framework of implementation of thesis works or academic grants. Foreign experience shows that the most successful ways of overcoming discontinuity with industrial enterprises are considered to be the establishment of joint funds for financing developments of early stages (for example, the Fund created by Israeli Company of technology transfer of Weizmann Institute KTT Yeda with the companies Teva and J&J) and work in syndicates (consortia) (The development of innovation ecosystems of universities and research centers, 2015).

As far as the development of innovation ecosystem environment is concerned, many Russian universities face serious challenges of both subjective and objective character. In particular, a serious objective problem of development of the interaction between universities and industrial and business community is the absence of clearly defined requirement of Russian economy in the sphere of technology transfer and IAR commercialization created by the universities. At the same time, the mechanisms of functioning of Russian universities in general are not tuned to either industrial priorities or the priorities of local community, what is manifested at all levels of governance and in all spheres of Universities' activities, although due to intensive reforms of higher educational system, through the programs of development, a gradual forming of innovation ecosystems in leading Russian universities is taking place. Here as an example can be given innovation ecosystems of Lomonosov Moscow State University, ITMO University, Bauman Moscow State Technical University, NRU The Higher School of Economics, Tomsk State University of Control Systems and Radioelectronics and others. The success of innovation ecosystems of these universities is confirmed by a high relative share of income from R&D in total income of the universities (over 20%).

It should be noted that a successful innovation ecosystem of the University forms a suitable environment for commercialization itself; in particular, it can develop the necessary informal institutions such as partnership organizational culture. Partnership organizational culture corresponds to the greatest degree to a successful development of the innovation ecosystem. It contains at its core a dynamic entrepreneurial and creative origin, emphasizing development and acquisition of new opportunities, encouragement of innovation, improvisations, individual initiative and freedom. What is associated with success is the constant development of science research and entrepreneurial initiatives with the aim of providing unique and new products or services. For partnership organizational culture it is characteristic a flexible project-matrix structure. At the heart of the values lies individual, social, cultural and moral creativity. It is partnership organizational culture what will allow the ecosystem of the University to implement the task connected with the formation of the competences of entrepreneurs-universalists who generate ideas, set tasks and resolve technological and organizational discrepancies in the modern world.

In our opinion, in the innovation infrastructure of the University along with the components for the provision of scientific research and their commercialization, must be a third functional constituent, aimed at the formation of partnership organizational culture and the necessary competences in the field of innovation entrepreneurship, marketing of the technologies, protection of intellectual property. The formation of these competences must be secured as a compulsory component in the educational programme of higher professional education for engineering specialties as well as through regular advanced professional training of employees and administrators of the elements of the innovation infrastructure of the University. The interaction of the three functional constituents of the infrastructure of University innovation ecosystem should contribute to the reduction of barriers on the way of commercialization of innovations connected with discontinuity of communications between agents, lack of marketing research, ill-developed partnership organizational culture.

Thus, the prospects of development of innovation ecosystems of the universities, contributing to successful IAR commercialization, are seen in realization of the following directions:

- the formation of precise priorities of scientific and innovation activity;
- the interaction consolidation between different elements of the University ecosystem;
- the development of relationships with venture capital funds and investors;
- the development of cooperation with enterprises of real sector of economy, including through active marketing resources of the University;
- the active search of projects, teams, and competences;
- the development of partnership organizational culture and competences of innovation entrepreneurship.

References

Bgantseva, Y.V. and Kovazhenkov M. A. (2009) Innovation management strategy of commercialization of intellectual property of the University *Economic science*, 9 (58) (in Russian)

Chesbrough, H. (2003). The era of Open innovation. *Sloan Management Review*, 3, 35-44.

Etzkowitz, H. (2003). Innovation in Innovation: The Triple Helix of University-Industry- Government Relations. *Social Science Information* 42(3), 293-338 http://dx.doi.org/10.1177/05390184030423002.
Freeman, C. (1987) *Technology Policy and Economic Performance: Lesson from Japan*. Pinter Publisher.
Fukuda, K. & Watanabe, C. (2008) Japanese and US perspectives on the National Innovation Ecosystem. *Technology in society*. Vol. 30, iss. 1 http://dx.doi.org/10.1016/j.techsoc.2007.10.008.
Jackson, D.J. (2011) *What is an Innovation Ecosystem? National Science Foundation*, Arlington, VA, Retrieved from http://urenio.org/wp-content/uploads/2011/05/What-is-an-Innovation-Ecosystem.pdf.
Lundvall, B.-A. (1992) *National Systems of Innovation. Towards a Theory of Innovation and Interactive Learning*. Pinter Publisher.
Makarov, S. & Ugnich E. (2015) Business-catalysts as Drivers of Regional Innovation Systems. *Foresight-Russia*, vol. 9, 1, 56–67. http://dx.doi.org/10.17323/1995-459x.2015.1.56.67.
Mercan, B. & Goktas D. (2011) Components of Innovation Ecosystems: A Cross-Country Study. *International Research Journal of Finance and Economics*. 76.
Nelson, R. R. & Winter S.G. (1982) *An Evolutionary Theory of Economic Change.* Boston: Harvard University Press.
Osipov, G.V., Strikhanov M.N. & Sheregi F.E. (2014) *The interaction of science and industry: sociological analysis*. Moscow: SFMC (in Russian).
Owen, D.F. (1980) *What is ecology?* Oxford: Oxford University Press.
Problems and solutions: business-incubators and technoparks in Russia (2014). Moscow: RVC, 3-5. (in Russian).
Smorodinskaya, N.V. (2014) Network innovation ecosystems and their role in the dynamization of economic growth. *Innovations*, 7 (189), 27-33 (in Russian).
Tansley, A.G. (1935) The use and abuse of vegetational terms and concept. *Ecology*, 16 (3), 284–307.
Smirnova, V.R. (2015) *Topical issues of Economics and management of intellectual property*. Monograph. Moscow: FSBEI HPE "RSAIP". (in Russian).
The development of innovation ecosystems of universities and research centers (2015). Sankt Petersburg: Ingria, RVC (in Russian).
Wessner, C.W. (2007). *Innovation policies for the 21th century.* (Report of a symposium. ed.). Washington, D.C.: The National Academies Press.
Yonghongm, Wu, Eric W. Welch & Wan-Ling Huang (2014) Commercialization of university inventions: Individual and institutional factors affecting licensing of university patents. *Technovation*, 36-37, 12–25 http://dx.doi.org/10.1016/j.technovation.2014.09.004.

Evolution of Foreign Language Teaching Methods

Ekaterina Mihailovna Kuznetsova

Perm National Research Polytechnic University, Perm, 614990, Komsomolskiy pr., 29

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

The world globalization sets more stringent requirements to high technical school graduates. Besides professional competences including a certain number of skills a modern specialist must not only be a master in his/her field but in compliance with the Federal State Educational Standards of Higher Professional Education is able to read foreign scientific and technical literature, find out necessary information and apply the results in a proper way in his professional activity both in native and foreign languages. The students' level of mastering the language directly depends on the teaching methods being used.

Keywords: *teaching methods, foreign language education, higher education.*

1. Introduction

Over the centuries there were various methods of foreign language teaching, teaching goals and objectives, schools and teaching approaches. The new teaching methods were developed due to the demand of the state at first and society later in foreign language learning. The scholars tried to find the universal teaching method in different sciences: Philosophy, Psychology, Linguistics etc.

Nowadays the foreign language teacher at high school is to help the students to correct the gaps in their language knowledge at the short time and to teach them using the foreign language as a tool of getting professional knowledge and skills as well. It should be mentioned that the theory and practice knowledge of foreign language teaching at various stages enables the teacher "to see the methodical thought in the broad educational prospect," (Gusevskaya, 2013) and combine different methods and approaches in the work, taking into account their advantages and disadvantages. The following scientists studied the history of foreign language teaching methods: B. Björkman, K. A. Ganshina, N. I. Gez, G. O. Hellekjær, B. Kumaravadivelu, V. E. Raushenbakh, Jack Richards, E. Roulet, L. V. Shsherba, F. C. Sierra. Academician A. A. Mirolyubov made a great contribution into foreign language teaching methods structuring, having published his book "The History of Native Foreign Language Teaching Methods".

According to the analysis of scientific-pedagogical and methodical literature, foreign language learning can be traced back into ancient days. In her book "Studied in Rus. History of Education in Russia" Olga (Kolpakova, 2011) writes that already in 988 A.D. three hundred children were taken "to be taught bookish". The first "bookish teachers" were Greek priests invited specially to teach Russian people the Greek language. The teaching, of course, had a practical nature, as the spreading of the new world outlook (Christianity) required literate people who were able to translate and rewrite liturgical books. The country needed the educated priests speaking not Greek and Latin but the native language understandable to the Russian people. Over the years Russia was turning into the great power with developed trade links. In the 18th century the Russian state needed not only priests but craftsmen, merchants and service class.

2. Methods of Teaching Foreign Languages

2.1 The grammar-translation method.

During the reign of Peter the Great a great number of educational institutions (special schools, professional and classical schools) were opened. Their aim was not only to train specialists for the state and church but to train skilled workers in various fields (seamen, builders, workmen, translators). It was in these years when the learning of Latin and ancient Greek was followed by the learning of an additional foreign language that became the official educational subject. Latin, however, remaining the standard of systemacity and consistency as before, the teaching of "living" language was the grammar-translation method based on (XVIII-XIX). The proponents of this school V. Gumboldt, D. Gamilton, G. Ollendorf

considered the language to be a system and since the grammar was the most systematic language level, in teaching the emphasis was made on thorough grammatical system language learning. (Celce-Murcia,1991) Besides, the priority of learning grammar resulted from the prevailing at that time opinion that grammar reflected the logic of thinking and therefore grammar exercises learnt to think.

The cornerstone of education was the written language since only it reflected the true language. Therefore, the texts were the main material the education was based on, P. Gleizer and EH. Pettsol'd (Glejzer , Pettsold , 1912) stated that " The texts for reading were chosen according to their suitability to reflect the grammar material being studied in the best way."(Solontsova, 2009) Some proponents of this method (Heinrich Ollendorf and others) considered the educational text content was to repulse but not to attract schoolchildren for in studying grammar it was important to master the grammar not the text. (Kashina, 2006)

To control the level of understanding grammar the students were to translate from the native language, the sentences not being connected with each other in the meaning:" Lions, bears and elephants are strong", "This bear has a niece and a nephew ", "These camels wrote their lesson of Russian language"(Bik,1890). The vocabulary was considered to be only the illustration for grammar learning. The words were recommended to learn out of context as the isolated units since they were supposed to differ from each other only by sound and graphic but not by the meaning, compatibility etc. (Solontsova, 2009)

In spite of the fact that this method made it possible to understand the grammar of the language being learned thoroughly it couldn't provide elementary communicative skills. The students could hardly express their thoughts and were not able to communicate with the native speakers. Also, translating word for word is wrong because exact translation is not always possible or correct. Moreover, translation is nowadays considered an index of one's language proficiency. (http://hubpages.com/hub/Foreign-language-teaching-methods-approaches)

2.2 Textual-translation method.

At the end of the 18th century there appeared a variety of the grammar-translation method –textual-translation method. According to the representatives of this method (J. Jacotot, G. Langenstein, J. Toussaint) the training goal was the students' overall development in reading classical literature. The content and stylistic features of the text became more important.

In some textbooks there was the line arrangement of the texts: in the first line there was a text in a foreign language, in the second line there was its transcription and the third line contained its literal translation, with the grammar structure being the same as in the foreign language. Having repeated the text after the teacher many times and having read the transcription the students were to analyze the translation and propose the appropriate literature translation. Thereby, the pronunciation was practiced, the analysis, vocabulary and grammar learning was carried out. Unlike the representatives of the grammar-translation method the proponents of the textual-translation method didn't study the grammar in detail they used and analyzed only the material that was in the text. Therefore, the grammar teaching was irregular. The vocabulary, as before, was formed by the mechanical learning of separate words and texts in the foreign language. The representatives of this method, however, made a great contribution in the language teaching methods having used for the first time the translation from the native language into the foreign one.

We quite agree with the conclusions of the authors of the book "Foreign Language Teaching Methods at the Secondary School" (Gez et al ,1982) that for the first time in the history of teaching methods the translation methods of the foreign language teaching had serious drawbacks. Firstly, they were badly directed towards the language acquisition as communication means even for reading training. The main task was only general education, it being understood as the development of logical thinking as a result of grammar learning and as the general development as a result of accidental grammar learning during text studying. Secondly, the characteristic feature of these methods was form and content separation. In the grammar-translation method all attention was focused on the form, with the content being disregarded. In the textual-translation method the texts were not always available since the grammar was studied unsystematically and the students were badly prepared to its perception. Thirdly, the language learning was based on the grammar and logic identification, on the dead language recognition as the ideal and on the disregarding of the living languages specific features.

2.3 Direct methods

At the end of the 19th century the translation methods were replaced by the direct methods of foreign language teaching. Their main goal was mastering the oral communication. In their book (Foreign Language Teaching Methods at the

Secondary School) the authors state that besides the existing social-economic conditions the search for new teaching methods and approaches was caused by the convergence of such sciences as Psychology and Linguistics. In Linguistics there appeared a new psychological school headed by a linguist and psychologist Hermann Steinthal. The school itself didn't influence the teaching methods but it became the intermediate link between the logical school (it studied the language in its relation to thinking and knowledge) and the neogrammarian school (it considered the language as an individual psychophysical and psychophysiological activity). The neogrammarian school made a great influence on the language teaching theory. The scholars of this school studied the similarities in the language based on the psychological associations in the mind of the person speaking. The achievements in Psychology also influenced the direct method development. In the works devoted to the language the founder of the experimental psychology W. Wundt, being a follower of the associanism, stated that the speech was a kind of activity where acoustic and motoric sensations were of great importance. During speaking the sentence arises in the man's consciousness as an integral product. It is this thought that is traced in the natural method proponent concept who considered the sentence to be the center of an oral statement. Another method was represented by the Würzburg school studying the man's thinking and its forms. The scholars of this school stated the proposition was neither connected with speech nor with sensory perception. The speech was to be taught by mechanical way. The foreign language teaching methods were also influenced in some way by Geshtalt psychology. The scientists of this school considered the primary and foremost learning task to be the understanding the whole but not the separate elements. They paid great attention to the imitation during teaching, especially language teaching.

Hence, it follows that the Pedagogics couldn't stay at the same place. It required the reforms meeting the social necessities of that time for foreign language fluency. The new school, however, was created by theorists-practicians having no sufficient proof for scientific explanations of their methods. They were guided only by their teaching feeling.

There developed the direct teaching methods among them natural approach, direct, audiovisual and aural-oral methods.

The most distinguished representatives of the natural method M. Berlitz, F. Gouin, M. Walter thought that to learn a foreign language quickly and thoroughly was possible only by reconstructing the verbal environment. Despite some differences their teaching concepts had something in common namely the total exclusion of the native language from the foreign language immersion process. " If we give the meaning of a new word, either by translation into the home language or by an equivalent in the same language, as soon as we introduce it, we weaken the impression which the word makes on the mind" (Billows, 1961) The main goal was practical oral speech acquisition. The teaching was to proceed by intuition like the child mastered his native language.

Up to date in some countries there are schools where teaching is based on Berlitz's methods. He believed that it was necessary to exclude the native language entirely from the foreign language teaching and moreover it was quite essential to teach thinking in a foreign language. The lesson based on his methods consists of the following basic stages: explaining the new vocabulary by means of objects (or their pictures), gestures, explanations in a foreign language etc.; the teacher's conversation with the audience or with himself; conversations or short descriptions of the pictures by the students. Berlitz advised to teach the grammar first as the vocabulary and not systematically but occasionally. The abstract concepts were to be explained by revealing their meanings from the context. Berlitz's system pursued the specific practical goals.(Raushenbakh, 1971)

The other representatives of this school F. Gouin and M. Walter adhered to the same teaching concepts but they introduced new techniques for creating the natural verbal environment.

In the field of Pedagogics Gouin followed J. Pestalozzi's ideas and his doctrine about sense-visual perception and in the field of Psychology he followed H. Steinthal's ideas who considered the language processes to be the reflection of man's mental activity.(Raushenbakh, 1971)

Having studied the teaching and methodical literature we found out an interesting fact that while observing the children Gouin revealed that in the native language the children accompanied their playing with toys with comments in the chronological sequence. It was this case that caused the creation of his own original methods that was based on the following principles: the natural language teaching is connected with the man's needs to express his feelings; the teaching basis is to be a sentence but not a word; the most reliable and effective perception is the auditory one therefore the primary teaching means is to be oral speech but not reading and writing. The center of any sentence is the verb that is the key to its understanding. The new feature of his system is that the vocabulary semantization is carried out by means of "internal visualization" that is based on the logic sequence of the actions being made.

Walter's characteristic feature was that he accompanied each lesson with playing organizing a kind of theatre performance where the students were the actors. Considering the sense perception of the surrounding world to be very important he tried to bring the teaching closer to the students' acquaintance with the country they learned the language

of. While teaching the German language in Scotland he made his classroom to be looked like a pub.

Following the principles of associative psychology he stated that it was much easier to remember the material if it was organized by creating the associations. As L. P. Solontsova stated: "It should be noticed that M. Walter for the first time in the history of linguistics arranged the vocabulary into groups as the means for its learning and remembering. He suggested organizing the words into different groups: synonyms and antonyms, words belonging to the same topic, paronymous words."

Nowadays the teaching methods specialists consider his methods of describing pictures to be interesting. In describing a picture he advised to emphasize the forms of the object, its physical characteristics (size, form, colour etc.), the actions with this object and its usage.

Despite the new approaches into the teaching methods, however, the natural method was severely criticized by the linguists and psychologists because of having insufficient scientific basis. At the turn of the 20th century the direct method of foreign language teaching was derived from the natural method. The main advantage of this teaching method unlike the natural one was that it was developed by such prominent scientists as O. Jespersen, H. Sweet, P. Passy, V. Fiester. The direct method was called so because its proponents identified the foreign language word directly with its concept without using the native language word.

It should be noted that these two methods had much in common. Both the natural and direct methods were aimed at practical language skills that were limited to teaching the oral communication skills but the direct method followers broadened the concept "practical skills" by adding the teaching of reading.

The direct method as well as the natural one eliminated the native language usage and translation. According to the authors of the textbook "Foreign Language Teaching Methods at the Secondary School" the denial to use the translation was caused by the prevailing at that time linguistic theory that stated each language reflected different world outlook. Therefore, the translation in the strict sense of this word was impossible since each nation had its own paradigm.

The vocabulary selection for the lessons was determined by the topics and communication situations taken from the real life and the grammar material to be learned was to correspond with the existing at that time language norm. The scientists who developed this method advised to use induction at the lessons i.e. the students were to observe the language model usage at speech and to find the language patterns by themselves. The teacher, thereafter, arranged these language patterns into a certain system by means of rules and instructions. (Shchukin,2004)

The essential difference between the direct and natural methods was that the former restricted to some extent the language material not only the vocabulary but grammar and phonetics as well. The phonetic material was for the first time scientifically selected and significantly broadened. (Gez et al,1982)

Unlike the direct method spread in Europe its features were somewhat different in Russia. Its proponents didn't so strongly object to the native language usage. They allowed its using as a means of the word semantization and understanding control. L. V. Shcherba wrote the following about the direct method: "Though the direct method intention to make the foreign language knowledge totally independent from the native language and to prevent it from the influence of the latter is quite legitimate and methodically right in its essence nevertheless it absolutely fails in practice: the environment is stronger all these tricks the direct method dictates and the native language negatively affects the students' foreign language. The requirement to manage without the native language often causes the great time, energy and ingenuity expenditures that are quite wasteful in most cases since the complete understanding usually comes after the student's finding his own equivalent in the native language. Moreover this requirement makes it quite impossible to explain the students more subtle language phenomena that leads to the devaluation of foreign language learning from the educational point of view." (Shsherba,1974)

A. A. Mirolyubov in his works also quoted the famous teaching specialists and scientists confirming the necessity of foreign language usage. E. Bik stated:" I am far from rejecting the benefit of the students' acquaintance with the living speech but I can't, however, agree with the native language removal at the beginning of the foreign language learning because while rendering the meaning of a given phrase from the language being learnt into the native one we develop the ability to the unconscious learning and thus contribute to the language spirit understanding and especially speech patterns that become noticeable only with the native language assistance." The author also quotes the great Russian educator K. D. Ushinskiy that in translating from the foreign language it is not enough to understand the thought being translated thoroughly, to catch all its shades but it is by far more important to find the appropriate expression in the native language. Mind, intellect, imagination, memory, speech are to be trained simultaneously. According to A. A. Mirolyubov the "Russian version" development of the direct method is also explained by the Russian and West-European language difference. The similarity of West-European languages made it possible to develop education without using the students' native language. It was impossible to do it in Russia.

The direct method representatives made considerable contribution in the foreign language teaching methods.

2.4 Neodirect methods

In the 20th century there appeared the new variants of the direct method-neodirect ones that were divided into the Palmer's oral method, audiolingual and audiovisual methods. All these methods were based on the basic positions of direct method but each representative of the new method tried to renew and improve his approach of foreign language teaching.

In his teaching concept Harold Palmer, an English educator and teaching specialist shared the linguistic ideas of sociological school (F, de Saussure, A. Meilett), behaviourist psychology (E. Thorndike, J. Watson) and pragmatical pedagogics (J. Dewey). Each of them in V. E. Raushenbakh' opinion didn't recognize the language and thinking integrity, considered the language to be an abstract phenomenon. This viewpoint at the language promoted the consciousness in the language learning wasn't almost used and was replaced by mechanical methods that were to cause the appropriate physiological (e.g. speech) reflexes. (Raushenbakh, 1971)

Palmer being the proponent of the intuitive language learning entirely shared the direct ideas about the students' immersion into the language medium. He thought that many failures in foreign language teaching were caused by the fact that the students were required to answer the questions by all means therefore at the beginning of the language learning he introduced the so-called "latent period" (up to two months) when the students were only to listen and immerse into the foreign speech developing the aural memory. The repetitive drilling is the basis of any language learning and it is referred to both the separate words and phrases and sentences. In his opinion the perceptual memorizing and repetitive drilling made it possible to avoid mistakes.

Palmer's main contribution was the teaching content rationalization. For the first time he structured the vocabulary being learned selecting it on the basis of linguistic and teaching principles: 1) frequency- a lexical unit usage rate compared with other ones, with the different meanings of one and the same word being considered separately; 2) structural combinatory- the lexical unit ability as a sentence element (ergon) to combine with others; 3) concretion- the lexical units meaning concrete concepts should be included in the basic vocabulary in the first place as they could be semantized by means of visual aids; 4) proportionality- the proportion of different parts of speech in the basic vocabulary must be the same as in the natural language; 5) appropriateness- if it belongs to the same semantic group as the previously selected words. (Gez et al,1982)

The requirements to the text selection that are used in the teaching process are also rather notable. The text content must be of interest to the students and correspond to their age, they must contain only the things known to the students and the subject texts must be preferred due to their greater suitability to the oral speech mastering. As far as the vocabulary and language material is concerned the texts must consist of strictly selected vocabulary and at the initial level they must contain up to 95% of these words, with the meaning of the unknown words being understood by the students from the context.

Palmer made some rationalization into the grammar teaching as well. In his work "A Hundred of Substitution Tables" he selected the main sentence types most frequently used in the language and created the substitution tables on their basis. (Palmer,1923)The major goal of these tables was to help structuring secondary constructions on the basis of vocabulary unit combinatory. The students were to make up sentences quickly. Such drillings were repeated a lot of times and the students mastered a great number of sentences. Unlike the direct method representatives Palmer tried to arrange the exercises into a definite sequence i.e. system. He proposed to create a system of exercises considering the following student action sequence: perception, recognition, semi-free reproduction and free reproduction. It was a serious advance in the teaching methods. (Solontsova, 2009)

Palmer's ideas can be found in the modern methods of foreign language teaching. The idea of substitution tables is widely used now, both the grammar and the vocabulary substitution tables being quite popular. The idea of type sentences as one of the speech development basis was used by N. S. Koblents in his "synthetic method". A. P. Starkov and G. E. Vedel used oral introduction course based on Palmer's ideas in the Soviet schools in the 30s of the 20th century.

Palmer's oral method considerably influenced the audiolingual and audiovisual method development.

The audiolingual method representatives, a linguist-structuralist Ch. Freeze and a teaching method specialist R. Lado shared the ideas of the famous at that time linguist L. Blumfield about the language. Blumfield considered the speech communication to be divided into the stimulus (influence) and the "reaction' (back action)(Blumfield, 1968). This method goal, therefore, according to Freeze and Lado was the development of necessary automatic reactions on the appropriate stimuli. The usage of perception auditory channel, multiple listening and repetition of foreign structures after the teacher results in such speech automatic reaction formation.

The representatives of this teaching method paid special attention to the sound (phonetic) aspect of the language

being learned. Following Blumfield's proposition that different sounds had different meanings in human speech;" learning this specific sound-meaning correspondence meant the language learning" (Blumfield) Ch. Freeze and R. Lado came to the conclusion that " the language basis was its sound system and structures". According to this statement the language teaching course should contain everything related to the language sound system (sounds, intonation, rhythm, stress, pauses). (Solontsova, 2009)

The culture of the country which language was learnt was also of great importance since regarding the language as the reflection of history, culture and mode of life of the people who spoke that language R. Lado thought that foreign language learning was inseparably connected with the penetration into the culture of its people as they were inseparable and couldn't be understood separately. One cannot understand other nation (and its language) without acquiring its system of ideas that in its turn is possible only using the language of this nation as its native speakers use other ideas. The penetration into the nation culture, the knowledge of its system of ideas has both educational and practical meaning. (Belyaev,1965)

Simultaneously with the audiulingual method in the USA there was developed an audiovisual method in France whose developers were considered to be R. Gouberina, P. Rivenc, C. Gougenheim, R. Michea. The representatives of this method advanced no new original methodological concepts except the wide usage of audial and visual aids. The vocabulary selection of material determined the goals set before this method: teaching the language of everyday communication in oral form and in undertime. Though this method was aimed at the adults its elements in the form of situational dialogues reflecting the real life of the country which language was used, its culture and traditions can be found in modern textbooks teaching foreign languages.

The advantages of these two methods are the opening of the first language laboratories, the wide usage of new modern equipment and visual aids increasing the learner motivation in foreign language learning. The texts and dialogues about the history, culture and traditions of the country which language is learned expand the outlook and encourage the learners' speech activity.

In spite of these contributions, audionlingualism was also criticized in many ways. First, its theoretic foundation was attacked as being unsound both in terms of language theory and learning theory by Chomsky's theory of TG grammar; second, the practical results fell short of expectations and students were often found to be unable to transfer skills acquired through Audiolingualism to real communication outside the classroom. Therefore, it ignores the communicative competence in teaching practice (LIU Qing-xue & SHI Jin-fang, 2007).

2.5 Communicative method

In the 40s of the last century the Soviet teaching authorities realized the inefficiency of certain foreign language aspect teaching and the necessity of development a new linguistic theory that would include the teaching of each speech activity aspect. First of all the learning consciousness was gradually increasing. The psychological and pedagogical researches convincingly showed that the most important condition of the skill formation efficiency was the consciousness in its mastering action comprehension but not the mechanical skill acquisition, conscious but not intuitive language mastering.(Gez et al,1982)

As the goal definition changed ("language teaching"- "speech teaching"- "speech activity teaching"- and at last "communication teaching") the teaching system was also to change. (Passov,1991) After thorough reconsideration and analysis of the existing methods E. I. Passov suggested a new communicative method. The peculiarity of this method was the attempt to make the foreign language teaching process closer to the real communication process where the teaching process was the communication process model.

In his book "The Communicative Method of Teaching Foreign Speaking" E. I. Passov (Passov,1991) revealed in details the notion of communicativeness. In his opinion the main features of communicativeness were: 1) speech orientation of the teaching process that causes speech-thinking activity that is the basis of the communicative teaching process.

2) individualization of the speech activity teaching i.e. taking into account each individual attributes of the learners: their abilities, their skills to fulfill speech and learning activity and most of all their personality attributes. In teaching foreign speech activity the individual reaction is possible only if a speech task facing the learner will correspond to his needs and interests as an individual. To cause the appropriate response, therefore, it is necessary to take into account the individual and personal features: life experience, outlook, spheres of interests, hobbies etc.

3) functionality. Language proficiency skill formation takes place as a result of speaking when a speaker has a certain speech task. The speech tasks set determine the topics and communication speech situations that are thoroughly selected. It is very important to eliminate the translation from the skill development process since the acquisition of

speech facilities system in one language should be formed by exercising with this system inside it but not by comparing speech facilities system of another language.

4) situatedness of teaching. Situatedness makes it possible to reconstruct the communicative reality and thus to arouse interest by speaking authenticity.

5) novelty. Novelty provides the necessary development of speech ability, the ability to paraphrase and the ability to the unprepared speech.

Today Communicated method can be seen as a set of core principles about language learning and teaching, as summarized above, assumptions which can be applied in different ways and which address different aspects of the processes of teaching and learning. Some focus centrally on the input to the learning process. Thus content-based teaching stresses that the content or subject matter of teaching drives the whole language learning process. Some teaching proposals focus more directly on instructional processes. Others, such as competency-based instruction and text-based teaching, focus on the outcomes of learning and use outcomes or products as the starting point in planning teaching. Today Communicated method continues in its classic form as seen in the huge range of course books and other teaching resources that cite Communicated method as the source of their methodology. In addition, it has influenced many other language teaching approaches that subscribe to a similar philosophy of language teaching. (Richards, 2001)

3. Research Question

The study answered the research question: Which teaching method was the most suitable for studying English as a second foreign language?

4. Context of the Study

The research was conducted with 60 students of technical departments from Perm National Research Polytechnic University during the second semester for the academic year 2012/2013. Students were divided into 3 groups, the size of the groups was similar (20, 20, 20). The three groups were different from one another in terms of the teaching method type: grammar-translation method (GTM), direct method (DM) and communicative method (CM).

The GTM group was taught and learnt English based on the grammar-translation method approach. Written language was superior to spoken one. Increasing of students' vocabulary was by the means of memorization of long lists of vocabulary with their equivalents in the students' native language.

The DM group was taught according to direct method technique. Russian language was excluded from the learning process. The majority of time was avoided to oral communication such as topics, dialogs and role plays. As grammar was taught inductively, students should determine a regularity of a grammatical phenomenon usage relying on studied drills.

And in the CM group training was in accordance with communicative method strategy. The aim of language teaching was to develop communicative competence. All exercises were connected with the necessity of real communication situation reconstruction.

5. Results

After 3 months of implementing the study, all students (three groups) had the similar final exam in compliance with the ederal State Educational Standards of Higher Professional Education. The average score in the GTM group was 3.5, in spite of the aims set this method couldn't meet the requirements to the language proficiency level. Regardless the evident, practical training goals and high results in reading and translation teaching the grammar-translation method was not directed towards the language mastering as communication means. The average score in the DM group was 4.3 and this result showed that students could keep the conversation but relaying on the learnt phrases and drills. A great difficulty students had in translating a specialized professional text since the direct method implied an intuitional language teaching approach, students hardly ever could give an equivalent of a highly specialized term in their native language. And the highest result with the average score 4.7 showed the CM group. Students could communicate their thoughts rather clearly, they didn't feel any difficulties expressing their ideas. But there were certain imperfections also. And the first one was that students didn't pay attention on the grammatical side of their speech stressing on WHAT I want to say but not HOW. And being taught to communicate orally, a weak point of the students in this group was writing an essay. The majority of the students followed the spoken style didn't focus on the structuring their thoughts according to the plan of the essay.

6. Discussion and Conclusion

So, as far as we can see during all its history the foreign language teaching methods changed a lot of times emphasizing reading, translating or audition or combining these processes. Each method possesses its own certain importance and answers the specifically set pedagogical tasks e.g. grammar and textual-translation methods are better suited for grammar material training before tests, direct methods are more appropriate for language medium immersion and for reconstructing the real communication situations, visual aids assist to represent visually and to systemize the unknown material. The teaching literature review makes it possible to state that nowadays there is no an ideal, universal method yet that would enable to cover all the aspects in such a short time given to the foreign language learning in a technical high school. The combination of the existing methods known and the teacher's qualification, therefore, enables to make the lessons interesting and effective.

On the basis of the foregoing we can conclude that during the whole history of foreign language teaching methods development methodologists and teachers highlighted different types of speech activities (reading, listening, translation) focusing on a particular era goal. In addition, each method has its own specific value and responds to specific pedagogical objectives set.

Thus, historiographical analysis of foreign language teaching methods has allowed identifying ways to integrate different methods in the practice of language education. In our point of view, for students studying at the technical departments it would be useful applying grammar- textual-translated methods for an explanation and revision of the grammar materials at the pre- text stage. Direct and communicative methods can be used to stimulate communication situations in the language environment. And using of visualization tools helps to present and organize new material and to create an outer support of speech acts.

References

Belyaev B.V. Essays on the psychology of teaching foreign languageshttp://gigabaza.ru/doc/73625-pall.html
Bik E.A The Analitico-Synthetic Method of Foreign Language Teaching / Russkaya shkola. – 1890. - №5.
Billows F. L. The techniques of language teaching. London: Longman, 1961, DOI: 10.2307/321360
Blumfield L. Language. M.: Progress, 1968.
Foreign Language Teaching Methods at the Secondary School: textbook/Gez N. I., Lyakhovitskij M. V., Mirolyubov A.A. i dr. –1982.
Glejzer P., Pettsold EH., German textbook ch. II. Izd. 10. - S. - Peterburg, 1912.
Gusevskaya N.YU. Language Teaching Theory and Methods. Proceedings ZabGu. 2013. №6 (53)
Harold E. Palmer. The oral method of teaching languages. Cambridge,1923
Hub pages. ESL Methods - English Language Teaching. http://hubpages.com/hub/Foreign-language-teaching-methods-approaches
Kashina E.G. Traditions and innovations in the methodology of a foreign language teaching. Student's book. – Samara: Izd-vo « Univers-grupp», 2006.
Kolpakova. O. Studied in Rus. History of Education in Russia. Izdatel'stvo: Belyj gorod God: 2011
Kumaravadivelu B. Undestending language teaching. Taylor & Francis e-Library, 2008.
LIU Qing-xue, SHI Jin-fang. An Analysis of Language Teaching Approaches and Methods —Effectiveness and Weakness. US-China Education Review, Jan. 2007, Volume 4, No.1
Passov E. I. Passov E. I. Communicative Method of Teaching Foreign Speaking – 2-d ed. – M.: Prosveshhenie, 1991.
Raushenbakh V.EH. The Abstract of the Basic Foreign Language Teaching Methods in the 1-20th Centuries- M.: high school, 1971.
Shchukin A.N. Teaching foreign languages: Theory and practice. Training manual for teachers and students. M.: Filomatis, 2004.
Shsherba L. V. The Foreign Language Teaching at School: General Methodic Questions.-2nd ed.-M., 1974.
Solontsova L.P. A textbook for students of pedagogical specialties and foreign languages teachers of different types of educational institutions. Pavlodar: PGPI, 2009.
Richards, Jack; Rodgers Theodore. Approaches and Methods in Language Teaching. Cambridge: Cambridge University Press, 2001, DOI: http://dx.doi.org/10.1017/CBO9780511667305
Celce-Murcia, Marianne. Language Teaching Approaches: An Overview. Teaching English as a Second or Foreign Language. Heinle & Heinle Publishers. 1991.

Dulce et Utile: A Pedagogical Inquiry into Rumi's Story of *The Lion and the Beasts of Chase*

Hossein Fathi Pishosta

Member of the Academic Board of Rafsanjan Vali-e-Asr University, Rafsanjan, Kerman (Iran)
Corresponding author: fathi.hoss@gmail.com

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

Rumi's opus magnum or 'great work' the Mathnawi provides readers with a fine example of the sugar-coated formula proposed by the leading Roman poet, Horace: "dulce et utile": Poetry should simultaneously teach and delight the reader. The pedagogical dimension of Rumi's work has not been much addressed by scholars and researchers; hence this study addresses the issue by drawing on the story of The lion and the Beasts of Chase from the Mathnawi. It highlights the contribution of several artistic and narrative elements to the pedagogical appeal of Rumi's masterpiece and their educational implications for both teachers and learners. Rumi's use of narrative techniques such as the story-within-story or the frame-story technique, allegory, symbolism, repartee and the principle of bi-polarity, allusion, repetition, and concentration or epigrammatic quality in the story suggest that he not only highlights the content of education but also the form of education; it is, indeed, the form or framework of the Mathnawi and the poet's teaching methodology that makes it a landmark text for readers. Although the artistic unity of the work has been the subject of much critical controversy, nevertheless, this study argues for the work's organic unity at both semantic and structural levels. A pedagogical inquiry into Rumi's work delineates the universal charm of his art and makes the case for taking into account questions of delightful teaching.

Keywords: *Pedagogical, Rumi, the Mathnawi, The lion and the Beasts of Chase*

1. Introduction

Nowadays, the significance of pedagogical approaches is much highlighted in learning environments and teachers have access to a multiplicity of approaches so that learners develop a variety of options to construct their knowledge. Indeed, the effectiveness of learning depends to a great extent on the methodology based on which instructors present their educational content. Teaching strategies are used in varying ways in different disciplines. Like other disciplines, in teaching literature learning is enhanced especially when learners are engaged in the learning process and are motivated to follow the whole process. This is the point that is best projected in the *Mathnawi* of the celebrated Persian poet and mystic Jalal-al-Din Rumi (1207-1273). The pedagogical aspect of Rumi's masterpiece *Mathnawi* has not been much the focus of critical attention; hence this study undertakes the issue and aims at elucidating the various teaching strategies employed by the poet in the work. This, in itself, paves the way for further studies in this regard.

As one of the world's greatest masterpieces of mystical literature, Rumi's *Mathnawi* depicts the main themes of Sufism and various facets of human life including the social, moral, humanistic, psychological, and philosophical dimensions. In doing so, Rumi makes use of stories which are of great pedagogical and artistic significance. The work, in deed, provides readers with a fine example of the maxim referred to by the much acclaimed Roman Poet Horace (65-8 BC) in his *Ars Poetica (Art of Poetry)*: dulce et utile; holding the poet in very high esteem, Horace observes that poetry should be both pleasing and useful (dulce et utile): "The man who combines pleasure with usefulness wins every suffrage, delighting the reader and also giving him advice" (p. 130). Discussions regarding the work's organization and structure have also proved to be a site of controversy among critics.

On the one hand a number of critics have referred to the poem's causal and rambling organization; according to Browne (1951) the *Mathnawi*:

> *Contains a great number of rambling anecdotes of the most various character, some sublime and dignified, others grotesque and even (to our ideas) disgusting, interspersed with mystical and theological digressions, often of the most abstruse character, in sharp contrast with the narrative portions, which, though presenting some peculiarities in diction, are as a rule couched in very simple and plain language. (p. 520)*

In the same vein, Chittick (1983) observes that the *Mathnawi* is "a rambling collection of anecdotes and tales derived from a great variety of sources, from the Qur'an to the folk humour of the day" (p. 6).

On the other hand, some critics have argued for the poem's structural unity. In this regard, Nicholson observes that: "Anyone who reads the poem attentively will observe that its structure is far from being as causal as it looks. To say that "the stories follow each other in no order" is entirely wrong: they are bound together by subtle links and transitions arising from the poet's development of his theme; and each Book forms an artistic whole" (as cited in Weightman, 2003, p. 12).

This study presents a pedagogical inquiry into the story of *The lion and the Beasts of Chase* from Rumi's *Mathnawi*. It investigates the contribution of several narrative and artistic elements to the educational appeal of the poem; finally, it presents an analysis of the work's structure and organization.

2. The Pedagogical Appeal of the *Mathnawi*

The pedagogical appeal of *the Mathnawi* is due to the functioning of several artistic and narrative elements employed by Rumi; among these elements is Rumi's use of the frame-story or the story-within-story technique. The poet embeds within some main narratives other stories and anecdotes; these secondary stories not only have their own integrity and unity, but they also function as a chain in the whole narrative. This method of storytelling is to some extent similar to the procedure employed in *The Thousand and One Nights*. Geoffrey Chaucer in his *Canterbury Tales* and Boccaccio in his *Decamron*, also employ somewhat similar narrative techniques. In this regard, Jamalzadeh (1957) mentions that the majority of stories remind one of a tree that from its trunk many branches grow (P. 13). That is, the *Mathnawi* is like a tree and the narratives constitute its branches. It is an organic structure and has the quality of livelihood and freshness. This method of narration as Jamalzadeh suggests can be called 'the circle within circle' technique. When a drop of rain falls in a pool, a circle is formed, then within the same circle many other circles are formed (ibid.). Each circle is a separate narrative, has its own roundness and completeness and simultaneously functions as a link within the whole poem. The story of *The lion and the Beasts of Chase* is a good example of the case; it opens when the poet in the last line of the previous narrative mentions:

> *Seek the story (illustrating this) from the book of Kalila (and Dimna), and search out the moral (contained) in the story. (M I, 899)*

The pedagogical appeal of Rumi's work also manifests itself in his use of allegory. Various literary genres can be classified as types of allegory, in that they all narrate though in varied forms "one coherent set of circumstances which are intended to signify a second order of correlated meanings" (Abrams & Harpham, 2005, P. 7). The significance of Rumi's work is due to the fact that while he is narrating a simple tale, at the same time the subtlest mystical subjects as well as different aspects of everyday life are very beautifully portrayed. According to A.J. Arberry (1961) the material which makes up the *Mathnawi* can be divided into two different though by no means distinct categories: "theoretical discussion of principal themes of Sufi's mystical life and doctrine, and stories or fables intended to illustrate those themes as they arise" (P. II).

One type of allegory is the beast fable; some stories in the *Mathnawi* such as *The lion, The Wolf and the Fox, The Falcon and the Owls, The Mouse and the Camel* are beast fables in which certain animals talk and act like the human beings of which they are representatives and Rumi through them brings home for the reader his didactic teachings. These stories are so pregnant with meaning that one can read them at several levels. The story of *The Lion and the Beasts of Chase* is about a group of animals who are chased and harassed by a lion in a lush valley. The narrative can be read at least at two levels. As a pure tale or story of incident the focus of the story is on the course and the outcome of the events; a group of animals being in trouble by a lion contrive a plan against him and finally bring his downfall through the scheming of a hare which lures the lion into a well. At this level the story becomes entertainment; however the aim of Rumi's narrative is not mere story-telling; the poem has some idea or theme beyond its artistic and well-wrought framework that is of central significance. It can be read as an allegory of the obstacles that a wayfarer or even a common person faces in the valley of life. It is a parable and poses a dilemma for everyone, that is, how can one solve some problems and achieve his /her goals.

In addition to allegory, symbolism is one of the main aspects of Rumi's narratives. A literary symbol is defined as "a word or phrase that signifies an object or event which in its turn signifies something, or suggests a range of reference beyond itself" (Abrams & Harpham, 2005, p. 320). Symbols are highly suggestive and enjoy a higher mode of artistic expression; they may be "public or private, universal or local" (Cuddon, 1999, p. 885). Rumi's symbolism is universal and

transcends its geographical boundaries. The story of *The Lion and the Beasts of Chase* is highly symbolic. The climax of the story comes when the lion accepts the daily ration that beasts of the symbolic valley propose him provided that he no longer should hide in ambush and spring on and kill them. This submission to the will of animals proves as his tragic flaw and brings about his final downfall. The hare, a symbol of wisdom in the story, tricks the lion to jump into the symbolic well. What is interesting about Rumi's narrative is that even at the level of symbolism the story takes divergent dimensions. On the one hand, the lion may be regarded as the symbol of the spirit (ruh) which is infected by the beasts representing the Nafs or the flesh and hence the lion is finally defeated; at the beginning of the story, the lion says that:

> *I'm done to death by the cunning and fraud of men, I am beaten by the sting of (human) snake and scorpion;*
> *But worth than all men in fraud and spite is the man of the flesh (nafs) lying in wait within me.*
> *(M I, 905-906)*

On the other hand, the animals represent the spirit (ruh) which is invaded by the Nafs, the epitome of which is the lion. Here it is a question of reading; Joseph (1997) suggests that since the final victory is achieved by the beasts, the second interpretation seems more likely (pp.13-14), but it still remains problematic. This illustrates the depth of Rumi's symbolism. In the story of *The Merchant and the Parrot,* Rumi mentions that:

> *When I speak of "lip", it's the lip (shore) of the Sea; when I Say "not" the intended meaning is "except".*
> *(M I, 1759)*

Repartee or verbal fencing is another artistic element in Rumi's *Mathnawi* which enhances its pedagogical delight. The poet usually puts forward two opposing attitudes or themes side by side and addresses the debate from different perspectives; Although often one attitude dominates at the end, but in some cases the result is what the English romantic poet Samuel Taylor Coleridge (2006) calls "the balance or reconciliation of opposite or discordant qualities" (P. 482); that is both attitudes are reasonable and can be justified; the result is similar to what Samuel Johnsons (2009) in his *Lives of the Poets* defines as discordia concors (harmonious discord) in which opposites are juxtaposed so that the contrast between them is striking: "a combination of dissimilar images, or discovery of occult resemblances in things apparently unlike" (p.398). This is also in line with William Blake's (2006) belief in the union or marriage of the contraries; As he observes, "without contraries [there] is no progression" (p.110). The main focus of the story of *The lion and the Beasts of Chase* is on a series of dialogues between the lion favoring Jahd (exertion), acquisition or work and the beasts preferring Tavakol (trust in God), resignation and Destiny. Each group sets forth their ideas fully and convincingly. Rumi's dialectics, indeed, is based on reasonable argument. Although the lion is finally defeated, however his argument is not totally wrong; what the lion says is also very logical and supportable. In other words, both Jahd (exertion) and Tavakol (trusting in God) are necessary for the wayfarer and does not contradict each other. In this regard, Ziai (1971) mentions that: "there is a prevalent concept in Rumi's *Mathnawi* that all things come to be known by their opposites"; he calls this the Principle of bi-polarity of all things in the *Mathnawi* (P.63). In putting forth their ideas each group draws on a wide range of religious, literary and cultural sources and Rumi's language becomes highly allusive.

Allusion is another artistic element that is widely employed in Rumi's *Mathnawi* and accounts for its pedagogical appeal. Rumi's use of allusion is in line with T. S. Eliot's (2006) maxim that the "poet must become more and more comprehensive, more allusive, more indirect, in order to force, to dislocate if necessary, language into his meaning" (p. 2330). In the *Mathnawi* one finds references to the tenets of earlier Sufism, besides the innumerable hidden and overt allusions to the words of Quran and to the prophetic tradition. In the story of *The lion and the Beasts of Chase* to support Jahd (exertion) and Tavakol (trusting in God) each side of the debate makes use of a language that is infused with images from the very sphere of daily life as well as allusions to the religious tradition. Each group conducts his argument with several allusions which repeat the same idea but in a new form.

Repetition of ideas, images, words and phrases, is also another narrative element that is employed artistically in Rumi's work. This technique has been frequently used in religious texts and also in oral poetry; many sermons and religious works make extensive use of this technique for preaching and didactic purposes. Homer, in his *Iliad* and *Odyssey*, and the *Beowulf* poet are familiar with the practice of oral poetry and employ oral techniques such as the repetition of stock words and phrases. Lodge (2002) regards this principle as an aspect of the function of language in literary texts; he states that: "the perception of repetition is the first step towards offering an account of the way language works in extended literary texts, such as novels" (P. 86). In some narratives Rumi mentions several examples about the same topic; this sort of repetition is not however boring and tedious because each repetition being highly allusive and meaningful looks at the same topic from a different perspective; hence repetition turns into variety and freshness. In some cases a word or phrase diverts the poet from the main process of narration and is discussed at full length. The narrative

of *The Lion and the Beasts of the Chase* is a good example of the case. In proving the preference of Tavakole (trust in God) over Jahd (exertion) or vice versa, the poet brings several arguments supporting the same idea. Rumi does this consciously and loses no opportunity for teaching. The use of repetition technique is not in conflict with the technique of concentration in Rumi's narratives.

Concentration or epigrammatic quality is one of the main narrative techniques that Rumi employs in his work and enjoys pedagogical consideration. At the beginning of the *Mathnavi*, Rumi expresses his theme of themes; in *The lament of the Reed-Flute* he mentions that:

> *I want a bosom torn by severance that I may unfold (to such a one) the pain of love-desire.*
> *(M I, 3)*

The whole *Mathnawi* can be read as an expression of the poet's pain of love-desire; the beginning eighteen lines of this lament are, indeed, the epitome of Rumi's entire masterpiece. Many narratives in the *Mathnawi* have epigrammatic quality; Abrams (2005) defines epigram as a term that is: "used for a statement, whether in verse or prose, which is terse, pointed, and witty. The epigram may be on any subject and in any mode, amatory, elegiac, meditative, complimentary, anecdotal, or (most often) satiric"(p. 84). In Rumi's poem many lines are compressed with meaning; the concluding lines of most narratives are best examples of the epigrammatic quality and the concentration of meaning. The final lines of the story of *The Lion and the Beasts of the Chase* are also epigrammatic; after the fall of the lion into the well by the trickery of the hare, the poet concludes that:

> *O thou lion that liest at the bottom of this lonely well, thy hare-like soul (nafs) has shed and drunk thy blood.*
> *(M I, 1351)*

> *In another part of the narrative, the poet once more concludes that:*
> *O kings, we have slain the outward enemy, (but) there Remains within (us) a worth enemy than he,*
> *To slay this (enemy) is not the work of reason and intelligence*
> *The inward lion is not subdued by the hare.*
> *(M I, 1372-1373)*

The 'epigrammatic ending' of most narratives is very interesting; after mentioning a narrative which seems pure story, Rumi in some cases in the final lines, very artistically summarizes the whole idea behind the narrative. The story of *The Elephant in the Dark* is a good instance of this technique. Al-GHazali in *Revival of Religious Sciences*, and also Sana'i in his *Garden (Hadighat-al-Haghigha)* tell the anecdote in considerable length, but Rumi reveals the the same narrative very briefly; a short account of the story is that: some Hindus brought an elephant for exhibition and placed it in a dark place, many people went to visit it; since it was dark, each visitor felt it with the palm of his hand and he/she had a different interpretation of the appearance of the beast. Rumi, after telling his narrative summarizes the lesson of the story in the final two lines:

> *The eye of sense-perception is only like the palm of the hand*
> *The palm hath not power to reach the whole of him (the elephant)*
> *The eye of the Sea is one thing, and the foam another, leave*
> *The foam and look with the eye of the Sea.*
> *(M I, 1269-1270)*

3. Conclusion

The pedagogical appeal of Rumi's masterpiece, the *Mathnawi*, is a subject that has not been much addressed by researchers; the work finds its pedagogical and educational resonance due to the functioning of several artistic elements. Rumi's use of narrative techniques such as the frame-story technique, allegory, symbolism, repartee and the principle of bi-polarity, allusion, repetition, and concentration or epigrammatic quality in the story of *The Lion and Beasts of Chase* all highlight the pedagogical dimensions of his work and its efficacy for educational purposes. Rumi, not only highlights the content of education but also pays great attention to the form of education; it is, indeed, the form or framework of the *Mathnawi* and the poet's teaching methodology that makes it a landmark text for readers and has influenced the thinking and orientation of a wide range of teachers and scholars. Although on the surface the whole work seems without any firm framework; however a common thread knits together the seemingly random and disjointed narratives; The sort of unity employed in the *Mathnawi* is, indeed, an organic one and has dynamic quality; it is observed through the whole poem and

has primarily two aspects: first, it is the unity of idea or theme; the lessons that Rumi tries to bring home for the reader, or his teaching materials from the very beginning to the end are highly related to each other. The other element that gives the work its unity and was the focus of this study is the similar methodology or common narrative elements employed by Rumi in his narration of stories. Whatever the didactic function of Rumi's stories, it should not blind one to the artistic and pedagogical appeal of his work with its entertaining and charming theory of instruction. The poet's account of the lion and the beasts of chase makes the case for taking into account questions of delightful education and the way a work of art may inspire both learners and teachers.

Works Cited

Abrams, M. H., & Harpham, G. G. (2005). *A Glossary of Literary Terms.* Boston: Thomson Wadsworth.

Arberry, A. J. (1961). *Tales From Mathnavi.* London: George Allen & Unwin LTD.

Blake, W. (2006). The Marriage of Heaven and Hell. In *The Norton Anthology of English Literature, eighth edition,vol. 2. Eds. M. H. Abrams and et all* (pp. 110-120). New York , London: W. W . NORTON & COMPANY.

Browne, E. G. (1951). *A Literary History of Persia, Vol. II.* Cambridge: Cambridge University Press.

Chittick, W. c. (1983). The Sufi Path of Love. Albany: SUNY Press.

Coleridge, S. T. (2006). B iographia Literaria. In *The Norton Anthology of English Literature,eights edition, Vol. 2. Eds. M. H. Abrams and et all.* (pp. 474-484). New York, London: W . W . NORTON & COMPANY .

Cuddon, J. A. (1999). *Dictionary of Literary Terms & Literary Theory.* London: Penguine Reference.

Eliot, T. S. (2006). The Metaphysical Poets. In *The Norton Anthology of English Literature,eighth ed., vol. 2. Eds. M. H. Abrams and et all* (pp. 2325-2332). New York, London: W.W. Norton & Company.

Horace. (2011). Ars Poetica (Art of Poetry) trans. D. A. Russel. In *The Norton Anthology of Theory and Criticism, Second Edition,Vincent B. Leitch General Editor.* (pp. 122-132). New York, London: W. W. Norton & Company.

Jamalzade, M. A. (1957). *Bange Nai (Dastanhaye Mathnavi Ma'navi).* Tehran: Anjoman Ketab.

Johnson, S. (2009). Lives of the Poets. In *Samuel Johnson, Selected writings: A Tercentenary Celebration, ed. Peter Martin* (pp. 397-491). Cambridge, Massachusetts: Harvard University Press.

Joseph, E. (1997). *Nakhjiran Va Tootian.* Shiraz: Entesharate Navid.

Lodge, D. (2002). *Language of Fiction.* New York: Routledge.

Weightman, S. (2003). Structure and the Mathnawi. In *Rumi's Thoughts, ed. Seyed G. Safavi* (pp. 9-18). Tehran: Salman-Azadeh Publication.

Ziai, H. (1971). The Principle of Bi-Polarity of All Things in the Mathnavi of Jalal-al-Din Rumi. In *Aspects of Mevlana. Ed. Shchimmel, Annemarie.* Ankara: Guven Matbaasi.

"Why Do I Feel So Bad?" Childhood Experiences of Emotional Neglect, Negative Affectivity, and Adult Psychiatric Symptoms

Adriano Schimmenti

PhD, DClinPsych, Faculty of Human and Social Sciences, UKE – Kore University of Enna
Cittadella Universitaria, R. 14, 94100, Enna (Italy). E-mail: adriano.schimmenti@unikore.it

Noemi R. Maganuco

Luana La Marca

Nunzia Di Dio

Erika Gelsomino

Alessia M. Gervasi

Faculty of Human and Social Sciences, UKE – Kore University of Enna

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

The purpose of this study was to examine the relationship between childhood experiences of emotional neglect, negative affectivity, and adult psychiatric symptoms. Two hundred fifty-two participants aged between 18 and 65 years old completed questionnaires on parental bonding, negative feelings, and current psychiatric symptoms. Correlational analyses showed that childhood emotional neglect, negative affectivity, and psychiatric symptoms were significantly and positively associated. A hierarchical multiple regression analysis showed that female gender, younger age, and negative affectivity predicted the severity of psychiatric symptoms. A mediation analysis showed that scores on negative affectivity fully mediated the relationship between emotional neglect scores and psychiatric symptom scores. The study findings suggest one possible pathway for adult psychopathology. This has its early roots in childhood experiences of emotional neglect, and its actual triggers in negative feelings that are difficult to regulate for people who were emotionally neglected. Educational, clinical, and social implications of this developmental pathway are discussed.

Keywords: *emotional neglect, negative affectivity, childhood experiences, psychopathology.*

1. Introduction

The relationship between child abuse and psychopathology is well established. Several studies have shown that child abuse is linked with a number of psychiatric disorders in adulthood, including depressive disorders (Bifulco & Moran, 1998), anxiety disorders (Schimmenti & Bifulco, 2015), trauma-related disorders (Dorahy, Middleton, Seager., McGurrin, Williams, & Chambers, 2014), eating disorders (Racine & Wildes, 2015), dissociative disorders (Webermann, Brand, & Chasson, 2014), somatic symptom disorders (Afari et al., 2014), addictive disorders (Herrenkohl, Hong, Klika, Herrenkohl, & Russo, 2013), and personality disorders (Schimmenti, Di Carlo, Passanisi, & Caretti, 2014), among others. However, child abuse rarely if ever occurs in absence of other family problems. Children who are sexually or physically abused are often exposed to multiple adversities, such as living with neglecting and/or rejecting parents, witnessing violence in the household and in the neighborhood, financial difficulties, and so on (Bifulco & Moran, 1998).

Recently, convincing evidences are emerging on the role of childhood emotional neglect as a distal risk factor for the development of psychiatric symptoms in adulthood (Schimmenti & Bifulco, 2015). Emotional neglect occurs when a parent intentionally or unintentionally overlooks the signs that a child needs attention or comfort. It covers a number of parental behaviors, in which a failure (or a refusal) to provide needed psychological care is implied (e.g., rejection of the child, failure to express positive feelings to the child, withholding love, and denying the child opportunities for interacting; see Glaser, 2002). In fact, it has been proposed that emotional neglect constitutes the basic ground in which other forms

of child maltreatment can develop (Schimmenti & Caretti, 2010), and studies with psychiatric, forensic, and at-risk samples have shown that the negative outcomes of emotional neglect are often comparable to those of abuse (Bifulco, Schimmenti, Jacobs, Bunn, & Rusu, 2014; Bifulco, Schimmenti, Moran, Jacobs, Bunn, & Rusu, 2014; Craparo, Schimmenti, & Caretti, 2013; Dias, Sales, Hessen, & Kleber, 2014; Haferkamp, Bebermeier, Möllering, & Neuner, 2015; Martins, Von Werne Baes, Tofoli, & Juruena, 2014; Schimmenti & Bifulco, 2015; Schimmenti et al., 2014).

A life span approach to psychopathology might help explain these latter findings. Positive child-caregiver interactions foster the development of self-regulation abilities in the child, together with the capacity to think in terms of internal states (Schore, 2003). A sense of security and positive feelings toward the interpersonal relationships usually come along with these developmental acquisitions (Bowlby, 1988). Moreover, a secure attachment with parents facilitates the healthy maturation of the brain structures and functions (Schore, 2003). In contrast, children who are constantly exposed to emotional neglect will not develop positive feelings toward the interpersonal relationships, and this may damage their possibility to learn from experience (Bion, 1962). In other words, positive interactions with other individuals, especially parents, are fundamental for the development of affect regulation and mentalization abilities in the child (Fonagy, Gergely, Jurist, & Target, 2002), but emotional neglect heavily limits the possibility to experience such positive interactions. There are also evidences that severe neglect is similar to abuse on the biological level, in that neglect can dramatically impair the maturation of the child's brain (De Bellis, 2005; Ford, 2005; McCrory, De Brito, & Viding, 2012; Schecter, 2012). In this sense, Schimmenti (2012) has argued that childhood experiences of abuse and neglect may similarly generate "significant alterations in the developing right brain, the prefrontal cortex, the hippocampus, the hypothalamic-pituitary axis, the concentrations of corticotrophin release hormone, the noradrenergic system and so on (…). Accordingly, the network of cortical and subcortical interactions that produces the emergence of self-awareness and the ability to organise mental states is damaged in children who have been maltreated" (pp. 197-198).

So, emotionally neglected children, like children who were exposed to other forms of maltreatment, are more likely than secure children to experience negative feelings, such as anger, sadness, guilt, shame, while it is unlikely that they have the opportunity to develop the capacity to tolerate, modulate, and overcome such feelings inside their family relationships (Allen, 2013). It is of course possible that children who are exposed to emotional neglect will make experience of positive interactions in later life, which might help them repair the early damage done by their parents (Bifulco, 2009). However, in most cases these children develop mistrust toward other people, constraints on closeness, fear of abandonment, fear or rejection, and other negative interpersonal attitudes as a consequence of emotional neglect. This can only limit their possibility to receive support in, and from, relationships (Bifulco & Thomas, 2012). In sum, the negative feelings related to distressful or otherwise disturbing experiences could be too difficult to tolerate for individuals who were emotionally neglected during their childhood (Schimmenti & Caretti, 2014). Furthermore, they may have only limited self-regulation abilities, and they might feel that other people will be unable or unwilling to soothe them and to help them. So, psychiatric symptoms can emerge as a consequence of the difficulty identifying and processing negative feelings, and the lack of perceived social support might contribute to the maintenance of these symptoms.

On the basis of these observations, we conducted a study with an adult community sample. We assessed parental bonding, negative affectivity, and current psychiatric symptoms in this sample. We predicted that the severity of childhood emotional neglect would predict the severity of psychiatric symptoms, and that negative affectivity would mediate the relationship between emotional neglect and psychiatric symptoms.

2. Methods

Participants were recruited between February 2015 and June 2015 via advertising on Internet social networks. Participants anonymously completed an online survey including measures on relationships with parents until age 16, current affective states, and current psychiatric symptoms. Sociodemographic variables were also collected. Statistical analyses were undertaken to explore the relationships between the investigated variables, and to test the hypotheses of the current study.

2.1 Participants

Respondents who entirely completed the online survey were 232. They ranged in age from 18 to 65 years old (*M*=28.93, *SD*=9.02), and about two thirds of them were females (*n*=165; 65.5%). The level of education in this sample was high (*M*=16.96 years; *SD*=3.76). The vast majority of participants were not married (*n*=218; 86.5%).

2.2 Measures

Emotional neglect. The Parental Bonding Instrument (PBI; Parker, Tulping, & Brown, 1979) was used to calculate the index of emotional neglect. The Parental Bonding Instrument is a self-report measure used to assess parenting behaviors during the first 16 years of life. Respondents rate their mothers' and fathers' attitudes separately on 25 questions. Each item is rated on a 4-point Likert scale (from 0 to 3). Twelve of the 25 items concerns the Care dimension (e.g. "Appeared to understand my problems and worries"). Care items assess parental affection, availability, warmth, and support. The remaining 13 items concerns the Overprotection dimension (e.g. "Tried to make me feel dependent on him"). Overprotection items assess parental intrusiveness, infantilization of the child, and parental lack of support for the development of child authonomy and independence. The pychometrics properties of the PBI are good, with good reliability and considerable validity as a measure of actual parenting behaviors (Parker, 1989). In the current study, Cronbach's alpha indices of internal consistency were good for all the scales, ranging from .77 to .84. The index of emotional neglect during childhood was calculated, by subtracting the sum of PBI maternal and paternal care scores to the sum of PBI maternal and paternal overprotection scores, that is: [(*PBI mother's overprotection* + *PBI father's overprotection*) – (*PBI mother's care* + *PBI father's care*)]. Scores on this index can range from -72 to 78, with higher scores indicating higher emotional neglect during childhood.

Negative affectivity. Negative affectivity was measured with the Negative Affect scale of the the Positive and Negative Affect Schedule - brief version (PANAS,Watson et al., 1988). Respondents are asked to rate the extent to which they have experienced 10 particular negative feeling (e.g., "nervous") during the past week, with reference to a 5-point Likert scale (from 1 to 5). Scores can range from 10 to 50, with higher scores indicating higher levels of negative affectivity. Reliability and validity of this scale are good in both non-clinical and clinical sample (Crawford & Henry, 2004). Internal consistency of the scale in the current study was very good (Cronbach's alpha=.90).

Psychiatric symptoms. The severity of psychiatric symptoms was assessed with the Global Severity Index of the Symptom Checklist-90 (SCL-90; Derogatis & Cleary, 1977). The Symptom Checklist -90 is used to evaluate a broad range of psychological problems and symptoms of psychopathology. Respondents are asked to rate the extent to which they have suffered from 90 psychiatric symptoms during the past week (e.g., "Unwanted thoughts or idea that won't leave your head"). Each item of the questionnaire is rated on a 5-point scale of distress (from 0 to 4). The Global Severity Index is the mean score of the 90 items. Higher scores on this index indicate higher psychopathology. The Symptom Checklist-90 is one of the most widely used measures to assess general psychopathology. It has good reliability, convergent validity, and discriminant validity (Dinning & Evans, 1977). Cronbach's alpha of the Symptom Checklist-90 in the present study was an excellent .97.

2.3 Statistical analyses

Descriptive statistics were computed for all the variables investigated in the study. The associations between the variables were examined though Pearson's *r* correlations and point-biserial correlations. A hierarchical multiple regression analysis was undertaken to test whether emotional neglect and negative affectivity predicted psychiatric symptoms. The mediation model predicting that negative affectivity would mediate the relationship between emotional neglect and psychiatric symptoms was tested using the Process Macro for SPSS (Hayes, 2013), applying Model 4 with 5,000 bias-corrected bootstrap samples. The predictor and the mediator were mean-centered to minimize collinearity, heteroskedasticity consistent standard errors were calculated, and sociodemographic variables were included as covariates in the analysis to minimize the risk of biased results. A *p* value of .05 was set as the criterion for statistical significance.

3. Results

Emotional neglect scores ranged from -71 to 37 (*M*=-12.08, *SD*=20.24). Negative affectivity scores ranged from 10 to 45 (M=17.17, *SD*=7.54). The global severity index of psychiatric symptoms ranged from 0 to 2.81 (M=.92, *SD*=.61). The intercorrelations between the investigated variables are presented in Table 1.

Table 1. Intercorrelations between the investigated variables

	2. [a]	**3.** [a]	**4.** [b]	**5.** [a]	**6.** [a]	**7.** [b]
1. *Emotional neglect*	.17 **	.18 **	.15 *	.08	.04	.16 *
2. *Negative affectivity*	-	.54 **	.03	.16 *	-.18 **	-.06
3. *Psychiatric symptoms*		-	.12	-.23 **	-.23 **	-.09
4. *Gender (female)*			-	-.04	.02	.04
5. *Age*				-	.10	.65 **
6. *Years of Education*					-	-.02
7. *Marital status (married)*						-

Note: [a] = Pearson's *r* correlations; [b] = Point-biserial correlations; * = $p<.05$; ** = $p<.01$

A hierarchical multiple regression analysis was then undertaken. Psychiatric symptoms were entered as the dependent variable. In the first step, the sociodemographic variables (gender, age, years of education, marital status) were entered as predictors. In the second step, emotional neglect was added as a predictor in the regression model. In the last step, negative affectivity was also added as a predictor into the model. The results of the analysis are shown in Table 2.

Table 2. Predictors of current psychiatric symptoms: hierarchical regression analysis

	Step 1		**Step 2**		**Step 3**	
		t		*t*		t
Gender (female)	.12	1.94	.10	1.63	.10	2.00*
Age	-.27	-3.24**	-.26	-3.25**	-.18	2.54*
Years of Education	-.20	-3.25**	-.19	-3.21**	-.12	2.23
Marital status (married)	.05	.66	.02	.30	.01	.17
Emotional neglect			.18	2.87**	.09	1.73
Negative affectivity					.48	9.03**
F-change	8.27**		8.25**		81.46**	
R²	.12		.15		..37	

Note: * = $p<.05$; ** = $p<.01$

Finally, the proposed mediation model was tested. Emotional neglect scores were entered as predictors, psychiatric symptom scores as the dependent variable, negative affect scores as mediators, and sociodemographic variables as covariates. After controlling for participant gender (males coded as 1, females coded as 2; *B*=.13, *se*=.06, *p*=.01), age (*B*=.-.01, *se*=.00, *p*<.01), years of education (*B*=-.02, *se*=.01, *p*=.07, ns), and marital status (non-married participants coded as 0, married participants coded as 1; *B*=.02, *se*=.09, *p*=.83, ns), emotional neglect positively predicted negative affectivity (*B*=.06, *se*=.02, *p*<.01), negative affectivity positively predicted psychiatric symptoms (*B*=.03, *se*=.00, *p*<.01), and a previously positive and significant association between emotional neglect and psychiatric symptoms (*B*=.01, *se*=.00, *p*<.01), became nonsignificant after the inclusion of negative affectivity in the model (*B*=.00, *se*=.00, *p*=.08, ns). The standardizeta estimates (beta values) of the mediation model are shown in Figure 1.

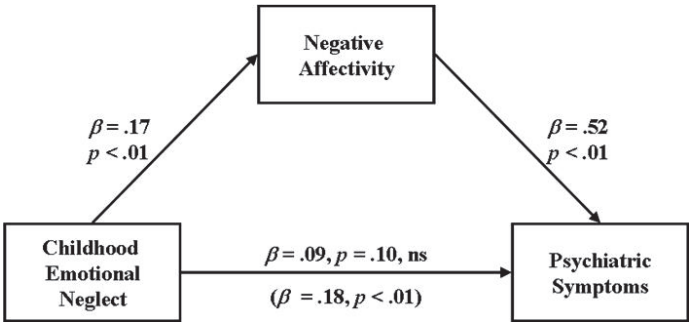


Figure 1. Mediation analysis: negative affectivity mediated the relationship between childhood emotional neglect and current psychiatric symptoms.

The final model was significant ($F_{(6,245)}$=26.73, R^2=.37, p<.01). Findings from both Sobel's test (z=2.63, p<.01) and bootstrap analysis (B=.002, SE=.001, C.I. 95%: .001-.004, p<.01) showed that the total indirect effect of emotional neglect on psychiatric symptoms via negative affectivity was significant. Therefore, in this sample negative affectivity fully mediated the relationship between childhood experiences of emotional neglect and adult psychiatric symptoms.

4. Discussion and Conclusions

The present study examined the relationships between childhood experiences of emotional neglect, negative affectivity, and current psychiatric symptoms in a sample of community adults. The findings of this study confirmed our initial hypotheses that the experiences of childhood emotional neglect would predict the severity of current psychiatric symptoms, and that the levels of negative affectivity would mediate this relationship. In fact, the results of a hierarchical multiple regression analysis showed that childhood emotional neglect positively predicted current psychiatric symptoms. However, when negative affect scores were entered in the regression model, the effect of emotional neglect on psychiatric symptoms became nonsignificant. Furthermore, a mediation analysis showed significant indirect effects of emotional neglect on psychiatric symptoms via negative affectivity, which means that negative affectivity fully mediated the relationship between childhood emotional neglect and current psychiatric symptoms. Gender and age added to the mediation model, with female participants and younger participants who resulted more at-risk for psychiatric symptoms.

Our findings are in line with current conceptualization of childhood emotional neglect as a key risk factor for adult psychopathology (Glaser, 2002; Schimmenti & Caretti, 2014), and are consistent with a wealth of recent research showing that childhood emotional neglect is linked to the severity of psychiatric symptoms in adulthood (e.g., Bifulco, Schimmenti, Moran, et al., 2014; Dias et al., 2014; Martins et al., 2014; Penderson & Wilson, 2009; Schimmenti & Bifulco, 2015; Spertus, Yehuda, Wong, Halligan, & Seremetis, 2003). However, the linking mechanisms between childhood emotional neglect and adult psychiatric symptoms still need in-depth explorations. In this study, we hypothesized that negative affectivity might play a critical role in the onset and maintenance of psychiatric symptoms. In fact, emotionally neglected children might not have learned how to deal with negative feelings in their family relationships (Allen, 2001; Allen, Hauser, & Borman-Spurrell, 1996; Bifulco & Thomas, 2012; Cacioppo, Pace, & Zappulla, 2013; Di Blasi, Cavani, Pavia, Lo Baido, La Grutta, & Schimmenti, 2015; Granieri & Schimmenti, 2014; Pace, Zappulla, Guzzo, Di Maggio, Laudani, & Cacioppo, 2014; Rouse & Goodman, 2014), so that these feelings might be perceived as overwhelming. The difficulty identifying, tolerating, and modulating these feelings may lead to psychopathology over time (Böhnke, Lutz, & Delgadillo, 2013; Schimmenti, 2015; Young & Widom, 2014).The effects of female gender and younger age on psychiatric symptoms should be also considered. These findings are consistent with neurobiological studies showing that the maturation of the brain structure and its functions continues until adulthood (Giedd et al., 1999), and they are also consistent with research showing that females are more exposed to negative affectivity and internalizing symptoms as a result of parental neglect (Bifulco & Moran, 1998; Bifulco & Thomas, 2012; Kuhlman, Olson, & Lopez-Duran, 2013).

As with every research, the current study comes with a number of limitations. The sample was recruited through Internet social networks, so it could be inappropriate to generalize the results of our study to other samples. Moreover, the information was entirely collected by self-reported measures, so the accuracy of individual reports cannot be guaranteed, although the measures used in the current study are applied worldwide and have demonstrated good psychometric properties. Finally, the cross-sectional design of the study cannot allow one to exclude that our findings were affected by further variables that were not explored here. In this sense, longitudinal research is greatly needed to better understand the relationship between childhood emotional neglect, negative affectivity, and psychopathology.

However, despite being an exploratory study, it may have important educational, clinical, and social implications. On the educational level, the findings of this study suggest that parents who are emotionally neglecting should be taught how to better relate with their children, and that emotionally neglected children should be helped to express, regulate, and cognitively process their feelings (Allen, Fonagy, & Bateman, 2008; Midgley & Vrouva, 2012). On the clinical level, the findings suggest that working on affect regulation and affect tolerance is a necessary step for a patient becoming able to process and integrate the painful mental states related to childhood emotional neglect (Bromberg, 2011; Schimmenti & Caretti, 2014). On the social level, the findings suggest that preventative actions on child maltreatment should also include prevention of emotional neglect and other hidden forms of parental failures of care (Glaser, 2002; Schimmenti & Pace, 2012). Moreover, these findings might be of particular interest for social workers, who should be aware of the detrimental effects that emotional neglect might have on child development.

References

Afari, N., Ahumada, S. M., Wright, L. J., Mostoufi, S., Golnari. G., Reis, V., & Cuneo, J. G. (2014). Psychological trauma and functional somatic syndromes: a systematic review and meta-analysis. *Psychosomatic Medicine, 76*(1), 2-11.

Allen, J. G. (2001). *Traumatic relationships and serious mental disorders.* Chichester, UK: Wiley.

Allen, J. G. (2013). *Mentalization in the development and treatment of attachment trauma*. London, UK: Karnac Books.

Allen, J. G., Fonagy, P., & Bateman, A. W. (2008). *Mentalizing in clinical practice*. Arlington, VA: American Psychiatric Publishing.

Allen, J. P., Hauser, S. T., & Borman-Spurrell, E. (1996). Attachment theory as a framework for understanding sequelae of severe adolescent psychopathology: An 11-year follow-up study. *Journal of Consulting and Clinical Psychology, 64*(2), 254–263.

Bifulco, A. & Moran, P. (1998). *Wednesday's Child: Research into women's experience of neglect and abuse in childhood, and adult depression*. London, UK: Routledge.

Bifulco, A. (2009). Risk and resilience in young Londoners. In D. Broom, R. Pat Horenczyk & J. Ford (eds.), *Treating traumatised children: Risk, resilience and recovery* (pp. 117-130). New York, NY: Routledge.

Bifulco, A., & Thomas, G. (2012). *Understanding adult attachment in family relationships: Research, Assessment and Intervention*. London, UK: Routledge.

Bifulco, A., Schimmenti, A., Jacobs, C., Bunn, A., & Rusu, A. C. (2014a). Risk factors and psychological outcomes of bullying victimization: A community-based study. *Child Indicators Research, 7*(3), 633-648.

Bifulco, A., Schimmenti, A., Moran, P., Jacobs, C., Bunn, A., & Rusu, A. C. (2014b). Problem parental care and teenage deliberate self-harm in young community adults. *Bulletin of the Menninger Clinic, 78*(2), 95-114.

Bion, W. R. (1962). *Learning from experience.* London, UK: William Heinemann Medical Books.

Böhnke, J. R., Lutz, W., & Delgadillo, J. (2014). Negative affectivity as a transdiagnostic factor in patients with common mental disorders. *Journal of Affective Disorders, 166*, 270-278.

Bowlby, J. (1988). *A secure base: Clinical applications of attachment theory*. London, UK: Routledge.

Bromberg, P. M. (2011). *The shadow of the tsunami and the growth of the relational mind*. New York, NY: Routledge.

Cacioppo, M., Pace, U., & Zappulla, C. (2013). Parental psychological control, quality of family context and life satisfaction among Italian adolescents. *Child Indicators Research, 6*(1), 179–191.

Craparo, G., Schimmenti, A., & Caretti, V. (2013). Traumatic experiences in childhood and psychopathy: a study on a sample of violent offenders from Italy. *European Journal of Psychotraumatology, 4*:21471. DOI: 10.3402/ejpt.v4i0.21471.

Crawford, J. R., & Henry, J. D. (2004). The Positive and Negative Affect Schedule (PANAS): Construct validity, measurement properties and normative data in a large non-clinical sample. *British Journal of Clinical Psychology*, *43*(3), 245–265.

De Bellis, M. D. (2005). The psychobiology of neglect. *Child Maltreatment, 10*(2), 150-172.

Derogatis, L. R. & Cleary, P. A. (1977). Confirmation of the dimensional structure of the SCL-90: A study in construct validation. *Journal of Clinical Psychology, 33*(4), 981–989.

Di Blasi, M., Cavani, P., Pavia, L., Lo Baido, R., La Grutta, S., & Schimmenti, A. (2015). The relationship between self-Image and social anxiety in adolescence. *Child and Adolescent Mental Health, 20*(2), 74–80.

Dias, A., Sales, L., Hessen, D. J., & Kleber, R. J. (2014). Child maltreatment and psychological symptoms in a Portuguese adult community sample: The harmful effects of emotional abuse. *European Child & Adolescent Psychiatry, 24*(7), 767-778.

Dinning, W. D., & Evans, R. G. (1977). Discriminant and convergent validity of the SCL-90 in psychiatric inpatients. *Journal of Personality Assessment, 41*(3), 304-310.

Dorahy, M. J., Middleton, W., Seager, L., McGurrin, P., Williams, M., & Chambers, R. (2014). Dissociation, shame, complex PTSD, child maltreatment and intimate relationship self-concept in dissociative disorder, chronic PTSD and mixed psychiatric groups. *Journal of Affective Disorders, 172*, 195-203.

Fonagy, P., Gergely, G., Jurist, E. L., & Target, M. (2002). *Affect regulation, mentalization, and the development of the self.* New York, NY: Other Press.

Ford, J. D. (2005). Treatment implications of altered neurobiology, affect regulation and information processing following child maltreatment. *Psychiatric Annals*, 35, 410-419.

Giedd, J. N., Blumenthal, J., Jeffries, N. O., Castellanos, F. X., Liu, H., Zijdenbos, A., (…), & Rapoport, J. L. (1999). Brain development during childhood and adolescence: a longitudinal MRI study. *Nature Neuroscience*, 2(10), 861-863.

Glaser, D. (2002). Emotional abuse and neglect (psychological maltreatment): A conceptual framework. *Child Abuse &Neglect*, *26*(6-7), 697-714.

Granieri, A., & Schimmenti, A. (2014). Mind-body splitting and eating disorders: A psychoanalytic perspective. *Psychoanalytic Psychotherapy, 28*(1), 52-70.

Haferkamp, L., Bebermeier, A., Möllering, A., & Neuner, F. (2015). Dissociation is associated with emotional maltreatment in a sample of traumatized women with a history of child abuse. *Journal of Trauma & Dissociation, 16*(1), 86-99.

Hayes, A. F. (2013). *Introduction to Mediation, Moderation, and Conditional Process Analysis: A Regression-Based Approach.* New York, NY: The Guilford Press.

Herrenkohl, T. I., Hong, S., Klika, J. B., Herrenkohl, R. C., & Russo, M. J. (2013). Developmental impacts of child abuse and neglect related to adult mental health, substance use, and physical health. *Journal of Family Violence*, 28(2), 191-199.

Kuhlman, K. R., Olson, S. L., & Lopez-Duran, N. L. (2014). Predicting developmental changes in internalizing symptoms: examining the interplay between parenting and neuroendocrine stress reactivity. *Developmental Psychobiology*, 56(5), 908-923.

Martins, C. M., Von Werne Baes, C., Tofoli, S. M., & Juruena, M. F. (2014). Emotional abuse in childhood is a differential factor for the development of depression in adults. *Journal of Nervous and Mental Disesase*, *202*(11), 774-782.

McCrory, E., De Brito, S. A., & Viding, E. (2012). The link between child abuse and psychopathology: a review of neurobiological and genetic research. *Journal of the Royal Society of Medicine*, *105*(4),151-156.

Midgley, N., & Vrouva, I. (2012). *Minding the child: Mentalization-based interventions with children, young people and their families*. London, UK: Routledge.

Pace, U., Zappulla, C., Guzzo, G., Di Maggio, R., Laudani, C., & Cacioppo, M. (2014). Internet Addiction, temperament, and the moderator role of family emotional involvement. *International Journal of Mental Health & Addiction, 12*(1), 52-63.

Parker, G. (1989). The Parental Bonding Instrument: Psychometric properties reviewed. *Psychiatric Developments*, 7(4), 317-335.

Parker, G., Tulping, H., & Brown, L. B. (1979). A parental bonding instrument. *British Journal of Medical Psychology, 52*(1), 1-10.

Pederson, C. L. & Wilson, J. F. (2009). Childhood emotional neglect related to posttraumatic stress disorder symptoms and body mass index in adult women. *Psychological Reports*, 105(1), 111-126.

Racine, S. E., & Wildes, J. E. (2015). Emotion dysregulation and anorexia nervosa: An exploration of the rule of childhood abuse. *International Journal of Eating Disorders, 48*(1), 55-58.

Rouse, M. H., & Goodman, S. H. (2014). Perinatal depression influences on infant negative affectivity: timing, severity, and co-morbid anxiety. *Infant Behavior & Development*, 37(4), 739-751.

Schecter, D. S. (2012). The developmental neuroscience of emotional neglect, its consequences, and the psychosocial interventions that can reverse them. *American Journal of Psychiatry*, *169*(5), 452-454.

Schimmenti, A. (2012). Unveiling the hidden self: Developmental trauma and pathological shame. *Psychodynamic Practice, 18*(2), 181-194.

Schimmenti, A. (2015). Behind the closed doors of mentalizing. A commentary on " Another step closer to measuring the ghosts in the nursery: preliminary validation of the Trauma Reflective Functioning Scale ". *Frontiers in Psychology,* 6:380. DOI:10.3389/ fpsyg.2015.00380.

Schimmenti, A., & Bifulco, A. (2015). Linking lack of care in childhood to anxiety disorders in emerging adulthood: the role of attachment styles. *Child and Adolescent Mental Health, 20*(1), 41-48.

Schimmenti, A., & Caretti V. (2014). Linking the overwhelming with the unbearable: developmental trauma, dissociation, and the disconnected self. *Psychoanalytic Psychology*. DOI: 10.1037/a0038019

Schimmenti, A., & Caretti, V. (2010). Psychic retreats or psychic pits? Unbearable states of mind and technological addiction. *Psychoanalytic Psychology, 27*(2), 115-132.

Schimmenti, A., Di Carlo, G., Passanisi, A., & Caretti, V. (2014). Abuse in childhood and psychopathic traits in a sample of violent offenders. *Psychological Trauma: Theory, Research, Practice, and Policy*. DOI: 10.1037/tra0000023.

Schimmenti, A., & Pace, U. (2012). When hell is for children: The relationship between neglect and other childhood adversities in an Italian sample. In Y. Spiteri & E.M. Galea (eds.), *Psychology of neglect* (pp.47-64). Hauppauge, NY: Nova Publishers.

Schore, A. N. (2003). *Affect regulation and the repair of the self*. New York, NY: WW Norton.

Spertus, I. L., Yehuda, R., Wong, C. M., Halligan, S., & Seremetis, S. V. (2003). Childhood emotional abuse and neglect as predictors of psychological and physical symptoms in women presenting to a primary care practice. *Child Abuse & Neglect*, 27(11), 1247-58.

Watson, D., Clark, L. A., & Tellegen, A. (1988). Development and validation of brief measures of positive and negative affect: The PANAS scales. *Journal of Personality and Social Psychology, 54*(6), 1063-1070.

Webermann, A. R., Brand, B. L., & Chasson, G. S. (2014). Childhood maltreatment and intimate partner violence in dissociative disorder patients. *European Journal of Psychotraumatology, 12*:5. DOI: 10.3420/ejpt.v5.24568.

Young, J. C., & Widom, C. S. (2014). Long-term effects of child abuse and neglect on emotion processing in adulthood. *Child Abuse & Neglect, 38*(8), 1369-1381

The Veracious Construal of Halal Cosmetic Products and its Relation to *Taharah* (Cleanliness) and *Nadhafah* (Hygiene and Sanitation) in Islam

Abdi O. Shuriye PhD

Department of Science, Faculty of Engineering, IIUM

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

Cosmeticology is the science of cosmetics and related products; hence, cosmetic refers to any preparation applied to any parts of the human body with the intention of beautification, enhancing its performance, or appraising its functions. Therefore, cosmetic is directly related to the physical and emotional health as well as conditions of human skin and body. While the experience and the knowledge of the cosmeticologists and dermatologists are vital in cosmetic use and its production, it is equally imperative to evaluate cosmetic products from the perspective of human life and values. Thus, cosmetic activities are related to our faith, dignity and spirituality as the halalness, hygiene and purity of what is consumed are part of human values. The objective of this research is to provide accurate conception of halal cosmetic products as well as to redefine the idea of cleanliness in line with the current circumstances of human economic activities. On the theoretical concept of the research, the theoretical apparatus of this paper is to link taharah (cleanliness) to nadhafah (hygiene and sanitation) so as to present taharah as part of both physical and spiritual aspects of the human. It is unfortunate that in the current conception of a Muslim taharah is presented as it has to do with religiosity and place of worship; this conception of taharah eliminates the concepts of nadhafah (hygiene and sanitation). The idea is that if one is wearing the same dress for five conservative days without a contact of filth (najis) it is considered in Islam tahir (clean). On the contrary, the paper suggests that if something lacks hygiene i. e. it smells or tastes bad or hazardous, be it place, dress or food it automatically becomes unhygienic to human and subsequently should be considered harmful regardless of whether or not it had any contact with filth (najis). Therefore, both taharah and nadhafah are directly related to halal.The research refers to the original sources of Islam including the Qur'an and the Hadith of the Prophet. Research questions include what is the constituent of halal and taharah (cleanliness) in relation to cosmetic products? To accomplish this research, library based methodology will be employed. With this methodology we will evaluate the available resources to determine the corollary of the issue at hand. The significance of this research lies in the fact that it reevaluates the quasi-laws of Islam which govern cosmetic products and its relevance to heath, hygiene and faith. The researcher is of the opinion that, this work will help the industry players, individuals and business communities.

1. Introduction

At the threshold of this discussion it is intellectually vivacious to further brighten that committed Muslims are too concern about the halalness of a product for it has a link to the core of the faith they adhere to, their religiosity, dignity and their spirituality as an entity in a social mass. Hence, the consumption attitude of a Muslim is shaped up by the purity or the filthiness of a product from religious standpoint. As a matter of fact, the term Halal which means lawful in the general will of God (the revealed guidelines from God) does not in any way refer only to food products or beverages as erroneously perceived by many consumers. In fact, anything which is harmful to human health or hazardous to the faith or corrupts the healthy way of thinking is haramized by the same general will of God. Therefore, the term halal must always be read together with, and in association with hygiene, sanitary and health in all aspects of human activities and life. It also signifies purity, unpolluted state of the product, and free from irregularities in manufacturing process.

2. Literature Review

The Qur'an is an essential religious, social and economic manuscript for Muslims. It is a divine guidance for mankind, and the final revelation from God. Besides, the Qur'an is the principal source of laws including regulations on halal matters. Therefore it reminds Muslims to consume pure. The Qur'an reads: "O you People! Eat of what is on earth, Halal and pure, and do not follow the footsteps of the Satan; Indeed for he is to you an open enemy" (al-Qur'an 2:168). On the above verse ibn Kathir said: "…He has allowed them to eat any of the pure lawful things on the earth that do not cause harm to the body or the mind…", (Tafsir ibn Kathir). While tafsir Jalalayn recorded that: "The following was revealed when some said that it was unlawful to take a camel that has been let loose: O people eat of what is in the earth, lawful (halalan is a circumstantial qualifier) and wholesome (tayyiban is an adjective for emphasis), that is to say, what is delicious..." (tafsir

Jalalyn)

In a related verse Allah says: "O you who believe! Eat of the good things that We have provided for you and be grateful to Allah, if it is Him that you worship" (al-Qur'an 2:172). On a similar message, the Qur'an forbids Muslims carrion and other animals which are not slaughtered in His name: "Forbidden to you are Maytah (carrion or dead animal, animal not slaughtered with Tasmiyah i.e. reciting 'Bismillahi Allahu Akbar', flowing blood, the flesh of swine, and that slaughter on which was invoked name other than Allah, as well as the (animal) killed by strangulation or beaten to death with violent blow or falling (from a height) to its death or gored to death (through fighting) or by falling to a predator (and about to be consumed) -- unless you are able to slaughter in the name of Allah (swt) and carry out the sacrifice before it dies" (al-Qur'an, 5:3). The Qur'an therefore encouraged Muslims to consume halal and pure food. Allah says: "So eat of the lawful (Halal) and good food (Pure) which Allah has provided for you. And be grateful for the Graces of Allah, if it is He whom you worship (al-Qur'an, 16:114).

In the hadith of the Prophet we read similar laws and encouragements to consume halal and avoid doubtful things. The Prophet says: "Halal (the Lawful & Permissible) is clear and Haram (the Unlawful & Impermissible) is clear. Between halal and haram lays some doubtful things. Many people do not know whether it is permissible or not. Whoever leaves out these doubtful things in order to protect his religion and honor, then he is safe. Whoever indulges in these doubtful things/matters it is very possible that he will fall into haram, similar to a person who grazes his animals near the royal pasture it is very possible that one day he will graze in the royal pasture. Behold! Every king has a royal pasture and the royal pasture of Allah is those things which have been made impermissible." (at-Tirmidhi).

The Prophet also said: "Allah the Almighty is pure and accepts only that which is pure". (Muslim). In a similar hadith the Prophet said: "Avoid whatever you have doubts about in favor of what is not (doubtful)." (at-Tirmidhi). Another hadith reminds us that: "A body nourished with haram will not enter Jannah". (at-Tirmidhi). The Prophet also reminded Muslims to purify their food so that their du'a (supplication) is accepted. The Prophet said: "O S'ad purify your food (and as a result) you will become one whose supplications are accepted. I swear by Him in whose hands the soul of Muhammad lies, verily a servant (of Allah) tosses a haram (impermissible) food morsel in his stomach (due to which) no good deed is accepted from him for 40 days" (at-Tirmidhi).

The Qur'an and Hadith cover the subject generically while the rest of the literature concentrated on diverse areas including the market side of halal products and certification. In a paper entitled Assessing Halalan-Toyyiban Food Supply Chain in the Poultry Industry, Emi Normalina Omara et. al. covers Halalan Toyyiban supply chain, and the consumption of halal food. The paper argues that: "The consumption of halal food is becoming significant as it associates with quality, cleanliness and safety as underlines by the syariah principles" (Emi Normalina Omara et. al. 2012). More so, the concept of Halal is not only restricted to the issue of eating and drinking, on this Al-Jallad explains:

> *"…the word Halal usually refers to food that is permissible according to Islam. However, in Arabic, it refers to permissible behavior, speech, dress, conduct, manner and dietary. In western countries, the term is usually used in the context of just Muslim food laws, especially where meat and poultry are concerned. In a Muslim's life, every aspect of life is regulated by Islamic law; therefore, the Halal-Haram dichotomy almost always applies to everything, and Muslims make sure they understand what is what since saying or doing al-Halal will lead to Paradise and al-Haram to "Hell." (Al-Jallad, 2008)*

One of the major reasons why halal consumption is imperative in Islam is to preserve the sacredness and purity of the religion. This is because Islam is pure religion with a pure source and Muslims are supposed to maintain the purity of this religion, based on this, they are commanded not to bring about impurity to the religion. Equally, consumption of halal product as prescribed by Islam will assist in safeguarding the Islamic mentality; it is believed that, unlawful consumption of product corrupt human mind, this is because, eating and consuming unlawful products taints human soul. In fact, the consumption of unlawful products usually creates lack of peace and calmness to the mind and soul. (Rahman, 2009).

Equally, Islam prohibits unlawful consumption in order to preserve life. The word halal in Islamic sense is comprehensive and comprises cleanliness, quality and safety (Omar, Jaafar, & Osman; 2012). Based on this, Muslim are commanded to consume halal product in order to live a healthy life (Yousef, 2010). In the same vein Allah commanded: "And spend in the cause of Allah and do not cause destruction for yourself, and do good deeds truly Allah loves the good-doers" (al-Qur'an, 2:195). Similarly, preventing unlawful consumption in Islam brings about preservation of property and encourages mankind to maintain self-respect and dignity (Ahmad, 2008).

Therefore, certification of halal products is significant; and for that reason some of the literature underlines the issue. Kambiz Heidarzadeh Hanzaee and Mohammad Reza Ramezani in their work entitled Intention to Halal Products in the World Markets have contended that: "There are two types of halal certificates, and their duration depends on the type of food or beverage" (Kambiz Heidarzadeh Hanzaee and Mohammad Reza Ramezani, 2011).

Motivating study prepared by Nor Ardyanti et. al., entitled: A Study on Halal Food Awareness among Muslim Customers in Klang Valley is worth reference. Authors of this study have embarked on Halal food consumption, government vision as a global halal hub and food outlet preferences among Muslim customers in Klang Valley. In a Similar work Sharifah Zannierah Syed Marzuki et. al., investigated the attitudes of restaurant managers in relation to halal certification in Malaysia. In a research entitled Restaurant managers' perspectives on halal certification, they studied managerial issues in restaurant service and certification advocates. The finding of this research is that certification is important in the halal industry. (Sharifah Zannierah Syed Marzuki et. al., 2011).

The current trend amongst manufacturers towards halal products was analyzed in the work of Rosita Husain, et al. The research concluded that the demand for halal cosmetics increases as there exists an increase in global demand for Halal products. The same research confirms that the modern trend amongst manufacturers tend towards certification and documentation. An implementation of statistical quality control and improvement techniques as methods of improving the quality of halal cosmetic in order to bring about the tayyiban concept was proposed. (Rosita Husain, et al., 2012).

3. Cleanliness and Halal Cosmetic Products in Islam

Cosmetic as a term has originated from the Greek kosmētikos meaning skilled in adornment. It also means to arrange and adorn. According to the English dictionaries the first known use of the word was in 1638. The term has its relation to beauty especially of the complexion, but it also could refer to correcting defects especially on the face. (Merriam-Webster) In conventional day-to-day usage cosmetic refers to substances used to enhance the appearance of the human body. Similarly the word pharmaceutics is from the Greek pharmakeutikos meaning to administer drugs; it has to do with also with manufacturing drugs. It is in fact, chemical substances formulated as single active ingredient. According to Standard procedures developed by UAE Technical Committee for Halal Cosmetic, the term covers:

> *"Any substance or mixture intended to be placed in contact with the external parts of the human body (epidermis, hair system, nails, lips and external genital organs) or with the teeth and the mucous membranes of the oral cavity with a view exclusively or mainly to cleaning them, perfuming them, changing their appearance, protecting them, keeping them in good condition or correcting the body odors". (UAE Technical Committee for Halal Cosmetic)*

Although some of the products may have been derived from natural sources others are mixtures of chemicals. The U.S., Food and Drug Administration (FDA) defines cosmetics as "intended to be applied to the human body for cleansing, beautifying, promoting attractiveness, or altering the appearance without affecting the body's structure or functions". (U.S. Food and Drug Administration).

Cleanliness, purification or hygiene of place, body and the surrounding environment is part of human life. To comply with this concept, physical and spiritual cleanliness of the halal provider is also a prerequisite. Besides, halal providers are required to clean their bodies and outfits. The shari'ah made cleanliness indispensable for life. In fact, the section on taharah (cleanliness) in shari'ah books is one of the imperative chapters. Oloyede explains that:

> *"The three basic duties that were first assigned to the prophet (Peace be upon him) centered on taharah. The first was to warn people by explaining the divine directive. The divine command necessitates glorification of Allah, demonstrated through ritual prayer, invariably purification is observed" (Oloyede, 2001).*

Therefore, the term taharah is a Qur'anic concept as the Qur'an mentions it more than 31 times; and it literally refers to purify something with water and other cleansing agents (AbdulSalam, 2010). It is noteworthy to point out that the term also means beautiful manners and chastity. Taharah could also refer to inner or the outer aspects of the human (KamilMufti, 2012). The inner taharah refers maintaining, advocating or espousing the pillars of Islam and steer clear of sins. While the Outer taharah is the general body purification and this comes in the form of ablution and bath. This argument is supported by the hadith of the Prophet which reads: "If I had not been afraid of overburdening my community, I would have ordered them to use a miswak (to brush and clean their teeth) for every prayer" (Bukhari).

In other words, nadhafah which captures both the meaning of hygiene and sanitation goes hand in hand with taharah; hence, without hygiene and proper sanitation we cannot talk off halal. Hygiene in this sense refers to a set of practices associated with the preservation of healthy living (Islam, Hossain, & Anwar, 2000). In cosmetic products, the focal point is on the hygiene of the halal provider. Sanitation on the other hand, delineates prevention of human contact with wastes or promoting non-contact with hazards. With that understanding both hygiene and sanitation are directly link to halal and taharah.

Obviously, cleanliness is a prerequisite of any spiritual or physical activities a Muslim performs; it is also an imperative condition of health and hygiene (AbdulSalam, 2010). In fact, it is part of faith in Islam. The prophet has said

that: "Cleanliness is a part of Faith" (Muslim). In a related hadith the Prophet also said: "Islam is clean; therefore, you should keep yourselves clean, too, only the clean people can enter Paradise." (Muslim). One observes that based on this hadith, the concepts of halal and taharah cannot be separated in Islam, as halal refers to something lawful which is the only way for our deeds to be rewarded while taharah is the only means for the acceptance of act of worship. Based on this also, the two concepts are strongly linked to each other in Islam. Hence, cosmetic products should not only be halal but at the same time should be pure as well.

The concern for Muslims and the halal industry players therefore is that cosmetics and pharmaceutical products could be derived from non-halal sources. Hence, these products require halal certification (Husain, Mehad, et al., 2012). It is paramount to note that in Islam cosmetics are governed by the same shari'ah laws which regulates the rest of Muslim life; therefore, these products should be safe for consumption and at the same time should not be hazardous and harmful to human life. The halalness of these products also means the fact that is should not be obtained or directly derived from human parts or forbidden animal parts or non-halal substances.

Islam is not against the use of halal and safe cosmetics. In fact, Islam is a beautiful religion and encourages beautification. This is where cosmetics become relevant. Both the Qur'an and hadith of the Prophet consistently bring to our mind the notion of beatification in clear terms. We are in fact, encouraged to put on our best available dress and look neat and tidy at all times. We are also taught by the Qur'an and the hadith to cover our 'awrah and not to attract the shahwah of others, other than our spouse. In the Qur'an Allah says: "O Children of Adam! We have bestowed raiment upon you to cover yourselves and as an adornment and the raiment of righteousness that is better". (al-Qur'an, 7:26). In a related verse Allah reminds: "He gave them Nadratan (a light of beauty) and joy. And their recompense shall be Paradise and silken garments, because they were patient" (al-Qur'an, 76:11).

In a similar fashion, the hadith makes reference to beautification in diverse ways and approaches. From the hadith we know Allah the almighty would like to see us beautify ourselves. On this, the Prophet said: "Allah loves to see the effects of His blessing on His slave." (at-Tirmidhi). In a more related hadith the Prophet said: "No one will enter Paradise who has an atom's weight of pride in his heart." A man said, "What if a man likes his clothes to be clean, tidy and look good and his shoes to shine?" the Prophet replied, "Allah is beautiful and loves beauty. Pride means denying the truth and looking down on people". (Muslim). In a similar hadith the Prophet said: "Allah is perfect and accepts only perfect." (Muslim).

In one of the narrations it is reported that the Prophet saw Abul-Ahwas al-Jashami wearing old, tattered clothes, and asked him, "Do you have any wealth?" to which al-Jashami replied "Yes." Then the Prophet asked "What kind of wealth?" al-Jashami replied "All that Allah has given me of camels and sheeps" and the Prophet told him "Then show the generous blessings that He has bestowed upon you." (Ahmad, at-Tirmidhi and an-Nisai).

At the same time, the use of cosmetics must pass the test set by the Qur'an and the hadith and those regulations set by the Muslim countries. In Malaysia, it must comply with the Malaysian Standard MS 2200:2008 requirements. According to the standards developed by the United Arab Emirate technical committee on Halal, Najis (filth), safety and quality the concept of halal includes halalness of the product which centeres from the permissibility of the product itself.

Nonetheless, it is unfortunate to note that, the production of cosmetics has been identified with some hazardous chemicals which are linked to some serious illnesses such as cancer, reproductive harm and birth defect by the Alliance for a Healthy Tomorrow. The table below shows some of the chemical ingredients which are contained in cosmetics and associated with adverse health impact.

CHEMICAL NAME	FOUND IN THESE PRODUCTS	SYMPTOMS OF EXPOSURE	POTENTIAL LONG TERM EFFECTS
Dibutyl Phthalate	Nail polish	Nausea, dizziness, eye and skin irritation	Reproductive toxin, birth defects
Formaldehyde or methylene glycol	Nail hardener, nail polish, keratin hair straighteners	Breathing problems, coughing, wheezing, skin rashes, eye, nose, throat irritation	Cancer, dermatitis
Toluene	Nail polish, nail glue, hair dye, wig glue/ hairpiece bonding	Dizziness, headaches, skin rashes, eye, nose, throat irritation	Liver damage, kidney damage, birth defects, pregnancy loss
Methyl Methacrylate (MMA)	Artificial nails	Breathing problems, chest tightness, eye, nose, throat irritation, headaches, confusion	Loss of smell, reproductive toxin, asthma
Cyclopentasiloxane or cyclomethicone	Flat iron sprays, thermal protection sprays	Under the high heat of a flat iron, cyclopentasiloxane creates formaldehyde. Formaldehyde leads to breathing problems, coughing, wheezing, skin rashes, eye, nose, throat irritation	Formaldehyde exposure may cause cancer, dermatitis
Styrene	Hair extension glue, lace wig glue	Vision problems, trouble concentrating, tiredness	Cancer
Trichlorethylene	Hair extension glue, lace wig glue	Dizziness, headache, confusion, nausea, eye and skin irritation	Liver damage, kidney damage, dermatitis, double vision
1,4 Dioxane	Hair extension glue, lace wig glue	Eye and nose irritation	Cancer, liver damage, kidney damage
2-butoxyethanol or Ethylene glycol monobutyl ether	Disinfectants, cleaners	Headache, eye and nose irritation	Reproductive toxin

CHEMICAL NAME	FOUND IN THESE PRODUCTS	SYMPTOMS OF EXPOSURE	POTENTIAL LONG TERM EFFECTS
Quaternary Ammonium Compounds or "dimethyl benzyl ammonium chloride"	Disinfectants and cleaners	Skin, eye and nose irritation	Asthma
P-phenylenediamine	Hair dyes, black henna tattoos	Skin irritation	Dermatitis
Glyceryl thioglycolate	Permanent wave solutions, "acid perms"	Skin irritation	Dermatitis
Ammonium persulfate	Hair bleach	Eye, skin and nose irritation, coughing, shortness of breath	Asthma, dermatitis
Ethyl methacrylate	Artificial nails	Eye and skin irritation, rashes on eyelids, face or neck, difficulty concentrating, coughing, shortness of breath	Asthma
Acetone	Nail polish remover, hairspray	Eye, skin and throat irritation, dizziness	Eye, skin and throat irritation, dizziness
Acetonitrile	Nail glue remover	Eye, skin and throat irritation, face flush, chest tightness, nausea	Weakness, exhaustion
Butyl acetate, ethyl acetate or isopropyl acetate	Nail polish, nail polish remover, wig glue/ hairpiece bonding	Eye, skin and throat irritation, headaches, dizziness	Eye, skin and throat irritation, dermatitis
Methacrylic acid	Nail primer, eyelash glue	Skin burns, eye, nose and throat irritation	Kidney damage, dermatitis, reproductive toxin

(*This table is adopted from: Women's Voices for the Earth Report, 2015*)

Another aspect related to the use of clean and halal cosmetics is the issue of quality; it refers to the quality of the materials and ingredients used in preparing the products. Islam is religion of quality and provides comprehensive guide to quality products, therefore all substances, materials and chemicals used must be in line with Islamic teachings. In fact, the product has to be safe and safety requires high quality in every aspects. Rosita Husain and Ishak Abd. Ghani argue that:

> *"The product should not only be safe but also of has a high quality. But putting much effort on documentations, paperwork, and bookkeeping are not sufficient in improving the quality of these products. In improving the quality of the halal cosmetics, the concept of toyyiban must be applied. Toyyiban means highest quality in the halal concept. Therefore, to improve the quality of halal products, statistical quality control and improvement must be applied by any organization and/or manufacturer" (Rosita Husain et al, 2012).*

References

Al-Qur'an al-Karim

The Hadith of the Prophet

Sharifah Zannierah Syed Marzuki Collin Michael Hall Paul William Ballantine, (2012),"Restaurant managers' perspectives on halal certification", Journal of Islamic Marketing.

Rosita Husain, Ishak Abd. Ghani, Aziz @ Fikry Mohammad and Shafie Mehad (2012) Current Practices among Halal Cosmetics Manufacturers in Malaysia, Journal of Statistical Modeling and Analytic.

Emi Normalina Omara, Harlina Suzana Jaafarb, and Muhamad Rahimi Osman (2012) Assessing Halalan-Toyyiban Food Supply Chain in the Poultry Industry International Halal Conference, PWTC, Kuala Lumpur, Malaysia, 4-5 September.

Jonathan A.J. Wilson Jonathan Liu, (2010),"Shaping the Halal into a brand?", Journal of Islamic Marketing.

Nor Ardyanti Binti Ahmad1, Tunku Nashril Bin Tunku Abaidah2 & Mohd Helmi Bin Abu Yahya, (2013) A Study on Halal Food Awareness among Muslim Customers in Klang Valley 4th International Conference on Business and Economic Research (4th Icber 2013). Proceeding 04 - 05 March 2013 Golden Flower Hotel, Bandung, Indonesia.

Kambiz Heidarzadeh Hanzaee (2011) Intention To Halal Products In The World Markets Interdisciplinary Journal of Research in Business.

AbdulSalam, H. A. (2010). the Concept of Taharan in Islam. *The Muslim World League Journal*.

Ahmad, K. (2008). Management from an islamic perspective: principles and practice. Malaysia: International Islamic University Malaysia, IIUM Press.

Al-Jallad, N. (2008). The concepts of al-halal and al-haram in the Arab-Muslim culture: a translational and lexicographical study.

Islam, Z., Hossain, M. Z., & Anwar, S. M. (2000). Hygiene and sanitation system in murang society. *26th WEDC Conference Bangladesh*

KamilMufti, I. (2012). Introduction to the Purification of the Soul Why Purify the Soul ? How Do You Purify Your Soul ? *Islam Religion.com*, (May 2012)

Oloyede M. A. (2001) Perspective in Islamic Law and Jurisprudence. Ibadan National Association of Muslim Law Students.

Omar, E. N., Jaafar, H. S., & Osman, M. R. (2012). Assessing Halalan-Toyyiban Food Supply Chain in the Poultry Industry. *International Halal Conference 2012 (INHAC)*, *00* (2011)

Rahman L. A. (2009), Isu Halal Tiada Penghujung, Alambaca Sdn Bhd and Pkpu, Jakim: Melaka.

UAE Technical Committee for Halal Cosmetic Issues and adopted by the ESMA (2014)

Women Voices for the Earth Report (2015) Toxic Chemical in Saloon Products worker towww.womensvoices.org. Retrieved 6th March 2015.

Yousef, D.K. (2010). Halal Food Numbers Look Tasty, Size of Global Muslim population Creates Significant Customer Base, accessed at http://gulfnews.com/business/general/halal -food-numbers- look-tasty.

Standard Procedures, (2014), on Requirements for Halal Cosmetics. UAE Technical Committee for Halal Cosmetic.

Adolescent Lifestyles in Malaysia

Fariza Md Sham

Faculty of Islamic Studies & Institute of Islam Hadhari, The National University of Malaysia; farisham@ukm.edu.my

Siti Zaleha Shafi'e

Faculty of Islamic Studies, The National University of Malaysia (UKM); zalehashafie90@gmail.com

Syaidatun Nazirah Abu Zahrin

Institute of Islam Hadhari, The National University of Malaysia; syaidatun77@hotmail.com

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

The influence of globalization has also made its impact on adolescent lifestyle. This is due to adolescent exposure to various international society lifestyles which differ in values from local socio-cultural and Islamic values. Lifestyles which contradict with Islamic teachings are not permissible in the context of the Muslim society in Malaysia.Thus, this research is conducted to examine the forms of adolescent lifestyle in Malaysia.The purpose is to identify the forms of lifestyle practised by adolescents inBandar BaruPermas Jaya, Johor Bahru, Malaysia. For this purpose, the researcher has conducted a field study on 510school adolescents of Permas Jaya National Secondary School. Questionnares used consists of 15 questions covering three forms of lifestyle, i.e., consumptive, modern and hedonistic.Research findings are analysed using descriptive statistical technique explained in the form offrequency(f), percentage (%) and mean.Findings show that adolescents in Bandar BaruPermas Jaya, Johor Bahru, Malaysia practise three forms of lifestyle. However, on comparison, the modern lifestyle is on the whole practised by the majority of adolescents in Malaysia.

Keywords: *Lifestyle, Adolescent, Consumptive, Modern, Hedonistic*

1. Introducton

Lifestyle is a characteristic of individual behavior that related to social relations, consumption, entertainment and way of dressing that become habitual and logical action.A practised lifestyleis an identity of individual attitudes, values and views.Thus, lifestyle is a way to nurture self-concept and identifies culture highlighted in a personal identity.

Lifestyle is a characteristic of individual behaviour that related to social relations, consumption, entertainment and way of dressing that become habitual and logical action. A practised lifestyle is an identity of individual attitudes, values and views. Thus, lifestyle is a way to nurture self-concept and identifies culture highlighted in a personal identity.

In principle, lifestyle is an identity of a person's daily life pattern. There are various concepts which may explain lifestyle. According to Mowen, "*Life style relates to how people live, how they spend their money, and how they allocate their time*" (Mowen,1995). Based on this definition, lifestyle is about how one life, spends money, and manages time, what one feels as important within one's interest circle, what one feels about oneself and the surrounding world (Mowen, 1995). Engel defines lifestyle as a life pattern related to how time and money are spent. He also says that a person's lifestyle is influenced by experience, social class, demography and etc (Engel, 1990).

In the context of an Islamic lifestyle, al-Quran in principle states in surah al-Baqarah 2:82 as a guide to mankind that an Islamic lifestyle is implementing what is commanded and leaving what is prohibited by Allah s.w.t. and His Prophet (pbuh), which are categorised as aqidah, ibadah and akhlaq. SayyidQutb said that inner faith or belief appears from the heart in the form of righteous deeds (Qutb,1967). Faith does not exist until righteous deeds appear from the heart, i.e. a strong aqidah, proper implementation of ibadah and practice of Islamic akhlaq. Further, Wahbah al-Zuhayli (1989), interprets the above verse as, whoever believes in Allah s.w.t., His Prophet (pbuh), day of Resurrection, does righteous deeds as well as fulfills obligations and avoids the forbidden, will go to paradise (Wahbah al-Zuhayli,1989). It is thus clear that the strength of faith which appears in an individual's heart is indicated through his behaviour, i.e., in the practice of Islamic values based on aqidah, ibadah and akhlaq. Therefore, the bond that ties these three elements cannot

be separated in practice in a Muslim's daily life or what is referred to as an Islamic lifestyle.

Therefore, lifestyle is a frame of reference used by adolescents in their behaviour. Adolescents strive to make all aspects of his life connected within a certain form, and strategise how it they wish it to be perceived by others. Adolescent lifestyle is a comprehensive term which covers their fashion, entertainment, how they spend their leisure, choice of food, place of residence, use of gadgets and tools, accessories and etc. The form of lifestyle they practice influences their behaviour.

A theory about lifestyle by Assael states that lifestyle is the life pattern of a person which results from his activities, interests and opinions (Assael,1992). This theory is supported by Joseph T. Plummer and Ibrahim Abu Shah et al. who divide lifestyle into segments as follows: (Plummer,1974), Ibrahim Abu Shah et al.,1999).

Table 1: Lifestyle according to Activities, Interests and Opinions

Activity	Interest	Opinion
Work	Family	Ownself
Hobby	House	Social issues
Social activities	Work	Politics
Vacation	Community	Business
Entertainment	Recreation	Economics
Club Membership	Fashion	Education
Community	Food	Goods
Shopping	Media	Future
Sports	Achievements	Culture

Source: Joseph T. Plummer (1974)

A similar theory is submitted by Kotler, i.e., style and pattern of a person's life is based on his activities, interests and opinions. Therefore, lifestyle reflects the whole person's interaction with his surroundings (Kotler, 2008).

The above theory shows that there are various forms of lifestyles among adolescents. This is due to the differences in activities, interests and opinions. According to Chaney many forms of lifestyle exist in today's age (Chaney, 1996). However, this research focuses only on three forms, i.e., consumptive, modern and hedonistic. According to Yuanita a consumptive lifestyle is one which is controlled by the desire to buy goods which are not necessities, it is extravagant and excessive in fulfilling individual wants (Yuanita,2003). A consumptive lifestyle is also known as a *Shopping Centre* lifestyle(Prawono 2005), i.e., adolescents like to spend their time in a facilities-centred place which includes games centre, cinema, shopping centre, restaurants and prayer room. Consumptive behaviour is one which loves to spend and purchase goods in excess of need. It arises from adolescent materialistic tendency and desire for luxurious life (Prawono, 2005).

Next, a modern lifestyle is one with attitudes, behaviour or conduct and actions which suit the demands of time and is also known as a digital lifestyle. It is closely related to the use of something new and sophisticated, such as gadgets and social media. It also includes free mixing between men and women and contradicts Islamic values which prevent free mixing between men and women who are not their *mahram*.

A hedonistic lifestyle is one which practices luxury and pleasures in life. It is frequently related to unlimited luxury which involve practices such as sexy attire, mere entertainment, dancing which excites lust and everything else which destroys adolescent morality such as going to night clubs, smoking, drinking alcohol, drug or substance abuse like ecstacy pills and illegitimate sexual relations. In other words, a hedonistic lifestyle contradicts Islamic teachings which preserve the honour and sanctity of the Muslim community (Chaney,1996, Sharon Scales Rostosky,2004).

These three lifestyles are generally similar but there are slight differences between them. A consumptive lifestyle focuses on consuming goods and love of spending. A modern lifestyle is reflected in a person fashionable dressing, use of gadgets and accessories, possession of own transport and manner of socializing. And a hedonistic lifestyle is a free lifestyle which includes behaviour which loves entertainment in night clubs, drinking alcohol, drug or substance abuse like ecstasy pills and illegitimate sexual relations.

Islamic perspectives on the study of lifestyle are based on the Islamic model as a way of life. It intends to make the teachings of Islam derived from the Quran and al-Sunnah as a guidance to Muslim life. All forms of lifestyle must be consistent with the teachings of Islam. An individual / Muslim who does something against the teachings of Islam, means they do not practice the true Islamic lifestyle**.**

2. Literature Review

The issue of adolescent lifestyle is currently and frequently the main topic of general conversation. This is due to the growth of trendy or latest lifestyles which results from the socio-cultural globalization process through various media and is frequently misused by adolescents in adopting a lifestyle that is clearly contradictory to Islamic values (Olivia M. Kaparang, 2013). Adolescent age is a transition period to find self-identity. Thus, adolescents frequently follow their desires to look fabulous or *'cool'*. They are motivated to own something which is not a necessity thereby becoming consumptive.(Sintiche Ariesny Parma,2007). However, current modern lifestyle regards consumption as normal. This phenomenon occurs because of the self factor or the surroundings of the adolescents which encourage them to practise a certain lifestyle (Sintiche Ariesny Parma, 2007, Zainudin Sharif et al., 2011).

Meanwhile, studies about the relationship between lifestyle values (materialism, religiosity, physical well-being and image) and achievement goal orientation of college students enrolled in vocational programmes in Thailand, found that, a positive association with religiosity and personal well-being on the adoption of mastery goals (Chantara, Ravinder Koul & Sittichai Kaewkuekool, 2014).

The inner influence, i.e., the desire to try and know something leads teenagers to practise a lifestyle which loves nightclubbing, smoking, drinking alcohol, taking ecstasy pills and illegitimate sexual relations with the attendant risk of out-of-wedlock pregnancy and HIV/AIDS infection (Sarnon et al., 2012), Salamatussaadah Abd. Ghafur et al., 2009), (Noremy Md. Akhir, 2008), (Nasrudin Subhi et al. 2012), (Sharon Scales Rostosky, 2004). This matter concerns the phenomenon of hedonism and cultural shock which afflict adolescents. AziziYahaya et al. (2012) state that the opening of increasingly more entertainment centres contribute to the moral decline of adolescents, compounded by the fact that operators of entertainment centres, being profit-oriented, could not care less about social and ethical issues(AziziYahaya et al., 2012). Thus, practising Islamic teachings help to develop a proper adolescent lifestyle.Abdullah NasihUlwan (1990) states that religious education is the foremost factor in building a person's character, and through it, influence the person's lifestyle (Abdullah Nasih Ulwan,1990). Religious education is required in the adolescent self to protect him from his own propensity to do negative acts such as being distracted by the pleasures and unfettered freedom of life.

Adherence to Islamic teachings helps to deter an adolescent from being influenced by a wanton lifestyle. Michelle, Thomas and Sinyangwe find that proper religious beliefs become good moral precepts in the adolescent self which direct him to think intelligently before doing something immoral(Michelle, Thomas and Sinyangwe,1989). This view reflects the importance of religious education towards building an excellent character in adolescents. Thus, religious values need to be imbued from childhood to enable a positive moral development within the adolescent self (Sarina, 1995), (Sharon Scales Rostosky, 2004).

3. Research Methodology

This is a survey study which uses a quantitative method. Questionnaire is used as research instrument consisting of 15 items covering three forms of lifestyle, namely consumptive, modern and hedonistic. This questionnaire uses the Likert scale from scale 1= strongly disagree to 5= strongly agree. A pilot study was done on 30 sample persons to test the reliability of questionnaire items. The result of the pilot study shows the overall Cronbach Alpha value obtained is high, i.e. 0.86. This indicates that the questionnaire items used have a strong correlation, thus the items can be retained as acceptable and reliable.

Questionnaires were distributed to (N=510) adolescents in Bandar Baru Permas Jaya, Johor Bahru, Malaysia. The researcher chose students of Permas Jaya National Secondary School (2) and Permas Jaya National Secondary School (3) as research sample by simple random sampling.

Data is analysed using descriptive statistical technique, a technique which describes the state of data in a research sample. Statistical technique is used to analyse research findings from the questionnaire and explained in a table in the form of frequency (f), percentage (%) and mean.

4. Research Findingsand Discussion

Questionaire items cover three forms of lifestyle: items 1 to 5 relate to a consumptive lifestyle, items 6 to 10 relate to a modern lifestyle and items 11 to 15 relate to a hedonistic lifestyle. Research results find that adolescents in Bandar Baru Permas Jaya, Johor Bahru, Malaysia practise all three forms of lifestyle. However, on comparison, the modern lifestyle is generally most practised by adolescents in Malaysia.

Regarding consumptive lifestyle, findings indicate the highest mean is wearing branded clothing and buying

branded goods (mean=2.69). This shows that respondents are inclined towards a consumptive lifestyle in terms of using branded goods and clothing. Branded goods are expensive, especially international brands. Basically, spending is a concept which shows an attitude of acquiring goods as necessities. However, a consumptive lifestyle exists in this sophisticated age because all goods are known and easily available. Mass media such as television advertisements and internet frequently show new products with artistes as product ambassador to attract customers. Moreover, the trend now is not just shopping in shopping centres, but adolescents shop through the internet without limits and beyond boundaries. Thus, advertisements displayed in mass media encourage a consumptive lifestyle among teenagers because adolescents are easily influenced by marketing persuasion and want the new and latest things (Wan Norina Wan Hamat et al., 2013, AziziYahaya et al., 2012: 40, Sugiarto, 1999).

In addition, adolescent impulse which always strives in various ways to take care of and enhance their self-image so as to always look attractive results in their being more consumptive by buying branded goods and clothing (Sintiche Ariesny Parma, 2007).

As regards a modern lifestyle, research results find that the highest mean is exciting to attending social functions such as birthdays, new year and Valentine day celebrations (mean=2.79). This indicates that respondents like to follow and join in social functions. This is one of the modern characteristics practised by adolescents today. Basically, a modern lifestyle is socially positive. However, adolescents today abuse the time of these celebrations by celebrating in the wrong way, such as by free mixing between males and females, partying until late night and drinking alcohol. This is contradictory to a Muslim lifestyle as recommended by Islam. This phenomenon is customary for modern times and adolescents who are involved considered this as a normal lifestyle. But celebrations of such occasions have an effect on adolescent behaviour and morality (Idi Subandy Ibrahim, 1997).

The lowest mean for the modern lifestyle is having a boyfriend/girlfriend and going on frequent dates with him/her (mean=2.15). Even though this statement has the lowest mean, its existence shows that there are adolescents in Bandar BaruPermas Jaya, Johor Bahru who go on frequent dates with their lover at this young age. This phenomenon is against Islamic teachings which forbid free relationship between males and females who are *non-mahram* (Nasrudin Subhi et al., 2012).

Further, research findings show the highest mean for the hedonistic lifestyle is the smoker (mean=1.61). In this age, smoking is considered as enhancing a person's image to look tough or genthly, aside from helping to cope with stress and boredom. This phenomenon occurs because of adolescent impulse to try something new without considering its consequences causing damage to their personality and character. Adolescents also take up smoking because of overindulgence in their instinct for freedom (Noraini Ahmad, 1993, Nancy, 1997).

Although items for hedonistic lifestyle such as illegitimate sexual relations, taking ecstasy pills, nightclubbing and drinking alcohol score a low percentage, research findings show these have been going on among adolescents who adopt a hedonistic or also known as nightclubbing lifestyle in Malaysia. A nightclubbing lifestyle is the start to other hedonistic characteristics such as smoking, drinking alcohol, taking ecstasy pills and illegitimatae sexual relations. Hence, this phenomenon is against Islamic teachings and social morality in Malaysia as it is the cause of moral decay in society resulting in out-of-wedlock pregnancy, baby dumping and HIV/AIDS infection (Kim S. Miller et al., 2009, John S. Santelli 2001, SalasiahHaninHamjah, 2012).

Thus, it can be concluded that adolescents in Bandar Baru Permas Jaya, Johor Bahru, Malaysia practise all three forms of lifestyle. On comparison, the modern lifestyle is generally practised by the majority of adolescents in Malaysia. Table 3 shows the mean score of the modern lifestyle is the highest (mean=12.410) in comparison to consumptive and hedonistic lifestyles.

Table 2: Frequency, Percentage and Mean of Adolescent Lifestyles

Item	Frequency (f) & Percentage (%) 1 SDA	2 DA	3 NS	4 A	5 SA	Mean
1.I only wear branded clothes and use branded goods.	72 14.1	130 25.5	216 42.4	69 13.5	23 4.5	2.69
2. I will change or buy a new handphonewhenever there is a more sophisticated model available.	158 31.0	201 39.4	125 24.5	20 3.9	6 1.2	2.05
3.I frequently eat at fast food restaurants such as KFC, Macdonald, Merrybrown, Pizza Hut and etc.	95 18.6	187 36.7	145 28.4	65 12.7	18 3.5	2.46
4. I like to go shopping and spend time in activities found in shopping centres.	155 30.4	165 32.4	116 22.7	56 11.0	18 3.5	2.25
5. I always follow and imitate the latest fashion worn by my favourite artistes.	159	155	120	52	24	2.27

	31.2	30.4	23.5	10.2	4.7	
6. I like simple dressing, look rugged and think of covering up more as unimportant.	187	129	89	56	49	2.32
	36.7	25.3	17.5	11.0	9.6	
7. I talk and interact with friends using terms such as “amacam bro”, “lumesticayasamagua” and so on.	128	116	129	93	44	2.63
	25.1	22.7	25.3	18.2	8.6	
8. I have a girlfriend/boyfriend and we go out on dates frequently.	189	140	115	48	18	2.15
	37.1	27.5	22.5	9.4	3.5	
9. I have my own transport such as motorbike, car or bicycle.	161	129	67	96	57	2.53
	31.6	25.3	13.1	18.8	11.2	
10. I like going to social functions such as birthday parties, new year celebrations and so on.	104	106	142	108	50	2.79
	20.4	20.8	27.8	21.2	9.8	
11.I frequently go out night clubbing.	419	54	13	12	12	1.32
	82.2	10.6	2.5	2.4	2.4	
12. I am a smoker.	371	46	34	38	21	1.61
	72.7	9.0	6.7	7.5	4.1	
13.I have tried free or illegitimate sexual relations.	445	33	16	9	7	1.24
	87.3	6.5	3.1	1.8	1.4	
14.I have tried drinking alcohol.	453	28	11	9	9	1.22
	88.8	5.5	2.2	1.8	1.8	
15.I have tried taking hallucinogenic pills such as ecstacy, ketamin, syabu and so on.	456	33	10	4	7	1.18
	89.4	6.5	2.0	0.8	1.4	

N: 510; SDA: Strongly disagree; DA: Diasgree; NS: Not Sure; A: Agree; SA: Strongly agree

Source: Questionnaire 2014

Table 3: Mean Score of Adolescent Lifestyle

Lifestyle	Mean Score
Consumptive	11.714
Modern	12.410
Hedonistic	6.573

Source: Questionnaire 2014

This study proves that, young Muslims live in modern way, but still practice their religion. Although there are some who lead consumptive and hedonistic lifestyle, but the majority of adolescents does not transgress the norms and values of religion. Muslims have their own guidelines or model in their lives. They make Islam as a guidance / direction in their lives. Hence, Muslims live their lives on the basis of faith, worship and Islamic morality. The study found that, the religious factor is very important in influencing the lifestyles of adolescents.

5. Conclusion

Lifestyle is a person’s life pattern which is the result of his daily activities, interests and opinions and reflects the whole person’s interaction with his surroundings based on religious values and morals.By this definition, there are found in Malaysia three forms of lifestyle practised by adolescents, namely consumptive, modern and hedonistic. Thus, research results find that adolescents of Bandar BaruPermas Jaya, Johor Bahru, Malaysia practise these three lifestyles.On comparison, the modern lifestyle is generally practised by the majority of adolescents in Malaysia.Islam basically does not reject a modern lifestyle, so long as it is within the limits of morality and Islamic teachings.Therefore, this matter needs to be given attention so that adolescent lifestyle does not destroy their personal values as Muslims and contradict social values in Malaysia.

The study of lifestyle is very important because it can have implications in terms of identifying the Muslim adolescent’s lifestyle today and the factors that affect their lifestyle. The study also has implications in terms of the influence of religion in adolescent’s lifestyle. With this, the party associated with adolescent counselling can plan activities that fit the lifestyle of today's adolescents.

References

Ulwan, Abdullah Nasih.(1990). *Guidance to Children’s Education in Islam*.Selangor: Klang Book Store
AziziYahaya et al.(2012). *Deviant Adolescent Behaviour: cause and Treatment*.Malaysia: UTM Press

Azriani Ab. Rahman&Mohd Ismail Ibrahim.(2011). *Read, my Girl*. Kuala Lumpur: DewanBahasadanPustaka

C. Michelle, R.M Thomas dan I.M Sinyangwe.(1989). Adolescent Conception of Morals. Haiti The United States & Zambia. *Youth & Society*. 21 (2)

Chantara,SKoul ,R &Kaewkuekool,S.(2014**).**Relationship between lifestyle values and achievement goal orientation among vocational students in Thailand.*Journal of Beliefs & Values Studies in Religion &Education*.page 36-47**.**

David Chaney.(1996). *Lifestyles.* London: Routledge

Engel, J. F, Blackwel, R.D., &Miniard, P.W.(1990). *Consumer Behavior.*Edisi 6th. USA: Dryden Press

Fauziah Ibrahim, Norulhida Sarnon, Khadijah Alavi, Mohd Suhaimi Mohamad, Noremy Md Akhir & Salina Nen.(2012). Strengthening Religious Knowledge in Adolescents with Problematic Behaviour: Towards Building Proper Adolescent Character.*Journal of Social Sciences and Huma*nities. 7: 84-93.

Glen H. Elder.(1968). *Adolescent Socialization and Personality Development*. Chicago: Rand McNally & Company

Henry Assael.(1992). *Consumer Behavior and Marketing Action.*Edisi 2nd. Boston: Kent Publishing Company

Ibrahim Abu Shah, JamilHamali, Zulkifley Mohamed, Badron Abdul Manaf& Allan Chong.(1999). *Current Lifestyle: Analysis of Adolescent Cases in Kuching City*. Shah Alam: BiroteksInstitutTeknologi Mara

Idi Subandy Ibrahim.(1997). *Ecstasy of Pop Culture Lifestyle in Indonesian Commodity Society*. Bandung: PenerbitMizan

John C. Mowen.(1995). *Consumer Behavior*. New Jersey Prentice Hall

John S. Santelli, Leah Robin, Nancy D. Brener & Richard Lowry.(2001). Timing of Alchohol and Other Drug Use and Sexual Risk Behavior Among Unmarried Adolescent and Young Adults. *Family Planning Perspectives*. 33(5) 200-205

Joseph T. Plummer.(1974). The Concept and Application of Life Style Segmentation. *Journal of Marketing*. 38:33-37

Kim S. Miller, Amy M. Fasula, Melisa N. Poulsen, J. Terry Parker, Shannon Zackery, Sarah C. Wykoff & Leslie F. Clark.(2009). Sexual Health Disparities Among African American Youth and the Need for Early Prevention Approaches: Parenting and Youth Development Programs as Strategies for Pre-Risk Prevention. *The Journal of Equity in Health*. 2(1) 12-28

Max Weber in Anthony Giddens.(2001). *Sociology.*Edisi 4th. UK: Blackwell Publisher

Nancy A. Rigotty, Joseph R. DiFranza, YuChiao Chang, Thelma Tisdale, Becky Kemp & Daniel E. Singer.(1997). The Effect of Enforcing Tobacco-Sales Laws on Adolescents Acces to Tobacco and Smoking Behavior.*The New England Journal of Medicine*. 337(15) 1044-1051

NasrudinSubhi, Radhiah Abu Bakar, Norazura Ahmad, SuzanaMohdHoesni, Fauziah Ibrahim, MohdSuhaimiMohamad.(2012). Adolescent Sexual Relations: Between Love and Lust.*Journal of Social Sciences and Humanities*. 7:15-25.

Noraini Ahmad.(1993). *Parents as Nurturers of Adolescent Personality.*Ummi.Januari 1993

NoranFauziahYaakub, Abdul Rahman Md. Aroff, Othman Mohamed& Abdul Aziz Zakaria.(1993). *Family Dynamics and Adolescent Development: Perceptions of Malaysia Religious School Student*. Paperwork Seventh Biennial Conference Asian Reigional Assiocation for Home Economics.19-23 July, Concord Hotel. Kuala Lumpur

NoremyMdAkhir.(2008). Malay Adolescent Involvement in Night Clubs and its Impact on Social Well-being.Paperwork onSeminar Soft Skill and Social Well-Being18-19 Ogos. MahkotaHotel, Melaka jilid 2:279-290.

Olivia M. Kaparang.(2013). Analysis of Adolescent Lifestyle in Imitation of Korean Pop through Television.*Journal ActaDiurna*. 2(2)

Philip Kotler& Gary Amstrong.(2008). *Principles of Marketing*.Edisi12th : Prentice Hall

Prawono, IngeYuliana.(2005). *Differences in Consumptive Behaviour for Fashion Products between Male and Female Adolescents*. Jakarta: FakultasPsikologiUniversitasAtma Jaya Jakarta

RobiahKulopHamzah.(1993). Adolescence and Love.Kuala Lumpur: DewanBahasadanPustaka

SalamatussaadahAbd.Ghafur& Nor Ba'yah Abdul Kadir.(2009). Romantic Relationships and Unwed Pregnant Adolescents In Rehabilitation Centres).*Jurnal e-Bangi*.Jilid 4 1:106-113.

Salasiah Hanin Hamjah, M. al-Adib Samuri, Rosmawati Mohamad Rasit, Fariza Md Sham, Zuliza Mohd Kusrin, Zainab Ismail, Nazirah Kamal Basah.(2012). Factors Relating to Premarital Pregnancy Among Muslim Adolescents in Malaysia.*Journal of Medical Sciences*. 6(6) 266-271

Sarina Othman.(1995). Managing Bosia Problem.*Moral and Education*. (7) 48-50

Sarnon, N., Mohamad, M. S, Fauziah et al.(2012). Out-of-WedlockPregnancy: Understanding Adolescents as a Basis for Family Intervention.*Journal of Social Sciences and Humanities*. 7: 121-130.

SayyidQutb.(1967). *Fi Zilal al-Quran*. Beirut: Dar al-Fikr

Sharon Scales Rostosky, Brian L. Wilcox, Margaret Laurie Comer Wright & Brandy A. Randall.(2004). The Impact of Religiosity on Adolescent Sexual Behavior: A Review of the Evidence. *Journal of Adolescent Research*. 19(6) 677-697

SintricheAriesny Parma.(2007). *Relation between Self-concept and Consumptive Behaviour of Female Adolescents in Purchase of Cosmetics through Catalogue in SMA*. Thesis Master in PsychologyUniversitasDiponegoro Semarang

Sugiarto, E.(1999). PsychologicalTreatment in the Service Industry. Jakarta: PT GramediaPustakaUtama

Wahbah al-Zuhayli.(1989). *TafsirMunir*. Beirut: Dar al-Fikr al-Mua'asir

Wan Norina Wan Hamat, ZaharahHussin, Ahmad Fakrudin Mohamed Yusoff & Ahmad ArifinSapar.(2013). Mass Media Influence on Character Appearance of Muslim Students in Malaysian Polytechnic.*The Online Journal of Islamic Education*. 1(1):17-27

Yuanita, Lisa.(2003). Overview of Consumptive Behaviour Occurrence inPurchase of Cellular Phones. Jakarta: Fakultas Psikologi Universitas Atma Jaya

Zainuddin Sharif &NorazmahMohamadRoslan.(2011). Factors which influence Adolescents involved in Social Problems at Tunas Bakti School, Sungai Lereh Melaka. *Journal of Education Psychology & Counseling*. 1:115-140.

Reverse Side of Multimedia Pedagogics: Clip Thinking

Berezovskaya Irina Petrovna

Peter the Great St.Petersburg Polytechnic University, Russia, 195251, St. Petersburg, Polytechnicheskaya, 29
Petersburg State Transport University, Russia 190031 Saint Petersburg, 9 Moskovsky pr. ; Email: ipberezovskaya@mail.ru

Shipunova Olga Dmitrievna

Peter the Great St.Petersburg Polytechnic University, Russia, 195251, St. Petersburg, Polytechnicheskaya, 29

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

The article analyzes those cognitive transformations caused by massive introduction of multimedia means into pedagogical process. This theoretical and experimental study of information technologies influence on thinking structure can be justified with the fact that nowadays multimedia have become a megatrend of modern education focusing on "i-generation". The phenomenon of clip thinking is under examination; it is characteristic of reflecting a set of object's various properties without any respect to communications between them, fragmentary nature of information stream, illogicalness, diversity of received information, fast switching between different parts. Identification of typical cognitive transformations of digital information and communicative technologies users and specific psychological characteristics of this new type of thinking, is supposed to be necessary for the purposes of substantial methodological justification of the "clip thinking" concept which would allow this concept untroduction into scientific use and psychological and pedagogical practice.

Keywords: *information culture, I - generation, cognitive transformations, clip thinking, multimedia*

1. Introduction

Various electronic devices and network technologies have now become deeply ingrained into everyday life of modern person. However consequences of such universal information technologies invasion into human life are not fully comprehended. Wide distribution of electronic devices and information and communication technologies moves researchers to pay special attention to those cognitive changes which are possible and currently occur under their influence (Shipunova and Deniskov, 2014, Prensky, 2012).

At the present stage, both experimental study of information technologies influence on cognitive processes, and theoretical judgment of applied research results, and defining further prospects for studying information and communication technologies impact on cognitive processes – all these tasks are quite important. Their relevance is furthermore proved by the fact that negative impact of modern technologies is widely discussed in mass media, between teachers of secondary and higher education, but in scientific community there are none too much research on this phenomenon. The speech of the russian television first channel director K. Ernst at the International television market MIPCOM-2011 (Cannes) illustrates such a situation: "The mentality of people born after the 1980th strongly differs from the mentality of those born earlier. The language they perceive and believe to be adequate, is essentially different. <...> Many of them aren't able to watch one-hour program up to the end. <...> A syndrome of scattered attention is the diagnosis for this generation. It isn't bad, it's just the fact" (Ernst, 2011, Yelyakov, 2011). On the basis of same and similar statements, conclusions are already being drawn about the need to change education system. Then, quite opposite techniques of this change are offered - from teaching technique reconstructing with account of "digital generation" requirements and special "digital wisdom" available to it, up to passing special trainings urged to relieve information and communication technologies impact on thinking. All mentioned statements - so multidirectional, but all so tough in respect to social/какие ценности? Values - are equally dangerous. They promote mass consciousness mytho logization and once again emphasize the need of weighed approach to the problem of information communication technologies impact on thinking.

The traditional requirement of pedagogics - demonstrativeness principle - now leads to mass introduction of multimedia means into education process (projectors, interactive boards used mostly as projector screens, lectures' presentations). Meanwhile, it's not clear whether demonstrativeness increase really facilitate material digestion, and what

is an actual reason for total aspiration to material visualization – use of modern means to support education process, or the «last choice» for students with unstable attention and nonformed conceptual thinking, who are incapable to allocate the main idea and to structure material? Whether introduction of multimedia into education leads to further degradation of certain cognitive abilities? And if yes, then how critical are these changes, and whether they are compensated with other actively developing abilities?

2. Materials and Methods

In order to define the change of thought processes under the influence of information technologies, a group of modern researchers suggest to use concepts "Net-thinking" (Zagidullina, 2012, Pronina, 2001) or "clip thinking". The clip culture metaphor was offered in the 1980th by the American philosopher E. Toffler in his book "The Third Wave" (Toffler, 2004) in the context of information society of new type emerging, which was characterized by "mass media demassification", unified media models dissolution in favor of infinite number of "shooting" incoherent flashes, information fragments - clips.

Marshall Maklewen (Maklyuen, 2005) predicted that electronic communication means development would return human thinking to a level of pre-text epoch, and the linear sequence of signs would stop being the basis of our culture. However it is possible to note that the approach of "post-text" thinking began due to not only electronic communications progress. "Post-industrial epoch thinking" took its first step when newspapers appeared, representing the format of information submission in the form of a large number of short texts non-connected among themselves. In the XIXth century many outstanding persons of traditional European culture understood that the newspaper constituted a terrible anti-cultural force which remade thinking and brought up a special type of the cultural process participant – superficial and scattered one, which was only capable to see the world through a prism of newspaper article and not able to acquire more difficult intellectual production. Parallel to victorious march of telegraph, cable agency and abbreviation, in the sphere of high arts the modernism began to experiment with sense decomposition into incoherent fragments. Futuristic paintings cut the world to cubes and beams, modernist writers broke correctness of linear narration.

In russian science, F.I. Girenok (Girenok, 1995) was one of the first philosophers who used the term "clip thinking", having claimed that the conceptual thinking ceased to play an important role in the modern world and was replaced by the clip thinking. Formation and active development of the last one is inseparably linked with an electronic way of text presentation; this presentation makes a certain contribution into thinking specifics of those persons who spend enough time on the Internet. Implementation of the term generated a number of stereotypes which could be called into question and problematized in our research. Firstly, the clip thinking is considered as an exclusive accessory of youth, children and teenagers. Secondly, it is treated as fully negative phenomenon, as the evil to struggle against. In the USA, they use to treat scattered attention of school students by pharmacological means. In Russia, for this purpose it is recommended to encourage children and teenagers to read more. The famous publicist, the literary critic and the futurologist Sergey Pereslegin (Pereslegin, 2005) considers the clip thinking as the main reason for secondary education decline and suggests passing special trainings which would help to focus attention on one subject. The deacon A. Kurayev says (Regnum, 2004) that "the clip thinking as last prevents person's integrity", because for an individual with internally and externally simple vital world, this world discrepancy increases, and every internal contradiction makes the individual less psychologically steady. E.I. Kogan (Kogan, 2005) notes that under the influence of information, thinking fails to be systematic; the philosopher A.D. Elyakov (Yelyakov, 2011) writes that people immersion to the Internet technologies can lead to thinking degradation.

In 2010, the author of "Clip thinking and destiny of the linear text", the culturologist K.G. Frumkin notes that an epithet "clip thinking" is mostly "awarded" to thinking processes of teenagers and youth, believing that this type of thinking is bad (Frumkin, 2010). Frumkin describes positive and negative characteristics of this thinking type, outlines such negative aspects as mosaicity and separation of environment perception, teenagers and youth unwillingness "to strain" for to work with huge "linear" texts like, for example, "War and peace" by Tolstoy. To positive ones he refers following: clip thinking is organism protective reaction on information overload. The "Clip thinking" phenomenon arise, in Frumkin's opinion, is promoted with following factors: 1) life rhythm acceleration and directly related increase of information streams volume that generates a problem of information selection and reduction, main idea allocation and waste filtration; 2) the need for higher information relevance and speed of its receiving; 3) increasing variety of arriving information; 4) increase in number of affairs in which one person is engaged at the same time; 5) growth of dialog city at the different levels of social system.

3. Results

The modern person addresses the Internet for getting information; however structure and system city of information got from the Internet is often so poor that the Internet is even called "all-over-the-world dump", and thinking process of the person addressing to such information storage, is likely to adapt to it. Then it turns out that "digital generation" representatives demonstrate clip thinking more brightly, and it is firstly connected with the fact that they are under supervision of those who use to look for information in absolutely different way (they read linear texts, they look for necessary information in books); secondly, global society informatization of society and incredibly accelerated information exchange during the last decade provides to "digital generation" people the fast simple solution of any difficult task: you don't know - go to Google - receive the answer. "The brevity, the sister of talent" as well as cognitive activity dynamism both are considered as the positive aspects, so they can make provocation to analytic thinking as it makes; L.N. Tolstoy said: "Short thoughts are good for they force the serious reader to think more" (Yeremishin, 2006).

The list can be continued; it is evident that clip thinking possesses not only shortcomings; it just develops one cognitive skill at the expense of others. This phenomenon is inherent, according to Larry Rosen, professor of psychology of the Californian university (Rosen, 2007), to the "I" generation which has grown up during the era of computer and communication technologies boom. Larry Rosen makes the distinction between generation born in the 80th ("network" one) and born in the late 90th ("i-generation"). Representatives of "network generation" rather actively use phone, not less than two hours a day, and also communicate via e-mail. "I-generation" to much more extent use text messages for communication, instead of phone, pays much less attention to the TV and try to use different networks for communication. Those of 16 — 18 years are capable to carry out seven tasks at the same time: print SMS messages, communicate on Skype, check e-mail, do all these thinks along with watching TV program. Twenty-year-old young people, according to Rosen's data, can cope at the same time only with six cases, and those over 30 — with five and a half. Multitask is considered to be specific for "clip thinking", however there is a question: what is the refer point to define thinking as multitask and at the same time "clip"?

4. Discussion

There is no unambiguous definition of clip thinking, but on the base of written sources it is possible to make the conclusion: "clip thinking" is a process of reflection of a whole set of various object properties, without communications between them, characterized by fragmentarity of information stream, illogicalness, full diversity of arriving information, high speed of switching between parts, information fragments, lack of complete picture of environment perception (Semenovskikh, 2013). Works of modern researchers about "clip" thinking are presented by articles; butsystem work isn't present so far. Whether it is possible to speak about "clip" thinking not in "clip" manner?

It also can be noted that philosophical scientific community pays more or less attention to the phenomenon of "clip thinking"; but Russian psychological scientific literature only declares the fact of IT technologies impact on cognitive processes development without any quantitative and qualitative analysis of these changes. Philosophers, while characterizing "clip thinking", mostly mention the features specific of not thinking itself, but perception, memory, attention. Meanwhile transformations of informative processes during the epoch of information technologies boom can be defined in terms of classical psychology: as the degree of information perception fragmentarily, conceptual thinking, critical thinking formation, development of attention switch in the expense of concentration, etc.

In fact, in order to exactly define the phenomenon of "clip thinking" it is necessary to fix, describe and analyze those changes in the cognitive sphere of modern person which deal with logic of understanding as the main component of successful intellectual action both in the training situation and in routine life. The understanding of situation acts as the general principle to which one can refer mentioned psychological parameters of cognitive sphere transformation in the description of clip thinking phenomenon. Each person not only processes input visual information, but mentally builds models and scenarios of cultural and socio-political interpretation of current events, using with different degree of consciousness these or those norms and templates. In cognitive approach, understanding of situation is modeled via "frames" forming a basis of contextual expectations concerning upcoming events, setting boundaries of possible interpretations. Thus the pragmatically factor, defined on the one hand by presentation, on the other – by importance and relevance of semantic image which activates contextual semantic links, is extremely important. Then process of understanding appears as template recognition.

5. Conclusion

The analysis of informative processes of digital information and communicative technologies users is quite necessary, which would be aimed at detecting specific psychological characteristics of possible new type of thinking, as well as substantial methodological justification of "clip thinking" concept and perspective of its introduction into scientific turn.

The outlined goals are to be achieved through solving following tasks:

1. Identification of interrelations between features of media consumption and characteristics of perception, memory, attention and thinking of individuals.
2. Comparative analysis of clip thinking, conceptual thinking and pre-conceptual thinking
3. Identification of interrelations between features of individuals' media activity and the level of critical thinking development.
4. Revealing factors, which drop down information processing efficiency, and factors, which promote the most successful process of cultural experience transfer.
5. Analysis of the revealed factors implementation in educational process.
6. Revealing the identifying descriptions of "clip" thinking.

If interaction from mass media, firstly digital, represents the key factor defining changes in informative processes development in the XXIh century, the quantity and quality of changes is to depend on intensity and substantial filling of this experience. Determination of features of respondents' information behavior which would reveal features of experience of interaction from mass media, application of psychological techniques to examine the level of informative processes development would allow establishing existence or lack of correlation between media behavior of individuals and features of the cognitive sphere. Such research should involve respondents of different age groups; one age group (student's youth), but mastering different professions (conditionally "technical" - "natural-science" - "humanitarian"); with various digital experience contents (preference of information search, Internet communication, Internet creativity, online games, etc.) and quantitative parameters (duration of Internet experience and its intensity). Usage of mathematical statistics methods included in an IBM SPSS Statistics 21 package would allow establishing distinctions between the surveyed groups and interrelations between the studied.

References

Ernst, K. (2011). When they say that the Internet will kill television, is foolish. *Kommersant*, 192 (4)
Frumkin, K.G. (2010) Clip thinking and fate of linear text. *Ineternum,* 1. http://nounivers.narod.ru/pub/kf_clip.htm
Girenok, F.I. (1995). *Metaphysics PATA (tongue-tie a tired person)*. Moscow: Labirint.
Karr N. (2012) *The Shallows: What the Internet Is Doing to Our Brains.* SPb.: Best Biznes Buks.
Kogan Ye.I. (2005). Reading needs to be protected. *Russian intellectualism in America: Articles. Portraits. Reviews,* S (140-146).
Maklyuen, M. (2005). *The Gutenberg Galaxy: The Making of Typographic Man.* M.: Akademicheskiy proyekt.
Pereslegin S.B. (2005) *The tutorial game on the world chessboard.* M.: AST, SPb.: Terra Fantastica.
Pronina, Ye. Ye. (2001). Live text: four stylistic trait Net-thinking. *Vestnik MGU. Ser. 10*, 6 (74-80)
Prensky M. (2012). *From digital natives to digital wisdom: Hopeful essays for 21st century learning.* Thousand Oaks, CA: Corwin Press.
Rosen, L. (2007). *Me, MySpace, and I: Parenting the Net Generation.* N.Y.
Shipunova O.D., Deniskov A.V. (2014). Subculture of the information society: interaction design in industrial environments. *Issues cultural studies*, 6 (87-91).
Semenovskikh T.V. Clip thinking" – the phenomenon of modernity. *The best communication: Epistemic resource from the Academy of media industry and the Department of the theory and practice of social connectedness RSUH.* http://jarki.ru/wpress/2013/02/18/3208.
The clip hostages of thinking. Interview with Andrey Kurayev. Regnum, 2004. http://www.rg.ru/2004/05/13/Kuraev.htm
Toffler E. (2004). *The third wave.* Moscow: AST.
Yelyakov A.D. (2011). Good and evil: burning paradox of the Internet. *Philosophy and society*, 2 (71-72).
Yeremishin O. (2006). *Aphorisms. Golden Fund of wisdom.* M.: Prosveshcheniye.
Zagidullina M.V. (2012). Information society in the context of the net-thinking. *Bulletin Of The CSU, Ser. Philology,* 63 (48-50)

Haji Abdul Rahman Limbong (1868-1928) Fighter Against The Colonialist

Berhanundin bin Abdullah

Faculty of Islamic Contemporary Studies Sultan Zainal Abidin University; berhanudin@unisza.edu.my

Kamaruzzaman bin Yusoff

Faculty of Islamic Civilization, University Technology of Malaysia (UTM), 81310 Johor Bahru, Malaysia; y.kamaruzamn@utm.my

Mansoureh Ebrahimi

Faculty of Islamic Civilization, University Technology of Malaysia (UTM), 81310 Johor Bahru, Malaysia
(Corresponding author: Mansoureh Ebrahimi) E-mail: mansoureh@utm.my

Ruzaini binti Sulaiman @ Abd Rahim

Pusat Pendidikan Asas Dan Liberal Universiti Malaysia Terengganu; ruzaini@umt.edu.my

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

Haji Abdul Rahman Limbong was a religious scholar and a Malay fighter feared by the British colonialists. British had regarded him as a rebel. He was more known to many as a religious teacher, as well as a successful trader and entrepreneur. The present study investigates Haji Abdul Rahman Limbong's struggle with a focus on three objectives. Firstly, he defended the rights of the settlers and the people of Terengganu from further being governed by the British power. Secondly, he adopted the approach of religious studies to the people, title defence through the Court ruling, opposing to the colonial power through the spirit of Jihad and defending the politics of the state by means of the legislation. Thirdly, he ennobled the Sultanate institution and gave an undivided support to the state administration. A qualitative approach by analyzing available documentation from Public Record Office, Terengganu, is employed to reveal the aims of this study. It is highlighted that defending the people had been the central cause for Haji Abdul Rahman Limbong's struggle.

Keywords: *Haji Abdul Rahman Limbong, Terengganu, Malay fighter*

1. Introduction

Haji Abdul Rahman Bin Abdul Hamid Bin Abdul Kadir is better known as Haji Abdul Rahman Limbong, or in short, Tok Limbong. He was born in Kampung Jenguk Tong, Beladau Kolam, Kuala Terengganu. Some claimed that he was born in Belukar Bilang, Ulu Telemong, a village where his mother Tun Tijah came from (Timah bt. Hamzah 1981:27). He was known as someone with a courteous manner, friendly, a man whose good education and good upbringing are reflected upon him but only in few things that matter and true. He was depicted by George Alaxender de Chazen de Moubray as (PRO Co. 717/61/1, 1922, p. 1):

> *"a very holy man with a very big influence and very generous to the rakyat"*

Haji Abdul Rahman has a small frame of a body, and his manner and appearance are similar to a sufi (Abdullah Zakaria bin Ghazali, 1985:60), he is dark-skinned and is of a Malay descendancy. He was born in 1868 (PRO Co. 717/61/1, 1922, p. 2). He is well-known, influential, has a good job, a religious scholar and surrounded by a society in the middle part of the Terengganu River. He was collectively acclaimed as a charitable man and known for his unselfish ways. He had chosen to be a teacher in the field of theology, agriculture (on 'Usyur: an agricultural method and starting a land the Islamic way) solat as an act of devotion. He had a lot of properties, as in Kemaman where the Chinese were allowed to develop the properties there. Other than that, he was also a silat teacher and was very good at handling and playing with weapons.

He obtained his education from his uncle, Haji Tun Mohammad Zain (Tun Mamat) in Mecca. His teacher was Haji

Yaacob Paya Bunga having returned to Terengganu, for a period of two months and he had successfully mastered his education comprehensively. Then, he was under the supervision of Haji Wan Musa, in Paya Bunga also Tok Ku Paloh (Muhammad b. Abu Bakar, 1991:191).

The name "Limbong" was given to Haji Abdul Rahman because in a few years having been a religious teacher, he always travelled to and fro to Limbong which is located by the riverside in Bandar Cukai, Kemaman to teach, other than doing his business (PRO Co. 717/61/1, 1922, p. 3 - 4). Haji Abdul Rahman practised Tarikat Naqsyabandiah and upheld the fiqh of al-Syafie. This tarikat originated from Turkestan and founded by Muhammad Bahau'ddin Al-Uwaisi Al-Bukhari (1317-1389) (Abdullah bin Ali 1976:115). He was said to have saintly power, an extraordinary, miraculous power.

Haji Abdul Rahman was really careful about the halal or haram when it comes to the food he ate. He always distanced himself from being influenced by worldly materials. His home was equipped with everything in moderation. Meanwhile, his everyday clothes were the Malay attire or white robes, Chinese-cut pants, *terendak* and *terompah*. He also honoured people who had returned home from Mecca, with the title Haji to their names, and encouraged them to wear a white turban among them. Other than that, the hut students (basically students learning religion in schools in the forms of huts) had been appointed to serve as young leaders in the context of the rural Malay Community (Muhammad Abu Bakar 1991:214 and 215).

2. Working Experiences

Haji Abdul Rahman was a religious teacher. He was a really committed Muslim and performed the deeds collectively, then teached religion and solved a number of important issues in the community. When he was being made a political detainee in Mecca, he also taught in the Mecca Mosque (Timah bt. Hamzah 1981:118). His scholars were mostly the people of Malaya who came to learn in Mecca and then performed Hajj at the same time. His position and role as a teacher in Mecca had proven his credibility in the theological field, something that made him distinctive and special. He was also an entrepreneur, a hardworking and charitable trader and farmer. He did part of his daily routine as an entrepreneur, weaving fabrics to be made clothes, making terompah, terendak and agricultural tools and equipment. As a successful trader, Haji Abdul Rahman had sent 500 tonnes of chalk to Kuantan with his own big ship manhandled by five crew members and led by Haji Wan Nawang Sedara, without him being present (Timah Hamzah 1981:39). Haji Abdul Rahman Limbong had spread his business to countries abroad namely Menara, Southern Thai to sell his boat there (Abdullah Zakaria bin Ghazali 1985:73). As a farmer, together with the villagers, he resorted to planting cotton, banana, corn and paddy. As a charitable man, he loved to help the poor and fed the orphans and those in need especially during the Fasting Month (Timah Hamzah 1981:39). He held on to the principle that this earth belongs to God and anyone can seek for his or her own sustenance and form of livelihood and get His blessings, as long as their actions do not contradict the laws of Shari'a (Abdullah bin Ali 1976:115).

3. The Fight To Defend the Fate of The People

Haji Abdul Rahman struggled to defend the fate of his fellowmen by way of opposing to the British especially with regard to land development. At the end of the year 1921, the British had made effective several regulations on forest clearing control to enable the plantations of hill crops and other impermanent crops. Two of the related issues are the Land Office permit for temporary workers was with an annual pay of 50 cent per acre and that the issue of forests more than 7 years old cannot be felled (PRO Co. 717/61/1, 1922, p. 1).

Haji Abdul Rahman Limbong was against this authority and he had obtained the support from the village people in Hulu Terengganu. In July and August 1922, the people of Sungai Telemong came to gather in Telemong under the leadership of Mat Zain bin Mat Min, Haji Kia and Lebai Deraman (Tok Janggut). They worked on a land in Beladau as they normally would, without the permit and this was managed by Haji Abdul Rahman. The effort done by these locals had been regarded by the British as betraying them (Abdullah Zakaria bin Ghazali 1985:62).

4. The British Threat on Haji Abdul Rahman

The English administration felt that they were challenged by Haji Abdul Rahman's attitude and the villagers' discreet actions. They threatened to arrest and punish these locals. First of all, the government had issued a warrant on the 43 people who had cleared and opened land without any permit or pass. In the trial, if they were found guilty, they would be fined $100. Haji Abdul Rahman made the effort to stand by the people when he asked for the Pleader License from the govenment, so that one can be a defender to the trialled community. He chose a legislative path to take a stand with the

society (Abdullah Zakaria bin Ghazali 1985:62) with the aim to explain the accusation to the Malaya Commissioner (Tengku Bijaya).

A trial was held between Haji Abdul Rahman with an English attorney represented by the Forest Ranger. Haji Abdul Rahman had put forth a commentary that shocked the Forestry officer in Arabic handwriting (meaning land as being owned by the non-state administrator, and the state does not have the right in land rental). Judge Wan Mahmud had received the argument in response to the claim and the case was kept to serve as evidence (PRO Co. 717/61/1, 1922, p. 1). Haji Abdul Rahman had won in this first trial.

The Land Office had pledged with the High Court and the case was heard on 31st October 1922. A. Cheers, the Police Commissioner had come to the Court and it was found that in the room of the Court Judge, a Malay Judge had killed himself. A trial was also started between the Land Commissioner and Haji Abdul Rahman Limbong. The Land Commissioner asserted that he was given the mandate to control land distribution. Meanwhile, Haji Abdul Rahman questioned "What is the form of the government now? What are the form of the barren land and the requirements in the al-Quran?" The question was heavy and the trial was postponed on 6 November 1922 (Monday). He and his followers between 800 and 1,000 people had left the Court victoriously (PRO Co. 717/61/1, 1922, p. 1). The trial was postponed on the excuse that there were a lot of followers who came with weapons and were arrested. The British was angry thus the case was associated with the presence of too many followers (PRO Co. 717/61/1, 1922, p. 2).

Mr Cheers had sent a police constable to invite Haji Abdul Rahman to offer an explanation about the assembly and the land clearing that had taken place in Telemong. Haji Abdul Rahman had responded through Tengku Haji Abdullah saying that he did not want to come as his health was poorly. Again, A. Cheers had sent a messenger asking Haji Abdul Rahman to come to the Police Office on Thursday, 2 November 1922, and again he did not turn up since the Wednesday before that was a public holiday, in conjunction with Maulidur Rasul (PRO Co. 717/61/1, 1922, p. 3).

Secondly, using force. A. Cheers had gone to his home with a Sub-Inspector Syed Harun to bring him to the Police Station to make statement but it was declined. With that, A.Cheers had given a warning that Haji Abdul Rahman reconsider his invitation. If he still refused to do so, he would have to use force (Abdullah Zakaria 1985: 63). Cheers' next presence to detain Haji Abdul Rahman by sheer force had not been successful. This reluctance had ignited British's anger and potentially there would be an impending bloodshed.

The British Advisor then used his power and Dato' Seri Amar Diraja on behalf of the government through Sheikhul Islam (head of the Religious Department) to invite Haji Abdul Rahman. The British Advisor, J.L.Humphreys had made the decision to sue Haji Abdul Rahman Limbong through Sheikhul Islam on the pretext of inviting the society during the trial. J.L Humphreys had managed to persuade Syeikh al-Islam Tuan Embong (Sayyed Abu Bakar son of Tok Ku Paloh) to issue a warrant towards Haji Abdul Rahman. Wan Mahmud, the Judge of the Subordinate Court was asked to send the warrant to Haji Abdul Rahman.

Thirdly, file an accusation. At the Police Station, A. Cheers had read the accusation and statement that was taken through threat from those who came with weapons. Having been denied by Haji Abdul Rahman Limbong, A. Cheers had warned him to remind the *rakyat* not to be present and linger on the court's lawn during the trial. He continued to show his protest and disagreement with British's demands and was reluctant to go to the Police Station as he was discontented with A. Cheers' attitude. He denied being in a conspiracy causing Cheers to postpone his investigation until Appeal Land Office (PRO Co. 717/61/1, 1922, p. 7) had made the decision. In a few hours, Haji Abdul Rahman had come with Wan Mahmud to the Council room and followed by their followers who gathered outside the building. He sat next to Mr J.L. Humphreys. Mr J.L. Humphreys explained that the spectators coming to the Police Station and giving statement about the presence of the villagers, can be associated with a gathering aiming to show opposition against the government and were a form of betrayal towards the Sultan and the Malay race itself (PRO Co. 717/61/1, 1922, p. 6). Haji Abdul Rahman maintained that he did not ask the villagers to come to listen to the trial, and he was not involved in the 1922 assembly. With that, Dato' Seri Amar Diraja suggested that A. Cheers drop the charge on Haji Abdul Rahman.

Haji Abdul Rahman's use of his influence to prevent the public from coming to the Court during the trial had still failed. The British claimed that it was all an act. On 5 November 1922, J.L. Humphreys asked the Assistant of the Land Commissioner to handle the appeal cases but the trial was put on hold after 14 days without any action being taken.

Fourth, cancelling the attorney's license. J.L. Humphreys was clearly disappointed for the failed trial. To overcome this, J.L. Humphreys had conducted a discussion with Dato' Amar Tengku Bijaya (Land Commissioner), Syeikh al-Islam and the Mufti to cancel the Pleader License (Attorney) without compensation to the holder based on the Pleader License Enactment (PRO Co. 717/61/1, 1922, p. 8). Humphreys suggested that the government retract the attorney's license that was given to Haji Abdul Rahman and asserted that the government retract the license under the provision of law No. 2 of 1339 (199/20/1921). This law dictates that the govenment can cancel the license without compensation to its holder. This proposal was agreed by Dato' Seri Amar Diraja, Syeikh al-Islam and Engku Said (a relative to Tok Ku Paloh).

The date of the trial was positponed to 20 November 1922. Haji Abdul Rahman had chosen the same date with this trial to hold a circumcision ceremony for new Muslims (Chinese origin) who embraced Islam in Terengganu with the idea that the trial was not going to be attended by his followers. In the ceremonial feast, a grand-scale procession was going to be held, with 1000 Malays attending, 4 cows and 400 chickens slaughtered (PRO Co. 717/61/1, 1922, p. 8). The ceremony was postponed due to the threat and coaxing of the Court, asking for the ceremony to be cancelled.

Fifth, cancelling the certification of the government representatives and religious teachers. On 19 November 1922, Syeikh al-Islam had sued Haji Abdul Rahman and asked him to come to the Religious Office. He did turn up on the date scheduled. Also present at the office were Sheikh al-Islam, Mufti, Dato'Seri Amar Diraja, Tengku Bijaya (Land Commissioner) and J.L.Humphreys. In this meeting, Haji Abdul Rahman was told that the government's duty was to uphold peace and the duties he had to carry out as a representative were marred, especially when he was characteristically a pious man. Haji Abdul Rahman was advised to take part in good activities and not to get personally involved in any movements at all. His duty as a representative of the government and the mosque's religious teacher was cancelled. His license was also retracted and he was not permitted to hold any circumcision ceremony (PRO Co. 717/61/1, 1922, p. 9). Haji Abdul Rahman Limbong did not go against this cancellation, but instead maintained that his engagement in the trial was to assure that the *rakyat* were treated with justice. He also explained that there were oppression and extortion committed by the Land Officer. In this matter, Haji Abdul Rahman Limbong was given the assurance that the government would report any single misappropriation committed by its officers and it would be more careful in taking any actions. However, the trial that was postponed was no longer continued after that date.

On the 20 November further postponement was done by the Land Office. J.L. Humphreys simply could not bear reporting this. He arranged for a team from the Court of Appeal comprising of himself, Mufti and *Syeikh al-Islam* to Pulau Babi (10 km from the Terengganu River) visiting a piece of land. His sole purpose was to obtain evidence of Haji Abdul Rahman's influence. They arrived at Pasir Tembakang (6 km from Town) and encountered hundreds of Malay gathering on a spacious area, with boats full of people who came from different directions, with some huts built, cows slaughtered, food cooked, and prayers read as full preparation for the Chinese Muslims's circumcision religious ceremony. On their way back, the ceremony had ended and the boats were nowhere to be seen. This had left a great impact to the British (PRO Co. 717/61/1, 1922, p. 9).

J.L. Humphreys reported that the most dangerous disruption had come to an end. It might be the effect of the infamous Kelantan rebellion in 1915. The nobility and credibility of Haji Abdul Rahman had elevated him to a position of a powerful, dangerous leader although he had a village background like Tok Janggut, with his high spirit of fighting for religious causes (PRO Co. 717/61/1, 1922, p. 9).

Haji Abdul Rahman had encouraged the people of Telemong and claimed that they had been owning the land there since generations ago, and he continued to oppose the government people, who attempted to guard along the river. J.L. Humphreys in his report, stated that the rebellion that took place in Kelantan had seemingly served as the basis of the protest. Anti-foreigners demonstrations were the result of the failing British land administration (PRO Co. 717/61/1, 1922, p. 10).

Sixth, acting through the 'rule and divide' approach. Having lost a few times in the trials on land issues, some subtle actions through the 'rule and divide' approach had to be carried out. J.L. Humphreys had instructed the Police Commissioner to do another hearing on the case of a man bringing weapons into town on the 31 October. The process would weaken the influence of Haji Abdul Rahman, whether it rejected or supported him J.L.Humphreys hoped that there was a sense of weakness in Haji Abdul Rahman that could be diverted using some administrative influence and for it to stimulate the farmers to work well, with the allocated roads underway (PRO Co. 717/61/1, 1922, p. 10). The people were encouraged to get involved in the land clearing to build more roads. This was to win the attention of the people and to make them afraid of the government's actions (Muhammad Abu Bakar 1991: 198-199).

5. Haji Abdul Rahman's Successful Opposition Against the British

In the year 1923, Haji Abdul Rahman representing a number of people from Hulu Terengganu, especially the area of Telemong, had helped them forward a letter to the Terengganu Land Commissioner (SUK. Tr. 599/1342, 1924). His aim was to ask him to consider the issue of land ownership equality right and the pass obtainment process. He hoped that these issues would be brought forth to the government. The solution should also take into account the *rakyat's* affordability.

Haji Abdul Rahman told the Land Commissioner that he represented the 508 members of the community who had cleared the land without a pass, had mortgaged some money amounted to 250 ringgit as evidence that they did not violate the government's order (Muhammad Abu Bakar 1991:199). It also served as an assurance and mandate that the

government could not sue, arrest, fine or imprison them. He maintained that the land was their own and not government-owned.

Evidence of ownership is based on the fact that the residents of the District of *Hulu Sungai* Terengganu, Telemong, Berang, Tersat also Hulu Nerus were the native residents of Terengganu. Although there were some of them originated from Johore, this generation had come with Sultan Zainal Abidin I during the formation of the Terengganu administration in Tanjung Baru then. The bushes and small forests were due to the fact that the farmers had worked on their lands in turn. From the time of Sultan Zainal Abidin I (1725-1733) right to that of Sultan Zainal Abidin III (1881-1919), there was no disturbance of ownership on the land of plantation, and even Sultan Zainal Abidin III had granted ownership without charging any fees at all.

Meanwhile, Haji Abdul Rahman's suggestion that no investigation should be done on the land, was not agreed by the British Advisor and Dato'Seri Amar Diraja. In his memorandum to Dato'Seri Amar Diraja on the 3 February 1924 (26 Jamadil Akhir 1342), the British Advisor had suggested that the money sent by Haji Abdul Rahman was made the fee revenue tax. This suggestion was agreed by Dato' Seri Amar Diraja (SUK. Tr. 599/1342, 1924).

Haji Abdul Rahman had also disagreed with laws involving wild animal control as the people were restrained from shooting wild boars which had threatened them when they worked. Those who violated would be fined. In 1923, laws on restrictions and prohibitions for pets and livestocks were renewed. The police, home and plantation owners were allowed to catch animals that roamed free, destroyed properties and crops and brought to the slaughter house. The animals would be caged until their owners came and paid for the fine of $10 together with a compensation fee of $10.

In February 1924, the Government Meeting Council had passed a land settlement law enactment where the law was unanimously agreed to have been a burden to the *rakyat* (Timah Hamzah 1981:70). The residents of Telemong again, rose to the occassion, in their opposition against the gazetting of the 1924 *Land Settlement Enacment*. They continued working without caring for the said enactment. 43 people were fined and brought to the Subordinate Courts on the charge of opening the land without permission. Haji Abdul Rahman Limbong had taken extra measures to defend those who were penalised.

On the 28 Disember 1924, the regulation for the Animal Control Law was again amended and only imposed on the cows. Cows were not allowed to roam free on the roads, except if they had the nose rope and could be pulled by their owners. If the cows were caught, and in the period of seven days, they were not claimed, then the cows would be auctioned. For fierce cows, they would be slaughtered to ensure the safety of the people.

The success of Haji Abdul Rahman had raised the awareness among the British that this man had the capability to launch an opposition towards the government. His credibility and strong religious influence had overcome and overpowered government's actions (Timah Hamzah 1980:64). Several cases have served as proof that he did not disobey the government, but he would accept it under the circumstances that the government's actions were appropriate and necessary (Timah Hamzah 1980:70).

Most of the Telemong residents had listened to the advice and views raised by Haji Abdul Rahman. If the government were to take action on those who cleared the land without a pass, those involved will go and complain to Haji Abdul Rahman at his home in Beladau (SUK. Tr. 1268/1342, 1924). There were also farmers who did not pay for themselves at the Land Office to get a pass, but instead had given the money to Haji Abdul Rahman for payment.

Haji Abdul Rahman had instructed Tun Uthman, Tun Umar, Wan Mat Amin, Wan Long and Tuan Mat Saleh to clear the land at the Bukit Pia orchard to grow cotton, banana and paddy. He was asked to go to the office in Kuala Berang but refused, for he had already informed this to the Terengganu Land Commissioner, but up until then he was yet to get a reply. He anticipated that if the land was imposed with tax, then he must be informed so that the tax can be settled and for the Telemong residents to not be burdened by this.

On the 12 June 1924, the British was not happy with the religious teachings delivered by Haji Abdul Rahman (SUK. Tr. 1268/1342, 1924) including the religious activities that he led. Due to this, the State Meeting Council had held a conference on 21 July 1924 (Saturday) and made the decision that all religious activities must be approved and those who violated this regulation, would be arrested. The arrest would not be exempted on Haji Abdul Rahman (SUK. Tr. 1268/1342, 1924). The *rakyat* did not protest this regulation, but they only held a feast instead. However, the British had regarded this as a form of protestation as they were informed that a major gathering was about to take place (SUK. Tr. 1269/1342, 1924).

6. The Accusation on Haji Abdul Rahman

The new British Advisor, J.W. Simmons had accused the Religious Department of being impatient to appoint Haji Abdul Rahman as a religious teacher in the local mosques with appropriate salary provided for him. He was also accused for

not wanting to work, not being frank when refusing the offer and that he only taught in his pastime. The level of anger of this British Advisor was very high so much so that he stated that the affairs of Telemong were not something that needed to be discussed only because the affairs were all related to Haji Abdul Rahman (PRO Co. 717/61/1, 1925).

Regarding the opposition towards the British administration, M. L. Wynne (Pesurthe Police Commissioner) had just received news which validity was uncertain. He thought that 2,000 people had been under the command of "krah". Wok's clerk was said to not have any detailed information (name and village's name) from the 2,000 people who had given the feedback. The rumour from the Captain had it that they were ready to "instruct" people all over the state, from Kelantan to Kemaman and took some defensive steps as they were confident that they could dominate the entire state, wave off British influence, return the Sultanate to Sultan Muhammad (the brother of Tengku Nik) and appoint Haji Abdul Rahman as the Prime Minister. Wynne could not make sure of it but clearly Haji Abdul Rahman received support from Sultan Muhammad and the public, while Tengku Nik had been a traitor. Wynne explained that Haji Abdul Rahman was a very successful rebel, not an administrator and not a religious member as he had infused politics in his lectures and talks. He worked on leading the organisation (party) to be free from the grip of the foreign power that was finally retracted by the British Advisor (PRO Co. 717/61/1, 1925, p. 3 - 4).

In a letter dated 21 April 1925, signed by Haji Abdul Rahman it stated that Tengku Nik from Kampung Sungai Ular had sent a letter to the Chief Mahmud bin Mohamed Malim to clear a land in Kampung Lubuk Merbau and he came with a bushel of rice (PRO Co. 717/61/1, 1925, p. 3 - 4). Chief Abdullah had reported that on 2 May 1925 (Saturday) people who were in Ulu Malaya started to come to Mat Zin Bin Mat Min's land (Kuala Telemong) then they built five huts on the land. They were paid by Haji Abdul Rahman to clear the land of Tengku Nik Maimunah. They kept vigil in turn to prevent the land from being trespassed (PRO Co. 717/61/1, 1925, p. 1).

On the 3 May 1925, J.W. Simmons had reported that hundreds of Malay had arrived from the rivers of Belimbing, Tersat, Berang and Nerus (estimation was 300 to 500 people) to gather in Kuala Telemong several hours on the river of Terengganu. They wanted to clear the land of Tengku Nik Maimunah. This information was obtained from a letter that was distributed to the locals which contained three characteristics- (PRO Co. 717/61/1, 1925, p. 2), that the land was owned by Tengku Nik Maimunah (a gift for the Sultan's sister), that the name of Haji Abdul Rahman Limbong was noted and that the letter was written by Mat Zain's clerk named Wok.

M. L. Wynne, the Police Commissioner had reported that people involved in illegal assemblies had decreased, from 300 people to 100 people. Mat Zin bin Mat Min was the leader who had organized these meetings, while Haji Abdul Rahman was reported to be the mastermind of the gatherings (PRO Co. 717/61/1, 1925, p. 2). Chief Abdullah reported that he had never seen a 300-strong crowd in a single occassion. On 6 Mei 1925 there were about 50 men who were working that night (PRO Co. 717/61/1, 1925, p. 2).

J. L. Humphreys had included a copy of the "B" report from the Police Commissioner dated 6 May 1925 instructing the public to avoid from spreading anything uncertain in regard of any inaccurate statement issued by a Malay that can create any difficult issues, based on these reasons (SUK. Tr. 1269/1342, 1925):

1. Tengku Nik (the sister of the Sultan and the beloved daughter of al-Marhum Sultan Zainal Abidin) was a very influential member of the royalty and did not speak much.
2. Haji Abdul Rahman did not sign any letters and this would separate him from the issues.
3. It was difficult to get any clear case in relation to Haji Abdul Rahman although some claimed that he was the prime mover behind the movement that he himself did not join. The local people at the time had disputed the position of the British when it comes to colonization.
4. It was impossible for an European to meet and talk with him. Mr Wynne who was his neighbourfor two years stated that he did not know anything about him. The term "Kafir" was a fanatical term to use in the stream of thoughts bordered by religious belief.

Haji Abdul Rahman was accused to have been engaged in, and charged for gathering his village men by means of distributing invitation letters (SUK. Tr. 1269/1342, 1925). Following the assembly, a meeting was arranged between Tengku Bijaya (Head of the Religious Department) and Tengku Setia, the State Secretary with Haji Abdul Rahman at his home as to get statements about the event. He denied all the allegations and maintained that he was not in any way connected in the assembly and claimed that his name was manipulated without his consent and knowledge. His statements did not convince the British Advisor so again, Tengku Bijaya was instructed to visit Haji Abdul Rahman Limbong at his home to get some explanation and still, he gave the same answer. The British Advisor stated that Tengku Bijaya was inefficacious and was a little slow in handling matters. Then, he arranged that Tengku Bijaya and Tengku Setia, the State Secretary to see the Sultan to invite Tengku Nik and asked her to not "command" any more people to do land clearing job. He was informed that on the 8 May the Sultan had acted the way he was proposed to do so. Simmons instructed Tengku Bijaya to meet with Haji Abdul Rahman and discuss the purpose of tthe government who was

seemingly embroiled in a minsunderstanding with the residents of Hulu Telemong. Tengku Bijaya took the responsibility with Mufti and Wan Sulaiman (Syeikh al-Islam Assistant) talking to Haji Abdul Rahman about the issue (PRO Co. 717/61/1, 1925, p. 3 - 4).

On 27 May, Dato' Seri Amar Diraja, Tengku Bijaya and Dato' Lela had gone to see Haji Abdul Rahman at his place carrying the mandate of Sultan Sulaiman Badrul Alam Syah, asking him to see the Sultan in Istana Kolam to give a statement on the assembly. Haji Abdul Rahman asserted that he did not have anything to do with, and even added that the administration of the Kuala Berang District Officer was oppressing the *rakyat*. In his meeting, Dato' Sri Amar Diraja asked Haji Abdul Rahman to lodge a report to the government if the rakyat were not satisfied and had come up with certain demands. The British advisor was not happy with the report and result of the conversation due to other arising problems in Hulu Terengganu (PRO Co. 717/61/1, 1925, p. 4).

7. The British Oppression on Haji Abdul Rahman

Several processes and implementation in Islamic religious welfare were intervened by the British officers, among which, in 1927, The British advisor had sent a letter to the Religious Commissioner to revoke the license of the Attorney En. Da bin Mohamad who was representing Haji Abdul Rahman under the charges of his misdemeanour and deceit. This proposal had led to the result of the licence revoked, as decided by the verdict of the general meeting and the State Government meeting (SUK. Tr. 1269/1342).

In March 1928, the government had issued a demand on the land yield, which ownership was determined. However, there were some of the residents who were not bothered by the demand as they were not granted ownership of the lands. Due to this, this issue was brought to the Magistrate Court. In the trial that had taken place, Haji Abdul Rahman was made the guilty party for his instructions, asking the people of Hulu to clear the lands and grow plantations. Having been sentenced, Haji Abdul Rahman Limbong had paid all fines imposed by the Court dated April 1928 on 30 people guilty of clearing the lands without legal pass (Terengganu 1928:21). This payment had rescued the local society from being imprisoned in Kuala Terengganu (Abdullah Zakaria 1985:72).

Following the incident, Haji Abdul Rahman was slandered, to have been spreading the idea opposing to the new regulations between 19 and 20 April 1928 in Dungun. On the 4 May 1928, Hulu Terengganu leaders such as Village Chief Salleh Pasir Nyior, Tersat, Tahir Pasir Padang, Abu Bakar Chinting, Mat Tuk Pitas, Encik Deraman bin Haji Daud, Peris, Abdullah Jurukaka and Ismail Kuala Por had gone to see Haji Abdul Rahman Limbong and Sayed Saggof to get some advice from these religious scholars. They were brought by Che Leh (Haji Abdul Rahman's son). In this meeting, Haji Abdul Rahman Limbong gave assurance that we would help the residents of Hulu Terengganu on the premise that they were brothers in Islam. The leaders were advised to not use and manipulate Haji Abdul Rahman's name arbitrarily. After being advised, the Hulu leaders returned to their daily tasks Berang, Sungai Besar, Telemong, Dungun and Marang. The meeting had become a basis for the accusation imposed on Haji Abdul Rahman under the pretext that he had slandered the local people to work on the land planting paddy or *huma* without having to take the pass and to gather in Kuala Berang.

The British continued to blame Haji Abdul Rahman, anytime something happened to the people at large. They referred to the report by J. L. Humphreys, the then-British Advisor in the case of opposition taking place in 1922 and the report written by Mr. J. W. Simmons (British Advisor from April 1925 to October 1927) in relation to the 1925 riot. The British accused Haji Abdul Rahman as the reason behind the riot incident in regard of the land tax, claiming that he influenced the local people to hate and rebel against the British and had been biased when it comes to religion-oriented issues. However, he stated that he and his followers had some interests in the establishment of "Parti Astana" and assumed that it was far from perfect (PRO Co. 717/61/1, 1928, p. 3).

The people's concern came to an end when they finally had the opportunity to meet Sultan Sulaiman when the Sultan left for Kuala Berang on 7 May 1928. It was estimated that between 2500 and 3000 residents came to file complaints and made appeals. Among them, included were six requests to be considered and approved from using a pass or license (Rahmat Saripan 1987:89) to take the leaves to make *lemang* and *ketupat*; wood to make houses and boats; pandanus leaves to make mats and awnings; to fell sago trees; to apply for markings between government-owned lands and resident-owned lands; to apply to use weapons to eradicate pests; to release the cows and to use the cows to pull timber.

Sultan had succumbed to all these pleas and made reference to the verdict issued by Sultan Zainal Abidin III in the issues concerning land development, the fact that the *rakyat* were free to open new lands and own them, they were free to fell the tress and clear the forests and take the wood and leaves for their rooftops (PRO Co. 273/351).

According to Rahmat Saripan (1987:92) the greatest opposition that happened in Terengganu was on 22 May

1928 under the leadership of Hj. Abdul Rahman Limbong aided by local leaders such as Che Ismail Kuala Poh, Engku Mat Kuala Pueh, Abdullah Juru Kaka, Mat Zin Mat Min Haji Kia (Zakaria), Jusoh Hitam, Village Chief Salleh Pasir Nyiour, Lebai Hassan, lebai Deraman located in Kuala Telemong. They were supported by 300 to 500 residents of Kuala Berang. This struggle was the struggle of the people to demand for the land development and undertaking rights. This opposition was rooted from the abundant rules on the people including including pet control rules, compulsory pass when working on huma, felling trees, taking the sago palm leaves, palm to make attap, taking sago, coconut leaves and *salak*. Even the Government *Penghulu*, Mat Ariffin would not permit anyone taking the woods, rattan and palm leaves (to make *ketupat*). Those who disobey would be reported to the police. (Abdullah Zakaria Ghazali 1984:285).

The pressure exerted by the British had created some tension in Hulu Terengganu and it has come to be known by Sultan Sulaiman. Unfortunately, the Sultan as willed by the British had instructed a 25-member team of police and an inspector to go there after they heard the news that 500 residents were moving to Kuala Telemong to merge with another team at Haji Mat Zin Kampung Pelam's residence, so the police team had returned to Kuala Telemong.

On 23 May 1928 a team of police had set camp behind the paddy fields in Padang Kachong. The police had opened fire at 11.30 am, costing the lives of 12 residents. Their leaders were arrested and put on trial on 11 June 1928 in Istana Maziah. Among the punishments imposed were (Abdullah Zakaria Ghazali 1976:13-21) Muhammad Zain bin Muhammad Amir (15 years of imprisonment, hard labour), Ismail bin Saleh (10-year imprisonment, hard labour), Abu Bakar bin Abdul Rahman (10-year imprisonment, hard labour), Abdullah Jurukaka (10-year imprisonment, hard labour), Haji Zakaria bin Mat Hassan (7-year imprisonment, hard labour), Chief Omar (6 year imprisonment, hard labour), Engku Mat Pueh (5-year imprisonment, hard labour), and Haji Tahir Gunung (5-year imprisonment, hard labour), Muhammad Pitas (5-year imprisonment, hard labour), Lebai Hassan (5-year imprisonment, hard labour), Chief Salleh bin Yusof and Saleh Haji Abdul Rahman released without sentence, Haji Abdul Rahman Limbong was made exile to Mecca with life sustenance of $30.00 per month.

8. Arrests and Punishment On Haji Abdul Rahman

Haji Abdul Rahman Limbong was arrested in his home in Beladau as he was accused of being involved in a defence movement in 1928. He was brought to Istana Maziah to be interrogated on 28 May 1928 (7.12.1346) and also present were Dato' Sri Amar Diraja, British Advisor and the State Government Sceretary. The trial had taken place for about two hours from 3.00 to 5.00 in the afternoon. In his statement, Haji Abdul Rahman Limbong stated that he had only just returned from Menara, Southern Thai to sell his boat there. He strictly maintained that he had nothing to do with the assembly and he did not even know anything at all. He did not try to stop, nor disallow the surrounding community to take the pass (Abdullah Zakaria 1985:73). Then, Haji Abdul Rahman was arrested in a house in the vicinity of Istana Maziah as the authority was overly concerned that there would be chaos. This trial had been one of the political detainee trials as not even one offence could be imposed on the offender, Haji Abdul Rahman.

Based on the good advice from Dato' Sri Amar Diraja, Haji Abdul Rahman Limbong was sent into exile in Mecca. On the 2 June 1928 (12.12.1346) the State Government of Terengganu had declared that Haji Abdul Rahman Limbong was sent to Mecca. All his affairs to Mecca, including travelling expenses and self-sustenance were provided for by the State government. The State Meeting Board who had a conference dated 17 July 1928 (Isnin) had agreed to pay for his sustenance of 30 ringgit per month to Haji Abdul Rahman Limbong as long as his period of stay in Mecca or Madinah.

A record of conversation between Haji Abdul Rahman and Mr. J. D. Hall, the High Commissioner Secretary managed to be recorded on June 1928 during his transit from Terengganu to Mecca. Haji Abdul Rahman did mention that the people's opposition actually aimed to free the state from foreign influence and for them to freely spread and understand the Islamic teachings in the society. The society has risen to defend their rights that have been treated rather rudely by the British, especially as far as the poor in remote areas are concerned. Undivided support had been given to ulama or religious scholars who were willing to join them defending the fate of the Malay race (PRO Co. 273/351).

After being in exile for several months in Mecca, on the 22 October 1928 Haji Abdul Rahman Limbong had sent a letter to Sultan Sulaiman Badrul Alam Shah as a pledge to allow him to return home. Some discussions had later ensued, following this. The decision that had been made unanimously in the State Meeting Council dictated that Haji Abdul Rahman's plea was declined, on the grounds that his influence would ignite more chaos in Hulu Terengganu. As he was not permitted to return to his hometown, he continued to teach theology and religious knowledge to the Malays who came to Mecca.

On 13 November 1928 Haji Abdul Rahman Limbong had written an Authoritative Letter to Haji Wan Embong bin Haji Muhammad in Kota Lama to administer properties, payments and debt collection and provide sufficient life sustenance to his wife. Haji Wan Embong was given the authority to sell the properties if it was deemed necessary. Haji

Abdul Rahman Limbong anticipated that all his debt payments must be borne witness by the judge (Abdullah Zakaria, 1985:75). On 6 November 1929 or 14 Jamadil Akhir 1348, Haji Abdul Rahman Limbong passed away in the home of Haji Muhammad (Haji Muhammad Waqaf Home) that was already prepared for him to stay. He passed away in his sickness and was buried in a cemetery in Mecca (Timah bt. Hamzah, 1981:119).

9. Conclusion

Haji Abdul Rahman Limbong's noble character has evidently demonstrated that truth is in favour of the people. He was slandered and alleged on many accounts despite him not attending many community-based activities. His sacrifice was idolised by the people, for he was seen not only as an 'ulama' or a pious scholar, but also as a middleman who was bold enough to defend the fate of his own countrymen. He resolved any issue in regard of the people undisputedly. All convictions that had been imposed upon Haji Abdul Rahman Limbong were a series of strategies of the British, to the point that he was successfully made an exile. After the passing of Haji Abdul Rahman Limbong, it marked the end of the British's relentless efforts to combat the pious group to the very end, because to these colonialists, Haji Abdul Rahman Limbong was the last scholar who was willing to fight against the British Supremacy.

References

Abdul Aziz Ismail. 1996. *Suka Duka Kepimpinan Ulama dan Penguasa: Mendaulatkan Hukum-hukum Allah dan Menangani Permasalahan Ummah*. Johor Baharu: Jahabersa Trading.

Abdullah bin Ali. 1976. "Peranan dan Pengaruh Ulama Said Abdul Rahman b. Muhammad Al-Idrus dalam sejarah kemasyarakatan Negeri Terengganu.Pertengahan abad ke 19 hingga ke year 1920-an". Academic training for Bachelor Degree in Arts (1975/1976). Kuala Lumpur: History Department, National University of Malaysia.

Abdullah Zakaria Ghazali. 1976. "Haji Abdul Rahman bin Abdul Hamid", in *Malaysia In History*. Vol. 1. Kuala Lumpur: Malaysian History Association.

Abdullah Zakaria Ghazali 1984. Bantahan dan rundingan: Campurtangan British dalam pentadbiran Terengganu, 1909-1919, in *Terengganu: tokoh, pentadbiran dan perjuangan,* Museum Association Malaysia, Kuala Lumpur.

Abdullah Zakaria bin Ghazali. 1985. "Kebangkitan Anti British di Semenanjung Tanah Melayu". Editor Khoo Kay Kim. In *Sejarah Masyarakat melayu Moden*. Kuala Lumpur: Publication Dept, Universiti Malaya.

Mohammad Endut, 1970. 1928-Penderhakaan Di Terengganu. Academic training for Bachelor Degree in Arts. Kuala Lumpur: History Department, Universiti Malaya.

Mohd Isa Othman 1992. *Pendudukan Jepun di Tanah Melayu*. Kuala Lumpur: Dewan Bahasa dan Pustaka.

Muhammad b. Abu Bakar, 1991. *Ulama Terengganu Suatu Sorotan*. Kuala Lumpur: Utusan Publication and Distributors Sdn. Bhd.

Public Record Office, Terengganu: Co. 717/61/1, Enclosure No. 4. Report On Certain Matters Connected With One Haji Drahman of Terengganu, by. J.L. Humphreys 24th November 1922.

Public Record Office, Terengganu: Co. 717/61/1, Enclosure No. 5. Report On Certain Matters Connected With One Haji Drahman of Terengganu, by J.W. Simmons 10th July 1925.

Public Record Office, Terengganu: Co. 717/61/1, Enclosure No. 5. Report On Certain Matters Connected With One Haji Drahman of Terengganu, N0. 2. in C.P.Tr. 57/25: Office of the Commissioner of Police (Unlawful Assembly At Kuala Telemong) 6th May 1925.

Public Record Office, Terengganu: Co. 717/61/1, Enclosure No. 5. Report On Certain Matters Connected With One Haji Drahman of Terengganu, N0. 2. in C.P.Tr. 57/25: Office of the Commissioner of Police (Unlawful Assembly At Kuala Telemong) 6th may 1925. (Statement of Penghulu Abdullah of Kampung Kuala Telemong)

Public Record Office, Terengganu: Co. 717/61/1, Enclosure No. 5. Report On Certain Matters Connected With One Haji Drahman of Terengganu, N0. 2. in C.P.Tr. 57/25: Office of the Commissioner of Police (Unlawful Assembly At Kuala Telemong) 6th may 1925. (Report by Dato' Menteri).

Public Record Office, Terengganu: Co. 717/61/1, Enclosure No. 6. Unfederated Malay States (Terengganu). 6th December 1928.

Public Record Office, Terengganu: Co. 717/61/1, Unfederated Malay States (Terengganu), Colonial Office, by High Commissioner For The Malay State. 6th December 1928.

Rahmat Saripan 1987. "Pemerintahan di Kelantan dan Hubungan Dengan Patani dan Terenggannu dalam Abad ke 18", *Kelantan Zaman Awal: Kajian Arkeologi dan Sejarah Di Malaysia*. Kelantan: Kelantan State Museum Corporation.

Terengganu. SUK. Tr. 599/1342. The Deputy of the Menteri Besar to British Advisor, 26.6.1342, (3 February 1924).

Terengganu. SUK.Tr., 1268/1342. Kuala Berang Commissioner to the Secretary of the Terengganu State Government, 11 June 1924.

Terengganu, SUK.Tr., 1269/1342. Government Medical Office (Hospitals) to the Secretary of the Terengganu State Government, 12 June 1924.

Terengganu, SUK. Tr 369/1346. State Government Secretary

Terengganu, SUK Tr. 145/1347, 406/1347, 635/1347. Terengganu Government Report.

Timah bt. Hamzah 1980. *Pemberontakan Tani 1928 Di Terengganu*. History Bachelor's Degree Thesis, Faculty of Social Science and Humanity. Bangi: National University of Malaysia

Timah bt. Hamzah 1981. *Pemberontakan Tani 1928 Di Terengganu*. Kuala Lumpur: Dewan Bahasa dan Pustaka.

The Students` Representations of Ambition, Personal Space and Trust

Oksana V. Barsukova

Southern Federal University, Academy of Psychology and Pedagogy, Rostov-on-Don, Russia; Email: knesinka@mail.ru

Mozgovaya N.N.

Krishchenko E.P.

Southern Federal University, Academy of Psychology and Pedagogy, Rostov-on-Don, Russia

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

This article presents the results of an empirical study of students` representations of ambition, personal space and trust. The ambition is understood by students as a motive of social activity, as aspiration to glory and a high social status. Most of students consider themselves ambitious people. In general, the students estimate the level of ambition as high or average. The moral assessment of ambition is ambiguous, however the positive moral assessment prevails. According to students, most of the teachers 75%, are inclined to deliberately break their personal space. The main type of violation from the teacher has verbal and nonverbal character – 65%; as a result of violation of their personal space by the teacher of psychology they most often feel: discomfort in the interpersonal relations with the teacher 65%; violation of communication 60%; frustration (malice, irritation, disappointment, etc.) 50%. Significant distinctions in indicators of average values on a trust scale to themselves at seniors and first-year students testify that with seniors the trust mechanism to oneself is expressed in much smaller degree.

Keywords: *ambition, personal space, trust, person, student, representation.*

1. Introduction

To study students' ambition, personal space and trust is very important for psychology. According to B. G. Ananiev's definition, the student age is a special period of development of a personality when a future expert and citizen is educated, consolidation and development of many social functions, active familiarizing with professional, moral, esthetic and other values (Ananiev, 2002).

The main objective of our research is to study how the students understand the meaning of such definition as ambition, personal space and trust. In particular:

- What is ambition? What aims do ambitious people have? Is it good or bad to be ambitious person? Do students consider themselves ambitious or not?
- What is personal space? What are parts of students' personal space? Who breaks the borders of student personal space at the university? What are consequences of valuation of personal space for students?
- What is trust? What is trust to oneself? What is the level of trust to oneself at students of different courses?

In the empirical research we were guided by the following provisions of the Russian classical and modern psychology:

- integrative approach to psychology of human (B.G. Ananiev, V.N. Panferov);
- psychological and anthropological approach to human (V.I. Slobodchikov, E.I. Isayev);
- subjective paradigm in psychology of personality (V.A. Petrovsky);
- modern Russian researches of ambition (O.V. Barsukova), personal space (N.N. Mozgovaya, S.K. Nartova-Bochaver), trust (T.P. Skripkina, E.P. Krischenko).

Such approach allows us to develop the design of empirical research, to obtain reliable empirical data and to use the results in further research.

2. Literature Review

2.1 The students` representations of ambition

The ambition is motivational formation and represents aspiration of a person to be a significant and a recognized personality to others for real achievements, important both for person and for other people (Barsukova, 2014). In other words, the ambition is a desire of the person:

- to improve the status, position in the world;
- to find popularity, glory, power;
- to succeed, reach a certain result and heights.

Ambition is the force which makes a person move ahead and reach any heights on a promotional and social ladder.

The problem of motivation of students is seems to be the actual one for modern Russian psychology and is considered as a force of entering a higher education institution, as the leading motive of educational activity of students. Ambition as a motive of subject activity of students can be shown in various spheres of life – educational, professional, personal, etc. The aspiration of a young man for a challenge in various situations, is aimed, first of all, at understanding and learning of oneself, one`s potential, at search of vocation, at finding consistence and independence. Pointing to close connection of self-determination and need for self-affirmation, the motives of self-affirmation are shown in aspiration of a young man to influence other people, to control their behavior, to be authoritative etc. They are also shown in aspiration to prove the truth, to win a dispute, to impose one`s own views and solutions of problems.

Ambition as a phenomenon of subjectivity carries out the function of self-realization in a profession and life in general. An ambitious person actively realizes one`s potential in the spheres of social activity, significant for him; as a rule, it is about professional and career growth, about a place on "a professional scale". Success or not success of self-transformations and transformation of a social situation will define the importance and recognition of a person by a family, colleagues and administration, and in a wider context such person can gain the world recognition and make history (for example, to become the Nobel Prize laureate).

Ambition as aspiration means (Barsukova, 2011):

- the subject — an ambitious person;
- other person or other people, whose recognition the ambitious person seeks;
- self-reflection, self-assessment (Self-intimate);
- the purpose — achievement of recognition and importance which are shown in achievement of the power, glory, success (social or career) and so forth. (I-want and/or I-must);
- position and the status of a person in social hierarchy (I-real).

As noted above, ambition is connected with the scale and the importance of those tasks and affairs for which the personality takes responsibility as the subject of the life. That is why the students period as a certain stage of human life is of special interest in respect of the analysis of ambition; it is a special period of formation of the personality and active formation of social consciousness, at the same time, it is a special social group with its norms, system of relationship, etc.

3. Results and Discussions

3.1 Analysis result

A research of representations of students` concepts about ambition. The integrative approach to the person`s psychology was taken as methodological basis of research (Barsukova, 2011; Panferov, 2002). The research of the concepts of ambition was conducted on the basis of the mini-composition "How I understand ambition". Engineering and humanitarian students of Southern Federal University and Don State Technical University took part in the research: the total of 70 students (57 young men and 23 girls) aged from 16 till 20 years. The distinctions in representations of students of different specialities, and also in representations of girls and young men weren't revealed. The analysis of mini-compositions was carried out by means of the content analysis. By means of the quantitative content analysis the frequency of occurrence of characteristics of ambition was counted. The following categories were applied to carrying out the qualitative content analysis:

- definition of ambition, including the ambition subject as motivational formation and means of achievement as moral formation;

- ambition self-assessment;
- moral assessment of ambition.

At the final stage of research the individual expert assessment was carried out. Three candidates of psychological sciences acted as experts.

The performed analysis let us obtain the following results, we will consider them according to the allocated categories.

The concept of ambition. The analysis of mini-compositions revealed that the students refer ambition to three mental formations – motivational, reflexive, moral. It should be noted that in all definitions (174 definitions) there is no ambition reference to one mental formation, the ambition is referred by students to two mental formations at a time. Nevertheless quantitatively the definitions are expressed in different ways (p=f: N):

- motivational formation – aspiration to glory, a high social status, etc. (91 determination, p=0,65);
- reflexive formation – internal feeling of honor, conscientiousness, self-esteem, etc. (43 definitions, p=0,307);
- moral formation – honesty and truthfulness to other people, etc. (40 definitions, p=0,285).

Ambition reference to motivational or reflexive formations rather fully corresponds to the ambition definition in psychological sources. The understanding of ambition as moral formation corresponds to psychological understanding only in a slightly degree; in this case the difference in the vector of relation to other people is noted – in psychological sources, as a rule, the negative, manipulative attitude, in the students` compositions – the positive relation.

The subject of ambition as a motivational formation is honor, glory, a high social status, honors. The means of achievement of the ambitious aspirations, presented in the students` compositions, can be characterized as manipulative and not always moral, for example "to stop at nothing", "against all the odds" etc. In this case it is possible to speak about some contradiction in the moral assessment of ambition and means of its achievement. As it will be noted below, since the ambition, according to the majority of students is a positive moral quality, all means of its achievement named by students, obviously belong to immoral, negative. From this angle, the ambition self-assessment brings some bewilderment too, since the majority of students consider themselves ambitious.

Ambition self-assessment. The self-assessment of ambition was presented in the compositions of students and besides, they specified the degree of expressiveness of ambition. With that, in some compositions (in 24.3%, i.e. in 17 of 70) there are explanations why exactly to this or that extent the student estimates expressiveness of ambition or its absence. The analysis of the compositions revealed the following features of ambition self-assessment by the students:

- a student considers himself ambitious – 50.6%;
- a student considers himself ambitious, but his ambition is moderate, "normal", "medium" – 22.2%;
- a student considers himself "somewhat" ambitious – 8.6%;
- a student considers himself ambitious "in small degree" – 8.6%;
- a student doesn't consider himself ambitious – 9.8%.

Thus, the majority of students (90%) consider themselves to a greater or smaller extent ambitious people.

As noted above, in 17 compositions the students gave explanations (26 explanations since in some cases self-assessment was explained by several features) to the self-assessment of ambition. For example, the students considering themselves ambitious (17 explanations), explained their self-assessment as follows: "I am ambitious because I am an honest"; "I value my reputation"; "I try to be better than others", etc.

Moral assessment of ambition. Moral assessment:

- Positive assessment of ambition: ambition is a merit, it`s good to be ambitious – 44.6%;
- Positive assessment of ambition: it is good to be ambitious, but moderately – 12%;
- Dialectic assessment of ambition: ambition is both positive and negative – 33.7%;
- Negative assessment of ambition: it`s good to be ambitious – 6%;
- No moral assessment of ambition – 3.6%.

In some compositions (41 of 70 compositions) along with a moral assessment of ambition the students explained why they estimated ambition this way. The positive moral assessment of ambition was explained as follows: "ambition promotes personal growth"; "an ambitious person tries to be better"; "people like such a person", etc.

The dialectic assessment of ambition was reasoned, in particular, by words that "it`s good to be ambitious since the lack of ambition is a dislike of person for oneself, and surplus is an egoism", etc.

Finally, the negative assessment of ambition was followed by such arguments as "an ambitious person doesn`t understands honor correctly", "an ambitious person revenges", etc.

Apparently from explanations to a moral assessment, its criteria are self-relation and attitude towards other people.

Summing up the research results of students` concepts of ambition, it is possible to draw the following conclusions:

The ambition is understood by students as a motive of social activity, a phenomenon of the personality and interpersonal relations. Such understanding corresponds to definition of ambition in psychological sources.

In the majority of compositions ambition is understood as motivational formation, as aspiration to glory and a high social status. Also ambition is defined as reflexive formation, as feeling of honor and self-esteem and as moral formation, as sincere attitude towards other people.

Most of students consider themselves ambitious people. At that, the degree of expressiveness of ambition will vary – excessively, moderately, slightly. In general, the students estimate the level of ambition as high or average. Only about 10% of students don't consider themselves ambitious.

The moral assessment of ambition is ambiguous, however the positive moral assessment (more than half of estimates) prevails, also there is a dialectic and negative assessment of ambition.

Further study of ambition concepts, in particular, cross-cultural research of concepts and research of concepts of the people of different age groups seem to be perspective.

3.2 The students` representations of personal space.

The phenomenon of personal space is in the area of close attention of psychological, biological, social sciences in recent years. In this phenomenon there are sources of such ways and forms of relationship as hierarchy and domination, cooperation, aggression, protection, identification and other types of behavioural activity of the person, and also development of subjectivity of the personality. The personal space of the person gives it the chance to realize itself more on a substantial scale, not only at micro- and meso-, but also at the macrolevel.

Thus, the personal space is the integrated psychological formation which can be structured according to functions (identifying, representative, controlling and protective) and according to components (individual, physical, spatial, etc.) (Kotova, Mozgovaya, 2002).

For a long time the psychology of personal space has been studied contextually, inside other sciences and psychological problems: personal freedom (Z.I. Kuzmina, etc.), "psychological vital space" (K. Levin, etc.), ""I" and "Others"" (K. Jung, etc.), age features of the personality (V. S. Mukhina, L. I Bozhovich, A.V. Tolstykh, I.S. Kohn, N. V. Pinyayeva, etc.), psychology of influence (E.V.Sidorenko, E.L. Dotsenko, P. Mitsich, etc.), psychology of virtual realities (N. A. Nosov, V. N. Toporov, etc.), regulation of spatial contact between people (Ya. Shchepansky, M. Heydmets, etc.), etc.

Development of the personal space concept is based on V.A. Petrovsky`s theory of the personality subjectivity and on A.N. Leontyev`s definition of the personality. According to the point of view of V.A. Petrovsky – "the personality in subject measurement" (Petrovsky, 1996) is characterized as: the subject of the own activity (individuum or individual subject); the subject of substantive work (or figure); subject of activity of communication; subject of consciousness (or I). Subjectivity – the most significant manifestation of the personality. It allows the person to think of what he is. Emergence of works on subjectivity of the personality (A.N. Leontyev, P. I. Zinchenko, B. S. Bratus`, S. L. Rubinstein, V.A. Petrovsky, E.V. Ilyenkov, etc.) highlighted such problems as: observance of psychological distance by a person, manipulation in communication, preservation of personal space of the person, etc.

Relying on V.A. Petrovsky`s situation concerning subjectivity of the personality, we assume that the personal space can be presented as subject formation. This is the space which is set by the personality. This level of the personality is presented as "being an author" (Petrovsky, 1996) of the person, relating to creation of his/her own life. In certain situations the subject seeks to protect himself, to find a "place" - personal space to feel freedom, the sovereignty of the personality.

Thus, the personal space is the subject formation that has difficult psychological structure, formed by interaction of the components which are reflexed by students in the measure it is presented in their concepts and the representations reflecting psychological essence of this phenomenon. The personal space is subject, therefore, as a result of its violation a person involuntarily turns on the mechanism of psychological protection of individual liberty, integrity and sovereignty. Designation and allocation of borders of the “own” personal space by an individual indicates not only "closeness" of this or that area of the person`s identity, but also the sovereignty, integrity, identity of the subject, existence of trust to other people, society (Mozgovaya, 2002).

The relevance of the research of personal space of a person is also caused by the need of studying and optimization of relationship of teachers and students in higher education institution. Aspiration for cooperation, preservation of individual liberty of the student and teacher, forming of personal and professional qualities promote successful pedagogical interaction and the constructive interpersonal relations. In this regard psychological research of the identity of the student as age group of late youth are of special interest (Abramova, 1998).

Establishment the subject - the subject relations contributing to preservation and expansion of personal space, both the student, and teacher will be result of realization of these conditions. The system of interaction "teacher-student" in the pedagogical higher education institution comprises huge potential opportunities of psychological, cultural level, development of the identity of teacher and student in the broadest understanding. Acquiring scientific knowledge and practical abilities, the identity of both subjects of educational process are acquainted with the culture of relations, interactions, behavior.

Thus, the personal spaces of teacher and student extend due to the fact, respecting and accepting oneself, feeling one`s own value and uniqueness, such persons accept and respect others, recognize their uniqueness and personal autonomy, by this expanding personal space of others.

3.2.1 Analysis result

During the study of the concepts of higher education institution students of personal space, we revealed that it can be qualified as significant, difficult formation of the personality (60%) and psychological distance (40%) (Mozgovaya, 2010).

During the content analysis, according to the students` concepts the personal space was qualified as: (1) significant, difficult psychological formation 60%; (2) "that sphere of my personality which is seen to me; I generate this space, I exist in it, and only I choose whom to let in"; (3) "I make the space by my activity and I act in this space"; (4) "space, in which my personality is realized in all its manifestations "; (5) "the psychological space where a person feels surely and reliably, under protection"; (6) "individual space that nobody interferes unless I want it" (Mozgovaya, 2010).

Also the analysis of results revealed the following: according to students, most of the teachers 75%, are inclined to deliberately break their personal space. The main type of violation from the teacher has verbal and nonverbal character – 65%. The same teachers of psychology 19%, according to respondents, break their personal space constantly and as much as possible. Students refuse to consult the same teachers on any questions. Most often the violation of personal space is recorded when carrying out individual consultations and seminars 35%. On any problem the students will address those 28,5% of the psychological faculty teachers who don't break personal space.

So, the teacher who doesn't break personal space of a student, observes personal freedom: inviolacy of human beings at the verbal, nonverbal, verbal and nonverbal level; inviolacy of the private territory (body, personal belongings, etc.); a freedom of worship - the right to practise any religion, lifestyle, preferences (musical, literary, etc.).

According to the students` concepts, as a result of violation of their personal space by the teacher of psychology they most often feel: discomfort in the interpersonal relations with the teacher 65%; violation of communication 60%; frustration (malice, irritation, disappointment, etc.) 50%.

In the course of work with students the growth of positive changes was observed: improvement of perception of teachers by students, the awareness by students of interaction features in the system " teacher - student", the change of strategy of interaction with teachers, coursemates, etc. The changed ideas of students of personal space, influenced their answers: aggressive forms of emotional reaction (anger, venomous expressions, claims, etc.) and interpersonal antipathy decreased, the positive statements about professional activity of teachers, their personal qualities appeared, the level of confidential statements grew.

The data of empirical study show that modern educational practice not only of pedagogical higher education institution demands increase of the level of communicative competence, both with teachers and students. It was also established that, when students of higher education institution reflex and differentiate their personal space, they are capable to recognize its existence and the need of preservation it with others. The main condition of the personal space preservation in interaction system "teacher - student" is adequate idea of this phenomenon with the subjects of educational process. The adequacy of ideas depends on forming the knowledge of this concept, the most typical cases of its violation.

Thus, the personal space is defined as subjectively significant fragment of life, specifying actual activity, human life strategy. It includes a complex of physical, social and purely psychological phenomena which a person identifies oneself with(the territory, personal subjects, social affections, attitudes, etc.). These phenomena become significant in the context of psychological situation, acquiring personal sense for a subject, and start being protected by all physical and psychological means available. The key place in the phenomenology of personal space is taken by the condition of the person`s borders — the physical and psychological markers separating the area of personal control and privacy of one person from that area of another (Mozgovaya, 2012).

3.3 The students` representations of trust

Development issues of trust in the national psychology caused understanding of the fact that confidential relationship to the world refers to the problem of vital human relationship. In the course of theoretical studies of the subject`s relationship at the transition from school to university, we found the sense of maturity to be the main tumor of adolescence, that defines new quality of subject relations with the outside world, trying the previously unknown, adult system of relations that changes not only the nature of relationships with others, but also the relation of a subject to itself. At the same professional identity as successful realization of the main need of the young people suggests revision of the previous system a young man to oneself and to the meaningful environment. In case the forming personality moves to its maturity step by step, the youth period is an adaptation period in «adult world». The youth`s degree of integrity among his peers mostly determines his future adaptation, the natural «accustomization» to the wide social environment. Therefore, his understanding of his relations with other people gets the primary value. In this connection, we find it possible to pay attention to the fact, that in S. L. Rubinstein's treatment, the formation of a subject is connected with the person`s approvement of the life and strengthening of another person`s life, his identity, worthiness; that the subject treats another as to the fact of formation of its essence, treats other personality as a problem, taking into account all completeness of its essence, and recognizes the rights of others to self-determination and freedom (Albukhanova-Slavskaya, 1981).

The main stage of the formation of subjectivity, as understanding of "authorship of own life" (V.I.Slobodchikov, E.I.Isayev) by a young man is during the study in higher education institution and the beginning of professional self-determination. It will be expressed simultaneously in autonomy from adults, and in creation of the new, adult system of the relations and value orientations. Therefore leaving school as the main stage at which the young man takes one of the main decisions of the future life (whom to be) is one of the basic stages of socialization and formation of the subject, being expressed both in an autonomy from adults, and in formation of adult system of the relations. Besides, the autonomy, as well as self-identity, are the main indicators of personal development of a young man, allowing him to assume the rights and duties of an adult (Remshmidt, 1994).

A young man wants t be perceived as adult enough, seeking to reach this by individualization. Even though the former system of relations with people around remains, it undergoes essential changes. At this stage of development mankind is the partner of the young man with which he sets activity relations, mediated by the system of social values and ideals (Slobodchikov, Isayev, 1996).

However the formation of constructive relations with the world around is possible only with the person`s trust, both to itself, and to the world because the trust is a fundamental condition of interaction of the person with the world (Skripkina, 1997). But the ratio of the level of trust to the world and trust to oneself is in a condition of mobile balance which, being changeable, is broken. Violation of this balance causes a tendency to find balance thanks to which the subject learns himself and the world around. By acquiring the relation of others or the world, making the generalized image of this another, a young man, reflexing the attitude towards him, creates the inner world and builds a system of the attitudes towards itself as to the subject of the new social relations. Therefore a change of a social situation of development at adolescent age involves, first of all, reorganization of the former system of relations, their orientation on adult type of interaction that they didn't have before. Despite the fact that claims of "maturity" at school age are expressed rather well, nevertheless the true maturity can't be shown due to dependence, both behavioural and emotional, and also economic from parents. And since the trust to itself, according to T.P. Skripkina, is a condition of existence of the personality as independent sovereign subject of activity, capable to set and reach own purposes, perhaps, in a new situation of development, in the course of formation of true subjectivity, it will be the mechanism that will play one of crucial roles in the creation of a system of new relations of the subject to both to itself, and people around (Skripkina, 1997).

A certain measure of trust to oneself, according to T.P. Skripkina, assumes existence of a valuable position on the subject's attitude towards itself and to the world. This relation is formed through own values, and the new situation of development, in connection with the young man`s entrance into a new social community, also assumes the change of values, moreover, for the subject to be accepted by a new social community - students, he needs to build and identify the values with those, prevailing in new, wider high school system. Only then the subject will be congruent to this community, it will find self-identity, and then the difficult system of interrelations of the person and society will find compliance.

In this regard, our basic theoretical assumption is as follows. We believe that transition to a new social level - students, the statement of adult position will inevitably increase the general level of trust to oneself.

3.3.1 Analysis result

Believing that the trust to oneself is the phenomenon allowing the subject to take a certain valuable position in relation to itself and, proceeding from this position, to build own vital strategy, we compared an average value of level of trust to oneself (T.P. Skripkina's technique) with seniors and first-year students.

Significant distinctions in indicators of average values on a trust scale to themselves at seniors and first-year students (t-criterion=2.638) testify that with seniors the trust mechanism to oneself is expressed in much smaller degree. The received empirical indicators testify that with seniors, despite wild growing-up, the feeling of internal bondage in actions and deeds still remains, and in this connection they have to coordinate the acts with the next environment more than first-year students. Entering a higher educational institution assumes experience of important vital success which, psychologically, is accompanied by increase of confidence in oneself, in understanding the feeling of internal freedom accompanying occurred jump in final formation of the maturiry maturity. Trust level to itself at first-year students sharply raises in connection with their ability not only to set the vital purposes, but also to reach them. And as implementation of vital plans is the main objective of adolescent age, getting the school-leaving certificate and leaving school itself is the fact that raises the level of trust to oneself, and realization of a professional choice – entering the higher education institute, confirms trust to oneself as conditions of internal freedom and independence, as the bases of original subjectivity.

The position stated by us is coordinated with T.P. Skripkina's assumption that one`s credibility is full mastering of oneself, by one`s essence as ability to independently set the goals and to work according to them, keeping an adequate critical position to oneself, the ability to anticipate results of actions before their execution, to independently build the strategy of reaching the goals according to internal personal meanings (Skripkina, Krishchenko, 2010).

The analysis of the empirical data obtained by us allows to conclude that during the first year of higher education institute there is a jump in the subject`s personal development, connected with increase of level of trust to oneself that can testify the formation of original subjectivity of a young man.

4. Conclusion

Summing up the results of the research of some phenomena of subjectivity presented in article, it is possible to draw the following conclusions:

1. Subjectivity is the difficult, many-sided phenomenon including components from various mental spheres of the personality.
2. Student time is the period of active development and manifestation of subjectivity in various spheres of the person`s activity and, in particular, in educational space of higher education institution.
3. The trust, ambition and personal space can be considered as manifestation of subjectivity.
4. The ambition is a motivational mental formation, aspiration of the person to become the significant and recognized personality for other people. As manifestation of subjectivity, ambition assumes setting a goal by a person and its active achievement.
5. The personal space is the difficult psychological formation, including various structural components and carrying out various functions.
6. The trust to oneself and others is the fundamental condition of interaction of a person with the world. The trust to oneself is the condition of existence of the personality as independent sovereign subject of activity.
7. Continuation of research of these phenomena as manifestations of subjectivity of the personality in interrelation with each other, in their dynamic development seems perspective.

References

Abulkhanova-Slavskaya K.A. (1980). Activity and psychology of the personality. M.

Abramova G.S. (1998). Practicum on age psychology. M.:Publishing center “Akademiya”.320p.

Ananiev B.G. (2002). Chelovek kak subject poznaniya. SPb.: Piter.

Barsukova O. (2011). Psychological structure of ambition//The 12th European Congress of Psychology Istanbul July 04-08, 2011. Poster Abstracts. Page 664.

Barsukova O. (2014). Professional ambition: ambition as a motive of professional and career development of person. JPMNT International Volume 2 Issue 2. P. 95-98

Mozgovaya N. N. (2002). Development of ideas of personal space of students of pedagogical higher education institution. Thesis on psychology. Stavropol.

379 Mozgovaya N.N. (2010). Personal space as object of research//News of the Southern federal university. Pedagogical sciences. No. 12.
380 Panferov V.N. (2009). Psychology of the relations. Selected works. – SPb.: Institute of practical psychology.
381 Panferov V.N. (2002). Psychology of human. – SPb.: Mikhaylov's publishing house.
382 Petrovsky V.A. Personality in psychology: subjectivity paradigm. Rostov-on-Don.: Publishing house "Phoenix".
383 Remshmidt H. (1984). Teenage and youthful age. Problems of the personality formation. M.
384 Skripkina T.P. (1997). Psychology of trust (theoretical-empirical analysis). Rostov-on-Don.
385 Skripkina T.P., Krishchenko E.P. (2010)/ Trust as a factor of subjectivity development in ontogeny. Rostov-on-Don/
386 Slobodchikov V. I. Isayev E.I. (1996). Phenomenon of the person. M.

The Efficacy of Expressive Arts Therapy in the Creation of Catharsis in Counselling

Sh Marzety Adibah, A.S.M

Centre for Socioeconomic Development, Kenyir Research Institute, Universiti Malaysia Terengganu, 21030, Kuala Terengganu; sha_zety@umt.edu.my

Zakaria, M.

School of Social and Economic Development, Universiti Malaysia Terengganu, 21030 Kuala Terengganu; zek@umt.edu.my

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

The aim of this study was to determine the patterns of catharsis whilst using expressive arts in group counseling. A qualitative phenomenological research design was used. Seven adolescent girls who were involved in delinquency took part in the study. Triangulation from a variety of sources, i.e., in-depth interviews, observations and analysis of documents were utilized. The results indicated that the elements of catharsis are one of a therapeutic alliance that emerged while using expressive arts therapy. Most of the subjects reported that they felt relief, their emotions were gradually stable and reduce stress.

Keywords: *Catharsis, Expressive arts therapy, Phenomenology, Delinquent Adolescents*

1. Introduction

The element of catharsis has been seen as a crucial point of view, which has been widely discussed by previous researchers. Catharsis is defined as purgation or purification of the emotions (Malchiodi, 2008). Verono and Sulivan (2008) described catharsis as a feeling or release following an emotional expression of anger that resulted in its diminishment. According to Guerin (2001), catharsis refers to a purging or cleansing, a release or evacuation of something. In expressive arts therapy, making a drawing, a sculpture, a painting or another art form can be cathartic in that it may provide relief from painful or troubling feelings (Malchiodi, 2008). She also stated that catharsis is a therapeutic element that is closely associated with the use of expressive art in counseling (Malchiodi, 2008). Art can purify the sensual world (catharsis) and correct its orientation (Farokhi, 2011).

Expressive art therapy is also known as creative art therapy or integrated art therapy when using a variety of art in treatment (Rogers, 1993; Knill, Poala, Baba & Fush, 1995; Estrella, 2005). According to Malchiodi (2008) in Sh Marzety Adibah & Zakaria, (2014) the expressive arts therapy is defined as the use of numerous types of art such as dance, drama, music, painting, photography, sculpture, writing, bibliotherapy, theaters and sand castles embedded in the context of psychotherapy, counseling, rehabilitation or treatment. Meanwhile according to Degges-White and Davis (2011) art takes many forms and various methods and media are used in its creation. Degges-White and Davis (2011) further describe that the primary expressive arts modalities used in counseling are visual art, music, dance, movement, drama, and expressive writing.

Expressive Arts Therapy is an integrated process-generating, growth focused, change-oriented, creative techniques designed for use in counselling, psychotherapy and personal growth (Pearson & Wilson, 2009). It brings to bear all the senses, the body as a whole, emotion, intuition, dreams, visions, expressive skills, and intelligence to support the client's natural movement toward meaning making and wholeness (Atkins, Adams, McKinney, McKinney, Rose, Wentworth & Woodworth, 2003). In the process, the client may feel increased tension, emotional shifts, or a sense of letting go of old habits; all of these are signs of personal growth (Atkins et al., 2003).

Caralon (2001) stated that expressive arts therapy is not only a therapy that is used as a tool to explore the problems of clients. Instead, its use also creates various therapeutic factors. It has been proven that this therapy can heal and treat clients (Caralon, 2001). This view was articulated by Malchiodi (2008) and Caralon (2001) who posited that the use of art has been proven as a factor that can heal traumatic experiences faced by individuals. Research on the use of art is a process to explore and provide better understanding with regard to both roles that is the process of art formation and the relationship between images in the healing process (Caralon, 2001 &, Malchiodi, 2008). During expressive arts

therapy counseling sessions, therapists can provide clients a wide range of modalities available to provide the best support for the healing of clients' emotions. Through the use of symbols and icons of various types of media, children and adolescents can re-experience or re-create the events that have happened in their lives in an easier way (Camilleri, 2007).

The use of a variety of art media in expressive arts therapy is a combination of approaches that can be implemented in many different settings (Riley, 1999). Expressive arts therapy can be implemented to children, youth, adults or the elderly. For children and adolescents, expressive arts therapy is a way to create, express and state their experiences and feelings non-verbally. This is also very important to adolescents as art allows artistic self-expression towards their cognitive, developmental and emotional level (Graham & Sontag, 2001), and it is also a form of communication that helps adolescents to avoid the possibility of harbouring their ill feelings or expressing any inherent feelings in such a damaging manner (Saunders & Saunders, 2000). Expression through the arts is helpful in relieving emotions (Malchiodi, 2005). Therapeutic Creative Arts Therapy experiences often provide opportunities to indulge catharsis due to emotions or relationships that are difficult to be described through experience and re-expression in a form which is easier to be handled or explained (Camilleri,2007).

Previous researchers have also indicated that interventions based on using art are very effective in treating children and adolescents who experience stress and trauma. According to Appleton (2001), the use of creative art in counseling provides an avenue for images of traumatic and painful memories to ameliorate the symptoms of psychological stress of an individual. Carr (2005) discussed the use of art as a component in a comprehensive programmed with individuals who underwent traumatic brain disorder. He also proposed the introduction of art as an element to maintain creative recreation or activity during leisure to improve the quality of life of a person who has experienced traumatic brain disorder.

Many studies have been conducted to test the effectiveness of expressive arts therapy in lowering stress levels, stabilizing emotions, healing to the clients and emotional expression (Hanes, 2000; Hartz & Thick, 2005; Puig, Lee, Goodwin & Sherrard, 2006; Sh Marzety Adibah, Zakaria, Baharuddin & Rabaaton Adawiyah, 2013; Kim & Ki, 2014). A study conducted by Wikstrom (2005) aimed to investigate what happens when children in the hospital are given the opportunity to be treated by using expressive arts therapy such as clay, paint and textiles as mediums. The results of this study show expressive arts therapy is very helpful for children to proclaim or express their pain and feelings of confinement at the hospital. A study conducted on drug addicts by Sh Marzety Adibah et al. (2013) suggests several themes that emerged after the expressive arts therapy sessions, which are, giving meaning, healing, awareness, self-confidence and even catharsis.

The expression of creativity via various media is crucial in helping the clients to come out from the shackles or fetters of their life especially adolescents or clients who have faced extreme trauma. Its use can help a client to release unconscious stress expressed through particular images and symbols to recreate disturbed thoughts and images. Its use can also produce whatever feelings that have been suppressed or subdued in the person. This study aims to understand the patterns of catharsis whilst using expressive arts therapy in group counseling.

2. Methodology

2.1 Design

This study is based on a qualitative research which used phenomenological approach to understand the pattern of catharsis in life experience of delinquent adolescents. According to Moustakas (1994) and Patton (2002), phenomenology refers to the perspectives of philosophy and the methodology that try to translate the essence of a phenomenon that forms knowledge conscious experience. This approach is a study on the essence, a picture of phenomenon (Merleau-Ponty, 1962) that is what is created in the mind such as a physical object, thought and emotion (Ehrich, 2003). Generally, this study focuses on the inner process and interaction with the phenomenon of delinquent behavior faced by subjects. It also gives emphasis on the interaction with their experiences using expressive arts therapy to state a reality, believe that knowledge is formed from within, explore and maintain individual perspective under study. Specifically, this study attempts to have an insight as to how life experiences of delinquent adolescents interact with their experiences after having undergone group counseling sessions that uses expressive arts therapy in the process to create meaning.

2.2 Participants

The purposeful samplings method was used to select the participants of this study. In this sampling, the researchers

decided on the individuals and places based on the scrutiny and the purpose of the study to find people who can and were willing to provide the information by virtue of their knowledge and experience. Seven of delinquent adolescent girls between ages 16-18 years participated in the study. The participants were chosen among those who experience delinquent.

2.3 Procedure

The participants in this study went through a total of 8 expressive arts therapy group counseling. Several expressive arts therapy techniques were used and implemented in this group.

Counselling sessions namely the techniques of Collage Name, Map of Life Sketches, Extreme Negative Feelings and Thinking, Butterfly Story, Wave Painting and Expressive Writing Using Diary were used. Each expressive arts therapy group session was run for 90 minutes. A summary of the therapy sessions is shown below.

2.3.1 Session 1: Collage Name

The technique used in the first session was Collage Name. Collage Name technique was used to facilitate the participants in introducing themselves and generating warmth, in other words an ice breaking session. In this technique, participants were asked to produce a name or photo collage representing them.

2.3.2 Session 2 and Session 3: Sketch Map of Life

In the second and third sessions, the researchers used the Sketch Map of Life technique. Participants in this study were asked to imagine a map and journey that each and every member was experiencing in their lives at the moment and previously. Next they were asked to draw the map and journey.

2.3.3 Session 4: Extreme Negative Feelings and Thoughts

Extreme Negative Feelings and Thoughts technique was applied in the fourth session in which participants were asked to produce an artistic creation that represents positive and negative feelings within themselves.

2.3.4 Session 5 and Session 6: Butterfly Stories

These sessions were for participants to relate the hardships, challenges and obstacles they have had with the analogy of a butterfly. Researchers used the Butterfly Stories technique in this session. In this session, the counselor brought the story of a butterfly for members in the group. Stories of the butterfly's life and the metamorphosis were discussed and described to relate and reveal the perseverance of a butterfly that has been fighting for its life which is full of challenges, obstacles and dangers.

2.3.5 Session 7: Waves Painting

During the seventh session, the researchers used the technique of Waves Painting. In this session, participants were asked to sketch drawings of waves according to their creativity. Before sketching, the participants were at first asked to listen to music of waves and the researchers asked participants to appreciate and feel the serenity in the music.

2.3.6 Session 8: Reflection & Expressive Writing

This session was a time where the researchers together with the research participants did reflection on the whole session. Participants were asked to share their experiences, demonstrate, exhibit and present all artworks and includes their diary writing.

2.4 Data Collection

In depth interviews, observation, and document analysis were used to collect data in this study. The interviews in this study were structured using three interview method technique by Seidman (2006). Seidman (1998) further expressed that

the mystery of the participants' experience can be understood and the experience can be placed into context by the interviewer after these three interviews are compiled. The flows of these interview series are; firstly; the context for the experiences of the participants is provided. Secondly; the participants are allowed to reconstruct the details of their experiences regarding the phenomenon being studied and lastly the participants are encouraged to recall the meaning and essence of their experiences (Seidman, 1998).

Verbal and non-verbal observations of each and every participant during counseling sessions in using expressive arts therapy were done via the butterfly story, life mapping, waves drawing, collage name and expressive writing. According to Silverman (2002), actual situations of the phenomenon under study can be obtained through observation of the participant. The participant's reactions, dialogue, and movement are observed in each group counselling sessions. During the counseling session, the researchers made field notes for each participant was observed in each group session.

The third source was analysis of documents. The participants were required to write a diary which expressed their experiences while using expressive arts therapy. Participants were asked to describe experiences from their past as well as their feeling and response to the group counseling sessions.

2.5 Validity and Reliability

The validity and reliability of the research results were tested through various approaches, which are; process of data triangulation, prolonged engagement, peer review and audit trail.

Guion (2002) identifies five types of triangulation i.e. data triangulation, investigator triangulation, theory triangulation, methodological triangulation and environmental triangulation.

In this study, data triangulation was adopted through multiple sources of data collection. Data triangulation may involve the use of different sources of data, information or methods (Guion; 2002; Shenton; 2004) especially observation, focus groups and individual interviews (Shenton, 2004). Therefore, the three interviews and observation from eight group counseling sessions and analysis of diary from each participant were the multiple sources that were adopted in this study. Thus, the results' validity and reliability were confirmed as these various sources of data were collected during the course of the study.

As regard to prolonged engagement, this study was conducted for six months. Thus, the researcher had spent extensive time with the participants to increase the rapport where ultimately the participants became more open to communicate and interact with the researcher (Li, 2004). Spending more time with the participants enhances the ability of the researcher of this qualitative research to reach saturation of the data (Lietz, Langer & Furman, 2006) as they can see the patterns in the data which help the researchers to understand the studied phenomenon better (Patton, 2002).

Another method to validate the research findings was peer review. Li (2004) expressed that researchers should regularly seek out and interact with other professionals engaged in similar work. This peer review referred to allowing peer comments regarding the data in this study. In this study, as soon as collection of data was carried out, discussions, reviews by peers were always conducted. Lastly, the research was validated by an audit trail. The audit trail is a way in which each of the steps taken during the research process were documented (Othman Lebar, 2006). Everything related to the research process from beginning to the end was documented in detail. All the results and data findings were cited with their sources by writing their index and numbers to be validated.

2.6 Data Analysis

Giorgi's recommendations (Giorgi & Giorgi, 2003) were followed when analyzing the data in this research. The process begins with reading the transcript several times to find the whole meaning. Through this step, the life experiences of the particular youth and their experiences during group counseling sessions using expressive arts therapy was understood. Reading this holistically helped the researchers to be prepared for the next step.

The second step based on this procedure, was discrimination of meaning units where verbatim and transcripts of the interview were separated into more meaningful and understandable units as the text cannot be interpreted overall. The third step was the early transfer of meaning units where the meaning that appeared in every meaning unit in a language that was parallel and almost identical to the language used by the research participants were highlighted. Then, the experiences of the participants regarding their lives were changed into a language that contained psychological meaning. The researcher tried to imagine all the possible variations and interpretations that could be garnered in a particular section to ascertain the main aspect that should be added to represent the experiences of the participant holistically.

Further step was to define each individual's psychological structure where all the meaning units found in a particular transcript of the individual were combined into a comprehensive and complete description which described the experiences of the individual. The final step was to determine the general psychological structure where in this study, the researchers tried to move from the experiences of the individual with regards to their lives into a general description about these experiences for all the adolescents involved. At this juncture, the theme of the study emerged successfully.

3. Results

Most of the research participants experienced various psychological issues which caused them to face traumatic and extreme emotional disturbances. Nevertheless, in the end they underwent various changes and a catharsis which was a result of their experiences undergoing counseling sessions involving and using this expressive arts therapy. They mentioned that the use of creativity and art enabled them to reduce stress, stabilize emotions and provide release from the emotional disturbances that was a part of their life. Pseudo names were given to all the participants to protect their identity. The themes are listed in Table 1 and Participant artwork can be seen in figure 1.

Table 1: Themes

THEME	PARTICIPANT						
	Salma	**Khaty**	**Zaza**	**Lily**	**Kamelia**	**Fifi**	**Rina**
Reduction of stress	√	√	√	√	√	√	√
Stabilization of emotion		√	√	√		√	√
Relief	√	√	√	√	√	√	√

3.1 Reduction of stress

Six out of seven participants professed that the use of art and creativity in group counseling sessions enabled and helped them to reduce the stress that they faced. Expressive art is an approach that can treat participants as mentioned by participant Salma. Sessions using art and creativity provided healing and reduction of stress and the burden that had long been shouldered by Salma. Salma stated that all her burdens were removed via her expression in the painting of waves, drawing and the emergence of objects that were produced. Khaty shared that her life was no longer shackled by stressful feelings as before. A state of calm began to surface in her life. Every pain and difficulty was completely expressed. Salma said;

> *"Lately, the stress that I have been experiencing has started to gradually subside"*

Similar feelings were shared by Zaza, Lily, Kamelia and Rina. They expressed that the techniques and approaches used in this therapy reduced stressful feelings endured by them all this while. Painting waves technique in Figure 2 imbued and injected enough confidence so that they were able to make changes in their future. All extreme feelings which were prevalent in them before this were expressed and stated completely without any coercion. Those expressions were able to reduce the stress, emotional disturbances and trauma and were replaced by peace and calm. Kamelia stated;

> *"Expressive arts therapy sessions that I've been through, can reduce the stress and pressure within me. Now I can handle the pressure and stress in my life in peace without messing up my head."*

Zaza:

> *"I can express my feelings which up till now have been excluded, therefore it can eliminate the burden that I bore all along."*

Fifi:

> *"Yes, through this program, the stress is gone and I have experienced less pressure as compared to prior to this....I no longer have headaches."*

3.2 Stabilization of emotion

Most of the research participants stated that using art activities in group counseling was a technique that was able to stabilize their emotions. Figure 3 illustrated the art activities using Extreme Negative Feeling and Thought. Khaty said that she had discarded all negative feelings.

She also said that all detest and resentment within her were reduced. She also felt that she was able to forgive her father. Her emotions also stabilized on realization that the feelings within her were similar to tidal waves in her drawings and painting. Khaty expressed;

> *"After going through Expressive arts therapy, my negative feelings have been cured, compared to before."*
> *"I also have managed to control my feelings which were quick to being emotional and sensitive before this."*

Zaza also confessed that her emotions had improved and were stable since attending expressive arts therapy sessions. She had discarded all her emotions of revenge, anger and detest towards her mother when drawing the rolling of waves during the sessions. The emotional stability felt by Lily made her believe that she was able to face any form of challenge that may come her way in the future. Lily said;

> *"I am a hot-tempered person but after I joined this Expressive arts therapy, I feel that the anger in me has started to vanish little by little."*

Kamelia professed similar feelings. She spoke about her emotions which were more stable and that she was currently experiencing peace and calm in her life. Kamelia expressed;

> *"This expressive arts therapy session has cured the negatives feelings in me such as anger, sadness, rebelliousness, envy and others."*

Fifi admitted that she was able to eliminate a feeling of hatred towards her adoptive mother through the sessions of drawing waves. Every negative feeling within her was removed and this made Fifi feel peace and to be at ease when her emotions were under control. Rina also shared and related that her emotions were more stable. Prior to this, Rina articulated that she was unable to control her emotions. Nevertheless through her experiences during expressive art sessions, she was able to change everything. Rina said;

> *"The expressive arts therapy that I have followed has reduced my emotions and stress. I won't shout at anyone. I will be patient only."*
> *"I also can control my negative feelings in my heart before this. For example: stress, feeling of revenge, being emotional, shouting, scolding, controlling others, and not understanding anyone. But now I can control all my negative feelings and I also learn to be positive in my outlook"*

3.3 Relief

All the research participants expressed that they felt relief as a result of using this expressive arts therapy. Figure 4 illustrate their expressions of feelings and sharing via drawing butterfly, writing the objects and specific symbols that they created themselves provided an in depth creative relationship resulting in providing relief. Salma, Khaty, Zaza, Lily, Kamelia, Fifi and Rina related their experiences which provided them with relief through their complete involvement in this therapy. Khaty professed;

> *"I think I am more tolerant and at peace now after I could express what have been hidden and pent-up in my heart."*

Rina:

> *"Before I joined this expressive arts therapy, I kept a lot of feelings in my heart. After I joined and I did the activities, I can control my feelings, and just let the negative thoughts go. I'm very thankful to this form of counseling because it has helped me in a lot of ways."*

Fifi;

> *"This therapy has cured the feelings that I used to experience before which were filled with problems related to family,*

friends, teachers, frustrations, sadness, lack of love and happiness."

Zaza;

"I think that by expressing my feelings, it makes me feel relieved."

Kamelia:

"After joining this counseling session, I feel a sense of relief and some of my burden is lifted. I was like a cocoon but is now free from imprisonment."







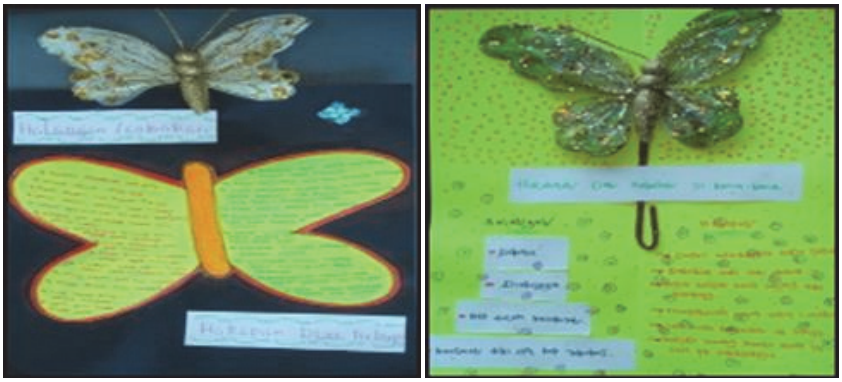


Figure 1: Participant Artworks

4. Conclusion

As a conclusion, the experiences shared by the adolescent involved in juvenile delinquency as participants, there was a profound effect after undergoing sessions using expressive arts therapy. The participants unhesitatingly expressed the benefits obtained in those sessions. Most of them shared that there was a marked reduction of stress level as compared to what they experienced before. The implementation of expressive arts therapy in group counseling had reduced and stabilized their emotions through the expressions of their feelings. This study showed that the participants had gained new meaning towards interpreting the pain that they endured all this while.

Expressive arts therapy stimulated them to express their thoughts, emotions, ideas or beliefs through the senses. They felt deep relief and explored the conflicts of life through the symbolic and metaphoric pictures. All those feelings showed that they had experienced a catharsis. The physical and inner recovery required a combination of psychosomatic and psychiatric aspects. These combined aspects were able to trigger self-acceptance and change. This therapy changed a negative psychosomatic picture that was present in the mind of the research participant into a creative and positive artistic experience. They were able to present their art as a special and meaningful metaphor. The essence of the meaning obtained was translated into a catharsis. The catharsis achieved gave meaning to the participants that stabilized their emotions and reduced stress.

The themes that emerged in this study this showed that the use of expressive arts therapy is a technique or way which can be applied by counselors to help individuals who are in crisis and various psychological issues to achieve catharsis. This therapy is a technique that is quite relaxing to be implemented and it can make the research participants emotional expressions from deep within them. The used of expressive arts therapy in bringing re-awakening of past traumatic experiences, is not only restricted to children and adolescents but can also be effectively used for adults. Expressive arts therapy can help the counselors to identify and guide clients to get out of the shackles and uncover their history and bring a new hope for them to continue their life.

The implication of this study can be used as a highly effective module by counselors in exploring the client's life experience, especially adolescents in addressing social ills which are increasingly spreading among the society these days. Furthermore, the counsellor who is seeking for a technique or an alternative method than traditional counselling can use the results or findings from this study as one of the methods that can benefits counselling sessions. Further studies to assess the effectiveness of the expressive art therapy toward specific problems also may be done in future.

References

Appleton, V. (2001). Avenue of hope: Art therapy and the resolution of trauma. Art Therapy: Journal of the American Art Therapy Association, 18(3), 50-55.

Atkins, S., Adams, M., McKinney, C., McKinney, H., Rose, L., Wentworth, J. & Woodworth, J. (2003). *Expressive arts therapy: Creative process in art and life.* Boone, North Carolina: Parlway Publishers.

Carolan, R. (2001). Models and paradigms of art therapy research. *Art Therapy: Journal of the American Art Therapy Association, 18*(4), 190-206.

Carr, G. (2005). Improving quality of life for persons with traumatic brain injury: The role of therapeutic recreation. In C. L. Navenec& L.

Bridges (Eds.), Creating connections between nursing care and the creative arts therapies (pp.106-115). Springfield, IL: Charles C. Thomas.
Camilleri V.A., (2007). Healing the Inner City Child Creative Arts Therapies with At-risk Youth.
Jessica Kingsley Publishers: London and Philadelphia.
Degges-White and Davis. (2011). *Integrating the Expressive Arts into Counseling Practice: Theory-Based Interventions.* New York: Springer Publishing Company.
Ehrich, L. C. (2003). Phenomenology: The quest for meaning. In T. A. O'Donoghue & K. Punch (Eds.), *Qualitative educational research in action: Doing and reflecting* (pp. 42-69). New York, NY: Routledge Falmer.
Estrella, K. (2005). Expressive therapy: An integrated approach. In C. Malchiodi, C.A (Ed.), Expressive therapies (pp. 183-209). New York, NY: The Guilford Press.
Farokhi, M. (2011). Art therapy in humanistic psychiatry. Social and Behavioral Sciences, 30, 2088-2092.
Giorgi, A., & Giorgi, B. (2003).Phenomenology. In J. A. Smith, Qualitative psychology: A practical guide to research methods (pp. 25-50). London, UK: Sage.
Graham, M., & Sontag, M. (2001). Art as an evaluative tool: A pilot study. *Art Therapy: Journal of the American Art Therapy Association, 18*(1)*,* 37-43.
Guerin, B. (2001). Replacing catharsis and uncertainty reduction theories with descriptions of historical and social context. Review of General Psychology, 5(1), 44-61
Guion, L.A. (2002). Triangulation: Establishing the validity of qualitative studies. *University of Florida, The Institute of Food and Agricultural Science.*
Hanes, M. (2000).Catharsis in art therapy: A case study of a sexually abused adolescent. Art Therapy: Journal of the American Art Therapy Association,38(3), 70-74.
Hartz, L., & Thick, L. (2005). Art therapy strategies to raise self-esteem in female juvenile offenders: A comparison of art psychotherapy and art as therapy approaches. *Art Therapy: Journal of the American Art Therapy Association, 22*(2)*,* 70-80.
Kim, S., & Ki, J. (2014). A case study on the effects of the creative art therapy with stretching and walking meditation—Focusing on the improvement of emotional expression and alleviation of somatisation symptoms in a neurasthenic adolescent. *The Arts in Psychotherapy*, *41*(1), 71-78.
Knill, P. J., Baba, H. N., & Fuchs, M. N. (1995). Minstrels of the soul: Intermodal expressive therapy. Toronto, Canada: Palmerston Press.
Li, D. (2004). Trustworthiness of think-aloud protocols in the study of translation processes. *International Journal of Applied Linguistics, 14* (3).
Lietz, C.A., Langer, C.L. & Furman, R. (2006). Establishing trustworthiness in qualitative research in social work: Implications from a study regarding spirituality. *Qualitative Social Work, 5(4)*, 441-458.
Malchiodi, C. (2005). Expressive Therapies. New York: The Guilford Press
Malchiodi, C. A. (2008). Creative interventions with traumatized children. New York, NY: The Guilford Press.
Malchiodi (2008) in Sh Marzety Adibah, A.S.M, & Zakaria, M., (2014). The Use of Expressive Arts Therapy in Understanding Psychological Issues of Juvenile Delinquency. Asian Social Science, 10(9), p144.
Merleau-Ponty, M. (1962). *The phenomenology of perception*. London, UK: Routledge.
Moustakas, C., (1994). Phenomenological research methods. Thousand Oaks, CA: Sage.
Othman Lebar. (2006). *Penyelidikan kualitatif: Pengenalan teori dan metod*. Tanjung Malim, Malaysia: Penerbit Universiti Pendidikan Sultan Idris
Patton, M. Q. (2002). Qualitative research & evaluation methods. Thousand Oaks, CA: Sage.
Pearson, M., & Wilson, H. (2009). *Using expressive arts to work with mind, body and emotions. Theory and practice.* London: Jessica Kingsley Publishers.
Puig, A., Lee, S.M., Goodwin, L., & Sherrard, G., (2006). The efficacy of creative arts therapies to enhance emotional expression, spirituality, and psychological well-being of newly diagnosed Stage I and Stage II breast cancer patients: A preliminary study. The Arts in Psychotherapy 33(3), 218–228.
Riley, S. (1999). Illustrating the family story: Art therapy a lens for viewing the family's reality. *Art in Psychotherapy, 20(3),* 254-264.
Rogers, N. (1993). The creative connection: Expressive arts as healing. Palo Alto, CA: Science and Behavior Books.
Saunders, E., & Saunders, J. A. (2000). Evaluating the effectiveness of art therapy through a quantitative, outcomes-focused study. *Arts in Psychotherapy, 27(2),* 99-106.
Seidman, E. (1998). *Interviewing as qualitative research*. New York, NY: Columbia University Press.
Shenton, A.K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for Information, 22(2),* 63-75.
Sh Marzety Adibah, A.S.M, Zakaria, M., Baharuddin, I. & Rabaaton Adawiyah, Y. (2013). Therapeutic Experience of Drug Rehabilitation Clients through Expressive Arts Therapy. *International Journal of Humanities and Social Science* 3(17), 210-223
Silverman, D. (2002). *Doing qualitative research: A practical handbook*. London, UK: Sage.
Verono, E., & Sulivan. A. E. (2008). Emotional catharsis and aggression revisited: heart rate reduction following aggressive responding. American Psychological Association, 8(3), 331-340.
Wikstrom, B. M. (2004). Communicating via expressive arts: the natural medium of self- expression for hospitalized children. *Pediatric nursing*, *31*(6), 480-485.

Photodocumenting of Expeditionary Activity in Orenburg Until Beginning of the XX Century

Tatiana N. Savinova[1]

Alina S. Savinova[2]

[1]*Institute of Steppe of the Ural Branch of the Russian Academy of Sciences*
[2]*St. Petersburg State University of culture and arts*

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

The use of a photo in scientific purposes for documentation of events and facts began almost with the moment of its invention. In Orenburg this technical innovation of the XIX century came into widespread acceptance since 1870. But the first pictures which were taken in Orenburg can be dated 1858. These are pictures of a photographer A.S. Murenko who as a member of a diplomatic mission under the N. P. Ignatyev's command passed a way from Orenburg to Khiva and Bukhara. Further the local photographers saw in it not only a way to capture the city architecture of a province and images of its inhabitants, but also applied it as a method of visual documentation of events, a variety of landscapes and so on. The Orenburg scientific organizations, including the Orenburg scientific archival commission, allocate in the photo a way of documentation of edge's historical heritage. Without having an opportunity by society members' forces to travel all over the region, the Commission involved topographers both to map barrows and ancient constructions and to take photos of these historical objects. The Orenburg amateur researchers, using the photo in the scientific purposes, at the very beginning of the XX century applied it to copy rare documents. But scarcity of the financial means of the local scientific organizations which had rich collections of documentary photographs, but not having an opportunity not only to publish, but even to present them widely to public stirred its wider application. Technically poorly equipped city printing base slowed down the illustrated numbers. Till our time only the insignificant array of the Orenburg documentary photographs dispersed on various archives, museums, libraries remained. The subject of use of the photo in scientific work of the Orenburg researchers of XIX - the beginning of the XX century slightly drew scientists' attention.

Keywords: *history of the photo of Orenburg, history of the photo of XIX - the beginning of the XX century, history of the scientific photo, military researchers.*

1. Introduction

The documentary photo has a huge value not only for the history of science of Orenburg, but it is also itself a part of this history. The remained pictures generally display the city architecture, image of citizens. But there is a certain array of the documentary photographs which captured the history of researches of edge. It is a little of them and it makes undoubted value.

During the work four albums representing scientific interest, separate photos including in printing editions, and references to photos which once were in Orenburg were revealed. The materials for the article are documents from a photoarchive of the Institute of Material Culture History (a photoarchive of IHMK of the Ru7ssian Academy of Sciences), the Central State Archives of Films, Photographs and Sound Recordings of St. Petersburg (CSAFPD SPb.), The State Budgetary Institution "The State archives of the Orenburg region" (SBI SAOR), the museum of the history of the Orenburg Cossacks, and also the published sources.

2. Materials and Methods

The materials for the article are documents from a photoarchive of the Institute of Material Culture History (a photoarchive of IHMK of the Russian Academy of Sciences), the Central State Archives of Films, Photographs and Sound Recordings of St. Petersburg (CSAFPD SPb.), The State Budgetary Institution "The State archives of the Orenburg region" (SBI SAOR), the museum of the history of the Orenburg Cossacks, and also the published sources.

The methodological basis of research was made by the principles of historicism, objectivity and systemacy.

Besides, the chronological method which allowed considering events in their chronological sequence was used.

3. Discussion

Use of the photo in scientific purposes including for documentation of events and facts began almost with the moment of its invention.

In Orenburg the photography started developing from 1870th. (Iskovskij A.E., 2010). But the earliest photos taken in the city are possibly considered to be the pictures of 1858 received thanks to the expedition to Khiva and Bukhara under the command of the colonel of the General Staff N. P. Ignatyev (1832-1908). They were made by the photographer of this diplomatic mission A.S. Murenko who subsequently made an album "From Orenburg through Khiva to Bukhara. The second lieutenant Murenko artillery's photography "which is now kept in a collection of the IHMK of the Russian Academy of Sciences photoarchive and presents a huge scientific and cultural interest.

Trade and foreign policy interests of Russia in the XIX century promoted an active study of the district and a political situation in Central Asia and Kazakhstan. For these purposes various expeditions were sent. The N. P. Ignatyev's (May-December, 1858) mission had to carry out some tasks: to study a political and economic situation in Central Asia; to strengthen the influence of Russia in Khiva and Bukhara; to stop the intervention of the British; to achieve permission of free swimming across Amu Darya, releases of all prisoners who were reduced in Bukhara to slavery. The mission was also charged with the collecting of topographical, statistical and military data (Gokov O.A., 2008).

All members of the expedition gathered in Orenburg by 7 May, 1858. This day N. P. Ignatyev wrote to E.P. Kovalevski (1811-1868), a director of the Asian department: "Photographic things are so bulky that they could not be loaded and it was necessary to lay everything on a vehicle a la grace de Dieu. I do not think that such a clumsy caravan as mine was sending ever to the Trans-Ural steppe". And on 11 May he, for some reason disappointedly, already wrote to his father: "I will hardly send you photos. I have a little confidence in my photographer (Murenko)" (Missiya, 1897).

On 15 May the mission went to Central Asia. In this period the photographer of the expedition Anton Stepanovich Murenko (?-?) took two first photos: A S. A. Batyrshin's portrait (1825-?) (Sultangalieva G.S., 2009), one of a translator of the Orenburg boundary commission, and an image of the Caravanserai, the original building in Eastern style that was built in 1842 as the project of the architect A.P. Bryullov (1798-1877). It appeared that this is the first photo of Orenburg. The choice of the objects seems to be clear: the Asian theme drew, undoubtedly, all people's attention.



Figure 1. Caravanserai in Orenburg. It was constructed between 1837-1846 according to the project of the architect Alexander Bryullov. A.S. Murenko's photo (1858)

Each of the 28 pictures of this album has its own history. So, an idea to make Iset Kutebarov's portrait appeared,

according to the participant of the mission M. N. Galkin, in the following way: "to Iset's words that he came to N. P-chu [Ignatyev], who is the only trustee of the State, with a desire that its majesty will know from him personally about the perfect humility of Iset, N.P. suggested that Iset would take from him a photo as its present to sovereign, saying that in case of hearings about the new violence of Iset, it will serve as if a guarantee of improbability of these hearings" (Galkin M.N., 1968). The photo is provided by T.M. Devel (Devel T.M., 1994).

According to the decision of the chief of the Aral flotilla, captain of the 1st rank A.I. Butakov (1816-1869) the pictures of the steamship "Perovsky" and the barge of the lieutenant Kovalevski for the general admiral grand duke Konstantin Nikolaevich were taken (Such officers..., 1996).

Other photos give an idea of a camp life. "And here is a halt, - M. N. Galkin wrote, - and always with the eternally new pleasure of rest. The Kyrgyz yulameyka covering from the scorching sun beams, a camp-bed and a glass of tea is a considerable pleasure in the steppe"(Galkin M.N., 1968).

Such episodes of a camp life were also captureed by A.S. Murenko.



Походная киргизская кибитка.

Figure 2. Marching Kazakh tilt cart. [Kazakh steppe]. A.S. Murenko's photo (1858) IHMK photoarchive. Q 211. Ph. 3.



Юламейка. / малая кибитка. /

Figure 3. Yulameyka (small tilt cart). [Kazakh steppe]. A.S. Murenko's photo. (1858) IHMK photoarchive. Q 211. Ph. 4.

The album has two pictures which are visually out of the general series. These are images of seeds of the sugar sorghum and a penduline tit that nest built from fibrous plants. Apparently, the participants of the expedition assumed that the data he came by can have a practical value.



Figure 4. Dzhugara, a plant from Bukhara. Penduline tit's nest. (Central Asia). A.S. Murenko's photo (1858). IHMK photoarchive. Q 211. Ph. 27

When the expedition was completed the album that has A.S. Murenko's photos was presented to the grand duke Konstantin Nikolaevich (Such officers..., 1996). These Works are interesting because they are one of the first experiences of the use of photoequipment for scientific material in Russia fixing in field conditions. In 1860 the expeditionary photos were awarded the silver medal from Russian geographical society (Baskhanov M.K., 2005). For the first time, T.M. Devel (1888-1980) (Devel T.M., 1994) wrote about the album and its author. Modern researchers managed to restore the biography of the military photographer in a sufficiently detailed manner. Anton Stepanovich Murenko (10(22).01.1837 - 19(31).08.1875) was born in the village Bogdanovka of the Novgorod-Severskiy uyezd of Chernigov province. When he was eighteen he was made a praporshik (warrant officer) and on 11 June 1855 went on military service in the 16th field artillery crew. Participated in the Crimean war (1853-1856), for what he was awarded a commemorative bronze medal and an Andrew's ribbon. In 1856, at a military and topographical depot belonging to the department of General Staff of the War Office, there was the photographic office which was engaged in copying of cards and plans and their reduction. The order to the General Staff on March 14 1856 has attached Murenko to the photographic office for practical and theoretical study of the photography under the supervision of the captain N. G. Pisarevskiy. On 27 December 1856 he was made a second lieutenant. At that time photos on a wet collodion - on glass and on paper – have already practically forced Daguerre process out of practice. Having this new method of processing photos, A.S. Murenko went to Orenburg, Khiva and Bukhara with the diplomatic mission. Then, in 1861, he left the service at first on an indefinite leave and undertook three years' travel business trip across Russia with the purpose of making albums "views and types" (from IRGO), and, having retired, he opened in Saratov a photographer's studio (1861). At the Nizhniy Novgorod fair he had his own "photographic booth". He has published some albums: a series of the Nizhniy Novgorod pictures and with the views of Samara and Simbirsk (Khorev M., 2013).

In 1870, the photo were also popular in Orenburg as well as in other cities (Iskovskij A.E., 2010). Thematically, if we do not take into account the photo of citizens and views of Orenburg for cards, ethnographic pictures were allocated. Local color in the form of images the Bashkir, the Kazakhs and the Cossacks undoubtedly drew photographers' attention. It is in the data that in 1874 two Orenburg photographers expressed their desire to submit photos of "local types" on the Parisian geographical congress (Diaries of..., 1879). But unfortunately, there is no other data about what the Orenburg photographers sent or were going to send.

In CSAFPD SPb. the album with a very local subject remained. In July 1891 the Orenburg province was visited by Crown Prince Nikolas Aleksandrovich, the future emperor Nicholas II. Among the materials which recorded details of Crown Prince's travel there was an album "Views and scenes from Life the Kyrgyz of Turgaysky Area who rrived to the State's Horse-breeding Centre for greeting Its Imperial Highness of the Successor of Crown Prince Nikolay Aleksandrovich on 24 July 1891" (CSAFPD SPb., 1890-1891). The plant was in 7 versts to the East from Orsk, the city of the Orenburg province, but administratively related to the Aktyubinsk district of Turgaysk area (Cherkas T.G., 1999). In pictures it is possible to see the members of deputation who arrived to the horse-breeding center for Nikolay Aleksandrovich's greeting, the Kazakhs astride camels and horses, the Cossacks.

Besides professional photographers in the city there were amateur photographers who made the powerful contribution to the history of the Orenburg's scientific photos, having created unique visual documents. The members of the Orenburg Scientist of the Archival Commission (OSAC) actively used photography of the studied objects in expeditionary activities as the small sums allowed them to do so.

OSAK being engaged in study of archaeological heritage of the steppe drew topographers' attention in this work. They reported about barrows, ancient settlements, stone images, ancient graves which were made for the topographical works which are carried out by them. During the office and scientific trips topographers sometimes used a camera (Works..., 1906). D. N. Sokolov in the summer 1906 and 1907 made geological study of the Trans-Ural part of the Orenburg and Ural districts for the purpose of drawing up the geological card. And though study of monuments of antiquities was not among his tasks, he could not pass by them, and even photographed some (Sokolov D, N., 1907).

The Orenburg photographers were attracted also by the landscapes. For example, Alexander Leontyevich Anikhovsky (1876-1939) - the amateur photographer, the founder and the first director of the Buguruslanskiy local history museum (1929) who made a contribution to the study of natural riches and archeology of edge, the member of OSAK, who left in 1901 Orenburg, has brought to the museum OSAK, among other things, 15 boxes of negatives with the pictures of Bashkiria, vicinities of Orenburg, antiquities in the steppe, etc. (The Report..., 1909). Unfortunately, all this wealth did not remain.

The other amateur photographers also used a camera during their office and scientific trips. Among them is an archeologist G.A. Kastanye (1875-1958) who was illustrated by the pictures of the "Report on the trip to Turkestan" that was made in the summer of 1904 (Kastanye G., 1906).

Understanding a need of visual documentation, in 1904 OSAK got its own camera and implements to it (Works..., 1906).

In a collection of the museum of the Orenburg Cossacks history there is the most rare picture on the back of which it is written: "A scientific expedition to the steppe. Guards - the Orenburg Cossacks". Unfortunately, it is the copy from the photo from a private collection. Not dated. But nevertheless it does not lose a scientific and historical value because it has captured realities of that time: all scientific expeditions had military maintenance. It is also possible to see conditions in which researches were conducted.



Figure 5. A scientific expedition to the Orenburg steppe. [The venue and date of expedition isn't known]. Guards - the Orenburg Cossacks. Museum of the Orenburg Cossacks history

A certain interest presents an album with types of the Orenburg landscapes "The characteristic of the way from Orenburg to Orsk in photos (to the report of the army mining engineer of the Orenburg Cossack army S. A. Podyakonov)", which is kept in CSAFPD SPb. Collection and is dated by the 1900th (CSAFPD SPb., the 1900th). Sergey Aristarkhovich Podyakonov (1871-?) came from noblemen of the Vologda province; graduated from the Petersburg mining institute (1895); 1896-1897 on the instructions of Board of the Russian gold-mining society was engaged in search of gold in upper courses of the Amga, Aldan Rivers. In South Ural from 1903 to 1911 he served as an army mining engineer of the Orenburg Cossack Army (OCA). In 1904 in Tugaykulskaya's village (Kopeisk, The Chelyabinsk Region) the Cossacks Sorokiny's brothers found "a black stone" when cleaning a well at a depth of 12-15 meters. Charged to investigate a find to S. A. Podyakonov who found powerful layers of coal (Kopeisk Background, 2008). In Orenburg he was a member of OSAK (Works..., 1907), took part in archeological excavations, made tool shooting and made a site plan of excavation (Works..., 1906), made messages in particular about finds in barrows of the Duvankulskaya sogra (Works..., 1907), some of which he gave to the museum of the Commission (Works..., 1907). In 1928 S. A. Podyakonov was arrested by PGO on "Ural gold platinum deal" (Podyakonov S.A.).

The photo from the album called above can allegedly date 1903-1911. Unfortunately, they are not really in high quality, but nevertheless we now can not only see how the steppe landscape on the road from Orenburg to Orsk, but also church to the settlement of Nezhinsk, a household scene at the river.



Figure 6. A view of the district around the 6th verst the road from Orenburg (the steppe of the right side of the valley of the Urals). Date of shooting [the 1900th]. A place of shooting is the Orenburg pr. CSAFPD SPb. П 361. Ph. 1.

At the beginning of the XX century the photo has already became the necessary tool to expeditionary activity. The good collection which is constantly filled up by her members was kept in the OSAK museum. In particular, in 1910 a member of the commission V.P. Bazileva has brought to the museum "Two framed photos taken during a campaign of the governor general A.A. Katenin to the steppe" (Works..., 1911). Perhaps, these were A.S. Murenko's photos.

Orenburg with the scientific purposes was visited by scientists from Europe. Some pictures taken by them during trips are stored now outside Russia (Iskovskij, A.E. 2011). For example, in 1898 a member of the French Geographical society Paul A. Labbe arrived to Orenburg for the purpose of ethnographic studying of edge. The Orenburg governor personally allowed it to take pictures of the process of washing wool at factory, workers, salt mines in Iletsk, etc. (Orenburg newspaper, 1898). The album with city views was presented to Paul A. Labbe which were made by the Orenburg photographer Karl Fischer (Orenburg newspaper, 1898).

In the same time in Orenburg the photo exists already not only as the independent work of art or the document, but also is actively used in book illustrations (Iskovskij A.E., 2010). For Orenburg it was a little problem because of weak printing base. So, for example, one of the OSAK numbers was completely given for publication of G.A. Kastanye's work "Antiquity of the Kyrgyz steppe and the Orenburg region". Professor N. I. Veselovskiy to whom this composition was submitted on the review, "indirectly exposed the requirement that the persons describing monuments to antiquity gave to the reader of the photo". The member of OSAK considered that implementation of this requirement depends not only on will of the author. "In the province there are most often no local institutions for reproduction of pictures in the phototypical way and there is still no other more important circumstance – money". At the Orenburg scientific archival commission of

funds for it was not (GBU "GAOO").

The documentary photo got on pages of the Orenburg editions thought not really actively, lagging behind the capitals and the large cities. In 1907 in steam tipo-lithograph of "Karimov, Khusainov and K°" association were printed the next numbers of OSAK works. One which was given for the publication of Makarenko N. E. work "A silver bowl of the museum of the Orenburg scientific archival commission" contained the photo of a valuable exhibit of the museum (Works..., 1907). In the following number views of Orenburg and portraits were placed. Photoillustrations were at that time carried out on single sheets and pasted in books (Works..., 1907) and were also very rarely published together with the text (as in G.A. Kastanye's report given above).

In 1901 a Cossack captain S. N. Sevastyanov (1863-1907), the historian of the Orenburg Cossack army, was from OKW in two-month business trip in Moscow for collecting materials on stories of the local Cossacks. At this time he took pictures of some documents or their fragments from thirty six cases of 1568-1743. The list of the documents and pictures presented by Sevastyanov from Moscow" (GBU "GAOO") only remained ".

4. Conclusion

Use of the photo for science in Orenburg went in course with the all-Russian practice. By the beginning of the XX century the technical innovation of the XIX century came into widespread acceptance in Orenburg. The local photographers saw in it not only a way to capture the city architecture of a province and images of its inhabitants, but also applied it as a method of visual documentation of events, a variety of landscapes, cultural, historical and archaeological heritage of edge. At the very beginning of the XX century it started being used for copying rare documents. But scarcity of the financial means of the local scientific organizations which nevertheless in every way were seeking to march in step with technical progress stirred its wider application. Having rich collections of documentary photographs which constantly were replenished, the Orenburg scientific archival commission and the Orenburg department of the Russian geographical society had no opportunity not only to publish them, but even to present them widely to public in the museums. City printing houses were not really enough equipped with the corresponding equipment that slowed down the illustrated numbers. Till our time only the insignificant array of the Orenburg documentary photographs dispersed on various archives, museums, libraries remained. The subject using the photo in scientific work of the Orenburg researchers of XIX - the beginning of the XX century slightly drew scientists' attention.

5. Acknowledgement

The publication is prepared within the scientific project No. 14-13-56002 supported by the RHRF.

References

Iskovskij, A.E. (2010). Svetopistsers in Orenburg. About activity of the first photographers of the city // Gostiny dvor. Orenburg, 2010. No. 30. Page 352-364.

Gokov, O.A. (2008). Missiya N.P. Ignatyev's hooks to Khiva and Bukhara. Retrieved December 11, 2008, from http://sovserv.ru/vbb/showpost.php?p=1525110&postcount=6.

Mission to Khiva and Bukhara in 1858 a wing aide-de-camp of the colonel N. Ignatyev. SPb. 1897. Retrieved from http://drevlit.ru/docs/central_asia/XIX/1840-1860/Ignatiev/text1.php.

Sultangalieva, G.S. (2009) Activity of the Tatar translators, the tolmachy Orenburg boundary commission in the Kazakh steppe (the XVIII-XIX centuries). Nauch. Tatarstan. 2009. No. 4. pp. 134-135.

Galkin, M.N. (1868) Ethnographic and historical materials across Central Asia and the Orenburg region. SPb. pp. 173.

Devel, T.M. (1994) Albom of photos of mission of the colonel N. P. Ignatyev to Khiva and Bukhara 1858 years. Countries and people of the East. SPb. Vyp. XXVIII. Geography. Ethnography. History. Culture. pp. 266.

"Any fleet could be proud of such officers": Documents on participation of the Russian seamen in N.P. Ignatyev's mission to Khiva and Bukhara. 1857-1859//Historical archive. 1996. No. 4. Retrieved from http://www.vostlit.info/Texts/Dokumenty/M.Asien/XIX/1840-1860/Mission_Ignatiev/text.htm.

Galkin, M.N. (1868) Ethnographic and historical materials across Central Asia and the Orenburg region. SPb. pp. 166.

"Any fleet could be proud of such officers": Documents on participation of the Russian seamen in N. P. Ignatyev's mission to Khiva and Bukhara. 1857-1859. Historical archive. 1996. No. 4. Retrieved from http://www.vostlit.info/Texts/Dokumenty/M.Asien/XIX/1840-1860/Mission_Ignatiev/text.htm.

Baskhanov, M.K. (2005) To the Russian military orientalists till 1917. M., East literature, 2005. pp. 167.

Devel, T.M. (1994) Albom of photos of mission of the colonel N. P. Ignatyev to Khiva and Bukhara 1858 years. Countries and people of the East. SPb. Vol. XXVIII. Geography. Ethnography. History. Culture. pp. 259-271.

Horev, M. (2013) "Fotografny buffoonery" of the second lieutenant Murenko. Retrieved November 30, 2013, from http://vnpinfo.ru/arkhiv/item/2558-Fotografnyy_balagan_podporuchika_Murenko_2558.html.
Diaries of the Orenburg department of Imperial Russian Geographical Society from November 6, 1874 to January 22, 1877 inclusive. Orenburg, 1879. pp. 21.
CGAKFFD SPb. (Central state archive of film photophonodocuments of St. Petersburg). pp. 195. date of shooting of [1890-1891].
Cherkas, T.G. (1999) Suburbs of Orsk. In "Orsk Museum of Local Lore". 1999, from http://orskmuseum.ru/article/prigorody-orska.
Works of Orenb. Wuchang. archive. commissions. Orenburg, 1906. Vol. XVI. pp. 54-56.
Sokolov, D.N. (1907) From trips on the steppe (supervision and notes). Works of Orenb. Wuchang. archive. commissions. Orenburg. Vol. XIX. pp. 210.
The report and protocols OUAK of meetings for 1908 years. Orenburg. pp. 55.
Kastanye, G. (1906) Report on a trip to Turkestan. Trudy Orenb. Wuchang. archive. commissions. Orenburg. Vol. XVI. pp. 176-201.
Works of Orenb (1906). Wuchang. archive. commissions. Orenburg, Vol. XVI. pp. 68.
CGAKFFD SPb. (Central state archive of film photophonodocuments of St. Petersburg). pp. 361. Date of shooting [the 1900th].
Kopeisk Background. Retrieved February 27, 2008, from http://kopejsk.ru/index.php?showtopic=1303.
Works of Orenb. Wuchang. archive. commissions. Orenburg, 1907. Vol. XIX.
Works of Orenb. Wuchang. archive. commissions. Orenburg, 1906. Vol. XVI.
Podjyakonov, S.A. http://www.yakutskhistory.net/
Works of Arenas. Wuchang. archive. commissions. Orenburg, 1911. Vol. XXV. pp. 183.
Iskovskij, A.E. (2011). To see Orenburg and... to photograph//Evening Orenburg. 2011. On January 11.
Orenburg newspaper (1898). On August 8, 15, 22.
GBU "GAOO". (State budgetary institution "GAOO"). T. 169. Sch. 1. Arch. 41. pp. 42.
Works of Orenb. Wuchang. archive. commissions. Orenburg, 1907. Vol. XVII.
GBU "GAOO". T. 169. Sch. 1. Arch. 48. L. 44-47 about.
Caravanserai in Orenburg. A.S. Murenko's photo. 1858// A photoarchive of the Institute of Material Culture History of the Russian Academy of Sciences). Q 211. Ph. 2.
Marching Kazakh tilt cart. Kazakh steppe. A.S. Murenko's photo. 1858// A photoarchive of the Institute of Material Culture History of the Russian Academy of Sciences). Q 211. Ph. 3.
Yulameyka (small tilt cart). Kazakh steppe. A.S. Murenko's photo. 1858 // A photoarchive of the Institute of Material Culture History of the Russian Academy of Sciences). Q 211. Ph. 4
Dzhugara, a plant from Bukhara. Penduline tit's nest. (Central Asia). A.S. Murenko's photo. 1858 // A photoarchive of the Institute of Material Culture History of the Russian Academy of Sciences). Q 211. Ph. 27.
A scientific expedition to the Orenburg steppe. The photographer is unknown. [The venue and date of expedition isn't known]. Guards - the Orenburg Cossacks // The museum of the history of the Orenburg Cossacks of Orenburg.
A view of the district around the 6th verst the road from Orenburg (the steppe of the right side of the valley of the Urals). S. A. Podyakonov's photo. Date of shooting [the 1900th]. A place of shooting is the Orenburg pr // The Central State Archives of Films, Photographs and Sound Recordings of St. Petersburg. П 361. Ph. 1.

Analysis of Newspaper Framing of the Nigerian Governors' Forum Election Crisis of 2013

Dominic O. Anyadike

School of General Studies, University of Nigeria, Nsukka; combswag@yahoo.com; anyadike66@gmail.com

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

The Nigerian Governors' Forum election crisis of 2013 has resulted in the polarization of the Forum into two factions. The Forum which has become a powerful lobby has come to assume a strategic importance in the process of deciding who governs in Nigeria. While researches have addressed several issues in the coverage of the Nigerian Governors' Forum (NGF) election crisis, the focus of the press is in the reportage of the events that transpired during and after the election is not known. Based on framing theory which argues that how the media focus on and report issues is how the issues are understood, the study content-analysed 81 stories from five national dailies. The study was guided by four research questions in a multi-stage sampling technique. The findings suggest that, overall, the newspapers' coverage of the Nigerian Governors' Forum election crisis failed to promote peace building process but encouraged the escalation of the crisis. The study concludes that pessimistic leads, headlines and phrases with negative undertones in newspaper reports tend to heighten crisis, and that the calm situation that prevails amidst prolonged misunderstanding do not in any way translate to peace. It is contradictory that the press which is out to promote the de-escalation of crisis is found to whip up sentiment, provoking further crisis instead.

Keywords: *Analysis, Newspaper Framing, Nigerian Governors Forum, Election Crisis.*

1. Introduction

The influence and power of the press in building, unifying or destroying a nation state, particularly a complex multi-cultural and multi-linguistic society such as Nigeria is all possible with its framing (Tejumaiye, 2005). This, perhaps, explains Anyanwu's (2004) and Ohaja's (2005) positions when they say that whatever the audience makes of media information or messages is determined by the way such messages are mediated. Thus, how newspapers present any conflict issues should be a thing of concern to the media in general and newspaper operators in particular. This perhaps explains the importance of newspapers in the reportage of elections and electoral crisis which has over-bearing implication on the governance of any nation.

One of the events that require the attention of research in examining how the press mediated election issues is the Nigeria Governors' Forum (NGF) election crisis of May 24th 2013. Available literature show that in that election, "Chief Rotimi Amaechi, the Governor of Rivers State and the incumbent chair of the forum scored 19 votes to beat his challenger, Jonah Jang, the Governor of Plateau State who got 16 votes" (Vanguard, May 25, 2013). Disagreement on the election result snowballed into crisis which continued to linger.

While researches have addressed several issues in the press coverage of the NGF election of 2013, it is not clear what the focus of the press is in reporting the crisis that emerged during and after the election. Specifically, it is not certain whether the newspapers, in their reportage, promoted peace building process or promoted the escalation of the conflict.

The question that is yet to be answered is, what are the implications of the messages inherent in the newspapers' reports of the Nigerian Governors' Forum election crisis in terms of peace building and conflict escalations? The import of this question is echoed in the assertion by Best (2007) which says that "the media can promote peace if they select to, but the media can also promote conflict if they choose to." The thrust of this research is to investigate how the newspapers portrayed the Nigerian Governors' Forum election crisis of 2013.

2. Nigerian Governors' Forum Election of May 24th 2013 in Context

The Nigerian Governors' Forum (NGF), fashioned after America's National Governors' Association was established after multi-party conference of all 36 governors in 1999 (*The Punch*, July 19, 2013). The Forum is open to all the elected governors of the 36 states of Nigeria. The Forum seeks to promote better understanding among Governors and ensure a healthy relationship between states and other tiers of government. It became a powerful lobby and at points in time

influenced: Obasanjo's second term election; the defeat of Obasanjo's third term bid; the emergence of Goodluck Jonathan, first as interim president under the doctrine of necessity and eventual emergence as president (The *Guardian* , Tuesday May 28, 2013,). Thus, the NGF has come to assume a strategic importance in the process of deciding who governs in Nigeria. The crisis assumed national dimension considering the fact that the forum had become a major political pressure group in Nigeria. (The *Punch*, May 25, 2013).

Over a period of twelve months, the disagreement on the election result continued, and consequently, this led to the emergence of two factions of the Nigerian Governors' Forum, one group led by Jonah Jang with majority of members comprising governors of the Peoples Democratic Party (PDP), the ruling political party and the other group led by Rotimi Amaechi comprising mainly governors of All Progressive Congress (APC) party, the major opposition party.

As the disagreements raged and the conflict escalated amid finger-pointing, the Nigerian newspapers did not only propagate the positions of Amaechi's and Jang's groups, they highlighted the discordant voices on the crisis in their reportage.

In this work, the researcher examines the messages of peace and conflict inherent in the newspapers' reports of the Nigerian Governors' Forum election crisis. In this respect, the work reviewed the themes which the newspapers used to frame peace building. Also, the language choices which portrayed escalation of the conflict as employed by the newspapers were reviewed. This research undertaking will afford newspaper editors and reporters opportunity to appraise themselves with a view to avoiding the escalation of crisis. Newspapers, by drawing on frames can have more powerful and effective message delivery, thereby increasing efficiency and enhancing productivity. Furthermore, the work will serve as resource material to other media researchers in the area of media framing.

3. Statement of the Problem

As the crisis over the result of the Nigerian Governors' Forum election raged, the Nigerian newspapers were quick to respond to the controversy by highlighting the discordant voices on the crisis. However, while researches have addressed several issues in the coverage of the Nigerian Governors' Forum election crisis, it is not certain what the focus of the press was in the reportage of the events that transpired during and after the election. Specifically, it is not certain whether the newspapers, in the course of framing the NGF election crisis promoted peace building or encouraged the escalation of the crisis. This is the concern of this study.

3.1 Objectives of the Study

The primary objective of the study was to analyze the implications of the newspaper reports of the Nigerian Governors' Forum election crisis of 2013 with a view to ascertaining whether the messages inherent in the reports aimed at peace building or escalation of the crisis. Based on this, the following specific objectives guided the study.

1. To determine the major sources of stories on the Nigerian Governors' Forum election crisis of 2013.
2. To determine whether the Nigerian newspapers promoted peace building in the course of the reportage of the Nigerian Governors' Forum election crisis.
3. To identify the salient indicators of peace journalism manifested in the Nigerian newspapers' reports of the Nigerian Governors' Forum election crisis.
4. To determine specific strategies, if any, advocated by the newspapers for enhancement of peace.

3.2 Research Questions

The following research questions were raised based on the objectives of the study:

1. What were the major sources of stories on the Nigerian Governors' Forum election crisis of May 24, 2013?
2. Did the Nigerian newspapers promote peace building process in the course of the reportage of the Nigerian Governors' Forum election crisis?
3. What are the salient indicators of peace journalism manifested in the newspapers' reportage of the Nigerian Governors' Forum election crisis?
4. What specific strategies, if any, were advocated by the newspapers for enhancement of peace?

4. Literature Review

Scholars have carried out analysis of the pattern of media coverage of diversity and conflict issues using empirical

approach. Pate (2012) carried out a study which he titled: "practices and challenges of media performance in conflict-prone multi-cultural Nigeria." After considering the studies by Ojo, (2000); Yusuf, (2002); Albert, (2002); Akinfeleye, (2003) and Bello, (2005), Pate (2012) summarized the common practices that are often prejudicial to the cause of multi-cultural and diverse Nigeria. According to him, these patterns include the following among others:

i) Promoting, by selective reporting, prejudicial stereotypes about groups and individuals.
ii) Reporting intergroup conflicts out of their fundamental sociological, economic, political and other contexts …
iii) The use of inflammatory, misleading and sensational headlines to attract sales.
iv) Publishing rumors as facts.

In their study on media coverage of crisis, Fritz and Methewson (1957) found out that early media reports in the wake of crisis are not only confused but also disorganized and carry conflicting information which contain " gross ambiguities and inaccuracies" (Omenugha and Ukwueze, 2008).

In his work titled: "Reducing crisis through peace journalism: A review of newspaper reports of casualty figures of communal crisis in Plateau," Galadima (2008) argues that national newspapers in Nigeria are very important in the management of crisis in the country. According to him, when conflict occurs pressure mounts on the media not just to disseminate information but also to spread the message of peace and reconciliation. However, and unfortunately too, coverage of conflict tends towards sensationalism (Galadima, 2008). In that circumstance, coverage has tended to ignore the analysis of issues that surround conflict, the motivations and interests of various actors and the way forward in conflict management.

Also, scholars tend to agree that the media have not played their roles satisfactorily during conflicts in Nigeria. According to Okafor (2003), the Nigerian press is polarized along regional, sectional or ethnic lines where every side protects and supports their kith and kin. Arguing further, he says: "In the coverage of elections, there is recklessness and partisanship on the part of the press instead of restraint and responsible reporting of events" (Anaeto and Anaeto, 2008). Oboh (2008 cited in Anaeto and Anaeto, 2008), agrees that some journalists participate in crisis by lending support to the narrow-interest of their political-proprietors. According to him, most of the crisis in Nigeria were avoidable, but for the unguided press reports..

Pate (2007), in his work titled: "Reporting conflict and diversity in the Nigerian media" has argued that the politicisation (poor mediation) of diversity and conflict issues in pluralistic Nigeria has been partly accountable for the negative turn of events (cited in Jibril, 2000 and Omebije, 2012). Most probably, this explains the strategic and sensitive nature of the press as a factor of diffusion of tension, or a variable for escalation of conflict.

In their work titled: "War or peace journalism? Asian newspaper coverage of conflicts," Lee and Maslog (2005) content-analysed 1,338 newspaper stories from five Asian countries involved in regional conflicts: India, Pakistan, The Philippines, Indonesia and Sri Lanka. Using the individual story as the unit of analysis and, based on a frequency count of 5,220, they found out that the three most salient indicators of war journalism were a focus on the here and now (17.60%), an elite orientation (15.4%) and a dichotomy of the good and bad (10.3%). Lee and Maslog (2005) also found out that the coverage of the four Asian conflicts was dominated by a war journalism frame.

The study by Ojwang (2009) involves the content analysis of the implications of messages of peace and conflict interpreted from the utterances of key political players in the 2007-2008 post election violence in Kenya as reported by the main stream newspapers. Specifically, the analysis examines the language choices that the media used to frame the hopes, fears, expectations and disappointments entailed in the messages (Ojwang, 2009). Using a sample size of 20 issues of *The Standard* and five issues of *Sunday Standard*, 13 issues of the *Daily Nation* and seven of the *Sunday Nation* in his analysis, he found out that, given the unprecedented post-election violence, the Kenyan press oscillated between peace building and peace threatening modes, depending on the prevailing political and public mood. As argued by Galtung (1998) and cited in Lee and Maslog (2005), peace journalists concentrate on stories that highlight peace initiatives; tone down ethnic and religious differences, prevent further conflict, focus on the structure of society; and promote conflict resolution and reconciliation.

Literature shows that a vital function of the press includes mediation and advocacy for peace. With regard to the Nigerian Governor's Forum election crisis which has had significant implications on the over-all dynamics of governance in Nigeria, no literature has provided insite to how the Nigerian newspapers stood on peace-conflict dichotomy while reporting election crisis in Nigeria. Using the Nigerian Governors' Forum election crisis, this study attempts to provide insite to how newspapers stood on peace- conflict dichotomy while reporting election crisis in Nigeria

5. Theoretical Framework

This study is anchored on the theory of framing.

5.1 Framing Theory

In Kim's (2003) view, "framing occurs when journalists select an aspect of perceived reality and make it more important in their news story than other aspects by promoting a particular problem or interpretation." Entman (1993 cited in Kim 2003) was more emphatic when he explained how the media frame an issue or story:

Framing essentially involves selection and salience. To frame is to select some aspects of a perceived reality and make them more salient in a communicating text in such a way as to promote a particular problem definition, casual interpretation, moral evaluation, and/or treatment recommendation for the item described.

This specific way of characterising a news story, according to Oladeinde and Ajibola (2007), can influence the attitudes and behaviours of the audience. It involves the selection of certain facts from a continuous flow of information, emphasizing specific issues or events over others and presenting them in a specific order. "By selecting certain information and highlighting it to the exclusion of other information, framing can shape public opinions and audience interpretations of issues and events." (Resse, Grandy and Grant 2001).

The implication of this assertion is that the effect of the messages is not determined by the differences in the contents but by the differences in the modes of presentation. Scheufele and Tewksbury (2007) put it more succinctly: "it is based on assumption that how an issue is characterised in news reports can have an influence on how it is understood by audiences."

Sufficient evidence abounds to show the effects of framing on audiences. According to Iyengar and Simon (1997) cited in McQuail (2008) framing of news has encouraged audiences to endorse military rather than diplomatic solution. In the same vein, McLeod and December (1999) "found that differently framed news report of the same protests had different effects on views."

The issue of framing as it relates to the topic under investigation entails how newspapers select and tell the stories about the Nigeria Governors' Forum election crisis so as to capture the attention of the audience. This understanding implies that whichever way and manner the Nigerian Governors' Forum election crisis is reported in newspapers will reflect how it is understood by audience. It is in this context that Best (2007) argues that "the media can promote peace if it select to, but the media can also promote conflict if it chooses to."

Thus, the study focuses on finding out how newspapers told the stories of the Nigerian Governors' Forum election crisis of May 24, 2013. In this respect, it is arguable to state that the framing of the crisis by newspapers could provide the enabling environment that favours peace building process thereby leading to the resolution of the crisis. On the other hand, the framing of the crisis stories may impede peace process leading to escalation of the crisis.

6. Methodology

Content analysis technique was adopted in this work as the research design. The study involved examination of the manifest contents of selected national dailies in Nigeria. Thus, the use of content analysis is appropriate since the research is concerned with the analysis of the messages of peace and conflict inherent in the newspapers' reports of the Nigerian Governors' Forum election crisis of May 24, 2013. The study combined quantitative and qualitative methods.

In this this study, the population comprised all the national dailies published in Nigeria as listed in the website http:/www.4 imn.com/ng/ with a total of 25 dailies. The following dailies were selected: *Daily Sun, Leadership, the Guardian, The Nation,* and *Vanguard*.

The second level of the population comprised the total number of editions (1,825) arising from the selected newspapers to be studied. One month before the election proper was chosen as the beginning of the period of study so as to have insight into the public perception of the election as reported in the national dailies.

Thus, the number of editions of the dailies published between April, 2013 and March 2014, a period of one year (12 months) was calculated. This brought the population of the study to 1,825 editions, that is, 365 editions of each of the five newspapers for the twelve months period of study. The sample size of five newspapers constitutes 20 percent of the population of the 25 leading national dailies in Nigeria as shown in 2014 Newspapers Web Ranking *(http://www.4imn. com/ng/).*

Five newspapers out of the 25 leading national dailies in Nigeria listed in 2014 Newspapers' Web Ranking (http://www.4imn.com/ng/) were selected by random sampling. Baron and Davis (2005) state that most content analyses have not exceeded 10 percent of population used in analysis. In line with that, 20 per cent sample used in this study is representative of the population.

The sample size of the editions for the period of study was 60, selected from a population of 1,825 editions. According to Wimmer and Dominick (2011), Stempel (1952) drew separate samples of 6, 12, 18, 24 and 48 issues of a

newspaper and compared the average content of each sample size in a single subject category against the total for the entire year. He found out that each sample size was adequate. Furthermore, increasing the sample beyond 12 issues did not significantly improve the sampling accuracy.

In accordance with the postulation of Stempel (1952), a sample size of 12 editions per newspaper was chosen which gave a total of 60 editions (ie. 12 x5 newspapers). Thus, 30 editions were selected from constructed weeks while 30 editions were selected from continuous weeks as shown in tables 1 and 2 respectively.

6.1 Sampling Technique

6.1.1 Content Analysis

Multi-stage sampling technique was adopted in this study whereby varying techniques were involved at different stages in the selection process. First, simple random sampling technique was employed, to select five national daily newspapers out of 25 leading circulation newspapers in Nigeria based on 2014 Newspapers Web Ranking (http://www.4imn.com/ng/) these newspapers have advantage of wide readership being characterized by nation-wide circulation. Besides, they have capacity for in-depth analysis of issues with advantage of earning public respect for their editorial judgement (Ekwueme, 2014).

Considering the above attributes which are common to the 25 listed national dailies, a random sampling technique was therefore adopted to select, first, a sample size of five newspapers. The random method involved balloting which gave each newspaper equal chance of being selected. In the process, each of the 25 national dailies was numbered and the numbers written in pieces of papers which were folded and placed in a box. Samples were drawn without replacement. Sampling without replacement involved removal of any newspaper drawn from subsequent selection. The balloting continued till five newspapers were selected.

In order to avoid bias in the selection of specific edition dates for the study, constructed weeks technique (composite weeks) developed by Jones and Carter (1959) and continuous weeks technique were adopted to select the sample editions. In the constructed week technique, the 12 months period of study was stratified into seven subgroups of particular weekdays where all the editions that fell on Mondays were grouped together; those that fell on Tuesday grouped together and so on. Each subgroup constituted a stratum and the actual editions studied were drawn from each of the strata. To get a sampling fraction, the number of editions to be studied (30) was divided by the number of newspapers (5) under study. This yielded six editions. Thus, six edition dates (days) were randomly selected from the constructed weeks and the same dates were studied across the five newspapers in order to make analyses across the papers. This yielded a total of 30 edition dates. Table 1 shows the constructed weeks and the selected editions.

Table 1: Selected Weekdays from Constructed Weeks for the Period of Study, April 2013 to March 2014.

Day	Edition Dates/ Days	Month
Monday	19	April
Tuesday	28	May
Wednesday	6	November
Thursday	14	November
Friday	25	May
Saturday	5	April
Sunday	-	

Source: Field Work

For the continuous weeks, the researcher chooses 30 days that cut across the pre-election, the election proper and the post election periods. Therefore, 6 continuous dates/days were allotted to April, May and any other randomly selected month after May 2013, the post election period. November 2013 was selected for that purpose. Two days each were allocated to the five newspapers for each of the three months making it 30 dates in all (i.e. 2 edition dates x 5 newspapers x 3 months =30).The same dates were studied across the five newspapers. The dates selected are shown in table 2.

Table 2: Selected Weekdays from Continuous Weeks for the Period of Study, April 2013 to March, 2014

Edition Dates/Days	Selected Months in the Study Period
2, 3	April
30, 31	May
10, 11	November

Source: Field Work

6.1.2 Method of Data Collection

The instrument used for data collection in this work was the code sheet

In this content analysis, the process of coding the manifest contents of the newspapers was carried out in two stages. The latent contents were the interpretations given to the implications. This involved selecting units of analysis and coding

In the selection process, any news story that addressed the Nigerian Governors' Forum election crisis of 2013 was regarded as unit of analysis. They were treated and coded under straight news story, editorials, features and letters to the editor. The study investigated the contents of the above mentioned units of analysis with emphasis on their implications on the crisis.

In the coding process, a combination of a priori and emergent coding methods was adopted to establish the categories. Emergent coding involves establishing the categories after examination of the data while in a priori, categories are established before data are collected. Two independent coders were involved in the coding exercise. These were: The researcher and a post graduate student of the Department of Mass Communication, University of Nigeria, Nsukka, who was specifically trained for that purpose. The coders examined every news story page by page, identifying all straight new stories, editorials, features and letters-to-the editor relevant to the Nigerian Governors' Forum election crisis. In order to analyze the selected stories effectively, a measuring instrument, the code sheet (Appendix 1) was designed using the content categories with study cues under each category.

These variables were represented with numbers and figures to ensure accurate and more dependable analysis:

A. Newspaper 01
- Daily Sun 010
- Leadership 011
- The Guardian 012
- The Nation 013
- Vanguard 014

B. Story Genres 02
- Straight News 020
- Editorials 021
- Features 022
- Letters to the editor 023

C. Number of Stories 03

D. Story Direction 04
- Favourable 040
  - Common Grounds 0401
  - Non-partisanship 0402
  - Advocacy Stance 0403
  - Educating the public and parties 0404
  - Less inciting, less emotive, more objective language 0405
- Unfavourable 041
  - Differences 0411
  - Partisanship 0412
  - Non-advocacy stance 0413
  - Non-education of public and parties 0414
  - Inciting, emotive, less objective language 0415
- Neutral (Not tilting towards de-escalation or escalation) 042

E.	Strategies Advocated by newspapers	05
	Repeat of the NGF election	050
	Neutral Body Intervention	051
	Dialogue	052
	Litigation	053
	Interim management	054
	Abrogation of NGF	055
	Others	056
F.	Sources of Stories	06
	Reporters	060
	News Agencies	061
	Free lancer	062
	Foreign services	063

6.1.3 Textual Analysis

Textual analysis, a qualitative technique is an attempt to use sentences, descriptions, pictures or words to classify the content of a story using appropriate and relevant categories.

This work adopted the *constant comparative technique* of textual analysis. The technique, first articulated by Glaser and Strauss (1967) is a well-known technique used in textual analysis. According to Winner and Dominick (2011), the technique consists of the following steps:

1. Comparative assignment of incidents to categories
2. Elaboration and refinement of categories
3. Searching for relationships and themes among categories into a coherent theoretical structure.

First, indicators or cues guided the selection and classification of specific strategies which were later refined and re-adjusted to fit into appropriate and emerging categories considering their relationship. The strategies are those advocated by the news stories aimed at the peaceful resolution of the crisis.

6.1.4 Study Cues

Story Direction: This is the focus which the news story on the NGF election crisis takes. In their work on the four Asian regional conflicts involving India, Pakistan, Sri Lanka, Indonesia and the Philippines, Lee and Maslov (2005) used coding categories for frames based on Galtung's (1986, 1998) classification to produce 13 favourable indicators of peace and 13 unfavourable indicators of peace. These included: reactivity, visibility of effects of war, elite orientation and differences. This work adopted and modified Lee and Maslov (2005) framing categories to arrive at five favourable indicators of peace and five unfavourable indicators of peace in the NGF election crisis of 2013. Details of these indicators which were used to elicit information from the text on dominant peace or conflict frames, were based on two themes: approach and use of language as shown in appendix 2, A and B. In the story, direction categories are: favourable and unfavourable indicators.

Favourable Story Indicators: These indicate de-escalation of the NGF election crisis by focusing on: (1) common ground, (2) non-partisanship, (3) advocacy stance, (4) education of the public and parties, (5) less inciting, less emotive and more objective language.

Unfavourable Story Indicators: These are stories that have tendency to generate or prolong the conflict. They focus on:(1)differences,(2)partisanship,(3)non-advocacy stance,(4) non-education of the public and parties,(5) inciting, emotive and less objective language.

Neutral Story: A story is considered neutral when it does not express any definite stand on the crisis.

6.1.5 Validity and Reliability of the Instruments of Measurement

To ensure the face validity of the instrument (code sheet), two senior lecturers in the Department of Mass Communication, University of Nigeria, and Nsukka examined the code sheet and ensured that it addressed variables the study intended to investigate. Furthermore, the code sheet was content-tested. This is the process of subjecting the unit of analysis as well as their attributes to the objectives of the study. The reliability of the instrument, the code sheet, was tested by using the result of a pilot study conducted to establish inter-coder reliability. Holsti's (1969) formula for calculating inter-coder reliability of nominal data in terms of percentage of agreement as cited in Wimmer and Dominick

(2011) was adopted to calculate the inter-coder reliability as shown in table 3.

Inter-coder Reliability $(R) = \frac{2M}{N_1 + N_2}$

Where

M = Number of coding decisions on which two coders agree

N_1 and N_2 = Total number of coding decisions by the first and second coder respectively.

A subsample of 10 percent as suggested by Lacy and Riffe (1996) was selected which yielded a subsample of six editions. The two coders coded content categories 02, 03, 04, 05 and 06 as shown in pages 13 and 14 using the items under each category as the basis of analysis.

Table 3: Calculation of Inter-coder Reliability

Coders	Categories				
	02	03	04	05	06
Coder A	4, 1, 2, 1	8	4,2,2,6,3,5,2,1,0,2	4,3,5,1,2,2	6,3,0,0
Coder B	4, 1, 2, 1	8	4,2,2,6,3,5,2,1,0,2	3,3,5,1,2,2	6,3,0,

For coder A, total number of coding decisions = 25

For coder B, total number of coding decision = 24

Number of coding decisions where coder A and coder B agree = 23

Inter coder reliability $= \frac{2(23)}{(25+24)} = \frac{46}{49} = 0.94\ (94\%)$

The coefficient of inter- coder reliability is .94 which indicates a high inter- coder reliability because "most published content analyses typically report a minimum reliability coefficient of about 90% or above when using Holsti's formular"(Wimmer and Dominick, 2011).

6.1.6 Techniques of Data Analyses and Presentation.

The study raised a total of four research questions. While the quantitative method was used in answering research questions one, two and four, research question three was answered by the qualitative technique. The data collected were converted into figures and later, presented in the form of tables and frequency distribution. These were analyzed using simple percentages. Each time an indicator was indentified, a score of 1 was assigned to it. At the end, scores for indicators were calculated and if the total for conflict de-escalation exceeded the total score for conflict escalation, such story was classified as promoting peace. On the other hand, where the total score for the escalation of conflict exceeded that of conflict de-escalation, the story was classified as promoting the escalation of NGF election crisis. The newspaper stories/headlines studied are listed in appendix 3 while appendix 4 shows samples of stories analyzed. For the qualitative analysis, the constant comparative technique was used in the analysis of the themes that emerged in the coverage.

7. Data Presentation and Analysis

The Nigerian Governors' Forum election crisis message frequencies were counted and picked for analyses. Sixty editions of the five selected newspapers were sampled. The data generated provided answers to the research questions as shown in the tables and figures below.

7.1 Research Question One

What are the major sources of stories on the Nigeria Governor's Forum election Crisis? Table 4 provides answer to research question one.

Table 4: Data Showing Different Sources of News Stories on Nigerian Governors' Forum Election Crisis.

Sources	Daily Sun	Leadership	The Guardian	The Nation	Vanguards	Total	Percent %
Reporters	15	11	8	13	16	63	77.78
News Agencies	1	2	0	1	3	7	8.64
Free lancer	2	2	3	2	2	11	13.58
Foreign Service	0	0	0	0	0	0	0
Total	18	15	11	16	21	81	100%

An over-whelming majority of 63 or 77.78 percent of the stories were accounted for by reporters as shown in table 4. Foreign Service accounted for the least with zero percent. Other sources are the news agencies with 7 or 8.64 percent and free lancer with 11 or 13.58 percent.

7.2 Research Question Two

Did the Nigerian Newspapers promote peace building in the reportage of the Nigerian Governors' Forum election crisis?

Table 5 provides answer to research question two. As shown in table 5, the frequency of unfavourable indicators which are pointers to the escalation of the crisis varies from newspaper to newspaper. However, the total which is 47 or 61.04 percent is more than the number of favorable indicators (21 or 27.27 percent) which suggests escalation of the crisis. Also, *The Nation* accounted for the highest number of unfavorable indicators (17) of peace while the *Leadership* accounted for the least (4).

Table 5: Data Showing the Frequencies of Favourable, Unfavourable and Neutral Indicators of Peace.

Indicators(contents)	*Daily Sun*	*Leadership*	*The Guardian*	*The Nation*	*Vanguards*	Total	Percent %
Favourable	4	2	4	4	7	21	27.27
Unfavourable	13	4	5	17	8	47	61.04
Neutral	2	1	3	2	1	9	11.69
Total	19	7	12	23	16	77	100%

7.3 Research Question Three

What are the salient indicators of peace journalism manifested in the newspapers' reportage of the Nigerian Governors' Forum election crisis?

A *constant comparative technique* of textual analysis was adopted to select salient indicators so as to proffer answer to research question 3. Occasionally, the newspaper reports conveyed messages that apparently focused on reconciliation and unity of the forum in particular and the country in general. The target words and phrases manifested in the reports were grouped under the following categories of favorable indicators:(1) advocacy stance (38.30percent), that is, call for reconciliation and reconciliatory meetings, collaborative engagements, dialogue, emphasis on national interest above self; mediation, tolerance and establishing cordial relation, (2) common ground(3.70percent) (3) less inciting, less emotive and less objective language(8.64percent), (4) non-partisanship (20.99percent) and (5) education of the public and parties(23.46percent) (Appendix 1, A and B). However, advocacy stance, education of the public and non-partisanship stand out as salient indicators.

What could be interpreted as call for peace and reconciliation is implied in the following: "It is high time Nigerians put national interest above self" (*Daily Sun*, May 28, 2013); "NGF's problem will be resolved soon …. I strongly believe we will resolve it before the end of the year" (*Daily Sun*, July 3, 2013). The messages suggest that the newspapers played roles not only in peace process, but also in the management of the crisis. What looks like optimistic understanding and pointer to peace could be adduced from this quote: "But I am assuring you that we are working hard to reconcile with one another" (*Daily Sun*, May 31, 2013).

The above newspaper messages portrayed optimism, indicating that all hope was not lost after all. However, newspaper reports, highlighted messages which portrayed apprehension, betrayal, distrust, threat to peace and above all, pre-meditation. This pessimistic frame dominated the reports. Prior to the NGF election, newspaper reports portrayed well-established indicators signaling chaos and uncertainty in the outcome of the election. As predicted before the election by a reporter, Azikem Emmanuel, in the *Vanguard* of May 24, 2013; "but whatever, it is almost generally agreed that given the key issue of 2015 and the stakes involved that today's election could end up a deadlock or lead to the emergency of two chairmen of the forum." Such negative portrayal could heighten tension among audiences. The story portrayed the crisis as premeditated implying that the election was programmed to fail. Thus, phrases and headlines which are considered pessimistic dominantly characterised the news stories.

The newspapers variously described the election and the consequent political situation as: internal wrangling, deceit, cheating, and horse-trading, betrayal of trust, politics of hatred and deprivation; desperation, and intimidation. Pessimistic leads, headlines and phrases with negative connotation carry some level of antagonism and bickering, suggesting that the press could whip up sentiment in time of conflict thereby making the achievement of peace a herculean task. This is reflected in the following reports: "Amaechi told his Plateau State colleague to stop impersonating

him as Chairman of the Nigerian Governors' Forum, and urged him to keep within the bounds of decorum" (*Vanguard*, June 17, 2013); "Jang in his response dismissed Amaechi's charge as funny" (*Vanguard*, June 17, 2013).

7.4 Research Question Four:

What specific strategies, if any, were advocated by the newspapers for peaceful resolution of the crisis?

In order to proffer answer to research question 4, a quantitative analysis of the news stories on NGF election crisis was carried out. Messages were examined to generate assertions that imply strategies for peaceful resolution of the crisis. The meaning and context of the target words and phrases were analysed to ascertain how they promoted peace building or potentially threatened peace.

Very few strategies were advocated by the newspaper messages. They range from, mild improvement on the relationship among the Governors to extreme measures such as outright cancellation of the election result, litigation and abrogation of the forum.

Table 6 shows the major categories of strategies and their frequencies according to the newspapers. Strategies categorized under, Repeat of election accounted for a frequency of 14 or 25.45 percent; Neutral body intervention, 4 or 7.27 percent; Dialogue, 23 or 41.82 percent; Litigation, 2 or 3.64 percent; Interim management, 3 or 5.45 percent; Abrogation of NGF, 6 or 10.91 percent and Others accounting for 3.5.45 percent.

Data Table Showing Strategies Advocated by Newspaper Reports for Peaceful Resolution of NGF Crisis.

S/No	Strategies Advocated	*Daily Sun*	*Leadership*	*The Guardian*	*Nation*	*Vanguard*	Total	%
1	Repeat Election	5	2	1	3	3	14	25.46
2	Neutral intervention	0	1	0	1	2	4	7.27
3	Dialogue	4	2	3	6	8	23	41.82
4	Litigation	0	0	0	1	1	2	3.64
5	Interim Management.	2	0	1	0	0	3	5.45
6	Abrogation of NGF	1	0	2	3	0	6	10.91
7	Others	0	0	1	0	2	3	5.45
	Total	12 (21.825%)	5 (9.09%)	8 (14.54%)	14 (25.45%)	16 (29.09)	55	100

The following messages in the newspaper reports which entail strategies were pointers to the enthronement of reconciliation and peace building. For instance, members of the public advocated thus: "Disband Governors' Forum" (*Vanguard*, May 28, 2013); "NGF Crisis: Let there be dialogue" (The *Guardian*, May 28, 2013);

The foregoing underscores determined efforts for peace. However, the strategies, though relevant and favourable to peace building did not portray concrete measures that would douse tension and guarantee peace. That is, the messages failed to portray specific actions to harmonize meaningful realisation of peace.

On the other hand, the newspapers portrayal of unending misunderstanding and polarisation of the NGF into two factions implies that the positions of the conflicting groups were irreconcilable. This could raise further public apprehension. This is reflected thus: "The NGF now has two factions led by Rivers State Governor Rotimi Amaechi and Plateau State Governor Jonah Jang" (*The Nation*, May 28, 2013). The following indicate confirmation of the irreconcilable positions of the two factions: "The bottom line of this intricate scenario is that the NGF is dead" (*Daily Sun,* May 30, 2013). The frame of unending disagreements implied that all efforts at resolving the crisis yielded little or no positive result.

8. Discussion of Findings

In this section, attempts are made to answer the research questions.

8.1 Major Sources of the Stories

Majority of the stories on NGF election crisis were sourced from reporters who accounted for 77.78 percent of the sources. However, others are free lancer, 13.58 percent and news agencies, 8.64 percent.

8.2 Nigerian Newspapers and Promotion of Peace Building Process.

The result of the analysis in table 5 shows that the Nigerian newspapers did not promote peace building in the course of the reportage of NGF election crisis. This is evident in 27.27 percent accounted for by favourable indicators of peace process as opposed to 61.04 percent accounted for by unfavorable indicators.

The finding corroborates the findings in Okey and Ekhareafo (2013). In their work titled, "Social media as peoples' power: A textual analysis of the January 2013 Anti Fuel Subsidy," the majority (68.2 percent) of the texts were significantly confrontational language which did not support peace process while 12.5 percent was couched in conciliatory tones and 15.0 percent in biased tone.

8.3 Salient Indicators of Peace Journalism

The newspaper reports highlighted target words, terms and phrases that are pointers to the possibility of realization of peace. Salient indicators of peace journalism manifested in the newspapers' reportage of the Nigerian Governors' Forum election crisis were: (1) Advocacy stance, (2) common ground (3) less- inciting, less emotive and more objective language, (4) non-partisanship and (5) education of the public and parties. However, advocacy stance (38.30%), education of the public (23.46%) and non-partisanship (20.99%) stand out as salient indicators of peace journalism.

This finding is in line with the conclusion by Fowler (1991 cited in Ojwang, 2009) that journalists and editors may select and transform the news. Furthermore, the news writer frames ideas and opinions by means of information selection and dissemination to audiences. The reports suggest that the campaign for peace by the newspapers is aimed at influencing the public and the Government into taking actions that could guarantee peace in the NGF. For instance, in one of such calls for peace, *Daily Sun* wrote: "it is high time Nigerians put national interest above self" (*Daily Sun*, May 28, 2013).

8.4 Specific Strategies Advocated by Newspapers for Peaceful Resolution of the Crisis.

Specific strategies advocated by the newspapers' reports which portray possibility of peaceful resolution of the crisis are shown in table 6. They are: repeat of election, neutral body intervention, dialogue, and litigation. Others are interim management and abrogation of NGF. However, story focus on dialogue (41.82%) and repeat of the election (25.46%) constituted outstanding strategies advocated by the newspapers.

9. Summary

This work concerned itself with the assessment of the reportage of the Nigeria Governors' Forum election crisis in five selected newspapers, *Daily Sun, Leadership, The Guardian, The Nation and Vanguard.* Specifically, the work analysed the implications of the newspaper reports with a view to ascertaining whether the message inherent in the report aimed at peace building or escalation of the crisis. The study sought to explore the positive roles newspapers play not only in directing public understanding over conflicting issues, but also countering prejudices and hostility in order to promote synergy among the Governors thereby enhancing good governance

Though there were gestures of peace, the promotion of peace process by the Nigerian newspapers in the reportage of the crisis was not satisfactory. Besides, the newspapers highlighted messages which portrayed apprehension, betrayals, distrust and threat to peace. The strategies advocated by the newspapers for peaceful resolution of the crisis did not portray concrete measures that would douse tension and guarantee peace.

10. Conclusion

Based on the findings of the research, it was possible to arrive at the following conclusions:

Pessimistic leads, headlines and phrases with negative undertones in the newspaper reports which portrayed unending disagreements and polarisation of NGF into two factions tended to heighten crisis, thereby creating impediment to early resolution of the crises. Positions of the two factions of NGF were difficult to reconcile and all efforts at resolving the crisis yielded no positive result. The calm situation that exists amidst prolonged misunderstanding and the subsequent emergence of two factional groups of NGF as portrayed by newspaper reports do not in any way translate to peace though dialogue remains the best option for peaceful reconciliation.

The newspapers made efforts not only to promote advocacy, educate the public on the causes of the crisis, the

positions of the two factions and the political parties involved in the crisis, but also made efforts to counter misconceptions. Also, the newspapers' reports tried to identify the crisis perspectives. Crisis perspective in this context refers to the standpoints, beliefs, values, and views that the primary parties in conflict, that is, Amaechi's and Jang's groups hold about the crisis. In addition, views of the shadow parties (indirect or secondary parties who are not usually visible but their involvement is by proxy) were portrayed as influential in the escalation of the crisis.

11. Recommendations

The following recommendations are made considering the findings in the work:

1. Reporters and editors should refrain from excessive use of leads, headlines, and phrases that connote pessimism in the reportage of crisis. Negative connotations in reports of crisis tend to further aggravate controversy. It is ironical and contradictory that the press which is out to influence the de-escalation of crisis is found to whip up sentiment, provoking further crisis.
2. Constant wave of political crisis in Nigeria demands that editors and reporters should undergo training constantly in order to be equipped with new techniques to handle crisis as they arise. Workshops, conferences and symposia should be organised by newspaper organizations for that purpose.
3. There is need for newspapers to be more specific, direct and definite on strategies which they advocate for peaceful resolution of conflict. The framing of crisis issues should be such that contributes to the manageability of the crisis. The newspapers hyped very much on the election results which not only heightened tension but also excited public debate resulting in the polarization of interest groups and uncertainty in the country's polity.

References

Agande, B. (2013). NGF Leadership Saga: You are fake chairman, Amaechi taunts Jang. *Vanguard*, Friday June 28, 2013.

Amodu, T. (2013). NGF chair election: D. G. declares Amaechi winner with 19 votes . *Saturday Sun*, May 25, 2013, p5.

Amodu, T. (2013). NGF crisis: 20 governors absent as Jang faction opens secretariat. Daily Sun, May 31, p.5

Anaeto, S.G. and Solo-Anaeto, M. (2008). Conflict reporting as instrument of conflict resolution in the Niger Delta Area of Nigeria. In E.M. Mojaye; E. Arhagba; E. Soola and L. Oso. (Eds). *Media*, *dialogue, peace building and reconciliation:* Conference Proceedings, Abraka, 6-8 August, pp.483-491.

Azikem, E. and Obateru, T. (2013). NGF showdown:Amaechi takes on Jang. *Vanguard,*Monday June 17.

Baron, S. and Davis, D. (2006). *Mass communication theory: Foundations, ferment and future*. Noida, India: Fontana.

Best, S.G. (2007). The methods of conflict resolution and transformation. In S.G. Best (Ed.), *Introduction to peace and conflict studies in West Africa.* Ibadan: Spectrum Books Limited, pp. 93-115.

Galadima, D.J. (2008). Reducing crisis through peace journalism: A review of newspaper reports of casualty figures of communal crisis in Plateau State. In E.M. Mojaye; E. Arhagba; E. Soola and L. Oso (Eds.), *media, dialogue, peace building and reconciliation.* Conference Proceedings, Abraka, August 6-8,p.553-562.

Kim, K.O. (2003). It is all about trade: United States press coverage of cigarette export talks and policy. *Mass Communication and Society,* vol.1, No.6, pp 75-95.

Lee, S.T. and Maslog, A. (2005). War or peace journalism? Asian newspaper coverage of conflicts. *International Communication Association,* pp. 311 – 326.

Mamah, E. (2013). NGF: Amaechi floors Jonathan, thanks governors for re-electing him,, pledges to work with Jonathan. Vanguard, Saturday,May 25, 2013, p.5.

McLeod, D. M. and Detember, B.H. (1999). Framing effects of television news coverage of social protest. *Journal of Communication*, Vol. 19, No. 3, p.5.

Mcquail, O. (2008). *Mass communication theory*. London: SAGE Publications Ltd.

Oji, M. (2004). Programming for Peace in the Niger Delta: A Case study of Radio Jeremi (JFM 95:1) Peace Broadcast in Warri. A thesis submitted in complete fulfillment of the requirement for the degree of Master of Science in Mass Communication, University of Lagos.

Oji, M. (2006). Communication and conflict resolution: The peace media initiative. *International Journal of Communication*, No.5. Pp.119-132

Omebije, A.Y. (2012). Coverage of Boko Haram activities by selected Nigerian newspapers: A comparative analysis. *Zaria Journal of Communication,* vol.1, No.1, pp. 99-118.

Omenugha, K.A and Ukwueze, C. (2008). Enemy within: Media reports of crisis in Nigeria. In E.M. Mojaye, E. Arhagba; E. Soola and L. Oso (Eds.), *Media*, *dialogue, peace building and reconciliation.* Conference Proceedings, Abraka, August 6-8, pp. 454 – 459.

Onyekakeyah, L.(2013). NGF crisis: Let there be dialogue. *The Guardian*, May Tuesday 28, 2013, p.97

Owens – Ibie, N. (2002). Socio-cultural consideration in conflict reporting in Nigeria. In U. Pate (Ed.), *Introduction to conflict reporting in*

Nigeria, Lagos: Frankad Publishers.

Pate, U. (2012). Practices and challenges of media performance in conflict –prone multi-cultural Nigera. In M. Mboho and H. Batta (Eds.), *The Companion to communication and development.* Uyo: Department of Communication Arts, University of Uyo, pp.55-68.

Reese, S.D. (1991). Setting the media's agenda: A power balance perspective. In J. Anderson (ed.), *Communication Yearbook* 14, Newbury Park, California: Sage, pp. 309 – 340.

Shen, F. (2004). Chronic accessibility and individual cognitions: Examining the effects of message frames in political advertisements. *Journal of Communication.*

Ukeh, O. *(2013). NGF:* The victor and the vanquished. *Daily Sun,* Friday May 31, 2013, p.63.Umoru, H. (2013). Amaechi's NGF meets tomorrow, invites Akpabio, Suswam and others. Vanguard, June 25, 2013, p.9.

Wimmer, R. D. and Dominck, J.R.(2011). *Mass media research: An introduction*, 9th edition. Belmont, California: Wadsworth.

Citizen's Participation: Between Continuity and Change in Nigeria

Anthony Eniayejuni

Nusret Sinan Evcan

International Relations Department, Cyprus International University, Lefkosa, Mersin 10, Turkey
eanthony@ciu.edu.tr, sevcan@ciu.edu.tr

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

Despite Nigeria's uninterrupted democratic governance and transition of political power from one democratic government to another in the last fifteen years, there is a growing crisis of detachment of government and the people, lack of transparency, lack of accountability, lack of responsiveness to the needs of the masses and corruption in the country. In order to tackle these issues; citizens participation is needed at all levels of governance. Five different events that took place between 2010 and 2014 indicate that increase citizen's participation in governance is crucial in enhancing the process that help government set the appropriate priorities, transparency, and accountability.

Keywords: *Citizens Participation; Representation; Public Policy; Governance*

1. Introduction

Despite Nigeria's uninterrupted democratic rule in the last fifteen years, it political space is characterized by lack of transparency, lack of accountability, and corruption. In order to ensure proper accountability, transparency, and effective government policy, participation of the citizens at all levels of governance is indispensable in enhancing government policy that will meet the needs and desires of the populace. Citizen participation in governance is the attempt made by citizens to influence public policy. Citizen participation takes place when citizens are organized and work together through some form of organizations to influence the decision making process. Often times, citizens get themselves involves in decision-making process that directly relates to them. Citizen participation help in monitoring and evaluating government policy and in turns help in shaping policy decision. A well-informed citizen will watch carefully how the public office holders and representatives use their power on public policies and issues; and will express their own opinions and interests concerning it by either disseminating the information or drawing media attention, as well as holding the decision makers accountable. Citizen participation includes citizen's involvements and participation in electoral process, obligatory participation in governance and decision-making process. In a democratic system, citizens are able to optimize their political resources. They are able to join any group, associations of interest and able to choose their own representatives who can properly represent and protect their interest. Thereby, citizens can ascertain whether there is a close alignment with their representative; or there are clashes of interest. The level of citizen's participation in the decision-making process is essential ingredient of a democratic political system and vitally important to democratic consolidation in Nigeria. This study aimed at revealing the importance of citizen's participation in governance by evaluating five different events that occurred in Nigeria between 2010 and 2014. *First*, protest against President Yar'Adua's failure to transfer power to the vice-president Goodluck Jonathan before proceeding on medical treatment in Saudi Arabia. *Second,* citizen's response to the removal of subsidy from petroleum products by the federal government of Nigeria on 1st of January 2012. *Third*, the public objection to the construction of a building for the President's wife in Abuja named "*Mission House for African Ladies"* allocated in the Federal Capital Territory budget. *Fourth*, the public outcry over judgment passed on the senior officers in the Police Pension Board who were involved in the illegal diversion of funds. *Fifth*, the involvement of former Minister of Aviation, Stella Oduah in 255 million naira BMW armoured car scandal tagged '*Oduahgate*'. For the in-depth coverage of government policies, activities, eyewitness accounts on citizen's participation in political events and editorial analysis of news; selected Nigerian daily newspapers *The Nation, Vanguard, Punch, Sahara Reporters, National Mirror, Premium Times and Tribune* are used as sources for deriving data.

2. Views on Citizen's Participation

Democracy is the most common system of government practice in today's world. It is a system of government in which citizens participate in the governance of their country not just by voting in an election but also by monitoring government policies, programs, budgets, and events in the parliament; which will in turn develop their political life and gives them a sense of responsibility. Democracy gives freedoms for citizens to participate in political activities and decision-making processes, which encourages transparency and gives broader citizens participation in development. It is a form of governance in which citizens control public policy and public action by electing persons of their choice to represent them and it is premised on the principles of representation, participation, and accountability (Tandon and Kak 2007). That is, government governs with the consent of the governed; the governed can withdraw their consent and change those in government. Various versions and explanations of democracy attempts to share one fundamental objective that is how to govern society in such a way that power actually belongs to the people (Nabudere 2013). Robert Putman enumerates essential precondition for the success of democracy as active participation of citizens in public affairs, the interaction of citizens as equals and mutual trust and respect among citizens (Cunnigham 2002). Participation of citizen's in public affairs according to Norman Palmer is the involvement of citizens in political activities that directly or indirectly influences the behaviour and actions of decision-makers in the formation of public policy and making them accountable (Pattanaik 2007). Berry stated that increased activity of citizen and advocacy groups would play a significant role in changing ways government policies are formulated (Willis 2008). Aristotle argued that the ultimate goal of human existence is good life and this is possible only through participation within a self-governing community (Oliver 2001). For Myron Weiner citizen participation in governance is a voluntary action, successful or unsuccessful, organized or unorganized, episodic or continuous, employing legitimate or illegitimate methods intended to influence the choice of public policies and political leaders at any level of government (Lane 1997). Participation by the people in the institutions and systems that govern their lives is a basic human right and essential for realignment of political power in favour of disadvantaged groups for social and economic development (Tandon and Kak 2007). Citizen participation in governance is not merely involving in elections or as a voters but as a shapers of government policies and rules which is crucial determinant of effectiveness of governments and a building block of democracy. Citizen should not merely vote during elections and show no further interest in the affairs of the state but they should participate between elections. Participation in the periods between elections is essential to ensure that political representative do not abuse their powers and there is an advancement in the interest of the citizens (Venter 2007). Citizen participation is a given opportunities for citizens to be able to participate in the governmental plan and decision processes. It is important for policy and decision makers to involve citizens with various aspects of developing public policy. Glass James identified the five general objectives of citizen participation as information exchange, education, support building, decision-making supplement, and representational input. According to him, he defined information exchange as bringing planners and citizens together for sharing ideas and concerns. He explained education as an extension of the information exchange objective, which refers to the dissemination of detailed information about a project, about proposed ideas, or about citizen participation itself. He said support building would involve such activities as creating a favourable climate for proposed policies and plans or the resolution of conflict among citizen groups or between citizen groups and the government. For him, the decision-making supplement objective refers to efforts that are designed to provide citizens an increased opportunity for input into the planning process. He further define representative input as an effort to identify the views of the entire community on particular issues in order to create the possibility that subsequent plans will reflect community desires (Glass 1979). In a democratic political system, there is prospects for political development and democratic values, where citizens are free to organize, petition, speak, and demonstrate for or against government and public policies that affect their existence. The United Nations Universal Declaration of Human Rights (Article 19, 20, 21), states that, "Everyone has the right to freedom of opinion and expression…", "Everyone has the right to freedom of peaceful assembly and association", and "everyone has the right to take part in the government of his country, directly or through freely chosen representatives" (United Nations 1948). Similarly Graham et al noted that, "All men and women should have a voice in decision-making, either directly or through legitimate intermediate institutions that represent their intention. Such broad participation is built on freedom of association and speech, as well as capacities to participate constructively". They also states that there should be accountability where decision-makers in government, the private sector, and civil society organizations are accountable, answerable, and responsible to the public, as well as to institutional stakeholders. There should also be transparency which is built on the free flow of information, processes, institutions and information that are directly accessible, sufficient, and applicable to those concerned with them, and enough information is provided to understand and monitor them (Graham et al. 2003). In order for citizens to participate effectively in governance, citizens must be aware of what they want. They must feel that they are socially involved in the whole process of governance. They must be aware of their right

to participate in political and economic issues. Feeling confident and knowing how and where to participate is a needed criterion. There must be a belief that their participation in decision-making process will yield good result and make a difference, as citizen's input in decision-making progress would generate citizen's oriented policies.

3. Ensuring Responsibility, Transparency, Accountability and Representation

In order to ensure proper responsibility, accountability, and representation, when formulating public policy the decision makers need to take into account the interest of the citizens. On the other hand, the citizens are empowered to hold decision makers and elected officers accountable. Citizen's knowledge of politics increases by participating in the process of decision making which will develop their sense of responsibility and that of those representing them.

The five listed events opened an avenue for citizen's participation and significant political change in Nigeria.

First: The prolonged absence of President Yar'Adua from the country on health reasons created a power vacuum. The anxiety over the power vacuum at the executive level of government prompts the public to urge members of national assembly to rise up to their responsibility in saving Nigeria democracy. The long absence of President Yar'Adua from Nigeria between 2009 and 2010 due to health reasons and his refusal to hand over power to his deputy before travelling to Saudi Arabia for medical treatment resulted in a flurry of agitations by Nigerians. A rally tagged '*Enough is Enough*' was organized by notable individuals, the public and civil society under the aegis of Save Nigeria Group (SNG); they protested against President Yar'Adua failure to transfer power to the Vice-President Goodluck Jonathan before proceeding on medical treatment in Saudi Arabia. This group said they were protesting four ills of the country. These includes the prolonged absence of the president from the country; vacillation over electoral reforms, corruption, and terror tag on Nigerians (Okolo 2010). They said the rally was meant to prod members of National Assembly out of their docility and to save Nigeria's democracy. On 9th February 2010, the National Assembly in a unanimous resolution voted to transfer power to Vice-President and passed motions that will enable the Vice-President to act as the president in the prolonged absence of the president who was receiving medical treatment in Saudi Arabia (*Senate votes to replace President Yar'Adua, Jonathan climbs up, 2010*).

Second: On 1st of January 2012, the President of Federal Republic of Nigeria Goodluck Jonathan announced the removal of subsidy from petroleum products as a necessary move to maximize the oil wealth of the country and to save the country from economic crisis as well as to end the vast corruption that had been taking place under the subsidy regime. He said the government is faced with two options with regards to the management of oil sector in the country; either the government deregulate oil sector and survive economically, or continue with a subsidy regime that will continue to undermine the nation's economy and potentials for development (*Subsidy protest: Read text of President Jonathan's broadcast, 2012*). He said in 2011 alone, fuel subsidy cost the government $8 billion and that the expected amount to be higher in the following year. He said the government will inaugurate Subsidy Reinvestment and Empowerment programme (SURE-P) intended to monitor the funds saved from the subsidy and manage their investment in public works projects that may generate 370,000 new jobs, especially jobs for women and youth. (*Bid to end subsidy stirs protest in Nigeria: Unrest highlights problems of mismanagement and corruption, 2012*) However, in response to the fuel subsidy removal by the federal government, a socio-political protest tagged '*Occupy Nigeria'* began across the country. The citizens believed that the federal government had introduced a plan without any regard on how it will affect the cost of living in the country. (*What is behind Nigeria fuel protests? 2012*) The announcement also drew Nigerians in diaspora to protest against the removal. This removal of subsidy means one hundred percent increase in petroleum products, as well as transportation fares, house rents, school fees, electricity, and food. The protesters across the country said the time has come to end corruption in the oil sector and to hold the public office holders accountable. The protesters listed their demand as follows: the reversal of petroleum products prices and probe into the fuel subsidy scheme and prosecution of individuals found guilty of short-changing Nigeria economy through the subsidy scheme. The protesters demanded accountability in virtually all sectors of government. According to Achike Chude, he said the protest helped in educating Nigerians on the fact that they have a right to question any act of government once they feel that those actions no longer go with their own interests *(#OccupyNigeria: One year later, the gains, the losses, 2013*). In response to the demand of the people, the government set up two committees: *first*, Committee on Verification and Reconciliation of subsidy claims and payments led by Aigboje Aig-Imoukhuede. (*Jonathan sets up committee to verify 2011 subsidy claims, 2012*) *Second*, Committee on Petroleum Revenue Task Force led by Mallam Nuhu Ribadu. (*FG appoints Ribadu head of petroleum revenue taskforce, 2012*) Similarly, the House of Representatives also set up an Ad Hoc Probe Panel on fuel subsidy. In its report, the panel indicted many petroleum marketers and government officials for receiving payment when no petroleum products were imported and supplied (*Aig-Imoukhede, chair of presidential panel on subsidy verification, is oil cabal member too, 2012*). In a nutshell, the nationwide protest compel the government to reverse its earlier decision

on fuel subsidy and partially reinstate the subsidy with fuel price set at N97 naira per litre instead of the earlier price at N65 naira per litre.

Third: The interests and desires of Nigerian public were taken into account when the public rose against the building of '*Mission House for African Ladies*' in Abuja. In the 2013 budget presented to the National Assembly, the Federal Capital Territory (FCT) allocated the sum of 4billion Naira for the construction of a building for the President's wife. She wanted the building for activities of African first ladies. It was her pet project and a private venture, which she operates under a non-governmental organization. The appropriation of the fund in the FCT budget provoke public outcry (*Senate, N4b First Ladies Project, 2013*). Various political parties, notable individuals, and civil society groups such as Women Arise for Change Initiative were against the project. Their argument was how concerns of private organization became an item in the budget of FCT and that the allocation is an overwhelming fiscal misappropriation of funds; and that all right thinking members of the society should vehemently resist the project. The protesters also said that the 4billion Naira allocated for the construction of the building could help millions of school age children to receive better education, equip rural clinics with drugs and do the society a host of other good (*Soyinka Leads Protest to Fashola over N4bn First Lady House, 2013*). Consequently, the National Assembly questioned the 4billion Naira allocated for the first lady's office. They said it would be inappropriate for the government to spend public funds on private venture and that the expenditure would amount to illegality since the Nigerian constitution does not recognize the first lady's office (*Senate queries N4bn budget for first lady's project, 2013*).

Fourth: The public protested over judgment passed on the senior officer in the police pension board who was involved in the illegal diversion of funds. The judgment demonstrates how Nigerian judiciary that supposes to play a vital role in strengthening Nigeria democracy is constantly engaged in selective enforcement of law and in support of the corrupt elites in the society. The Economic and Financial Crime Commission (EFCC) on 19th February 2012, uncovers a fraud of 32billion Naira in police pension office perpetrated by the senior officials of the commission between 2009 and 2011. The anti-graft agency said that, the officials conspired using a name of a director of pension to draw 13,874 cheques and sequentially withdrew the money from the commission's accounts and shared it among themselves (*EFCC uncovers N14bn scam in police pension office, 2012*). The EFCC arrested the public officers who were involved in the illegal diversion of funds from police pension. They were taking to court and remanded in the prison pending the determination of their bail application and charges against them. On 28th January 2013, an Abuja high court convicted and sentenced a former director in the police pension office who has been standing trial for illegally diverting and stealing of funds meant for police pensioners for personal use to six (6) years imprisonment or an option of 750 thousand Naira fine. (*Police Pension Fraud: A chronology of plea bargain compromises, 2013*). The judgment was delivered after he confessed that he connived with other public officers to steal funds from the commission's account and pleaded guilty to the charges against him. Following the pronouncement of the judgment, a wild protests and public outcry trailed it. The protesters, comprising Anti-Corruption Network (ACN), Association of Unemployed Youths of Nigeria (AUYN), National Association of Nigerian Students (NANS) and other concerned groups, believed that sentence and option of fine passed by the judge is not commensurable with the offence that was committed and that the judgment encourages theft and embezzlement of public funds. The group said, how can we describe a situation where a man that was involved in a fraud could be left off the hook with token amount. That is, 750 thousand Naira option of fine for 32billion Naira theft (*Police Pension Fraud: A chronology of plea bargain compromises, 2013*). Irk by public condemnation, the House of Representative asked EFCC and Attorney General of the Federation (AGF) to review the judgment (*Police Pension Scam: Reps ask EFCC, AGF to appeal judgment, 2013*). On 30th of January 2013, the anti-graft agency re-arrested the former Director (*Police Pension Scam: EFCC re-arrests Yusufu, Pension Boss, 2013*). On 27th of April 2013, the National Judicial Council (NJC) suspends the judge that presides over the police-pension fraud case. The council said that the judge did not exercise his discretion judicially and judiciously with regard to the sentence he passed on one of the accused convicted in the police pension fraud on 28th January 2013, (*NJC suspends Justice Talba over pension fund ruling, 2013*).

Fifth: The 255 million Naira BMW armoured cars scandal involving the former Minister of Aviation, Stella Oduah shows how public office holders siphon public funds to satisfy their ostentatious lifestyle at the expense of the masses. In October 2013, the Minister was accused of illegal purchase of armoured cars with public funds for her personal use. She was alleged of conniving with Coscharis Motors Limited and compelling Nigerian Civil Aviation Authority (NCAA) under her ministry to buy her two armoured cars at clearly inflated prices. The purchase of the two armoured cars was neither earmark in the government-approved budget for the agency nor did it comply with the public procurement law of Nigeria (*Aviation Minister, Stella Oduah in fresh fake doctorate degree scandal, 2014*). In justifying the purchase, the Minister said the purchase of two BMW armoured cars was due to the imminent threats to her life following the bold steps she took to reposition the aviation ministry and as a result, she requested NCAA to purchase the cars for her. The authority of

NCAA obliged spending the agency's funds to the tune of 255 million Naira to buy the cars (*Nigeria's BMW Scandal: Oduah and the Triumph of Corruption, 2013*). The purchase of the armoured cars by NCAA for the Aviation Minister at the whooping sum of 255 million Naira sparked a nationwide controversy as many Nigerians and anti-corruption groups were calling for her resignation and prosecution. According to Prof. Itse Sagay, he described the Minister's action as simply wicked and callous. He stated further that the Minister's action is not only outrageous but it is also symptomatic of what is killing this country, and that it is symptomatic of the recklessness of politicians, and public servants who think that public fund and the resources of Nigerians are to be spent totally and completely for their fancy without restraint. (*Test case for anti-corruption Battle, 2013*) Similarly, the Executive Director of Women Arise for Change Initiative (WACI), Dr. Joe Okei-Odumakin stated that the procurement of the armoured cars showed the level of culture of impunity in the country. She therefore called on the EFCC and other anti-corruption agencies to conduct a holistic investigation into the issue with a view of prosecuting those found culpable in the Aviation Ministry and the NCAA (*Bulletproof car scandal: Airline operators, others demand investigation, 2014*). Prior to Stella Oduah exit as the Minister of Aviation, the House of Representatives asked its Committee on Aviation to investigate the armoured cars scandal tagged 'Oduahgate'. In their report, the House Committee on Aviation stated, that no budgetary appropriation was in place for the purchase of the armoured cars. In addition, the House Committee said that the president should '*review*' the continued engagement of the Minister of Aviation, Stella Oduah for having contravened the Appropriation Act 2013, and the approved, revised thresholds by exceeding the Ministry of Aviation's approval limit of 100 million naira. According to the spokesman for the House of Representatives Mr Zackary Mohammed, he said the word '*review*' means a change in status and it's just a mild way of saying that Mr President should sack the Minister (*N255m car Scandal: Presidential Panel indicts Oduah, 2014*). The controversy surrounding the purchase of the armoured cars culminated in her removal as the Minister of Aviation on the 12th of February 2014 (*Bulletproof car scandal: At last, EFCC quizzes Stella Oduah, 2014*).

It is obvious from the five listed events that there is a need for citizen's participation in governance for effective government policy, transparency, and accountability that will meet the needs and desires of the populace. In order to make government institutions a truly representative of the people and to meet the needs of the masses, citizen participation at all level of governance is indispensable. However, participation of citizens in governance might be indirect in the deliberations, public policy, and decision-making but citizen's involvement in decision making can result in presentation and representations of the public will. When citizens are engage in governance it improves accountability, help governmental bodies and authorities in problem solving. It also creates and increases quality initiatives made by groups and organization. In a situation where the government and decision makers may not take all necessary actions that can help set objectives of realizing a set goal, citizen participation influences government actions. Such actions may be in the context of allocation of natural resources to regions and states, objection to the misappropriation of public fund, reduce corruption and improving public resource management. Citizen participation in governance help in changing the attitudes, beliefs, and behaviours of public office holders. This will in turn help in improving government performance and increase citizen trust.

Sequel to the above, it can be observed that citizen participation does not only mean mobilization of people for or against government polices but a means of conveying information to public office holders and educating the populace; which is an indispensable element of a truly democratic process where people's opinion will be heard and heeded by the decision makers. In order to strengthen democracy and democratic institutions in Nigeria, government and citizens needs to engage each other for better public policies and services. Citizens must be actively involved in the decision making process because their observations and contributions can help provide useful solutions to problems which are part of their daily lives. Involving citizens in the policy development of their country will make government officials and policy makers more accountable for their decisions. Thus, citizen's participation in the local, state, or federal government level is essential for democratic consolidation not simply because it helps citizens aggregate their preferences but it alters their conceptions of themselves and that of their representatives; and in turns, help ensures proper responsibility, accountability, and representation in governance.

4. Conclusion

Citizen participation encompasses more than just participating in the electoral processes. Citizen participation is a means where the citizens participate in planning, budget monitoring, and the general decision-making process that directly relates or affects their daily lives. Although, voting in an election is an important moment in citizen's participation, as its outcome can change the political landscape of a country; but is not the only way citizens can participate or get involved in governance. Citizens can play an active role in governance by influencing the decisions of the government on public policies and making elected and public office holders more accountable. Citizen's participation in political activities in a

young democracy like Nigeria is vitally important as it increases the legitimacy of government policies and enriches the process that helps set the appropriate priorities. Citizen's participation in Nigeria is a valuable element in strengthening its democratic political system. The five listed event indicates that citizen participation in Nigeria, allows government and decision makers to have an understanding of their immediate community needs and as a result, it enhances governmental responsiveness and public acceptance of governmental activities. Citizen participation plays an important role in objecting to the misappropriation of public fund, reducing corruption, and improving public resource management. Obviously, increased citizen's participation in governance remains one of the greatest importance in strengthening democracy and democratic institutions in Nigeria, as democracy without citizen's participation is unimaginable. So, in engendering democratic values and making democratic institutions more responsive to the needs of the masses, full participation by the citizens are needed at all levels of governance, which would enhance the influence of the citizen's and increase political accountability, proper representation and good governance.

References

Aig-Imoukhede, chair of presidential panel on subsidy verification, is oil cabal member too, *Premium Times Newspaper*, 2012, http://www.premiumtimesng.com/business/5973-aig-imoukhede_is_oil_cabal_member_too.html

Amechi Okolo, 2010, *The State of the American Mind: Stupor and Pathetic Docility Volume II*, (Indiana: Xlibris Corporation

Angela V. Willis, 2008, *Effective Use of Citizen Participation in Planning Decision-making Processes*, Ann Arbor: ProQuest

Anjali Pattanaik, 2007, *Women Education*, New Delhi: APH Publishing

Annelise Venter, 2007, *Municipal Management: Serving the people*, Cape Town: Juta and Company Ltd

Eric Ikhilae and Precious Igbonwelundu, "NJC suspends Justice Talba over pension fund ruling" *The Nation's Newspaper* on April 27, 2013, http://thenationonlineng.net/new/njc-suspends-justice-talba-over-pension-fund-ruling/

Eric Oliver, 2001, *Democracy in Suburbia*, New Jersey: Princeton University Press

Felix Nwaneri, "Oduahgate: Test case for anti-corruption Battle" *National Mirror Newspaper* on October 29, 2013, http://nationalmirror online.net/new/oduahgate-test-case-for-anti-corruption-battle/

FG appoints Ribadu head of petroleum revenue taskforce, *Vanguard Newspaper* on February 07, 2012, http://www.vanguardngr. com/2012/02/fg-appoints-ribadu-head-of-petroleum-revenue-taskforce/

Fidelis Soriwei and Olalekan Adetayo "N255m car Scandal: Presidential Panel indicts Oduah" *Punch Newspaper* on January 13, 2014, http://www.punchng.com/news/n255m-car-scandal-presidential-panel-indicts-oduah/

Fidelis Soriwei and Nnodim Okechukwu, "Bulletproof car scandal: At last, EFCC quizzes Stella Oduah" *Punch Newspaper* on April 3, 2014, http://www.punchng.com/news/bulletproof-car-scandal-at-last-efcc-quizzes-stella-oduah/

Frank Cunnigham, 2002, *Theories of Democracy: A Critical Introduction*, New York: Routledge

Glass J.J, 1979, Citizen participation in planning: the relationship between objectives and techniques, *Journal of American planning Association*, 45, 2, 180-189

Graham J., Amos, B., and Plumptre, T., 2003, Principles for Good Governance in the 21st Century, Policy Brief 15, Institute on Governance, Ottawa.

Ikechukwu Nnochiri, "Police Pension Scam: EFCC re-arrests Yusufu, Pension Boss" *Vanguard Newspaper* on January 30, 2013, http://www.vanguardngr.com/2013/01/police-pension-scam-efcc-re-arrests-yusufu-pension-boss/

John Alechenu et.al, "Bulletproof car scandal: Airline operators, others demand investigation" *Punch Newspaper* on October 18, 2014, http://www.punchng.com/news/bulletproof-car-scandal-airline-operators-others-demand-investigation/

Jonathan sets up committee to verify 2011 subsidy claims, *Vanguard Newspaper* on July 06, 2012, http://www.vanguardngr.com/ 2012/07/jonathan-sets-up-committee-to-verify-2011-subsidy-claims/

Musikilu Mojeed, "Aviation Minister, Stella Oduah in fresh fake doctorate degree scandal" *Premium Times Newspaper* on January 8, 2014, http://www.premiumtimesng.com/news/152958-aviation-minister-stella-oduah-in-fresh-fake-doctorate-degree-scandal.html

Nigeria's BMW Scandal: Oduah and the Triumph of Corruption, *Sahara Reporters* on October 21, 2013, http://saharareporters.com/ 2013/10/21/nigerias-bmw-scandal-oduah-and-triumph-corruption-punch-newspaper-editorial

Ogala Emmanuel and Ben Ezeamalu, #OccupyNigeria: One year later, the gains, the losses, *Premium Times Newspaper* on January 12, 2013, http://www.premiumtimesng.com/news/114890-occupynigeria-one-year-later-the-gains-the-losses.html

Okey Ndiribe and Emman Ovuakporie, "Police Pension Scam: Reps ask EFCC, AGF to appeal judgement" *Vanguard Newspaper* on January 30, 2013, http://www.vanguardngr.com/2013/01/police-pension-scam-reps-ask-efcc-agf-to-appeal-judgment/

Olasunkanmi Akoni et.al, "Soyinka Leads Protest to Fashola over N4bn First Lady House" *Vanguard Newspaper* on February 14, 2013, http://www.vanguardngr.com/2013/02/soyinka-leads-protest-to-fashola-over-n4bn-first-lady-house/

Police Pension Fraud: A chronology of plea bargain compromises, *Vanguard Newspaper* on February 2, 2013, http://www.vanguardngr. com/2013/02/police-pension-fruad-a-chronology-of-plea-bargain-compromises/

Ruth Lane, 1997, *Political Science in theory and Practice: The "Politics" Model*, New York: M.E. Sharpe

Senate queries N4bn budget for first lady's project, *Punch Newspaper* on January 31, 2013, http://www.punchng.com/news/senate-queries-n4bn-first-ladys-house/

Senate votes to replace President Yar'Adua, Jonathan climbs up, *OsunDefender Newspaper* on February 9, 2010, http://www.osun defender.org/?p=7728

Senate, N4b First Ladies Project, *Vanguard Newspaper* on June 18, 2013, http://www.vanguardngr.com/2013/06/senate-n4b-first-ladies-project/

Stephanie Busari, What is behind Nigeria fuel protests? *Cable News Network* on January 13, 2012 http://edition.cnn.com/2012/01/06/world/africa/nigeria-fuel-protest-explained/

Subsidy protest: Read text of President Jonathan's broadcast, *Vanguard Newspaper* on January 07, 2012, http://www.vanguardngr.com/2012/01/subsidy-removal-read-text-of-president-jonathans-broadcast/

Tandon R. and Kak M., 2007, *Citizen Participation in democratic governance: In our hands*, New Delhi: Concept Publishing Company

Tandon R. and Kak M., 2007, *Citizen Participation in democratic governance: In our hands*, New Delhi: Concept Publishing Company

The United Nations. 1948. Universal Declaration of Human Rights (Article 19, 20, 21).

Toyosi Ogunseye, "EFCC uncovers N14bn scam in police pension office" *Punch Newspaper* on February 19, 2012, http://www.punchng.com/news/efcc-uncovers-n14bn-scam-in-police-pension-office/

Wadada Nabudere, 2013, *Peace and Security for African Development: Proceedings of sixth Annual Aisa Young Graduates and Scholars Conference*, Pretoria: African Books Collective

Yemisi Akinbobola, Bid to end subsidy stirs protest in Nigeria: Unrest highlights problems of mismanagement and corruption, *Africa Renewal* on April 2012, http://www.un.org/en/africarenewal//vol26no1/nigeria-subsidy.html

Parliamentary Reforms of 2007 and One Party Dominated Parliament of Kazakhstan (2007-2012)

Timur Yerbolatovich Kanapyanov

Naubat Kaliyevich Kaliyev

L.N. Gumilyov Eurasian National University, Republic of Kazakhstan, 010008, Astana, Satpayev Str., 2

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

This article examines a parliamentary development in post-Soviet Kazakhstan during 2007-2012 years from historical and institutional point of view. It exclusively deals with the formation and development of the sixth post-Soviet Parliament of Kazakhstan, which was technically called the fourth convocation of Parliament. Authors analyse the parliamentary reforms of 2007 and its consequences and impact for the development of parliamentarism and party system in Kazakhstan. A case study of this particular convocation of modern Kazakh legislature allows us to make an in-depth research and helps us to better understand main peculiarities of legislative development during the period of 2007-2012. Article concludes that the forth convocation of the Parliament of Kazakhstan, which functioned during the 2007-2012, proved to be even more unanimous and homogenous in terms of both party affiliations and political orientations in comparison to its predecessors. On the one hand, this kind of solidarity contributed to the political stability and smooth political reforms; on the other hand, homogeneity of the Parliament impacted the lack of competitiveness and hampered the development of party factions and deputy groups within Parliament and the development of party system per se.

Keywords: *Parliament, post-Soviet Kazakhstan, parliamentary development, legislature.*

1. Introduction

The Republic of Kazakhstan is one of the fifteenth states which had appeared after the dissolution of the Soviet Union. These states were faced with a huge task of building democratic state institutions, which was not an easy thing to do. Nevertheless, newly created former Soviet states did not start building their institutions from the clean list, meaning that *"there was no institutional tabula rasa"* (Whitmore, 2004, p. 30). They all inherited some form of institutional design from the Soviet Union. Some scholars believe that in new states "parliaments were central to the processes of state-building and democratization" (Whitmore, 2004, p. 1). To perform these important tasks it was required to have effective political institutions, but the legislative institutions inherited from the Soviet Union were weak. Thus, according to Whitmore (2004), in addition post-Soviet parliaments were faced with the challenge of building a capable, functioning institution at the same time as operating it. In fact then, the Kazakh SSR Supreme Soviet formally was granted wide and unlimited executive and legislative powers within republic, but was accountable to Moscow on matters of budget and federal jurisdiction. Nevertheless, these wide-ranging nominal powers of the Supreme Soviet were never exercised at full range. This situation had changed all over communist states at the second half of 1980s with the beginning of the Mikhail Gorbachev's era. His reforms of *perestroika* and *glasnost* "were to a great extent responsible for the subsequent developments in the whole Communist Bloc" (Gönenç, 2002, p. 124). This policy had moderated Moscow's grit over East European countries, which allowed them to act on their own. Consequently, democratic oppositions in these countries gradually became stronger, which eventually brought to the collapse of the communist regime.

In this sense the Republic of Kazakhstan is no exception. During the initial years of independence the functions of legislature in Kazakhstan was performed by the unicameral symbolic Supreme Soviet, until new Constitution of 1995 has brought to the political life of country professional bicameral Parliament of Kazakhstan. This constitution was once more elaborated on the basis of the French model, and people nicknamed it as a "*Nazarbayev's Constitution*" (Kaliyev, 2005). According to new constitution there was created a two-chamber parliament consisting of the upper house, the Senate and the lower house, the *Majilis*. This constitution also stated that the Parliament is 'the highest representative body' of the republic performing legislative functions on the permanent bases (Constitution of the Republic of Kazakhstan). It was first time when the notion of "Parliament" appeared in the constitution of Kazakhstan. Therefore, the parliament has been transformed and changed over time all the way from gaining the independence of Kazakhstan in 1991. The new

constitution introduced a purely presidential form of government, "which vested unrestricted powers in the President and severely curtailed the powers of Parliament" (Dave, 2010, p. 102). It marked the end of debates about an adoption of either parliamentary or presidential system in post-Soviet Kazakhstan. According to Cummings the parliament was deprived of the Audit Chamber and of the right to appoint the Prosecutor General, thus lost all its levers of influence on the presidential office in 1995 (Cummings, 2005, p. 55). From that time it was clear that the institution of parliamentarism would be evolving under the strong presidential system of government.

2. Methodology

In the field of comparative politics Mark Lichbach identified three broad theoretical perspectives: rationalist, structuralist, and culturalist (Landman, 2000, p. 204). In his words all studies in comparative politics somehow based on these theoretical perspectives. Nevertheless, it is rare when scholars apply pure rationalist, structuralist or culturalist theoretical framework. In other words, within one study there might be used combination of rational-structuralist or rational-culturalist perspectives. According to Landman (2000) "the studies on institutional design and democratic performance necessary ground themselves in structural explanations since they examine the ways in which formal institutions of democracy structure the activities of key political actors" (p. 209). As long as the study under scrutiny is focused on the development of institutions and institutional design in Kazakhstan, it pertains to the structuralist theoretical perspective. It means that this study will exclusively implement an institutional framework.

The methodology used in this study is rather complex and based on the 'triangulation of methods'. According to Patton (2002) "the methodological triangulation is the use of multiple methods to study a single problem or program" (p. 247). The research consists of several combined methods often used in political science, namely, analytical, comparative and historical approaches.

The central method of the research is a qualitative comparison. It is qualitative research method as long as it doesn't seek to show differences in number, but "seeks to show differences in kind" (Landman, 2000, p. 18). According to Landman (2000) "qualitative methods seek to identify and understand the attributes, characteristics, and traits of the objects of inquiry, and the nature of the method necessarily requires a focus on a small number of countries" (p. 209). Consequently, this study tries to understand the main characteristic of the development of legislature.

Comparative methods in political science have often been used by prominent political thinkers of the past. Today, comparison of countries and its institutions are used much more than before. But what gives us the comparative method? First of all it helps us understand and explain the larger politics, helps in building general theories of politics, to confirm and infirm theories (Landman, 2000, p. 32). Moreover, through using comparative methods one can evaluate a political situation in own country and abroad, better understand the content of political institutions in different states, adequately use positive foreign experience, warn against mistakes in policy-making and ultimately predict the future.

Also parliament of Kazakhstan studied in longitudinal perspective from the time of communism's collapse, thus it applies a usage of historical institutional method as well. Historical study of post-communist parliamentary development not only contributes to the general studies of post-communist societies as such, but also shows what kind of local traditions and peculiarities influence institutional development. The institutional historical approach deals with the structure and working of a particular institution, such as the legislature in our case (Heckscher, 2010, p. 108). Comparison in this case involves, first, relatively detailed description of the institution in question, and, second, an attempt to make it clear which details are similar and dissimilar, respectively (Heckscher, 2010, p. 74).

Main objective of this study is a contextual description. The study under scrutiny, by no means, claims to make a prediction, or to justify one or another institutional design, to make any hypothesis due to the limited space and room for this kind of research. I also shall not enter above mentioned debate because of the lack of data and it is beyond of the purpose of this study. Nevertheless, careful comparative analysis of these institutions may lead to significant hypothesis and it may create fertile ground for further explorations.

3. Discussion

The parliamentary system has evolved under the strong presidential powers and so far many reforms were undertaken to 'strengthen' the powers of legislative branch in Kazakhstan, including constitutional reforms of 1998, 2007 and 2011. General scientific mainstream in Kazakhstan comes to an agreement that constitutional reforms of 2007 meant to be the turning point for parliamentary development and establishing a multi-party system in Kazakhstan. Nevertheless, against all expectations, a sixth post-Soviet Parliament of Kazakhstan elected after the parliamentary reforms of 2007 had brought to the political life of the country one party dominated legislature. This kind of constitutional and institutional

changes has invoked the scientific interest of many Kazakh and foreign scholars. Therefore, this article intends to examine the parliamentary reforms of 2007; formation and functioning of the fourth convocation of Parliament of Kazakhstan under the new electoral system. We hope that this analysis will help to understand better the impact of constitutional reforms of 2007 on contemporary parliamentary development in Kazakhstan.

As it was mentioned before the constitutional amendments enacted in 2007 had to be the turning point for the development of contemporary parliamentarism and party system in Kazakhstan. These constitutional amendments and parliamentary reforms were initiated by the President Nursultan Nazarbayev in his annual address to the nation of 28 February 2007 and further elaborated in his speech at a joint session of both chambers of the Parliament on 16 May 2007 (Sarsembayev, 2007). The reforms were directed towards substantial extensions of the powers of legislative branch, while retaining the presidential system. As a result the fifth post-Soviet Parliament (2004-2007) had adopted the "Law on Amendments and Addenda to the Constitution of the Republic of Kazakhstan" on 21 May 2007 (Sarsembayev, 2007). With this law the constitutional amendments "that were ostensibly meant to strengthen the parliament and foster the democratization of Kazakhstan" came into force (Henrich, 2010). General picture of society at the time made people believe that the next elections to the Parliament would be on the genuine multi-party basis. However, the outcome of the 2007 elections to the *Majilis* proved to be not so different from previous elections, even worse, due to the fact that all seats won only the ruling party.

Most significantly, according to the amended Election Law, which was the result of these constitutional changes and parliamentary reforms, the mixed electoral system of the *Majilis* was changed to a *pure proportional representation system*. The numbers of deputies in both chambers were also increased. If before the *Majilis* consisted of 77 deputies, now the number of deputies was increased to 107. According to the new electoral system 98 deputies out of 107 are elected via party list with 7% threshold at place in one nationwide constituency and 9 are elected by the Assembly of the People of Kazakhstan (Bowyer, 2008, p. 48). The Assembly of the People of Kazakhstan was created in 1995 and meant to be an 'umbrella grouping' of more than 130 ethnic groups in Kazakhstan. 'According to the constitution, the Assembly of the People of Kazakhstan has the role of providing representation of Kazakhstan's various ethnic groups in social and political life' (Sarsembayev, 2007).

In the Senate the numbers of senators appointed by the President were increased from 7 to 15. For the remaining 32 senators the electoral system remained unchanged, where senators elected indirectly by deputies of local representative bodies from 16 regions (two from each, half elected every three years). The statutory number of senators was increased from 39 to 47. In general, the total number of deputies in the Parliament was increased for 38 seats and consisted of 154 deputies, whereas before it was only 116 (Sarsembayev, 2007).

By the introduction of the proportional representation system it was expected 'to strengthen the role of the political parties on the process of parliamentary elections and in the work of the Parliament in general' (Sarsembayev, 2007). However, without new elections to the Parliament these reforms could not have changed anything in the functioning of the Parliament. The term of the third convocation of Parliament elected in 2004 should have been finished only in 2009. The parliamentarians of this convocation were kind of '*inspired'* by the parliamentary reforms of 2007 and were eager to see the functioning of legislature under new rules. Therefore, the group of deputies appealed to the Constitutional Council asking whether the Parliament has rights to self-dissolution or not, in order to make new elections under new rules. The Constitutional Council had hold that only the way to dissolve the *Majilis* before the ending of its term it is by the special decree of the President after his consultations with the Prime Minister and both Speakers of chambers. Then the parliamentarians addressed to the President with the same quest of dissolution. Accordingly, on 20 June 2007 the President prematurely dissolved the lower house of Parliament and called early *Majilis* elections for August 18 (Bowyer, 2008, p. 48.).

By the time of elections to the *Majilis* in August 2007, the political situation and party composition in Kazakhstan had changed considerably. The ruling party *OTAN* had transformed into the 'super party' as a result of merger with *Asar*, *Agrarian* and *Civic* parties in 2006 (Bowyer, 2008, p. 14.). In 2007 it renamed itself as the National Democratic Party "*NUR OTAN*" (Fatherland's Ray of Light) and Nazarbayev became the leader of the party. Contrary to that, the oppositional parties were still scattered and weak. For most of them the early elections came as a surprise, because they had a little time to prepare. Bowyer described this situation perfectly saying that "parties had a short time to make decisions on merging party structures and to adjust campaign strategies to the new electoral system, including the fact that parties were not allowed to form pre-election coalitions as they had been able to do in previous elections" (Bowyer, 2008, p. 49.). The Communist Party of Kazakhstan (CPK) did not participate in the elections, stating that this was in protest to changes in the election system. It is worthy to note that in Kazakhstan the Communist Party has been one of the 'viable' and 'constructive' oppositional forces to the ruling party throughout the post-soviet period up to the 2004 national elections (note 1). For instance, in 1999 parliamentary elections taken together with the single mandate

elections, the progovernment parties received 55 per cent of the vote and managed to secure 80 per cent of the seats in the Majilis (Olcott, 2010, p. 123). The CPK managed to retain its former nominal position and were represented by three deputies. Although the CPK considered itself as 'real opposition', with each year moving away from the communist past it barely could preserve its slight electorate, which composed of old Russian speaking population and some people who still feel nostalgic about "glorious" past days.

Consequently, the elections to *Majilis* on 18 August 2007 were contested by 7 political parties. The elections were monitored by over 500 international observers, including 400 from the Organization for Security and Co-operation in Europe (OSCE) (Chronicle of Parliamentary Elections, 2007, p. 147.). As usually, the OSCE noted irregularities in vote counting in over 40 per cent of the polling stations and expressed concern over the 7 per cent threshold, whereas observers from the Commonwealth of Independent States (CIS) said the elections were 'free and transparent' (Chronicle of Parliamentary Elections, 2007, p. 147.).

As the result of elections only the party "*NUR OTAN*" passed over the 7 per cent barrier and gained 88 per cent of votes. Thus, the presidential party "*NUR OTAN*" took all the 98 directly-elected seats (Chronicle of Parliamentary Elections, 2007, p. 147.). Technically, the fourth convocation of Parliament elected in 2007 had even surpassed all its predecessors in terms of homogeneity and the presence of presidential party members. The parliamentary reforms were expected to be a springboard for the development and strengthening of parliamentarism and multi-party system, however, instead of that expectations Kazakh people got one-party Parliament with the deputies even more committed to the President. Nevertheless, these parliamentary reforms have constitutionally enhanced the powers of the legislature in Kazakhstan. According to these changes the executive has become more controlled by the Parliament. Now the government is formed and functions on the basis of a parliamentary majority, namely, the President appoints the Prime Minister with the consent of the majority in the *Majilis* (Sarsembayev, 2007). Also the role of party factions has been enhanced, and peculiar thing about this is that now factions can be formed only in the *Majilis* but not in the Senate. According to Standing Orders of the *Majilis* factions shall comprise no less than 7 deputies representing a political party, with a deputy only able to serve in one faction at a time, and a deputy group shall comprise at least 15 members, with allowance to be from different parties and to serve in various groups at the same time (Standing Orders of the *Majilis*). The most important additional powers of the Parliament, which were granted by these parliamentary reforms, the best described by professor Sarsembayev (2007) in his work as following (p. 122):

- 'The Senate has received new powers that allow it to carry out the *Majilis*'s lawmaking functions if the latter is dissolved before the appointed time';
- The Senate was granted the right to approve the appointment of the Chairperson of the National Bank, whereas before only the Chairperson of the National Security Committee and the Prosecutor General were approved by the Senate;
- 'For the first time, the government would not only be accountable to the president, but would also have to answer to parliament';
- 'The *Majilis* now only requires a simple majority to express a vote of no-confidence in the government rather than the two-thirds majority that used to be necessary. The initiative has to be supported by 20% of the deputies of the lower house. The new amendments simplified the procedures for a vote of no confidence against an individual minister';
- 'The lower house of parliament was granted the right to appoint two members of the Central Election Commission as well as three members of the Accounts Committee'.

As we have witnessed parliamentary reforms proved to be ineffective in the 2007 elections and failed to bring competitive parties in parliament and strengthen the competitiveness inside the parliament. This statement can be endorsed by the fact that in a one-party Parliament (2007-2012) only one party faction existed, which was the faction of *NUR OTAN* with all 98 members. There was only one deputy group in the *Majilis* called "*Zhana Kazakhstan*" (A new Kazakhstan) and one in the Senate named "*Onir*" (Region). All of them were members of *NUR OTAN* or the Assembly of Peoples of Kazakhstan. Due to the one party nature of the previous parliaments, in 2009 the Parliament passed an amendment allowing the party being listed second in elections to enter Parliament even if it fails to cross the 7 percent barrier, in order to create the illusion of a multiparty system (Dave, 2010). In our opinion the high threshold at place was detrimental for minor political parties, considering the facts that political parties were not popular and strong enough yet, and that the post-Soviet Kazakhstan inherited weak party system where people used to and continue to associate politics 'more with charismatic leadership and less with ideas' (Bowyer, 2008, p. 45.).

The sixth post-Soviet Parliament of Kazakhstan, technically forth convocation, proved to be much more influenced by the President and much more inclined to be propresidential than ever before since the declaration of independence in 1991. Recent political developments in Kazakhstan are clear indicator of this still weak and subordinated legislature. It

seems that with the constitutional amendments enacted in 2007 by the third convocation of Parliament the President has benefited more than any other institutions. These amendments introduced a notion of "first president" and conferred special rights on the "first president" by removing term limits and offering immunity from persecution. According to these amendments a person may not serve more than two consecutive terms, with the exception of the first president, who may serve an indefinite number of terms (OSCE/ODIHR International Election Observation, 2011, p. 3).

The same scenario of the parliamentary conduct continued in 2010 when the forth convocation of Parliament or current legislature unanimously adopted a constitutional law called "A Leader of the Nation", according to which the incumbent was given greater privileges and protection. In December 2010 some 'group of citizens' initiated a referendum which would have extended the term of incumbent President Nursultan Nazarbaev until 2020 without any elections. This idea was immediately maintained by the sixth post-Soviet Parliament and in 2011 January it again unanimously adopted a constitutional law according to which the term of the 'first president' could be extended by the referendum for the indefinite time span (BBC News, 14 January 2011). This law was sent to the Constitutional Council, which ruled that legislation authorising a referendum on his rule was unconstitutional. This ruling of the Constitutional Council once again proved incompetence and weakness of the current parliament. A lot of scholars and experts have criticised incompetent legislature who issued unconstitutional law about the referendum and argued that such parliament have to dissolve itself. In both cases President Nursultan Nazarbayev rejected to sign these laws. As compromise to this situation of legislative deadlock the President proposed to hold an early presidential election. On 3 February 2011, parliament amended the Constitution to allow the president to call an early election, and the next day President Nazarbayev called the election for 3 April, well ahead of when his term expires in 2012 (BBC News, 4 February 2011). President Nazarbayev had won re-election with 95.5% of votes (BBC News, 4 April 2011). In spite of all these shortcomings, the sixth post-Soviet parliament continued to function and to draft crucial laws. With the reelection of the president no major change and reshuffling happened in the Government, and incumbents mostly managed to keep their positions. It is one more indicator of the low activity of the Parliament in terms of forming and controlling the government.

The history of the parliamentary elections in Kazakhstan shows that the ruling party *NUR OTAN* has consistently won the absolute majority of seats. Some local scholars argue that this kind of system indicates a stability and unanimity. Nevertheless, most researchers agree that it causes a noncompetitive environment and detrimental for democratic consolidation. Moreover, "Geddes classifies regimes as authoritarian if the ruling party continually wins two-thirds or more of the seats in the legislature" (Birnir, 2007, p. 226). Indeed, the oppositional parties in Kazakhstan have systematically been suppressed and did not have a chance to enter the parliament. For instance, by the summer of 2011, in Kazakhstan overall 6 convocations of parliaments were elected, and half of them were prematurely dissolved whether by the President or by the own initiative of parliamentarians, in 1993, 1995 and 2007 (note 3). This is another argument in favor of the weak and less institutionalised parliamentarism in Kazakhstan.

4. Conclusion

In conclusion we would like to highlight that the forth convocation of the Parliament of Kazakhstan, which functioned during the 2007-2012, proved to be even more unanimous and homogenous in terms of both party affiliations and political orientations comparing to its predecessors. On the one hand, this kind of solidarity contributed to the political stability and smooth political reforms; on the other hand, homogeneity of the Parliament impacted the lack of competitiveness and hampered the development of party factions and deputy groups within Parliament and the development of party system per se. However, as we have seen, the sixth post-Soviet Parliament of Kazakhstan had in fact a broad range of powers and certainly could serve as a check on executive, but only in case of using the entire range of its constitutional legal tools, which is never properly happened and in fact quiet difficult to do so with "one-dominant-party" system.

References

Birnir, J.K. (2007). *Ethnicity and Electoral Politics*. New York: Cambridge University Press.

Bowyer, A.C. (2008). *Parliament and Political Parties in Kazakhstan*. published by the Central Asia-Caucasus Institute and the Silk Road Studies Program, the USA.

Chronicle of Parliamentary Elections, Volume 41, Inter-Parliamentary Union, 1 January - 31 December 2007, p. 147. Available at: http://www.ipu.org/pdf/publications/chronicle41_en.pdf

Constitution of the Republic of Kazakhstan, August 30, 1995 (with amendments of May, 2007). Available at: http://www.parlam.kz/en/constitution.

Cummings, S.N. (2005). *Kazakhstan: power and the elite*. London.

Dave, B. (2010). *Freedom House, Nations in Transit 2010 – Kazakhstan*. Available at: http://www.unhcr.org/refworld/docid/4d53

f02227.html
Gönenç, L. (2002). *Prospects for Constitutionalism in Post-Communist Countries, Law in Eastern Europe, Vol. 50.* Hague: Martinus Nijhoff Publishers.
Heckscher, G. (2010). *The study of comparative governments and politics*. London and New York: Routledge.
Henrich, A. (2010). The Formal Political System in Azerbaijan and Kazakhstan. A background Study. *Forschungsstelle Osteuropa, 107,* Bremen, Germany.
Kaliyev, N.K. (2005). *Khazakhstan parlamentarismi: sayasi talday* [Parliamentarism in Kazakhstan: Political Analysis] (Unpublished doctoral dissertation). Al-Farabi Kazakh National University, Almaty.
Landman, T. (2000). *Issues and Methods in Comparative Politics: An introduction.* London: Routledge.
Olcott, M.B. (2010). *Kazakhstan: unfulfilled promise? Revisited edition*. Washington: Carnegie Endowment for International Peace.
OSCE/ODIHR International Election Observation, STATEMENT OF PRELIMINARY FINDINGS AND CONCLUSIONS, Republic of Kazakhstan - Early Presidential Election, 3 April 2011.
Patton, M.Q. (2002). *Qualitative research and evaluation methods.* Thousand Oaks: Sage.
Sarsembayev, M.A. (2007). Parliamentary reform in the Republic of Kazakhstan. *Institut für Friedensforschung und Sicherheitspolitik Hamburg (IFSH) (ed.) OSCE Yearbook 2007*. Baden-Baden: Nomos.
Standing Orders of the *Majilis*. The Parliament of Kazakhstan, available at: http://www.parlam.kz/en/mazhilis/reglament
Whitmore, S. (2004). *State-building in Ukraine. The Ukrainian parliament, 1990-2003.* RoutledgeCurzon, London and New York.
BBC News, 14 January 2011, "Kazakhstan Backs Referendum to Extend President's Term", available at: http://www.bbc.co.uk/news/world-asia-pacific-12189446
BBC News, 4 February 2011, "Kazakhstan's Nursultan Nazarbayev calls early election", available at: http://www.bbc.co.uk/news/world-asia-pacific-12362915
BBC News, 4 April 2011, "Kazakhstan President Nazarbayev wins re-election", available at: http://www.bbc.co.uk/news/world-asia-pacific-12949853

Notes

Note 1. The CPK have won 2 seats in 1995 and 2 seats in 1999 for the elections in the Majilis.
Note 2. In 1993 the Supreme Soviet was pushed to self-dissolution in order to held a new election under new constitution, in 1995 the Supreme Soviet was dissolved by the Constitutional Court on the grounds of unconstitutionality, in 2007 the Majilis was dissolved by the President, again by own pleading, in order to be elected by the new electoral rules (PR).

Trends of Democratization of the Macedonian Parliamentary Elite in Seven Mandates

Goran Shibakovski

University St. Paul the Apostle, Ohrid, R. Macedonia, Teaching and research assistant in Social Sciences
goran.shibakovski@gmail.com; goran.shibakovski@uist.edu.mk

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

The aim of this paper is to be determined the trends of democratization of the Macedonian parliamentary elite in seven parliamentary terms from 1991 to 2011. The democratization of parliamentary elites is defined as process of giving opportunities to more social group to enter to the parliament. The method of detection of democratization trends is applied by using indicators that measure a few aspects of transformation of parliamentary elites as the number of political parties in the parliament, the percent of female members of parliament, the percent of MPs representatives of ethnic minorities in parliament, the percent of elected young MPs under the age of 40, and the percent of MPs with maximum repeated parliamentary mandates. The results of investigation showed trends in growth of democratization process of the Macedonian parliamentary elite in seven mandates.

Keywords: *democratization, parliamentary elite, Republic of Macedonia*

1. Introduction

Legislatures act as main channels of recruitment of future political leaders who create state policies. In many developed countries and developing countries, in assemblies are recruited and trained future generations of political leaders, where they gain experience of political debate and political analysis (Heywood, 2013). Recruitment process for members of parliament is limitation of potential candidates for parliamentary seat. How does this process? In liberal democracies this process depends of the form of governance. In parliamentary democracies ministers in government are recruited from the parliamentary seats. In this relation, political parties at local level have very long-term influence in election of future political leaders. About the members of parliament (MPs), they are people that are elected on regular parliamentary elections usually for a period of four years (it can be more or less of four years, it depends of duration of parliamentary term in every country). These elected people, members of parliament could be considered as elite, because they control political functions, hold legislative political power and dominate the allocation of values.

2. Theoretical Framework of the Democratization Process of Parliamentary Elites

The recruitment process for new members of parliament has few steps or filters that select potential candidates. Significant influence to the recruitment process has the legal system, the social factor, the political party and the election process. The Figure 1 represents the four-step model of recruitment in legislatures.

Segment of the population	*Main influence*	*Example*
Population ↓ Eligibles	Legal rules	Age and residence requirements
↓ Aspirants	Socialization	Growing up in a political family
↓ Candidates	Party gatekeepers	Gender quotas
↓ Members of the legislature	Elections	Popularity of government

Figure 1: The four-stage model of recruitment to the legislature
Source: Hague & Harrop (2004), box 14.4, p. 260.

In the beginning, the legal rules reduce population to those who fulfill the legal requirements to be eligible for members of parliament. In many democratic countries as general rule is allowed to citizens at age of 18 plus to be elected as MPs. Except the age limitation other countries have requirement of permanent residence in a country for a period of time. The next filter is socialization of potential candidates. At this point is important the personal motivation of candidates. Their social and educational background has big influence to candidates' ambition to be nominated for parliamentary seat. As for an example, growing up in a family with political tradition has influence to personal characteristics of the candidates. Also the social environment is important at this stage. Elite recruitment is a vital and continuing function of parties (Hague & Harrop, 2004). Political parties have dominant role to the recruitment process. They could introduce gender quotas or the political leadership has the final decision to nominate future potential MPs. And the last, but not the least is parliamentary elections. At this stage in choosing candidates for the legislature, political parties are conditioned by the electoral system (Best & Cotta, 2000). Here the electoral system has the biggest influence to candidates' election. Further in the text will be mentioned more about the type of electoral systems.

The four-stage model of recruitment to the legislature has been improved by two authors Heinrich Best and Maurizio Cotta in their study of long-term transformations of the European parliamentary elites (Best & Cotta, 2000). Their study of the European parliamentary elites is in time frame starting from 1848 until 2000, which is marked by the political mobilization of significant parts of the population, the granting of freedom of association and political expression, the establishment of elected parliaments, and the expression of suffrage (Best & Cotta, 2000). According to both authors, the democratization process has been a common experience for European political systems. Their comparative and long-term approach to study of parliamentary elites gives the opportunity to be better understood the process of democratization and its internal variations (Best & Cotta, 2000).

Best and Cotta stated that it is clear that the recruitment of parliamentary elites will be affected by the process of democratization in general in the European countries. They suggested theoretical model that is described by the economical principle of formation of market prices. They see the recruitment process as demand and supply of potential members of parliament. The four-stage recruitment model offer best explanation how this process is done. At the first stage are the contenders with ambition and their personal characteristics to enter into the electoral competition. The contenders are the "offer" on the recruitment market. The next stage in the process of recruitment is the selectorates (political party organizations, local party committees, interested groups). The contenders have function of quality control of the offer and convincing function to the electorate. The third factor is the electorate, which has demand function on the recruitment market. In the fourth stage strong influence to the recruitment function has the formal structure of opportunity or formal laws and administrative rules and procedures, which form the rules of the game. These rules have direct impact to the legislative recruitment process. The study of elite background on the whole tells more about the society in which the elite exists than the policies or politics which the elite will pursue (Parry, 2005).

The long-term transformations of the parliamentary elites can be compared and analyzed by the theoretical model constructed by Best and Cotta. It is called DATACUBE. It is three-dimensional model organized by country and /or party families, by time, and by variables. It contains aggregated data for the personal and political characteristics of MPs. The two key concepts used in this theoretical model are the process of democratization and professionalization of parliamentary elites. The both processes are contradictory, because the democratization process refers to opening up the channels of political participation and legislative recruitment to more social groups, while the professionalization refers to the process whereby those recruited tend to establish area-specific standards and routines, which increase the insider-outsider differential (Best & Cotta, 2000).

The trends of democratization process of the Macedonian parliamentary elite to be determined here we will use five indicators. The first is the indicator showing the number of political parties in the parliament. If the number of parliamentary represented political parties is increased it means that the trend of democratization is increased. The second indicator is the percent of female members of parliament. If this percent is increased, it means that the trend of democratization is increased. The third indicator is the percent of MPs representatives of ethnic minorities in the parliament. If this percent it increased, it means that the democratization process is increased. The fourth indicator is the percent of elected young MPs under the age of 40. If the percent of young MPs is increased, it means that trend of democratization is increased. And the fifth indicator is the percent of MPs with maximum repeated parliamentary mandates. If this percent is getting decreased, it means that the process of democratization is increased. In the fourth part are given the results of investigation of the democratization trends of the Macedonian parliamentary elite in seven mandates.

3. Practicing the Parliamentary Democracy in the Republic of Macedonia (1991 – 2014)

The Republic of Macedonia exists as independent country since 1991. The country was part of the Socialist Federative Republic of Yugoslavia. The year 1991 is important for the country, because of the historical events that marked its independence. In 1991 is organized the referendum of independence, in which the majority of the Macedonian citizens choose to live to independent country. The next step was the Declaration of sovereignty in the Macedonian Assembly, which was the formal decision of constituency of the country. The text of first democratic Constitution provokes the political powers in the parliament. In conditions of lack of parliamentary democratic tradition was formed an "experts government", which did the first formal steps to organize the political life in the country. In 1992 was formed the first political government by the social-democrats (Social Democratic Union of Macedonia - SDUM), the Liberal Party (LP) and the Albanian Party of Democratic Prosperity (PDP).

In 1994 for the second parliamentary elections, the conservative party VMRO-DPMNE boycotted the second tour of elections and did not enter to the legislative arena. Again, the social-democrats formed parliamentary majority and government in a coalition with the Albanian PDP and the Liberal Party. This term the biggest oppositional political party VMRO-DPMNE did not participate in the parliamentary life and acted as outside parliamentary opposition.

In 1998 for the third parliamentary elections won the conservative VMRO-DPMNE and formed a government in a coalition with the Democratic Alternative (DA) and the Democratic Party of Albanians (DPA). In 2001 there was an armed ethno-political conflict, which was peacefully solved with the Framework Agreement signed in Ohrid by the political leaders of the biggest political parties of the Macedonian and the Albanian community. This agreement was supported by the representatives of the international community (the EU and the USA). Also with this Agreement were made significant constitutional changes in the political system and was expanded the spectrum of minority rights in the legal system in the country (Shibakovski, 2015). It was moment of democratization.

The fourth parliamentary elections in 2002, the majority of the parliamentary seats won the social-democrats and formed a government in a coalition with the new Albanian party – Democratic Union of Integration (DUI). The conservative VMRO-DPMNE changed its political leadership in 2004. This period is important, because the Republic of Macedonia did its Declaration for membership in the EU in 2005.

The fifth parliamentary elections in 2006 won the conservative VMRO-DPMNE and formed a coalition with the Albanian DP, and a few small political parties. In this period, the Albanian DUI boycotted its attendance in the Assembly. There was political crisis in absence of political dialogue in the Assembly and because of the Bucharest events resulted with refuse for the Republic of Macedonia to join NATO. The Albanian DPA left the government in 2008.

In 2008 for the sixth parliamentary elections again won the conservative VMRO-DPMNE and formed a government in a coalition with Albanian DUI. The social-democrats did not participate in the parliamentary life in result of the arrest of the oppositional leader of SDSM.

In 2011 for the seventh parliamentary elections for the third time the conservative VMRO-DPMNE won the majority of seats in the parliament and formed a government with the same coalitional partners, the Albanian DUI and a few other political parties.

4. Democratization of the Macedonian Parliamentary Elite in Seven Mandates

On the basis of DATACUBE, it was created a database for the members of the Macedonian parliament for the time period from 1991 until 2011. It contains the personal and political characteristics for 841 MPs of the Macedonian Assembly (2 are missing because of lack info). There were seven parliamentary terms of the Macedonian parliament starting from 1991 until 2011. The Macedonian Assembly has 120 members of the parliament. In 2011, there were added 3 parliamentary seats more for members representing the Macedonian communities living abroad (Shibakovski, 2014a). In the database for the Macedonian MPs, there should be the characteristics for 843 members of the parliament, but there are 841 because 2 are missing in a result of lack of official data. The data for the Macedonian MPs was collected from the official web portal of the Macedonian Assembly, the Parliamentary Library of the national Assembly, the State Election Commission, and the Official Gazette of the R. Macedonia.

4.1 The number of political parties in the parliament (parliamentary represented political parties)

In Table 1 are given the number of candidate political parties for the Macedonian Parliament and the number of political parties in the parliament for seven mandates. Also it is shown the type of electoral system for each mandate.

Table 1: The number of political parties (candidates and parliamentary represented) in seven mandates

№	Mandate	Number of candidate political parties for parliament	Number of political parties in the parliament	Electoral system
1	1991	18	9	majority
2	1994	38	10	majority
3	1998	39	14	mixed
4	2002	55	14	proportional
5	2006	43	18	proportional
6	2008	42	18	proportional
7	2011	53	21	mixed

Source: The results are from own research made by the author.

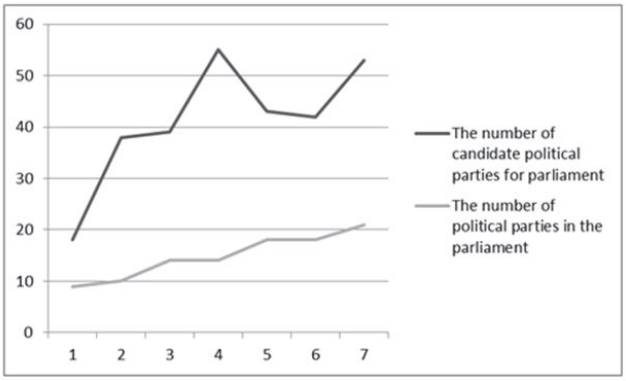


Figure 2: The trends of the number of political parties (candidates and parliamentary represented) in seven mandates

Source: The results are from own research made by the author.

From Figure 2 we can see that the trend of the index of parliamentary represented political parties is increased during the seven mandates. The first democratic elections for the Macedonian Assembly (1991) and the second parliamentary elections in 1994 were implemented under the electoral system of plurality voting. The third elections (1998) for the parliament were held by mixed electoral system (for 85 seats in the parliament were organized elections under the system of proportional representation and the political parties competed for 35 seats by plurality voting). The next three mandates (in 2002, 2006, and 2008) were held under the electoral system of proportional representation. The parliamentary elections in 2011 were held by mixed electoral system (the political parties competed for 120 seats under the system of the proportional representation, and for 3 seats more were organized elections by plurality voting for the Macedonian citizens living abroad). The plurality systems tend to reduce the number of significant parties in the legislature, resulting in a more adversarial democracy – a system of majority government and minority opposition. In contrast, proportional representation produces more multiple active parties and the survival of small parties, encouraging a more consensual democracy because more parties usually must cooperate in order to produce a legislative majority (Danzinger, 2011). According to the advantages and disadvantages of both electoral systems, we can assume and find the reasons how the number of political parties in the Macedonian Assembly was increased in result of implementation of both electoral systems. The presented results by this indicator showed increased trend of democratization of the Macedonian parliamentary elite in seven mandates.

4.2 The percent of female members of parliament

In Table 2 are given the results in percent for the male and female members of the Macedonian parliament in seven mandates.

Table 2: The gender structure of the Macedonian parliamentary elite in seven mandates

	1991	1994	1998	2002	2006	2008	2011
Men	95.9	96.8	91.3	80.7	72	66.7	67.2
Women	4.1	3.2	8.7	19.3	28	33.3	32.8

Source: Shibakovski, 2014b.

In Figure 3 are represented the trends of male and female MPs in seven mandates. We could see that the trend of female members of the Macedonian Parliament is increased and the trend of male MPs is declined. In March 2006, the Parliament passed the new election act and the most important element in this act is the condition of 30% of the nominated candidates should be women, which shall ensure gender representation in the Parliament (Pandevska, 2007).

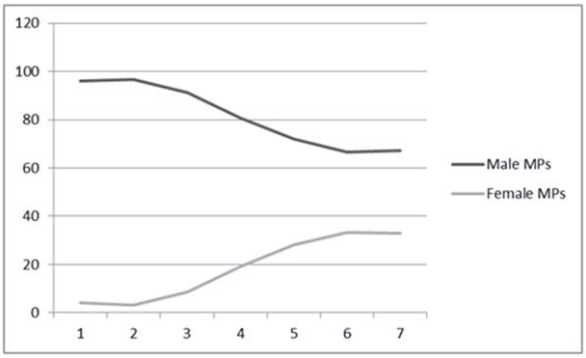


Figure 3: The trends of gender structure of the Macedonian parliamentary elite in seven mandates

Source: The results are from own research made by the author.

The index of the percent of female MPs showed increased trend of democratization of the Macedonian parliamentary elite. As it was stated this increased trend is result of the introduced election act with a goal to be ensured gender representation in the Assembly.

4.3 The percent of MPs representatives of ethnic minorities in parliament

In Table 3 is given the ethnical structure of the Macedonian parliamentary elite in seven mandates. The Macedonian MPs are majority in all seven parliamentary mandates. The Albanian MPs are the second largest representation of the ethnic minorities in the Macedonian parliament. The other represented ethnic minorities in the Assembly are Turkish, Roma, Serbian and other less represented MPs.

Table 3: The ethnic structure of the Macedonian parliamentary elite in seven mandates

	1991	1994	1998	2002	2006	2008	2011
Macedonian	77.7	79.2	76	69.4	71.2	68.3	67.2
Albanian	19	17.6	21.6	23.6	22.7	23.8	21.4
Turkish	0	0.8	0	2.8	1.5	0.75	1.5
Roma	1.65	1.6	1.6	0.7	1.5	0.75	1.5
Serb	0	0.8	0	1.4	0.8	3.2	3.1
other	1.65	0	0.8	2.1	2.3	3.2	5.3

Source: Shibakovski, 2014b.

In Figure 4 are represented the trends of the Macedonian MPs and the MPs representatives of the ethnic minorities in the Republic of Macedonia. The trend of the representatives of the ethnic minorities showed moderate growth in seven mandates. The constitutional and legal changes in result of the Ohrid Framework Agreement (2001) affected the spectrum of political rights of the ethnic minorities in the Republic of Macedonia and gave them opportunities for bigger political participation in governance of the country.

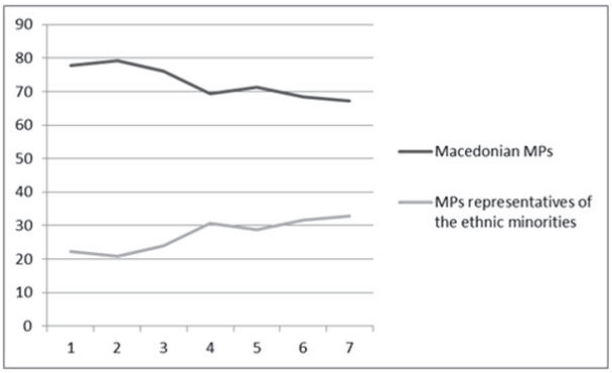


Figure 4: The trends of the Macedonian MPs and the MPs representatives of the ethnic minorities

Source: The results are from own research made by the author.

According to the index of the percent of MPs representatives of ethnic minorities in the parliament there is a trend of growth of democratization of the Macedonian parliamentary elite in seven mandates.

4.4 The percent of elected young MPs under the age of 40

In Table 4 is given the mean age (in years) and the age groups (in percent) of the Macedonian parliamentary elite in seven mandates. We could see that there are no big differences in the mean age between the parliamentary terms. The results in the mean age vary between 43–45 years. According to the theoretical model of Best and Cotta, the transformation into a full-time politician takes place at an average age between 40 and 45 (Cotta & Best, 2007). For example, in Italy, which has a long parliamentary tradition compared with Macedonia, the minimum age limit is 40 years for the upper house of the Parliament and it is a part of the Italian legislation (Shibakovski, 2014b). In assumption, we could detect that age of 40 is starting point for professionalization of parliamentary representatives, and MPs under the age of 40 are just at the beginning of professional parliamentary career. The input of MPs under the age of 40 can be considered as index of democratization of parliamentary elite.

Table 4: The age structure of the Macedonian parliamentary elite in seven mandates

	Parliamentary term						
Age group	**1991**	**1994**	**1998**	**2002**	**2006**	**2008**	**2011**
18-29 years of age (%)	5	1.6	3.3	2.2	5.3	7.1	5.3
30-39 years of age (%)	25.6	28	21.5	24.1	23.7	30.2	32.8
40-49 years of age (%)	42.1	42.4	45.5	44.40	46.6	42.1	36
50-59 years of age (%)	22.3	22.4	23.1	22.70	18.3	13.50	20.6
60 years of age and more (%)	5	5.6	6.6	6.60	6.1	7.1	5.3
Mean age (in years)	44	45	45	45	44	43	44

Source: Shibakovski, 2014b.

In Figure 5 are shown the trends of the MPs at age over 40 and the MPs under the age of 40. The trend of MPs under the

age of 40 showed trend of input of young MPs in the Macedonian parliamentary elite, and the other trend of MPs at the age over 40 showed trend of decline, which means that the parliamentary elite is getting younger.

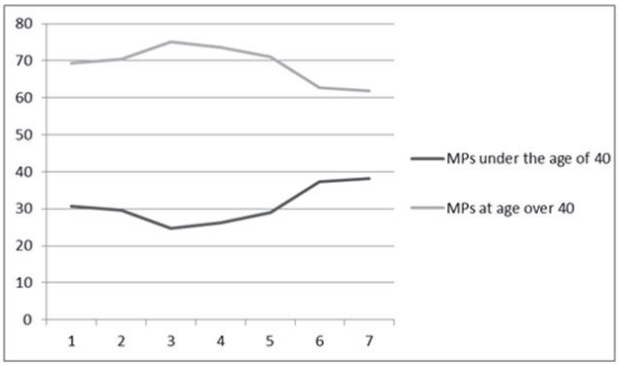


Figure 5: The trends of the MPs at age over 40 and the MPs under the age of 40.

Source: The results are from own research made by the author.

The index of the percent of elected young MPs under the age of 40 showed increased trend of democratization of the Macedonian parliamentary elite in seven mandates.

4.5 The percent of MPs with maximum repeated parliamentary mandates

In Table 5 are represented the statistical results and the trend of the MPs with maximum repeated parliamentary mandates in seven parliamentary terms.

Table 5: The results and the trend of the MPs with maximum repeated parliamentary mandates in seven parliamentary terms

№ of mandates	Parliamentary term							Total
	1991	1994	1998	2002	2006	2008	2011	
1	120	91	83	101	79	47	64	585
	14.3%	10.8%	9.9%	12.0%	9.4%	5.6%	7.6%	69.6%
2	0	28	25	11	28	47	25	164
	0.0%	**3.3%**	3.0%	1.3%	3.3%	5.6%	3.0%	19.5%
3	0	0	12	3	5	19	20	59
	0.0%	0.0%	**1.4%**	0.4%	0.6%	2.3%	2.4%	7.0%
4	0	0	0	5	5	3	9	22
	0.0%	0.0%	0.0%	**0.6%**	0.6%	0.4%	1.1%	2.6%
5	0	0	0	0	3	1	3	7
	0.0%	0.0%	0.0%	0.0%	**0.4%**	0.1%	0.4%	0.8%
6	0	0	0	0	0	3	0	3
	0.0%	0.0%	0.0%	0.0%	0.0%	**0.4%**	0.0%	0.4%
7	0	0	0	0	0	0	1	1
	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	**0.1%**	0.1%
Total	120	119	120	120	120	120	122	841
	14.3%	14.1%	14.3%	14.3%	14.3%	14.3%	14.5%	100.0%

Source: The results are from own research made by the author.

In Table 5 we could see that the trend of MPs with maximum repeated parliamentary mandates is declined and this index of democratization showed opportunity for new potential members of parliament to enter in the Macedonian parliamentary elite.

5. Conclusion

The first index showed increased number of parliamentary represented political parties, especially after the introduction of electoral model of proportional representation, which produces more multiple active parties for political participation in the parliament. The second index showed increased percent of female MPs and it was increased after the introdcution of gender quote with the new election act in 2006. The third index showed trend of increased participation of the MPs representatives of the ethnic minorities in Macedonia. The fourth index showed trend of input of young MPs in the parliament during the seven mandates. The last index showed trend of decline of the MPs with maximum repeated parliamentary mandates, which give opportunity for new potential candidates to enter in the Macedonian parliamentary elite. In conclusion, the five indexes showed increased level of democratziation of the Macedonian parliamentary elite in seven mandates. It means that in time period of not more than quarter century (from 1991 to 2014) the Macedonian parliamentary elite opened up the channels of political participation and legislative recruitment to more social groups.

References

Best, Heinrich and Maurizio Cotta. (2000). Parliamentary Representatives in Europe 1848-2000. Legislative Recruitment and Careers in Eleven European Countries. Oxford: Oxford University Press.

Cotta, Maurizio and Heinrich Best (eds.). (2007). Democratic Representation in Europe. Diversity, Change, and Convergence. New York: Oxford University Press.

Danziger, James N. (2011). Understanding the Political World. A Comparative Introduction to Political Science. New York: Pearson Education.

Hague, Rod and Martin Harrop. (2004). Comparative Government and Politics. An introduction. New York: Palgrave Macmillan.

Heywood, Andrew. (2013). Politics. New York: Palgrave Macmillan.

Pandevska, Marija. (2007). The Member of Parliament. Between Personal Prestige and Public Expectations. Phases in the Development of the Macedonian Parliamentary System. Skopje: Bigoss.

Parry, Geraint. (2005). Political Elites. Colchester: ECPR Press.

Shibakovski, Goran. (2015). Effects of Professionalization of the Macedonian Parliamentary Elite in Seven Mandates. Journal of Comparative Politics 8 (2): 53-64.

Shibakovski, Goran. (2014a). Political Leadership in the Legislative Arena: The Macedonian Parliamentary Elite in Seven Mandates. Political Thought 12 (45): 65–72.

Shibakovski, Goran. (2014b). The Comparative Approach in Research of Parliamentary Elites. The Macedonian Parliamentary Elite 1991-2011. Horizons International Scientific Journal 10 (15): 7–17.

Revisiting the Peace-Building Efforts in Post Conflict Niger Delta, Nigeria: A Case Study of the Amnesty Programme

Imongan Ernest Omokhoa

Centre for Population and Environmental Development, Benin City, Edo State, Nigeria
Email: imonganernest@gmail.com

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

This paper intends to examine peace building efforts in post-conflict Niger Delta. The conflict which has affected oil production in Nigeria. This is also because oil is the main stay and a major source of energy in Nigeria. The study tends to look at the method, causes and assessment of the amnesty programme. The study covers a time frame between 2009 to 2015. The qualitative method is adopted and the use of secondary data will be employed for data generation and analysis as well. This study will reveal individual or group involved in the conflict. It will further proved that persistent neglect, deprivation and marginalization without development or compensation, high level of unemployment, environment degradation, uneven resource distribution and lack of basic amnesty. It was these problems that led to the emergence of militancy in the region for the past years. The study also reveal an attempt made by successive Nigeria Government to establish different commission to look into the Niger Delta issue, the DDR programme, security implications and its challenges in the Niger Delta clearly indicate that until the root cause of the region is achieved there will not be enduring peace, security and stability in the environment.

Keywords: *Conflict, DDR, Militancy, Niger Delta and Peace building.*

1. Introduction

The implementation of the amnesty programme since 2009 has brought much gains to Nigeria. This is because of the increase in oil production (Ajayi & Adesote, 2013). Before amnesty, oil production was as low as 700 thousands barrel per day now, it has increased to 2.6 million barrel per day (Jegede, 2013). The programme is timed within the period of 2009 to 2015 is to bring lasting solution to the lingering crisis in the region. In addition, after five years of it implementation it has also brought about stability in the environment.

Prior to the amnesty, there was violent agitation by the people due to resource distribution. In spite of the wealth from the oil bearing area, the Niger Delta region still remain underdeveloped and crisis prone in Nigeria as there is no infrastructural development. They felt they have been marginalized and the resources exploited without any compensation or meaningful development for their God given wealth. Thus it serve as the nation's economic jewel and its central to development. However, it remains improvised as it is the goose that lay the golden eggs with about 600 oil field, 75% oil capacity production and 90% of foreign earnings (Aghedo, 2013).

Besides, major actors in the conflict are government, oil companies and restive youths (militants) the latter which have suffered untold hardship and are living in abject poverty. This was as a result of the negligence, deprivation, lack of social amenities, unemployment, underdevelopment and oil exploration on government part as the youths felt they were deprived they decided to take their destiny in their own hands and took to militancy. The region's agitation for fair distribution of resources was left unheeded as the region became volatile which subsequently turned into an arm struggle because of these grievances, there was violence.

This is so because the agitations and struggle began in the 1960s with protest, demonstrations to mention but a few. By the year 1990 onwards it continued with some environmental and minority rights activists during which they made appeal to the Federal Government and oil companies in developing the area fell on deaf ears, as government and oil firms did little or nothing to ameliorate the plights of the people. Similarly, this gave rise for the emergence of militants groups such as the Movement for the Survival of the Ogoni People (MOSOP) and to an extent the Movement for the Emancipation of the Niger Delta (MEND) while some were ideologically or economically driven others were propelled by greed and excessive desire even though they stressed grievance in their narrative (Aghedo, 2013). Since then, militants in the region disrupted oil production and adversely affected the economy. In 2014, it has taken a different twist with the Niger Delta Volunteer Force (NDPVF) led by Alhaji Mujahid Asari Dokubo (Ike, 2013). Since then, it has evolved from complaints against environmental degradation to alienation and youth militancy and finally to open armed rebellion. The

militias, armed youth and criminal gangs have transformed the Niger Delta in a bad light into a region of anarchy and lawlessness.

These groups have perpetuated various acts of criminality as such and engage in abduction and hostage taking of oil firm personnel including (expatriates) for ransom before release. It later escalated to pipeline vanderlization, armed robbery, bombings, oil theft and sea piracy amongst others (Aghedo, 2013). Government Tompolo, one of the leaders of a militia group, is said to have amassed a personal fortune from bunkering. According to a report published by the Niger Delta Technical Committee (NDTC) made up of a-45-person body was established by Nigerian government to seek solution to the conflict shows that during 2008 alone, 300 hostages were taken; about 1,000 people are estimated to have been killed in violence related to militants activities (Olukoya, 2009).

In order to effectively minimize the impact of violent conflict on the economy, by June 25 2009, the Yar'Adua administration took a bold step to peace building and declared unconditional pardon to the repentant ex-agitators. The amnesty pogramme which came up in 2009 will be six years in October 2015 and huge amount of money have been spent on it. Despite various efforts by successive government to resolve the conflict what is experienced in the region is a peace of the grave yard. Yet, to what extent has amnesty and peace building brought about a secure and stable environment? What effects is the amnesty programme? What are the security implications? These questions need to be explored.

2. Objectives

In this study, an attempt is made to critically analyze the government sponsored amnesty package as a last resort, its impacts, assessment, DDR and revisiting the peace building efforts in post-conflict Niger Delta:

- The Amnesty Programme
- Critical Assessment
- Impact of Amnesty Programme
- The DDR programme in Post-Conflict Niger Delta
- Revisiting the Peace Building efforts in Post-Conflict Niger Delta
- Security implications of the Challenges
- Government Efforts in Niger Delta

3. Methods

The study revisiting the peace building efforts in post conflict Niger Delta, Nigeria is agreeable contemporary. In recognition of this fact, it is relevant to consider ex-militants activities and its phenomenon which have bearing on the subject matter. The method is qualitative and explanatory in nature. This method is adopted because it is an excellent way of collecting information/data for easy understanding and interpretation.

4. The Amnesty

One major achievements of the late Yar'Adua administration is the presidential pardon to ex-combatants. The government acknowledges the problems that arose from the inadequacies of previous government in an attempt at meeting their demands and aspirations put in place the needed machinery for such programme in the region (*www.businessdayonline.com*).

The Federal Government of Nigeria granted an unconditional pardon to all persons who have directly or indirectly participated in the commission of offences associated with militants activities in the region, see (*dlc.dlib.indiana.edu/ 2015*). The amnesty package proclaimed was expected for a 60 day period from August 6th to October 4th, 2009. Within this period, opportunity was given to ex-militant in the region to surrender their arms and ammunitions in exchange for presidential pardon.

The declaration of the Federal Government amnesty was welcomed by a large section of the society and groups, including several international bodies pledge their supports for the programme. Though, the securing of lasting peace in the crisis prone region has not been an easy task. According to Aghedo (2013), as part of his efforts, Late President Musa Yar' Adua offered state pardon to the militants and as noted by Kuku (2012) that:

> *"The offer of amnesty is predicated in the willingness and readiness of the militants to give up all illegal arms in their possession completely renounce militancy in all its ramifications unconditionally, and depose to an undertaking to this*

effect. It is my fervent hope that all militants in the Niger Delta will take advantage of this amnesty and come out to join in the quest for the transformation of our dear nation".

5. Critical Assessment of the Amnesty Programme

With the amnesty programme initiated by the Federal Government, designated centers were allocated in six Niger Delta states namely; Akwa Ibom, Bayelsa, Cross River, Delta, Edo and Rivers state respectively (Watt, 2011). Importantly, as soon as their weapons were laid down by militia groups the use of data capturing (biometrics) was carried out and ex-militants were registered and documented at various zones in each state accordingly. At the beginning, many had doubt about the whole amnesty deal despite assurance from some notable stakeholders, traditional and community leaders came out and convinced the ex-militants that the government was sincere in implementing the amnesty. To show it commitment, the late President in 2009 freed Henry Okah , a suspected leader of Movement of Emancipation of the Niger Delta (MEND) Okah accepted the amnesty offer after treason and gun running charges against him were dropped **(***The Guardian Newspaper*, 2009; Aghedo, 2013).

Similarly, at the expiration of 60 day period 20,192 ex-militants disarmed and accepted the amnesty deal. In fact, as a result of the agitations by other militant youths 6,166 were added making it 26,358 recipients proclaimed by the president (*The Nation Newspaper, 2013***)**. It is necessary to know that sustainable peace and security will only thrive in the troubled region if there is the immediate stoppage and disruption of oil facilities which will lead to, and create an enabling environment in the area of infrastructural development. More so, the former agitators who keyed into the amnesty programme were accommodated and initially camped at designated centres temporarily at Aluu in Rivers State, Agbarho and Egbokodo all in Delta State before they were finally sent in batches to Obrubra (hub of the programme) to undergo transformational and rehabilitation/reintegration phase of the programme in order to re-orient and train them to acquire various skills in their different areas, (Ibude, 2011).

Similarly, the Federal Government earmarked for each ex-militants who have surrendered their arms and key into the post-amnesty programme with the payment of N65,000 monthly stipend for food and cash allowances during the post-amnesty rehabilitation period which is to last for three months as they would be deployed to designated training centres for rehabilitation programmes (Oluwaniyi, 2011; *News watch Magazine, 2009*).

Thus, after the amnesty proclamation in the region, it is clear that violence has reduced to an extent but not totally as crude oil production has risen to about 2.6 million barrels per day. What is responsible for this situation as the amnesty draws attention in the region is that there is no war and there is no peace and also, there is no winner and there is no loser in the conflict. Although, there is relative peace as oil production has increased the Nigeria foreign earning. Despite this the Niger Delta area still faces a lot of challenges.

6. Impact of the Amnesty Programme

According to Ajayi and Adesote (2013), there is no doubt that there are appreciable benefits or success of the amnesty deal initiated by President Musa Ya'Adua's Administration. The current state of security is attributed to amnesty programme particularly the DDR package. The amnesty package has been able to bring youth restiveness under control. The Amnesty involved surrender, demobilization, disarmament, and subsequent training of ex-militants. It has also been successful in bringing about a very significant reduction in the disruption of oil production and damage to facilities (Ikelegbe, 2014).

Presently, the amnesty package has brought about improvement in the lives of the ordinary people particularly the youths. In a way, amnesty has presented an opportunity to build capacity of the youths as well as reintegrate agitating youths of the Niger Delta into the mainstream in Nigeria as a confidence-building strategy while gradually addressing the root causes that necessitated the conflict in the first place, (Osah & Amakihe, 2014). Oluduro & Olubisi (2012), also stated that, if well implemented, the Amnesty programme could serve to negate the 'resource curse' theory in Nigeria that resource-rich economies such as Nigeria, Congo, Angola, etc. are more prone to mismanagement, underdevelopment and violence.

The Federal Government through the Presidential Amnesty Panel (PAP) has enlisted a total number of 30,000 ex-militants youths in the Niger Delta region. In 2009, the first phase incorporated into the prograamme was 20,192 ex-militants while in the second phase, it accommodated 6,166 ex-agitators and in November 2010 after the October 4, 2009 deadline another number of 3,642 persons have formed the third phase making it a total number of 30,000 ex-agitators now in the process (*The Premium Times*, 2012).

A major issue of the amnesty is that it did not follow any conventional method because the Federal Government

did not officially declared war on the ex-militants in the region. This however seems not to be confirmed to the rules because the ex-militants who were involved in the criminal activities and other violent crimes are now regarded as freedom fighters by the people in the Niger Delta.

More importantly, there was no peace deal between the Federal Government and the ex-militant but what was seen is open negotiations. This approach/agreement mainly involved stakeholders and ex-militants ex-generals in the region. It is so because in a political amnesty there would have been negotiation between warring parties when there is no act of opponent defeat in any way. The conditions lay down would have been in an agreement of both parties (Singaporeanjbem.com). The presence of security personnel was also difficult to deal with effectively in the agreement as this would have given ex-agitators the ample opportunity to bring to the table before the government their grievance and demands accommodated in the peace agreement.

Again, there is also the issue of trust and sincerity between the militants and the Nigerian government which has not fully been addressed. It is on this note that the resources needed by the government and those needed by the people puts both interests at some conflict. This is however, between unequal parts, in which the superiority and prevailing presence of the government over the people of the Niger Delta places the latter at a very great disadvantage over the inhabitants (Omuta, 2014). Therefore, as a result of this the region is still underdeveloped and the locals in the region remain in abject poverty.

The Nigerian Government has not been trusted as regard this issue. For the government to be trusted, it means that the Niger Delta militants would be made to trust the Federal Government offer of amnesty. The question is, will they be convinced that the government has displayed some level of trust and sincerity in her past actions with them? The credibility of verbal communication with the people in the region and the ex-militants, and a standard of fairness in words and in deeds?

The answer to the question is that, the government can be found wanting for her level of trust. There is no doubt that it took the efforts of some stakeholders, governors, regional leaders among others for some of the ex-combatants to lay down their arms and embrace amnesty before deadline.

Also evident is the slow way and manner of response by ex-agitators to the amnesty and before the expiration of the deadline of October 4th 2009 the number of militants increased. About 15,260 ex-militants surrendered their arms and registered, the number of ex-militants later increased to 20,192 during the first phase of the programme, (Ehigiator, 2011). This is so because there may be an increase after the expiration of the deadline or a possible challenge having to do with documentation and authentication of the ex-militants in the region.

In addition, there are three components of the amnesty programme as encapsulated in the DDR framework which is also a basic principle of achieving peace, and it is an important element in post-conflict peace building at any level.

7. DDR Programme in Post-Conflict Niger Delta

7.1 Disarmament

The Disarmament process was majorly conducted by military personnel, the Nigerian Army (NA). Prior to the ex-militants being enlisted into the post-amnesty programme, large cashes of arms and ammunitions were stored in 82 Division of the Nigerian Army in Enugu State in compliance with the DDR code as spelt out by the United Nations (*Nigeriamasterweb. com)*.

There are over 2,500 sophisticated guns 300,000 rounds of ammunitions lay down by 15,000 ex-agitators (Udegbunam, 2013). The arms surrendered also include a total number of 39,880 assorted arms and ammunitions and a breakdown include 482 automatic arms, 20,132 ammunitions, 295 magazines and 18,971 locally made guns which were recovered from ex-militants in Delta and Bayelsa State. Similarly, 82,406 ammunitions were recovered from Rivers States, 9,748 from Cross River, 9,725 from Ondo , 959 from Akwa Ibom and 722 from Edo State (Uzodinma 2013).



Figure 1: Truck load with arms and ammunition recovered from ex-militants and hand over to Nigerian Army in the Niger Delta.

Source: *The Nigeria daily post,* 2013



Figure 2: Assorted arms and ammunitions recovered from ex-militants displayed by Nigerian Army.

Source: Uzodinma, 2013

On the contrary, the arms and ammunitions surrendered by ex-militants are certainly low compared with the ones lay down at the screening centres. Despite these, there were series of attacks carried out by them during the disarmament exercise. The ex-agitators only surrendered few arms and ammunitions and the question is what happened to the remaining arms left? So long as the remaining arms are still at large there is the likelihood that the oil rich region remains unsafe and at risk of relapsing into violent conflict (Oluduro & Olubisi, 2012:53).

7.2 Demobilization

The demobilization process proceeds reintegration and this is the second components of the DDR programme. The process involved identification, biometrics, documentation and the verification of ex-militants who were in designated camps for the Amnesty Programme. The prorammme made available monthly stipends for each agitator. During the process the Aluu camp was the designated centre for the disarmament which could only accommodate not more than 800 out of an estimated 700 ex-militants, (Ikelegbe, 2010). There were also shortage of bed space and facilities for

accommodation that were only made for few due to the poor organization and supervision and most of the centre for rehabilitation were empty and not in use simply because of the accommodation system.

The demobilization camp for disarm ex-militants was the Obruba camp where ex-militants had non-violence transformational training and re-integration programme. Security in the camp was tight as security agents numbering about 200 with 13 Amphibious Brigade, 120 Soldiers, 60 mobile policemen, 20 conventional policemen and 10 Nigerian Security and Civil Defence Corps (NSCDC). The process involves thorough screening of ex-militants by security personnel before they go in to make sure that no one enters the camp with arms and ammunition and, to ensure a smooth demobilization process during this period.

Subsequently, the camp is not devoid of protest and agitation registered in some quarters including Benin/Port Harcourt as a result of the poor facilities and accommodation, poor conditions of living, unpaid stipends and allowances, and neglect of ineffective rehabilitation programmes. The process did little to remobilize them as ex-militants were sent back after weeks to be reintegrated into the larger society.

7.3 Reintegration

The reintegration and reinsertion phase by PAP was important to train ex-agitators having gone through transformational training. These training include vocational skills, entrepreneurial training and development, technical capabilities, formal educational and an opportunity for them to be employed as many ex-militants were offered to work as change agents in a larger community.

More importantly, the programme is in two phases. The first phase is the rehabilitation programme as ex-militants were over 19,000 who were trained in Obruba Camp that lasted for about 3 to 18 months. They taught them violent conflict and non-violent method and, they were also taught about conflict management in general as a tool for peace with the aid of a councilor. The following is a breakdown of ex-militant trained at Obruba Camp with Rivers state had the highest

Table 1: Ex-militants trained in Obruba Camp in Rivers state

S/N	States	No. of ex-militants
1.	Rivers	7,015
2.	Bayelsa	6,793
3.	Delta	3,320
4.	Ondo	1,303
5.	Edo	459
6.	Akwa Ibom	188
7.	Cross Rivers	172
Total		19,576

Source: Ujah 2011.

The second phase includes counseling to aid ex-militants psychologically where they decide on the kind of vocation or educational training they would embark on (Udegbunam, 2013).The programme also help them in areas like; sea fairing, piloting, ICT, ocean diving as those who have the interest of going back to school were also giving the opportunity to study in vocational or educational training in countries such as United Arab Emirate, Ghana, Israel, Russia, Ukraine, Philippines, India, Sri-Lanka, Malaysia, South Africa, Singapore and others. The programme also includes helping ex-militants granting them capital and other necessary assistance. It is also necessary to know that a couple of ex-militants are still being trained at home and abroad.

8. Revisiting Peace Building Efforts in Post-Conflict Niger Delta

The amnesty is one of the successful intervention programme since independence**.** With efforts from PAP, no fewer than 834 were enrolled in about 100 higher institutions in Nigeria and abroad. In the 2013 academic session, 459 ex-militants are also in some private universities across the country (*The Nigerian leadership*, 2014).

In 2013, 2,400 ex-agitators were successfully deployed to vocational training centres within and outside the country as part of the reintegration and rehabilitation process (Folami, 2014). In 2014, as part of the PAP programme, 6,000 ex-

militants would be trained while another 6,000 would also be trained in 2015 (Okpi, 2014). Through the PAP a total number of 3,482 persons benefitted through the programme in about 77 training centres in Nigeria while those in abroad includes a total number of 5,217 ex-militants.

According to Nnaike (2013) in four years, the scheme has also graduated 9,192 from the training skills programme in various fields such as in electrical installation, carpentry, plumbing, welding and fabrications to mention amongst others.

Table 2: Ex-militants trained in vocational skills

S/N	Skills	Numbers
1.	Agriculture	239
2.	Automobile	207
3.	Welding and Fabrication	2,204
4.	Entrepreneurship	2,2798
5.	Carpentry and Plumbing	298
6.	Oil Drilling and Marine	916
7.	Electrical Installation	89
8.	ICT	273
9.	Crane and heavy duty machine	1,030
10.	Boat building	299
11.	Pipe fitting	250
12.	Entertainment	60
13.	Others	618
Total		9,192

Source: Ikelegbe & Umukoro 2014:38

More so, 2,204 have graduated from small scale business or entrepreneurship training, 2,798 from oil drilling while 916 from marine engineering courses and programmes. The graduates who were engaged in boat building are 299, crane and heavy duty were 1,030, and agriculture 239 (Ikelegbe & Umukoro, 2014). While in 2014 PAP has produced a number of 66 airplane and helicopter pilots and 61 aviation maintenance engineers trained in parts of Europe, Africa and Asia.

The Federal Government through the Presidential Amnesty Office (PAO) has liaise with some individuals, private bodies and organization at home and abroad to employ ex-militants after a successful training in various skills acquisition programme to enable them to earn a living. In its efforts, 10 ex-militants were employed with the Nigerian Army, 6 with the Nigeria Customs Service, 5 with SAP Drilling Oil And Gas Limited while 29 of them have been given automatic employment for a successful completion of their courses by Schlumberger (Obia, 2014).

Also, in a similar vein, a total number of 113 ex-militants had been engaged. 40 maritime trainees were employed by Century Energy Group, 4 were employed by Plant and Processing Service Company all in Nigeria, while 5 were offered jobs in South Africa by Ashland investment Service, 10 were given employment by Learning Resources in Ghana, 30 were offered employment in Dubai for their exceptional conduct and performance while another 24 were offered employment as maritime trainee (*The Vanguard*, 2012).

9. Major Challenges Confronting Post-Conflict Peace Building

It is expected that this package would bring about security and sustainable peace in the troubled areas as many nations are buyer of Nigeria crude oil. However, the hope and expectation of the programme is becoming unrealistic owing to the numerous challenges.

There was the issue of inadequate provision or arrangement for ex-agitators. As a matter of fact, they complained of feeding and non-payment of housing allowance as the living condition and other facilities also led to some protest in some part of the state where ex-combatant were asked to return to their camp until the centre is put in order (Ameh, 2013).

There is also the issue of poor management that manifest itself into corruption and embezzlement of funds. Apart from corruption, some amnesty officials politicize the programme while several ex-generals short-changed their boys and serve as link to banks. For instance, according to an ex-militants, we get the sum of N10,000 which is not enough for our up keep. Also, foot soldiers are paid through the commanders and they are paid little stipend (Eno-Abasi, 2011).

Recently, it was reported that 13 ex-combatants (Nigerian Amnesty pilots) who are currently undergoing training at Lufthansa Flight Training School in Germany have been sent home for non-payment of fees. This is as a result of their inability to pay sundry fees as stipulated in their training manual (Daniel, 2015).

Most recently, in a bid to put an end to corruption the Economic and Financial Crime Commission (EFCC) has started probing the activities of the PAP and has invited Kingsley Kuku the immediate past Special Adviser to President on Niger Delta Affairs over the allegation of diverting of public fund running into millions of Naira (*The Vanguard*, 2015).

10. Security Implications of the Challenges

As opined by Aghedo (2013), the death of Yar Adua has an adverse effect on the success of post amnesty programme as Niger Deltans turned the good dream of the president into private business to enrich themselves and politicize it. The ex-militants operate divide and rule tactics among themselves while others were neglected from the scheme of things. The resurgence of militancy also led to an upsurge of various criminal activities such as arm robbery, oil theft, sea piracy, pipeline vandalisation, bombings and most especially hostage taking.

Although, armed robbery, kidnapping and crude oil theft has been the order of the day. For example, on 24 November 2011, a former ex-militant engaged in a robbery operation around Tombia Avenue, GRA, Rivers States was killed, according to the State Police Public Relations Officer, (*The Vanguard,* 2011). Kidnapping became a daily activity despite government efforts to curb the menace. In 2010, no fewer the 19 persons comprising of 12 Nigerians, 2 Americans, 2 French nationals and 2 foreigners were abducted. Kidnapping for money has now become a fast way of becoming rich in the society. Though recently, there is a decline in violence but there is increase in emergence of illegal refineries as the rate at which crude oil theft popularly known as "oil bunkering" has drastically increased has caused more environmental hazard in the area (*The Nation Newspaper*, 2015).

However, the rate at which crude oil theft popularly known as "oil bunkering" has drastically increased. It is reported that in 2000 petroleum product were stolen daily in large quantities **(***www.adakaboro.org***)**. In 2001, the figure rose to 7244,171 barrels per day while in 2013, it was noted that apart from oil theft, pipeline vandalization and other related activities associated with oil bunkering as the Federal Government of Nigeria and other oil servicing companies may be losing over N100 billion about (US$ 770) if not properly managed (Falobi, 2014). This amount is lost annually to fraud and illegal oil bunkering.

Also, some criminals bore holes on pipelines installations scup fuel others tap from well heads leading to oil spills and in most cases disrupt the flow of petroleum products. Recently, the JTF spokesman confirmed that it has destroyed about 308 illegal refineries, 30 barges, 115 smuggling boats, 20 tankers trucks, 566 surface tanks, 275 drums of illegal refined petroleum products, 273 pumping machines and 2 outboard engines in the process while some suspects were arrested in connection with crude oil theft (Odiegwu, 2014).

The water ways are major risk as a result of sea piracy and other criminal activities. Most importantly, in Robot creeks in Nembe, Bayelsa State a gang of oil sea pirates fled with various degrees of injuries as a result of gunshots from soldiers patrolling the creeks in the region. Also, in Okpoko Creeks in Delta State, 9 Cotonou Boats with stolen crude oil were recovered from sea pirates , 7 speed boats loaded with 75 jerry cans containing illegal refined Automated Gas Oil (AGO) and 5 pumping machines was recovered (*The Nigerian times*, 2014).

Apart from stipend of ex-militant that causes disturbances in these areas, there was also protest on exclusion by restive youths. There have been complaints that many ex-combatants were excluded even after submitting arms particularly in the phase two and three. There was also claim that the distribution of reintegration slots among ex-militants groups and camps was inequitable. Some ex-militants leaders and ex-militants camps alleged to be given preferential treatment in the selection of ex-combatants for demobilization and reintegration as well as payments of reinsertion. There were protests among the ex-generals that their camps were allocated very few slots for monthly stipend relative to the number of persons who surrendered and the arms dropped in the third phase of the Amnesty in Edo and Delta State.

In yenogoa, December 2014 they barricaded the road, disrupt public peace, stopped vehicular movement, and vented anger on innocent member of the public and thereby paralyzing business activities (Utabor, 2014). Generally, this has negative effect on the people as most of the issues being generated by militancy have not been met as communities and youths seek for redesign, extension of the programme beyond 2015, (*The Nation Newspaper*, 2015).

11. Government Efforts in Niger Delta

It is germane to know that successive administrations have come out with various developmental programmes at all levels, the private sector, individuals, religious bodies and developmental partners over the years. Yet the development

challenges persist. This is so because of the conflict which has not regenerate the degraded environment and have not provided succor to the locals either in terms of economic empowerment or development to mitigate excruciating conditions.

Following the Willinks report/recommendation that gave special attention for the establishment of some agencies, it however came up with other various progrmmes that either did little or were poorly funded. Such programmes include: Niger Delta Development Board, Niger Delta Basin Development Authority (NDBA), Oil Mineral Producing Area Development Commission (OMPADEC) and more recently the Niger Delta Commission (NDDC). "The NDDC which has the potential to offer a lasting solution to the difficulties of the region, which successive governments have grapple with even before independence" (Jebbin & Wilson, 2009). After eleven years NDDC has been established, crime continues to increase, poverty level was still high and environmental degradation/pollution continued unabated. Also, the government not too long created the Ministry of Niger Delta Affairs to meet the demands of the people in fast tracking development in the region.

Without doubt, Niger Delta amnesty and peace building programme presents some great merits. What is rather doubtful is whether the ex-militants surrendered all arms in their possessions, as is the case with most threat from militant's ex-generals, (Muggah & Batchelor, 2002; Gilbert, 2010).

A major criticism however is that, has amnesty and peace building been able to address the root cause of the conflict; basic socio-economic and environmental needs in the Niger Delta region (Bakare, 2014). There is no doubt that the Niger Delta amnesty and peace building as such, may not be different from past amnesties such as the one offered to Isaac Boro by General Gowon, a Niger Delta revolutionist that fought against the Nigerian government and the Biafran war lords and the after the Nigeria-Biafra War (1967-1970) or the many presidential pardons granted political prisoners since independence. The failure in satisfying and ameliorating the plights of the people could potentially undermine the adjudged success of the amnesty deal and peace building in the post conflict region (Oluduro & Olubisi, 2012).

12. Conclusion

The study critically looked at amnesty programme, the cause, impacts and its implication. Efforts were also made at revisiting its corollary the DDR programme. It is apparently clear that there was disruption of pipeline by ex-militants which adversely affected the Nigeria economy. This undermines sustainable peace and development and constitutes serious threat to the Nation. This reveals oil disruption which is not of benefit to Nigeria government, where there is infrastructural decay, marginalization and the widespread unemployment and uneven distribution of resources in the region. What is experience is a graveyard peace. In addition, it explored the efforts of successive Nigeria government in trying to established different projects/commission to solve the Niger Delta problems yet, peace remain elusive in the region. This paper also observed that until the root cause of the conflict is addressed there will not be stability and development in Niger Delta.

References

Aghedo, I .(2013). Winning the War, Losing the Peace: Amnesty and the Challenges of Post-Conflict Peace-Building in the Niger Delta, Nigeria. *Journal of Asian and African Studies* 48:267

Akpan, A. (2010). Government's team warns politicians against recruiting ex-militants. *The Guardian,* 19 October

Ameh, C. G. (2013). Amnesty: Fear Grips Presidency as Niger Delta Militants Plan to Invade Abuja. *Daily Post,8 October.*

Bakare, I. (2014). *Governance, poverty and natural resources management.* A case study of the Niger Del, University of Bradford.

Daniel. S. (2015). Lufthansa sacks 13 Nigerian Amnesty pilots. *The Vanguard, 21 July. http://www.vanguardngr.com/2015/07/lufthansa-sacks-13-nigerian-amnesty-pilots/ Accessed 21/7/2015*

Ehigiator, K. (2011). Amnesty: Nigeria's gift to the world. *The Vanguard*, 30 September *http://www.vanguardngr.com/2011/09/amnesty-nigeria%E2%80%99s-gift-to-the-world*/Accessed 27/11/2014

Eno-Abasi, S. (2011). Rumbling in campmover pay. *The Guardian*, 25 May

Falobi, F. (2014). Alamiesiegha on oil bunkering. *The daily independent* 4 April *https://www.google.com.ng/?gfe_rd=cr&ei=KoERVe2cEciH8Qf614HYDA&gws_rd=ssl#nfpr=1&q=daily+independent+2014+Alamieyeseigha+on+oil+bunkering&spell=1*.Accessed 2/12/2014

Federal Governmnt of Nigeria (2009). *About the Amnesty Programme.* Availableat; *http://www.nigerdeltaamnesty.org/index.php?option=com_content&view=articleid=4* (Accessed 12/11/2014)

Folami, D. (2014). Federal Government To Spend N35.83bn Ex-militants This Year. *http://www.theinfostride.com/2014/02/federal-govt-to-spend-n35-83bn-on-ex-militants-this-year/* Accessed 18/12/2014

Gilbert, L.D. (2010). *Youth Militancy*. Amnesty and Security in Niger Delta Region of Nigeria.

Ibude, S.E. (2011). An Evaluation of the Presidential Amnesty Programme for the Niger delta Militants in Nigeria; Implications for Peace

and Hydro- Carbon Production in the Oil- Rich Region. *A Research Proposal Presented to the Department of Political Science and Public Administration, University of Benin, Benin City*.

Ikelegbe, A. (2010). *Oil, Resource Conflict and the Post Conflict Transition in the Niger Delta Region:* Beyond the Amnesty. *CPED Monograph* Series No. 3

Ikelegbe, A. (2014). The Role of the Delta State Government in the Management of the Amnesty Programme, Nigeria Stability and Reconciliation Programme (*Nsrp) Policy Briefs No [3]*

Jebbin, M.F & Wilson, G. (2009) Niger Delta development commission and development of the delta region: A mirage. *Journal of Globalization and Development in Africa, Vol. 2, No.2*

Jegede, M. (2013) Evaluating the amnesty programme *http://www.nationalmirroronline.net/new/evaluating-the-amnesty-programme/* Accessed 13/8/2014

Ikelegbe, A & Umukoro, N. (2014). Exclusion and the Challenges of Peace Building in the Niger Delta: An Assessment of the Amnesty Programme *CPED Monograph* Series No. 11

Kuku, K. (2012). Ex-militants and the Amnesty Programme *http://www.thenigerianvoice.com/news/96900/1/kuku-ex-militants-and-the-amnesty-programme.html 24 August,2012.* Retrieved 28/6/2015

Muggah, R & Batchelor, P. (2002). *Development held Hostage.* Assessing the effects of small arms on human development and development linkages of small arms proliferation, availability and use. New York.

Nnaike, U. (2013). Amnesty Programme Produces 91,92 Graduates in Four Years. *This day* 25 June *http://www.thisdaylive.com/articles/amnesty-programme-produces-9-192-graduates-in-four-years/*151464/ Accessed 18/12/2014

Obia, V. (2014). Ex-militant get Schlumberger Job. *The Punch March 10*

Odiegwu, M. (2014). JTF destroy 308 illegal refineries. *The Nation March* 10

Okpi, A. (2014). FG spends N260bn ON 30,000 ex-militants. *The Punch* February 16. http://www.punchng.com/news/fg-spends-n260bn-on-30000-ex-militants/ Accessed 14/12/2014

Okonta, I. (2013). Nigeria: *Policy Incoherence and the Challenge of Energy Security*. The Handbook of Global Energy Policy.

Oluduro, O. & Olubisi, F.O. (2012). Nigeria: In Search of Sustainable Peace in the Niger Delta through the Amnesty Programme. *Journal of Sustainable Development; Vol.5 No. 7*

Olukoya, S. (2009). Slow start for Niger Delta Amnesty. *http://www.ipsnews.net/2009/08/nigeria-slow-start-for-niger-delta-amnesty/ Retrieved* 30/6/2015

Oluwaniyi, O. (2011). Post Amnesty Programme in the Niger Delta: *Challenges and Prospects in Conflict Trend* (46-54).

Omuta, G.E.D. (2014). *Transitioning to Sustainable Development and a Green Economy in the Niger Delta of Nigeria*: Challenges and Prospects. *CPED Monograph* Series No. 9

Osah, G. & Amakihe, B. (2014). War- to-Peace Transition in the Niger Delta: Is Amnesty Working, *IOSR Journal of Economics and Finance,Volume 5, Issue 5. PP 01-07*

The citizen (2013). FG plan more programmes for ex-militants in the Niger Delta 1 September. *http://www.thecitizenng.com/governance/fg-plans-more-programmes-for-ex-militants-in-niger-delta/* Accessed 12/12/2014

The Guardian Newspaper (2009) *http://www.theguardian.com/world/2009/aug/06/niger-delta-militants-amnesty-launched Accessed 3/12/14*

The Nation Newspaper (2013) *Rumbling in the creeks, http://www.nationonlineng.net/new/amnesty-rumblig-in-the-creeks-2/Amnesty:* 24 February. *Accessed 15/6/2015*

The Nation Newspaper (2015) Researchers seek redesign, extension of Amnesty Programme. http://www.thenationonlineng.net/new/researchers-seek-redesign-extension-of-amnesty-programme. 12 June. Accessed 17/6/2015

The Newswatch Magazine (2009). Report of the technical committee on the Niger Delta, 4 May

The Nigerian leadership (2014). FG To Spend N35.83bn on Ex-militants In 2014-kuku, 28 February *http://www.leadership.ng/news/350382* Accessed 12/12/2014

The Nigerian Times (2014). Sea piracy: Three shot dead, solders injured as JTF fight off attacks, 24 June.

The Premium Times (2012). Nigeria enlists 30,000 ex-militants in Presidentail Amnesty Programme, says kuku, 24 December *http://www.premiumtimesng.com/news/112493-nigeria-enlists-30000-ex-militants-in-presidential-amnesty-programme-says-kuku.html.Accessed 13/8/2014*

The vanguard (2012). 113 ex-militants offered employment in Nigeria, abroad-says amnesty office, 28 November

The Vanguard (2014) Ex-militant killed by police during a robbery operation in Rivers state, 24 November

The Vanguard (2015) EFCC to probe Amnesty Programme. *http://www.vanguardngr.com/2015/efcc-to-probe-amnesty-programme* 24 July.

Ubhenim,O.E, (2013), *The Federal Government's Amnesty in the Niger Delta*: An Appraisal. Cilt II, Sayl,ss. 179-203

Udegbunam, K.C.W. (2013), Repositioning Nigeria's Amnesty Programme for Conflict Transformation and Post-Conflict Peace-Building in the Niger Delta Region of Nigeria. *Singaporean Journal of Business Economic, and Management Studies* Vol.2, No.1

Ujah, E. (2011). Amnesty ends in 2015. *The Vanguard 9 September. http:// www.vanguardngr.com/2011/09/amnesty-ends-2015-kuku/* Accessed 27/11/2014

Utabor, S. (2014) Ex-militants protest non-payment of allowance in Bayelsa, *The Punch* 18 December. http://www.punchng.com/news/ex-militants-protest-non-payment-of-allowances-in-bayelsa/ Accessed 24/3/2014

Uzodinma, E, (2013). Amnesty: Task force hands over 39,880 assorted arms and ammunition to Nigeria Army. *The Daily post 16, March. http://www.dailypost.ng/2013/03/16/amnesty-task-force-hands-over-39880-assorted-arms-and-ammunition-to-nigerian-*

*army/*Accessed 27/11/2014

Watt, M. (2007), Petro-insurgency or criminal syndicate? Conflict and violence in the Niger Delta. *Review of African Political Economy 34(114)*.

www.adakaboro.org Accessed 24/6/2015

www.businessday online.com/2013/04 youth empowerment. Accessed13/6/2015

www.nigeriamasterweb.com/Blog/Index.Php/2012/04/25/Masterweb/press-release-the-amnesty-office-is-not-a-security-outfit. Accessed 16/6/2015.

www.singaporeanjbem.com/pdf/SG-Vol 2-(1)/5.pdf 2013. Accessed 20/5/2015

www.dlc.dlib.indiana.edu,/dlc/bitsream/.../WG26_Okontoni,olu.pdf?sequence=1 Building and sustaining peace and security in multiethnic Nigeria. Retrieved 24/06/2015

China-US Relations Today: Some Aspects

Duman Zhekenov (Corresponding Author)

Nabizhan Mukhametkhanuly

Aliya Akatayeva

Saniya Nurdavletova

Al-Farabi KazNU, Almaty, Al-Farabi 71, 050040, Kazakhstan

Zulfiya Meldibekova

International IT University, Almaty, Manas/Zhandosov 34A/8A, 050035, Kazakhstan

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

The biggest problem which will be discussed in world affairs in the first decade of the 21st Century is the People's Republic of China's fast paced economic growth which has become a key driver of international economic growth. Today the whole world is keeping an eye on China. China's stunning high economic growth and a more active diplomatic relations has attracted not only Asia, Africa, the Pacific region, Latin America and the whole Eurasia. According to some analysts of leading countries American age is coming to its end. According to Albert Keitel (Carnegie foundation) China's Gross Domestic Product nominal will be the same the United States of America by 2020. In 2050 the nominal Gross Domestic Product will become more than twice the size of America. Within 10-15 years America's great economic power certainly will slow down. Here inevitably raises important questions about what developing process will be on an international system? Will China abolish or change the present international system or try to build a new system or be one of the members of the system or become a leading power in the world? Can the US keep its present position? What will happen if the United States and China compete in the same level? What will happen with the new world future under Chinese running if the United States can't keep present position? The answers to these questions are of enormous importance and we will try to find the answers analyzing the United States-China relations at present times.

Keywords: *People's Republic of China, USA, International relations, New World Order, Foreign policy, Hu Jintao*

1. Introduction

China will play the main role in running the world economy. The Western world order will be replaced by the new Eastern structural system. China is well positioned as the sole representative from Asia and from the developing world among the permanent members of the United Nations Security Council. Beijing pushes for reforms in international financial institutions that would give China a much more prominent role in setting their policies. China expresses dissatisfaction with US- led management of the global economy.

Soon after taking office President Barack Obama's administration had to make changes in some aspects of their foreign affairs toward eastern and western direction. Former American administration policy toward East has been criticized by China. Last time some American politicians are stating new ideas toward the North-East Asian policy. At the same time, former US national security adviser Z .Brzezinski and G .Kissinger suggested the US – China to take the leading role in global politics by forming "G-2" alignment to deal with salient international problems. Magazine Financial Times of London has published Z. Brzezinski's article where he wrote: "The US and China by forming "G-2" has to develop the situation of the world". According to his words it is already time for China to "Shake the World" and take part in solving strategic problems of the region.

The same ideas were also mentioned by Chinese-American scholars and statesmen. According to them the relationships between the US and China are not only bilateral tie in world politics, steady US-China relations will promote to safeguard world peace and stability. Chinese authors say that they have important common interests; the US with China will run the future global order. In common, Chinese specialists believe that the US-China relations are developing.

The US should treat China as an emergent global power with its increased economic weight cause the US economic growth is getting slower (Joseph S. Nye Jr, 2010).

2. The New Steps of the Bilateral Relations

The US new Barack Obama's administration has made steps to make some changes in the US- China relations and in Asian policy searching for a new way to frame their relationship.

After the world socialist system dismissal the US became sole great power, and is trying to keep its position to rebuild geostrategic global space saving its hegemony. For this purpose the most attention is given to those states with the most important world political, economic and strategic situation. The US still remains the "sole superpower" and is jealousy trying to guard uni-polarity world not only in the region where they are manipulating, but at the same time in Asia- Pacific searching for new impulses for further development.

Washington officials consider that Asia-Pacific region was created under American interest. It goes without saying, that the US has played great role in the Far East during the Cold War. Nevertheless, China is trying to take over the US and not only trying to become its rivalry as well as trying to shake Washington authority. The most important thing for the US is to create economic and strategic base against great China.

Some experts believe that Asia- Pacific region, in the near future will turn to the scene of contest between the US and China. Economic and trade development of the region in the world share is increasing rapidly year by year.50% of the world trade and 60% of GDP share belongs to Asia- Pacific region. So, the US is searching for other methods of strengthening its influence on the region. The problem of Taiwan is a real example (Reilly, J., 2012).

Nearly for more than half century the military-political situation in the Far East and Pacific were in the attention of the world. Creation of the US military- political block during the Cold war caused some regional conflicts, especially the Taiwan problem. Since then, Washington is supporting Taiwan and the whole Asia –Pacific region. The US ability to defend Taiwan is the event of an attack by China is increasingly challenged. The US and China have to take account of the problem not to complicate the situation in Asia- Pacific region.

2.1 A Taiwan issue

Disputes on Taiwan is the sensitive issue between the US and China. Seeking comprehensive cooperation and partnership with each other will be beneficial for the US-China relation.

After the Second World War, Cairo and Potsdam declarations retuned Taiwan to China. But the contradictions between Europe and socialistic world have supported the US government to provide civil war to Gomindan government and didn't give any chance to unite the island with mainland. In June, 1950 after the Korean War has begun, the President of the US G. Truman stated: "The future of Taiwan will be determined when there is stability in Pacific and peace negotiation with Japan and when UN deals with the problem. After Truman's statement, American government has sent their seventh fleet to Taiwan to prevent it from any kind of aggression. Since that time, the problem of Taiwan has become one of the biggest disputes and contradictions between the US and China.

To improve the US-China relations three communiqués have been singed: The first communiqué (February 28, 1972), known as the Shanghai Communiqué - The United States acknowledges that all Chinese on either side of the Taiwan Strait maintain there is but one China and that Taiwan is a part of China. 2) 1978-. The US had to break its formal diplomatic relations with Taiwan, affirms the ultimate objective of the withdrawal of all U.S. forces and military installations on Taiwan as the tension in the area diminishes. 3) Deng Xiaoping and Jimmy Carter sign the Joint Communiqué on the Establishment of Diplomatic Relations, reestablishing official ties between the two countries.

However, despite Jimmy Carter grants China full diplomatic recognition, Washington soon has declared the new geopolitical game openly. Jimmy Carter has signed "Taiwan Relations Act". The Act stated: "The US has made a step to establish diplomatic relations with China, to solve Taiwan's future fate peacefully. But, any impulse of solving Taiwan problem with the help of other methods will cause great danger to the parts of Pacific region and it will worry the US". In addition to that, "For security of Taiwan people and for the defense against danger of social-economic system of island or to stand against any force, the US will provide Taiwan with defensive arms to enable Taiwan to maintain a sufficient self-defense capability, but doesn't violate the "One- China policy".

According to the Act, the US obliged to carry out two main tasks in the field of military and defense: first is to provide Taiwan with arms to build up island's defenses; secondly, to stand against force and danger and strengthen the abilities to keep peace and quiet life in island. Today The US is still continuing tradition on selling arms and military technology to Taiwan on the basis of the Act. And also, the Act is exactly giving chance to secure independence and

develop the abilities of strengthening defense of Taiwan as de- facto. In September 1992, the US made a solution to sell F-16 A/D fighter planes to Taiwan in spite of China's objections. Washington's this action has caused a new intervention to solve Taiwan problem, at the same time it has caused negative connections to build friendly ties between two great powers.

Washington continued its policy to keep distance between the island and the mainland. In September, 1994 the US began to take some measures to develop American- Taiwan relations. If we count, the US has allowed the Minister of Economic and Trade to pay an official visit to Taiwan, and also has changed the department of West American Affairs into Taiwan Economic and Cultural Representatives in America. In addition to that, the US has allowed Taiwan representatives to pay a visit to American government on diplomatic issues. The US supported Taiwan to participate in the works of international organizations. The US- Taiwan way of solving problems together has complicated American-Chinese relations and strengthen actions of building "Two Chinas" or "One China, One Taiwan" for Taipei government.

In May, 1995 the US allowed the former head of Taiwan Li Danhuei to pay a visit to America. Changing their promises to acknowledge "One China" conception, the government of America maintained Taiwan "two Chinas" or "one China, one Taiwan". In March,1996 the US dispatched two aircraft carrier battle groups to the South-East coast during the military exercises of PRC military power. That has complicated the situation in the Gulf of Taiwan. .

The Chinese side is against of any kind of relations between the US and Taiwan. The representative of Foreign Affairs of PRC Keying Xian has stated that "Taiwan problem is the most sensitive and complex issues in the bilateral US – China relationship."

Beijing considered Taiwan problem as "One or united China" conception defending own independence and territorial integrity. In turn, Beijing's this position worry not only the US, but also Japan and other countries whether China "swallows" the island.

After Chen Shui-bian elected as a president of island in 2000, Washington began to support Taiwanese "pragmatic diplomacy". With the purpose of forming "Two Chinas" or "One China, One Taiwan" and "to acknowledge two sides" was the main strategy to order diplomatic relations with other countries (Kurlantzick, J., 2002).

Taiwan democratization process and the Tiananmen Incident have caused bad impact on American public opinion about China mainland. Several business groups have called PRC's advantageous sides, while others supported the island. In addition to that, the powerful Taiwan lobby in American policy became one of the most important factors in the US.

Clinton administration considered China as one of the most important partners, but his policy was characterized as enemies than allies. Strict policy toward China has been continued under the head of G. Bush. During the presidential election G. Bush has described China as powers produced strategic contest. And then State Secretary Condoleezza Rice in her speech: "China- first of all is not a state trying to hold status – quo, it is the state trying to change balance, and on the contrary it proves China as strategic rival".

2.2 The new cooperation after September 11, 2001

American-Chinese relations changed radically following the September 11, 2001 attacks. China strongly supports the US in the war on terrorism, extremism, have worked closely on regional issues. It was good chance for China to act more freely. New relations among three countries Washington- Taipei-Beijing have been established.

From the US side a real step toward dismissing the status- quo were made at the end of 2003. According to Iraq's aggression, Washington officially has called Taiwan to give up from its sovereignty, supporting Beijing. For the US, Chinese trade-economic ties are more important than Taiwan. A Beijing and Washington trade-economic tie covers milliards.

To strengthen strategic position in the Gulf of Taiwan, the US presented Japan- American treaty for establishing security in Taiwan issues. This will develop military- strategic cooperation between the US- Taiwan relations and provide the island with an advanced arms and technology and stand against any aggression and danger (first of all from Chinese side). As a result of this, Taiwan becomes one of the US clients buying military technologies from America. Taiwan is spending milliards of dollars on this purpose.

Washington's double- standard policy has always been criticized by Beijing and they strongly declared, providing Taiwan with new arms do not maintain peace and stability in the Gulf, at the same time, it influences on the US- China relations. According to this, the US must completely stop selling arms to Taiwan.

In 2005 China passed"anti- secession 'law. China as de-facto, would prepare to resort to "non- peaceful means", if the authorities of the island tried to separate the island from mainland and declared formal independence (Lomanov, A., 2008, Fewsmith, J., *2008)*.

Washington's official representative Condoleezza Rice has sharply criticized China's new anti-secession law, which would cause further conflicts in the region. But the US did not do any actions toward China's policy, to restrict the cooperation in comparison with Taiwan. But the US administration and Pentagon regard China as a competitor, always learning China's growth in economic and military power that plays a greater role in world affairs. American military specialists reassure that China is buying advanced arms from Washington, Russia, France, Germany and today's Chinese military is a professional force that carefully analyzes the American military to identify its weaknesses.

Nevertheless, China will not use military power. According to experts of the Asia- Pacific Center for Security Studies (APCSS) conflicts between great powers toward Taiwan issues are out of the question. All sides have been using military power cause of danger.

In practice China being one of the oldest civilizations has always been willing to take on greater international roles that enhance Chinese national pride and status but do not require costs and risk. From the very beginning Chinese Empire was founded relying on realism and real strategy. Chinese civilization owns psychology of thinking and China is prepared to work in the areas of mutual understanding. 2008 Olympic Games showed the world that China had no intention of joining the island and Taiwan was referred to during the games as "Chinese Taipei," rather than "China's Taipei," as the mainland China government had proposed. Either Chinese Communist Party General Secretary Hu Jintao or new President of China Xi Jinping has declared that they are both seeking a peaceful means of joining the island with the mainland (Jacques, M., 2009, James C. Hsiung, 2009).

In world policy, conflicts among countries based on national interests are considered to be natural phenomenon. Therefore the highest pick of tensions among great powers could be viewed as global wars. The consequences of this scenario are well understood by all the sides involved. Despite the disagreements, they are making all their efforts in order to keep peace and stability in Asia- Pacific region. It is clearly seen from the statements made by state officials of two great powers. The US State Secretary Hillary Clinton has described American- Chinese relationship as "the strategic pivot of the 21st century", American statesman Henry Kissinger has stated that "I have been learning Chinese- American Relations for several ten years and I became aware that cooperation between them was as close as it is right now. Vice chairman of PRC Foreign Ministry Xui Tiakai has stated that "China and the US are being in the same boat, they have done more than any other economy, therefore to find solutions to pull the Asia- Pacific and world economy out of recession.

April 1, 2009 Chairman of PRC Hu Jintao during his meeting with his US colleague said: "Fruitful friendship relations between two countries are not only interests of two countries, it is for the benefit of prosperity of the whole world". According to Hu Jintao after Barack Obama has taken the office, China and the US relations have determined a new way to frame their relations, at the same time they could establish structural system of economic-strategic cooperation. In addition to that Hu Jintao has stated that they would demand adherence to the "one China principle" and would stand against "independent Taiwan" or "two Chinas" principle.

The US President Barack Obama reassured that they would continue relations with Taiwan, in order to improve relations, to uphold peace and stability in the island and they hoped for peaceful settlement. In addition to that, American President declared that the bilateral relations between America and China were not only interests of two countries, the future of whole world directly depended on their relations (Guoxin Xing, 2009).

The effect of relations between the US and China will affect the future world economy. It is time to build a new cooperative relationship between the US and China. Some of the global strategic issues affect all of us. For example, global recession, nuclear proliferation, energetic and climate changes that confront us demand strengthening relations between them.

3. Discussion

January 14, 2011 the US State Secretary Hillary Clinton made a statement about American- Chinese relations. She stated that The US and China relationship were facing the most difficult times and they both needed to form habits of cooperation and respect more effectively. Last two years, Barack Obama's administration has established a deep, broad, stable and positive relationship with China. They have made some good results, feeling some success and failure at the same time. If they each meet their responsibilities as great nations, the relationship of two great powers could be strong (Lyle J. Goldstein, 2012).

Several factors affect the US and China strategic rapprochement, the first factor is that they each are dependent on financially. PRC buys most of American Treasure (savings) Bonds.

China officials argue about American large amount of air forces and nuclear submarines, aircraft carries, including strategic arms and military exercises in the Pacific region. American Antimissile Defense System against nuclear

weapons development in the given region is (in the first place against Chinese nuclear missile force) and all these actions worry China. Military forces intervening in a conflict and preventing China from accomplishing its military objectives. There is not any hope for deviation from these measures of American new administration. Nevertheless Beijing is patient to American military forces against their will.

As for the US, they are concerned about cyber espionage apparently originating from China. American former director of Special Service Center Allen Dallas says: "Last time, we began to talk about red Chinese cyber espionage activities. In the future, Chinese espionage will bring great danger toward Europe. If we give real estimation, today China has become great power in the Asia –Pacific region". And he called colleagues to take measures for these actions immediately (Halper, S., 2010, Glazunov, O.N., *2010*).

The same opinion was given by Director of US Reconnaissance Center J. Klepper. "China has full opportunity of becoming rivalry for America. The US military ships are functioning over the South - China Sea, where China is keeping an eye on them. PRC side's actions trying to pull American ships out of the region are full of aggression and danger", he added. In his opinion, America will capture all dangers in twenty years (Inkster, N., 2013).

According to some factors, it is very difficult to believe that the relationship between the US and China or their rivalry never come to its order. It goes without saying that collaboration, cooperation and profitable negotiations between relationships will continue in the process of development, but solving global problems confronting humanity positively, needs much time.

There are contradictions in American actions toward China to some degree. The US in one case is trying to hinder Chinese economy; on the other hand they remember their economic dependence on China. Today PRC is an important trade partner of America. Hindering Chinese economy in some level causes to narrowing their economic spaces. In addition to that, America aims to support Taiwan independence and defend Taiwan from Chinese force in case of uniting Taiwan. As for China, they aim to improve their world authority as well as in the region. They aim to develop their cooperation actively with America, as an important part of their fast modernization. Therefore, they rather try to avoid from complicity bilateral relations.

It is not efficient for US aims, to come to confrontation or to become too close to China. In connection with this, in our opinion, official Washington will take into account the following purposes in cooperation with China:

- In case of breaking WTO rules, the US will impose embargo against Chinese firms and companies, hinder PRC economic growth, to prevent energy resources transportation which exports to China and to send American investors to the region where Chinese companies are working;
- To maintain US superiority in the field of Science and Technology, not to let purchase such projects from the US, from other developed countries(including RF) or not to let these countries purchase or get it with the help of spying, to fight against all means of spying;
- To increase number of services provide by the US Army, in comparison with Chinese National Liberalization Army from the perspectives of not only quantity but quality, to improve the works of military bases in neighborly countries, as well as uniting forces in East Asian regions, to take countermeasures against developing military power;
- They will officially constantly inform that they are always ready to support Taiwan with military aid in any situation, to elongate the determination of the national status of Taiwan.

Under such circumstances, "to provide regional security" American military forces always should be based in the region. In that case, America has the opportunity to control the situation in the region. In addition to that, by adapting bilateral and multilateral relations and cooperation to its interest, the US aims to influence the world situation from the point of their interest. Base of US military forces in the region of East Asia will become one of the important parts of American regional policy. As a result, America will defend their interest in the region by allocating American capitals in a great amount and maintaining security.

With the help of its military authority and the support of its allies, the US is controlling the world economically politically and militarily. It influence on all strategic regions of world. All these priorities are being used as a means of security.

In one of directions of the address to the people of the RK, the President of the Republic of Kazakhstan N. Nazarbayev highlighted the importance of building a nuclear weapon-free world. All new types of nuclear weapons, which are used by America in the name of security and stability, on the contrary, causes to the end of the world. All leading statesmen, leading politicians fully agree with this opinion and the given proposal of the President of the RK is supported by the whole world. Nevertheless, in April of 2011 new nuclear strategy was published in America. It was underlined that nuclear arsenal will remain one of the main ways to preserve security as one of the important means. Despite creating new types of weapons as a means of security the US cannot fully refuse from weapons (it is true not only about the US

,but also about other countries which have weapons), on the contrary new types of nuclear weapons are being created in order to realize definite tasks.

In connection with the fact that we have the global situation as it is now (China might have acted differently be it another case) China is continuing to improve military technologies with the help of its powerful economy. America is constantly reminding the world community that China is becoming a threat number one for the USA. Documents provided by the White House have stated that China is maintaining a close strategic tie with Asian countries.

Military contest between two powers have negatively influenced on the relations between China and the USA. As a result of the meeting of B.Obama and Hu Jintao in April of 2009, in London two sides have signed an agreement on American-Chinese strategic and economic ties. These agreements include issues concerning the improvement of cooperation of military departments of the USA and China and the problem of the world crisis (Davydov, A.S., *2011)*.

During the American administrative negotiations it promised to cut down its financial deficiency by two times after it improves its economic situation. In its turn China promised to widen the sphere of internal demand and strengthen macro-controls. After the London meeting many American, Chinese as well as world politicians started discussing new forms of partnership and alliance.

America was watching how, after the second decade of the XXI century China has changed its concept of the 'peaceful civilization' to 'harmonious world'. It was accepted by the American community as a strive for economic partnership during the world crisis. After B.Obama's visit to China Chinese government that was supporting the harmonious world direction agreed to improve military cooperation. Military cooperation between two countries has halted after the visit of Bush junior to Taiwan.

After the meeting of leaders in London, many articles which were published were about "G-2. In 18 of November 2009 there was a meeting between the US President and Chinese vice president Ban Xebio in Beijing. During the meeting Ban Xebio has announced that China was against "G-2". He stressed; "China is still developing country and its population is more than one and half milliard. In order to get the Modernized Country position China has to go long way. China will lead its own peaceful foreign policy and China has no intention of becoming ally with any country. The global problems should be solved not only by one or two countries' advice, but it must be solved by the participation of the whole countries" (Dobbins, J., *2012)*.

Cooperation between two countries has halted in 2010. Contradictions among American Google company; American obligation to provide Taiwan with arms; as a result, official China cut the military cooperation with Washington; Dalai Lama's official visit to America; China's human rights record, and US criticism of it, have long been major sources of friction in the US-China relationship; Cyber espionage apparently originating from China is a growing issue in the U.S.-China relationship; China has declined to impose its own bilateral sanctions and has criticized other countries for doing so; the sanction against Chinese business; the crisis in Korean peninsula; quarrels about Liu Xiaobo, a political dissident, writer and 2010 Nobel Peace Prize winner, all these scenes are halts of American and Chinese relations.

Despite the contradictions and conflicts relations between two countries, mutual distrust has escalated last years in the sphere of trade- economic, scientific- technology and cultural relations. They blame each other for growing tensions. Only economically dependence, China's economic weight, strategic intentions, and military capabilities will increasingly impact on US policy choices. Chinese holds US debt. China holds the US Treasury securities (about more than $900 milliard) according to some facts- $1 trillion), these resources are funding American low balance of payments (Savinski S.P. 2010, Etzioni, A., 2013).

The chief scientific worker of Russian Far East Scientific Academy Yaakov Berger gave his own opinion in his article: "China GDP nominal became the world's second largest economy and is close to the largest economy. If China continues its trends, they will overtake America not only in the sphere of economy as well as in the other spheres. American economy has slowed and the growth of unemployment has increased. These PRC trends aim to become the first great power. The US should welcome China; even they do not like the scenario (Yakov, B., 2012).

China is the major creditor nation and largest foreign holder of America. Last time has been crediting more than Word International Bank. And China is opening regional markets for their own goods. In this case is strengthening its influence on Europe. Today China has become "the heart" of world economy and is continuously working is of importance. China has appealed for the safeguarding of Chinese investments in US treasuries and called for policies that maintain the purchasing value of the Dollar. In conclusion, each sides are interested in warming algidity which was formed between two countries in 2010 (Bolutko, A.V., 2011, Kuznetsov, I., 2010).

Nevertheless Heads of China have agreed to ease the case of coming American companies to China and to give rivalry in the same level. The US in its turn agreed not to prevent China from exporting advanced technology products to the region. B. Obama has stated: "Chinese economic growth gives great opportunities to increase work places. We are ready to provide you with planes, cars and with computer programs".

In addition to economic issues, which have been discussed by leaders were Korean peninsula situation, sanctions against Iran nuclear program cooperation, as well the North Sudan referendum issue. The US President has tried to develop the theme on human rights. Hu Jintao has agreed that he was ready to have a talk on the issue, but he has warned to keep the strategy not to interfere in home affairs. Hu Jintao has admitted that they had to work out the issue of human rights.

In the XXI century China has become to play a vital role in international relations strongly influencing on international order. Economic growth, through which PRC took one of the leading place amongst top 10 most powerful countries, has taken permanent effect in long and short term prognosis. But China's GDP refers mostly to the country itself, at the same time GDP per capita is still relatively on a very low level about 6100 USD, that in comparison with, for example USA's GDP 8th time lesser (Brown, K., 2012, Yong Deng, 2014). Thus being one of the leading country in the World, China has a huge gaps in the domestic welfare, it means that quality of live in PRC still needs to be improved.

Geopolitically China's interests lie mostly in the region of Asia Pacific, prospective international markets of the South-East Asia are very interested in China's financial investments. But USA in its turn has a very strong position in the region, strategic alliances with Philippines, Australia, South Korea, Thailand, Japan provides sustain military presence. Generally bilateral relations between China and USA can be described as "reserved opposition". Neither of these two countries don't want to push forward existent issues such as Taiwan independence, of military rivalry in the regions. USA administration understands the importance of China's economy and potential in the region, the same about China's leaders. Both countries primarily interested in creating mutual profitable approach especially to the questions of trade and economy. Moreover, being the biggest creditor of USA, China directly dependent on fluctuations of world trade and market and USA has all tools to influence and interfere to these processes that are vital to PRC's economical growth.

4. Conclusion

Development of U.S.- China relations at the present stage allows some conclusions: Firstly, the change in the relationship is mainly due to the political independence of China and its rapid economic development, improved status in the international arena and to strengthen strategic role in the relations between the two countries. Second, bilateral friendly cooperation and common development not only provide benefits to the peoples of China and the U.S., but also conducive to stability, peace and flourishing in the Asia-Pacific region and the world. Thirdly, from the settlement of the Taiwan issue in accordance with the three communiqués directly dependent stability, improvement and development of China-US relations. Fourthly, we should resolve differences in a spirit of mutual respect and equal negotiation and commitment to a common, despite the existing differences.

Despite the political challenges, China and the United States are interested in developing trade and economic relations, which is beneficial to the two peoples and contributes to stable development of bilateral relations.

In 2012, in China the authority of Hu Jintao was replaced by Xi Jinping. B. Obama will be replace after the election in 2016. First of all, all contradictions and new issues, PRC and the US internal developments depend on new leaders' actions. Nevertheless, the world relations and the future of humanity depend on the relations of these two countries; living in peaceful Kazakhstan we wish the countries to have good relations with each other.

References

Bolutko, A.V. (2011)Relations between PRC – USA: Critical period\\China in the global and regional policy. History and modernity. Issue XVI. From ed.Sovranova E.I. M., Institute of the Far East – Russian Academy of Science,.

Brown, K., (2012)Hu Jintao – China's silent ruler Chatham house, U,.

Davydov, A.S. (2011) Chinese – American relations in 2009-2011 yy. \\People's Republic of China: policy, economy, cultures 2010-2011 yy. From ed. M.L. Titarenko. M., Institute of the Far East – Russian Academy of Sciences,.

Dobbins, J., (2012) War with China// Survival: Global Politics and Strategy Volume 54, Issue 4, pages 7-2.

Etzioni, A., (2013) Accommodating China// Survival: Global Politics and Strategy, Volume 55, Issue 2, pages 45-60.

Fewsmith, J., (2008) China since Tiananmen, second edition, Cambridge University press.

Glazunov, O.N. (2010) Chinese danger treatment.

Guoxin Xing, (2009) Hu Jintao's Political Thinking and Legitimacy Building: A Post-Marxist Perspective// Asian Affairs: An American Review, Volume 36, Issue 4, pages 213-226.

Halper, S., (2010) The Beijing Consensus, basic books, New York and London.

Inkster, N., (2013) Conflict Foretold: America and China// Survival: Global Politics and Strategy, Volume 55, Issue 5, pages 7-28

Jacques, M., (2009) When China rules the world: The rise of the Middle Kingdom and the End of the Western World, Allen Lane, London.

James C. Hsiung, (2009) From Revolutionary Regime to Normal Governance: China's Long March toward Political Reform// Asian Affairs: An American Review, Volume 36, Issue 1, pages 29-46.
Joseph S. Nye Jr., (2010) American and Chinese Power after the Financial Crisis// The Washington Quarterly , Volume 33, Issue 4, pages 143-153.
Kurlantzick, J., (2002) China: Economic power, political enigma// The Washington Quarterly, Volume 25, Issue 3, pages 59-67.
Kuznetsov, I. (2010) «Global convergence» in the context of U.S.A foreign policy strategy. International Life, №4.
Lomanov, A. (2008) Multipolar hegemony. //Global policy in Russia. Thom 6, №5.
Lyle J. Goldstein (2012) Resetting the US–China Security Relationship// Survival: Global Politics and Strategy Volume 53, Issue 2, pages 89-116.
Reilly, J., (2012) China's Unilateral Sanctions// The Washington Quarterly, Volume 35, Issue 4, pages 121-133.
Savinski S.P. (2010) China and economical crisis in USA. //Economy PRC: measures to overcome the affects of the global crisis.
Yakov, B., (2012) China: course of cautious reforms http://www.ng.ru/courier/2012-10-15/10_china.html.
Yong Deng, (2014) China: The Post-Responsible Power// The Washington Quarterly, Volume 37, Issue 4, pages 117-132.

Will the Internationally Recognizable Country Identity of Slovakia "Work" or will the Current Attempts at Unifying the Presentation of Slovakia Abroad and the Search for an Attractive Narrative End in Failure

Mgr. Andrej Kóňa

Mgr. Jakub Hollý

The Faculty of Mass Media Communication, University of Ss. Cyril and Methodius in Trnava
andrej@kona-slovakia.eu, jakub.a.holly@gmail.com

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

Nation Branding, a political and social phenomenon of the past twenty years, is often incorrectly interpreted or even reduced to country promotion. Although its history is distinctively longer, it has attracted greater attention, especially after the fall of Iron Curtain, the change of political and power structures in Europe and the recodification of relations among the countries of the western and eastern parts of the continent.

Keywords: *Nation Brand, Slovak Republic, tourism, brand identity, investments*

1. Introduction

In 2015, the Slovak Republic celebrates 22 years of independence, and the functioning of a modern state which after the Velvet Revolution tried to stand on its own feet, and experienced several missteps (even reputational), as well as successes, particularly related to integration in international structures and attracting direct foreign investments. Nevertheless, Slovakia lags behind its neighbors in many areas; according to Zaušková (2010, p. 43), " in the evaluation of PRO INNO (2009), which assesses the innovative performance of countries, we are included in the bottom group of "catching up countries" with a summary innovation index of 0.25 (the EU average is 0.45)". Similar results are also presented in Simon Anholt's Nation Brand Index, where Slovakia ranks among the last countries.

The development of the Slovak Republic has deeper roots that are not defined only by its close co-existence with the Czech nation throughout most of the 20th century. The Empire of Samo (the 7th century) and the Principality of Nitra (at the beginning of the 9th century) are some of the most famous fragments of its early history. But how are all of the facts of the development of this country reflected in improving the positive awareness about the Slovak Republic and its populace of the 21st century? How does our past in the Austro-Hungarian Empire affect the perception of our identity? Or more topically – why does violinist Niel Amstrong think that Peter Sagan, our best known cyclist, is a native of Slovenia?

2. Nation Brand of Countries

The academic community and experience have proved that you are either a traveler who thinks about which country to visit next or you are a company interested in expanding to or investing in a different country, and in the vast majority of cases, your decision is affected of the awareness of the country and feeling it evokes in you. For decades, many countries have worked on their image and brand strategic management. Israel is a good example – although no name was directly ever put on it – this country has maintained and created its image since the death of Jesus Christ. Other countries also nurture their brand. To this day, France creates a feeling of charm, luxury and love, Switzerland promotes its precision and scientific approach, Germany touts its technological skills and Italy is connected with art and historical monuments. All of these countries have been defined by their territorial integrity for centuries. But what about Slovakia?

Brand should be strategically managed with reference to values and feelings which it not only creates but also provides to its recipient. This is not a soulless graphic design. Therefore, the message related to this brand must also be meaningful and based on demonstrable or verifiable attributes. It is possible to overrate a brand for a short period of time. At best, the society which promoted the brand can top up the difference between the actual value and the value which is offered through its brand. At worst, respondents will eventually discover or become aware of this difference which can

lead to hatred for this brand.

But what is the situation with a country brand? First of all, we have to realize the striking difference between the branding of a person, a society and a country. While in the first two cases, the basic attributes can be adjusted (change the color of the hair, the forms of expression, the corporate culture or factory appearance), this is impossible for a country; or it is impossible to actually control the *brand identity*. Its image cannot be based on attracting tourists to crystal-clear seas if it is situated in the mountains far from any salt water. We must work with attributes that are available or which can be created or changed.

The people living in a given country are the second most important factor. This also includes the government. When creating country branding, the nation's people must be taken into consideration. Because they are the bearers of the brand. If the citizens led by the government fail to identify with the promoted values, it is impossible for the country to successfully apply the branding in real life. The age of the populace must also been taken into consideration when applying branding. First of all – older people are less adaptable and have different values which could be at variance with the values the state strives to promote (older farmers will only grudgingly accept the technological features of their country). Simon Anholt, the founder of Nation Brand, says that in some cases, the incorrect application of country branding can take up to 50 years to undo. His words are also confirmed by MICE expert Pádriac Gilligan, who claims that the success of branding depends on the people living in the country and their approach.

The Slovak Government began to actively talk about the designing of a brand as a comprehensive matter promoting the country in 2009, when the Government Council for unified presentation was established. Three years later, the competences related to designing Slovakia's brand were transferred to the Ministry of Foreign and European Affairs (hereinafter referred to as the "MoFEA SR") through governmental regulation and legislation (the Competence Act). This Act refers to the completion of the unified system of the presentation of Slovakia abroad with a special emphasis on the synergy of cultural values, economic interests and support for tourism. For another three years, the MoFEA SR plans to launch a tender for the designing of a unified brand for Slovakia. This was preceded by several expert studies, including two mutually related studies compiled at the University of St. Cyril and Methodius in Trnava (UCM). The result of the second study is the preparation of materials for the aforementioned tender.

3. The Right Time

Has the time come to take this relatively big step? Or, is this an unnecessarily extended status that will result in decreasing numbers of tourists and investments in Slovakia? Several branding and tourism experts have grappled with this question. However, it is generally believed that the building of a country brand affects several areas of public life. According to Bobovnický (2011, p. 86), "The branding of products and services from places and the branding of the places themselves will increasingly be seen as a key focus of marketing, as well as a crucial component of foreign and domestic policy, international relations, economic and cultural development, trade and tourism".

The last work compiled by UCM's Faculty of Mass Media Communication was based on a questionnaire located on its website along with a blog (video and text) of various famous people (Simon Anholt also made his statement regarding Slovak branding among others), where the citizens and population and other involved parties could directly give their opinions regarding the branding. The authors of this project have registered over five hundred respondents in total, the vast majority of whom are young people between nineteen to twenty five years of age. Respondents were asked for their opinion regarding iconic places in Slovakia which should promote the country; the most frequent response was the Tatras (mountain range in the north of country), Bratislava (the capital) and Kriváň (a peak in the High Tatras mountain range considered as a symbol of the nation). The survey also pertains to personalities (historical and contemporary) who have significantly influenced the creation of the country's image.

In its conclusion, this document refers to the necessity to look for a competitive product that would help Slovakia establish itself among other countries and to look for its target customer. This is a logical procedure. Even in the event of application of four attributes - Peculiarity, Diversity, Vitality and Resourcefulness - described and established through research by Oľga Gyarfášová and Marián Timoracký in their research The Branding of Slovakia; *Od ideového konceptu k posolstvám a komunikácii* (From Ideological Concept to Legacies and Communication) published in 2013.

A state cannot be promoted in any form if there is no product to be offered to the target customer. Martin Horváth, the first person who raised the subject of Nation Brand in Slovakia, says that any communication activities related to the brand of Slovakia are useless unless they are preceded by responsible work with the topic of the brand, i.e., the product. First of all, it is necessary to establish the type of product of Slovakia in an international scale and whether the country is consumable as a product. If individual parameters are competitive, it is possible to assume that communication reaches the recipient interested in it and that it corresponds with his/her requirements. In other words: is the country a relevant

product on an international scale.

At the end of the communication, there must be something for the target customer to consume – something of a physical or psychological nature. According to existing studies carried out for the purposes of the Nation Branding of Slovakia, what Slovaks perceive as the landmarks of this country that should be presented has been defined, but none of these studies has an answer to the question of why new tourists should visit our country or why foreign companies should invest here, or the system changes which should take place so that we can be perceived more positively abroad, since the creation of a country brand incorporates many aspects which need to be applied – Hexagon or the matrix designed by Simon Anholt for Nation Brand.

4. Comparison with Branding of Poland

Let's take the example of Poland for the sake of comparison. The rebranding of Poland was set for the period from 2008 to 2015. Since 1989, Poland, as an independent state, also underwent a twenty year period in which they hired experts for the Nation Brand of Poland. One of the baselines was the unifying of the graphic visual designs which always differed up to that point (for example, their logo was completely different for each EXPO year, which is also true for Slovakia). Poland built their branding on their environmental policy. In his study for Poland, Wally Olins considered the depiction of Poland as a country that is located in the East but which understands the West. Poland in general could be a bridge between West and East. But Poland decided to go for the country people do not know. The product that visitors and investors will acquire is a young unknown country with great opportunities and a market open to the West and East. The traditional culture of the East with services for the West; a cheap but well trained labor force and a stable economic and political background. Poland clearly specified and classified and began to present itself in a unified way. Pope Karol Wojtyla, who was of Polish origin, distinctively helped the Poles in building their country brand in the second half of the 20th century. According to Modrzejowski and Gálik (2014, p.1), "Wojtyla shaped the principle communio personarum (community of persons), which maintains the realization of universal community including all mankind. "The human I in these different dimensions [family, society, nation – A.M., S.G.] carries a readiness not only to think about oneself in the category we but to realize what is important for us – a social community, and also on the grounds of this community, according with its human nature readiness to realize the subjectivity of many, into an universal dimension." Such perception of society fully corresponds with the conclusions of Simon Anholt, who understands the collective good as the basic principle in building a country brand.

5. Conclusion

Slovak Republic, or the institutions founded pursuant to the Slovak laws, act independently and are not coordinated. The presidency of Slovakia is proof of that (the presidency rotates between the European Union member states on a semiannual basis), when the MoFEA SR, as an institution representing Slovakia towards foreign countries, must arrange all of the activities leading to the successful implementation of the Slovak presidency and like every other country, the creation of the logo of this presidency. The only condition for the logo from the European Council is that it correspond with the logo of the Council pursuant to established specifications. There is no such condition from the party of Slovakia. So this logo once again will not correspond with the already designed logo types or basic symbols of Slovakia. However the MoFEA SR would like to begin to promote the Slovak brand during the Slovak presidency. But it is not at all clear how or what will be communicated, even if the course of action of the Ministry is correct. However, Simon Anholt does not recommend presenting the Nation Brand through such events. During its presidency, Slovakia will not manage to present any new theme (in such short notice) that would correspond with the established new country brand; moreover, any activity would remain in the background (suppressed) by the presidency itself and by the method of negotiations. Thus, all efforts may be wasted.

Based on all of the presented factors, it is questionable if the MoFEA SR is prepared to transfer the topic of Nation Brand from academic grounds and begin to apply it in the everyday life of this country. Are the priorities and procedures incorporated in public procurement set up correctly? Should the MoFEA SR, as the institution responsible for design of the Slovak nation brand, consider the last steps and consult them with experts who have already created or re-created the Nation Brand of countries? Since we're talking about the money of common citizens – tax payers, many people will follow this process and therefore this recommendation is fully justified.

References

Zaušková A. (2010). Nástroje pre zvyšovanie inovačnej výkonnosti a konkurencieschopnosti regiónov, (Tools for improving innovation performance and competitiveness of the regions) In Communication today, FMK UCM v Trnave, vol. 1, No. 1, p. 43.

Bobovnický A. Destination branding and the impact of perceived quality and image on the loyalty, In Communication today, FMK UCM v Trnave, vol. 2, No. 1, 2011, p. 86.

Modrzejewski A., Gálik S. "Karol Wojtyla´s personalistic and universalistic philosophy of culture," in European Journal of Science and Theology, Vol.10, No.4, 2014, p. 1

Branding SR: management of public debate in communications and messages of created visual depiction in branding. A study carried out for the purposes of the Ministry of Foreign and European Affairs of the Slovak Republic. FMK UCM in Trnava, 2014

Branding SR: transforming an idea concept into visual signals, creation of visual solutions, FMK UCM in Trnava, 2013

Rhetorical Conventions in the Conclusion Genre: Comparing English and Persian Research Articles in the Field of Social Studies

Omid Tabatabaei

Assistant Professor, Najafabad Branch, Islamic Azad University, Najafabad, Iran

Leila Azimi

MA in TEFL, Najafabad Branch, Islamic Azad University, Najafabad, Iran

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

The present study examined the generic structure of the conclusion section of English and Persian Research Articles (RAs) in the field of social studies with the aim of investigating the difference between the two languages. To do so, 50 English and Persian conclusions written and published in credible leading journals were analyzed based on Yang and Allison (2003) model. Results revealed that although there was a kind of unity between the two languages, there were differences between the two corpora. Regarding the frequency of the moves, English authors utilized Move 5 (i.e., Summarizing the study) and Step 2 of Move 6 (i.e., Indicating significance/ advantage) frequently; while, Persian authors used Move 2 (i.e., Reporting results) and Step 3 of Move 4 (i.e., Accounting for results) more. In addition, results showed that the least infrequent move and step in conclusion sections of English RAs were Move 4 (i.e., Commenting on results) and Step 4 of Move 4 (i.e., Evaluating results); whereas, the least frequent move and step in Persian conclusions were Move 7 (i.e., Deduction from the research) and Step 2 of Move 7 (i.e., Recommending further research). Regarding the sequence of moves, findings indicated that English authors tended to use Move 5 (i.e., Summarizing the study) as the opening move of the conclusion section; while, Persian authors utilized Move 1 (i.e., Back ground information) as the most prominent opening move.

Keywords: *conclusion, research article, generic structure, genre, move, step*

1. Introduction

Over the last two decades, having the knowledge of genre has been acknowledged because it is required to help language learners to understand and master academic, professional, and educational discourse (Swales, 2004). In recent years, there has been an increasing interest in studies of genre analysis. In the field of English for Specific Purposes (ESP), the best-known authors are John Swales and Vijay Bhatia (Flowerdew & Wan, 2010). Their books (Bhatia, 1993, Swales, 1990) have currently influenced many research studies and they have been frequently cited in the research conducted in various disciplines.

Swales (1986) considered RAs as a genre and defined genre as a recognized event with a shared public purpose and communicative intentions which is a highly structured and standardized communicative event. This definition indicates that genre is based on the intent, positioning, form and functional value of the participants. In fact, it is something that makes them understand each other. Describing genre as a social action developed a new discipline in text analysis which Miller (1994) called Rhetorical Genre Studies (RGS). Benedict (2006) claimed that genre-based approaches should be based on both semantic micro-functions of individual words as well as social macro purposes of languages.

Several studies have been done based on genre analysis approach to compare different sections of RAs in two or more languages. For instance, Swales (1990) investigated move structure in the 'Introduction' section of ESP RAs. In a similar study, Salager-Meyer (1992) examined 'Abstracts'. Thompson (1993), Brett (1994) and Lim (2006) studied the 'Results' sections. In addition, Holmes (1997) and Hopkins and Dudley-Evans (1988) investigated the 'Discussion' section, the former in Sociology and Political Sciences History and the latter in RAs in general.

Such studies have shown that although writing conventions are common among most languages, the rhetorical moves that constitute the generic structure of an article are different from one language like English to another such as Persian depending on the field of study. Moves and steps are the units of analysis in the present study proposed by Swales (1990). As McKinley (1983) stated, moves are semantic units which have linguistic features with a uniform

purpose and content (Nwogu, 1997). Each unit has specific function by which the writer can highlight based on special communicative intention it involves. Not only does each genre have a special language in relation to other genres, but also each move contains a specific language which is applied in specific conditions. In this situation, when a Persian writer in Social Studies wants to write an English research article, a similar genre will be used. Nevertheless because of differences between the two languages, it is possible for applied moves and steps not to be identical.

In an Iranian context, Habibi (2008) studied the introduction section in RAs of the three related fields, namely English for Specific Purposes (ESP), Psycholinguistics, and Sociolinguistics, using John swales ' The Create a Research Space (CARS) model. The results of the analysis showed clear differences between the disciplines about Move 2/step 1B, but no differences in introduction sections across the disciplines of Move 1 and 3 along with their constituent steps. They found no difference in the extent of concordance between CARS and the move structure of the RAs analyzed.

However, one of the main parts of a RA is 'Conclusion' in which the writer states his or her concluding remarks. It is a common practice for readers to go to the conclusion before reading all parts of an article. This is mainly done to save time and make a decision to whether they should read the other parts of the article. The 'Conclusion' section is the last part of the article in which the writer has the opportunity to refer to the main topic and variables, reiterating the most important points, summarizing all related research, and presenting the findings of the article. Therefore, the writer should finish it in an effective way that satisfies the readers to follow all parts of the article.

Regarding the importance of 'Conclusion' in research articles, the writer should have high capability to write in a way that it affects readers' mind to direct their ideas. Because of the value of being aware of the rhetorical organization of a research article, especially in 'Conclusion' and having competence to use it, it will be a requirement to investigate the generic structure of the conclusion section. As can be seen, the rhetorical structure of RAs by native and non-native speakers is different. Therefore, the present study has focused on the 'Conclusion' sections of RAs produced and published in English journals by native English writers and Persian articles published in Persian journals. The study was intended to identify rhetorical differences between the two languages. Specifically, the conclusion section of RAs in Social Studies was selected; the researcher hoped to provide some empirical solution to the problems of genre differences in English and Persian Social Studies research articles.

2. This Study

Based on what has been mentioned, the present study was intended to compare the rhetorical structure of the Conclusions section of RAs published by Persian writers in Persian journals with the ones by English writers published in English journals. In addition, this study sough to identify rhetorical preferences used by Persian and English native speaker writers from two different scientific communities. To achieve these aims, the following research question and hypothesis are formulated.

RQ: Is there any significant difference between Persian and English rhetorical moves that constitute the generic structure of conclusion section of social studies research articles developed by such writers?

H_0: There is no significant difference between Persian and English writers in making use of the rhetorical moves that constitute the generic structure of conclusion section of social studies research articles.

3. Method

3.1 Corpus of Research Articles in Social Studies

A corpus of 50 conclusions extracted from RAs were used in this research. It included 25 Persian and 25 English RAs in Social Studies taken from leading international journals.

In order to select the journals first a comprehensive list of journals published in Social Studies in both languages was collected through net surfing and searching references in university libraries. Then the most standard journals identified by the experts in this field were selected through stratified sampling procedure. Based on the importance, relevance, and reputation of the journals, the research-oriented RAs were drawn from unequal-sized samples. Eventually, several English (Table 1) and Persian (Table 2) journals were selected for the purpose of this study

It should be noted that RAs with certain features were selected. In fact, all the RAs were supposed to contain standard sections of a research article, i.e. 'Introduction', 'Method', 'Results', 'Discussion,' and' Conclusion' or just conclusion with one to seven paragraphs. Moreover, in order to find papers written by English native speaker scholars, the nationality of the authors was identified based on their place of birth written at the end of articles or through searching the internet. Meanwhile the corpus was restricted to a period of time approximately four years to control changes in any of

two languages. Therefore, journals published between 2010 and 2014 were preferred. Tables 3.1 and 3.2 summarize information about English and Persian journals along with the number of conclusion sections.

Table 1. Details of the English Social Studies Research Articles Corpus

Journal	Field	Writer's Language	Number of Conclusion Section
Social Studies		English	1
Leadership Quarterly			6
Child Abuse Neglect			6
Procedia Social and Behavioral Sciences			2
Journal of Adolescent Health			1
Journal of Rural Studies			1
Science Direct			1
Aggression and Violent Behavior			1
Journal of Social Sciences			1
Advances in Life Course Research			1
Social Science & Medicine			1
American Sociological Association			1
Children and Youth Services Review			1
Climate risk management			1
Energy procedia			1

Table 2. Details of the Persian Social Studies Research Articles Corpus

Journal	Field	Writer's language	Number of Conclusion Section
Social studies		Persian	3
مجله علوم اجتماعی دانشگاه فردوسی مشهد			1
فصلنامه علمی پژوهشی زن در توسعه وسیاست			5
مجله علم پژوهشی جامعه شناسی کاربردی			1
فصلنامه علمی پژوهشی رفاه اجتماعی			1
فصلنامه پژوهش و برنامه ریزی در آموزش عالی			1
فصلنامه علمی پژوهشی روانشناسی و دین			1
فصلنامه تحقیقات فرهنگی			1
فصلنامه زن و جامعه			1
پژوهشنامه علوم سیاسی			1
فصلنامه علمی پژوهشی علوم اجتماعی دانشگاه علامه طباطبایی			1
فصلنامه پژوهش های راهبردی امنیت و نظم اجتماعی			3
فصلنامه مطالعات امنیت اجتماعی			2
فصلنامه مطالعات مدیریت انتظامی			1
فصلنامه علمی پژوهشی برنامه ریزی رفاه و توسعه اجتماعی			3

3.2 Procedures

There were several stages taken to analyze the data. The first stage was identification of the conclusion section of the articles through searching the final section of each 50 RAs. Nevertheless, because authors used different frameworks in writing research articles, there were different sections in different research articles. For instance, the proposed framework by some studies (e.g., Brett, 1994; Holmes, 1997; Swales, 1990) included Introduction, Method, Result and Discussion while some other researches (e.g., Graetz, 1985; Salager-Mayer, 1990, 1992; Ventola, 1992) include the alternative section of Conclusion instead of Discussion. Also, some of the articles involved both Discussion and Conclusion section and in some others the three sections of the Discussion and Conclusion and Results were included in one part.

As Holmes (1997) and also Yang and Allison (2003) believed, although these parts are mixed in some cases, their

communicative purposes are different. In the Result section, the results of the study are stated while Discussion focuses on commenting, interpreting, evaluating and comparing the results with previous works. Similarly, Conclusion usually indicates a summary of the research, its findings, some guidelines for further research as well as its implications for the related field.

Regarding the above mentioned points and the purpose of this study, Discussion and Conclusion were considered as two different parts with different functions. Therefore, Conclusion was discriminated from Discussion in each article based on its conventional and functional headings like the title “Conclusion” or certain concluding statements following the communicative purposes of the section. After this stage a corpus of 25 research articles conclusion were left for analysis in each language.

In the second stage, the move structures showing the author's intention in the conclusion section of articles in Social Studies was identified. The Moves concept was introduced for the first time by Swales (1990) in an analytical framework called the CARS model. Swales defined move as a “discoursal or rhetorical unit that performs a coherent communicative function in a written or spoken discourse" .This model was used to base move analysis of the corpus through which the textual boundaries between moves were identified. McKinley (1983) defined Move as a semantic unit related to the purpose of the writer. Also Nwogu (1997) described it as a text segment consisting of linguistic features with uniform orientation in which the boundary of each move is identified from the other based on the content, semantic, and linguistic features of text with a particular function. Considering the above-mentioned definitions, the criterion for move identification was adapted based on Nwogu's definition of move, namely content, semantic, and linguistic units. Therefore, the Move-Step method was considered as the unit of data analysis.

In order to use this method to analyze the conclusion sections, it was necessary to know how to recognize the steps in a move. Based on this model, when several texts were compared with each other, the unit of analysis was the sentence. This implied that a move was equivalent to a sentence. Moreover, each move was a segment often consisting of one or more steps along with a general function. Each step involved some more special rhetorical features which complete the function of related moves. As Holmes (1997) believed, to analyze a single text or a segment of a text, the unit of analysis was below the level of sentence. This implied that a move was smaller than a sentence or a sentence contained two moves. Therefore, following Ozturk (2007), the more salient moves were selected. In most cases, a move was equal to a sentence as the unit of analysis.

In the third stage, the reliability of the research was examined. There was not a fixed unit to identify the moves easily and it was somehow subjective. Therefore, in order to increase the reliability of the research, two other raters were asked to check the corpora independently and the results were compared. Two academic experts who were professional in genre analysis of RA were selected. Finally, for the beginning of the analysis Yang and Allison’s (2003) model was applied.

3.3 Yang and Allison (2003) Model

Yang and Allison (2003) Proposed a Model for Conclusion Sections of Academic Research Articles. This model was used in the present study in order to analyze the data.

- Move 1: Background Information
- Move 2: Reporting Results
- Move 3: Summarizing Results
- Move 4: Commenting on Results
  - Step 1: Interpreting results
  - Step 2: Comparing/Contrasting results with literature
  - Step 3: Accounting for results
  - Step 4: Evaluating results
- Move 5: Summarizing the Study
- Move 6: Evaluating the Study
  - Step 1: Indicating limitations
  - Step 2: Indicating significance/advantage
  - Step 3: Evaluating methodology
- Move 7: Deductions from Research
  - Step 1: Making suggestions
  - Step 2: Recommending further research
  - Step 3: Drawing pedagogic implications

3.4 Data Analysis

In order to find out the similarities and differences of moves and steps identified in "Conclusion" of RAs in the two languages in Social Studies, the frequency of occurrence of each move and its constituent steps were calculated and a comparative generic analysis was carried out in all selected RAs.

After comparative analysis of the generic structure of Persian and English conclusions, the obtained data were analyzed. A Mann-Whitney test was utilized in order to find probable significant differences between applied moves in both groups of English and Persian authors in Social Studies. The Persian and English articles in the corpus were coded from P.1 to P25 for the Persian articles and from E.1 to E.25 for the English ones.

4. Results and Discussion

In order to analyze and compare the conclusion sections of two corpora, the total number of moves used in each RA was calculated. Then, all of the moves which was utilized in the conclusion sections of each corpus totally were analyzed both in Persian and English RAs. Afterwards, a Mann Whitney Test was conducted in order to compare the moves used in two languages RAs conclusions. In what follows, the differences between the two corpora based on the rhetorical moves and steps used in RAs are discussed in detail. Frequency and Percentage of the Moves in Persian and English RAs conclusions are presented in Table 3.

Table 3. Frequency and Percentage of the Number of All Moves in Persian and English RAs Conclusions

Number of used Moves	English		Persian	
	Frequency	percentage	Frequency	percentage
No move	0	%0	0	%0
One move	1	%4	0	%0
Two moves	1	%4	0	%0
Three moves	9	%36	2	%8
Four moves	5	%20	7	%28
Five moves	2	%8	7	%28
Six moves	5	%20	5	%20
All seven moves	2	%8	4	%16
Total	25	%100	25	%100
Mann-Whitney Test results: Z=-2.227	**p=0.026**			

According to the results mentioned in Table 3, not only there was no RA in which the author has not used any move, but also all Persian RAs conclusions possessed more than two moves in all cases. In other words, Persian RAs of all social studies contained at least three or more moves in the conclusion sections. Most of Persian authors used four or five moves together (%28 of RAs) in the conclusion sections. However, only %16 of Persian RAs contained all seven moves together.

Moreover, Table 3 revealed that like Persian RAs, English authors tended to utilize moves in all RAs. However, %4 of English RAs included only one or two moves. In contrast to Persian RAs in which moves were used frequently, English authors tended not to use moves as many as Persian RAs. The largest amount of moves used together in English RAs were three moves (%36 of RAs totally). Furthermore, only %8 of English RAs included all seven moves in conclusion sections.

The results of Mann Whitney test indicated that the significance of the test was less than .05. Therefore, the null hypothesis of the study predicting that there is no significant difference between Persian and English writers in making use of the rhetorical moves that constitute the generic structure of conclusion section of social studies research articles is rejected.

In order to investigate the difference between the two languages further, Table 4 presented the results of the sequence of moves in the two languages.

Table 4. Results of Statistical Analysis of Moves in Persian and English Research Articles Conclusion.

	English		Persian		Variation Pattern
	Frequency	percentage	Frequency	percentage	
Background Information	9	36%	18	72%	Persian>English
Reporting Results	7	28%	22	88%	Persian>English
Summarizing Results	9	36%	21	84%	Persian>English
Commenting on Results	10	40%	24	96%	Persian>English
Summarizing the Study	21	84%	19	76%	No difference
Evaluating the Study	24	96%	14	56%	Persian<English
Deductions from Research	24	96%	9	36%	Persian<English

As reported in Table 4, Persian authors tended to open the conclusion section with Move 1, namely "Back ground information", while the preferred move for opening conclusion in English RAs was Move 5, namely "Summarizing the study". Regarding the frequency of move 1 "Back ground information" in two languages, findings was revealed that Persian writers utilized the move two times more than English writers. It is possible that Persian writers like to acquaint the readers more with the subject of RA. The fundamental communicative move in Persian RAs conclusions was Move 2 "Reporting results"; while, this move was utilized in English RA conclusions rarely. In Persian RAs, Move 2 often co-occurred with Move 3 (Summarizing results) and Move 4 (Commenting on results) that is, first, results were presented in detail, and then the total results were stated and finally the results were to be commented upon. According to the results, the Persian authors used Move 3 "Summarizing results" frequently, although in English RAs the mentioned move was applied rarely.

Comparing Move 4 "commenting on results" and constituent steps in two languages in Table 4, the following results were gained. There was a significant difference between two languages in utilizing Move 4. The mentioned move was frequently utilized in Persian RAs conclusions totally, but there was a little tendency in using the move in English RAs conclusions. Step 1 "Interpreting results" was used in Persian RAs conclusion repeatedly while, a few of English writers preferred to employ the step in RAs conclusions. The results showed that Persian and English authors utilized Step 2 "Comparing results with literature". However, the amount of usage was more in Persian RAs conclusions. Considering total steps of Move 4, Step 2 was used more than others in English RAs. In spite of the fact that English authors didn't prefer to use Step 3 "Accounting for results", the mentioned step was the most repeated one in Persian RAs conclusions. Also Step 3 was the most utilized one among the four steps of Move 4 in Persian RAs conclusions. There was a similarity between two languages in Step 4: "Evaluating result" in which the amount of using the step was negligible. Moreover, the two languages were similar in using Move 5, namely "Summarizing the study", with parallel frequency. In the two languages the move was utilized frequently.

In the analysis of Move 6 "Evaluating the study" and component steps following results were attained. Totally, Persian authors didn't show noticeable inclination to use Move 6 in RAs conclusions, whereas in most of the English RA conclusions, Move 6 was used frequently. Nevertheless, there were some similarities in using steps of Move 6 in the two languages. Step 1 "indicating limitation" was considered as an infrequent one among all three steps in both Persian and English RAs conclusions. In contrast to Step 1, Step 2 "indicating significance advantage" was the most frequent one between all three steps of Move 6 in the two languages. Step 3 "Evaluating methodology" was the least frequent one between the three steps in both Persian and English RA conclusions.

Moreover, Move 7 "Deduction from research" and the steps were analyzed in Table 4 and the results revealed as follows. Generally, Move 7 was not considered significantly by Persian authors in writing conclusion sections of RAs, whereas there was a significant tendency to utilize Move 7 in writing English RAs conclusions. The similarity of the two languages was in using Step 1 "Making suggestion" which in both Persian and English RA conclusions was utilized more than other steps of the move. It can be concluded from the results that Step 2 "Recommending further research" was the most infrequent one between three steps of Move 7 in both Persian and English RA conclusions. The frequency of Step3 of Move 7 "Drawing pedagogic implication" was equal to Step1 in Persian RAs conclusions (%24), and equal to Step 2 in English RAs conclusion (%52).

5. Conclusion

Based on the discussion of the findings in can be concluded that in spite of the existence of general unity in the moves across the two languages, there were significant differences in the frequency and the sequence of moves in the two

languages.

The obtained findings can be useful for scholars who seek to have publications in English. These results may persuade non-native students and scholars to produce more written works and publishable research articles, instead of merely using published texts in international journals. Along with the development of writing skills through genre knowledge, the scholar's self-confidence to write a publishable RA in leading journals increases. Therefore, the motivation to do further research will increase.

Another issue us that international publishing for authors in countries like Iran, where English is not the native language, needs more cross-cultural studies of academic genres and disciplines. This way the employed rhetorical structures in two languages are explained more specifically. Consequently, the difficulties of writing RAs in English, which non-native writers are faced with, are reduced.

Additionally, the results of the present study can develop writing pedagogy both in primary and advanced academic levels. There are several deficiencies in the educational system of Iran for teaching foreign languages especially in teaching writing skill. Concerning these problems in Iran, the finding of the present study, which is related to genre knowledge and rhetorical moves used in RAs, can assist curriculum designers to plan a class syllabus describing all types of genre and the rhetorical moves utilized both in English and Persian.

Like all other studies the present work had limitations. First, since the size of the corpus or the number of articles was limited, the findings of the study may not be generalized to the total population of academic authors. Therefore, the statistical verification of the observed results may not to be accurate precisely and only some tentative conclusions can be proposed. Second, the other limitation of the present study is investigating only a single discipline i.e., social studies RAs. Furthermore, the study was confined to focus only on the conclusion sections of RAs. In addition, since the present study could not have access to the individual authors of each research article, the nationality of the authors might be in question. It was impossible to find the origins or the cultures of authors.

There are a few suggestions for future research which are as follows. First, in order to do more comprehensive studies, it is suggested to analyze not only the conclusion section, but also all sections of the RAs. The advantage of such research like Nwogu (1997) and Kanoksilapatham (2005), which analyzed complete RAs in medicine and biochemistry, is that the structural relation of each section to other sections and also to the overall textual organization of the RA will be apparent. Also, such a holistic study can determine how the sections are related to each other.

In addition, further investigation can be done with regard to other aspects of genre analysis. For instance, future works can examine if there is a kind of hybridity in writing of different genres of Persian language compared to English language or not. Such studies can assist novice EFL students and non-native scholars to acquaint with the academic writing based on English conventions in international journals. Finally, the present study investigated the textual features of rhetorical moves of the Conclusion section. It would have been more efficient for future studies to also focus on textual meta-functions of the conclusion section as well as other sections of RAs.

References

Benedict, L. (2006). Genre-based teaching and Vygotskian principled in EFL: The case of a university writing course. Singapore: Nanyang Technological University.

Bhatia, V. K. (1993). Analyzing genre: Language use in professional settings. New York: Longman Publishing.

Brett, P. (1994). A genre analysis of the Results section of sociology articles. English for Specific Purposes, 11, 33-49.

Flowerdew, J., & Wan, A. (2010). The linguistic and the contextual in applied genre analysis: The case of the company audit report, English for Specific Purposes, 29, 78-93.

Graetz, N. (1985). Teaching EFL students to extract structural information from Abstracts. In J. M. Ulign, & A. K. Pugh (Eds.), Reading for professional purposes: Methods and materials in teaching languages (pp. 123-135).Leuven: Acco.

Habibi, P. (2008). Genre analysis of research article Introductions across ESP, Psycholinguistics, and Sociolinguistics. IJAL, 11(2), 87-111.

Holmes, R. (1997). Genre analysis and the social sciences: An investigation of the structure of research article Discussion sections in three disciplines. English for Specific Purposes, 16(4), 321-337.

Kanoksilapatham, B. (2005). Rhetorical structure of biochemistry research articles, English for Specific Purposes, 24, 269-292.

Lim, J. M. H. (2006). Method sections of management research article: A pedagogically motivated qualitative study. English for Specific Purposes, 25, 282-309.

McKinley, J. (1983). An analysis of Discussion sections in medical journal articles. Unpublished M.A. dissertation, University of Birmingham, UK.

Miller, C. R. (1994). Rhetorical community: The cultural basis of genre. In A. Freedman, & P. Medway (Eds.), Genre and the New Rhetoric. London: Taylor and Francis.

Nwogu, I. (1997). Page to screen: Taking literacy in to the electronic era. London and New York: Routledge.

Salager- Meyer, F. (1990). Discourse flaws in medical English Abstracts: A genre analysis per research- and text type. Text, 365-84.
Salager-Meyer, F. (1992). A text-type and move analysis study of verb tense and modality distribution in medical English Abstracts. English for Specific Purposes, 11, 93-113.
Swales, J. M (1986). A genre-based approach to language across the curriculum. In M. L. Tickoo (Ed.), language Across the Curriculum (pp.10-22). Singapore: RELC.
Swales, J. M. (1990). Genre analysis: English in academic and research settings. Cambridge: Cambridge University Press.
Swales, J. M. (2004). Research genres: explorations and applications. Cambridge: Cambridge University Press.
Thompson, D. (1993). Arguing for experimental "facts" in science. A study of research articles Results section in Biochemistry. Written Communication, 10(1), 106-128.
Ventola, E. (1992). Writing Scientific English: Overcoming intercultural problems. International Journal of Applied Linguistics, 2, 191-220.
Yang, R., & Allison, D. (2003). Research articles in applied linguistics: Moving from Results to Conclusions. English for Specific Purposes, 22, 365-385.

Systems of Values of the Young People: Comparative Analysis of a Research in China and Kazakhstan

Svetlana Mikhailovna Puzikova

Doctor of Pedagogical Sciences, Assistant Professor of Sociology
Professor of General and Ethnic Pedagogy of Al-Farabi Kazakh National University

Mikhail Fedorovich Puzikov

Doctor of Historical Sciences, Professor of Sociology and Social Work of Al-Farabi Kazakh National University
Addressee's Post Code: Republic of Kazakhstan, 050040, Almaty, al-Farabi Ave., 71, al-Farabi KazNU;

Natalia Mikhailovna Kudro

Doctor of Social Sciences, Professor of Command and Control and Staff Duty Department of the Academy of Frontier Service of the Republic of Kazakhstan

Larisa Abatolievna Biryuk

Candidate of Educational Sciences, Associate Professor of Pedagogy and Psychology of the Higher Military School of the Academy of Frontier Service, addressee postal code: Republic of Kazakhstan, 050020, Almaty, Dostyk Ave., 103

Zhang Cao

1st Year Master's Student in "Pedagogics and Psychology" of the Department of Philosophy and Political Science of Al-Farabi Kazakh National University, Addressee Postal Code: Republic of Kazakhstan, 050040, Almaty, al-Farabi Ave., 71, al-Farabi KazNU

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

"The article analyzes the results of interdisciplinary research that includes exploration of similarities and differences in the systems of values of school students in two rapidly developing countries, which have identical problems and achievements in the field of education. The purpose of research is to determine the extent of collectivist and individualistic traits in the public consciousness of schoolchildren between the two countries, taking into account the influence of developmental trends of modern society and the system of general secondary education. Topicality of addressing the problem of increasing the level of spiritual development of young students is raised by a wide range of domestic and foreign experts. It often focuses attention on objective inevitability of channeling the work of school facilities towards practical activities of school teachers that in the eyes of young people restores traditional values that define the continuity of people's culture, play central part in shaping humanistic qualities of a person of the younger generation. The article highlights the main trends in the formation of the system of values of modern school students, their likes, and cultural preferences, indicating a ratio of individualist and collectivist culture features at a particular stage of development of society, the similarities and differences in the value consciousness of school students in the two countries. The authors support the idea of the development by modern school of a communitarian personality type that combines essential quality of individualist and collectivist culture".

Keywords: *"Values of young people, system of value of school students, activities in the educational sphere, humanistic personality, value consciousness of an individual, communitarian personality type, individualist and collectivist type of culture".*

1. Introduction

Values are commonly understood as a list of specific material, spiritual or natural objects that are of interest and the goal to achieve by individual or society. These are visions of individuals or groups of people of what is desirable, acceptable, good or bad. Differences in values are an important key to understanding the culture of a society and its further development. Systems of values are perceptions by which a person is guided in the world, determines his/her immediate

and long-term goals in life and how to achieve them, having a selective approach to the set of values that specific culture offers. Methodological basis of the study of the system of values are built in the works of major representatives of foreign and domestic science: N. Machiavelli, K. Marx, Emile Durkheim, Berdyaev, E.Giddens, T. Parsons, A.S. Panarin, S.N. Ikonnikov, V.T Lisowski, A.A. Kozlov, Y. S. Kolesnikov, Abdyrayymov G.S. and others. In China, the problems of development of values and frames of reference of the youth were studied by Deng Xiaoping, Chen Yizi, Zhang Zemin, Zhang Weiming, Zhang Xiangguo and other scientists - researchers and practitioners. But no due emphasis is put on the analysis of the system of values of high school students, comparative mental analysis of perceptions of pupils from different educational systems, whose values must determine the construction of educational programs and plans, as well as mass cultural events. We should note immediately that social scientists offer different classifications and approaches to the study of values and systems of values in general, each of which has its own peculiarities, logic and value (Bayeva L.V., 2003). Thus, one of the founders of axiology Rickert offers division of values into six classes: logical (in academic achievements), aesthetic (in art), mystical (in worship), religious, moral, personal; philosopher and psychologist, H. Münsterberg proposes distinguishing two types of values - life (eg., love, happiness) and cultural (eg., poetry, music); French axiologist, I. Gobry, highlights the main four values: usefulness, beauty, truth and goodness. American sociologist, N. Smelser, identifying values as beliefs shared in a society (community) about the purposes which people should strive for, and main means to achieve them, divides them into two main categories: the terminal and instrumental (Smelser N., 1994). We could continue the list of methodological approaches and classification, proposed by scientists. But all researchers, regardless of the subject area, differences in classifications and approaches are united in the fact that eastern and western cultures have different systems of values. In Eastern culture, priority is given to the values of teamwork, unity of man and nature, man and society, respect for parents and elders, self-improvement attitude, changing oneself, and not the outside world. In Western culture first place is given to the values of individuality, career, business success, efficiency, competition and money. Thus, values perform overall strategic regulation of individual behavior in society, while systems of values of an individual characterize the tactical choice of his or her interaction with the environment. In this regard it seems important to find out how clearly social mind of the modern school student defines the features of collectivist and individualist culture. As a conscious regulator, which plays a motivational role and characterizes the moral choice of every individual, systems of values of young students allow to determine the scenario of the near future of any society, the possibility of adjusting the work not only of school facilities, but of all social institutions in order to enhance humanitarian component of their activities.

In our article we are going to adhere to the classification of values and methodological position of B. Erasov, who identified six major groups of values that, in our opinion, clearly establish the dominant ideas of value consciousness of a young person: 1) vital - life, health, safety and well-being; 2) social - family, discipline, hard work, entrepreneurship, wealth, equality and patriotism; 3) political - civil liberties, rule of law, constitution, peace and tolerance; 4) moral - goodness, love, honor, decency, respect for elders; 5) religious - God, faith; 6) aesthetic - beauty, style and harmony.

Based on this, we will build a comparative analysis of systems of value of school students of the two countries who have great potential in rapprochement and mutually beneficial cooperation in many areas of social practice.

Study of systems of values of senior school students provides an important basis for improving socialization mechanism in the society as a whole. It was no accident that we decided in favor of studying students from graduating classes in China (PRC) and Kazakhstan (RK). The countries actively cooperate in many fields relevant for social growth and development. Over the long term there is a broad exchange of the students load, professional staff, and close cooperation in the economic field and provision of security in the world community. Study of the systems of values of young people is important for the future of the countries in terms of convergence on a common Eurasian economic space, developing relationship of the BRICS countries, closer cultural and educational cooperation and exchange of the resources between them. For the two countries the exchange of best practices is important in terms of creating an effective education system that does not only ensure high-quality training of professionals in the conditions of tough competition, but also an individual that preserves traditional values of its nation, ensuring stability and spiritual priorities for ultimate purposes.

A well-known British sociologist, Anthony Giddens, repeatedly drawn the attention of the world community to a significant transformation of values in many modern societies, increased aggression and proneness to conflict due to lack of proper cultural interaction and mutual influence that result not in a tendency to be isolated (localization), as it is at present, but to understand and convergence, which is inevitable in the context of globalization of the modern world. The scientist pays a lot of attention to comparative analysis of social processes in different cultures and communities, in the countries of the “core” of the modern world system and in the “second” and “third” worlds. He analyzes positive processes in the capitalist and socialist societies, as well as gaps in these world orders. The scientist attempts to find a compromise in determining future development of modern civilization (the Third Way). Naturally, the issue of forming a new type of

person is determined, resulting from social search for a way out of spiritual crisis (Anthony Giddens, 1998).

Now it is time to pay more attention to the development of individual's sociability, their moral and spiritual purity, collectivist basis in modern society, understood as active involvement of each individual in addressing social problems. Leaders of China and Kazakhstan attach great importance to problems of development of the desired qualities and training of younger generation. For example, Kazakhstan's President, N. Nazarbayev, in Republic's long-term development program, "Kazakhstan Strategy – 2050" stressed: "What our country is going to be like in the future directly depends on what we are going to foster in our children today... Training of children is a huge investment in the future" (Address of the President of the Republic of Kazakhstan, the Leader of the Nation, Nursultan Nazarbayev to the people of Kazakhstan "Strategy" Kazakhstan-2050"). To educate means to deliberately teach socially important social behavioral skills and values. Secondary school, unlike higher education institutions, brings a person up by way of student team, its social, moral and psychological climate, creating mindset and guidelines through a "hidden agenda", forming collective qualities and mindsets that are sought-after in the culture of the social medium. This is the value of school education at a secondary level, during the period of active socialization of an individual, preparing for *independent activity*.

The moral of the Chinese people "is the fundamental measure of increasing basic qualities of the nation and is extremely important for the development of the national spirit, the formation of positive social and moral practices, promotion of harmonious development of material and spiritual culture and in the great task of comprehensive progress towards the building of socialism with Chinese specificity" (Bazarova A.N., 2009, p. 33). In this process, in contemporary China, secondary school plays a role of foundation of national culture through strict and consistent transfer of traditional principles that defend moral, unity of the nation in the preservation of morality as the basis of humanism.

Nowadays, all scientists agree that education is a process of deliberate and systematic development of a person in accordance with the cultural patterns that are in effect in the community and with a focus on their current and future state.

How is this process taking place now? We make an attempt to describe the effect of socialization process and of social environment on high school graduates between the two countries.

2. Research Procedure: Survey, Qualitative Analysis of the Results

Selection of Chinese school students was due to a combination of locations of Harbin and Gueydzhou schools in industrial centers. Gueydzhou School is a small provincial town in China. Sample group of schoolchildren in the Republic of Kazakhstan was determined by possibility to analyze values of school students from different educational environments of Almaty (as a developing industrial center) and suburban schools that can be called small country schools. Total of 186 Chinese students were surveyed, graduates of 12th grades of higher secondary schools in the city of Harbin (school №24) - 58 respondents, Shenyang (School №27) - 65 students, Gueychzhou (school №2) - 63 students. Survey among Kazakhstani school children was carried out in 6 schools in Almaty (graduates of 11th grades), Secondary School №132 - 30 students, Secondary School №68 - 30 respondents, secondary school №70 - 24 graduate, Haileybury private school, Almaty - 40 students, 15 public school of Ili Region (suburban schools) - 30 graduates, Belinsky secondary school, Almaty region - 30 respondents. Total - 184 students.

Hypothesis of the study: 1). Systems of values of Chinese school students primarily manifest features of collectivist culture that dominates, successfully competing with the values and norms of popular culture;

2). Sustainable presence of traits of a collectivist culture is largely due to enhanced component of humanitarian preparation of students;

3). In value consciousness of Kazakhstan's graduates, dominant position was taken by features of individualistic culture;

4). Traits of collectivist culture are strongly pronounced on individual values components that are associated with the great historical past of the nation.

3. Research Results

In our study we tried to define priorities when choosing the values for Chinese and Kazakhstani students. Despite the fact that Chinese and Kazakhstani students have differences in the educational process in terms of duration of training, number of students in classes, and some differences in the methodological and domestic aspects of teaching process support, through a learning process, school and education policy aims to preserve traditional values of the nation as the core of its spirituality and, at the same time, to be innovative following the time.

Comparative analysis of value consciousness of school students between the two countries has shown that life-purpose values differ significantly (Table 1). There is a similarity in appreciating building a happy family. This gained most

respondents in the two countries. Next in importance for respondents were such ultimate values as "doing something you love" – 20,23% (PRC) and 24,46% (Kazakhstan) and "making oneself useful in serving people" - respectively – 16,13% and 17,03% .

About equal desire to take "high position in society". Typically occurring was the absence of prevalent attention to acquiring riches and holding high status positions.

In Kazakhstani schoolchildren the desire to become a rich man is slightly more pronounced, while winning the respect of others is more pronounced in the opinion of Chinese school students (Table 1).

Table 1. "You do you see as the meaning of life?"

ПП№	Options	Chinese School Students (in %)	Kazakhstani School Students (in %)
11	Becoming rich	8	10,98
22	Doing something you love (profession-wise)	**20,43**	**24,46**
33	Building a happy family	**24,73**	**31,46**
44	Making oneself useful in serving people	16 ,13	17,03
55	Winning the respect of others	17,74	8,15
66	Taking high position in society	6,99	5,95
77	Other	"building a better life" - (4,84), "век живи, век учись" – focus on life-long learning (1,08)	1,9 – "fulfilling the dream of your family", "creating my own talk-show", "communication with people", "fellowship"; no answer - 4,17

Let's look at some specific systems of values and ideals that are particularly attractive to school students.

Almost half of the Chinese schools' graduates (45,70%) would like to be like the heroes of their national history, famous historical figures of their country. Moreover, students have named a lot of strong individuals of ancient China (Table 2).

Table 2. Responses of Chinese school students to the question "What historical figure or a contemporary known to all you would like to be like. Explain why did you choose him?"

item/№	Individual	Status in Chinese society	% choice
1	Zhuangzi (V в. до н. э.)	Founder of Daoism philosophy	2,15
2	Confucius (around. 551-479 B.C.)	Great Chinese thinker and philosopher	4,84
3	Cao Cao (155 — 220)	Chinese commander, author of works on military art and a poet; first minister of the Han Dynasty	2,15
4	Li Shimin (599-649)	Emperor under the rule of Li Shimin, second emperor of Tang dynasty, ruled in 626-649.	2,69
5	Kangxi (1662-1722)	Emperor from Qin Dynasty	2,69
6	Wu Zetian (624-705)	The only empress in the history of China	2,15

Among well-known representatives of Western culture, science and art, Chinese school students have named such figures as Socrates (1,61%), Newton (1,61%); Einstein – 2,15%, Shakespeare – 1,61%, Van Gogh – 1,61%; other – 11,29%. Among modern pop stars and sports ideals, the following were named as role models to follow: Taiwanese musician Zhou Jielong-2,15%; TF Bous and EXO-M Music bands – 2,15% respectively; actor Jackie Chan – 1,61%, as well as sports stars (mainly domestic).

Well-known economists and entrepreneurs have also become role models: Ma Yun (Chinese businessman, founder of "Alibaba Group" - 3,76%) Li Jiacheng, Li Ka-Shing (multi-billionaire, founder of Cheung Kong Holdings) - 3,23%, Brin (Last name) and Page (Last name) (the founders of Google) - 4,3%, Bill Gates – 2,69%, Steve Jobs - 3,76%, other less publically known individuals – 13,44%.

In general, politicians, scientists, generals, poets and artists as role models are presented in 45,70% of choice, contemporary sports and pop stars were named in 23,12% cases, business representatives - 17,74%, others accounted for 13, 44% of respondents' choice. There is hardly any explanation to the respondents' choices, one main one is that these people are known in the Western world, and particularly, their status (role) in the development of Chinese society.

Situation with Kazakhstani schoolchildren is somewhat different. The list of individuals worthy of respect and emulation, primarily includes politicians (33,33%) and representatives of mainstream culture (20,83%). Among political figures and military leaders were such figures as Margaret Thatcher, N. Nazarbayev (1,08%); Putin - 1,08; Medvedev – 0,54%. From well-known individuals of the past the students named Leonardo da Vinci- 1,25%, Alexander the Great - 1.62%; Napoleon, Che Guevara, Stalin - 0,54% each, respectively. Among representatives of contemporary pop artists and movie stars they named J. Biber, M. Monro, A. Jolie, et al. Other choices (45,84%) pointed to little-known figures in

broad history, even characters of feature films or books (for example, Chingachgook, Sherlock Holmes).

Moreover, actors, singers and musicians collectively accounted for 16, 67%; parents - 3%, athletes - 1, 67%, writers - 11%, historical figures - 14.79%.

To which extent modern literature and cinema, who, as we know, play a very important role in the structuring of value priorities, take part in formation of value orientations.

Chinese school students are primarily interested in domestic publications: modern Chinese literature (51, 16%), works of representatives of ancient Chinese intellectual thought - 15.,9%; 26,34% read foreign literature; 6,45% of respondents are interested in different types of art of declamation (legends, parables, etc.).

Kazakh students mostly read foreign literature (50,84%). Of domestic publications (20,83%) they prefer and know classic literature: works of A.S. Pushkin - 42%, M.Y.Lermontov - 7%, L.N. Tolstoy - 6%, A.P. Chekhov - 3, 3%, F.M. Dostoevsky – 2,5%, Esenin - 7%; among Kazakhstan's authors they named the works of the great Abai - 5%, M. Mukataeva – 2,5%, M. Zhumabayev – 2,5%, I. Altynsarin – 2,92%. From foreign authors Kazakhstani schoolchildren named: Omar Hayyam - 2.5%, Murakami, Sparkas, Boris Akunin – 2,92%, and others. "I do not read" - responded 15,83%. The latter figure is frustrating when you think that not so long ago, Kazakhstan was one of the most reading countries in the world.

Thus, there are significant differences in the preferences of Chinese and Kazakhstani school students. Chinese school graduates prefer to read "their own", while kids in Kazakhstan prefer foreign literature.

In one of the studies conducted in eleven countries, the task was to analyze the impact of television on daily life; they compared activities of those who have a TV, and those who do not. The study was conducted in the United States, in a number of Western and Eastern European countries and in Peru. Respondents were asked to list all of their activities during 24 hours. In all countries, TV owners gave less time than others to hobnobbing, fellowship, household errands and sleep (Giddens E., 1999, p.317).

What is the impact of the media, particularly TV, on the outlook for almost a young adult? What is the range of interests of young people?

Kazakhstani schoolchildren are more interested in comedy and science fiction, which give a lot of positive thrills. In Chinese schools students are more prone to TV series, romance and action films. There is obvious impact on the tastes of common samples of popular culture.

Entertainment, music programs occupy central place in the selection of feature films and TV shows that both Chinese and Kazakhstani school students would prefer to see (Table 3,4).

Table 3. What type of feature films appeal to you the most?

ПN№	Options	Chinese schoolchildren (in %)	Kazakhstani schoolchildren (in %)
11	Detective films	9,68	10,74
22	Romance, TV Series	**18,82**	17.65
33	Action films	**15,59**	5,54
44	Science Fiction	9,14	**19, 91**
55	Old movies	4,84	3,02
76	Horror, thrillers	8,60	11,44
77	Comedies	6,45	**23, 92**
88	Domestic films	8,06	6,16
99	Other	"Anime" - **18,82**	"Anime"- **1,62**

Table 4. What TV programs do you prefer to watch when you have free time?

ПN№	Options	Chinese schoolchildren (in %)	Kazakhstani schoolchildren (in %)
11	News, political programs	20,43	20, 71
22	Entertainment, music programs	40,32	35,42
33	Feature films	26,88	28,21
44	Educational programs	12,37	14,5
55	Other	0	Don't watch any – 1,16

We note that school students are much less interested in news programs, socio-political programs that provide information of today and programs that develop intellectually.

For analysis of the respondents' personality they were asked the question: "What does a man need to feel happy?"

For Chinese students it is, above all, a "good and strong family" (22,58%), just as it is for Kazakhstani students (58,1%). But after that the values differ. For Chinese graduate it is "a prestigious, well-paid job", for Kazakhstani students it is "confidence in the future" – 16,1%. An interesting occupation that one enjoys is important for both categories of students: 19,81% (PRC); 9,7% (PK). "Good conscience" is more important for Chinese students (14,51%) than for Kazakhstani (7,1%), as well as the belief that "you should always do what is right".

How strong is individualistic mindset in the behavioral culture in a social medium? Both Chinese and Kazakh graduates demonstrate obvious dominating desire "to stand out, to be a strong personality": 67,20% (PRC) and 70,5% (PK). The "being like everyone else is better and easier" mindset is much weaker: 32,80% and 29,5%, respectively. It is no accident that E. Giddens noted that in the midst of globalization there is a shift towards a new individualism that encourages people to express their own individuality (Anthony Giddens, 2005, p.64). We observe the presence of a "conflict of values" self –reliance - achievement - hedonism - kindness.

How well-developed are senses of social responsibility and patriotism in young people?

Most students are unanimous in their opinion that the statement "Think about your Motherland first and only then about yourself" is not always true: 36.55% (PRC); 40.1% (RK) (Table 5).

Table 5. What do you think about the following statement: "Think about your Motherland first and only then about yourself"?

item/№	Options	Chinese school students (in %)	Kazakhstani school students (in %)
11	This corresponds to my life philosophy	15,59	29,1
22	This statement is not always true	36,55	40,1
33	This statement is outdated	30,64	13,91
44	This does not comply with my views	17,20	12,83

Attitude towards action to protect the interests of the country also differ.

Which deed do students agree to perform in order to prove their loyalty to their Motherland? Chinese students gave the following answers: devotion to the Motherland is, first of all, "the knowledge of your national culture, history and traditions" – 65,05%; 34,95% of respondents mentioned honoring national symbols of the country (flag, anthem, national emblem), of important milestones in the development of the country, knowledge of the natural environment in China, its resources, socio-demographic characteristics, basic processes occurring in the country, inter-ethnic problems, national traditions, knowledge of the laws of the country and performing your duties and exercise of granted rights.

For Kazakhstani school students patriotism are specific actions: "going to military service" – 13,44%, "participation in military service", "if necessary – defending it" – 10,59%, "to even die for your country; anything it takes"- 18,87%; "to become a highly educated man" – 3,33%; "make a significant contribution to the development of the country" - 10%, "not a patriot" – 7,22%; "no answer, and I do not know" – 36,55%.

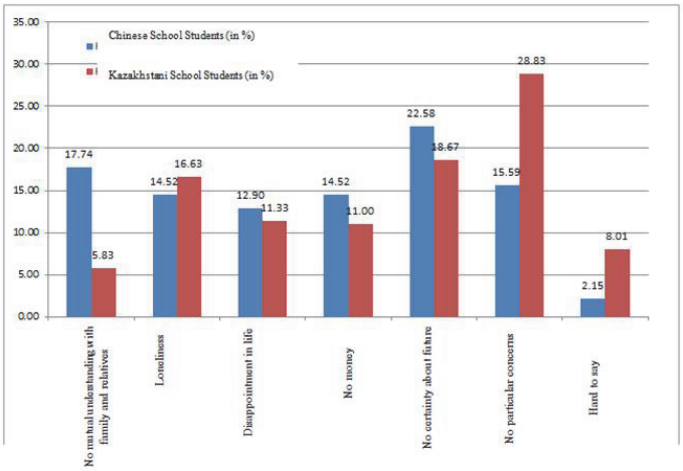


Figure 1. What are your major concerns today?

For Chinese students, patriotism is respecting history, national symbols of the country, knowledge of its culture and law-abidance, while for Kazakhstani schoolchildren it is, above all, self-sacrifice, willingness to sacrifice their own interests for the good of the Motherland.

What do young people mean by patriotism? “Love of the country and of its people” – 47,31%, “national pride” – 44,09%; “exercise of self-esteem” – 8,60%. This is the opinion of Chinese school graduates.

School students of the two countries have much in common in understanding patriotism as a personality trait. 56,22% of school students of RK also understand this feeling as “love for the Motherland”. “maintaining the honor and dignity of the status of the country” – 13,33%, “being loyal to the Motherland, ability to defend the country, determination of the person” – 5,01%. However, 25,44% of Kazakhstanis do not have a ready answer.

Penetration of individualism as a life stance becomes more obvious when a young man either does not think, or is not ready to think about the fate of society and his role in this process.

What are the greatest concerns of today's high school graduates *today*? You can trace it using a graphic image made based on the survey results (Figure 1).

Chinese school students are more concerned about “insecurity about the future” - 22,58% (compared to 18,67% of survey respondents in Kazakhstan).

“No particular concerns”, - said 28,83% of Kazakhstan’s children. They feel a burden of “loneliness” - 16,63%.

“Disappointment in life”, as an attitude towards the existing reality in the very beginning of life is equally inherent in both categories of school students: 12, 90% (PRC) and 11,33% (SC).

Which social institutions could take on a supporting function amid moral choice? Are religious beliefs a social tool that affects the behavior of an individual student? We asked respondents a series of questions that were meant to identify their feelings about religion, philosophy, atheistic orientation or piety. What role, in the opinion of respondents, does it play in social life? (Figure 2).

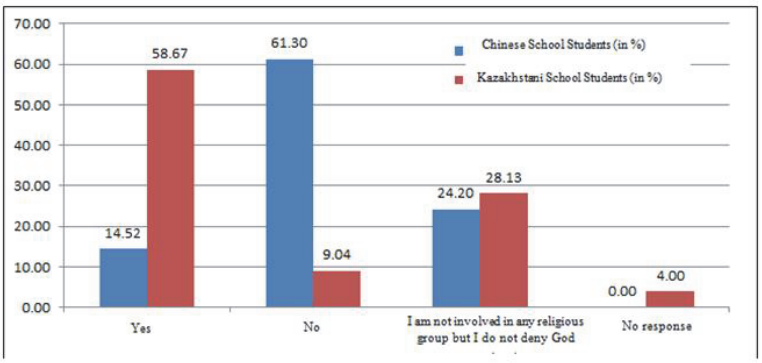


Figure 2. Are you religious?

The survey demonstrated that the majority of Chinese respondents rely primarily on themselves and are atheists, unlike Kazakhstani respondents (Figure 2). The unity of opinion is observed when it comes to the belief that each person needs to believe in something, no matter what religious beliefs they hold. School students believe that in the name of morality and protection of morals, religion can act effectively as a socializing factor. Answering the question “Does a person need to believe in God?”, 46,24% of students from China responded “Do not know”, 23,12% - “Probably does because each person needs to believe in something”, “I think they do, because it stops people from doing evil”- 12,37%, “They do, because it makes a person better”- 13,44%; “It is not necessary, because it enslaves him, depriving of freedom” - only 4,84%. Summarizing the responses of Chinese respondents we should note that most of them primarily reply on themselves.

A completely different picture is seen in the views of Kazakhstani students, most of whom believed that religion should perform an important role as a social mechanism in regulating relations between people (Figure 3).

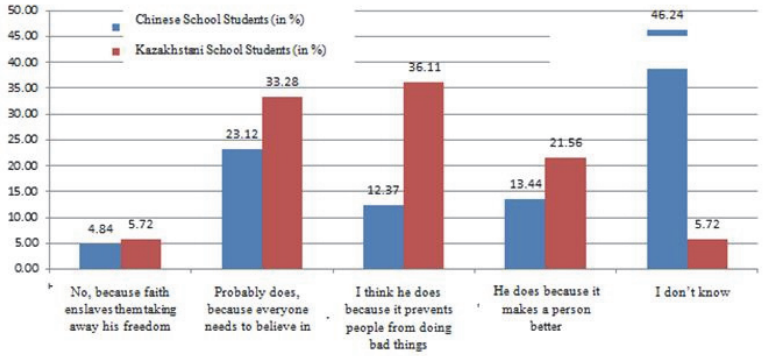


Figure 3. Do you believe that a man needs to believe in God?

Chinese school students are less critical in how they see the reforms and changes happening in their country. Answering the question: "How would you describe the transformation taking place in your country?" most of them - 41,94% - said "need to work more, then we will succeed" (versus 23,13% in schoolchildren of Kazakhstan), "These changes are for the better" – 32,06% (versus 10,25% of Kazakhstani students). 16,13% of Chinese students and 25% of students from RK found it difficult to assess.

Answering the question: "If you knew for sure that nobody would ever know about what you did, would you be able to break the law?" - The majority of Chinese students responded negatively – 58,60%; Kazakhstani students were less definite: only 20,79% of them said "no". As is known, culture includes the values carried by members of a specific group, standards that govern daily activities of individuals. Standards represent "do's" and "don'ts" of social life. To what extent are young people willing to cross the line of what is permitted, in a way characterizes the culture of society as a whole.

4. Discussion

Traditional values, cultivated for centuries and supported by public institutions, are an important and always relevant component of the content of school education, a constraining factor in the spread of destructive forms of thinking and behavioral mindsets of a person living in an unstable world subject to cultural threats.

Person's education and culture are the most important status characteristics of a modern Chinese; they have become a kind of "religion", the basis of personal culture, therefore the culture of modern China has been subjected to attacks of mass culture, immorality of market psychology, and generally is withstanding the onslaught of aggression, unpredictability and risk as a consequence of globalization processes.

For centuries China has cultivated respect for moral values, every citizen must strictly adhere to obligatory principles: caring for minors, respect for elders, duty, sincerity and honesty, which are considered to ensure peace and harmony in society. These human qualities are traditionally valued above all else and are top priority in the public consciousness. Process of learning in the Chinese high schools is built on these principles. The most important goal of education in China is nurturing in the students of *juizi* highly moral qualities, which refers to the ideal embodied in the image of a noble man. It is in the process of learning, Confucius thought, that man becomes better and more ethical and seeks to remedy shortcomings and unworthy acts. Therefore, moral upbringing and development of ethical standards since olden times occupied a priority position in the Chinese education system and represents its strong "trump card".

Chinese teachers actively redefine the experience and ideas of advanced foreign educational systems and schools. The effects of pedagogical reforms in other countries, updated content of their own education, forms and methods of training, rapidly improving technology of educational activities, combining the effectiveness of training and business and moral components in the development of a person. The country successfully applies advanced innovative techniques that have almost been forgotten, or are not widely used in the homeland of their creators. An example is the education system of V.F.Shatalov that allows to, while saving precious years develop a love of knowledge and learning throughout life, and trains a person not for any narrow area of professional field in the future (Volokhova E.A., Yunkina I.V., 2004, p. 241-242).

In China since ancient times, high status of educators has been thoughtfully maintained. Since 1993, a special law

on teachers was adopted, which established the rights and responsibilities of teachers, requirements for their employment and their social guarantees. During the period of reforms in the country, teachers' salaries increased by an average of 15 times and exceeded 31 thousand Yuan (4840 dollars) per year and 15 thousand yuan (2340 dollars) for teachers of primary and secondary schools. As a result, China has become the country with the world's largest body of teachers (Fu Xiao Xia, 2000, p.93), which, incidentally, is comprised of the best scientific forces of the world.

Thus, the government of the country and its leadership constantly improve the mechanism of interaction between the government, the public, family and educational institution, developing a favorable social climate that promotes continuous improvement of the educational system, which also provides the opportunity to learn at any age. This practice is used for training teachers in Kazakhstan.

Collectivist type of culture, inherent in educational system of both China and Kazakhstan, is subjected to thorough "attacks" of individualism and mass culture, but is not destroyed. The hypotheses delivered by the authors have been confirmed in the course of the study. But in Kazakhstani schoolchildren individualism as life stance is more pronounced.

So, we see that today's younger generation of China has an awareness of the importance of cultural values of the country, its history, moral ideals, but there is a significant influence of "Westernization" in terms of tastes and preferences when there is equal choice – "for myself" or "not only for myself". Tradition, knowledge of which is provided by an in-depth study of history, literature, art of one's people, respect for all periods of its development, since ancient times, is a kind of talisman of morality and social responsibility of Chinese school students, it is a spirituality talisman.

Cotemporary Kazakhstan researchers observe significant value difference between older and the present-day generation . The regularity of social environment succession has been abused, the notion of Motherland lost its essential content, devaluated (Abdikakimov M.T., 2014, p.66-67)

Value scales of priority choice made by the Kazakhstan schoolchildren frequently tends towards material factors in prejudice of spiritual and moral ones. One of the real options to restore the balance adopting experience of China is a profound study of the history of the nation and human civilization in general without limitation to teaching applicative disciplines at educational institutions. Fundamentality of young person's preparation for life shall be, first of all, provided by non-fragmentary but integral study of human history, the role of each nation in its development. Only in this case the personality harmonically combining positive traits of collectivist and individualist culture, communitarian type of personality, supported by A. Etzioni (Gritsanov A.A., et al., 2003, p. 1280-1281) may be formed, the basis of law-governed and social state as a human ideal may be provided.

Scientists predicting further development of human society, make very different predictions about the individualization of its members. Some of them believe that future belongs to the spirit of individualism and individualistic culture (F. von Hayek, K. Popper), while others relate the increasing individualism to degradation of human kind (V.I. Vernadsky, P. Teilhard de Chardin), advocating for convergence of positive social mechanisms that regulate social and global problems of mankind as a whole. Such an integrated approach, in our opinion, is the most acceptable as a compromise, and taking into account cultural characteristics and needs of all the peoples who are interested in peace and stability. The system of ethical coordinates and spirituality also determines the search for the desired scenario of the development of educational systems all over the world. Empirical studies in the world have shown that pure individualism and collectivism are rather rare. In every culture there are evidences of both. But their relationship varies considerably, as we saw in our study. Eurasian countries, such as, for example, Kazakhstan, now increasingly begin to show traits of individualistic culture, in which, by the way, participates the credit system of education as the Western approach to acquiring and using of knowledge.

At the same time, right now there is a search at the highest, political level, for ways to improve educational system that preserves traditional spiritual values through intensification and technologization of educational services, ensuring continuity of methodology and educational culture. According to research by F. Trompenaars in societies with high individualism, interests of an individual (personal happiness, achievement and well-being) are put above the interests of the group. And at the same time, in any situation a person will first take care of his own interests and the welfare of his own family. Social values are losing their relevance.

With the predominance of collectivist cultures, on the contrary, the interests of a group take precedence over individual interests. Individual members of society are responsible for ensuring that their actions work for the benefit of the whole society. Here the significance of a man is determined by how he/she serves the interests of the community. Values that are important to him are social order, respect for tradition, family security and communicative wisdom. In this regard, researchers even identify countries dominated by individualistic values and collectivist values, and therefore dominated by such type of culture. This is evidenced by studies of G. Hofstede (Hofstede G., 1994) and F. Trompenaars. Among countries with a preference for individualistic values (where more than 50% of respondents chose the first option of the proposed dilemma "if you have as much freedom as possible and maximum opportunities to develop yourself, it will

result in improvement of the quality of life", or "if individual continuously cares about his comrades, it will improve the quality of life for everyone, even if it makes it difficult to manifest individual freedom and individual development") European countries are absolutely predominant (Trompenaars F., 1996).

Individualism as a personal quality, according to the results of the comparative study conducted by us, is more frequently manifested in Kazakhstani school graduates.

5. Conclusion

Today, the task of school education in any country should be the task of forming a communitarian type of personality who has (cannot but have noospheric mentality) and in the goal-setting is not only guided by utilitarian values, but also by value priorities traditionally inherent in Eurasian and Asian nations. It is important, by providing opportunities for self-realization through "vaccination" of subjectness of individualism, to bring together in a young person the best qualities of traditional culture (mutual aid, social responsibility, honor, love, and family). Positive individualist and collectivist qualities in a modern person are intended to harmoniously unite, transforming a school student into a person actively working and exploring his own reserves and abilities for the improvement of social medium and personal growth through cooperation and tolerance.

We know that the foundation of individualism inherent in Western culture, are built into human consciousness of Western culture from early childhood. And first of all, pragmatic values (benefit as a dominant idea of interaction, while the task of a family as a social institution in this case is to "putting a child on his/her feet" and to teach him/her to live independently (Bellah R.N., et al., 1988).

Once this goal is reached, it is expected that the child will leave the family and begin to live on his/her own (Kim U., et al., 1994).

Contact with parents and close relatives can be minimized or even cease, which breaks the continuity of generations and the law of development of any culture. The trouble is that sometimes individualists resist society, believing that the interests of a single person *can* go against public interests, while in social and constitutional state as an ideal of the future things must be exactly the opposite.

The position of cultivation of individualism in a family reduces its role as the primary agent of socialization, in the emerging personality devoid of systematic psychological support of the nearest and dearest can easily develop a sense of loneliness and meaninglessness of existence. When describing themselves, such a category of young people emphasize the primacy of self-centeredness as a philosophy of life.

The values of individualism are dominant in the "golden billion" developed countries, but are much less pronounced in other countries, where most of contemporary human race live (Schwartz S. H., 1995). The task of modern states, not included in this "golden list" is to form their own flow path to the perfect man and society. Harmonious combination of the best traits of individualism and collectivism in a personality of today's young person, as the foundation of future society is another step towards a better understanding and cooperation between countries in addressing global problems of mankind as a whole.

Interestingly, the ratio of traits of collectivism and individualism in values and systems of values may vary. This is due to the social situation, social environment and policies of a certain state. For example, studies conducted in the mid-1990s by All-Russian Public Opinion Research Center have shown that 58% of Russian respondents did not approve of those who are trying to go beyond the group, while only 20% believe that one should be guided by the views of the majority, and 56% are in favor of independent decision-making . But in the early 2000s, according to the Russian sociologist, M.K. Gorshkov, the share of supporters of individualistic values (25-30% of Russia's population) remained below the share of adherents of collectivism (35-40%) (Latov Y. V., 2001). This was greatly influenced by socio-economic condition of the society, the collapse of the former system of education and cultural and educational work.

In countries with a predominance of collectivist ideology (typical example is China) social networks are built on different principles. People here put achieving the goals of the group to which they belong at the heart of everything. If needed, they are ready to sacrifice their own interests. Public consciousness in a collectivist culture suggests that the wealth of individual citizens of the country can in no way compensate for the poverty of society as a whole. Chinese school students work hard for society and its prosperity. China's experience of society development shows skillful combination of collectivist culture traits and individualistic spirit; it demonstrates that the tradition combined with collectivist culture mobilize to achievements by controlling moral corridors of achieving goals, quite effectively.

It should be noted that the experience of countries that had absolute success in education in the past and at the present time is also actively studied in the Republic of Kazakhstan. In this respect, contacts in the field of education between the universities of Russia and Kazakhstan develop naturally. Mental characteristics of cultures of the Russian

Federation and Kazakhstan as the former Soviet countries have many similarities; there is a high degree of similarity in value characteristics of the youth of the two countries (Latova N.V, 2007, pp. 94-95), which allows to quickly attract a wide strata of innovation without destroying traditional values. Equally carefully engaging European experience and ideas (as is done in Russia), and maintaining ancestral values of collectivism, Kazakhstan is also looking for its own version of the optimal functioning of educational institutions as institutions of cultural reproduction, bearing in mind that the "rational side" - individual educational ideas, may be borrowed but in practice they are creatively processed and refracted in the spirit of the nation ((Ushinsky K.D., 1948, 33).

"Mangilik El" strategic concept of society development of the President of Kazakhstan, Nazarbayev, implies unity of the people on the basis of shared spiritual and moral values which are the source of Kazakh national spirit. President emphasizes the importance of cultural core for every nation in the modern world (Tugzhanov E., 2015). The President calls the introduction of "Mangilik El" values into existing curricula of school education to be one of the concrete steps to implement the reforms (Nazarbaev N., 2015)., p.3).

Each country should have its own experience in forming an innovative component of education that links training and education with the life of society and production needs. No country can distance itself from the objective tendencies to address world's problems, in particular, educational ones. However, as shows the experience of China's modernization, only by *adhering* to the principle of ethnic and cultural conformity. In this respect, cooperation between People's Republic of China, Russian Federation and Kazakhstan in the sphere of education must be more closely linked to the mutual interests of the BRICS countries, focused to a greater extent on collectivist culture. The main purpose of education and socialization in Western culture is only primary socialization that goes against traditions of the Eastern and Eurasian communities where educational institutions are actively involved in the formation of personal qualities in all subsequent stages of socialization; it is difficult to depart from the norms of morality here under the pretext of limitation of personal freedom of choice.

Therefore the most important tasks of schooling as the middle level of socialization of a young person is implementation of the principle of humanism through the maintenance of cultural conformity in the preparation of educational programs; upbringing of a person through the wide humanitarian preparation through *basic* textbooks that reflect their humanistic focus and interest, both to their own and to the world's history, articulating clear goals and moral modes in the process of formation of the personality. In this regard there needs to be established a steady *systematic exchange* of experience in the use of new technologies that support the integrity and consistency of acquired knowledge generating sustainable moral, humanistic positions in life, guiding young people towards moral choices. Specific features of the proposed model are another subject, but one that, in our opinion, should be the result of concerted efforts of the Eurasian states.

References

Abdikakimov M.T. Intergenerational differences in values (case study) (according to the results of sociological research). // Bulletin of Al Farabi Kazakh National University.- # 2 (49) .- 2014.- pp.63-69.

Address of the President of the Republic of Kazakhstan, the Leader of the Nation, Nursultan Nazarbayev to the people of Kazakhstan "Strategy" Kazakhstan-2050"- new political course of the established state" - Astana: Ak Orda, 2012.- [electronic resource] – Access Mode. -URL: Http://ru.government.kz/site/news/2012/12/65.

Anthony Giddens Sociology/ With participation of K. Birdsall: Trans. from English. 2nd Ed. completely revised. and add. M.: Editorial URSS, 2005.- p. 632.

Anthony Giddens The Third Way: The Renewal of Social Democracy, Cambridge: Polity, 1998 - pp.166.

Bayeva L.V. Value bases of individual existence: Existential Axiology Experience: Monograph. M.: Prometheus. Moscow State Pedagogical University. 2003.- p. 240.

Bazarova A.N. Confucian values and moral education in China's education system // Bulletin of the Buryat State University. - 2009.- # 8. -p. 33-35.

Bellah R.N., Madsen R., Sullivan W.M., Swidler A. & Tipton, S.M. Individualism and commitment in American life: Readings on the themes of habits of the heart. New York: Harper & Row, 1988.

Fu Xiao Xia. Main directions of modern school education reforma in China: Dis. ... Cand. ped. sciences: 13.00.01: SPb., 2000.- p. 172.

Giddens E. Sociolfy.- M .: Editorial URSS, 1999.- p. 704.

Hofstede G. Cultures and Organizations (Software of the Mind). Harper Collins Publishers, 1994; Hofstede G., et. al. measurement of organizational culture: qualitative and quantitative study of twenty cases // Administrative Science Quarterly. 1990 Volume 35.

Kim U., Triandis HC., Kagitcibasi C., Choi S.-C., & Yoon G. Individualism and collectivism: Theory, method, and applications. Newbury Park, CA: Sage, 1994.

Latov Y. V., Latova N.V. Russian Economic Mentality in the World Context. - Social Sciences and Modern Era. 2001, № 4; Danilova E., Tararuhina M. Russian industrial culture in G. Hofstede parameters. -Monitoring of public opinion. 2003, No. 3 (65).

Latova N.V, Latov Y.V. Special aspects of "Westernization" of the students mentality in modernizing countries// Sociological Research. - 2007.- # 11.- p.90-98.
N. Nazarbaev. Plan of the Nation- 100 steps. The modern state for everyone // Kazakhstanskaya Pravda, May 20 (# 92), 2015.- p.1-5.
Schwartz S. H. Individualism-collectivism. Critique and proposed refinements. Journal of Cross-Cultural Psychology #21, 1995. P. 139-157.
Smelser N. Sociology: translated from English.- M : Phoenix, 1994.- p.688.
Sociology: Encyclopedia / compiled by A.A. Gritsanov, V.L.Abushenko, GM Evelkin, et al., M.: Book House, 2003, p. 1312; Etzioni A. A Responsive society. San Francisco, 1991;
Trompenaars F.Resolving International Conflict: Culture and Business Strategy // London Business School. 1996. Vol. 7 (3); Trompenaars F., Hampden-Turner Ch. When Two Worlds Collide // Intercultural Management Consulting, 2000.
Tugzhanov E. "Mangilik El": one country, one destiny // Kazakhstanskaya Pravda, May 1 (# 81), 2015.- p.8.
Ushinsky K.D. Collected Works. - M.; L.: APN., 1948. - V. 3 – p. 692.
Volokhova E.A., Yunkina I.V., Didactics, Rostov-on-Don, "Phoenix", 2004.

Social Contract and the Governments Legitimacy

Nertil Bërdufi

PhD Candidate, University of Tirana, and Lecturer at "Hëna e Plotë" Beder University, nertilberdufi@yahoo.co.uk

Desara Dushi

PhD Candidate, University of Bologna, desaradushi@gmail.com

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

The social contract doctrine has been one of the most influential theories within Western moral and political theory. The reasons for it being enormously influential are because it addresses the source of sovereign's legitimacy, conception of freedom of individuals and equality, and the issue of consent. But in a current situation of crisis of democracy, reflected also in the crisis of legitimacy of governments, is the social contract theory still relevant? In the first chapter will be presented the common features but also the differences of the ideas of classical contractarians, Hobbes, Locke and Rousseau. Even though they have the same general idea, they differ in a main point that is the power that each of them gives to the government, which will be explained in this chapter. Through this comparison, we will be able to distinguish between them and understand which idea is more suitable for the society, obviously, if it is suitable at all. Finally, in the last chapter, the relevance of the social contract today is put into question. Is the theory of the social contract still applicable, or it has lost its relevance. What justifies its relevance and application after so many years? And what happens if the government does not comply with its obligations? Can people challenge it, or they must just wait and hope for things to get better?

Keywords: *social contract, government, legitimacy, sovereign.*

1. Introduction

The traditional social contract theory is a way by which people, in order to escape the state of nature, an insecure state of unavoidable war, implicitly agreed to give away some of their individual freedoms to a political ruler, a State, in order for the State to better protect some more important needs and rights to them. This is how Thomas Hobbes, John Locke and Jean Jacques Rousseau, and later other philosophers, justified the establishment of a State, and developed a theory called the social contract. The social contract doctrine has been one of the most influential theories within Western moral and political theory. The reasons for it being enormously influential are because it addresses the source of sovereign's legitimacy, conception of freedom of individuals and equality, and the issue of consent. But in a current situation of crisis of democracy, reflected also in the crisis of legitimacy of governments, is the social contract theory still relevant?

In this paper will be described the theory of social contract by focusing on the three classical proponents, Thomas Hobbes, John Lock and Jean Jacques Rousseau, and comparing them. We intent to assess whether it is still relevant in the contemporary world with regards to the issue of government legitimacy. Lastly we will explain the cases in which people can challenge their government, by including relevant examples.

We think social theory is the basis of the current functioning of governments. So it is necessary to study about it in order to understand in a clearer way the essence of the government and its legitimacy. It also helps in understanding why we should obey to the law, and if people can punish the government if it doesn't fulfill its functions. In today's world, in which democracy and legitimacy of power are in crisis, it is essential to know the meaning on the concept of legitimacy, which is best explained in the social contract theory.

In order to best describe and analyze the theory of social contract and its relevance in the world we are living, we will try to answer this question: In a current situation of crisis of democracy, reflected also in the crisis of legitimacy of governments, is the social contract theory still relevant?

In the first chapter we will present the common features but also the differences of the ideas of classical contractarians, Hobbes, Locke and Rousseau, because even though they have the same general idea, they differ in a main point, that is the power that each of them gives to the government, which will be explained in this chapter. Through this comparison, we will be able to distinguish between them and understand which idea is more suitable for the society,

obviously, if it is suitable at all. Finally, in the last chapter, the relevance of the social contract today is put into question. Is the theory of the social contract still applicable, or it has lost its relevance. What justifies its relevance and application after so many years? And what happens if the government does not comply with its obligations? Can people challenge it, or they must just wait and hope for things to get better?

In conclusion, Hobbes, Locke and Rousseau are considered to be the forerunners of the concepts of individualism, liberalism and equality among people, and they have also made a huge contribution in developing the concept of political power and government authority and legitimacy. Their theory is still appreciated and relevant because it is essential in order to understand the source of government legitimacy and is considered to be a revolutionary work as their contribution to the development of civil society is indisputable.

The theory of social contract is a very famous concept, which importance in nowadays world is still relevant. This is why there are a lot of authors, sociologists, philosophers, academicians, scholars etc, who have written about it. So there are a lot of sources about this topics, and in many different views, which helped us build a better idea of the way of constructing this paper.

2. Classical Social Contract Theory

Even though the theory of social contract existed since in the ancient Athens, through Socrates, its importance is viewed later on, with Hobbes's theory of social contract, which was then followed also by the theories of Locke and Rousseau. These theories had a great impact in the society and helped to give a better shape and improve the government regime of not only the time when they were proclaimed but they also have a great influence in our times. In the following sub-chapters will be explained one by one the theories of Hobbs, Lock and Rousseau.

2.1 Common features

According to the classical social contract theories, at the begging people lived in a state of nature, where there were no laws to obey to and no government to control them. Because people did not cooperate with each-other and cared only of their individual interests, they were constantly fighting with each-other. To overcome this situation they agreed to form a different society, through a social contract which would make it possible to live in peace and harmony.

The three most influential philosophers which elaborated the classical social contract are Hobbes, Locke and Rousseau. The three of them stated that people should seek protection of their lives, rights and properties, a protection which could be reached only through a social contract. This was the best way to form a society where all respect each other.

They also claimed that, in order for this society to function, it is needed an authority to obey to and that people should give all or some of their rights to this authority. This authority will guarantee to everyone the protection of their lives and property. So people must agree to renounce to some or all of their rights which they had in the state of nature, and must obey to an individual or a group of individuals who will have the power to enforce the social contract. Thus, the three above mentioned philosophers were of the idea that free will of individuals, expressed or even tacit, is essential for the social contract, even though their definitions of the free will are different.

2.2 The issue of legitimacy of government

2.2.1 Hobbes and the legitimacy of government

Central to Hobbes's theory of creating the government through a social contract are the notions of liberty, will and representation and he gives great importance to the clarification of the definitions of these words. He defines liberty as the lack of external barriers to human movement and power.[1] Hobbes claims that there is a relation between liberty and the will of individuals, because a free person can do whatever he/she has the will to do, without limitations, barriers or restrictions.[2] This unlimited liberty is not the same as the freedom of individuals ruled by a government. In this case, humans are bound by "artificial chains" called civil laws, by which individuals have put themselves under the rules of the

[1] *Hobbes, Thomas. Leviathan. Yale University Press, 2010, 1651., pg. 84.*
[2] *Evers, Williamson M. "Social Contract: a Critique ." Journal of Libertarian Studies, Vol. 1, No. 3, 185-194. Pergamon Press, Great Britain, 1977.pg 187.*

sovereign.[3]

As we can understand, Hobbes's idea is that political legitimacy and moral obligations are approved by the free will of people. According to Hobbes, it is the duty of every person to use his own will when deciding to transfer the rights to others or to abandon their rights through a voluntary act.[4] So, according to him, the will is a moral choice to voluntarily create obligations. This is why, for Hobbes, the will is *the essence* of contracts.[5]

Social contract according to Hobbes is an agreement by all individuals to abandon all their powers and to allow the new sovereign to fully use his power without any obstacle by his subjects.[6] It is understandable that there is no equality between the parties in Hobbes's social contract, the sovereign is absolute. And Hobbes claims that it was the free will of the citizens to create such a regime, and to be ruled by a chosen representative, the sovereign.

But what about regimes created through conquest? Can we talk about free will in these cases? Hobbes explains that also in this case, people express their free will to be ruled by the conqueror because they fear of the death. When they are faced with the death from the conquerors, they immediately express their free will to be governed by them and give up their rights and powers to the new sovereign. Thus, also this kind of sovereign owns the will of his citizens to be their representative.

To other philosophers, who say that contracts created through force and fear cannot be valid, Hobbes responds that it is enough for a person to have the bodily liberty and to not be kept into chains. This raises for him the duty to obey to his sovereign in everything.[7] Hobbes states that there is not much difference between governments created through the social contract and those created through conquest. Both types of governance are created by surrender or by giving up of the rights and both types of obligations can be set up without any expressed declaration of will, because according to Hobbes contracts can be created also with silence or tacit consent and resignation.[8]

Through his theory Hobbes explains some important terms such as representation, when one person can transfer the rights to another, the legitimacy of contracts made under force and violence, and the tacit consent as a way to create a valid contract, notions which are important for the further development of contract theories by the other philosophers.

2.2.2 Locke and the legitimacy of government

Lock claims that a person cannot enslave himself to someone else by free will, nor can he put himself under arbitrary power of another.[9] So, Locke defines the concept of will as related to the person's judgment, and not as a decision induced by external pressure.[10] However, Locke also states that when people leave the state of nature in order to join a social contract for forming a political society, they have to give up all their power, in order to achieve the scope for which they unite into the society, that is to give to a sovereign the authority to force men to cooperate because in the state of nature when there is no authority to control them, they are likely to start a war, which probably would never end.[11] As we see, although Locke, like Hobbes, thinks that people should give up all their rights and power and pass them to the sovereign, the difference between the two is in the definition of the notion of will.

Locke, unlike Hobbes, does not approve the contract made upon fear and pressure. According to him, political obligations can derive only by a contract which is voluntarily accepted and approved by individuals, by which they submit themselves to someone else's will.[12] This means that for Locke, the authority obtained through fear cannot be valid, and the obligations posed by this kind of authority are not binding and people should not obey. That is that the main thing that differentiates a conqueror from a legitimate governor is the consent of the citizens which are rules by him.

Like Hobbes, also Locke approves the tacit consent as a way of declaring the will for being part of the social contract. But the difference is that when talking about the right protected by the government through social contract, he mentions the notion of property. In fact, Locke goes further by stating that the social contract is inhered from the landlord

[3] *Hobbes, Thomas. Leviathan. Yale University Press, 2010, 1651., pt. 1, chap. 21, p. 138-139.*
[4] *Ibid., pt. 1, chap. 14, p. 86.*
[5] *Ibid., pt. 3, chap. 40, p. 307.*
[6] *Ibid., pt. 1, chap. 14, p. 85.*
[7] *Evers, Williamson M. "Social Contract: a Critique ." Journal of Libertarian Studies, Vol. 1, No. 3, 185-194. Pergamon Press, Great Britain, 1977. pg 188.*
[8] *Hobbes, Thomas. Leviathan. Yale University Press, 2010, 1651., pg. 91.*
[9] *Locke, John. Two Treatises of Government. London, 1823. Pg., 402.*
[10] *Riley, Patrick. Patrick Riley, "Locke on 'Voluntary Agreement' and Political Power", Vol. 29, No. 1. United States: Western Political Quarterly, 1976., pg. 136-145*
[11] *Locke, John. Two Treatises of Government. London, 1823. pg. 377.*
[12] *Ibid.*

to his successor, which means that the inheritor of the land will be obligated to obey the rules of the contract which was approved by his ancestor, because together with the land he will inherit also the obligations to the government.[13]

Differently from Hobbes who was against natural law, by stating that people first look at their individual interests and not to the moral ties to one another, and claimed that the best government is that when the sovereign has absolute power over his citizens, Locke approved natural law. In his contract people consent to give their rights to someone they trust, in order to enforce natural law and to protect them because the moral obligations would be pointless if there were nobody that would execute them.

However, Locke does not bind future generations with the contract consented by their ancestors.[14] This means that the legitimacy of the government depends not only to the consent of its founding people, but also to the consent of the future generations, which means that if they government does not function well, they can dismiss its legitimacy.

Locke gives an answer also to the question whether it is enough for the majority to give legitimacy to the government. Locke states that it is normal that the body moves in the direction in which there is a greater force applied.[15] He also claims that it is difficult to procure unanimous consent, at least for the reason that it may happen that not all the citizens can participate to the voting.[16] We can conclude that Locke's theory of social contract is similar with Hobbes's theory, but it differs in the main point, that is the way how the power of the government is legitimated.

2.2.3 Rousseau and the legitimacy of government

According to Rousseau, a contract by which one gives all his rights to someone else is invalid as this contract turns that person into a slave. If such a contract is made, people cannot express their free will anymore, and cannot act freely.[17] Rousseau's idea is to build a kind of relationship between citizens through which all citizens will be protected by the community and each of them will still have their free will and liberty. He states that by making the community the sovereign, people do not enslave themselves because slavery is when one person is personally dependent on another's will.[18]

For Rousseau, giving yourself to the community, creating a popular representative government is the best way to guarantee your rights and freedom, as he defines freedom as "that condition which by giving each citizen to his country, guarantees him from all personal dependence".[19] According to Rousseau, the popular sovereignty will create general and unbiased laws according to the common interests of the people.[20]

Rousseau claims that in a contract of self-enslavement, the individual loses everything, all of his rights. So it cannot be a mutual contract as it is disadvantageous, and once the person has accepted it, he cannot take any action to dispute his sovereign.[21]

Rousseau's idea is the creation of a popular government which will make general rules. The members of this government should obey to the sovereign or be punished as violators of the social contract.[22] In this type of organization, people will be governed not by one, but by a group of individuals. Rousseau approves the tacit consent of the people, and that contrary to Locke, no continual consent is needed as long as people stay silent and do not argue about the rules.[23] As Rousseau says "to live in a country means to submit to its sovereignty."[24]

As a conclusion, it can be said in the end, also the social contract of Rousseau is a kind of self-enslavement contract, because the group or people who rule the society have the power to punish individuals even with a death penalty.

---

[13] *Ibid., pg. 394.*
[14] *Riley, Patrick. Patrick Riley, "Locke on 'Voluntary Agreement' and Political Power", Vol. 29, No. 1. United States: Western Political Quarterly, 1976.*
[15] *Evers, Williamson M. "Social Contract: a Critique ." Journal of Libertarian Studies, Vol. 1, No. 3, 185-194. Pergamon Press, Great Britain, 1977.*
[16] *Locke, John. Two Treatises of Government. London, 1823. pg. 376.*
[17] *Rousseau, Jean Jacques. Social Contract. Simon and Schuster, 2010, 1762.*
[18] *Ibid.*
[19] *Barker, ed. Social Contract. Oxford University Press, 1985.*
[20] *Rousseau, Jean Jacques. Social Contract. Simon and Schuster, 2010, 1762.*
[21] *Evers, Williamson M. "Social Contract: a Critique ." Journal of Libertarian Studies, Vol. 1, No. 3, 185-194. Pergamon Press, Great Britain, 1977.*
[22] *Barker, ed. Social Contract. Oxford University Press, 1985.*
[23] *Ibid., pg. 191.*
[24] *Rousseau, Jean Jacques. Social Contract. Simon and Schuster, 2010, 1762.*

3. The Social Contract Today, Government Legitimacy

From the first time it was introduced to the world, social contract has constantly influenced the political shape of the states by framing the government legitimacy and describing the citizens' obligations. There is something very important about the social contract that makes it still relevant nowadays, which is the bases for the creation of a society, and it is the fact that it is the way to reach agreement among people. For example people can agree on how to maintain social justice and who should be in charge of doing this.

3.1 What does legitimacy of governments mean

According to Locke, government represents a social contract among people who have agreed to create a community where the majority rule, this because it is impossible to reach the consent of all. This means that a government is legitimate only if it has the consent of the majority of the governed, because the main source of sovereign power are the people, and a legitimate government must have their approval.[25]

Government legitimacy is a virtue of government institutions.[26] Legitimacy includes political authority and political obligations.[27] But where does a political regime take its legitimacy from? Social contract could still answer this question. As it was explained before, the government legitimacy arises from the will of its citizens, who pass all or some of their powers to one person or a group of persons which they chose to be their representatives, in order to better protect their rights.

By accepting to be a part of the social contract, the people agree to obey to the obligations set up for them by the sovereign chosen by them, in order to benefit from its protection. But the contract does not establish the final basis of the norms, it just sets up the method through which norms can be created in order to best fit to the social requirements. But this method is not unchangeable. However, the approval of this kind of social contract by the majority of the people is something very important as it is essential for the preservation of social justice.

As it was mentioned above, according to Hobbes government gains it legitimacy through the use of force, and accepts the tacit consent as a valuable form of signing the contract. Later, Locke and Rousseau develop the reasons of the tacit consent to enter a social contract, which are related to the benefits received of the residency. But again this cannot be enough reason for the legitimacy of a government. Government should protect people's lives, property, and other rights, and guarantee that no one will interfere in their rights. But however this is from where the government authority and legitimacy derived in the beginning and this system still continues to function nowadays.

3.2 Classical contract theorists and government legitimacy today. When a government is no longer legitimate?

All social contract theories require the individuals to fully or at least partially renounce to part of their rights to the governor which for Hobbes is the sovereign, for Locke the majority and for Rousseau the assembly of representatives. The reason for citizens accepting to restrict their freedom and obey to their rules is the will to have a better protection of their rights and freedoms by an external stronger power. The government has the duty to take care of its citizens and to fulfill their will. But what happens when the government does not fulfill its obligations and surpasses its legitimacy? Do citizens have the right to disobey to their government?

If we rely to Hobbes' social contract, human beings are deprived of free will and they should obey to their sovereign no matter what. But later with the theories of Lock and Rousseau this concept differed. According to these theories government legitimacy is based not only on the initial consent for its foundation but also on its well-functioning later on. This means that if the government does not fulfill its obligations, citizens can challenge it and chose another government. For instance, for Locke a political regime is legitimate if it complies with the natural law. In the moment when a government starts to act contrary to natural law, it is no longer legitimate and people are not obligated to obey it anymore, and they can even change it with another government which they think will better comply with the obligations and guarantee a better protection of their rights. This possibility of the citizens to challenge the authority of their government arises since with the classical social contracts but is still relevant in the currents relationships between

[25] *Encyclopaedia Britannica. http://www.britannica.com/EBchecked/topic/157129/democracy/233861/The-legitimacy-of-government (accessed November 2013).*

[26] *Hoffmann, Bert. "The International Dimensions of Authoritarian Legitimation: The Impact of Regime Evolution." GIGA Research Programme: Legitimacy and Efficiency of Political Systems, December 2011.*

[27] *Paz-Fuch, Amir. The social contract revisited: The modern welfare state. Oxford: The Fundation for Law, Justice and Society. 2011.*

governments and citizens.

A fresh example of this could be the situation in Ukraine these days. Civil society has occupied the Independence Square protesting against their president's unexpected decision to not sign the trade agreement with the EU.[28] This decision is not approved by the citizens, which have started an uprising and demand the resignation of the president Viktor F. Yanukovich and his government.[29] Public fury is caused also because they do not want Russian influence in the decisions taken by their government about their country. As it can be understood, this is a perfect example of the civil society challenging their government because of not fulfilling its obligations derived from a 'social contract'. As a democratic government, chosen by the people, it is its duty to act in accordance with the society's will, and not against it. Once the government starts acting contrary to the civil society's will, people have the right to change it.

Another example of people challenging their government is the Albanian recent case regarding the demolition of Syrian chemical weapons in Albania. In October 2013, National Journal listed Albania among the main candidates where the Syrian chemical weapons would be destroyed.[30] Some days later, the director of the program Green Cross International, Paul Walker, said that Albania had accepted to destroy the chemical weapons and that the decision would be made public after some days.[31] But the government of Albania still wouldn't declare anything.

After hearing the news, Albanian environmental groups organized a manifestation in front of the Office of the Prime Minister.[32] The protests continued for a week, increasing in number. On the 12th November, the most massive protest ever was held and people gathered in front of the headquarters of the Prime Minister and in front of the American Embassy. It was one of the rare times when people protested against United States proposals. The protests spread throughout the country , and online petitions against the demolition of Syrian weapons were launched.[33] Finally, the voice of the people was heard and Albanian government declared that they declined the American proposal and no weapons would be demolished in Albania.[34] This was a great achievement of the Albanians, showing their power over the government chosen by them. It shows that people can challenge their government anytime their interests and welfare are not taken into account by the government.

4. Conclusions

The social contract is considered to be one of the most revolutionary theories which shifted the society. Its founding fathers, Hobbes, Lock and Rousseau, gave a great contribution to the later movements and changes that happened in the political thinking of the society.

Even though the three of them worked upon the same general idea of a contract through which people leave some of their rights in the hands of the sovereign in order for him to protect them and offer them a more secure life and property, their theories differ in some main points, which make a great difference in the status of the society. Their different methods to explain the state creation and development help to understand the relationship between people and their sovereign and how this idea has developed from Hobbes to Rousseau and up to today.

Social contract has constantly influenced the political shape of the states. It continues to be important in the political life because it is the basis for the creation of the society and it frames the government legitimacy. As Locke states government represents a social contract among people who have agreed to create a society where the majority rule.

---

[28] British Broadcasting Corporation http://www.bbc.co.uk/news/world-europe-25342698 (accessed December 2013).

[29] The New York Times http://topics.nytimes.com/top/news/international/countriesandterritories/ukraine/ (accessed December 2013).

[30] The Nuclear Threat Initiative (NTI) http://www.nti.org/gsn/article/syrian-chemical-weapons-seen-likely-ship-albania-destruction/ (accessed December 2013).

[31] Top Channel http://www.top-channel.tv/english/artikull.php?id=10279 (accessed December 2013); Gazeta online Panorama http://www.panorama.com.al/2013/11/13/pol-walker-interviste-ne-al-jazera-armet-kimike-siriane-do-asgjesohen-ne-shqiperi-vendimi-eshte-marre-publikohet-te-premten/ (accessed December 2013).

[32] Portali albeu.com http://www.albeu.com/shqiperi/ambientalistet-proteste-para-kryeministrise-ndal-armeve-kimike-nga-s/130957/ (accessed December 2013); Gazeta online Panorama http://www.panorama.com.al/2013/11/07/ambientalistet-proteste-para-kryeministrise-ndal-armeve-kimike-nga-siria/ (accessed December 2013); Portali albeu.com http://www.albeu.com/shqiperi/protesta-kunder-asgjesimit-te-armeve-te-sirise/131033/; (accessed December 2013).

[33] Gazeta online Panorama http://www.panorama.com.al/2013/11/12/prishtine-proteste-kunder-asgjesimit-te-armeve-kimike-ne-shqiperi/ (accessed December 2013); http://www.panorama.com.al/2013/11/13/revolte-e-fansave-ne-facebook-rama-pa-frike-nese-marrim-vendimin-per-armet/ (accessed December 2013); Portali albeu.com http://www.albeu.com/shqiperi/protesta-ne-durres-e-elbasan-/131760/; (accessed December 2013).

[34] Gazeta online Panorama http://www.panorama.com.al/2013/11/16/rama-thote-jo-shqiperia-e-ka-te-pamundur-te-perfshihet-ne-nje-operacion-te-tille-feste-para-kryeministrise/ (accessed December 2013); http://www.panorama.com.al/2013/11/15/vendimi-i-rames-lajmi-ne-mediat-boterore/(accessed December 2013).

Thus, a government is legitimate only if it has the consent of the governed, because it is the people who give power and authority to the government. People accept to restrict their rights and to obey to a ruler in order to have a better protection of their rights and property by a stronger power, the power of the ruler. The government guarantees them protection of their rights and freedoms. This is why, when the government does not fulfill its obligations, derived from the contract, people have the right, and sometimes should challenge their government, and can even change their ruler or government with another one which they think will better protect and guarantee their rights.

Thus, as it can be understood, the origin and the justification of the state's legitimate power over its citizens, people uprisings in cases of government malfunctioning, as well as the property's role in the social development are all influenced by the earlier social contract theories of Hobbes, Lock and Rousseau, but also of later philosophers which contributed in developing this theory. This proves why the social contract is still relevant today, and this is why the study of its historical evolution is very important and helpful in the understanding of today's political, economic and social functioning of the society.

References

Barker, ed. (1985) Social Contract. Oxford: Oxford University Press.

Danny, Frederick (2013) Social Contract Theory Should Be Abandoned. Vol. 4.

Evers, Williamson M. (1977) "Social Contract: a Critique ." Journal of Libertarian Studies, Vol. 1, No. 3, 185-194. Pergamon Press, Great Britain.

Hobbes, Thomas (1651) Leviathan. Yale University Press, 2010.

Hoffmann, Bert (2011) "The International Dimensions of Authoritarian Legitimation: The Impact of Regime Evolution." GIGA Research Programme: Legitimacy and Efficiency of Political Systems.

Locke, John (1823) Two Treatises of Government. London.

Paz-Fuch, Amir (2011) The social contract revisited: The modern welfare state. Oxford: The Fundation for Law, Justice and Society.

Riley, Patrick (1976) Patrick Riley, "Locke on 'Voluntary Agreement' and Political Power", Vol. 29, No. 1. United States: Western Political Quarterly.

Rogers, G.A.J. And Tom Sorell (2003) Hobbes And History. Routledge, London And New York.

Rousseau, Jean Jacques (1762) Social Contract. Simon and Schuster, 2010.

Sokolowski, Asaf Z. (2011) Metaphysical Problems, Political Solutions Self, State, And Nation In Hobbes And Locke. Lexington Books, United Kingdom.

Weber, Eric Thomas. Social Contract Theory, Old And New. The Review Journal Of Political Philosophy. Volume 7.

British Broadcasting Corporation http://www.bbc.co.uk/news/world-europe-25342698 (December 10, 2013).

Top Channel http://www.top-channel.tv/english/artikull.php?id=10279 (December 12, 2013).

Gazeta Online Panorama http://www.panorama.com.al/2013/11/16/rama-thote-jo-shqiperia-e-ka-te-pamundur-te-perfshihet-ne-nje-operacion-te-tille-feste-para-kryeministrise/ (December 12, 2013).

Portali albeu.com http://www.albeu.com/shqiperi/ambientalistet-proteste-para-kryeministrise-ndal-armeve-kimike-nga-s/130957/ (December 12, 2013).

The New York Times http://topics.nytimes.com/top/news/international/countriesandterritories/ukraine/ (December 10, 2013).

Boucher, David and Paul Kelly (2005) The Social Contract From Hobbes To Rawls. Routledge, London.

Laslett, P. Second Treatise of Government in Two Treatiser of Government. cd. (New York: New American Library).

Machan, Tibor R. (1983) Social Contract As A Basis Of Norms: A Critique. The Journal Of Libertarian Studies. Vol. VII, Nr. I.

Makarkin, A. And Oppenheimer, P. M. (2011) The Russian social contract and regime legitimacy. International Affairs, 87: 1459–1474.

Nyamaka, Daudi Mwita. Social Contract Theory Of John Locke (1932-1704) In The Contemporary World. From The Selected works Of Daudi Mwita Nyamaka. (2011) Available at "http://works.bepress.com/dmnyamaka/5" Http://Works.Bepress.Com/Dmnyamaka/5

Stanila, Ana Maria. Nature and Society with Th. Hobbes and J.J. Rousseau. The Scientific Journal of Humanistic Studies, Year 4, no. 7.

Gazeta Online Panorama http://www.panorama.com.al/2013/11/07/ambientalistet-proteste-para-kryeministrise-ndal-armeve-kimike-nga-siria (November 12, 2013).

Portali albeu.com http://www.albeu.com/shqiperi/protesta-kunder-asgjesimit-te-armeve-te-sirise/131033/ (December 12, 2013).

Gazeta Online Panorama http://www.panorama.com.al/2013/11/12/prishtine-proteste-kunder-asgjesimit-te-armeve-kimike-ne-shqiperi/ (December 12, 2013).

Gazeta Online Panorama http://www.panorama.com.al/2013/11/13/revolte-e-fansave-ne-facebook-rama-pa-frike-nese-marrim-vendimin-per-armet/ (December 12, 2013).

Portali albeu.com http://www.albeu.com/shqiperi/protesta-ne-durres-e-elbasan-/131760/ (December 12, 2013).

Gazeta Online Panorama http://www.panorama.com.al/2013/11/15/vendimi-i-rames-lajmi-ne-mediat-boterore/ (December 12, 2013).

Encyclopaedia Britannica. http://www.britannica.com/EBchecked/topic/157129/democracy/233861/The-legitimacy-of-government (December 10, 2013).

The Nuclear ThreatInitiative(NTI) http://www.nti.org/gsn/article/syrian-chemical-weapons-seen-likely-ship-albania-destruction/ (December 12, 2013).

Different Perspectives of Approaching the Concept of Culture within Politeness Field

Dr. Nisreen Al-Khawaldeh, Ph.D

The Hashemite University/ Jordan; nal-khawaldeh@hu.edu.jo

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

The notion of culture has received different definitions in pragmatics. Thus, the main purpose of this paper is to critically review and evaluate the current literature on these definitions and the associated approaches followed for studying it within politeness field. It basically considers some significant issues regarding the relationship between these definitions and the integration of the notion of culture and linguistic politeness in the analysis of pragmatic research data. It tries to find out which one of the approaches (the postmodern and the discursive) followed for studying the concept of culture should be mainly considered for analyzing the results of cross-cultural studies in terms of cross-cultural differences and politeness. Based on the thematic review conducted on the current literature related to the examination of the definitions of the notion of culture, it can be concluded that these definitions should not be equated rather, they should be made distinguished for pragmatics researchers. The review has shown that drawing upon different perspectives of approaching the concept of culture within politeness field can shed greater light on the analysis and discussion of previous research findings, especially because it is a very essential concept to be considered for the analysis of pragmatic research findings.

Keywords: *Culture, Politeness, pragmatics , ideology*

1. Introduction

A critical interpretation of the construct of 'culture' is found essential because numerous 'ideologies' of politeness are often perceived to emanate from particular cultural settings (Bargiela-Chiappini, 2003). Having different beliefs and expectations about what can be a polite linguistic behaviour can be viewed as a specific type of mental meta-representations, i.e. relating a state or an event to another one based on a causal relationship formerly attested. This means that the more an anticipation is deep-rooted, the stronger it will become(Escandell Vidal, 1998). The link between both states can be viewed conventional such as the case of doing certain type of favour to somebody and expecting to receive certain gratitude expressions.

Sperber's (1996) model of culture as epidemiology of representations offers a suitable framework for elucidating the relationship between individual and social expectations in communication, thus analysing politeness research-based data. Sperber claims that each member of the group has multitude of mental representations, either short-lived or stored in long-term memory. These representations constitute their knowledge and may get communicated, repeated, distributed throughout the same group. This results in a mental account in most of its members.

This indicates that expectations regarding social behaviour are based on socially accepted interpretations (i.e. widely distributed representations) of facts (Escandell Vidal, 1998). Thus, Sperber (1996) views them as higher level (i.e. the general knowledge representations/ expectations) about how lower representations (words and their combinations and other communicative behaviours) that are distributed across a population and used by its members in relation to specific situations under particular conditions. In other words, there are social expectations of the use of specific linguistic expressions that will be considered appropriate in particular contexts. In light of this argument, cultural variations can be viewed as a consequence of the distributions of different representations about the appropriate use of certain linguistic behaviours under particular conditions. Such cultural representations are elucidated in terms of communication between people themselves and other sorts of interaction between people and their milieu (Žegarac, 2008).

Culture needs to be explicitly defined with reference to theoretical work, though it is perceived to be a very difficult notion to define (Scollon and Scollon; 1995; Eelen, 2001; Culpeper, 2011a). Culture has been defined differently by several researchers. Following Sperber (1996), Žegarac (2008) observes that culture can be characterised as a system of representations of a particular type, which he calls cultural representations. A cultural representation is a metarepresentation (i.e. representation of a representation). It is a belief about another mental representation…which has become wide-spread across a human population on over a significant time-span. On this view, the members of a culture do not necessarily share exactly the same set of cultural representation and the particular representations they hold are

not identical, but are very similar so that the members of the culture can rely on them in social interaction. In this view, cultures naturally have fuzzy boundaries, and are, in this sense like regions. To give but one example, the phrase 'south Midlands' in the utterance 'Luton is a town in the south Midlands, refers to an area which is identifiable for all practical intents and purposes, although any attempt to draw sharp lines which divide it from the neighbouring regions are ill-advised. By the same token, the phrase 'Jordanian culture' or 'English culture' have inherently fuzzy boundaries, but this does not mean that they are not useful concepts. Rather, it means that they are useful to the extent that there are human populations which share an appreciable number of sufficiently similar cultural representations for it to be appropriate to describe them as members of the 'Jordanian culture' or 'English culture'. Whether and to what extent we are justified in using these terms depends on the validity of the generalisations about socio-cultural groups that we are investigating. Žegarac (2008) illustrates how the epidemiological model explains why culture includes a fuzzy set of attitudes, beliefs etc. and examines critically how cultural representations influencing each member of the social group. He compares the impact of epidemic on people to impact of culture on people, i.e. the sharedness and influence occurs to varying degrees.

Žegarac's illustration indicates that a culture cannot exist without some cultural representations being shared in the individuals' minds over a certain period of time to different degrees. Therefore, studying culture cannot be based on studying individual psychology. Similar to the way infections spread in individuals' bodies through interaction between strains of micro-organisms with the same environment they live in, cultural representations spread in people's minds through communicative and other types of, interaction between people and their shared environment (Žegarac, 2008). Given the fact that human populations live in different environments, the culture of a particular group can be viewed as an intricate web of cultural representations pertaining to some themes or regularities than to others (i.e. values, beliefs, principles and orientations to life, perceptions of role relationships comprising rights and obligations related to them, conventions, behavioural rituals and routines, which may involve using language, various norms and conventions of communication, etc.) (Spencer-Oatey, 2005).

This epidemiological perspective on culture is consistent with Matsumoto's (1996) contention that culture is both an individual and a social construct and views it as set of attitudes, values, beliefs, and behaviors shared by certain group of people. It rather differs from one individual to another and from one generation t another . In the same vein, Avruch (1998) points out that culture comprises of the organised, learned or created derivatives of experience including images and their interpretations spread over time. Similarly, Spencer-Oatey (2008) defines culture as a fuzzy set of values behavioural conventions, beliefs, attitudes, assumptions shared by a group of people, and influence their behaviour and interpretations of the behaviour and believes of other people. These conceptualisations of culture mesh well with the epidemiological model of culture as they imply that culture is embedded in a more general epidemiology of individual and social representations and practices. Thus, culture should not be equated to nations because nations are made up of many cultures such as different language groups, ages, genders, geographical communities, and academic disciplines, etc. whose members share and presume that they largely share comparable cultural representations held by most of them (Culpeper, 2011a; Žegarac, 2008). Living in fairly comparable environments and social structures could result in major similarities in the way cultures are formed, but there are still individual differences within the same culture (Spencer-Oatey, 2012). Hofstede's (1994) definition of culture as the collective programming of the mind distinguishable among groups of people suggests that culture could be situated between human nature, which is not programmed, nor programmable and the individual's personality (Dahl, 2004). Hofstede argues that this notion of the culture in the individual is specifically valuable for elucidating culture and allowing for the diversity of individual personalities within each culture (Dahl, 2004).

The aforementioned definitions of culture imply that culture is a combination of variables underlying human behaviour. According to Hofstede (2001), values are the invisible part of culture manifested through cultural practices, consisting of symbols, heroes, and rituals. Values are broad tendencies to favor particular states of affairs over others (Hofstede, 1991) and joint expectations of what comprise appropriate or inappropriate behaviour (Ting-Toomey and Chung, 2005). Hofstede envisages the relationship between culture, values, and practices as the Onion Diagram (2001) claiming that cultural values drive practices. Hofstede (1991) argues that although specific aspects of culture are physically visible, their meaning is invisible and lies specifically and only in the way these practices are understood by the members of the same group. Spencer-Oatey (2012) provides an example of the 'ring gesture' (thumb and forefinger touching) which may be construed as conveying agreement or acceptance in the USA, the UK and Canada and an insult or obscene in several Mediterranean countries. The main difference between Hofstede's approach to culture and Sperber's (1996) epidemiological mode is that central to the former is the notion of 'value' and central to the latter is the notion of '(cultural) representation'. The two models have not been compared so far, but it could be argued that they have different implications for explanation and research. Crucially, the concept of value seems rather general and it could be

argued that it provides the basis for ex post facto explanations. For example, explanations of the type 'person X behaves in way Y, because person X comes from a collectivist culture' seems to rest on the assumption that 'collectivism' (and 'individualism') are essential features which guide and inform behaviour. There is very little evidence to support this view. In fact, it is the behavioural patterns of individuals that provide the basis for generalisations about the type of culture they belong to, but such descriptive generalisations should not be used to explain the very behaviours that they are based on.

2. Significance of the Study

This paper is very significant for pragmatists and novel researcher in pragmatics. It shows that it is more promising to investigate descriptively how people behave and how they represent their behaviours, say those relating to politeness, among themselves within populations, and try to establish how their shared representations are manifested in their behaviour. This is consistent with Eelen's approach to politeness. The present author regards culture as a fundamental issue in the field of politeness claiming that politeness varies across cultures based on cultural expectations arising from cultural norms which are reflected in speech acts and differ from one language, regional and social variety to another. These social norms, which are shared by all individuals and pertain to situations and cultures, are the driving force behind the system of politeness (Eelen, 2001). However, Eelen (2001) claims that though culture may be useful being viewed as a conceptual descriptive notion or an a posteriori derivation of the examination of people's behaviour , it cannot per se function as a concrete explanatory concept or as an a priori casual feature for individual behaviour. He opposes the use of culture in traditional theories of politeness as an explanatory notion through notions such as scripts, cultural norms, and rules mainly because this can only explain polite (i.e. 'truly cultural') behaviour. This has led to relegating impoliteness to a phenomenon outside culture and view cultures as internally homogeneous. Considering norms and rules to be explanatory factors for human behaviour indicates that they are ingrained in peoples' mind upon which they rely to determine the way they act themselves and make sense of other people's behaviour, thus they form the basis of social communication (Eelen, 2001). This also indicates that based on the social norms that stipulate what is appropriate for a particular interactional situation, communicative success can evaluated based on the right amount and type of politeness applied at the right time to the right person and the right speech act (Eelen, 2001). This implies that everyday evaluations of politeness in traditional theories are justified and reinforced implicitly or explicitly prior through references to socially shared norms.

3. Research Objectives and Hypothesis

The main objective of this paper is to find out which one of the approaches followed for studying the concept of culture should be mainly considered for analyzing the results of cross-cultural studies in terms of cross-cultural differences and politeness. The author hypotheses that the terms of culture should not be considered as a fixed term because it is mainly based on society's norms and values which are continually negotiated and eventually change over time in every type of social interaction.

4. Methodology

The author of this paper follows a qualitative methodology called a thematic review of previous literature in order to critically review the definitions of the conception of culture and the associated approaches followed for studying it within politeness field. It provides an in-depth investigation of ideology, procedures, evaluation of the notion of culture. It mainly focuses on culture as a central concept which is taken under consideration from different perspectives in the area of pragmatics. It can be viewed as a comparative study aiming to analyze one particular notion interpreted from different approaches to provide a range of diverse inputs in analyzing pragmatic research data. The main reason for using such evaluative method of two perspectives is that because it provides a better way to recognize the notion of culture based on the literature from two or more approaches. This review paper can be considered a theoretical contribution that provides a value-added contribution to existing ways of thinking, i.e. scholars' existing views of the conception of culture in important ways.

5. Literature and Theoretical Framework

Eelen (2001) argues that the theoretical production of cultural norms must be neglected because this view of culture is

problematic as individuals are unconsciously perceived as cultural dopes that employ specific politeness forms or strategies basically, for example, because they are Chinese or Japanese (Eelen, 2001; Haugh, 2011). Culpeper (2011a) contends that conceptualisation of culture as a relatively shortlist of steady features passed on across generations is erroneous. This is mainly because cultures are various and continually changing, people shift in and out of particular cultures (cf. Kachru, 1999; Gudyunst and Kim, 2003) and discourse shapes culture and is also shaped by it (cf. Gee, 2008). Haugh (2011) maintains that the variability in evaluations of (im)politeness found in empirical studies challenges the supposition that the cultural norms of politeness are homogeneous or even mostly shared among members of particular communities. Nonetheless, very few studies have acknowledged that culture itself changes over time through interaction and if being influenced by another culture (Kim and Gudykunst, 2005; Erez and Gati, 2004). Although cultures share some broad features (i.e. representations), they are dynamic because they constitute a large-scale outcome of people conversing over time (Eelen, 2001), and the individual is a distinctive variation of this shared culture (Parsons, 1966:7). Cultures are not homogeneous because there are different views on what constitutes polite and impolite behaviour within each culture, and no culture will unequivocally hold to certain norms for what constitutes polite or impolite behaviour (Mills and Kádár, 2011). The extent to which the target culture could change depends on the extent to which people are attracted to the other culture and on how deeply they endeavour to maintain their own cultural identity (Berry, 1980). In particular, Locher (2006) argues that politeness is an elusive concept being inherently related to judgements on norms and those are continually negotiated and eventually change over time in every type of social interaction.

Consequently, Culpeper (2011a) claims that impoliteness research should capture the fact that different groups of people or different 'cultures' have diverse norms and values. Norms and values lie at the heart of all social behaviour and in this scope of the present research as Mills, (2009) and Culpeper, (2011a) point out they are central to (im)politeness. Haugh (2003) distinguishes between two types of norms: norms about what one should do, and norms about what one is likely to do or what Terkourafi (2005) terms prescriptive/theoretical versus descriptive/empirical norms. That is, while the rules of traditional theories (e.g. Lakoff and Leech) reiterate conceptualisations of what one should do, Eelen (2001) suggests that norms and culture should be studied as discursive phenomena, that is, as social practices that have their own specific social effects, purposes and motivations, and vary in their associated perceptions, thus they should be perceived as essential components of politeness, not to be explicated by the analyst.

This argument highlights the importance of distinguishing between a bottom-up and top-down approach to the model of culture and in particular (im)politeness. A bottom-up approach to the model of culture depict influences among people and structures interactions. In other words, the interactions among people produce the social practices and understandings through which institutions and ideologies are created (McKinlay, and McVittie, 2008). Therefore such individual phenomena (i.e. a sense of self arise) and societal phenomena (i.e. ideologies) only exist as there are interactions among people through which they are manifested (McKinlay, and McVittie, 2008). On the other hand, the top-down approach suggests that ideological and cultural issues from the societal level restrict the ways in which identities are established and maintained at the interactional level, and the resulted interactional outcomes in turn limit the ways in which one understands oneself at the individual level (McKinlay and McVittie, 2008).

Eelen's distinction between politeness1 and politeness2 is most commonly used to represent a shift in methodology (from 'top-down' theoretical models to 'bottom up' empirical investigations of lay people conceptualisations of social norms (Clark, 2011). Bousfield and Culpeper (2008) point out the traditional approaches are top-down constructs as they advocate a priori intentions which the hearer should just re-discover whereas the discursive approaches (Watts 2003, Mills, 2003; Linguistic Politeness Research Group, 2011) are bottom-up models because they are more inclined to treat intentions as post-facto phenomena. Eelen (2001) illustrates that the scientific concepts of the traditional theories are exact, abstract, pre-defined and detached from everyday life and used for explanation of the empirical content. In other words, the discursive approaches focus on what is considered polite, impolite, or destabilises harmonious communication from the perspectives of the interactants themselves. In particular, they concentrate on spontaneous concepts belonging to everyday reality and experience, therefore their primary acquisitional form is empirical Eelen (2001:33). In this sense, these approaches, following the bottom-up approach, mark a shift from a generic theoretical model of (im)politeness accounting for an 'ideal' participant and emphasise instead the importance of investigating laypersons' practice (experience) and understanding of what is (im)polite and the contextual and intentional aspects to generalisingconceptualisation (Bousfield and Locher, 2008; Culpeper, 2011a). Hence, it could be argued that they are known and recognised in action before they are perceived consciously and conceptually based on completely assimilated empirical content (Eelen, 2001). Watts (2003) argues that the discursive conception of politeness is incompatible with a simple conception of social norms as rules decided upon by others instead of by ourselves. Assuming the normative changing evaluations of polite behaviour made by lay people in interaction, culture in the discursive approach is mainly

addressed through an examination of variability in interactants' evaluations of politeness across different Communities of Practice and other groups within a specific society (Haugh, 2007). Due to the fact that interactants do not always clearly reveal or discuss evaluations of (im)politeness in interaction, theorists have also examined the implicit and post-hoc evaluations of (im)politeness made by interlocutors (Watts, 2003; Locher, 2004, 2006; Locher and Watts, 2005; Culpeper, 2008; 2011a). This indicates that the bottom-up discursive approach in analysing culture makes the participants the analysts of their own communications, thus make the analysts only represent the participants' interpretations of the interaction (Haugh, 2007). Bottom-up processes characterise phenomena that have established at a lower level originated in the characteristics of individuals such as cognition, behaviour and personal characteristics, but they emerge later as higher-level collective phenomenon through interactions with others (Klein and Kozlowski, 2000). For instance, what constitutes team cognition, behaviour and personal characteristics is originated in the individual elements that compose the team which emerge into a group property through interactions among the same team members (Erez, and Gati, 2004). Individuals in the same team (e.g. individuals who are linked by the workflow) tend to interact with each other more than with others outside their team (e.g. individuals who are only linked indirectly) (Brass, 1995). The characteristics of a particular structural unit (i.e. team) arise over time as a result of dynamic interactions. Haugh (2011) states that one of the main aims of discursive psychology is to analyse "discourse in which mental states become relevant, as a form of social action which is oriented to interactional and inferential concerns" (Wooffitt, 2005: 89), with mental states comprising beliefs, knowledge, memories, attitudes, and motives. Perceiving politeness debatably at its core an interpersonal attitude (Culpeper, 2011b; Haugh, 2007), Haugh (2011) argues that analysing discourse in which politeness is viewed as an attitude becomes related to the participants; hence it is evidently discursive in nature.

On the contrary, the top-down processes shape culture by conveying the influence of higher-level contextual factors (e.g. cultural diffusion) through globalisation, media, shared norms, and then develop into shared values and basic assumptions, etc. on phenomena at lower levels of the system (i.e. practices of the members of the same culture) (Klein and Kozlowski, 2000). In other words, the reality of the members of the culture is not determined by its individual elements but, rather, by the composition of these aforementioned contextual factors. This in turn establishes a new reality at the societal level. Schein (1992) notes that top-down processes may first influence the behaviours and practices of the member of the culture. If social institutions are defined as regulative representations (norms) about how other representation (e.g. words, types of utterances, topics of conversation, etc. are distributed (i.e. displayed or performed) in various types of social situations, then it could be argued that they actually can work top down, i.e. people may behave the way they do because they have learnt or internalised the norms, not just because they take part in the patterns of behaving which they see shared by others. They stipulate norms of behaviour the interlocutors are expected to uphold in the sense that they outline what "types of speech acts can be seen as appropriate" in certain situations (Fraser and Nolen, 1981: 94). Consequently, people develop mental representations that regulate the cultural behaviours relating to (im) politeness or the norms are there from the beginning, so by sharing in the behaviours people actually also accept/learn the norms. Eelen (2001) argues that "politeness is subject to cultural expectations arising from cultural norms, and cultural scripts provide speakers with the means to meet these expectations. The scripts thus become the operational (linguistic-technical) counterpart of the norms: they represent the way norms manifest themselves in actual behaviour". For example, the rules of Ide's notion of discernment reflect the speaker's choice of expressions to conform to the prescribed norms which are out there in the society (prescription). Viewing politeness as being determined by a set of socially shared norms independent of interlocutors means that any speaker behaviour is construed similarly by any hearer within the limit of variable competence. This, from Eelen's perspective, leads to view social reality as not only a unique reality independent of the individual level (Parsons,1971), but also precede over the individual as the latter occupies a lower position (Eelen,2001).

Eelen (2001) claims that the objective approach to social structure is attributed to the Parsonian's top down rather than bottom up view of society and culture. In other words, society is conceptualised as involving a hierarchical structure of behavioural control which Parsons calls a cybernetic hierarchy (Parsons 1966, cited in Eelen 2001: 189). In this structure, the cultural system (values, beliefs, myths, etc.) is at the top of the hierarchy and controls the social system which in turn controls the personality systems in the individual and behavioural systems in social groups. It is in this sense that the social values which are internalised during socialisation are a priori regulative factors determining people's behaviour. Eelen (2001) and Watts (2003) critique the Parosonian perspective, which is viewed as comparable to the traditional approach to politeness, for perceiving persons as powerless playing only a strictly limited role in constructing social reality. Watts (2003) explains that "Parsonian view of society comprises of regularised restriction on regular or suitable social behaviour and sets of institutions that determine the structuring of social groups and the roles which individuals are anticipated to play in those groups. Due to the fact that society determines individuals' behaviour, context and culture could be viewed as predetermined and static and the individuals cannot determine or even influence the rules

of the social system, or the conceptualisation of (im)politeness (Eelen, 2001).

Drawing on Bourdieu's (1991) notion of habitus, Eelen (2001) claims that a common world should be hypothesised as consisting of a set of beliefs and practices that people accept, share and envisage as their culture, and with which researchers need to engage as individuals. Habitus is a social mechanism that consists of a set of dispositions to act in a manner which is suitable to the social structures objectified by individuals through their experience of social interaction (Watts, 2003) and provide regulated behaviour without positing external regulating force (Eelen, 2001). Bourdieu (1991) describes habitus as the disposition [which] generates practices, perceptions and attitudes which are 'regular' without being consciously co-ordinated or governed by any 'rule'. Thus, politeness can be based on interlocutors' habitus (Eelen, 2001). Eelen strongly rejects prescriptivism, indicating that the emphasis on variability and individual creativity mean that prediction will no longer be potential (2001). However, Eelen acknowledges that there is a consensus in politeness which is illustrated by using the concept of habitus. In other words, people acquire habitus through their experience of social interactions: their previous interaction or their history in Bourdieu's (1991) term and their present interaction which also influences and establishes their habitus (Murata, 2008). Eelen (ibid) although a person's habitus shares a common part with those of other people, it is unique to each individual. Thus, it could be stated that the notable characteristics of Eelen's notion of habitus are variability and individual creativity (Murata, 2008). Though integrating the notion of habitus with the model of communities of practice, Mills (2003) argues that what influences the assessment of appropriateness, which is very related to politeness, is not only the individuals' habitus but also from the communities of practice where they are involved. Nevertheless appropriateness is not imposed on people rather it has to be determined by them assessing their own status compared to other participants in the community of practice (Mills, 2003).

Consequently, the norms can be viewed as the unwritten rules for peoples' behaviour developed through repetition of performing things in certain ways (Watts, 2003; Terkourafi, 2005). However, Mills (2011) argues that interlocutors perceive these shared attitudes or practices as establishing a norm and negotiated with in terms of their perception of what is considered acceptable for their own behaviour. Mills (2011) argues that habitus is flexible system of behaviour , i.e. a way of moving from materialist analysis the significance of exterior factors to the individual in self-construction, towards a more individualistic framework of investigation. However, Eelen contends that politeness is most effectively analysed not as 'a system', but as a social practice which is both dynamic and interactive considering variability as a positive element that builds into human communication a capability for social and cultural negotiation and change rather than as an inconvenience. Watts (2003) claims that researchers in the discursive approach take a more dynamic approach to politeness and place politeness within a theory of social practice, where social should not be understood on the level of society/culture, rather it should be taken as a reference to what goes on between human beings, between individuals, in the production or social reality (Eelen, 2001) and practice is visible in cases of ongoing social interaction between individuals (Watts 2003), and they take a more dynamic approach to politeness then the previous studies. Based on this, Eelen indicates that ideas of politeness are not simply the consequence of a passive learning process in which each individual internalises the societal/cultural politeness system, but are an active expression of social positioning comapred others and the social world in general (Eelen, 2001). Consequently, Eelen (2001) argues that notions such as sharedness, norms, competence, culture and politeness can also be considered as representations of reality rather than as factual references to an objective reality.

The traditional politeness theories merely incorporate a pre-constructed object overlooking its social laws of construction and disguising its social genesis (Bourdieu 1991) and stress that an a priori view of culture where the social level is causally prior to the individual. This in turn results in the unidirectional determination of the individual by the social level (Eelen 2001). In contrast with the focus of the traditional theorists, Eelen (2001) suggests based on Bourdieu´s notion of a dynamic bi-directional view of the social-individual through concentrating on the processes of social production instead on the product of these processes. This bi-directional view of the social-individual which helps to describe how past experience mediated present action, creating a new experience that intersects both the meaning and effect of past experiences and future action. This indicates that Bourdieu's notion of habitus is followed as a guide for developing a theoretical framework in which the social-cultural norms are the consequence of human interaction rather than the opposite (Hamza, 2007). Therefore, Haugh (2011) argues that the role that norms play at the individual level can be better understood through investigating the orientations of participants to specific normative positionings that are implied in their evaluations of politeness and impoliteness.

6. Conclusion

In light of the previously discussed fact that cultures share some broad features (i.e. representations) which are dynamically constituted as the outcome of people's interaction over time, the present researcher advocates following an

interactional bottom-up model rather than a top-down constraint model of culture in analysing the data. It can be concluded that analysing the data should be based on the evaluations made by the participants of their interaction instead of social constraints on their freedom of action because their judgments on what counts polite or impolite are constantly negotiated. Therefore, they ultimately change over time across social interaction situations. The participants should be asked about their evaluations and perception of what is polite and impolite regarding communicative behavior and the contextual and social variables that might influence their judgment and perception and in what ways. The data description and analysis should not depend on a theoretical model which includes an explanatory account of culture and the notions of sharedness or normativity. Thus, it is apparent that the present researcher supports Locher and Watts' (2005) argument that we consider it important to take native speaker assessments of politeness seriously and to make them the basis of a discursive, data-driven, bottom-up approach to politeness. The discursive dispute over such terms in instances of social practice should represent the locus of attention for politeness research.

This paper concludes that the combination of discursive psychological thinking with Bourdieuan sociology provides an example of how the social and the individual, the macro and micro, may be integrated into one coherent view of human reality as a spatio-temporally and intersubjectively dynamic process. As such, not only our view of politeness may be enhanced, but the study of politeness may also contribute to a deeper understanding of social reality in general, because it would lead to the examination of fundamental notions such as social norms or the nature of culture and society, and more generally to a contemplation of the processes involved in the day-to-day constitution of the social world by individual human beings, i.e. the processes of everyday life.

References

Avruch, K. (1998). *Culture and Conflict Resolution*. Washington DC: United States Institute of Peace Press.

Bargiela-Chiappini, F. (2003). Face and politeness: new (insights) for old (concepts). *Journal of Pragmatics*, 35(10): 1453-1469.

Berry, J. (1980). Social and cultural change. In *Handbook of Cross Cultural Psychology,* H. Triandis and R. Brislin (eds.), 211–280. Boston: Allyn and Bacon.

Bourdieu, P. (1991*). Language and Symbolic Power.*Harvard: Harvard University Press.

Bousfield, D., Locher, M. (2008).*Impoliteness in Language*. Berlin: Mouton de Gruyter.

Brass, D. (1995).A social network perspective on human resource management. In *Research in Personal and Human Resource Management*, G. Ferris (eds.), 39–79. Greenwich, CT: JAI Press.

Clark, J. (2011). No, like proper north: Re-drawing boundaries in an emergent community of practice. In *Discursive Approaches to Politeness*, Linguistic Politeness Research Group (eds.), 109-132. Berlin/Boston: De GruyterMouton.Culpeper, J. (2011a). *Impoliteness: Using Language to Cause Offence.* Cambridge: Cambridge University Press.

Culpeper, J. (2008). Reflections on impoliteness, relational work and power. In *Impoliteness in Language: Studies on its Interplay with Power in Theory and Practice,* D. Bousfield, and M. Locher (eds.), 17-44. Berlin: NewYork: Mouton de Gruyter.

Dahl, S. (2004) Intercultural research: the current state of knowledge. Middlesex University Discussion Paper.Retrieved on 17th July 2014 from http://Stephan.dahl.at/intercultural/about_culture.html.

Eelen, G. (2001). *A Critique of Politeness Theories*. Manchester: St Jerome Press.

Erez, M., and Gati, E. (2004). A dynamic, multi-level model of culture: from the micro level of the individual to the macro level of a global culture. *Applied Psychology*, 53(4): 583-598.

Escandell Vidal, V. (1998). Politeness: a relevant issue for relevance theory. *RevistaAlicantina De EstudiosIngleses,* 11: 45-57.

Fraser, B. and Nolen, W. (1981).The association of deference with linguistic form. International Journal of the Sociology of Language, 27: 93-111.

Gee, J. (2008). *Social Linguistics and Literacies: Ideology on Discourses* (3rd eds.). London/New York: Routledge.

Gudykunst, W. and Kim.Y. (2003).*Communicating with Strangers*. (4th ed.) Berkshire and New York: McGraw-Hill.

Hamza, A. (2007). Review of A Critique of Politeness Theories, by G. Eelen, (2001). Working papers on the Web.Retrieved on 16th June 2014 from http://extra.shu.ac.uk/wpw/politeness/reviews.htm.

Haugh, M., (2003).A metalinguistic approach to deconstructing the concepts of face and politeness in Chinese, English and Japanese.*Journal of Pragmatics*, 35(10): 1581-1611.

Haugh, M. (2007).The co-constitution of politeness implicature in conversation.*Journal of Pragmatics*, 39(1): 84-110.

Haugh, M. (2011). Epilogue: culture and norms in politeness research. In *Politeness in East Asia*, D. Kádár, S. Mills (eds.), 252-264. Cambridge: Cambridge University Press.

Hofstede, G. (1994). *Cultures and Organizations: Software of the Mind*. London: Harper Collins Business.

Hofstede, G. (2001). *Culture's Consequences: Comparing Values, Behaviors, Institutions and Organizations Across Nations*. Thousand Oaks: Sage Publications.

Ide, S. (1982). Japanese sociolinguistics: politeness and women's language. *Lingua,* 57(2):357-385.

Kachru, Y. (1999). Culture, context, and writing.In *Culture in Second Language Teaching and Learning*, E. Hinkel (eds.), 75-89. Cambridge: Cambridge University Press.

Kim, Y. and Gudykunst W. (2005).Adapting to a new culture. In *Theorizing about Intercultural Communication*, W. Gudykunst, (eds.),

375-400. London: Sage Publications.
Klein, K. and Kozlowski, S. (2000). *Multilevel Theory, Research, and Methods in Organizations: Foundations, Extensions and New Directions*. San Francisco, CA: Jossey-Bass.
Lakoff, R. (1977). What you can do with words: politeness, pragmatics, and performatives. In *Proceedings of The Texas Conference on Performatives, Presuppositions, and Implicatures,* A. Rogers, B.Wall, J.P.Murphy (eds). 79-105. Arlington: Center of Applied Linguistics.
Lakoff, R. T. (1979). Stylistic strategies within a grammar of style.*Annals of the New York Academy of Sciences*, *327*(1), 53-78.
Linguistic Politeness Research Group, (2011). *Discursive Approaches to Politeness.*Berlin/Boston Walter de Gruyter.
Locher, M. (2006). Polite behaviour within relational work: the discursive approach to politeness. *Multilingua*, 25(3):249-267.
Locher, M. and Watts, R. (2005).Politeness theory and relational work.*Journal of Politeness Research,* 1(1): 9-33.
Matsumoto, D. (1996) *Culture and Psychology*. Pacific Grove, CA: Brooks/Cole.
McKinlay, A., and McVittie, C. (2008).Social psychology in the Twenty-First Century. In *Social Psychology and Discourse*, A. McKinlay and C. McVittie (eds.), 254-273. West Sussex: John Wiley and Sons.
Mills, S. (2003). *Gender and Politeness*. Cambridge: Cambridge University Press.
Mills, S. (2009). Impoliteness in a cultural context.*Journal of Pragmatics*, 41(5): 1047-1060.
Mills, S. and Kádár, D. (2011).Politeness and culture. In *Politeness in East Asia,* D. Kádár and S. Mills (eds.), 21-44. Cambridge: Cambridge University Press.
Murata, K. (2008). Politeness theory: its trend and development. The Ryukoku Journal of Humanities and Sciences, 29(2): 1-13.
Parsons, T. (1966).*Societies: Evolutionary and Comparative Perspectives*. Englewood Cliffs: Prentice Hall.
Parsons, T. (1971).*The System of Modern Societies*. Englewood Cliffs: PrenticeHall.
Schein, E. (1992). *Organizational Culture and Leadership*. San Francisco, CA: Jossey-Bass.
Scollon, R. and Scollon, S. (1995). *Intercultural Communication: A Discourse Approach.* Oxford: Blackwell.
Sperber, D. (1996). *Explaining Culture*. Oxford: Blackwell.
Spencer-Oatey, H., and Franklin, P. (2009).*Intercultural Interaction: A Multidisciplinary Approach to Intercultural Communication.* Houndmills Basingstoke: Palgrave Macmillan.
Spencer-Oatey, H. (2005). (Im)politeness, face and perceptions of rapport: unpacking their bases and interrelationships. *Journal of Politeness Research* 1(1):95-119.
Spencer-Oatey, H. (2012) What is culture? A compilation of quotations.GlobalPAD Core Concepts.Retrieved on 23rd May 2014 from http://go.warwick.ac.uk/globalpadintercultura.
Terkourafi, M. (2005).Beyond the micro-level in politeness research.*Journal of Politeness Research,* 1(2): 237-263.
Ting-Toomey, S. and Chung, L. (2005).*Understanding Intercultural Communication*. Los Angeles: Roxbury Publishing Company.
Watts, R. (2003). *Politeness*. Cambridge: Cambridge University Press.
Žegarac, V. (2008).Culture and communication. In *Culturally Speaking: Culture, Communication and Politeness Theory,* H. Spencer-Oatey, (eds.), 48-70. London/ New York: Continuum.

The Analysis of Theoretical-Methodological Approaches to the Study of Family Institution

Zaretkhan Khadzhi-Murzaevna Saralieva

Tatiana Nikolaevna Otdelkina

Lobachevsky State University of Nizhni Novgorod, (National Research University)
Russia, 603000, Nizhni Novgorod, University lane, 7 ('Universitetsky Pereulok', 7)

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

The article deals with the complex analysis of approaches to the study of family institution. A review of main modern concepts and study theories of family items and problems is provided by both native and foreign authors. Besides, the article reveals and classifies the factors that influence on the system of marriage-family relationships in Russia and it provides the analysis of methodological approaches to the study of substitute family, as an institution of socialization for orphaned children and children without parental cares, the problems of which are quite urgent and need complex investigation.

Keywords: *Family, patriarchal theory, system approach, functional approach, substitute family, social orphanhood.*

1. Introduction

A family is a complex many-sided, multifunctional institution, the study of which cannot be carried out superficially in single-line direction. The family is an important primary institution for personality formation and development; its functions involve not only reproduction of population, but also upbringing of the younger generation in compliance with legal, socio-cultural, ethic standards, accepted in the society. Globalization process, modernization of social relations, development of scientific-technological progress, changes in social-economic climate has a direct impact on the family institution and on the substantial aspect of childrearing.

On the one hand, it is possible to speak about the fact, that the family is an independent part of the society. On the other hand, it stays in close relations with the surrounding environment, and it is being transformed in compliance with the outside changes. The family is a kind of mirror, which reflects social-political and socio-cultural changes in the society, and also their positive or negative consequences. The family, being a structure-forming system of social life, concentrates all cardinal changes in the society.

It is necessary to mention, that the family also influences on the life of the society by means of fulfilling its main functions - reproduction of human kind and its upbringing, involving complex physical and mental-moral development. As the human society always requires reproduction of population, it maintains the social need in family, as the form of organization of children birth and socialization. These specific functions of the family stay the same even in case of different changes of the society, although the character of connection between the family and the society can be changed in the course of history (Kozlova, 2013, p.28).

The family takes a special place in the life of each person, as it is the family that helps the child, from the first years of life, to acquire social norms, the norms of human relations, main universal human values and worldview attitudes, thus forming his distant position in the system of interpersonal relations with surrounding people.

It is the family, where the fundamental bases are laid in the process of child's worldview formation and development, as well as determination of his social orienting points that play a pivotal role in his social development. Worldview orientation is mainly determined by the character of interpersonal relations between the parents and the child, the style of family upbringing, the requirements to the child in the process and upbringing, and the family structure.

Taking into consideration all above mentioned, it is necessary to note, that the study of family institution requires complex and many-sided approach, which is shown not only in the use of historically formed methods of its investigation, but also in the development of new theoretical and practical approaches and concepts, formed by means of new scientific views on the problems of family institution.

2. Theoretical-methodological Approaches to the Study of Family Institution

2.1 Historical retrospective of theoretical-methodological study of family institution

Considering the historical retrospective of family study, it is possible to speak about the fact, that it takes its origin from the middle of the XIX century, when the family was considered as the initial micro-model of the society. Respectively, the society itself presented a model of the overgrown family, and social relations were considerably based on family ones. Primitive forms of marriage, their development and transformation in the process of historical development are reflected in the works of I.Ya. Bakhofen (1861), J. Mac-Lennan (1865), J. Lebbok (1870), L. Morgan (1877), F. Engels (1891), M.M. Kovalevsky (1895), Y. Koler (1896), M.O. Kosven (1953).

In time, the view of investigators shifts from the study of forms to the inner life activity of the family, which started to be considered as a specific social institution and became the further object of study. It is proved in the works of E. Vestermark (1891), who studied the relations of men and women in different tribes, as well as the incest taboo; in the analysis of gender relations by E. Dyurkgeim (1893) from the viewpoint of labor differentiation; in U. Ogborn (1922), who studied the process of retardation of material culture from the non-material (spiritual) culture, in consequence of which the family decays; in E. Berdgess (1926), who analyzed family-marriage relations in the process of urbanization and industrialization of the society, and also considered the family as an institution of personality formation. Great attention is paid to the process of spectrum narrowing of functions, fulfilled by the families due to their historical transition to the other social institutions.

In the XIX century, the investigations, devoted to the study of family, as a small initial group, having special history of origin, functioning and stages of life activity are carried out. The founder of family study from the empirical viewpoint, in particular, using the monographic method, is F. Le Ple (1855), whose ideas anticipated the life cycle concept of the family, as a small group.

The family, as a social-psychological group, was studied by Z. Freud (1901; 1905,1909 1920), U. Thomas and F. Znanetsky (1918-1921), Zh. Piazhe (1932), Ch. Kuli (1956), U. James (1991). They considered the interrelation of family and society on the level of primary, interpersonal relations.

2.2 Russian retrospective of theoretical-methodological study of family-marriage institution

The analysis of native studies of family-marriage problems provides an opportunity to distinguish three historical stages:

1. The first stage is from the middle of the XIX century to the 1920 of the XX century. In this period, the family was one of the general problems of sociology and did not have the status of individual substantive branch. However, the gap, due to the absence of the specific approach to family study, was closed by means of investigations under psychology and pedagogics, history and philosophy, ethnography and culturology. On this stage, the contribution to the family-marriage studies in Russia, was made by D.N. Dubakin (1880), P.A. Sorokin (1911; 1916), M. M. Kovalevsky (1914).
2. The second stage starts from the beginning of 1920 to the 1960 of the XX century. At this stage, the analysis of family-marriage problems is presented in the works of K. N. Kovalev (1931), A. M. Kollontay (1918, 1921), A. V. Lunacharsky (1927), E. A. Preobrazhensky (1923), L.D. Trotsky (1923), devoted to the discussion about the development of proletarian "family unit".
3. The third stage is from 1960 up to present times. The sociology of family and marriage becomes an independent branch of sociological knowledge. The founders of different modern scientific approaches to the study of family problems were A. G. Kharchev (1964; 1968), M. S. Matsovsky (1989), A. I. Antonov (1980). (Osoheeva, 2007, p. 5)

S.I. Golod analyzes the modern state of the family-marriage institution and the history of its development; based on its content, he develops the concept of ideal historical types of monogamy (patriarchal, child-centrist and marriage), the replacement of which provides the historical changes in family functioning. The role of such social-psychological values of the family, as intimacy and self-sustainment, are considered separately (Golod, 1998).

2.3 System and functional approaches to the study of family institution

As the family is a complex component of the society, there are a lot of different approaches to its study, where the family is considered from different angles, and different aspects are distinguished. Thus, for instance, from the perspective of system approach, the family is determined as a group of people, which is united by commonplace of living, joint

household, and, mainly, cooperation. According to this viewpoint, the inner processes are directly subject to system properties, as they are, and do not depend on the wishes and intentions of family members, involved to this system, as the activity, decisions and behavior of system members have the secondary meaning, and they are subject to the laws of life activity of family system.

According to the basic idea of system approach, the family is a social system, namely, the complex of structural elements and their properties, which are in dynamic relations with each other. It presupposes, that the analysis of the family shall provide the study of its structural elements and processes, which are interdependent and condition each other, as well as the study of system features of the family, namely, its connections with inside and outside systems, levels of organization and laws of its functioning and changing. (Antonov and Medkov, 2006, p. 35)

In this context, the family system shall be flexible, as it tends to stability from the inside, and it needs updating under the historical development from the outside (Gurko, 2010, p. 94).

From the perspective of functional approach, the family is considered as the institution, which task is to fulfill main functions - reproduction, socialization, concern, protection and emotional support, social-status function (provision of definite social status to family members, reproduction of social structure), household-economic function (involves family life arrangement, formation and spending of home budget). In the context of this approach, it is possible to speak about family study from the viewpoint of its life activity, namely the spectrum of family functions and their fulfillment are studied. In the course of time the number of functions increases or decreases. It is also possible to speak about the fact, that the reasons and tendencies, influencing on their study, are analyzed under this approach.

This approach is aimed at the search of the general, that is peculiar of different types of families in the course of their development history, but it concentrates attention not only on family universalism, on historical forms of implementation of family "idea", but mainly on the family-home life itself, on socio-cultural functions of the family, as a social phenomenon, and on interrelations of socio-cultural roles, connected with marriage, kinship and parenthood. (Antonov and Medkov, 2006, p. 44)

2.4 Main approaches to determination of "family" category

The analysis of definitions of the family by different authors shows the shift of accents in the course of investigation. For instance, A. I. Antonov determines clear boundaries of the family, but he does not take into consideration the diversity of forms of family life, considering it, mainly, as a social institution. The definition of family by S. I. Golod reflects the diversity of forms of family relations, blurring of lines of the family, which is mainly presented as not the social institution, but as the small social group.

Foreign authors mainly consider the family as the small social group. J. Merdok (2003) and D. Popenoe (1996) involves adopted children and dependants to their definitions of family structure, what is absent in the definitions of Russian authors, where "children" are interpreted exclusively as blooded. It is necessary to note, that some authors define the family as a group of people, united either by blood relationship, or by intimate, sexual relationships. In this case, the pair without registered marriage and common family activity would be considered as the family. This viewpoint is not shared by such Russian authors, as M. S. Matskovsky, A. G. Kharchev, A. I. Antonov.

However, depending on the fact, what approach is used to study the family and what is central for the investigator, it is possible to speak about different definitions of the "family". T. A. Gurko (1995) considers: "Today, obviously, it is more reasonable to speak not about "the family", where it is difficult to involve all possible variations in terms of the definite culture, but about the families. The answer to the question, what the family is, can constitute either in narrowing of notion, as supposed by some foreign scientists, and in considering only such communities, where the dependent members exist (non-adults, invalids or elderly people) to be the family, or it is necessary to distinguish different types of families as the small groups of special kind. The last is of extreme importance in empiric investigations, including the intercultural ones".

2.5 The study of the institution under the transformation of the society

Modern family differs significantly from the family of previous years. As it was mentioned before, there is the transformation of not only family functions, but also of its forms, structure, character of interfamily relations, and also functional division of different spheres of activity. In modern sociological theory, it is possible to distinguish two main approaches to the theoretical understanding of transformation process of the family institution. Under the first approach, the modern family is considered as natural modification of the traditional family in the process of historical transition from the industrial to postindustrial society. M. S. Matskovsky, S. I. Golod, A. G. Vishnevsky (1982) perceive the changes of the family institution mainly as a positive process of "pluralization" of family forms, when new alternative family structures

appear on the fragments of old traditional family.

The second approach is diametric, and it states, that the modern family institution is in critical stage of development, which will result in the degradation of society in whole. A. I. Antonov, V. M. Medkov, V. A. Borisov (1990), S. S. Sedelnikov (1989,1992) consider the family changes as an expression of global crisis of family way of life, the decay of family as a social institution. At that, the negative phenomena, connected with non-fulfillment of main functions of the family, are interpreted as the expression of not just crisis of one family institution, but as the value-conscious crisis of the whole society. A. I. Antonov understands the crisis as "the value-conscious conflict of the personality and the society relatively childbirth and children socialization, resulting in non-fulfillment of reproductive and socialization functions by the family, accompanied by the weakening of the family, as the union of family members (nucleation process), the union of parents and children (the process of conjugation and devaluation of family, children, parenthood), the union of partners (the process of individualization, autonomation), the weakening of trinity of kinship-parenthood-marriage due to disappearance of family production, joint activity of parents and children (the process of replacement of family-centrism by egocentrism)" (Antonov and Medkov, 2006, p. 111 – 112).

2.6 Factors, that influence on the system of family-marriage relations in Russia

Under modern concepts, it is possible to distinguish the factors, that influence on the system of family-marriage relations in Russia:

1. Social-economic factors involve, first of all, the events, that take place during the XX century, namely, the first world and civil war, New Economic Policy, collectivization. These milestones caused the changes of family-marriage relations and "exploded" the reputation of patriarchal family. As a result, in total, it caused such processes, as migration of families to the cities→change of family way of life, what, in its turn, involved women to labor relationships for family welfare→the level of birthrate recessed, resulting in the increase of families with few number of children. (Volkov, 1999, p. 42)
2. Political factor. The policy of totalitarian state influenced greatly on the changes of family-marriage relations. It is this time, when the freedom of divorces was limited, the tax on childlessness was introduced and the abortions were prohibited.
3. Socio-cultural factor. This refers to the change of social relations, together with which the women and the men get the equal rights. Children become the obstruction for the woman in her social realization (the increase of families with little number of children); in this connection, there appear the fostering institutions for children of preschool age, disrupting the upbringing and moral function of the family. (Volkov, 1999, p. 46)
4. Social-demographic factor. The system of family-marriage relations was influenced by the development of medicine that provided an opportunity to control the childbearing. Apart from this, the increase of schooling years also influenced: it caused the distribution of such phenomenon, as common-law marriage and increase of age, when creating the family, i.e. the family began to be created later. (Golod, 1998, p. 190)
5. The change of historical types of the family (patriarchal, child-centrist, marriage). S.I. Golod mentions that the system of family-marriage relations is influenced by the type of family, dominating in the society. He explains the equality of man and woman in the family, planning of childbearing and increase of families with the little number of families by the predominance of child-centrist type, characterized by these features (Golod, 1998, p. 118 – 159); A.R. Mikheeva (2001) determines the peculiarities of interfamily relations in dependence on the predominant type of family.
6. The replacement of some family functions by the state. The state fulfils many functions of the family in modern world. It decreases the level of parents' responsibility and family cohesion. Let us add that at present, a woman can be able to raise one child, getting the state aid, what results in the increase of this category of families (Antonov and Medkov, 2006, p. 69).

2.7 Young family

Separate place in the investigations of modern family is taken by the study of the young family, which is distinguished as an object of target-specific social policy of the state. The works of Zh. Chernova, L. Shpakovskaya (2010), N. N. Azisova (2002), A. K. Dzakgoev (2000), I. G. Neudachnina (2003), Yu. N. Oleynik (1989), E. P. Vasilyev (2007), V. V. Tikhomirov (2010), B. R. Osokheeva (2007), T. K. Rostovskaya (2013) provide the analysis of status of modern young family, its social status in conditions of modern transformation of Russian society, and gender analysis of family-marriage relations of partners, the levels of their compatibility and distribution of roles. The item about problems and functioning of the young

family in the process of its life activity, about the state support is raised in the works of L. S. Rzhanitsyna (2011), E. V. Isakova (2010), T. A. Gurko (2008). It is necessary to mention, that the results of study of young family problems are mainly reflected in dissertations, involving both the analysis of regulatory bases in the sphere of young families state support control, and interfamily life activity from the perspective of gender and social-psychological approaches.

2.8 Social work with different categories of families

In conditions of appearance and increase of maternal, paternal, substitution and other types of families, there is a necessity to develop not only the system of state support for different categories of families (V. M. Zakirova (2004), A. N. Voronov (2009), A. O. Kurbangaleeva (2008), G. V. Sabitova (2007)), but also the system of social work with them, involving the training of specialists of this sphere (V. N. Gurov (2002), V. S. Torokhtiy (2000), V. V. Matveeva (2007), A. M. Panov (2006), E. I. Kholostova (2007), E. I. Tyurina, N. Yu. Kuchukova, E. A. Pentsova (2009), L. A. Saenko (2007)). Apart from that, the abovementioned authors consider the peculiarities of different types of families, their functioning and life activity. The special place under the social work with different categories and types of families is taken by the psychological-pedagogical approach to the maintenance and support of families, which is reflected in the works of L. Z. Galeeva (2008), L. V. Kartseva (2010), L. S. Alekseeva (1998) and others. A complex sociological approach to the study of peculiarities of social work with the family, involving demographic, juridical, empirical materials, as well the experience of other countries in this sphere, is reflected in the works of Z. Kh. Saralieva (2003); separate aspects are presented in the works of N. S. Stepashov (1997), O. N. Bezrukova (2007), T. S. Zubkova, N. V. Timoshina (2003).

The problems of social ill-being and constantly growing level of social orphanhood and its preventive measures are described in the works of I. I. Osipova (2008), L. S. Alekseeva (2005), S. I. Golod (1998), S. A. Sorokin (1999), M. O. Dubrovsky, V. K. Zaretsky, V. N. Oslon, A. B. Kholmogorova (2002), E. R. Yarskaya-Smirnova, G. A. Teper, N. V. Grek (2008), E. B. Breeva (2004). These authors, alongside with I. F. Dementyeva (2001), in their works substantiate the thesis about more smooth socialization and successful development of the child in native or substitute family, than in conditions of orphan. The analysis of problems of orphaned children and children without parental care, as well as negative sides of their upbringing in orphans, are reflected in the works of M. S. Astoyants (5), L. Ezhova, E. M. Poretskina (27) and others.

2.9 The study of substitute family as a special category of the family institution

The historical aspect of development of substitute family was analyzed in the works of S. V. Bakhrushin, G. N. Maksimov, N. V. Yablokov. At modern stage, the problems of theory and history of social orphanhood in Russia are developed in the works of L. V. Badya, M. V. Firsov, E. I. Kholostova, N. N. Chernetsov (Smirnova, 2013, p.5).

The problems of family organization forms of children without parental care are considered in the works of Z. I. Voronin (2003), Zh. A. Zakharov (2008), A. M. Nechaev (1994), L. Yu. Mikheev (2004), V. N. Oslon (2006), V. G. Krasnov (2011), L. Vilyaste and G. V. Semya (2007).

Frequently, the competencies and inner resources of prospective foster parents are not enough to create the socially-happy substitute family, because of absence of special knowledge in pedagogic and psychology of orphaned children and children without parental care. In this context, the development of maintenance services for substitute families and training of specialists to help them is one of the most important directions of family policy. These problems, as well as the problems of adaptation of upbringing of orphaned children, are presented in the works of N. P. Ivanova (2008), N. A. Khrustalkova (2006), Zh. A. Zakharova (2008), N. L. Bolshakova (2008), T. Kurasov (2010), N. Polomarets (2009), V. N. Oslon (2009), N. P. Ivanov (2008). The works of T.Z. Kozlova (2013) deals with the analysis of formation of parents' personality of orphaned children.

Concerning professional and "non-professional" forms of substitute family, they are reflected not only in some publications and study materials (N. A. Rybakov (2002), O. V. Besschetnov (2009), T. A. Gurko and V. B. Taseev (2007), O. V. Neverov (2010), L. Oliferenko (2003), N. M. Iovchuk, E. Morozov, A. Shcherbakov (2004), O. B. Zernitsky (2002)), but also in dissertations: R. A. O. Shukurov, (Belgorod) (2004); V. A. Tsvetkov, (Tomsk) (2005), V. V. Skatov (Saratov), E. R. Alekseev (Moscow).

The most widespread form of family organization for orphaned children and children without parental care is the foster home. The problems of psychological-pedagogical adaptation of children and parents in foster home and its functioning are reflected in the works of A. G. Rudov (2010), N. P. Voznyuk (2009), E. Bayer (2009), E. N. Denisova (2007).

In sociological literature, the problems and types of family organization for orphaned children and children without

parental care are reflected in scientific thesis and articles of both information-description and investigative character. In whole, the authors do not use complex approach in the analysis of forms of substitute families, making the problem of family sociology very urgent.

3. Conclusion

The executed analysis of theoretical-methodological approaches to the study of family institution proves that the important principle of its modern study is the complex character. As a result of perception of historical evolution of views on the study of family institution, key theoretical concepts were revealed; they allow describing the types of family-marriage unions and their inner life activity from different angles. The analysis of historical development of these concepts provided an opportunity to determine the diversity of methodological approaches to the family and marriage study. The following conclusion is based on the study of modern concepts: the transformation of scientific views on family is determined on the basis of mutual influence of outside factors and inner content. Besides, not only foreign investigations in this sphere were structured, but also Russian experience of family study was systematized. It allowed revealing the specificity of factors, influencing on the system of family-marriage relations, typical of Russian society, and determining the main directions of social work with different categories of families, which are especially urgent in scientific sociological field.

It is necessary to note, that not all types of family-marriage relations and peculiarities of their investigation were analyzed by the authors. It is one of the perspectives of study of this topic, as, when determining the main approaches to their investigation, we can evaluate the advantages and disadvantages of these investigation methods for the most qualitative and complex revelation of problems of different family categories, their solution and further prevention. The authors describe the system and functional approach to the family institution study, predominant in sociological field, what presents the incomplete picture of scientific views, which requires further investigation.

References

Azisova, N. N. (2002). Social status of the young family in modern Russia (Unpublished doctoral dissertation). Mordovian State University, Saransk.

Alekseeva, L. S. (2005). *Half-way house - structural subdivision of the Center of Family and Children Social Support: methodological recommendations on activity arrangement* (pp. 128). Moscow.

Alekseeva, L. S. (1998). Work with the family in the care-giving institutions: social-psychological aspect. Family in Russia, 3/4, 112-124.

Antonov, A. I. (1996). *Sociology of the family* (pp. 304). Moscow: MSU; International Business and Management University (Karich Brothers).

Astoyants, M. S. (2006). Orphaned children: the analysis of life practices in the residential care home. The experience of overt observation. Sociological Investigations, 3, 54-63.

Bayer, E. (2009). Foster home for orphaned children. Social Pedagogics, 1, 123-128.

Bezrukova, O. N. (2007). *Families in St. Petersburg: the status and perspectives of social works (following social research)* (pp: 113). St. Petersburg.

Besschetnova, O. V. (2009). Foster home as an implementation of constitutional right of orphaned children to family upbringing. Tomsk State Pedagogical University, 7, 71-75.

Bolshakova, L. N. (2008). Adaptation of children in foster home. Family Psychology and Family Therapy, 4, 28-40.

Bolshakova, L. N. (2008). The substitute families need help. Orphan Asylum, 3, 30-33.

Breeva, E. B. (2004). Social orphanhood. The experience of sociological examination. Sociological Investigations, 4, 44-50.

Vasilyev, E. P. (2007). The status of young family in modern Russian society (Unpublished doctoral dissertation). Kazan: The Kazan State University.

Voznyuk, N. P. (2009). Modeling of successful foster home. Social Pedagogics, 6, 107-115.

Volkov, A. G. (1999). Why have the Russian family changed? Family in Russia, 1-2, 40-53.

Voronina, Z. I. (2003). Legal forms of upbringing of children without parental care (Unpublished doctoral dissertation). St. Petersburg.

Voronov, A. G. (2009). State policy of the Russian Federation in the system of social maintenance of the family and children (Unpublished doctoral dissertation). St. Petersburg State University.

Galeeva, L. Z. (2008). Psychological-pedagogical innovations in the work with modern family. Social Service Worker, 4, 27-36.

Golod, S. I. (1998). *Family and marriage: historical-sociological analysis* (pp. 272). St. Petersburg: Petropolis. ISBN 5-86708-113-3.

Gurko, T. A. (2007). The experience of organization of foster homes in Samara District. SOTSIS, 9, 78-85.

Gurko, T. A. (2008). Russia: social policy in relation to young parents. Vdast, 6, 10-14.

Gurko, T. A. (2010). *Theoretical approaches to family study* (pp. 94). Moscow: The Institute of Sociology RAS.

Gurko, T. A. (1995). Transformation of the modern family institution. Sociological Investigations, 10, 96.

Gurov, V. N. (2002). *Social work of school with the family* (pp. 191). Moscow: Pedagogical Community of Russia.

Dzakgoev, A. K. (2000). Young family in modern conditions: at the materials of the Republic of North Ossetia-Alania (Unpublished doctoral dissertation). Moscow: Social Technological Institute.
Dementyeva, I. F. (2001). Negative factors of children upbringing in single-parent family. SOTSIS, 11, 108-113.
Denisova, E. N. (2007). The first year of life of the foster home. Orphan Asylum, 4, 13-19.
Ezhova, L. (2004). The forms of upbringing of orphaned children, alternative to the state ones: Russian discourse and practice. Social Policy, 2, 203-227.
Zakirova, V.M. (2004). Family and social policy: to the problem of definition of family welfare. Social Policy and Sociology, 2, 188-196.
Zaretsky, M.O. (2002). The ways to solve the orphanhood problem in Russia. The Problems of Psychology, 16-26.
Zakharova, Zh. (2005). Upbringing of children in substitute families. Social Work, 1, 35-39.
Zakharova, Zh. (2008). Training of substitute parents to the new role. Social Pedagogics, 2, 34-38.
Zernitsky, O. B. (2002). Motivation of adoption and peculiarities of parent positions in families with adopted children. A Reporter of Psychosocial and Correction-Rehabilitation Work, 1, 45-50.
Zubkova, T. S. & Timoshina, N. V. (2003). *Organization and content of work on social protection of women, children and family: a school guide for the institutes of vocational secondary education* (pp. 221). Moscow: Academy.
Ivanova, N. P. (2008). Substitute family. The tasks for specialists. Orphan Asylum, 1, 10-12.
Ivanova, N. P. (2008). Social adaptation of children in substitute family. Family in Russia, 2, 59-65.
Iovchuk, N. (2004). The support of orphaned children, grown up in families. Social Pedagogics, 2, 82-86.
Isakova, E. V. Main problems of young families and the analysis of the existing ways of their solution. Retrieved April 7, 2015, from http://ecsocman.hse.ru/text/33373537/
Kvartseva, L. V. (2010). *Psychology and pedagogics of social work with family: study guide* (pp. 224). Moscow: Dashkov and Co.
Krasnova, V. G. (2011). To the problem of effectiveness of life organization of orphaned children. Psychology and Pedagogics, 3(15), 74-79.
Kozlova, T. Z. (2013). Inter-generational relations in primary family of foster parents. Human Capital, 3, 23-28.
Kurasova, T. (2010). Foster home: complex social-pedagogical support. Social Pedagogics in Russia, 1, 14-18.
Kurbangaleeva, O. A. (2008). Maternity capital: how to get? Business Accounts, 7, 39-44.
Matveeva, V. V. (2007). Sociology of conflict in the strategy of social work with family. Native Journal of Social Work, 4, 36-42.
Mikheeva, A. R. (2012). *Transformation vectors of family relations: the analysis of historical and modern empirical studies in terms of structural-genetic approach* (pp. 48). Novosibirsk: IEOPP SO RAS. 48 c.
Mikheeva, L. Yu. (2004). *Guardianship and custody: theory and practice* (pp. 368). Moscow: Wolters Kluwer. ISBN 5-466-00035-3.
Neverova, O. V. (2010). Models of orphaned children in context of social changes. Native Journal of Social Work, 5, 45-53.
Neudachina, I. G. (2003). Modern Russian young family: gender analysis (Unpublished doctoral dissertation). Yekaterinburg: The Urals State University named after A.M. Gorky.
Nechaeva, A. M. (1994). *Protection of orphaned children in Russia (history and contemporaneity)* (pp. 176). Moscow: Dom. ISBN 5-46138-122-2.
Oleynik, Yu. N. (1989). The study of compatibility levels in young family. Psychological Journal, 2, 59-65.
Oliferenko, L. (2003). Foster home is the protection institution of childhood. Social Pedagogics, 2, 77-88.
Osipova, I. I. (2008). *The phenomenon of social orphanhood in modern Russia.* Social pedagogics: theory, practice, perspectives (pp. 234-241). Moscow: RSSU.
Oslon, V. N. (2001). Substitute professional family as one of the models to solve the orphanhood problem in Russia. The Problems of Psychology, 3, 79-90.
Oslon, V. N. (2006). *Life organization of orphaned children: a professional substitute family* (pp. 368). Moscow: Genesis. ISBN 5-98563-055-2.
Oslon, V. N. (2009). To the concept of psychological support of the substitute family. Psychological Science and Education, 3, 44-52.
Osokheeva, B. R. (2007). Modern young family: transformation processes and stabilization factors (Unpublished doctoral dissertation). Ulan-Ude: The Buryat State University.
Panov, A. M. (2006). Conceptual and scientific-methodological bases for the centers of social support of the family and children. Social Services, 2, 14-36.
Polomarets, N. (2009). Maintenance service and a school for foster parents. Social Pedagogics in Russia, 6, 50-52.
Rzhanitsyna, L. S. (2011). Young families with children: who are they, how do they live and what do they want? Sociological Studies, 3, 85-94.
Rostovskaya, T. K. (2013). The processes of institutionalization of the young family. The Reporter of Higher Education Institutions. Povolzhskiy Region. Social Sciences, 2 (26), 84-90.
Rudov, A. G. (2010). How to prepare a house for the adopted child. Social Pedagogics in Russia, 2, 29-32.
Rybakova, N. A. (2002). Foster care and foster parents. A Reporter of Psychosocial and Correction-Rehabilitation Work, 3, 44-52.
Sabitova, G. V. (2007). Legislative guarantee of social-pedagogical support of families with children in Russia. Native Journal of Social Work, 3, 26-35.
Saenko, L. A. (2007). Training of future social pedagogues to work with unemployed families. Higher Education Today, 8, 69-70.
Saralieva, Z. Kh. (2003). *A family is a client of social work: study guide* (pp. 287). Nizhny Novgorod.
Semya, G. V. (2007). Family forms of support of orphaned children and children without parental care. Social Pedagogics, 1, 32-40.
Smirnova, A. S. (2013). Social welfare of foster home: sociological analysis (Unpublished doctoral dissertation). Yekaterinburg.

Sorokin, S. A. (1999). *Russian family and three draft laws on its protection*. (pp. 167). Moscow: Economy. ISBN 5282019760.
Stepashov, N. S. (1997). *Methodological bases to determine the criteria of effectiveness of social work, in keeping with the purposes and tasks of modern family policy. Study guide for social workers* (pp. 20). Kursk: KSMU.
Tikhomirova, V. V. (2010). Social well-being and social orientations of the young family. Sociological Studies, 2, 118-124.
Torokhty, V. S. (2000). *The bases of psychological-pedagogical provision of social work with the family: study guide for students of sociological faculties and universities* (pp. 238). Moscow: Moscow State Social University.
Tyurina, E. I. (2009). *Social work with the family and children* (pp. 288). Moscow: Academy. ISBN 978-5-7695-5703-3.
Kholostova, E. I. (2007). Social work with the family: study guide (pp. 211). Moscow: Dashkov and Co.
Khrustalkova, N. A. (2006). Upbringing of children in professional-substitute families. Higher Education Today, 11, 34-36.
Khrustalkova, N. A. (2006). Social Pedagogue: the help to professional-substitute family. Higher Education in Russia, 11, 175-176.
Khrustalkova, N. A. (2006). Organizational-pedagogical work of social pedagogues with the professional-substitute family. Innovations in Education, 6, 80-100.
Shukurov, R. A. O. (2004). Foster home on family law of Russia (Unpublished doctoral dissertation). Belgorod: Belgorod State University.
Tsvetkov, V. A. (2005). Foster home as a form to suport children without parental care, in keeping with the legislation of Russian Federation (Unpublished doctoral dissertation). Omsk: Tomsk State University.
Chernova, Zh. V. (2010). Young adults: marriage, partnership and parenthood. Discursive prescripts and practices in modern Russia. Sociological Studies, 3, 19-43.
Yarskaya-Smirnova, E. R. (2008). Dump kids: a problem of prevention of early social orphanhood. A Woman in Russian Society, 3, 31-48.

Analysis of Women's Image in Iranian TV Commercials Based on Barthes Visual Semiotics

Nooshin Azin

Hossein Heidari Tabrizi

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

Media affect the lives of people. By producing a particular kind of advertisement or message, media can control and influence people's opinions and attitudes. In almost all modern societies, one of the major television genres is advertising (Cook, 2005). It not only gives information about services and products, but also builds a secondary discourse about society and power relations. Advertising has an important role in the representation of gender in a society. Thus For this study, five TV commercials broadcasted in Iran by IRIB in 22th May- 21th June 2014 were selected. These advertisements were chosen since they have significance in gender roles. Then in order to study women's image in Iranian TV commercials, Barthian semiological analysis describing the image on both levels of significance- denotative and connotative level- was utilized. The results demonstrated that the TV advertisements selected in this paper represent gender stereotypes and traditional gender division of labor.

Keywords: *Barthes visual semiotics, Gender role, TV commercials, Image of women.*

1. Introduction

In a modern world, mass media have a critical role. Information is broadcasted rapidly and entertainment is given to wide audiences. They include books, radio, television, press, and the internet. While the internet is regarded as the most expanding mode of communication in the modern world, TV still has a considerable domination, because of its audio visual quality. This quality gives it a great power in transferring ideologies and leads to the viewer emotional involvement.

1.1 Stereotypes

By simplifying and classifying obtained data, human beings categorize their world knowledge. Thus their cognitive schemes are formed. These schemes shape our world view and have a considerable effect on our social cognition. The stereotypes can be considered as the most significant types of schemes which are demonstrating the attitudes of a certain social group. Stereotypes show inadequate, biased and at times untrue representation of reality due to various process of generalization and simplification that they apply. They are resistant to change and mostly based on customs and traditions. According to Elliot Aronson (1972), an American psychologist, "Stereotypes are used to attribute the identical features to each member of a certain group without taking the existing differences among the members into consideration".

The social archetypes lead to a division of gender roles. Through the ages, a typical family ideal was" patriarchal" model. In the past, women were judged as low-status labors, dependent ,loving mothers and wives, responsible for nurturing children and doing house work, while men were regarded as wage-earners, job-focused, firm and autonomous.

1.2 Gender in mass media

As Fairclough (1992) pointed out, gender stereotypes are still used by many social organizations like mass media. They often represent beliefs which, directly or indirectly legitimize existing power relations.

Mass media gives people information and enjoyment, on the other hand according to McLuhan (1964) it influences people lives by shaping their ideologies, thoughts and opinions. By unnoticeably conveying the dominant hegemonic beliefs, it can control people's social life. An Italian thinker, Antonio Gramsci, proposed an idea of "cultural hegemony" as a moral and intellectual controlling, discriminated from armed forced.

Many Studies showed that commercials are stereotyped by gender (Counrtney and Whipple, 1983; Signoreill, 1985). The National Institute of Mental Health highlights these gender roles on television as follow : "(1) in male-female

interaction, men are usually more dominant; (2) men on television are rational, ambitious, smart, competitive, powerful, stable, violent and tolerant, while women are sensitive, romantic, attractive, happy, warm, sociable, peaceful, fair, submissive and timid; and (3) for men, the emphasis is on strength, performance and skill; for women, it is on attractiveness and desirability and finally marriage and family are not important to television's men" (National Institute of Mental Health as cited in Lauer and Lauer, 1994, p73).

According to Davis (1990), in most cases TV shows good-looking, slim, young, and eye-catching females. The common age range is above 50 or below 35. Middle-aged females are uncommon (Beal, 1994). Women are constantly engaged in positions where their appearances consider more important than their thought, and powerless and inept deeds are normal (Boyer, 1986). Most men on TV are presented capable and smart (Boyer, 1986). Women are generally portrayed as sex object, and men depicted clumsy while managing children's needs (Basow, 1992).

In almost all modern societies, one of the major television genres is advertising (Cook, 2005). It not only gives information about services and products, but also builds a secondary discourse about society and power relations. Many specialists have argued that the demonstration of gender stereotypes essentially reflects the cultural, social, economic and political beliefs of the community (Dines and Humez, 1994; Gauntlett, 2002). Van Dijk similarly (1993) claims that the patriarchal ideals and values are still reflected on TV programs in modern world. Thus, advertising has an important role in the depiction of gender in a society.

A considerable amount of literature has been published on representation of gender in media. Shartiely (2005) studied the specific images of men and women in TV commercials. It traces that gender stereotyping in advertising rooted from disapproving viewpoints that are presented in real life situations. Another study by Lee (2004) draws our attention to the nature of females stereotyping in Singapore's TV production. The findings showed that women were represented in more varied roles. Though, patriarchy is still predominant to some extent. In their review, Signoreilli et al. (1991) indicated that commercials on MTV are gender-stereotyped. Assuming social constructivism, Ottosson and Cheng (2012) analyzed two movies in their thesis. Their study specified that characters do still show inclination towards patriarchies and certain challenging characters are almost unsuccessful.

Due to cultural and religious situation in Iran and in its mass media, women's display in advertisements follows certain rules and limitations. In Iran several attempts have been made to analyze women's image in commercials.

Amini (2010) in her paper claims that in typical advertisements in the modern world, instead of stereotypical image, women are more presented as a "sex object". She added that in Iran, commercials utilized gender stereotypical images as well; the only difference is in the shape of "women's representation ".

In another study analyzing Islamic Republic of Iran (IRIB) commercials, Payande (2006) listed these stereotypes for women: (1) being housewife; (2) being mother; (3) naturalizing gender division of labor and ;(4) acting as good models for their little daughters. He believes that commercials not only transfer information about quality of products but also reflect social relations and cultural values of the society. Carter and Steiner (2004) support this view by considering media as "an important area of study which has the power to signify what is socially acceptable".

1.3 Semiotics

Language is a system of signs: written words, sounds, and images are varied types of signs. The origins of semiology are found with the work of the French linguist, Ferdinand De Saussure (1857-1913). He defined semiotics as 'the science of signs'. He classified the sign into two basic components: a sound component which he called signifier and a conceptual component which he named the signified. This signified or conceptual component is not just a material object, it can be the thought or the idea of an object. The association between the signified and the signifier is arbitrary; it is largely influenced by culture or context of use. In the case of the media studies, a signifier is any image which is conveyed to the audience. Though signifiers and signified can be separated by semiologists; they form a unit called a "sign".

Charles Pierce (1839-1914), the American philosopher, similarly studied semiology. He proposed theories to show how signs communicate ideas, attitudes and beliefs to us. Pierce stresses the dynamic relations between sign, interpretant, and object which result in semiosis or the process of signification. similar to De Saussure, Pierce model is structural, but Dissimilar to Pierce's triadic structure, Saussure's system of sign is dyadic (the signified and the signifier).

While their model of sign is mainly linguistic, the philosopher Roland Barthes consider image in his system of signs. Barthes believed that the use of signs in society is a way of normalizing the world corresponding to a bourgeoisie viewpoint. This normalization was entitled a 'myth'. According to Barthes "myth does not deny things, on the contrary, its function is to talk about them; simply, it purified them, it makes them innocent, it gives them a natural and eternal justification .....it is natural and goes without saying: I am reassured" (Barthes 1973:143).

In this manner, the signs that relayed from the media can communicate a variety of messages to its audience

including social and cultural values. They can act as a means of domination; they can form the structure of public understanding and perception (Bouzida, 2014).

Semiology then helps the interpreter recognize how signs are employed and understood within the media. Since media uses various signs to convey predominant stereotypic values in any society, visual analysis of women in the media, especially in television commercials, can reflect significant social relations and cultural values of the society. Accordingly, in this paper it is tried to inspect Iranian TV commercials based on Barthes visual semiotics.

2. Method

2.1 Research approach

2.1.1 Barthes semiological Approach

One of the notable figures in the French school structuralism semiotics was Roland Barthes. In Barthian visual semiotics, the image has two layers:

1) *Denotation* or 'what, or who, is being depicted here? '
2) *Connotation* or' what ideas and values are expressed through what is represented, and through the way in which it is represented?' (Van Leeuwen, 2001)

Barthes believes, through complicated semiotic collaboration and interaction, the image is associated with ideological and social aspects which are interpretable at the connotative level.

In media studies, Barthes methodology is greatly practical and his semiological study can be used as an analytical tool for contemporary media studies. A new challenge for analyzing media is introduced to identify the connotative meaning. The semiological analysis helps us recognize how media produce values and meanings from system of signs. Using semiology as a qualitative method, researchers can realize the hidden meanings of the images, advertisements, movies, pictures… considering the socio-cultural setting.

Like so, in the present study in order to study the hidden meanings of women's image in Iranian TV commercials, Barthian semiological analysis describing the image on both levels of significance- denotative and connotative level- is utilized.

2.2 Sampling

The purposive sampling method, the most common sampling method in qualitative research, is used in this study (Creswell, 2007). The purposive sampling approach is employed when samples should have particular characteristics that will enable comprehensive investigation and understanding of the main questions that the researcher wants to explore (Ritchie & Lewis, 2003).

For this study, five TV commercials broadcasted in Iran by IRIB in 22th May- 21th June 2014 (Khordad 1393) were selected. These advertisements were chosen since they have significations in gender roles. From these samples, one could understand how Iranian television represents women in advertising.

3. Analysis of Advertisements Based on Barthian Level of Signification

3.1 Advertisement one: Sepid washing machine powder

3.1.1 Denotative level

> *A little girl:"Mom, if you wash my clothes with Sepid (Sepid means white in Persian), will it remove the chocolate spots?*
> *The mother:"Let me ask my mom."*

Then her mom called her grandmother:"Hi, mom! Does *Sepid* remove clothes stains?" "Yes, it does remove, but let me ask my mother again" her grandmother said.

> *Then her grandmother called her great grandmother: "Mom! Does Sepid protect the color of clothes?"*
> *Her great grandmother emphasizes: "Yes, it does, but let me look at my mother's diary", and her diary was shown with this sentence bolded: There is no powder Superior to Sepid powder.*



3.1.2 Connotative level

In this advertisement, for several generations women are portrayed to be responsible for washing the clothes of family members. The little girl internalizes and models this role. Based on the dominant social routine in Iran, girls should attend beside their mothers, follow their footsteps at home from early childhood and learn the methods of housekeeping. In this way, girls shape their identity. Washing is one of the main household tasks and nothing has changed from past to present. A device such as the washing machine and goods like washing machine powder associated with women. Presenting a mother as a housewife with her little daughter insist on the projection of traditional female role as a norm or stereotype.

3.2 Advertisement two: 8-piece Agrin kitchen ware

3.2.1 Denotative level

The second TV commercial advertises home appliances*: 8-piece Agrin kitchen ware (Agrin is a Kurdish name means fiery).* A young lady is sitting behind the table in the kitchen. She looks weary; she is tired of her worn-out saucepans. The voice of a man is heard while the woman is working. He says, "Forget cooking with old kitchen ware… don't worry about cookery with 8-piece *Agrin* kitchen ware… it has 3 pans, 2 frying pans in different sizes…. enjoy cooking with *Agrin* and now serve your guests easily with *Agrin* and let others admire you….the home becomes real home just with *Agrin*." Along with the man voice in background the woman is serving and dining her husband and son. After using *Agrin* kitchen ware she becomes happy and serves her guests happily. Consequently her husband and son look happier and more satisfied.



3.2.2 Connotative level

One of the assumptions is gender division of labor. The woman is alone in the kitchen. Having time worn kitchen ware makes her look sad and exhausted. Buying new brand pans solve her problems. The brand new set is all she needs. After getting this set, she serves her family and guests better. She looks happy now. Again in this advertisement, a woman is portrayed to be responsible for cooking and feeding her family members. Kitchen equipment such as the saucer pans have been considered as properties for women. Representation of man in this advertisement is in accordance with his traditional role who is sitting and waiting to be fed. Presenting the woman as a house wife, reflects the traditional or expected women job confined in the kitchen.

3.3 Advertisement three: Goli dishwashing liquid

3.3.1 Denotative level

The third TV commercial presents"*Goli dish washing liquid*" (*Goli means red*). The advertisement starts with young lady's close up. She has lots of guests; she is serving and dining them. In one scene her husband helps her and brings food. She invites the guests to eat, but at the same time she imagines all dishes left for her to wash. Thus she becomes anxious and stressed. While we see these scenes, a woman's voice is heard. She says "Being together is valuable …. Do not waste it by worrying about the left dishes …*Goli* with great cleaning and lathery power wash greasy dishes easily… enjoy more from enjoyable moments of your life…. *Paxan (the name of the detergent company)* is thinking about family wellbeing." At the same time we have a close up of the young lady, she is squeezing dish washing liquid on a dishcloth. Now she is smiling. In the final scene, we see all greasy dishes are washed. They are shining. At the background in a vague shot, after washing the dishes her husband brings her a glass of tea.



3.3.2 Connotative level

The main character is a young lady who is responsible for serving and dinning the guests and washing the party dishes. At this time, thick liquid with great lathery power shows up and helps her and all of a sudden, her worries turn to happiness and relief. Apparently, the advertisers try to neutralize the assumptions of patriarchal divisions of labor by showing two scenes that her husband helps her. In one shot he brings food, and in the last scene he offers his wife a cup of tea. Again we witness the projection of the gender division of labor. Serving guests and washing dishes are traditionally of feminine nature in Iranian society.

3.4 Advertisement four: Tabiat Rice

3.4.1 Denotative level

The fourth TV commercial promotes "*Tabiat rice" (The word Tabiat means nature)*. A male -voiced promoting *"Tabiat rice"* is heard in the background. A woman arrives home with flower, rice, sweets…in her hands. She prepares food for the family with the *Tabiat* rice which she bought; she is concerned about her husband's reaction. Not only the wife but two other elderly women at the table who appear to be her mother and mother in law are concerned about the man reaction too. They looked each other and the man anxiously with doubt. When the man tastes the rice and nodes his head signifying his satisfaction, they breathe freely and look each other cheerfully.



3.4.2 Connotative level

We see a woman arrives with a load of household shopping among them; there is a bag of rice. She has doubt about the quality of the rice and concerns about her husband's reaction. Not only this young lady but also her mother and mother in law who act as a model and sample of submissive traditional female, minds about the man's confirmation. In this advertisement, this is the woman who buys goods, who prepares food and concerns about husband's approval. Man sits at the table and acts as an approver.

Again, we are faced with gender division of labor. Such conditions help the stabilization of the superiority of male position and the low position of women; it is an attempt to represent the desirable woman who is inferior and submissive to her superior husband.

3.5 Advertisement five: Persil detergent powder

3.5.1 Denotative level

A large number of women are sitting on chairs and listening to a young lady who is standing on a platform and marketing *Persil detergent (Persil is a proper name for this detergent)*. She says: "Welcome to *Persil* program where we solve washing problems". Then an elderly man in white arrives and explains about chemical features of *Persil* powder and how it removes stains. Then the marketing woman offered a box of powder to a woman and her little daughter and continues, "This powder is produced in Iran now ….and washing means….." All women rejoin: "*Persil*". A man voice is heard: "Washing means *Persil*".



3.5.2 Connotative level

We have three cliché here: 1) a marketing person 2) consumers or users 3) a specialist. Marketing which is not so much prestigious job is done by a woman. The other group is consumers who are all women in different age ranges. Again just women are portrayed to be responsible for washing the clothes of family members. This responsibility is not in accordance with male identity. An elderly man in white is presented as a chemist. Among all these women, just one man presented as a person who has technical knowledge. It signifies the ideology of gender division of labor. The traditional views are reflected again in this commercial, contrary to all the advancement concerning woman's status in Iran.

In one scene, one box of detergent is gifted to a mother and her little daughter, to signify that the actions such as washing and cleaning in the context of Iranian society relate to women, and male identity refuses to accept this action. According to the dominant cultural discourse of society in Iran, girls should attend beside their mothers; follow their footsteps at home from early childhood. It implies that she should play her traditional future role.

This advertisement indicates that these tasks are part of the female nature and unchangeable. Thus, it leads to the stabilization and continuation of traditional female identity.

4. Discussion

Studies have frequently showed that commercials are stereotyped by gender (Counrtney & whipple, 1983; Signoreilli 1985). Applying two layer Barthian visual analysis, this paper revealed how television commercials of kitchen appliances, detergents and food in Iran portray women. It indicates that television advertisements in Iran continue gender stereotyping. A division of gender roles can be identified based on the patriarchy family model and social prototypes. For

the most part, women are portrayed simple and superficial. This confirms Van Evra (1990) assertion that numerous TV advertisers seem to depict an image of women as creatures who become extremely excited over a detergent's cleaning power, whose worlds are narrow and totally housebound, and who never discuss anything sophisticated or inspiring. Though doing housework, raising children, being a good and loving wife are worthwhile, but restricting women solely to these roles and eliminating them from important roles in a society are the main criticism here.

Mass media employs stereotypical personalities to control the audience conception of the world. The media create their own version of reality. These stereotypical characters influence children as well; in this way they internalize gender division of labor and develop their ideas about what is wrong and what is right. As Van Evra (1990) claims 'TV plays a significant role in child's growing belief.'

Moreover, stereotypes are largely utilized as one of the most common techniques of persuasion in the ads. In many parts of the world women are used as a sex object but in Iran because of religious circumstances women are not presented as "sex objects" in commercials, instead they are objectified to persuade people to buy some household cleaning products, cooking equipment, foodstuff... .The objectification exists in both cases; the only difference is in the form of representation.

In our time the diversities among female and male job in our society become smaller or even disappeared, however commercials still employ traditional gender stereotypes. Due to its responsibility for presenting the dominant social norms, TV is expected to act as "a mirror of the society". Generally, TV commercials in Iran do not represent what is really taking place in society. They overlook certain facts such as some women being busier in certain contexts. Today a family model tend to be more based on a partnership rather than on patriarchy.

As a final point, marketing specialists can act revolutionarily in their promoting and go beyond gender stereotyping. For having normal, well-balanced and high-spirited family, women should be open-minded, strong and free from social expectations. Stereotypical beliefs where women are inspired to be needy and polite, and men are urged to be determined and leader are not helpful. Outdated gender roles prevent impressive accomplishment. It is required for our children to nurture in an impartial gender atmosphere which inspires them to think they are effective in directing their societies, regardless of their gender.

References

Amini, A. (2010). Representation of women in commercials in Iran and the world. Book of the month: Social science, 26, 91-103.
Aroson, E. (1972). The social animal.W.H. Freeman.
Barthes, R. (1973). Mythologies.London:Paladin.
Basow, S.A. (1992). Gender stereotypes and roles,3rd ed.Pacific Grove, CA: Brooks/Cole Publishing Company.
Beal,C. (1994). Boys and girls: The development of gender roles. New York: McGraw-Hill, Inc.
Bouzida,F.(2014). The semiology analysis in media studies-Roland Barthes approach-Proceedings of SOCIOINT14-International conference on social sciences and humanities.
Boyer,P.J. (1986). TV turns to the hard boiled male. New York Times, February 16, p.H1 and H29.
Carter, C., & Steiner, L. (2004). Critical readings: Media and gender. Maidenhead: Open University Press.
Cook, G. (2005). Discourse of advertising. New York: Taylor & Francis.
Cresswell, J. W. (2007). Qualitative inquiry and research design: Choosing among the five traditions (2nd ed.). Newbury Park: Sage Publications.
Courtney, A.E., & Whipple, T.W. (1983). Sex stereotyping in advertising, Lexington, MA: Lexington Books.
Davis, D.M. (1990). Portrayals of women in prime time network television: some demographic characteristics. Sex Roles, 23,325-332.
Dines,G. & Humez, J.M. (1994). Gender, race and class in media. Newbury Park: Sage Publications.
Fairclough,N. L.(1992). Discourse and social change. Cambridge: Polity Press.
Gauntlett, D. (2002). Media, gender and identity. London: Routledge.
Hall, S. (ed.) (1997). Representation: Cultural representations and signifying practices. London: SAGE, Open University Press.
Lauer, R.H. & Lauer, J.C. (1994). Marriage and family: The quest for intimacy. Madison, WI: Brown & Benchmark.
Lee,Ch.W. (2004). Gender role stereotyping in television commercials. Advertising & Society Review. Vo.5, 3, 2004
Lindzey, G., & Aronson, E. (1968 & 1985). The handbook of social psychology (2nd & 3rd eds.). New York: Random House.
McLuhan,M .(1964). The medium is the message in: Understanding media. New York: Signet.
Ottosson, Th. & Cheng, X. (2012). The representation of gender roles in the media.Bachelor's thesis in political science, University West.
Payandeh, H. (2006). A critical review of TV commercials. Tehran: Rooz Negar publication.
Pierce, C.S. (1955). Philosophical writings of Pierce. Editor by J. Bachler. New York. Philosophical Library.
Ritchie, J. & Lewis, J. (2003). Qualitative research practice: A guide for social science students and researchers. Thousand Oaks, CA: Sage.
Saussure, F. de (1974). Course in general linguistics. New York: Philosophical Library.
Seidman, S.A. (1999). Revisiting sex role stereotyping in MTV videos. International Journal of Instructional Media, 26, 11-22.

Shartiely, E.N. (2005). The portrayal of the Tanzanian woman in TV commercials: is she a piece of soap, a house, or gold?.Africa & Asia, 5,108-141.
Signoreilli, N. (1985). Role portrayed and stereotyping on television: An annotated bibliography of studies relating to women, minorities, aging, sexual behavior, health, and handicaps. Westport, CT: Greenwood.
Van Dijk, T.A. (1993). Stories and racism. In D.K. Mumby (ed.), Narrative and social control: Critical perspectives (pp. 121-42). Newbury Park, CA: Sage Publications.
Van Dijk, T.A. (2003). Critical discourse analysis. In D. Schiffrin, D. Tannet & H. E. Hamilton (Eds.), The handbook of discourse analysis (pp. 353-371). MA: Blackwell publishing.
Van Evra, J. (1990). Television and child development. Hillsdale: Lawrence Erlbaum Associates.
Van Leeuwen, T. & Jewitt, C. (Ed.) (2001). Handbook of visual analysis . London: Sage publication.
http://krytyka.org/gender-stereotypes-in-mass.media-case-study-analysis-
http://lucian.uchicago.edu/blogs/mediatheory/keywords/semiotics/
http://www.history.ac.uk/1807commemorated/media/methods/semiotics.html

Gender Perception, Female Downgrading and Domestic Violence among Married Couples in Cross River State, Nigeria

Adadu, Paulinus M. A. Ph.D

Ecce Department, School Of Education, Cross River State College of Education, Akamkpa
Pmb 1171 Calabar, Cross River State – Nigeria; E-mail: paulinusadadu@gmail.com

Egbe, Alice O. A. M.Ed

Exams Department, Ministry Of Education Hqrs, Calabar, Cross River State – Nigeria

Undie, Josephine U. M.Ed

Ecce Department, School Of Ecce/Pes, College Of Education, Akamkpa, Cross River State - Nigeria

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

The study was designed to investigate gender perception, female downgrading and domestic violence among couples in Cross River State. the ext-post factor research design was used in this study. The major independent variables for the study were gender perception and female downgrading while domestic violence was dependent variable. Four research hypotheses were formulated to guide the research in this study. The sample for the study was 800 married couples, made up of 546 males and 254 females, a stratified random sampling and simple random sampling techniques were used to get the subjects for the study. The major instrument for the data collection was four-point likert type scale called Gender Perception and Female Domestic Violence Questionnaire (GPFDVQ). The responses obtained from the instrument were coded, scored and analyzed statistically; group means and standard deviation were calculated. The independent t-test and Pearson Product Moment Correlation were used to analyze the data. All the four hypotheses were tested at 0.5 level of significance based on the result of data analyzed. The following findings were made: (1) couples with negative self-concept, (2) there is a significant positive relationship between gender perception and the level of domestic violence among couples. The higher unfavourable perception of gender the higher the level of domestic violence among couples and (3) there is a significant negative relationship between female downgrading and the level of domestic violence among couples. Counselling implications as well as conclusion were made to make for a happy family life.

1. Introduction

Psychological scientists often divide the way man perceives the world into two distinct phases namely sensation and perception. Sensation focuses on how our sense organs respond to external stimuli such as lights, sounds etc. and how those responses are transmitted to the brain. Perception on the other hand, refers to the further processing of sensory signals in the brain that ultimately results in an internal representation of stimuli and the observer begins to think. Gender perception has to do with the processing of signals in the brain and interpretation leading to thoughts by males and females about one another (Gazzaniga and Healtherton, 2003, Akpama 2014).

For some time now gender perception, female down-grading and domestic violence among couples in Nigeria have increasingly become social menaces plaguing the family system. These problems constitute a lot of setback and poor family performance. Thus falling standard of family achievement of married couples is an important issue of concern to educationists, administrators and the general public at large.

In many families in the country there are several reports of acts of indiscipline such as drug abuse, prostitution, stealing, rioting and bullying, to mention a few. One is then forced to think and wonder what should be the factors influencing the increasing rate of female down-grading and domestic violence among couples. The aim of education is to bring about an all round development of an individual so that he becomes a useful member of the society to which he belongs. The school is one of the agents to bring about this desired change. However, with the present trend of indiscipline on the part of the married couples, the achievement of the aim is farfetched.

Today, the position of women in contemporary Nigerian society is very much not better than that of 'a slave' especially, the illiterate women. An illiterate woman is often abused and exploited, while the educated is spitefully labelled 'an *acada*' and is often looked upon with suspicion by men who feel threatened.

In homes with married couples, men play the role of the traditional head of the family. Some men are tyrants; they rule and direct their wives in the manner a cattle herdsman does to his cattle. They often roar like thunder and administer physical blows on their wives at the slightest provocation and so the wives live in awe of them. Violence against women is an acceptable exercise of male's prerogative, a legitimate and appropriate way of relieving tension and condition of stress. To sanction female behaviour is just to enjoy a feeling of supremacy (Schlegal, 1977 Akwenabuaye et al, 20113), the women in our society are relegated to the kitchen and bedroom. These acts of violence, including using of abusive language and beating of women, are considered normal since some men believe that they are necessary to discipline and correct women because women, like children, need to be corrected.

Over the years, our country has allocated a substantial amount of money for the funding of education with the aim of producing responsible citizens generation and after generation. According to the National Policy on Education, one of the objectives is the inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society (Federal Republic of Nigeria, 2004).

Many writers and concerned educators have written much on the problem of domestic violence. A parliamentarian during debates on wife battering in Papau New Guinea commented, "Wife beating is an accepted custom. We are wasting our time debating the issue" (Bosmajian, 1972). In the same vein, in a response by the assistant to the public prosecutor in Peru when a student nurse reported being sexually molested by a police officer while in custody was asked "are you a virgin? "If you are not a virgin why do you complain? This is normal" (Baochaid 1999, Shahzadi et al 2012). Violence against women is therefore discrimination without frontiers. It is the physical maltreatment, exercising mental and physical torture and neglect of basic needs, abuse of right and sexual molestation of women.

Many empirical studies Hague (2009) and Palazzolo (2009) have been carried out on the factors influencing violence against women; such factors include poor feedings, poor home facilities, the leadership style of the husbands, attitude of wives to the family and others. The researchers concluded that when these influencing factors are erased the couples would be disciplined. However, it is observed that most couples in Cross River State still continue with their acts of violence in one way or the other despite the fact that they are educated couples with facilities to help them refrain from the acts of violence against women.

The purpose of this study is therefore, the need to arrest domestic violence among couples, by investigating into the social and psychological factors that influence domestic violence among women in order to help curb it or at least drastically reduce its incidence among couples in Cross River State, Nigeria.

2. Hypotheses

To investigate the problems of this study, four hypotheses were formulated:

(1) There is no significant difference in the level of domestic violence between couples with positive and negative self-concept.
(2) There is no significant influence of gender perception on the level of domestic violence among couples.
(3) Female downgrading has no significant effect on the level of domestic violence.
(4) There is no significant effect on the level of domestic violence among couples on their children's discipline behaviour.

3. Methodology

The research design implored for this study was ex-post facto design. The research was carried out in the senatorial district of Cross River State, Nigeria.

The population of the study consisted of estimated 8,000 married men and women. The sample for the study was 800 couples 546 males (67.5%) and 245 females (32.5%). The instrument used for this study was designated Gender Perception and Female Domestic Violence Questionnaire (GPFDVQ). The researchers' instrument was constructed for couples to assess the attitude of society towards gender perception and female downgrading and domestic violence among couples.

It was a forty item for point likert type scale with scoring key as Strongly Disagree (1) point to Strongly Agree (4) points.

In order to ascertain whether the research instrument is measuring what it purports to measure; GPFDVQ was

given to experts in measurement and evaluation of Cross River University of technology. The experts arrived at 85% agreement using the non-empirical armchair method. After a critical examination of the instrument with regard to its relevance, adequacy and domestic violence, the experts identified some errors and flaws in phraseology, grammar, and mechanics in the items. The necessary modifications were made which confirmed the face validity of the instrument.

To ascertain the reliability of the research instrument; a pilot study was conducted with an equivalent group, that is, subjects that have the same characteristics with the main study population. The GPFDVQ was administrated to 50 respondents who were randomly selected from the study populations but were not part of the main study. Two weeks after the first administration, the questionnaire was re-administered to the same respondents. The reliability of the instrument was determined by subjecting the data obtained from the pilot study to statistical analysis. Test-rest reliability coefficient ranged from 0.7 to 0.94.

The results portrayed the reliability of the instrument. The standard for reliability coefficient of 50 would suffice in early stages of researches on any psychological construct based on the results of the statistics. It was observed that the reliability estimate for each-scale met the criterion of internal consistency. The instrument was therefore regarded as reliable to be adopted for the study.

Test-retest reliability estimate of the measures of research variables of gender perception and female down grading (N=50)

Variables	No. of items	Testing	X	Sd	Rff
Domestic violence	15	1st	36.18	2.56	0.94
		2nd	37.04	2.59	
Gender perception	6	1st	16.19	2.41	0.93
		2nd	16.56	2.28	
Children domestic violence	4	1st	14.30	1.28	0.86
		2nd	14.90	1.22	
Self concept	5	1st	15.14	1.20	.86
		2nd	15.75	1.28	
Perception by others	5	1st	16.96	1.34	0.78
		2nd	17.62	1.32	
Female down grading	5	1st	15.76	1.35	0.84
		2nd	16.62	1.50	

The test-retested reliability coefficient as shown in the table above ranges from 0.78 to 0.94. They are rendered very high justifying the reliability of the instruments for use in the main study.

4. Hypothesis Testing

4.1 Hypothesis 1

In the null form, this hypothesis posited that there is no significant difference in the levels of domestic violence between couples with positive and negative self-concept.

The independent t-test analysis was used to test this hypothesis. The result of the analysis is presented in table 1.

Table 1: Independent t-test analysis of difference in the level of domestic violence among couples with positive and negative self-concept

Self concept	N	X	SD	t
Negative	300	37.08	3.26	
Positive	500	36.57	3.42	2.13*
Total	800	36.67	3.83	

*P<.05; df = 798

The result of the analysis revealed a significant t-value of 2.13. This value was found to be greater than the critical t-value and with 798 degrees of freedom.

The null hypothesis was thus rejected. This result implies that couples' self-concept has a significant influence on their involvement in domestic violence. Observation of table 1 reveals that coupes with negative self-concept had a higher mean level of domestic violence amongst them (X = 37.08) than couples with positive self-concept. These differences were found statistically using the independent t-test analysis.

This null hypothesis speculated that there is no significant influence of gender perception of the level of domestic violence. Using the Pearson Product Moment Correlation Coefficient, this hypothesis was tested. The result of the analysis is displayed in Table 2.

Table 2: Pearson product movement correlational analysis of influence of gender perception on the level of domestic violence among couples (N=800)

Variables	∑X ∑y	∑x² ∑xy²	∑X	rxy
Gender perception (x)	12361	199155	549066	0.54
Level of domestic violence among couples (y)	29408	1090084		

*P<.05; df = 798; critical r = 0.0692.

The result showed that there is a significant positive relationship between gender perception and the level of domestic violence among couples (r = 0.54; df = 798; p<.05). The result is significant because the calculated r-value of 0.54 was found to be far above the critical r-value of 0.0692 given .05 alpha levels and with 798 degree of freedom. The null hypothesis was thus rejected and the research hypothesis upheld.

The positive relationship obtained in this result implies that the higher the unfavourable perception of gender the higher the level of domestic violence among couples. Conversely, the lower the unfavourable perception of gender the lower the level of domestic violence among couples.

4.2 Hypothesis 3

In the null form, this hypothesis stated that female downgrading has no significant effect on the level of domestic violence among couples. To test this hypothesis; the Pearson Product Moment Correlational analysis was done. The result of the analysis is presented in Table 3.

Variables	∑X ∑y	∑x² ∑xy²	∑X	rxy
Female downgrading (x)	12389	199794	549066	
Level of domestic violence among couples (y)	29408	1090084		-0.38*

*P<.05; df = 798; critical r = 0.0692.

The result of the analysis that there is a significant negative relationship between female down-grading and the level of domestic violence among couples (r=-0.36; df = 798; p<.05). The null hypothesis was rejected because the calculated r-value of -0.36 was found to be far greater than the critical value of 0.0692 at 0.05 alpha level and with 789 degree of freedom. This result implies that female downgrading has a significant influence on the level of domestic violence among couples.

The negative sign in the result means that the higher the level of perceived female downgrading the lower the level of domestic violence among couples. On the other hand the lower the level of perception of female downgrading the higher the level of domestic violence among couples.

5. Results

(1) Couples with negative self-concept are more violent than couples with positive self-concept.
(2) There is a significant positive relationship between gender perception and the level of domestic violence among couples. The higher the unfavourable perception of gender, the higher the level of domestic violence among couples.
(3) There is a significant negative relationship between female downgrading and the level of domestic violence among couples.
(4) There is a significant negative relationship between parental level of domestic violence and children's discipline behaviour.

6. Discussion of the Research Findings

6.1 Self-concept and domestic violence among couples

Analysis of relevant data here shows that there is a significant impact of self-concept on the level of domestic violence among couples. Couples with negative self-concept are found to be more violent than those with positive self-concept. These findings is consistent with Chaunhan (2003); Cohen (1976). These findings are not surprising. The finding can be attributed to excessive worries, tension, economic dependence, frustration and poverty among couples with negative self-concept. It is to this end that Chauhan (1985, Eunju, 2007) argues that poverty of parents and lack of money to fulfil the legitimate needs of children led directly to certain kinds of frustration. This, no doubt can aggravate domestic violence. Individuals with low or negative self-concept suffer from inordinate amount of anxiety (Herbert, 1977 and 2006) no wonder Cohen (1976) states that when a person fails to gain recognition and a favourable self-image he will tend to withdraw from particular activity and strive to devalue its worth. Thus, couples with negative self-concept have a sense of interpersonal distance between them based on mistrust or lack of understanding of feelings. They are aggressively prone, easily irritated and insolent.

On the contrary, couples whose image of themselves is a good one tend to have such desirable qualities as good adjustment low level of anxiety and self-confidence. They react to domestic problem with a sense of maturity and understanding. Hence, they experience less domestic violence. In support of these facts, Herbert (1977 and 2006) maintained that a reasonable agreement between the self-concept (myself as I am) and the concept of the ideal self (myself as I would like to be) is one of the most satisfaction in life. Therefore couples with positive self-concept are well-adjusted people and have high self-regards.

6.2 Gender perception of female downgrading and couples level of domestic violence

The result on gender perception of female downgrading and level of domestic violence among couples indicates a high and a significant positive relationship between the two variables. This means that the higher the unfavourable perception of gender, the higher the level of domestic violence among couples and vice versa. The finding implies that gender perceptions have a common variable with the level of domestic violence among couples. If couples (husband and wife) view themselves as equal and work together with trust and understanding, there will be less family violence. According to Nkawonso (1994, Enuju, 2007) women and men are equal before God, as God created and valued them as unique individual persons. Unfortunately many husbands see themselves as superior to their wives so the wives must take orders from them any resistance will meet with unfavourable consequences – violence which can take various dimensions.

Thus, the way couples view each other may increase or reduce the level of domestic violence. The findings of this study are in line with the work of Essien (1994) who discovered a significant relationship between gender perception and domestic violence among couples.

He concluded that violence against women and children seems to have become culturally accepted as part of daily life and that the blood guild concept was socialized into the women's thought pattern right from childhood. In many African traditional societies, girls perceive themselves as being sub-standard.

There are differences in societal treatment of men and women both socially and culturally. These differences first begin within the family where the girl is treated as a domestic servant and the young boy is encouraged to be aggressive and to go out to play. Women are viewed differently from men. In a family where the husband has unfair advantage over the wife simply because he is a man, violence will manifest as a result of injustice. Another plausible explanation to the present study finding is the way the society, discriminate against women. In our society, the husband has the right to claim damages from a wife on grounds of adultery. Also some women find it difficult to drop their husband's names after divorce because society would term them loose and irresponsible (Nakowombe, 1994, Agbaje, 2011).

In many families, husbands still frown at the continuous delivering of female children by their wives. They threaten them with divorce or marrying of a second wife so as to have a male child. According to Nwachukwu (1996, Agbaje, 2011) if the family feels they have too many daughters, they start to express anxiety, failure and insecurity. This of course can create very serious crises in the family (Akwenabuaye et al 2013).

6.3 Parental level domestic violence and children discipline behaviour

Parental level of domestic violence found to correlate significantly ($r = -0.23$; $P<.05$) with children's discipline behaviour.

The correlation is however, negative. This finding implies that the higher the level of domestic violence among couples, the lower the children's level of discipline behaviour, and the lower the level of domestic violence among couples, the higher the level of discipline behaviour of children. In other words where there is less violence the level of indiscipline is low and where there is more violence the level of indiscipline is high. This study result leads credence to Ukeji (1993, Agbaje, 2011) who argued that family violence emotionally damages children, causing fear, anxiety, guilt and stress. They can resort to joining bad companies for security reasons and therefore indiscipline behaviours such as smoking, alcohol and drug abuse in order to keep pace with the stress of life. Also juvenile delinquency is common among children from homes troubled with violence.

Another area of domestic violence, which has great impact on the moral behaviour of children is sexual violence. This ranges from rape by husband on their wives and by men outside the house. In families where there are sexual harassments of women by men, the children grow, imbedding it as a moral process in life. This must have contributed to the growing trend in sexual harassment of females in educational institutions, offices and during athletic competitions without fear. Female circumcision or genital mutilation is another area of sexual violence against women. This is done with the aim of denying women sexual pleasure and controlling female promiscuity. But unfortunately, the effect is manifested in sexual dissatisfaction by the female circumcised and so is forced to move from one man to another in research of who will give her the satisfaction. Thus leading to promiscuity that the society wants to stamp out.

Children in homes plagued by violence stand the risk of suffering from malnutrition due to poor feeding by parents. This nonchalant attitude of the parents can lead the children to stealing in order to feed properly. No wonder that Ukeji (1993, Hilton et al 2014) maintains that children in homes troubled with violence are physically abused or seriously neglected at a rate, say 15 times more often than other children and so they are often hurt "indirectly". It is not gain saying that children that are exposed to domestic violence by parents in forms of beating of the women slapping, kicking, using of abusive language can copy such behaviour and exhibit such as indiscipline behaviour among their peers. Thus, the extent to which couples are involved in domestic violence determines the level of children's indiscipline behaviour (Agbaje, 2011 and Akpama, 2014).

6.4 Implication for counselling

From the result of the finding, the following recommendations are being made:

1. There is need for spouses (couples) to learn techniques for coping with and resolving the inevitable conflicts of family life by peaceful means other than and coercion.
2. The family, the church and society should ensure sexual equality for the prevention of wife beating (domestic violence). No sex should be viewed as being superior to the other. All children irrespective of their sexes should be encouraged to grow and develop maximally. Parental expectation, parent-child interaction and all other aspects of socialization should not be differentiated according to the sex of the child.
3. The implicit toleration of domestic violence that has been entrenched through statutory and common laws, attitude of the` police prosecutors and judges should be eliminated from the criminal justice (judiciary) system.
4. The government should ensure full employment for all men and women in the labour market at wage levels that are consistent with societal standards and there should be welfare scheme for the unemployed.

7. Conclusion

There is the existence of negative and positive gender perception, female downgrading and domestic violence among couples in Cross River State of Nigeria.

It is hoped that the findings and counselling implications, if carefully followed will reduce domestic violence and other related problems among married couples in Cross River State and the country at large.

References

Adams, A. and Sullivan, B. G. (2008). Department of the scale of Economics Abuse: Violence Against Women: 14(5) 563-588.

Agbaje, A. A. and Eyo, U. E. (2011). "Counselling Psychologist Skills

Agu, S. N. (1985). Duties and responsibilities of the principals. *Nigerian Journal of Guidance and Counselling.* 2, 30-32.

Akpama, E. G. (2014). "Parental Perception in Secondary school in Cross River State, Nigeria". Himalayan *Journal of Sociology and Anthropology.*

Akwenabuaye, Undeukwo Okorie Kalu, Ushie Mike Anake, Osonwa. Roy (2013). Happiness Family Planning Behaviours and Decision

Making Among Couples in Cross River State, Nigeria. *International Journal of Learning and Development.*
Albert, Olawale (1996). *Women and Urban Violence in Kano, Nigeria* – Ibadan: Spectrum Books.
Andrews, I. O. (1991). *Economic effects of the war upon women and children in Great Britain* – New York: Oxford University.
Balogun, L. (2002). Why Does He Do That? Inside the Minds of Angry and Controlling Men. Berkely Books http:/booksgodle.com/books.
Barnett, O. (2001). Why Battered Women Do Not leave, part 2: External Inhibiting factors, social support and internal inhibiting factors: Trauma, violence and Abuse 2 (1) 3-35.
Beerios, D. (1991). Domestic violence: Risk Factors and Outcomes: Western Journal of Medicine: 17(2) 133-142.
Bem, S. L. and Ben, DJ. (1970). *Case study of a Conscious Ideology.* Training the Women to know her place. Belomont: Brooks.
Bernard, H. W. & Fullmer, D. W. (1977). *Principles of Guidance* (2nd Ed.) Hargers Town, New York: Harper & Row Publishers.
Bojowoye, O. (1986). Guidance services: A study of the views of the Teacher of Secondary Schools in Kwara State of Nigeria, *Nigerian Journal of Counselling and Development,* 1, 51-61.
Dickson, Alex, Aslin Jennings and Carry Koop (2015). Domestic Violence and Football in Glassgow are reference points relevant? Oxford Bulletin of Economics and Statistics.
Educational Reforms and Innovations in Nigerian Primary
Eunju Lee (2007). "Domestic Violence and Risk Factors Among Korean Immigrant Women in the United States". *Journal of Family Violence.*
Herbert (2006). Early Adolescence 11 to 14 or 15 years Clinical Child and Adolescent Psychology.
Hilton, Jeanne M. and Stephen L. (2014). Child Spirituality Aging of Older Latinos' Counselling and Values.
Schools". *International Journal of Academic Research.*
Shahzadi, Nirghat Kalson Qureshi, Mian Bagar Hussain and Islam, Madika (2012) "Effect of Domestic Violence on Women Psychology in Pakistan" Language in India.

The Identity of Higher Learning Student's in Malaysia: A Preliminary Study

Fariza Md Sham

Institute of Islam Hadhari, Faculti of Islamic Studies, The National University of Malaysia; farisham@ukm.edu.my

Jawiah Dakir

Institute of Islam Hadhari, The National University of Malaysia; jawiah@ukm.edu.my

Mohd. Yusof Hj. Othman

Institute of Islam Hadhari, The National University of Malaysia; myho@ukm.edu.my

Noralina Omar

Department of Social Administration & Justice, Faculty of Arts & Social Sciences
University of Malaya; nora2374@yahoo.com

Siti Maheran Ismail@Ibrahim

Institute of Islam Hadhari, The National University of Malaysia; maheran@ukm.edu.my

Mujahid Abu Bakar

Institute of Islam Hadhari, The National University of Malaysia; mujahid@ukm.edu.my

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

This study aims to examine the level of identity of students in selected public universities in the Klang Valley, Malaysia. Components of identity assessed in this study are the language, customs, culture, religion, patriotism, integrity, idealism and institutional contributions. All these components are examined in their manifestations through the respondents' knowledge, behavior, emotions, values and beliefs. The methodology used is survey with quantitative approach. Questionnaires answered by respondents form the research data collection tool. A total of 800 male (46%) and female (54%) students from four selected universities with multi-year and multi-field of study comprising of three main ethnic groups (66.8% Malay, 22.9% Chinese & 10.3% Indian) were selected as respondents. The study found that 54.6 percent of respondents have a high level of self-identity. In addition, age, gender, ethnicities, place of origin, field of study and institutions where respondents learn play a role in determining the level of identity. All components of identity also showed significant differences based on ethnicity, field of study and learning institution. In conclusion, the level of identity for this sample, even though not alarming as yet, should give a strong signal to all parties that there are threats to national identity. Therefore, continuous efforts should be made to strengthen and reinforce national identity.

Keywords: *identity, moral character, young generation, higher learning students, learning institution.*

1. Introduction

Lack of sound identity among the young generation is often a cause of concern to the adult community. On the one hand the young generation is commonly known for their propensity such as for wanting to try new things and being easily influenced to imitate. On the other hand, the young generation is expected to lead the nation in the future. The identity is often associated with the character and dignity of an individual, society or nation. The formation of a national identity is integral to and becomes a major agenda of a nation-state for the purpose of establishing a genuine and noble identity as the core and symbol of national greatness and excellence (Ismail Bakar 2010). Its formation is a process to strengthen the society's confidence in their belief system so that when each member of society adheres to religious teachings, he will

not do something which is not good (Ismail Bakar 2010). Religion is thus an important part of national identity (Dingley 2009). Religion will form and transmit ideas of truth, both moral and cognitive (Dingley 2009).

According to Ismail Ibrahim (2010b), the identity for a Malaysian is quite a complex matter due to the nation's acceptance of diversity of race, religion, culture and language. Moreover, throughout her history, Malaysia has never adopted a policy of assimilation which melts diverse ethnicities with different languages and cultures into the value of one national identity but has always, instead, practised a policy of peaceful co-existence of diverse communities and races (Ismail Ibrahim 2010b). However, Ismail opines that as the Malaysian Constitution encompasses the legal, social, religious, language systems and so on, an affirmation as a Malaysian citizen is the recognition of the identity which is committed to the climate and landscape of the nation as a whole.

The Malaysian Constitution in clearly stating details of religious affairs and its practice, the national language policy, policies of affirmative privileges of Malays and indigenous people, and matters which protect the interests of other communities and other religions, presents important features for the establishment of a Malaysian nation-state (Ismail Ibrahim 2010a). Thus, Ismail Ibrahim (2010a) argues that citizens should duly recognise that their identity and moral character are deeply based on the Malaysian Constitution, and national policies framed within the perimeters of the said constitution.

The objective of the research is to study the level of identity among students in tertiary institutions in Malaysia. The issue to be addressed in this study is the level of identity among students of tertiary institutions in this nation. This study will also answer other issues related to identity, that is, the differences in levels of identity based on age, gender, place of origin, ethnicity and field of study.

2. The Concept of the Identity

According to the *Dictionary of Dewan* (2007) the identity is the traits or characteristics that occurs in a person. These features are often the basis for people distinguished themselves from others, identify himself or be identified by others. From the perspectives of demographics, identity based on factors such as gender, age, religion, family, language and ethnicity (Aboriginal Peoples Act 1954). From a perspective Islamic psychology, identity refers to physical attributes and personality, including personality, character and behaviour of an individual (Fariza 2013). Personality, according to al-Ghazali (2000), the identity covering both external and spiritual behavior such as emotions, motivation and attitude, that called *akhlak* (morals). Therefore, it is concluded that the indicators in the determination of identity can be seen from several aspects. Including cultural aspects (Samsudin A. Rahim 2001), customs, *ahklak* and behaviour, values and norms of society, religious, economic and social activities.

According to Mendelsohn (2002), identity may refer to two things, that is, characteristics and qualities which are shared within a community and how individuals define themselves. Chi-Huang (2005) considers identity as socially constructed categories of membership whereas self identity involves the identification with, and choice of, sovereignty, territorial jurisdiction, and citizenship. In related to that, self-identity is a feature or characteristic which is unique and special in terms of custom, culture, religion, etc which form the core in the formation of the personal character and symbol of an individual, society or a nation (Oxford Dictionary 4th Edition 2005). It may also refer to an individual's own real identity or character, whether possessed from birth or acquired, inclusive of values adhered to (Wan Muhamad 2010).

Whereas, national identity which defined by De La Torre (in Matera et al. 2005) is a socio-psychological space of belonging, as identification with some significant traits, and as a consciousness, more or less elaborated, of sharing a space of life. National identity according to Fox means any characteristic features shared within a society and distiguishes them from other groups (Desai 2006). However, in this paper, we used identity to refer elements of language, customs, culture, religion, patriotism, integrity, idealism and institutional contributions in forming the personal character of an individual.

A review of earlier studies on national identity finds that it is often associated with race or nation. This is so because it is closely related to the reference model for developing a race, culture or state governance. For example, Chi-Huang (2005) studied the identity of the Taiwanese race and Chinese in Taiwan, Kurth (2007) studied the identity in America and Europe, Tartakovsky (2010) studied identity in Russia and Ukraine, and Burbank (2010) studied identity in Germany. In Malaysia, there have been few studies on identity. Among them is Tan (2000) who studied the relationship between national and ethnic identity, Desai (2006) who studied national identity in a multi-cultural society and Lee (2009) who studied identity among ethnic Chinese.

In the Malaysian context, national identity needs to be linked to ethnicity in view of national identity being frequently described differently by different ethnic groups in a country (Tan 2000). According to Desai (2006), national identity in the Malaysian context is closely linked to ethnic composition as Malaysia is a multi-ethnic state.

Religion is an important component in national identity (Dingley 2005). Religion is also central to identity formation in Kurth's (2007) study of the society in America and Europe. In his writing, Kurth (2007) has identified the importance of religion's role in the formation of identity for the society in both places. Theriault and Peter (2005) and Zambeta (2000) also affirm the role of religion as an important element in shaping the identity of the society in European nations. In fact, religion played a critical role in the past in the formation of Greek national identity (Zambeta 2000).

In the history of Islam, it is also proven that the first process done by the Prophet (pbuh) towards the early generation of Muslims was to form an identity which could withstand any form of mental and physical pressures along with the capacity to display the qualities of kindness, honesty and sincerity based onthe eternal spirit of the religion embraced (Ismail Bakar 2010). Miedema (2009) is also of the opinion that religious identity is part of individual identity. Legally, Islam is central to the formation of a national identity based on the provisions of the Federal Constitution (Zainul Rijal 2010).

The interpretation of Islam in Malaysia generally affirms the role of a healthy arts and cultural life, that is, one which can develop creativity to foster the value of healthy human cultural arts not inconsistent with the principles and spiritual values of Islam (Ismail Ibrahim 2010b). Society should not abolish all institutions of cultural arts which are not inconsistent with the core principles of Islam, but should instead see cultural arts as an institution which canenliven Islamic symbols in society (Ismail Ibrahim 2010b). This is where religion and culture relate in the formation of identity. Culture is fundamental to a society's identity which consists of many components such as tradition, customs, belief system, values, arts, knowledge and other norms practised by a group of individuals in a society (Ennaji 2005).

Culture and language are closely linked (Ennaji 2005). Language is important in developing identity and plays a symbolic role in depicting cultural elements (Ennaji 2005). Language is the medium in the process of imparting knowledge (Nor Hashimah et al. 2010). In fact, embedment of the national ideology, *Rukunegara*, can be done through language. Such efforts to embed the principles of *Rukunegara* through language to improve the self-identity of the young generation, for example, is being done by making selected novels as secondary school text (Misran 2006).

Language plays an important role in determining identity and national identity. In Catalonia (Spain), for example, there exists a complex interrelationship between language, identity and nationhood (Marshall 2009). There occurred in Catalonia large scale migrations which resulted in rivalry to promote and preserve the respective ethnic languages (Marshall 2009). This shows that language is important as a symbol of national identity for a state.

Realizing the importance of language in developing identity in multicultural Malaysia, studies were done to determine how literature plays a role in developing identity among children (Desai 2006). Besides this, the government has set up a Malay Language Acculturation Division under the administration ofthe Ministry of Information, Communication and Culture in efforts to ensure that the Malay language is effectively used as a national language by the pluralistic society in this state (Utusan Malaysia 29 October 2010).

Why is it necessary to study issues related to the identity? The following are some of the findings from earlier studies related to such issues.

The Special Unit of Utusan Malaysia once conducted a study of 200 respondents of which 89.5 % consist of young adults within the age range of 15 to 30, regarding history and general knowledge of Malaysia (Utusan Malaysia 28 Oktober 2010). The said study concluded that today's adolescents lack interest in history; do not care about nationhood and take patriotism lighty. Thus, the question arises as to the effectiveness of the public educational system in inculcating identity among its population. Collet (2007) however, is of the opinion that formal public school education is the best place to learn and practise national identity. Ramlah (2005) in her study found that only 70% of respondents consisting of higher learning students in Malaysia are able to properly memorise the *Rukunegara*. In addition, knowledge of *Rukunegara* is better among female respondents and those from urban areas. Besides that, the said study found that the level of willingness to sacrifice for the nation among respondents is still low (Ramlah 2005). In addition, students majoring in literature/arts are more exposed to *Rukunegara* in their course studies (Ramlah 2005). What is happening to the young generation who will be the future leaders?

Burbank (2010) in his study of 795 respondents from 2 different age cohorts found that the older generation in Germany have a higher level of patriotism, national identity and ethnocentrism as compared to the youger generation. If so, is this current situation in Malaysia?

As regards ethnic groups, Tartakovsky (2010) in his study on adolescents in Russia and Ukraine found that adolescents from the majority group have a more positive attitude towards the nation and stronger identity. So what is the situation in the Malaysian context?

Overall, identity related issues explained above give an impression of how necessary it is to study current levels of the identity among the young generation. Thus, based on earlier studies and commentaries of experts, this study will examine some issues related to the identity from a Malaysian perspective.

Therefore, the components of the identity assessed in this study are the language, customs, culture, religion, patriotism, integrity, idealism and institutional contributions. The level of identity in students of tertiary institutes has to be first determined as this group will be the nation's future leaders, whereby a high level of this identity is required to sustain the nation's sovereignty and prosperity.The findings of this study are expected to give the current picture of the level of the identity among the nation's young generation as well as provide input to authorities responsible for enhancing national identity among Malaysians. The findings of this study may also be the source of information in developing effective programs to build national identity, enhance, if necessary, the national curriculum, and improve existing policies or formulate new policies in keeping with the times

3. Materials and Methods

This is a descriptive study. The research design uses survey methodologies with quantitative approach. Questionnaires answered by respondents are the data collection tool. The sampling method used is stratified random sampling.The research sample consists of tertiary institution students.This group is identified for their future role as frontline leaders. Only three ethnic groups are chosen, that is, Malay, Chinese and Indian.This is based on the ethnic percentage of the year 2010 (according topopulation forecast based on Population Census 2000) which show that Malays, Chinese and Indians are the major ethnic groups in comparison to other ethnic groups (Department of Statisitc Malaysia 2010). Public universities are selected as study locations as all students are required to attend nationhood and civilizational courses which can improve the identity.Four universities in the Klang Valley, Malaysia are selected, that is, Universiti Kebangsaan Malaysia (UKM), Universiti Putra Malaysia (UPM), Universiti Teknologi Malaysia (UTM) and Universiti Malaya (UM).

The measurement of the identity used in this study contains 59 items related to language, custom, culture, religion, patriotism, integrity and idealism which best reflect individuality. Scoring for items 7 to 59 is by using Likert scale of answer options ranging from 5 = strongly agree, to 1 = strongly disagree. Respondents with higher scores indicate a better identity as compared to respondents with lower scores.The value of the alpha coefficient reliability measurement instrument test is 0.96.

4. Results and Discussion

The total of research respondents is 800 persons. Most of them are aged between 19 and 23.The average age is 21.4 years (Sp. = 1.84). The majority of respondents are female.As many as 66.9% of respondents are Malay, 22.9 % are Chinese and 10.3 % Indian. Majority of them are from the urban areas. Most of them study in the literature/arts stream in their respective institutes of learning, followed by science and technical streams. And most of them had gone through national or public secondary education (Table 1).

Table 1: Background of Respondents

Characteristics	n	%
***Age**: (M = 21.4, Sp. = 1.84)*		
18-23 years	728	91
23 years and above	72	9
Gender:		
Male	368	46
Female	432	54
Ethnicity:		
Malay	535	66.8
Chinese	183	22.9
Indian	82	10.3
Place of Origin:		

Urban	438	54.8
Rural	362	45.3
Field of Study :		
Science	317	39.6
Arts & Social Science	341	42.6
Technical	142	17.8
Year of Study :		
Year 1	266	33.3
Year 2	255	31.9
Year 3	279	34.9

Notes n = no. of subjects, % = percentage

5. Measurement of the Identity

Findings of this study show that a large number (54.6%) of research respondents are young adults with a high degree of identity. This is in line with the findings of Tan's (2010) research.He found that the level of practice of *Rukunegara* which is part of the symbol of a strong the identityis high among trainee teachers who are also the young generation. It is not, however, denied that Ab Rahman and Amidin (n.d.) found the practice of noble values which are part of the element of integrity in the identity at an average level among secondary school students. Nevetheless, the high level of identity of the majority of respondents inthis study is probably due to the role of educational institutions in building identity.

The findings also show that female respondents have a better identity as compared to male respondents. Score analysis in terms of ethnicity show that Indian respondents have a high followed by the Malay respondents. In comparison, the Chinese respondents show the lowest score in identity. Respondents from the arts /social sciences also show the highest score compared to other streams.

Table 2: Identity score

Respondent's identity score	n (%)	M	Sp.	Minimum Value	Maximum Value
Overall	800 (100)	231.01	23.60	58	265
High Score (232-265)	437 (54.6)				
Low Score (53-231)	363 (45.4)				
Male	535 (46.0)	228.61	25.58	69	265
Female	183 (54.0)	233.05	21.59	58	265
Malay	535 (66.8)	234.47	20.71	58	265
Chinese	183 (22.9)	217.21	28.56	69	262
Indian	82 (10.3)	239.19	16.00	197	265
Science	317 (39.6)	225.54	26.04	58	265
Arts/Social Sciences	341 (42.6)	235.41	20.07	94	265
Technical	142 (17.8)	232.63	23.41	58	265

6. Inferential Analysis

6.1 Relation of age to the identity:

Pearson correlation coefficient test performed to identify the relation of age to the identity shows that age is significantly related to the identity with results showing positive relations (r = 0.07, k = 04).

In other words, the level of the identity improves with the increasing age of respondents. This finding is justified when considering the following opinions and studies. Gomez (1998) explains that building of the identity is an ongoing development process. Guardo and Bohan (1971) also have the opinion that the identity grows with age. Burbank (2010) in his study finds that older persons have a better identity. Thus, age is shown to be related to the level of the identity in a

person.

Table 3: Relatioship value (r) between age and the identity of respondent

	Age	
identity	r = 0.07,	k = 0.04

Note. *k < 0.05

6.2 Gender-based differences in the identity

Independent-samples t-test performed to compare the identity scores between male and female respondents show significant differences between their scores, t(721.47) -2.63, k = 0.01. Thus, the results show the identity scores for female respondents are better than for the male.This finding is in line with that in the study by Jaret and Reitzes (2009) which shows that the identity in female respondents is better than in males. In respect of Rukunegara, for example, Ramlah's (2005) study shows that the knowledge level of female students is better than that of male students.

6.3 Differences in the identity based on place of origin

Independent-samples t-test performed to compare scoring in the identity between respondents of urban and rural origin shows a significant difference, $t_{(798)} = -3.34$, k = 0.00. Thus, results showed the score in the identity of rural respondents to be better than urban respondents.

Undoubtedly, certain areas are more impacted by globalization than others. Marshall (2009), for example, determined that the identity in an area of Catalonia is complex due to the impact of globalization and mass migration. Thus, individuals who reside in urban areas usually experience more globalization and progress in comparison to rural areas. Besides that, migrations from other areas to urban areas also affect identity and increase the complexity level of clarifying it. Thus, the finding of this study which shows that rural respondents have better scores in the identity than urban respondents is justified.

Table 4: Summary of t-test for the identity

		M	Sp.	Dk	Value t	Value k
Gender				721.47	-2.63	0.01
	Male	228.61	25.58			
	Female	233.05	21.59			
Place of origin				798	-3.34	0.00
	Urban	228.49	23.99			
	Rural	234.05	22.77			

Note. *k<0.05, **k<0.01

6.4 Differences in the identity based on field of study

A one-way ANOVA test was performed to determine the differences in the identity among respondents based on the field of study pursued. Significant differences in the identity are shown, $F_{(2,797)} = 15.35$, k = 0.00. A post-hoc LSD test shows the identity in respondents of the arts/social stream is significantly different from those of the science stream while the latter also differ significantly in the identity from those of the technical stream. However, there is no significant difference between arts/social science and the technical streams.

The findings of this study show that respondents of higher institutions of learning pursuing different fields of studies differ in their levels of the identity. This gives an impression that the govenrment's strategy to foster identity among university students through compulsory civilizational courses, as noted by Mohd. Koharuddin and Zainudin (n.d) is in need of reinforcement.

Regarding this, Ramlah's (2005) study also finds differences in the identity among respondents from different fields of study. Her study on understanding, appreciation and practice of *Rukunegara* among students of tertiary institutes shows that arts/social science students are more exposed to matters related to *Rukunegara* in their study courses as compared to students of other majors.

6.5 Differences in identity based on ethnicity

A one-way ANOVA test conducted to determine differences in identity based on ethnicity of respondents found significant differences, $F_{(2,797)} = 46.81$, k = 0.00. A post-hoc LSD test shows the identity of ethnic Malays, are significantly different from ethnic Chinese whereas the latter also differed significantly from ethnic Indians. However, the identity in ethnic Malay and Indian respondents does not show significant differences.

The findings of this study showing differences in the identity are in line with the findings of a few other studies. For example, Jaret and Reitzes (2009) found differences in the identity based on different ethnicities. Chi-Huang's study (2005) also show differences in the identity among respondents of different ethnicities. In addition, Tartakovsky (2010) also found differences in identity among respondents of different ethnicities whereby respondents from the majority ethnic group have a more positive attitude and stronger identity than respondents from the minority ethnic group.

Table 5: Summary of One-way ANOVA test for the identity variation

Variable		Sum of square	dk	Mean square	F	Sig.
Field of study					15.35	0.00
	Intergroups	16502.12	2	8251.06		
	within group	428492.82	797	537.63		
	Total	444994.94	799			
Ethnicity					46.81	0.00
	Intergroups	46778.54	2	23389.27		
	Within group	398216.40	797	499.64		
	Total	444994.94	799			

7. Consclusion

In conclusion, the identity of this sample is going to reach alarming levels. In terms of language, there are many respondents who would rather prefer their mother tongue as the language of everyday use, and not all respondents who are Malaysian citizens have mastered the national language. The identity indicated by the respondents of this study is the ethnic identity rather than the national identity. The lesson learnt from earlier studies also show that there are threats to individual identity such as the factors of globalization, migration and political changes which must also be taken into consideration. Therefore, continuous efforts should be made to strengthen and reinforce the national identity of the nation's population. In Malaysia, building national identity is an ongoing process. Hence, various programs and activities can be planned for the Malaysian population. More detailed planning can be developed for the youth who will be the future leaders.

Based on the findings of this study, among the matters which need to be given attention in order to strengthen national identity among Malaysians is that the national identity emphasized upon must contain the element of a sense of belonging to the nation-state. In other words, the people who have an identity must love the nation- state. In addition, national identity stressed on by the state must take into account the ethnic and cultural diversity which makes the state unique. The expected output is an individual and society with a high identity while still practising their respective cultures and customs. Further, the said identity should not lead to ethnic disintegration. This means that individuals from any ethnic group are free to practise their respective cultures and customs while sharing the same national identity with other individuals from other ethnic groups as Malaysians. As Malaysia is a multiethnic nation, the probable tendency for ethnic assimilation exists. Hence, the struggle to shape a national identity should not cause a loss of identity as an ethnic group.

8. Acknowledgement

This study is financed by the research project on Identity of Higher Learning Student's in Malaysia, ID: UKM-GPP-PPKK-5-2009, and the project on Pengukuhan Akal Budi Belia Melayu Islam, ID: TD-2014-007 which is funded by The National University of Malaysia.Special acknowledgement to researchers for this research project.

References

Ab. Rahman, M. & Amidin, Z. n.d. Practicing of good conduct among students: a study in Terengganu. Retrieved from http://search.proquest.com/docview/219177181?pq-origsite=gscholar.

Burbank, H. 2010. German national identity: patriotism and stigma. *Stanford Undergraduate Research Journal,* 9.
Chi-Huang. 2005. Dimension of Taiwanese/Chinese identity and national identity in Taiwan: a latent class analysis. *Journal of Asian and African Studies,* 40: 51-70.
Collet. B. A. 2007. Islam, national identity and public secondary education: perspectives from the Somali diaspora in Toronto. *Race, Ethnicity and education,* 10(2): 131-153.
Desai, C. M. 2006. National identity in a multicultural society: Malaysian children's literature in English. *Children Literature in Education,* 37(2): 163-184.
Dictionary of Dewan. 2007. Kuala Lumpur: Dewan Bahasa dan Pustaka.
Dingley, J. 2009. Religion, truth, national identity and social meaning: the example of Northern Ireland. *National Identities*, 11(4): 367-383.
Ennaji, M. 2005. Multilingualism, cultural identity and education in Morocco. New York: Springer.
Fariza Md Sham. 2013. *Personality from al-Ghazali Perspective*. Bangi: UKM Press.
Al-Ghazali. 2000.*Ihya'Ulum al-Din*. Kaherah: Dar al-Taqwa li al-Turath
Gomez, A. V. 1998. The construction of national identity as a development process from childhood to adolescence in Catalonia. Doctoral Dessertation, Department of Psychology, Unversitat de Girona.
Guardo, C. J. & Bohan, J. B. 1971. Development of self-identity in children. *Child Development*, 42(6): 1909-1921.
Ismail Bakar. 2010. Sejarah kepimpinan dan politik ke arah pembentukan jati diri kebangsaan (History of leadership and politic towards developing national identity). In Mohd Yusof Othman (Ed.) *National identity 'manhaj Islam Hadhari'*. Bangi: Institute of Islam Hadhari, National University of Malaysia. Pp. 197-210.
Ismail Ibrahim. 2010a. Gagasan 1Malaysia, Peradaban dan Identiti Bangsa: Pendekatan Hadhari (Idea of 1Malaysia, civilization and national identity: 'hadhari' approach). Bangi: Institute of Islam Hadhari UKM, Malaysia.
Ismail Ibrahim. 2010b. 1Malaysia: pembentukan jati diri kebangsaan (Developing national identity). In Mohd Yusof Othman (Ed.) *National identity 'manhaj Islam Hadhari'*. Bangi: Institute of Islam Hadhari, National University of Malaysia.. Pp. 3-20.
Jaret, C. & Reitzes, D. C. 2009. Currents in a stream: college student identities and ethnic identities and their relationship with self-esteem, efficacy, and grade point average in an urban university. *Social Science Quarterly*, 90(2): 346-367.
Kurth, J. 2007. Religion and national identity in America and Europe. *Society*, 44(6): 120-125.
Lee Yok Fee. 2009. Research on Chinese identity in Malaysia from epistemology: a comment. *Sari*, 27: 167-183.
Marshall, S. 2009. Language and national identities in contact: the case of Latinos in Barcelona. *International Journal of Iberian Studies*, 22(2): 87-107.
Matera, C., Giannini, M., Blanco, A. & Smith, P. B. 2005. Autostereotyping and national identity in the Spanish context. *Interamerican Journal of Psychology*, 39 (1): 83-92.
Mendelsohn, M. 2002. Measuring national identity and patterns of attachment: Quebec and nationalist mobilization. *Nationalism and Ethnic Politics*, 8(3): 72-94.
Miedema, S. 2009. Educating for religious citizenship: religious education as identity formation. Dlm. M. de Souza et al. (Pnyt.). *International handbook of the Religious, Moral and Spiritual Komponenons in Education*, hlm. 967-976.
Misran, R. 2006. National ideology in Malaysian Children's novels: an analysis of the novel Anak Din Biola. *Jurnal e-Bangi,* 1(1).
Mohd. Koharuddin M. B. & Zainudin, H. n.d. Pendidikan ketamadunan dan cabaran pembinaan bangsa Malaysia (Educational civilization and challenges of developing Malaysian nationality). Retrieved from eprints.utm.my/2340/1/koharuddin.doc. 20 Oktober 2010.
Nor Hashimah, J, Junaini K., Zaharani A. 2010. Socio-cognitive among adolescence students towards Malay language. *GEMA Online Journal of Language Studies* 10(3): 67-87.
Ramlah Adam. 2005. Research on level of understanding, appreciation and practicing 'Rukunegara' among students in higher learning institution. Unpublished research report. Department of Unity and National Integrity Research Grant.
Samsudin A. Rahim. 2001. "Media and Culture Identity: Community Media Challenge Malaysia Century 21". Working paper presented at the National Symposium on Social Issues and Challenges Malaysia, University of Malaya, Kuala Lumpur.
Tan Bee Chu. 2010. Penghayatan Rukunnegara dalam latihan keguruan (Appreciating 'Rukunegara' in teaching training). Unpublished paper. Raja Melewar Teachers Training Institute, Negeri Sembilan, Malaysia
Tan Chee-Beng. 2000. Ethnic identities and national identities: some examples from Malaysia. *Identities,* 6(4): 441-480.
Tartakovsky, E. 2009. National identity of high-school adolescents in an era of socio-economic change: Russia and Ukraine in the Post-Perestroika period. *Journal of Youth and Adolescence*, 39. DOI: 10.1007/s10964-010-9509-6.
Theriault, B. & Peter, F. 2005. Introduction: Islam and the dynamics of European national Identities. *Journal of Contemporary European Studies*, 13(3): 261-266.
Utusan Malaysia. 2010. Orang muda buta sejarah (Young people history blind) 28 Oktober, p.3
Wan Muhamad, S. A. A. 2010. Strategi, kaedah dan pelaksanaan dakwah dalam membina jati diri kebangsaan (Strategy, method and implementation of da'wah in developing national identity). In Mohd Yusof Othman (Ed.) *National identity 'manhaj Islam Hadhari'*. Bangi: Institute of Islam Hadhari, National University of Malaysia. Pp. 85-96.
Zainul Rijal, A. B. 2010. Undang-undang Islam di Malaysia: ke arah pembentukan jati diri kebangsaan (Islamic law in Malaysia: towards development of national identity). In Mohd Yusof Othman (Ed.) *National identity 'manhaj Islam Hadhari'*. Bangi: Institute of Islam Hadhari, National University of Malaysia. Pp. 67-84.
Zambeta, E. (2010). Religion and national identity in Greek education. *Intercultural Education*, 11(2): 145-155. Retrieved from http://search.proquest.com/docview/219177181?pq-origsite=gscholar

Attitude Towards Islam and Women in Hijabs in South Russia

Pogontseva Daria Victorovna

Southern Federal University, Russia, 344006, Rostov-on-Don, Bolshaya Sadovaya str. 105/42
Email: dpogontseva@gmail.com

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

The paper considers the peculiarities especially the formation of attitudes towards women, in connection with the ethno-religious characteristics of the processing of their appearance (for example, hidjab (Islamic head-cover)). The object of the study were 106 people, 56 women and 50 men aged 22 to 30 years (mean age 27 years), residents of the city of Rostov-on-Don, Russia. This age group was chosen due to the fact that young people are the most susceptible to influence and manipulation group. The study used a "Scale of hostility" Cook-Medley (method translated and adapted by Yu.A.Mendzheritskaya), as well as the author's questionnaire, which consisted of stimulus material (2 sets of photos of 5 girls in one case it was a portrait shot from the front with natural make-up, a second set - the same girls, but in black hijab), respondents were asked to estimate the ratio of the girls in the photographs shown on a scale from friendly to hostile. Based on the results we can say that the level of aggression can lead to a negative, hostile attitude towards the Muslim girl (based only on the design of the external appearance), besides more men evaluate their attitude to the girls wearing the hijab as hostile.

Keywords: *hijab, female, attitude, clothing behavior*

1. Introduction

Recent events led to the emergence of sustainable phrase "Islamic factor". Starting from the terrorist attacks in Moscow, Stavropol region, in different regions of the North Caucasus and ending with the conflict with the Islamic state and the terrorist attack in France at the editorial office of “The Charlie Hebdo” this theme (the relationship with the Islamic world) has been brought up in various works on political science, conflict studies, sociology, philosophy and psychology. Elashi F.B. et al. (2010) noted that negative stereotypes towards Muslims escalated after the events of September 11th. So 11/09 event was a turning point of formation attitude towards Islam all over the world. However, considering the history of the South of Russia, it is important to note that the proximity to the republics of the North Caucasus, as well as trade and economic and political ties provided interaction between people of different nationalities and religions. In this situation, the categorization of “the other” in appearance comes to the fore. And as noted by V.A. Labunskaya (2013) appearance is becoming one of the most important means of building typologies, allocation and recognition of certain social groups, strata, describing life-styles. ... The appearance of a man becomes a way of visual communication and stratification. At the same time, the urgency of the problem of hijab in Russia began to grow after the conflict in the Stavropol region (2012), when Muslim girls started wearing a scarf to school. And the last one - conflict at the border with a Russian girl aiming to join the Islamic State of Iraq and the Levant (June 2015).

2. Literature Review

Discrimination based on physical appearance is a pervasive social problem all over the world. Revealing the essence of the hijab O.V. Tarasenko (2010) emphasizes that under the hijab headscarf the most mean exclusively women, but this concept is broader and includes "external hijab" (clothing covering the entire body except the face and hands) and 'internal hijab "(beliefs, behaviors). Inside the hijab, as the author states is "life position Haya - modesty, shyness, shyness." In turn, M.G. Dosanova (2010), studying the attitude of modern girls who wear hijab, revealed that one of the main reasons for women in Kazakhstan to do so is to claim a certain status or position. For many girls, hijab is a chance to get married faster, to be accepted in certain social groups, to use religion as a specific resource, in addition, hijab is a way to represent themselves as those "having the knowledge of what should be a real woman." Thus, the author emphasizes that for the majority of respondents (women aged 17 to 35) hijab is a way to achieve not only religious purposes as secular. Hassim N. (2014) note that the globalization of Islamic worldwide inadvertently changed the representation of Muslim woman and hijab. In another work Y. Mahmud and V. Swami (2010) examined the effects of

wearing hijab on men's perceptions of women's attractiveness and intelligence. They noticed that there is a significant effect of hijab status, with women wearing hijab being rated more negatively than unveiled women. On the background of of interest in the phenomenon of hijab can be noted http resource: worldhijabday.com, the basic position is "before you judge – cover up for a day". This resource includes stories of more than 19 thousand women from different parts of the world of their sensations, feelings and experiences related to the wearing of hijab.

In some works (Brown L., Brown J. 2015; McDermott-Levy R. 2011, Ho C. 2007,) categorization of the "other" and the role of appearance as a ethnic discrimination. However, according to some studies, in countries where the number of immigrants is not high, discrimination is at the level of "alien" starts from kindergarten (Wagner J.T., 2008). Jelen, B. (2011) show that in Turkey today, young university-educated hijabi are aspiring to higher education, professional careers, as well as more equal gender relations at work and at home. She noted that this female are a pioneer generation. It should be noted that the problem of immigration and categorizing immigrants by appearance is a key issue for almost all European countries, Canada and Ausralia. It is also applicable to Russian reality and well reflected in the categorization of "tajik" - all immigrants from Central Asia, as well as the categorization of all the peoples of the Caucasus as "persons of Caucasian nationality", and attributing them (the inhabitants of the Caucasus). Islam is the main religion, and despite the the fact that a large part of the population is Muslim Caucasus - some regions are traditionally Christian (Abkhazia, Georgia, Armenia it.d.). The Russian Constitution in the 19th article stipulates that the state guarantees equal rights and freedoms of men and citizen, regardless of gender, race, nationality, language, origin, property and official status, place of residence, attitude to religion, convictions, membership of public associations as well as other factors (Pogontseva D.V., 2013). Thus, the law prohibits any form of restriction of the rights of citizens on social, racial, national, linguistic or religious identity, while at the same time using a variety of stereotypical judgments we divide people into groups according to appearance, but each of these groups confers certain characteristics that may be how to fit this group, and to be false.

In modern psychology there are a lot of works about role of hijab in nonmuslim countries (Webster, S.K. 1984, Ruby T. F. 2006, Chaker Z. *et al*.2015, Brown, K. 2006, El-Geledi, S. and Bourhis, R.Y. 2012, Mirza, H. S. 2013 and so on), but there are not enough works about Russian attitude toward hijab as a symbol of muslim.

3. Research Methodology

3.1 Participants

106 people, 56 women and 50 men aged 22 to 30 years (mean age 27 years), all of them are residents of the city of Rostov-on-Don, Russia. Youth - the socio-demographic group, released on the basis of the aggregate of age characteristics, features of the social situation and the specific social and psychological qualities, different authors identify age limits in different ways, but we can say that in general, it is the period between childhood and adulthood, and in our study we took a broad framework from 18 to 30 years. Thus, the current situation in Russia and in the world dictates an increased interest in the study of young people, as the most vulnerable to influence and manipulation group. All respondents are students and staff from different schools and universities. This choice is due to the fact that these groups interact with representatives of various religious confessions every day.

3.2 Instrument

To study the peculiarities of perception of women in connection with the registration of their ethnic appearance, we have prepared two sets of photos of 5 girls in one case it was a portrait shot from the front with a natural make-up, a second set - the same girl, but with black hijab. Photographs of girls without headscarves were coded 1-5, 6-10 in hijabs in turn 1 and 6 pictures - the same girl. Pictures were presented in black and white, it was done in order to neutralize the hair and eye color. The participants have to rate each photo with a scale from friendly to hostile, friendly coded as 1 and hostility as the 6 points, so the lower the average score the more friendly attitude. Each picture was displayed on a separate sheet of A5, pictures were presented in random order, to monitor only one and the same woman (wearing the hijab or not) is not demonstrated in a row.

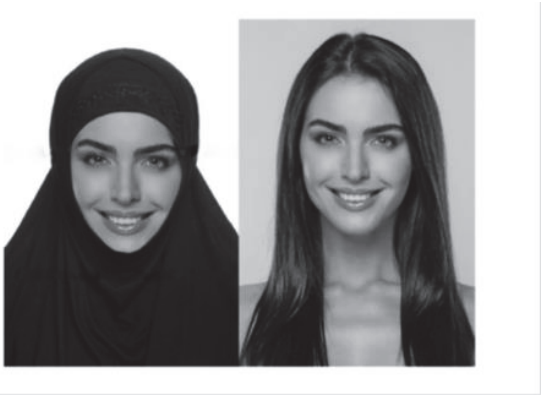


Figure 1. Example photo of a girl in hijab and without

The same respondents were asked to fill out "the scale of hostility" Cook-Medley (method translated and adapted to Russian by Yu.A.Mendzheritskaya (2001), designed to measure the intensity of the relationship of hostility, aggression and suspicion. The methodology contains 27 statements. Participants need to express their attitude to these statements, using a scale that has 6 grades: "always", "often", "sometimes", "accident", "rarely", "never". The data was analyzed using the Statistical Package for the Social Sciences (SPSS Version 16.0 for Windows) and Statistica 7.0. The reliability of the data provided using the following methods of mathematical statistics: Z-Wilcoxon test to determine a statistically significant shift, Spearman correlation coefficient to identify relationships between variables; U-Mann-Whitney test to detect differences between samples.

4. Findings and Discussion

In the first phase we compared the results of the responses of men and women, so we used the Mann-Whitney U test. We have identified a number of significant differences, since the indicator "cynicism" is higher in women (U = -2,11, at p <0,05) while the index of "aggressiveness" was significantly higher in men (U = 2,19, at p <0,05), at the same time on the scale of hostility significant differences were found, and the average in the sample - below average.

There were also found significant differences in assessing the photos, it should be noted that the ratio of the girls shown in the photo were coded 1-friendly, 9-hostile, so the higher the average score, the more negative attitude was by respondents. It is interesting to note that the average score suggests that the attitude to girls without a hijab friendly (MF1 = 3.1; MF2 = 2.2; MF3=2.3, MF4 = 2.5; MF5= 3.7), the ratio of the girls in hijab rather negative attitude (MF6 = 5.8; MF7 = 5.15; MF8 = 5.32; MF10 = 5.8), in addition to the portrait 9 (MF9 = 3.9), which is often estimated as more friendly. When rating the portrait of a girl with a typical Slavic appearance (round face, blond hair, big blue eyes) in hijab several respondents asked «why is there a portrait of nun among the Muslim girls?», so black headscarf some respondents regarded "not as hijab", due to the appearance of the girl. The girl on the picture 5 (woman without hijab) was described by most respondents as "artful, stressful and unpleasant" that can be attributed to stressful look (narrowed eyes, tightly shut lips, etc.) so her ratio was the most hostile. In general, women more frequently evaluated portraits as more friendly, since significant differences were obtained to assess the girl in the picture 3 (U = 2,01; when p <0,05; woman without hijab), picture 4 (U = 4,06; p at <0.05; woman without hijab), picture 6 (Z = 3,17; when p <0,05; woman in hijab), picture 8 (U = 2,41; when p <0,05; woman in hijab), picture 9 (U = 3,44; when p <0,05; woman in hijab) (table 1).

Table 1. Mann-Whitney U Test between men and woman

Variable	Marked tests are significant at p <0,05
Cynicism	-2,11110
Agressiveness	2,19325
Hostility	-1,95503
picture 1	-0,27108

picture 2	1,61824
picture 3	2,01253
picture 4	4,06613
picture 5	-1,04323
picture 6	3,28576
picture 7	-0,22179
picture 8	2,25075
picture 9	0,50108
picture 10	3,44183

The results of the correlation analysis (table 2), in turn, suggests that the level of cynicism does not affect the relation to another person at the same time, the level of aggression has a direct correlation with the formation of a negative attitude, we found an association with the evaluation index of aggressiveness photo 5 (woman without hijab) (r = 0,27; when p <0,05), as well as pictures 6 (r = 0,46; when p <0,05), 7 (r = 0,28; when p <0,05), 8 (r = 0,54; at p <0,05), 9 (r = 0,29; at p <0,05), 10 (r = 0,40; at p <0,05) - which depict women wearing the hijab.

Table 2. Correlations level of age, aggression, cynicism and hostility and the attitude of the girls in the picture

	Correlations. Marked correlations are significant at p < ,05000 N=106									
Variable	F1	F2	F3	F4	F5	F6	F7	F8	F9	F10
Age	0,0736	**0,3295**	**0,2713**	0,0996	-0,0880	0,0773	-0,0259	**0,3224**	0,2541	0,0074
Cynicism	0,0692	0,1766	0,0179	-0,1176	0,0753	-0,1369	-0,0862	-0,2097	-0,1848	-0,1908
Agressiveness	0,2128	0,0222	0,0818	0,1250	**0,2711**	**0,4652**	**0,2858**	**0,5469**	**0,2991**	**0,4084**
Hostility	**0,4183**	0,2159	**0,4715**	0,1911	**0,5532**	0,1606	0,0830	0,1195	0,2413	-0,0787

We also used the Z-Wilcoxon test to identify whether there are significant differences in the evaluation of the same girls in headscarves and without it. We have found significant differences in all five cases (Table 3). Our findings on the line indicate that there are influence design appearance on the formation of relationships. Despite the fact that there is a certain range of relationships to the girls in hijab and without it the attitude to the girl in hijab is worse than to the same girl with uncovered head.

Table 3. Wilcoxon Matched Pairs Test between the same girls in hijab and without (Marked tests are significant at p <0,05)

Pair of Picture	Z
Picture1 & Picture6	5,333278
Picture2 & Picture7	5,579595
Picture3 & Picture8	5,570407
Picture4 & Picture9	3,682860
Picture5 & Picture10	3,674098

5. Concluding Remarks

Our findings on the line indicate that there are influence design appearance on the formation of relationships. Despite the fact that there is a certain range of attitude to the girls in hijab and without it the girl in hijab attitude is worse than to the same girl with uncovered head.

Based on the results, we can conclude that the level of aggression can lead to a negative, hostile attitude towards the Muslim girl (based solely on the design of the appearance), besides more men evaluate their attitude to the girls wearing hijab as a more hostile. One of our results also indicates that the attitude can affect both personal stereotypes (as evidenced by evaluation of women without hijab, closer to the median performance and some negative assessment) and difficulties in the categorization (eg, evaluation of pictures 9 when rated as the hijab attire nuns).

In general, despite the fact that the Southern Federal District - multicultural, and the proximity of Islamic peoples of the Caucasus forms a certain neutral attitude to the representatives of various religions, women with Slavic appearance

dressed in traditional Islamic headgear - are perceived significantly more hostile than the same women without a scarf. If considering this issue more widely, we can note that in this case there was triggered a certain layering of assessments on the one hand - the girl and the assessment of the attractiveness of the girls attributing certain characteristics, and on the other hand - the categorization and discrimination against women with a certain design appearance. However, considering the problem of Islamophobia in Russia and comparing the attitude towards Islam in Europe, North America and Australia, we can assume that the factor of rapprochement of cultures has a positive effect. Experience, such as Tatarstan muslim generates more positive setting to all representatives of Islam, which could also explain the results.

Thus, the aim of our future work, we see an increase in the sampling and testing hypotheses about the relationship level of hostility and aggressiveness on the formation of attitude to girls with "European" and "Muslim" appearance design. In the future, in addition to photos without a hijab and hijab we plan to add pictures of girls in colored scarves (scarf tied under the chin in the "Russian" style) and the girls in typical headgear of Christian (Catholic) nuns since these scarves and hats are similar in nature - open face, hair and neck are covered, but are connected to different stereotypes. And to identify attitudes towards Islam in general and the role of the attitude towards Islam in the formation of attitudes towards girls in hijab we also believe it is necessary to develop a profile filter to determine the religious beliefs of the respondents, as in the pilot study involved young people as believers (Orthodox), and to adopt atheistic beliefs, but there were no respondents who practice Islam. At the same time, a number of works indicate that such differences may be detected. It is also important to note that the assessment can provide color and the presence - absence of ornament and pattern on the hijab. So we can assume that the hijab with flower pattern, bright colors can positively influence the attitude of the girls. Another important point, which we plan to explore - this is the age of women wearing the hijab. In our study, the photograph shows girls 20-25 years, in future we plan to use the photos of women aged 45-60 years, which may be associated with the "mother", because in Russian tradition of older women wearing headscarves in the Church (Christian), and in everyday life, so to older women in hijab can be a more positive attitude.

6. Acknowledgements

The study was sponsored by the SFU (grant "threats to national security in the conditions of geopolitical competition and models of aggressive and hostile behavior of youth" theme № 213.01-07-2014 / 15PCHVG (internal grant project of the Southern Federal University).

References

Brown L., Brown J., Richards B. (2015) *Media representations of Islam and international Muslim student well-being.* International Journal of Educational Research, 69, 50-58. doi:10.1016/j.ijer.2014.10.002

Brown, K. (2006) *Realising Muslim women's rights: The role of Islamic identity among British Muslim women.* Women's Studies International Forum, 29(4), 417-430. doi:10.1016/j.wsif.2006.05.002

Bzezyan A.A. (2014) *Osobennosti etnicheskoy identichnosti kak prediktor prinyatiya diskriminatsionnogo otnosheniya k etnokul'turnym gruppam* // Natsional'naya bezopasnost' / nota bene.-2014.-3.-C. 454-464. DOI: 10.7256/2073-8560.2014.3.12083.

Chaker, Z., Chang, F. M., Hakim-Larson, J. (2015) *Body satisfaction, thin-ideal internalization, and perceived pressure to be thin among Canadian women*: The role of acculturation and religiosity // Body Image, 14, 85-93. doi:10.1016/j.bodyim.2015.04.003

Dunkel, T. M., Davidson, D., Qurashi, S. *Body satisfaction and pressure to be thin in younger and older Muslim and non-Muslim women: The role of Western and non-Western dress preferences.* Body Image, 7(1), 56-65. doi:10.1016/j.bodyim.2009.10.003

Elashi, F. B. Mills, C.M. Grant, M.G. (2010) In-group and out-group attitudes of Muslim children. Journal of Applied Developmental Psychology, 31(5), 379-385

El-Geledi, S. and Bourhis, R.Y. (2012) *Testing the impact of the Islamic veil on intergroup attitudes and host community acculturation orientations toward ArabMuslims.* International Journal of Intercultural Relations, 36(5), 694-706. doi:10.1016/j.ijintrel.2012.03.006

Hanniman W. (2008) Canadian Muslims, Islamophobia and national security. International Journal of Law, Crime and Justice, 36(4), 271-285. doi:10.1016/j.ijlcj.2008.08.003

Hassim N. (2014) *Hijab and the Malay-Muslim Woman in Media*. Procedia - Social and Behavioral Sciences, Volume 155, Pages 428-433. doi:10.1016/j.sbspro.2014.10.317

Ho C. (2007) *Muslim women's new defenders: Women's rights, nationalism and Islamophobia in contemporary Australia*. Women's Studies International Forum. 30(4), 290-298. doi:10.1016/j.wsif.2007.05.002

Jelen, B. (2011) *Educated, independent, and covered: The professional aspirations and experiences of university-educated hijabi in contemporary Turkey* Women's Studies International Forum, 34(4), 308-319. doi:10.1016/j.wsif.2011.04.008

Labunskaya, V.A. (2013) *Representations about Friend and Enemy at Different Life-span Stages.* Procedia - Social and Behavioral Sciences, 86, 256-261. doi:10.1016/j.sbspro.2013.08.560

Labunskaya, V.A., Mendzheritskaya, Yu.A., Breus, E.D. (2010) *Psikhologiya zatrudnennogo obshcheniya: Teoriya. Metody. Diagnostika.*

Korrektsiya. Uchebnoe posobie dlya studentov vysshikh uchebnykh zavedeniy. Moscow.
Mahmud, Y., Swami, V. (2010) *The influence of the hijab (Islamic head-cover) on perceptions of women's attractiveness and intelligence*. Body Image, 7(1), 90-93. doi:10.1016/j.bodyim.2009.09.003
McDermott-Levy, R. (2011) *Going alone: The lived experience of female Arab-Muslim nursing students living and studying in the United States*. Nursing Outlook, 59(5), 266-277. doi:10.1016/j.outlook.2011.02.006
Mirza, H. S. (2013) *'A second skin': Embodied intersectionality, transnationalism and narratives of identity and belonging among Muslim women in Britain*. Women's Studies International Forum, 36, 5-15. doi:10.1016/j.wsif.2012.10.012
Pogontseva, D.V. (2013) *Vidy diskriminatsii po vneshnemu obliku*. Psikhologiya i Psikhotekhnika. 9. 858-861. DOI: 10.7256/2070-8955. 2013.9.9106.
Ruby, T. F. (2006) *Listening to the voices of hijab*.Women's Studies International Forum, 29(1), 54-66. doi:10.1016/j.wsif.2005.10.006
Wagner, J. T, Camparo, B., Tsenkova, V., Camparo, J. C. (2008) *Do anti-immigrant sentiments track into Danish classrooms? Ethnicity, ethnicity salience, and bias in children's peer preferences*. Intern. J. of Educ. Research. 47(5). 312–322. doi:10.1016/j.ijer. 2008.12.003
Webster, S.K. (1984) *Harim and Hijab: Seclusive and exclusive aspects of traditional Muslim dwelling and dress*. Women's Studies International Forum, 7(4) 251-257 doi:10.1016/0277-5395(84)90050-5

A Challenge from Teaching to Social Movement: Bediüzzaman Said Nursi's Struggles for Modification in Turkey

Ramli Awang

Faculty of Islamic Civilization, University Technology Malaysia, Malaysia; ramly@utm.my

Kamaruzaman Yusoff

Faculty of Islamic Civilization, University Technology Malaysia, Malaysia; y.kamaruzaman@utm.my

Mansoureh Ebrahimi

Faculty of Islamic Civilization, University Technology Malaysia, Malaysia; mansoureh@utm.my

Omer Yilmaz

History Department, The National University of Malaysia, Malaysia; omeryilus@yahoo.com

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

Bediüzzaman Said Nursi played a major role in Turkish society in the field of promoting Islam. The struggle that he started in Turkey brought about some conflicts between him and the newly established government of Turkey. Since he tried to avoid any political conflict with latter, he diverted his movement to apolitical approach in his strategy to achieve his main goal that was social movement. The present study has twofold objectives. First, it focuses on Nursi's struggles in an apolitical approach. Second, it analyses his contributions to the revival of Islamic ethics and sciences through his teachings and the Nur movement. The method used in this study is qualitative, historical approach. The findings of this study disclose how Nursi directed a significant movement to the intellectual as well as spiritual life of the people in Turkey. This movement contributed tremendously to the revival of Islamic ethics and other field of sciences. After his death, his idea and thoughts has been spread all over the world helping them in their social movement.

Keywords: *the New Sa'id, the Third Sa'id, the Risâle-i Nur, Medresetü'z-Zehra, apolitical approach*

1. Introduction

Three different periods of Bediüzzaman Said Nursi had distinct characteristics depending on his political and social movements (Yusoff, 2013). During the New Sa'id period, his social movement faced a lot of oppression and mistreatment, but his innocence strengthened the movement, which now got the support of the public. Thus, unfounded negative insinuations and provocations towards Nursi had the effect of attracting the positive attention of society. His social movement resulted into a new style of works, the treatises of the *Risâle-i Nur*. Separate from his political movement, is his social movement, also called the text-based movement, which was organized around the treatises of the *Risâle-i Nur*.

2. Personal Struggle and the Launch of a Social Movement

Nursi's avoidance of politics became evident after his return from captivity in Russia. Nevertheless, he continued to observe politics through the newspapers and despite his unwillingness, some missions were assigned to him. A critical moment was when the country had fallen to invaders, pushing him into politics again. Until the founding of the Republic, he continued his political struggle. Since the new government practiced politics based on the European system instead of the religion-based politics, Nursi realized that they would no longer listen to his advice. He knew that his political and physical struggle would now be useless. Therefore, he isolated himself in a cave in the Erek Mountain in Van. Even when he was in Van, whenever he had communication with the people, it would cause a suspicion of government. Moreover, in

such a critical period, it was quite normal for an *âlim* such as Nursi, who opposed the government's European style and who had much influence in the East, to make the government suspicious by leaving for the East. The *Şeyh* Said Revolt[1] strengthened this possibility (Vahide, 2005, p. 180). As a result, Nursi was arrested and exiled because of suspicion. In reality, however, Nursi had strived to convince people to abandon such revolts.

Whereas, Nursi himself had followed politics until 1341(1339)[2]/1923, from that time on, he began to be followed by the politicians who did not give him any peace. Some *ulema* and *şeyh*s had turned them against the traditions of Islam by provoking them through revolt, negative action etc. Nursi had felt a reaction from the government against the *ulema* which started attacking Islamic traditions and ethics. Then the government started to make revolutions against the Islamic traditions. They stopped whoever opposed them politically or physically by arms and captured and exiled whoever opposed them ideologically. This was one of the reasons which made Nursi to shun ideological struggle as well. From then on, Nursi's spiritual and ideal dimensions became more evident day by day. However, whereas Nursi wanted to develop his spiritual personality by withdrawing himself to the cave, he was given ample opportunity to develop it in the exiles and in the prisons under the oppressions instead.

From then on, in 1923, Nursi entered a new period which he called the New Sa'id period. The previous period had become the Old Sa'id period. Whereas Nursi had tried to convey his messages beginning with the elite of the society (*hawas*) to the common men (*awam*) in the Old Sa'id period, in the New Sa'id period he addressed society by giving his messages directly to the lower sections of society. When he went to Van and stayed there between 1923 and 1925, he stayed in the Nurşin Mosque, gave lectures to his visitors, and gave speeches during the Friday prayers. In one of the summer months in 1924, he withdrew to a ruined church with a few of his students, and he spent his time in prayers, worships, and remembrances of God. When winter came, he asked his students to make a den in which he continued his prayers (Badıllı, 1998, p.648). He was always reciting the litanies, prayers and supplications in the *Mecmuatü'l-Ahzab*.[3] At the same time, he was trying to establish a movement which would come into being in the future. Although his action of withdrawing is similar to the way of *tasawwuf*, it was different from the traditional Sufi order. He tried to discover a shorter way than *tasawwuf* (Badıllı, 1998, p.651). However, in the period of the New Sa'id which became more evident afterwards, Nursi would describe his withdrawing himself to the cave in the Erek Mountain as self-interest (Nursi, 1995, p.70).

By the dissolution of the Ottoman Empire after the First World War, the Laz, Circassian, Kurd and especially Armenians (Akgündüz, 1999, p.284) put up efforts to establish their own states. Some of the Kurdish groups visited Nursi several times requesting him to support and join their revolts. However, Nursi refused all their offers. He did not want to turn his sword against the Turks who had carried the flag of Islam for a thousand years since the reign of Abbasids. He tried to avoid their attempts to involve him in the revolts, giving them the same answers he had given to the ones who wanted to rebel in the name of Islam against Turkish authorities. However, after this rebellion called the *Şeyh* Said Revolt in February 1925, although Nursi was not involved, the Republic government took him from his cave on Erek Mountain, to Istanbul and then Burdur, on suspicion of possible involvement in the incidents. The revolt launched Nursi's exile and imprisonment process, although he had declined to support the revolt.

In the period of the Old Sa'id, he had addressed the *ulema*, the tribal chiefs, the governors, the Sultan, the Paşas, the soldiers, the newspaper reporters and the Muslim committees and societies either meeting them face to face or through the newspapers, or through the pamphlets he published. From then onwards, he started to address his own soul by writing some truths in the form of small pamphlets in Burdur addressed to the New Sa'id. His writing style changed too, from addressing the outer world to a new focus of man's self. He told the people around him in Burdur about these truths. Afraid that he had won the favor of the people, the government exiled him to Isparta, where he got more followers and visitors. Then again, he was sent to a village called Barla where the only means of transportation available was crossing the lake by boat.

Nursi launched his social movement in exile in Barla. The first person Nursi met in Barla was Muhajir Hafiz Ahmed,

[1] Şeyh Said Revolt that broke out on 13th February 1925 was named with a Nakşibendî şeyh called Şeyh Said of Palu. It was considered a reactionary revolt by Republican government. The government used the revolt as a pretext for rushing through the Law for the Maintenance of Order, passed March 4, 1925, which empowered them to set up the notorious Independence Tribunals and gave them dictatorial powers to pursue their policies without opposition. The revolt launched Nursi's exile and imprisonment process in spite of his not concerning the revolt.

[2] On 26th December 1925, upon passing a law which allowed usage of Gregorian calendar, no more Ottoman Fiscal Rûmî calendar was used. Therefore, we will not use it from this time onwards either.

[3] Mecmuatü'l-Ahzab is a book in which most of the saints' supplications were gathered and prepared by Şeyh Ahmed Ziyaeddin Gümüshânevî.

an imam of a small *masjid* called *Yokuşbaşı Mescidi*.[4] He accommodated Nursi in his house for a week and then he arranged for him the villagers' gathering house in which Nursi lived till the end of his first exile. In the summer, Nursi used to go to the remote areas and the tops of mountains, such as *Çam Dağı* which were at a distance of three or four hours by walking. He would stay there for two to three months. During his eight years stay in Barla, he won the favor of people most of whom became his students. These new students included some of officers, lawyers, and doctors, who were on duty in Eğirdir town of which Barla was a sub-village, in addition to the imams and the farmers in the village. Although he did not have any book with him, his satisfactory answers to the questions of his students caused an increasing in the numbers of students from modern *mekteb*. Barla village became a form of *medrese*. 80% of the *Risâle-i Nur* were written and disseminated from here to Isparta and its vicinity through the secret postal system run by the *Nur Postacıları* (Nur Postmen) (Şahiner, 1981, p.108). The treatises were reproduced by those who had good handwritings. Nursi had accepted the visitors who came with sincerity as his students. These students kept communication with their master Nursi, through letters and by reading and writing the treatises that were sent by Nursi. With this, Nursi laid the foundation of a new movement with the villagers in Barla.

In 1928, the new government passed new laws regulating religious matters and putting more limits on the religious people. They started to change many of the signs of Islam which Muslims were very sensitive to practice, such as changing of Arabic alphabet into Latin alphabet, making the *ezan* (prayer call) in Turkish instead of Arabic, replacing father's name with surname, replacing turban and gown with hat and jacket, replacing women's Islamic head cover with hats or totally removing it, etc. All these were done in the name of *Atatürk inklapları* (The Revolutions of Atatürk). During this time, all formerly exiled people were allowed to return to their hometown, under pardon, except Nursi. In fact Nursi himself did not want to condescend by applying to the government for the pardon. He preferred to stay in his exile in Barla. It was here that had founded his mission to serve the Qur'an, having dedicated students to help him in his mission. Thus, he apparently did not want to leave his project halfway. In 1931, when the government got the information of the activities of Nursi, they sent a teacher to the village to disturb him. The teacher was acting in cooperation with his father the *Mufti* of Eğirdir, qaimaqam of Eğirdir and the administrative head of Barla. Between 1931 and 1934, the oppressions on Nursi and his students increased after these officials gave negative reports to the government. Many of the people who continuously visited Nursi started to cut relationship and avoided him because he and his students called *ezan* in Arabic secretly. At the same time, the aforementioned teacher had opened a "Turkish Home" in which he taught about Turkish nationalism and made propaganda against Nursi for being a Kurd. Nursi sent a reminder twice to the father of the teacher, who was *Mufti* of Eğirdir. After 1931, Nursi's *masjid* was attacked twice and after the attack in 1934, it was locked up and sealed by the authorities. In the following months Nursi was not allowed to meet anybody. Soon after that he was moved from Barla to the city center of Isparta.

The later life of Nursi till 1950's was spent in the prisons and the exiles alternately. Although Nursi did not act as a negative or physical opposition, he did not practice, according to his own statement the discretionary laws that the government had brought into force. This made the government suspicious; thereby deciding to continuously keep him under surveillance. Meanwhile, Nursi had his treatises copied and disseminated. From then on, this work transformed into a rooted system which was difficult for the government to prevent. Nursi's sincere students disseminated these treatises, copying them by hand. In the summer of 1934, Nursi was sent from Barla to Isparta where he continued to write his treatises until April 1935 while still under surveillance. In the *Kurban Bayramı* (the Feast of the Sacrifice) the government stationed a police officer for the four days of *Bayram* to record the identities of all the people who visited Nursi. After that, the oppressions were increased. On 20 April, the police came and collected all the books in his house, and questioned his students. They suspected Nursi because of the large number of visitors he was receiving which made them suspect that he could impress the people and make preparations for a rebellion.

In fact this was a complot rather than a suspicion. Their purpose was to arouse people's emotions to a high pitch which would make them stage a rebellion so that they could then punish them because of the excessive movement. However, Nursi and his students realized that aim and refused to become instruments to their aim. The Interior Minister, Şükrü Kaya, came to Isparta from Ankara with an additional unit of soldiers and police. The minister acted as if there was already a rebellion, although there was no evident reason. Although they did not find anything criminal in Nursi's treatises, on 25th April 1935, after conducting an inquiry for five to six days, they arrested Nursi and his one hundred and twenty students. On 8th May 1935 they transferred the suspects to Eskişehir Prison. Although the order of annihilation was given, the commander, who was in charge of the transferred suspects, did not obey the order. The newspapers of the time had reported these events in an exaggerated way as if Nursi and his students had tried to overthrow the government. Three months later, the courts gave Nursi a sentence of imprisonment for twelve months and one year's surveillance in

[4] *Yokuşbaşı Mescidi was the masjid which is now next to Nursi's current museum house in Barla.*

Kastamonu. The sentence for each one of his students was also imprisonment for six months.

In the spring of 1936, Nursi was brought to Kastamonu. After three months in police custody, he was moved into the house opposite the police station. Although the sentence had been only a year's surveillance, he stayed in Kastamonu for around seven and half years under surveillance, without any charge or court sentence. He kept communication with his students, who were in Isparta and Barla, by mail. Kastamonu became like a second Isparta having his tens of loyal students. While Nursi was in Kastamonu, on 10th November 1938, Mustafa Kemal died, and İsmet İnönü became the president. The latter had the same revolutionary mentality as Mustafa Kemal, if not harsher.

According to Nursi, the greatest problem of the world at that point was not to gain the worldly and temporary domination through the war but it was whether each one could deserve the eternal happiness in the hereafter or not. When he was in Kastamonu, through the letters he had sent to his students who were in Isparta and Kastamonu, he had warned them not to be involved in politics. He himself had not been involved in politics for over ten years. All his treatises were spiritual and free from the influence of politics. Although the Second World War which started at the end of 1939 was related to the future of Islam, Nursi was not interested in the details of the war. With this attitude, he wanted to give a message to his students that they should stop being interested in politics.

Nursi also gave some messages that he had found out a way which was the most effective and shorter than *tasawwuf* (Sufi path). In 1940, Nursi was given as a gift the gown of Mawlana Khalid-i Baghdadi, who was then considered the former *mujaddid* (renewer) of Islam, by one of his students who had kept this trust for a long time, in Kastamonu. One of his early students and the first scribe of the New Sa'id period of Nursi, Samli Hafiz Tevfik, interpreted this trust given, as a sign of Nursi's being the renewer of the time. Although Nursi did not deny this idea which he recorded in the book, *Barla Lahikası*, he transferred this position to the *Risâle-i Nur* and the collective personality of the Nur students. While he was in Kastamonu, he used to go to the mountains to edit the drafts of the *Risâle-i Nur*. Whenever he went outside, a police or a watchman would follow behind him from a distance. Many wrongdoings were meted on Nursi by sending spies, pursuits, making people scared of him, torments, and scorning. Nursi had never taken any money or gift from any of his students or anybody else. He survived on his savings from the salary he had taken from *Daru'l-Hikmeti'l-Islamiye* for a while. After that he started to survive on proceeds from selling the *Risâle-i Nur* books. He used to sell his small belongings whenever he needed money.

Although Nursi did not meet them, he got new students through his treatises being read day by day. There were also women among them. From then on, the concept of the "Nursi's students" changed into the concept of the "Nur students". This enabled Nursi's messages to reach to the broader spheres. Although Nursi was confined to one location, his treatises instead of him started to show a great effect on people in distant cities such as Denizli, Aydın, and Afyon, where his treatises had been distributed. Atıf Egemen, the man caused the treatises to reach these cities, was arrested in Denizli following the reports of the Mufti and the General Preacher of Denizli. The reason of his arrest was that published a treatise, namely the 5th Ray, which tells about the particular signs of the doomsday. The government directly got involved in this case. Some arrests were made in Isparta as well. In September 1943, although they searched many time the drafts of the 5th *Şu'a* (5th Ray) in Nursi's and his students' houses, they could not find them. However, on 20 September 1943, Nursi was arrested again after they found 24th Flash, which was about the veil of women, in Nursi's house.

Nursi defended his individual rights and protested against the government's arbitrary laws which interpreted with his religious appearance and ideas. Moreover, he defended the rights of the individuals as being a model through his struggle against unjust applications of government especially on religious freedom. On 13th October 1943, he was sent from Kastamonu to Isparta via Ankara. While in Ankara, Nevzat Tandoğan, the governor, had Nursi brought to his mansion. When he attempted to make Nursi wear a hat by force, Nursi cursed him.[5] Nursi had never been sentenced to a serious punishment although his crimes were claimed as serious either politically or socially. There is a point to mention here that while Nursi and his students faced a death sentence, the judges could not find an article in the constitution to accuse him in response to his very strong and amazing defences (Nursi, 1998a, p. 452).[6] During the trials, the judges studied the *Risâle-i Nur* and a knowledgeable committee examined it. The trial which started in Isparta continued in Denizli in November 1943. More than one hundred students who were arrested in Kastamonu, Ankara, Istanbul, Isparta and Antalya, were brought to Denizli with Nursi. The fact that they all came from different parts of Turkey shows how far

[5] *One year after this incident, the governor committed suicide by shooting himself on the head.*

[6] *Nursi had requested in the Eskişehir court that his and his students' right was either death or release or a hundred and one year imprisonment or an insane asylum but not short time six months or a year imprisonments that an ordinary criminal such as an abductor of girls or a horse thief was sentenced. However, the judges had to seem doing something to get government to agree. Nursi would remind the same in the Afyon court.*

the *Risâle-i Nur* spread in 8 years despite the pressures after the Barla exile. The report of the knowledgeable committee was presented to the Denizli court. The trial which lasted over a year came to a conclusion on 15 June 1944 when the court released Nursi and his students.

By release from Denizli prison, Nursi and his students had handled the most difficult stage successfully. Nur students started to work harder and more freely. However, this Denizli court determined the future of Nur students and the service of the *Risâle-i Nur*. From then on, the *Risâle-i Nur* would not be able to be judged again by law, since even the most secret treatises had been released. The Nur movement acquired new students in Denizli as well. After the supposed release, on 31st July 1944, Nursi was forced to settle in Emirdağ, a township in Afyon city, as a new exile by the government. The government did not want to give him any peace. They tried to buy Nursi with some favors whereby he was offered a salary and a house but he refused all. Then they oppressed him more by placing a watchman in front of his door to monitor the visitors. In spite of this, his new students in Emirdağ did not leave him alone. They went on to read, copy, and publish the *Risâle-i Nur*. Nursi used to go to rural areas here, followed by the watchmen. Because of prohibition of turban and the law of the hat, Nursi's wandering around made the officials suspicious. Therefore, most of the time, Nursi did not want to go outside but he never changed his dressing style.

In 1944's, Turkey's political system experienced a turning point which would influence the future of Turkey, moving it more toward democracy. The relationship between Turkey and Russia were strained. Although President Ismet İnönü expected Russia to be friendly, he had to turn his direction to America and the West. America imposed several conditions, including such as changing the dictatorial regime to democracy. If that was fulfilled, America would protect Turkey against Russia. On 26th June 1945, İnönü had to sign the United Nations' treaty. Among the requirements of democracy, was to allow opposition parties, and respect human rights. On the 17th January 1946, the Democrat Party was established. The government started to take some steps to cover up their previous oppressions and mistakes. The door for Hajj which had been closed till that time was opened. The Holy Qur'an teaching courses were permitted to open, and on 10th February 1948, the government decided to put the optional religious studies lesson in the curriculum of the primary schools. Upon the latter two permissions, Nursi asked his students to open small *dershane*s[7] wherever they lived. The government decided too, to establish the Faculty of Islamic Theology at Istanbul University. In spite of all the efforts, the government could not keep its hold into power. In the first democratic election, the government's RPP (Republican People's Party) lost against the Democrat Party.

In the period of the so-called democratization, which started in 1945, Nursi could not take his share from that but on the contrary the pressures on him continued to increase. According to Nursi, some of the reasons of pressures were his rejection of the salary and the house, his winning favor in people's eyes by his release from Denizli court, and the Afyon governor holding a grudge against Nursi in the name of loving Mustafa Kemal. Nursi and the Nur students had experienced freedom for the first time in developments of service such as duplicating the copies of the *Risâle-i Nur*, going overseas, opening the *dershane*s and winning the support of the new generation of Nur students. In 1946, the treatises started to increase through duplicating machines owned by his students. Thousands of copies of the *Risâle-i Nur* were duplicated with two duplicating machine in Isparta and İnebolu. After 1946, when the embargo on performing the Hajj was lifted, through Nur students who made their pilgrimage, the *Risâle-i Nur* started to be spread to the Islamic world. When the government started to direct itself to the West, the service of the *Risâle-i Nur* was also heard in Europe and America. When Nursi moved to Emirdağ, Nur students started to be called "Nurcu", meaning the follower or supporter of the light, a name they happily appropriated. Then, the new generation students of the period of the Republic, who were educated in the Republic schools using the Latin alphabet, started to join to the old generation students who had been educated in the Ottoman *mekteb*s using the Arabic alphabet. When the new generation students started to study the *Risâle-i Nur*, they also had enthusiasm to learn the Ottoman alphabet, in which the *Risâle-i Nur* were written, as their predecessors had been writing it with enthusiasm. However, especially in 1950's, because of the increase in this new generation students, those who could not comprehend the Ottoman alphabet increased too. Therefore Nursi, in 1956, gave permission for his students to publish the *Risâle-i Nur* in the new Latin alphabet.

After seven months from the founding of Democrat Party, on 21st July 1946, the government organized an undemocratic election, using a system of open vote and secret count, with the purpose of determining who voted for whom. Although they succeeded in their first experience, the Democrat Party won 66 seats in the parliament. The Democrat Party achieved a greater success in Afyon, where Nursi was an exile, than the other places. The government thought that Nursi was responsible for the Democrats' success. Then they accused Nursi for establishing the secret organization, and abetting the people to threaten public security. On 23rd January 1948, he was arrested with 53 of his

7 Dershane is the place that Nur students accommodated and gathered to read the Risâle-i Nur. Since the development of dershanes in Turkey is discussed in details in the other chapters, I refer you to the related chapters for this topic.

students and brought to Afyon city center. After ten months of trial, the court sentenced Nursi to 20 months imprisonment. Ahmed Feyzi, one of his senior students was sentenced to 18 months, and 18 other students to 6 months imprisonment. The 18 students were freed immediately because they had already been in prison for 11 months. Nursi and his student Ahmed Feyzi completed their prison sentences.

In 1949, the illness of unsociability reoccurred in Nursi as it had done in 1907 and 1922. These periods of unsociability, especially the ones in 1922 and 1949, marked major transitions in his spiritual revolutions. Nursi's scholarly debates until 1907, afterwards, encouraged him for political debates in Istanbul. However, after 1922, his scholarly and political debates acquired a spiritual aspect. Integration of his scholarly, political and spiritual debates proved itself in his defenses in courts. The spiritual dimension of his defenses occurred by reminding people of the reality of the world, death, and hereafter. He answered the needlessness of political suspicions on him by touching on the political matters. He also gave scholarly answers to the ignorant questions of the public prosecutor. With his spiritual situation and in his Third Sa'id color, which integrated harmony the Old Sa'id and the New Sa'id, Nursi gave the guiding and leading advices to the new government, which was in favor of Islam, in the wide sphere while he educated his students in the small sphere. He did this because he wanted the service of the *Risâle-i Nur* to be spread quickly among the broader spheres.

Turkey was experiencing significant transitions in the 1950s. The new political circumstances made the publication of the *Risâle-i Nur* possible, and the Nur students became a more organized and coordinated movement (Voll, 1998, pp. 734-747). After 1950, the *Risâle-i Nur* was now copied using duplicating machines. However, the Democrat Party's coming to power did not solve all the problems. Because of his new published work, *Gençlik Rehberi*, a charge was brought again against Nursi and his young university student in Istanbul because of the printed booklet while the Afyon court continued. On 5th March 1952, the court released Nursi and his student. Upon his release, Nursi received congratulation messages from Pakistan, Egypt, Iraq, and Jerusalem. After his release from Afyon prison, on 2nd December 1949, he was brought to Emirdağ again.

Although the Afyon court files had been cancelled upon a general pardon declared by the Democrat government on 14th July 1950, the books of the *Risâle-i Nur* were seized, charges were field, and the trials continued until 1956. At last in 1956, the Afyon court reached the final decision and released the *Risâle-i Nur* after being scrutinized and given affirmative report by the committee of experts and the Directorate of Religious Affairs. From then on, the *Risâle-i Nur* would be able to be published freely and read by everybody. This judicial decision vindicated the *Risâle-i Nur* once and for all. Nursi had supported the Democrat Party because they had brought back some of the Islamic traditions into practice. To protect the party, he sent them some warning letters as reminders against the activities of the irreligious ones. He voted openly for the Democrat Party in the 1957 elections, although voting was through a secret ballot. Although Nursi and his students supported the Democrat Party, were aware of the harm of politics for their service and tried to avoid getting involved. However, some of the Nur students stood as candidates in election, not in the name of the Nur students but in their own individual capacity.

Nursi had realised that there were some secret committees behind the officials and government. According to Nursi, these committees encouraged the government to attack Nursi and his students by frightening and threatening them. He claimed that behind these committees were the masons and communists. The masons were organizationally active and effective in Turkey beginning with the second half of the 19th century (Koloğlu, 2001, p.214). They had been developing new tactics and strategies against Muslims while the governments changed power. Their strategy after 1930 was to label Muslims as reactionaries, a term used after the declaration of freedom in 1908. Using these labels, they would disturb Nursi and his students saying that they were against regime or dangerous to the regime. According to them, Nursi was the leader of a Sufi order and the founder of an association. The secular newspapers wrote unfounded reports against Nursi and the Democrat Party. Wherever Nursi travelled, they reported it as a significant event. They tried to show that Nursi and the Democrat Party government had a close relationship (Ecevit, 1960). The Democrat government did not want to be directly related with the Nur movement, just as the Nur students did not want to be linked to the democratic government.

Nursi was able to travel on his own free will for the first time in 27 years. He selected Isparta as his residence. While he was in Isparta, Nursi visited some places such as Barla, Eskişehir, Emirdağ; in which he had been kept in exile and as a prisoner. Nursi continued to guide the government through letters until 1956. He warned them of some wrongdoings on him which were then starting afresh. But the effective superiority of the Democrat deputies who were close to RPP put pressure on the government to pursue Nursi. The Democrat government, which had weakened by then and anxious of losing power, got suspicions of even small matters. Thus, although Nursi had openly supported the Democrat Party government in the 1957 election, Nursi's freedom of movement came to an end. He could only travel between Emirdağ and Isparta, and sometimes Afyon and Eskişehir. They continued to pursue him until the end of his life.

Although Nursi was forbidden to travel, three months before his death, he increased the frequency of his travels

and, feeling that his time had come, he started his farewell travel to visit his students and dershanes in Ankara, Emirdağ, Konya, and Istanbul. His visits were greeted with sensational headlines in the newspapers as ever. These exaggerated news attracted the official's attention on Nursi. He returned to Emirdağ since it was his place of obligatory residence. In Emirdağ, he became seriously ill and suddenly decided to go to Urfa. Two days before his death, he secretly went to Urfa where he wished to die. He was over eighty then. A crowd of people of Urfa gathered around the hotel in which Nursi stayed, to visit him. When the government heard of that, they asked Nursi to leave Urfa and travel back to Isparta. Nursi was so sick that he was not able to move at all. He had come to Urfa to die. He asked his students to defend himself. A quarrel ensued between Nursi's students and the police.[8] As the quarrel went on, at three o'clock on Wednesday morning, 23rd March 1960, Nursi departed this life peacefully.

Ten years before his death, Nursi had sent one of his students Abdullah Yeğin to Urfa, promising him that he would come to Urfa soon. Abdullah Yeğin had been waiting his master for ten years. So Nursi kept his promise and they met only for two days when Nursi came to die in Urfa. Thousands of people from all around Turkey attended his burial. Nursi was buried in the tomb in the Halîlurrahman Dergâh, where the Prophet Abraham (PUH) lies but it was to be only a temporary resting place for him. Nursi's biography does not end with his death. He had some more adventures after his death. On the 12th July 1960, the Military Junta ordered the removal of Nursi's remains to an unknown spot at night.[9] The soldiers exhumed his body and took his body to an unknown place, under the pretext of being a crowd of followers of Nursi. Later on, his unmarked grave was found by his students in Isparta. It is so interesting that Nursi had predicted that his grave would be demolished (Nursi, 1998b, p.727), and he had requested in his will that upon his death his grave be unknown to the public except his close students (Nursi, 1993, p.179). So the army both carried out Nursi's predict and fulfilled his will, albeit unintentionally.

3. Concluding

Nursi evaluated the calamities and misfortunes which had befallen Islam in the view of Divine Destiny but he defended the reformation of Islam on its basic matters under the light of Qur'an. According to him, the enemies' attacks were aimed at the roots and the foundations of Islam, such as the existence of God and related belief matters, through materialism and communism. By succeeding of his endeavours, he claimed that the *Risâle-i Nur* had ruined the essence of disbelief and took root strongly in the Turkish society and indirectly in the world. Thus, the next stage was the establishments which would grow from these roots. One of these basic establishments called *dershane.* To conclude, the main contribution of Nursi was to demonstrate his thoughts on Islamization of knowledge which was so significant at the time when the Islamic world was on the move learning towards modernization and westernization. His ability to merge between revealed knowledge and academic knowledge giving a totally new perspective on sciences from two different angles.

References

Akgündüz, A. 1999. *Bilinmeyen Osmanlı*. Istanbul: OSAV.
Badıllı, A. 1998. *Bediüzzaman Said Nursi mufassal tarihçe-i hayatı*. Vol. 1, 2 & 3. Istanbul: Calış Ofset.
Ecevit, B. Nurcular ve İktidar, *Akşam Gazetesi*, 12 January, 1960.
Koloğlu, O. 2001. *Abdulhamit ve masonlar*. Istanbul: Eylül Yayınları.
Nursi, B.S. 1993. *Emirdağ Lahikası II (The Letters of Emirdağ)*. Istanbul: Sözler Yayınevi Publication.
Nursi, B.S. 1995. *The flashes collection*. Istanbul: Sözler Neşriyat A.S.
Nursi, B.S. 1998a. *The rays collection*. Istanbul: Sözler Neşriyat.
Nursi, B.S. 1998b. *The words*. Istanbul: Sözler Neşriyat A.S.
Şahiner, Necmeddin. 1981. *Son şahitler Bediüzzaman Said Nursi'yi anlatıyor*. Vol. 2. Istanbul: Nesil.

[8] *Especially a heated quarrel happened between Mehmed Hatiboğlu, the president of provincial assembly of the Democrat Party, and the chief of police in Urfa. The police insisted that there was a final order that came directly from the interior ministry in Ankara. Mehmed Hatiboğlu bravely defended Nursi that he was their honored guest and that there was no question of his being treated in this way. However, the police had to follow order of the Interior Ministry. The people who came to visit Nursi declared they would not let Nursi go. The Democrat Chairman brought a government doctor, who examined Nursi. His temperature rose up to 40°C. The doctor pronounced him unfit to travel.*

[9] *That night the town had been taken over by the army. There was a strict curfew, and no one was allowed on the streets. Tanks and armored vehicles had been positioned at all key points in the town. The Dergâh was surrounded by a tight cordon of soldiers. Acting on the orders they had received, soldiers entered the twin-domed building containing Nursi's tomb, not by the door, but by breaking the iron grill on the windows. They then began to smash the marble slabs of the tomb with hammers.*

Vahide, Ş. 2005. *Islam in modern Turkey; an intellectual biography of Bediüzzaman Said Nursi.* Ed. by Ibrahim M. Abu-Rabi. Albany: State University of New York Press.

Voll, J.O. 1998. Renewal and reformation in the mid-twentieth century: Bediuzaman Said Nursi and religion in the 1950's. In Sukran Vahide (ed.). *A contemporary approach to understanding the Qur'an, the example of The Risale-i Nur, International Symposium on Bediüzzaman Said Nursi*, pp. 734-747. Istanbul: Sözler Publications.

Yusoff, K. 2013. Transition in Turkey: An Overview of Bediüzzaman Said Nursi, His Life and Works for *Medresetü'z-Zehra. International Journal of West Asian Studies.* Vol. 5 No. 2. Pp: 67-77. DOI: 10.5895/ijwas.2013.11

Psychological Readiness for Marriage as Personal Formation

Irina Konstantinovna Kashirskaya

Candidate of psychological Sciences, associate Professor of the Southern Federal University Rostov-on-Don; k_irinak@mail.ru

Svetlana Vasilievna Zholudeva

Candidate of psychological Sciences, associate Professor of the Southern Federal University Rostov-on-Don; ZholudevaSV@yandex.ru

Natalia Evgenievna Skrynnik

Candidate of psychological Sciences, associate Professor of the Southern Federal University Rostov-on-Don; nckrynnik@yandex.ru

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

In the article the issue of psychological readiness for marriage is raised. On the basis of the theoretical analysis a multi-component model of psychological readiness for marriage is developed and proved. The author's concept is introduced where psychological readiness for marriage is personal formation the basic system components of which are value orientations, marriage motivation, ideas of marital hierarchy, marital attitudes and expectations, ideas of marital relations. For empirical evidence of the hypothesis made by us the postulation has been taken that any system has a number of attributes, and one of them is an interrelation of separate elements of the system. By means of the methods of mathematical statistics correlation matrices have been obtained which contained multiple significant both positive, and negative relations between the parameters included into the research. The analysis and interpretation of the data obtained in the research is provided.

Keywords: *psychological readiness for marriage, components of psychological structure of readiness for marriage, value orientations, marriage motivation, marital hierarchy, marital attitudes and expectations, marital relations.*

1. Introduction

In the psychological literature such concepts as psychological readiness for parenting (Ovcharova R.V., etc.), psychological readiness for motherhood (Meshcheryakova S.Yu., Ovcharova R.V., Philippova G.G., etc.), psychological readiness for fatherhood (Ovcharova R.V., Demchuk N.A., Spivakovskaya A.S., etc.) have been widely studied. But psychological readiness for marriage has been understudied.

The theoretical analysis of the studies devoted to the issue of readiness for marriage showed that for determination of readiness of a person for family life and marriage such concepts as "readiness for marriage", "ability to marriage", "need for starting a family and upbringing of children", and others are used. As a whole in a number of studies readiness for marriage and starting a family is interpreted as a quality defining the attitudes for marriage and family relations, as the background of starting a family and control of family relations, as an active state of the personality causing activity for organization of marriage and family relations, as a result of family education, psychological preparation and psychological mobilization. Thus, readiness for marriage is complex multi-component personal formation and it is necessary to build a model of readiness for marriage which would include the components of this readiness.

2. Research Model

In our research under psychological readiness for marriage we understand personal formation the basic system components of which are value orientations, marriage motivation, ideas of marital hierarchy, marital attitudes and expectations, ideas of marital relations (Figure 1).

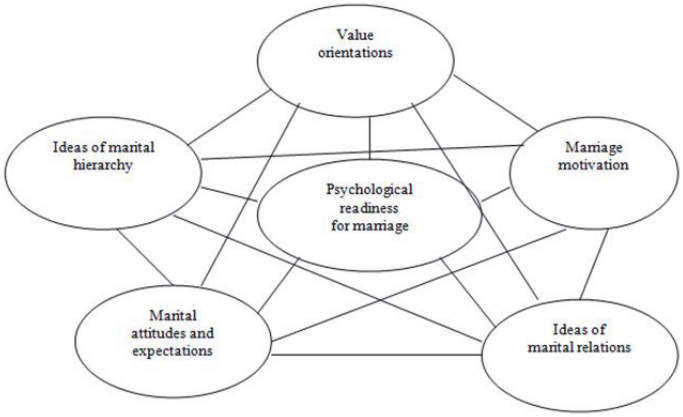


Figure 1. Model of psychological readiness for marriage

The choice of these components is not accidental. Marital values are ideals, ideas of marriage, its peculiarities which are approved and cultivated between the spouses, as well as serve as an important factor of regulation of their relationship. Nation-wide values can find reflection in marital relations. In particular marriage communication can be a source of formation of the values promoting adaptation and socialization of youth.

One may speak about psychological readiness for marriage relations only in the presence of the basis for marriage that is at formation of the motives of building-up of the marital union. The marriage is induced by the system of the motives forming certain hierarchy within which one may speak about the sense-making motives and incentive motives.

The component of ideas of marital hierarchy characterizes the dominance-submission relations in a family, role family structure being an important component in family hierarchy.

The component of marital attitudes and expectations includes the attitudes in relation to the partner and to the person himself, as a marriage partner, and the qualities necessary for marriage, convictions in priority of certain qualities necessary for marriage.

The ideas of marital relations are one of the components of the model of psychological readiness for marriage. Formation of intra-family communication assumes solution of the following tasks: 1) establishment of interaction rules between the spouses; 2) family delimitation, i.e. separation of the family from the fact that is not included into the family.

3. Research Methodology Literature Review

So, P. Gerstmann distinguishes two types of goals as a part of the life plan: final (ideal) and secondary (real, concrete). Thus, P. Gerstmann directly points to connection of the life plan with the values. A.A. Grachev says that life orientations of a person are determinants of his life activity (Grachev, 1999).

The idea of the personal future is connected with the values. The values, being socio-historical by nature, are means of inclusion of an individual to the human kind (patrimonial human abilities), thereby, enabling to overcome finiteness (temporality) of human existence. The values, in their turn, are closely connected with the idea of meaning of life which is both the basis of development of the personality, and its result at the same time (Studia Filozoficzne. W-wa, 1981).

Therefore at the solution of the issue of psychological readiness for marriage the system of values which the person adheres to, is of great importance. The classification of values of M. Rokeach who divides them on terminal and instrumental is known (Rokeach, Beliefs, Attitudes and Values, 1968).

The results of many studies (Andreeva, 1985; Antonyuk, 1992; Lisovsky, 1996; Kunitsina, 2004; Moskovicheva, 2000; Yadov, 1979, etc.) show that a family is one of the leading values for young people. It has been established that happy family life along with love takes the main place in the hierarchy of values. Gender differences have been revealed in the choice of these values.

Social maturity and economic independence in today's conditions come much later therefore marriage value in the system of common cultural values of a person is formed late enough. Original sense and meaning of the indicated values

are open to a person only when he gains sufficient life experience.

Various requirements are imposed both to men, and to women. But the specifics of the current situation is manifested in the fact that a man's marriage is associated mainly with his ability to provide normal living conditions (material and housing), and the desire of women (girls) is often limited to the role of a housewife, i.e. the preference to self-realization variant out of the professional area. The image of a wife is often associated with a parental role but the same cannot be said for the role of a husband (Chistyakova, 1989).

Thus, value orientations are an important life guiding line of the personality defining his activity. Value orientations as a component of the system of psychological readiness include the peculiarities of hierarchy of life values of the personality, their stability, consciousness and level of realization.

Motives of marriage realize vital relations of the personality to the world; make the basis of hierarchy of human needs reflected in the famous Maslow's hierarchy of needs (Maslow, 1970):

- realizing the need to love and to be loved by the partner;
- self-affirmation and self-realization (in particular, motives of social and status affirmation); an aspiration of a young man to leave from the guardianship of his parents by means of starting of his own family can be an example of such motive;
- satisfying the need for feeling of safety when the partner is considered as a source of care, support and stability; in these cases he acts as a peculiar substitute of the parent;
- realizing the need for affiliation;
- motive of self-actualization through division of identity in relations with the significant Other;
- motive of generation continuation, aspiration to realization of the parental role;
- sexual instinct to the partner and desire to have stable sexual relations;
- motive of duty and social obligation which is based on care and responsibility for well-being of the partner;
- pragmatic motive (improvement of living conditions, financial position both own, and grand parental family by means of the partner).

It is obvious that the degree of adequacy of motives for starting of a harmonious family is far not equivalent, and the destiny of newly marriage is to a large extent, though not fatally, defined by the content of motivation of its conclusion (Myers, 2006).

Importance of correlation of motives when choosing a marriage partner is emphasized by a number of researchers. So, N.F. Fedotova and L.A. Philippova specify among the motives of searching of a marriage partner: aspiration to sexual intimacy, desire to take care (these motives are more often noted by men), desire to feel care (it is more often noted by women), desire to love and to be loved (more often concerning women), aspiration to find a similar person, desire to be understood.

Z.I. Feinburg brings marriage motivation to three main reasons: biological, socio-cultural and economic. The famous sociologist S.I. Golod singles out 5 groups of marriage motives: love, spiritual kinship, material benefit, psychological adequacy, moral reasons (Golod, 1990). N.G. Yurkevich considers that people can be married without love, and, therefore, the duty in provision of psychological attitude on family preservation plays an extremely essential role (Yurkevich, 1971).

The general motivation of a family union, according to S.V. Kovalev, includes four leading motives: economic-household, moral-psychological, family-parental and intimate-personal (Kovalev, 1988).

E. Tiit singled out three groups of marriage goals: joint upbringing of children, development of spouses as persons (including hobbies at leisure and intensive and informative intra-family communication), and creation of own home with giving originality and coziness to it (Ilyin, 2000).

E.G. Eydemiller and V. Yustitskis singled out the following motives: escape from parents, obligation (marriage because of a sense of duty), loneliness, following the traditions (upon an initiative of parents), love, prestige, search of material benefits, revenge (Eydemiller, Yustitskis, 2002).

K.R. Konistyanskaya and N.V. Osetrova established that motivation of behavior of people in the area of a family formation represents a complex system of subjective factors influencing both on readiness to marry, and on decision to refrain from this step. N.I. Oliferovich, T.A. Zinkevich-Kuzemkina, T.F. Velenta also note that there can be an inadequate motivation of marriage. An inadequate motivation of marriage can be conscious and unconscious (Oliferovich, Zinkevich-Kuzemkina, Velenta, 2006).

N.V. Malyarov singles out three significant levels of marriage motivation: 1) marriage motivation in general (a spouse considers a family as a socially and personally significant institution for him); 2) motivation on a concrete type of marriage (a spouse forms certain ideas about the fact what should be a family, what are the roles and the responsibilities

of a husband and a wife, a father and a mother, etc.); 3) motivation on marriage with a concrete person (during family life individual and personal peculiarities and qualities of a spouse are admitted, highly appreciated and taken into consideration) (Malyarov, 1981).

Marriage motives significantly depend on a social status of a subject, his sex, age, available values of life and other factors.

Thus, marriage motivation is an important component and formation of its components in many respects determines the level of psychological readiness for marriage as the more completely and the more precisely a person realizes his motives, the stronger his power over his own actions is.

The following component singled out by us is an idea of marital hierarchy. The hierarchy characterizes the dominance-submission relations in a family. However the term "hierarchy" cannot be limited to this simple definition as it includes the characteristics of various aspects of family relations: authoritativeness, dominance, extent of influence of one spouse on another, the power to make decisions. The concept "hierarchy" is also used in studying of changes in the structure of roles and rules in a family (Chernikov, 2001).

For determination of a form of domination in a family such functions as material support, family budget planning, "psychotherapeutic" function of a family, upbringing of children are priority. The actual domination depends on distribution of functions in a family and degree of participation of its members in the solution of problems. However along with the actual domination there is also formal domination, i.e. attributed by certain rules. In case of divergence of the actual and the formal domination conflicts take place, fight for recognition of the actual management, for establishment of domination of one of family members.

The dominance-submission relations in a family can be characterized in the following parameters: 1) who exactly dominates in a family; 2) bases (reasons) of dominance; 3) transitivity degree of dominance-submission relations; 4) whether dominance also assume taking the responsibility by the dominant person.

The role structure of a family is an important component in family hierarchy. So, family roles are stable functions of the family system fixed to each of its members. The role structure of a family orders to its members what, how, when and in what sequence they should do, interacting with each other. There are rules, instructions concerning both acceptance of roles, and their performance (Minukhin, Fishman, 1998).

In the role structure of a family a plan of conventional and a plan of interpersonal roles are singled out. The role structure of a family provides its effective functioning and satisfaction of the needs of all its members taking into account the following requirements: 1) role coherence; 2) performance of a role should provide satisfaction of the needs of the personality within a family; 3) the accepted roles should correspond to the capabilities of the personality; 4) performance of the roles should provide satisfaction of the needs of all family members.

Acceptance of family roles is considerably defined by the family structure in a parental family, sibling relations, influence of peculiarities of both motivation-need, and value-sense areas of family members and their personal peculiarities.

Four main types of role distribution are singled out: patriarchal, matriarchal, co-leadership, fight for power.

In modern society, in parallel with traditional marriage, there are non-traditional marriages, alternative styles and forms of marriage. The nature of distribution of obligations according to their performance between the spouses is the basis for division of families on traditional and egalitarian. Besides in traditional marriage the roles and the obligations can be rigidly distributed under the mutual agreement or according to the norms specified by the gender roles (Suslova, 1999).

Thus, the traditional role structure of a family assumes fixing of certain roles to spouses according to their gender. (Antonyuk, 1999; Aleshina, 1987; Gozman, 1987; Dubovskaya, 1987; Olisaeva, 1999).

Another approach to systematization of the roles and the role structures corresponding to them is shown by S. Kirkpatrick. He singles out traditional, friend and partner roles (Kirkpatrick, 1955).

E.M. Rollings and F.I. Nye consider the participation of a woman in material support of a family as a criterion of traditional/egalitarian character. Thus, L. Haas has found out that for egalitarian distribution of roles not so much the fact of work of a wife, as her earnings and prestige of her occupation is important (Aleshina, 1987).

Thus, the dominance-submission relations in a family, dominance nature and distribution of roles in general define marriage type, characterizing hierarchy of relations between the spouses.

The component singled out by us is marital attitudes and expectations. There are various theories of a choice of a marriage partner. For example, K. Melville (Melville, 1977) says that it is some kind of "transaction" in which social origin, economic position, education and personal qualities serve as "currency". Supporters of the homogamy theory (Nye F.I., Berardo F.) consider that in this "transaction" not any men and women, but only those who have "social value" can be exchangeable. The theory of "complementary needs" is concluded in the assumption that the principle of homogamy can

be applied only to socio-cultural characteristics. In the instrumental theory (Centers, 1975) special attention is paid to satisfaction of the needs, i.e. a person is attracted by a person whose needs are similar. According to V.V. Adams the process of a choice passes some stages from attraction based on visual appeal and to studying of values and views of each other. The author of the theory "stimulus-value-role" (Murstein) is based on two premises: the first one, development of relationship of partners depends on equality of exchange, the second one, a choice includes consecutive stages. In "circular love theory" the stages from establishment of interrelation to realization of basic needs of the personality are considered.

Many researchers (Zatsepina V.I., Andreeva T.V., etc.) point to a number of peculiarities which characterize attitudes and expectations concerning marriage and a partner. So, at the age of 13-15 years old there is a progressing division and opposition of the concepts of love and marriage. There is obvious "pushing off" of love in marriage against its previous absolute power (Andreeva, 2007).

Now the priority of personal qualities of a partner, but not social characteristics at the choice of a spouse is observed. T.V. Andreeva has established that a considerable part of girls puts forward a full set of all theoretically possible qualities of a person – from beauty, mind, strong will and fine properties of character to financial prosperity. Thus, many requirements are expressed very categorically; their basic meaning is reduced to the expression "he should put my interests in the center of his life". Dissatisfaction at least of a part of these expectations in marriage leads to breach of relations, despite the presence of children (Andreeva, 1989).

E.G. Eydemiller and V.V. Yustitskis write that the wrong choice of a partner is often connected with the expectations that a husband/a wife will remind a father/a mother. In a love match not the real assessment of an emotional component, but the exaggerated sexual imaginations sometimes prevail.

Ideas of marital relations. Establishment of the interaction rules between the spouses includes: 1) establishment of distance in communication or degree of emotional proximity accepted for both members of a couple; 2) development of ways of conflict solution in case of disagreement of the spouses with each other.

Determination of an optimal distance in communication depends on the ability of each partner to find his/her own limits. Before uniting and creating a couple, each person should find his/her own "self". In E. Erikson's terms it is called to create mature identity. Another variant of interaction is "merging" with a partner thanks to whom he/she unconsciously tries to strengthen his/her own "self" (Eydemiller, Yustitskis, 2002).

Before the spouses there is also a problem of how "naturally" they should behave with each other. It is usually transformed to the problems of whether it is necessary to make any efforts in order to look better (for example, how to put on at home, whether to put on make-up), whether it is necessary to adhere to some ceremony in behavior (to help on with the coat, to let pass at entrance), whether it is necessary to try to hide the bad mood, etc.

The next important task is development of the ways of conflict resolution (Posysoev, 2004). Establishment of the interaction rules and development of the ways of conflict resolution form the style of emotional communication – the way of communication in a family which is characterized by certain correlation of positive and negative emotions, criticism and praise to each other, including also presence or absence of prohibition on public expression of feelings (Oliferovich, Zinkevich-Kuzemkina, Velenta, 2006).

For description of relationship between a family and social environment (external limits), as well as between various subsystems inside a family (internal limits) the parameter "family limits" is used. Each family develops its own rules, and the limits of families have unequal flexibility and permeability.

For a young couple delimitation of a family means first of all redefinition of their relations with parental families. Now the roles of a son and a daughter should become secondary, yielding to the roles of a husband and a wife.

Thus, at the initial stage of existence of a family the formation of emotional bonds, communication style in a family means development of the interaction rules between the spouses, i.e. finding the degree of their emotional proximity and the ways of conflict solution and delimitation of a family, i.e. the interaction rules of a family with the external world on the basis of those ideas of marital relations which have developed before.

4. Empirical Analysis and Hypothesis Testing

For empirical testing of our theoretical assumptions that psychological readiness for marriage is personal formation the basic system components of which are value orientations, marriage motivation, ideas of marital hierarchy, marital attitudes and expectations, ideas of marital relations, the postulate was taken that any system has a number of attributes, and one of them is an interrelation of separate elements of the system. So, the main task of the empirical research was the study of psychological readiness for marriage as a system. For solution of this task the method of correlation analysis for identification of statistically significant correlation communications between the components and within them was

chosen. For realization of the set task all diagnostically significant parameters were grouped according to the components of psychological readiness for marriage. The assigned task of the research required detailed selection of diagnostic tools, therefore our preferences were given to those methods which allowed to receive simultaneously the most various range of information on the studied peculiarities of the singled out system components of psychological readiness for marriage and to establish interrelation between them.

For solution of the research tasks the following methods were used: "Interaction of Spouses in a Conflict Situation" (Aleshina Yu.E., Gozman L.Ya., Dubrovskaya E.M.), questionnaire "Attitude Measurement in a Married Couple" (Aleshina Yu.E.), A.N. Volkova's questionnaire "Role Expectations and Aspirations in Marriage", E.B. Fantalova's method, an author's questionnaire - "Motivational Readiness for Marriage", an author's questionnaire "Ideas about Me and the Marriage Partner". Author's questionnaires have passed the analysis on constructive and criterion (empirical) validity, reliability by means of Cronbach's alpha reliability factor and test-retest reliability and conform to the specified requirements.

In total 422 persons aged from 17 to 60 years old took part in the research. We grouped the respondents of the sample in two groups. Group 1 - the people getting married for the first time (122 persons), Group 2 – the people who are not going to marry in the nearest time (300 persons). The correlation analysis was carried out in two groups one by one on each component.

It should be noted at once that the obtained correlation matrices contained multiple significant both positive, and negative communications between the parameters included into the research. We rest upon the analysis and the interpretation only of those of them which seem to us the most significant for realization of the research goals.

We will describe the significant correlation relationships between the parameters within the component value orientations in Group 1 (Figure 2).

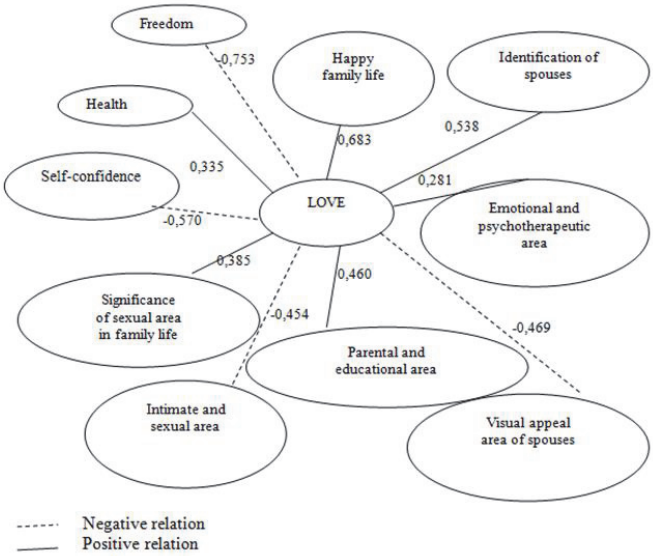


Figure 2. Correlation pleiade of the parameter “love” (of the component value orientations) with other parameters of this component

The obtained data show that if love is of value for a person, then he feels the need for joining up with the partner, wishes close and trust relations, wants the performance of parental function together with the partner in the future. And thus he rejects for himself independence and distance from the partner, which is confirmed by the negative correlation relationships with such life values as freedom and self-confidence (moral certainty), with family activity areas such as intimate and sexual and visual appeal.

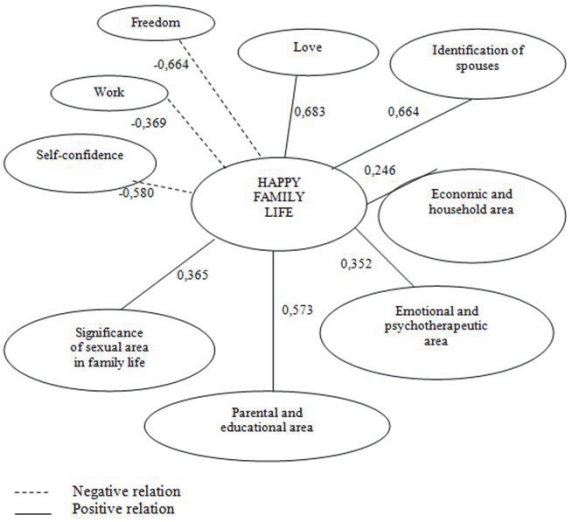


Figure 3. Correlation pleiade of the parameter "happy family life" (of the component value orientations) with other parameters of this component

Correlation relationships of the parameter happy family life has shown (Figure 3) that the happy family life is formed on the basis of love, thus, the sexual area is of great importance, but not basic as the significant correlation relationship is found with the parameter identification with a spouse and emotional and psychotherapeutic function of a family. Relations with such life activity areas of a family as economic-household and parental-educational is also revealed.

We explain that by the fact that marriage in the future assumes the performance of parental function and household duties. Negative correlation relationships of the parameter happy family life are found with such values as work, freedom as independence in deeds and actions, self-confidence as moral certainty. As you can see by the obtained data, the negative correlation relationships of the parameter "love" practically coincide with the negative correlation relationships of the parameter "happy family life".

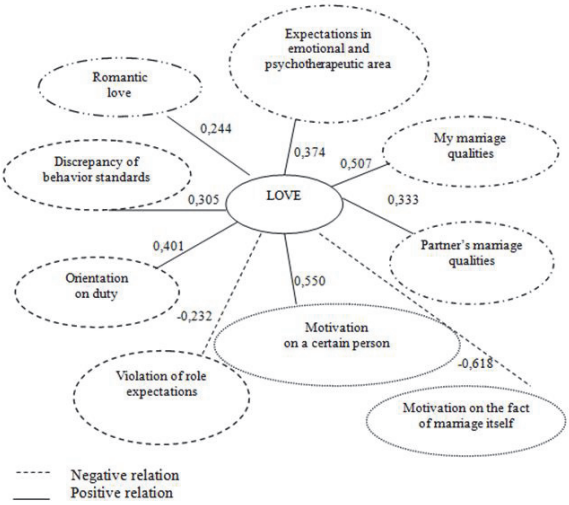


Figure 4. Correlation pleiade of the parameter "love" (of the component value orientations) with other parameters of the components of psychological readiness for marriage

It gives the ground to conclude that people, when getting married, as a rule, think that freedom, independence in deeds, excessive self-confidence are those qualities which badly affect the family happiness while harmonious sexual life, identification of spouses, emotional and psychotherapeutic, parental and educational, economic and household life areas promote the formation of harmonious family relations.

The component value orientations of the system of psychological readiness for marriage has significant correlation relationships and with each component of the system of psychological readiness for marriage (marriage motivation, marital hierarchy, marital attitudes and expectations, marital relations) (Figure 4). So, the correlation analysis of the parameter love and happy family life allowed discovering its interrelation with the parameters not only within the component, but also with the parameters of other components.

Table 1. Correlation analysis within the component marriage motivation

Motivation	Motivation on a certain person	Motivation on a certain type of marriage	Motivation on the fact of marriage itself
Motivation on a certain person	-	r = - 0,234 p<0,01	r = - 0,803 p <0,001
Motivation on a certain type of marriage	r = - 0,234 p<0,01	-	r = - 0,314 p<0,001
Motivation on the fact of marriage itself	r = - 0,803 p <0,001	r = - 0,314 p<0,001	-

Thus, aspiration to love and happy family life assumes identification with the spouse, high value of the sexual area, motivation on a certain person, orientation on duty in comparison with pleasure, initiation of conflicts at violation of role expectations and differentiation of qualities of the partner as qualities necessary for marriage and orientation on the traditionally presented romantic love.

The correlation analysis within the component marriage motivation showed the availability of significant negative relationships between all its parameters (Table 1).

So, the parameter motivation on the fact of marriage itself is connected with motivation on a certain type of marriage and motivation on a certain person. The parameter motivation on a certain type of marriage – with motivation on the fact of marriage itself and motivation on a certain person.

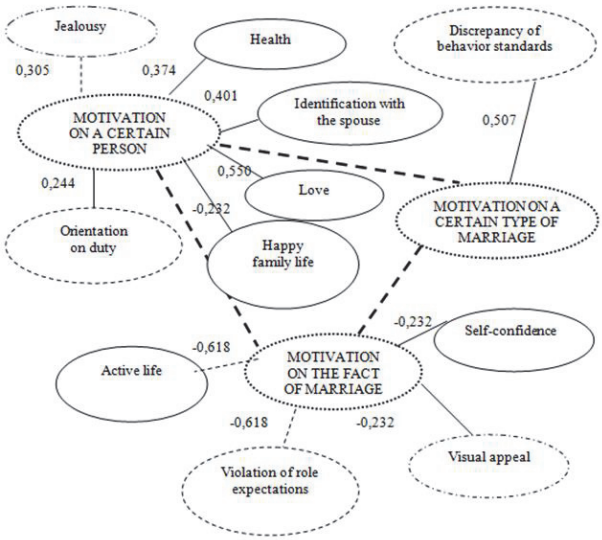


Figure 5. Correlation pleiade of the component "marriage motivation" with other parameters of components of psychological readiness for marriage.

The parameter motivation on a certain person – with motivation on the fact of marriage itself and motivation on a certain type of marriage. The obtained data allowed drawing a conclusion that when getting married a person is always guided only by one type of motivation (motivation on a certain type of marriage, motivation on a certain person, motivation on the fact of marriage itself) and excludes all other types.

The analysis of correlation relationships of the component marriage motivation, with other components of the model of psychological readiness for marriage allows making some generalizations (Figure 5). So, a person with motivation on a certain type of marriage is self-assured, free and independent in deeds and actions; he considers intimate and sexual area and visual appeal of partners as for each other, and for the surrounding people as an important area of family life. In marital relations the performance of role expectations is important; a marriage partner is considered from the point of view of pleasantness in communication. For people with motivation on a certain person the values are health, love, happy family life, an important area of family life - identification with the spouse. Such people feel responsibility before the marriage partner and are guided, first of all, by duty; they consider a marriage partner from the point of view of the qualities necessary for marriage. In the marriages concluded on the basis of such motivation there are often conflicts because of jealousy.

Let's rest upon the analysis of relationships between the scales within the component of ideas of marital hierarchy (Figure 6). The parameter relation to a traditional role of the woman in a family correlates with the established standards of behavior and disagreements in relation to money. Disagreement parameter in relation to money is positively connected with duty to a family, traditional role of the woman in a family, role expectations and standards of behavior in a family. In general, the obtained data confirm the orientation of people getting married to a traditional type of relations between the spouses.

Each parameter of the component of ideas of marital hierarchy has significant correlation relationships also with other components. The correlation analysis of the parameter violation of role expectations allowed revealing its interrelation with the parameters not only within this component, but also with the parameters of other components of the system of psychological readiness for marriage.

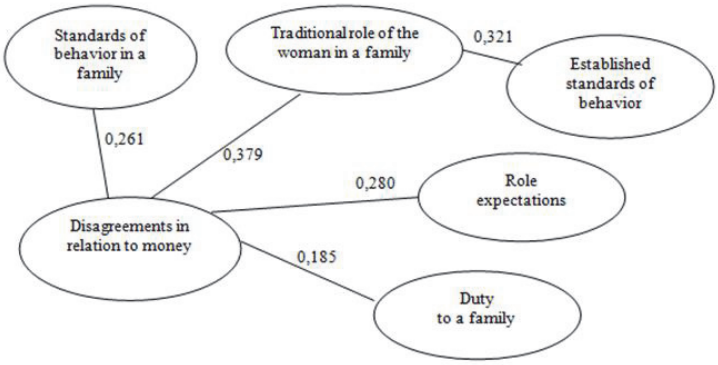


Figure 6. Correlation pleiade of the parameters within the component "ideas of marital hierarchy" of psychological readiness for marriage

The parameter discrepancy of behavior standards is connected by negative correlation relationship with motivation on a certain type of marriage ($r = 0,268$; $p<0,01$), by positive correlation relationship with economic and household ($r = 0,258$; $p<0,01$) and parental and educational ($r = 0,299$; $p<0,001$) life areas of a family, orientation to the traditionally presented romantic love ($r = 0,268$; $p<0,01$), autonomy manifestation by one of the spouses ($r = 0,285$; $p<0,001$), with the self-description and the ideal self as a marriage partner by marriage qualities (according to $r = 0,239$; $r = 0,255$; $p<0,01$; $p<0,01$), with expectations in economic and household ($r = 0,326$; $p<0,001$), parental and educational ($r = 0,249$; $p<0,01$) and emotional and psychotherapeutic ($r = 0,283$; $p<0,001$) family areas.

Let's analyze the obtained significant correlation relationships of the component marital attitudes and expectations. Let's rest upon the relationships between the scales within the component. Here let's draw attention to the parameter the self-description mainly by the communication qualities, it is interconnected with the self-description as an ideal marriage partner ($r = 0,535$; $p<0,001$), description of a partner and an ideal marriage partner (according to $r = 0,223$; $r = 0,407$;

p<0,01; p<0,001). Expectations and aspirations in the parental and educational area of a family are connected with the self-description (according to r = 0,483; r = 0,373; p<0,001; p<0,001), as an ideal marriage partner (according to r = 0,448; r = 0,238; p<0,001; p<0,01), a marriage partner (according to r = 0,319; r = 0,232; p<0,001; p<0,01) and an ideal marriage partner (r = 0,535; p<0,001) mainly by marriage qualities. In this case orientation to importance of the parental and educational area differentiates its image and the partner's image according to the qualities necessary for performance of this function.

And, finally, let's describe the significant correlation relationships of the component of ideas of marital relations. Here the parameter the relation to autonomy or dependence of the spouses is positively connected with the relation to love of romantic type (r = 0,203; p<0,05) and it is negatively connected with the relations with relatives and friends and "the offender" in the conflict of the partner (according to r = - 0,375, r = - 0,249 ; p<0,001, p<0,01). The parameter autonomy manifestation by one of the spouses is connected with jealousy manifestation (r = 0,276; p<0,01), with accusation in the conflict both yourself, and the partner (according to r = 0,448, r = 0,566; p<0,001, p<0,001).

Thus, the higher the orientation of the spouses to joint activity in all areas of family life is, the more apparent the orientation to the traditionally presented romantic love and accusation at the beginning of the conflict of the partner is. To the contrary, the more the autonomy manifestation by one of the spouses is, the more often the conflicts burst because of jealousy and through a fault of both partners.

Significant correlation relationships of this component were revealed also with other components of the system of psychological readiness for marriage. So, the autonomy of one of the spouses corresponds to such life values as self-confidence (r = 0,196; p<0,05) and cognition (r = 0,214; p<0,01), with emergence of the conflicts concerning upbringing of children (r = 0,217; p<0,01). Such position of the person is connected with the orientation to egalitarian type of marriage (r = 0,224; p<0,01) and emergence of the conflicts concerning violation of the role expectations (r = 0,319; p<0,001), violations of behavior standards (r = 0,274; p<0,001) and relations to money (r = 0,428; p<0,001). Such person does not expect the emotional and psychotherapeutic assistance (r = - 0,301; p<0,001) and does not consider necessary to be good-looking for the marriage partner (r = - 0,355; p<0,001).

After carrying out of the correlation analysis between all parameters of psychological readiness for marriage in both groups, we carried out the comparative analysis of the correlations obtained in matrices in each parameter of the system of psychological readiness for marriage (Figure 7).



Figure 7. Coincidence of correlation relationships of Group 1 and Group 2

In the course of the comparative analysis of the obtained correlation relationships it was revealed that the number of the coinciding correlation relationships of the system of psychological readiness for marriage between Group 1 and Group 2 make up 77%. As you can see by the Figure, absolute coincidences were obtained only in the parameter "marriage motivation", high level of coincidences was found also in the parameter "marital attitudes and expectations" (87% of coincidences). At the same time, the lowest number of coincidences was revealed in the parameter "value orientations" (61%), marital relations (79%) and "marital hierarchy" (83%).

In our opinion, the obtained data allow drawing a conclusion that, namely, in these areas the respondents who are not going to marry in the nearest time have an insufficiently formed psychological readiness for marriage.

At the same time, it should be noted that rather high percent of average value of coincidences of correlation relationships (77%) confirms that psychological readiness for marriage represents complete personal formation.

5. Conclusion

The model of psychological readiness for marriage singled out by us on the basis of the theoretical analysis can be considered empirically proved. Psychological readiness for marriage represents a complete system in which all components (marital values, marriage motivation, ideas of marital hierarchy, marital attitudes and expectations, ideas of marital relations) are interrelated to each other.

Distinctions in the interrelation of correlation relationships between the groups we explain by the fact that psychological readiness for marriage as personal formation can have different level of formation and structural organization of its components.

References

Aleshina Yu.E., etc. (1978) Social and Psychological Methods of Research of Marital Relations - Moscow.

Aleshina, Yu.E. (1978) Development Cycle of a Family: Researches and Problems: Bulletin of the Moscow University. Series 14. Psychology: Academic Periodical, Edition of the Russian Academy of Sciences and Institute of Psychology of the Russian Academy of Sciences. - No. 2.

Andreeva, T.A. (2007) Psychology of Family: Teaching Aids. – St. Petersburg: Rec. – P. 384 – ISBN 5-9268-0655-0.

Andreeva, T.V. (1985) About Motivation of Work Activity of Architects (Experience of Longitudinal Research): Psychological and Pedagogical Problems of Motivation of Educational and Work Activity. Thesis Report at the Research and Practical Conference, under the editorship of Leontyev V.G. - Novosibirsk.

Andreeva, T.V. (1989) Social and Psychological Factors of Formation of Personality Orientation in the Course of Creative Formation (on the Example of Architects): PhD Thesis in Psychology / Andreeva T.V. - L.: LSU.

Antonyuk, E.V. (1992) Ideas of Spouses of Distribution of Roles and Formation of Role Structure of Young Family: DSc Thesis in Psychology / Antonyuk E.V. – Moscow – 337 pages – P. 41.

Basics of Family Psychology and Family Consultation / Under the general editorship of N.N. Posysoev, Moscow. "VLADOS", 2004 – 328 pages – P. 130-135. - ISBN: 5-305-00113-7.

Chernikov, A.V. (2001) System Family Therapy: Integrative Model of Diagnostics. Moscow. – 208 pages - ISBN: 5-86375-130-4.

Chistyakova, T.Yu. (1989) Life Values and Plans of Unmarried Women. Formation of Marital Relations: Moscow: Pedagogics. – 325 pages.

Eydemiller, E.G., Yustitskis, V. (2002) Psychology and Psychotherapy of Family: St. Petersburg. Piter. – 656 pages – ISBN 5-88782-394-1.

Golod, S.I. (1990) Private Life: Love, Gender Relations. - L.

Gozman, L.Ya., Aleshina, Yu.E. (1987) Communication and Development of Relations within Married Couple - Moscow: Publishing House MG.

Grachev, A.A. (1999) Life Orientations as Life Activity Determinants: Psychological Problems of Self-Realization of Personality. – St. Petersburg. - Edition 3.

Ilyin, E.P. (2000) Motivation and Motives. – St. Petersburg: Publishing House "Piter". – 512 pages - ISBN 978-5-272-00028-6.

Kirkpatrick, C. (1955) The Family as Process and Institution. N.Y.

Kovalev, S.V. (1988) Psychology of Modern Family: Information and Resource Materials to the course "Ethics and Psychology of Family Life": Teacher's Book: - Moscow: Prosveshcheniye. – 208 pages.

Kunitsyna, V.N. (2004) Value and Standard System of the Personality: Psychology / Under the editorship of A.A. Krylov. Moscow: Prospect.

Malyarova, N.V. (1981) Motivation of Marriage and Forecast of Psychological Interference: Family and Personality. Theses of Reports. / Under the editorship of A.A. Bodalev. – Moscow. – P. 124-135.

Maslow, A.H. (1970) Motivation and Personality (2nd). N.Y.: Harper and Row.

Melville, K. (1977) Marriage and the Family. N.Y.

Minukhin, S., Fishman, Ch. (1998) Technology of Family Therapy: Moscow.

Moskvicheva, N.L. (2000) Family in the System of Value Orientations of the Student's Personality: Author's PhD Thesis in Psychology / Moskvicheva Natalia Leonidovna. – St. Petersburg: St. Petersburg State University.

Myers, D. (2006) Social Psychology: St. Petersburg.

Oliferovich, N.I., Zinkevich-Kuzemkina, T.A., Velenta, T.F. (2006) Psychology of Family Crises: St. Petersburg: Rech. – 360 pages – P. 36-37. - ISBN: 5-9268-0416-7.

Rokeach, M. (1968) Beliefs, Attitudes and Values. San-Francisco. 463 p.

Studia Filozoficzne. W-wa, 1981. N 4.
Suslova, T.F. (1999) Personal Determinants of Combination of Professional and Family Roles by Businesswomen: PhD Thesis in Psychology. – Moscow. – 138 pages – P. 48.
Yurkevich, N.G. (1971) Role of the Soviet Family Law in Family Strengthening: Social Researches. Methodological Problems of Life Research. Edition 7. Moscow: Nauka.

Effects of Career Exploration Module on Career Planning, Career Self-Efficacy and Career Maturity among Community College Students

Jasmi Bin Abu Talib

Universiti Malaysia Terengganu; jasmi@umt.edu.my

Zakaria Mohamad

Universiti Malaysia Terengganu; zek@umt.edu.my

Norwaliza Abdul Wahab

Universiti Pendidikan Sultan Idris; norwaliza@fppm.upsi.edu.my

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

This study aims to look at the impact of the Career Exploration Module on the ability of career planning, career self-efficacy and career maturity among community college students. A quasi-experimental design was used to evaluate using non-equivalent pre-test and post-test control group. The sample comprised 122 semester four students from two community colleges in the state of Malacca. Data were collected using three sets of instruments; i) Career Planning Competencies Instruments to measure the ability of career planning, ii) Career Maturity Inventory-Revised (CM-R) to measure attitudes and skills in career planning and iii) Career Decision Making Self Efficacy Scale (CDMSE-SF) to measure the level of students' career self-efficacy. The reliability of the instruments was analyzed using Cronbach Alpha and the value for all three instruments exceeded .70. Data were analyzed using descriptive and inferential statistics. Descriptive analysis uses mean, frequency and percentage to see the difference between groups while inferential analysis uses MANOVA to see the difference between the groups after the experiment. The results showed that there was a significant difference between the control group and the experimental group for the variables of the abilities of career planning, career self-efficacy and career maturity after the experiment. The results of the experiment have shown that the ability of career planning, career self-efficacy and career maturity can be improved if students follow a systematic career program. The usage of Careers Exploration Module has proven to build community college students in improving their career skills.

Keywords: *career planning abilities, career self-efficacy, career maturity, community colleges*

1. Introduction

The awareness of planning and choosing careers among students in Malaysia is still low either in secondary schools or in institutions of higher learning. Inventory issues from mental and social aspects in career planning is one of the problems encountered causing some of the students to fail in interviews. There are also students who are unable to make any decision in career planning (Hanirunnaja 2008). Weaknesses in terms of general knowledge and career information have caused the students in this country to be less sensitive, less informative and they are not up to date with career development. In addition, they do not seem to put much effort in getting information about job opportunities. (Abdul Rahim Abd Rashid, 2006; Amla, 2002; Abd Halit, 2007; Hanirunnaja, 2008; Sidek Noah, 2002; Syed, 2010; Zulkefli, 2000).

This problem also occurs among community college students. Several studies have been conducted on community college students which have given us preliminary information regarding the issues found among them (Mizan, 2005). Studies on Mobility Services Community College Student Personnel which were conducted nationwide, discovered that the aspects of career that have become a major problem for students are: i) students have little knowledge in terms of future planning, ii) students are vague in choosing careers, iii) need help in securing a job, iv) do not know how to find a job and, v) the fear of unemployment.

The feedback obtained from Kajian Pengesanan Graduan Kolej Komuniti from 2008 to 2010 also shows that the career development skills are some of the extra skills needed by the students. In addition, support programs such as English language skills, ICT skills, entrepreneurial skills and interpersonal skills are also required. In addition, students'

perceptions toward career guidance especially assistance in job applications, assistance in preparing for interviews, information on jobs and careers are also low. The study found that they were not satisfied with the career guidance services provided in community colleges and they require more guidance in terms of career informations (Kajian Pengesanan Graduan Kolej Komuniti Report, 2008-2010).

The response given by employers who conducted the practical training showed that the students only managed to obtain a score between 3-4, which is under the satisfactory level. Among the elements of the problem are communication skills, personality, lack of discipline, the ability to implement directives, less creativity as well as enthusiasm. Employers also expressed that the students lack of confidence to carry out their work due to lack of information on the work they do (Laporan Unit Latihan Industri Kolej Komuniti Masjid Tanah 2009). The employer's response may be associated with students' low career self-efficacy. Low self-efficacy career appeared to cause difficulties for other forms of career assignments they want to select later (Betz & Hackett, 1989). 1

The initial information obtained implies the need to implement the program in the form of a comprehensive career intervention that can trace the career development of community college students. According to the Career Development Theory (Super, 1957), students at the age of 18-24 years are at the exploratory stage of career development and the main activity that should be carried out by students is to explore and gather as many career information as they could. On the other hand, they must also be exposed to more career programs in order to get more information for them. The information obtained can be used in career planning and decision-making.

To help improve the ability of career planning, career self-efficacy and career maturity among community college students, a modular intervention was introduced. Modular career intervention methods have been proven effective by the previous researchers (Devarajoo, 2002; Tan, 2004; Abd Hanid, 2007; Syed, 2007; Miles, 2008; Thuria Moore, 2003; Bleir, 2006). The study proves that an involvement in a structured career program provides opportunities for low achievement students to build their self-potential (Hirschi & Lage 2008; Tarigan 2011). In another study, it is also proven that developments occur not only in terms of career planning, career decision making and career knowledge but also involve in the other aspects of their self-development (Castellano,Stone, Stringfield, Farley, & Wayman 2004; Hughes & Karp. 2004)

Up to this day, no follow-up study was conducted in response to the career issues among the student community college. Even though studies related to career intervention is carried out in the country but it was more focused on high school students (Amla, 2002; Devarajoo, 2002; Sidek ,2002; Tan, 2004; Abd Hanid, 2007; Syed ,2010; Poh et al. 2010; Sani, 2011). No research has been carried out in college or university level in this country, while studies in other countries showed that the career intervention programs have a positive impact on career development, self-efficacy and career maturity of students (Brown, 2000; Richard, 2001; Gail & Kelly, 2004; Scot & Ciani's, 2008; Sara June, 2006; Daria, 2006; Medina, 2010).

There are gaps especially on researches that include career intervention modules among community college students. This study was conducted to fill in the gaps. This study examines the Career Exploration Module that has been given added value by including skills that are appropriate for students such as interview skills, resume preparations and how to write job applications. The main objective of this study is to look at the differences of career planning abilities, career self-efficacy and career maturity of students between two community colleges in the state of Malacca.

2. Methodology

A quasi-experimental design was used to evaluate using non-equivalent pre-test and post-test control group (Campbell dan Stanley 1963, Salkin 2000, Wiersma 1991). A quasi-experimental design was chosen because the sample was not randomly selected (Johnson & Christensen, 2000). The sample was chosen using intact group method, which means that the entire class was chosen to participate in the study (Johnson Homer & Solso, 1978), in our case, college classes (Hirschi & La¨ge, 2008; Shadish, Cook, & Campbell, 2002; Wiersma, 2000). The experimental group participated in a workshop using a Career Exploration Module for 9 weeks (18 hours), while the control group had their learning process in classes according to their schedules. A sample of 122 study participants (56 women and 66 men) were selected using purposive sampling method. The sample consisted of students taking Certificate of Hotel and Catering courses, Automotive, Computer Systems and Support, and Landscape from two community colleges in the state of Malacca.

Data were collected using three sets of instruments: i) Career Planning Competencies Instruments adapted from Abd Hanis (2007), ii) Career Maturity Inventory-Revised (CM-R) 1995 by John O' Crites and Savuckas translated by Sani (2011) and, iii) Career Decision Making Self Efficacy Scale (CDMSE-SF) by Betz et al. (1996) translated by Sani (2011). A pilot study has been tested on 30 Semester Four students from Jasin College Community. Cronbach's values for these three instruments were 0.75, 0.96 and 0.94 for the KMK, CMR and CDMSE-SF.

3. The Findings

3.1 The mean score of the experimental group and a control group for career planning capabilities

The mean score according to groups showed that there is a difference in mean between the experimental group, control group and pre-test(experiment, mean=2.79, s.p=.25864 , control, mean=2.90 s.p .27357), post-test (eksperiment , mean=3.90 s.p=.40446,control, min=2.55, s.p=.28960). (Table 1)

Table 1: Mean score in the ability of career planning in pre and posttest based on groups

Groups	N	Mean of Plan Abilities Pra	Standard Deviation	Mean of Plan Abillities Post	Standard Aviation
Experiment	61	2.79	.25864	3.90	.40446
Control	61	2.90	.27357	2.55	.28960

To ensure the difference of mean scores in the ability to plan career are at the significant level of p <0.017, MANOVA analysis was conducted. The results showed that the difference is significant at the value of F = 42,311, p = 0.00, p < 0.017. This shows that the Career Exploration Module has effectively improve the ability for career planning in experimental group. (Table 2).

Table 2 Mean score differences on the ability of career planning between groups.

Dependent Variable	(I) Method	(J) Method	Mean Difference I - J	Error	Sig.	Confidence Level 95% Lower Limit	Upper Limit
Career	Module	Non module	1.339	.073	.000	1.195	1.484
Ability Planning	Non module	module	-1.339	.073	.000	-1.484	-1.195

3.2 Career self-efficacy mean scores of the experimental and control group

Career self-efficacy mean scores by group showed the difference in mean between the experimental group, control group, and pre-test. (experiment, mean=3.97, s.p=0.38, control, meann=3.99, s.p=0.38), pre-test (experiment, mean=4.01, s.p=0.37,control , mean=3.56, s.p=0.35). (Table 3)

Table 3. Mean score difference on the self-efficacy pre-test and post-test by group.

Group	N	Mean Self Efficacy pra	Standard Aviation	Mean Self Efficacy post	Standard Aviation
Experiment	61	2.64	.30777	3.74	.53194
Control	61	2.83	.34709	2.53	.39463

To ensure self-efficacy career mean difference is significant at the level of p <0.017, MANOVA analysis was conducted. The results showed a significant difference which is the value of F = 176,020, p = 0.000, p <0.017. This means that the Career Exploration Module effectively enhance self-efficacy in career of experimental group. (Table 4)

Table 4. Mean difference of self-efficacy in career between the group.

Dependent Variable	(I) Strategy	(J) Strategy	Mean Diff. I - J	Standard Aviation	Sig.	Confidence Level 95% Lower Limit	Upper Limit
Self Efficacy	Module	Non Module	1.270	0.96	.000	1.080	1.460
	Non Module	Module	-1.270	0.40	.000	-1.460	-1.080

3.3 Career maturity mean scores of the experimental and the control group

Career maturity mean scores by group showed the difference in mean between the experimental group and the control group, pretest (experiments, mean = 3.00, SP = .19596, control, mean = 3.16, SP = .22320), post test (experiment, mean = 3:45, sp = .19782, control, mean = 3.27, SP = 0.18668). (Table 5)

Table 5. Mean score differences of career maturity in pre and post-test by group.

Group	N	Mean Career Maturity pra	Standard Aviation	Mean Career Maturity post	Standard Aviation
Experiment	61	3.00	.19596	3.45	.19782
Control	61	3.16	.22320	3.27	.18668

To ensure that the mean differences of career maturity is at a significant level of p <0.017, MANOVA analysis was conducted. The findings show that the difference is significant, the value of F = 21,604, p = 0.000, p <0.017. This means that the module Traveler Career effectively improve career maturity experimental group. (Table 6)

Table 6. Mean difference between the group of career maturity

Pemboleh Ubah Bersandar	(I) Method	(J) Method	Mean Diff. I - J	Error	Sig.	Confidence Level 95% Lower Limit	Upper Limit
Career Maturity	Modul	Non modul	1.86	.040	.000	.107	205
	Non modul	Modul	-1.86	.040	.000	-205	-107

4. Discussion and Summary

The results of this study found that students' career planning abilities had improved after following a career intervention program using the Career Exploration Module. The findings of this study supported the previous studies that reported this intervention program module had successfully boosted the career planning ability of students. Several studies presented to support these findings are (Richard, 2001; Gail & Kelly, 2004; Scot & Ciani's, 2008; Syed, 2010; Miles,2008; Daria. 2006; Sara June, 2006; Abd Hanid, 2007; Andreass, 2007). The results of this study imply that students will be able to improve their ability to plan for their career if they are given a systematic exposure using a career module.

Meanwhile, this Career Exploration Module also effectively increases self-efficacy in career. These findings are consistent with previous studies that also found a career intervention program module which successfully increased students self-efficacy in careers (Sulivan & Mahalik, 2000; Richard, 2001; Scot & Ciani's, 2008; Medina, 2010; Medianta, 2011; Thuria Moore, 2003; Bleir, 2006; Sani, 2011). In addition, this Career Exploration Module is also capable in enhancing career maturity. Previous studies has been submitted to support the findings (Gail & Kelly, 2004; Poh et al.,2010; Devaraajoo, 2002; Tan, 2004; Legum & Hoare,2004; Andreas, 2007). This shows that career self-efficacy and career maturity can be increased if the students are given the opportunity to follow a career intervention program that uses the Career Exploration Module.

The results of this study gave two theoretical implications. First, Super Career Development Theory (1957 assumed individuals who are at an intermediate stage and trial (aged 18-24 years) have to explore career-related information. Exploration of information would trigger an interest, satisfaction and make people more confident and is able to make judgments based on the career information. This is parallel with the activities done by the students during the workshop using the Career Exploration Module, which were more focused on career information exploration activities.

This theory stated that career maturity and career planning abilities of the individual can be improved if the individual pays more attention and shows interest in the career development process. Individuals can heighten the ability to plan, interest and maturity of their career if exposed to an environment that can stimulate them towards it (Tarigan, 2011; Hirschi & Lage, 2008; Medina, 2010). Activities throughout the workshop using this Career Exploration Module would encourage students to improve their ability to plan for their careers and make them more mature in their career direction.

The findings also showed that the level of career self-efficacy can be enhanced with the presence of encouragement, support, experience and interaction with the environment. This is consistent with the explanation by Bandura Social Cognitive Theory (1977), which presupposed self-efficacy can be improved through experience, learning, motivation and encouragement as well as individual's interaction with the environment. In this study, a conducive setting workshop environment has given students the opportunity to interact with other fellow participants. In addition, assistance, encouragement and incentives provided by the facilitators also contributed to the improvement of students' career self-efficacy.

The practical implications of this study proved that the career intervention program using the Career Exploration Module has contributed to enhancing the ability of career planning, career self-efficacy and student career maturity.

Careers Exploration Module activities focused on the aspects of the work environment, career information exploration and preparation work and this also includes resume preparation, cover letter and job interview preparation. All these elements must be highlighted in future career programs. In conclusion, these findings imply that the use of the Career Exploration Module has proven to increase the ability of career planning, career self-efficacy and career maturity.

References

Abd Hanit bin Halit. 2007. Keberkesanan program kerjaya keatas perkembangan kerjaya peringkat penerokaan dalam kalangan pelajar sekolah menengah di Daerah Dungun Terengganu. Tesis. Dr. Fal. Universiti Putra Malaysia, Serdang.

Abdul Rahim Abd Rashid. 2006. *Agenda perubahan pengurusan sumber manusia dan kerjaya.*Kuala Lumpur: Utusan Publications & Distributors Sdn Bhd.

Amla Salleh. 2002. Memindahkan ujian psikologi: Kaedah menterjemah dan mengubahsuai "Self Directed Search" (Holland) ke dalam bahasa melayu. *Jurnal Pendidikan* 16: 23-34.

Andreas Hirschi., Damian .L. 2008. Increasing The Career Choice Readiness Of Young Adolescents: An Evaluation Study. *Education Vocational Guidance* 8:95-110.

Bandura, A. 1977. *Social Learning Theo*ry. Englewood Cliffs, NJ: Prentice-Hall, Inc.

Bandura, A. 1997. *Self efficacy*: *the exercise of control*. New York : Freeman and Company.

Betz, N. E. & Hackett, G. 1981. The relationship of career related self efficacy expectation to perceived career option in college women and men. *Journal of Counseling Psychology*, 28: 399-410.

Betz, N.E., & Hackket, G. 1999. Manual of the occupational Self Efficacy Scale. Ohio State University & Arizona State University.

Brown, M. T. 2000. Blueprint for the assessment of socio-structural influences in career choice and decision making. *Journal of Career Assessment*, 8, 371-378.

Bertha M. Medina. 2010. Career course impact on adolescents' levels of career decision self-efficacy, hope, and self-esteem. Doc. Of Philosophy: Northcentral University, Arizona.

Bleier, J.K. 2006. The impact of career counseling plus discover (internet version) on the academic achievement of high school sophomores at risk for dropping out of school.the Faculty of the Graduate School Doctor of Philosophy. University of Missouri-Columbia.

Cambell, D.T. & Stanley, J.C. 1963.Experimental and quasi-experimental designs for research. Chicago, IIIlinois: Rand McNally. *Programmes. Alexanderia*, VA: American School Counselor Association Press.

Daria Williamson. 2006. The effect of career education mini- course on the career decision-making skills of high school students. Doc. Of Philosophy: University of Georgia.

Devarajoo Ponnan. 2002. Kesan modul motivasi ke atas sikap kematangan kerjaya di kalangan pelajar sekolah menengah di Selangor. Tesis Sarjana Universiti Putra Malaysia.

Serdang. Ettinger, J. 1998. Sharping tomorrow's workforce today. High school magazine,5,26-31.

Gail Ann Kelly Roaten. 2004. The effects of a career development intervention on the career decision making skills of high school student. Doc. Of Philosophy: Texas A & M University.

Hairunnaja Najmuddin 2008. *Membimbing remaja memilih pendidikan dan kerjaya*, PTS. Kuala Lumpur.

Hirschi, A., & La¨ge, D. 2008. Increasing the career choice readiness of young adolescents: An evaluation study. International Journal for Educational and Vocational Guidance, 8, 95–110.

Hughes, K.L & Karp,M.M. 2004. *School-based careeer development: a synthesis of the literature.* New York: IEE, teaching College,Columbia University.

Jean Miles. 2008. The impact of a career development programme on career maturity and academic motivation. Doc. Of Philosophy: Fort Hare University, London.

Johnson, B., & Christensen, L. 2000. Educational research: Quantitative and qualitative. Boston: Allyn.and Bacon Company.

Johnson Homer, H., & Solso, R. 1978. An introduction to experimental design in psychology: A case approach (2nd ed.). New York, NY: Harper & Row.

Kementerian Pengajian Tinggi Malaysia. 2008. *Laporan pengesanan graduan.* Bahagian Pengurusan Kolej Komuniti.

Legum, H. L., Hoare, C. H. 2004. Impact of a Career Intervention on At- Risk Middle School Students' Career Maturity Levels, Academic Achievement, and Self-Esteem. *Professional School Counselling, Vol. **8**, Issue 2.*

Miles, J. 2008. The Impact of a Career Development Programme on Career Maturity and academic Motivation. Degree of Master of Sicial Scienes.

Mizan Adiliah. 2005. Kajian Mobaliti Perkhidmatan Bimbingan dan Kaunseling Kolej Komuniti. Kementerian Pengajian Tinggi Malaysia.

Pallant, J. 2007. *A Step by Step Guided to Data Analysis Using SPSS for Windows* Version 12, Open University Press, Buckingham, Philadelphia.

Poh Li, Lau, Aqeel, Khan , Haslee Sharil Abdullah and Fong Peng Chew. 2010. The Effectiveness of Career Exploration Program for High SchoolStudents. University of Malaya Faculty of Education, Kuala Lumpur.

Richard G. Brake, M.A. 2001. The effects of discover career guidance software on career decision-making-self efficacy of adolescents in foster care. Doc. Of Philosophy. Our Lady of The Lake University, Texas.

Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). Experimental and quasi-experimental design for generalized causal inference. Boston: Houghton Mifflin Company.

Sara, J. Munger, 2006. The impact of a career exploration group. Doc.Of Philosophy: State University of New York College.
Savickas, M.L. 1990. The use of career choice measures in counseling practice. *Testing in Counseling Practice*. Hillsdale: HJ Erlbaum.
Scott, A.B., & Ciani, K.D. 2008. Effect of an undergraduate career class on men's and women's career decision-making self-efficacy and vocational identity. *Journal of*
Sidek Mohd Noah. 2002. *Reka bentuk penyelidikan : falsafah,teori dan praktis*. Serdang: Penerbitan Universiti Putra Malaysia.
Syed Mohamad Syed Abdullah. 2005. Keberkesanan modul merancang kerjaya ke atas motivasi belajar, Kemahiran belajar dan kebolehan merancang kerjaya pelajar berpencapaian rendah. Tesis Dr. Falsafah. Universiti Kebangsaan Malaysia. Bangi.
Super D.E. 1957. *The Psychology of career*. New York: Harper & Row Publisher. *Career Information, Career Counselling & Career Development* . 7th, Ed. Boston: Allyn and Bacon.
Tan Wat Jin. 2004. Kesan pelaksanaan modul kerjaya terhadap kematangan kerjaya pelajar sekolah menengah. Tesis Sarjana Universiti Putra Malaysia, Serdang.
Thuria, M. 2003. The impact of career development classes on the identity development and career self efficacy of traditional aged college students. Dissertation of Doc. Of Philosophy: School of The Ohio State University.
Wiersma, W. (2000). Research methods in education. Boston: Allyn & Bacon.

Resilience and Coping with the Traumatic Experience during Adolescence

Madrudin Shamsudinovich Magomed-Eminov

Olga Grigoryevna Kvasova

Olga Olegovna Savina

Lomonosov Moscow State University

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

Development of information technologies led to increasing in traumatic situations at teenagers, including to distribution of systematic aggression from contemporaries on the Internet and social networks. Younger teenagers who only start using actively the Internet are especially vulnerable, without realizing all possible dangers, and for the first time face prosecution and mockeries (cyberbullying). Research is devoted to the detection of features of a coping of children with traumatic experience and need of creation of effective ways of rendering psychological assistance to teenagers - to the victims of a cyberbullying. It is proved that the situation of a cyberbullying is a traumatic experience for children. The coping phenomenon with traumatic experience in a situation of a cyberbullying was analyzed from the point of view of gender and age distinctions, the subjective importance of a situation, and existence in the past of the child of a similar situation. Communication between a semantic orientation of the personality and ways of a coping with traumatic experience in children's age was in addition studied (children with L-semantic orientation are more often characterized by resilience manifestations, use constructive strategy of a coping while for group with D-semantic orientation higher values on scales of a discharge, a not coping and leaving are characteristic). In this work, the traumatic situation is considered to be a life situation that shows to the child semantic tasks. Results of this research will help to create the most complete idea of features of coping with traumatic experience in children's age and can be used when rendering psychological assistance to the children who appeared in a difficult life situation.

Keywords: *psychological injury, coping, cyberbullying, teenagers, resilience.*

1. Introduction

Traditionally authors of the researches devoted to traumatic experience at children are focused on its negative side, leaving indifferently such aspects as adaptation, self-preservation, overcoming and growth of the personality (Magomed-Eminov, 2007). In modern psychology, the increasing weight is purchased by researches of semantic (meaning) components of the psychological injury (Bonnano, 2005; Herman, 1992; Janoff-Bulman R., 2002; Lifton, 1988; Panter-Brick C., 2012). In the semantic concept of the injury (Magomed-Eminov, 2007; Magomed-Eminov, 2009 & Magomed-Eminov, 2014) in addition to the attach case of the traumatic situation through not daily mode of existence (invasion of the non-existence of life), threat of existence of the person, the emphasis is placed and on the subjective importance of the occurred event for the individual. In it there are transformations of sense, valuable and semantic contradictions, semantic new growths where the traumatic situation acts as the life situation showing to the person semantic tasks are created, and the injury is understood as work of the wound, binding process, are entered concept L and D-meanings, meaning of life and meanings of death which ratio form the general fundamental semantic orientation the personality (Kvasova, 2013). In this approach, the coping is understood more widely than traditional treatment of the coping (Kryukova, 2010 & Belinskaya, 2014) - behavioral, emotional and cognitive components of the response to the traumatic situation. The person who was affected by traumatic experience processes it, carrying out semantic work of the personality on the formation of the life of the personality. Coping is not only worked on recovery but also protection and development. Efficiency of the coping with traumatic experience can be estimated through effects of the extreme traumatic situation - the triad "frustration – resilience – growth", or otherwise: maladaptive effects (to which refer post-traumatic stressful frustration (Kroeberg, 1963)); the adaptive – growth and resilience (Magomed-Eminov, 2008 & Magomed-Eminov, 2015) “Resilience") (Bonanno, 2013; Card, 2015; Masten A., 2014 & Panter-Brick, 2012).

Children endure traumatic situations differently than adults (Finkelhor, 2010; Gupta, 2011 & Le Broque, 2010). Children are dependent on adults and often interpret the situation as traumatic, relying on the reaction of adults. In researches of specifics of traumatic experience in children's age complexity causes that children I cannot often realize

that the situation is traumatic (Nikolskaya, 2000 & Pyatnitskaya, 2008). It is possible to refer poverty of symptomatology (manifestation of separate symptoms, but not all complex) to specifics of the children's injury; smaller intensity and short duration of manifestation of symptoms, lack of the stage of mobilization; often – disorganization of behavior (Magomed-Eminova, 2015). For adults the most traumatic usually are discrete events, for children's age collision with chronically operating environment factors, such as poverty or ill-treatment (Bonanno G. is characteristic., 2005; Bonanno G. & Diminich E., 2013), lack of care and pathological nature of relationship with mother (Boulby J., 2003; Winnikot D.V., 2004), divorce of parents (Figdor G., 2006), problems in relationship with contemporaries (Bochaver & Kholmov, 2013, & Enikolopov, 2014) and others. The number of researchers claim that children, often, most sharply and take the similar situations subject to influence of the psych injuring situations hard, often have the heavy intrapersonal conflicts, are inclined to manifestation of socially not approved behavior forms (Pyatnitskaya, 2008). There are data that children show in traumatic situations, resilience, courage (Bonanno, 2004; Masten, 2014; Ungar, 2011; Magomed-Eminov, 2007, & Magomed-Eminova, 2015).

The Bulling, or persecution, is defined as the purposeful, systematic aggressive behavior directed at another person (Olweus, 1993). In the teenage and children's environment, it is usually expressed that the children having the high status and authority among the contemporaries "attack" on weak and unprotected without the reasons seen on that (Camodeca & Goossens, 2005). Now in the nursery and the teenage environment the bullying problem, or systematic aggression and persecution in relation to the child from contemporaries as became the traumatic situation even more actual in view of emergence of new means of manifestation of aggression: possibility of free video filming by children of each other, active use of the Internet and social networks (Peter, 2013, & Swearer, 2013). Use of the Internet is connected with exposure of the child to different risks: content (information concerning to damnification to health, sexual content), electronic (viruses, spam), consumer (theft of online money, copyright violation), and also to communication risks (the grooming, the cyber bullying) (Soldatova, 2011). Allocate the following types of the cyberbullying: flaming (short emotional skirmishes); attacks (systematic insults); slander; cajolery and distribution of confidential information; online alienation; cyber prosecution; the happis leaping (placement in video Internet with violence scenes). The special group of risk is made by younger teenagers who only start using actively the Internet, but do not realize all possible dangers (Belinskaya, 2014). Having fallen the victim of the cyberbullying, the teenager often gets to the stalemate: he cannot cope independently with the situation independently, but is afraid to report about it to adults, being afraid to lose access to Internet space.

Let's allocate the main approaches to the coping problem: dispositional approach in which at the choice of strategy of the coping identity of the subject is decisive factor (Freud, 1993), situational approach which considers influence of different aspects of the environment on cope behavior (Lazarus & Folkman, 1984). including cognitive (the assessment of threat, cash resources, the assessment of success of the coping), behavioral and emotional components; the integrative approach considering interaction of factors of the personality and the situation (Kryukova, 2004; Bonanno, 2004, & Masten, 2001) the concept " Resilience" (Card, 2015, & Masten, 2014), described: as psychological invulnerability (Rutter, 1987), capability to successful adaptation as a result of stability maintenance (Bonanno & Diminich, 2013), capability to support the optimum level of functioning of the organism (Yehuda & LeDoux, 2007), capability of dynamic systems to adapt to external influences (Masten A., 2001), process of mobilization of resources for wellbeing maintenance (Panter-Brick & Eggerman, 2012). To the factors protecting from the mental injury, inherent children, carry the Ego force, availability of reliable attachment (Sandler, et al, 2008, & Rutter, 1987). It is considered that resistance to vital difficulties forms in the childhood and efforts of parents are necessary for its development: encouragement of the initiative of the child, approval, creation of the various favorable environment

The main emphasis in researches of the coping with traumatic experience in children's age is traditionally placed on studying of cognitive, emotional and behavioral manifestations while the traumatic situation is the life situation, which shows to the child semantic tasks for which decision transformation of the semantic sphere of the personality is necessary.

2. Methods and Materials

For the purpose of detection of features of the coping with traumatic experience in children's age empirical research in which children and teenagers aged from 10 till 14 years participated (pupils of 5-7 classes of schools of Moscow and Mr. Chernogolovki) was conducted. Number of Examinees – 219 people (107 boys, 112 girls).

Hypotheses: 1) the situation of the cyberbullying is potentially traumatic experience for children's age; 2) there are gender and age distinctions in coping methods with traumatic experience in the cyberbullying situation; 3) there is the communication between the subjective importance of the situation of the cyberbullying and methods of the coping with it;

4) there is the communication between availability in the past of the situation of the cyberbullying and coping methods with traumatic experience in the cyberbullying situation; 5) there is the communication between the semantic orientation of the personality and methods of the coping with traumatic experience in children's age.

Techniques: 1) the questionnaire which is independently developed by us "Assessment of the situation of the cyber bullying" which represents to the floor - the projective technique including the description story about the cyberbullying situation concerning the teenager; unfinished offers and rating scales of the importance of the situation, its effects, methods of permission of this situation, awareness of examinees with the similar situation on own experience; 2) questionnaire of coping strategy for children school age (Nikolskaya & Granovskaya, 2000); 3) The youthful coping-scale (in T.L. Kryukova's adaptation, 2010)]. The quantitative assessment of the received results was performed using the SPSS Statistics 21.0 program, criteria the chi-square, Mann-Whitney's U-criterion, Student's T-criterion, the coefficient of correlation of Spearmen is used. The content analysis of unfinished offers using criterion the chi-square.

3. Results and Discussions

Research is directed at studying of factors of overcoming of the situation of the cyberbullying at teenage age. The age group investigated by us the strengthened operation of the mechanism of identification with the contemporary therefore; we assumed is characteristic that estimating probability of emergence of certain symptoms in the hero of the described history, examinees estimate probability of emergence of similar situations at themselves. 16% of examinees (35 people) at least once acted, as the victim of the cyber bullying, and, boys was insignificant more, than girls.

Table 1 – Distribution of the pupils who were exposed to the cyber bullying

Classroom	Number of the pupils who were exposed to the cyber bullying			%
	M	F	Total	
5	6	7	13	15%
6	9	2	11	14%
7	4	7	11	19%
Total:	19	16	35	16%

For pupils of 5 and 6 classes the situation of the cyberbullying is more traumatic, than for pupils of 7 classes. Fifth-graders estimate probability of emergence of dreadful dreams in comparison with 6 and 7 classes (p=0,001) significantly above, is significant below - aggressive actions (in comparison with 6 classes – p=0,05, in comparison with 7 classes – r=0,008). In comparison with 7 classes pupils of 5 classes highly appreciate probability of repetition of this situation in the future (r=0,047), probability of emergence of fears and concerns (r=0,05), below – probability of social isolation (r=0,05). Pupils of 6 classes are higher, than seventh-graders, estimate probability of painful somatic reactions (r=0,012), fears (r=0,02), the notions of compulsion (r=0,04), difficulties in concentration (r=0,05). Summing up the result told above, we could tell that there are age distinctions in estimates of effects of the situation of the cyberbullying. In 5 and 6 classes estimates of probabilities of symptoms of invasion and hyper excitement are higher, and in 7 classes avoiding tendency symptoms are estimated above.

Significant distinctions on the floor were also revealed. Girls above boys estimate probability of that the child in such situation will feel like the derelict (r=0,018), to feel helpless (r=0,033), and it will be difficult to it to concentrate (r=0,05). The pupils having experience of collision with the cyberbullying situation above others estimate the probability of emergence of dreadful dreams (r=0,05) and desires to break rage on people around (r=0,04). On other scales, significant distinctions were not detection.

For more detailed understanding of ideas of examinees of the cyberbullying situation we included the additional points concerning in the questionnaire whether someone from the environment of examinees came up against the similar situation and probabilities of emergence of such situation in life examinees (Figure 1).

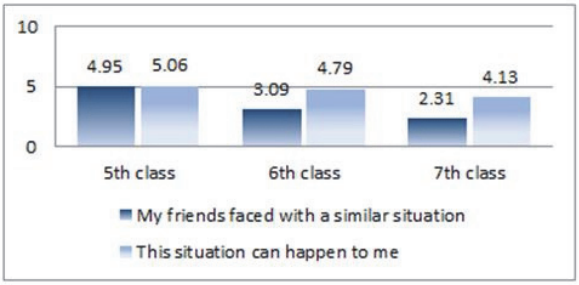


Figure 1 – Average values of estimates of probability of emergence of the situation of the cyberbullying in life of examinees and their people around

On the category "my acquaintances came up against the similar situation", significant distinctions between age are received: between 5 and 6 classes – r=0,000, between 6 and 7 classes – r=0,049. The children in the past having experience of the situation of the cyberbullying are inclined to estimate probability of that from friends will become the victims of the cyber bullying (r=0,008). Significant distinctions on the floor it is not revealed. On the category "the similar situation can happen to me," significant distinctions between 5 and seven classes were received (r=0,09). Also, the examinees who already acted the victim in cyberbullying situations, estimate the possibility of above that they can appear in the similar situation (r=0,001).

Derivation (72%), persistent study (67%), concern (65%), accessory (65%), the problem resolution (64%), search of support from friends (62%), hope for the miracle (62%), focusing on positive sides of the situation (62%), active recreation (62%) and social support (61%) appeared the most widespread strategy of the coping with the cyberbullying situation among pupils of the 7th class. The strategy of the request for the help of professionals (36%) and public actions (37%) are less often used.

The statistical analysis revealed gender specifics: girls use strategy of social support (r=0,000), problem resolutions (r=0,006), works and achievements (0,002), concern (r=0,006) and the appeal to spirituality (r=0,000) significantly more often. Boys more often than girls use derivation strategy (r=0,009), active recreation (r=0,001) and public actions (r=0,01). Distinctions on availability in the past of the situation of the cyberbullying were revealed: examinees who already came up against the similar situation, use the strategy of the not coping (r=0,05) less often. Examinees who highly appreciate the importance of the situation of the cyberbullying, use ignoring strategy (r=0,05), from the low – the discharge (r=0,05) and concerns (r=0,05) more often.

The qualitative analysis of features of the coping with traumatic experience is carried out (unfinished offers, "The assessment of the situation of the cyber bullying, and also the probable outcome of this situation concerning feelings, thoughts and actions of the hero of the history offered by us in the questionnaire questionnaire). Answers of examinees were analyzed from the point of view of semantic orientation (Magomed-Eminov, 2009). To L-semantic (life centered meanings) orientations were referred the subcategories of answers that are characterized by the dominance of aspiration of the adoption of the life of the personality, the positive orientation. The subcategories connected with destruction, the negative orientation were carried to D-semantic orientation (death-centered meanings).

As a result, we divided examinees into two groups: 1) CL semantic orientation (56 people); 2) CD semantic orientation (163 persons). We received the following significant distinctions on coping methods with a traumatic experience in the cyberbullying situation between groups with L- and D- semantic orientation. In 5 and 6 classes: examinees with L-semantic orientation use strategy "I apologize more often or I tell the truth" (r=0,03), "I try to relax and remain quiet" (r=0,024), "I walk, I run, I ride the bicycle" (r=0,045). The strategy "are more widespread in a group with D-semantic orientation I try to forget" (r=0,006), "I go crazy" (r=0,041). In 7 classes: examinees with L-semantic orientation use strategy the problem resolution (r=0,001), positive focus (r=0,000), and examinees with D-semantic orientation – the not coping (r=0,039) and the discharge (r=0,008) more often.

4. Discussion of Results

The received results allow claiming that the situation of the cyberbullying is a potentially traumatic experience for pupils of 5-7 classes. Examinees highly appreciate probability of emergence in the hero of the shown situation of the majority of

symptoms, which can arise in children and teenagers after a collision with the traumatic situation. Besides, the average importance of the situation of the cyber bullying (7,25 on the 10-mark scale) speaks about the high subjective importance of the similar situation. Interpretation of results of the statistical analysis allows assuming that pupils of 5 and 6 classes estimate the probability of emergence of symptoms of invasion and hyper excitement above, and in 7 classes avoiding symptoms are estimated above. Possibly, it can be connected with the fact that at teenage age the leading activity is interpersonal communication with contemporaries, and in total with active development of consciousness and the self-assessment the situation of the cyberbullying is for them "restraining the personality".

Our data testify for the benefit of the hypothesis of the existence of gender and age distinctions in coping methods with a traumatic experience in the cyberbullying situation. For 5 and 6 classes the most widespread strategy of the coping with the cyberbullying situation along with aspiration to consider the situation are derivation and corporal contact. Thus for pupils of 5 classes leaving in the distracting activity (viewing of the TV and listening to music) is more characteristic, deeper considering of the situation that assumes more frequent use of cognitive strategy of the coping is peculiar to 6 graders. In the 7th classes also the most widespread strategy is derivation and the problem resolution. However search of social support and approval is also of great importance from people around. However, thus high values on scales of concern, hope for the miracle and focusing on positive sides of the situation that speaks about the frequent use of both constructive and not constructive methods of the coping were received. It is also possible to note that, in general, pupils of 7 classes use more extensive the circle of methods of the coping, than pupils of 5 and 6 classes.

It was revealed that girls, on the one hand, use the emotional strategy of the coping and strategy of search social, and with another – problem-oriented methods of behavior (in 7 classes) more often. To boys more inherent the strategy directed on derivation and leaving (games, active recreation). Communication between the subjective importance of the situation of the cyberbullying and methods of the coping with it is found. It was revealed that in examinees who highly appreciate the importance of the situation of the cyberbullying, use strategy of ignoring and leaving more often; for group with the low importance strategy of the discharge and considering of the situation are more characteristic.

Data confirm communication between availability in the past of the situation of the cyberbullying and coping methods with a traumatic experience in the cyberbullying situation. Examinees who already came up against the cyberbullying situation more often look for supports at relatives and actively act independently, in comparison with those who did not come up earlier against the similar situation while the second use strategy of the not coping more often.

Communication between the semantic orientation of the personality and methods of the coping with a traumatic experience in children's age is revealed. Examinees with L-semantic orientation use the constructive strategy of the coping while for the group with D-semantic orientation higher values on scales of the discharge, the not coping and leaving were revealed more often. The obtained data allow speaking about the importance of forming at school students of the L-semantic orientation.

5. Conclusions

In this work the traumatic situation was considered as the life situation that shows to the child semantic tasks, and the coping situation - is a potentially traumatic experience for pupils of 5-7 classes. There are gender and age distinctions in coping methods with a traumatic experience in the coping situation. The subjective importance of the situation of the coping is connected with coping methods with it. There is the communication between availability in the past of the situation of the cyberbullying and coping methods with a traumatic experience in the cyberbullying situation. Communication between the semantic orientation of the personality and methods of the coping with a traumatic experience in children's age is revealed. Results of research promote forming of the better understanding of features of the coping with traumatic experience at teenagers that can be used when rendering psychological assistance to the children and teenagers who appeared in the difficult life situation. These data, in our opinion, could be helpful to work on psychological education of school students, teachers and parents of teenagers on whom the subjective importance of the situation for the child usually depends on. Significant adults - parents and teachers - often go into extremes, underestimating or excessively exaggerating the value of the status of the cyberbullying that complicates receipt of the help in the extreme situation for the teenager.

Practical experience of the Department of Psychology of extreme psychological help at Lomonosov Moscow State University in establishing a program of psycho-pedagogical technology assistance, taking into account the role of the positive factors of extremality (Magomed-Eminov, 2007) including the impact of the Internet environment. The tasks include prevention, cessation of kiberbulling and psycho-pedagogical support of teenagers caught or could be victims of kiberbulling. Prevention of improper behavior in the Internet involves the development tools, filtering inappropriate content in social networks, and training the adolescents basic safety rules, creating the possibility of an adequate and self-

expression of feelings in the social space without aggression, victimization. Such work should be carried out with young people in various forms - conducting interviews, the creation of individual and collective projects (such as "Security risks in social networking," "Features of communication of adolescents in social networks"). The specific situation of kiberbuling that occurred in the classroom, psychologists and educators direct the effect on relations within the group of adolescents, helping to improve mutual understanding, cooperation and respect. An important aspect of school psychologists is Propaedeutic work with adults - teachers and parents of adolescents, including risk communication in social networks, the need for limited personal information, and establish trust in contact with the teenager, avoiding direct authoritarian restrictions on Internet communication. Contact of psychological service with parents, teachers and teen community allows you to respond quickly to incidents of kiberbulling, preventing the development of the negative effects of trauma.

References

Blaya, K. & Cyber bullying (2012) / K.Blaya//Children in information society. No. 10. pp. 40-45.

Enikolopov S.N. (2014) In the situation of the cyberbullying of age restrictions there is no S.N. Enikolopov///Children in the information society. No. 16. pp. 37-41.

Krasova, O.G. (2013) Transformation of the temporary perspective of the personality in the extreme situation / O.G. Krasova//the Abstract of the thesis of the candidate of psychological sciences. M.

Kryukova, T.L. (2010) Methods of studying of coping behavior: rub coping-scale/T.L. Kryukova - Kostroma: KGU of N.A. Nekrasov. Avantitul. pp. 64.

Magomed-Eminov, M.Sh. (2007) Positive psychology of the person. From the psychology of the subject to life psychology / M. Sh. Magomed-Eminov:v of 2 t. M.: PARF. pp. 560.

Magomed-Eminov, M.Sh. (2009) Activity and semantic approach to the psychological transformation of the personality / M. Sh. Magomed-Eminov. The abstract of the thesis on competition of the academic degree of the doctor of psychological sciences. M.

Magomed-Eminov, O. I. (2015) Psychological analysis of the phenomenon of resilience / O. I. Magomed-Eminov//Actual problems of humanitarian and natural sciences. No. 1. pp. 206-210.

Macfarlane, A. (2003) Injury and its challenge to society (societies). Macfarlane, B. Van der Kolk//Advisory psychology and psychotherapy. No. 1. pp. 7-30.

Nikolskaya, I.M. (2000) Psychological protection at children / I.M. Nikolskaya, R. M. Granovskaya. Spb: Speech. pp. 342.

Pyatnitskaya, E.V. (2008) Psychological assistance to the children and teenagers enduring the psycho injuring events / E. V. Pyatnitskaya. Balashov: Nikolaev.

Soldatova, G.U. (2011) Cyberbullying in the school environment: situation difficult online and coping methods/G. U. Soldatova, E.Yu. Zotova//Educational policy. No. 5 (55). pp. 11-22.

Bonanno, G.A. (2005) Resilience in the Face of Potential Trauma/ G.A. Bonanno// Current Directions in Psychological Science. vol. 14. pp. 135-138.

Bonanno, G.A. (2013) Annual research review: Positive adjustment to adversity—Trajectories of minimal-impact resilience and emergent resilience/ G. A.Bonanno, E. D.Diminich// Journal of Child Psychology and Psychiatry. 54. pp. 378–401.

Camodeca, M. (2005) Aggression, social cognitions, anger and sadness in bullies and victims/ M. Camodeca,F. A. Goossens// Journal of Child Psychology and Psychiatry. Vol. 46. pp. 186-197.

Card, N.A. (2015) Methodological Considerations in Studying Individual and Family Resilience/ N.A. Card & M.A. Barnett// Interdisciplinary Journal of Applied Psychology. Family relations. pp. 120 - 133.

Finkelhor, D. (2010) Lifetime assessment of poly-victimization in a national sample of children and youth/ D. Finkelhor, R. Ormrod, H. Turner// American Journal of Preventive Medicine. 38 (3). pp. 323-330.

Gupta, S. (2011) Anger expression and adaptation to childhood sexual abuse: The role of disclosure/ S. Gupta [et. al.]// Psychological Trauma: Theory, Research, Practice, and Policy. Vol 3(2). pp. 171-180.

Herman, J. (1992) Trauma, and Recovery: The Aftermath of Violence - From Domestic Abuse to Political Torture/ J. Herman – New York: Basic Books.

Janoff-Bulman, R. (2002) Shattered Assumptions: Towards a New Psychology of Trauma/ R. Janoff-Bulman - N-Y.: Free Press. pp. 272.

Kroeberg, T.C. (1963) The coping functions of the ego mechanisms. The study of lives/ T.C. Kroeberg - New York: Atherton.

Lazarus, R.S. (1984) Stress, appraisal, and coping/ R.S. Lazarus, S. Folkman - New York: Springer.

Le Brocque, R. (2010) The Course of Posttraumatic Stress in Children: Examination of Recovery Trajectories Following Traumatic Injury/ R.LeBrocque, J.Hendrikz, J.Kenardy// Journal of Pediatric Psychology. Vol. 35(6). pp. 637-645.

Lifton, R.J. (1988) Understanding the traumatized self. Human adaptation to extreme stress/ R.J. Lifton - N.Y.: Plenium Press.

Masten, A. (2014) Global Perspectives on Resilience in Children and Youth/ A. Masten// Child Development. Vol.85. pp. 6-20.

Olweus, D. (1993) Bullying at School: What We Know and What We Can Do (Understanding Children's Worlds) - Oxford UK: Blackwell Publishers. pp. 140.

Panter-Brick, C. (2012) Understanding Culture, Resilience, and Mental Health: The Production of Hope/C.Panter-Brick, M.Eggerman/ Ungar, M., editor. - New York: Springer. pp. 369-386.

Peter, J. (2013) The Effects of Internet Communication on Adolescents' Psychosocial Development/ J. Peter, P.M. Valkenburg// The

International Encyclopedia of Media Studies, First Edition. Volume V: Media Effects/Media Psychology. - Blackwell Publishing Ltd. pp. 31-51.

Rutter, M. (1987) Psychosocial resilience and protective mechanisms/ M. Rutter// American Journal of Orthopsychiatry. 57. pp. 316–331.

Sandler, I. (2008) Handbook of Bereavement Research and Practice/ I. Sandler [et.al] - Washington, D.C: American Psychological Association.

Schwarzwald, J. (1994) Stress reactions of school-age children to the bombardment by Scud missiles: a 1-year follow-up/ J.Schwarzwald [et. al.]// Journal of Traumatic Stress. 7(4). pp. 657–667.

Swearer, S. (2009) Prevention and intervention. Realistic strategies for schools/S.Swearer, D.L.Espelage, S.A. Napolitano– N-Y, London: The Guilford Press.

Ungar, M. (2011) The social ecology of resilience: Addressing contextual and cultural ambiguity of a nascent construct/ M. Ungar// American Journal of Orthopsychiatry. №81. pp. 1.

Belinskaya, E.P. (2014) Sovladaniye with difficulties during the era of new information technologies: opportunities and restriction / E.P. Belinskaya//Psychological researches. T. 7, No. 38. pp. 2.

Magomed-Eminov, M.Sh. (2014) the Analysis of modern models of the psychological injury from the point of view of the cultural and activity paradigm / M. Sh. Magomed-Eminov//the Theory and practice of social development (the electronic magazine). 2014. No. 17.

The Influence of Trust and Risk on Intention to Use E-Democracy in Nigeria

Charles K. Ayo

Covenant University, Ota, Nigeria; charles.ayo@covenantuniversity.edu.ng

Victor W. Mbarika

Southern University and A&M College, USA; victor@mbarika.com

Aderonke A. Oni

Covenant University, Ota, Nigeria; ronke.oni@covenantuniversity.edu.ng

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

Studies revealed that the level of success and diffusion of e-democracy is low in the developing nation as opposed to the developed nations where it has reached active participation stage. To investigate users' acceptance of e-democracy from developing nation's perspective, this study employed an extended technology acceptance model (TAM) which integrates trust, perceived risk and task-technology fit. The results supported the hypothesized positive relationship between perceived usefulness and intention to use e-democracy. However, contrary to TAM perceived ease of use shows no significant effect on intention to use e-democracy. Finding also revealed that lack of trust in government and in the democratic process is a limiting factor to citizens' e-democracy acceptance.

Keywords: *e-Democracy, Political Participation, Trust, Perceived Risk, TAM, ICT*

1. Introduction

Information and Communication Technology (ICT) has been convincingly argued to be a catalyst for development in developing countries. It has the potential to transform dysfunctional public administration and to provide unprecedented opportunities for the information-intensive social services (Sahay and Avgerou, 2002; LeBlanc, Mbarika, McCoy and Meso, 2004). Most countries have leveraged on ICT tools to foster new relationships between citizens and the State in order to alleviate the crisis of democratic legitimacy, develop and deliver high quality public services; facilitate successful constituent relationship management; and support the economic and social development goals of citizens, business, and civil society at local, state, national and international levels (Grant and Chau, 2006; Lai and Pires, 2010).

E-democracy is a form of democratic practice that can complement the traditional mode of interaction between parliaments, local authorities, government executive, and citizens (Coleman and Gotze, 2001). E-democracy has the potential to destroy the distrust that exists between the government and the people especially in African countries. By disseminating information online and seeking public opinion on policy issues through online consultation and deliberation, government can become transparent, accountable and regain trust and confidence of the people they govern. In view of the attempt of governments across African nations to begin online interaction with citizens, this study explores factors that influence citizens' acceptance of e-democracy. According to Carter and Belanger (2005), citizens' acceptance of government electronic related services is not only a technological concern but largely affected by social, human and cultural factors. The study reviews existing literature on technology adoption and developed a research model based on Technology Acceptance Model (TAM) extended with perceived risk and trust to evaluate citizens' intention to use online political participation system.

The rest of the paper is organized as follows; section two presents an overview of e-democracy and its practices in developing countries. Sections three presents the background theory, research model and hypotheses. Research methodology, data collection and research instrument are discussed in section four. Section five presents the data analysis and result and section six presents the discussion of findings, conclusion and further research.

2. Overview of e-Democracy

One special type of Government-to-citizen electronic interaction is when elected representatives and political parties interact online with the citizens nationally or in their constituencies. This is commonly referred to as e-democracy (Palvia and Sharma, 2007). E-Democracy is considered the application of modern communication technologies to democratic governance. According to Cliff (2000), e-Democracy is the use of information and communication technologies and strategies by democratic actors (governments, elected officials, the media, political organizations, citizens/voters) within political and governance processes of local communities, nations and on the international stage. The essence of e-democracy is to provide wider access for dissemination of information and promotes communication and deliberation among the democratic actors. E-democracy is a technology-based mechanism enabling people to effectively participate in the decision-making processes that affect their lives, society and put checks and balances on government activities and behaviors (Palvia and Sharma, 2007).

E-democracy is divided into two distinct areas: e-participation and e-voting (Macintosh, 2004). E-participation includes political or current affairs discussion and online consultation between representatives and their constituents (Palvia and Sharma, 2007). E-democracy is based on the democratic principle of an informed and engaged citizenry. Among the important issues in e-democracy development is the acquisition an e-democracy system that considerably meets the needs of the citizens to participate in the democratic process and the government's needs to provide citizens with adequate participation channels (Funikul and Chutimaskul, 2009). More importance to this is the acceptance of citizens to use the e-democracy platform. According to Carter and Belangers (2005), citizens' adoption of e-government services is not only about availability of technology but influence by social, economic and cultural factors.

Like the developed countries, African countries are also giving their legislative bodies online presence, using the Internet to provide information on legislatures activities to the citizens and receiving feedback through mechanisms such as online survey and opinion poll. Although, e-democracy practices in African started with private initiatives such as Katabuna.net, naijavoice.com, nairaland.com, nigeriavillagesquare.com, 234next.com, vaugaronline.com and Ushahidi, governments are now catching up with the global trend. The Burkina Faso's national portal is the first African portal which allows for online consultation (UN e-government Survey, 2008).

Others are coming to terms with the use of ICT in interacting with their citizens. Nigerian government, towards the end of the year 2012, launched the "constitutionreview.org" with the aim of giving more citizens aside the elite, the opportunity to take part in the constitution review process. Nigeria through her nigeria.gov.ng, also implemented feedback form which can be directed to specific government official (www.nigeria.gov.ng/). The South African official website (www.gov.za) also makes available documents for download and comments. The Ghanaian official Web site (www.ghana.gov.gh), allows citizens to participate in opinion poll.

However, citizens' intention to use the available e-democracy platforms is yet to be explored. There is not much literature on factors that influence citizens' intention to use the e-democracy especially in developing nations.

2.1 Review of Related Theories

Previous research works have investigated user's adoption of technologies using theories such as Technology Acceptance Model (TAM), Theory of Reasoned Action (TRA), Diffusion of Innovation (DOI), Theory of Planned behaviour, Unified Theory of for Acceptance and Use of Technology (UTAUT), Task Technology Fit (TTF), Technology Organisation Environment (TOE) (Davis, 1989; Rogers, 1995; Goodhue and Thomson, 1995; Fishbein and Ajzen, 1975; Venkatesh et al., 2003)

2.1.1 TAM

The Technology Acceptance Theory (TAM) proposes that user's acceptance of new technologies can be predicted based on his perception of the system. TAM was developed by Davis (1989) based on the Theory of Reasoned Action (TRA) proposed by Fishbein and Ajzen (1975). The constructs in TAM include Perceived Usefulness (PU), which refers to the user's perception of the expected benefits derived from the use of the technology; and Perceived Ease of Use (PEOU), which refers to the degree to which a user believes that the use of a particular technology would be free of effort. According to TAM, PU and PEOU are determinants of user's attitude towards usage intention. Perceived usefulness and perceived ease of use have been used extensively in examining users' acceptance of information system both in e-Banking (Adesina et al., 2008; Ayo et al., 2012), e-Commerce (Lee et al., 2001; Chen et al., 2002; Ayo et al., 2011), and e-Government/e-democracy/e-Participation (Carter and Belanger, 2005; Alomari et al., 2010). Technology that is

perceived as easy to use and useful in accomplishing a given task will have a positive influence on user's intention to use the technology.

TAM has also been extended to include other constructs such as Self-Efficacy, trust amongst others (Wang et al., 2003; Ifinedo, 2007; Hanudin 2007; Adesina et al., 2008; Ayo et al. 2011; and Ayo et al., 2012). Alomari et al (2010) found perceived usefulness as one of the social factors affecting e-Government adoption.

Building on these proven views, TAM is suitable for evaluating e-democracy usage but TAM may not sufficiently measure the user's intention to adopt e-democracy. This study therefore, proposes an extended TAM which integrates trust, perceived risk and task-technology fit to better predict citizens' adoption of e-democracy.

2.1.2 Trust and TAM

Trust, security, and privacy attract more attention in Web-based application. Pavlou (2003) described trust as the "belief that the other party will behave in a socially responsible manner, and, by so doing, will fulfil the trusting party's expectations without taking advantage of its vulnerabilities". The major concern of Web-based systems users around the world is the fear that their information could be misused (Layne and lee, 2001; Adesina et al., 2008; Alomari et al., 2010). Carter & Belanger (2005) emphasized that citizen's perceptions of trustworthiness issues such as security and privacy (trust of Internet and of government) also influence the use of e-Government services. They proposed a model of trust in e-Government as comprising of trust in the Internet (TOI), trust in government (TOG) and perceived risk. While e-Government services require citizens to exchange personal data such as credit card, e-democracy on the other hand could require citizens to supply their personal contacts. Trust in e-democracy also include trust in Internet technology and trust in government to keep their promises; protect citizen's data, not use their opinion against them, and sincerely consider their opinions in decision making.

Lopez-Sisniega (2009), tested constructs from TAM, DOI and web trust to investigate barriers to electronic government adoption among taxpayers in Chihuahua, Mexico.

2.1.3 Perceived Risk and TAM

Risk is the state of being Vulnerable to loss or injury (Bernard 1989, p.894). Perceived risk is the subjective probability that loss or injury will occur (Ayo, Adewoye and Oni, 2011). In the context of e-democracy, citizens are likely to perceive risks when they are uncertain about the probability of outcome of releasing their personal data or expressing their opinion.

TAM's propositions centre on the positive aspects of technology use i.e. usefulness and ease of use and little or no consideration for the immediate loss that could result from usage (Ayo, Adewoye and Oni, 2011). This narrowed the argumentative power of TAM in situations where there is potential loss due to usage. Several e-Commerce researchers (Ayo, Adewoye and Oni, 2011; Li et al., 2009; Belkhamza et al., 2009) had used perceived risk to increase the explanatory power of TAM in examining consumers' behavior.

The perceived risk was found to have negative influence on intention to adopt information system (Pavlou, 2003). Several research have investigated e-government services/e-democracy using TAM constructs, DIO constructs, perceived behavioural control (PBC), subjective norm (SN) trust, UTAUT (Al-Hujran et al., 2014; Kollmann and Kayser, 2010; Carter and Bélanger, 2005; Azmi and Bee). Perceived risk has been rarely considered in e-government and related services. Kumar et al. (2007) in a concept investigation of e-government services in Canada identified perceived risks in terms of financial and performance risk, data security and privacy as component of user characteristics that influence e-government adoption but the model is yet to be tested empirically.

Online political participation systems often require users to submit some personal information such as name and contact address. Coupled with the fact that e-democracy is a new phenomenon it is important to investigate impact of perceived risk that may be associated with expressing ones opinion and given personal details on its adoption.

2.1.4 TTF and TAM

Task-technology fit (TTF) theory developed by Goodhue and Thompson (1995) proposed that information technology (IT) is more likely to positively influence individual performance and it would be used if the capabilities of IT match the tasks that the user have to perform. Both TTF and TAM offers similar perspectives on utilization behavior. While TAM focuses on attitude towards using a particular information system (IS) based on PU and PEOU, TTF focuses on matching users task needs and the IS functionalities (Ayo et al., 2011). TTF according to Goodhue and Thompson (1195) is the degree to

which a technology assists an individual in performing his/her task. The centre of task-technology fit theory is task-technology fit construct (TTF) which is the ability of technology to aid accomplishment of the task. TTF construct essentially matches the potential of technology the requirements of the task. Relating e-democracy, TTF can be referred to as the degree to which technology aids an individual political participation. Dishawa and Strong (1999) argued that combining TTF and TAM into one extended model better explain technology adoption than either of the models alone. TTF has been used in prior research to predict individual adoption of information system in e-commerce and e-tourism (Klopping et al., 2004; Sun et al., 2007; Usoro, 2010). According to Goodhue and Thompson (1995) and Laurn and Huang (2009), this research considers TTF construct of TTF model as antecedent to PU, PEOU, and IU

Azmi and Bee (2010), investigated the adoption of e-filling system by taxpayers in Malaysia using TAM. Carter and Belangers (2005) investigated factors influencing individual's intention to use an electronic government service. They proposed a model incorporating perception constructs from TAM, DOI, and Web trust to investigate citizens' adoption of e-government services. The constructs incorporated into the model include: Perceived Ease of Use (PEOU), Perceived Usefulness (PU), Compatibility, Relative Advantage, Image, Trust of Internet and Trust of government institution. The model was tested on e-government services offered on State of Virginia e-government platform and their analysis found support for significant effects of perceived trustworthiness (composed of both internet trust and trust in government), perceived ease of use, and compatibility on a person's intention to use an e-government service. Hussein, Mohamed, Ahlan, Mahmud, and Aditiawarman (2010) examined consumer electronic government adoption in Malaysia using a model that incorporated perception constructs from TAM, DOI, trustworthiness, perceived risk and self-efficacy.

2.1.5 Research Model and Hypotheses

Based on the proposition of TTF to match user's task needs and IT functionalities, we therefore put forward the following hypotheses:

H1: Task-technology fit has a positive effect on perceived usefulness of e-democracy.

H2: Task-technology fit has a positive effect on perceived ease of use of e-democracy.

H3: Task-technology fit has positive effect on intention to use e-democracy.

According to Davis (1989), it is expected that perceived usefulness and perceived ease of use will influence intention to use e-democracy Web sites. Kamel and Hassan (2003), Al-Sukkar and Hasan (2005) and Vatanasombut et al. (2008) Ayo et al. (2011) found perceived usefulness and perceived ease of use as positive antecedent of intention to use. Therefore, the following hypotheses are proposed:

H4: Perceived usefulness has a positive effect on intention to use e-democracy Web sites.

H5: Perceived ease of use has as positive effect on intention to use e-democracy Web sites.

In e-commerce, perceived risk has been widely used as predictor measure of perceived usefulness and perceived ease of use before purchasing products or services (Jarvenpaa et al., 2000). Several other research works also validated the negative influence of perceived risk on perceived usefulness and perceived ease of use (Kollmann and Kayser, 2010). To further prior studies, this study examines the effect of perceived risk on perceived usefulness and its direct effect on intention to use e-democracy Web sites. We therefore proposed the following hypotheses:

H6: Perceived risk negatively influences perceived usefulness of e-democracy.

H7: Perceived risk negatively influences intention to use e-democracy.

According to Stewart (1999) the channel and the target firm are the two objects to be trusted in Internet transactions. In e-democracy the two objects of trust are the government and the e-channels. Trust in government could be trustworthiness of the people in authority to keep electoral promises and to protect the interest of the citizens. Trust in e-democracy could also include the lack of perception of risk in releasing personal information and the belief of freedom of expression. Based on these identified trust issues, it is therefore hypothesized that:

H8: Perceived risk has a negative influence on trust in e-democracy.

H9: Citizens' trust in government positively influences intention to use e-democracy.

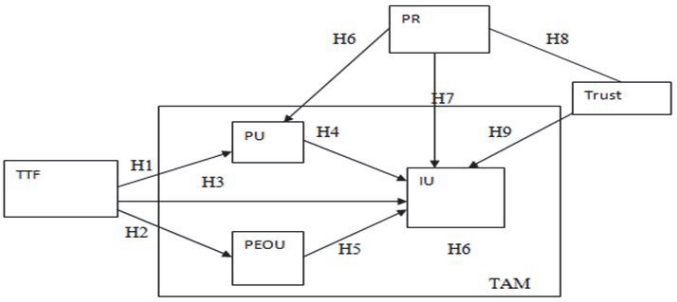


Figure 1: Research Model and Hypotheses

2.1.6 Research Methodology

The survey research method was used in this study because it provides basis for generalisation. Questionnaire was designed and administered to evaluate factors that influence citizens' intention to use e-democracy portals in some selected countries in Africa. The questionnaire was administered online using Google Form. Electronic method was used in order to get individuals who are educated, Web users and likely users of e-democracy platforms. Research in Jordan found that educated people are early adopters of the Internet and potential users of e-democracy services (Al-Jaghoub and Westrup, 2003). E-mail message containing the link to the Google Form, and the essence of the survey was sent to the respondents. The population included every individual on the investigators' mailing lists (40) and the mailing lists of every individual so listed on the list. It presents a form of viral marketing, whereby we are able to reach as many people as possible electronically. It was also a strategy target A total 287 responses were received and 21 were rendered invalid due to multiple skipped questions in the part that relates with the research model. A total number of 266 valid responses were used to test the research model and hypotheses based on Partial Least Square Structural Equation Modelling (PLS-SEM) approach. SmartPLS 2.0 was used as the data analysis tool. As opposed to regression-based methods, which analyse only one layer of relationship between independent and dependent variables at a time, SEM allows simultaneous modelling of relationships among multiple independent and dependent constructs (Urbach and Ahlemann, 2010). With SEM, one no longer distinguishes between dependent and independent variable but between the exogenous and endogenous latent variables (Haenlein and Kaplan, 2004).

2.1.7 Research Instrument

The questionnaire was divided into three sections. The first section consists of demographic profile of respondents. The second section deals with the level of technology usage by respondents, while the third section focuses on measures of model construct, including perceived ease of use, perceived usefulness, behavioral intention, trust, perceived risk and task-technology fit. The third section consists of 18 questions; 3 questions on perceived risk, 3 questions on task-technology fit, 3 questions on perceived ease of use, 3 questions on perceived usefulness, 3 questions on attitude, and 3 questions on intention to use. The scales for measuring perceived usefulness, perceived ease of use, intention to use, actual use, and task-technology fit were adapted from Davis et al. (1989), Klopping and McKinney (2004), and Goodhue et al. (1995). These prior studies have established the reliability and validity of the scales. Measures of scale for trust dimension were adapted from Tzy-wen et al. (2005) and Pavlou (2003). Perceived risk measurement scale was adapted from Pavlou (2003) and Belkhamza et al. (2009). All the model constructs were measured on five-point Likert scale ranging from 1 = "strongly disagree," 2 = "disagree," 3 = "neutral," 4 = "agree," to 5 = "strongly agree".

3. Data Analysis and Discussions

3.1 Demographic profile

Frequency distribution of the demographic analysis of the respondents showed that 74.4% of the respondents were male and 25.6% were female. There were more respondents from Nigeria than all the other countries. 48.1% of the

respondents were from Nigeria, 21.8% from South Africa, 17.3% from Ghana and 12.7% from Cameroon. 85.7% of the respondents fell within age 20 - 50 years. 42.1% and 32.3% of the respondent were educationist and IT and Telecommunication personnel respectively. In terms of education, 30.8% of the respondent had first degree and 65.4% had above B.Sc.

3.2 Technology Usage of Respondents

Assessment of the technology usage of the respondent showed that almost all the respondents were Internet and mobile phone users. 91.0% of the respondents confirmed that they use Internet at home, 96.2% use Internet at work and only 22.6% indicated using Internet at Cyber cafe. 98.5% of the respondents have mobile phone, 67.7% usually access the Internet on their mobile phone, 14.3% occasionally used their mobile phone to access the Internet and only 18.0% do not access the Internet on their mobile phone at all.

Further examination of the technology usage of respondents showed that 84.2% of the respondents were active in interacting with peers through social media. 10.5% occasionally interact with peers through social media. About half (56.4%) of the respondent indicated that their countries have Web sites for all government ministries and agencies, 16.5% indicated that not all government ministries and agencies have Web site. 27.1% responded that not all government ministries and agencies have Web sites.

On government's online interaction with citizens through official Web sites, 20.3% indicated active government interaction with citizens via Web sites, 43.6% indicated occasional government interaction with citizens via Web sites and 23.3% indicated no online interaction at all. 26.3% of the respondents indicated that their government use Social media to interact with citizens, 38.3% indicated that their government is not involved in the use of social media interaction with citizens, while 35.3% indicated occasional use of social media to interact with citizens. On online polling usage, about half (54.1%) of the respondents indicated that their government does not use online polling to get opinions of the citizens, 28.6% indicated occasional use on online polling and 17.3% indicated frequent use of online polling.

3.3 Validity and Reliability of the Research Instrument

The convergence validity of the research instrument was evaluated using confirmatory factor analysis while the discriminant validity was evaluated using cross-loading assessment and comparison of average variance extracted (AVE) square root and the φ matrix. Table 2, shows the factor-analysis loadings of each item on its respective latent variable. For an item to be retained for further analysis after the initial run, it should have standardised loading not less than 0.707 on its respective latent construct (Chin, 1998). All the items in the research instrument satisfied this condition and are retained for further analysis.

Table 2: Confirmatory Factor Analysis

Confirmatory Factor Analysis		
Construct	Items	Loading
Intention to Use	IU1	0.914
	IU2	0.871
	IU3	0.825
Perceived Ease of Use	PEOU1	0.878
	PEOU2	0.904
	PEOU3	0.917
Perceived Risk	PR1	0.698
	PR2	0.872
	PR3	0.901
Perceived Usefulness	PU1	0.849
	PU2	0.906
	PU3	0.823
Technology Task Fit	TTF1	0.899
	TTF2	0.944
	TTF3	0.85
Trust	Trust1	0.9
	Trust2	0.913
	Trust3	0.943

The cross loading of the item showed that no item loaded more on any construct other than its theoretically assigned construct. This showed that all the items loaded uniquely on their respective theoretical construct.

The second step in establishing discriminant validity is the AVE analysis. The square root of the AVE of each construct was compared with the correlation score of each pair of latent variables. Table 3 displays the AVE square root and the φ matrix of the entire latent construct. In no case was any φ matrix greater that the square root of AVE of any construct in our model.

Table 3: Reliability and Discriminant Validity Statistics of Research Instrument

Construct	Composite Reliability	Cronbach Alpha	AVE	IU	PEOU	PR	PU	TTF	Trust
IU	0.9056	0.8537	**0.759**	**0.871**					
PEOU	0.9272	0.8827	**0.809**	-0.001	**0.899**				
PR	0.8665	0.7722	**0.686**	0.306	0.098	**0.828**			
PU	0.8961	0.8256	**0.742**	0.469	-0.051	0.090	**0.861**		
TTF	0.9266	0.8815	**0.808**	0.156	0.257	-0.010	0.209	**0.899**	
Trust	0.9424	0.9081	**0.845**	0.040	0.363	-0.255	0.078	0.457	**0.919**

According to Pallant (2004) reliability is an assessment of the degree of consistency between multiple measurements of a variable. The internal consistency reliability and construct reliability of the research instrument was evaluated using cronbach alpha coefficient (α) and composite reliability (r_c) respectively. According to Pallant (2004), Cronbach's alpha greater than 0.70 is acceptable. The minimum r_c recommended for PLS is 0.8. Using SmartPLS 2.0, each of the constructs had cronbach alpha value above the standard guideline of 0.70; therefore, the instrument is reliable.

Table 3 also displayed the r_c of the constructs, the Cronbach alpha and the AVE. All the constructs hypothesized in the research model have acceptable value for AVE, Cronbach alpha and composite reliability.

3.4 Hypothesis Testing

A multivariate analytical methodology for empirically examining sets of relationships in the form of linear causal models (Duncan, 1986) known as path analysis was used to test the research hypothesis. To test the nine (9) hypotheses proposed for this research, path analysis was used to evaluate the power of explanatory variables along each separate path. This approach is consistent with the methodology adopted by earlier similar research works (Klopping et al., 2004; Lee et al., 2001; Dishaw and Strong, 1999; Ayo et al., 2011).

The overall model fit shows that the entire model constructs (R^2 = 0.248, Adjusted R^2 = 0.234, t = 17.158, Pvalue = 0.000) has significant effect on intention to use e-democracy system. However, not all the constructs in the model significantly influence intention to use e-democracy based on the individual path analysis. For the hypothesized relationship between PEOU to IU, the path coefficient of (b = 0.008, p > 0.10) indicates that PEOU has no significant effect on behavioral intentions to use e-democracy systems. The path coefficient (b = 0.038, p>0.10) of the hypothesized relationship between trust to IU also indicates that trust has no significant effect on intention to use e-democracy.

The path coefficient of TTF to IU (H3) is significant at 0.05 and the path coefficient of PU to IU (H4), TTF to PEOU (H2) and TTF to PU (H1) are significant at 0.01 significant levels. The path coefficient of PEOU to IU (H5) is significant at 0.01 significant levels. The path PR to PU (b = 0.085, p=0.166) is not significant at 0.01 SL. The path coefficient of PR to IU (H7, b= 0248, p=0.000), is significant but not negative as hypothesized. The path coefficient of trust to PR (b= -0.210, p=0.000) indicates that perceived risk has negative influence on trust and trust itself has significant effect on intention to use e-democracy. The summary of the path coefficients and hypotheses testing is given in table 3.

Table 4: Path Coefficient and Hypotheses Testing

Hypothesis	Relationships	Coefficient	p-value	Supported
H1	TTF – PU	0.220	0.000	Yes
H2	TTF- PEOU	0.229	0.000	Yes
H3	TTF – IU	0.133	0.011	Yes
H4	PU – IU	0.345	0.000	Yes
H5	PEOU – IU	0.008	0.889	No
H6	PR – PU	0.085	0.166	No
H7	PR – IU	0.248	0.000	No
H8	PR- Trust	-0.292	0.000	Yes
H9	Trust – IU	0.038	0.383	Yes

4. Discussion and Conclusion

This paper evaluates citizens' intention to use e-democracy portals in Africa. An extended TAM model was developed to investigate citizens' intention to use e-democracy. The model evaluated perceived usefulness, perceived ease of use, perceived risk, trust, and task technology fit as antecedent to behavioral intention to use e-democracy. Questionnaires were designed and administered online to respondents to test the model. The result showed that there is a significant relationship between the model's constructs.

The results confirmed positive relationship between perceived usefulness and intention to use as proposed by Davis (1989). On the contrary to TAM, perceived ease of use shows no significant effect on intention to use. This disparity could probably be due to different domain of investigation or the fact that most of the respondents are computer literate, possess high level of education and are very familiar with the use of online social media.

As confirmed by previous research works (Ayo et al., 2011; Klopping and McKinney, 2004), extending TAM with TTF also fit the data. This study further confirm the significant relationship between task-technology fit, perceived usefulness, perceived ease of use and intention. This supports the findings of Klopping et al. (2004) and Ayo et al. (2011) that perceptions of usefulness of an information system are more dependent on technology fit to the task at hand.

The negative influence of perceived risk on trust proposed is supported and significant while the effect of trust on intention to use is not significant. This result statistically showed that risk is a predictor of trust. Risk significantly influences trust while trust has no significant effect on behavioral intention. This implies that people's trust in the democratic system will influence their participation in e-democracy. This finding is consistent with the research findings of Bélanger & Carter (2008) and Lopez-Sisniega (2009). Detlor, Hupfer, Ruhi and Zhao (2009) investigation of the use of community municipal portal in Ontario also found that there is a greater level of trust in the government than the Internet. Drawing from these empirical findings, it can thus be said that citizens will be motivated to engage in online political participation when they believe in their government.

To advance on previous works, this study examines the direct impact of perceived risk on intention to use e-democracy and hypothesized that risk has a negative effect on intention to use. This hypothesis was not supported by the data as found in previous research (Bélanger & Carter, 2008). This means that the respondents have no fear of disclosing their identity or expressing their opinion. This implies that it is not citizens' fear of disclosing their identity or expressing their opinion that will limit e-democracy in developing nations but the lack of trust in the people in government and in the democratic process.

Findings also showed that citizens will engage in e-democracy because they believe it is useful and it fits their needs for participating political. However, lack of trust in government to fulfil their electoral promises and maintain open and accountable democratic process may limit citizens' e-democracy adoption

Elected representatives should be encouraged to go online more to interact with their constituencies. Doing so especially at grassroots level will boost e-democracy implementation, make more citizens to be part of the political process and promote national development. Mizrahi and Vigoda-Godat (2009) asserted that participation in public decision making will yield positive result when there are channels to influence policy outcomes and democratic participatory behavior. Government should build citizens' trust in the political system by being more open, accountable and keeping electoral promises. These can be achieved through more information dissemination and early consultation and integration of citizens' opinion in decision making.

The findings of this research were dependent on the medium used for administering the questionnaire. The research was conducted in the US and online survey used to administer the questionnaire, thus, the bulk of the middle class and rural dwellers could not be reached. To further confirm these findings, questionnaires would be re-administered manually to this class of individuals upon return to Nigeria. Also the research model can be extended to include constructs from political science domain to assess the impact of non-technological factors on e-democracy adoption.

5. Acknowledgements

I wish to appreciate the Fulbright administration for the privilege given to me as an awardee of this prestigious fellowship that brought me to the US as a Fulbright African Research Scholar. Also, my host institution, the International Centre for Information Technology and Development (ICITD) at Southern University, Baton Rouge, Louisiana, and in particular the Director of the Centre, for making available to me all the resources required for my research work. Furthermore, I wish to acknowledge the support from my home institution for releasing for this fellowship and granting me all the privileges required.

References

Adesina, A. A., Ayo, C.K. (2010). "An Empirical Investigation of the Level of Users' Acceptance of E-Banking in Nigeria". Journal of Internet Banking and Commerce, vol. 15, no.1 (http://www.arraydev.com/commerce/jibc/).

Alomari, M.K., Sandhu, K., Woods, P. (2010), "Measuring Social Factors in E-government Adoption in the Hashemite Kingdom of Jordan". *International Journal of Digital Society (IJDS)*, Volume 1, Issue 2, June 2010.

Al-Jaghoub, S. and Westrup, C. (2003). Jordan and ICT-led Development: Towards a Competition State? . Information Technology & People. 16(1): pp. 93-110.

Ayo, C. K, Adewoye J. O, and Oni A. A. (2010). "The State of e-Banking Implementation in Nigeria: A Post-Consolidation Review." Journal of Emerging Trends in Economics and Management Sciences (JETEMS) 1 (1): 37-45.

Ayo, C. K, Adewoye J. O, and Oni A. A. (2011). "Business-to-Consumer (B2C) e-commerce Implementation in Nigeria: The Prospect and Challenges." *African Journal of Business Management*, Vol. 5(13), pp. 5109-5117, 4 July, 2011,

Ayo, C.K. (2009): "Information Systems and Technologies", MCKAY Educational Series, Lagos, *ISBN 978-978-900-565-9*, 649p.

Ayo, C.K., Ifinedo, P., Ekong, U.O. and Oni, A. (2012) "An Empirical Evaluation of the Effects of Gender Differences and self-Efficacy on e-Banking Adoption in Nigeria: A modified Technology Adoption Model", In Abel Usoro, Grzegorz Majewski, Princely Ifinedo and Iwara I Arikpo (Eds), Leveraging Developing Economies with the Use of Information Technology: Trends and Tools, IGI Global.

Bélanger, F., & Carter, L. (2008). "Trust and risk in e-government adoption". The Journal of Strategic Information Systems, 17(2), 165-176. doi: DOI: 10.1016/j.jsis.2007.12.002.

Belkhamza Z, Wafa SA (2009). "The Effect of Perceived Risk on the Intention to Use E-commerce: The Case of Algeria". Journal of Internet Banking and Commerce, Volume 14, Issue 1.

Baum, C. and Di Maio, A. (2000). Gartners four phases of e-government model. http://www.gartner.com/DisplayDocument?id=317292.

Caldow Janet (2004): e-Democracy: Putting down global roots, Institute for Electronic Government, IBM.

Carter, L., and Bélanger, F. (2005). The Utilization of E-Government Services: Citizen Trust, Innovation, and Acceptance Factors. Information Systems Journal 15(1): 5–25.

Chen L, Gillenson M, Sherrell D (2002). Enticing online consumers: An extended technology acceptance perspective. Inform. Manag., 39(8): 705-719.

Coleman, S. and Gotze, J. (2001), "Bowling Together: Online Public Engagement in Policy Deliberation". *Hansard Society*. Retrieved 8th Oct., 2010 [www.hansardsociety.org.uk]

Davis, F. D. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology, *MIS Quarterly*, Vol. 13, No. 3, pp. 318-39.

Detlor, B., Hupfer M. E., Ruhi U. and Zhao L. (2013), "Information quality and community municipal portal use". *Government Information Quarterly,* Vol. 30, Iss 1, Pg 23-32.

Dishawa MT, Strong DM, Brandy DB (2002). Extending the Task- Technology Fit Model with Self-Efficacy Constructs. Eighth Americas Conference on Information Systems.

Dishawa MT, Strong DM (1999). Extending the technology acceptance model with task–technology fit constructs. Inform. Manag., 36(1):9-21.

Fishbein, M. and Ajzen, I. (1975) Belief, Attitude, Intention, and Behavior: An Introduction to Theory and Research. Reading, Mass: Addison-Wesley

Gefen, DE, Karahanna, Straub DW (2003). Trust and TAM in online shopping: An integrated model. MIS Quarterly., 27, (1): 51-90.

Grant G. and Chau D. (2006): Developing a generic framework for e-Government in Hunter and Tan (eds) Advanced Topics in Global Information Management, vol. 5, pp 72-101. Idea Group.

Goodhue, D.L. and Thompson, R.L. (1995). Task-Technology Fit and Individual Performance, MIS Quarterly (19:2), pp. 213-236.

Hanudin A. (2007). Internet Banking Adoption Among Young Intellectuals, *JIBC*, Vol. 12, No.3 [online] Available: http://www.arraydev.com/commerce/jibc/

Hussein, R., Mohamed, N., Ahlan, A. R., Mahmud, M., & Aditiawarman, U. (2010). G2C adoption of e-government in Malaysia: Trust, perceived risk, and political self-efficacy. International Journal of Electronic Government Research, 6(3), 57–Ifinedo, P. (2007). Investigating the Antecedents of Continuance Intention of Course Management Systems Use among Estonian Undergraduates, *International Journal of Information and Communication Technology Education*, Vol. 3, No. 4, 76-92.

Jarvenpaa SL, Tractinsky N, Vitale M (2000). Consumer trust in an internet store. Inform. Technol. Manage., 1(12): 45-71.

Kamel, S., and Hassan, A. (2003). Assessing the Introduction of Electronic Banking in Egypt Using the Technology Acceptance Model, in Annals of Cases on Information Technology, M. Kosrow-Pour (Ed.), Idea Group Publishing, pp. 1- 25.

Klopping I. M. and McKinney E.I. (2004). Extending the Technology Acceptance Model and the Task-Technology Fit Model to Consumer E-Commerce, *Information Technology, Learning, and Performance Journal*, Vol. 22, No. 1.

Kollmann T. and Kayser I (2010), A Comprehensive Approach to Citizen Engagement in e-democracy. Proceedings of the 6th International Conference on e-government

Kumar, V., Mukerji, B., Butt, I. and Persaud, A. (2007) "Factors for Successful e-Government Adoption: a Conceptual Framework" *The Electronic Journal of e-Government Volume* 5 Issue 1, pp 63 - 76, available online at www.ejeg.com

Lai, C, S, A, and Pires, G. (2010) "Testing of a Model Evaluating e-Government Portal Acceptance and Satisfaction" The Electronic Journal Information Systems Evaluation Volume 13 Issue 1 2010, (pp35 - 46), available online at www.ejise.com

Layne, K. and Lee J. (2001). Developing Fully Functional E-Government: A Four-Stage Model. Government Information Quarterly 18(2):

122–36.
LeBlanc, P., Mbarika, V., McCoy, S., & Meso, P. (2004). "TeleDemocracy in developing countries: a focus on Sub-Saharan Africa". *Proceedings of the 2004 Information Resource Management Association (IRMA 2004)* International Conference, New Orleans, LA.
Lee D, Park J, Ahn, J (2001). On the explanation of factors affecting ecommerce adoption. Proceedings of the Twenty-Second International Conference in Information System. pp.109-120.
Lopez-Sisniega, C. (2009). "Barriers to Electronic Government use as Perceived by Citizens at the Municipal Level in Mexico". *Proceedings of 5th International Conference on e-government.*
Macintosh, A. (2004). "Characterizing E-Participation in Policy-Making". *Proceedings of the 37th Hawaii International Conference on System Sciences,* Computer Society Press.
Olphert, W. and Damodaran, L. (2007). Citizen Participation and engagement in the Design of e-Government Services: The Missing Link in Effective ICT Design and Delivery, *Journal of Association for Information Systems,* Vol. 8, Issue 9, Article 4, pp. 491-507
OECD (3003): Promise and Problems of e-Democracy – Challenges of online Citizen Engagement
Paivarinta, T. and Øystein, S. (2006). Models of E-Democracy, *Communications of the Association for Information Systems*. Vol 17, Article 37
Pallant J. (2004). SPSS Survival Manual, Open University Press, McGraw-Hill London.
Pavlou PA (2003). Consumer Acceptance of Electronic Commerce: Integrating Trust and Risk with the Technology Acceptance. Int. J. Electron. Commun., 7:3.
Sahay, S., and Avgerou, C. (2002). "Introducing the Special Issue on Information and Communication Technologies in Developing Countries". The Information Society, 18(2), pp. 73-76.
Palvia, S. J. and Sharma, S. S. (2007). E-Government and E-Governance: Definitions/Domain Framework and Status around the World, Proceeding Int'l Conference on E-government. Hyderabad, India.
Sharma, N., and Patterson, P. 1999. The Impact of Communication Effectiveness and Service Quality on Relationship Commitment in Consumer, Professional Services, The Journal of Services Marketing (13:2), 1999, pp. 151- 170.
Steven Clift, *The E-Democracy E-Book: Democracy is Online 2.0* (2000).
Stewart, K. (1999)"Transference as a Means of Building Trust in World Wide Web Sites," in Proceedings of the Twentieth International Conference on Information Systems, P. De and J. I. DeGross (eds.), Charlotte, NC.
Usoro A (2010). Task-Technology Fit and Technology Acceptance Models Applicability to e-Tourism. J. Econ. Dev. Manage. IT, Financ. Market., 2(1): 1-32.
Tassabehji, R. and Elliman, T. (2006) Generating Citizen Trust in e-Government Using a Trust Verification Agent: A Research Note. European and Mediterranean Conference on Information Systems (EMCIS), http://www.iseing.org/emcis/EMCIS2006/ Proceedings/Contributions/EGISE /eGISE4.pdf
Tolbert, Caroline, and Karen Mossberger. 2006. The Effects of E-Government on Trust and Confi dence in Government. Public Administration Review 66(3): 354–69.
Tzy-Wen T, Wen-Hai C (2005). The Role of Trust in Customer Online Shopping Behavior: Perspective of Technology Acceptance Model http://www.casos.cs.cmu.edu/events_/conferences/2005/2005_proceedings/Tang.pdf
Venkatesh, V., Morris, M., Davis, G. and Davis, F. (2003) User Acceptance of Information Technology: Toward a Unified View. *MIS Quarterly*. 27(3): pp. 425-478.
Vatanasombut, B., Igbaria, M., Stylianou, A. C. and Rodgers, W. (2008). Information Systems continuance intention of web-based applications customers: The case of online banking. Information & Management, 45 (7), 419-428.
Wang, Y., Wang, Y, Lin, H. & Tang, T. (2003). Determinants of user acceptance of Internet banking: an empirical study, *International Journal of Service Industry Management*, Vol. 14, No. 5, 501-519.
Warkentin, M., Gefen, D., Pavlou, P. A., and Rose, Gregory M. (2002) Encouraging Citizen Adoption of e-Government by Building Trust. Electronic Markets, 12(3): p. 157-162.

Guilt as Condition of Civil Legal Responsibility

Gainee Omirzakkyzy Serim

Sabyr Ashirbaevich Tumenbaev

Darkenbaev Askhat Ilyasovich

Kazakh National University named after al-Farabi, Kazakhstan, Almaty, av. al-Farabi, 71

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

This article discusses some questions of guilt as condition of civil legal responsibility. Category of guilt in obedience to the theory of right, provides its inclusion in the category of offenses. Offense is expressed in certain actions (inaction), with specific external signs that show the connection between the offender and the community, causes negative effects of crime and public danger. Guilt is a condition civil responsibility for breach of obligations, and the base is the responsibility of nonperformance or improper performance of obligations, in other words, a civil offense. A legislator specifies the forms of guilt in the civil code, but by general rule they do not have influence on property responsibility of debtor. If a criminal law straight takes into account the forms of guilt and weight (degree) of guilt at punishment, then in a civil law this rule does not carry general character, and is only used in the special norms. Thus authors come to a conclusion that finding solutions to theoretical questions of guilt in civil law has direct impact on finding solutions to practical problems of law enforcement.

Keywords: *civil legal responsibility, guilt, offence*

1. Introduction

The perspective of guilty is most sharply considered through a prism of a current state of civil-legal institutes, in particular institute of civil responsibility as mechanism of protection property and personal non-property rights of natural and legal entities. Explanation of questions on guilty and its forms in civil law positively influences essence of civil responsibility so, the matter will be how successfully resolved, also depends efficiency of the civil-legal responsibility.

Guilty possesses the dual (dualistic) contents. On the one hand, it acts as the social phenomenon, with another - as the phenomenon psychological. Its social contents consists that it expresses negative attitude of the offender to interests of society and vice versa, and psychological - in need of understanding by the offender of feeling of a personal responsibility and negative assessment of the actions.

Relevance of research in the specified area is caused need of legal practice for the formulation mechanism, establishment and effective application of conditions (one of which is guilty) civil-legal responsibility at its realization. It is important , according to authors, a ratio of these conditions among themselves and their interference. The current state of this problem assumes that it has to be solved according to the dualistic feature of guilty stated above, that is one-sided approach to the solution of this problem will output its one-sided formulation. The integrated position, according to authors, will most fully reflect all essential moments of the considered problems in the spirit of compliance of relevance of research.

2. Method

In writing this article by authors were applied the following scientific methods: dialectic, system analysis, comparisons and analogies, comparative-legal, historical-legal, logical. On the basis of a comparative and legal method the essence of guilt in standards of legislations of foreign countries and owing civil legislation. Also this method allowed to carry out the analysis of the developed formulations guilty for civil and criminal law. On the basis of a historical-legal method the authors of article carried out work on research of genesis of guilty at various stages of its existence in relation to a legal component of this term.

The integrated approach allowed to approach the considered problem in a complex and to reveal essence of guilty in interrelation with psychological and philosophical aspect of the contents. This approach, according to authors, most

fully and objectively reflects specifics of a question, and resolves situations with a problem of an unilaterality and scientific "narrowness" in approaches to the formulation of scientific-legal concept.

Application of inductive and deductive methods rendered effective assistance in process of detection of regularities of development and properties of guilty, and to allocation of such forms guilty, as simple non-execution of the obligation and an inadequate execution of the obligation as driving forces at establishment of degree of guilty. Using a hypothesis method , first of all, allowed to make some of hypotheses and on the basis of it to allocate and to investigate subproblems within the most scientific problem.

3. Results

The theoretical importance of scientific work is defined by that, first the authors, designating a guilt problem as paramount in the scheme of conditions civil responsibility, secondly authors of article, conducting this research, tried to fill legal vacuum which existed in the civil legislation, in the sphere definitions of the category "guilty".

The practical importance of research defined by opportunity applications of its results in legislative and jurisprudence, and also teachers of higher educational institutions of courses: "Civil law" and to civil-legal disciplines to specializations. Practical recommendations which are made by the authors of the article, demand their entering into the civil law and giving to it, thereby, the real validity. Legislative fixing of the specified offers will render a positive effect in scope of application courts practically reasonable provisions that, certainly, positively influences on realization of uniform jurisprudence.

Thus, inadequate execution of the obligation can be two forms: incomplete execution of the obligation (simple imprudence) and execution of the obligation with unreasonable risk of approach of the negative consequences (rough imprudence).

The categories " guilty degree" in a civil liability law the concept "form of non-execution of the obligation" (the simple is identical non-execution or inadequate execution of the obligation). Form non-executions of the obligation (guilty degree) in the civil obligations the right there is a dynamic component of guilty established on the basis of all circumstances of non-execution or inadequate execution of the obligation, which represents the quantitative and qualitative characteristic the relations between illegal act and the caused damage. Degree guilty plays a role at a responsibility individual.

4. Discussion

Concept "offence" as founding of responsibility, including certain signs, was firmly folded in the criminal, administrative and general theory of right. Concerning formulation of civil offence there isn't single opinion in science, and there is not a legal concept of civil offence. In 1912 G.F. Shershenevich called offense under a civil liability and allocate conditions bring the person to justice: ill effect, causing property damage, violation of subjective rights and the offender's guilt. In obedience to the theory of right every legal relationship arises up because of legal facts. Facts are two kinds: events and actions. Actions, in turn, are legitimate and illegal. When the question is about a wrong act, then it is talked about offence that is the anti-social phenomenon, causing to society well-known harm and pursued by a law. Consequently, a concept "offence" embraces such categories as "misconduct" both a "crime" and difference of them consists of higher degree of crime, and also his public danger.

In composition, both crime and misconduct guilt is present - as a subjective side of act. Guilt in all cases comes forward as an intellectual, volitional moment, but this factor shows up in crimes and misconducts differently. If in a crime the outline of guilt is traced as a subjective side and her role is visible in an act, then in misconducts on the first plan not personality attitude goes out toward the process of act, and attitude toward a result that practically is always related to the property (material) aspect (Shershenevich, 1907, pp.570-580).

It seems that the focus on offense and its elements is justified by the fact that guilt is always associated with a person (legal or natural), then there is a guilt as the phenomenon does not exist in itself, its existence and form always imply its carrier. And other aspects - offense acts as a result of illegal actions (inaction) of a subject that clearly shows the relationship of these elements. Category of guilt in obedience to the theory of right, provides its inclusion in the category of offenses. Offense as stated above is expressed in certain actions (inaction), with specific external signs that show the connection between the offender and the community, causes negative effects of crime and public danger. These signs form are the objective side of offence. These include: illegality, harm existence, relationship of cause and effect. Illegal action is characterized by the special personal and strong-willed relation of the subject — his guilt. It is possible to tell that it is about the subjective party of an offense. Further we will specify that any offense is directed on concrete object. As a

result of such influence the subject breaks material and non-material interests, both persons, and the states, and societies in general.

Therefore, we designated offense elements (the subject, the subjective part, object and the objective party) which in total form structure of an offense. Interestingly, that in the different fields of law influence of these elements is different: in a criminal law presence all elements of offence necessarily and there is their clear analysis, in distinguished disciplinary responsibility as a basic element subjective side, it is accordingly possible to suppose that in civil liability the object of offence goes out into first place.

As the follower of this concept also S.S.Alekseev who considered acted that "the basis of civil responsibility is the structure of an offense" which is formed by set of the general, typical conditions (elements). Cash of the specified elements is obligatory condition for accountability of the subject of an offense. But not all civilians agree with this concept. Some authors critically approach this position, specifying that distribution on the civil relations of provisions of criminal law about corpus delict, introduction into the civil law having century traditions of criminal and legal doctrines alien to it" is unreasonable" (Alekseev, 1958, pp.47-53). The basis of civil responsibility, according to V.V.Vitryansky and M.I.Braginsky, the result of violation of the subjective civil rights and as civil responsibility addresses as responsibility of the violator the victim is, its purpose is restoration of the violated right (Vitryansky, 2002, pp.722-733). But in civil legal relationship situations when the offense occurs without guilt of the subject (delictual obligations, responsibility for guilt of the third parties) are possible, and it generated emergence of the concept about the truncated structure of an offense which remains disputable and to this day. Yes, it is undoubted, the point of view of V.V.Vitryansky and M.I.Braginsky about the uniform and general basis of civil legal responsibility — violation of the subjective rights deserves attention. But we emphasize that this position involves ignoring the concept of the offense, implying as its constituent elements of the offense of the civil, administrative or disciplinary offense.

Thus, the designation of the offense and its definition as a basis of liability demonstrates the unity of legal liability, the constituent elements of which are - criminal liability, civil liability, administrative and disciplinary responsibility. Whereas, if you follow the point of view of V.V.Vitryansky and M.I. Bragin, civil liability will act as a kind of detached category outside of legal liability, and it is at least contrary to theory of the right.

G.K.Matveev suggested to consider as a basis for civil liability of the composition of the offense, including a set of objective and subjective elements. Among the objective elements include: illegal behavior, its result and the causal relationship between them; the subjective element is the guilt of the offender. G.K.Matveev underlines that in the absence of one of these elements can't come responsibility. But in this case there is a natural situation connected with the existence and definition not guilty responsibility.

In the study of the essence of civil liability can be concluded that a defining feature is its additional burden offender. In accordance with this, and payment of a penalty, and the damages are measures of responsibility, as they have features of complementarity and burdensome to the estate of the offender. Therefore, irrespective of guilt of the offender a duty to compensate the done harm will be civil legal responsibility as possesses its necessary sign and this essential moment is contrary to G. K. Matveev's proposal to consider without guilty responsibility - a duty to compensate harm (Matveev, 1951, p.311).

S.S.Alexeev offers considered as evidence of a tort object, the subject of the offense and its objective side (illegal actions of the offender, the result of a malicious and a causal link between them) and thus setting their presence, to talk about the application of measures to face civil responsibility. It does not include guilt in the number of mandatory elements of the offense, and it is said to more accurately reflect the specifics of liability in civil law (Alekseev, 1972).

In the context of this problem raises the question of the relationship between the concepts of "base" and "condition" civil responsibility. G.K. Matveev, as we pointed out above, admits guilt basis for civil responsibility (Matveev, 1951). M.I. Braginsky and V.V. Vitryansky act with the view that the basis civil responsibility is an offense, and "a prerequisite for attracting the debtor to liability for breach of the obligation is the guilt of the debtor" (Vitryansky and Braginsky, 2002, p.721).

Guilt is a condition civil responsibility for breach of obligations, and the base is the responsibility of nonperformance or improper performance of obligations, in other words, a civil offense.

Emphasizing the universality of guilt as a condition of legal liability in the criminal and civil law, come up against the need for a comparative legal analysis of this category to reveal the specifics of guilt in the criminal and civil law. Guilt as the most generalized concept comes as a result of those actions which are contrary to the rules and principles of conduct. But we point out that fault - concept itself abstract, because it manifests itself in specific actions in the form of intent or negligence, and it is important that provision. And thus, the absence of the wording in the criminal law concept of "guilt" is not understood by us as the omission of the legislator, and as self-evident phenomenon. However, on the other hand, the nature of guilt and clarification of the significance of its formulation as a concept, it is important for the criminal

jurisprudence, as well as for civil science. In the science of criminal law, most legal scholars as the main identify two concepts of guilt, psychological and estimated. In turn, the estimated concept of guilt is divided into two subspecies. According to S. Sklyarov, "in the first instance as a theory estimated of guilt is treated by a court assessment of objective and subjective circumstances related to the crime. The second - a guilt is understood moral - political assessment of the offender in terms of class positions " (Sklyarov, 2003, p.71).

The concept of guilt is not taken root in modern criminal law, because "it has advanced along with the narrow notion of guilt as the mental attitude of a person to have the deed and the broader concept of guilt - as the basis of criminal responsibility. Thus under guilt as the basis of criminal responsibility, it means the totality of the circumstances deserving, the conviction of the court, the negative (moral and political) assessment on behalf of the state " (Filimonov, 2004, p.69).

Essential to our attention is the psychological concept of guilt because, firstly, it is dominant in modern criminal law, and, secondly, the psychological interpretation of guilt is also problematic part of this study. But in this concept is no unity in the approaches to the determination of guilt. Here, for example, determines guilt V.A.Jakushin " guilt - in his opinion - is the mental attitude of a person to commit socially dangerous and criminally wrongful act is expressed in certain statutory forms that reveal the connection of intelligent, strong-willed and sensory processes of the psyche and the act of a person is by virtue of this base for subjective imputation, qualification of the offense and determine the limits of of criminal responsibility" (Jakushin, 1988, p.122). But another lawyer - A.V.Naumov, understands by guilt the mental attitude of a person to commit them socially dangerous act and its consequences in the form of intent or negligence (Naumov, 2000, p.223). There is also a view that the guilt - is prohibited by criminal law, mental, in the form of intent or negligence, the attitude to face it commits a socially dangerous act and its consequences (Krieger, 1988, p.125).

Interestingly determination of guilt at V.V.Lunev, which defines it as mental attitude to face it commits public danger acts, its socially dangerous consequences and other legal relevant circumstances of the crime (Lunev, 2000, pp 10-12).

In recent years the study of guilt in the criminal law has been given attention. Of course it is connected primarily to the fact as mentioned above, that the criminal law so far as well as in civil, there is a gap in determining guilt on legislative level. V.A.Nersesyants proposes to designate as guilt "mental attitude of a person to commit them to public danger act provided for in criminal law, determined appropriate form" (Nersesyants, 2000, p.59). Undoubtedly interesting are the provisions of the guilt developed a European criminal law theory, given the fact that these provisions could have a significant impact on the elucidation of questions about guilt, considered the national criminal and civil science. Besides, the European and The Patriotic legal systems, as we know, belong to a single (continental) law system, which is important. In the European criminal law literature formed the view that approaches in which guilt was determined to psychological positions, at least, no longer meet the issues of guilt in the matter of establishing its definitions. Place of psychological concepts in determining guilt took the normative theory. Here are the views of prominent researchers of this problem. Professor Wessel wrote that the psychological definition of guilt saw it in nature subjectively mental (psychological) regarding criminal to act, is identified with guilt mental processes ("Aware - not aware of," "anticipate - not anticipate", "desire – not desire "). Thus, the psychological concept deals with the essence guilt in the context of intent or negligence. In contrast, consistently considered early in the century, Professor Frank normative doctrine guilt provides that the nature of guilt lies in the blameworthiness will, in other words, the regulatory mental component elements (Wessels, 1985, p.107). In a similar perspective, reasoned and S.Shipani, stressing that: "Guilt implies reproach which makes a man, a reproach, which expresses a negative judgment about his behavior" (Schipani, 1969, pp.106-107).

Another luminary of the European Criminal Law - Professor Lenkner, pointed out that the reasons for the transition to the regulatory definition of guilt is not random, but quite reasonable and can be explained in terms of the natural development of the doctrine of the guilt. That is, the process involves the consideration of the change of the vector nature of guilt with its formal characteristics, to the characterization of it as a material thing by filling the content of the concept category of "public danger". Thus, derived on the basis of the definition of guilt will not reflect the characteristics of the mental processes of the person, and normatively specified processes to his bad conduct and, therefore, meet the requirements of the law, filling, thus, the existing legal vacuum. How correctly emphasizes Professor Lenkner if not agree with normative understanding of guilt, respectively, should not agree with the normative definition of the crime, as a more general concept that includes guilt (Lenckne, 1972, pp.35, 45, 54). Interestingly remark of Beshyutts that indicated on the discussion about the guilt that German law did not develop in the legal sources of the unified concept of guilt.He also emphasized on the relationship of guilt in the civil law, that the criterion for determining how the guilt and the case serves such a thing as "will". As for the case, which we now define negligence, they did not find their legal significance and features of the account, and explained except as a typical situation (Beschütz, 1907, pp.147-148).

But, as we know, the domestic criminal law theory adheres to the psychological approach to the determination of guilt in contrast to the European science of criminal law. But, nevertheless, the difference approaches should not mean

no progress investigating the nature of the applicability of guilt in relation to each other. After all, in the end, one goal - to bring such a determination of guilt, which would meet the issues under discussion.

In the matter of determining guilt in criminal law, there are many approaches and concepts. But there are moments that combine the notion of guilt given by various authors. Firstly, the characteristics of fault as a mental attitude of a person to their actions; secondly, the attitude of the person to come consequences; Third, the expression of this relationship through the intentional or reckless actions. It is around these elements are constructed and all existing definitions of guilt in criminal law.

Sure, the analogy in criminal and civil law, in respect of guilt as a condition of liability discover that that the crucial role given to guilt as mandatory grounds of criminal responsibility (along with such mandatory elements of the offense as the subject of the crime, the object and the objective side) justified itself characteristics and nature of criminal responsibility. After all, the responsibility as a legal phenomenon always involves a specific person, thus enables to implement the functions of responsibility, and, in particular, preventive. And if for civil liability characterized by the presence, as the principle of guilt, and the principle of causing, when it is defined, the criminal liability is established only absolutely imperative principle of guilt. Of course, this fact only underlines the principle of justice, which is a fundamental principle in the theory of law. Freedom - is a a major achievement and the value of humanity. Nobody have rights to deny or limit them; about the possibility of imprisonment or restriction can speak only in the cases provided by law.

But it is quite natural question arises: what, then, is the fact of the transformation element of guilt in civil responsibility? And if the criminal law theory does not explicitly admits responsibility for the actions of the innocent, why does it allow civil legal science and the law? Specify that a given formulation of the question, we assume that the guilt is a common element in the design of the offense in the legal responsibility in general. However, the neglect of this fact in the civil law, that is the neglect of liability without guilt, violates absolute human rights too (for example, cases of tort liability when the causer is not responsible for the occurrence of harm). There is clearly detected the contradiction in the fact that an element of guilt in criminal law reflects the subjective aspect of the crime, and is characterized by psycho-volitional processes in the mind of the individual, about absolute subjectivity element of guilt can't speak in the civil law. More objective will be characterization of guilt through the subjective-objective sign, since in the first place is not beyond the personal relationship of a person to the offense, and the onset of the negative result of his activities. However, this fact only indicates a transformation of guilt, but not about its diversity in criminal and civil law.

Referring to the theory of law, we emphasize that the establishment of guilt for an offense is a necessary feature of the implementation of legal liability as a general rule. If you start from the principle of causing liability in the statement, then talk about education, general preventive role of legal liability is not necessary. After all, naturally, that the principle of guilt, being the dominant and fundamental to the responsibilities, creates a deterrent and stabilizing factor in human behavior. Whereas the fact of liability, by general order, according to the principle of causing would lead to chaotic process and leveling of the preventive function of legal liability. If a person is liable for culpable offense, it assumes in its further correction and legal behavior. However, if the person would be responsible in the absence of guilt, this fact would encourage the exact opposite, undesirable for society in general behavior. The exception to this in civil liability cases are tort liability. The value of human life and health should not be called into question, even in the case of absence of the causer of guilt. In the process of the genesis of guilt and its original definition and establishment of the conditions of civil liability, its role was different. In the early stages of development of civil rights (pre-classical period of Roman law) the need to establish of guilt for the prosecution did not exist. That is the very fact of the injury involved the sole responsibility in this regard, according to the principle of retaliation. However, in the classical period of Roman private law elements present in the actions of the offender's of guilt attached special importance, and has established itself as an axiom position that "there is no-fault liability."

Conducts studies of guilt and its role in the establishment of responsibility, we always come up against the dependence of these studies of concepts such as the principle of causing and the principle guilt.

Liability may be contractual and non-contractual, and the principle of causing implemented in non-contractual liability. Accordingly it can be said that the principle of guilt meets contractual liability. A characteristic property of guilt is that a contractual liability, the person signing the contract implies that each party to meet its obligations, and in the case of non-compliance if found guilty, will be held responsible. Failure to take all measures for the proper fulfillment of obligations, as well as performance of an obligation with the degree of care and diligence which is required by the nature of the commitments implies thereby guilty person.

The mechanism of non-contractual liability is inherently involves noncompliance assumed any concrete commitments and thus liability in the manner provided for in the contractual liability; non-contractual liability is realized from the very fact of the injury. "Tort liability is not preceded by any obligation of a particular person. It is based on the fact that an action that infringes on the absolute rights: the right to property, life and health of citizens" (Belyakov, 1986,

p.25).

Talking about the occurrence of civil liability only if you have specified in the law or in the contract bases. Here, as an alternative to the parties have to choose other bases of liability. This is primarily due to the specific assumed by the parties obligations. For example, the parties issued a contract for the supply of goods, the buyer paid the deposit. The seller must deliver the goods at the agreed place, but along the way the product was accidentally damaged. The question arises of liability. Unless otherwise provided by the contract, such as the ownership of the goods passes at the time of prepayment, then the seller must return the amount of money paid by the buyer. In this example, the element of guilt is present, and if the seller specified in the contract when the ownership, above, to talk about his responsibility would not have to. And because this position did not mark that, according to a law, when the right of ownership goes across in the moment of transmission of commodity, salesman and bears the responsibility before a customer (Aristov, 1997, p. 26).

Therefore, the above designated base attack civil liability for breach of the obligations which are: non-performance or improper performance of obligations, and other reasons, which are provided by the parties in the contract. Question about elimination or limitation of liability for willful violation of the obligation is governed by the law mandatorily, and agreements with such condition shall be deemed null and void.

Speaking of the modern doctrine of civil law in the first place, it must be said that the main guilt of the basic provisions of which have been developed by the Roman law, and later development of the Russian and Soviet jurist base foundation of existing civil law and claim the continuity of the legal provisions.

The issue of guilt became the subject of many monographs, see the light of recent (Pavlova, 1984; Plotnikov, 1993; Dmitriev, 1996; Khokhlov, 1998). In particular this is how determines guilt E.V.Butenko: "Guilt of the debtor in violation of a contractual obligation - is expressed in the outside deliberately or inadvertently such a will of the debtor, which is different from his will, fixed in the contract, and which led to the failure to take them all possible with the necessary care and diligence measures than entailed a violation of a contractual obligation " (Butenko, 2002). And as G.F.Tselnicker understands guilt: "Guild of individuals - is consciously willed attitude toward wrongdoing and its consequences in the form of intention and negligence. In other words, it is set in a civil law, that "person ... bears the responsibility at presence of guilt (intention or carelessness)…" (Tselnicker, 2004).

Thus, M.I.Braginsky and V.V.Vitryansky imply that the guilt - it's not compliance (with intent) or incomplete compliance (if inadvertently) the degree of care and diligence in the performance of the obligation, what is required of a person by the nature and conditions of the obligations of the turnover, while not taking them (face) of all measures proper execution obligations. (Vitryansky and Braginsky, 2002, p. 721).

Do these formulations of guilt, following from a law (in obedience to M.I. Braginsky and V.V.Vitryansky) to the range of problems of guilt and carry exhaustive character, answer? An answer appears ambiguous.

We will try, neither rejecting psychical moment in determination of guilt nor critics of such conception, to bring the integrated (more, as us it seems to, universal) determination over of guilt.

A modern civil legislation, as we know, regulates the property and related to them personal unproperty relations. In swingeing majority of cases the article of adjusting are property relations. It seems, that round these relations formulation of guilt must be built, from one side, and, on the other hand, the participants of these relations (legal and natural persons) come forward active, volitional (principle of freedom of agreement, freedom of will) subjects, it is exactly entered the active actions into legal relationships, change or stop them. Thus, we can distinguish the property-volitional component of this system.

Does not cause a dispute and that guilt as a legal category is related to such properties as unlawful and intention or carelessness, about what was mentioned before. And as a fact, to guilt the offensive of negative consequences is related for a disinterested herein person.

Taking into account all of it, it is possible to show out determination of guilt, that does not apply on absolute universality, but, it seems, reflects problem moments in her determination.

So, guilt in a civil law is the volitional relation of person, expressed by property interests, to the unlawful actions (inaction) that caused harm to other person.

Guilt can come forward in form intention or carelessness. A legislator specifies the forms of guilt in the civil code, but by general rule they do not have influence on property responsibility of debtor. If a criminal law straight takes into account the forms of guilt and weight (degree) of guilt at punishment, then in a civil law this rule does not carry general character, and is only used in the special norms. There is a point of view, that as it applies to determination of intention and carelessness in a civil law (because a civil code does not formulate these concepts) it is needed to come from the criminal law constructions of determination of intention and carelessness (Kiselev, 2000, p.25). So, according to criminal law science determination of intention as it applies to a civil law will look like the following: civil offence confesses perfect with direct intention, if a person realized wrongfulness of the actions (inactions), foresaw possibility or inevitability of their

negative consequences and wished their offensive. Although the presence of direct intention in civil liability is not widespread and meets rarely, eliminating him is impossible. Such case can exemplify, when a person buys on a credit commodities without intention in the future for them to disburse.

As it applies to indirect intention, determination will look so: civil offence confesses perfect with indirect intention, if a person realized wrongfulness of the action (inaction), foresaw possibility of offensive of negative consequences, did not wish, but consciously assumed these consequences or behaved it is indifferent to them. The cases of indirect intention are widespread in contractual relations.

On the same construction determinations of carelessness will be built: a person that foresaw the offensive of negative consequences from his illegal actions operated with a rough carelessness, but without sufficient to that grounds presumptuous counted on their prevention.

By a next general sign, both crime and misconduct guilt comes forward - as a subjective side of act. Guilt in all cases is characterized the presence of intellectual, volitional moment, but this moment shows up in crimes and in misconducts differently. If in a crime a subjective side is traced and her role is visible in an act, then in misconducts on the first plan not personality attitude goes out toward an act, and attitude toward his result, that practically is always bound by a property (material) aspect. About it yet wrote almost 100 years ago by G.F. Shershenevich, specifying on family connection of misconduct and crime.. Here, in particular, that he marked: "As an unauthorized action, civil offence, approaches a criminal crime that also is an action unauthorized, under penalty of punishment. How then, and another may be committing a prohibited or omission that should have been performed. Both unite in a general concept about offence. Civil offense and criminal offense are two sides of the same phenomenon. One and the same action affects both the public interest and private property interests.

There is a view that the indication of guilt forms dictated not so much from a practical point of view, how to indicate the general nature of guilt in the criminal and civil law.

As is known, the courts determine the type and amount of punishment on the basis of all the circumstances of the case. Civil Code only outlined the form of guilt, pointing out that any person has a right to full compensation for damages if their rights are violated. Courts should be guided in their decisions the principle of fairness and objectivity, it means the judge makes his decision based on all the circumstances of the case, based on the personal point of view in accordance with the letter of the law, and it would, at least, is wrong to say that at one and the same tort, which resulted in damage occurred, but in different forms of guilt, the Court's opinion will be the same in both cases, although the penalty for the offender will be the same as if intent or negligence when, as the law required. Probably more appropriate here to talk about the use of the court for the offender in the case of deliberate guilt additional burdens. It seems that the designation forms of guilt in the Civil Code - a direct opportunity for the court proceedings in their legal maneuvering in determining punishment. Moreover, the presence of a deliberate form of guilt in tort, as mentioned, is very rare in comparison with criminal offenses where intentional acts of wine, figuratively speaking, "locomotive" of criminal behavior.

V.V. Vitryansky and M.I. Braginsky indicate that in the civil law, there are three forms of guilt: intent, negligence and gross negligence; intentional guilt, in their view, expressed in intentional actions (inaction) of the debtor that mediate non-fulfillment or improper fulfillment of obligations, or the impossibility of its fulfillment (Vitryansky and Braginsky, 2002, p.758). The main guiding of intent here is principle and deliberate guilt. It seems that the further division of intentional guilt (direct and indirect intent as in criminal law) is not suitable in the civil law, because he (indirect intent, characterized by a conscious assumption of the consequences or indifference to him) ultimately does not imply that the losses will be less than they could be in direct intent. Specifying that such subjective criteria as "conscious assumption consequences" and "indifference to negative consequences," have no effect on the objective unavoidable negative consequences for disinterested in the person who dictated the main and decisive factor for the offender - his deliberate behavior. As for the guilt of the debtor in the form of negligence, it "is present in cases where the debtor is the performance obligation does not show the degree of care and diligence, what was required of him by the nature of the obligations and conditions of traffic, and as a result of him not to take all appropriate measures for the proper performance of an obligation". As seen here there is no element of intent in the actions of the person, that is, the behavior is not consciously directed to the offense, but at the same time the behavior of the person is absent due care and diligence. We can say that a person exhibits some prudence and care, but not enough to avoid offense and negative consequences.

The degree guilt as a factor influencing the determination of the amount of liability under civil law is taken into account, if this is specified in the rule of law. That is, this provision is a special character. The legislator does not determine the degree guilt, just as of the guilt. The degree guilt was mentioned even in Roman law. The degree guilt determined by the degree of the negative attitude of a person to the interests of individuals, society, manifested in the crime. The degree guilt of a particular person in the commission of certain crimes is the direct expression of the distortion measure of value orientations of the perpetrator. Given that the degree of guilt is a quantitative expression of a negative

attitude to the interests of individual persons society, as well as an indicator of the distortion value orientations of the guilty, establish its causes different measure of censure person measure it responsibility. Determining whether the degree of guilt promotes objective decision the question of responsibility and blameworthiness of the guilty.

5. Inference

Guilty is multidimensional phenomenon which is characterized by a versatility of approaches of its definition. From the point of view of the right, guilty - the personal attitude of the offender towards results of the action having a legal consequence.

In relation to civil law definition of guilty will look as follows: guilty in civil law - the strong-willed relation of the person expressed by property interests to illegal actions (inactions) which did harm to other person. The guilty expressed in the form of intention or imprudence. In relation to obligations in civil law the concept "deliberate guilty" corresponds to the concept "simple non-execution", and consists in understanding and deliberate actions (inactions) of the person which are entirely directed on the non-execution of the obligation causing damage to the person who isn't interested in it. For the concept "imprudence" in a civil liability law the concept "inadequate execution of the obligation" is equivalent, and there is at actions (inactions) of the person if he not completely adhered to those developed and (or) established rules of the obligation, though had such opportunity therefore there was an offense.

In criminal law, as well as in civil, there is no legislative definition of guilt, and this fact is the uniting provision of a perspective of guilty in the right in general. However, distinction that in civil legal responsibility there is a certain transformation of an element of guilty in comparison with its criminal-legal characteristic. There is a question: with what it is connected? If the criminal-legal science unambiguously doesn't allow responsibility for innocent infliction of harm why it is allowed by civil-law science and the civil legislation? We will specify that at this statement of a question, we recognize that guilty is the general element in a design of structure of an offense in legal responsibility in general. The fact of possibility of occurrence of responsibility without guilty in criminal law would break set of the natural and absolute rights and freedoms of the person: for example, the person could be deprived of freedom even if he wasn't guilty. However, not accounting of this fact in civil law, that is not accounting of responsibility without guilty too violates absolute human rights (for example, cases of delictual responsibility). Here obviously the contradiction which is that the guilty element reflects the subjective party of a crime in criminal law is found and is characterized by psychological processes in consciousness of the personality. In civil law it isn't necessary to speak about absolute subjectivity of an element of guilty, the characteristic of guilty through "subjective-objective" sign as not the personal relation of the person to an offense, and the come negative result of its activity comes out on top here will be more exact. However, this fact speaks only about some transformation of guilty, but not about its heterogeneity in criminal and civil law.

References

Alekseev, S.S. (1958). About structure of tort. *Jurisprudence,* 1.
Alekseev, S.S. (1972). Problems of the theory of law. B.1. Moscow.
Aristov, S.V. (1997). Legal and contractual liability. Terms of the reduction and exemption. Lawyer. 11.
Belyakov, A.M. (1986). Civil liability for causing harm. Moscow.
Beschütz. (1907). The negligence within the historical trends noted in Schuldenere. Breslau.
Butenko, E.V. (2002). Fault in violation of treaty obligations (Dissertation PhD). Krasnodar.
Dmitriev, O.V. (1996). No-fault liability in civil law. (Dissertation PhD). Saint-Petersburg.
Filimonov, V. (2004). Theoretical problems of the doctrine about fault in criminal law. Criminal law. 3.
Jakushin, V.A. (1988). Subjective imputation and its value in criminal law. Tolyatti.
Khokhlov, V.A. (1998). Civil liability for breach of contract. (Dissertation PhD). Samara.
Kiselev, S. (2000). Forms and types of fault in civil matters. RU. 4.
Krieger, G.A. (1988). Soviet criminal law. Moscow..
Lenckner. (1972). Strafe, Schuld and Schuldfahigkeit.
Lunev, V.V. (2000). Subjective imputation. Moscow.
Matveev, G.K. (1970). Bases of civil responsibility. Moscow.
Matveev, G.K. (1951). Fault as the basis of civil responsibility by the Soviet right: Abstract. Moscow.
Naumov, A.V. (2000). Russian criminal law. Moscow.
Nersesyants, V.A. (2000). Careless fault: problems and decisions. State and right. 4.
Pavlova, O.P. (1984). The value of the creditor's guilt civil liabilities. (Doctoral dissertation). Leningrad.
Plotnikov, V.A. (1993). Negligence as a form of guilt in civil law. (Doctoral dissertation). Moscow.
Schipani, S. (1969). Responsabilita "ex lege Aqilia". Torino.

437 Shershenevich, G.F. (1907). Textbook Russian civil law. S-Pt.
438 Sklyarov, S. (2003). Problems definition of guilt in the criminal law of Russia. Criminal Law. 2.
439 Tselnicker, G.F. (2004). Fault in Russian law (general-theoretical and historical aspects). (Doctoral dissertation). Samara.
440 Vitryansky, V.V., Braginsky, M.I. (2002). Contract Law. B.1. Moscow.
441 Wessels. (1985). Strafrecht. Allgemeine Teil. 15 Alf. Heidelberg.

News Framing and Ethnic Conflicts Vulnerability in Multiethnic Societies

Adisa, Rasaq M.

Doctoral Candidate at the dept. of Communication, Sch. of Multimedia Technology and Communication
Universiti Utara Malaysia; adisarasaqm@yahoo.com

Rosli bin Mohammed PhD

Senior Lecturer and Dean, Sch. of Multimedia Technology and Communication
Universiti Utara Malaysia, roslimohd@uum.edu.my

Mohd. Khairie Ahmad PhD

Senior Lecturer and Head, Dept. of Communication, Sch. of Multimedia Technology and Communication
Universiti Utara Malaysia; khairie@uum.edu.my

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

The springboard of conflicts in most multiethnic African societies have been alluded to the media and ethnic group leaders, however much attention has not been directed at these helixes. More so that there is a new strong concern about the increasing cases of ethnic conflicts being stimulated by dramatic surge in intolerant expressions, the hardening of ethno-political positions and the proliferation of ethnic militias that have unleashed varying degrees of violence and terror on the polity while the government interventions appeared ineffective. This motivates the main objective of this study which goes beyond understanding the immediate motives for ethnic conflicts in Nigeria but to discover the mainsprings of ethnic conflict behaviour in relation to the roles of newspaper framing and ethnic groups' attitudes alongside a long lasting solutions. Therefore, series of accusations against the Nigeria newspapers by the ethnic group leaders lead us to understand that the media are indeed insensitive on the issues of ethnic conflict. Also, that from bias framing of ethnic issues, newspapers have enormous power in setting ethnic differences which shape conflict behaviour. Another salient but veiled influences emanating from the findings are the ethnic consciousness and intolerance that have continued to impede the relationship among ethnic groups as well as progress of Nigeria. Due to high level intolerance for each other, every action and inaction is given ethnic coloration as a result conflict ensue. Meanwhile, both government and media self-regulation should be strengthened to curb the excesses that stimulate ethnic conflicts. Hence, how the newspaper presents news of ethnic issues should be a direction for future research.

Keywords: *Framing, ethnic groups, conflict behaviours, ethnic conflict, newspaper*

1. Introduction

Ethnic conflict has been at the core of Nigeria development problems (Bienen, 2013; Irobi, 2005), therefore the inability to prevent and stop prevalent ethnic conflicts in several regions of the country has given rise to strong concern and at the same time stimulating new interest in ethnic conflicts research (Onwusuruibgo, 2010). Meanwhile, the springboard of conflict in most multiethnic societies have been identified as the media and ethnic group leaders (McBeath, 1978; Straus, 2007; Wiegenstein, 2014) however, research attention towards these areas is inadequate (Hutchison, 2013). What is surprising is the relative paucity of studies on the roles that ethnic group leaders in conjunction with the role that framing in newspaper play as the helix of these conflicts. In view of this therefore, some of the critical gaps which this study addresses, are what Hutchison (2013) describes as inadequate research attention that is devoted to ascertaining factors responsible for changes in individual attitudes and behavior that eventually lead to conflict.

In the case of Nigeria, it has demonstrated a very high propensity for ethno-political conflict in the past three decades (Ojo, 2010). However, in more recent times, there has been a dramatic surge in intolerant expressions, the hardening of ethno-political positions and the proliferation of ethnic militias that have unleashed varying degrees of violence and terror on the polity (Egwu, 2001). In spite of concerted efforts being made to curtail it, the problem has escalated, especially since the return of democracy in May 1999. Such that in all parts of Nigeria and Africa, ethno-political conflicts have escalated to alarming proportions (Adisa & Abdulraheem, 2012; Halirru, 2012). A case in point was

the conflict behaviours that pave the way for the 1994 Rwanda genocide that was obviously wrapped in ethnic animosity but was ignored by the locals, neighbors and international communities until it claimed over 800,000 lives (Eytan, Munyandamutsa, Nkubamugisha, & Gex-Fabry, 2014; Serneels, & Verpoorten, 2013). Similar insolences and consequences were experienced in Ethiopia, Bosnia from 1992 - 1995 and recently in Central African Republic and Darfur since 2003 and now in Southern Sudan (even with secession in 2011) to the peril of all citizens and neighbouring countries. It has been cases of old conflicts worsen, new ones surfacing (Arbour, 2014). This is why the main objective of this study goes beyond understanding the immediate motives for conflicts behaviours in Nigeria but to discover the mainsprings of ethnic conflict in relation to the roles of newspaper framing and ethnic groups alongside a long lasting solutions.

2. Ethno-political Conflicts in Africa and Framing Theory

The concept of framing has been one of the most abundant areas in recent research in communication, politics and sociology because framing can clarify and interpret the extent the media affect publics' understanding of politics (Lecheler & De Vreese, 2012). Earlier, framing theory has its origins in politics and psychology, but was later applied in the study of how journalists shape and control news by scholars like Todd Gitlin and Gaye Tuchman in the late 1970s (Karnes, 2008). Ever since that time several researchers on the impact of news coverage have come up with many overview of framing. Scholars (de Vreese, Boomgaarden, & Semetko, 2011; de Vreese, 2005; Kostadinova & Dimitrova, 2012) have declared that the concept of framing has become one of the most used concepts in the communication disciplines, giving direction to both inquiries of media content and examination of the connection between media and public opinion. Similarly, Bryant and Miron (2004) admit that presently framing concept has moved beyond agenda-setting and cultivation theory as the most frequently applied research approach in the field of communication science.

Previous studies of framing have concentrated much on political framing of candidates mostly in the western world during elections however, this research sifts attention to both newspaper framing of conflicts and ethnic groups' behaviours in Nigeria, the largest country in Africa continent. In relation to this, de Vreese (2005) reassures that framing is a foremost guidance to research on media contents and the studies of connection between media and public opinion. Therefore, Reese (2001) concludes that framing studies probing news media can provide understanding on how a certain society or culture is potentially shaped.

In relation to this, Jeong (2008) hints that handling and stopping conflict as well as understanding the basis of conflict and related behaviour begins with understanding the sources of social struggles. Also, according to Munteanu (2011) the relation between conflict prevention and the media is still an unexplored issue. Seriki (1993) confirmed that the 1991 Katshina riot in Nigeria was connected with a newspaper framing. Also, part of the blame for the unprecedented conflict behaviours among Hausa/Beron ethnic groups in the yet to be abated violent conflict in Jos have been partially blamed on the press, (*Daily Independent*, 2010; *The Vanguard* of 2010). Establishing this fact further Nnaemeka (1976) notes that newspapers' and other media's reports of conflict are contributory to the legitimating of conflict. The view was shared by Ibrahim, Pawanteh, Peng Kee, Basri, Hassan and Mahmud (2011) that for a long time news media have been participants in the spectacle of war and conflicts.

Similarly in several studies, mass media (and other forms of communication) were implicated in the escalation of conflicts and later on in the potential de-escalation (Erni, 2009; Leung, 2009; Spencer, 2005). This incidents confirm the framing postulation that how an issue is described in news story can sway how it is understood by audiences (Van Gorp, 2007). Clarifying the uniqueness of framing further, Entman (1993) maintains that framing has four core functions which are: describing problems, identifying causes, making proper judgments, and then proposing remedies. Framing theory offers the basis for understanding how conflict is reported in newspapers (Carpenter, 2007) because according to de Vreese (2005), de Vreese, Boomgaarden, and Semetko (2011), a frame is an emphasis in salience of various aspects of an issue such as conflict. Also, according to Zhou (2008) scholars use the concept of framing as an instrument to appreciate news as a social construction and social resource. To Shoemaker and Reese (1991) during the framing stages journalists have swaying power because they can focus their stories more on a particular issue while they tone down alternative viewpoints.

3. Research Design

This study's method was guided by the two concepts of framing- the media frames and the audience frames. According to Scheufele (1999) frames need to be considered schemes for both how media present news as well as how the audience comprehend and apply news. Therefore, it becomes important for researchers to distinguish between them in

determining the best research methods (Colistra, 2012). In view of this, qualitative method through in-depth interview approach was adopted because it is a dyadic encounter between a researcher and participants which allows for gathering of account of lived experiences of ethnic group leaders. Creswell (2012) notes that interview enhances participants – researcher interactions and aid research findings. Therefore, this study embraces interpretive perspective which places more importance on qualitative data value in a quest of knowledge (Kaplan and Maxwell, 1994) and providing contextual depth.

The sampling design was based on snowballing method due to sensitivity of the issue and difficulty of locating the participants (Creswell, 2012; Keyton, 2015). Series of in-depth interviews on 26 ethnic group leaders were conducted and data were codified and categorized in themes using NVIVO 8 software. Resulting from the interviews was the generation of coding frames which consisted of conceptualizing elements that explained the perspectives and lived experiences of the ethnic group leaders on ethnic conflicts in Nigeria. Then, subcategories were further developed in other to deepen the probing for rigorous and reliable findings. In the light of this, the following research questions were explored:

RQ1: Do newspaper frames of ethno-political issues stimulate ethnic groups' conflict frames?
RQ2: What are the perceptions about ethnic groups' role in conflict?
RQ3: What are the perceived solutions to ethnic conflict in Nigeria?

4. Findings

In line with the interpretive approach, the primary data analyzed thematically, were formed by interpretations, perception as well as meanings of the informants' verbal communication. In view of the study's main research objectives and research questions therefore, the following findings, for which each theme answered each research question, anchored on social construction of reality emerged.

4.1 Newspaper framing: Stimulus of ethnic differences

Newspaper framing, just like other communications, plays a key role in stimulating public expectations that influence whether conflict behavior or the tensions behind conflict are intensified or ameliorated (Price & Stremlau, 2015). Therefore, in view of the increasing number of violent conflict in the world there is still need for more understanding of how modern internal conflicts are triggered (Puddephatt, 2011). More so, the need to understand conflict actors' perceptions about newspaper framing of ethnic conflict in Nigeria is imperative, especially with a view to establishing the impacts as well as solutions. Meanwhile, based on the interviews with ethnic group leaders, the following (figure 1 below) emerged as issues that bothered on newspaper framing which stimulate ethnic conflict in Nigeria.

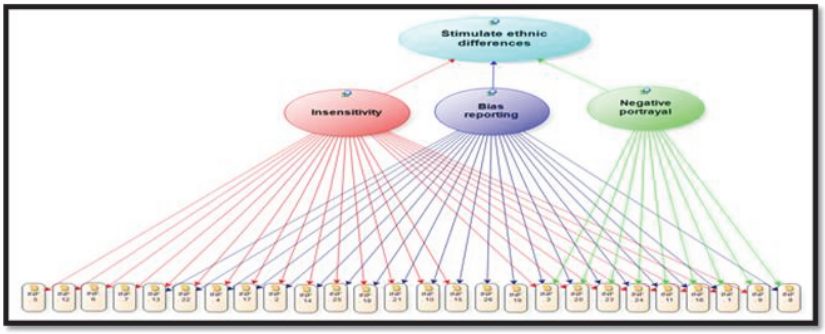


Figure 1: Ethnic group leaders' perceptions of newspaper framing role in conflict

4.1.1 Insensitivity

Media has been known to manipulate its influence over society through news reports, most of the time, sensationalized to the audiences. According to Maundu (2014) media insensitivity through inciting reports, sensationalized reports, and exaggeration of conflict issues comes into play when they propagates messages of intolerance or disinformation that

manipulate public sentiment. The insensitive role played by Radio Mille Collines in Rwanda is one of the most appalling contemporary examples of media insensitivity that stimulate conflict (Howard, 2015). This concern on the insensitive role of the media especially newspapers in conflict was also expressed by the ethnic group leaders. Specifically, the informants accused newspapers of exaggeration, inciting and insensitivity framing to the detriment of one ethnic group against the other. For instance, Informant IB7, accused newspaper thus:

> *Newspapers also contribute to this conflict by given unnecessary attention to statement that can cause conflict in the society…Nigeria newspapers are obsessed with conflict news. They so much like to blow issues beyond normal, they rely so much on rumour, unconfirmed facts (Inf. IB7).*

Corroborating this perception, Informant 4, argued that newspapers are insensitive to issues of conflict. He claimed that newspapers, "exaggerate things and create tense environment. Most of what lead to conflict in Nigeria are those that newspapers were not sensitive to instead the media will exaggerate it, and give it prominence unnecessarily". Similar perception about newspapers insensitive framing on ethnic conflict was also expressed by Informant IJ25, who said, "newspapers increase tension among ethnic groups through their bias and insensitive reporting, politicize anything about ethnic in Nigeria".

4.1.2 Bias reporting/framing

Bias in media reporting is the unfairness or perceived partiality of journalists in the choice of events and stories that are reported and how they are covered which contravene the standards of journalism. Baron (2006) surveys point toward the fact that the public views the media as biased. Sometimes, according to Entman (2007) bias is identified from news that allegedly distorts or falsifies truth (distortion bias). At times referred to news that give special treatment to one group in a conflict and not giving the same treatment to the other side (content bias). At the same time, bias could be socio and ethno-political, where media owners, editors, or journalists report news that support particular interest (Baron, 2006). Similarly, ethnic group leaders interviewed gave their perceptions on the nature and impact of the media bias. For instance, Informant IB18, buttressed scholars' point of view by stating that:

> *The media can manipulate fact at time to favour some groups. They give support to whoever they are interested in. All these cause other to be angry. Reading through the newspapers I do come across many imbalance and bias stories about my ethnic group…newspaper role in some of the ethnic conflict is that they are bias (Inf. IB18).*

Indicating similar perspective to the way that newspaper report issues concerning groups in Nigeria, Informant F26, stressed that, "newspapers through what they report give preference to ethnic differences. They support one ethnic group at the expense of the others". On the implication of the bias reporting on ethnic relation in Nigeria, Informant Y17, observed that, "Newspapers bias reporting is usually the motivating factor to some ethnic groups to take up arms against the others".

4.1.3 Negative Portrayal

Media negative portrayal which is also referred to as stereotype is the overgeneralizations and reporting in bad light the activities of a group with the purpose of creating certain negative image about the group (Holt, 2013). Most times, negative portrayal stimulate hatred and animosity among groups which may eventually result to conflict. Expressing similar perception, Informant H8 said, "I blame newspapers much is in the area of imbalance stories. They at times deliberately categorize a group as bad while portray other as good, whereas it is not so". Another ethnic leader, Informant IJ20 noted that "without getting our side of a story, they will just go ahead fabricating stories and lying against us".

4.2 Attitudes of ethnic groups' role in ethnic conflict

Nigerian has for some times been at the receiving end of an intense upsurge of ethnic groups militias (Agbu, 2004), whose attitudes have been causing turmoil. Presently, there are many militant divisions of ethnic groups who are arms-bearing in Nigeria (Ikuteyijo & Rotimi, 2012). Further to this, unfortunately the number of these groups grows daily while the government looks on helplessly at a loss on how to handle the problem. Probing to know the kind of attitudes of ethnic groups that stimulate conflict therefore, the study discovered, as the factors as indicated in the figure 2 below.

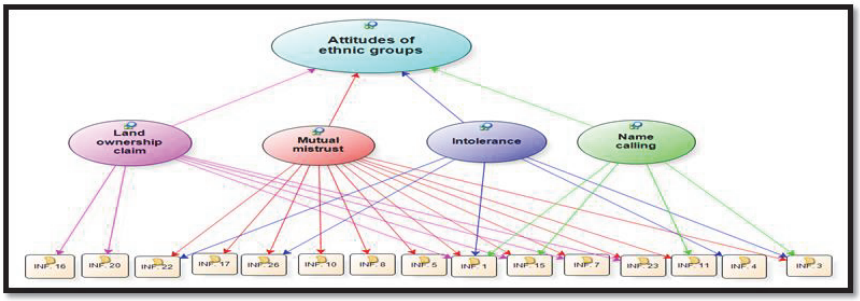


Figure 2: Attitudes of ethnic groups that stimulate conflict

4.2.1 Mutual Mistrust

Suspicion and mistrust have been the regular behavior of the major ethno-political structures in Nigeria (the Hausa - Fulani of the North, the Ibo of the East, the Yoruba of the West and the Ijaw/Niger Delta of the South South) as well as other ethnic groups that were carved by the colonial British in 1914. This has been attributed to one of the most devastating problem at the foundation of ethnic crises witnessed since the Nigeria independence in 1960 (Ajayi, 2014). In line with scholars in this regards, ethnic groups leaders across the major ethnic groups also expressed their opinions on the reasons for the mutual distrust and how it is stimulating ethnic conflict among them. Confirming this, one of the ethnic leader, Informant F3, stated the reality that, "we live under mutual suspicion. Every move of one ethnic group is seen as anti-others". Buttressing this claim, Informant H8, said, "Everybody is always prepare for each other. We suspect each other moves and actions". Again, on the reason for this widely mistrust among ethnic groups in Nigeria, Informant H11 observed that, "We seem to be too suspicious of each other on every issue in Nigeria".

4.2.2 Intolerance/hostility

The inability of ethnic groups to recognize, tolerate and accept each other's views is one of the accelerating factors of ethnic and political conflict in Nigeria. According to Halirru (2012) lack of tolerance behaviour is one of the reason for consistent conflict between the Nigerian Muslim and Christian, and most of the ethnic groups. In a similar tone Adelegan (2015) stressed that intolerance among groups has brought about the problem of state or place of origin, ethnicity, religion, tribalism, discrimination and related harms, all of which combined to create difficult barriers to Nigeria development. In line with scholars, ethnic leaders' perspectives described the level of intolerance among ethnic groups as a source of conflict on most occasions. For instance, Informant F26, stated that there is, "lack of intolerance among different ethnic groups that live together…and that level of tolerance among ethnic group leaders is low". Informants F3, and IB4 expressed similar views.

4.2.3 Use of degrading words

Name calling as well as degrading words are offensive or foul languages mostly used to qualify a person or group and customarily with numerous reason for their use (Slaatten & Gabrys, 2014). This occurrence has been studied by a variety of academic disciplines such as anthropology, politics, child psychology and most commonly by disciplines that study propaganda methods. According to Aboud and Miller (2007), use of degrading words is one of the most common forms of mistreatment and intimidation which if left unchecked and condemned can stimulate hatred then conflict among groups and individuals.

The scholars' perspectives corroborate the perceptions of the interviewees of this study. For instance Informant F3, while stating some obscure causes of conflicts lamented the manner other ethnic groups treat them thus:

> *One of the reason for conflict between us is the fact that other tribe treat us like leper, and whenever we react they say so so people have come… They use all sort of names to castigate us. Some even call us cow, animal and murderers (Inf. F3).*

Similarly, another ethnic leader, Informant F1, also stated one of the reason for their conflict this way, "Some time they use derogatory name to qualified us and because some of (us) understand the language, we respond and from minor it becomes big issue that sometimes some people died in the clash".

4.2.4 Land ownership claim

Land disputes have stimulated a lot of conflicts across Nigeria (Igbinijesu, 2013). Over land ownership claim, many communities have repeatedly engaged in conflict. For instance, Land for the people according to Onwuzuruigbo (2009) was a cultural as well as spiritual asset, usually owned by families, clans, kinship groups and villages. This contention is reflected by the perceptions of this study's interviewees. For instance, Informant IB7 stressed that, "the usual cause of behavior that result to ethnic conflict are political position, economic interest, land issue and market issue". In relation to this view, another ethnic leader, Informant IJ20 noted that, "authority over who owns the land" is usually the cause of conflict.

4.3 Perceived solutions to the ethnic conflict

4.3.1 Mutual interest

As part of the solution to ethnic conflict, there is a need for ethnic groups to have far-reaching attitudes and understanding of how their actions would assist and serve the mutual interest of societies (Adelegan, 2015). Therefore, in an attempt to sustain peace and harmony in the society, both government and ethnic group leaders have to be mindful of others' interest as well as respect other people's interest. In line with the perspectives of ethnic group leaders, the following sub-themes: mutual tolerance, mutual trust and skeptic of newspaper stories emerged as the solutions to the ethnic conflicts.

Mutual tolerance: To achieve peace in any society with multiethnic groups, it will always require shaping and developing attitudes of tolerance, respect and understanding towards others. This informed the reason why tolerance is widely considered as an indispensable communal value for guaranteeing the cohesion of plural societies. For this reason, where people of different backgrounds, ethnic, cultures and religions are living together, promotion of tolerance and harmony has become very crucial and important, while nurturing mutual love and affection has become vital (Atif, 2010). In Nigeria for instance, the problem of state or place of origin, ethnicity, religion, and tribalism have combined to create barriers to development. People of different ethnic groups have not been able to give expression to politics without cynicism, and have not developed a spirit of tolerance and sportsmanship. As part of the solutions, some ethnic group leaders have identified some steps. For instance Informant F26 stated that "We should tolerate others who do business and study in our domain, improve on our tolerance for other ethnic groups". Similarly, Informant F2, disclosed that "Nigeria will have peace the moment we stop been selfish…So we should tolerate each other even in our differences. Similar perceptions were expressed by other ethnic leaders.

Skeptic of newspaper: Skepticism is an approach that is usually adopted in evaluating a claim when there is lack of trust between two or more individual or organizations. Meanwhile, in many societies, there has been an increasing subjective mood of alienation and mistrust toward the mainstream news media (Tsfati, 2003). Skepticism of media is apparent, for instance, in the sentiment that journalists have let down their professional requirements and presented slanted, imprecise, or inadequate information. The realization that being skeptical about newspapers' stories and the need to "Stop acting on rumours" are part of the solutions offered to reducing their impacts on the behavior of ethnic groups towards conflict as expressed by most of the ethnic group leaders such as Informants H8, F26 etc.

These worries about the unpopular role of newspapers before, during and after situation of conflict which is culminating into skepticism has also been a source of concern for media practitioners as well as scholars. According to Tsfati and Peri (2006), scholars, journalists and media analysts have been interpreting data from research as signifying a crisis of confidence between media audiences and conventional journalism.

Mutual trust: Mutual trust is a necessary pre-condition for the creation of societal benefits such as peace and harmony (Putnam, 2000). Among ethnic groups and people in any society generally, Post (2011) similarly stressed that mutual trust is a driving force for development and peaceful living. The depth and dimension of this mistrust according to Olufemi (2005) are what informed the emergence and popularity of ethnic militias such as the Arewa People's Congress (APC), Oodua People's Congress (OPC), Egbesu Boys, Bakassi Boys, Ijaw Youths Congress and sundry militant organizations canvassing competing ethnic claims. However, in spite of all these efforts to minimize ethnocentric trends, and create cohesion considering the Nigerian cultural differences, the problem still persists. Therefore, the need for

mutual trust was commonly offered as possible solution by the Informants such as Y16, IB23, F3 and IJ14 respectively.

4.3.2 Government regulation and pro-activeness

Government, at whatever level, has been described as a vital organ of conflict regulation and mediation because it is the only structure capable of marshalling enough legitimacy, resources and power to effectively manage conflicts (Onwuzuruigbo, 2009). However, the right strategies for the management of these conflicts have been a challenge since the time of the colonialists. The recurrent conflicts in Nigeria have called for re-examination of the strategies for their handling. In views of this, and as part of the solutions to ethnic conflicts, the need for government to be pro-active by regulating the activities of media, ethnic group and ownership of newspapers in Nigeria emerged as shown in the model below.

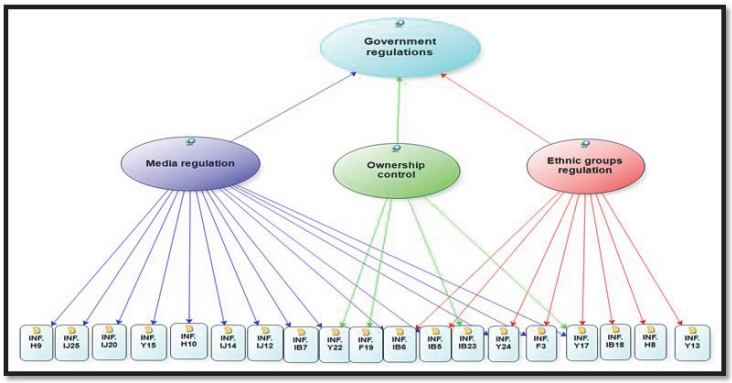


Figure 4: Government regulation and pro-activeness

Media regulation/self-regulation: Media self-regulation in the society is described as the combination of standards, ethics, application of the appropriate codes of behaviour that are necessary to support the freedom of expression and the process of how those behaviours will be monitored or held to account (Puddephat, 2011). Media self-regulation is imperative because anyone in the media is probable of being bias in what is presented as news. So, rather than government regulation, some scholars (Douglas, 1995) have called for absolute self-regulation, while some have advocated for full government regulation. Government regulation of the media would mean a government strengthening or instituting form of law or rules that will control, alter or influence media behaviour while self-regulation means that the industry or profession rather than the government is doing the regulation (Campbell, 1999). In line with this and as part of solutions to the ethnic conflicts in Nigeria, ethnic group leaders suggested media regulation as a solution. For instance, Informant IJ12, declared that, "Newspapers play a great role in ethnic conflict in the sense that call for reexamination of their role". Similarly, Informant H10 noted that as part of the solution, "the newspapers should be checked for their recklessness on issues concerning ethnic groups". Other Informants such as IJ14, Y15 and Y17 however called for either self-regulation or government regulation as long media can perform better.

5. Discussion and Recommendations

This study's findings have significantly contributed to the understanding of the helix of ethnic conflict behaviours of ethnic group leaders and the possible solutions to them. These are imperative because identification of influences toward such behaviours could create efficient strategies for governments and lessons for media and the ethnic leaders themselves.

For instance, the series of accusations against the Nigeria newspapers by the ethnic group leaders lead us to understand that the media are indeed insensitive and irresponsible on the issues of ethnic conflict. Also, that from bias framing of ethnic issues, newspapers have enormous power in setting ethnic differences which shape conflict behaviour. Another salient point emanating from these findings is that ethnic groups are too suspicious of each other moves, actions, inactions and that this is one of the reason for reaction to any move by other group. Built on these perceptions, it is evident that ethnic consciousness and intolerance has continued to impede the relationship among ethnic groups as well

as progress of Nigeria. Due to high level intolerance for each other, every action and inaction is given ethnic coloration as a result conflict ensue. Consequently, inability to be tolerant of others' mistakes, excesses and misunderstanding undoubtedly is a potential catalyst for conflict and destruction. Arising from the solutions discovered, it is apparent that without mutual tolerance among ethnic groups, peace and harmony cannot be maintained in the society because specifically, lack of tolerance leads to hostility, conflict, and finally truncates the peace and security of society.

In view of this study's findings therefore, the following recommendation are imperative. Since it appears that the phenomenon of ethnic groups and their combative attitude will persist for a long time, there is an urgent need for constant monitoring, dialogue and informed public policy to minimize their negative impact on the country' maturing democracy. Also, the government should be concerned about how and what people receive as news on ethno-political issues as well as objectives of newspaper being established. In this regards, both government and media self-regulation should be strengthened.

References

Aboud, F., & Miller, L. (2007). Promoting peer intervention in name-calling. *South African Journal of Psychology*, *37*(4), 803-819.

Adisa, R. M., & Abdulraheem, M. (2012). Mass Media and Conflicts in Nigeria: A Call for Peace Oriented Journalism. In Adeleke, B. L. & Ijaya, G. T. (eds.) General studies in the social sciences: Some fundamentals topics. General Studies Division, University of Ilorin, Ilorin, Nigeria. Pp 14–36.

Agbu, O. (2004). *Ethnic militias and the threat to democracy in post-transition Nigeria* (Vol. 127). Uppsala: Nordic Africa Institute.

Ajayi, J. O. (2014). Resurgence of Ethnic Crises and Instability in Nigeria. *Research on Humanities and Social Sciences*, *4*(21), 44-55.

Arbour, L. (2014). "*10 Conflicts to Watch in 2013" T*he International Crisis Group. Retrieved 9th December, 2014 from *http://www.crisis group.org/en/publication-type*.

Atif, L. A. (2010). Importance of tolerance. Retrieved May 19, 2015 from http://www.timesofmalta.com/articles/view/20101226/opinion/ importance-of- tolerance.342594.

Baron, D. P. (2006). Persistent media bias. *Journal of Public Economics*, *90*(1), 1-36.

Bienen, H. (2013). Political conflict and economic change in Nigeria. Routledge.

Bryant, J. & Miron, D. (2004). Theory and research in mass communication. Journal of Communication 54(4): 662–704.

Campbell, A. J. (1999). Self-regulation and the media. *Federal Communications Law Journal*, *51*(3).

Carpenter, S. (2007). U.S. Elite and Non-elite Newspapers' Portrayal of the Iraq War: A Comparison of Frames and Source Use. *Journalism & Mass Communication Quarterly* 2007 84: 761 DOI: 10.1177/107769900708400407.

Caselli, F., & Coleman, W. J. (2013). On the theory of ethnic conflict. *Journal of the European Economic Association, 11*(s1), 161-192.

Colistra, R. (2012). Shaping and Cutting the Media Agenda Television Reporters' Perceptions of Agenda-and Frame-Building and Agenda-Cutting Influences. *Journalism & Communication Monographs*, *14*(2), 85-146.

Creswell, J. W. (2012). Educational research: Planning, conducting, and evaluating quantitative and qualitative research. Fourth Edition. Pearson.

De Vreese, C. H. (2005). News framing: Theory and typology. Information Design Journal+ Document Design 13(1), 51-62.

De Vreese, C. H., Boomgaarden, H. G., & Semetko, H. A. (2011). (In) direct Framing Effects: The Effects of News Media Framing on Public Support for Turkish Membership in the European Union. Communication Research, 38(2), 179-205. doi: 10.1177/ 0093650210384934.

Douglas C. M. (1995). Federal Agency Use of Audited Self-Regulation as a Regulatory Technique, 47 Admin. L. REv. 171, 181-82 (1995); AYRES & Braithwamie, supra note 14, at 110-12.

Entman, R. M. (1993). Framing: toward clarification of a fractured paradigm. Journal of Communication, 43, 51-59.

Entman, R. M. (2007). Framing bias: Media in the distribution of power. *Journal of communication*, *57*(1), 163-173.

Erni, J. N. (2009). War, 'incendiary media' and international human rights law. *Media, Culture & Society* 31(6): 867–886.

Eytan, A., Munyandamutsa, N., Nkubamugisha, P. M., & Gex-Fabry, M. (2014). Long-term mental health outcome in post-conflict settings: Similarities and differences between Kosovo and Rwanda. International Journal of Social Psychiatry, 0020764014547 062.

Halliru, T. (2012). Ethno-Religious and Political Conflicts: A Study of North-Eastern Region of Nigeria (Doctoral dissertation, Universiti Utara Malaysia).

Holt, L. F. (2013). Writing the Wrong Can Counter-Stereotypes Offset Negative Media Messages about African Americans? *Journalism & Mass Communication Quarterly*, *90*(1), 108-125.

Howard, R. (2015). 4 Conflict-Sensitive Journalism. *Communication and Peace: Mapping an Emerging Field*, 62.

Hutchison, M. L. (2013). Tolerating Threat? The Independent Effects of Civil Conflict on Domestic Political Tolerance. Journal of Conflict Resolution.

Ibrahim, F., Pawanteh, L., Kee, C. P., Basri, F. K. H., Hassan, B. R. A., & Amizah, W. W. (2011). Journalists and news sources: Implications on professionalism in war reporting. *The Innovation Journal-The Public Sector Innovation Journal.*

Igbinijesu, N. (2013). Discover Nigeria: 5 Causes of Conflict in Nigeria. Retrieved on March 25, 2015 from http://connectnigeria.com/ articles/2013/01/11/discover-nigeria-5-causes-of-conflict-in-nigeria.

Ikuteyijo, L., & Rotimi, K. (2012). Community Partnership in Policing: The Nigerian Experience. *The Police Journal*, *85*(2), 123-131.

Irobi, E. G. (2005). Ethnic Conflict Management in Africa: A Comparative Case Study of Nigeria and South Africa. Beyond Interactivity. Retrieved 7 July, 2013 from http://www.beyondintractability.org/casestudy/irobi-ethnic.

Jeong, H. (2008). *Understanding Conflict and Conflict Analysis*. London: Sage.

Kalyango, J. & Vultee, F. (2012). Public attitudes toward media control and incitement of conflicts in Eastern Africa. Media, War & Conflict 5(2) 119–137.

Kaplan, B. and Maxwell, J. (1994). Qualitative research methods for evaluating computer information systems. In *Evaluating health care information systems: Methods and Applications* (Jay S.J., Ed), pp.45-68, Thousand Oaks, CA: Sage Publications.

Karnes, K. O. (2008). "What's the Story? Framing of Health Issues by the U.S. Centers for Disease Control and Prevention and Major Newspapers: A Qualitative Analysis" (2008). Communication Theses. Paper 36. http://digitalarchive.gsu.edu/communication_theses.

Keyton, J. (2015). Communication research: Asking questions, finding answers (4th ed.). New York: McGraw Hill Higher Education.

Kostadinova, P., & Dimitrova, D. V. (2012). Communicating policy change: Media framing of economic news in post-communist Bulgaria. European Journal of Communication, 27(2), 171-186. doi: 10.1177/0267323112449097.

Lecheler, S., & de Vreese, C. H. (2012). News Framing and Public Opinion: A Mediation Analysis of Framing Effects on Political Attitudes. Journalism & Mass Communication Quarterly, 89(2), 185-204. doi: 10.1177/1077699011430064.

Leung, L. (2009). Mediated violence as 'global news': co-opted 'performance' in the framing of the WTO. *Media, Culture & Society* 31(2): 251–269.

Maundu, C. M. (2014). *Conflict-sensitive reporting in Kenya's print media: a case of Tana River clashes* (Doctoral dissertation, University of Nairobi).

McBeath, G. A. (1978). Political behavior of ethnic leaders. Comparative Politics, 393-417.

Munteanu, N. A. (2011). Mass-Media Role In Conflict Prevention. Land Forces Academy Review. Retrieved May 2nd 2013 from: http://www.readperiodicals.com/201101/2300043321.html#ixzz2Ry0KxSM4.

Musa, A. & Ferguson, N. (2013). Enemy framing and the politics of reporting religious conflicts in the Nigerian press. Media, War & Conflict, 6(1), 7–20. DOI: 10.1177/1750635212469909.

Nnaemeka, T. I. (1991). 'Issue legitimation, Mass Media Functions and Public Knowledge of Social Issues'. (PhD dissertation, University of Minnesota).

Okwuchukwu, O. G. (2014). The Influence of Media Ownership and Control on Media Agenda Setting in Nigeria. *International Journal of Humanities Social Sciences and Education (IJHSSE) Volume 1, Issue 7, 36-45.*

Olubomehin, O. O. (2012). Ethnic and Communal Clashes in Nigeria: The Case of the Sagamu 1999 Hausa-Yoruba Conflict (Pp. 135-149).

Olufemi, Kola (2005). "The Quest for 'True Federalism' and Political Restructuring: Prospects and Constraints." In Ebere Onwudiwe and Rotimi T. Suberu (eds.). *Nigerian Federalism in Crisis: Critical Perspectives and Political Options.* Ibadan: Programme on Ethnic and Federal Studies. University of Ibadan.

Onwuzuruigbo, I. (2009). *Causes and Management of Intra-ethnic Conflicts in Aguleri and Umuleri Communities, Southeastern Nigeria* (Doctoral dissertation, PhD thesis, Department of Sociology, University of Ibadan, Nigeria).

Onwuzuruigbo, I. (2010). Researching ethnic conflicts in Nigeria: the missing link. *Ethnic and Racial Studies, 33*(10), 1797-1813. doi: 10.1080/01419871003763304.

Osaghae, E. E., & Suberu, R. T. (2005). A History of Identities, Violence and Stability in Nigeria: Centre for Research on Inequality, Human Security and Ethnicity, University of Oxford.

Post, D. (2011). Social Trust among Ethnic Minorities. Master thesis Research Master Social Cultural Science Radboud University Nijmegen.

Price, M. E. & Stremlau, N. (2015). Strategic communications and the avoidance of violent conflict. In Hoffmann, J., & Hawkins, V. (Eds.). *Communication and Peace: Mapping an Emerging Field*. Routledge.

Puddephatt, A. (2011). The Importance of Self-Regulation of the Media Upholding Freedom of Expression. CI Debates Series N.9 (ISSN 2176-3224) (p. 7). Brazil: UNESCO.

Putnam, R. D. (2000). Bowling Alone: The Collapse and Revival of American Community. New York: Simon & Schuster.

Reese, S. D. (2001). Framing public life: A bridging model for media research. In S.D. Reese, O. H Gandy, and A. E Grant. Mahwah (Eds.), *Framing public life: Perspectives on media and our understanding ofthe social world* (pp.7-13). NJ: Lawrence Erlbaum Associates.

Sambanis, N., & Shayo, M. (2013). Social identification and ethnic conflict. *American Political Science Review, 107*(2).

Scheufele, D. A. (1999). Framing as a theory of media effects. *Journal of communication*, *49*(1), 103-122.

Seriki, A. A. (1993). The Nigerian Society and Religious Conflicts: A Retrospective View. In *Religion and Service to Humanity*, edited by R. D. Abubakre et al. Ilorin: Nigerian Association for the Study of Religion.

Serneels, P., & Verpoorten, M. (2013). The impact of armed conflict on economic performance Evidence from Rwanda. Journal of Conflict Resolution, 0022002713515409.

Shoemaker, P. J. & Reese, S. D. (1991). *Mediating the Message: Theories of Influences on Mass Media Content.* New York, NY: Longman, 137.

Slaatten, H., & Gabrys, L. (2014). Gay-related name-calling as a response to the violation of gender norms. *The Journal of Men's Studies*, *22*(1), 28-33.

Spencer, G. (2005). The Media and Peace: From Vietnam to the War on Terror. New York: Palgrave Macmillan.

Tsfati, Y. (2002). The consequences of mistrust in the news media: Media skepticism as a moderator in media effects and as a factor influencing news media exposure.

Tsfati, Y., & Peri, Y. (2006). Mainstream media skepticism and exposure to sectorial and extranational news media: The case of Israel. *Mass Communication & Society*, *9*(2), 165-187.

Van Gorp, B. (2007). The constructionist approach to framing: bringing culture back in. Journal of Communication 57 (2007) 60–78 2007 International Communication Association.

Wiegenstein, S. (2014).The Role of Newspapers in Shaping Public Opinion During the Period of Mormon Arrival in Quincy, 1838–39. Mor-mon Historical Studies, 2, 95-102.

Zhou, X. (2008). Cultural dimensions and framing the Internet in China: A cross-cultural study of newspapers' coverage in Hong Kong, Singapore, the US and the UK. International Communication Gazette 70(2): 117–136.

Effects of College Roommate Relationship on Students Development, Covenant University, Ota

Dare Ojo, Omonijo

Corresponding Author, Department of Sociology, Covenant University, P. M. B. 1023, Ota, Southwest Nigeria
E-mail: oluwadare.omonijo@covenantuniversity.edu.ng

Michael Chibuzor, Anyaegbunam

Department of Psychology, Nnamdi Azikiwe University,P.M.B 5025, Awka, Anambra State, Southeast Nigeria

Obiajulu Anthony Ugochukwu, Nnedum

Department of Psychology, Nnamdi Azikiwe University, P.M.B.5025 Awka, Anambra State, Southeast Nigeria

Bernard Chukwukelue, Chine

Department of Psychology, Faculty of Social Sciences, Nnamdi Azikiwe University
P.M.B 5025, Awka, Anambra State, Southeast Nigeria

Omolola Abidemi, Rotimi

Department of Psychology, Covenant University, P.M.B. 1023, Ota, Ogun-State, Southwest Nigeria, Africa

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

This paper examined the effect of roommate relationships on students' development. It used questionnaire to collect data from 470 respondents in a faith based university, Ota, Ogun State Nigeria. The study engaged Spearman's correlation method to test hypotheses formulated for the study at 0.01 level of significance. The study found correlation between roommate relationship and students' academic performance and students' spiritual life. The study equally found a relationship between roommate relationship and involvement of students in social vices. Moreover, the study discovered correlation between roommate relationship and students emotional stability. Lastly, the study found correlation between roommate relationship and student resource management.

Keywords: *College, roommate, relationship*

1. Introduction

Research on student development in higher education system in many developed nations Evans, Deanna and DiBrito, (1998) is not restricted to academic activities; diverse issues relating to hall of residence are also involved (Shelton, Nicole, Tessa and Trail 2010; McCorkle and Mason, 2009; Hanasonso and Nadler, 2012). Thus, problems relating to students campus residential settings have been of interest to many researchers, most especially human resource practitioners, Social Psychologists, Sociologists and scholars in humanities etc, in these societies for decades.

Despite the prevalence of a large body of literature on college roommate relationships in developed nations however, literature on roommate relationships among tertiary students is very scanty in sub-Sahara African (SSA). The dearth of knowledge in this area in Nigerian higher institutions of learning is precarious and it is traceable to the poor-state-of- the-art-facilities, which have been hindering effective learning. The most crucial aspect of these facilities as related to this study is insufficient accommodation for students. Where accommodation is available, it is poorly maintained and managed Omonijo, Uche, Rotimi and Nwadialor, (2014). due to poor funding of higher education Oweh (2013) and prevalence of endemic corruption in higher institutions. Consequently, the management of higher education system resorted to 'private developer policy on students' residential matters' (Edukugho, 2006) in order to make provision

for students' accommodation without any financial implication on the institution.

This policy, to a greater extent, encourages individual members of the society to build houses for students. The practice has become pronounced in Nigerian public tertiary institutions (Ubong, 2001; Onyike and Uche, 2010; Aluko, 2011; Alaka, Pat-mbano and Ewulum, 2012; Arisukwu, 2013) to the extent that most students live off-campus, in the midst of community dwellers where institutions of learning are established (Edukugho, 2006) instead of living on campus with their counterparts.

Since most Nigerian University students stay off campus (Edukugho, 2006), diverse social life issues hinging on students developments in hostels seem to have become hidden to academic exploration. The advent of private universities, with effective and efficient state-of-the-art-facilities for all students (undergraduate and postgraduate) has brought to the fore the importance of on-campus accommodation system on students development. However, since inception of private universities, studies on issues relating to students relationship in the hall of residence and their implications on student development have not been explored in academic literature. It is on this ground that this study was conceived. The study intends to discover the effects of college roommate relationship on students' development, which has been ignored in literature with a focus on Covenant university students, Southwest Nigeria.

Therefore, this study tries to investigate if the roommate relationship: (i) enhances students' academic performance, (ii) encourages students' spiritual life (iii) influence students' management of resources, (iv) supports students' emotional stability, (v) discourages social vices among students.

The study is divided into three major parts, namely: Introduction, literature review, theoretical insights, methodology, findings and discussion. The study ends with suggestion for further studies and concluding remarks inability of the Nigerian government to adequately provide decent accommodation for students

1.1 Operational Definition of Terms

College Hostel-a building that provide cheap accommodation and feeding for students

Roommate- a person who shares a room or apartment with another or others

Roommate Relationship- A type of connection that exists among students in the same room in higher institutions of learning.

Roommate Conflict- Misunderstanding among students who share the same room.

2. Literature Review

2.1 Examination of Research on College Roommate Relationships

First-hand experience show that interaction which arise either from students of the same background or of different backgrounds in the same room in the college hall of residence is regarded as roommate relationship, for a specified period In most cases, the lifestyle, habits / behaviours of students involved are greatly differed. In some cases, this relationship involves fresh students who are entering higher education institutions for the first time. Such students apart from secondary school experience don't have any experience of residing with other persons. Thus, they will be meeting their roommates for the first time in life. In another development, older students, who are familiar with roommate relationship, are involved.

In each of the halls of residence on campus, students are grouped together, either in two or three or four, depending on their levels of education and sex of student. While 100 level students are allocated to a room in fours, older students in their sophomore and penultimate classes are allocated to a room in threes. In final year, two students are allocated to a room. In some universities, programme of study and level of students are generally used as criterions for room allocation.

In this arrangement, students do not determine the choice of their roommates. They are expected to accept students allocated to them and reside with them peacefully. Also, students are not permitted to influence room allocation. Although, students who are having challenges such as health, social, spiritual, moral are often put into consideration in the process of room allocation, but preferential treatment being used in the public sector higher education institution to allocate rooms to students in few hostels available is strictly prohibited in the private sector. Also, selling of rooms to another student is strictly prohibited

However, it is important to note that residing with roommates is clearly different from living with one's family members or relatives. One's family member may want to tolerate and accommodate indecent behaviour, bad habits etc from somebody, because of blood relationship but one's roommates may never be at home with such. Consequently,

residing with roommates may lead to personality mismatch among students. In such a situation, conflict is bound to happen and in an institution where stringent rules apply to student conduct, students who indulge in conflict are often sanctioned. Such cases used to emerge from a little misunderstanding among students in the same room or floor. Since most of them are adolescent, they lack maturity needed to manage such conflicts successfully. Therefore, anyone found guilty is either asked to withdrawal from the university or suspended or expelled.

Contrary to the above, previous studies show that student's roommate relationship is one of the most rewarding aspects of college life (McCorkle and Mason, 2009). It could ensure life friendship for students. It is possible for students to meet in the same room and a hall of residence and eventually become friends for life. Probably, this mighty has prompted many students to assume that their roommates will become their life friend, prior admission into higher institution. Nevertheless, roommate relationship could be different from friendship. It could involve sharing room with some students for a specific period without being in a strong relationship whereas friendship could signify a strong relation and it could last for a long time. Hence, the best roommates might not be student's best friends, but it is also possible for students to have their roommates as best friends.

It has also been argued that the quality of one's roommates' relationship predicts how well students will adjust to interpersonal experiences and their coping with academic demands (Erb, Keith, Jerome and Jeffrey, 2014). A student who has a bad roommate, who does not encourage academic activities, may be influenced to engage in less academic activities.

Besides, the quality of one roommate relationship as argued by Pittman & Richmond, (2008) has a significant impact on the economic, spiritual and social life of other students. Students' ability to develop quality relationship at college according to Erb et al., (2014) predicts decreases in both internalizing and externalizing problem behaviours.

College roommate relationships are unique among students' interpersonal relationships because they live together. Roommates have frequent contact, negotiation of responsibilities, and compromises about the living environment (e.g., noise level, sleep/waking hours, visitors, and decor) (Erb et al., 2014). Students' roommates are typically the first nonfamily members and first people of equal with whom they live.

These "firsts" bring added challenges to students' abilities to get along with one another knowledge of roommate relationships and provide an overarching conceptualization.

2.2 State of Knowledge on College Accommodation in Higher Education in Nigeria.

For students to be able to read their books effectively and to pass their examinations very well and also be properly impacted for their future leadership roles, a comfortable accommodation is very crucial for them. Home defines peoples' comfort. If the home front is peaceful, the probability of advancement is real. But if the home front is not, no meaningful development is in view. It is on this note Aluko, (2011:1) submits

> *The importance of housing covers the entire aspects of human life. Primarily, it involves physical protection from hazards which ordinarily may be regarded as shelter but also provide the setting from many of the basic biological and social processes necessary to sustain life, which permitting the healthy growth and development of the mind. In all, housing as a unit of the environment of man, has a profound influence on the health, social behaviour, satisfaction and general welfare of the community.*

Thus, it reflects the cultural, social and economic values of a society as it is the best physical and historical evidence of civilization in a country (Aluko, 2009).

In Nigeria, the original idea of hostel accommodation according to Egwunyenga, (2009) was to ensure good academic atmosphere for students. Given this, the first set of universities in Nigeria were able to build beautiful halls for both undergraduate and post graduate students Onyike and Uche, (2010) similar to developed societies. Therefore, hostel accommodation could be regarded as an integral part of higher education. This arrangement enhances team and communal spirit among students and encourages learning that is better served by proximity of classrooms, libraries (and laboratories) to halls of residence (Champion, 2004 cited in Onyike and Uche, 2010).

With time, however, students in Nigerian tertiary institutions began to face the challenge of inadequate hostel accommodation Aluko, (2011), because the population of students continues to grow without corresponding growth in the number of halls of residence and other physical facilities. Hence, the capacity of all the existing universities was overshot severally. Although the number of higher institutions has been on the increase (Obaka, 2008), since 1960, but maintenance Omonijo et al., (2014) and funding of these Universities has been a major problem. In respect of poor maintenance, Omonijo et al., (2014) claim that the application of '*not my father's business syndrome'* to government

properties and state affairs by many Nigerians has been keeping physical facilities in a dilapidated state. With this belief, any property belonging to government is been used indiscriminately.

In areas of funding World Bank, (2013) maintains that funding of education system in Nigeria is one of the worse in the world. This makes it impossible for higher institution managements to maintain the existing hostels and also build ones for students who are trooping into tertiary institutions every year.

It has equally been argued that high level of corruption in tertiary institutions in Nigeria, either at federal and state level has been responsible for poor and lack of a descent accommodation for students. The fund for maintaining physical facilities are often siphoned by the elites in these institutions in collaboration with their counterparts in government who put them there.

2.3 Theoretical Insights

Much work on reciprocity had been previously applied to social and economic systems of small communities (Gouldner, 1960; Oloko, 1982). In his explanation of reciprocity in cultural terms Oloko, (1982) argues that it specifically encourages the escalation of corruption among mankind. According to him, people reciprocate positive behaviour in the past with corrupt behavious. More recently, Omonijo, Anyaegbunam, Oludayo and Nnedum, (2015) associate the paradigm with the menace of political godfatherism in Nigeria. This shows that the theory is more related to social relationship and it could provide a plausible ground for explaining roommate relationship among students.

Reciprocity theory is largely associated with scholars such as (Adam, 1759; Ernst and Gächter 2000; Falk and Fischbacher, 2000). Most of these authors believe that reciprocity occurs in family and intimate relationships. They also emphasize that this type of relationship is by behaving positively without expecting quick and equivalent action in returns. By this principle, both parties may benefit from their positive relationship on the long run as argues by Adam, (1759) who describes reciprocity as *kindness is the mother of kindness*.

In Social Psychology, reciprocity theory connotes responding to a positive action with another positive action. However, it could be observed that the principle of reciprocity goes beyond positive action. It could also be a means rewarding a negative action received from another person in the past with another negative action in the present or anticipating retaliation in future, which corroborates Falk and Fischbacher, (2000) who believe that people reward kind actions and punish unkind attitudes. In other words, the theory explains the law of seed time and harvest as emphasize in (Genesis 8:22). Whatever a man sows, he reaps. He who therefore sows sparingly reaps sparingly while he who sows bountifully shall reap bountifully (2 Corinthians 7:10).

Dwelling on the above, reciprocity could be perceived as a social construct that has to do with responses to human behaviours. Naturally, people are frequently much nicer and much more cooperative to those who have shown them favour in the past. Conversely, people are always much more nasty and brutal in response to hostile actions they previously received from other persons. Previous studies mostly form Psychologists and Economists show that reciprocity is a strong determinant of human behaviours among mankind. Impressive literature in Sociology (ethnology and anthropology) also indicates the universal presence of reciprocal behaviours in every society. For instance, Gouldner, (1960: 171) believes that reciprocity is "no less universal and important element of culture than the incest taboo".

In the context of students' roommate relationships, therefore, reciprocity theory seems to be very useful in analysis. This is because relationship between one student and his roommates in the same room could bring about rewards and punishments in the nearest future. For instance, if a student is very kind to his roommates today, he or she may likely be compensated in the nearest future. His roommates may remember the memories of the good olden days. But if the roommates behave badly to his or her roommates, he or she may never benefit anything from such a roommate in life. On this note reciprocity theory could be regarded as acting and receiving relationships, but scholars such as Boaz, Benjamin, Converse, Jiunwen and Nicholas (2008) argued otherwise. They believed that reciprocity appears to operate on an exchange rate that assigns value to the meaning of events, in a fashion that encourages prosocial exchanges. Also, Cialdini, (2001) argues that reciprocating positive behaviours encourage and maintains prosocial behaviours.

In students' roommate relationships, some degree of reciprocity could emerge. Students could be willing to compromise or give aid to their roommates with the assurance that their roommates will reciprocate in future. The major challenge with this idea is that some of these students are still very young. Therefore, they may not consider the implication of their behaviours at this tender age. However, it is not impossible to assume that some of them will still remember to reciprocate past actions melted on them whenever the occasion avails. In sociology and other social science disciplines where constant interaction with one another on a daily basis is needed, favourable actions could easily be forgotten, but more often than not, negative behaviours linger on in people's memory. They serve as indelible marks that are very difficult to erase from peoples bodies. This is because positive attitudes tend to be reciprocated

positively while the harmful ones provoke retribution (Vidmar, 2000)

Negative reciprocity in roommate relationship could occur when both or some of the students in a room fail to consider the interest of one another and it usually arises in hostile rooms where students are not living in harmony. If care is not taken, such a hostile relationship could lead to permanent enmity among students concerned in the nearest future. Moreover, this type of roommate relationship could damage personal and societal development. In this regard, Vidmar, (2000) says that reciprocating a negative behavior punishes and discourages antisocial actions. If this aspect could be intensified among students, definitely, it could stop them from engaging in bad relationships and it could lead to a peaceful co-existence in our society which corroborates Odeen, (2015) who claims that reciprocity plays an important role in generating cooperation and conflict resolution between states.

The view of Odeen, (2015) concurs with the vision of the institution under study, as it tends to encourage cooperation and peaceful resolution among students. This study intends to examine the reality of these issues in the university under study.

3. Methods

3.1 Study Design

This study adopts a descriptive survey research design.

3.2 Population and Sample Size

Student body represents the population of study. The total number in figure is 4, 200. Due to the resources at the researchers' disposal and time frame for a study of this nature, a sample of 470 respondents was drawn.

3.3 Sample Techniques

The university was divided into 23 departments. Each department produced respondents based on its population. In other words, the department with small number of students produced small sample while the department with large number of students produced large sample. Respondents were randomly selected from their departments afterwards.

3.4 Institution Under Study.

Covenant University was established in October 21, 2002 by the Living Faith Church Worldwide, also known as Winners Chapel. Given its mission statement, Covenant University (2004) the University aims at creating knowledge and restore the dignity of the black man via a Human Development Total Man Concept driven curriculum employing innovative, leading-edge teaching and learning methods, research and professional services that promote integrated, life-applicable, life-transforming education, relevant to the context of science, Technology and Human Capacity building Covenant University, (2014). Based on the vision of the university, the institution aims at becoming a leading World-Class Christian Mission University, committed to raising a new generation of leaders in all fields of human endeavour.

3.5 Research Instrument

The questionnaire was used to collect data from the respondents. The instrument contains two sections-Section A and B. Section A comprises of 7 questions relating to socio-demographic characteristics of respondents while section B contained five questions connected with students roommates relationships. The section is an open ended type and provision was made for five options as indicated below:

1- Strongly agree
2- Agree
3- Undecided
4- Disagree
5- Strongly disagree

3.6 Research Questions

- What influence does roommate relationship have on students' academic performance?
- How does roommate relationship impact on students' spiritual life?
- What is the influence of roommate relationship on students' involvement in social vices?
- What is the influence of roommate relationship on emotional stability of students?
- What correlation does roommate relationship has on students' resource management?

3.7 Research Hypotheses

H_1: There is a relationship between roommate relationship and students' academic performance

H_2: There is a relationship between roommate relationship and students spiritual life.

H_3: there is correlation between roommate relationship and involvement of students in social vices

H_4: There is correlation between roommate relationship and students emotional stability

H_5: There is correlation between roommate relationship and student resource management

3.8 Reliability Test

Table 1: Reliability Statistics

Cronbach's Alpha	N of Items
.999	21

Source: Field Work, (2015)

In order to verify the level internal consistence for the research instrument the Cronbach's alpha test of internal consistency was employed as indicated in Table 1. The test of reliability from the Cronbach's alpha statistic fall within the acceptance region of 0.999 with a total of 21 measured items which further indicates a high level of reliability for the research instrument used in the current study. Face and content validity was utilized and the research instrumented was subjected to validation by the combination of other experts and professionals in behavioral science research.

3.9 Data Analysis

Spearman coefficient correlation was used to test the hypotheses formulated to guide the process of this study.

Table 2: Response Rate

SN	Questionnaires Distributed	Questionnaires Retrieved	%
1	500	470	90

Source: Field Work, (2015)

Table 2 shows that out of 500 questionnaires distributed to respondents, researchers were able to collect 470 back, which represents 90%

3.10 Testing of Hypotheses

In this study, five hypotheses were formulated. The acceptability or rejection of each of them was tested in this section.

3.10.1 Hypothesis I

H_1: There is correlation between roommate relationship and students' academic performance

Table 3: Test Statistics

			My roommates and I engage in group discussion every week	My roommates and I read together after class discussions	I used to do my class assignments with my roommates
Spearman's rho	My roommates and I engage in group discussion every week	Correlation Coefficient	1.000	.976**	.963**
		Sig. (2-tailed)	.	.000	.000
		N	173	173	173
	My roommates and I read together after class discussions	Correlation Coefficient	.976**	1.000	.978**
		Sig. (2-tailed)	.000	.	.000
		N	173	173	173
	I used to do my class assignments with my roommates	Correlation Coefficient	.963**	.978**	1.000
		Sig. (2-tailed)	.000	.000	.
		N	173	173	173

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Field Work, (2015)

Given the estimated correlation result (0.976) between response variables "My roommates and I read together after class discussions" and "My roommates and I engage in group discussion every week" and I used to do my class assignments with my roommates and My roommates and I engage in group discussion every week at 0.963 all significant at 1 percent level. Therefore, the study proceeds to accept the hypothesis that says there is correlation between roommate relationship and students' academic performance and reject the null hypothesis.

The result of investigation presented above corroborate Erb, et al., (2014) who argue that predicts how well students will adjust to interpersonal experiences and their coping with academic demands. The result also demonstrates that students are in tune with the work ethic of the university under study which emphasizes team spiritedness among the students and staff. This emphasis might have encouraged students to be engaging in group academic discussion with their roommates. Although the study did not considered academic performance of each of the students in the sample, but the result to some extent has demonstrated that roommate relationship enhances academic performance.

3.10.2 Hypothesis II

H_1: There is correlation between roommate relationship and spiritual life of students

Table 4: Test Statistics

			My roommates are my prayer partners	I used to share the word of God with my roommates	My roommates encourage listening to gospel messages in our room after lecture hours
Spearman's rho	My roommates are my prayer partners	Correlation Coefficient	1.000	.983**	.986**
		Sig. (2-tailed)	.	.000	.000
		N	173	173	173
	I used to share the word of God with my roommates	Correlation Coefficient	.983**	1.000	.989**
		Sig. (2-tailed)	.000	.	.000
		N	173	173	173
	My roommates encourage listening to gospel messages in our room after lecture hours	Correlation Coefficient	.986**	.989**	1.000
		Sig. (2-tailed)	.000	.000	.
		N	173	173	173

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Field Work, (2015)

The evidence from the spearmen's correlation (0.983) for the response variable- my roommates are my prayer partners and "I used to share the word of God with my roommates with 1 percent level of significance and a positive correlation (0.986) with 1 percent level of significance for the two response variables "I used to share the word of God with my roommates and "My roommates encourage listening to gospel messages in our room after lecture hours" confirms the hypothesis that roommate relationship promotes spiritual life which suggests the rejection of the null hypothesis which says there is no correlation between roommate relationship and student spiritual life.

The result of investigation in Table 4 concurs with Pittman and Richmond, (2008) who submit that roommate relationship has a significant impact on the economic, spiritual and social life of other students.

The result presented above also demonstrates that students engage in spiritual exercises with their roommates. The finding here is not a surprise because the major core value of the institution under study is spirituality. It shows that students have imbibed the core value of spirituality and team spirit, which enable them to be praying together, reading Scriptures together and listening to messages either audio or video. Observing these Christian activities together can make one's spiritual life to blossom in and outside the university environment.

3.10.3 Hypothesis III

H_1: Roommate relationship significantly influences the level of involvement in social vices

Table 5: Test Statistics

			My roommates don't watch indecent movies	My roommates don't drink alcoholic drinks	My roommates don't go to disco parties
Spearman's rho	My roommates don't watch indecent movies	Correlation Coefficient	1.000	.967**	1.000**
		Sig. (2-tailed)	.	.000	.
		N	173	173	173
	My roommates don't drink alcoholic drinks	Correlation Coefficient	.967**	1.000	.967**
		Sig. (2-tailed)	.000	.	.000
		N	173	173	173
	My roommates don't go to disco parties	Correlation Coefficient	1.000**	.967**	1.000
		Sig. (2-tailed)	.	.000	.
		N	173	173	173

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Field Work, (2015)

The correlation co efficient (0.967) indicates a significant positive relationship between the response variable "My roommates don't watch indecent movies and "My roommates don't drink alcoholic drinks" at 1 percent level of significance. There also exist a perfect correlation significant at 0.01 levels for the response cases "My roommates don't watch indecent movies" and "My roommates don't go to disco parties". Therefore, we reject the null hypothesis that roommate relationship do not significantly influences the level of involvement in social vices accept the hypothesis which implies that roommate relationship do significantly influence the level of involvement in social vices.

The finding in Table 5, above is not surprising further consolidate the findings in Table 3 and Table 4. Since correlation between roommate relationships and academic performance and spiritual life of students have been confirmed respectively, certainly, there will be correlation between roommate relationship and involvement of students in social vices. It shows that studious and spiritual students do not engage in activities relating to social vices.

Moreover, the result of investigation in Table 5 goes to confirm differential association theory of Sutherland and Cressey, (1955) who maintain that how people act depends on how those around them desire them to act and how. Also, it shows that people deviate from or conform to norms depends on differences in whom they associate with (Sutherland and Cressey cited by Omonijo and Fadugba, 2011). Since those who are staying in the same room do not indulge in activities that can result in social vices, none of the members may become victim. Had it been that some of them were drinking alcoholic drinks, it would have been very easy to pressurize other to join in the act of drinking alcohol.

3.10.4 Hypothesis IV

H_1: There is correlation between roommate relationship and emotional stability

Table 6: Test Statistics

			My roommates are very sensitive to my emotional problem	My roommates are psychologically helpful	My roommates always provide emotional support
Spearman's rho	My roommates are very sensitive to my emotional problem	Correlation Coefficient	1.000	.983**	.969**
		Sig. (2-tailed)	.	.000	.000
		N	173	173	173
	My roommates are psychologically helpful	Correlation Coefficient	.983**	1.000	.968**
		Sig. (2-tailed)	.000	.	.000
		N	173	173	173
	My roommates always provide emotional support	Correlation Coefficient	.969**	.968**	1.000
		Sig. (2-tailed)	.000	.000	.
		N	173	173	173

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Field Work, (2015)

Evidence from the estimated correlation coefficient from Table 6 indicates a significant strong correlation (0.983) between the response variables "My roommates are very sensitive to my emotional problem" and "My roommates are psychologically helpful at o.01 level of significance". Further evidence shows a statistically significant direct relationship for the response observations "My roommates are very sensitive to my emotional problem" and "My roommates always provide emotional support". Hence we could accept the study hypothesis that roommate relationship supports emotional stability while we discard the null hypothesis that roommate relationship does not support emotional stability.

If roommates are not concerned about their welfare they will not be sensitive to one another. Therefore, it would be very difficult to assist themselves. On campus, students are often told to always be their brother's keeper and it must have been responsible for our finding here.

3.10.5 Hypothesis V

H_1: There is correlation roommate relationship and resources management

Table 7: Test statistics

			My roommates offer financial assistance whenever I am broke.	My roommates do not encourage extravagant life	My roommates don't encourage waste of resources
Spearman's rho	My roommates offer financial assistance whenever I am broke.	Correlation Coefficient	1.000	.980**	.969**
		Sig. (2-tailed)	.	.000	.000
		N	173	173	173
	My roommates do not encourage extravagant life	Correlation Coefficient	.980**	1.000	.987**
		Sig. (2-tailed)	.000	.	.000
		N	173	173	173
	My roommates don't encourage waste of resources	Correlation Coefficient	.969**	.987**	1.000
		Sig. (2-tailed)	.000	.000	.
		N	173	173	173

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Field Work, (2015)

The analysis of the correlation result in Table 7 revealed a significance positive relationship (0.980) between the response variables "My roommates offer financial assistance whenever I am broke" and "My roommates do not encourage extravagant life" at 0.01 levels of significance. There also exists a strong significant correlation (0.969) between the response variables "My roommates offer financial assistance whenever I am broke" and "My roommates don't encourage waste of resources" at 0.01 significant levels. We could therefore conclude that there is a significant relation and between roommate relationship and resource management, which led to the acceptance of the hypothesis that there is correlation between roommate relationship and student resources management leading to rejection of the hypothesis.

The finding in Table 6 above confirms Pittman & Richmond, (2008) who conclude that the quality of one roommate relationship has a significant impact on the economic life of students. This shows that a student who resides with students who are prudent in spending tends to be prudent in his spending life. Such a student may know how to manage his or her resources rather than squandering it.

The result also shows that students are in line with the culture of the university which discourages extravagant life and encourage proper management of resources among staff and students.

4. Summary of Findings

This study found correlation not only between roommate relationship and students' academic performance but also students' spiritual life, students' involvement in social vices, emotional life and management of resources.

4.1 Conclusion

This study concludes that roommate relationship enhances student development academically, spiritually, emotionally, economically and socially.

5. Acknowledgements

This research was supported by the Covenant University Centre for Research, Innovation and Development, (CUCRID), Ota, Ogun State, Africa.

References

Adams, J.S. (1759). Inequity in social exchange. In: Berkowitz, L. (Ed.), In: Advances in Experimental Psychology, vol. 2. Academic Press, New York, pp. 267–299

Alaka, I. N.; Pat-mbano, E. C.; Ewulum, N. J. (2012). Contributions of Private Hostel Providers to Housing Needs of Imo State University Students, at Ugwuorji-Owerri Nigeria. *Canadian Social Science*, 8(2):

Arisukwu, O. C. (2013). Cohabitation Among University of Ibadan Undergraduate Students. *Research on Humanities and Social Sciences*, 3 (5): 185-192

Aluko, O. (2009). *Housing and Urban Development in Nigeria*, Kins, Ibadan

Aluko, O. E. (2011). The Assessment of Housing Situation among Students in the University of Lagos. *African Research Review- An International Multi-Disciplinary Journal,* 5 (3): 104-118

Boaz, K., Benjamin, A. C., Jiunwen, W and Nicholas E. (2008). Reciprocity Is Not Give and Take Asymmetric Reciprocity to Positive and Negative Acts. *Association for Psychological Science*, 19(12): 280-2806

Cialdini, R.B. (2001). *Influence: Science and Practice*. Boston: Allyn & Bacon

Covenant University, (2004). *Staff Handbook and Condition of Service*. Ota: Dominion Printing Press.

Covenant University (2014). *Student Handbook*. Ota: Dominion Printing Press.

Evans, N. J., Deanna, S. F and DiBrito, F. (1998). *Student development in college: theory, research, and practice*. San Francisco: Jossey-Bass Publishers, 1998. Print.

Edukugbo E. (2006). Moving Universities System Forward: Challenges Involved. Vanguard Newspaper, Daily, January 26th, P. 17.

Egwunyenga, E. J. (2009). Room-Mates Conflicts in Nigerian Universities: Causes and Management Strategies. *Journal of Human Ecology*, 27(2): 123-127

Ernst, F and Gächter, S. (2000). "Fairness and Retaliation: The Economics of Reciprocity". *Journal of Economic Perspectives*, 14 (3): 159–181.

Falk, A and Fischbacher, S. (2000). A Theory of Reciprocity. Working Paper Series 6. Institute of Empirical Research in Economics: University of Zurich

Gouldner, A. (1960). The Law of Reciprocity. *American Sociological Review*, 25, 161-178

Hanasonso, L. K and Nadler, L. B. (2012). A Dialectical Approach to Rethinking Roommate Relationships. *Journal of College Student Development*, 53(5): 623-635

McCorkle, S and Mason, S. G. (2009). Conflict in Residence Halls: A Preliminary Study of the Efficacy of Roommate Negotiations to Reduce Roommate Conflict. Department of Public Policy and Administration, Public Policy and Administration Faculty Publications and Presentations. Boise State University Scholar Works

Obaka D. (2008). Current challenges for Nigerian students: tertiary education in Nigeria. Education Credential Evaluators Inc

Odeen, D. (2015). 41. Reciprocity in international relations. Available on https://odeenishmaeldiplomacy.wordpress.com/2013/08/19/41-reciprocity-in-international-relations/

Oloko, T. (1982). Wither Nigeria; 20 Unresolved Problems About Nigeria. Lagos: Daily Times Limited

Omonijo D. O, Fadugba O. A. (2011). Parental Influence in Escalation of Examination Malpractices in Nigeria. *European Journal of Social Science*; 19(2):297-307

Omonijo, D. O., Uche, O. O. C., Rotimi, O. A and K. L. Nwadialor. (2014). Social Analysis of Moral Malpractice Challenging Education Sector in Nigeria. *British Journal of Education, Society & Behavioural Science;* 4(7): 965-986.

Omonijo, D. O., Nnedum, O. A. U., Oludayo, O. A and Anyaegbunnam, M. C. (2015). The Menace of Political Godfatherism as a Factor in the Underdevelopment of Nigeria: Justifying Rostow's Thesis. *European Journal of Economics, Finance and Administrative Sciences*. In Press.

Onyike, J. A and Uche, O. N. (2010). An Assessment of the Management of the Students' Hostels of Tertiary Institutions in Owerri, Imo State. *Tropical Built Environment Journal (TBEJ),* 1(1): 1-10

Oweh, I. (2013). A case for better educational funding in Nigeria. Daily Independence., Jan. 28th. Available on http://dailyindependentnig.com/2013/01/a-case-for-better-educational-funding-in-nigeria/

Popelka, D.M. (1994). Residence Hall Retention: Factors That Influence an Upperclassman's Choice of Housing. Lowa State University. Unpublished PhD Thesis.

Shelton, J., Nicole. West, Tessa V, Trail, Thomas E. (2010). Concerns about appearing prejudiced: Implications for anxiety during daily interracial interactions. *Group Processes & Intergroup Relations*, 13(3): 329-344,

Sutherland, E and D. Cressey, (1955). *Principles of Criminology*. J B Lippincott Company, Philadelphia

The Holy Bible, (2011). *King James Version*. China: Hendrickson Marketing, LLC.

Ubong, B. (2001). Pupil personnel management in school: A new emphasis under the UBE scheme. *Ahmadu Bello University Journal of Education, Legal, and Management Studies*. 1 (2). 13

Vidmar, N. (2000). Retribution and revenge. In J. Sanders & V.L.Hamilton (Eds.), Handbook of justice research in law (pp. 31–63). New York: Kluwer Academic/Plenum

World Bank. (2012). Some selected countries annual budgetary allocation on education. Accessed on August 29th 2013. Available on<(www.impactng.com/impact/news_one.php?article=63>.

Author Socio-Cultural Emotivation System as a Strategical Resource for the Social and Humanitarian Sciences

A. Yu. Goncharuk

Russian State Social University, Wilhelm Pieck street, 4, build.1., Moscow, Russian Federation, 129226.

Doi:10.5901/mjss.2015.v6n6s1p

Absrtact

In a holistic, multi-faceted educational process initiating a strategic resource for Russia in the XXI century, paramount importance the development of communicative competence and technological complex modern pupil University sociocultural-educationally potentially qualitatively new reality Russian era of innovative information technologies in the post-industrial world system is sociocultural and pedagogical emotivational values.

Keywords: *Socio-cultural emotivation, social and humanitarian sciences, technology, global trends, social and educational issues among university youth, social cohesion, education and social justice.*

1. Introduction

The urgency of developing legal frameworks capacity of students to learn the elements of beauty in the intellectual property of the state, society, every individual in our experiment is carried out through the organization of effective functioning of interaction humanities subjects in the practice of the Department of Social and Family Pedagogy Faculty of Education, Psychology and Uvenology Russian State Social University social development of moral-aesthetic relationship to reality means students audiovidearts and artistic creativity, we took as a basis the author's pedagogical theory emotivation (Goncharuk, 2007). Conducted on the basis of the third year of a special course on the educational, social and cultural trends in the development of intellectual property, we have investigated, identified and piloted the following substantive characteristics (Mardakhaev L.V., 2011). Based on the principles of science, clarity, awareness, accessibility to system, versatility, harmony, age, differentiated, individual approaches, determining the initial level of development, and subsequent forward-projected student aesthetic attitude towards reality of its intellectual property in the field of education and culture means audiovideoarts - we are aware that this area is improving his personality and indivisible, and interdependent with other components of self-development, self-education of all boys and girls (Comenius J.A., 1982).

2. Technique

Qualitatively similar and theoretical integration of the humanitarian aspects of both natural and social science disciplines in fact, at one time, in dealing with problems of formation of moral and aesthetic ideal of the student in the process of learning the basics of aesthetics, art history on the material optional, extra-curricular activities, the development of moral and aesthetic attitude schoolboy to reality means Performing Arts (PhD, doctoral dissertations, respectively - in 1985 and 2000) - as the author's examination of UNESCO in the field of education and culture - we have already implemented (Novikova L.I., 1995). If the initial, constantivation - reproductivation, fixing stage, we conditionally "diluted" conceptual notion of the ideal on the socio- political, moral and aesthetic, the end of the study came to the conclusion that he had integrity communicatively internally systems, one, indivisible, being organically interconnected world with all the "parallel", "counter", internal, external aspects of education, development of self-identity of the modern student - as a humanist and economist - manager. Similarly, this argument, fixing legal levels of development of moral-aesthetic relationship to the reality of students at various stages of the study of intellectual property issues in the sphere of culture, we content-conditional "pulled out" the scope of its uniqueness from the general system- communicative context of its educational improvement, becoming, understanding selfhood own individuality, awareness trialogical interaction concepts originally nature and social harmony, versatility with each individual person (Selevko G.K., 1998). Manifestation of the student legal capacity as a technological implementation level of development of its moral and aesthetic relation to the reality of its intellectual property characterised geterochronycs as was the typical age, sex, socio-cultural, individual and group identities, and sometimes wore inadequate general context of educational-activity features and temporithmical intensive -

extensive dynamics (Goncharuk, 2012). Getting experimental activity, we initially fixed holistic aesthetic elements identified in the structure of intellectual property through its personality inclinations, aptitudes, needs, interests, particularly the perception of how social, cultural, and ethical, environmental, economic, political, legal, spiritual, religious, ethno-psychological and other relations to reality at all. Formed an idea about the internal state, the potential development of moral and aesthetic relationship with the reality of students in general that allowed for a reasonable prediction and practical recommendations for the optimal development processes are considered for both boys and girls of the experimental and control groups, and for each individual student (Fromm E., 1990). Determination of actual and potential legal bases for the development of moral and aesthetic attitudes of students to the reality of its intellectual property, as well as the zone of proximal development was that L.S.Vygotsky called normative age diagnosis, in contrast to symptomatic diagnosis, and relying on the outward signs of the process analyzed. In this case, it turns out the difference between the spontaneously formed in the process of social, cultural, moral and aesthetic development of the personal characteristics and those in it shifts that occurred as a result of educational- directed interactions with further sociocultural self-development of each student (Khoruzhenko K.M., 2003).

3. The Results

Among the methodological issues of pedagogical diagnostics educational orientation legal standards of intellectual property are also considered aspects such as: a) comparison; b) analysis; c) forecasting; g) interpretation; d) bring to the attention of the students results of diagnostic activities; e) monitoring the impact on the moral and aesthetic development of students of various diagnostic techniques and art therapy training. Comparison served in our experience starting stage of the diagnostic process the legal framework of the test process, which corresponded with the individual, socio-cultural or educational objective standards in the development of youth its intellectual property. Analysis of the level of development of moral and aesthetic attitudes of students to the difficult reality of the XXI century allowed to establish why the degree of emotional self-shaped or that a student is different from its previous status, progress, or deviates from the proposed rules. Was to predict: extrapolate the data obtained as a result of comparison and analysis on moral and aesthetic development in unregulated situations or in the future (in the form of long-term aimproectivity) (Frager R., 2004). At the same time, we measured the object itself is not moral-aesthetic attitude of students towards intellectual property, but its properties or features, using the following features of the scale: a) *nominal* (qualitative homogeneity feature); b) *ordinal*, or the rank, scale (trait carriers sequence and direction to its degree); c) *emotional* scale-shaped slots (advantages in terms of measurement technique compared with the nominal and ordinal scales) - metric; g) the scale of the actual legal basis of moral-aesthetic relationship, or scale proportions (natural reference points). Measurement with scales showed different levels of the following advanced features to diagnose the legal level of development of moral-aesthetic attitudes of students to the reality of his intellectual property: *Scale level* legal framework of intellectual property (Philosophy of culture. Formation and development, 1998). Pedagogical conditions of higher education as a field of intellectual property definability level main trends in the development of intellectual property. *Nominal scale*. Signs of moral-aesthetic attitude to intellectual property should be detectable and classified according to the identity and difference. Modal level of development of moral and aesthetic relationship to the reality of the student of its intellectual property. *Ordinal, or rank, scale*. Opportunity to spend a gradation in severity of any feature. Median (norm) in accordance with the purpose (moral and aesthetic ideal). Scale emotionally-shaped slots. Ability to establish equal emotionally-shaped slots. Determination of the reference point. Level anticipated and real moral and aesthetic development of the individual. *Scale proper moral and aesthetic relationship or proportions* in the *emotivational* field of intellectual property. The ability to capture high-quality proportion and absolute reference point (moral- aesthetic ideal) in the field of intellectual property. Level achievable and predictable moral and aesthetic development of the individual in the development of its intellectual property education and culture. Criteria of measurement quality legal level of development of moral and aesthetic attitude of the students to the reality of its intellectual property, we have identified: a) objectivity; b) reliability; and c) the validity (Philosophical and sociological problems of human activity, 1984).

4. Discussion

Consider the results of the diagnostic range of artistic preferences from a legal point of view the development of intellectual property in the field of education and culture. We conditionally distributed capacity of youth in their implementation into six major arts (theater, cinema, music, literature, choreography and visual arts) [Kharlamov I.F., 2001). Naturally, the students in the experimental groups voluntarily chose entertainment arts for our optional, extra-curricular, extra-curricular and extracurricular classes: during the experiment there was a qualitative growth of aesthetic

interests, above all, it is in relation to them in the field of intellectual property education and culture. This does not mean that students from the experimental groups did not watch movies, do not listen to modern music or visiting discotheques. Ignoring, lack of student interest groups to control intellectual property issues in the system of arts such as theater, visual, fiction, have prevailed with minor changes at all three stages could be explained as irregular display performances, visits to museums or read books, and rejection of is not understood, not yet known (typical response about such like: " I do not know and do not want to know"). Students from the experimental group does not necessarily have to be "clean" humanists, artists or art historians potential; it was important to determine also how electives, extracurricular , extra-curricular and extracurricular classes spectacular kinds of art are able to interact with emotionally-shaped landmarks personality regardless of its abilities and master professions in the field of economic or humanitarian disciplines in the context of the legal rules of intellectual property education and culture. Therefore, both the experimental and control groups were formed on the basis of our relationships flexible, allowing individual wishing to, say, control groups are interested to attend their classes in the experimental groups. Students from the same experimental groups were given de facto right not to attend those classes so that they are not interesting enough, etc. Dominant in the study of the phenomenon of intellectual property in the field of emotional and imaginative nature audiovideoarts as psycho-pedagogical module organization systemically the whole process of developing legal frameworks for moral and aesthetic relationship to the reality of the students included in our structure suggestive function. Further investigation revealed that the ability of entertainment arts as components of intellectual property through suggestion cause positive emotional-shaped orientation, "infect" the student neopositive moral and aesthetic attitude toward reality intensified not only the function, but also organically interconnecting it with all the other socio-cultural, legal phenomena, as their real module (Slastënin V.A., 1997).

Along with profiling diagnostic techniques to identify the level of development of the legal framework of moral and aesthetic attitude of the students are already emotionally-shaped nature audiovideoarts and emotive "capture" every young man or woman, we are using a professional psychologists resorted to the sensitive - creativation psychoanalysis components of their intellectual property. At the same time, we proceeded from the legal framework sociocultural educational theory of G.Jung, of techniques of free association in the "collective unconscious", the content of which in our experiment were archetypes - a kind of formal schemes, emotional prototypes of moral and aesthetic development, reflecting in symbolic form (in this case, taking the students artistic creativity), a common human experience of the student. Jung's teachings help us today to catch a collective unconscious worship student fashion, pop art, etc. ordinary legal norms bizarre combination of refined virtuality, symbolic constructions with very naturalistic and mechanistic notions even, deep comprehension (experimental group) - with the installation of the forced ambiguity of basic legal concepts and non-system presentation (control group). The greatest difficulty represented our trainings to convince students that they have studied the phenomenon of education, culture and become not only a public-social, but also their intellectual property, they have the right to own, use and dispose of (Schlegel F., 1982). In ensuring the purity of diagnosis plays a major role modulating legal orientation and "thresholds" of perception works audiovideoarts, interconnects with emotionally-shaped self-organizing moral and aesthetic relationship with the student's personality, taking into account the predominant type of her temperament. The main functions of thinking, emotional images, feelings, intuition student determined in this work intelligent, emotive, touch and improvisational types of legal development of the moral and aesthetic relationship to reality. Diagnostics legal level of development of moral and aesthetic attitude of the students to the reality of its intellectual property, we also periodically performed on results-reproductive (dedicated to our analysis of the theoretical foundations of pedagogical study of moral-aesthetic attitude to intellectual property as a sociocultural phenomenon youth age), developing creative (aimed at testing and validation of the conceptual model of pedagogical emotivation that activates emotional and imaginative nature of the system audiovideoarts in holistic development of its intellectual property phenomenon of psycho-educational module), as well as probabilistic and promising (disclose basic ways to create optimal conditions for high-quality educational updates Undergraduate Arts and life means moral and aesthetic creation de jure) phases of the study (Soloviev V.S., 2000). Higher needs, carried out in this study means audiovideoarts moral and aesthetic creation, the legal bases: a) the need to be versatile and harmonious personality; b) the moral and spiritual needs; c) the need for finding the meaning of life; g) the need for legal preparedness to overcome difficulties; and e) the perceived need (motive) in direct moral and aesthetic works in and through their own artistic activity. In these concepts age permanent of development of moral-aesthetic relationship to the reality of the students of its intellectual property in the field of education and culture, we isolated as crucial in social and cultural formation of the individual during the course of the younger (16 - 18 years) to the initial periods of professional training (18 - 20 years) and maturity as a specialist in the contexts of law and governance dynamics of the processes of self-development of intellectual property (20 - 25 years). Typical for students, full age crisis processes, as shown by this study , directly linked to the main microfase as sociocultural-pedagogical, moral-aesthetic and antisociocultural, contr-aesthetic development of

each individuality (Sukhomlinsky V.A., 1985).

5. Conclusion and Perspectives

Typical for students, full age crisis processes, as shown by this study, directly linked to the main microfase as befor-sociocultural, moral-aesthetic and antisociocultural, contr-aesthetic development of each individual. Such invoice psycho-pedagogical organization modulation system-holistic development of moral and aesthetic attitude of the students to the reality of its intellectual property deterministic conceptual model relations for the sociocultural nature and humanitarian identity of justice in the structures of each particular person. Holistically-communicative structure of moral-aesthetic relationship to the reality of the students of its intellectual property interconnects us the overall spectrum monistic multidimensional conceptual model development of his worldview (Tsyrulnikov A.M., 2000). Elements of the original forms of analysis works audiovideoarts given by: a) Consideration of the legal practice of television broadcasting in countries such as USA, UK, France, Germany, Denmark, Italy, Japan, Canada and Australia; b) a discussion of the legal art light entertainment show features games, competitions and quizzes; and c) the views and discuss the legal definition of masterpieces of media culture values included in the "golden fund" of domestic, foreign art (Ushinsky K.D., 1974). Rudiments of a genuine understanding of the inadequacy of the moral and aesthetic value units movies, dramas, circus masterpieces - unmanageably - extensive, "primitive" all other flow - militantly aggressive, mentally-stressful, immanent-foolisational viewer imitations of artistic creation - manifested through the analysis of the specific features of mass serial production (Whitehead A.N., 1990).

Fixing results, levels of socio-cultural relations listener to reality in the psychology and pedagogy of entertainment, audiovideoarts at the university took place as the definition of total emotive and educational product. Development of theoretical orientation analysis, the characteristics of socio-cultural and pedagogical conditions of self-development of moral and aesthetic attitude of boys, girls to reality by means of entertainment, audiovideoarts revealed significant solve such problems research paradigm measurements in the field of theory, history of educational culture, such as: a) the use of the dialectic trends emotionally-shaped personality development at various stages of improvement of its moral and aesthetic attitude towards reality; b) To enhance self-development of students by means of entertainment, audiovideoarts moral and aesthetic creativity; c) potentially predictive, probabilistic and prospective value of socio-cultural and pedagogical improvisation, moral and aesthetic co-activity experimenter and the listener in the co-creativity, co-managing, objectively legitimate self-perpetuating communicative nature management, culture-independent activity.

On the basis of the study the following conclusions.

1. In the present situation the formation of a new university social-cultural-pedagogical paradigm that meets the needs of moral-aesthetic communicative development of post-industrial or information society, it is essential to put the best works of world culture and art "at the service of" versatile and harmonious pre-education of the person of the XXI century in the system psychology and pedagogy of higher education.
2. In domestic and foreign educational socioculturology accumulated considerable theoretical material and practical experience of communicative education of youth. At the same time, disastrous no fundamental research, development, the subject of which is the use of entertainment, audiovideoarts in basic and extracurricular forms paradigmatic measurements in the field of psychology and pedagogy of higher education.
3. One of the most promising means of moral and aesthetic development of the student at the University of the young man is the theory of socio-cultural and educational emotivation, developed by the author on the basis of classical and modern educational ideas that reflect the realities of modern life in 1969 - 2015. The system of socio-cultural and educational emotivation presented in monographic studies as a set of conceptual and theoretical foundations, technological tools, techniques paradigmatic level measurement of moral and aesthetic self-identity listener by measures of the psychology and pedagogy of higher education, taking into account the emotional and imaginative nature of entertainment, audiovideoarts and sold in the experimentally simulated public conditions.
4. The basis of methodological approaches is the assumption that because of emotional and imaginative nature of entertainment, audiovideoarts is an empirical foundation, the "vector" paradigmatic measurement value artistic orientations of the pupil, the model of socio-cultural and educational conditions of their formation, development versatile, perfectly reflects the objective, subjective invoice emotive organization of the process impact of educational neopositive psychology and pedagogy of higher education to improve the moral and aesthetic attitude listening to himself as part mastered them reality.
5. Technology, search approaches to the use of psycho-pedagogical system of educational environment in which can be successfully implemented conceptually-theoretical model of socio-cultural and educational emotivation

are characterized by their unique developing paradigmatic and measuring capabilities, complementing each other.

6. Experience in the development of socio-cultural and pedagogical relationship of the pupil to reality, he had received on academic studies, in the process of competency performance measurement paradigm extracurricular forms of communicative and creative activity, a beneficial effect on his outlook and psychological status in society.
7. The results of this work, the findings of our paradigmatic measurements can be used practically a professor of psychology and pedagogy of higher education in all universities of the world, universities and different profile types, as well as the training of teachers of art, moral and aesthetic creativity refresher training classification and technological research frames.

Will continue to introduce new systems mediacommunikational funds both channels of creative collaboration of university schools of the world, allowing the student youth, its spiritual and moral scientist-mentors to promptly receive, transmit, absorb and transmit sociocultural and educational information.

We implemented the emotive elements in the structure of purposeful, discussion - collegiate student assessment genres westerns, detective, family drama or comedy not only in the historical, socio-cultural, moral and aesthetic terms, but also psychologically. In a playful way qames like "What ? Where ? When ?","Clever and clever", "Art Contest experts" we gave the initial emotionally-shaped neopositive basis of historical and legal approach to the topic:" Analysis of the development of "mass culture" in the field of intellectual property system of higher education", covering the period from the first pulp novels in the late XIX century to the cinema, literature and television today (Goncharuk, 2014). The experiment continues: RSSU develop, implement UNESCO's program, the structure of which students have a legal right to "fit" in the cultivation process for their moral and aesthetic attitude in the context of intellectual property in the field of education and culture.

References

Goncharuk A.Yu. The social & cultural emotivation for the University's students: Monography. - Covenhaven, 2007. – 216 p.
Goncharuk A.Yu. Socio-pedagogical culture, art and religion of Russian regions (national artistic creativity): Monography. - M.: RSSU, 2012. - 226 p.
Goncharuk A.Yu. Vercatile-harmonious upbringing students entertainment facilities and audiovideoarts: Monography. – M.: Perspectiva, 2014. – 160 p.
Comenius J.A. Selected pedagogical works: in 2 v. – P. I. - M.: Pedagogy, 1982. - 656 p.
Frager R. Personality. Theory, exercises, experiments. - Saint Petersburg: prime-Euroznak, 2004. – 608 p.
Fromm E. To Have or to Be ? – M.: Progress, 1990. – 336 p.
Kharlamov I.F. Pedagogy in the questions and answers. - M: Gardariki, 2001. – 256 p.
Khoruzhenko K.M. Schemes of Cultural Studies. – M.: Vlados, 2003. – 335 p.
Mardakhaev L.V. Social pedagogy: Fundamentals course. - M.: Yurayt, 2011. – 376 p.
Novikova L.I. Methodological aspect of the problem of modeling of educational systems: theory and practice. – M.: ROU, 1995. – 510 p.
Philosophy of culture. Formation and development. - Saint Petersburg: Lan, 1998. – 443 p.
Philosophical and sociological problems of human activity. - Krasnodar: Kuban State University, 1984. – 168 p.
Selevko G.K. Modern educational technology. – M.: Public education, 1998. – 255 p.
Slastënin V.A. Pedagogy: innovative activity. – M.: Master, 1997. – 308 p.
Soloviev V.S. Works. - M.: Nauka, 2000. – 392 p.
Schlegel F. Aesthetics. Philosophy. Criticism. – M.: Arts. 1982. – 448 p.
Sukhomlinsky V.A. On education. - M.: Politizdat, 1985. – 270 p.
Tsyrulnikov A.M. History of Education in portraits and documents. – M.: Vlados, 2000. – 272 p.
Ushinsky K.D. Selected pedagogical works. - M.: Pedagogika, 1974. – 440 p.
Whitehead A.N. Selected works on philosophy. - Moscow: Progress, 1990. – 716 p.

The Impact of Housing Issue on the Well-being of Middle-Income Group

Dr. Shadiya Mohamed Baqutayan

Perdana School of Science, Technology and Innovation Policy, Universiti Teknologi Malaysia
Level 6, Menara Razak, 54100, Jalan Sultan Yahya Petra, Kuala Lumpur

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

Dwellers that are facing one housing issue, typically, face numerous risky housing circumstances that threaten the arrangement of their outcomes. Additionally, experiencing multiple critical housing issues can increase the negative effects that such conditions have on the whole members; physically, psychologically and emotionally. This paper discusses the effect of housing issues on the psychology wellbeing of middle-income group in Malaysia. The purpose is to understand the impact of such difficulties like housing price, safety and security, housing quality, transportation, schools and economic development on the stress and wellbeing of people in Malaysia. Simple random sampling was assigned to a large number of middle-income residents in Malaysia. The accumulated data were analysed and the descriptive statistics were used to evaluate prevalence of housing issues, housing stress and wellbeing. The finding indicated small but significant positive relationship between housing conditions and wellbeing. The housing stresses in this study are those caused by transportation, housing quality, and economic development. Hence, this research supports the critical link between good housing conditions like safe, secure, easy to transport and affordable and positive health outcome.

Keywords: *Housing, Housing Stress, Housing issues, wellbeing*

1. Introduction

Issues of housing and wellbeing have become increasingly important in developed countries, and the home environment is of tremendous significance to human beings. The relationship between housing issues, stress and health has been of policy interest since 1842 when Chadwick noted the low life expectancy of cellar dwellers. The 1998 Acheson Report identified housing and environment as an importance area for reducing health inequalities; concerns repeated a decade later by Marmot in 2010 (Barnes et al, 2013). According to Jackson (2003), housing issue has been acknowledged as one of the main problem that affects the wellbeing of middle-income groups.

Housing is very fundamental to the welfare, survival and health of individuals, but the common feeling these days is that houses are becoming too expensive, and affordable housing is an issue that stresses the public. Housing affordability has become the main issue in housing sector as the house price and living cost continue to increase especially in urban area. In this concern much effort has been made by the Malaysian government to address the issue of affordable housing. Nevertheless, the aspiring of these commitments, public policy has paid little attention to the effect of home on dweller's wellbeing. Furthermore, housing issues can have an adverse effect on the family's psychological wellbeing; therefore, the actual relationship between housing issue and wellbeing need to be addressed.

2. Housing Issue and Affordability

It is indeed a difficult task to define the actual housing issue that contribute to housing stress, therefore, Department for Communities and Local Government (2012) reported housing issues as the house that lack the affordability, community safety, transportation & planning, economic development, and neighbourhood development. Recently, Litman (2015) indicated that the most housing stresses are living in more compact neighbourhoods, traveling by walking, cycling and public transit travel, and crime problems. And NGA Center for Best Practice (2007) reported on housing challenges; that is inextricably connected to a variety of other policy issues like transportation, education, and economic development. From these reports, researchers grouped housing issues into six categories of factors that contributed to housing stress. These are housing price, safety and security, housing quality, transportation issue, school choice, and economic development. The purpose is to understand the effect of these issues on dwellers' wellbeing, and it is expected that if a household were in housing stress, the household's wellbeing would be lower than those without stress. According to Robinson et al., (2006), housing price, housing conditions, temporary accommodation, housing size, and housing tenure

raise issues always affect the health and wellbeing of dwellers.

"Affordability" as a concept is very generic and could have different meanings for different people based on differences in income levels and needs. However, defining "affordability" in term of financial based is not the only concern that people cares; there are thing needs to be consider. For example, should households that spend a small fraction of their income on housing but that live in a substandard home or in an unsafe neighbourhood or at great distances from their jobs be construed as having affordability problems? If so, then which such households ought to be counted? According to Belsky, Goodman, & Drew (2005), the global standard measures of affordability do not engage with housing issues. Importantly, these measures fail to take into account compromises that people make to lower housing costs, for instance, housing quality, location, transports choices and economic development. Therefore, this paper studies affordable housing issues that contribute to housing stress and well-being.

According to Collins English Dictionary the word "afford" means "being able to pay without incurring financial difficulties" (Robinson, et al. 2006). And the term "housing affordability" has come into a prevalent usage in the last 15-years with different viewpoints. One such view suggests that people get a house where they want, with price they want, and at a place they deem appropriate (Disney, 2006). Other has suggested "housing is affordable when it consumes a reasonable or moderate amount of household income" (Kutty, 2005). Bhatta (2009) defined "affordable housing as housing that deemed affordable to those with a median household income as rated by country, province, region or municipality by a recognized Housing Affordability Index".

Psychologists define "affordability" as being able to pay without complaining from psychological, social, emotional, financial and mental stress. In fact, the term "affordability" is not an inherent characteristic of housing, but a relationship between household incomes, economic development, housing quality, neighbourhoods, and safety matter. According to Kribanandan & Browne (1994), "affordable housing must be viewed as an integral part of an integrated housing and community development. Various elements must be taken into account before providing affordable house to the low and middle-income groups, for instance, building design and construction methods, culture, value system, and socio political elements, physical environmental elements and comfort levels, health, safety and security measures, income generating activities..." With this in mind, policy-makers must take all of these factors into account when discussing housing affordability.

3. Housing Stress and Wellbeing

King (1994) and Karmel (1998) indicated that the concept of "housing stress" has been of interest to government since 1990s. NAHP (2004) described it as a situation that "denotes the negative impacts for households with insufficient income to secure adequate housing..." Different studies signified the reasons "why housing stress could occur". The answer is because, firstly, the housing prices are getting higher and higher, particularly in the capital cities. And increment in housing price could produce issues as "affordable housing stress" (Baqutayan, 2014). The other reason is that, the quality of the houses is getting better, and the so call affordable housing is not safe and not liveable at all. According to Animashaun (2010), the housing problems vary from inadequate quantity and quality of housing to the attendant impact on the psychological, social, environmental and cultural aspects of housing. Furthermore, housing quality, size, location, neighbourhoods and household composition in any analysis of affordability seems to be very important measure of housing stress (Rowley & Ong, 2012).

Housing price is not the only factor that contributes to housing stress, according to Evans, Kantrowitz & Eshelman (2002), worries about house affordability and hazardous, unsafe conditions, concerns about maintenance, inadequate privacy, restrictions on children's play opportunities, and social stigma are among the factors that affect mental health and produces stress in families. According to Stone (2006) "Housing quality cannot be ignored. To what extend do households in accommodation considered affordable under traditional measures consume poor quality housing because there are no other alternatives?" The wider concept of "housing" and "affordability" need encompasses many of issues like housing size, quality, neighbourhood, location, and household composition (Stone, 2006).

More research signified that poor physical and mental health associated with physical and emotional housing stress (Dunn, 2002). Furthermore, Rowley & Ong (2012) indicated that housing stress accounted for a significant portion of variance in measures of mental and physical health. And Dockery et al. (2010) documented that stress attributed to housing affordability problems was found to be associated with wellbeing. With this researcher will conclude this literature with the argent need to highlight the relationships between housing stress and overall wellbeing in Malaysia.

4. Methodology

The study is purely based on a quantitative method that measures housing issues and its impact on wellbeing of the middle-income groups. The residents from middle-income groups were requested to answer the questionnaire that measures "housing issues and wellbeing". The sampling method was based on purposive sampling, focusing on middle-income housing areas.

5. Results and Discussion

5.1 Demographic variable

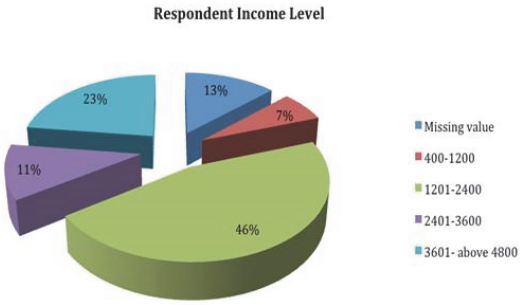


Figure 1: Respondent Income Level

The majority of respondents (46%) earn between RM1201-RM2400 monthly, while an estimated 23% per cent earn between RM 3601-4800, another 11% per cent is between RM 2401-3600, and the remaining 7% per cent is between RM 400-1200, the other 13% per cent is missing value. This signified that the salary average in Malaysia is very low; add into the fact that the big danger is the massive increase of housing price in Malaysia. According to Yin Shao Loong (2014), in 2013, the median salary for Malaysians was RM1700 per month. For non-Malaysians it was RM980. In 2013, 50% of Malaysians earned RM1700 and below per month. The largest share of household expenditure was spent on housing, water, electricity, gas and other fuels, followed by food and non-food beverages, transport, and restaurants. This outcome is very serious; when housing costs make up a large share of the household budget, and low/middle-income population is often constrained by the level of resources left for other necessary expenditures, such as food, healthcare and education. High housing costs can thus threaten wellbeing and economic security of the whole family. They may also generate forms of housing stress that may seriously hamper relations between all members of the house.

5.2 Housing Price to Income Ratio



Figure 2: Housing Price To Income Ratio

The above figure (2) showed that the majority pay rental between 400-1200 per-month in a house or in a room, and their income level is between 1201-2400. The lowest housing price-to-income ratio is almost more than 30% of the householder income. This indicated that there is a housing stress caused by housing rent. As stated in NCOSS (2014), that low and moderate income households are generally considered to be in housing stress when they have to pay more than 30% of their gross income on housing. Similarly stated by Darebin City Council (2010), that individuals and households who earn less than 80% of median income and who pay more than 30% of income are said to be in housing stress.

5.3 Causes of Housing Stress among Middle-Income Group

Table 1: Causes of Housing Stress

		Per cent	Frequency
SAFETY AND SECURITY			
No Safety	Missing value	0%	0
	No	82%	50
	Yes	18%	11
HOUSING QUALITY			
Poor repair	Missing value	0%	0
	No	77%	47
	Yes	23%	14
Costs a lot to heat and/or cool	Missing value	0%	0
	No	68.90%	42
	Yes	31.10%	19
ECONOMIC DEVELOPMENT			
Can't afford near to workplace	Missing value	0%	0
	No	50.80%	31
	Yes	49.20%	30
Can't afford the moving costs	Missing value	4.90%	3
	No	45.90%	28
	Yes	49.20%	30
Far from family	Missing value	1.60%	1
	No	50.80%	31
	Yes	47.50%	29
HOUSING AFFORDABILITY			
Can't afford own place	Missing value	1.60%	1
	No	62.30%	38
	Yes	36.10%	22
SCHOOL ISSUE			
Can't afford near to child school	Missing value	3.30%	2
	No	62.30%	38
	Yes	34.40%	21
TRANSPORTATION ISSUE			
Spending more on transport	Missing value	3.30%	2
	No	41.00%	25
	Yes	55.70%	34

The above table showed that the majority complained about safety and security, housing quality and schools' availability. However they were complaining more about transportation cost and economic development. A significant percentage of respondents who answered "Yes" to all questions on "economic developments" were also indicated. Furthermore, some respondents complained about the distance, they are "not afford living near to the workplace" and they are "not afford the moving cost", therefore, they "live far from work and family". This outcome signified that "economic developments" add more burdens to every household; and that might lead to greater housing stress and emotional difficulties. Similarly was indicated by University of Western Sydney (2008), on the importance of housing locations and economic development. Distance was also found to be a significant predictor of housing stress (Kearns et al. 1992). Respondents in a study conducted by Dunn (2002) complained about transportation cost as a contributing factor to housing stress. A significant percentage of (55.70%) of respondents answered "Yes" to the question on transportation. To conclude these outcomes, living closer to the workplace or having ease access to public transports are very important; it helps dwellers feel less stress and achieve peace of mind.

6. Conclusion

Housing conditions always have a direct impact on family incomes, which in turn significantly influence their level of

stress and psychological wellbeing. The issues of housing stress and housing affordability are of major concern to many households; as majority of people concern about cost of living and housing pressures. This concern has grown rapidly, due to the increasing rate of housing prices and the possibility to find cheaper houses became almost impossible in the capital cities, mainly for low and middle-income groups.

The current research offers strong support for the view that if issues on affordable housing were increased the rate of housing stress would also increase. The main factors contributed to housing stress in this research are: housing price, safety and security, housing quality, transportation, school and economic development. The outcomes indicated that housing stress often occur not only in family who always pay more than 30% per cent of their income on housing, but also on those who spend more on transportation, living in an environment that is not safe, and staying far from office and families. The objective of this study was to analyse the main housing issue that contribute to the wellbeing. The findings indicated the following: (a) majority of the respondents were middle and low-household income, they monthly earn between RM1201-2400; (b) inconsistency between housing price, living cost and income ratio; (c) the majority complain about housing price; (d) housing affordability is an important factor of housing stress; (e) the other factors contributed to housing stress were transportation and economic development; (e) majority of respondents were not afford to live near to the workplace and they were also not afford the moving cost, thus, they live far from their workplace.

In conclusion, the present research findings can be used to tackle the affordable housing issues, and emphasizes on the need for more affordable housing that can be liveable. Keeping in mind that rising cost of living will create lots of stressors to people who tend to live in a condition whereby most of their expenses are going up every single year. Undeniably, affordable home has been linked with improving health outcomes for all people. Furthermore, the contribution of this study lies in the utilization of research data, in order to reduce issues related to affordable housing and adjust the living condition by taking the citizen well-being into account.

References

Animashaun, I. A. (2010). Provision of residential housing and environmental development in Calabar: Policy Contradictions. Retrieved from: http://www.readperiodicals.com/201001/2307422931.html

Barnes, M., et al, (2013). People living in bad housing – numbers and health impacts. NatCen Social Research. Retrieved April 2, 2015, from: http://england.shelter.org.uk/__data/assets/pdf_file/0010/726166/People_living_in_bad_housing.pdf

Baqutayan, S., (2014). The Affordable Housing Stress among Middle-Income Group. Journal Of Humanities And Social Science (IOSR-JHSS) Volume 19 (7), 2014, PP 82-90.

Belsky, E., Goodman, J., & Drew, R. (2005). Measuring The Nation's Rental Housing Affordability Problems. Retrieved April 2, 2015, from: http://www.jchs.harvard.edu/sites/jchs.harvard.edu/files/rd05-1_measuring_rental_affordability05.pdf

Bhatta, B. (2009), Analysis of urban growth pattern using remote sensing and GIS: a case study of Kolkata, India International Journal of Remote Sensing, 4733-4746

Darebin City Council (2010). Responding to housing stress A Local Action Plan for Darebin. Retrieved June 5, 2014, from: http://www.darebin.vic.gov.au/Files/6_September_2010_Item_8.4_Appendix_A_-_Darebin_Local_Action_Plan_on_Housing_Stress.pdf

Department for Communities and Local Government (2012). National Planning Policy Framework. Retrieved April 7, 2015, from: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/6077/2116950.pdf

Disney, J. (2006). Over our heads: Housing costs & Australian families. Australian Quarterly, 78(2), 4-11.

Dockery, AM, et al., (2010). Housing and children's development and wellbeing: A scoping study, Final Report No. 149, Australian Housing and Urban Research Institute, Melbourne.

Dunn, JR (2002). Housing and inequalities in health: A study of socioeconomic dimensions of housing and self-reported health from a survey of Vancouver residents. Journal of Epidemiology and Community Health, vol. 56, pp. 671– 681.

Evans, G. W., Kantrowitz, E., & Eshelman, P. (2002). Housing quality and psychological well-being among the elderly population. Journals of Gerontology, Series B: Psychological Sciences and Social Sciences, 57, 381–383.

Jackson, R.J. (2003) 'The impact of the built environment on health: an emerging field', American Journal of Public Health, Vol. 93, No. 9, pp.1382–1384.

Karmel R., (1998). Housing assistance: Reports on measurement and data issues. Australian Housing and Urban Research Institute, Welfare Division Working Papers No. 17, Canberra.

Kearns, RA, Smith, CJ & Abbott, MW (1992). The stress of incipient homelessness. Housing Studies, vol. 7, no. 4, pp. 280–298.

King, A., (1994). Towards indicators of housing stress, Department of Housing and Regional Development. Housing and Social Policy Group. Monograph series No. 2, AGPS, Canberra.

Kribanandan, G., & Browne R D, (1994). Life Cycle Cost Design for Buildings & Structures: A Strategic Initiative. MIGHT Forum on the Construction Industry, 4 February 1994, Kuala Lumpur, Malaysia.

Kutty, N.K., (2005). A new measure of housing affordability: Estimates and analytical results. Housing Policy Debate, 16 (1), pp.113-142.

Litman, T., (2015). Affordable-Accessible Housing In A Dynamic City: Why and How To Increase Affordable Housing Development In

Accessible Locations. Victoria Transport Policy Institute. Retrieved April 6, 2015, from: http://www.vtpi.org/aff_acc_hou.pdf

NAHP (2004). Housing Affordability: A Summary of Evidence and Issues in Measurement, National Affordable Housing Project, report prepared for AHURI and Policy Research Working Group.

NCOSS (2014). Affordable Housing: What we want & background resources. Retrieved 3rd June, 2014, from: http://fairbruary.net/resources/20140204affordable-housing-resources.pdf

NGA Center for Best Practice (2007). Policy Academy on Coordinating Housing and Economic Development Best Practices and Lessons Learned. Retrieved April 6, 2015, from: http://www.nga.org/files/live/sites/NGA/files/pdf/0701housingacademy.PDF;jsessionid=62987D7C7B16F3FF2F622730F8CA0A3A

Robinson, M., et al. (2006). Affordability of Housing: Concepts, Measurement and Evidence. Retrieved August 4, 2014, from: www.researchgate.net/...Affordability...HousingConcepts.../e0b49519bf.

Rowley, S. & Ong, R., (2012). Housing affordability, housing stress and household wellbeing in Australia. Retrieved May 27, 2014, from: http://www.ahuri.edu.au/downloads/publications/EvRevReports/AHURI_Final_Report_No192_Housing_affordability_housing_stress_and_household_wellbeing_in_Australia.pdf

Stone, M. E. (2006). What is Housing Affordability? The Case for the Residual Income Approach. Housing Policy Debate, 17(1), 151-184.

Yin Shao Loong (2014). Key Statistics. InstitutRakyat, 2014, 1 (1): 1-3.

Social Needs and Convictions as Predictors of Emotional and Psychological Well-being of College and University Students

Rail M. Shamionov

Marina V. Grigoryeva

Saratov State University, 410012, Astrakhanskaya st., 83, Saratov, Russia; e-mail: shamionov@info.sgu.ru

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

There have been very few investigations of emotional and psychological well-being associated with attitude to certain events, socio-political phenomena, and convictions of students at various stages of education. Therefore, studying emotional and psychological well-being and their predictors in college and university students is important for solving a number of practical problems, which psychological (counseling) services of an educational institution are faced with. The purpose of the present investigation is to carry out comparative analysis of social needs, convictions, satisfaction with various areas of reality, and predictors of emotional and psychological well-being in college and university students. 89 college students and 109 university students (66% females) took part in the investigation. They filled out questionnaires aimed at identification of emotional and psychological well-being and expressiveness of convictions, social needs, and satisfaction with them. Differences in identification of emotional and psychological well-being can be traced at various levels of professional education. Convictions, social needs, and satisfaction of needs determine emotional well-being in college and university students. Tightness of interconnections between psychological well-being and convictions, social needs, satisfaction of needs is significantly higher in university students. Convictions, social needs and satisfaction of needs explain 40% of variations of emotional well-being in college students and 80% of variations of emotional well-being in university students. It is shown that variations in emotional well-being of university students are conditioned by social and political convictions, as well as satisfaction of vital needs, while in college students they are conditioned by satisfaction with life, with oneself and content of education.

Keywords: *personality, emotional well-being, psychological well-being, social needs, convictions, satisfaction with life.*

1. Introduction

Investigations of predictors of subjective well-being are important from the point of view of analysis of events in one's life, in the society, and personality, which determine its various levels. This type of knowledge is necessary for (1) more precise understanding of psychological nature of subjective well-being, and (2) development of psychological tools, which are aimed at rendering help to a person while adjusting, coping with difficulties, and in his/her self-fulfillment.

Personal attitude to social and political events, satisfaction of major needs can be differently reflected on experiencing emotional and psychological well-being. The nature of determination of subjective well-being can have its peculiarities and variations at every individual stage of life. This is due to the fact that social experience and personal development lead to actualization of various needs and various notional attitudes of a personality. It is obvious that education that one receives also promotes diversification of interests and opportunities of a personality. Thus, investigators point out that subjective well-being is linked to level of education (Argyle, 2001). However, there are discrepancies in understanding of mechanisms of education's influence on well-being.

Recently there have been many investigations of characteristics of subjective well-being in the process of receiving an education. It is linked to the necessity of identification of dynamics, structure and factors of students' subjective well-being in order to create optimal educational conditions in cases when ill-being is discovered, and help a student to achieve an optimal state. Meanwhile, two sides of subjective well-being (emotional and psychological) are mostly studied separately, except in occasional investigations (Chen, Jing, Hayes, Lee, 2013). Thus, scientists discovered significant social and regional variations in markers of psychological well-being in students (Kornienko & Kozlov, 2014), studied the dynamics of psychological (Kozmina, 2013) and emotional (Busseri & Sadava, 2013) well-being of students during their studies, interconnection between personal characteristics and psychological well-being of students (Vodyakha, 2014; Safronova, & Kuznetsova, 2014), interconnection between psychological well-being and strategies of students' adjustment (Ovchinnikov & Sultanova, 2014), structural peculiarities of subjective well-being in first-year students

(Shamionov, 2014), characteristics of students' emotional well-being in their interconnection with convictions (Shamionov, Grigoryeva, & Grigoryev, 2014), interconnection between characteristics of friendship and social skills of students living in various countries (Demir, Jaafar, Bilyk, & Ariff, 2012), as well as many other characteristics.

Investigations carried out by Sheldon and his colleagues showed that the contribution that various phenomena make to subjective well-being is not the same. Its various determinants form complex interconnected structures, which, when taken into consideration, can significantly help to predict changes in subjective well-being under various conditions. A particularly important place among them is taken by varying relations between a person and the society (Sheldon & Hoon, 2007; Sheldon, Cheng, & Hilpert, 2011).

Investigations of predictors of subjective well-being of students from various educational institutions (schools, colleges, universities) are currently linked with solution of a number of problems: adjustment and acculturation of migrant students (Yu & Downing, 2012; Dorozhkin & Mazitova, 2008; Brisset, Safdar, Lewis, & Sabatier, 2010; Hui, Lent, & Miller, 2013; Shoshani & Slone, 2013; Ovchinnikov & Sultanova, 2014), combination of satisfaction of needs and life goals (Shamionov, Grigoryeva, & Grigoryev, 2014; Yashchenko, 2012; Wouters, Germeijs, Colpin, & Verschueren, 2011), comparative analysis of well-being predictors in adolescents attending high-school and older adults (Butkovic, Brkovic, & Bratko, 2012), predictors of subjective well-being during the period of school adjustment during the pivotal period of transition to middle school (Shoshani & Slone, 2013; Shamionov, 2014), and a number of other problems.

Investigations concerning correlations between subjective well-being, emotional intellect of students (Chebanova, 2013), values, meanings (Pogorskaya, 2011), and protective reactions (Urivaev & Tarasova, 2011) conclusively prove changeability of various factors of subjective well-being at different stages of students' education.

It is important to point out that subjective emotional well-being and psychological well-being of students are usually studied separately mostly due to the fact that there are certain discrepancies in theoretical approaches. Nevertheless, joint analysis of predictors of psychological and emotional well-being allows obtaining a wider picture of students' well-being and identifying to what degree perceptions and attitudes of students to various events make a contribution to changes in these types of well-being.

Investigations of interconnection or prediction of emotional and psychological well-being and attitude to certain events, social and political phenomena, as well as everyday situations involving students at various stages of education have hardly been carried out.

Therefore, the study of emotional and psychological well-being and their predictors in college and university students is important for identification of the contribution of the level of education to subjective well-being and its factors, as well as for solution of a range of problems, which a psychological service of an educational institution is faced with.

The purpose of the present investigation is to carry out comparative analysis of social needs, convictions, satisfaction with various areas of reality and predictors of emotional and psychological well-being in college and university students.

2. Method

2.1 Participants and procedure

The investigation was conducted during the first six months of the year 2014 in Russia. A college in the Russian educational system is an educational institution which students enter having competed nine years of basic general education. College students can enter a university after completing a course in college in order to pursue a Bachelor's degree or Specialist's degree. A university can be entered upon the completion of eleven years at school and obtaining Certificate of complete secondary education. 89 first-to-fourth-year college students (median age 17.6, standard deviation 1.06) and 109 first-to-fourth-year university students (median age 18.8, standard deviation 1.25) took part in the investigation. Total number of people was 198. We used the stratified sampling method to form the sample. Participants were informed that there were no right or wrong answers, assured of the confidentiality of their responses and encouraged to ask questions if necessary. Completion of questionnaires took about 40 min.

2.2 Research Methods

In the investigation we used the methods of testing, scaling, and questionnaires.

The following *techniques* were used: Perrudet-Badoux, Mendelsohn, Chiche scale of subjective well-being adapted by M.V. Sokolova (contains 17 items), which is aimed at identification of emotional component of subjective well-being.

K. Ryff's psychological well-being scale adapted by L.V. Zhukovskaya and E.G. Troshikhina (full version)

(Zhukovskaya, Troshikhina, 2011) (contains 54 items). The technique contains 6 scales (autonomy, competence, personal growth, life goals, self-acceptance, and general index) and identifies the level of personal psychological well-being at a given stage of life.

Questionnaire. In order to evaluate characteristics of personal attitude to social events, convictions, satisfaction of one's needs, and satisfaction with life, satisfaction of the conditions of learning and self-satisfaction, we developed a number of scales (based on direct evaluation from 1 to 10 points: 1 – lack of characteristic, 10 – characteristic with maximum expressiveness).Indices of reliability-consistency were measured with Cronbach's alpha criterion (Table 1).

2.3 Data analysis

The following types of analysis were used: Student's t-test, Pearson's correlation analysis, direct step-by-step regression analysis. All statistical analyses were conducted with the aid of the Statistical Package for the Social Sciences (SPSS 20.0).

3. Results

Comparative analysis of the general index of subjective well-being in groups of college and university students allowed to uncover significant differences in its expressiveness (Student's $t = 9.26$, $p < 0{,}000$). University students in comparison to college students feel healthier, more active, they are more often in a good mood. University students are less bored, worried, lonely; they are more optimistic when they think about the future and less irritable. At that, it was discovered that indices of psychological well-being are practically the same.

Let us view some of the indices of relevance of needs, convictions, satisfaction with various areas of reality as factors of students' well-being (Table 1).

In general satisfaction with inter-national (inter-ethnic) relations was moderately expressed in both college and university students (M=5.8 and M=4.6 points correspondingly with a maximum point of 10). Comparative analysis conducted with Student's t-test showed that college students are more satisfied with inter-ethnic relations in the region where they live than university students (Student's $t = 2.92$, $p<0.01$). For college students inter-ethnic relations are not as relevant as they are for university students. Colleges train professionals mostly for the region where they are located, therefore, the majority of college students are people from the region where the college is located. The national (ethnic) population of students largely resembles the ethnic composition of the region. Therefore, higher satisfaction with inter-ethnic relations in the region in college students can be associated with socio-psychological adjustment and habitual well-formed patterns of inter-ethnic interactions. University students, studying under conditions of open education, have to widen inter-ethnic contacts, their social and psychological adjustment is actualized, which influences their experience of satisfaction with inter-ethnic relations.

Religious tolerance is better developed in college students than in university students (Student's $t = 2.55$, $p<0.01$). College students more eagerly accept co-existence of multiple religions in the region where they live (Orthodox, Islam, Buddhism, Judaism, etc.). This could be possibly attributed to the fact that college students do not realize the importance of inter-confessional differences and problems, due to the fact that they are not relevant to them and students distance themselves from this type of problems.

Attitude of foreign countries to Russia and Russians is more important for college students than university students (Student's $t = 2.63$, $p<.01$). It is obvious that university students are less oriented towards reflections about international relations; they are possibly more confident of correctness of the state policy, have a more mature and independent national consciousness. We can also assume that general internality in university students is less expressed, therefore, they perceive attitude of foreign countries to Russia and Russians as reality, which cannot be influenced by them. This assumption is supported by significant differences in evaluation of their abilities and opportunities to influence the events of their lives (Student's $t = 2.97$, $p<.01$). In college students these evaluations are higher than in university students (M=8.4 and M=7.6 correspondingly). This brings us to the conclusion that educational environment in college generally fosters the development of internality and subjectness to a greater degree, supports active attitude to life in students.

We uncovered significant differences between college and university students concerning their readiness to give a helping hand to those who need it (Student's $t = 4.6$, $p<0.000$). College students believe that their readiness to help those who need it is high (M=9.02), in university students it is slightly higher than average (M=7.7). It is obvious that his fact also proves more developed subjectness and internality in college students.

College students have significantly higher evaluation of all criteria related to satisfaction than university students. Thus, general satisfaction with life in college students is 8.4, while in university students it is at an average of 7.2

(Student's t = 3.56, p<0.000). It should be pointed out that both college and university students have generally high level of satisfaction with life, which is a psychological foundation for experiencing subjective well-being. However, the notions regarding the way of achieving subjective well-being in college and university are different. College students to a higher degree agree with the statement that happiness is peace, opportunity to enjoy without any effort (Student's t = 5.58, p<0.000). It is noticeable that college students to a higher degree than university students prefer easiness of satisfaction of one's needs, lack of difficulties in achieving their goals, lack of problems in their life, while their subjectness and internality, which were mentioned above, are most likely to be declared or potential.

Due to the fact that one of the major components of subjective well-being is satisfaction of a subject with various aspects and conditions of carrying out significant activity in reality in general, let us view the specifics of satisfaction with educational process and components of educational environment in college and university students.

Similarly to university students, college students highly evaluate an opportunity of receiving qualitative rigorous education, which provides for their future (M=9 and M=8.4 correspondingly), but college students evaluate this opportunity much higher than university students (Student's t = 2.52, p<0.01). College students are to a higher degree satisfied with education that they are receiving, and consider it sufficient to provide for their lives. They see more opportunities for continuing their studies, which is understandable, because college studies can be viewed as a stage preceding university studies.

Table 1. Indices of relevance of needs, convictions, satisfaction with various areas of reality and their interconnection with emotional and psychological well-being in college and university students

	Alfa Kronbahs	College		University				College		University	
		M	SD	M	SD	t	Sig. (2-tailed)	Emotional well-being[1]	Psychological well-being	Emotional well-being[1]	Psychological well-being
Relevance of material well-being of people around	.81	4.39	3.11	4.16	2.82	0.54	.59	-.10	-.07	-.10	.14
Relevance of political stability in the region, state	.81	5.85	3.20	5.37	2.71	-.57	.57	-.04	-.09	.14	-.10
Relevance of democratic freedoms	.81	5.05	3.26	5.78	2.81	-.24	.81	.00	-.08	-.02	.08
Satisfaction with inter-ethnic relations in the region	.81	5.80	3.04	4.57	2.76	***2.92***	***.00***	***-.26****	-.09	-.04	-.02
Relevance of attitude of foreign countries to Russia and Russians	.80	6.26	3.00	5.17	2.77	***2.63***	***.01***	-.05	.03	-.11	***.20****
Relevance of opportunities which the society provides for free entrepreneurship, starting one's own business	.81	6.44	2.65	6.36	2.60	0.21	.84	-.15	-.01	-.17	.07
Relevance of career growth opportunities	.81	8.43	2.24	7.80	2.52	1.84	.07	***-.23****	.02	-.15	.18
Relevance of interpersonal relations	.81	8.03	2.22	7.97	2.41	0.19	.85	-.12	-.14	-.14	***.21****
Ability and opportunity to influence one's life processes	.81	8.43	1.65	7.63	2.14	***2.97***	***.00***	***-.31****	.10	***-.31****	***.35****
Opportunity of receiving qualitative rigorous education	.81	9.02	1.57	8.36	2.11	***2.52***	***.01***	-.07	-.19	***-.39****	***.39****
Relevance of ecological problems on the planet, in the region of residence	.81	7.16	2.77	6.68	2.52	1.27	.20	-.20	-.08	-.13	***.20****
Notion of globalization, integration processes in the economy	.81	4.27	2.62	4.49	2.66	-.58	.56	-.16	.09	.02	.13
Ability and opportunity to influence the events, which are taking place in the society	.80	5.62	2.69	5.08	2.72	1.38	.17	-.31**	-.10	-.03	.02
Readiness to help those who need it	.81	9.02	1.69	7.70	2.33	***4.60***	***.00***	-.04	-.09	***-.23****	***.22****
Opportunity of self-realization in professional activity	.81	8.12	2.10	7.61	2.37	1.59	.11	***-.27****	.01	-.17	***.38****
Strength of positive experiences linked to progressive development of the society	.80	5.92	2.52	5.78	2.67	0.39	.70	***-.24****	-.16	***-.19****	***.41****
Hope for changes for the better in the society and in the world	.81	7.61	2.79	7.07	2.98	1.29	.20	***-.26****	.01	***-.21****	***.19****
Opportunity of interesting full life in the present	.81	8.49	2.21	8.18	2.18	1.02	.31	***-.35****	-.10	-.18	***.27****
Opportunity of interesting full life in the future	.81	8.37	2.44	8.31	2.08	0.20	.84	***-.22****	-.19	***-.25****	***.33****
Degree of uncertainty in one's life	.86	6.35	1.97	6.19	2.84	0.15	.88	-.02	***.22****	.11	-.17
Positive attitude to the growing rhythm of life in the society	.81	5.71	2.46	5.73	2.68	-.06	.95	***-.25****	-.11	***-.19****	***.39****
Possibilities of close interpersonal communication in modern people	.81	6.94	2.75	6.58	2.94	0.88	.38	-.07	-.12	***-.22****	.17
Degree of humanness and "warmth" of contacts between people in the society	.81	7.04	2.90	6.50	3.03	1.28	.20	-.06	***-.21****	***-.21****	***.35****
Acceptance of co-existence of different religions in the region of residence	.81	6.75	3.10	5.64	3.00	***2.55***	***.01***	-.09	-.11	.06	.02
Satisfaction with inter-ethnic relations in the region	.80	5.80	3.04	4.57	2.76	***2.92***	***.00***	***-.26****	-.09	-.04	-.02
Notion of happiness as peace, opportunity to enjoy one's life without any effort	.80	7.60	2.76	5.42	2.70	***5.57***	***.00***	-.02	.05	-.08	-.02
Satisfaction with life	.80	8.36	2.40	7.17	2.26	***3.56***	***.00***	***-.51****	-.10	***-.34****	***.35****
Satisfaction with relations with teachers	.80	8.25	2.19	6.94	2.46	***3.93***	***.00***	***-.37****	-.12	***-.28****	***.26****
Satisfaction with content of education one receives	.80	8.44	2.16	7.14	2.35	***4.03***	***.00***	***-.44****	-.11	***-.24****	***.21****
Satisfaction with professional choice	.80	8.45	2.17	7.74	2.16	***2.29***	***.02***	***-.30****	-.01	-.09	***.25****
Satisfaction with material security of the academic process	.80	7.04	3.04	6.44	2.59	1.52	.13	***-.34****	-.15	***-.23****	***.21****
Satisfaction with classrooms	.80	7.20	3.21	7.65	2.03	-1.19	.24	***-.26****	-.03	-.02	.15

Satisfaction with possibility to eat good food	.80	6.51	3.11	6.57	2.54	-0.16	.88	***-.22****	-.01	-.14	***.21****
Satisfaction with design of classrooms	.80	6.65	2.95	6.42	2.63	0.59	.56	***-.27****	-.01	-.09	***.28*****
Satisfaction with relations in the group of students	.80	7.81	2.55	6.75	2.52	***2.92***	***.00***	-.17	.02	***-.28*****	***.29*****
Satisfaction with society's attitude to oneself	.80	8.06	2.16	7.46	2.13	1.93	.06	-.18	-.08	***-.25****	***.35*****
Satisfaction with one's appearance	.80	7.94	2.55	6.27	2.25	***3.03***	***.00***	***-.26****	-.16	-.21	.07
Satisfaction with one's character	.80	7.84	2.55	5.27	2.21	***4.74***	***.00***	***-.46*****	-.07	.03	.21
Satisfaction with one's abilities	.80	8.18	2.16	4.41	1.94	***7.96***	***.00***	***-.34*****	-.06	-.04	-.01

Notes:)[1] Reverse scale;)* p<0.05;)**p<0.01

College students are more satisfied with their professional choice and content of education that they are receiving than university students (Student's t = 2.29, p<0.05and t=4.03, p<.001). It should be mentioned that university students who took part in the present investigation were liberal arts students; content of their future professional activity was similar and related to interaction with people. Nevertheless, college students have a more positive attitude to both education and their future professional activity. As a consequence, college students are more satisfied with their relations with teachers and relations with their group mates than university students (Student's t = 3.93 p<,001 and t=2.92, p<.01). Thus, we can conclude that social component of college educational environment is more instrumental in forming subjective well-being than educational environment that is forming social relations at university. It is obvious that subjects of higher education are more demanding towards each other, the emotional background of their interactions is less positive, and the goal of maintaining good relations is not as important as it is for college students.

Satisfaction, which is conditioned by self-attitude, is significantly higher in college students. They are more satisfied with their appearance (Student's t = 3.03, p<,01), their character (Student's t = 5,58, p<,001), and their abilities (Student's t = 7.96, p<.001). It should be mentioned that satisfaction with appearance in both college and university students is higher than a possible average point (M=7.9 and M=6.3 correspondingly), while the differences are possibly explained by the fact that college students take more care about their appearance, pay more attention to the way they look, to fashion. Satisfaction with one's character is better expressed in college students than in university students (M=7.8 and M=5.3 correspondingly), which is obviously conditioned by more harmonious relations of college students with the requirements of the environment. In university educational environment the requirements to a student's personality are higher than in a college educational environment. Attitude of the environment under such conditions is more critical, less positive, to a greater extent linked to pragmatic goals rather than positive relations-linked goals. All of the above does not promote responding positive attitudes on behalf of a student, which is reflected on their character and satisfaction with it. A more harmonious correlation between the requirements of a college educational environment and students' opportunities also promotes a better expressed satisfaction with one's abilities. In college students it is 8.2 on average, while in university students it is 4.4.

Let us draw our attention to the results of correlation analysis (Table 1). In a group of college students we uncovered a lot of statistically significant interconnections between the index of emotional well-being and self-assessment of significance and probability of life events. Expressed emotional well-being in this group is linked to general satisfaction with one's life (r = -.508, p < .01), with satisfaction with inter-ethnic relations in the region of residence (r = -,259, p < .05), with high evaluation of an opportunity of career growth and achievement of material wealth (r = -,229, p < 0,05), with evaluation of an ability and opportunity to influence one's life processes (r = -,31, p < .01), with ability and opportunity to influence the events, which are taking place in the society (r = -,31, p < .01), evaluation of an opportunity of self-realization in professional activity (r = -.27, p < .05), with positive experiences linked to progressive development of the society (r = -.24, p < 0,05), with hope for changes for the better in the society and in the world (r = -0,263, p < 0,05), with high evaluation of a possibility of interesting life in the present (r = -.35, p < .01) and the future (r = -.222, p < .05), with acceptance of the growing rhythm of life in the society (r = -.25, p < .05), as well as with high evaluations of characteristics of an educational environment and high level of self-attitude.

It is evident that emotional well-being is widely determined by emotional and evaluative attitudes of a personality to events, which are taking place in the society in general and in the region of residence. High evaluation of a possibility to somehow influence what is happening and hope for positive changes strengthen this determination.

Significant factors in the development of personal emotional well-being in college are dynamism of life and satisfaction with components of educational environment: social component represented by teachers (r = -.37, p < .01), content-related component (r = -.44, p < .01), material and physical component (from r = -.34, p<.01 to r= -.22, p < .05).

General psychological well-being in college students is associated with low degree of uncertainty in their life (r = .22, p < .05) and with humanness and warmth of contacts between people in the modern society (r = -.21, p < .05).

The structure of interconnections between emotional and psychological well-being with evaluations of various events in the environment is changing in the group of university students. New interconnections appear. Thus, emotional well-being is linked to readiness to give help to those who need it (r = -.231, p < .05), strength of positive emotions linked

to progressive development of the society (r = -.19, p < .05), hope for changes for the better in the society and in the world (r = -.21, p < .05), possibility of close interpersonal communication in modern people (r = -.22, p < .05), attitude to students on behalf of the society (r = -.25, p < .05). It is obvious that emotional well-being has a lot of interconnections with social events and development of the society in general.

Subjective psychological well-being of university students is directly interconnected with significance of attitude of foreign countries to Russia and Russians (r = .20, p < .05), significance of interpersonal relations under conditions of study, work, informal relations (r = .21, p < .05), significance of ecological problem on the planet and in the region of residence (r = .20, p < .05), readiness to help to those who need it (r = .22, p < .05), opportunity of self-realization in professional activity (r = .38, p < .01), positive experiences linked to progressive development of the society (r = .41, p < .01), hope for changes for the better in the society and in the world (r = .19, p < .05), humanness and warmth of contacts between people in the modern society (r = .35, p < .01). We can trace the same tendency of interconnection between psychological well-being and attitudes of university students to social events in the modern society and social interconnections. The factor of self-realization in the professional sphere is added as well.

Table 2. Predictors of college students' emotional well-being

	Non-Standardized coefficients		Standardized coefficients	t	Sig.
	B	Std. error	Beta		
(Const.)	100.14	6.65		15.06	,000
Satisfaction with life	1.55	.56	.27	2.78	,007
Satisfaction with content of education that one receives	1.85	.55	.29	3.37	,001
Satisfaction with one's character	1.22	.51	.23	2.39	,019
Opportunity of interesting full life in the present	1.26	.55	.20	2.29	,025

In order to describe predictors of emotional well-being in a group of college students (Table 2) we chose the regression model, which explains 44% (R^2=.44, F=15.59 p<.001) of dispersion.

General satisfaction with life, which is most likely linked to interest in events, richness of events in one's life, significantly increases emotional well-being of college students, which promotes the increase of emotional well-being. This is also fostered by the strongest predictor from the chosen model, which is satisfaction with content of education that one receives. This emphasizes the role of proper professional self-determination in formation of emotional well-being. Positive self-attitude, which is expressed in satisfaction with one's character, is a predictor linked to self-evaluation and reflection concerning relations and personal qualities.

Table 3. Predictors of emotional well-being in university students

	Non-Standardized coefficients		Standardized coefficients	t	Sig.
	B	Std. error	Beta		
(Const.)	40.69	7.70		5.28	.000
Opportunity of interesting full life in the future	-2.16	.71	-.36	-3.05	.008
Satisfaction with content of education that one receives	1.99	.52	.44	3.84	.001
Satisfaction with possibility to eat good food	-1.42	.56	-.31	-2.52	.023
Notion of happiness as peaceful quite life	1.85	.66	.33	2.81	.013
Significance of political stability in the region, state	-1.19	.53	-.29	-2.27	.038

The regression model (Table 3), which describes the predictors of emotional well-being in university students explains 81% (R^2=.81, F=13.82, p<.001) of dispersion. Judging by the results of regression analysis we can come to the conclusion that emotional well-being of university students is largely conditioned by satisfaction with content of education that they receive, their notion of happiness as peaceful and quite life, while significance of political stability in the region and in the state, conviction regarding an opportunity of interesting and full life in the future, as well as satisfaction with possibility to eat good food decrease their emotional well-being.

4. Discussion

Results of comparative analysis of subjective well-being of college and university students attest to the fact that university students' subjective well-being is generally better than that of college students. This is obviously associated with their

social status and opportunities of satisfying their needs, primarily social and cognitive (educational) ones.

Apart from that, the stage of university education is closer to the stage of independent work, while college education is perceived as a stage which is preceding university education by many students; this puts off the perspective of independent professional activity in time and decreases the experience of subjective well-being in the present.

University educational environment is more complicated and includes not only educational conditions, but also conditions for wide social contacts and creativity in addition to educational process. Moreover, it is highly probable that university students recognize the fact that in the future they will have more opportunities for employment, their work will be more prestigious and high-paid, which can serve as a foundation for higher social status. It is obvious that under conditions of college education there are fewer opportunities for satisfaction of these kinds of needs, therefore, general subjective well-being of students decreases significantly. These data correspond with investigations, which were carried out by Kozmina L.B. (2013) and Kornienko D.S., Kozlov A.I. (2014), Shamionov R.M. (2014). These works show that subjective well-being is related to positive professional and personal planning of students. At the same time college students can experience frustration because of friendship or insufficiently developed social skills (Demir, Jaafar, Bilyk & Ariff, 2012).

The results of correlation analysis show that psychological well-being in college students in more stable in comparison with emotional well-being and is conditioned by certainty of events and interpersonal relations. At the same time such impoverished determination of psychological well-being does not allow its compensation and complementarity at the account of connections with other events of the surrounding reality.

In university students emotional well-being is also related to convictions, social needs and their satisfaction, but the number of significant interconnections is smaller than in college students (15 and 21 correspondingly). On the contrary, the number of significant interconnections between general psychological well-being and convictions, social needs and their satisfaction in a group of university students is 22, while in a group of college students the number is 2. This means that university students have a relatively wide determination of emotional well-being and general psychological well-being; there is an opportunity of flexible compensation, strengthening and increasing both types of well-being under conditions of strengthening some of the interconnections and weakening the others. One can observe significant involvement of psychological well-being into life events and evaluation of these events, which corresponds with data presented by Kozmina (2013). Psychological well-being in university students is therefore more substantiated and supported by personal evaluations and attitudes, than that of college students. Such dependence is not occasional due to the fact that psychological well-being presupposes more significant autonomy, competence, and personal growth (Ryff, & Keyes, 1995; Ryff, & Singer, 2006).

Results of correlation analysis show that emotional well-being in a group of university students is largely conditioned by social relations and convictions, social needs and their satisfaction. On the one hand, it signifies greater social maturity of university students in comparison with college students. On the other hand, under conditions of social instability and tension it can serve as an essential foundation for more expressed emotional ill-being. In comparison to a group of college students, university students demonstrate more new interconnections between general subjective well-being and personal convictions.

Having compared regression models of emotional well-being in the groups of college and university students, we have to point out that the prediction of emotional well-being varied. We singled out only one similar predictor, which is relatively equal for both groups. It is satisfaction with content of education that students receive. In university students prediction of emotional well-being is more complicated, controversial; it unites factors, which involve with both socio-political conditions and satisfaction of vital needs. Emotional well-being of university students is strengthened by satisfaction with content of education, their conviction regarding the fact that happiness is peace, enjoyment, lack of any effort. Thus, university students attribute the increase in emotional well-being to things that they learn, to knowledge that they receive, and the decrease of their personal activity and effort.

Emotional ill-being is fostered by an opportunity of interesting full life in the future, possibility to eat good food, importance of political stability in the region and in the state. Interconnection between emotional ill-being and importance of political stability in the region and in the state for a person can be explained by anxiousness, which is caused by political instability. The higher the significance of political stability, the higher the level of anxiety related to impairment of stability is.

It is more difficult to explain the interconnection between emotional ill-being and opportunity of interesting full life in the future and possibility to eat good food. In the first case, it could probably be explained by lack of readiness in university students for a full life in the future, unwillingness to accept tension, which is growing in informative and active situation. In the second case a possibility to eat good food is obviously perceived by university students as a potential possibility, which is difficult to realize in their real lives.

5. Conclusion

The differences between emotional well-being of college and university students, which are conditioned by significance of convictions and satisfaction of urgent needs, are combined with indifference to their psychological well-being. University students generally feel more subjectively well than college students.

The notions regarding the way of achieving subjective well-being differ for college and university students. College students link the achievement of subjective well-being with easiness of satisfaction of one's needs, lack of difficulties in achieving one's goals and general lack of problems in life.

Educational environment is an important factor for subjective well-being. College students are more satisfied with social and material components of their educational environment, while university students are more satisfied with the content of education that they receive.

Evaluations of significance of life events and personal attitudes are mostly linked to emotional well-being for college students; while for university students they are related to both emotional and psychological well-being.

Prediction of emotional well-being for college students is more complicated and controversial; it unites factors, which deal with socio-political convictions and satisfaction of vital needs.

6. Acknowledgements

The study was supported by the Russian Foundation for Humanities, project № *15-06-10624a.*

References

Argyle, M. (2001) The psychology of happiness (2nd Edition). London: Routledge.

Brisset, C., Safdar, S., Lewis, J. R., & Sabatier, C. (2010) Psychological and sociocultural adaptation of university students in France: The case of Vietnamese international students. International journal of intercultural relations, 34(4): 413-426.

Busseri, M.A., Sadava, S.W. (2013) Subjective well-being as a Dynamic and Agentic System: Evidence from a Longitudinal Study. Journal of happiness studies, 14(4): 1085-1112.

Butkovic, A., Brkovic, I., Bratko, D. (2012) Predicting well-being From Personality in Adolescents and Older Adults. Journal of happiness studies, 13(3): 455-467.

Chebanova, G.V. (2014) Student's emotional entelligence whith differen subjective well-being. Applied psychology and psychoanalysis, 4. 4 [Online] http://www.ppip.idnk.ru/ (May 27, 2015)

Chen, F.F., Jing, Y., Hayes, A., Lee J.M. (2013) Two Concepts or Two Approaches? A Bifactor Analysis of Psychological and Subjective well-being. Journal of happiness studies, 14(3): 1033-1068.

Demir, M., Jaafar, J., Bilyk, N. & Ariff, M.R. (2012) Social Skills, Friendship and Happiness: A Cross-Cultural Investigation. The Journal of Social Psychology, 2012, 152(3): 379–385.

Diener, E., & Lucas, R. E. (1999). Personality and subjective well-being: The foundations of hedonic psychology. In D. Kahneman & E. Diener (Eds.), Well-being: The foundations of hedonic psychology (pp. 213–229). New York: Russell Sage Foundation.

Dorozhkin, Iu. N., & Mazitova, L. T. (2008) Problems of the Social Adaptation of Foreign College Students. Russian Education and Society, 50(2): 23–30.

Hui, K., Lent, R.W., Miller, M.J. (2013)Social Cognitive and Cultural Orientation Predictors of well-being in Asian American College Students. Journal of career assessment, 21(4): 587-598.

Kornienko, D.S., Kozlov, A.I. (2014) Social and Regional Differences in Psychological Well-being Among Students. Modern problems of science and education, 5: 649. [Online] http://www.science-education.ru (May 27, 2015)

Kozmina, L.B. (2013) Dynamics of psychological wellbeing of students with major in psychology during their education in a higher school. The theory and practice of social development, 11: 118-120.

Ovchinnikov, A.A., Sultanova, A.N. (2014) Comparative analysis of psychological well-being and strategy of adaptation of migrant students and titular ethnic students. Medicine and Education in Siberia, 2014. 4: 15. [Online] http://mos.ngmu.ru (May 27, 2015)

Perrudet-Badoux, A., Mendelsohn, G. Chiche, J. (1988) Développement et validation dune échelle pour Vévaluation subjective du bien-être Cak Antkropol Biomet Hum, 3: 121–134

Pogorskaya, V.A. (2011) Relationship between subjective well-being and value-semantic scope of personal students of pedagogical professions. Vector of Science of Togliatti State University. Series: Pedagogics, Psychology, 3: 252-254.

Ryff, C. D., & Keyes, C. L. M. (1995). The structure of psychological well-being revisited. Journal of Personality and Social Psychology, 69: 719–727.

Ryff, C. D., & Singer, B. H. (2006). Best news yet on the six-factor model of well-being. Social Science Research, 35: 1103–1119.

Safronova M.V., Kuznetsova V.B. (2014) Personal characteristics and problems psychosocial well-being of young boys and girls studying in a higher educational institution. Psychologiya obucheniya, 12: 67-76.

Shamionov, R.M. (2014) Adaptational Potential and Subjective Well-Being Of Comprehensive School Graduates And First Year Students Of Higher Educational Institutions. Procedia - Social and Behavioral Sciences, 131: 51 – 56.

Shamionov, R.M., Grigoryeva, M.V., Grigoryev, A.V. (2014) Influence of beliefs and motivation on social-psychological adaptation among university students. Procedia - Social and Behavioral Sciences, 112: 323-332.

Sheldon, K.M., Cheng C., Hilpert J. (2011) Understanding well-being and optimal functioning: Applying the multilevel personality in context (MPIC) model. Psychological Inquiry, 22(1): 1-16.

Sheldon, K.M., Hoon T.H. (2007) The multiple determination of well-being: independent effects of positive traits, needs, goals, selves, social supports, and cultural context. Journal of Happiness Studies, 8: 565–592.

Shoshani, A., Slone, M. (2013) Middle School Transition from the Strengths Perspective: Young Adolescents' Character Strengths, Subjective well-being, and School Adjustment. Journal of happiness studies, 14(4): 1163-1181.

Sokolova, M.V. The scale of subjective well-being. Yaroslavl: Yar.univ.; 1996.

Urivaev, V.A., Tarasova, A.A (2011) The subjective well-being and the structure of defensive reactions in medical academy students personality. Siberian Journal of Psychology, 41: 58-63.

Vodyakha, S.A. (2014) Correlation of Students' strengths of character with indicators of Psychological well-being. Pedagogical Education in Russia, 2: 96-99.

Wouters, S., Germeijs, V., Colpin, H., & Verschueren, K. (2011) Academic self-concept in high school: Predictors and effects on adjustment in higher education. Scandinavian journal of psychology, 52(6): 586-594.

Yashchenko, E.F. (2012) Self-actualization and subjective wellbeing as socially-psychological problems of professional education: university students and lecturers. The Herald of South Ural State University. Series: Psychology, 31: 56-63.

Yu, B., & Downing, K. (2012) Determinants of international student's adaptation: examining effects of integrative motivation, instrumental motivation and second language proficiency. Educational studies, 38(4): 457-471.

Islamic Philosophy and Politics (The Experience of Interpretation)

Viktor Vasilievich Zheltov

Maxim Viktorovich Zheltov

Sergey Vladimirovich Birukov

Kemerovo State University, Russian Federation, 650043, Kemerovo, Krasnaya Street,6

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

The article highlights the historical background of the diversity of Islam related to the influence of pre-Islamic culture in different countries, as well as the impact of socio-economic cooperation of Islamic countries with the West. It analytically reveals the phenomenon of Islamization of ancient Greek philosophy as a phenomenon of its adaptation to the realities of the Islamic world showing opportunities of philosophy as a science in the Islamic world, and the role of the Qur'an in the development of philosophy and politics in the Muslim countries. The article touches upon the questions of the role of Islam in the Muslim countries` politics, trans-prospects and building democracy in the Arab world analyzing "The Arab Spring" political legacy and future perspectives of its influence.

Keywords: *ancient Greek philosophy, Islamic philosophy, Islam, Moslem world, the Koran, Revelation, politics, democracy, pluralism*

1. Introduction

As a rule, the philosophical and political literature says about Islam, as they say in general terms, i.e. as a single doctrine. Meanwhile, there is no single Islam. Political scientists and religious-WIDE Islamic thinkers rightly speak of the existence of: Sunni-ray and Shia Islam; Islam, which are practiced in Riyadh (Saudi Arabia) and Bamako (Mali); version of Islam in Morocco and Indonesia. A thorough analysis….(Clifford Geertz (1926-2006)).

According to Clifford Geertz an imprint of the pre-Islamic culture of the country is imposed on one or another specific form of Islam in each country (Cf. Geerz C., 1968). This position is confirmed by Clifford Geertz, particularly in Turkey and Iran. "In order to understand the specific religious attitude to politics in Turkey, - said S. Vaner (Vaner Semih (1945 – 2008)) - is necessary, first of all, to emphasize the original vitality of Central Asia: the elements of shamanism (Shamanism is a previous form of religion based on the belief that shaman communicate with spirits when being in trance), Buddhism and Manichaeism (Manichaeism is a religious practice in the late antiquity created by a Persian prophet Mani or Manes), which were supported by the Turks in Central Asia after the adoption of the two nations of Islam, and these beliefs people carried with them through the years in different forms in the Ottoman Empire "(Vaner S., 2008).

The same can be said for logic of statements of Shia Islam in Iran, where was confirmed the peculiar relationship between the imams of the XII century and the figure of the Saviour of old Zoroastrian Persia (Zoroastrianism is a form of religion in the ancient ages and early Medieval ages in the Middle Asia, Persia, Afghanistan, Azerbaijan and some countries in the Near and Middle East), (Corbin H.1971, 1985).

It can be argued that Islam is undergoing significant changes under the influence existed in one country or another form of religious belief. Here is evidence of M. Arkoun (Daryush Shayegan, 1989) on Kabylia (Mohammed Arkoun (b. 1928)): "It is necessary to recall that in Kabylia remained mountain ranges, olive trees, sources, which are places of worship of paganism, there is, in other words," animistic (Kabyle is a historic and geographic region in the northern part of Algeria)"religion in Kabylia, and I have personally seen with my mother, which I was accompanied by to one of the sources located in the mountains, in order to worship the mind of those who live at the source, and to keep oneself in good health "(Animism (from Latin anima, animus — «soul» and «spirit») is a belief in the existence of soul, spirits and spirituality of the nature).

In general, the reality of the Muslim world is not so correct origins of Islam, as it wrote Weber, when he spoke of "the invasion of the Persian Sufism of Indian origin and formation of the order of dervishes (Arcoun M. 2012), who are experiencing a strong influence on the Indians to the present day." In addition, Weber argued that "the petty bourgeoisie is largely carrier of religiosity of the dervishes, which is widespread [the Islamic world] and which gaining strength,

superior in the influence the official Church" (Dervish (Pers. a beggar) is the Islamic analogue of a monk and ascetic, follower of Sufism).

Another source of well-known diversity of Islamic countries is the difference in their relations with the West over the past two centuries. For example, in Turkey there was an attempt of substantial Westernization of the country, carried out by Ataturk (Weber M.,1995), while Saudi Arabia, for example, has almost no exposure with the process of Westernization of the country (Kemal Atatürk (1881 – 1938)).

2. The Philosophy of the Arab World and the Islamization of Greek Philosophy

From the first centuries of Islam, many of its spiritual conquests, and especially philosophy, were the result of a meeting with the legacy of the ancient Greeks. Inspired by the thought of the Greeks, Islamic thinkers faced with intellectual heritage other than the Quran. This especially applies to everything that is associated with the policy as the main component of the Greek philosophical thought (Iribarne Ph.d., 2013).

The philosophy of the Arab world is not just addressed to the heritage of the ancient Greeks, it Islamized Greek philosophy. Islamization touched primarily the object of philosophical thought. What attracts the attention of a philosopher, rooted, as we know, in the idea of unity and omnipotence of God and all that is associated with it - such is the purpose of divine knowledge or concept of creation (Cf. Vernant J.-P. 1962).

Greek heritage is twofold. It contains the contradiction between agora (Meryem Sebti. 2007) and belief in miracles. This contradiction, in the figurative remark of J.-P. Vernal (Agora – a central square in ancient Greek city-states, the place of all community rallies which also were called “agoras”), as if slips "between the spirit of the secrets inherent to sects, and publicity of controversial debates, which are characteristic for political activity" (Jean Pierre Vernant (1914 – 2007)) .

"In accordance with the environment, time trends, we see - writes J.-P. Vernal - how the Pythagorean sect in ancient Greece in the VI century turns into a closed fraternity and refuse the written evidence of their purely esoteric doctrine. This brotherhood could just as it will be made by the Sophists, be fully integrated into public life, presenting itself as an organization, engaged in preparations for the exercise of power in the city and offering every citizen paid lessons "(Jean Pierre Vernant (1914 – 2007)).

Islamic philosophy is not without the influence of the ancient Greeks interested in the life of the policy, but remains faithful to its own vision, according to which the true and the good come from above: "The best city - said K. Jamba (Vernant J.-P. 1962) - is not one in which there have been discussions but one in which the maximum power solutions specifies a maximum true knowledge "(Jambet Christian (b. 1949)).

This approach coincides with the ideas of Plato, expressed in the "State". This very popular today book of the ancient Greek philosopher runs as follows:

> *"Until the states will not be reigned by philosophers, or the so-called current kings and lords will not nobly and thoroughly philosophize and it merges together - government and philosophy, and until those people - and there are many - who now aspire either separately either to power or to philosophy will not be obligatory excluded, so long, my dear Glaucon, states will not get rid of the evil, and the state that we just described verbally will not be possible for the human race and will not see the sunshine "(Jambet Ch., 2011).*

And further:

> *"... Just philosophers should rule, and when it will become clear, we can begin to defend and prove that some people are by their very nature ought to be philosophers and rulers of the state, and all others need not to be engaged in this, but follow those who lead "(Jambet Ch., 2011).*

In the Islamic context one can say with all definiteness that only God is the true sovereign, "Man becomes the more clever and fulfils better control - believes K. Jamba – the more he obeys his Lord." And like Plato, Islamic philosophers do not believe in the virtue of public debate (Jambet Christian (b. 1949)). They are advocates of providential (http://grani.roerich.com/plato/txt/republic05.htm) rule.

Let us ask ourselves, after the Islamic thinkers: by means of what intermediaries followed the providential direction?

Starting from Al-Farabi (Providentialism (from Latin providentia — providence) is a historic and philosophic method of researching the historic events from the point that Providence is present in such occurrences and that God has the beforehand plan of saving people) and further to Averroes (Al-Farabi (872 – between Dec. 14, 950 and Jan. 12, 951)), preference is given to theological-political authority (Jambet Christian (b. 1949)). Thus, according to Avicenna,

"Revelation is a word that extends, and its source is the Prophet. He provides the royal power, which is the power received by the Prophet, as if the power for Him is an expression of angelic knowledge of His mind "(Jambet Christian (b. 1949)).

K. Jamba concludes: "In Islam, the mind cannot be identified with what the concept expresses since Descartes in the West. We are talking about the divine mind, caused in man by force of his intellect, the force that comes from God by means of an intelligent agent, the same archangel Gabriel (Averroes (1126 – 1198)). As a result, this means that political philosophy in Islam cannot be a liberal philosophy ... The people of the community, for which political authority is created, have need for master who is invisible, but who possesses superhuman qualities, a man from among the seniors, or divine man, who was human master, the Divine caliph in this world "(Jambet Christian (b. 1949)).

I must say that by the opinion generally accepted in the scientific community the legacy of Plato played a major role in the development of Islamic philosophy. However, this heritage was not of a hegemonic nature. As it is known, Averroes, who was chiefly a follower of Aristotle rather than Plato, defended in his work the idea of autonomous reason. And it turns out that his contribution to Islamic philosophy can be seen from the position of countertendency to the subsequent Islamic philosophy in Iran. For example Averroes, being a Muslim thinker, who had a lot of views in common with Western philosophy, demonstrates in his writings that Islamic philosophy is a very specific science (Kemal Atatürk (1881 – 1938)).

Its specificity is reflected, in particular, in the fact that in Islamic philosophy Revelation plays a special role (Gabriel – an archangel mentioned in the Old and New Testament and Quran). Thus, Averroes in his work speaks from the position of defender of philosophy as "milk sister" of Revelation, involving "a rational analysis that leads to true knowledge of God" (Revelation – declaration of God`s will according to the Christian dogmas). Moreover, according to Averroes, Quranic revelation is the bearer of truth. "The ultimate goal of Revelation - claimed Averroes - is this: learn the true science and true praxis." According to Averroes the genuine science is "the knowledge of God - let Him be blessed and exalted - and a set of manifestations of being what they are - especially the most divine of them - and the knowledge of the commandments and torment in the afterlife." Genuine praxis is “to fulfill actions that ensure observance of the commandments, and the avoidance of actions that lead to torture" (Revelation – declaration of God`s will according to the Christian dogmas).

Mind, says Averroes, in any case can not contradict the truth of Revelation. "We, the Muslims, know from reliable science that studies [of objective reality] with demonstrations, does not lead to contradictions with the teaching that comes from Sacred Text: because truth cannot come into conflict with truth, but is in agreement with it and testifies in its favor "(Revelation – declaration of God`s will according to the Christian dogmas).

According to Averroes, evidence obtained as a result of the study, have a compulsory character: "The agreement with something influenced by evidence obtained with mind - is not free, but a compulsory act, i.e., it is not in our power to agree or disagree [with evidence], just as in our power is a fact associated [with our decision] to be in a standing position or not "(Revelation – declaration of God`s will according to the Christian dogmas) (Emphasis added. - V. J., M.J).

In accordance with the logic of Islamic philosophy, the question arises: in such situation, which we are talking about, could we blame those who retreat from the faith and are at odds with the Quran, for instance, in their scientific views? And the question arises: is there within the Islamic philosophy any possibility for the existence any other legitimate opinion, which would be inconsistent with the provisions of the faith?

In Quran and Islam in general, the possibility of such opinion is not excluded. But the indicated legitimate opinion stays initially in limited boundaries.

"Practical religious issues" - requirements that determine the mode of existence, and especially those that are associated with the life of the city - are excluded from the discussion. According to Averroes, Quranic revelation brings credibility, thanks to the wording that should be taken literally. And agreement with the meaning, in essence, brings faith: "It is sufficient to reach consensus, which is to spread this doctrinal position without having to talk about the differences with this position," (Revelation – declaration of God`s will according to the Christian dogmas). This means that a variety of interpretations of Islamic philosophy is practically impossible.

And what to do with the theory which needs to be discussed and compared, and the different points of view and approaches in the search for truth? This truly scientific approach has the right to life just outside of the issues that have a definite answer in Scripture. However, the theoretical study of such issues is the destiny only of qualified scientists.

Putting forward the thesis of freedom of interpretation and discussion of theoretical issues, Averroes relied on the Quran (Sura 3), "He - the One who has sent down the Book to you; it has a poetry, arranged in order that - the mother of the book; and others - are similar in meaning. But those in whose hearts evasion - they follow what it resembles, soliciting confusion and interpretation of soliciting. No one knows its interpretation except Allah. And solid in knowledge say: "We believe in Him; everything - from our Lord. "They remember only the owners of the mind "(Averroès., 1996).

Confirming their agreement with the statement of Quran, Averroes claims that the approach of scientists in science, in fact, does not have any specificity in the study of reality, which differs from the approach of scholars from among the faithful Muslims and in both cases it is based on Faith in the Lord (Revelation – declaration of God`s will according to the Christian dogmas).

This approach has political continuation: ordinary people are thinking outside the field of academics. This means that the political leaders of the Muslims, by Averroes, should prohibit scientific books for the Muslims, who are not related to this science (Revelation – declaration of God`s will according to the Christian dogmas). This political position brings to life the desire of the Muslim authorities to avoid unnecessary debate that can produce division of the Muslim community, and even lead to violence in society.

3. Islamic Philosophy and Political Issues

Combination of the ancient Greeks heritage with Islam took a selective path. Islamic thinkers chose only the heritage issues that fitted in the Quran concept. Plato's image of the governor-philosopher is not strange to imam-philosopher, political leader of the Muslims, embodies the union of religion and philosophy. However, all that discussions on the public areas of ancient Greece don't fit into the idea of politics in the Islamic world.

It could be sufficient to apply to the heritage of Aristotle. Regarding city life, he describes in his "Politics" the multiplicity of citizens' opinions as the condition for the success government: "It is preferable that the supreme power belongs to the majority rather than to the minority, at least composed of the best leaders and therefore could be obviously considered as the satisfactory solution to the issue and contains some excuse and perhaps even the truth. It may occur that the majority composed with individuals could be inefficient but joint together could be better than that minority just as lunches are better than clubbing dinner hosted by the means of a single person. As the majority includes a lot of people, it is possible that there are pure virtue and prudence in each of them, taken separately; and when these people come together it seems as if we got a real individual of these many with lots of hands, legs and perceptions and the same applies to the temper and understanding. That's why the majority better estimate musical and poetic works: some view them from the one side, the other – from the other, and all together they view the problem overall…however…if all this people mass is not entirely devoid of the inherent dignity of the freeborn man, than each individual is the worst judge, and all together are not the best ones, or at least not the worse judges". (Quran, Moscow, 1963).

Aristotle reasonably supports the perspective of the need for realistic accounting in policies of human sentiments and passions, as well as the need for a policy of so-called lesser evil, that takes into account the effects of the famous people mediocrity.

According to F. d'Iribarren it directly relates to the reason, but practical reason, which takes into account not only the expectations of Light from above, but also the common experience of ordinary people. This means that Aristotle is interested not only in the views of scholars and Revealed Truth, but also in the position of ordinary people in politics. This is not a weakness of the thinker, but - his strength (Kemal Atatürk (1881 – 1938)).

Aristotle writes:

> *"There are three parts in every government: very wealthy people, very poor and the third part of those who stands in the middle. Since moderation and the middle position are the best issues according to the received opinion, then obviously the average income of all the benefits is the best good. Thus it could seem easier to obey to reasons of conscience; but on the contrary, it is difficult to follow these arguments for an advanced, strong, noble, rich person or vice verse for a poor, weak, socially humble person. The people of the second part often become evildoers and bastards". (Quran, Moscow, 1963).*

Islam was initially marked by the original mentality connecting together the concept of truth, reason, good life and debate. The truth comes from above.

The reason is the ability to perceive what is given from above and the process of perception of this. The good life is the result of model accordance of the great writing. The debate is the tool of cognition the truth but not the factor of community destruction.

In time this space is not changing. And this is the core for one of the complexity causes of social and political development of the Muslim world. Adonis, the famous Arab thinker writes about it with great concern (Aristotle. Writings in 4 volumes, Moscow, 1984): "There have been lots of experiments in lives of Arabians concerning the implementation of all forms of government, but nothing has changed in society, nothing of what had to be changed. Even the revolution experiment has only led to disastrous results" (Adonis (the real name Ali Ahmad Said Asbar, b. 1930) , 2014).

Such a negative assessment of social development in the Arabian world, including the transformations that marked

the political life of the Muslim countries under the influence of the Arab Spring, perhaps, have the right to live, if consider that during several centuries Islamic civilization have produced political regimes that are far from democratic ones (Aoun S., 2013), but could be easily identified more as authoritarian, dictatorial and even tyrannical.

4. Islam and Democracy

By real democracy parameters the Muslim countries are placed much lower of the top ones. For example, in 2011 the authoritative English magazine «The Economist» on the basis of 60 criteria based on five categories (the electoral process and pluralism, civil liberties, functioning of government, political participation and political culture) could not apply the determinant of "democratic" to any Muslim country. Only two countries (Mali and Malaysia) came into the category of "imperfect democracy", whereas all the other Muslim countries were classified as "hybrid regime" or "authoritarian regime". (Kemal Atatürk (1881 – 1938)).

And there are so called philosophical reasons. They suppose that in the Muslim world, Islamic vision of democracy and the power is fundamentally different from current interpretations of these concepts in Europe. Against the background of the Arabian Spring and those philosophical issues that the latter has set to the Arabian religious leaders, philosophers and politicians there were heard statements that Islam does not agree well with democracy because of its theocentricism implying that the sovereignty belongs to God, while democracy is anthropocentric what implies that the sovereignty belongs to the people.

Comments to the results of the study are of interest. First of all, they say that this situation with democracy is the result of circumstances: modern history, lack of experience, the legacy of the colonial era, as well as "old political culture". All this "promoted to the statement of political habitus of submission and rebellion" (Addi L., 2003).

It affirms that Islam as such is not a reason for preventing democracy establishment. L. Addy, an Arabist, writes (Addi Lauhari – a professor of sociology in Institute of Political Studies in Lion), "The Sacred Text offers the multiplicity of readings and it is able to justify both authoritarian and democratic regimes….Islam… is a discursive practice that advocates opposing camps use for the protection of their political positions " (Addi L., 2003).

Democratic vision regarding the political regime supposes freedom of thought and debate on all key issues of our time. Thus, C. Castoriadis (Castoriadis Cornelius (1922 – 1997)) states that the democracy corresponds to the "ability to internal protest, calls into question their own institutions and their ideas for the sake of reasonable discussion between people and this system is open and does not know some higher dogma". (Castoriadis C., 1996).

In democratic countries with the current political system, as the political practice indicates, there is no consensus on many issues of social development. Recent examples of "unanimity" could be observed only in the history of totalitarian, fascist countries in particular. In a democratic society it is common practice for a debate on the complex issues of social development, especially in cases where there is uncertainty in the understanding of a problem for which it is necessary to make decisions. This means that in any case in such discussions it is necessary to consider all the beliefs and values that guide the participants in the discussion. In a democratic society there are also exist activity areas within the debates are considered legitimate.

In the context of a consensus on the key issues of human existence it is impossible to find an objective, an adequate solution of the situation. Moreover, it is impossible to conduct a democratic discussion of the problem.

Let`s take, for example, the issue of human rights. In the "Universal Islamic Declaration of Human Rights," says: "Given that Allah through his revelations in the Holy Qur'an and the Sunnah of their Prophet Muhammad gave mankind the right and morality, allowing to establish and regulate all the necessary institutions and relationships ... We Muslims believe in Allah, the Merciful, the Compassionate, the Creator, the Almighty, the Source of all laws and leading humanity on the right path ... believed in the destiny of man, which was created in order to fulfill God's will on earth (Khilafah) "(http://www.idmedina.ru/books/history_culture/minaret/16/declaracia-01.htm).

In the Universal Islamic Declaration of Human Rights in this regard, we find the following: "Rationality itself without illumination by God, can neither specify to mankind the only correct way or give spiritual nourishment the human soul; confident that the teachings of Islam represent the quintessence of Divine Providence in its final and perfect form, consider it their duty to remind a person about high purpose and dignity, that gave him the Most High "(http://www.idmedina.ru/books/history_culture/minaret/16/declaracia-01.htm).

The Declaration on Human Rights in Islam: "Everyone has the right to express their thoughts and beliefs to the extent and degree in what it is provided for by law" (http://www.idmedina.ru/books/history_culture/minaret/16/declaracia-01.htm).

In most Arab countries, freedom of thought is a complex problem. Moreover, this freedom is pursued criminally. Examples of this are many in different Muslim countries. It is very difficult find its right to exist, and the principle of

pluralism in Muslim countries. Without the rights of the opposition to express their views, as is known, there can be no talk of democracy. The emphasis on unity and distrust to pluralism are gaining strength precisely where arise democratic ideas. 'Democratic rights - wrote recently B. Stora (Stora Benjamin (b. 1950)) on the Arab Spring - are also in the perception of other words. It is necessary that the political parties embraced the idea that there exist another parties with other programs. An important rate for the Arab countries is the ability to perceive the plural "(Stora B., 2011).

Pluralism, which is consistent with Islam - is pluralism of traditional society, in which coexisting a plurality of communities, such as millets (Millet – initially a theological and juridical term in the Muslim countries – a religious creed with autonomous administrative establishments (trials, schools, hospitals, etc.) in especially allotted quarter or place of the town) in the Ottoman Empire, each of which is guided by their own rules, and led essentially divided existence. In the Qur'an, concerning such communities said: "They would like to see you were wrong, how wrong they were, and you would have turned out the same. Do not take of them friends until they were evicted by the way of Allah; But if they turn away, then grasps them and kill them wherever you find them. And do not take any of them friends or helpers "(Averroès., 1996)

This ideal of democracy based on consensus, can deceive, as stated M. Arkoun: "Yes: the consensus of the faithful. When I first discovered this idea, it prompted me to dream. I said to myself: Islam can realize democracy! In this case, what the Quran calls the ummah is a consensus. As a result, we can see a lot of Muslims, who are now convinced that yes, we have a democracy, thanks to the consensus of believers "(Animism (from Latin anima, animus — «soul» and «spirit») is a belief in the existence of soul, spirits and spirituality of the nature).

However, it would be wrong to underestimate the political changes that are caused in the Arab world, the Arab spring. As noted by S. Burg, there are "inclusions of democracy in Islam, but they are not enough to see them as a democratic regime itself, which cannot be reduced to the polls or the dictatorship of the majority" (Aoun S., 2013).

However, as it was pointed out at a conference in Brussels in October 2012 by Anwar Ibrahim, former Deputy Prime Minister of Malaysia, this does not in any way exclude the possibility of democratic development in Muslim countries. It would be wrong not to see the fact that India is the second largest Muslim country in the world, has established a democratic political regime. And that means that millions of Muslims, Hindus, observing the rules of the Quran and Sharia, live up to democracy. Another example: Indonesia, the largest Muslim country in the world, despite the relatively low level of economic development and the presence of a number of other difficult social problems, also develops towards democracy (Cf. «Printemps arabe», an II, quell devenir? 2013).

5. The Prospects of Democracy in the Muslim World After the "Arab Spring"

In the modern era a deep crisis are both traditional and "modernized" types of authoritarianism in the Middle East. Perseverance and "immobility" authoritarian order to emerging challenges are in fact an illusion. One of these challenges for the contemporary authoritarianism - the events, today called the "Arab spring." The Arab Spring is the revolutionary wave of demonstrations and protests in the Arab world which began December 18, 2010. There have been revolutions in Tunisia and Egypt; the civil war in Libya, which led to the fall of the regime; civil revolt in Bahrain, Syria and Yemen; mass protests in Algeria, Iraq, Jordan, Morocco and Oman; and less significant protests in Kuwait, Lebanon, Mauritania, Saudi Arabia, Sudan and Western Sahara. Clashes on the border of Israel in May 2011 also were inspired by the local "Arab Spring.". In many respects, the concept of "Arab revolution" is quite debatable, and scientists should not abuse it. In spite of the substantial change in the political landscape, it is still impossible to talk about systemic change in terms of transitological paradigm. Revolution in Tunisia also remains in question. The fall of the Gaddafi regime in Libya, with some degree of caution could be seen as a revolution, at the same time with unclear reasons. Similarly, in the case of Syria, we can talk about trying to implement similar within the meaning scenario, which is actively supported from outside the country.

To opinion of some researchers the situation in many states of the region is still uncertain and has no sign of imminent restoration of stability and makes many of the theoretical arguments about the "democratization of the Middle East" frankly speculative (Schluemberger O., 2012)

In the public mind in the meantime it confirmed the view that the Middle East due to the events of the "Arab Spring" stood on a steady path of democratization.

In this regard, a number of significant issues are inevitable. Is today the full potential of "authoritarian modernization" in the Middle East and the "Third World" exhausted as a whole, taking into account the effects of globalization and the "information network society"?

Do the prerequisites for the establishment in the countries of the "Third World" stable institutionalized democracy occur in this region of the world revolutions? And if not, what type of political order will be the result of authoritarian

regime collapse in the region?

Events acquired high dynamics to make possible the changes of so a deep nature and scale which the region has not experienced over the last 50 years. To answer the question about the form of state in the Middle East after the "Arab spring" we should take into account the "political heterogeneity" of the region, which includes 20 countries - from the traditional monarchies, the Persian Gulf (Saudi Arabia led) to presidential regimes with a "socialist past" in the spirit of "Arab socialism" or "pan-Arabism" (Egypt, Syria, Algeria, to a certain degree Tunisia and the Republic of South Yemen in the early period of its political development) - to the states, for which we can talk about the existence of certain form of political domination with a high degree of conditionality, because they meet the criteria of a functioning statehood.

In this way it is reasonable to speak about "person`s not general expression" for the States that make up this "world region". And as countries in the region are moving today through the unfinished transformation process, we can say about certain "intermediate results" "of the Arab Spring." One also should be aware of the following circumstances:

As today in many places - and not least in countries of the region themselves - talk about "Arab revolutions", the term should be used more cautiously.

And if you use preconceived concept of "revolution", it can be argued that Egypt really experienced "mass uprising", but not a revolution in the classical sense - because it preserved many essential elements of the Mubarak regime, and the main changes concerned only the structure of the elite. In the case of Tunisia "authenticity" of the revolution remains in doubt, too. With a certain caution the fall of the Gaddafi regime could be determined as a revolution with the "non-obvious" political result.

It is also should be considered carefully the events "of the Arab Spring" in the spirit of popularized concept of "democratization of the Arab world." For example, in Morocco there was a cosmetic reform of the Constitution that only relatively limited the power of the king Muhammad V. In Tunisia and Egypt today goes the reorganization of the political system in the direction of creating a "party landscape" of pluralistic type.

Tunisia gives the only example in the Arab world, which in the future could lead to democracy. In most cases, one can speak about transient conditions of "hybrid nature" with a greater or lesser degree of political pluralism.

At the same time the almost intact traditional "oil" Gulf monarchies (Saudi Arabia, Bahrain, Kuwait, UAE, Oman, Qatar), also faced in 2011 with the long mass protests.

The range of expected regime trends in the Middle East after the events of the "Arab spring":

1) Opened or closed military regime;
2) Monarchy adapted to the modern development process;
3) Parliamentary regime;
4) "Islamic democracy", where Islamic fundamentalist state would rather be the exception;
5) Traditional tribal state as a result of the collapse of the national states and diving into the chaos of a civil war (Kleinwaechter L., (2011)).

The results of “The Arab Spring” and wider process of modernization in the Arab East countries bring up the question about ability of the Muslim society for modernization.

In the 1990s it seemed that “the Asiatic miracle” and cultivating of “the Asiatic values” (striving for success provided high discipline and relatively weak individualism) were able to provide the modernization progress. But the economic crisis which has shaken Southeast Asia in the end of the 1990s ruined this euphoria. For the majority of the Asian societies it turned to be too hard to unite political democratization with economic development and economic liberalization.

The researchers are divided in their views concerning the possibility of including the Islamic states into the system of “neo-modern” capitalism. A distinguished American geostrategist S. Huntington felt dubious about such integration and preferred to talk about the approaching clash of civilization (Huntington Samuel.,1994). I. Wallerstein, in his turn, applying his World-System Theory considers “global anarchy” to be a long lasting period while the rivalry among the main global players will make the global development unpredictable (Wallerstein I., 2003). The opinion of Sh. Eisenstadt is less pessimistic when he talks about “the variety of modern civilizations” as about a possible and desirable perspective; it implies the existence of various modernization strategies and their spreading to the Islamic countries as well (Eisenstadt S. N., 1999).

The perspective ambiguity of modernization and democratization process in the Islamic states is confirmed by analysis of the internal political dynamics in Muslim societies. Today there is a situation when “Islam is no longer identical to Islam” (Metzger A., 2002) and inside the Muslim`s world the rivalry is evolving among three main Muslim projects – Islamic fundamentalism, Islamic reformism and Islamic modernism. The fundamentalism is a type of reaction towards the dominance of the West in global development process. Founded upon the dogma of holy texts the fundamentalism acts against “systematic oppression of the Islamic nations` interests”.

Islamic reformism, in its turn is a movement emerged in the beginning of XX century aiming to provide Islamic countries an adequate position towards the West by the way of deep reformation of society and active technological adoption from the more developed countries.

Modernism is a movement supporting the democratic institutes legitimized by reference to Muslim norms and values treated in a modern way. It means the inculcation of such institutes into the public life in close connection with European ideas and opposition to the popularization of "Arab socialism" ideology (Elger R. (ed.)., 2001).

The main lesson is that the Arab nations demonstrated distinguished differences in interpretation of modern political development models.

The Lebanon and Jordan experience is comparatively successful and the achievements of Morocco give us hope. But the previous leaders of democratization, Tunisia and Egypt, made a step back. After the upheaval of "The Arab Spring" Egypt turned back to a traditional "military rule" aiming to preserve the modernization project and secular way of development.

The authoritarian tendencies became stronger in Turkey during Erdogan`s period. It expressed itself in refusal from some postulates of Kemalism and reinforcement of "moderate Islamism" and "neo-osmanism" (Tanaskovich D.,2012).

Iran actively develops democratic institutes including free elections and civil rights notwithstanding the ambiguous legacy of the Islamic revolution.

The Muslim societies confront now with serious challenges. There is a glaring contradiction between political goals of the Islamic societies and fundamentalist influence from the sources beyond these countries and nations. Simultaneously the conflict evolves between "rentier state" acting on behalf of the narrow elite groups and the countries with traditional political models founded on the Muslim values (Elsenhans H. 2012)

The model of "rentier state" explains the well-being of such countries by their oil trade revenues what provide the ruling elites with a proper extent of independence from the internal political groups and social classes (Moaddel M., 2002). Lastly, the phenomenon of terrorism is another powerful conflict-wakening factor in the Islamic world. Among the stalwarts of terrorism we often see not social outcast but wealthy and well-educated people who consider their activity for the sake of the holy goals.

Thus, contemporary modernization theory regards the Islamic way towards the modern society as one of the possible developments with unpredictable results. The final perspective of democratization in the Arab countries depends upon the feasibility of their own version of modernization project.

References

A thorough analysis of the differences of Islam in Morocco and Indonesia is presented in the works of a well-known American anthropologist and sociologist Clifford Geertz (1926-2006), in particular in his work edited in 1968 in Chicago

Addi L.. Pluralisme politique et islam dans le monde arabe // Pouvoirs. № 104. 2003.

Addi Lauhari – a professor of sociology in Institute of Political Studies in Lion.

Adonis (the real name Ali Ahmad Said Asbar, b. 1930) — a Syrian poet and essayist. He was several times promoted to the Nobel Prize on literature.

Adonis. Printemps arabes. Réligiona et révolurion. P., 2014.

Agora – a central square in ancient Greek city-states, the place of all community rallies which also were called "agoras". There was placed the main city market and government buildings. Agoras often were encircled by galleries with craftsmen workshops, temples and sometimes statues. Agoras were often the administrative and economic center of the state. The acting laws engraved in stone and other official enactments were displayed in public on the agoras.

Al-Farabi (872 – between Dec. 14, 950 and Jan. 12, 951) – an Eastern philosopher, mathematician, theoretic of music, scientist. Al-Farabi is the author of the comments on Aristotle`s writings (he got an honorable nickname "The Second Teacher") and on Plato`s.

Animism (from Latin anima, animus — «soul» and «spirit») is a belief in the existence of soul, spirits and spirituality of the nature.

Aoun S. Le printemps arabe, mirage ou virage? Entretien avec Stéphane Bürge. P., 2013.

Arcoun M. La construction humaine de l'islam. Entretien avec Rachide Benzine et Jean-Louis Schlegel. P., 2012.

Averroes (1126 – 1198) was a leading Arab philosopher, an influential representative of Aristotle`s ideas; tried to connect the doctrine of Aristotle with Islamic theology. According to Averroes`s idea, there exists the only active intellect – the God1s mind which actualized the potential intellect. Averroes learnt about the eternity of the created world and monopsychism (there is the only intellectual soul general for all people. The emanation of God which is everlasting while the individual souls are mortal).

Averroès. Le Livre du Discours décisif. P., 1996.

Castoriadis C. La Montée de l'insignifiance. Les carrefours du labyrinth IV. P., 1996.

Castoriadis Cornelius (1922 – 1997) — a French philosopher, economist and psychoanalyst of Greek origin.

Cf. «Printemps arabe», an II, quell devenir? //Les Cahiers de l'Islam. Novembre 2013.

Cf. Geerz C. Islam Observed, Religious Development in Morocco and Indonesia. Chicago, 1968.

Cf. Vernant J.-P. Les origins de la pensée grecque. P., 1962.
Corbin H. En islam iranien. Aspects spirituels et philosophiques. 1. Le chiisme duodecimaints. P., 1971. P 4.; Cf. Corbin H. Philosophie iranienne et Philosophie comparée. P., 1985. P 120.; Daryush Shayegan. Le Regard motilé. Schizophrénie cultirelle: pays traditionnels face à la modernité. P., 1989. P. 138.
Dervish (Pers. a beggar) is the Islamic analogue of a monk and ascetic, follower of Sufism.
Eisenstadt S. N. Multiple Modernities in an Age of Globalization // Grenzenlose Gesellschaft, Teil 1. Opladen: Leske & Budrich. 1999.
Elger R. (ed.). Kleines Islam-Lexikon. Muenchen Beck, 2001.
Elsenhans H. Rentierstaat Algerien. Realität vs. konstruierte Wirklichkeit // WeltTrends. 2012 (3). Nr. 85.
Gabriel – an archangel mentioned in the Old and New Testament and Quran. Gabriel was a harbinger of God in the Bible and Quran.
http://grani.roerich.com/plato/txt/republic05.htm
http://www.idmedina.ru/books/history_culture/minaret/16/declaracia-01.htm
Huntington Samuel. The Clashe of Civilization // Полис. 1994. № 1.
Iribarne Ph.d'. L'islam devant la démocratie. P., 2013.
Jambet Ch. Qu'est-ce que philosophie islamique? P., 2011.
Jambet Christian (b. 1949) – born in Algeria, a French philosopher and specialist on Islamic philosophy.
Jean Pierre Vernant (1914 – 2007) was a French historian and anthropologist.
Kabyle is a historic and geographic region in the northern part of Algeria. It partially covers the Atlas mountains and the Mediterranean cost.
Kemal Atatürk (1881 – 1938) is an Osmanic and Turkish reformer, politician, statesman, military leader; the founder and the first president of the Turkish Republic, the founder of the modern Turkish state.
Kleinwaechter L., Kraemer R. Der Aufstand von 1432 // WeltTrends Spezial. Ausgabe 1 (2011).
Leca J. La democratization dans le monde arabe: incertitude, vulnérabilité et légitimité // G. Salamé et al. Démocratie sans démocratie. Politique d'ouverture dans le monde arabe et islamique. P., 1994.
Manichaeism is a religious practice in the late antiquity created by a Persian prophet Mani or Manes.
Meryem Sebti. Philosophie islamique // M. A. Amir-Moezzi (dir.) Dictionnaire du Coran. P., 2007.
Metzger A. Die Vielen Gesihter des Islamismus // Aus Politik und Zeitgeschichte. B 3–4/2002.
Millet – initially a theological and juridical term in the Muslim countries – a religious creed with autonomous administrative establishments (trials, schools, hospitals, etc.) in especially allotted quarter or place of the town. In XV-XX centuries the term was popular in the Ottoman Empire for classification of its peoples by religion.
Moaddel M. *The Study of Islamic Culture* and Politics: An Overview and Assessment // Annual Review of Sociology (28). 2002.
Mohammed Arkoun (b. 1928) a well-known Islamic intellectual, a professor of Sorbonne since 1970.
Providentialism (from Latin *providentia* — providence) is a historic and philosophic method of researching the historic events from the point that Providence is present in such occurrences and that God has the beforehand plan of saving people.
Revelation – declaration of God`s will according to the Christian dogmas.
Schluemberger O. Nach dem arabischen Fruehling // Welttrends. 2012. N 82.
Shamanism is a previous form of religion based on the belief that shaman communicate with spirits when being in trance. Shamanism is connected with magic, animism, fetishism and totemism.
Stora B. Le grand enjeu des pays arabes est d'admettre la pluralité // Libération. 25 novembre. 2011.
Stora Benjamin (b. 1950) – a French historian, specialist on North Africa, one of the leading world specialist on history of Algeria.
Tanaskovich D. Turkey and the Balkans: Old traditions, new Aspirations // Israel Journal Foreign Affairs. 2012. № 6.
Vaner S. Passage de la laîceté jacobine à la sécularité laîque en Turquie? // Vaner S., Yeradsveit D., Kazancigil A. (dir.) Sécularisation et démocratisation dans les sociétés musulmanes. Bruxelle, 2008.
Vaner Semih (1945 – 2008) – French geopolitician of Turkish origin, the president of the French Association of East Mediterranian Studies and Turkic- Iranian world
Vernant J.-P. Les origins de la pensée grecque. P., 1962.
Wallerstein I. Entering Global Anarchy // New Left Review. (22) 2003.
Weber M. Économie et société. En 2 vol. P., 1995. Vol. II.
Zoroastrianism is a form of religion in the ancient ages and early Medieval ages in the Middle Asia, Persia, Afghanistan, Azerbaijan and some countries in the Near and Middle East; is still observed by the Parsi in India and Gebri in Iran. The name is derived from the name of the prophet Zoroastra (Zaratushtra). The main principles of Zoroastrianism: contraposition of the two everlasting commands - the good and evil; the struggle between them is the core of the world`s being; the belief in the victory of the good personified by the supreme godhood Ahura Mazda. The fire plays the main role in Zoroastrianism.
Аристотель. Сочинения в 4 т. М., 1984. Т. 4. (Aristotle. Writings in 4 volumes, Moscow, 1984, V.4)
Коран М., 1963 (Quran, Moscow, 1963)

The Impact of the Family Policy on the Transformation of Gender Roles in the Professional and Private Spheres on the Example of German Society

Polina V. Sazonova

Tomsk State University, 36 Lenin Ave., Tomsk 634050, Russian Federation; E-mail: sazonovapv@gmail.com

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

This article is an attempt to analyze the impact of different models of the family policy on the distribution of the tasks in paid labour and family economy between men and women. The example of Germany which experienced multiple shifts in its policy direction in the recent decades, provides rich material for cultural and historical comparison. It is argued that modern family policy should be designed as a flexible set of norms that reflect the dynamics of the social changes and recognize the diversity of an individual's configuration of a biographical way, family values and reproductive patterns. In terms of methodology the author proves the fruitfulness of the combination of statistics and biographical methods of sociological research, which focused on the changes of social phenomena and norms.

Keywords: *family policy, gender order, public and private spheres, work-life balance, Germany*

1. Introduction

Within the framework of any society, we can observe a relatively stable *gender order* submitted by the historically conditioned patterns of relationship between men and women (Connell, 1987: 98–99). Deconstructive analysis of the gender order allocates public and private spheres: in the public sphere gender relations and hierarchies in the politics, the economy and the labor market are analyzed; in the private sphere family, marriage and intimate sexual relationships are objectified.

There are multi-dimensional dynamic relationships between the public and the private space, and the place of their collision is a family - the central institution in the life of an individual. The family is the social system where we can observe interaction between partners who are trying to find the best way of living together, provide each other with material, social and emotional support (Lange, Jurczyk, 2010).

It is important to underline that the sphere of family relations is not only reflects the prevailing gender order in the society, but also reacts sensitively to social changes. Following the developments in family behavior strategies can provide fruitful material for the researcher, who aims to evaluate the progress and the consequences of the transformation of the society in its various dimensions.

The one of the key features in the structure of modern societies favor the premise that all people of working age are in paid work, and the longer the better (Daly, 2011). So, the family and the paid work are two essential elements of any biographical portrait of modern individual, and they are experienced mostly in a conflict-ridden relationship rather than in the desired balanced combination. I argue that women are acutely forced to deal with the problem of finding *work-life balance*, while they continue to perform most of the unpaid care work in housekeeping, raising children, caring for the sick and elderly family members. This explains the increasing importance of time-management for the quality of a woman's life in its subjective (satisfaction, happiness) and objective (health, career, completeness of private life) dimensions (Rozhdestvenskaya, 2012: 59; see also Klammer et al., 2000, Janczyk et al., 2003).

The combination of paid work and care is unique for each society and builds on national and cultural patterns that govern socially approved role of breadwinner in the family and the involvement of public institutions in the implementation of care. I adhere to the hypothesis that at the level of a particular household, this is reflected in a specific division of labor that maximizes the material, social and emotional benefits for all its members, based on institutional and cultural context of the society and individual socio-demographic characteristics of the partners: the class, the level of education, and the family composition (Pfau-Effinger, 1998; Hofäcker et al., 2013; Stoilova et al., 2011).

Nowadays, the government of all modern countries help families to some extent to cope with their daily concerns and challenges, conducting *family policy* (Cheal, 2008: 137), which is aimed as a complex legal, economic and social support for families in carrying out their social functions associated with the birth and the raise of the children, as well as

the care for disabled family members. At the same time, it is necessary to bear in mind the multi-dimensional and systematic architecture of the family policy, which is correctly viewed not as an independent branch of state policy, but as a whole set of family-oriented measures (Kamerman, Kahn, 1989: 582). These include, for example, tax, migration, educational and housing policies that directly affect family life.

In the European academic discourse the modern approach to the family policy is connected with the demand for *sustainability* (Family experiment, 2010: 3; Leitner et al., 2008), understood as the ability to respond flexibly both to the changing parameters of the environment and on the personal demands of individuals looking for a balance between the work and the life. The most essential task of the sustainable family policy is to preserve the viability of the family in the conditions of individualization, multiplication and de-standardization of its forms. Such a request to the family policy determines the importance of its detailed analysis in terms of its social and cultural coherence to the modern trends and the expectations of the society.

German experience gives the researcher wide opportunities to analyze the dynamic changes in the macro and micro level of the society as a result of the impact of different models of family policy. Germany is a unique example of the state, which provides the conditions for the *natural experiment* (Cooke, 2007: 934), being the result of combination of two different socio-economic systems of the FRG and the GDR, that are identical in national, cultural and linguistic dimensions, but evolved in different ideological, economic and socio-cultural environment for forty years. As a result, two opposite family and gender policies were formed, that, in turn, determined the nature of the dominant models of male and female biographies and patterns of interpersonal relationships (Duggan, 2010; Ziefle, Gangl, 2014). The analysis of the process and the results of German reunification allows to find out how families with different gender patterns in the distribution of tasks of paid and unpaid work react to the changes in the powerful discourse on the family and the roles of men and women in the society.

By the end of the twentieth century, Germany was a typical example of the state conducting the conservative family policy and maintain the traditional division of roles in the labor market and in the family (Lietzmann, 2014; Ziefle, Gangl, 2014). The gender division of duties in the family was determined by the practice of joint taxation, which was the most favorable in the case of families with single breadwinner, as well as generous benefits for housewives and the specific organization of the system of childcare and education (Sainsbury, 1999; Pettit, Hook, 2009; Korpi, Ferrarini and Englund, 2013).

Since the mid-2000s, in accordance with European trends, there are significant changes in the labour market and in the private family relations (Lewis et al., 2008) as a respond to the new *Scandinavian-like* state policy, which can be characterized as egalitarian and gender-sensitive, targeted at achieving the equality of rights and duties of men and women in the public and the private spheres (Spieß, Wrohlich, 2008; Ziefle, Gangl, 2014; Hofäcker et al., 2013; Lewis et al., 2008; Daly, 2011). Studying these processes reveals the mechanism of interaction between changing socio-political environment and more sustainable gender-cultural attitudes of the society (Pfau-Effinger, 2010).

2. The Aim of the Research

The aim of the research is to analyze, drawing on the methodology of the gender and comparative approaches, how contemporary German society responds to changes in the powerful family discourse, as well as to evaluate the effectiveness of the social and political measures aimed at supporting the egalitarian division of family duties between partners in modern Germany.

My analytical interest, on the one hand, is focused on the identification of specific national features in the formation of strategies for achieving the balance between the paid work and the family in Germany. At the same time, I aim at identifying the micro-social determinants that influence on the preference of particular patterns of the combination of the paid work and the care at the level of the household. I assume that the description of the mechanisms that contribute to a balance of the work and the care in Germany can be methodologically and instrumentally valuable for the analysis of social and family practices in other countries in both Western and Eastern Europe.

3. Methods and Theoretical Approach

The grounding theoretical principle of the research is a compound of the gender mainstreaming methodologies and the comparative cultural and historical research that enables volume vision of gender aspects of the social transformations in German society. Comparative historical studies enable to trace the dynamics and detect the prerequisite of the analyzed trends and events, as well as to offer a reasoned forecast of their further development. Drawing on the notion of Professor Olga Zdravomyslova, dealing with comparative cross-cultural studies is the only way to examine whether social

and gender processes are inherent to global trends or whether they are to a greater extent the result of specific historical, cultural, or political circumstances (Zdravomyslova, 2008: 25).

The gender structure of German society is described and analyzed using the combination of methods of the structural functionalism and the social constructivism. The theory of the gender system is applied in the analysis of the external context of socially organized relations between men and women, and determine the gender roles and legitimate types of gender interactions and subordination, while the constructivist approach reveals the mechanisms of interaction and mutual influence of the structure and an individual (Chernova, 2013). The combination of these approaches enables analyzing the gender interactions at the micro and macro levels, which is essential for the research.

The comparative analysis of models of the family policy in Germany carried out on the basis of gender expertise of the official discourse and legislative documents regulating the relations of the family and the state, as well as through the analysis of secondary academic sources. The empirical evidence discussed in the work is a combination of the results of representative research, such as the German socio-economic panel (GSOEP) and qualitative biographical studies. The quantitative data is the source of statistics, while the qualitative methods are preferable when one analyzes the social transits, because they allow to monitor the various phases of development, fix the reaction of the society and individuals to changing environment, provide an access to the subjective reactions on certain events of their direct participants and observers.

4. The Main Body of the Paper

4.1 The transformation of power and public discourse on family in Germany in 1945-2010

The formation of the new states in the divided Germany as well as their family policies occurred in the context of overcoming the ravages of the war and the gradual return to the standardization of the life circle in the society (Corsten, 2001).

In 1945, the majority of Germans - both in the East and the West - is not considered the victors as the liberators; they were not interested in politics and were not involved in active struggle with the legacy of the national-socialism. At the individual level, the problems of war were articulated in the context of the personal loss of the family, friends and neighbors, as well as the crash of the previous values and attitudes. The society was not united by the sense of collective guilt or the condemnation of fascism, but, on the contrary, found itself in the process of self-actualization and individualization: after 1945, many people have tried to rewrite their biographies. The researchers point out that similar process took place in the eastern *Länder* of Germany after the fall of the Berlin Wall (Von Plato, 1993).

In such an atmosphere of de-politicization and social disintegration, the formation of new states of the GDR and the FRG went on, that quickly began to acquire specific features and in many ways opposed themselves openly to each other, including the approach to the family and the nature of gender relations in the society. Both states institutionalized strong political and legal systems (*Vaterstaat*), by declaring themselves as defenders of the interests of women, although based on different perceptions of what women really need (Ferree, 2012).

The equality of rights, which was originally given to German men and women in 1918, was enshrined again in the Basic Laws of the West and the East Germany. Then, however, a fundamentally different implementation of this principle in the family and the labor law was followed (Mazari, Gerhard, Wischermann, 2002).

The outcome was the formation of two contrasting models of family and labor relations: *two-earner family model* in the East Germany, in which a woman was expected to participate fully in the labor market along with the compulsory motherhood; and the conservative model of a *male-breadwinner* and a *woman-housewife* in the West Germany, which is based on the idea of women's specific gender role – different to a men's role in content but equal in the value to the society (Ostner, Schmitt, 2008; Chamberlayne, 1994).

German sociologist Mira-Marx Ferree draws attention to the asymmetry of gender relations in both systems and calls them *the public* and *the private patriarchies (*Ferree, 1996). The social contract in the GDR was based on the substantial support of the households by the state, which subsidized directly or indirectly about 80% of the child costs by the time of the fall of the Berlin Wall (Leitner et al., 2008), and thereby freed women to the active paid employment. The society responded to this policy in the form of high and early fertility among all European countries, while in the western part of the country the opposite demographic trends have been observed since the 1950s and virtually have not reacted to attempts to correct them.

The social security system of the FRG has been designed in such a way as to ensure maximum benefits for qualified and stable working man, performing the role of a husband, a father and a head of the family, and a woman who is functionally related to a family, a home and children (Pfaff, Roloff, 1990; Trappe, Rosenfeld, 2000). To put it in other

words, the state was supported not individuals, but the statuses they occupy and obligations they perform – husband to his wife, parents to children, relatives and neighbors to each other (Leitner et al., 2008). The deviation from the desired standards led to economic sanctions and social deprivation, which was experienced by non-registered couples, single mothers and children born out of wedlock. The design of the system of the taxation, which was calculated together for the spouses and increased in case of the family's second source of income, as well as generous benefits for childcare, have excluded women from paid employment at least until the child reached three. Together, these measures were secured the dominant traditional male breadwinner and female housewife gender contracts and formed a gender-asymmetric nature of the politics of the FRG (Gustafsson, 1991; Sainsbury, 1999; Korpi, Ferrarini and Englund, 2013).

4.2 The features and the results of German reunification in the macro and micro-social dimensions

Forty years between the construction and destruction of the wall between East and West Germany significantly altered the social relationships in the society, which shared initially common national, historical and cultural patterns. Although united Germany has made significant steps towards gender assimilation (Künzler et al., 2001), even today the legacy of previous gender regimes is still visible at the level of the social structure and patterns of interpersonal behavior (Bauer, Dähner, 2010; Ebert et al., 2014).

For the GDR, the merger of two political and economic systems meant a complete transformation of the labor market and the socio-economic relations between the population and the state. The work-oriented society *(Arbeitsgesellschaft)* had to be replaced with more modern societal system based on the de-centralized power relations, flexible structure of the employment, and newly established information and service economy (Gleiser, 1996). The radical redistribution of the labor and the care, the resources and the income had a huge impact on the life of the entire society, although in various degrees: the losers of the combination turned out to be women who suddenly lost their economic independence, social guarantees and a number of civil rights (Mazari, Gerhard, Wischermann, 2002: 394; Behrend, Maynard and Purvis, 1996; Ostner, 1993, 1998; Duggan, 2010; Einhor, Gerhard, 1991-2; Kolinsky, 1992). For them, the reunification really meant a serious step back, the '*regression to pre-war gender roles*' (Adler, 1997), in respect of loss of the status of the central object of numerous social benefits from the state.

The transfer of western models of social and family policies resulted in Eastern Germany women's displacement into the private sphere. The elimination of the state support system made impossible full economic participation for the mothers; in addition, the economic crisis led to a significant reduction in the number of childcare facilities in enterprises and substantial growth of the prices for their services due to the privatization of the public sector (Rindfuss, Brewster, 1996: 273; Adler, 1997: 44).

The reaction of the East Germans on the destruction of the life support system was immediate and sharp: from 1990 to 1992 the number of marriages and births in the new Länder halved. In 1992, the birth rate has reached a record low of 0.8 children per woman, and despite the fact that researchers observed a significant decline in fertility in all former socialist countries (Frejka, Sobotka, 2008; Billingsley, 2010), there was unprecedented case (Winkler, 1990; Goldstein, Kreyenfeld, 2011; Oliver, Mätzke, 2014). The attempts of the new authorities to stimulate monetary the situation proved to be ineffective in the absence of the other components of social security (Leitner et al., 2008).

> *'Children are now a question of money', - pointed an East German women (Bütov, 1992: 48), and a former civil engineer explained: 'In the GDR, women did not have to choose between having children and work. We had both and we never questioned having both. In the West, attitudes toward work and children were based on finances ... Now there is general uncertainty … One knew how everything would develop in the future. [After unification], we were thrown into cold water and told to swim (Adler, 1997: 45-46).*

Gradually, however, the federal government's investment in the eastern project (about 1.5 billion marks in 1990-1999) began to show the positive results. In 1992-1993, the crisis in the demographics had been overcome: the migration slowed down, the reproductive behavior recovered, although mainly in the West German family patterns.

The last decade of the twentieth century has brought changes in the life of a relatively stable society of the old federal states of Germany. Among the most notable trends is the growing number of working women, mainly due to the transition of housewives to the different patterns of underemployment (*one-and-a-half-earner family;* Lewis 2001: 145), often in the tertiary sector. Thus, there was a further spread of two-career model of the family economy, though, with maintaining the predominance of female workers in the private sphere and the male dominance in the public sphere (Leitner et al., 2008; Rosenfeld, Trappe and Gornick, 2004; Hanel, Riphahn, 2012). This pattern of gender relations was called *modernized male breadwinner model* (Pfau-Effinger, Sakac-Magdalenic 2010).

4.3 From conservatism to sustainability: current approaches to the family policy in modern Germany

The formation of the current stage of family and labour policies in Germany took place in the context of forming a common legal space of the European Union. Article 2 of the Amsterdam Treaty defined the widespread promotion of equality of rights and opportunities for men and women as an objective for all EU-states. This entails, inter alia, the removal of legal and institutional barriers to gender equality in the labor market.

The period of 1998-2005, when the government of Social Democrats and Greens was being in office, the social and the family policy in Germany have undergone a distinct shift towards promoting active employment for the parents and empowerment for the children. Came to replace them a coalition of Social and Christian Democrats, led by Angela Merkel, intensifies the reforms of legal and institutional framework of domestic policy in the *Scandinavian-like* style (Ziefle, Gangl, 2014; Hofäcker et al., 2013; Lewis et al., 2008; Daly, 2011).

In 2005, the Merkel government presented an updated flexible scheme of paid parental leave. Since 2007, paid leave for childcare is reduced from 24 to 14 months, and at least two of them must be used by the father of a child. At the same time, secure employment cover the total period of paid and unpaid leave up to 36 months (Henninger, Wimbauer and Dombrowski, 2008). The researchers point out that the new program not only brings together the German family policy with the most effective models of Scandinavian countries, but also marks a return to the West and the East German models of 1970-1980s, when payments for working mothers *(Mutterschaftsgeld)* were dependent on the size of the previous earnings (Ziefle, Gangl, 2014; Hofäcker et al., 2013).

Like in the past, in 2000s women from the new lands, who tend to the combination of the employment and the motherhood, respond quickly and consistently to changes in the parental leave program (Ziefle, Gangl, 2014: 571). In addition, the number of men, who decided to take the parental leave, significantly increased (10.5% in 2008), but more than half of them chose mandatory two months, and only about 2% took a full leave of 12 months (Henninger, Wimbauer and Dombrowski, 2008: 300). According to the Federal Office of Statistics, by mid-2009 there were 18% of men among all recipients of *Elterngeld* (Hatter et al., 2010: 10).

Between 2007 and 2014, the state invested about 5.4 billion euro in the infrastructure of child care (BMFSFJ 2013). It should have been allow to organize 780.000 places in childcare facilities and thus surpass the European directive by 5%. As of 2013, the real average figure reached 29.3%, however with significant variations in the different parts of Germany according to the traditional dichotomy of 'the East – the West' in the patterns of childcare (Oliver, Mätzke, 2014; Goldstein, Kreyenfeld, 2011).

In recent years, researchers have undertaken attempts to assess comprehensively the position of women in modern Germany. Many of them argue the unevenness of power efforts in different policy areas, with the result that there is still a gender asymmetry in public relations. Thus, in German law and policy there are still rules that can be understood as a heritage of the conservative family policy aimed at supporting families with a single earner. For example, the tax system still favors households with one (or one-and-a-half) source of income, and so continues to play restrictive role for women's economical activity (Bäcker, Neuffer, 2012).

We can observe the advancement of women in power and employment, but there are still notable gender differences in education and subsequent career paths: compared with men, women are underrepresented in the engineering and technical specialties and in highly paid jobs in management. Typical jobs for women are still in *serving and caring* (Smyth, Steinmetz, 2008: 260). In monetary terms, the gender gap in the labor market in Germany is estimated at 22.8%, which is one of the worst in Europe (Leschke, Jepsen, 2014). Four of the six political parties that are represented in the Bundestag, have implemented 25-50% quota for women and thus contributed to the promotion of gender equality at the highest level (Xydias, 2014). In March 2015, the Parliament approved the Law of 30% representation of women in the top management of the largest German companies (Deutsche Welle 2015). The sum total of actions and reactions is the 11th place in the global ranking of countries that have achieved gender equality in 2013 (Bekhouch et al., 2013).

We now turn to the changes that the past decades have brought to the life of German society. What are the patterns of everyday life in modern Germany?

Domestic work, raising children, caring for the sick and elderly are still women's duties - free within the family ties and undervalued in the labour market (Rerrich, 1996; Henninger, Wimbauer and Dombrowski, 2008; Ebert et al., 2014). Given the increasing economic activity, women in German society often face with the phenomenon of the *double burden,* and the more resources they have the better they cope with the task of finding a work-life balance (Hofäcker et al., 2013). The networks of support of (partially) working mothers include older relatives and hired personnel that assisting them in the childcare and housekeeping. The patterns of desired upbringing of children involve the public institutions providing (often on a voluntary basis) various educational and leisure activities. The responsibilities of women are everyday

organization and coordination of all family's interactions in time and space, as well as the adjustment and compensation of their failures. On a symbolic level they also realize the function of giving completeness, wholeness and connectedness of life of the whole family.

There is still difference between the East and the West of Germany in preferred patterns of the combination of the employment and the care. Mothers from the old federal lands prefer part-time employment and share more family-oriented views on the education of children (Konietzka, Kreyenfeld, 2010). In the East of the country women are active in both the labor market and in the use of the childcare facilities (Trappe, Sorensen, 2006), and this pattern is more common among the well-educated classes.

The 2008 was the first year in recent history in Germany, when the parity fertility between the west and the east of the country was established. The increase in the age of first motherhood is continuing: in 2001-2008, it has risen by one year. Women in the Eastern lands, however, have children one year earlier (27.5 in 2008), but since the beginning of the post-unification crisis the number of families with two children has not recovered yet (Frejka, Sobotka 2008). It is expected that the age cohort born in 1970 will become a turning point in the generation of all-German trends in fertility, then the fertility rate will begin to grow (Goldstein, Kreyenfeld, 2011).

5. Conclusion

The Public and scholarly debates about the modern transformations of the family and the parenthood are generally polarized (Williams, 2005). There are those who consider social changes as the negative effects of the general moral decline, disseminating the values of selfish individualism, careerism and consumerism, the devaluation of parental involvement and care, the loss of the mutual obligations of family members (Etzioni, 1993). Other social theorists, in contrast, interpret current trends of the individualization of the society in an optimistic perspective, stressing the transition from traditional gender division of roles to the formation of free and more equal biographical projects (Giddens, 2013; Beck, Beck-Gernsheim, 2014). The care and the education of the children have now a complex structure, taking into account the mutual interests and needs of all family members, including the state, voluntary and market-based organizations, and the social networks (Lewis, Daly, 2000).

In order to help families in the realization of their most important social functions, modern family policy should be a flexible and multi-faceted set of norms and activities that reflect the dynamics of the social changes, but also take into account the initial historical, cultural and gender context of the society (Chernova, 2013; see also Hochschild, 2003; Wierda-Boer et al., 2009). On the ideological level, it should be based on the recognition of the diversity of the society in terms of an individual's configuration of a biographical way, family values and reproductive patterns.

6. Acknowledgement

This study (research grant No 8.1.98.2015) was supported by The Tomsk State University Academic D.I. Mendeleev Fund Program in 2015.

References

Adler, M.A. (1997). Social change and declines in marriage and fertility in Eastern Germany. Journal of Marriage and the Family: 37-49.
Adorno, T. W. (1956/1974). Satzzeichen.
Bäcker G. and S. Neuffer (2012). Von der Sonderregelung zur Beschäftigungsnorm: Minijobs im deutschen Sozialstaat. WSI Mitteilungen, 1: 13-21.
Bauer U. and S. Dähner (2010). Das volle Leben. Frauenkarrieren in Ostdeutschland. Berlin: Bundesministerium des Innern.
Beck, U., Beck-Gernsheim, E. (2014). Families in a runaway world. The Blackwell companion to the sociology of families: 499-514.
Behrend, H., Maynard, M. and J. Purvis (1996). East German Women Five Years after the Wende. New frontiers in women's studies: knowledge, identity and nationalism: 220-42.
Bekhouch, Y., Hausmann, R., Tyson, L.D. and S. Zahidi. (2013). The global gender gap report 2013. Geneva Switzerland World Economic Forum 2013.
Billingsley, S. (2010). The post-communist fertility puzzle. Population research and policy review, 29 (2): 193-231.
Bütow, B. (1992). Frauenerwerbsarbeit in den neuen Bundesländern und Anforderungen an Frauenpolitik am Beispiel von empirischen Ergebnissen einer soziologischen Studie aus Sachsen. Sozialwissenschaften und Berufspraxis, 15: 376-393.
Chamberlayne, P. (1994). Women and social policy. Social Policy in Germany: 173-190.
Cheal, D.J. (2008). Families in Today's World: Comparative Approach. - New York.
Chernova, Zh. (2013). Gender Analysis of the family policy in contemporary Russia: the features and trends [Gendernyi analiz semejnoj politiki v sovremennoi Rossii]. Saratov.

Connell, R. (1987). Gender and Power. Society, the Person and Sexual Politics. - Cambridge: Polity Press.
Cooke, L.P. (2007). Persistent policy effects on the division of domestic tasks in reunified Germany. Journal of Marriage and Family, 69 (4): 930-950.
Corsten, M. (2001). Commentary: Sociological Images of Modern Germany. International Journal of Politics, Culture, and Society, 15 (2): 379-393.
Daly, M. (2011). What adult worker model? A critical look at recent social policy reform in Europe from a gender and family perspective. Social politics: international studies in gender, state & society, 18 (1): 1-23.
Deutsche Welle, (2015). Bundestag prinyal zakon o zhenskikh kvotakh. [Online] Awailable: http://www.dw.de/бундестаг-принял-закон-о-женских-квотах/a-18299782 (March 6, 2015).
Duggan, L. (2010). Restacking the deck: family policy and women's fall-back position in Germany before and after the unification. Feminist Economics, 1(1): 175-194.
Ebert, I.D., Steffens, M.C. and A. Kroth (2014). Warm, but maybe not so competent?—Contemporary implicit stereotypes of women and men in Germany. Sex roles, 70 (9-10): 359-375.
Etzioni, A. (1993). The Parenting Deficit – London, Demos.
Family Experiment (2010). Deutsches Jugendinstitut Bulletin. - München.
Ferree, M.M. (1996). Sociological perspectives on gender in Germany. Women in German Yearbook, 12: 27-38.
Ferree, M.M. (2012). Varieties of Feminism: German gender Politicsin Global Perspective – CA: Stanford University Press.
Frejka, T. and T. Sobotka (2008). Overview Chapter 1: Fertility in Europe: Diverse, delayed and below replacement. Demographic research, 19 (3): 15-46.
Gerhard, U. (1991-2). German Women and the Social Costs of Unification. German Politics and Society, 24 (5): 16-33.
Giddens, A. (2013). The transformation of intimacy: Sexuality, love and eroticism in modern societies. – John Wiley & Sons.
Gleiser, S. (1996). Der Arbeitsmarkt für Akademiker. Die Zukunft der Akademikerbeschäftigung: 11-45.
Goldstein, J.R. and M. Kreyenfeld (2011). Has East Germany Overtaken West Germany? Recent Trends in Order-Specific Fertility. Population and Development Review, 37 (3): 453-472.
Gustafsson, S. (1991). Separate taxation and married women's labour supply. Journal of Population Economics, 5: 61-85.
Hanel, B. and R.T. Riphahn (2012). The employment of mothers—recent developments and their determinants in East and West Germany. Jahrbücher für Nationalökonomie und Statistik: 146-176.
Henninger, A., Wimbauer, C. and R. Dombrowski (2008). Geschlechtergleichheit oder exklusive Emanzipation?
Ungleichheitssoziologische Implikationen der aktuellen familienpolitischen Reformen. Berliner Journal für Soziologie, 18 (1): 99-128.
Hochschild, A.R. (2003). The Second Shift. - New York: Penguin Books.
Hofäcker, D., Stoilova, R. and J.R. Riebling (2013). The gendered division of paid and unpaid work in different institutional regimes: Comparing West Germany, East Germany and Bulgaria. European sociological review, 29 (2): 192-209.
Janczyk, S., Correll, L. and A. Lieb (2003). Quo vadis Arbeit? Jenseits verengter Perspektiven und Deutungsmuster, Discussion Papers 1, Marburg: GendA – Netzwerk feministische Arbeitsforschung.
Kamerman, S.B. and A.J. Kahn (1989). The normative/ideological context of policy formation: Has the United States learned from Europe? Review of Policy Research, 8 (3): 581-598.
Klammer, U. et al. (2000). WSI Frauen Daten Report. Handbuch zur wirtschaftlichen und sozialen Situation von Frauen. - Berlin: Edition Sigma.
Kolinsky, E. (ed., 1992). The Federal Republic of Germany: The end of an era. – Bloomsbury Academic, 1.
Konietzka, D. and M. Kreyenfeld (2010). The growing educational divide in mothers' employment: an investigation based on the German micro-censuses 1976-2004. Work, Employment & Society, 24 (2): 260-278.
Korpi, W., Ferrarini, T. and S. Englund (2013). Women's opportunities under different family policy constellations: gender, class, and inequality tradeoffs in western countries re-examined. Social Politics: International Studies in Gender, State & Society, 20 (1): 1-40.
Künzler, J. et al. (2001). Gender division of labour in unified Germany. – Le Tilburg: WORC.
Lange, A. and K. Jurczyk (2010). The Globalized Family. In: Family Experiment. Deutsches Jugendinstitut Bulletin. - München.
Leitner, S., Ostner, I. and C. Schmitt (2008). Family policies in Germany: 175-202. – VS Verlag für Sozialwissenschaften.
Leschke, J. and M. Jepsen (2014). Is the Economic Crisis Challenging the Prevailing Gender Regime? A Comparison of Denmark, Germany, Slovakia, and the United Kingdom. Social Politics: International Studies in Gender, State & Society, 21 (4): 485-508.
Lewis, J. (2001). The End of Marriage? Individualism and Intimate Relationships – Cheltenham, Edward Elgar.
Lewis, J. and M. Daly (2000). The concept of social care and the analysis of contemporary welfare states. British Journal of Sociology, 51 (2): 281–298.
Lewis, J. et al. (2008). Patterns of development in work/family reconciliation policies for parents in France, Germany, the Netherlands, and the UK in the 2000s. Social Politics: International Studies in Gender, State & Society, 15 (3): 261-286.
Lietzmann, T. (2014). After recent policy reforms in Germany: Probability and determinants of labour market integration of lone mothers and mothers with a partner who receive welfare benefits. Social Politics: International Studies in Gender, State & Society, 21 (4): 585-616.
Mazari, S., Gerhard, U. and U. Wischermann (2002). Germany. In: Griffin G. (ed.). Women's employment, women's studies and equal opportunities 1945-2001: reports from nine European countries. – Ulrike Helmer Verlag.
Oliver, R.J. and M. Mätzke (2014). Childcare Expansion in Conservative Welfare States: Policy Legacies and the Politics of

Decentralized Implementation in Germany and Italy. Social Politics: International Studies in Gender, State & Society, 21 (2): 167-193.

Ostner, I. (1993). Slow motion: women, work and the family in Germany. Women and social policies in Europe: Work, family and the state, 92: 110-12.

Ostner, I. (1998). The politics of care policies in Germany. In Lewis, J. (Ed.): Gender, Social Care and Welfare State Restructuring in Europe: 111-174. - Aldershot, Ashgate.

Ostner, I. and C. Schmitt (2008). Family Policies in the context of Family Change. The Nordic Countries in Comparative Perspective. - Wiesbaden: VS.

Pettit, B. and J.L. Hook (2009). Gendered Tradeoffs: Family, Social Policy, and Economic Inequality in Twenty One Countries. - New York: Russell Sage Foundation.

Pfaff, A.B. and J. Roloff (1990). Familienpolitik in der Bundesrepublik Deutschland: Gewinn oder Verlust für die neuen Bundesländer. Ifg Frauenforschung, 4 (90).

Pfau-Effinger, B. (1998). Gender cultures and the gender arrangement - a theoretical framework for cross-national comparisons on gender. Innovation: the European Journal of Social Sciences, 11: 147–166.

Pfau-Effinger, B. (2010). Cultural and institutional contexts. Dividing the domestic. Men, women and household work in cross-national perspective: 125-146.

Pfau-Effinger, B. and S. Sakac-Magdalenic (2010). Informal employment in the work-welfare arrangement of Germany. – London: Routledge.

Rerrich, M.S. (1996). Modernizing the Patriarchal Family in West Germany Some Findings on the Redistribution of Family Work between Women. European Journal of Women's Studies, 3 (1): 27-37.

Rindfuss, R.R. and K.L. Brewster (1996). Childrearing and fertility. Population and Development Review: 258-289.

Rosenfeld, R.A., Trappe, H. and J.C. Gornick (2004). Gender and work in Germany: Before and after reunification. Annual Review of Sociology: 103-124.

Rozhdestvenskaya, E. (2012). Biography as a social phenomenon and an object of sociological analysis [Biografija kak socialnyi fenomen i object socialnogo analiza]. Moscow.

Sainsbury, D. (1999). Gender, policy regimes, and politics. In Sainsbury, D. (Ed.), Gender and the Welfare State: 245-275. - New York: Oxford University Press.

Smyth, E. and S. Steinmetz (2008). Field of study and gender segregation in European labour markets. International Journal of Comparative Sociology, 49 (4-5): 257-281.

Spieß, C.K. and K. Wrohlich (2008). The parental leave benefit reform in Germany: costs and labour market outcomes of moving towards the Nordic Model. Population Research and Policy Review, 27: 575–591.

Stoilova, R., Riebling, J. and D. Hofäcker (2011). Division of paid and unpaid work - Patterns of Social Inequality: A comparison of Germany, Bulgaria, France and Hungary, TransEurope Working Paper, 34. - Bamberg: University of Bamberg.

Trappe, H. and A. Sorensen (2006). Economic relations between women and their partners: an East and West German comparison after reunification. Feminist Economics, 12(4), 643-665.

Trappe, H. and R.A. Rosenfeld (2000). How do children matter? A comparison of gender earnings inequality for young adults in the former East Germany and the former West Germany. Journal of Marriage and Family, 62 (2): 489-507.

Von Plato, A. (1993). An Unfamiliar Germany: Some Remarks on the Past and Present Relationship between East and West Germans. Oral History: 35-42.

Wierda-Boer, H.H. et al. (2009). Combination strategies and work-family interference among dual-earner couples in Finland, Germany, and the Netherlands. Community, Work and Family, 12 (2): 233–249.

Williams, F. (2005). Rethinking Families. - Calouste Gulbenkian Foundation, UK, London.

Winkler, G. (1990). Frauenreport 90. - Berlin: Verlag Die Wirtschaft.

Xydias, C. (2014). Women's Rights in Germany: Generations and Gender Quotas. Politics & Gender, 10 (01): 4-32.

Zdravomyslova, O. (2008). Gender aspects of modern Russian transformations: Problems of the research methodology [Gendernye aspekty sovremennykh rossijskikh transformaciy: problemy metodologii issledovaniya]. Moscow.

Ziefle, A. and M. Gangl (2014). Do Women Respond to Changes in Family Policy? A Quasi-Experimental Study of the Duration of Mothers' Employment Interruptions in Germany. European Sociological Review, 30 (5): 562-581.

Driving Factors and Their Characteristics of Prostitutes in Indonesia: A Phenomenology Approach

Sri Hartini Jatmikowati

Faculty of Social and Political Sciences, University of Merdeka, Malang, Indonesia

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

The research discusses about the factors driving a women turn themselves to become prostitute in prostitution business in Indonesia. The study was conducted in the village Slorok, Malang, Indonesia, where there is an old localization. The study uses descriptive and analytical approaches that highlight the importance of examining and analyzing the life of a phenomenon of the commercial sex workers. Several factors that make women become prostitutes are identified, including household violence, poor economics condition, debts, low income, skills, and low education.

Keywords: *prostitution, phenomenology, localization, women, sex workers*

1. Introduction

Prostitution is from Latin, *prostituere* or *pro-stauree*, which means allowing oneself to commit adultery, fornication, and sexual abuse (Purnomo and Siregar, 1985). Although, so far most of the prostitutes who are seen in public are women, but actually prostitutes could be men or women. But, it appears as common understanding that prostitutes are always women and so-called women prostitutes (WTS). Since the product of a prostitution business is sexual intercourse, then prostitutes can be defined as a woman or man who has habit of having sex outside of marriage, either paid for the service or not. In prostitution world, sexual intercourse is only considered as entertainment and business, so that there is no respect for legitimated marriage.

Prostitutes is immoral profession which is categorized as less civilized because prodigality of sexual relations in the form of surrender of women to men for sexual gratification to gain compensation or money for the service. Prostitutes can also be interpreted as a wrong behavior or fail to conform to existing norms of decency in a society. A woman prostitute is a woman who has inappropriate behavior and can bring harm and disease for her and others who associate with. In Indonesia, the sex workers have another name, namely commercial sex workers (PSK). The term is often referred to as WTS, slut, female sex workers, or strumpet. In Java community, they are often called the *balon* or *sundel*. All those designations for women who work as prostitute are certainly harsh for women.

Another very alarming fact about prostitution is that the number of sex workers are relatively constant due to natural regeneration from time to time. Young sex workers present in a localization with all problems of life try to look very elegant and make a lot of money. They got rid of his predecessor who are getting old. As they get older, there are another generations of young sex workers who replaced them. This regeneration occurs naturally, either due to available information or deliberate of women to plunge themselves into the prostitution world as a result of broken heart or the burden of social and economic life to bear in society. Morally, prostitution is regarded as a disease of society whose actors are considered bereft of decency or less civilized. Sex workers are considered as prostitutes because they have behavior which are distant or even opposed to the moral norms prevailing in a society. The prostitute are very susceptible to trouble and dangerous diseases in the community, either for himself or others. Due to to background, the objective to the research is to reveal, to describe and to analyze the motivation of the involvement of commercial sex workers in brothels of Village Slorok Kromengan District of Malang.

2. Literature Reviews

2.1 Commercial Sex Workers

Sexual problems are things that have been happened by the wider community. In Indonesia, the problem of sex is still considered taboo in public spaces. As a result, although present in society, sex is not fully known and understood. Sexual

problems are often isolated in the age limit so that it is as if authority of adults, not children or adolescents. Therefore, children or teenagers who have started to recognize sex and experience an increasing curious feeling tend to look for information about sex. In fact, they usually make great efforts through masturbation, petting or intercourse with a woman without a marriage bond. The impact is the strengthening tendency to free sex. They will vent the gratification of sexual desire which tends not in place or violate social norms.

Prostitution has been a big business some groups of people. Edlund and Korn (2002) explained the wage compensation received by prostitutes. They mentioned that the prostitution is like usual market that everyone tries in the business cycle tries to do business. People who provide sexual services in their profession are called prostitutes. When it is said as a profession, this profession probably is the most hated by the Indonesian people, in general, but most preferred by an individual or a social group who need it. That is one reason why prostitution is always present.

Although there is always the eviction program, but localizes or isolation is done by the community and order officers, but the prostitution remains and survives longer in the community. This would seem to be a sign that the presence of the prostitution is not solely because of women providing sexual services, but there are many individuals or certain social group who are morally not feel awkward enjoying the sexual services. As long as there is demand, the market law says that the deals will always present itself. In this case, slut is the provider who is good at seeing business opportunities in sexual service outside legitimated marriage for entertainment and pleasure.

There are significant numbers of articles discussed about types of prostitution. According Kartono (2009), there are several categories of perpetrators of prostitution, namely mistresses, cougar, call girls, bar girls, young naughty girl, rebellious girl, etc. Santo and Etheredge (2004) described some characteristics of prostitution in brothels and prostitutes in Dakar, Senegal. They found that young African women are vulnerable to HIV infection because sexual relations with men are an important means to achieve social and economic status, and for some women they are necessary for survival. Meanwhile, Chang and Weng (2012) used a unique random survey of prostitutes in Taipei city of Taiwan. This study investigated the association between obesity, condom use and prostitutes' price. Jackson et al (1992) outlined three different types of prostitutes which are street prostitutes, escorts, and prostitutes who work part time in the service sectors. Based on the status of prostitution and the rates charged, Soedjono (1977) mentioned that there are three categories of prostitutes:

2.1.1 Low Class

Prostitutes of this class are usually hanging along public places and can be termed as street prostitutes. They are normally living in brothels or suburban homes with very low rates. Their customers are the factory workers, small traders, rickshaw drivers, and others who earn small amount of income. Sometimes, there are also young people with a lot of money who just want to release the sexual urge with prostitutes as well as for fun. Sometimes in this type of prostitute, there exist a woman from a good neighborhood and background but later lost due to various reasons such as job seekers trapped by brokers. There is also worse condition when there is a woman who is deliberately exploited by her own mother who is also acting as an intermediary. This class prostitutes are most harmful to society, because most of them were seized with venereal disease and disrupting life and health of young man.

2.1.2 Middle Class

Prostitutes of this class usually stay at fairly clean-environment guess houses or brothels. They good look, flawless, well dressed and have more courteous behavior. The service charge for them is higher than the low class prostitutes. Those who become customers usually people with fairly enough money. Prostitutes in cities who are looking for customers from among the sailors or foreigners can be categorized into this category. In terms of danger from venereal diseases such as HIV, prostitutes of this class are relatively more secure because basically they concern about their own health and appearance as well as much more aware to check their health condition to doctor.

2.1.3 High Class

Prostitutes of this class often stay in relatively good hotels, high class restaurants, or in their own house. Their look, cloths, and physical condition are more perfect than the middle class and their tariffs are also higher. They usually provide themselves to be contacted to order. They regularly check their health to the medical center. Women in this category usually become prostitutes for having some experience. Sometimes they are married women, with the intention of improving their social status.

In the world of prostitution, many parties are involved and not only the prostitutes themselves. There are several other parties who are involved in this business. The presence of these people are, in fact, as reflection of business response, which mean that they are responsive to the nature of the sexual human instinct which has potential to deviate from the common norm of marriage in the form of prostitution. According to (Soedjono, 1977), those who are involved in prostitution business are:

a. Prostitutes,
b. Prostitutes' customers: people who pay prostitutes to satisfy the sexual instinct in achieving sexual satisfaction,
c. Pimps: people whose livelihood hold or participate in holding, finance, lease, open and lead and organize places for the practice of prostitution, namely by arranging meeting between prostitutes and customers. Typically, the pimps take most of the income obtained by the prostitutes,
d. Pander: people whose livelihood is to bring prostitutes to customers or vice versa,
e. Woman traders or sellers: women who are looking for profits to persuade girls/women to come to the prostitution business. They provide women for prostitution in certain areas, from rural to urban areas or other rural to suburban localization in other areas, and,
f. lover or "mistress" of a prostitute or pimp, who is a man who became a prostitute with a heart outpouring role as a lover or boyfriend who sometimes also become intermediaries and protectors for the prostitutes. Among the tasks pimps are to protect prostitutes against the police, take care of their job, and protecting against fussy clients. However, not all prostitutes have a lover. Instead, some of them are doing their own without pimps and brokers.

In practice, all those the actors live by the earnings from prostitutes, or even become criminals in the life of a prostitute. In this context, prostitutes are the main victims of prostitution business professions.

2.2 Environmental Conditions

The question which often arises in society towards commercial sex workers is whether commercial sex workers are enjoying their profession so that they are able to last long in the business which is known very susceptible to harm, violence, and having high risk of dangerous disease? For commercial sex workers, staying in brothels is not for pleasure, but for survival. Although their exterior live looks glamorous, always preening and highlight eroticism, not a few of them suffer in such profession. Sometimes they feel regret in their hearts and want to get out of prostitution for become human with a better livel, but because of economic difficulties, the intention is often frustrated and short-lived in the flashes of hope.

According Kartono (2009), there are striking characteristics symptom occurs in commercial sex workers, which quickly grow old and wither. This is due to several causes, such as:

a. they have bad habits, such as eating, late sleep, and work at night irregularly and less rest,
b. too much working load,
c. they do relationship with many abusive men, so that the body is often exploited,
d. they often get dangerous infections, miscarried which result in menstrual disorders so that it can accelerate the body damage or withering body,
e. too much consume drugs to maintain body health and too much drinking liquor which has high alcohol content).

Most of the commercial sex workers usually aware that prostitution is a job which cannot be done in a long run, so that they had already begun saving money from the beginning of their profession. According Kartono (2009), at the age of 30 years, many conflicts arise in the commercial sex workers themselves. They think that if the job as commercial sex worker is continued, then the body will definitely not strong anymore, and their beauty will be started to fade so that their income be greatly reduced. On the other hand if they quit their job, they imagine a serious inner poverty which often can transform them into a mental disorder. When they gets older, many inner conflicts will appear in commercial sex worker, because they will lost many customers and gets poor given their physical condition is much reduced from time to time.

For commercial sex workers who still have enough intelligence to switch professions, just before they get withered by age, they switch to a lighter type of work, such as become a pimp, massage shaman, abortion shaman, seller of herbal medicine, and others. Meanwhile, commercial sex workers who are not able to make adjustments would normally fall further slip in the lower-level prostitution, criminal act and even until go to jail because of crime or abandoned and lonely in hospitals or nursing homes.

2.3 Phenomenology of Commercial Sex Workers

Since ancient times, prostitutes have been always criticized or condemned by the public, because their behavior is immoral and considered littering sacred sex. They have been referred to as those who violate moral norms, customs and religions, even sometimes also violate the norms of a state, if the state forbids it by law or regulation. In history, it has been also recognized that prostitution plays a functional role in the system of society. Purnomo and Siregar (1985) stated that many people actually owe to prostitutes. This is because when nautical sailors dropped in a certain location, they did not do only for business, but also because they wanted to look for sexual experience in that transit area. More fun experience they gained the more often the sailors would stop in that particular area and eventually develop a city with all kinds of equipment. Furthermore, when the city was already too crowded, commercial sex workers moved or transferred to the corners of the city away from the crowds, or localization. Even the corners of the city which was secluded and very quiet, they are still visited by men. So the longer the location was increasingly crowded and road infrastructure, transport and communications were built to facilitate the interaction of urban and rural communities where localization is placed. Shops and stalls were also easier to grow in the region and between the regions and other major connected cities. In this case, sexual behavior in prostitution is regarded as a social aberration, even though its presence will inevitably recognized to have great contribution to the growth of the city in a region. In essence, prostitution serves to save society, into a buffer, or at least enliven its existence as an entity among its members who requires an outlet for sexual desire outside of legal marriage. As individuals, commercial sex workers are victims of civilization which requires the sacrifice of the women sanctity.

Women prostitutes are mostly staying in cities, traffic areas for tourists and places of tourist destinations. In general, in these places there is a term, namely 4-S, which mean sea (the sea and the presence of water), sun (there is the sun), service, and sex. In Indonesia, legal prostitution practices are located in brothels or localizations, whereas the illegal one occurs in hotels, lodges and places of entertainment (Kartono, 2009).

What distinguishes between prostitution in developed and developing countries is that prostitutions in developing countries are located in transparent, "legal", and it can be visited at any time, and it can carry out transactions on the spot. While in developed countries, commercial sex workers will be arrested if the prostitutes offer themselves in any places because the profession is still considered as illegal and taboo, such as in the United States and some Western European countries. But in the Netherlands, prostitutes are allowed to operate legally for practicing a profession in accordance with the law specifically enacted by the government (Bachtiar and Purnomo, 2007).

3. Methodology

3.1 Research Approach

This study is a qualitative research with descriptive and analytical approaches that highlight the importance of examining and analyzing the life of a phenomenon or appearance of what is happening in a stream of consciousness. According to Byrne (2001), qualitative research examines life experiences (i.e., the lived experience) in an effort to understand and give them meaning. This is usually done by systematically collecting and analyzing narrative materials using methods that ensure credibility of both the data and the results.

Phenomenological approach is used in this study to keep away from the type of linear causal hypotheses and more emphasizes on cyclical process in which data collection and analysis takes place simultaneously. This approach is more concerned with the depth of research content rather than the breadth of research coverage, so that in-depth observation and interview techniques become very important in data collection, and researchers become the main instrument. Specifically, this study utilized phenomenologically oriented interviews (Byrne, 2001, Seidman, 2006;) with a non-random selection of respondents. With this phenomenological approach, researchers need to perform intensive interaction and communication with the subject under study, in which researchers should be able to understand and develop categories, patterns, and analysis of the social processes that occur in the middle of the subjects and the communities studied (Creswell, 1994). Therefore, this study examines the behavior of commercial sex workers where the phenomenology is applied to explore the meaning of commercial sex workers on their own behavior in the world of daily prostitution. The study uses grounded theory and has inductive characteristic which means the theory is built from data.

3.2 Research Site

This research was conducted in village Slorok, sub distric Kromengan, district Malang in East Java. Although the village

is not productive, away from residential areas and located approximately 100 meters from main road of sub district Slorok, this location has been recognized by the residents of the surrounding communities as a place of prostitution. The location was named *Kali Biru*, so prostitution until now known as Localization of *Kali Biru*. In the localization, there are 14 guest houses 14, 15 pimps, 57 commercial sex workers, and 5 stalls.

The location of this research is very interesting because basically this place is away from the hustle of the city and located in isolated suburbs. With very minimal population density, most of the people in the area are migrants. Even so, this localization can still survive as a place of prostitution from the Dutch era until today. Another interesting phenomenon in this localization is though considered a semi-legal brothel which has not been allowed to be built in housing are, its existence has been known and tolerated by local authorities. Even the local government holds guidance to those who are involved in the prostitution business twice a month. The medical examination is also conducted regularly once a month. Counseling about HIV-AIDS problem is also commonly performed every 3 months.

3.3 Data Collection Technique

This study uses primary data which are obtained through observation in the study site with in-depth interview on the research subjects. In addition, this study also uses secondary data which are obtained by literature studies. In-depth interviews are conducted using in-depth interviews technique and structured interviews or using the interview guidelines which consist of a number of open questions which are intended to explore complete and in-depth information from informants.

4. Results and Discussion

Anomalous behavior including sexual intercourse with illegitimate partner may actually indicate that the person embraces a religion but do not practice it correctly. Many people who embrace a religion, but he did not want to live with the values of the religion in daily life. His presence at places of worship is only for his physical presence or to be seen by other people and not become public scorn (hypocritical behavior). Therefore, there is no fear of disobeying God's order.

Factors underlying the commercial sex workers may come from outside and within. From these factors, the most fundamental cause of a woman plunging into prostitution is their powerless to bear the heavy burden of life. Because of no power to bear the economic burden in the area of origin (village), they are easily tempted to accept an offer of any type employment to earn some money for living, no matter what kind of job. This is because their education is generally low and does not have good skills or expertise in another field. The presence of pressure due to household violence and family problems becomes part of the reasons for them to go into prostitution's world. In general, these factors are illustrated in the following table below:

Table 1: Driving Factors Their Characteristics of Commercial Sex workers

Driving Factors	Detail
Internal	– low knowledge about their religion, – even though they feel guilty to have this profession, but it is difficult to leave from it, – less attention from their parents, – depression and loss of self-esteem, – mental and personal factors including past experience such as traumatic of the commercial sex workers in form of household violence
External	– lack of attention and efforts of the government and their surroundings to guide the commercial sex workers towards a better life, – lack of dialogue and openness between commercial sex workers with parents, families and spouse, – family factors, such as parental divorce, left by her husband, – socio-economic factors, such as social inequality, unemployment, and poverty, – environmental factor which is a place for the interaction between commercial sex workers with family, friends, and her husband or partner.

On the other hand, the existence of commercial sex workers can be considered as a correction and introspection for all components in the society such as religious leaders, community leaders, and local government officials to revise the contribution and involvement in the mentoring and coaching of the commercial sex workers. There are a number of perspectives which can be used to explain the background of anomalous social behavior or aggression, such as: 1)

biological reason, (2) results of the learning process, (3) a response to frustration, (4) as a result of social- cognitive factors such as economic pressure and social attacks, and (5) result from the interaction development of ecological factors. In addition, the ongoing and fast paced social changes resulted in inability of individual to adapt. It results in the emergence of disharmony, internal and external conflicts, and disorganization in society and individual. These situations facilitate people to use unconventional patterns of reaction or abnormal from common patterns. In this case, for a group of people, the profession as a commercial sex worker becomes an alternative for survival in the midst of the bustle nature of development.

Conditions of commercial sex workers in the village Slorok is in accordance with the perspective of Zaltman and Duncan (1977) who classified social changes based on their duration into six (6) types, namely:

1. Type 1: Social changes which occur in individuals in form of changes in attitude and behavior that take place in short term. For example, changing attitudes and behavior which can instantly change from bad to good. In coaching and mentoring by NGOs, commercial sex workers are given skills and guidance on entrepreneurship such as cooking, sewing, making various trinkets, beauty skills so as to provide the bustle and guidance to things that are positive. This activities aim to change the behavior of the commercial sex workers in order to socialize, communicate and have empathy to the community,
2. Type 2: the changes that take place in long term. This could be the provision of training to change the pattern of life of the commercial sex workers in accordance with particular environment. The localization in village Slorok, the commercial sex workers are given training about the importance of health. For example, they are given training on how to use condoms and how to maintain environmental cleanliness and personal hygiene to avoid the spread of venereal disease,
3. Type 3: The level of changes take place in short time such as changes in norms and how to work in accordance with her position as leader. This can be seen from the presence of a commercial sex worker who is selected by the pimps to be responsible for the condition of the occupants in the localization and its environment. He can steer his fellow sex workers to be empathetic and help her friends when in need of financial assistance. There exists tolerance which are instilled so that the localization conditions become conducive for everyone,
4. Type 4: Changes which occur in long term such as organizational changes, social changes which are needed to select leaders of an organization in order to support the existence and growth of the organization,
5. Type 5: Micro social changes that occur in short term where the changes are in accordance with the interests of education such as vocational or high school curriculum. These social changes are necessary to affect students or residents to learn. In this study, commercial sex workers have educational backgrounds which are relatively the same. Majority of them have low educational background or even have never attended to school. For commercial sex workers who have better education compared to others, they will have an impact on behavior and how she influenced her colleagues,
6. Type 6: Macro social changes which take place in long term, namely changes of culture among occupants with each other. Commercial sex workers come from varying family backgrounds. This condition can describe how they daily behave in their communities.

5. Conclusion

Factors underlying the social behavior of commercial sex workers are identified in this study. Commercial sex workers are a social construction resulting from macro social changes with driving factors on household violence, poor economics condition, debts, low income, skills, and low education. Commercial sex workers have way of life such as acting cool, stylish, glamor, lie to the family about her profession, adaptive to the environment, accustomed to living convenience, consumptive lifestyles, no debt, and always try to get money quickly in large amounts. Having very low knowledge about their religion background make them in dilemma where they have desire to run away from the profession but at the same time they are afraid of not getting enough money anymore to survive.

References

Bachtiar, R and E. Purnomo. (2007). *Bisnis Prostitusi, Profesi yang Menguntungkan*, Yogyakarta: Pinus Book Publisher.

Byrne, M. M. (2001). Understanding life experiences through a phenomenological approach to research. *AORN Journal, 73*(4), 830–832.

Chang, H, Y. Weng. (2012). What is More Important for Prostitute Price? Physical Appearance or Risky Sex Behavior?" *Economics Letters* 117(2), 480-483.

Creswell, J. W. (1994). Research Design: Qualitative and Quantitative Approaches, Thousand Oaks, CA: Sage Publications.
Edlund, L. and E. Korn. (2002). A Theory of Prostitution, *Journal of Political Economy*, 110 (1), 181-214.
Jackson, L, Highcrest A, Coates RA. (1992). Varied Potential Risks of HIV Infection among Prostitutes. *Soc Sci Med*,35(3):281-286.
Kartono, K. (2009). *Patologi Sosial*, Jakarta: Rajawali Press.
Purnomo, T. and A. Siregar. (1985). *Dolly*: *Membedah Dunia Pelacuran Surabaya*, *Kasus Kompleks Pelacuran Dolly*, Jakarta: Graffiti Press.
Santo, M. E. G. D., and Etheredge, G. D. (2004). And then I became a prostitute... Some aspects of prostitution and brothel prostitutes in Dakar, Senegal. *Social Science Journal*, *41*, 137-146.
Seidman, I. 2006. *Interviewing as qualitative research: A guide for researchers in education and the social sciences,* New York: Teachers College Press.
Soedjono D. (1977). Pelacuran Ditinjau dari segi Hukum dan Kenyataan dalam Masyarakat, Bandung :PT. Karya Nusantara.
Zaltman, G. and Duncan, R. (1977). *Strategies for Planned Change*, New York: John Wiley & Sons.

Political, Legal, Religious Reforms of the Altyn Orda in Its Early Years

Abdunaim Seidmukhammed

Ph.D Student, Faculty of Islamic Studies, Egypt University of Islamic Culture Nur Mubarak, Kazakhstan
Post address: 73 al-Farabi Ave., Almaty, Republic of Kazakhstan, 050016; E-mail: seid_abdunaim@mail.ru

Absattar Derbisali

The Institute of Oriental Studies of the Ministry of Education and Science of RK, Doctor of Philological Sciences, Professor, 050040 Kazakhstan, Post address: 73 al-Farabi Ave., Almaty, Republic of Kazakhstan, 050016; E-mail: nurmubarak2013@mail.ru.

Omirzhanov Yesbol,

Professor of al-Farabi Kazakh National university, Address:131 shmidt street, Almaty, Kazakhstan
E-mail: yesbol_1981@mail.ru

Daulet Kozhambek

PhD sdudent, Faculty of Social Sciences, Ahmet Yesevi University, Kazakhstan, B. Sattarhanov Ave 29 Turkestan, Republic of Kazakhstan, 161200, Ahmet Yesevi University; E-mail: kozhambekov@mail.ru

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

This study scientifically analyzes the influence of Islam in political independence movements, more specifically its effect on the historic Mongol Altyn Orda, and presents new insight on the political and legal reform processes in Kazakhstan within a historical context. In particular, this study will look at the religious dispute that took place between the descendants of Genghis Khan's eldest son Jochi following the death of Batu, Jochi's second son and his successor, who founded the Orda in his name. In this conflict, Berke, Batu Khan's brother, eventually won the political struggle that erupted after Batu's death. His support of Islam caused the permanent division of his grandfather Genghis Khan's empire, but it can also be shown that his choice of religion strengthened the independence of the Altyn Orda.

Keywords: *Religion, Islam, Christians, Yasa, Shed-Jadid, the Caliph, militarism, tolerance, state, ulys, empire.*

1. Introduction

The lands conquered by Genghis Khan were divided after his death among the four sons born to his wife Borte (Egorov V.L., 1985). Jochi, the eldest son, stood to inherit, had he been alive (he died six months before his father), the land between the rivers Irtysh and Ural, as well as those further west "as far as the hooves of Mongol horses have trodden," and the Pontic-Caspian steppe southward from the Aral Sea to the Amu Darya River (northern Khorezm).

Because these lands were given to his father, Jochi, the region was called through Batu's life the "Ulus of Jochi" ("ulus" translates to "realm"). The share of empire that went to Genghis' second son Chagatai, called the Chagatai Khanate in his life, included Transoxiana (the region between the Amu Darya and Syr Darya rivers in modern Uzbekistan) and ancient Kashgaria, both of which comprised the Kara-Khitan Khanate that Mongol military commander Jebe had conquered in Genghis' name. Genghis' third and favorite son, as well as his successor, Ügedei, inherited as a personal domain present western Mongolia and the lands dominated by the Tarbagatai mountains in between present China and Kazakhstan. The youngest son, Tolui, was given the Mongol homeland as well as the largest body of warriors with which to defend it. This division of the Mongol Empire into "ulus" was considered to be the will of Genghis Khan (Kulpin E.S. 2008).

Of the realms of the four sons of Genghis and Borte, three inherited territory in present Kazakhstan. The Ulus of Jochi extended over the whole of the Dasht-i-Kipchak khanate, which was completely conquered after the Battle of the Kalka River near present Mariupol, Ukraine, in 1223. From this base of power, the Altyn Orda would control for two centuries much of the same area that the Eurasian Economic Community represents today.

For Kazakhstan, it is very important that its citizens know the history of the state, and how the descendants of Genghis Khan and his eldest son Jochi exerted their political will, and created the administrative divisions both internally and externally at the end of Genghis' great empire. In particular, the separation of the Ulus of Jochi from Qaraqorım into an independent Alytn Orda greatly affected the nation's history. This followed the conversion of Berke Khan to Islam, an event that can be argued to be one of the seminal events of Kazakh culture. Noting the importance of the Altyn Orda on the history of the world, it follows that the legacy of this era should be extensively studied.

Some of those who have already contributed to the world's understanding of this area of history include Ibn al-Athir, Ibn al-Wasil, Ibn al-Omari Kasir, Ibn al-Qalqashandi, Ibn al-Asqalani Arabshah, Wetemish Wahab, and Ali Yazdidin. Russian Imperial era authors, whose writings are so important that for any serious study of the region a review is inevitable, include such oriental scholars as Ilya Berezin, Gordiy Sablukov, Vladimir von Tiesenhausen, Nikolay Veselovsky, Vasily Bartold, and George Vernadsky. During Soviet times, various aspects of the history of the Altyn Orda were reviewed by such respected researchers as Boris Grekov, Alexander Yakubovsky, Mahamet Safargaliev, German Alexeyevich Fedorov-Davydov, Ali Alizadeh, Klavdiya Antonovna Pishchulina, and Vadim Leonidovich Egorov.

2. Ityn Orda as a State

2.1 Forming of Altyn Orda as a state.

Genghis Khan's invasion of Central Asia pitted his warriors not only against the Qidan and Khorezm. He also faced the Dasht-i-Kipchak khanate and a dozen nomadic Turkic tribes situated on the Ustyurt Plateau between the Amu Darya, Aral Sea, and the Kara-Bogaz-Gol inlet on the Caspian Sea. The establishment of the Mongol Empire in the region brought together Central Asian Tengriism, European Christianity, and Middle Eastern Islam together in a single culture. However, the religious and cultural relationships between the Turkic tribes led to a gradual prevalence of Islam. Indeed, the Turkic tribes under the Ulus of Jochi would eventually universally adopt Islam.

Under Batu Khan, the political regime and the economic situation proved effective at keeping a resilient peace between sordid ethnicities and different religions during the early years of the Altyn Orda (Ulus of Jochi). In Sarai Batu, the seat of power for the Ulus of Jochi, Mongols lived peacefully alongside subjugated Kipchaks, Circassians, Russians, and Byzantines, according to Egorov (Egorov V.L., 1985). At the very beginning, the rulers of the Altyn Orda did not prescribe a specific religious belief, which positively influenced the expression of individual religious denominations within its reach.

The nomads that lived within the Ulus of Jochi, as a result, didn't hold any one belief. They followed such diverse religions as Tengriism, Nestorian Christianity (particularly among the Kereits and Naimans that populated present western Mongolia), Orthodox Christianity, and Islam.

This religious diversity was highly unusual. Even the Khazar Empire, a people caught at the crossroads of religions on the northern shores of the Caspian that eventually fell to the rising Kievan Rus, ultimately selected Judaism as their singular state religion (E.S. Kulpin, 2008). Their adherence was so fierce that even their last remnants, the Mountain Jews of Qirmizi Qasaba, a village located across the Gudiyalchay River from Quba in the Caucasus of Azerbaijan, still follow it today (Kulpin E.S. 2008).

The Mongols, meanwhile, took a totally different approach. "The Tatars of the time would not have been notable except for their resistance to accepting (a state) religion," wrote Montesquieu about the tolerance between faiths during the reign of Batu Khan (Charles Louis de Montesquieu. 2004). The cultural policy of his regime was to concentrate people of the same beliefs in different regions: they moved the Jewish Khazars to the lands of the Amu Darya, the Zoroastrians and other Persian faiths to Persia, the Christians to the lands held by the Slavs, and Islam to the nomadic Turkic people. This religious freedom enjoyed by the people under the Altyn Orda opened the way to uniquely peaceful exchanges of culture between East and West.

2.2 Seperation of Altyn Orda from Qarakurum

Batu Khan, the leader who united the Mongols of the Altyn Orda, or the Ulus of Jochi, died in 1256. He ordered as his dying wish that his eldest son, Sartaq, who had organized state affairs for years before his father's death, be seated on his throne at Sarai. However, Sartaq's rule did not last very long. He died suddenly before 1258.

Looking over the existing historical evidence of events that followed Sartaq's death, one can say that the rise of Berke, Batu's brother, as the new ruler of the Ulus of Jochi marked the emergence of politically-oriented religious groups. According to "The collection of materials related to the history of the Altyn Orda," Berke and Sartaq had strong religious

differences. It is said that when Sartaq rose to power in Sarai, Berke openly laid a rival claim to the throne. Hearing this, Sartaq refused to even greet his uncle when met him on the way back from being confirmed as Khan of the Altyn Orda by Mongke, the Khagan, or Great Khan of the Mongol Empire. Berke took great offense at the disrespect his nephew showed him, his older relative. He was even more upset after asking through a messenger why he was snubbed, as Sartaq's reply was that Berke was a Muslim, and that he believed in the Christian faith, and that to meet with him would displease his God. It is said that Berke was so upset that he prayed to Allah, "If the faith of Muhammad corresponds with the truth, then take vengeance upon Sartaq!" Within three days, according to a contemporary Muslim writer, Sartaq fell ill and died.

Historians researching the Altyn Orda period have confirmed that Berke was indeed a Muslim and Sartaq was most likely a Nestorian Christian. Arabic scholar Amin al-[Holiday] suggested that Berke was a Sufi "murid" or "committed one" who went by the name of Al-Bakharzi. He asserted that a Sheikh converted Batu's brother to Islam in 1252, well before the death of the aging Khan, when his caravan passed through the thriving Ural River trading city of Sarai-Dzhuk ("Little Sarai"). Bartold, meanwhile, wrote that Sartaq came under the influence of Christianity during the reign of Batu.

Many researchers speculate that their differences in religion caused the uncle and nephew to break-up from their previously good relationship. One such researcher who studied the deeper religious and spiritual processes that took place in the era of the Altyn Orda was Z. Zhandarbek, who observed that religion indeed spurred a spiritual crisis. "All said that it was still in the time of Batu Khan that an internal family conflict began on the basis of religious and cultural beliefs. Berke and his cousin Mongke Khan, the fourth Khagan of the Mongol Empire, failed to listen to Sartaq Khan's preferences and they did what they wanted, (Z. Zhandarbek. 2005) which resulted in the internal conflict within the Altyn Orda."

To clarify the cause of this political crisis in the Altyn Orda, a chronological, historical, and empirical analysis was employed.

When Sartaq died, Khagan Mongke appointed Sartaq's 10-year-old son Ulaghchi to succeed him. Mongke Khan entrusted the state to Batu Khan's most senior widow, the Khatun Borakchin. However, Ulaghchi did not live long after his coronation, and indeed Berke's supporters may have forced the boy's abdication. As a result, Berke Khan, grandson of Genghis Khan, became the first of his ruling descendants to accept Islam. His ascent to the throne of the Ulus of Jochi in 1257 demonstrated a power to establish greater independence from Mongke's court at Qaraqorım (Kazakh Soviet Encyclopedia. Volume I, 1972). It can be said that Berke's religious views influenced his personal political decisions, which moved him away from other descendants of Genghis Khan.

3. Altyn Orda Independent State.

3.1 Berke Khan splits the Altyn Orda from Qaraqorim

Berke Khan's actions to separate the Altyn Orda from Qaraqorım, rendering it effectively an independent state, is easily investigated using similar analytical methods involving chronology, synthesis, and anti-synthesis.

In general, Berke Khan's decision to establish a new and separate state was influenced by several factors. The following factors had perhaps the greatest impact on Berke cutting ties from Qaraqorım.

The first factor was that when Kagan Mongke died in 1259, Berke sided with Ariq Boke, the youngest son of Tolui, against his older brother Kublai and Hulagu in the struggle for succession. As these two were absent from Qaraqorım when Mongke died, Ariq Boke managed to briefly ascend as Khagan of the Mongols. By 1264, Kublai forced his younger brother to surrender at Shangdu (also known as Xanadu). Although Ariq Boke was pardoned by his older brother, many of his supporters were killed. Naturally, when Kublai summoned Berke to come to his new court and discuss his loyalty to Ariq Boke, Berke declined, saying that he had plenty of problems in holding his own regime together. This appeared to be one of the signs that he was eventually going to refuse to recognize the suzerainty of his cousin as Khagan.

The second factor was that Berke opposed Hulagu's military invasion (as directed by Mongke Khagan) of the Muslim Caliphate and the creation of a new Ilkhanate in its stead. Hulagu easily succeeded in taking Persia and Baghdad despite Berke's opposition. In 1256, Hulagu crossed the Amu Darya River with his army and defeated Persian defenses in the Transoxiana, immediately taking 40 of their strongest fortresses. Without stopping, his army continued to advance and by early 1258, it had destroyed the capital of the Islamic Caliphate in Baghdad, killed the Caliph al-Musta'sim, and plundered his enormous wealth. This sent enormous shock waves through the Muslim world. The Sultan of Egypt responded to the immediate threat by leading a force that defeated Hulagu's lieutenants at Ain Jalut, but rather than a counter-offensive, this was considered little more than a delay to an eventual assault against the Mamluks. After 1260, Sultan Zahir al-Din Baibars sent an envoy to Berke Khan asking for help to preserve the Muslim world together. This

resulted in a religious alliance between Mamluk Egypt and the Ulus of Jochi against Hulagu's Ilkhanate, later sealed by marriage between the children of the Sultan and Berke Khan. This action seemed to verify that the new ruler of the Altyn Orda would not recognize the rule of the Toluids. Indeed, Berke seemed to indicate that he may have held a separate claim on Qaraqorım. In any case, the action demonstrated the religious factor behind Berke's declaration of independence from the rest of the Mongol world.

The third factor can be found in looking at the law of the "Great Yasasy" that Genghis Khan set forth, which said that any loot taken in any war would be divided in five parts. Two of the parts would be given to the Great Khagan in Qaraqorım, two of the parts would be given to the troops, and the last of the fifths would be given to the family of the Khan who led the war. When Hulagu took Baghdad, the trophies that were eventually sent to Berke by the Khagan displeased him. This economy-based complaint contributed to driving the Ulus of Jochi to actually declare war on Hulagu's Ilkhanate. Further, the suspicious deaths of Berke's lieutenants Tutar, Balakan, and Kuly, who were ordered by Mongke Khan against Berke's wishes to take part early in the invasion of Persia, inspired the Khan's outrage against Hulagu. When Berke sent secret envoys to Hulagu later on, the only response that Hulagu provided was to have them killed (Batyr-uly Bahitty., 2005). All of these events served to separate the two rulers, beneficiaries of Genghis Khan's legacy, and badly divided the Mongols, leading both parties to defend their own interests against each other.

The fourth factor involved a dispute over territory in Transcaucasia. In 1223, Genghis Khan assigned the regions occupied today by Azerbaijan and Georgia to the Ulus of Jochi (History of Kazakhstan. Volume I, 1998 Atamura) However, they were only conquered by the Mongols under Hulagu Khan in his invasion of Persia. Berke refused to cede these to the Ilkhanate, and Hulagu refused to cede these to the Ulus of Jochi, even though both he and his rival were bound to do so as grandsons of Genghis Khan. As such, a political rivalry between Genghis Khan's descendants was brought into sharp relief in the struggle for Transcaucasia.

3.2 Reforms in Altryn Orda.

The value of Berke Khan's Islamic political and legal reforms in the Altyn Orda are best understood by applying the principles of time and space, relying specifically on empirical and cultural studies.

When Berke Khan ascended to the throne in Sarai, the Ulus of Jochi entered a new era. More precisely, the Altyn Orda became a separate political power emergent from a formerly subordinate khanate as a result of its ruler adopting Islam as a state religion. Earlier, this report comprehensively reviewed the political reasons that the Ulus of Jochi abandoned Qaraqorım. These do not need further emphasis, but all of the factors that facilitated the Altyn Orda leaving the Mongol world in the time of Berke Khan do require exploration to develop a complete understanding of the situation.

Berke Khan had initiated new changes in the way that his state viewed its independence from Qaraqorım. During his reign, enmity between the descendants of Genghis Khan sprang up as it became clear that they could not establish a system that allowed them to share their conquered possessions. The first ruler of the Altyn Orda was Batu Khan, second son of Jochi. He regarded himself as neutral with respect to religion. However, Batu's son, Berke, regarded the acceptance of Islam as a more appropriate religious path for his people, and under his rule religious processes took on a greater role in the domestic and foreign policy of the Ulus of Jochi.

While on the throne in Sarai, Berke Khan spent a lot of energy changing the culture within the Altyn Orda, developing an internal and external management structure to meet his political ambitions. The ruler changed the internal leadership of the country away from the strictly non-religious nature of Genghis Khan and his followers and toward something that provided greater subordination to the center of the empire. Berke even developed a larger military, creating an administrative system that oversaw groups of 10, 100, and 1,000 soldiers, strengthening his army (Safargaliev M.G. 2005). In the administration of his state, he called on Islamic religious scholars to advise him, with a view toward turning the Ulus of Jochi gradually into an Islamic state. Where foreign Muslims settled, the study of Islam began very quickly as they built mosques and madrassas – places of worship and places of education (Religion and beliefs Dasht-i-Kipchak in XIII-XIV centuries, 2005).

When Berke Khan converted to Islam after his encounter with a caravan in Sarai-Dzhuk, he built a new city called Sarai-al-Jadid just a little ways above the original Sarai (a name that means "palace" – Sarai Batu, or "Batu's Palace", was sometimes called Sarai-al-Maqrus, the "Blessed Palace"). This new capital would be renamed after Berke became Khan as Sarai Berke (Kazakh history. "Zhalyn" Almaty 1993) Sarai Batu was situated on the Akhtuba waterway of the Volga delta, about 120 kilometers north of present Astrakhan, while Sarai-al-Jadid was probably located some 300 kilometers north of Astrakhan, or 80 kilometers east of Volgograd, also on the Akhtuba waterway. Undoubtedly, the move of the capital was taken to better inspire the Altyn Orda to a more Muslim perspective, as the capital contained many Muslim ornamentations. This was clearly influenced by the political and religious cooperation between the Ulus of Jochi

and Mamluk Egypt (M. Mustafa Ziada., 1934- 1942) The Sultans of Egypt are documented as having provided funds to send hewers of stone and architects to help design mosques for the project. Along with the mosques and madrassas, though, these architects built public baths, toilets, water pipes, and fountains (Kulpin E.S.). Gradually, these people who once defined themselves as the conquerors of lands became masters of the craft of needlework as the city developed a wholly different culture (Religion and beliefs of Dasht-i-Kipchak in XIII-XIV centuries, 2005).

One of the first major changes Altyn Orda underwest was the adaption from a Turkic nomadic existence into one of a settled culture. The process of urbanization of Altyn Orda started during the reign of Batu Khan, the older brother of Berke Khan. In 1242, Batu Khan took up the construction of Sarai-Batu, his capital city along the Edil River. At first, Sarai-Batu served, before its construction was completed in 1254, as a military and administrative center for the lands the Golden horde ruled. Later, it became a vast city with varied architecture and a population of more than 75,000. Besides the governor's residence, there were barracks for the regular armed forces emplaced there, caravanserai - or places for caravans to stay, and trading centers that met the needs of the general public. The population of the city consisted of merchants and craftsmen. The rulers of the "Saray al-Makhrusa" built water pipes to provide local people with drinking water. For sanitation, they built underground sewers and drainage channels. A public bath was opened as well. 14. (Kazakh history. "Zhalyn" Almaty 1993), (M. Mustafa Ziada., 1934- 1942).

The reason the Mongols chose to build a new capital at the mouth of the Edil River, and not select another ancient city as an administrative center, was that the site was well situated between the Caucasus in the southwest, the Danube River in the west, the Irtysh River and ibir-Sibir in the northeast, the ancient Kunya Urgench trade city in the southeast, the Aral Sea in the east. This new capital was well-situated along the main caravan route for east and west trade. The peculiarity of the geopolitical location of the "Saray al-Makhrusa" led to further economic and political independence for the Ulus of Jochi from their overlords in Qaraqorum.

Along with the establishment of a new capital for the Altyn Orda, Batu Khan, successor and son of Jochi, recovered other cities after they were destroyed during conquest (such as Khorezm and Derbent). (Egorov V.L., 2005). As a result, in the structure of their empire, they developed administrative centers and new different industries. The conquering nomads not only dealt with cattle breeding, but also they encouraged cultural development imported from cities near their own administrative centers.

3.3 Tax policy of Berke Khan

To improve the economic position of the state, Altyn Orda introduced a taxation system. Governors for agriculturalists and cattle-farmers were ordered to introduce new tributes, called Qalan and Qapshuyr. Qalan taxation imposed a one-tenth charge given to the public treasury, taken from all crops that farmers raised and brought to market. Qapshuyr taxation imposed a one-in-one hundred fee for each animal raised by cattle herders. City merchants and craftsmen were charged this same sort of fee as well. To provide the huge army of the Mongol horde with necessary provisions, it was obligatory to contribute all kinds of commodities, especially cattle. Such tributes provided to the military were called Ulaq.

The enormous revenue brought into the state treasury grew also from customs duties, fees imposed on the manufacturing industry, and storage costs imposed for animal-herder's use of ambars and public scales. Fines were also imposed for tax avoidance. Charges were made on the use of bridges, mills, and ploughs. Even the governors had defined specific fees for the use of irrigated lands, pasture, water, fisheries, forests, and horticultural resources (Gaziz, 1994). Other cases involving provisions for soldiers included fees given in grains taken from other "avariz" duties. In general, there were 20 different types of fees that were extracted from the population (Kazakhstan tarihy, 2000). The purpose of these various types of taxation, however, were not to exploit the local population as much as it was to advance the vision of the Altyn Orda to more efficiently use taxes to stimulate the revenue improvement of the state.

4. Conclusion

To a degree, the Altyn Orda was considered a usurped regime by distant countries that were under its control, as without support from the larger Mongol empire, the Golden Horde was simply regarded as incapable of sustaining control of its empire indefinitely. Berke Khan's personal ambitions and the influence of Islam on the Ulus of Jochi were the driving factor behind independence from Qaraqorım. Berke was older than Hulagu Khan, and as such he felt his seniority afforded him the right to securing more profit from the occupied territories in today's Iran and Syria. Additionally, when the Ilkhanate seized Transcaucasia, neither Azerbaijan nor Georgia had belonged to either power, though it had been promised to the Altyn Orda of Batu Khan. These differences became the casas belli between the two descendants of Genghis Khan.

Berke, as noted earlier, converted to Islam, but Hulagu retained his Tengrian faith, and this religious component only added fuel to the conflict. Certainly it spelled an end to the unifying factor of religious pluralism that had been a legacy of Genghis Khan's empire.

Batu Khan, successor son of Jochi, who himself was accepted by Genghis Khan as his firstborn son by his first wife Borte (she was pregnant with Jochi throughout her 8-month captivity under her Merkit kidnappers early in their marriage, and as a result, no one can be sure that Jochi was actually Genghis' biological son), conquered Eastern Europe and set its maximum extent within the Ulus of Jochi, a realm he named for his father in order to maintain his claim on his throne at Sarai Batu. Berke Khan, Batu's brother, separated the Ulus of Jochi from Qaraqorım and formed it into an independent state. The Altyn Orda under his reign became not only an independent state, but also a patron of the true religion, Islam. It also created a new higher culture and developed into a great political and economic power. Under Berke, the Altyn Orda had, in fact, risen to the level of an empire. The full contribution of the Altyn Orda to human culture and civilization has not yet been fully studied. Indeed, the most visible contribution of the Mongols to Kazakhstan, the advancement of Islam into Central Asia, is perhaps the clearest conclusion that can be drawn from this report.

References

Batyr-uly Bahitty. Egypt State Mamluks Dasht-i-Qıpşaq connections XIII-XV centuries. Research. Almaty: Economy, 2005.
Charles Louis de Montesquieu. Laws of the spirit. "Three Kyan". 2004. 517 p
Chronicle of Ahmad ibn Ali al-Makrizi, entitled Kitab al-Suluk li-marifat duwal al-muluk, ed. by M. Mustafa Ziada. I-II, Cairo, 1934- 1942
Egorov V.L. Historical Geography of the Altyn Orda in XIII-XIV centuries. - M .: Nauka, 1985.
Egorov V.L. Zolotaya Orda. M.GMY, 2005, 7-8 pp.
Fedorov-Davidov G.A. Zolotoordinskie goroda Povolzhie – Moscow. MGU. 1994, 10-11 pp.V.
Gaziz The history of the Tatars. M. 1994
History of Kazakhstan. Volume I, 1998 Atamura
Kazakh history. "Zhalyn" Almaty 1993
Kazakh Soviet Encyclopedia. Volume I, 1972
Kazakhstan tarihy, Volume 2, 2000. Almaty Atamura baspasy
Kulpin E.S. Altyn Orda: The fate of generations. Insan publishing. Moscow 2008
Kulpin E.S. Altyn Orda: The fate of generations. Insan. Moscow
Religion and beliefs Dasht-i-Kipchak in XIII-XIV centuries // History and culture of Altyn Orda. - St. Petersburg: Slavia. 2005. pp 3-7
Religion and beliefs of Dasht-i-Kipchak in XIII-XIV centuries // History and culture of the Altyn Orda. - St. Petersburg: Slavia. 2005. pp 3-7.
Safargaliev M.G. Collapse of Altyn Orda // At the hides of Continents and civilization. - Moscow: "Iman. 1960
Zhandarbek Z. Yasawy time and Kazakh community. Almaty. 2005. Country-chronicle.

The Responsiveness of Bureaucracy in Implementing Free Health Care Service in Sidenreng Rappang Regency, Indonesia

Basra

Suratman

Rifdan

Andi Ihsan

Universitas Negeri Makassar, Makassar, South Sulawesi, Indonesia, Jln. Bonto Langkasa, Kampus UNM Gunung Sari Postal Code 90222; basramakka@gmail.com, suratmannur@yahoo.com, rifdan@unm.ac.id, andiincan@gmail.com

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

The aim of this research is to find out and analyze the implementation of bureaucracy responsiveness principle in implementing free health care service policy in Sidenreng Rappang regency based on: bureaucracy`s attitude in responding complaints, service in providing health care, and response in involving and empowering service user in health care service system. The result of this research concludes that the implementation of bureaucracy responsiveness principle in implementing free health care service in Sidenreng Rappang Regency is not fully optimal. It is proven by: (1) Health Official Bureaucrat shows friendly and committed attitude toward the cleanliness, togetherness, and disciplines in providing health care service and in accordance to the implementation of bureaucracy responsiveness principle in providing health service; (2) Properly respond user`s complaints related to the planning program, but the response to complaints related to program implementation, monitoring and evaluation of the program is not maximally administered or less responsive; (3) Empowerment/service user involvement, including participative program from all the stakeholder component gives positive impact and implication toward the bureaucrat`s working performance in executing free health care service.

Keywords: *responsiveness, bureaucracy, policy implementation*

1. Introduction

Health Care Service provision is a fundamental right for all Indonesian people. It is immensely important for Indonesian government to implement *good governance* principles in executing public service to its people, including health service, fair treatment, responsiveness and service efficiency. Such goal can only be achieved by building holistic and sustainable health care service which meant to improve health awareness, willingness and ability to live healthy to all of Indonesian people.

Responsiveness is one of important public service dimension, an indicator of service related to apparatus responsiveness to any society complaints and needs that demand service as regulated in the law. Bureaucracy poor ability in responding can trigger the sense of truth crisis. High economic and politic dynamic due to truth crisis are things beyond the ability of bureaucracy to anticipate which make the lives of the society even worse and uncertain. Initiative and creativity of bureaucracy in responding is not enough to decrease the crisis and its impact. Society expects quick response toward the crisis are left with disappointment because the bureaucracy response tends to be reactive and less effective. Various problems in the center and regional area still unresolved without comma or even remain untouchable which make the society lost their trust easily toward the ability of the bureaucracy to deal with the crisis.

The afore separate mentioned phenomena above successfully describe how fragile society`s trust is and government legitimacy. The reason behind this fragility is that the government along with its bureaucracy has failed their society to be a capable institution which protects and fight for public interests and needs. Power oriented institution has made the bureaucracy growing more irresponsive and insensitive toward their society call for help. Recent domination exposed by the bureaucracy in both economic and politic aspects have created many distortions in executing public services which tends to escalate and worsen the happening economy and politic crisis even more.

This research is conducted to find out and analyze the implementation of bureaucracy responsiveness principle in

implementing free health care service policy in Sidenreng Rappang regency based on: bureaucracy`s attitude in responding complaints, service in providing health care, and response in involving and empowering service user in health care service system.

2. Review of Related Literatures

Etymologically, bureaucracy means "power behind the table". According to Lance Castle bureaucracy is "paid and functioned people in government body". Bastard bureaucrat, a short mean sentence used by Blau and Meyer, (2000, p. 3) the "bureaucracy" term used by Blau and Meyer does not refer to government inefficiency and infectivity, because in their opinion that is not the real meaning of "bureaucracy".

Blau (2000, p. 6), the term bureaucracy is synonymously used with inefficiency, although Bureaucracy is actually a powerful institution with the capability to increase the potential capacity toward good and bad things, because basically bureaucracy is a neutral rational administration instrument in bigger scale. Bureaucracy has the power to make the imperialistic expansion easily and exploit the economy to destruct underdeveloped countries and the needy.

Bureaucracy is intended as a rationally approved authority system by many rules. According to Widodo (2002, p. 50), bureaucracy has vital roles in organizing the government and development. By that vital roles, bureaucracy is classified into three different things namely bureaucrat, politic, and profession. Bureaucracy as a profession refers to particular occupation which requires certain special requirement as opposed to other kinds of existing profession, means that position in bureaucracy can only be seated by those who possess expertise in specific field. Service Bureaucracy is basically an organization which directly interacts with the society. In line with Service Bureaucracy, Thoha (2003, p. 78) stated that the service provided by the government bureaucracy has the exclusivity to use the authority and power within the institution to force the entire civilian to obey the approved the rules and regulations.

Responsiveness as an indicator of service is related to the ability of the government apparatus in responding society`s needs. Dwiyanto (2008, p. 51), explained responsiveness as the organizational capability to know the needs of the society, arrange and prioritize the agenda and service, as well as develop public service programs to meet the need and aspiration of the society. In brief, responsiveness in this case refers to the harmony of service and the demands of the society toward the given service.

An approach policy implementation approach is introduced by Van Meter and Van Horn called *A Model of the Policy Implementation* (1975, p. 463). This model suggested that policy implementation goes linear with politic decision, executor and public policy performance. This model explains that policy performance is influenced by several related variables, those are; (1) standard and policy target/benchmark and goal of the policy; (2) resources; (3) characteristic of the organization in charge; (4)executor`s attitude; (5) inter-organizations communication and programs; (6) social environment, economy, and politic.

3. Research Method

The design of this research is descriptive qualitative. This research analyze bureaucracy`s responsiveness in implementing free health care service policy in Sidenreng Rappang Regency.

The sources of the data in this research are bureaucrat apparatus and the society as the public user (*stakeholders*) who are experienced and educated about the health condition in Sidenreng Rappang regency, based on their main job and function which consists of: (1) Primary data collected from informants` statements, and other deliberately gathered information related to the focus of the research through observation and interview. Those informants including Head of Health Official, Head of Clinic, Medic and Nursing Practitioners, Health Official Staffs, Society Respected Figure, on-Government Organization (NGO); (2) Secondary data sources are relevant documentation in the form of written documents (local regulation, literary books, scientific writing, national and international published journal, printed mass media or electronic/internet, main program development, strategic plan, and annual plan), pictures, and statistical data about the development of public health service, main instrument of the research is the researcher per se, aided by other research instruments such as; observation guidance, interview guidance, and written document.

4. Research Findings and Discussion

The research findings of the implementation of bureaucracy responsiveness principle in implementing free health care service in Sidenreng Rappang are as follow:

4.1 Bureaucrat`s attitude in responding service user complaints

The bureaucrat is responsive in responding to free health care service user complaints which reflect the existence of the sense of responsibility based on integrity to achieve both vision and mission of the organization maximally, responsiveness in addressing complaints can finally be done collectively in every level of health service department.

Despite the implementation of responsiveness principle, there still many complaints coming from the user, but some complaints have properly responded by the bureaucrat apparatus by giving friendly response, showing honesty, maintaining cleanliness, solid teamwork, and working in discipline.

The findings of this research can be illustrated by the following table below:

Table 1: Bureaucrat apparatus attitude in responding the service user toward the implementation of Bureaucracy Responsiveness Principle in Implementing Free Health Care Service in Sidenreng Rappang Regency.

Research Focus	Ideal Condition	Research Findings	Synthesis
Bureaucrat apparatus attitude in responding the service user toward the implementation of Bureaucracy Responsiveness Principle in Implementing Free Health Care Service in Sidenreng Rappang Regency	Rahayuningsih (2008, p. 1) attitude as a simplistic expression of how do we like or dislike problems.	Bureaucrat apparatus are friendly responding the complaints by: smiling, greeting, being polite, committing to discipline, maintaining cleanliness and togetherness in performing free health care service.	Responsiveness and higher commitment showing by the bureaucrat apparatus in serving will minimalize user complaints in order to achieve the goal optimally.

Source: Research data analysis result, 2015

4.2 Bureaucrat apparatus response in addressing service user complaints

Bureaucrat has to quickly respond all complaints from the users in order to catch up with their duties and functions. In short, responsiveness refers to the harmony between service programs/activities and the needs/aspiration of the society.

Health Official Management is a set of activities conducted systematically to produce effective and efficient result by: planning, executing the plan, monitoring and evaluating. All of the activities are a unit that tightly related and sustainable.

Sidenreng Rappang Health Official arrange strategic and performance based plan to deal with any existing health problems. Strategic plan can be described in main development program and top program that will become the working platform for the next five years while the performance based plan will be integrated yearly.

Bureaucrat apparatus service in addressing user/society`s complaints toward the implementation of free health care service in Sidenreng Rappang Regency goes through several main steps namely planning, plan execution, monitoring and evaluation.

The previous explanation regarding research findings on Bureaucrat apparatus response in addressing service user complaints can be reconstructed by the following table:

Table 2: Bureaucrat apparatus response in addressing service user complaints toward the implementation of bureaucracy responsiveness in implementing free health care service policy in Sidenreng Rappang Regency.

Research Focus	Ideal Condition	Research Findings	Synthesis
Bureaucrat apparatus response in addressing service user complaints toward the implementation of bureaucracy responsiveness in implementing free health care service policy in Sidenreng Rappang Regency	Dwiyanto (2008, p. 51) explained responsiveness as the organizational capability to know the needs of the society, arrange and prioritize the agenda and service, as well as develop public service programs to meet the need and aspiration of the society.	Bureaucrat apparatus start responding user complaints by identifying the needs of the society then arranging and prioritizing service agenda in the program, executing the program, monitoring and evaluating the program. In fact, the program does not work the way it is supposed to be. Not to mention monthly monitoring and evaluation in the clinics only conducted once in a three month.	Good planning is not accompanied by optimal and proper plan execution and monitoring lead to unsuccessful program which fail to address user complaints and their needs.

Source: Research data analysis result, 2015

4.3 Bureaucracy responsiveness to involve and empower service user

Service user empowerment can only be achieved by direct participation of the society in executing government program. Empowerment can be translated as a process of helping human or society by developing capability of the society, changing mindset and behavior of the society, and organizing the society. Society potential which can be developed such as effort of the society, seeking information capability, program organization, and other meaningful capability needed to meet their demand and deal with the problems.

Organizing society as an attempt to organize and manage event or program can be beneficial in forming working committee, distributing job responsibility, supervising, and planning activities.

Society do not have any role in health service at the beginning, but nowadays it is time to involve and empower them actively in the system, not only as the service user but also giving them the responsibility to organize in order that they can actively participate in developing and improving health service, so that they can be proud of themselves and the implementation of free health care service runs well.

The previous explanation regarding research findings on Bureaucrat apparatus response in addressing service user complaints can be reconstructed by the following table:

Table 3. Bureaucracy`s responsiveness to involve and empower service user toward the implementation of bureaucracy responsiveness in implementing free health care service policy in Sidenreng Rappang Regency.

Research Focus	Ideal Condition	Research Finding	Synthesis
Bureaucracy`s responsiveness to involve and empower service user toward the implementation of bureaucracy responsiveness in implementing free health care service policy in Sidenreng Rappang Regency	Madekhan Ali (2007, p. 86) stated that society empowerment as a form of participation to liberate them from mental and physical dependence.	Health service user is involved and empowered properly by the bureaucracy apparatus. Reality shows that the user is given time and space so that the user can directly be involved in planning, executing, monitoring and evaluating the program. Service user is actively spreading information to the public, giving suggestions or meaningful input, and participating in health service program.	Bureaucrat apparatus are very responsive in involving/empowering service user in health service program, this is a good effort to improve the society by encouraging them and providing them chance to contribute without burdening them with their main business.

Source: Research data analysis result, 2015

4.4 Bureaucracy responsiveness principle implementation in implementing Free Health Care Service in Sidenreng Rappang Regency

Free Health Care service policy implementation in many levels of Health division in Sidenreng Rappang regency related to the implementation of bureaucracy responsiveness principle implementation in the perspective of public service includes bureaucrat apparatus attitude, service, and involvement/empowerment in responding user complaints.

Responsiveness is the organizational capability to know the needs of the society, arrange and prioritize the agenda and service, as well as develop public service programs to meet the need and aspiration of the society. User service satisfaction can only be achieved if the Health Official Bureaucracy apparatus in giving/providing service in health facility make the standardized service quality as their guidance. Public service quality improvement is positive attitude character change of the government bureaucracy in serving service user by putting aside the differences and fair treatment (equality) to all society. The society demands justice in health service, honesty and transparency from the bureaucrat in carrying out their duty. A satisfying service is influenced by the competence of the Health Official Bureaucrat apparatus, at least holistic positive attitude and behavior change to give the best service starting from the leader to his/her structural subordinates. This thing can impact positively to the transformation of public service bureaucracy.

Bureaucracy apparatus tends to be irresponsive and less aspirative toward the needs of its people. On the other hand, bureaucracy apparatus has important roles to execute government program and to perform public service.

The implementation of free health care service in Sidenreng Rappang regency improves year to year based on the Human Development Index and Life Span Expectation indicators. In terms of positive attitude change, the number is low but still growing. Bureaucracy apparatus respond user complaints friendly by: smiling, greeting, being polite, committing

discipline, maintaining cleanliness and togetherness in performing public service.

They respond to user complaints by showing positive attitude, such as properly addressing every complaint, being friendly to the service user, being cooperative in responding the complaint, and trying to provide possible solution to the problems.

The Reality Analysis based on bureaucracy apparatus attitude in responding complaints can be symmetrically and visually transformed in the following figure:

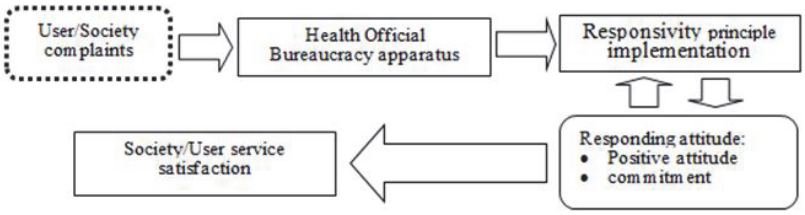


Figure 1. Bureaucracy apparatus attitude framework in responding

The implementation of bureaucracy responsiveness principle based on responding attitude is done to reflect positive attitude and higher commitment toward cleanliness, teamwork, and discipline of the bureaucrat apparatus in performing the service will minimalize service user`s complaints and positively impact the policy and satisfy the society.

Based on the result of the analysis toward the implementation of responsiveness principle in implementing free health care service, propositions can be formulated as follow:

Proposition 1: Positive attitude and higher commitment toward cleanliness, teamwork, and discipline exposed by the bureaucracy apparatus in serving public health will minimalize user complaints and positively impact to the bureaucracy responsiveness in implementing public policy.

Analysis in bureaucracy service perspective towards the implementation of the policy in Sidenreng Rappang regency shows the way bureaucracy response to user complaints by firstly executing planned program, monitoring and evaluating the program.

Positive attitude and higher commitment from the bureaucracy apparatus in responding the complaints need to be effectively and efficiently be administered as soon as possible. Those kinds of response are given by the bureaucracy apparatus in all level of public service facility including Health Official, Regional Public Hospital, and Clinics.

The sequence of free health care service in Sidenreng Rappang regency always refers to the regional strategic plan perspective that the most important aspect to be targeted in program planning process is to identify the needs and aspiration of the society as the subject of the policy implementation. Planning process begins by formulating problems in Clinic Level Planning and combined with suggestions from discussion in village level, district level, regency level, then province level and final discussion in national level. The findings of the research shows that Health Official planning in Sidenreng Rappang regency is arranged to deal with the service user complaints toward the implementation of free health care service.

Development planning process in Sidenreng Rappang regency conducted based on the bottom up mechanism. The involvement of the society in arranging the plan as a concrete proof that the Health Official really listen to their society as the target of the policy.

Bureaucracy apparatus service in responding to the public health facility development in Sidenreng Rappang regency year 2014 is less than 106 new villages, 72 villages are equipped with *Poskesdes* (village based clinic unit) and only 42 villages are equipped with *Pustu* (assisting clinic unit). Ideally, each village is equipped with 1 *Pustu* and 1 *Poskesdes* which carry different main duty and function. Medical practitioners gap placement in every level of public health facility in both regional public health hospital and clinics. Even if this is a free health care service, society still need to spend money on transportation fee to reach the health facility. Local government in Sidenreng Rappang regency is inconsistent to fund the budget aimed at the free health care service provision. The inconsistency is due to:

1. Supply and total rehabilitation of public health facility including medical instruments totally depends on central government. The availability of the fund to finance the free health care service takes a long time up to 5 years or more to provide, solely depends on the commitment of the central government to provide the budget.
2. Medical practitioner placement gap in different areas due to less optimal distribution of medical practitioner in

all areas.

3. Transportation fee from home to public facility is not include in free health care service. This thing needs government consideration in issuing new public policy in order to avoid any potential complaints from the society.

Free health care budget from the government is less effective because the fund for the program in Sidenreng Rappang regency is based on a signed MoU between Sidenreng Rappang regency and South Sulawesi province government. There is budget sharing between the two parties to finance the free health care service, 60 % from Sidenreng Rappang regency and 40 % from South Sulawesi province government. This cooperation between two different levels of government does not always run smooth and lack of funding. In the end, it impacts the success of the program and the complaints keep rising.

Bureaucracy apparatus service in responding user complaints can be formulated based on the empirical fact and the implementation of free health care service and its relevance to the perspective of organization management can be visualized by the figure 2.

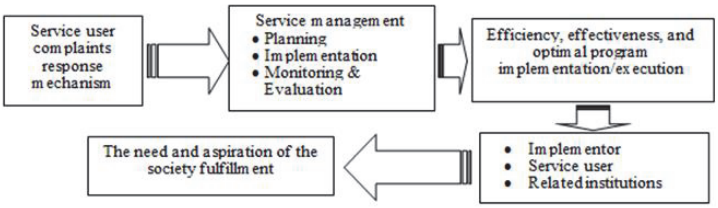


Figure 2. Visual relation of bureaucracy apparatus service in responding user complaints through program implementation/execution.

Based on figure 2 above, it is obvious that bureaucracy apparatus has done well in terms of planning the program, lacks in monitoring and evaluating the program which means that less response toward the implementation/execution, monitoring, and evaluation of the program.

The researcher formulates a specific proposition based on the figure above. The proposition has something to do with bureaucracy service in responding service user complaints toward the implementation of bureaucracy responsiveness principle in implementing free health care service.

Proposition 2: Responsive service based on management organization through optimal planning, implementation/ execution, and effective yet efficient monitoring and evaluation fulfills the need and aspiration of the society.

Research on bureaucracy responsiveness perspective in involving and empowering service user toward the implementation of free health care policy in Sidenreng Rappang regency concludes that the society along with the bureaucracy has properly involved and empowered in providing free health care. Society`s participation is really needed in arranging plan and policy/decision making.

Empirical facts show that Health Official bureaucracy apparatus has empowered service user toward the implementation of bureaucracy responsiveness principle in implementing free health care service in Sidenreng Rappang regency. Higher participation from the society to take part in succeeding the program really impact the implementation of free health care service to make it more optimal.

The data of Health Official Office in Sidenreng Rappang regency has increased in number of Clinic visitor to get free health care service and treatment in the all health facility during this last years.

All societies are encouraged to take part by the bureaucracy apparatus in assessing/evaluating free health service in all health facilities by undergoing satisfaction survey and giving suggestion and constructive input in order to improve the existing free health care service. They are also actively participated in programs which designed to anticipate extra additional charge of health service by taking part in *Arisan Jambang Sehat Mudah Kredit*, Mom and Baby`s Saving program, and SIAGA program. SIAGA is a program that insists all husbands to accompany their wives through the birth delivery process.

Free health care service implementation in Sidenreng Rappang regency based on empirical facts and the system of service user empowerment gathered throughout this research and its relation can be visually formulated in the figure below:

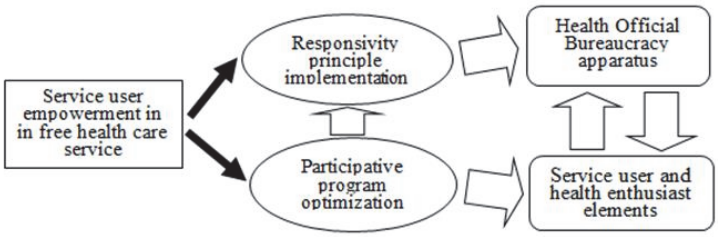


Figure 3. Framework concept of service user empowerment system in free health care service

Service user involvement/empowerment in free health care service policy implementation tends to directly impact and boost working performance of health official bureaucracy apparatus in positive way.

The implementation of Bureaucracy responsiveness in implementing free health care service policy based on user empowerment, including participative programs which combine all stakeholder components positively impact bureaucracy apparatus responsiveness in providing free health care service.

Another proposition is formulated to describe user empowerment system implemented by the bureaucracy apparatus as an indicator of health care service. The proposition is as follow:

Proposition 3: Service user empowerment and bureaucracy apparatus responsiveness are proven supportive to improve the power of service user to generate optimal and the most out of health care service.

Empowerment can be defined as an effort to arouse and triggered awareness of society`s potential and attempt to improve such potential to the point that liberate society`s dependence. Society empowerment is meaningful attempt to develop their potential to contribute, participate and actualize by giving them encouragement, chances, and protection in various activities.

Bureaucracy responsiveness principle implementation in implementing free health care service in Sidenreng Rappang relies on public service management application which focused on three indicators called bureaucracy apparatus attitude in responding to complaints, bureaucracy apparatus service in responding complaints through program execution/implementation, and bureaucracy apparatus respond through the service user empowerment.

Bureaucracy responsiveness principle implementation in implementing free health care plays crucial role to tackle the issue of user complaints which in the long run satisfied and fulfilled the needs, demands and aspiration of the society. Responsiveness is really needed in public serving because it accommodates the organization the ability to identify the needs of the society, arranging agenda and prioritizing service and last but not least developing service programs to meet the needs and aspiration of the society.

5. Conclusion and Suggestion

The implementation of bureaucracy responsiveness principle in implementing free health care service in Sidenreng Rappang shows Health Official bureaucracy apparatus as policy implementor is not fully achieved the goal that targets the local society. Weaker responsiveness from the bureaucracy to anticipate society complaints has failed Health official as government institution in providing proper free health care service.

Health Official bureaucracy has shown positive attitude but not that optimal in implementing bureaucracy responsiveness principle. They respond to complaints friendly by smiling, greeting, being polite, being committed, maintaining cleanliness, togetherness and discipline in serving for public health service.

Responses related to user complaints in terms of planning program is well established, but not optimally executed in terms of monitoring and evaluation.

The implementation of bureaucracy responsiveness principle in implementing free health care service by involving and empowering service user including participative program from all stakeholders positively impact the provision of free health care service.

References

Ahmad, Jamaluddin. (2011). Perilaku Birokrasi dan Pengambilan Keputusan. Makassar: Badan Penerbit Universitas Negeri Makassar.
Akib, Haedar. (2010). Implementasi Kebijakan: Apa, Mengapa, dan Bagaimana? Jurnal Administrasi Publik, 1(1), p. 10-15.

Beetham, David. (1990). Bureaucrasy, translated by Saliat Simamora. Jakarta: Bumi Aksara.
Blau, Peter M. and Meyer, Marshall W. (2000.) Bureaucracy in Modern Society. Jakarta: Prestasi Pustakarya.
Dilulio, Jhon J. (ed.). (1994). Deregulating the Public Service: Can Government be Improved?. Washington D.C: The Brookings Institution.
Dwiyanto, Agus. (2008). Reformasi Birokrasi Publik Indonesia. Yogyakarta: Gajah Mada University Press.
Kausar, AS. (2009). Sistem Birokrasi Pemerintahan di Daerah dalam Bayang-Bayang Budaya Patron-Klien. Bandung: PT. Alumni
Miftah, Thoha. (2003). Birokrasi dan Politik Indonesia. Jakarta: PT. Raja Grafindo Persada.
Rakhmat. (2009). Teori Administrasi dan Menajement Publik. Jakarta: Pustaka Arf.
Rozi, Syafuan. (2006). Zaman Bergerak Birokrasi DirombakPotret Birokrasi dan Politik di Indonesia. Jakarta: Pustaka Pelajar.
Said, M.M. (2007). Birokrasi di Negara Birokratis. Malang: UPT. Penerbitan Universitas Muhammadiyah Malang.
Siagian, Sondang P. (2000). Teori Pengembangan Organisasi. Jakarta: Bumi Aksara.
Van Meter, Donald. and Van Horn, Carl. (1975). the Policy Implementation Process: Aconceptual Frame Administration and Society. In Parson, Wayne. (Eds), Public Policy: Pengantar Teori dan Praktik Analisis Kebijakan. Kencana Prenada Media Group.
Widodo.J. (2002). Akuntabilitas dan Kontrol Birokrasi. Surabaya: Insan Cendekia.
Zaithamal, A., Parasuraman., and Berry, L. (1990). Delivering Quality Services Balancing Custumer Perceptions and Expectations. New York: The Free Press.

Theoretical Reasoning for the Value-Sense Position Inventory

Olga Osipovna Polyakova

N.P. Ogarev Mordovia State University, Saransk, Russia, 430000, Saransk, Bolshevistskaya Street, 68

Doi:10.5901/mjss.2015.v6n6s1p

Abstract

The article analyzes the methodological basis of the author's research methods connected with the type of Personality's Value-Sense Position (VSP). Values are considered as one of the main factors determining the actions and the whole life of the Personality, as the basis of interpretation derived from the subject of events, facts and phenomena. Personality "reveals" the Value and Meaning in the World in the free choice's act of individual. Identify Three types of VSP Personality are identified: egocentric, pro social, existential. The criterion of VSP type selection is the character of subject-object relation "Me – World", causes structural and content features of Personality's value-sense sphere. The values of each type of VSP are described.

Keywords: *Value-Sense Position, type of Value-Sense Position, Subject, Personality, Values, Meaning, subject-object relation, egocentric, prosocial, existential.*

1. Introduction

Social reality of unique personality is constructed in the process of value-semantic interaction. Building the meaning of the phenomena, facts, that is, value-interpreting them ideologically, personality thus builds his/her own value structure. This structure has ultimately decisive effect on the motivation and behavior of the individual as a whole.

Thus, the role of values in the regulation of the individual life course is an indisputable fact recognized by researchers of psychology, and a detailed proof of this provision does not carry any special methodological necessity. Actually, being semantic structures of personality, they integrate, transfer social experience into the language of subjective space. Significance values are detected in the processing, evaluation, interpretation of events be a person designing unique picture of the world.

But at the present stage of society development ideological value-semantic structure of the individual demonstrates a progressive crisis in the construction of individual life meaning, which is manifested in the destruction of valuable bases, growing moral degradation, strengthening of moral nihilism, coming into life personalities with clipping moral values, etc.

Persistent progressive crises in value-semantic field of personality and lack of effective mechanisms for resolving such confrontations indicates a weak psychological perspective elaboration of values mechanisms and meanings formation. Destroying, agonizing acts of a personality, having no inner integrity values system, are becoming more and more destructive to society. All this allows us to consider our research to be relevant and actual to the pressing needs of the modern world.

Issues of search mechanisms, factors contributing to the structural and content features values should be based on the premise that the values of the individual have a hierarchical systemic nature, that is, the values are not equal in terms of their subjective significance, and the nature of subordination. Many modern psychologists agree that the person has not just a collection of disparate values, but the value structure, which, on the one hand, is organized on a certain logic, but on the other – integral determines a course of conduct in the plane of the social world (K. A. Abulkhanova, B. S. Bratus, I. G. Davydov, V. V. Znakov, E. Corjova, N. I. Nepomnyaschaya, Theodore R. Sarbin, V. Frankl).

This suggests the presence of a certain general principle (as any system presupposes the existence of a priori principles of its construction), which determines the structural and content features of value-sense sphere of a person.

Therefore, we are talking about the possibility of providing the fundamental principles, which is the basis of the design and informative content of a hierarchical system of personal values that ultimately expressed in a certain structural and most importantly - in substantive content of the system. In our study raises the question of the need to create for diagnostic tools aimed at detecting the grounds of substantial design principles personality values.

The creation of such an inventory, undoubtedly, has a practical aspect, because, on the one hand, the system of values – is not a passive component of the person's self world, but one of its active ingredients, which presupposes substantial characteristics of thinking, understanding, comprehension of life and so on. On the other hand, the ability to

diagnose and highlight the principle of substantive content of this system will allow researchers to analyze the formation's mechanisms of personal values more deeply.

2. Basic Part

2.1 The main stages of the Inventory development

At the first stage of scientific research such considerations led to the determination of creating relevance of Inventory of VSP research.

The second stage of our research – the methodological study of the Inventory's developing. At this stage, we analyzed the experiences of different researchers and took into account the experience of our own research and researches of our Department's colleagues.

On the third stage we have been described value content of three types of individual value-semantic positions.

During the fourth stage, all values of each type of VSP have been disclosed in aggregate of social representations.

Next steps for the Inventory's development are related to the experimental justification of four stages methodological positions (they will be described in the following article). In the empirical research and subsequent of mathematical and statistical analysis of data we carried out Inventory's validation.

This work resulted in a questionnaire, which allows to define the type of value-sense position. The questionnaire consists of 24 statements. The test subject has to express degree of his/her agreement with each statement. This article describes the methodological foundation of our work.

3. Methodology

Thus, the relevance of the Inventory of value-semantic position in the research is undeniable. How we can methodologically justify possibility of creating such inventory? Value is a semantic substance and it forms a system of motives of the person; value does not exist in the self individual world as a separate and closed monad, and contents certain value structures, as the line of individual behavior is always consistent and the content is subjected to the logic of the values structure organization. This is quite easily detected with the structural and content analysis of behavior.

For example, our research shows that a person selects the behavior in a variety of situations based on the *value system* that is constant and *does not change it either depending on the situation or from time to time*. Whether to submit alms to a beggar or not? Tell a lie or not in the court to defense a friend? Whether to apply euthanasia or not? To answers these and other essential questions, a personality acts according to his/her value system. Moreover, if fun and money are mostly important for a person, they will determine the election of the person choice in all existential situations. For example, in the above mentioned situations, the solution may bet he following: it is not necessary to file for alms, as it will be spent on drink; lie in the court should not be told, because if I tell a lie, I can be condemned by perjury (that is, it will be very bad for me); you need to apply euthanasia, because it will save human being from suffering and his/her family from unnecessary money waste. (O.O. Polyakova, 2005)

It should be noted, that the situations experienced by a person are supposed to be evaluated according to an individual meaning. D.A. Leontiev and A. C. Fam identified choices, committed in a "fateful" and "everyday" situations. The authors show that the choice of the individual will depend on how it is relevant to the situation itself, in which you need to make a choice. (Fam A. C., D.A. Leontiev, 2013)

At the same time, it should be noted, that the proposed by various researchers value structure are allocated on the basis of substantive principles, despite great diversity in the title, they often have similar substantive characteristics that describe specific behavior line and individual attitude to the world. (R. Janoff-Bulman, 1989 и 1998; M. Rokeach, 1973; S. H. Schwartz, 1995; S. H. Schwartz, 2003; D. Leontiev, 1999; M. A. Padun, A. Kotelnikova, 2008) And it is quite natural, because the construction of the individual value system involves not chaotic manipulation of semantic reality, but is subjected to certain logic, the same principle, and is dictated by the specifics of substantive content of the value system.

In the absence of generally accepted conceptual apparatus on the grounds of classification and typology of semantic principles that define personal and social values that reflect the ways of the individual relationship to the social reality, we used the terminology proposed by Professor of Intsitute of Psychology of the Russian Academy of Sciences– *value-sense position*. (V. V. Znakov, 2000)

V. V. Znakov regards the content of value-sense position as a system of constructs that reflect the basic psychological attitude of "Me – the World" and has a decisive influence on values formation of facts, events. (V.V. Znakov, 2014) The personality worldview position that determines understanding of the world, search and causing a

variety of meanings. V. V. Znakov notes that the understanding of a personality depending on its value-sense position and outlook: depends on the context into which personal knowledge is included, the truth takes on a different meaning for the subject. Thus, value-sense position is basic coordinate of semantic categorization of the world and reveals the personality's semantic specificity of interaction with the world.

D. A. Leontiev notes that the concept of meaning is directly related to the categories of regulation and self-regulation. Any system of regulation involves three elements: the object of regulation (parameters to be controlled), the criterion of the regulation (which should correspond to the object) and control mechanisms (providing the possibility of correcting the object in accordance with the criteria). The meaning can act as a criterion and as a mechanism of control. (D. A. Leontiev, 1999). Criterion changes entail changing of the systems content, since there is a principle of existential mediation: any meaning's changes associated with a real change of man's relationship with the world. In this context, value-sense position is regarded as a regulatory behavior principle, revealing as a criterion of meaning, set the appropriate option of objective reality reflection.

In our previous investigations there were identified and described substantial characteristics of three types of person's value-sense position: egocentric, pro social, existential. (O. O. Polyakova, 2005; S. I. Sobolev, 2006; L. N. Tarasova, S. I. Sobolev and O. O. Polyakova, , 2009)

Methodological basis for allocating substantial characteristics of value-sense position types were served as modern psychological concepts of individual self world (K. A. Abulkhanova, T. N. Berezina, G. E. Belitskaya, N. A. Koval), the subject intentionality, understanding, subject interpretation of the world and oneself on the basis of value-sense position (V. V. Znakov, A. N. Slavskaya, P. Ricoeur, M. Heidegger, P. P. Gaidenko, L. F. Burlachuk, N. B. Mikhailov, L. Ross, R. Nisbet), philosophical and psychological understanding of the context (M. M. Bakhtin, G. G. Shpet, V. P. Zinchenko).

This selection was based on the classification of B. S. Bratus, who, in the frame of the semantic regulation concept, introduced the concept of "semantic vertical" – a hierarchy of semantic criteria: egocentric, pro social (humanistic) and spiritual (existential) defining vital reference points at different levels of personal development, and determining the nature of her/himself in the social world (B.S. Bratus, 1988). D. A. Leontiev notes, that it is right to consider the classification of B. S. Bratus as a reflection of the features of value-consumer balance: *egocentric* type is defined of nature needs as mediated semantic sources; *pro social* – universal values; spiritually connected with the person's orientation on the existential meaning and values. This classification has been used in some theoretical and experimental studies (D. A. Leontiev, E. G. Vlasenkova, S. I. Ivanov, Y. B. Shlykova). At the same time, however, due to the ambiguity of the spiritual content type from B. S. Brutus, we used an idea of D. A. Leontiev, who, specifying the content of the spiritual level, considers the latter in terms of the existential life orientation. Therefore, we found it possible, in order to specify the content of this type of value-sense position, to use the term – "*existential*".

The criterion of the type of individual value-sense position is substantive character of psychological attitude "Me – World", determining by structural and content features of individual value-sense sphere and it manifested in its value-sense position. We have used the concept of psychological attitude to build the model of our research, developed in the works of V. N. Myasishchev, P. N. Shikhirev, A. L. Zhuravlev et al. As the system of psychological relationships, a priori given before the value system of the person, and (of psychological relations) role is found in significant effects on the formation of individual value-sense sphere.

We proceeded from the fundamental position that, in contrast to the needs, personality "reveals" the value and meaning in the World in the free individual's choice (V. Frankl, 1990; M. M. Bakhtin, 1986). Value-sense position mediates the relationship of personality with the world, is an absolute expression of psychological relations "Me – World": On the one hand, the value system is turned to the world, on the other – to the individual. Psychological attitude of "Me – World", thus, is drawn as part of the subject –person to the object-world, and from the object- world to the human subject. "The author " of values and meanings present them as open, select and include them in the space of their life experience of the person and the world – the object in which the values and meanings are presented initially, which is open to choose their subject. On the part of the object world opens personality as Absolute system of life meaning, on the one hand, is free to be accepted or rejected, but on the other – a person always chooses some value and meaning in the world – without them one can not live, as opposed to animals. From the subject of a system of values appears in the mind of the person as a value-sense position – a factor of goal-setting, guiding and regulating the life goals of the individual. As a result of our theoretical and experimental studies we identified three main types of content value-sense position of the person – egocentric, pro social and existential, structuring feature of which is informative psychological relations "Me – World" (Polyakova O. O., 2005; Tarasova L. N., Sobolev S. I. and Polyakova, O.O., 2009).

4. Psychological Characteristics of 3 Value-Sense Position's Types

In the egocentric type of individual value-sense position subject of this meaning-authored value system is only egocentric personality, whose purpose – only egocentric satisfaction of hedonistic needs. In the minds of egocentric personality relates to the world as to confront her world. World is just a passive object of her/his egocentric impact. This orientation is inevitably reflected in the fact that the value system of the person is egocentric absolutisation of subjective psychological relationship "Me – World". These values become dominant: fun, strength, power, success, wealth (or reject poverty). By their nature, these values are subjective in nature and are "owned" only egocentric personality: it is "only my" fun, "only my" force, "only my" power. Object side of psychological relations – the whole world, nature, other people – serve only as a source of satisfaction of the individual's hedonistic needs, and there passively are in psychologically relations of personality. Personality chooses, generates and interprets these values in its sole discretion.

For prosocial type of value-sense position it is characteristic that the world appears as a personality of absolutized society – "universal subject". Value-sense relations with the world are mediated by individual socio-cultural relations, "Me – society", which means that a person is focused to universal social norms. The world as a "universal subject" is not opposed to the individual, but acts as a subject of scientific, ethical, legal, social, cultural and other kinds of truths, set forth in the respective systems of social knowledge, including the person's life-meaning relationships in these systems through training, socialization and education. Therefore, the system of pro social values mediated by socio-cultural relations "Me – society", has always focused on the regulation of social and cultural relations of man and society, and has the character of so-called "universal values." Dominants are such values as justice, kindness, freedom, law, knowledge, etc. In contrast to the egocentric values in the content of pro-social values present attitude to the other person: justice, honesty, respect – it is always related to someone who is an equal participant in life situations. In this case, the "author" of standards is a society – universal human subject, the person learns the same universal values system in the socialization process. The process of assimilation has an intellectual nature: the person attached to the universal values through education and upbringing.

However, the psychological relationship "Me – World" is not limited to the relationship "Me – society". It is clear, that this is just a part of life's relationships with the World. There is another type of psychological meaningful relationship. B. F. Lomov expand the categories of reflection and introduced him ontological plan of psyche's analysis. (Lomov, B.F., 1984) In this case, psychic phenomena are studied from the point of view of the indispensable involvement of the psyche into a general correlation material world's phenomena, which is linked to the objective meaning of a particular event. You can also bring a remark of L. M. Wexler, that the task of psychology now – to show not only the extent to which cognitive image depends on the subject (subjective meaning of the situation), but also the extent to which it is independent of it (the objective being washed away). (L. M. Wexler)

The possibility of an ontological analysis of situations found in the existential type of value-sense position. In the existential nature of the psychological relationship "Me – World" society appears personality especially as life, has its own objective sense and laws. These objective sense and the laws can not be limited of universal ideas, much less egocentric life conception. Man is free, he is free to choose its path of his life, but he is always subordinate to the ontological, regardless of the subjective opinions (if any generality of the subject), the difference between truth and error. Assert his life he can only submit to the demands of the objective laws, it is not invented laws being, formulated in the age-old ideas about life wisdom. And the idea that a man – an integral part of the world – it is also ontological law.

Man is not a free master of his life, he is a free artist of the objective life's laws, which at the same time are eternal conditions of his life. The man is a master of his personal and social life to the same extent as their physical life. To maintain health and thus freedom, man must obey his wishes independent of hygiene, resulting from its physiological nature. Similarly, to preserve freedom in his personal life, a person must submit his will to objective laws of ontological existence. However, to understand these laws are not always able to man and then forced to take them for granted. Allow ourselves to carry out such an example: monkey can not understand why she was suffering at the time of a new drug testing.

It often happens that people wrongly assess the situation on the basis of its "horizon of understanding." Thus it reduces the ontological meaning to the psychological situation and takes the subjective opinion of objective truth, then he is in their assessments swaps objective benefit and the momentary benefit, because it is always easier and more enjoyable to go well with the "here and now". For example, one person in the dark sees the thief, the other – his friend, the third – a terrible beast. In fact – is the shadow of a tree. What see these people – is a psychological sense of the situation, and that is the shadow of a tree – it is the objective meaning of the situation. So the subject with the existential position understands, that his point of view or the other person's point of view – it's just a part of the situation and allow the presence of some other points of view and objective meaning.

Existential value-sense position manifested of the subject's part as a personal act, on the object's part – as an existential event, addressed to the individual. Personal action and existential event require a separate discussion due to their particular relevance to the subject and his existence. Personal act (as opposed to action) is always subject significance and value painted, conscious act of the subject, associated with the choice, implementation own sense to the World. It is in the act done important personal act – an expression of his own position in relation to the different situations of life. According to V. Frankl, take or change position – there is a priori human quality, his own transcendence (V. Frankl, 1990). In the act personality is manifested and in the act person is formed (M. M. Bakhtin, 1986). Existential event is ontologically integral unity of the subject and the World, including mental phenomena in unity with the conditions of their existence and development. Subject is the living part of being separated and at the same time glued to him. In the event the subject affects the world, but the world also has an impact on the subject.

Therefore, the existential values system contains regulatory requirements, that guide and regulate personal behavior regarding the existential life-meaning events, which perception requires the person's wisdom and life experience, but at the same time allows to individual to expand her vital "horizons of understanding" (a term of E. Husserl). Domination of existential values in individual value-sense sphere is expressed in the orientation of values such as suffering, patience, humility, self-restraint, self-sacrifice. In this case, we used the value of the relationship V. Frankl, due to the fact that these values of relations are existential.

These values reflect the subjective nature of the existential type of value-sense position. On the one hand, they belong to the individual - is "my patience", "my suffering", "my self-restraint" and so on. But on the other hand, these values reflect a subjective attitude to the life-meaning of event. We can quote the words of V. Frankl, which determines the value of relationship as expressing man's relation to the events that he can not change. (V. Frankl, 1990) Existential values fall within the scope of freedom and responsibility of man to life, is revealed to man in the events that require a free and responsible act. Therefore existential values reflect the "co-authorship" of the individual and the world in the "creativity" of existential values and meanings.

5. Social Representations: Semantic Content Values

The next step of the theoretical analysis. In individual consciousness awareness of the value shown in the aggregate social representations, so the next step of the methodology development was to analyze of a features semantic content of social representations regarding the selected values for each type of value-sense position.

Our inventory is based on the idea that the interaction of the individual and the social world is mediated by values and finds its expression in the content characteristics of social representations's structure. We relied on the experience of the D. A. Leontiev's techniques of ultimate meaning (D. A. Leontiev, 1999). Experience of experimental psycho-semantics is also important for our research methodology (V. F. Petrenko, 2005). Psychosemantics examines the contents of consciousness of the subject, his picture of the world, including both conscious and unconscious strata mentality. (V. F. Petrenko, O. V. Mitina, 1997) The experimental paradigm of psychosemantics basically borrowed from the work on the construction of semantic spaces pro-Charles Osgood (the so-called method of semantic differentiation la) and the theory of personal constructs J. Kelly (repertory grid method), and includes the use of the apparatus of multivariate statistics to highlight the categorical structures of consciousness subject. (V.F. Petrenko, 2005)

6. Conclusion

The work, done by us at the theoretical stage of the study, helped identify methodological bases creation of Value-Sense Position Inventory. It is obvious to us that ehere are the fundamental principles, which is the basis of the design and informative content of a hierarchical system of personal values that ultimately expressed in a certain structural and in substantive content of the system. Such fundamental principles is substantive character of psychological attitude "Me – World", determining by structural and content features of individual value-sense sphere and it manifested in its value-sense position. On the basis of such criteria were identified and described substantial characteristics of three types of person's value-sense position: egocentric, prosocial and existential. We have been described value content of three types of individual value-semantic positions. All values of each type of VSP have been disclosed in aggregate of social representations.

In the second part of the paper will be presented work of our Inventory validation. At present, the technique used in experimental psychology research of person's prosocial behavior at the Department of Psychology of Mordovia State University (O. O. Polyakova, I. A. Vintin, 2014).

References

Bakhtin, M. M. (1986) By the philosophy of the act // *Philosophy and sociology of science and technology. Yearbook*. M .: Nauka, pp. 32-91.

Bratus, B. S. (1988) Anomalies of personality. M.: Mysl, 301 p.

Fam, A. C., Leontiev, D. A. (2013) Subjective Construction of choice in a situations at various levels of significance (Part 1). *The Moscow University Herald.. Series 14: Psychology,* 1, pp. 84-96.

Frankl, V. (1990) Man's Search for Meaning. M.: Progress. 112 p.

Janoff-Bulman*, R.* Assumptive worlds and the stress of traumatic events: Application of the schema construct // *Social Cognition*, 7, pp. 113–136. (1989)

Janoff-Bulman*, R.* (1998) Rebuilding shattered assumption after traumatic life events: Coping process and outcomes // Coping: the psychology of what works / Ed. C.R. Snyder. N.Y.: Oxford University Press.

Leontiev, D. A (1999) Technique of ultimate meaning: Methodological Guide. *Bulletin of Moscow University*. Ser.14. Psychology, 2, pp. 53-69.

Leontiev, D. A., Rasskazova, E. I. (2006) Viability test. – M.: Smysl, p.36.

Lomov, B. F. (1984) Methodological and theoretical problems of psychology. M .: Nauka.

Padun, M. A, Kotelnikova, A. (2008) Modifications research of methodology of basic beliefs of the person R.Yanoff Boulemane // *Psychological Journal*, 4, pp. 98-107.

Petrenko, V., Mitina, O. (1997) The Psychosemantic Approach to Political Psychology // *States of Mind. American and Post-Soviet Perspectives on contemporary Issues in Psychology*. D. Halpern & A. Voiskounsky (eds.). New York: Oxford Univer. Press, pp. 19–48.

Petrenko, V. F. (2005) Psychosomatic aspect of the world's picture of the subject. *Psychology. Journal of Higher School of Economics*. T. 2, 2, pp. 24-51.

Polyakova, O. O. (2005) Some characteristics of semantic understanding of persons with different types of value-sense position (Unpublished master's thesis), Kazan State University, Kazan, Russia.

Polyakova, O. O., Vintin, I. A. (2014) The Mordovian Youth's Understanding of Prosocial Behavior. *Biomedical & Pharmacology Journal,* 7(2), pp. 461- 466 Website: http://www.biomedpharmajournal.org/dnload/Olga-Osipovna-Polyakova-and-Igor-Anatolievich-Vintin/BPJV07I02P461-466.pdf

Rokeach, M. *(*1973) The nature of human values. New York: Free Press.

Rubinstein, S. L. (1997) Man and the World. M .: Nauka.

Schwartz, S. H. (1995). Values. In A.S.R. Manstead & M. Hew-stone (Eds.) // The Blackwell Encyclopedia of Social Psychology . Oxford: Basil Blackwell, pp. 665-667.

Schwartz, S. H. (2003). A Proposal for Measuring Value Orientations across Nations. Chapter 7 in the Questionnaire Development Package of the European Social Survey. Website: www.europeanso-cialsurvey.org

Sobolev, S. I. (2006) Features of social representations of persons with different types of value-sense position(Unpublished master's thesis), Samara, Russia.

Tarasova, L. N., Sobolev, S. I., Polyakova, O.O. (2009) Value-semantic of characteristic of understanding: the cultural context. *Integration of education*, 1, pp.62-64.

Znakov, V. (2014) Theoretical Foundations of Psychology Understanding of the human multidimensional world. *Voprosy psikhologii*, 4, pp.16-29.

Znakov, V. V. (2000) Understanding as a problem of psychology of a man being in the world. *Psychological journal,* 2, pp.7-15.

This journal is printed for MCSER
by Gruppo Atena.net Srl
Via del Lavoro, 22,
36040, Grisignano VI, Italy
Tel: 0039/0444613696
Web: http://www.atena.net