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Demographic Determinants Of Public Perceptions of Mental Illness In Heterogeneous Communities Of Lagos State Nigeria.

Akpunne, Bede C.

Department of Behavioral Studies
Redeemers University. Nigeria

Uzonwanne, Francis C.

Department of Behavioral Studies
Redeemers University. Nigeria

ABSTRACT

Social responses to mental illness depend on factors such as the type of disorder, impact on social function, and cultural concepts and presumptions about the illness. Attitudes toward mental illness are different among families, ethnic groups, individuals, cultures, and countries and are often influenced by the cultural and religious teachings. There is a dearth of research on public perceptions of mental illness in heterogeneous Nigerian communities. A cross-sectional design was used. 210 adults randomly selected from six heterogeneous communities responded to perception of mental illness test (PerMIT) (acceptable reliability coefficient (Cronbach Alpha of .74). There was no observed significant difference in gender, age, educational background, and occupation. Significant difference was however observed in religion. The prevailing culture and misguided societal conclusions which stigmatize mental illness has overbearing influence on peoples' perception and attitude towards mental illness. Educational interventions and public enlightenment campaigns that debunk misconceptions about mental illness as well as encourage contact with affected persons could play a role in reducing stigma among Nigerians.

Keywords: Public perceptions, mental illness, heterogeneous communities, Nigeria.

INTRODUCTION

While mental health care underwent this transition, public attitudes remained unchanged. Beliefs that had held sway for hundreds of years continued to stigmatize those who sought help for mental health problems, and doctors associated with the disease were also looked down upon. Social responses to mental illness depend on a variety of factors, including the type of disorder and its impact on social function, as well as cultural concepts and presuppositions about the illness. Concepts of mental illness are in turn influenced by values, religion, and the social context in which they are found (Ng, 1997, Adewuya et.al 2011, Dogra et.al. 2012,; Ikwuka et.al. 2014).

The World Health Organization (2010) regards mental health as a complicated phenomenon which relies in part on the successful implementation of public health efforts to control

neuropsychiatric disorder such as depression, anxiety disorder, schizophrenia, and dementia, and is determined by environmental, psychological, biological and social factors. About 1500 million people global are estimated to be suffering from some kind of neuropsychiatric disorder, including behavioral, substance abuse and mental disorder. Thirty percent of them may be influenced by more than one neuropsychiatric sickness. 75% of those influenced live in creating nations like Nigeria WHO, (2010).

Mental illness often minimizes the usefulness of the individual to his or her family and loved ones. It also damages their self-image and force dependency upon relatives and society which may be difficult for them to accept, Mojinyinola, (2002).

Public perceptions towards Mental Illness.

Attitudes toward mental illness are different among families, ethnic groups, individuals, cultures, and countries and are influenced by the cultural and religious teachings. The way people interact with, help support and make available opportunities for individuals with mental illness is determined by their attitudes and beliefs toward mental illness. How people express their emotional difficulties and experience and psychological problems is affected by their attitudes and beliefs toward mental illness and whether they make known these signs and look for treatment (Mental Health Foundation, 2010).

Stigma often produces false information about people, fosters discriminatory acts against them and it is often used to convey prejudice and negative stereotypes, (Corrigan, Green, Lundin, Kubiak, & Penn, 2001). People's personal knowledge concerning mental illness, being familiar with practices in the institution, past restrictions such as employment restrictions, adoption restrictions and health insurance restrictions, media stories, cultural labels, knowing and interacting with someone who is mentally ill will determine their attitudes and beliefs toward mental illness, (Corrigan et al., 2004; Wahl, 2003).

Self-stigma is common among individuals suffering from mental illness (Adewuya et.al 2011). A quarter of patients suffering from depression experience high self-stigma and the more the severity of the illness result from higher self-stigma, (Yen, Chen, Lee, Tang, Yen & Ko, 2005). The negative labels that other people hold about people with mental illness are internalized by the mentally ill individuals (Corrigan, Watson & Barr, 2006). Stigma encourages people to avoid, fear, discriminate and reject the mentally ill person as a result of their negative beliefs and attitudes, (Commission on Mental Health, 2003). Many people become ashamed and tend not to get treatment due to stigma and myths and poor perception about mental illness.

People believe that the mentally ill individuals are apt to be unintelligent and unfortunate, lack of willpower and personal weakness are believed to cause mental illness. The undesirable interpretation of mental illnesses in the media, whether in movies, newscasts or television have prolonged many mis-guided perceptions of mental illness, (CMHA, 2006). The mentally ill individuals are labeled due to their behavior, treatment, socioeconomic status, appearance and as a result of the adverse portrayal of mental illness in the media, (Scheffer, 2003).

Stigmatization leads to a compromised social stand and a mark of disgrace or humiliation. People perceive individuals living with mental illnesses as mad (Nguyen, 2013), crazy, stupid, useless, lazy, unsafe to be with, unintelligent, controlled by evil spirits, violent, always need to be supervised, volatile, not reliable, receivers of divine punishment, not responsible, without cognizant, incapable of getting married and raising children, incapable of working, increases in sickness throughout life and need to be hospitalized. Unfortunately, the widespread of these

myths remain even among those that are supposed to provide treatment or health care service which the mentally ill individual needs (Robin & Regier, 2001,; Canadian Mental Health Association, 2014). Perception of people on individuals with mental illness in heterogeneous Nigerian communities is scanty in literature, hence this study.

Objectives

- To examine the gender difference on public perceptions of mental illness in heterogeneous communities of Lagos state.
- To ascertain the age difference on public perceptions of mental illness in heterogeneous communities of Lagos state.
- To examine the educational background difference on public perceptions of mental illness in heterogeneous communities of Lagos state.
- To ascertain the religion difference on public perceptions of mental illness in heterogeneous communities of Lagos state.
- To find out the occupation difference on public perceptions of mental illness in heterogeneous communities of Lagos state.

Statement Of Hypotheses

- There will be no significant gender difference on public perceptions of mental illness in heterogeneous communities of Lagos state.
- There will be no significant age difference on public perceptions of mental illness in heterogeneous communities of Lagos state.
- There will be no significant educational background difference on public perceptions of mental illness in heterogeneous communities of Lagos state.
- There will be no significant religion difference on public perceptions of mental illness in heterogeneous communities of Lagos state.
- There will be no occupation difference on public perceptions of mental illness in heterogeneous communities of Lagos state.

Justifications

Findings of this study will be useful for public enlightenment about how to relate properly and management of people with mental illness in the society. It will also assist policy formulation on issues of stigmatization of individuals with mental illness in Nigeria.

METHODOLOGY

A cross sectional survey design was employed in the study. The population comprised of adult residents in six selected heterogeneous communities of Lagos State Nigeria. A purposive random sampling technique was adopted to select 210 out of 250 individual who participated in the study.

Instrument

A structured questionnaire tagged perception of mental illness test (PerMIT), with observed acceptable reliability coefficient (Cronbach Alpha of .74) was used for the study.

Data Presentation and Analysis.

The data was analyzed using SPSS package, such as simple percentage, t-test for independent groups and Analysis of Variance (ANOVA).

TEST OF HYPOTHESIS

Hypothesis 1: There will be no significant gender difference on public perceptions of mental illness in heterogeneous communities of Lagos state.

Table 1: t-test of gender difference in perceptions of mental illness in Lagos state.

Gender	N	Mean	S.D	df	t	P
Male	85	37.68	5.21	208	-0.20	> 0.05
Female	125	37.83	5.50			

Table 1 shows that there is no significant gender difference (male (t= (210) 37.68 p>0.05) and female (t = (210) 37.83 p>0.05) on public perceptions of mental illness in heterogeneous communities. This finding reveals that gender does not have a significant influence on people's perception about mental illness in heterogeneous communities.

Hypothesis 2: There will be no significant age difference on public perceptions of mental illness in heterogeneous communities of Lagos state

Table 2: ANOVA of age difference in perceptions of mental illness in Lagos state.

Age	N	Mean	S.D	df	F	P
18-24	69	38.30	5.03	208	0.46	> 0.05
25-31	51	37.55	5.22			
32-39	39	37.00	6.33			
40-47	29	37.51	5.37			
48-55	22	38.31	5.1			

Table 2 shows that there is no significant age difference on public perceptions of mental illness in heterogeneous communities (F = (210) 0.46, P > 0.05). However, ages 48 -55 scored highest mean (38.31) followed by ages 18 - 24 (mean = 38.30), ages 25 – 31 (mean = 37.55), ages 40 – 47 (mean = 37.51) and lastly ages 32 – 39 (mean = 37.00). This result reveals a similar perception of mental illness among people of various ages. In other words people's chronological age does not significantly influence their perception about mental illness in heterogeneous communities.

3.1.3 Hypothesis 3: There will be no significant educational background difference on public perceptions of mental illness in heterogeneous communities of Lagos state.

Table 3: ANOVA of educational background difference in perceptions of mental illness in Lagos state.

Educational Background	N	Mean	S.D	Df	F	P
Primary education	12	39.67	6.24	208	1.71	>0.05
Secondary education	44	36.25	5.01			
B.Sc/B.A	130	37.85	5.53			
Master/Ph.D	17	40.00	4.24			
Others	5	36.66	3.02			

Table 3 shows that there is no significant educational background difference on public perceptions of mental illness in heterogeneous communities ($F = (210), 1.71, P > 0.05$). However Master/Ph.D. scored highest mean score (40.00) followed by primary education level holders (mean = 39.67), next is those with B.Sc. /B.A degree (mean = 37.85 and lastly secondary education (mean = 36.25). This result reveals a similar public perceptions of mental illness among people with different educational backgrounds. Hence people’s educational background does not significantly influence their perception of mental illness in heterogeneous communities.

Hypothesis 4: There will be no significant religion difference on public perceptions of mental illness in heterogeneous communities of Lagos state

Table 4: ANOVA of religion difference in perception of mental illness in Lagos state.

Religion	N	Mean	S.D	Df	F	P
Christianity	129	38.59	5.43	208	2.71	<0.05
Islam	79	36.44	5.09			
Other religion	5	36.00	5.35			

Table 4 above shows that there is a significant religion difference on public perceptions of mental illness in heterogeneous communities ($F = (210) 2.71, P < 0.05$). Christians manifested higher positive perception (mean = 38.59) than Muslims (mean = 36.44) and other religion (mean = 36.00). This result reveals that religion practiced have significant influence on public perceptions about mental illness in heterogeneous communities.

Hypothesis 5: There will be no significant occupational difference on public perceptions of mental illness in heterogeneous communities of Lagos state.

Table 5: ANOVA of occupational difference on public perceptions mental illness.

Occupation	N	Mean	S.D	Df	F	P
Student	64	38.45	5.48	208	2.18	>0.05
Informal employment	62	36.32	5.54			
Formal employment	79	38.34	5.05			
Unemployed	5	38.00	4.41			

Table 5 shows that there is no significant occupational difference on public perceptions of mental illness in heterogeneous communities ($F = (210)2.18, P > 0.05$). However, student scored higher (mean = 38.45), followed by those with formal employment (mean = 38.34), next is unemployed (mean = 38.00) and lastly people with informal employment (mean = 36.32). This result reveals that employment status does not significantly influence public perceptions about mental illness in heterogeneous communities.

DISCUSSION

The study revealed that there is no significant gender difference on public perceptions of mental illness in heterogeneous communities. However in a related study, Bener & Ghuloum (2011) reported that women held more to the cultural beliefs related to some aspects of mental illness than men, and that more women than men believed that mental illness is due to

possession by evil spirits. Also, more women had belief that mental illness can be healed through traditional healing than men. Some of the women considered people with mental illness as dangerous; a belief also significantly lower in men. Men reported better attitude towards mental illness than women. Men were more willing to visit a psychiatrist for their emotional problems, while women preferred a traditional healer. Women were more afraid than men to talk to the mentally ill. Knowledge of common mental illnesses was generally poor, and it seemed to be lower among women. Men obtained more information than women from the media; women favored healthcare staff more than men did Bener & Ghuloum (2011).

The study also revealed that there is no significant age difference on public perceptions of mental illness in heterogeneous communities. In a study carried out by Dogra et.al. (2012) on the knowledge and attitude of Nigerian secondary school children on mental health and illness, it was found that Nigerian school children showed little knowledge and had negative attitude towards individuals with mental illness. They also kept social distance towards persons with mental health problems. Nigerian school children, as with Nigerian adults and young people in western countries, show stigma towards mental illness (Dogra et.al. 2012,; Ikwuka et.al. 2014) Children and adolescents widely report confronting problems with peer relationships due to the diagnosis of a mental illness. They also face isolation and ridicule from peers. Stereotypes that are associated with their diagnosis also do not go unnoticed, many are bullied due to their mental health status (O'driscoll, Heary, Hennessy, & Mckeague, 2012).

Furthermore, findings of this study show that there is no significant educational background difference on public perceptions of mental illness in heterogeneous communities. In other words the level of education of the respondents had little or no influence on perception of the public about mental illness. This is however contrary to the findings of Ikwuka et.al (2014) who returned that there is a significant education background influence on people's attribution of mental illness to psychosocial causes. In other words Ikwuka et.al (2014) affirmed that respondents with higher education believed that the cause of mental illness was more of a psychosocial origin than a supernatural one. In a related study carried out on young adults, university and secondary school students as well as mental health professionals in Kenya, Mamah et.al (2013) affirmed that adolescents and young adults in Kenya were aware of mental illness in their communities, but had very limited knowledge of the meaning of specific psychiatric disorders and symptoms, and many of the respondents believed that the cause of mental illness was spiritual. Medical professionals have negative approach toward patients with mental illnesses and psychiatry, and they are found to have high percentage of myths (Canadian Mental Health Association, 2014). This study shows that when it comes to public view of mentally ill individual's vis-à-vis relating with them, the prevailing culture of the Nigerian society seems to have a stronger hold and realm of influence on the perception of people than their educational affiliations

This study also returned that there is a significant religion difference on public perceptions of mental illness heterogeneous communities. This is in support of the findings of Ikwuka et.al (2014) who examined causal attribution of mental illness in south-eastern Nigeria. It was returned that there is a significant attribution of supernatural cause of mental illness.

It also revealed that members of the Roman Catholic religious denomination returned a high psychosocial attribution to mental illness. In a study conducted on Christian churches in USA it was returned that religious teachings dismiss the existence of mental illness attributing the cause to solely spiritual issues (Stanford, 2007). This by implication suggests a variance in the perception of people as a result of their religious affiliations.

Finally this findings show that there is no significant occupation difference on public perceptions of mental illness heterogeneous communities. Studies show that mentally ill individuals face lots of employment discriminations. According to Heather (2006) and (Clay 2012), people diagnosed of mental illness face a high level of employment discrimination. In some societies mental illness is considered as a greater barrier to employment than physical disabilities. Due to misconceptions associated to the phenomenon, mentally ill individuals are seen as violent, irrational, and incapable of doing things well and therefore people maintain a social distance from such individuals especially when it comes to employment.

Gureje, et.al. (2005) in a community study of knowledge of and attitude to mental illness in Nigeria returned that there is poor knowledge of causation of mental illness in Nigeria was common. That 96.5% of Nigerian had negative views of mental illness. There is a widespread believe that people with mental illness are dangerous because of their violent behavior. The stigmatization of mentally ill individuals is so widespread that most people in the society would not tolerate even basic social contacts with a mentally ill person. Gureje, et.al (2005) found that about 83% of community dwellers would be afraid to have a conversation with a mentally ill person and only 16.9% would consider marrying one. Socio-demographic predictors of both poor knowledge and intolerant attitude were generally very few. Negative attitudes to mental illness may be fuelled by notions of causation that suggest that affected people are in some way responsible for their illness, and by fear (Gureje, et.al 2005; Audu, et.al. 2011).

In a related study Audu, et.al (2011) examined stigmatization of people with mental illness among inhabitants of a rural community in northern Nigeria. It was found that despite the fact that mental illness is a common problem in society, people's perception of the mentally ill and community attitude towards them is still rather poor, making their rehabilitation and reintegration into society an uphill task.

Audu, et.al. (2011) returned a widespread ignorance about the cause, mode of transmission and remedies available for mental illness affirming that only 0.9% of respondents attributing mental illness to brain disease. The others attributed it to spiritual attack, punishment for evil doing and illicit psychoactive substance use, among other things. This shows a low level of awareness on what actually constitutes mental illness. A lot of cultural myths influence the perception of the average Nigerian on mental illness. This in turn manifest in the social disposition towards individual with mental illness.

Social stigma due to mental illness has over the years taken a global dimension. In 1999 the US surgeon general asserted that: "Powerful and pervasive, stigma prevents people from acknowledging their own mental health problems, much less disclosing them to others" (National Institute of Mental Health, 2009). Generally the public viewed people with mental illness as dangerous and less competent to handle their own affairs, with their harshest judgments reserved for people with schizophrenia and substance use disorders (USA General Social Survey 1996). Stigmatization of people with mental illness is highly prevalent among Nigerian children (Ronzoni, et.al 2010), and rampant in our community (Audu, et.al, 2011).

There is a need for adequate public education about the causes and mode of transmission of mental illness and the treatment options available in the community (Audu, et.al. 2011). Stigmatization has significant influence on the public perceptions of mental illness in our society also it has increased the level of social distance observed by members of the general public about people with mental illness (Adewuya & Makanjuola, 2008, Ronzoni, et.al, 2010,

Audu, et.al, 2011, Vidojevic, et.al 2013). In the Chinese society, mentally ill individuals cannot legally marry (Spencer, 2003).

The result of this study revealed that there is no significant difference in demographic variables such as gender, age educational background, and occupation. In other words vast majority of members of the public have similar perception about mental illness. This can be anchored on the prevailing culture and value system of a society about the phenomena. The society has over the years attached stigma on being mentally ill. Some even view it as a consequence of a spiritual demeanor or an act of the gods or even a punishment for past mistakes inherited or committed by an individual. Hence culture has a lot to do with how a people view individuals with mental illness. However most culturally based view of the phenomenon is a reflection of misconceptions transferred from generations which has greatly influenced attitude of people towards individuals with mental illness.

There is scanty research on the perceptions of people living with mental illness (Gureje, et.al 2005). Hence people have because of lack of proper knowledge of this phenomenon held on to myths that have caused stigmatization fueled by misconceptions regarding the cause and acceptable social relationship with mentally ill people in the community. Another issue that has significant influence on public perceptions of mental illness is media coverage. Most coverage of mental illness is negative and pejorative depictions. Such negative depictions contribute to stigma and negative attitude in the public and mentally ill individuals. (Diefenbach, 1997,; Coverdale, Nairn, & Claasen, 2002,; Edney, 2004)

Cultural meanings of illness have real consequences in terms of whether people are motivated to seek treatment, how they cope with their symptoms, how supportive their families and communities are, where they seek help (mental health specialist, primary care provider, clergy, and/or traditional healer), the pathways they take to get services, and how well they fare in treatment. The consequences can be grave - extreme distress, disability, and possibly, suicide - when people with severe mental illness do not receive appropriate treatment.

Culture influences many aspects of mental illness, including how patients express and manifest their symptoms, their style of coping, their family and community supports, and their willingness to seek treatment. Likewise, the cultures of the clinician and the service system influence diagnosis, treatment, and service delivery. Cultural and social influences are not the only determinants of mental illness and patterns of service utilization for racial and ethnic minorities, but they do play important roles.

CONCLUSIONS

This research focused on demographic determinants of public perceptions of mental illness in heterogeneous communities of Lagos state Nigeria. The results returned revealed that:

- There is no significant gender difference on public perceptions of mental illness in heterogeneous communities.
- There is no significant age difference on public perceptions of mental illness in heterogeneous communities
- There is a significant religion difference on public perceptions of mental illness in heterogeneous communities
- There is no significant educational background difference on public perceptions of mental illness heterogeneous communities

- Finally there is no significant occupational difference on public perceptions of mental illness heterogeneous communities.

RECOMMENDATIONS.

Educational interventions and public enlightenment campaigns that debunk misconceptions about mental illness as well as encourage contact with affected persons could play a role in reducing stigma among Nigerians. There is need to enlighten the Nigerian media practitioners on how negative journalism promotes public misconceptions of mental illness. Media houses should use their instruments both print and electronic to paint correct pictures of mental illness devoid of prejudice, cultural myth, bias and writings which encourage social distance and discrimination against mental illness in order to eliminate the stigmatization.

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Influence of Family Status and Relationships on Social Phobia among Young Adults in Nigerian Universities

Uzonwanne, Francis C.

Department of Psychology, College Of Management Sciences
Redeemer's University. Nigeria

Akpunne, Bede C.

Department of Psychology, College Of Management Sciences
Redeemer's University. Nigeria

ABSTRACT

Not very much literature offers a clear review of the influence or relationship of different levels of family status on social phobia among the sufferers. It is opined that there is little doubt that people with social phobia have fewer social relationships than other people because they have been shown to have fewer friends, fewer dating and sexual relationships, and to be less likely to marry than people in the general population or even patients with other anxiety disorders. Social phobia is a debilitating psychiatric condition that is treatable but often remains undetected and untreated and without treatment, clients are at risk for complications, such as reduced quality of life, social interactions, daily functioning, and treatment adherence. This study seeks to fill the gap by investigating the influence of family and relationship status on social phobia among young adults in Nigerian universities. 400 students were surveyed from 5 universities in southwest Nigeria, two of which are private universities and the other three are public ones. The Social Phobia Inventory (SPIN) was used to collect data for the study. Findings showed adolescents from divorced homes experience significantly higher social phobia than both adolescents from monogamous and polygamous homes. Findings also show a significant difference in the social phobia of adolescents who were in a relationship and the adolescents who were not. Findings may be useful in further understanding the nature of social phobia among young adults and determining possible clinical intervention in schools.

Keywords: Social Phobia, Family Status, Relationship Status

INTRODUCTION

Social phobia is a chronic and pervasive condition affecting a variety of life areas and producing significant emotional distress (Turner, Beidel, Dancu & Keys, 1986). Valente (2002) stated that social phobia is a debilitating psychiatric condition that is treatable but often remains undetected and untreated and without treatment, clients are at risk for complications, such as reduced quality of life, social interactions, daily functioning, and treatment adherence. Social phobia leads to more sick days, poor job performance, costly medical and emergency care visits, mental health visits, and greater reliance on disability or welfare and in the worst cases, the patient may decide that life is not worth living and consider suicide. Screening and careful assessment are the keys to detection and evaluation of social phobia (Valente, 2002). These outcomes are such that cannot be taken lightly anywhere in the world as global financial issues continue to face this generation and the ones to come. It is important that the human resources who are trained and skilled in our universities are also free of personal setbacks that will affect productivity and performance in the work sphere when social relations are challenged. It is normal for people generally to get anxious and self-conscious intermittently. For instance,

when one is giving a speech or the individual is interviewing for a new job, people could get nervous or unsettled. Social anxiety, or social phobia, is more than just shyness or occasional nervousness. With social anxiety disorder, there is a fear of embarrassing one's self and that fear becomes so severe that one forms behaviour of circumventing circumstances that can trigger those intense moments. DSM-IV-TR defines social phobia as an anxiety disorder characterized by a strong and persistent fear of social or performance situations in which the patient might feel embarrassment or humiliation. Schneier (1991) postulates that social phobia remains among the least understood of anxiety disorders, although dramatic growth in the study of this condition over the past 5 years is yielding new information on its characteristics and treatment response. According to the Encyclopedia of Mental Disorders, generalized social phobia as a fear of most social interactions combined with fear of most performance situations, such as speaking in public or eating in a restaurant. Persons who are afraid of only one type of performance situation or afraid of only a few rather than most social situations may be described as having non-generalized, circumscribed, or specific social phobia (Mental Disorders, 2014). According to Schneier (1991), the (differentiation of phobic disorders into simple, social, and agoraphobia in DSM-III and DSM-III-R* following the findings of Marks and Gelder in the 1960s, has stimulated recognition of social phobia as a specific disorder that causes serious occupational and social impairment. In DSM-III-R, social phobia is defined by the central concept of excessive fear of scrutiny and/or embarrassment, while the feared situation may be discrete, such as public speaking, eating in public, or being observed while writing (Schneier, 1991). Social phobia, which is also known as social anxiety disorder, is a serious mental health problem in the United States and in any given year, social phobia affects 3.7% of the American population between the ages of 18 and 54, or about 5.3 million people leaving it as the third most common psychiatric condition after depression and alcoholism (Mental Disorders). In the generalized subtype, Schneier opined that most social situations are feared, often encompassing both discrete performance situations and social interactions, such as conversing on the telephone, initiating conversation with strangers, attending a party; or meeting with an authority figure. Sufferers may either avoid the feared situations or endure them with great anxiety, while the anxiety may include symptoms of autonomic arousal, such as palpitations, sweating, trembling, and blushing (Schneier, 1991).

Patients diagnosed with social phobia have the highest risk of alcohol abuse of all patients with anxiety disorders; in addition, they suffer from worse impairment than patients with major medical illnesses, including congestive heart failure and diabetes (Mental Disorders).

Social Phobia and Family Background

Not very much literature offers a clear review of the influence or relationship of different levels of family status on social phobia among the sufferers. Analysing family factors Bracik, Krzysztof and Zaczek (2012) report that the following percentage of respondents in groups that gave the same answers, meet the criteria for SAD. 30.6% in the group not raised by both parents and 25.8% of subjects raised in a complete family. 38% of those who at least sometimes experienced unrealistically high demands, and 21.3% of those, who hardly ever experience them. 34.7% of interviewees, whose caregivers were at least sometimes abusive, and 20% of those without such experience. When it comes to the support of elders, the percentage was 30.4%, in case of those, who could not have always counted on it, and respectively 20.4% in case of those, who could (Bracik et al, 2012). James and Williams (1988) report that relatives of panic patients (N = 471), normals (N = 46), and social phobics (N = 76) were compared on family histories of emotional disorders. Social phobics had significantly more relatives with social phobia than panic disorder relatives (6.6% v 0.4% P < .001) and there was a trend for social phobic relatives to be greater than normals in this diagnoses (6.6% v 2.2%, P = 0.1).

Relatives of social phobics also had significantly fewer generalized anxiety disorders, panic disorders and alcohol abusers than relatives of panic disorder probands (James and Williams, 1988). These results lend further evidence toward confirming social phobia as a distinct entity and raise the possibility that it has familial components (James and Williams, 1988).

Social anxiety disorder and social relationships

Alden and Taylor (2004) opine that there is little doubt that people with social phobia have fewer social relationships than other people because they have been shown to have fewer friends, fewer dating and sexual relationships, and to be less likely to marry than people in the general population or even patients with other anxiety disorders. The same patterns are found in children with social phobia and among nonclinical socially anxious populations, for example, children with social phobia engage in fewer social interactions with classmates. Alden and Taylor (2004), report that socially anxious college students have fewer heterosexual interactions and sexual experiences than students who are not socially anxious. Socially anxious adolescents have also been reported to have fewer and less intimate friendships than their non-anxious peers (Alden and Taylor, 2004). Alden and Taylor (2004) are however of the opinion that researchers and the world know relatively little about how socially anxious people function in the close relationships they do develop. To address that issue, Alden and Taylor (2004) report Heinrichs (2003) who examined marital relationships (intimate partnerships) in patients with social phobia and found that patients with partners reported greater life satisfaction than those without partners. While more satisfied than non-partnered patients, however, they reported more marital distress than a comparison group of people with panic disorder. In the same study, Alden and Taylor (2004) also reported Wenzel (2002) who compared a small group of patients with social phobia to non-anxious controls on a variety of relationship measures. Social phobic patients reported lower levels of emotional and social intimacy and were more likely to display fearful or preoccupied adult attachment styles (Alden and Taylor, 2004). Interestingly, Wenzel (2002) found that they were also more likely to attribute the cause of negative relationship events to some stable characteristic of their spouse, which suggested they were more negative and blaming toward their partners. Davila and Beck (2002) used structured interviews to assess university students' relationships with friends, acquaintances, family, and romantic partners and social anxiety was associated with a variety of dysfunctional strategies in those relationships, including the expected strategies of non-assertiveness and avoidance of emotional expression and conflict (Alden and Taylor, 2004). One interesting finding to materialize was that socially anxious people also reported over-reliance on others, a result it was suggested that it reflects their dependence on the few relationships they have (Alden and Taylor, 2004). Moreover, over-reliance (and non-assertiveness) were found to mediate the relationship between social anxiety and chronic interpersonal stress, while socially anxious people who were excessively dependent on others and unable to assert their own needs apparently experienced more persistent social stress (Alden and Taylor, 2004). In conclusion the three studies specify that even when individuals with social anxiety build up relationships, they view those relationships as less intimate, functional, and satisfying than do people without social anxiety (Alden and Taylor, 2004).

Prevalence and Epidemiology of Social Phobia

Gren-Landell et al (2009) sampled data from a sample of 2,128 students and analyzed them. It showed a point-prevalence rate of 4.4% (95% CI 3.5-5.2) and a significant gender difference (6.6% girls vs. 1.8% boys, $P < 0.001$). No significant differences in prevalence of probable cases emerged across the ages. At sub-threshold level, marked social fear of at least one social situation was reported by 13.8% of the total group. "Speaking in front of class" and "calling someone unfamiliar on the phone" were the most feared social situations. In the social phobia

group, 91.4% reported impairment in the school-domain due to their social fear. Gren-Landell et al (2000) concluded that social phobia is a common psychiatric condition in Swedish adolescents, especially in girls. As impairment in the school-domain is reported to a high degree, professionals and teachers need to recognize social phobia in adolescents so that help in overcoming the difficulties can be offered.

Schneier (1991) opines that the epidemiology of social phobia has only begun to be explored. Social phobia appears to be a common disorder, with a 6-month prevalence of 0.9% to 1.7% in men, and 1.5% to 2.6% in women according to the Epidemiological Catchment Area study. The preponderance of women with social phobia in the community contrasts with most clinical samples, where about half of social phobic patients are male (Schneier, 1991). It seems that cultural or other factors cause men to be more likely to seek out treatment for social phobia. Social phobics often fail to seek treatment, either due to the fear of self-revelation inherent in the disorder, or because of the assumption that social phobic symptoms are not treatable (Schneier, 1991). Another community survey" found that while more than 20% of the general population reported some fear of embarrassment while eating, writing, speaking in public, or using public restrooms, only 2% met the disability/distress criterion required for the DSM-III-R diagnosis of social phobia. A large proportion of the population that fears social situations does not experience intense distress or encounter circumstances that express the disability (e.g., a job that requires public speaking), so they would not receive a DSM-III-R diagnosis (Schneier, 1991).

Social Phobia and School Environment

According to the report of the National Institute of Mental Health (2009) the onset age when socio phobic symptoms begins to occur, is mainly in early adolescence. Negative experiences in childhood increase the risk of the development of SAD. The influence of education and family background is still considered to be unclear (Brook & Schmidt 2008). Shah and Kataria (2009) opine that there is paucity of information on the epidemiology of this disorder in the developing world, especially among university students. A cross-sectional survey of students at the University of Ibadan (Nigeria) is reported, using the Composite International Diagnostic Interview (CIDI) revealed a prevalence of social phobia at 8.5% (Shah and Kataria, 2009). Another study of 523 Swedish University students with the Social Phobia Screening Questionnaire (SPSQ) reported prevalence to be as high as 16.1% (Shah and Kataria, 2009). Izgic et al. from Turkey found the prevalence of social phobia at 7.9% among a stratified random sample of 1,003 university students. In India, there has been only one study on social phobia (among high school adolescents) which mentions a prevalence of 12.8% and also an association with impairment in academic functioning (Shah and Kataria, 2009). Social phobia even though being a common psychiatric disorder, is under recognized and under treated. It is more common in youth, is associated with lower educational achievements, unstable employment, higher frequency of being absent to work, individuals are less likely to marry, more likely to get divorced, and have reduced productivity that can lead to dependence from family, state, society, and country. Disability in diverse functional areas and impaired quality of life are the two important domains of consequences of social phobia.

In a study of social phobia and its impact in undergraduate students (young adults) of various faculties of a University in India, Shah and Kataria (2009) found that the prevalence of social phobia varies widely among different countries. In their study, social phobia was found in 19.5% of subjects, much more than other studies among university students. Previously, when prevalence estimates were based on the examination of psychiatric clinic samples, social anxiety disorder (ie., social phobia) was thought to be a relatively rare disorder. The opposite

was instead true; social anxiety was common, but many were afraid to seek psychiatric help, leading to an understatement of the problem. Prevalence rates may vary widely because of overlapping symptoms with other disorders. Because of the difficulty in separating social phobia from poor social skills or shyness developmentally, some studies have a large range of prevalence. In community epidemiological surveys, the prevalence of social phobia depends heavily on where the diagnostic threshold is set, ranging from 1.9% to 18.7%²⁴. In this study, as SPIN has a specificity of 69-84% and the analysis using the disability scale suggests that between 15-20% of those scoring above cut-off on the SPIN experienced none or mild disability (implying that they would be unlikely to reach diagnostic criteria for the disorder), it can be inferred that the prevalence rates may be somewhat lower than identified. Even after this consideration, the prevalence rate appears quite high (Shah and Kataria, 2009).

This study seeks to examine the influence of family and relationship status on the social phobia of adolescents in private and public universities in Southwest Nigeria.

Statement Of Problem

The family has always been seen as a safety net for children and adolescents as they struggle through many changes and development challenges. The adolescent is also expected to start a relationship that will become the basis of a future family also while maintaining social responsibility and exhibiting traits of a financially responsible parent and spouse. Social phobia is of major concern to society as a whole for two reasons according to the encyclopaedia on mental disorders. One reason is the disorder's very high rate of comorbidity with such other mental health problems as major depression and substance abuse. In comparison with patients diagnosed with other anxiety disorders, patients with social phobia have higher averages of concurrent anxiety disorders (1.21 versus 0.45); comorbid depression or other disorders (2.05 versus 1.19); and lifetime disorders (3.11 versus 2.05). The most common comorbid disorders diagnosed in patients with social phobia are major depression (43%); panic disorder (33%); generalized anxiety disorder (19%); PTSD (36%); alcohol or substance abuse disorder (18%); and attempted suicide (23%) (Mental Disorders, 2014). The implication to this is that we are looking at just more than a social menace here but also a catalyst to several other mental disorders that adolescents in Nigeria could be brewing up or even living with already.

The second reason is the loss to the larger society of the gifts and talents that these patients possess (Mental Disorders, 2014). Social phobia can have a devastating effect on young people's intellectual life and choice of career, causing them to abandon their educations, stay stuck in dead-end jobs, refuse promotions involving travel or relocation, and make similar self-defeating choices because of their fear of classroom participation, job interviews, and other social interactions in educational and workplace settings (Mental Disorders, 2014). One sample of patients diagnosed with social phobia found that almost half had failed to finish high school; 70% were in the bottom two quartiles of socioeconomic status (SES); and 22% were on welfare (Mental Disorders, 2014). In addition to their academic and employment-related difficulties, people with social phobia have limited or nonexistent social support networks, so they are less likely to marry and start families of their own because of their fear of interpersonal relationships, while a number of them continue to live at home with their parents even as adults, or remain in unfulfilling relationships (Mental Disorders, 2014). This study seeks to understand how much influence the immediate family status and their relationship status also has on the social phobia adolescents are dealing with in Nigeria and especially in the university system that is producing the next generation.

Statement Of Hypothesis

The following hypotheses are formulated to guide the data analysis and testing:

- Adolescents from monogamous homes experience significantly better socio phobic health than those from polygamous homes.
- The socio phobic health of adolescents in a relationship will be significantly different from that of adolescents who are not in a relationship.

METHODOLOGY

This study seeks to understand the influence of family and relationship status on social phobia among young adults in Nigerian universities.

Research Design

This study adopted a survey research design to examine the influence of family and relationship status on social phobia among young adults in Nigerian universities. The independent variable is Gender and School Type, while the dependent variable is Social Phobia.

Research Population/ Sample

The survey population of study is students from 5 Nigerian universities; University of Ibadan, University of Lagos, Obafemi Awolowo Unifersity Ife, Babcock University and Redeemers University. The adolescents were incidentally selected and volunteered to participate in the study.

Research Instrument

SPIN - Social Phobia Inventory (Davidson, 2000)

This is a 17 item questionnaire developed by Davidson (2000) which assesses a range of avoidance behaviors (e.g., avoidance of talking to strangers), physical symptoms (e.g., distress as evidenced by sweating) and social fears (e.g., fear of people in authority positions). The scale has good ability to distinguish adults with and without social phobia. Items assessing fear, avoidance, and physiological distress make up the three subscales of the SPIN. It has good test-retest reliability; correlates highly with the Liebowitz and is more sensitive to change. The 17 items are scored from 0-4, and are added together to give a total score with a range of 0-68.

Psychometric Properties

Internal consistency

Evaluation of internal consistency according to Cronbach's α was performed for the total baseline SPIN score, the coefficient for social phobia subjects ranged from 0.87 to 0.94 compared with 0.82-0.90 for controls groups. Coefficients for baseline subscale scores for social phobia subjects v. controls were as follows: fear, 0.68-0.76 v. 0.76-0.79; avoidance, 0.71 v. 0.70-0.81; and physiological, 0.70-0.73 v. 0.57-0.68. In group II at end-point, Cronbach's α coefficients were 0.94 for the full scale, and 0.89, 0.91, and 0.8 for the fear, avoidance, and physiological subscales, respectively.

Convergent validity

The SPIN total and sub-scale scores were compared and a highly significant correlation coefficient was obtained ($r=0.57, P<0.0001$) ($n=67$ at baseline). Correlation coefficients for the sub-scale items of the SPIN relative to the BSPS were also highly significant, as follows: fear subscale, $r=0.61$ ($P<0.0001$); avoidance subscale, $r=0.47$ ($P<0.001$); and physiological subscale, $r=0.66$ ($P<0.0001$). Correlation against the LSAS was 0.55 ($P<0.0001$).

Divergent validity

No significant correlation with the general health score of the SF-36 was found in group III ($r=0.01$). Relative to blood-injury phobia assessed on the FQ, the correlation was $r=0.34$ ($P<0.002$) which, although significant, was lower than the correlations noted with other social phobia measures. Relative to disability as measured by the SDS, the correlation was $r=0.33$ ($P<0.03$).

Construct validity

Total SPIN scores for subjects with social phobia ($n=148$) were compared with scores for non-psychiatric controls (group I; $n=68$). At baseline, subjects with social phobia had mean (s.d.) total SPIN scores of 41.1 (10.2) compared with 12.1 (9.3) in controls ($t=3.22$; $P<0.001$).

Data Collection Procedure

The researchers obtained permission from the school authorities of Redeemer's University, University of Lagos, University of Ibadan, Obafemi Awolowo University and Babcock University to administer the psychological batteries on some of the randomly selected students of these schools. For the purpose of this study, adolescents from these five universities were surveyed and their scores in psychopathological symptoms were collected. A total of 400 students were surveyed for this study.

Method Of Data Analysis

Quantitative data was generated for this study through the administration of questionnaires. The scores obtained by the respondents will be compiled into contingency tables according to the main variables under examination. The data obtained was analyzed using both descriptive and inferential statistical methods (t-Test, standard deviation, mean, range and percentage count) with the data subjected to appropriate statistical analyses and tested at 0.05 level of significance.

Descriptive Statistical Analysis:

Mean and standard deviation were used to summarize the participant's scores for Socio Phobic health based on gender, and school environment.

Inferential Statistical Analysis:

The collected data was analyzed with the aid of SPSS 22 (The Statistical Package for Social Science); Independent Sample t-Test and One-Way ANOVA was used to test the hypothesis at 0.05 level of significance.

DATA ANALYSIS AND RESULTS**Socio Demographic Data**

The demographic characteristics of the respondents in the studied population and variables like gender, and school type are analyzed and presented.

There were 400 respondents from five universities surveyed on this study. From the Table the gender distribution shows that 157 of the respondents are male and 243 are female and they have on average of 37.35 and 37.95 respectively on their socio phobic health scores with a standard deviation of 11.88 and 12.9 respectively. The school type distribution shows that 146 of the respondents are from a private university and 254 are from a public university and they have on average of 37.13 and 38.04 respectively on their socio phobic health scores with a standard deviation of 10.67 and 12.79 respectively.

Table 1: Demographic Characteristics of Participants

VARIABLES		NUMBER	MEAN	SD
Gender	Male	157	37.35	11.88
	Female	243	37.95	12.19
School Type	Private	146	37.13	10.67
	Public	254	38.04	12.79

Test Of Hypotheses

The results for the two hypotheses tested for this study are presented in this section. The One-way ANOVA and the t-Test statistics were utilized for both hypotheses.

Hypothesis One

There will be a significant difference in the social phobia of adolescents based on their different family status. A One-way Analysis of Variance (ANOVA) was used to determine if there would be a difference in the socio phobic scores of university adolescents from monogamous, polygamous and divorced family backgrounds. The independent variable represented the three different family status, while the dependent variable was the adolescents social phobia scores. See Table 4.3 for the means and standard deviations for each of the three groups of family status.

Table 2: Means and Standard Deviations of Standardized Test Scores

<i>Method</i>	<i>n</i>	<i>Mean</i>	<i>SD</i>
Monogamous	297	36.83	24.22
Polygamous	39	36.74	16.82
Divorced	64	42.39	13.96
Total	400	37.71	12.06

An alpha level.05 was used for all analyses. Table shows the analysis of variance for the Social Phobia scores of the adolescents based on their family status.

Table 4.4 Analysis of Variance For SPIN Scores

Source	SS	df	MS	F	p
Between	1665.93	2	832.962	5.864	.003
Within	56391.59	397	142.044		
Total	58057.51	399			

An ANOVA revealed a significant difference in the Social Phobia of the university adolescents based on their family status at the $p > .05$ level for the three conditions [$F(2, 397) = 5.864, p = .003$]. Post hoc comparisons using the Tukey HSD test indicated that the mean score for the Social Phobia of adolescents from monogamous families ($M = 36.83, SD = 11.16$) was not significantly different from that of adolescents from polygamous families ($M = 36.74, SD = 12.87$). Both groups of adolescents from monogamous and polygamous families were however

significantly different from that of adolescents from divorced family status ($M = 42.39$, $SD = 14.47$) $p = .002$ and $p = .053$ respectively. Taken together, these results suggest that monogamous family status and polygamous family status do not influence social phobia more than the other. It also suggests that if social phobia has origins from the family status, then the origins are the same in monogamous families as it is in polygamous families. The results also suggest strongly that children from divorced and separated backgrounds are much more prone to and actually suffer social phobia more than the other family types. Specifically, the results suggest that divorce is a societal menace as regards the mental health and specifically social phobia of the current and coming generation.

HYPOTHESIS TWO

The socio phobic health of adolescents in a relationship will be significantly different from that of adolescents who are not in a relationship.

Table 5: t-Test Table for adolescents relationship status and social phobia health

RELATIONSHIP STAT.	N	MEAN	SD	T	P
RELATIONSHIP	60	43.28	13.74	-3.949	>.05
SINGLE	340	36.73	11.48		

The data analysis shows that there were 60 respondents who were in a relationship and 340 respondents who not in a relationship, while the mean social phobia scores were 43.28 and 36.73 respectively. The two-tailed p value associated with this test was .001. The t -Test succeeded in revealing a statistically reliable difference between the mean number of social phobia scores that the adolescents in a relationship have ($M = 43.28$, $s = 13.74$) and that the adolescents who are not in a relationship have ($M = 36.73$, $s = 11.48$), $t(398) = -3.949$, $p = .000$, $\alpha = .05$. Since the p value is less than .05, it can be therefore concluded that the students in a relationship manifested a significantly higher level of socio phobic symptoms than that of the students who were not in a relationship.

DISCUSSION

The objectives of the study were to examine the influence of family and relationship status on the social phobia of young adults in Nigerian universities.

The result from the first hypothesis which states that there will be a significant difference in the social phobia of adolescents based on their different family status however showed interesting significant differences in the social phobia analysis. There was no significant difference in the social phobia of adolescents from monogamous family structure and those from polygamous family structure. There was however a significant difference in the social phobia of adolescents from divorced homes and adolescents from monogamous homes and a significant difference in the social phobia of adolescents from divorced homes and those from polygamous family structure with the adolescents from divorced homes showing a much higher social phobia health level than the other two. Even though there is a dearth of literature specifying the role of family environment on social phobia, Beesdo et al. (2009) postulates that several studies showed associations between life events and anxiety disorders. For example, in the EDSP study, preceding DSM-IV defined traumatic events predicted subsequent anxiety and depressive disorders. It has been suggested that experience of threat events tend to precede

anxiety disorder, whereas loss events tend to precede depression. In a study that examined the relationship between parental loss before age 17 years and adult pathology in female same-sex twins from a population-based registry it was reported that increased risk for GAD was associated with parental separation. Increased risk for phobia was associated with parental death but not parental separation (Beesdo et al., 2009). This study however finds that parental separation in terms of divorce has a significant influence on adolescents social phobia. A double study was done by Elbedour, William and Hektner (2007).

The primary goal of these two reported studies was to compare the adolescents from monogamous and polygamous households on a number of mental health variables to determine if the adolescents coming from monogamous families differed significantly from their cohorts coming from polygamous families. Data were collected from Bedouin Arab adolescents living in the southern region of Israel. The findings from Study 1 demonstrate that the two groups (monogamous and polygamous) did not differ significantly on most of the assessed variables, although there were differences obtained between groups on some of the measures (Elbedour et al., 2007). This is quite consistent with the findings from this study also. Elbedour et al. (2007) report that no specific differences were found between adolescents coming from polygamous or monogamous families in terms of anxiety, depression, hostility or Global Severity Index (GSI), although children coming from homes where the father was married to three or four wives appeared to display more psychopathological symptoms than monogamous families. Adolescents from monogamous families reported more family cohesion than their peers from polygamous families (Elbedour et al., 2007). Findings from Study 2 demonstrate that the two groups did not differ significantly on teacher-perceived student mental health problems and on a measure of anxiety while the findings from Study 2 seem to support the findings from Study 1, concluding that monogamous and polygamous families in the Bedouin Arab community were far more similar than they were different (Elbedour et al., 2007).

The result from the second hypothesis which states that the socio phobic health of adolescents in a relationship will be significantly different from that of adolescents who are not in a relationship showed a significant difference between both groups. Alden and Taylor (2004) opine that there is little doubt that people with social phobia have fewer social relationships than other people because they have been shown to have fewer friends, fewer dating and sexual relationships, and to be less likely to marry than people in the general population or even patients with other anxiety disorders. This was found to be consistent with the findings of this study which show that of the 400 adolescents surveyed, about 340 of them were not in a relationship with only 60 being in one. The age of these adolescents is the age when most seek out a partner and get into some kind of relationship. The same patterns are found in children with social phobia and among nonclinical socially anxious populations, for example, children with social phobia engage in fewer social interactions with classmates. Alden and Taylor also report that socially anxious college students have fewer heterosexual interactions and sexual experiences than other students and socially anxious adolescents have fewer and less intimate friendships than their non-anxious peers.

With this in consideration, the findings of this study report a higher average of social phobia scores on adolescents in a relationship than adolescents who are not in a relationship. Alden and Taylor (2004) are therefore of the opinion that researchers and the world know relatively little about how socially anxious people function in the close relationships they do develop. To address that issue, Alden and Taylor report Heinrichs (2003) who examined marital relationships (intimate partnerships) in patients with social phobia and found that patients

with partners reported greater life satisfaction than those without partners. While more satisfied than non-partnered patients, however, they reported more marital distress than a comparison group of people with panic disorder. This could explain the fact that despite the fact that these adolescents who manifest high social phobia are in a relationship, they still have higher levels of relationship oriented stress.

CONCLUSION

The influence of family and relationship status on social phobia among young adults in Nigerian universities is brought into focus in this study. Hypothesis focusing on comparison of social phobia scores among these adolescents based on family status, monogamous, polygamous, divorced and separated backgrounds, and their relationship status are tested in this study. 400 adolescent respondents from five Nigerian universities, two private and the others public were incidentally sampled and data collected were subjected to descriptive statistics, t-Test and ANOVA statistics. From the analysis and interpretation of results, it may be concluded that divorced and separated family backgrounds contribute highly to social phobia among adolescents when compared to adolescents from both monogamous and polygamous family backgrounds.

There was a higher significance however between monogamous and divorced/separated family backgrounds than the significance between polygamous and divorced/separated family backgrounds even though the averages were quite similar. More emphasis should be laid on studying the influence of polygamy on the social and mental health of children in this family status. Relationship status was also found to have a significant difference in social phobia health of these adolescents. Interestingly, the adolescents in a relationship were found to experience higher social phobia than those who were not in a relationship. This was however consistent with existing literature which suggests that people suffering from social phobia who are in a relationship find it more challenging to cope with relationship related stress, hence the higher level of manifestation of social phobia.

RECOMMENDATION

The following recommendations are made from the finding of this study to parents, school counselors and authorities, researchers and other professionals and/or experts who work with adolescents.

Parents must be aware of the fact that there is a prevalence of social phobia manifesting in a lot of adolescents and must also be aware of the influence of the different family status on their children's mental and social health. Decisions to separate or get divorced must be considered with the children's health in mind. Parents, whether from a sound family background or not, must find a way to incorporate psychological health check-ups alongside regular health check-ups.

School counselors and authorities must also be aware of this influence of family and relationship status on the socio phobic health of adolescents so as to be better informed during history building and diagnosis of adolescents when they come in for general check-ups. This is assuming that such check-ups are incorporated in the health programmes of Universities in Nigeria. Authorities must be aware of this prevalence which impact adolescent depression and drug use and find ways to target prevention.

Parents should become more educated about the warning signs of psychological ill-health like social phobia in their adolescents.

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The HR Function of the 21st Century: A Critical Evaluation of its Contributions, Strengths and where it needs to Develop

Kelechi John Ekuma

Institute for Development Policy and Management
School of Environment, Education and Development,
The University of Manchester, United Kingdom

ABSTRACT

There is a broad consensus among scholars and practitioners alike that maximising the potentials of human resources is central to organisational effectiveness and performance in the 21st Century global market place of intense social Darwinism. It has indeed been suggested that the way in which an organisation manages people can influence its performance. However, the relationship between effective Human Resource Management (HRM) function and organisational performance has remained a vexed issue among scholars, managers and even among HR practitioners. Indeed, there is an ongoing debate on what the HR function really contributes to organisations. The most fundamental issue remains how to understand how HRM practices impact on performance. Consequently, producing an unequivocal response to the question ‘what does HRM really contribute to organisational performance?’ has remained elusive. This article critically evaluates the contemporary HR function, with a view of highlighting its contributions to organisational effectiveness and performance. It argues that there are empirical evidences to suggest that there are clear linkages between effective HR function and organisational effectiveness and improved performance, but the greatest challenge remains how to quantify these contributions. The paper also contends that a lot can still be done to maximise these linkages and contributions. It concludes that for HR to maximise its contributions, it must critically re-examine its functions and re-position itself to play a more strategic role in strengthening organisational capabilities and competencies, while at the same time be proactive in its approach.

Keywords: HR function, Organisational Effectiveness, Employee Advocate, Functional Expert, Change Agent, Strategic Partner.

INTRODUCTION

The cliché ‘people are our greatest assets’ and the fact that employees are the critical element in a firm’s success have become common wisdom (Hall, 2005). There is a broad agreement among scholars and practitioners alike that maximising the potentials of human resources is central to organisational effectiveness and performance in the 21st Century global market place of intense competition. Indeed, the management of human capital in organisations has become a central factor in maintaining and improving organisational performance (Lambooj et al., 2006; Crawshaw Budhwar & Davies, 2014).

Given the above, there is therefore, the critical need to maximally harness the potentials of employees through effective HR interventions by appropriately aligning the overall business strategy with the HR strategy for maximum productivity. As Delaney and Huselid (1996) argue, the way in which an organisation manages people can influence its performance.

Despite this realisation however, the relationship between effective Human Resource Management (HRM) function and organisational performance has remained a vexed issue among scholars, managers and even among HR practitioners. While some commentators (e.g. Delaney & Huselid, 1996; Abella, 2004) argue that effective HR practices remain the kernel for achieving competitive advantage, others (e.g. Guest, 1997, 1998) are sceptical of this claim and question the basis of linking HR practices to organisational performance. An assessment of recent literature on the subject matter, indicate that the controversy still rages.

It is against this backdrop and in recognition of the costs (both implicit and direct) associated with the HR function, that this paper critically evaluates the HR function, with a view of highlighting its contributions to organisational effectiveness and performance. It argues that there are empirical evidences (e.g. Hyde et al, 2006; Katou & Budhwar, 2010; Hertog et al, 2010; etc) to suggest that there are clear linkages between effective HR function and organisational effectiveness and improved performance, but the greatest challenge remains how to quantify these contributions. The paper also notes that a lot can still be done to maximise these linkages and contributions; and while not pretending to have any 'best practice' paradigm, it concludes that for this to happen (i.e maximising HR's contributions), HR must critically re-examine its functions and position itself to play a more strategic role in strengthening organisational capabilities and competencies and be proactive in its approach (Abella, 2004; Thomas & Lazarova, 2014).

The HR Function: A Critical Assessment

There is no consensus among scholars and practitioners alike on what precisely constitutes the HR function, neither are there any univocal definitions. However, there is a general agreement that it is a critical business function. At its most basic level, the HR function comprises all the roles and activities performed by HR in organisations towards achieving organisational strategic objectives. Building organisational capability is HR's heartland (Holbeche, 2009; Crawshaw et al, 2014).

A critical assessment of the HR function, clearly indicate that it has evolved continuously over the years. Traditionally, it was largely administrative in nature, comprising what is now seen as transactional aspects of HR, such as recruitment and selection, induction of new staffs and maintaining of staff records (Markington & Wilkinson, 2008; Thomas & Lazarova, 2014). Foot and Hook (2002: 3) identify these transactional HR function to include:

- Recruitment and selection: concerned with the
- Training and development
- Human resource planning
- Provision of contracts
- Provision of fair treatment
- Provision of equal opportunities
- Assessing performance of employees
- Employee counselling
- Employee welfare
- Payment and reward of employees
- Health and safety

- Discipline and dealing with grievances
- Dismissal and Redundancy.

However, the increasing global nature of competition requires that firms maximally utilize all their available resources (finance, marketing, HR etc.) as a means of achieving a competitive advantage (Wright et al, 1998). Subsequently, there was great emphasis on the alignment of all functional activities of the firm, including HR toward achievement of strategic objectives. The HR function was therefore, expected to support the organisation in achieving high performance people management and managing the changes required to improve efficiency, even as many advocated a more strategic role for the function (Wright et al, 1998; Abella, 2004).

In the same vein, changes in the nature of managerial work over the years, coupled with new models of organisational flexibility, technological developments and the changing world of work, means that the contemporary HR function is remarkably different from what it was two or three decades ago. As Caldwell (2003: 984) rightly argues, ‘the emergence of HRM as a panacea for integrating business strategy and people management has exposed personnel practitioners to a new set of role demands, professional challenges and management expectations; even as there have become greater involvement of line managers. The CIPD (2006: 6) aptly sums the situation thus:

The HR function has changed substantially from our original understanding of what an HR function should look like, with increased segmentation, devolution and outsourcing of departments. The HR function is transforming its focus from the management of human resources to the development and maintenance of organisational effectiveness.

Several works have attempted to capture this new set of demands, and the changing HR function. Marchington & Wilkinson (2008: 179), for instance, summarizes the ‘new’ HR functions to include: administration, negotiation, legal expertise, organisational development and business partner. Similarly, Storey (1992) has long ago identified what Caldwell (2003: 987) refers to as the fourfold typologies of HR function based on the basis of two bi-polar dimensions: intervention versus non-intervention and strategy versus tactics. These roles are: advisors, service provider, regulators and change makers. See Table

Table 1: The Fourfold Typologies of HR function

-
- Service Provider: provides line managers specific HR assistance and support as required. Handmaidens.
 - Regulator: formulates, promulgates and monitors the observance of HR policy and practice.
 - Change makers: actively pushes forward processes of culture change and organisational transformation.
-

Source: Caldwell (2003).

However, the Ulrich’s (1998) model, perhaps, provides the most succinct systematic frameworks for capturing the contemporary HR function. Ulrich (1998) cited by Caldwell (2003, p. 986) insists that HR professionals must overcome the traditional marginality of the personnel function by embracing a new set of roles as champions of competitiveness in delivering value; and identifies the following as the ‘contemporary’ HR function: employee advocate, functional expert, human capital developer, strategic partner and HR leader (CIPD, 2006). See fig



Fig 1: Ulrich's four roles of HR professionals

Source: Caldwell (2003: 987)

An expansion of the responsibilities associated with the above HR roles, clearly reveal the contributions of the HR function to organisational effectiveness and performance. Using the Ulrich model as a guide, the next few paragraphs critically analyses these HR roles and its functions with the aim of highlighting and quantifying its contributions to organisational performance. It is instructive to point however, that despite its limitations, the Ulrich model has been adopted to ensure lucidity.

CONTRIBUTIONS OF THE HR FUNCTION TO ORGANIZATIONAL EFFECTIVENESS AND PERFORMANCE: A CRITICAL OVERVIEW

As already noted, there is a continuing debate on what the HR function really contributes to organisations. The most fundamental issue remains how to understand how HRM practices impact on performance (Hall, 2004; Thomas & Lazarova, 2014). Consequently, producing an unequivocal response to the question 'what does HRM really contribute to organisational performance?' has remained elusive (Guest, 1987, cited in Tyson, 1998). Indeed, many (e.g. Hall, 2005) have questioned the usefulness of HR to organisations.

The plethora of criticisms against the HR function includes what some analysts have characterised as the lack of business awareness, lack of practical relevance of most of its policies and obsession with rules (Hall, 2005; Lee, 2003). Perhaps, this is why some critical scholars (e.g. Banjoko, 2007; McGuire, 2014), argue that most of the HR function is nothing but a fad. Indeed, the function has also been criticised for adding costs, instead of value to the organisation, because it does not really prove its contributions in financial terms and returns on investment. It is this line of reasoning that led Banjoko (2007) to conclude that what organisations need are not effective HR departments, but effective line managers, arguing that delivering organisational reality and objectives is the responsibility of line managers and executives, and not HR.

However, a critical assessment of the function seems to suggest otherwise and indicates that it indeed, adds value and contributes to organisational performance in no small way. In specific

terms and adapting the Ulrich model as a guide, the HR function makes the following contributions to organisational effectiveness:

Employee Advocate

As an employee advocate, the HR function maximises employee commitment and contribution (Caldwell, 2003). It does this by acting as a voice for employees both in representing their concerns to senior managers, empathising with them, and in working to improve their contributions, commitment and engagement (Marchington & Wilkinson, 2008: 187). As a result, employees are highly motivated and committed to organisational objectives, which in turn translate to low staff turnover, efficient work force and increased productivity.

Tsui et al. (1997), have since corroborated this view, when they argue that an employer that takes care of its employee is most likely to get the best out of them. Relying on the Mutual-investment model, they affirm that when employer looks after her employees, her employees will look after her. When an employer signals that she takes care of the well-being of her employees, employees will react with more good will, commitment and willingness to cooperate (Lamboij et al, 2006; Crawshaw et al., 2014).

Functional Expert

In fulfilling this role, HR constantly improves organisational efficiency by re-engineering the HR function and other work processes (Caldwell, 2003: 987). As Marchington and Wilkinson (2008: 187) point out, 'HR is a profession that possess a body of knowledge about the management and development of people which can assist both them and the organisation to make effective decisions'. This is especially true in today's global economy where all that matters is 'knowledge'. In this capacity, the HR function contributes to 'foundational' practises such as recruitment and selection, promotions and rewards/remuneration, as well as to other areas of business operations such as work process design, organisational structures, internal communication, salary administration, employee records, redundancies and so on (Marchington & Wilkinson, 2008). Undoubtedly, without these functions, no organisation will survive. Perhaps, it is the meticulous way in which HR handles these functions that some analysts have characterised as obsession with rules.

Human Capital Developer and 'Change Agents'

The HR function also contributes in delivering organisational transformation and culture change (Caldwell, 2003; Crawshaw et al., 2014). As a human capital developer and 'change agents', the function fulfils this responsibility by actively building and maintaining a corporate culture that embraces people development (Abella, 2004: 39). In line with the concept of Human Capital Theory (Becker, 1964) and the Resource Based View of organisations (Barney & Wright, 1998), an organisation that constantly updates the skills, knowledge and competencies of its workforce (the learning organisation) through an effective HR driven learning and development strategy, will definitely have a sustainable advantage over its competitors. Devanna (1984) supports this argument, when he affirms that HRM and highly skilled employees are now often seen as major factors differencing between successful and unsuccessful organisation, more important than technology or finance in achieving a competitive advantage.

Strategic Business Partners

What is more, the HR function equally contributes to the formulation and effective implementation of business strategies. As 'strategic/business partners', it has shown itself capable of playing a critically central role in the successful formulation and execution of

business strategies and in meeting customers' needs (Caldwell, 2003). As Marchington and Wilkinson (2008: 188) observe, by being actively involved in crafting strategies that help to align customer needs and organisational approaches; and 'leading on how to raise the standards of strategic thinking for the management team, the HR function plays a significant part in creating the *systems* and *processes* that help deliver organisational success'.

From the forgoing analyses, it is evident that the contributions of the HR function to organisational performance are wide-ranging and indeed, critical. This is most evident in its capacity to:

- Motivate and engage employees for maximum commitment and productivity.
- Recruit and develop highly skilled and competent workforce to deliver business objectives.
- Deliver appropriate reward strategies to match employee contributions and enhance performance.
- Engage in functional and technical roles such as redundancy handling and grievance/disciplinary procedures with subsequent cost savings for organisations.
- Partner with senior managers to formulate and implement appropriate strategies to achieve business objectives.

The forgoing reflects the characteristics of the high commitment HR approach (see: Thomas & Lazarova, 2014). Therefore, it is plausible to argue that organisational performance is centrally hinged on the effectiveness of the HR function, particularly the high commitment model. Corroborating this assertion, Devana (1984: 41) argues that:

Performance is a function of all the HR components: selecting people who are the best able to perform the jobs defined by the structure; appraising their performance to facilitate the equitable distribution of rewards; motivating employees by linking reward to high level of performance; and developing employees to enhance their current performance at work as well as to prepare them to perform in positions they may hold in the future. Fig 2, gives a simple graphic representation of the HR-performance link.

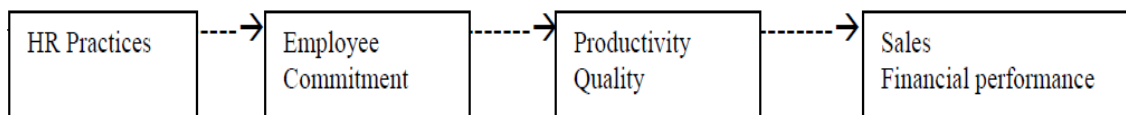


Figure 2: The HR-performance link

Source: Adapted from Guest (2007).

Yet, it must be admitted that line managers are indeed, very critical to organisational performance. Delivering the reality should therefore, be a shared task between HR and line managers and executives. As Holbeche (2009) rightly pointed out:

It is line managers who are key communication gateways, whose priorities influence how people spend their time, whose management styles have a direct bearing on the climate for performance. It is managers, executives and leaders at all levels who model values, provide clarity of direction, create employee engagement and change-ability.

CONCLUSION

It is evident from the analysis in this article, that the HR function is very crucial to organisational survival and gaining of competitive advantage. Although with several daunting

challenges, especially the inability of the HR function to quantify its contributions in monetary terms and ROI, the function nonetheless remains central in maintaining the psychological contract and affects the knowledge, skills, abilities, attitudes and behaviours of employees (Thomas & Lazarova, 2014). HR also continuously contributes to effective strategy formulation and implementation, thus, making the function fundamental to organisational performance and competitiveness (Crawshaw et al., 2014).

It must be acknowledged however, that despite these sterling contributions, the HR function still needs to improve in certain areas, so as to position itself to make more well-informed strategic contributions to organisational success in line with changing demands and exigencies of the business environment. As more and more is expected of employees, the HR function must be more than an administrative arm of an organisation and be increasingly involved in facilitating growth, productivity and profitability (Abella, 2006: 37).

Recommendations and Implications for HR

Given the above, the HR function, must therefore, become more strategic and proactive in its approach and tailor its contributions to support the realisation of the strategic business objectives. One major way of achieving this, is through the Strategic Business Partner approach and effective workforce planning (CIPD, 2009). As noted earlier, one of the greatest criticism always levelled against the HR function, is that of lack of alignment and proper integration with the overall business strategy. While this argument is not totally valid or totally false, there is nonetheless, the need to properly align HRM with organisational strategy (*strategic fit/vertical integration*), and the alignment of various HR functions such as career opportunities, training, appraisal and so on, with the organisation (*internal fit/horizontal integration*) (Baron & Kreps, 1999; Crawshaw et al., 2014).

Similarly, apart from striving to achieve strategic and internal fit, and supporting the organisation in achieving high performance people management, as well as managing the changes required to improve organisational efficiency, the HR function needs to review its own performance to ensure that it is efficient and effective (EO, 2007). This kind of re-assessment is crucial if the HR function is to continue delivering quality service, attain a return on investment (ROI) and further prove its contributions (Abella, 2004). In this regard, emphasis should be on whether:

- The function's service plan (i.e. HR strategy) reflects organisational need and appropriate strategy for the deployment, management and development of the workforce is in place. Simply put, do we have the appropriate HR strategy?
- There is appropriate HR leadership so that people issues are considered at the outset of any organisational change.
- The current HR function organisational structure and the HR job roles reflect and meet service needs.
- The processes and systems used ensure that administrative and reporting tasks are delivered in a timely and efficient manner.
- There is an effective interface between the HR function and managers, employees. Trade unions and potential employees and all parties are clear about their roles and responsibilities in relation to the service provided.
- HR staff have the relevant competencies and capabilities to deliver what is required
- Performance is appropriately managed and service delivery changes are made in a timely manner; even as there should be a clear strategy for evaluating the above (EO, 2007: 1).

This review should be systematic and evaluative, and can be done independently by the HR function or in a wider organisational context by critically auditing the current system and job roles, benchmarking against other HR functions and consultations with key stakeholders, including line managers, employees, trade unions and HR staff (EO, 2007: 1).

In addition, there is also the need to properly address certain strategic HR issues such as: the responsibility of the HR function, responsibility of line managers with regards to HR issues and technological requirements to support the growing responsibilities of the HR function in a rapidly changing world (Thomas & Lazarova, 2014; CIPD, 2007). As Abella (2004: 38) succinctly puts it:

In order for the HR function to move from the backroom to the boardroom, HR issues must be addressed, and the role of line managers must evolve into that which accommodates an increasing involvement in developing solutions to address the concerns of their people.

Undoubtedly, the foregoing will re-engineer the HR function and make it a more strategic contributor, greatly improve services, lead to increased business focus and profoundly reduce costs (CIP, 2007). Given the attendant benefits of the strategic business partner approach, it is plausible to argue that maximising the strategic contributions of the HR function and the need to become strategic business partners should be a primary pursuit of HR practitioners. While this is desirable, the recognition that less strategic and administrative functions of HR are nonetheless critical for organisational success, means that emphasises should also be on how to improve the efficacy and utility of these non-strategic and 'traditional' functions as well. The challenge therefore, is how to strike a balance between developing an effective HR strategy and policies; and contributing to business strategy on one hand, and providing support to line managers and HR administrators on the other. The implication therefore, is for the HR function to be both *transactional* and *transformational* (CIPD, 2007; Crawshaw et al., 2014).

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Constructing The Status Of Ghanaian Women in Austene's Writings: Pride and Prejudice and Northanger Abbey

Annin, Felicia

Faculty of Arts and Social Sciences. Valley View University, Accra: Ghana

Osei, Cynthia

Department of Liberal Studies. Kumasi Polytechnic, Kumasi: Ghana.

ABSTRACT

The role of women in society is so crucial and inevitable to the extent that they should be given recognition and appreciation to a greater extent. This paper attempts to critically examine the position of women in Jane Austen's novels: *Pride and Prejudice* and *Northanger Abbey* and juxtapose with the position of Ghanaian women. In a recent study, Elleker Boehmer (2005) underlines the usefulness of comparing literary texts by women from postcolonial countries as a way towards greater awareness of the conditions of women in other countries of the world, making possible solutions to problems of women across frontiers while also respecting the differences of the specific circumstances of each woman, and using these women's texts. The study begins with a brief introduction of how women are perceived generally as inferior to men. The historical background of women writers is also traced to buttress the fact that the role of women is so crucial and cannot be down played. Also the views of some feminist writers have also been recorded. The conclusion will explore the role of women in recent times and its impact on the society.

Keywords: feminism, male dominance, marginalized, subjugation, counterparts

INTRODUCTION

Throughout history, the female sex has been looked down upon by their male counterparts. According to the Encarta World English Dictionary (1999), a woman is a female adult. And an adult is supposed to make her own decisions in life, but the female's opinions are most of the time not considered by their male counterparts. Since time immemorial men have always enjoyed the privilege of superiority over women. De Beauvoir (1949) highlights the plight of women: "*very often this privilege depends upon inequality of numbers – the majority imposes its rule upon the minority or persecutes it. But women are not a minority, like the American Negroes or the Jews; there are as many women as men on earth.*" One just wonders the basis of this sex stereotype where women are seen as inferior, and this discrimination should not be based on quantity since human beings are equal. Several women writers have faced a lot of discriminations in the past. In spite of the fact that most women were writing around the C18th, their works were made unpopular because of discriminatory attitudes they faced. Novels of women were not projected unlike their male counterparts. (Bresler, 1994)

Women have on the whole proved inferior to men but in the act of fiction, they can claim equality to the extent that most of the works they produce are incomparable to that of men. Swinburne (1866) in his poem "Anactoria" declares that "great poets are bisexual, male and female at once". It therefore means that women cannot be devalued, devoiced or demeaned because they are elements of men in women in the same way that some parts of women are placed in men; therefore there is no gain saying that some men are more feminine than masculine, so are some women more masculine than feminine. (cited in Bresler, 1994)

The Ancient Greek culture portrays a man as the head of the family and the master of his wife. In that culture, women, slaves and children are placed on the same pedestal and are not allowed to vote and be voted for. The discrimination extends to even the relationship between the patrician's aristocrats and their women. They held elaborate dinners with parties and wines with girls made to dance and entertain the diners, but their women ate separately; however, their later Empire period allowed decent women to partake in the dinner parties. (Addei and Osei, 2012)

THEORETICAL FRAMEWORK

Feminist Theory

What is feminism? It is the belief in securing equal rights and opportunities for women. According to Aristotle, a philosopher and a teacher "A male is by nature superior, and the female inferior, and the one rules and the other ruled". Most women writers in English novels have been devoiced and have been reduced to 'non-significant other' (Bresler, 1994). This is because their novels were not made known to the public. Some of them even wrote under the disguise of men. Those who believe that women's voice should be heard include Mary Wollstonecraft who wrote *A Vindication of the Right of Women* who ought to stand up to their rights and not allow their male counterparts to dominate them. She admonishes women to play leading roles in societies.

Simone de Beauvoir, a French writer in her work *The Second Sex* (1908-1986), declares that the French society and Western societies in general are patriarchal in nature. She believes that the males dominate the society and defines what it means to be human as well as what it means to be female. In her view, since the role of female is defined by men, women are considered as the "Other" in the society. She advises women to break away from their patriarchal bonds since "humanity is male and men define woman not in herself but as a relative to him". Another feminist writer Kate Millet with her publication of *Sexual Politics* (1969) a new dimension of feminism begins. She argues that one's sex is determined by birth and a person can either be born male or female. She asserts that cultural beliefs established by society seek to establish the role of sexes. Males are portrayed as determining, aggressive, strong etc. while women are meek, passive, humble etc. (cited in Bresler, 1994)

The study seeks to interrogate the status of Ghanaian women and compare it to women presented in Austen's novels. It is also to establish out whether or not the status of women in Ghana differs from the views expressed by the feminists critics stated above.

DISCUSSION

Austen highlights the theme of love and marriage in her novel *Pride and Prejudice* which involves the young ladies finding husbands. This issue has deeper overtones about the class character of the early Victorian England where male dominance was the order of the day. The plot is set in Longbourn in Hertfordshire where Mr and Mrs Bennett live with their five daughters. Mrs Bennett is bent on getting husbands for her daughters and is able to achieve her

aim as the story unfolds. Jane Austen diligently selects roles for her characters. Female characters in this novel include: Mrs. Bennett, Jane Bennett, Elizabeth Bennett, Charlotte Lucas, Lady Catherine, Lydia Bennett etc.

Northanger Abbey is a story about the protagonist Catherine Morland who leaves her parents and travels with Mr. Allen and Mrs. Allen. Catherine deflates the extreme emotionalism of the Abbey which in a way is a fine defence of the Gothic tradition. She eventually falls in love with Henry Tilney and they get married at the end. Some of the female characters include: Catherine Morland, Isabella Thorpe, Mrs Allen, Mrs Morland and Miss Tilney etc.

Women And Marriage

Austen in *Pride and Prejudice* depicts her women as unintelligent people whose only aim in life is in frivolous things. In contrast to the men who are intelligent and serious minded and do not set their minds on superficial things. She portrays Mrs Bennett as a concerned mother who wishes that her girls are married. In her view the only recognition for women in society is to be married; therefore, Mrs Bennett is depicted as fighting for the course of women (feminine stand point) through marriage. This accounts for her interest in getting to know about the new arrivals in their locality. Like most women, Mrs. Bennett sees marriage as the ultimate in life in spite of her mismatch marriage to Mr. Bennett. In contrast to her husband, Mrs. Bennett is presented as "a woman of mean understanding, little information and uncertain temper". (p 1) We only hear of Mrs. Bennett as a married woman whose responsibility is to help her daughters to get married. She does not care if Collins is a fool who hardly deserves to be the husband of Elizabeth. Her only wish is that Elizabeth should marry at all cost.

In Austen's view, Mr. Bennett is an educated man whose interest is in reading and working hard to sustain his family. The same view is expressed by the creation of Amma Darko's character Adade in *Faceless*, who Darko describes his behaviour as 'the typical Ghanaian fathers' fashion' (p.31) is portrayed as a husband who never comes to the breakfast table without a newspaper in the hand. (p.14)

Austen also portrays some of her women as opportunist and exploitative. Austen's women exploit the system by using all means available to achieve their objectives. This is because these women are not recognized in the society. Charlotte Lucas is happy for being neither beautiful nor rich; she does not hope for more alternative prospects of marriage. Her marriage to Collins is the type of marriage which is purely marriage of convenience based on worldly benefit and practical consideration. Charlotte Lucas takes advantage of the opportunity available to her by involving in this type of marriage. In contrast Elizabeth Bennett disapproves this type of marriage which does not hold any promise of putting happiness in real life companionship for couples. Jane perceives women as the "Other" significant person in marriage. (Bressler, 1994) This is because men are to provide for women, and the women's role is to make the home a comfortable place for men. Even at balls, the power of men is so strong to the extent that they make the choice of their partners to dance with. Consider how marriage is perceived:

In marriage, the man is supposed to provide for the support of women; the women to make the home agreeable to man; he is to purvey, and she is to smile". But in dancing, their duties are exactly changed; the agreeableness, the compliance are expected from him while she furnishes the fan and the lavender water... (p.65)

In Ghana, there are similar creations of women in most literary writings where women are lured into marriages with the intent of amassing worth. In *The Marriage of Anansewaa*, Sutherland presents her protagonist, Ananse as an opportunistic person who succeeds in luring the daughter, Anansewaa, into marrying the worthy chief who will be able to take care of the family. Ananse cunningly extorts money from the four chiefs he selects as suitors for the daughter. According to the Storyteller 'The process which Ananse is exploiting to select a husband for his daughter, and the same time as a means of getting maintenance for both of them, is full of snares' (p.19). Annin and Abrefa (2014) outline some of the qualities that a prospective husband should possess in the Ghanaian culture; these include potent, hardworking, well respected in the community and of good character. However, the only important trait that will be expected of a woman is submissiveness to the husband.

Women and Gossip

Austen does not assign major responsibilities to her female characters in *Pride and Prejudice*. Most of the female characters behave like common place persons who resort to gossips about their neighbours. Mrs. Bennett is worth mentioning in this regard. She gets to know the arrival of new people in the neighbourhood and informs her girls about Darcy and Bingley. When the regiment leaves Meryton, Mrs Bennett feels deeply concerned about the unhappiness of her daughters and foolishly confesses:

Good Heavens! What is to become of us! What are we to do! Would they often exclaim in the bitterness of woe. How can you be smiling so, Lizzy? I am sure", said she, "I cried for two days together when Colonel Millar's regiment went away. I thought I should have broken my heart. (p.221)

Jane Austen in *Northanger Abbey*, portrays Mrs. Allen as a character whose interest is in worldly unimportant things. In contrast Mr. Allen is a serious minded person and also very intelligent. Even at balls, he avoids the company of women and joins the men to talk about politics of the day and compare the accounts of their newspapers while the ladies walk about together to make new friends. She is concerned about one's appearance and therefore dresses nicely and fashionably. She only delights in attending balls and conversing with friends. Her keen interest is in making friends who are of her class at Bath. We read that:

Mrs. Allen was now quite happy, quite satisfied with Bath. She found some acquaintance; had been so lucky, too, as to find them the family of a most worthy old friend; and, as the completion of good fortune, had found those friends by no means so expensively dressed as herself... (p.23)

The character of Mrs. Allen is in contrast with Mrs. Thorpe even though they became friends. In a conversation between them, Mrs. Thorpe talks about her children but Mrs. Allen converses about her gowns (p.23). Austen characterizes Isabella Thorpe as a direct opposite of Catherine. Isabella is gullible and easily deceived. She allows herself to be influenced by Captain Tilney. She is attracted by Captain Tilney's possessions and jilts John Morland. Isabella is an inconsistent character and this feature demeans women.

For my own part', said Isabella, 'my wishes are so moderate that the smallest income of nature would be enough for me. Where people are really attached, poverty itself is wealth grandeur I detest: I would not settle in London for the universe. A cottage in some retired village would be ecstasy... (p. 108)

Most Ghanaian women are perceived by their male counterparts as gossips and this trait of women have permeated all aspects of their lives. It is not uncommon to witness/find it even among elite class. It is believed that where two or more women are gathered, there is the tendency that they will gossip about others.

Women And Education

Austen's women are marginalized because they are deprived of access to formal education and this used to be the practice at the time Austen wrote *Pride and Prejudice* and *Northanger Abbey*. Some women at that time were educated at home and this includes the author herself. Austen projects people who have received formal education as intelligent. Witness what Austen says about Collins:

Mr. Collins was not a sensible man, and the deficiency of nature had been but little assisted by education or society; the greatest part of his life having been spent under the guidance of an illiterate father: he belonged to one of the universities...(p.66)

Jane portrays Catherine Morland in *Northanger Abbey* as an unintelligent child who at eight years was often inattentive to what she was taught and occasionally stupid. She was not attentive to what the parents used to teach them.

Her mother was three months in teaching her only to repeat the "Beggar's Petition," and after all, her next sister Sally could say it better than she did."...Writing and accounts she was taught by her father; French by her mother. Her proficiency in either was not remarkable, she shirked her lessons in both whenever she could. (p.2)

Catherine Morland and her sister Sally were educated at home. This is what pertained in English society. One is reminded of the fact that most women novelists had no formal education. According to Feminist critic, Virginia Woolf (1882-1941) in her work, *A Room Of One's Own* (1919), men have and continue to treat women as inferior. She is of the opinion that Shakespeare's sister was a writer, one of the gifted writers but was devoiced because of her sex. Also much is not heard about her artistic talents because she was not given the same opportunities as her brother who had the chance to be educated. Shakespeare's sister died without any recognition because she was unknown to the public. (cited in Bresler, 1994) Austen also received education at home. There are similar creations in Amma Darko's *Faceless* in which she catalogues girls who do not have the opportunity and access to formal education as a result of irresponsible parenting. The main character, a thirteen year old girl, Fofu, Odarley, and Baby T, are street children who have to survive at the mercy of people and also support their parents. Unlike Austen's character Catherine Morland in *Northanger Abbey* who was educated at home, the other girls never have access to informal education. Catherine has a family, at least a mother to cater for her, Darko's characters: Fofu, Odarley and Baby T are street children who fend for themselves and their family.

A research conducted by Montgomery et al (2012) reveal 'the socio-cultural implications of physical maturation and menstruation at an individual level, including taboos, myths, puberty rites, household responsibilities, and marital timing. These issues may all have a bearing on girls' school attendance.' This presupposes that some young ladies in Ghana do not attend school because of economic hardship which has informed the Ghanaian government to institute the policy of providing sanitary pads to Ghanaian girls who refuse to go to school when they are in their menstruation period. This created a lot of controversies among the people of Ghana. It therefore goes to confirm that even in recent times, some girls drop out of

school due to personal issues. Even women who are privileged to access formal education equally face discrimination by their male counterpart at their work places. Currie et.al (2002) in their book, *'Gendered Universities In Globalised Economies'* recount the stories of women struggling in excessive 'hegemonic, patriarchal management' of the universities. They also interrogate the 'dominant managerial ethos' which are prevalent in the universities. (28) In spite of the fact that the respondents were from universities in Australia and the United States, some of the stories depicts the Ghanaian situation. As they indicate, 'while the male academic was always supported by a wife who took care of his children, prepared his food, the opposite is true' for the woman. (29) In situations where wives will have the luxury of having their husbands cook, wash and iron for them, it is considered most often as a serious breach of 'accepted cultural practices' (30). Gyamera (2012) posits that any time a Ghanaian woman expresses her opinion about an issue which is perceived as unacceptable in the society, such utterances are described in local parlance as 'mmaasem' which literally means 'women talk'. This in her view has contributed to the marginalization of women in Ghana.

Women and Feminism

In *Pride and Prejudice*, Austen presents Elizabeth Bennetts uneducated woman because Elizabeth does not have access to education. She is a responsible young lady who represents the voice of the voiceless. She fights for her rights by being prejudiced against Darcy who initially provokes her. Elizabeth is very assertive and bold in expressing her opinion to Darcy at the ball:

Oh! said she, "I heard you before; but I could not immediately determine what to say in reply. You wanted me, I know, to say "Yes," that you might have the pleasure of despising my taste; but I always delight in overthrowing those kinds of schemes, and cheating a person of their premeditated contempt. I have therefore made up my mind to tell you, that I do not want to dance a reel at all- and now despise me if you dare. (p.48)

Elizabeth Bennett has control over her thoughts and is able to decide for herself. In spite of the pressure her mother gives her about the contracted marriage between Collins and her, she refuses to succumb to Collin's ploy. Consider how she refuses Mr. Collins:

Really, Mr. Collins cried Elizabeth with some warmth, you puzzle me exceedingly. If I have what hitherto said can appear to you in the form of encouragement, I know not how to express my refusal in such a way as may convince you of being one (p.106)

She is also seen as a good counsellor who admonishes her sister Jane to take a decision on Bingley, a man whose sisters and friends are all wishing him to marry elsewhere:

You must decide for yourself", and Elizabeth, "and if upon mature deliberation, you find the misery of disobliging his two sisters is more than equivalent to the happiness of being his wife, I advise you by all means to refuse him. (p.117)

Even after Darcy revises his opinion about Elizabeth and gets more attracted towards her because of her beautiful eyes, Elizabeth's prejudice increases against Darcy on hearing the bad treatment Darcy gives Wickham. Elizabeth's prejudice again turns into hatred when she holds Darcy responsible for separating her sister Jane and Bingley, the proposed lover. Witness what she says about Mr. Bingley:

I am astonished at his intimacy with Mr. Bingley! How can Mr. Bingley, who seems good humour itself, and is, I really believe, truly amiable, be in friendship with such a man? How can they suit each other?... (p.79)

Significantly, Austen portrays some of her female characters as easily influenced and attracted by unimportant things. Elizabeth Bennett was not only prejudiced about Darcy because of his attitude towards her, but also she allowed herself to be manipulated by Wickham. She could not decipher between the lies told by Wickham and investigate about Darcy but gullibly accepts the deceit Wickham tells her. Elizabeth who prides herself on the sadness of her judgement now realizes how her prejudices has overtaken her vision and led her to misjudge Darcy and Wickham.

Austen presents some of the women are persistent, determined and focused, and they are really able to fight for their rights in a very subtle way. One of such characters in *Pride and Prejudice* is Jane Bennett. She is an unassuming intelligent girl who comports herself throughout the story. Jane is not easily swayed by the Bingley's inconsistent life style, but able to fight for what really belongs to her. This attitude is reflected in her relationship with Bingley. She does not side with Elizabeth on hearing about Darcy's deeds:

Laugh as much as you choose, but you will not laugh me out of my opinion. My dearest Lizzy, do but consider in what disgraceful light it places Mr. Darcy, to be treating his father's favourite in such a manner... No man of common humanity, no man who had any value for his character, could be capable of that... (p.82)

Lady Catherine is equally conceited and a powerful lady who is able to control both men and women. Jane invests Lady Catherine with the feminist spirit. She dictates to people around her and her orders are followed to the latter. Her relationship with Collins was purely based on respect. She is a large woman with strong distinct features and an authoritarian who treats both men and women as inferiors. She is described as 'not rendered formidable by silence' but uses so 'authoritative a tone' in her speech.

Women are presented as inquisitive and gossips. On the contrary, it is a positive attitude in the sense that a society without information will certainly collapse and the role of such women is very significant

Austen also presents Catherine Morland in *Northanger Abbey* as a matured girl who is strong and fearless and able to stand up to the task ahead of her. Catherine is not easily influenced by other characters and does not budge in her search for the truth about the Gothic tradition. She represents the feminist voice in the novel. Catherine does not allow her conviction to be trampled upon. Catherine is uncompromising because she does not allow either Isabella or James to influence her views. Witness how she is characterized:

I did not think you had been so obstinate, Catherine,' said James; 'you were not used to be so hard to persuade; you once were the kindest, best tempered of my sisters'(p 87). 'Then I will go after them', said Catherine; 'wherever they are, I will go after them. It does not signify talking. If I could not be persuaded into doing what I thought wrong, I never will be tricked into it'. And with these words she broke away and hurried off. Thorpe would have darted after her, but Morland withheld him'. 'Let her go, let her go, if she will go. She is as obstinate as--- (p.98)

Mrs. Morland is an ideal woman who is able to affect her children's life style. Austen depicts her as a good woman who wishes to see her children in anything they ought to be. She however devotes much time for children leaving the older ones to take care of themselves. She introduces and encourages Catherine to read because she also reads a lot of novels. This is the mark of an enlightened woman who knows what she is about. Catherine's conversation with Isabella reveals that:

*it is so odd to me, that you should never have read Udolpho before; but I suppose Mrs. Morland objects to novels.
No she does not. She very often reads Sir Charles Grandison herself; but new books do not fall in our way. (p.28)*

Mrs. Marland cautions her daughter against noble men and baronets who delight in forcing young ladies to the remote farm house. In her parting words to Catherine she reiterates the following points:

I beg Catherine, you will always wrap yourself up very warm about the throat when you come from the Room at night; and I wish you would try to keep some account of the money you spend; I will give you this little book on purpose. (p.6)

Austen portrays Isabella Thorpe in *Northanger Abbey* as a conscientious character who is conscious of the fact that some men take women for granted and intends to fight for her right. Witness what she says about men:

...The men think us incapable of real friendship, you know, and I am determined to show them the difference. Now, if I were to hear anybody speak slightly of you, I should fire up in a moment: but that is not at all likely, for you are just the kind of girl to be a great favourite with the men. (p.27)

CONCLUSION

From the foregoing, it can be deduced that women played significant roles in the English novels though they were not very much recognized in their society. While some women were intelligent, others were only interested in frivolous things because they did not have equal access to education which the men had. Most African writers present the African woman as weak and feeble. In the olden times, the position of females was the kitchen. Most girls were not given formal education unlike the males. The African society has stereotyped women to an extent that women have been given menial roles to play in the society, which most men will not associate themselves with.

Ghanaian culture for instance endorses polygamous marriage for men; however the women are restricted to marrying only one and those who flout such rule are classified as prostitutes. Even in recent times where both men and women are both career-oriented and share responsibilities in a home, the women still take care of the home. Women are portrayed as inquisitive and gossips. On the contrary, it is a positive attitude in the sense that a society without information will certainly collapse and the role of such women is very significant and should not be taken for granted.

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The Influence Of Parental Involvement In Provision Of Teaching -Learning Resources On Educationaloutcomes: An Empirical Study Of Teso North Sub County Primary Schools

Echaune Manasi

Myanga Secondary School P.O Box 42-50226. Myanga via Bungoma Kenya

Judah M. Ndiku

Masinde Muliro University of Science & Technology
KakamegaCounty,Kenya. P.O Box 190 Kakamega, Kenya.

Anthony Sang

Masinde Muliro University of Science & Technology
KakamegaCounty,Kenya. P.O Box 190 Kakamega, Kenya.

Epari Ejakait

Masinde Muliro University of Science & Technology
KakamegaCounty,Kenya. P.O Box 190 Kakamega, Kenya.

ABSTRACT

The idea for parental involvement in education has come about as response to low students' academic achievement amid claims that parents are not supportive. Parental involvement in provision of teaching and learning resources has been associated with positive achievements in educational outcomes. This study therefore examined the effect of parental involvement in provision of teaching and learning resources on academic performance in public primary schools in Teso North Sub County, Busia-Kenya. A descriptive survey research design was employed. Simple random sampling was used to select thirty schools. Proportionate random sampling was used to select one hundred and ninety two teachers and two hundred and eighty pupils while purposive sampling was used to select thirty head teachers and parents who served as respondents. Data was collected using questionnaires, semi- structured interviews schedules and document analysis. Data was analyzed using Microsoft excel and Stata. Quantitative data was analyzed using means, percentages and frequencies and qualitative data was reported directly. Pearson correlation coefficient and OLS regression coefficients were used to measure the degree of relationship. Statistical tests were done at $\alpha=0.05$. The study revealed low parental involvement in provision of teaching and learning resources. There was a significant relationship between parental involvement in payment of access, PTA teachers and school academic performance. It was recommended that parents should be advised to support schools so as to realize improved educational outcomes.

Key words: parental involvement, teaching and learning resources, primary school, educational outcomes

BACKGROUND TO THE STUDY

The contribution of primary education to human capital development cannot be underscored. After all, educational planners and economists have established a positive link between primary school education and the learner's ability to participate effectively in nation building. It's not for granted that most modern nations invest in this sector as a pillar for social and

political development (Atieno 2011; King, *et.al.* 1993). Besides, there are many other benefits. Some of these include; improved community health care and nutrition, low fertility and infant mortality rates (Psacharopoulos, 1987; World Bank 2008). In recognition of this, the government of Kenya reintroduced free and compulsory primary education in 2003 (Chabari, 2010; Republic of Kenya, 2005). The heavy investment in this sector has pushed budgetary allocations to more than 7 percent of GDP (Republic of Kenya, 2011). Whereas this has resulted to a rapid expansion in number of schools and enrollment, the increasing demand for quality education amid limited resources pose challenges related to both internal and external inefficiency (Achoka, *et.al.* 2007). It is a fact that schools in Kenya are struggling under intense pressures to deliver higher standards of education under the existing circumstances characterised by broad curriculum and limited resources, but school administrators and teachers have to positively adapt to the external pressures and find strategies to provide quality education. There is also no doubt that parents are a major component to any educational progress and the burden of responsibility increasingly falls on them. In attempt to address issues of internal efficiency, studies have been done on factors that affect education outcomes such as educational inputs; teachers, physical facilities, textbooks, class sizes among others. Sadly, the contribution of educational processes has received little attention. Fortunately, parental involvement has now come to be recognized as a key process in children's learning. Many countries have developed strategies aimed at promoting parental involvement in education. The School Based-Management (SBM) emphasizes collaborative efforts among, teachers, parents and other stakeholders for improving quality of education (World Bank, 2007). The World Declaration on Education for all convention held in Jomtien, Thailand in 1990 (Article seven) also explored ways of enhancing partnerships among key stakeholders such as Governments, the private sector, local communities and households at all levels of education (Bray, 1999).

In the developed world such as the USA, evidence of parental involvement in education exists both at home and within the school. The No Child Left behind Act of 2001 recognizes parents' involvement and empowerment in determining the quality of teaching and learning processes in schools (Education Department, 2004). In some African countries including South Africa, Uganda and Burundi, policies that support parental involvement in education also noted. In South Africa for instance, the Schools Act (Act 84 of 1996) requires all public schools to have elected School Governing Body consisting of the head teacher, teachers, parents, non-teaching staff and students (Dubbeldan 2000). In Burundi, education policies require parents to make financial and in-kind contributions for schools while in Uganda despite basic education being a public service, free and mandatory, Universal Primary Education policy of 1997 stipulates parents' role at home and school in support of children's learning. In Kenya too, successive governments all along have recognized the need to improve learning environment by involving parents. Most recently, the Basic Education Act of Kenya (2013) was enacted requiring the school Boards of Management to assess school needs with full participation of parents. A survey of some studies from a global perspective present provision of resources among the entry points of parental involvement for successful child learning (Huang 2006; Hoover-Dempsey & Sandler 1997; Feuerstein 2000). This study was informed by the fact that primary schools in Teso North Sub County have continuously posted poor results in the national examinations amid claims that parents are not supportive. On the other hand, the government provides free primary education with capitation toward tuition and administrative cost at a rate of Ksh. 1020 per student annually. In 2010 and 2011, there were wide spread protest by parents soon after the Kenya Certificate of Primary Education results were released. In both years, the Sub County was ranked last in Busia County (Echaune, 2014). There were also incidences of head teachers and teachers of some schools being denied entry into their work

stations. The study was guided by the following objectives; to ascertain the extent of parental involvement in provision of teaching and learning resources and, to examine the association between parental involvement in provision of teaching and learning resources and school academic performance.

OseiAkodoet.al (2012) investigated the extent of parental involvement in academic performance in Ghana using randomized cluster sampling of 100 schools from eight out of ten regions. The results indicated that majority of the parents (83%) hardly assisted children in homework. In Namibia, GuolaungErlendsdottir (2010) conducted a qualitative survey study on the extent of parental involvement in students' academic performance. The study involved seven parents of students who had achieved high grades in examinations. All parents reported very high level of involvement in their children's education. Kibet (2010) investigated the role of parents in enhancing preschool children's education in UasinGishu district, Kenya and found that parental involvement in education was low. Ciaraka (2003) sought to establish the role of parents in facilitating learning processes in selected primary schools in Egoji- Meru found that parental involvement in homework was high but majority (93%) of the parents did not provide supplementary learning resources. Sporns (2011) also indicated no shared responsibility between parents and schools in Kenyan rural primary schools and that schools were solely responsible for students' education and there was hardly any relationship between parental involvement and students' academic performance. Mbugua (1987) examined the role of surrounding communities in primary school education in Thika Municipality and indicated existence of parental involvement in education. In Ondieki (1988) educational failure in Kisii district was associated with the lack of co-operation from parents.

In Norway, studies indicate that parents' involvement in homework has significant influence on students' academic achievement (Cresswell&Ainly, 2006; Epstein, 2001; Huang, 2009). This is supported by studies from Latin America (Desarrollo 2007; Epstein 2000). Kaberere et.al (2013) found that in Rwanda parents of children in high performing schools were significantly more involved than their peers with children in low performing schools particularly in support for learning and assisting children in homework. Nyarko (2011) investigated the effect of parental involvement in school on students' academic performance in Ghana. The results reveal a positive and significant correlation between mothers' school involvement and academic performance of children. Interestingly, there was non-significant correlation between father's school involvement and students' academic performance. Lesanjiu (2013) explored the effect of parental involvement on academic performance of girl child in public primary schools in Samburu County Kenya. The results indicated that a unit increase in parental involvement predicts 0.787 increases in academic performance scores. This is supported by Koros (2006) who reported a positive association. Otewa, F. *et. al.* (2011) explored parental factors affecting academic performance of grade six pupils in Kisumu city – Kenya. The study found that parental involvement had a significant positive correlation with students' academic achievement ($r=0.247$, $p=000$). Parental involvement accounted for 10.7% variation in students' academic performance. Muola (2010) investigated the relationship between academic achievement motivation and home environment among standard eight pupils in Machakos-Kenya. The study found that parental encouragement had a non-significant correlation with academic performance ($r=0.03$). The government of Kenya has been keen at developing partnerships with the aim of improving educational practices and processes. Noting these concerns, it is worth examining the influence of parental involvement in provision of teaching and learning resources on students academic as a way of finding solutions to the problem of internal inefficiency in Kenyan primary schools.

PURPOSE OF THE STUDY

The purpose of this study was to establish the influence of parental involvement in provision of teaching and learning resources on school academic performance in Teso North sub county, Kenya.

Objectives of the study

The study specifically set to: establish the extent of parental involvement in provision of teaching and learning resources and examine the relationship between parental involvement in provision of teaching and learning resources and school academic performance

Significance of the study

Since parental involvement is a critical factor in improvement of educational practice and processes Findings of this study are expected to contribute greatly to the understanding parental involvement interventions that go into education and what can be done to improve academic performance in primary schools. It is through that educational planners and managers can enhance efficiency in primary education. It is expected too, that findings will be used as reference by researchers keen on studying academic performance in Kenyan primary schools. This study is found important in that it establishes the extent of parental involvement in primary schools and the effect of this on school academic performance. Lastly, the findings of this study are useful to head teachers and other education stakeholders on the aspects of financing of education for the sake of improved educational outcomes.

Limitations of the Study

This study was limited by scope on public primary schools and nature of data collected which was mainly based on opinions and this kind of data is bound to be subjective. Some respondents were hesitant to give information even after being assured that their responses would be held confidential

RESEARCH METHODOLOGY

This study was carried out in Teso North Sub County in Busia County, Kenya. Teso Sub County was chosen because performance primary school has not been meeting the expectations of parents. This has seen them voice concerns in both formal and informal forum. Besides, they have locked out teachers from schools whereas teachers themselves blame parents for being not involved in their children's education. The study employed a descriptive survey design. The design was considered appropriate because it is less expensive and can enable the researcher to examine data from a wider area within a short time (Gatara, 2010). The design provides qualitative or numeric descriptions of trends, attitudes and perceptions of the population by studying a sample of that population (Best & Khan, 2003; Kothari, 2008). A sample of 30 public primary schools was considered for the study representing 32% of the target population. This surpassed the minimal percentage recommended for a descriptive study (Best and Kahn 2003; Mugenda & Mugenda 2003). Thirty head teachers (32%), 192 (25%) teachers, 280 (10%) pupils, and 30 parents participated in the study. Head teachers and parents were purposively sampled while proportionate random sampling was used to sample teachers and pupils. Kothari (2008) suggests that this method enables the researcher to obtain maximum efficiency in the sample with greater representation being assigned to a division with more schools or targeted participants. Questionnaires, semi-structured interview schedules and document analysis schedule were used to collect data. Validity and reliability of instruments was established through careful selection of items to be responded to, piloting and expert review of the instruments. A computed Cronbach's Coefficient of reliability, alpha of 0.83 was obtained: an indicator that the instruments were of high reliability (Fraenkel & Wallen, 1990).

Descriptive analyses (percentages, frequencies, and means) were used to summarize and describe the characteristics of the sample population while inferential statistics were used to make deductions and generalizations about the whole population. According to Mugenda&Mugenda (1999) inferential statistics deal with inferences about a population based on results obtained from the sample. The results were presented in form of tables, and figures. Thematic reporting of data from parent interview was also included. Since both the outcome and the predictor variables were measured on an interval scale, the best suited analysis strategy was OLS linear regression. Regression analysis was pursued for variables that were significantly correlated with the dependent variable at $\alpha=.05$. This was done using a computer programme -Stata version 11.0

RESEARCH FINDINGS AND DISCUSSIONS

Table 1 presents the descriptive statistics for the variables used in the analysis. The dependent variable (q25) had a mean of 234.47, $sd=26.45$. Provision of supplementary texts and availability of lunch programs were measured on a scale of 1-10, where 1=Not Involved at all and 10= Highly Involved. The results indicate that parental involvement in provision of supplementary texts has a mean of 2.797, a standard error of the mean of 0.24 and a standard deviation of 1.33. A mean of 2.797 therefore suggests very low level of parental involvement. This justifies earlier the concern that parents in public primary schools had abandoned their roles in education particularly in relation to provision of teaching and learning resources and they had come to believe that the government had taken over full responsibility (Ogola, 2010; Ondieki, 1988; Sporns, 2011). In view of findings of studies done elsewhere such as Rwanda (Kaberere 2013), there is need of policies that encourage partnerships between all stakeholders in order to improve educational outcomes in the district.

Table 1: Descriptive statistics for the variables to be used in the analysis of H05 (n=30)

Variable	Mean	Standard error (mean)	Standard deviation	Range	Min	Max
q25 Average KCPE mean score	234.47	4.83	26.45	110.67	183	293.67
q8 Parental provision of supplementary textbooks	2.797	0.24	1.33	5	1	6
q13 Head teachers challenges in dealing with parents	1.40	0.11	0.62	2	1	3
q19 Factors hindering good school academic performance	1.83	0.12	0.65	2	1	3
q26 Parental payment of access costs	107.67	4.91	26.87	140	60	200
q39 Number of PTA teachers	0.83	0.17	0.95	3	0	3
q49 Mean percentage of parents who attended meetings (2010-2012)	64.98	2.46	13.49	49.44	35.58	85.03
q52 School connected to electricity	0.33	0.09	0.48	1	0	1
q57 School has a lunch programme	0.93	0.05	0.25	1	0	1

Source: Echaune (2014)

Table 2 presents correlation results testing the relationship between school mean-score (q25) and parental involvement in; provision supplementary text books (q8), payment of access costs (q26), PTA teachers (q39) and lunch program (q59).

Table 2 :Pair-wise correlations between the school KCPE mean score (2010-2012) and selected significant variables (n=30; $\alpha=.05$; p-values in parenthesis)

Var.	Variable label	q25	q13	q19	q26	q39	q49	q52	q57
q25	Average KCPE mean score (2010-2012)	1							
q13	Parental provision of supplementary books	0.1030 (0.587)	1						
q19	Factors hindering good school academic performance	0.4193 (0.021)	-0.1713 (0.3653)	1					
q26	Parental payment of access costs	0.4222 (0.020)	0.0578 (0.7615)	0.1102 (0.5620)	1				
q39	Number of PTA Teachers	0.6628 (0.000)	0.5841 (0.0007)	0.4334 (0.0167)	0.2544 (0.1748)	1			
q49	Mean percentage of parents who attended meetings (2010-2012)	0.4254 (0.019)	0.2946 (0.1140)	0.2102 (0.2650)	0.2024 (0.2835)	0.3352 (0.0702)	1		
q52	School connected to electricity	0.5184 (0.003)	0.5786 (0.0008)	0.4358 (0.0161)	0.2231 (0.2361)	0.3533 (0.0555)	0.6740 (<.001)	1	
q57	School has a lunch programme	-0.3686 (0.045)	-0.2624 (0.1612)	-0.4553 (0.0115)	-0.1248 (0.5112)	-0.0477 (0.8024)	-0.1993 (0.2911)	-0.378 (0.0395)	1

Note. Pair-wise correlation: ≤ 0.35 = Weak correlation; 0.36-0.67 = Moderate correlation; 0.68-0.89=Strong correlation; ≥ 0.90 = Very strong correlation; Adapted from "Interpretation of correlation coefficient," by R. Taylor, 1990, *Journal of Diagnostic Medical Sonography*, 6(1), p. 37 Echaune (2014)

Findings show school mean-score (q25) had a weak and non-significant correlation with parental involvement in the provision of reading materials ($r[28, 30] = .1030, p = .5879$). Despite there being no statistically significant relationship, the researcher still fitted regression models to explore the effects of the other predictors in the model. The introduction of free primary education in 2003 was presumed to guarantee quality, relevance and equity in access to primary education. This saw the government remitting Kshs 1020 per student annually. However studies have indicated that this money is inadequate to cater for the needs of the school. Furthermore primary schools have continued to suffer from acute understaffing. As a result, head teachers have resorted to charge parents access fee albeit secretly. The results presented in table 2 indicate that parental payment of access costs had a positive correlation with school academic performance ($r = 0.4222, p = 0.020$). This can be taken to imply that schools that charge extra levies to bridge the deficit were in position to offer quality education. This is an important observation suggesting the need to review financial allocations toward FPE. Because of teacher shortage, some schools recruit teachers who are paid by the School Management Board on temporary basis. The results indicate that the strongest correlation was between PTA teachers and school mean scores (0.6628, $p = 0.000$). This should not be taken to mean schools should employ teachers, but evidence of teacher shortage that needs to be addressed. In that context we may conclude schools that undertook the initiative to employ additional teachers to bridge the gap realized improved results. In addition, this finding puts into focus the effectiveness of government teachers particularly at a time when majority of primary school teachers are concentrating in advancing their studies. As for the school feeding program, schools asked parents of grade four to eight were to contribute cash or in kind towards the school feeding program. In most of these schools, students themselves were asked to prepare meals. An interesting finding was the negative correlation between lunch programs and school academic performance ($r = -0.3686, p = 0.045$). Some studies have indicated that school lunch programs have a positive effect on educational outcomes (Lawson, 2012). This study raises concerns in regard to effective implementation of school feeding programs and suggests research gaps that need further research. As for schools having electricity, the

government policy has been that every primary school should be connected to the main grid in preparation for the much popularized laptop per child program. By 2013, government statistics had indicated that 60% of public primary schools were connected to the main grid. In Teso North, about 30% of the schools had electricity. The use of electricity in primary schools was however basically limited to lighting. As a result, students were allowed extended private studies up to 8.00pm instead of the normal time of 5.00pm. Findings indicate that electricity had significant positive relationship with school academic performance. This is a plus for the Kenya government sponsored school electrification program. It is equally important for education partners who may wish to invest in this sector. This finding provides evidence of immediate returns from investing in school electrification programs.

Linear regression models on the effect of parental involvement in the provision of teaching and learning resources on school KCPE mean-scores

Table 3 summarizes the results of the regression.

Table 3: Regression coefficients of the effect of parental involvement in provision of school teaching and learning resources on school KCPE means scores, 2010-2012 (q25)

Variable	Model 1 q25	Model 2 q25	Model 3 q25
q8 parental provision of teaching and learning resources	2.056 (4.249)	0.779 (4.606)	1.093 (3.416)
q26 parental payment of PTA levies		0.356* (0.140)	0.169 (0.131)
q49 mean percentage of parents who attended meetings (2010-2012)		0.661* (0.260)	0.047 (0.359)
q39 number of PTA teachers			16.090** (4.891)
q19 factors hindering good school academic performance: 1=hostile community or lack of parental support (ref)			
2=understaffing			-20.256 (14.989)
3=non committed teachers			-24.664** (7.531)
q52 school connected to electricity			-10.211 (15.426)
q57 school has a lunch programme			-25.045 (16.049)
Constant	229.052*** (11.670)	151.180*** (20.254)	238.529*** (31.758)
N	30	30	30
R ²	0.011	0.3	0.658
Adjusted R ²	-0.025	0.219	0.528
Root Mean Squared Error (RMSE)	26.78	23.38	18.18

Note. Robust standard errors in parentheses; RMSE=Standard deviation of the regression (the closer to zero better the fit)

* $p < .05$, ** $p < .01$, *** $p < .001$

Source; Echaune (2014)

Although not statistically significant in model 1, parental provision of supplementary reading material has a positive effect on school KCPE mean-score ($\beta = 2.056$, $p = .632$). The coefficients for the two control variables are however not significant in model 2 where a one shilling increase in parental payment of access costs predicts a 0.356 point-increase ($p = .017$) in the school KCPE mean-score. The result in table 3 implies that if parents were to pay an extra Ksh. 100 over and above what they currently pay their school mean score is predicted to increase by 35.6 points. Again, a one percentage increase in parental attendance of school meetings

predicts a 0.661 increase in their school mean- score ($p=.018$). In perspective, for a school where parents do not attend school meetings at all, a turnaround attendance of 100% for such parents would predict a 66.1% increase in their school KCPE mean-score. The results for these two variables are however not statistically significant when other predictors are adjusted for in the full model where again, a one unit increase in the number of PTA teachers in a school predicts an increase of 16.090 points ($p=.003$) in the school KCPE mean-score. But if the available teachers in a school are not committed in their work, the predicted school mean score would drop by a massive 24.664 ($p=.004$) points for a one unit increase in non commitment. Since this model was testing the effect of parental provision of supplementary reading material on school KCPE mean scores, whose coefficient in the final model was 1.093, $p=0.752$, the researcher failed to reject the null hypothesis which states that “Parental involvement in the provision of supplementary reading material does not have a significant relationship with school academic performance.

Model diagnostics for the testing of the hypothesis

The researcher carried out post-estimation tests to ascertain how well the model predicted the response variable in testing H0. The results suggest no violations of the assumptions underlying linear regression. The variance in the residuals is homoscedastic since there is no particular pattern in the scatter plot between residuals and predicted values as seen in figure1.

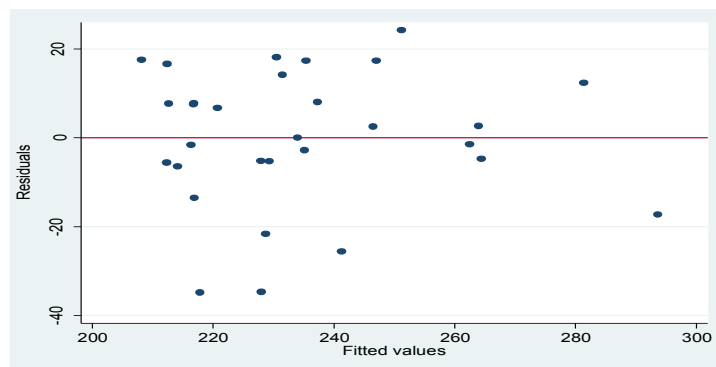


Figure 1: Homoscedasticity test for the model testing H05

Source: Echaune (2014)

The null hypothesis in the Shapiro-Wilk test is that the residuals are normally distributed. With a test value of 0.940 and $p=0.089$ at $\alpha=.05$, the researcher failed to reject the null hypothesis and concluded that the distribution of the residuals is normal. Finally, the researcher checked for whether more variables than those in the full model for H0 were needed. The null hypothesis is that there is no specification error. If the p-value of $_hatsq$ is not significant then we fail to reject the null and conclude that the model is correctly specified. Table 4 summarizes the test results.

The test's result presented in table 4 is $F(3, 18) = 1.34$, $p=.292$ at $\alpha=.05$ leading to the conclusion that the model does not have omitted variables bias. The researcher also tested the null hypothesis that the model does not have a specification error. In the test, the null hypothesis fails to be rejected if the p-value for $_hatsq$ is not significant. With a $_hatsq$ p-value of 0.674, the model is deemed to be correctly specified.

Table 4: Test of whether there is misspecification for the regression model testing H05 (n=30)

Variable	Coef.	Std. Err.	T	P>t	[95% CI]	
_hat	1.940	2.484	0.780	0.441	-3.156	7.036
_hatsq	-0.002	0.005	0.380	0.708	-0.012	0.008
_cons	113.999	302.395	0.380	0.709	734.461	506.464

Note. CI=Confidence Interval; Std. Err=Standard Error; Std. Dev.=Standard Deviation; Obs.=Observations; R²=0.660; Adjusted R²=0.635; Root Mean Squared Error=15.976

CONCLUSIONS AND RECOMMENDATIONS

The results of this study provide evidence of limited parental involvement in provision of supplementary reading material, payment of access costs and PTA teachers. The study however notes gains in educational outcome with respect to parental involvement, therefore confirming the significance of involving parents in educational processes. Based on the findings and conclusions thereof, it is recommended that; parents who are not involved in education of their children should be sensitized while those who are involved should be encouraged to continue doing so.

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A Study of Fossilization in Chinese College Students' English Learning

SHAO Xinguang

School of Foreign Languages
University of Jinan, Jinan City, China

XU Xiuqin

School of Foreign Languages
University of Jinan, Jinan City, China

ABSTRACT

The study aims to investigate the causes of fossilization in Chinese college students' English learning with the help of questionnaires and interview with some subjects. The results show that some factors may cause the fossilization of many Chinese college students' English. They include the students' lack of interest and strategies in English learning, English teachers' lack of good teaching methods, the negative transfer of the students' mother language and some problems in English textbooks and Chinese education system. Both the students and their English teachers should make great efforts to find useful strategies to overcome the fossilization.

Keywords: Fossilization, Chinese College Students, English Learning

INTRODUCTION

The term "fossilization" was first used by Selinker^[5] to describe the phenomenon of stagnation in second language learners' learning. Fossilization is a common feature of second language learners' interlanguage. It is an obstacle to second language study because it may stop learners from enhancing their abilities of learning a second language. Many researchers pay attention to this phenomenon in language teaching field and they try to explore the reasons for it.

Many scholars have got their research results about fossilization (Selinker^[5]; Vigil and Oller^[7]; Schumann^[4]). They put forward some different theories to explain why learners may have fossilization in learning a second language. Researchers in China have also conducted various studies of fossilization which happen to Chinese English learners at different stages.

Based on the previous researches, this study aims to analyze fossilization in Chinese college students' English learning with the help of questionnaires and interview with some subjects.

LITERATURE REVIEW

Selinker^[5] presents the term of fossilization in his Interlanguage Theory in which fossilization is regarded as a necessary process in the formation of interlanguage. According to Selinker, fossilization means that some linguistic rules and systems of a learner's mother language tend to be kept in the interlanguage that is related to the target language. They are unchangeable and have no relations to a learner's age and the explanations given to him. He thinks that fossilization may be in many learners' (about 95%) second language, making it unable to reach the level of the native speakers' language.

Some researchers investigated the causes of fossilization in many people's second language learning. One explanation was made by Lamendella^[3] from the perspective of biology. According to this theory, a learner needs to develop an infrasystem of a second language after he grasps his mother language. If the infrasystem is not perfect, he has to depend on his mother language system to learn the second language, which may lead to fossilization in the interlanguage related to the second language. In Vigil and Oller's^[7] theory, the feedback that second language learners get in their learning and communicating process may have effect on their performance in second language learning. Negative emotional feedback and positive cognitive feedback may cause fossilization in the learners' second language. Teachers and students should try to create good interactive atmosphere, which may promote their emotional communication and stimulate the students' interest in learning a second language. In Schumann's^[4] viewpoint about pidginization, second language learners tend to use simple sentence structures to communicate, so repeated use of these language forms may cause fossilization of the learners' interlanguage. Stauble^[6] thinks that some external factors like a person's living environment and cultural atmosphere may influence his second language learning and cause fossilization.

In China, there have been some studies about fossilization in English learning. Zhou Hongyun^[8] conducts an empirical study of fossilization. The results show that English learners in China often use their Chinese knowledge and the English knowledge they have learned to understand and integrate the new English information. The negative transfer of Chinese and the improper use or overuse of their learned English may prevent their English from getting improved, so fossilization occurs. She also finds that fossilization can be easily found in the learners' English cultural knowledge which is different from Chinese culture. Another researcher named Fang Lingling^[2] thinks that cultivating the awareness of using lexical chunks is helpful for students to reduce their language fossilization. English learners may facilitate their language output automation through input, absorption and output of English lexical chunks.

There are many causes of fossilization. Different researchers have different ideas about them, but they still have something in common. First, language transfer is a cause of fossilization. Language transfer is a phenomenon in which a second language learner uses the rules of his mother tongue to learn the second language. Language transfer can be divided into two kinds. One is positive transfer and the other is negative transfer^[1]. Obviously, what leads to fossilization in second language learning is the negative language transfer.

The second cause of fossilization is students' lack of learning strategies. As we know, using correct learning strategies may help learners study a second language well. But many learners can't apply some necessary learning strategies to overcome their difficulties in language learning, so fossilization happens to them.

Third, when a second language learner uses the language to communicate with others, the learner may not correct the mistakes in his language immediately if they do not hinder communication. This habit will lead to his second language fossilization to some extent.

Another thing that influences the second language study is the negative evaluation given by other people. When a learner receives some negative evaluation from other persons, he will have a feeling obstacle that makes him dislike the study of the second language, which may lead to fossilization.

RESEARCH REPORT

With the help of questionnaires, the researcher analyzes the causes of fossilization in Chinese college students' English learning.

Research Purpose

The purpose of this study is to investigate the reasons for Chinese college students' English fossilization and find out some practical strategies to help them overcome it in order that they may improve themselves in English learning.

Subjects

The subjects who participate in the study are 180 freshmen including 95 boys and 85 girls in the University of Jinan in China. They are from different departments of the university, such as School of Law and School of Physics. They range in age from 17 to 20, with an average age of 18.5. The students have learned English for about 9 years and all of them learn English in traditional classroom setting.

Instrument

Based on the previous studies of fossilization in second language learning, a questionnaire "Chinese College Students' English Fossilization Scale" (CCSEFS) is designed by the researcher in order to investigate the causes of Chinese College students' English fossilization. The questionnaire consists of 15 items about English learning. When compiling these items, the researcher pays much attention to the characteristics of Chinese College students in English learning. For the subjects to get their scores in the 15 items about their English Fossilization, each item is on a 5-point scale ranging from "strongly agree" (point 5) to "strongly disagree" (point 1), the middle point being neutral (point 3).

Data Collection

On September 23 of 2014, the researcher distributed 180 questionnaires to the subjects in their classroom and asked them to finish the questionnaires within 10 minutes. Before they gave their scores for the 15 items, the researcher explained the items carefully in Chinese in order to avoid misunderstanding. After they finished, the questionnaires were collected immediately and all of the 180 questionnaires were found to be valid.

Results and Analysis

In order to effectively investigate the causes of fossilization in the subjects' English learning, the researcher adopts the way of analyzing the means of the subjects' scores for the 15 items of the questionnaires, which are shown in Table 1.

From the statistics in this table, we can see that 14 means of the subjects' scores for the items are beyond 3.00. It can be said that fossilization does exist widely in Chinese College Students' English learning.

Table 1

Items	Number of the subjects	Means of the subjects' scores
Item 1	180	3.57
Item 2	180	3.65
Item 3	180	3.46
Item 4	180	3.74
Item 5	180	2.88
Item 6	180	3.92
Item 7	180	4.05
Item 8	180	3.37
Item 9	180	3.84
Item 10	180	3.56
Item 11	180	3.79
Item 12	180	3.48
Item 13	180	3.15
Item 14	180	3.62
Item 15	180	3.29

The first cause of Chinese college students' English fossilization is their lack of interest and strategies in English learning. We can get this point from items 1 to 4. The items are "I think that lack of interest in English has influenced my English learning." (Item 1, M=3.57), "Poor English scores I sometimes get in English tests may reduce my enthusiasm in English learning." (Item 2, M=3.65), "Improper learning methods often prevent me from improving my English level." (Item 3, M=3.46), and "I don't know what strategies I can use to improve my abilities of listening, speaking and writing English". (Item 4, M=3.74). The subjects' mean of scores for Item 5 is below 3.0. It is "Sometimes lack of motivation influences my English learning." (Item 5, M=2.88). In the interview with the subjects, some of them told the researcher that they had some motivations to study English, such as passing the CET 4 and CET 6 (college English tests Band 4 and Band 6 in China). They said that they knew the importance of English learning, but they didn't have much interest in it for various reasons and they didn't have some effective methods to improve their abilities of listening, speaking and writing English. So it can be concluded that many Chinese college students lack interest and strategies in English learning, which greatly influences their improvement of English level. It is widely accepted that a learner is willing to apply many useful strategies to overcome difficulties in learning only when he has great interest in it. If a student doesn't like English, he may not want to make efforts to study English and he is not active to use strategies to improve his English level. So these students do need to cultivate their interest in English learning and they should actively participate in the training of learning strategies.

The second cause is many English teachers' lack of good teaching methods. Items 6 to 8 are involved here. Item 6 is "My English teacher teaches in English all the time, which influences my comprehension of some difficult language points." (M=3.92). Item 7 is "My English teacher's teaching methods are not very effective so that I am not very active to participate in the learning activities in English class." (M=4.05). Item 8 is "My English teacher spends little time correcting my mistakes in English speaking and writing, which influences my improvement in English learning." (M=3.37). In the interview with the subjects, some of them told the researcher that some teachers couldn't arrange classroom activities very well. Many students did some things that were not related to English learning, which indicated that they were not attracted by their teachers' words or the classroom activities. It can be seen that many students are not satisfied with their teachers' teaching and they hope to see some improvement in their

teachers' teaching methods. Good teachers should have some ideas about how to teach their students well. They should use some Chinese to help them explain the difficult sentences in order that the students can understand them better. They must be patient to correct students' mistakes in English writing and speaking, otherwise the students would be puzzled and they may lose confidence in studying English.

The third cause of Chinese college students' English fossilization is the negative transfer of their mother Language. We can get this conclusion from the items below: "I always use some Chinese to organize what I want to say in English, which influences my expression in oral English."(Item 9, M=3.84), "I usually organize sentences in Chinese before I write a paper in English, which influences the improvement of my English writing ability."(Item 10, M=3.56). In the interview with the subjects, some of them told the researcher that they were not used to organizing sentences or texts in English, so they had to use Chinese to do the job. It can be seen that Chinese college students have difficulty in adopting English way of thinking when they organize what they want to express in English. These students' English learning may be affected by the negative transfer of their mother Language. The mother tongue transfer is an important factor that leads to fossilization in Chinese students' English learning^[8]. It is very difficult for Chinese students to use English way of thinking, so most of them tend to organize sentences in Chinese before they speak or write English. In doing so, the students inevitably have some improper English expressions, which may result in fossilization of their English.

The fourth cause is about some problems in English textbooks and other materials. We can get this point from Items 11 to 13. Item 11 is "Some texts in English textbooks are so outdated and boring that I don't have interest in reading them."(M=3.79). Item 12 is "Some materials in English textbooks are so difficult that they influence my motivation of studying English."(M=3.48). Item 13 is "Sometimes I can not follow English teachers' teaching because there are so many materials in the textbooks, which influences my English learning."(M=3.15). When interviewed, some subjects told the researcher that they were dissatisfied with their textbooks and some other materials and they hoped to see some improvement in their English textbooks. So, it is clear that many Chinese college students are not content with their English textbooks. The education authority and English teachers should try to adopt new and interesting materials in English teaching in order to stimulate the students' interest in learning English.

The fifth cause is about some problems in the current Chinese education system. We can get this point from Items 14 and 15. Item 14 is "There are too many students in my class and some of them don't work hard in English learning, which influences my enthusiasm in it."(M=3.62). Item 15 is "There are not many opportunities for me to express my ideas in English in class, for my English teacher is very busy with explaining the important language points in the book, with little time left for students to practice their English in classroom activities." (M=3.29). When interviewed, some subjects told the researcher that they were dissatisfied with something in the current education system and they hoped that it should be improved a lot. Usually college students want to communicate with their classmates or teachers in English, talking about some topics that they are interested in, but in the current Chinese education system, teachers have so many materials to explain in class, so they can not set aside much time for their students to take part in some classroom activities and practice their English. Therefore this situation needs to be changed and improved to meet the needs of students in English classroom.

PEDAGOGICAL IMPLICATIONS

Based on the above analysis, some pedagogical implications may be given. They are as follows.

Firstly, Chinese college students should cultivate their interest in English learning. Only when a learner has great interest in learning English will he exert every effort to do well in this job. Such learners may try to apply some helpful strategies to improve their English level. There are many things they can do to cultivate their interest in English, like watching some interesting English films or TV plays, listening to some good and attractive English songs, etc.

Secondly, English teachers should try every means to stimulate their students' interest in English learning. They should use various teaching methods and devices in English teaching, taking advantage of both traditional and multimedia teaching approaches. They may let students read some interesting and humorous English essays or enjoy some famous English movies, from which the students may get much pleasure and gradually improve their interest in English learning. Another important thing is that English teachers should integrate training of learning strategies into the classroom English teaching. Only in this way may the students foster the good habit of using strategies in English learning. This is of great importance for them to deal with fossilization and enhance their ability of learning English.

Thirdly, English teachers should consider the degree of difficulty of the materials used in English teaching. If the materials are too difficult, the students will have the sense of frustration and lose their interest in English learning when they study these materials. If the materials are too easy, the students don't need to make efforts to study them and they will not get the sense of success. English teachers should also consider the number of students in each class. Usually in a small class teachers may be easy to arrange some interactive learning activities, which is helpful for students to enhance their abilities of learning English and overcome their English fossilization.

Fourthly, teachers should try their best to create a harmonious and relaxing classroom atmosphere, which is useful for students to actively participate in classroom activities and study English well. In these English classes, students may get many opportunities to express their ideas in English, which is beneficial to their improvement of English proficiency and dealing with their English fossilization.

Fifthly, teachers should be patient when helping their students correct mistakes in their English speaking or writing. It is inevitable that many students make mistakes when they speak or write something in English because of many different factors. So teachers should be tolerant towards students' mistakes in their English and try to correct those mistakes at appropriate time, encouraging the learners to make more efforts to study English. Moreover, teachers should be clear that their evaluations have much influence on their students' English learning. In most cases, teachers should give their students some praise for their good performance or progress in English, which may encourage the students to do better and improve themselves in English learning.

CONCLUSION

The findings of the study show that fossilization does exist widely in Chinese college students' English learning. The researcher has found some main causes of fossilization of Chinese College Students' English. They include students' lack of interest and strategies in English learning, English teachers' lack of good teaching methods, the negative transfer of the students' mother language and some problems in English textbooks and Chinese education system. Some

effective strategies should be applied by teachers to help their students overcome fossilization in English learning. Meanwhile the students should try to cultivate their interest in studying English and make efforts to reduce the influence of the negative transfer of their mother language. Only when the teachers and the students exert their every effort can they become successful in overcoming fossilization of the students' English.

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Development and Innovation of Curriculum in Foreign Language

Eva Lelakova

University of Zilina in Zilina (SLOVAKIA)

Beatrix Bacova

University of Zilina in Zilina (SLOVAKIA)

ABSTRACT

The primary aim of the Faculty of Humanities of the University of Žilina in Žilina is providing education of a very high quality. Its realization is evaluated not only by the Accreditation commission but also by the Slovak government advisory body which monitors, reviews and independently evaluates the quality of educational, research, development, artistic and other activities of Slovak Universities. The evaluation of Academic ranking and rating agency (ARRA) is based on publicly available and verifiable data concerning the quality of education and research of individual faculties in Slovakia. It is often a decisive criterion in the selection of the university where the students will be studying. The Faculty of Humanities was ranked first in the group of philosophical faculties in the 2012 ARRA evaluation in Slovakia and its aim has become a continuous, high-quality training of students in order to improve their labour market success. To reach the mentioned aim the faculty participates in various projects concentrating on the development and innovation of curriculum with emphasis on the needs of the labour market and knowledge society. As intercultural communication is nowadays one of the key priorities and important pre-conditions for the processes of globalization, our project team has decided to prepare accreditation documents for the study programme *Intercultural communication* focusing on comparison of socio-cultural dimensions of English speaking countries with the national peculiarities of Slovakia.

Keywords: knowledge society, education, accreditation, inner system of quality of education, study programme

INTRODUCTION

Education is understood as a complex of knowledge, cognitive competence and abilities that are obtained by an individual on the basis of his/her school education, learning, intellectual education, life and work experience and intentional self-education. It is necessary to realize that education is not an exact science. Level of education is a basic support and spine of the civilisation existence. It generates culture. It is an ability to share reliably a cultural context [1]. Education is “goods”, but also the highest spiritual value. The contemporary university oscillates between the requirement of massification of education and ambition of top quality. Slovak higher education has already undergone a lot of changes but a radical turning point for it was signing of Bologna declaration (by the ministers in charge of higher education from 29 European countries on 19 June, 1999 in Bologna). The collocation “Bologna process” (whose aim is to create the European Higher Education Area), is for several years one of the most declined expressions in an academic community [2]. It represents a reform which changes the face of the European university world.

Comparable quality assurance of individual European countries in higher education aimed at students is another important task outlined in Bologna declaration [3]. Universities need to

offer study programmes of a very high quality to reach this aim. Quality assurance of study programmes should include:

- Preparation and publication of explicit educational results,
- Regular evaluation of study programmes,
- Regular feedback from employers and
- Involvement of students in quality assurance activities.

The tool for work at internal and external quality assurance is *Learning chain* (Fig.1) [4].

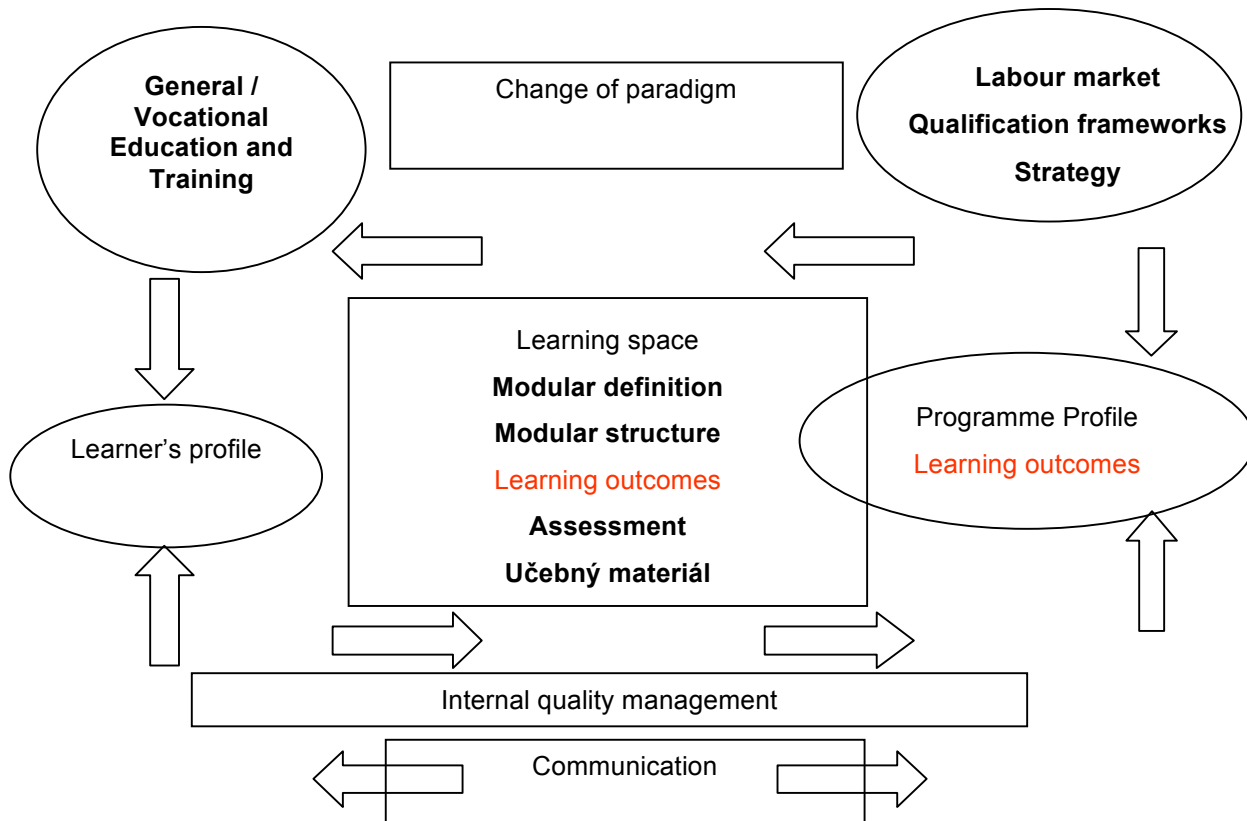


Fig. 1 Learning chain

The main parts of the educational process are:

Process of creation and approval of a study programme:

- analysis of market demands and capacity possibilities of an educational institution,
- initiation and creation of a study programme (guarantee),
- preparation of a study programme (courses, lecturers),
- approval of a study programme,

A process of giving information about the study programme,

- preparation of its promotion,
- publication of information,
- providing detailed information – communication with an applicant

Process of student admission,

- ensuring university application availability and acceptance of the completed application,
- invitation to the entrance exams,

- implementation of the entrance exams/evaluation of the results,
- notification of the entrance exams results,
- admission/enrolment of a student for study

A process of formation of the student's own specialization,

- providing information on the system of specialization formation,
- providing information on the courses and activities offer,
- selection and enrolment for courses,

A process of making requirements for an educational activity and allocation of teaching resources,

- providing a detailed description of the educational activity (syllabus and study resources),
- giving information on the conditions of successful completion of an educational activity,
- ensuring and releasing requirements for an educational process (schedule of courses, allocated space and didactic aids),

A process of knowledge mediation (implementation of educational activities),

- knowledge mediation by lecturing/conducting seminars and labs,
- releasing study materials (e-education),
- supportive activity for knowledge mediation (consultations, practice, thesis supervision),

A process of students' knowledge assessment (exams, evaluation of essays/works),

- releasing dates of knowledge assessment,
- register for an exam/handing in essays,
- testing/assessment performance,
- reporting and recording results of students' knowledge assessment,

A process of studies completion,

- releasing information on conditions for completion of studies/form of study,
- acceptance of additional materials from students,
- evaluation of the conditions fulfilment,
- familiarizing with the assessment of the conditions fulfilment and issuance of a certificate and
- communication and keeping relationships with the university graduates [5].

This process implementation should be shared by all involved sides – students, their parents, secondary schools, employers, employees, managers, teachers and administration staff of the university, accreditation commission, partner schools, town and region (public) [6].

Accreditation of Study Programmes

The word *accreditation* has several meanings. It is impartial and independent assessment and certification made by the accreditation authority and referring to the subject competency to perform the activities specified in the certificate and to meet consistently eligibility requirements prescribed in the corresponding obligatory document. Since accreditation is carried out independently and impartially, it is considered to be a main factor in the credibility and accuracy of the accredited subject's activity results. This is the reason why it is used for assessment and evaluation of all activities and the results of which the society expects a high degree of accuracy and confidence. Accreditation is service for a society and there is no reason for making a distinction between the accreditation applied in higher education and the accreditation applied in the voluntary sphere. [7]

In the high school environment, accreditation is a confirmation of fulfilling conditions of the required quality of education provided by a school (an educational institution). It is issued by the Minister of Education, Science, Research and Sport of the Slovak republic on the recommendation of the Accreditation commission. The commission evaluates educational programmes, conditions for their implementation and other factors which provide adequate guarantees of the higher education quality assurance.

Accreditation body, which is represented by the Accreditation commission, has to act as the third person. It means that its activities and decisions have to be impartial and without any external influence. At the same time there must be excluded conflicts of interests of the third persons acting in the accreditation process. Generally, all the members of Accreditation commission have to be qualified for this activity and their assessment and decision-making processes have to ensure an objective outcome of the capacity of the higher education institution to conduct the study programme. On the basis of this outcome and the predefined criteria a university will be authorised to grant its graduates academic degrees. [8]

Intercultural Communication

It is no doubt that providing high-quality education has always been the most important need not only for an individual but also for the whole society. Since 2013 University of Žilina in Žilina has been implementing an ESF project *Innovation and internationalization of education – Instruments to increase the quality of the University of Žilina in the European educational area* within The Operation programme: Education. The aim of the project is to support the quality of education at the university. One of its activities is the development of new study programmes and their accreditation documents for the 1st, 2nd and 3rd degrees of the higher education at the selected faculties of the University of Žilina in Žilina. High-quality education is also a primary aim of our faculty – the Faculty of Humanities of the University of Žilina in Žilina. For this reason we take part in the stated project – specifically in the activity: *Development and innovation of study programmes with the emphasis on the labour market needs*.

Innovation is generally understood as something new, modern, more interesting and challenging. It is introduced into the educational process with the aim to increase the attractiveness of the study at the university for its future students. Innovation is taken into consideration also during the process of preparation and development of accreditation documents for individual study programmes. The emphasis is put on introduction of new products whose prospects are connected with increase of globalisation and trends in the economic environment, enterprising and in companies themselves. For this reason we have set the aim to develop a new and modern programme which will be in accordance with the needs of a labour market and knowledge society. We are led by the requirements of intercultural communication that represent key priorities and important presuppositions of globalisation society-wide efforts in an integrated Europe. It is supposed that the study programme *Intercultural communication* will respond to a new social reality, especially to our position in European Union which is closely connected with intensification of international relations in all areas of social life.

Technical development enables continuous information and knowledge flow across countries. Current communication is faster than ever before. For work or study reasons there is also an increasing population migration which changes demographic features of many countries. Due to this process new intercultural identities and communities are created. Cultural diversity and multiculturalism together with the reality of working life also exist in our country and they

require from workers, who are in contact with foreigners, to have not only the knowledge of language but also intercultural competence. Formation the personality in education that will have the acquired level of intercultural competence becomes an actual aim of the educational process. It helps to understand:

- What cultures have in common,
- The diversity in languages as well as in constructing and organising knowledge and reality in which people live and communicate – this understanding has profound implications for the development of critical awareness of social relationships,
- How people from different cultures communicate with one another,
- The influence of culture on social behaviour (communication) not only in the personal and telephone contact but also in cybernetic space and mass media which are becoming more and more popular nowadays.

A three-year B.A. study programme *Intercultural communication* is conceptually intended to be a specific study with the focus on courses dealing with socio-cultural dimensions of English speaking countries in comparison with national peculiarities of Slovak republic. Nowadays the European labour market constantly requires language competence of people who will communicate in an intercultural world. The core competencies of the proposed study programme graduates will be interpersonal communication in an international context and overview of key aspects of international cooperation (e.g. economy, politics, culture, etc.). An appreciable contribution of this study programme will be also obtaining effective communication skills both in English and Slovak languages. Its aim is to convey crucial knowledge of a culture clash in different areas of human life and enable graduates to gain intercultural competence which will help them to be successful on the European labour market – in all areas of the social and political life.

When developing the study plan for the study programme *Intercultural communication* we took into consideration a description of the field of study 2.1.32 *Foreign languages and cultures* and the core of knowledge processed by MSVVaS SR. They are related to:

Theoretical knowledge:

- intercultural communication,
- linguistics,
- literary science,
- cultural studies,

Practical abilities and skills:

- English language,
- Slovak language,

Additional knowledge, abilities and skills :

- translation and interpretation,
- management basis,
- culturology [9].

A compiled study plan includes 14 compulsory courses (Intercultural Communication, Multiculturalism in Social Practice, Language Culture and Rhetoric, British and American Studies, English Language, History of Slovak Literature, National Culture, Comparative Linguistics, Interpretation and Translation Seminars, A Course in Writing a Final Thesis and Final Thesis), 6 compulsory elective courses (Communication skills, Academic writing, Public relations, Business Correspondence, Interlanguage Dynamics and International Corporate Culture) and 2 elective courses (Foreign language and Physical education) which are evaluated

by 2-5 ECTS credits. The highest credit evaluation is assigned to the State Exam and Defence of the Final Thesis – 14 ECTS credits. To determine the number of credits for each completed course is not a simple task. We have to take into consideration that the assigned number of credits expresses the overall workload of the student by a specific course. Moreover, an emphasis is put on:

- Comparison with the workload of the student by other courses,
- Estimated position of the course in the student's study plan,
- Possibilities for obtaining the prescribed number of credits in one semester,
- The number of exams in one semester, and
- Ensuring the course provision [10].

By attending and completing all compulsory courses students obtain a sufficiently deep theoretical basis and they subsequently have enough opportunities for its practical implementation during seminars. In each semester students also select one compulsory elective course. Each compulsory elective course can be chosen only once during the whole study. The list of these courses can be found in the study plan whose contents can be adapted if there is a need.

The study programme is completed by the state exam and the defence of the final thesis. If the student wants to take a final state examination, he/she is supposed to complete successfully all the prescribed contents of the study programme according to the study orders of the University of Žilina in Žilina and the Faculty of Humanities of the University of Žilina in Žilina and hand in a final thesis with all required particulars.

Final thesis writing and defending is the demonstration of the student's:

- Ability to obtain and use theoretical and practical knowledge independently,
- Ability to solve demanding tasks independently,
- Ability to work creatively in his/her field of study,
- Overview of some theoretical and practical knowledge and problems in his/her field of study, and
- Ability to explain and solve the problems independently.

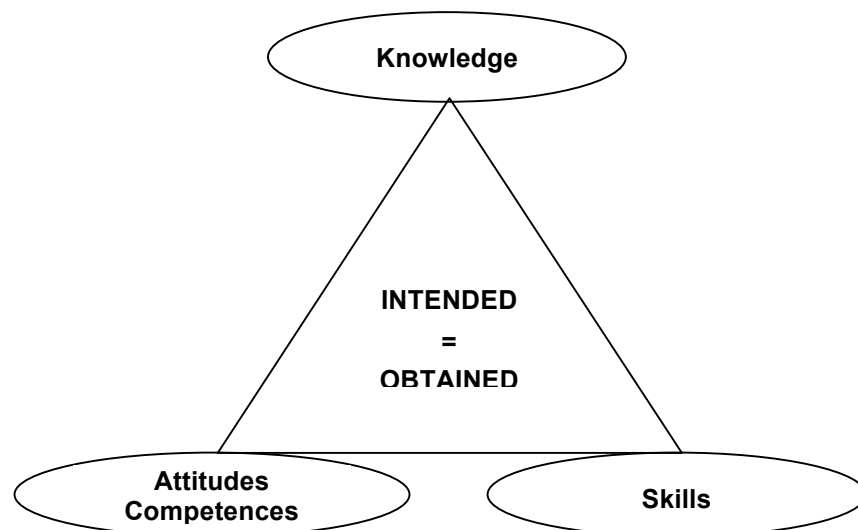


Fig. 2: Learning Outcomes - Classification

Three-year B.A. studies will provide theoretical and practical education not only for the students who will use the acquired knowledge in their jobs but also for the students who will

be interested in applying for two-year Master studies in the stated or related field of study. The basic admission requirements for studies in the study programme *Intercultural communication* are established by Law No.131/2002 on Higher Education and on Changes and Supplements to Some Laws. Another criterion is admission either on the basis of entrance exams or *Maturita* exams results (results from Slovak and English language exams). In case of entrance exams the abilities of applicants are tested by a written test whose contents correspond to the level of knowledge obtained during the study at four- year secondary grammar schools. A knowledge test focused on literature and culture of English-speaking countries is a part of entrance exams, too. The aim of the exams is to check practical mastering Slovak and English language, knowledge on cultural, economic, political and social life of English speaking countries and ability to express own opinions and visions. Meeting these requirements will be evaluated by an examining board which is named and chaired by the dean of the faculty. In the admission process the secondary school study results of the applicant are taken into consideration, too.

The graduates of the study programme have many job opportunities in the European labour market due to the acquired language skills and knowledge reflecting multiculturalism of the contemporary society. They have also basic knowledge on translation strategies and techniques of simultaneous and consecutive interpretation, general culturological competence focusing on English speaking countries in a dynamic confrontation with the national culture and life and basic theoretical and methodological knowledge on linguistics and literary science. They can work as specialists who effectively combine a wide spectrum of knowledge from several fields of study – in international companies and organisations, public relations, diplomatic service, state service and local government – as EU officials, cultural educators, medial advisors, consultants, speakers, editors, commentators, presenters, analysts, managers, assistants, translators, interpreters and intercultural mediators. They are also prepared for studying in an M.A. study programme where their acquired knowledge from B.A. studies can be deepen and broaden.

Globalisation trends bringing changes like internationalisation of life and informatisation of society often bring communication problems [11]. These competencies and skills cannot be reduced only to elementary speech knowledge because they are often connected with norms and conventions, behaviour, interests, cultural or national awareness – with a socio-cultural dimension. This dimension has to become a necessary part of vocational education. People can effectively work and live in the multicultural environment only if they obtain competences for handling intercultural communication situations. Foreign language acquisition as well as acquisition of intercultural competence activates the European dimension of education. It includes not only diversified foreign language teaching but also education for intercultural tolerance and respect for universal human ethical values [12].

CONCLUSION

The possibilities of graduate career prospects are increasing thanks to education and training. An educational process represents a continuous process which is important for an individual as well as for the whole society on the way to satisfying their needs. As it represents the means of innovation, it is necessary to consider it responsibly [13]. Its added value – comparison of the values expressed by the level of education before entering the educational process and after its completion in terms of the success rate of utilization of acquired knowledge, skills and abilities – can be understood as an investment in human resources with high expected returns. The quality of an educational process is connected with both its results and effects. It depends also on the properly selected learning objectives, methods, forms and resources. Quality of education as a product is determined by assessment. Its underestimation in the sphere of

meeting the educational goals will be reflected in lower assessment of the effects of education. To sum up, we can say that the overall effectiveness of education depends on the quality of the educational process. Efficiency thus presents not only a tool for improving the educational process, but also its expected result [14].

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Positive Educational Actions and Healthy Sustainable Development.

Benjamin Zufiaurre

Public University of Navarra. Spain.

Maidier Perez de Villarreal

Public University of Navarra. Spain

ABSTRACT

Up to the 21st century, school education is in a state of crisis as a sequence of globalization when the neoliberal model of development pushes to question the right to a good public education (Reid, 1998). The ideal of a public education defined about two centuries ago (Hamilton & Zufiaurre, 2014) is getting lost because of international pressures for competition and dominance of some against the majority. But, living as we are in a diverse world, the misunderstandings, misperceptions and mistakes, regarding the social and natural world we inhabit, are forced to evolve to a context of discursively, morally and socially, ecologically, materially and economically sustainable and socially and personally healthy. *Diversity as the curriculum organizer today* is opened to a world of multiple interactions, mixed identities and multiple senses of belonging. Students, teachers, families, communities, develop in a context of diversities. They can be pushed to share, participate, cooperate and socialize while learning together. Our research reflects on positive experiences developed with teachers, students, and families, in 25 Infant, Primary and Compulsory secondary schools in Navarra (Spain), around 260 teachers and diverse families, from 2012 to 2014 (two years), and it has been exemplified in how can we organize the teaching and learning of a natural phenomenon: “bees in extinction” to be worked out with 10 to 12 year old boys and girls in a constructive school atmosphere. A Pilot Study was performed to analyze how an online platform on *Positive psychology* and *Positive actions in education* helps teachers to develop socio-emotional skills, encourage to work interactively while at the time, stimulating wellbeing and self-esteem. *Positive psychology and Positive Pedagogical actions developed at school education* contribute to promote *good interaction, democratic participation and a healthy balanced sustainable atmosphere of work, turned into collaboration, engagement, inclusion and equality.*

Keywords: Architectures of inclusion / Ecologies of practice / Development of socio emotional skills / Education for healthy Community development / Equity and cultural identities / Participation and empowerment.

PUBLIC SCHOOLING UNDER NEO-LIBERAL INTERNATIONAL RULING

Schooling began to take its modern form in the 16th associated with specific regimes of power and authority and with a specific lexicon (Hamilton & Zufiaurre, 2014, p. 7). Its main aim was to increase and extend the production of schoolteachers, lawyers, merchants and others (of male gender), who would administer and re-shape politics and government. Under this aim, schooling began to play a particular role in the distribution of human experience. As such, schooling became the focus of ideas and policies relating to the allocation and the withholding of human resources and, all at the same time, became central to manage evolution either to manage equality and progress or the distribution of difference, unbalances in development and inequality.

In its origins, modern schooling had a public purpose, in the sense that it was intended to serve the general interests of a specific community. In fact early British schools as Eton (founded in 1440) and Harrow (founded in 1572) became known as public schools because they prepared learners (male) for public life and, consequently, for the exercise of power in local, civic, regional and national government. Schools were to nurture governing elites at a time when few men and fewer women had the authority to exert influence in the public sphere. Progressively, the restricted public sphere of the 16th, disappeared with the extension of suffrage and the creation of new forms of representation and new forms of institutional, local, national and international (in this order) politics. Adults were no longer the subjects of a superior authority but citizens who were expected to play an active part in the organization and regulation of a democratic society.

Public Schooling: Its Origins.

Evidently public and private school provision has been a recurrent theme in the History of schooling. This distinction, however, applies from early 19th onwards since the beginnings of state investment in schooling. If we consider a longer time – scale, the key ideas behind public schooling get to the classical thought. At that time, the sources of funding were to prepare human beings for participation in public activities (Hamilton & Zufiaurre, 2014, p. 56). If we look deeper in the past, Cicero in “*De Re Publica*” questioned about public matters, the concept of civil society (*societascivilis*): a good society in Roman times, and the maintenance of peace and order among its people(s) (Edwards, 2004, p. 6), were points to consider.

It is the ferment of the Enlightenment in the 19th what sustained the assumption that human beings were inherently rational, that humans could collectively shape society and that humans had the capacity to combine (voluntarily) the pursuit of peace and the pursuit of social order. By that time, notions of political freedom linked to the assumptions about national identity and national spirit, what means, national priorities over confessional concerns. Early 19th century, cross-national awareness was growing among educational policy makers. The beginnings of inquiries that launched the field of comparative education were sustained this way (Hamilton & Zufiaurre, 2014, p. 20). To reform the versions of schooling as elements of a defense system, is something that, in the wake of Napoleonic wars, found a space under the belief that schooling was essential for national renewal. Data on school teachers, school size, and school attendance, was subjected by then to statistical analysis. And what emerged from these reforms, were national curriculums, systems of teacher training, and models for the distribution of difference and inequality.

By the end of the 19th, discussions about educational administration and classroom organization were animated by the growth of mass schooling. It was a time of extensive commerce in educational ideas between Germany and other countries (Maynes, 1985, p. 134). Herbart’s instructional stages were exported, while ideas about common schooling underwent change mediating the call for a new education which was to perform social ideologies in the process of convergence of mass production and mass schooling. This new order and destiny for school education under the influence of German thinking on education, was altered as a consequence of 1st and 2nd world wars, and derives to ideas about school for (liberal) democracy coming from America (inspired in Dewey and others) plus its exportation through international organizations.

A new mirror for education under modern premises.

It is in the 19th that the original idea about the public, limited to the elite members of society, became eventually embroiled in discussions about the incorporation of all young people:

elementary education for all, the three “Rs”, as a condition for development. This move steered the transference of human destiny from Church to State. Later in the 20th, new ideas about collectivism and evolution were posed in place to overcome heritage natural rights individualism. This gave more content to the sense and the meaning of the public service, even when national and imperial priorities remained in place.

In the second half of the 20th, globalization questions cross-national awareness what comes into conflict with post-national awareness. It is by 1958, that the Association for the Evaluation of Educational Achievement (I.E.A.) was founded. The I.E.A. began as independent ‘Association of National Institutions and Agencies interested in measuring students’ performance. In a way, the I.E.A. continued lines of inquiry initiated in the wake of Napoleonic wars 150 years earlier. Its purpose was to establish whether participatory educational policies had positive, or negative, effects on learning. The I.E.A. is followed by the OECD, and the OECD, and its Program for International Student Assessment (PISA, founded in 1997), attracts more publicity for its global rankings. Since, PISA evaluations prefigure that while national Agencies scrutinize results related to their own populations, international attention focusses on league tables. But the dual scrutiny (national and international), arouses tension between educationists who wish to revise National Curriculum and the subsequent PISA investigations.

It is under this limited frame that cross-national analysis in the field of education is often superficial, once politicians rummage across national boundaries claiming for practices and keynote indicators. The aspiration is to get access to higher ratings, but manipulation of isolated practices does not stand along embedded as it is within and linked to other infrastructural aspects of National schooling. And in the absence of systemic reviews of schooling, piece-meal reforms (Fullan, 2001, a, b) serve as little more than rhetorical, public relations strategies, or facades, which fail to appreciate the absence of economic, material, political and educational foundations.

ORGANIZATIONAL PREMISES: A MIRROR FOR SCHOOL EDUCATION.

While international regulations fix the new educational order, or what to do about school education, the global and glocal context we live pushes for a new social balance. And this is so in times when the social organization, the life styles and the systems of beliefs, have changed. Today, people migrate from one side to the other in the world and inside the countries, to re-shape a new environment, and to reorganize new times and spaces where it is easier to promote and to grow personally and socially (Bruner, 1999). Times to validate disciplined doctrinaire school, marginalization and exclusion, are over. Today it is the time of social constructivist approaches, and from this lens, the space for education and schooling to promote positive evolution is opened.

Today the site of the personal and the social pushes *diversity, not homogeneity, as the new curriculum organizer*. And it is here that students, teachers, families, and communities, interact at the different levels (Bronfenbrenner, 1979), and at all referenced architectures (Kemmis, Grootenboer, 2008), to grow emotionally, to socialize positively, to learn together, to participate, to share, to engage, to collaborate, to flow, to feel the wellbeing, to become aware, conscious and mindful, from inclusive perspectives and under democratic premises. School contents are always important, but information is wide open. All kind of social agents do have access to it, not only schools, the web, libraries and others. School is important for social interaction and to develop the emotional, social values and others, not anymore to learn subjects. The global determines, but we are cosmopolitan citizens and we live in an open world in which all particularities have a space at the glocal.

School education: an investment in social capital.

Modern school has grown in time and in all geographies. More population is today educated, but school education has not grown so much in their aspirations for social quality, or opening to guarantee new rights for citizenship promotion. Participatory criteria of quality, and social efficiency, are interpreted today outside the educational systems. They are de-contextualized, something which Habermas (2003, 2006) interprets as under functional representation of rationality, not under evolutionary rational criteria. Looking at school education today, globalization has pushed curricular adoption (Fullan, 2001, a). "Top-down" representation relegates school education from its classical journey. That is why, if humans future and the same future of evolution, worldwide, depends on an optimal development of human capital, we have to think in terms of preparing a "social capital" (Putnam, 2000) in a new active and dynamic teaching and learning atmosphere (Fullan, 2001, a, b).

According to Fullan (1992), those professions organized hierarchically, fit in a model of corporate professionalism, just ready to develop individual tasks under no other compromises. As a result, educational orthodoxy is represented through standards, indicators and attainment targets. Modern schooling moves today in such a scenario. Curricular prescriptions give detail of all what under-classed and discredited teachers are to do while the politics of education are delegated: governance not governing (Ball, 2007, 2012). Politicians are just ready to control school education and to reduce costs, while the real meaning of quality education and the content of comparative measurement defined as long ago as two centuries (Hamilton & Zufiaurre, 2014, p. 54) is questioned. The historic meaning of educational professionalization, the public function of schooling, and social and educational inclusion, got lost in the way, once dynamism had moved from the social to economy, from quality of development to auditing (Rizvi & Lingard, 2010) and domination of the capital. Neoliberal politics and new management strategies, have altered the logical interrelations between educational practices and metapractices, while educational administration and policy legislation are intervened. And what underlies, are obscure interests of differentiation.

It is at this point important, the underlying implicits in the network of architectures which define modern school factory, and this is to be urgently done (Kemmis, Wilkinson, Hardy, Edwards-Groves, 2009) at all levels: cultural discursive, social, political, economic... We humans, share the effects of homogenization through globalization and we are forced to share the same language and similar positive references. But in order to prepare the future we also have to share similar practices for the best of our sake. And we can find the light to guide us in positive psychology approaches to educating (Zufiaurre, Albertín, Belletich, 2014), as follows.

Bronfenbrenner inter-related organizational levels.

According to Landsberg, Kruger and Nel (2005, p. 9), the challenge of the education system is to understand the complexity of the influences, interactions and interrelationships, between the individual learner and the numerous other systems connected to the learner. An ecological systems theory, following Bronfenbrenner (1979, p. 21), involves the scientific study of the progressive and mutual accommodation between an active growing human being and the changing properties of the immediate settings in which the developing person lives. This process is affected by relations between the settings and by the larger context in which the settings are embedded.

The ecological perspective demonstrates how the overlapping micro-, meso-, exo-, chrono- and macro- systems (Bronfenbrenner, 1979), are present when educating, and how and in which way the connections of all interactive systems are of significance in explaining the experiences,

attitudes, frustrations, motivation, and others, when being schooled. A *micro-system*, for example, the home, is interwoven with the *meso-system*, such as the school and the school staff, as well as the wider society: *exo-system* as the space for regulations and norms and the *chrono-system* when it is to take account of the external conditionings involved, and of course the *macro-system* which is related to external social, politic and economic values.

All these interrelated systems are important in determining the level of comfort and contentment human beings experience as they go about their lives. The ecological perspective can help to explain differences in the individual's knowledge, skills and abilities, and the contribution of support systems when they take their deal. See at this respect: Bronfenbrenner (1979) / DikelediMahlo (2011) / KaliinashoHaihambo (2010), Swart & Pettipher (2005. p. 11), Donald et al. (2009, p. 42).

The Architectures of Educational Practices.

Organizations, institutions and settings, and the people in them, create practices which have content and a meaning. To change education, involves changing the architectures and the mediating preconditions which prefigure educational practice at one and another level and sequence and at the different stages which shape the educational processes (Schatzki, 2002, p. 18). In the agenda: to orchestrate dynamic connections through participation, and to give form to new ways of working and sharing a professional ethos of making actions *flow, collaboration, awareness, engagement, emotional regulation, mindfulness and wellbeing*.

People within a school: teachers and students, families and principals, construct their practices around particular units of work, and people outside the school: curriculum developers, policy makers, text book writers..., play their roles in shaping the units of work, the pedagogy, and the relationships. From another point of view, educational design is a task which requires knowledge, skills, wisdom, a capacity for analysis and critical reflection. This is how the learning architectures and the practice architectures related to schooling enable and / or constrain the work and the lives of students' and teachers' inside and outside schools.

Practice architectures of schooling refer to the "*social, material and discursive structures that enable and constrain educational practices*" when it is to draw attention to the reality of the teaching and learning practices. Better educational practices require better educators, better schools, better resources, better funding, better supports... And to analyze everything through the lens of *practice architectures*, helps to elicit how everything works, allows clarifying all interrelated perspectives of educational analysis, and contributes to better consciousness.

See at this respect the research developed, from 2006 onwards, by the *Pedagogy, Education & Praxis Group* headed by Kemmis et al. in Charles Sturt University (Australia), working together with professionals of the Universities of Goteborg, Stockholm, Abo Akademy, Utrecht, Sheffield, Tromso, National of Bogotá, and the Public University of Navarra; and also: Kemmis (1989); Kemmis&Grootenboer (2008); Kemmis et al. (2009); Schatzki (2002).

The Ecological interrelations in the realm of Practices.

When developing educational processes, the sayings, the doings (Schatzki, 2002), and the relatings (Kemmis&Grootenboer, 2008), compose a particular kind of actions which hang together to give a sense of purpose about how practices work as human social projects of a particular kind. That is, the practices embedded in *practice architectures*, cluster together in relationships with other practices to give a form to "metapractices". In the field of education, following Kemmis, et al (2009, pp. 2-3), these "metapractices" resume to:

- The academic and social practices.
- The innovatory educational practices.
- The metapractices on Initial and Continuing Teacher Education.
- The metapractices of educational policy and administration.
- The metapractices of educational research and evaluation.

To connect practices and metapractices as living things organized in interconnected “ecologies of practices”, traces an *ecological flow* of a *learning community open to collaboration, engagement, awareness, emotional regulation, mindfulness and wellbeing*, all *positive psychological approaches related to how to educate and to what to consider when educating*.

The principles of ecology, sustainability, community..., reference living systems (Capra, 2005, p. 23). Educational practices and ecologies of practices build as such: *connections around networks and nested systems; sustain relations of interdependence; get opened to integrate diversities; are cyclically organised under flows of energy which maintain a dynamic balance, and they both favour and push development for better*. See at this respect the work of Capra (2005), Schatzki (2002), Kemmis, et al (2009).

THE TEACHING AND LEARNING OF NATURAL PHENOMENA

If we follow Bronfenbrenner (1979) we have to think and reflect on five interconnected systems: *micro, meso, exochrono and macro*, to inter-relate the organization of school education in their different social scales. But getting immersed into natural phenomena, when it is to reference the organism as a “little whole” to refer to the individual: teacher or student, the *autosystem* can also be considered.

Thinking on educational goals from an evolutionary perspective, it is clear that a part of the system influences the way other parts are interrelated. When it is to find a balance and get equilibrium in a system searching for self-support, distribution and integration are key processes. Socialization is an experience that lasts a lifetime. But educating can be a conservative process, a kind of defense mechanism, if the aim is to adapt children to the social (dominant) system. However, when supplemented by more specific socializing experiences which children can share, social control is not as important as participation, engagement, flow, cooperation, mindfulness ..., and this is something *Positive Psychology* teaches us. If the systems are opened, they tolerate some deviation, and doing so, they provide role opportunities to express, and to figure out, conscious and critical humans while the integrity of the system is not threatened.

Educating in Ecological Contexts.

Parsons (1937) illustrates us about this point. He himself, working on self-regulation, insisted in the interconnections between elements such as: values, goals, functions, and others. He developed the theory of structural functionalism to connect the sufficiency of a society, as a whole, taken into account the basic needs: preservation of the social order, the supply of goods and services, education, socialization and child protection... For Parsons (ibid), these aspects can be called functional prerequisites, and/or requirements of the social system in the sense that they are compatible with other systems, are the support of other systems, have a space of significance, encourage participation, and exercise a form of control over potentially disintegrating behaviors.

To explain how the social systems work (Parsons, 1937) insists on four functional imperatives, or four subsystems: AGIL. The acronyms correspond to what Parsons considered functional imperatives necessary in any system, and these are:

- **A:** Adaptation, subsystem related to behavioral agency. It is to cover all external situations in order to adapt the environment to the real needs.
- **G:** Goal attainment, subsystem related to personality. This deals with the ability to achieve goals
- **I:** Integration, subsystem of the social. It is to regulate the interplay between different components and to monitor the relationships between the other functional requirements: A, G & L
- **L:** Latency, subsystem of the cultural pattern maintenance. A system must provide, maintain and renew the motivation of individuals and the cultural patterns involved.

Following Parsons (1937) argumentation, what characterizes regulated systems, is the order and the interdependence. Both tend towards a balance. Systems can be static and/or enter an ordered process of change. Natural phenomena, when approached in situations of teaching and learning are evolutionary, and evolution, is to be considered a function. Students in learning situations have their own perceptions about natural phenomena (more or less real), and this is to be taken into account when educating. As such, questioning is to be opened in the school processes, and *problem* and *project based teaching and learning* are options to get on forward. Say for example: Why is it like this?; How do you perceive it?; What implications does it have?; What is this related to?; How it fits in what we have to do?; Which developmental premises are involved?; With which consequences?, and so on.

The “Butterfly Effect” when Educating.

Parsons (1937) theory of *structural functionalism*, states that when individuals pursue their own interest, they are serving both, the general and the particular interests. In the field of *Positive Psychology*, this can be understood since the more emotional control an individual has over his/her personal and professional life, the greatest positive impact the society and him, or herself, receives. This idea has a lot to do with the “Butterfly effect”: *a small change can generate a huge change*. This applied to many areas of life, and specifically to education and environmental sciences, opens an evolutionary road to development. The “Butterfly effect”, is linked to mathematical “Chaos theory” and leaves clear that “the slightest variation in the initial conditions of a system leaves not easy prediction about the evolution of the system.”

The “Butterfly Effect”, named after the idea of meteorologist Edward Lorenz (2005), presupposes that, given initial conditions for a given system, the slightest variation in them could cause the system to evolve in completely different ways. Lorenz (ibid), noted that small differences in the input data, something as seemingly simple as using 3 or 6 decimals, carried large differences in the modelling of predictions. Any small disturbance, or error, in the initial conditions of a system can have a large influence in the final result. The so-called “Butterfly effect”, is also a derivation of “*quantum physics*” when teaching us that everything is related to everything and that we are all inter-retro-dependent. The Butterfly Effect, which was identified in 1960 by making weather forecasts, settles clear that systems are dominated by the unpredictability. And once small changes can lead to big changes, behavior cannot be easily predicted. Say as allegorical example that if a butterfly flaps its wings in Hong Kong, it may cause a storm in New York. The “Butterfly effect”, therefore, does not only have a physical interpretation. Learning goes further, and a small gesture of each contributing to knowledge serves to educate and raise concerns which reach many more people. Say that when we are open to develop *Positive Psychology* techniques at school education we have to envisage these techniques and their implications at the different organizational levels to make it work.

Analogies between organizing School Education and Bees Natural habitat.

For the integration of the social system, a set of rules and values are to be internalized in the individuals by the means of which an effective internalization process is to become part of the consciousness as the actors perform it.

If we move from Bronfenbrenner's (1979), Schatzki's (2002), Capra's (2005) and Kemmis et al. (2009) points of view, to the field of ecological interrelations in a closer nature scenario, we could establish an analogy between the different levels of organization in human societies, and the complex social and hierarchical structure of social insects, in which the *case of honeybees*, to take as an example, is very representative. If we consider *the "autosystem"* as the smallest part of a society which has impact on it, we would be referring to a person (student, or teacher) when dealing with school education and/or a single bee in natural contexts. And if the analogy mentioned above works, it is at this level: "the autosystem" when *Positive Psychology* practices could be recommended once *Positive Psychological* practices permeate other systems, and the environment as a whole, around the individual, while magnifying its effect on other individuals. *The Microsystem*, Bronfenbrenner (ibid), quoted as the immediate environment, would be the home of students. And here, the most proximal interactions would take place. This looked from the point of view of our *bees* would represent the cell of the hive, which is used as breeding habitat for workers and drones. At the level of *the Mesosystem*, Bronfenbrenner (ibid), the interrelated systems would correspond to the school, school staff and school context. In the ecological context, getting back to our *bees*, it would be the space of the honeycomb, which is a structure consisting of wax cells, which share common walls built by honeybees to contain their larvae and to couple honey and pollen within the hive. The next level, *the Exosystem*, Bronfenbrenner (ibid), extends to the systems not directly related which draft the norms, space and regulations. This keeps similarities to the rules existing in a beehive where *colonies of bees* live. The colony, as a *group of bees*, interact by exchanging food and other substances necessary for life while performing different activities (defense colony, feeding, breeding, foraging, etc.). Their tasks are distributed among the different stages through which bees pass. Children and youngsters identically, when sharing the teaching and learning processes, perform different activities while framing real contexts of life.

Due to the characteristics of natural mating a *bee colony* is a super family (with a common mother queen). A *bee colony* consists of several subfamilies (with the parent in common and each of the drones mate with the queen). Thus, at one time, there are individuals within the colony (workers) with different degrees of kinship and different work specialization. *The Chronosystem*, Bronfenbrenner (ibid), is subject to the influences of external conditionings which social contexts and school education of course, have to confront. In the ecological analogy with *our bees*, it would correspond to external and uncontrollable situations *bees* suffer, such as in which way the use of neonicotinoids, as synthetic pesticides, do alter the center of the nervous system of insects. When the *worker bees* go out of their hive to collect nectar, the *bees* come into contact with these harmful pesticides and their nervous system is impaired, disorienting the bees and getting to die away from their hive (Polidori and Berruso, 2012). Other possible external influences could be the proliferation of parasitic diseases such as varroa (*Varroa destructor*), or plant diversity around the hive as *bees* produce honey with a flavor depending on the particular type of vegetation *bees* have access to. Another problem that can affect the bee population is the proliferation of Asian predatory wasps (*Vespa velutina*) which is a species of hornet indigenous to South East Asia that has spread to Europe becoming an invasive pest species which settles down in bee colonies or apiaries and specializes in honey bees as their prey (Monceau, Bonnard and Thiéry, 2014). The last but not least system described by Bronfenbrenner (1979), is *the Macrosystem* which includes key socio-economic

structures, values, beliefs and practices, and represents the dominant political rules which exert an influence. The actions taken at this level determine the future of hives and *bees*. If neonicotinoids use does not decrease, and how to combat varroais not investigated, bee numbers will diminish and therefore hives will decrease dramatically.

Likewise, if we continue with monoculture, plant diversity will disappear and also the variety of honey flavors that exist today. Depending on administrative or political decisions, the future of *bees* can be in danger and human food resources which depend on crop diversity will also diminish. This ecological analogy shows how the interactions between the systems quoted by Bronfenbrenner (ibid) happen in nature in one and another complex social structure. *Bees* and every living creature and its closer systems are interconnected and depend on each other. This ecological analogy gives information enough to revise our paths to development related both to natural phenomena and to educating for better.

Schatzki (2002), explores the interrelations between the *Sayings, Doings and Relatings* that shape the actions in every society. When it comes to a global ecological problem such as the loss of crop diversity that causes less pollination and fewer bees (Polidori, 2012), we can reflect on the ecological analogy and compare the cultural discursive (*Sayings*) with the information we get from researchers who have discovered the relationship between the loss of crop diversity and the decrease of the number of bees; the material-economic (*Doings*), with the resources used to solve the problem (limit the crop monoculture and limit the use of neonicotinoids...); the social-political (*Relatings*) with the political and administrative decisions taken to alleviate the situation and solve a serious problem that can lead to the decline of bees, and therefore, pollination decrease and diminishing crop diversity what has a big impact on human food resources.

Continuing with our ecological analogy, Capra's (2005) *Networks and Nested systems* would be consistent with *the Microsystems* Bronfenbrenner (ibid) refers to. The *Microsystems* contain the cells of the beehive which are connected and the becombs. The *Interdependence and Diversity* have a parallel to the *Mesosystem* Bronfenbrenner (ibid), the regulated number of natural hives existing in a natural environment and the interdependence among them, and not less, the diversity of work specialization existing in the hive: queen, drones, workers, some of which are in charge of taking care of the larvae, some of which are in charge of searching for and collecting nectar. The *Cycles and Flows* mentioned by Capra, could be represented by Bronfenbrenner's (ibid) *Exosystem*, and here, we can find explanations of different cycles in nature. For various reasons: varroa, pesticides, monoculture..., the number of insects may get reduced in a time. But there also are *flows or trends*, and when nature regulates itself, the situation may improve, and the number of insects may increase due to other factors.

Capra's *Development* can be explained as a *Chronosystem* (Bronfenbrenner, ibid), which indicates that there may be a chain of animals depending on the number of bees (human beings, bears...) to consume honey. And in economic terms, if there are less bees, there is less honey, and therefore, honey increases its prize. Finally, Capra's *Dynamic Balance* can simulate Bronfenbrenner's (ibid) *Macrosystem*, and it agrees with the fact that nature has evidently the ability to self-regulate. Depending on which circumstances, the meaning changes after some time. This represents that the number of hives may be balanced due to various natural or artificial factors, such as external socio-political and economical decisions, which allow the continuity of a life cycle. The natural environment is a powerful system which *includes all the subsystems* which are explained and related to one another (Bronfenbrenner, 1979), all stages covered by Capra (2005), the interrelations between the *sayings-doings-relatings* Schatzky

(2002) refers to, and Parsons' (1937) four subsystems. But above all, the natural environment and natural phenomena are like mirrors in which educating and developing best practices should be reflected for survival and to find proper ways for self-balance.

POSITIVE PSYCHOLOGY AND POSITIVE PEDAGOGICAL ACTIONS.

Positive Psychology (1) is a discipline concerned about what constitutes the substance for healthy development and welfare. From positive psychological perspectives, at the time of educational intervention welfare and happiness are to be cared. Consequently, what contributes to the development of human beings is to be studied and opportunely balanced. From positive psychological perspectives, the time to deepen on handicaps is over. Strengths and optimal development are to be worked out, and this includes: socio-emotional skills, wellbeing and self-esteem, mindfulness, engagement, good interaction, growth and self-regulation, open participation and a healthy atmosphere of work.

According to Positive Psychology positioning's, we human beings have freedom to grow. And, in our growing processes, we search for our particular orders of life. When we are born, we are equipped with stimulus and are impelled to be active, we are forced to fight for survival and to grow, we have to gain as much useful information as possible, and we are to control our destinies. It is activity what makes us feel alive.

Around positive pedagogic developmental strategies we are to care about: **The order of our body*, what displays when we experience our physic welfare, positive emotions, good health, satisfaction and wellbeing; **The order of understanding*, when we are to reference the world of positive sensations which relate to our perception about what the world is, what life is, what our self-image is, quietness, security, trust, expectancies, are important aspects to consider; **the order of keeping attention* to experience attractive, instructive, and satisfactory things, that is, when we humans *flow* (Csikszentmihalyi, 1993), we trust, we comprehend, we share and enjoy; **the social order*, to experience contexts opened to positive social relations: to have friends and a family, to enjoy and share, to feel good and with a sense of belonging; **the life existential order*, which expands to a context in which our actions have a meaning which makes us experience a sense and feeling of life as a stream of social connections; **the order of success* to transcend our expectations, which is a consequence of the five former orders. It is success what mobilizes optimism to confront the future.

It is easy at this point to search for connections with the five levels of interaction in the realm of metapractices as mentioned by Kemmis et al (2009) and following the logical order as referred in point 2.4, to say: academic, innovatory, professional training, policy and administration, research and evaluation.

However, instead of looking this way, when welfare is to be measured we humans mostly take account of weaknesses and handicaps. There is an overall agreement that what is important is to work on the basis of strengths, but our modern heritage order insists mainly on the basis of deficit. Say for example, at school education, the school climate and atmosphere of work comes to be mostly analyzed from negative perspectives: school failure, difficulties in coordination, multiple tasks to be done, not easy interaction, no cooperation with the families, students' character and lack of cooperation, poor resources, etc. Unluckily, this is something which internationally defined league tables and control based exercises of power in education potentiate.

Positive Psychology can help to define educational intervention.

When thinking on Positive Psychology applications, we aim to promote positive pedagogical actions through positive educational practices, that is to say: *intervene in school improvement, *implicate in developing positive experiences on inclusion, *contribute to the promotion of good interaction, democratic participation and a sustainable atmosphere of work, *develop collective shared aims. From Positive Psychology perspectives, how actions **flow**, under which conditions can flowing be positive, how one another **engage** in a common educational project, are two main aspects to consider in Positive Psychology as architectural premises to guarantee wellbeing, consciousness, emotional regulation, mindfulness, wellbeing, motivation ... in Positive institutions.

An educational cared atmosphere can contribute to: **individual wellbeing* of the teachers, the students and families (especially in small schools where the context is more reliable); helps to create and to strengthen a **positive institutional atmosphere* in which each one trusts the other and in which cooperation is a shared strategy; and being well in a positive space for school work creates better conditions to promote **quality of education*.

If we look at this when we move to the realm of educational practices, how they *seem to work*, how they *really work*, and which *kind of relations* move here and around, theorising and practicing under architectural premises, as defined by Kemmis&Grootenboer (2008): "*practice architectures*" built by humans in and out the organizations, the options which open are that educational practices are to be cared:

* at the *cultural – discursive level*, that is, what is referred by our "*sayings*" in what we mean we feel well because we are in a well-cared atmosphere which makes us feel (in a subjective way) well;

* at the *material & economic level*, that is, what transferred through our "*doings*", through our actions, or put it another way, through how things work in a positively developing atmosphere in which we all cooperate: teachers, students, families;

**social and political level*, that is, what involves the different gears: "*relatings*" of our practices and metapractices which involve not less than the five interrelations previously mentioned in "point 2.4.": academic, innovatory, professional training, policy and administration and evaluation levels.

Positive Psychology can help to re-frame the infrastructures to improve education.

From another point of view, if we look at educational intervention from *organizational premises*, following Bronfenbrenner (1979), what it is clear is that to make institutions work positively we have to consider five different stages of interactions at the levels of: *what said, done, and related*. To say: *micro-systems* to reference proximal interactions (peers & class level); *meso-systems* related to an interactive school context (school atmosphere of work); *exo-systems* related to school organization conditionings (what to do and under which inner staff organization); *chrono-systems* related to external conditionings for school organization (in what refers for example to differentiated private and public school conditionings, resources, allocation and others); and *macro-systems* related to school organization under the dominant socio – economic structure, values and beliefs, power and economic regulations.

These five levels interact at the *three architectural gears* from "*bottom-up*", that is, from the students` to the teachers, staff and families, heads, principals, educational administration ..., and in the opposite direction: "*top-down*" from administration to the students`, and evidently, at the levels of: *what said, done and related*. Of course they can also be referred as *premises of*

Positive Psychology: flow a good strategy, engagement of a condition, mindfulness as a good technique to improve practices, and all at the same time: improve attention, develop consciousness and social abilities, share, motivate, cooperate... Getting to school life and dealing with school practices, these analyses can have a parallel with:

<> Five different aspects which characterize *wellbeing* as we say: *educational aims are to engage to get to compromises for wellbeing. To develop *balance and harmony we have to care about *how to work with satisfaction in a context of positive emotions, *how to promote engagement and developing competences, *how to get sense and meaning to motivation and positive values, and *how to develop positive social relations.*

<> Five different aspects which characterize *positive institutions* at the levels of the *doings: the actions, *to guarantee wellbeing as a goal in education commitment is necessary, and this is related to: *how does teacher training and support work; *how teaching and learning styles are manufactured; *how monitoring and assessment need to work; and *which strengths and values are to be promoted.*

<> Five different aspects which give content to *quality of education*. And this is referenced: **in the cognitive, emotional, physic and relational orders, and is related to *situations in which the students are healthy and motivated, to *processes dependent on confident teachers and active pedagogies, to *relevant selections of curriculum contents, to *contexts supported on evidenced strengths and values.*

At all these levels, *theorizing, acting and referencing* match together, the *architectures* of educational actions interrelate at *the individual, the interpersonal and the social*, linking as such *Positive Psychology to Positive Pedagogies* around teaching and learning positive styles, sharing experiences, engaging, pushing cooperative work forward, developing strategies to experience the emotional, our self-esteem, our strengths, passions...

HOW CAN TEACHERS VALIDATE A POSITIVE SCHOOL ATMOSPHERE.

What can teachers do to organize a scientific approach to work with natural knowledge (2).

When planning school actions, teachers can opt for two different journeys to knowledge acquisition.

The Traditional way:

Which expands from educational regulations and pre-defined text books for teachers to instruct the children, or youngsters. According to this frame, knowledge is something static. *Our bees* will be a part of a school lesson, an effect, or a curious consequence of pollution, or possibly a necessary sequence of evolution. The *macrosystem*, will be quoted under premises of human progress. Nature has the ability to self-regulate and there will be a way to find a new balance.. The *chronosystem* will be justified on scientific reasoning as simple as development. There will always be options to re-orient our trends or paths to development for better in a more profitable way. The *exosystem* will be justified as life cycles for more productivity flowing towards opening spaces for improving quality of life for humans, more profitability and others.

The *mesosystem*, will be justified on the basis of the necessary interdependence of cause and effect laws, when diversity and the diverse adapt to new circumstances. Nature and natural habits cannot condition modern ways to development, and development is guaranteed form intensive and extensive production (say f. ex. with chicken or pigs). If *bees* cannot survive,

there will always be a chemical, or other way, to re-balance the situations, and natural reserves, can always keep diversity protected. The microsystem will be justified as a system of networks, or as inter-related nested systems to keep boys and girls curiosity opened. But it can be done through illustrations, organized exhibitions and museums, visiting natural parks and natural protected spaces, video tapes or CDs on National Geographic and/or Cousteau programs. At the *autosystem* (Parsons, 1937), teachers and students will directly interact through logic conversations and explanations: How it is and how nature is to be controlled for human's benefit? *Whatsaid and sustained* would be justified under this logic, what *done* to work with knowledge identically. It is the only way; we are living better than our ancestors. And *what related*, will be justified on the name of progress and improvement. As humans, we are urbanized.

The social constructivist approach to developing knowledge:

Which is sustained on building up chains to know where we are and how the paths to development have been built, and in which circumstances, all along human history. This journey to knowledge is not based on packaged texts supported on a scientifically biased pre-defined order of evolution. Students, have to find their way to think about where we are and where we go and why. Students have heard about how things are and they are in search for answers to understand better. Things are not lineal, true or not. Things are not just a simple result of proved evidence. Evidence is conditioned by the circumstances of developing. Depending on where we are, in which conditions we live, the interpretations of the facts and evidences can change.

Educating resumes to give answers to children and youngsters questioning, to motivate the search for knowledge what and why, to awaken curiosity, to let things flow to engage, to share, to make efforts for good, to get to compromises, cooperate, collaborate and work together... Children know things and have their interpretations of the facts, perhaps not in the most appropriated scientific version. Children have curiosity and want to know more. They are to wake up to reality as they are to know enough to progress personally and socially in life. And what teachers have to do is to prepare the school scenery to give answers to children's questioning. Teachers are to plan their school actions widely, they have to pre-program what to do clarifying their school and educational projects and aspirations listening to what the students demand, taking account of what is important to be taught at one specific school stage, say Primary, or College, in *our bees* exemplification, considering the information and knowledge they can work with, the resources they have, the information they both, teachers and students, have access to, cooperating with their colleagues to share one or another project. *Project and Problem based teaching and learning*, Zufiaurre&Albertin (2006), Zufiaurre&Albertin (2010) do help us plan school actions interactively.

At the "*autosystem*" (Parsons, 1937), teachers and learners cooperate and interrelate. They both construct their personal and social paths to knowledge. At the "*microsystem*" the interrelated nested systems will build networks of different and shared interpretations. Students will question and discuss openly, they will find information on their own, and the teachers are to frame cooperative paths to get on. Why are bees disappearing?, What happens with pesticides?, What are the effects of diseases such as varroa?, Why is plant and animal diversity so important?, will be some of the queries and questions opened to negotiate joint of different interpretations which will come from the opportune school approaches.

At the "*mesosystem*", the interdependence and diversity of natural phenomena will be analyzed. Students will converge into and will work together in small groups to look for implications of

what is going to be analyzed: *bees disappearing* as a consequence of human intervention in nature, use of pesticides to increase productivity and for economic benefit: what for and for whom, the loose of our natural balance... Students will document, and the teachers are to organize and rule the process of enquire looking for answers and situating the information according to different interpretations better than unifying close answers.

At the “*exosystem*”, the flows and cycles of information will be organized to find explanations. The information prepared at the “*meso*” level, will be at this stage organized to find consequences, to appraise changes in our habitats, to balance risks, to analyze why evolution is being driven in such a way and which can be the trends to improvement, what happens with monoculture, diseases, absence of regulations if there is... Is there a way to change?, or are we entering another cycle of life?. At the “*chronosystem*”, students can be pushed to find answers about what development is, and what it depends from or is related to... There are *no bees*, why?. How does it affect us, or affect to the natural habitat? And the causes and consequences are to be clarified once the cycles of information at the “*exo-level*” have been valued. It is the time for positioning, pros and contra debates, panels with experts to clarify...

At the “*macrosystem*”, pesticides, pollution, and their consequences, are to be settled into the right point and new dynamics for change and for better if possible. And once reached to the point where we are, is it possible to fit things otherwise? Monocultures, pesticides, diseases, contravene what the journey to evolution should be? Can all subsystems be integrated another way: bees and food, cells, beehives and becombs, the process of collecting nectar and the role of bees: queen, drones, workers, and the cyclical organization of the whole, possibilities of self-regulation? Which politic and economic reasoning is on the back stage of the point where we are today? From a *social constructivist* way of raising knowledge as it is, what said and sustained follows a logic of reasoning and balancing positions to confront life; what done is construction, something made together and organized together, and what related is to be analyzed at the light of evidence.

Teachersfeedbackwhen working on a positive frame to illustrate our goals(3).

Teachers thinking about what conditions a positive school work.

For a positive school work, what to care is: * school inner organization, *the adequate provision and distribution of resources, *support services and actions, *inner and out communication at all levels, *appropriated leadership and appropriated school ratios... But teachers are prepared in academic subjects, and not especially ready to consider the emotional and social sides related to the situations of teaching and learning. It is difficult for them to mediate in (specific) situations in which values are involved. To share and participate in social situations, and to flow and get into compromises, is not in the agenda of the teaching profession. They feel that at school real situations, there are not enough appropriated measures for positive intervention.

For the teachers, the students’ implication and participation in learning activities, are not what expected. The students can be ready to participate and can be motivated to work. They engage and share, but they do not find much meaning to what they do. Their perception about the work to be done at school, and their expectations about school work, are not properly balanced. School is not much cared, nor supervised, at the social, at sharing, cooperating, stimulating.

Teachers thinking about the Educational contexts.

Teachers consider that they are pushed progressively to more and different requirements: new Educational regulations, curricular revisions, changes in the organizational levels, changes in the support services, changes in school programs, new materials, new priorities, new projects, more evaluation requirements, fulfilling forms and being required once and again with additional burden of new tasks ...

From the point of view of the teachers, to improve quality as and externally valued dimension is important. For Educational authorities, it is not so much to promote equity, school participation and improvement. In a context of distances between teachers and students, teachers and families, teachers and authorities, school inspectors just control the organization and the resources, while school Principals and Heads try to keep distance from educational authorities and school inspectors and also from the demands of the teachers.

Teachers thinking when aiming to promote a meaningful educational atmosphere.

A good atmosphere of work for the teachers, deals with cooperation while letting people work to make things easy managing flow. Teachers feel external pressures are stressing, and educational management in such a way as disengaging professionals because of extra requirements and pressures. But teachers are motivated and have illusion to cooperate. Teachers trust one another when the work atmosphere is calm, when situations are shared, when there is mutual confidence and reliance.

Frustration emerges when there is pressure for new demands, limitations of space, time and resources, not finding meaning to what is to be done, when there are deficiencies in management and leadership structures while too many pressures towards developing student's competences and skills because of educational requirements, etc. for the teachers, to promote a positive meaningful educational atmosphere presupposes to find a balance between positive emotions, flow, engagement, consciousness, motivation... Emotions make professional experience enjoyable. Working positively and developing relations and wellbeing can match if experience flows to build the journey to awareness, consciousness, collaboration and autonomy.

Teachers' thinking when taking care of the students and their learning processes.

It is the definition of learning goals, self-monitoring, and self-reflection, what provides a sense to what teachers are to do at the different school levels and to attend to the different stimulus. For the teachers, learning and practicing get together with finding a meaning to what teachers do in a context in which they are pushed to share, engage and interact with one another. To care about emotional regulations, motivation, attention, awareness... in teaching and learning situations is positive by itself

For the teachers, students' participation finds a sense, when *it is the case of a *traditional school model* in which the teachers take their deal in developing school activities and actions while taking account of disciplinary contents and evaluation requirements; or when *it is the case of a *constructivist approach version* in which students take their decisions, give a meaning to what they do, discover and question about school and life situations. When caring the conditions of teaching and the atmosphere for a positive work, both models: traditional and constructivist can fit as different styles of doing if shared. The *constructivist approach* to teaching and learning fits in a positive atmosphere of work. And this represents, sharing school projects, developing joint actions, working together, implicating families, caring about a physic, mental, nutritional, environmental development, are important at both: * the *side of the*

cognitive through attention and mindfulness, and * the *side of the emotional* through productive activities and managing a proper balance between intrinsic and extrinsic motivation.

Teachers' thinking about school as a space for interactions and quality development.

Interactions among the students can be empathic and trustworthy at all levels but better in open school areas. Interactions among teachers at interpersonal levels are also empathetic. Teachers trust and like to exchange, better in open schools and better in Infant and Primary levels than at Secondary levels. When confronting the work to be done, and when coordinating, moving to dialogue and compromise, conflicts can emerge however. They are not much satisfied with the situation they live today in a context of scarcity and liberalization which affects welfare, social services, education and teachers work. But when there is academic interaction, emotionally and socially cared, they organize better in affinity groups.

Referencing interaction with the families, there is certain ambivalence. At work levels, interactions are not functional. Teachers feel that families push for more demands and consider the teachers are responsible of everything which is not good enough. The inner levels of organization: Heads, Principals, and others, and the pre-defined institutional level(Educational authorities, and others), seem not to be responsible of the difficulties, the mistakes and the problems. For the teachers, the institutional level, the structural and organizational deficiencies, the shortage of time, bureaucracy..., is what fails most. However, when it is the case that education improves, teachers are forgotten and institutions appear as having done their best.

When getting into quality requirements, different initiatives develop in the different schools. But there are not systematic open programs to deal with the emotional development of the students` and the teachers`, and teachers feel there is a need of new tools to deal with the social and the emotional aspects. Academic organization, work tasks and duties..., push teachers to stressful situations, to be tired and anxious. The lack of times and spaces, the lack of human and material resources, the scarcity of support for positive actions at schools, is something teachers accuse and would like to improve. And the demand, specific training on positive psychology and emotional regulation to promote development.

NOTES

- 1) The POSITIVITIES E.U. Project: **APPLIED POSITIVE PSYCHOLOGY FOR EUROPEAN SCHOOLS**. Comenius Multilateral Project 2012 / 527545-LLP-1-2012-1-ES-COMENIUS-CMP ,after two years of development, has allowed us to intervene in school improvement. The partners of the *PositivitiES Project*: E. U. Project: the Public University of Navarra, the University of Aarhus, the University DegliStudi di Milano, and Fluir Foundation, the twenty five *Infant, Primary, and Compulsory Secondary schools involved*, and more than 260 teachers participating in Navarra in the PositivitiES Project along the academic years: 2012–2013 and 2013-2014, have given us enough feedback about how to work in education for better.
- 2) These experiences have been worked out as a sample with students from 10 to 12 years.
- 3) From our **PositivitiES** experience what becomes clear, is that teachers do really desire to build a healthy school atmosphere, want to share a positive context for work, want to cooperate, and are enthusiastic about positive actions at school, while families and students cooperate. That is why we want to expand positive experiences for educators to think about.

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Analysis of the Factors Affecting Customers' Purchase Intention: The Mediating Role of Customer Knowledge and Perceived Value

Shailja Bhakar

Prestige Institute of Management Gwalior (M.P.) India

Shilpa Bhakar

Apeejay Stya University
Sohna Road, Gurgaon (Haryana) India

Abhay Dubey

Prestige Institute of Management Gwalior (M.P.) India

ABSTRACT

Celebrity endorsers and product packaging are two most important factors in creating the brand identity and help in evaluating a products perceived value as well as increasing the knowledge about the product. This study was aimed at evaluating the effect of celebrity endorser and product packaging on purchase intentions taking customer knowledge and perceived value as mediating variables. The sample size was 150 respondents and the sample was identified through non probability quota sampling technique. Questionnaires were standardized using reliability and factor analysis. Results indicated celebrity endorser significantly effects purchase intention of shampoos directly as well as celebrity endorser, product packaging and customer knowledge effect perceived value as mediating variable in turn effecting purchase intentions. Customer knowledge is a lesser important variable in case of shampoos purchase intention.

Keywords: Celebrity Endorser, Product Packaging, Customer Knowledge, Perceived Value And Purchase Intention

INTRODUCTION

In this era of competition every organization wants to increase or at least maintain their products sale in the market. Every organization wants to know how the purchase intention of customers can be evaluated. This research was aimed at identifying the direct at indirect effect of celebrity endorsement, product packaging and customer knowledge on purchase intentions in case of different shampoo brands. Perceived value and Customer knowledge about the product were taken as the mediating variables.

Organizations are spending lot of money on celebrity endorsers and designing the package of their product. This study will reveal whether it is worth spending this much amount on these two decisions. "Perceive value is the worth that a product or service has in the mind of the consumers. The consumer's perceived value of a good or service affects the price that he or she is willing to pay for it. For the most part, consumers are unaware of the true cost of production for the products they buy. Instead, they simply have an internal feeling for how much certain products are worth to them. Thus, in order to obtain a higher price for their products, producers pursue marketing strategies to create a higher perceived value for their products" such as the celebrity endorser decision as well as the product packaging.

Customer knowledge also effects the purchase decision the more the customers will know about the product the more they will be confident about their purchase decision but as customer don't know the actual cost company has incurred in manufacturing the product customers lack real knowledge about the products and therefore make perceptions about the product.

Purchase intention can be defined as individual's intention to buy a specific brand individuals who want to buy a specific brand which they has chosen for themselves after certain evaluation; there are variables by which we can measure purchase intention for instance consider the brand for purchasing and expecting to purchase the brand in the future (Laroche et al 1996; Laroche and Sadokierski, 1994; MacKenzie et. al. 1986). Doing purchase intention for a specific brand requires assessment of all brands available in market (Teng, Laroche and Huihuang, 2007). It is shown that approaches toward a specific brand have great effect on brand purchase intention (Brown and Stayman, 1992; Homer, 1990; MacKenzie, 1986), and brand attitude has positive relation with purchase intention. It is also found that a consumer's intention is settled by attitude toward the same and other brands which are present in his consideration set (Laroche and Sadokierski, 1994; Laroche et. al. 1996).

Purchase intention is composed of consumer's feelings, thoughts, experience and external factors that he considered before making any purchase. Purchase intention of the consumers depicts and expresses their behavior and the way they making decisions about their buying process (Fishbein & Ajzen, 1975).

Purchase intentions describe and determine the consumer response to purchase the offering. The higher the intention leads to elevated purchase of that offering. Consumers purchase intention can be determine through their responses, feedback and their involvement. Highly involved consumers shows high rate of purchase (Dodds, et al., 1991; Schiffman & Kanuk, 2000).

LITERATURE REVIEW

Researchers have proved many a times that celebrity endorsement, customer knowledge and product packaging/ design increases purchase intention of customers towards an organizations product. Recently some researchers have proved that celebrity endorsement, customer knowledge and product packaging helps customers in evaluation of the product which is also called perceived value. After evaluation of the product or identifying the perceived value of the product customers generate purchase intentions towards the product.

Product knowledge or customer knowledge helps in better evaluations of the product by the customers and purchase decision is more objective by them rather than subjective. Kempf and Smith (1998) conducted a research on consumer's knowledge about the product on product evaluations. The results indicated that consumers having more knowledge about a product are able to solve their problem with lesser efforts compared to less knowledgeable consumers. Also consumers with higher knowledge are not biased in making their decisions related to product purchase. Product knowledge plays a significant role in purchase intentions when the product is new or is manufactured in other countries and is distributed in rest of the countries (David Bamber, Suniti Phadke and Amalendu Jyothishi 2012)

Do-Hyung Park and Sara Kim (2008) study indicated that consumers who are experts were affected by the cognitive fit of the message and their probability of purchasing the product increases whereas novice customers look at the number of reviews and make purchase

decisions in online purchases. Xuemei Bian and Luiz Moutinho (2008) study indicated that customer knowledge does not affect purchase intentions directly rather it has an effect on perception towards product that is perceived value and the final decision of purchase is based upon these perceptions.

Lotta Immonen (2010) studied the impact of package cues on the perception of premium quality of premium private label products. The results indicated that visuals on the package and the information provided on the package influence the quality judgment of coffee products. The indicators of higher quality of a product are the small package size, package attractiveness, soft packaging as well as the uniqueness of the package.

Package design not only increases the visibility of the product it also helps in easy recognition of the product. Also improvements in product packaging revitalize brands leading to increase in sales (Leong Siew Pong 1998). Package designs effects consumer belief about the products and consumption beliefs leading to higher purchase intention (Sharon Horsky and Heather Honea 2009). Ksenia Polyakova (2013) studied the effect of package design on purchase intention. The results of the study indicated that graphics on the package, color and the information of the product are the key factors in purchase decision (Douglas Bryson 2012, V.K. Bishnoi & Supriya Dhillon 2013). Munyaradzi Mutsikiwa and John Marumbwa (2013) examined the effect of package colors, instructions, material and typography on purchase intentions of dairy products. The results indicated that all elements of package design don't affect the purchase intentions. But appealing package design can trigger purchase intentions.

Size shape and package material helps customers in evaluating the ease of use of the product or package convenience (Ksenia Polyakova 2013). Srividya Raghavan (2010) studied the impact of shape of the products packaging. Two experiments were conducted, in the first experiment on advertisement having product packages in golden ratio was shown and in second experiment physical product was shown and in both cases significant impact of shape of the product packages was found on both preferences and purchase intention.

Edward S.T. Wang, (2013) studied the effect of consumer attitudes toward visual food packaging on perceived product quality, product value, and brand preference. The results indicated that visuals on the product package helps customers in developing perceptions towards the quality of the product and perceived value of the product that in turn converts into brand preference.

Organizations are spending huge money in hiring a celebrity endorser in their products advertisements for increasing sales of their products. Customers follow their favorite celebrities in product purchase decisions. Specifically in teenagers it has been identified that purchase intention towards celebrity endorsed products is higher Ling Chang (2011). Ali Ahmed, Farhan Azmat Mir and Omer Farooq (2012) revealed that advertisements having celebrities were more affective compared to non celebrity advertisements. Some organization use animated spokesperson in their advertisement rather celebrities and researches have proved that purchase intention towards celebrity endorsed product is higher compared to animated spokespersons (Shailja Bhakar, Shilpa Bhakar and Monika Mittal 2013)

Qurat-Ul-Ain Zafar and Mahira Rafique (2012) took three factors of celebrity endorsement in the research which was credibility, physical attractiveness and celebrity congruence with the product. The authors proposed that if the celebrity is attractive, customers can trust him/her and there is a match between the product and celebrity then product features take a secondary place and celebrity endorsement leads to purchase intentions of the product. Matchup between

the product and celebrity is more important than the physical attractiveness of the celebrity (Farhan Azmat Mir and Omer Farooq 2012, Subhadip Roy 2012). In case of a mismatch between the celebrity and the product effect of celebrities endorsing few brands on purchase intention was found to be higher than the celebrities endorsing multiple brands (Subhadip Roy 2012).

Bilal Mustafa Khan (2013) developed a model with factors of celebrity endorsement such as trustworthiness, expertise and attractiveness as independent variables and purchase intention as dependent variable. The results indicated that there is a significant effect of trustworthiness, expertise and attractiveness of celebrity on purchase intention (Au-Yeung Pui Yi 2012 & Subhadip Roy 2012).

Subhadip Roy (2012) contradicts the results of previous studies that have proved that celebrity attractiveness increases purchase intention. Organizations using celebrity appeal should evaluate the popularity of the celebrity they are using in their product advertisements. Only celebrity appeal doesn't increase the purchase intentions towards products organizations should also consider other factors such as product packaging, customer knowledge in turn to gain more customers for their brands (P.K. Agarwal, Manish Kumar and Pradeep Kumar 2013). According to Au-Yeung Pui Yi (2012) Celebrity endorser doesn't influence the customers to pay premium prices for the product.

Hsinking Chi, Huery Ren Yeh, and Yi Ching Tsai (2011) studied the relationship between perceived value and purchase intention having celebrity endorser as the moderating variable. The results indicated a significant relationship between perceived value and celebrity endorsement as well as perceived value and purchase intentions whereas it was found that the interaction between perceived value and celebrity endorser does not have a significant impact on purchase intention. Some more dimensions have also been studied in different researches that effect purchase intention such as enjoyment value, character competency value, and visual authority value, monetary value (Chieh-Min Chou and Aswin Kimsuwan 2013).

Many researchers have proved that perceived value dimensions such as social value, emotional value and functional value etc effect purchase intentions of products (Ying-Feng Kuo, Chi-Ming Wu and Wei-Jaw Deng 2009, Eun Jung Choi & Soo-Hyun Kim 2013, Lifang. Peng & Shuyi, Liang 2013, Aybeniz Akdeniz AR 2012). In case of online purchase limited time promotional offers emotional value leads to higher purchase intentions Lifang. Peng and Shuyi, Liang (2013) whereas in case of food products impact of social value, perceived quality, perceived price is higher and no effect of emotional value was found on purchase intention Aybeniz Akdeniz AR (2012).

Rashid Shafiq, Irfan Raza and Muhammad Zia-ur-Rehman (2011) indicated that there is a significant effect of customer knowledge, product packaging/design and celebrity endorsement on purchase intention of a product. Perceived value was taken as the mediating variable in the study therefore the model having customer knowledge, product packaging/design and celebrity endorsement as independent variable along with mediating variable perceived value and purchase intention as dependent variable was again checked and it was found that perceived value does not change the effect of independent variables on dependent variable of the study.

Objectives

1. To standardize questionnaires on celebrity endorsement, product packaging, customer knowledge, perceived value and purchase intention.
2. To identify underlying factors of celebrity endorsement, product packaging, customer knowledge, perceived value and purchase intention.
3. To evaluate cause and effect relationship between celebrity endorsement, product packaging on customer knowledge.
4. To evaluate cause and effect relationship between celebrity endorsement, product packaging and perceived value.
5. To evaluate cause and effect relationship between customer knowledge and perceived value.
6. To evaluate cause and effect relationship between celebrity endorsement.
7. To evaluate difference between different brands and gender in case of celebrity endorsement, product packaging, customer knowledge, perceived value and purchase intention.
8. To identify new avenues for further research.

Hypothesis

H01: There is no significant relationship between celebrity endorsement and customer knowledge

H02: There is no significant relationship between product packaging and customer knowledge

H03: There is no significant relationship between celebrity endorsement and perceived value

H04: There is no significant relationship between product packaging and perceived value

H05: There is no significant relationship between customer knowledge and perceived value

H06: There is no significant relationship between celebrity endorsement and purchase intention

H07: There is no significant relationship between product packaging and purchase intention

H08: There is no significant relationship between customer knowledge and purchase intention

H09: There is no significant relationship between perceived value and purchase intention

H010: There is no significant difference between responses towards celebrity endorsement of all the brands

H011: There is no significant difference between product packaging of all the brands

H012: There is no significant difference between customer knowledge of all the brands

H013: There is no significant difference between perceived values of all the brands

H014: There is no significant difference between purchase intentions of all the brands

H015: There is no significant difference between males and females responses towards celebrity endorsement

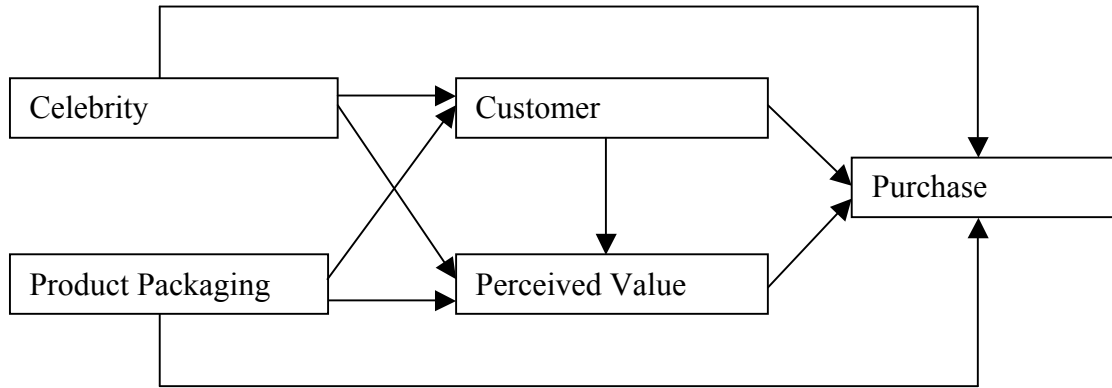
H016: There is no significant difference between males and females responses towards product packaging

H017: There is no significant difference between males and females knowledge

H018: There is no significant difference between males and females towards perceived value of the product

H019: There is no significant difference between males and females towards purchase intentions of the product

Hypothetical model



RESEARCH METHODOLOGY

The study was causal in nature with survey method being used to complete the study. Cause and effect relationship between celebrity endorsement and product packaging on customer knowledge and perceived value, cause and effect relationship between celebrity endorsement, product packaging, customer knowledge and perceived value on purchase intention was identified. Population included customers of different brands of shampoos. Individual respondents were the sampling element. Non – Probability quota sampling technique was used to select the sample. The sample size was 150 respondents.

Standardized questionnaire of Rashid Shafiq, Irfan Raza and Muhammad Zia-ur-Rehman (2011) were used to evaluate celebrity endorsement, product packaging, customer knowledge, perceived value and purchase intention. Data was collected on a five point Likert type scale where 1 indicated minimum agreement and 5 indicated maximum agreement. Reliability test were applied to find out the reliability of the questionnaires, Principle component factor analysis was applied to find out the underlying factors of the questionnaires also KMO test was applied for sampling adequacy and Bartlett’s test of sphericity was also applied. ANOVA was applied to test the effect of different brands and gender on celebrity endorsement, product packaging, customer knowledge, perceived value and purchase intention. Structural Equation Modeling through AMOS 17 was applied to evaluate the relationship between the variables of the study.

RESULTS

Reliability

Reliability test was applied on celebrity endorsement, product packaging, customer knowledge, perceived value and purchase intention questionnaires and the results are as follows:

S No	Variable	Cronbach Alpha	Number of items
1	Celebrity Endorsement	.734	2
2	Product Packaging	.701	4
3	Customer Knowledge	.639	2
4	Perceived Value	.502	3
5	Purchase Intention	.554	4

The reliability value more than 0.5 is considered good and the table indicates that the reliability value of Cronbach’s Alpha was found higher than standard value for all the variables of the study. Therefore we can say that the celebrity endorsement, product packaging, customer knowledge, perceived value and purchase intention questionnaires were found to be reliable for conducting the study.

Kaiser Mayer Olkin Measure of Sampling Adequacy and Bartlett’s test of Sphericity

S No	Variable	KMO Measure for sampling Adequacy	Bartlett’s test of Sphericity (Chi Square)	Sig
1	Celebrity Endorsement	.500	60.571	.000
2	Product Packaging	.734	101.966	.000
3	Customer Knowledge	.500	36.965	.000
4	Perceived Value	.590	26.851	.000
5	Purchase Intention	.629	47.197	.000

Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy: The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy is an index used to examine the appropriateness of factor analysis. High values (between 0.5 and 1.0) indicate factor analysis is appropriate. Values below 0.5 imply that factor analysis may not be appropriate. The Kaiser - Meyer - Olkin Measure of Sampling Adequacy value for all measures was higher than 0.5 indicating that the sample was adequate for factor analysis.

Bartlett's test of Sphericity: Bartlett's test of sphericity is a test statistic used to examine the hypothesis that the variables are uncorrelated in the population. In other words, the population correlation matrix is an identity matrix; each variable correlates perfectly with itself ($r = 1$) but has no correlation with the other variables ($r = 0$). The Bartlett’s Test of Sphericity was tested through Chi-Square value having a value of 60.571 for celebrity endorsement, 101.966 for product packaging, 36.965 for customer knowledge, 26.851 for perceived value and 47.197 for purchase intention, which are significant at 0% level of significance, indicating that the data was suitable for factor analysis

ANOVA

Table 4.12a: Testing Homogeneity of Error Variances

Box's Test of Equality of Covariance Matrices^a	
Box's M	97.583
F	1.186
df1	75
df2	3.486E4
Sig.	.130
Tests the null hypothesis that the observed covariance matrices of the dependent variables are equal across groups.	
a. Design: Intercept + Gender + Brand + Gender * Brand	

Overall homogeneity of error variances among groups formed on the basis of Gender and Brand for all the variables was tested using Boxe’s M test. The test value of F was found to be 1.186, significant at 0.130 indicating that the error variances are equal or the groups are homogeneous.

Table 4.12b Levene's test of Equality of Error Variance for Gender and Brand as Independent Variables and Celebrity Endorsement, Product Packaging, Customer Knowledge, Perceived Value and Purchase Intentions as Dependent Variables

Levene's Test of Equality of Error Variances^a				
	F	df1	df2	Sig.
CustomerKnowledge	1.344	5	144	.249
CelebrityEndorsement	3.314	5	144	.007
ProductPackaging	1.265	5	144	.282
PerceivedValue	.715	5	144	.613
PurchaseIntention	.409	5	144	.842
Tests the null hypothesis that the error variance of the dependent variable is equal across groups.				
a. Design: Intercept + Gender + Brand + Gender * Brand				

Levene's test was applied to evaluate the homogeneity of variance between different groups formed on the basis of different brands and gender of respondents. The value of F for customer knowledge is 1.344 significant at 0.249, for product packaging is 1.265 significant at 0.282, for perceived value is 0.715 significant at 0.613, for purchase intention is 0.409 significant at 0.842, indicating that the difference between the variances of the groups formed on the basis of gender and brand are not significant. Thus, the groups formed on the basis of gender and brands are homogeneous for product packaging, customer knowledge, perceived value and purchase intention variable. Celebrity endorsement was the only variable for which the F value was significant. The value of F for this variable was 3.314 which was significant at 0.007 level of significance. This indicated that the groups formed on the basis of gender and brand for celebrity endorsement were not homogeneous.

The model having three brand categories and both genders (males and females) as independent variables and customer knowledge, celebrity endorsement, product packaging, perceived value and purchase intention as dependent variables was having a poor fit in all cases of customer knowledge, celebrity endorsement, product packaging, perceived value and purchase intention. This was tested through F test value of 1.072 for customer knowledge significant at 0.378, F test value of 1.610 for celebrity endorsement significant at 0.161, F test value of 1.166 for product packaging significant at 0.329, F test value of 1.624 for perceived value significant at 0.157 and F test value of 2.202 for purchase intention significant at 0.057 respectively.

The intercept values indicated significant intersectional relationship between the dependent and independent variables. The test statistic used for identifying the effect was F test having values of 1.914E3, 1.838E3, 2.612E3, 2.926E3 and 3.008E3 significant at 0.000 level of significance for all the five dependent variables.

Genders was having a significant effect on celebrity endorsement and purchase intention as dependent variables tested through F test value 4.915 and 4.321 significant at 0.028 and 0.039 indicating difference in responses of both males and females in case of celebrity endorsement and purchase intention. On the other hand gender was not having a significant effect on customer knowledge, product packaging and perceived value as dependent variables. The significance of the effect was evaluated through F test statistic having values of 1.079, 1.065 and 0.901 significant at 0.301, 0.304 and 0.344 level of significance. Indicating no significant difference between both males and females responses towards customer knowledge, product packaging and perceived value.

Table 4.13 Test between Subject Effects for Gender and Brand as Independent Variables and Customer Knowledge, Celebrity Endorsement, Product Packaging, Perceived Value and Purchase Intention as Dependent Variables

Tests of Between-Subjects Effects						
Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	CustomerKnowledge	24.140 ^a	5	4.828	1.072	.378
	CelebrityEndorsement	109.173 ^b	5	21.835	1.610	.161
	ProductPackaging	19.313 ^c	5	3.863	1.166	.329
	PerceivedValue	43.820 ^d	5	8.764	1.624	.157
	PurchaseIntention	95.553 ^e	5	19.111	2.202	.057
Intercept	CustomerKnowledge	8618.460	1	8618.460	1.914E3	.000
	CelebrityEndorsement	24935.707	1	24935.707	1.838E3	.000
	ProductPackaging	8648.807	1	8648.807	2.612E3	.000
	PerceivedValue	15790.140	1	15790.140	2.926E3	.000
	PurchaseIntention	26109.607	1	26109.607	3.008E3	.000
Gender	CustomerKnowledge	4.860	1	4.860	1.079	.301
	CelebrityEndorsement	66.667	1	66.667	4.915	.028
	ProductPackaging	3.527	1	3.527	1.065	.304
	PerceivedValue	4.860	1	4.860	.901	.344
	PurchaseIntention	37.500	1	37.500	4.321	.039
Brand	CustomerKnowledge	13.240	2	6.620	1.470	.233
	CelebrityEndorsement	9.453	2	4.727	.348	.706
	ProductPackaging	5.613	2	2.807	.848	.431
	PerceivedValue	8.440	2	4.220	.782	.459
	PurchaseIntention	50.333	2	25.167	2.900	.058
Gender * Brand	CustomerKnowledge	6.040	2	3.020	.671	.513
	CelebrityEndorsement	33.053	2	16.527	1.218	.299
	ProductPackaging	10.173	2	5.087	1.536	.219
	PerceivedValue	30.520	2	15.260	2.828	.062
	PurchaseIntention	7.720	2	3.860	.445	.642
a. R Squared = .036 (Adjusted R Squared = .002)						
b. R Squared = .053 (Adjusted R Squared = .020)						
c. R Squared = .039 (Adjusted R Squared = .006)						
d. R Squared = .053 (Adjusted R Squared = .021)						
e. R Squared = .071 (Adjusted R Squared = .039)						

All three brands of shampoos did not have significant effect on customer knowledge, celebrity endorsement, product packaging, perceived value and purchase intention as dependent variables. The significance of the effect was evaluated through F test statistic having values of 1.470, 0.348, 0.848, 0.782 and 2.900 significant at 0.233, 0.706, 0.431, 0.459 and 0.058 level of significance. The interaction effect of gender and brand was not significant on customer knowledge, celebrity endorsement, product packaging, perceived value and purchase intention as dependent variables. The significance of the effect was evaluated through F test statistic

having values of 0.671, 1.218, 1.536, 2.828 and 0.445 significant at 0.513, 0.299, 0.219, 0.062 and 0.642 level of significance. Therefore null hypothesis H016 and H019 were rejected whereas H010, H011, H012, H013, H014, H015, H017 and H018 were accepted

Post Hoc

No significant difference was found between the celebrity endorsement, customer knowledge, product packaging and perceived value of all the three brands i.e. Pantene, Head and Shoulder and L’Oreal whereas a significant difference was found between the purchase intention of Head and Shoulder and L’Oreal shampoos and the mean value indicated that purchase intention for Head and Shoulder was higher compared to L’Oreal Shampoo. No significant difference was found between the purchase intention of Pantene and Head & Shoulder as well as Pantene and L’Oreal Shampoo. Mean value table also indicated that customer knowledge was highest in case of Head & Shoulders, celebrity endorsement was also rated highest in case of Head & Shoulders, packaging of L’Oreal shampoo was rated highest and also perceived value of Head & Shoulders was rated highest among the three brands.

Descriptive Statistics				
	Brand	Mean	Std. Deviation	N
Customer Knowledge	1	7.7800	2.20658	50
	2	7.8000	2.01018	50
	3	7.1600	2.13197	50
	Total	7.5800	2.12454	150
Celebrity Endorsement	1	13.0400	4.32345	50
	2	13.1000	2.72741	50
	3	12.5400	3.97035	50
	Total	12.8933	3.72034	150
Product Packaging	1	7.3200	2.02474	50
	2	7.7200	1.85208	50
	3	7.7400	1.57545	50
	Total	7.5933	1.82487	150
Perceived Value	1	10.2800	2.53981	50
	2	10.5400	2.12094	50
	3	9.9600	2.37298	50
	Total	10.2600	2.34715	150
Purchase Intention	1	13.0600	3.35887	50
	2	13.9600	2.70268	50
	3	12.5600	2.80058	50
	Total	13.1933	3.00491	150

Structural Model – Hypotheses Testing

SEM was conducted on the structural model using Amos 17 to test the hypotheses formulated at the initial stage of the study. Here the full structural equation model is considered and the hypotheses to be tested relates to the pattern of causal structure linking several variables that bear on the construct of purchase intention. In reviewing the SEM path model it was seen that Purchase Intention is influenced by the Celebrity Endorsement also Customer Knowledge and Perceived Value both were influenced by Celebrity Endorsement and Product Packaging.

Purchase Intention was also influenced by Celebrity Endorsement and Product Packaging and Customer Knowledge having mediating variable Perceived Value. Perceived Value was influenced by Customer Knowledge.

Hypothesized Relationships

In this section of analysis the hypotheses testing and results are presented through inter-construct correlation matrix

Construct	Hypothesized Relationships		
Product Packaging	Customerknowledge	<---	Productpackaging
Celebrity Endorsement	Customerknowledge	<---	Celebrityendorsement
Customer Knowledge	Perceivedvalue	<---	Celebrityendorsement
Perceived Value	Perceivedvalue	<---	Customerknowledge
Purchase Intention	Perceivedvalue	<---	Productpackaging
	Purchaseintention	<---	Celebrityendorsement
	Purchaseintention	<---	Productpackaging
	Purchaseintention	<---	Customerknowledge
	Purchaseintention	<---	Perceivedvalue

Goodness of Fit Indices

Goodness of fit indices and other parameters estimates were examined to evaluate the hypothesized structural model. Assessment of parameter estimates results suggested that all hypothesized paths were significant accept in case of celebrity endorsement and product packaging as independent variable, customer knowledge as mediating variable and purchase intention as dependent variable. These results are presented in detail as follows.

The fit indices shown in table indicate that the hypothesized structural model provided the good fit to the data. Although the likelihood ratio chi-square ($\chi^2 = 15.865$; $df = 1$) was significant ($p = .000$); the other fit measures also showed that model does not adequately fit the observed data. The absolute fit measures i.e. GFI was significant (0.961) and RMSEA was insignificant (0.316) respectively indicating poor fit of model. The incremental fit measures i.e. NFI and CFI were 0.911 and 0.911 respectively, which were above the minimum requirement showing adequate fit and the parsimony fit measure i.e. AGFI was 0.418, which also was much below the cut-off point of > 0.9). In addition to these indices, the $\chi^2 / df = 15.865$ was not within the threshold level i.e. $1.0 < \chi^2 / df < 3.0$) not supporting these findings.

Structural model fit measure assessment

	χ^2	Df	Absolute fit measures			Incremental fit measures		Parsimony fit measure
			χ^2/df	GFI	RMSEA	NFI	CFI	AGFI
Criteria			$1 < \chi^2/df < 3$	≥ 0.90	< 0.05	≥ 0.90	≥ 0.90	≥ 0.90
Obtained	15.865	1	15.865	0.961	0.316	0.911	0.911	0.418

Note: χ^2 = Chi-square; df = degree of freedom; GFI = Goodness of fit index; RMSEA = Root mean square error of approximation; NFI = Normated fit index; CFI = Comparative fit index; AGFI - Adjusted goodness of fit index

Another most important part of structural model assessment is coefficient parameter estimates. The parameter estimates were used to produce the estimated population covariance matrix for the structural model. The covariance matrix among the constructs was applied to test the model. When the critical ratio (CR or t value) is higher than 1.96 for an estimate (regression weight), then the parameter coefficient value is statistically significant at the .05 levels (Hair et. al. 2006). Critical ratio or t-value was obtained by dividing the regression weight estimate by the estimate of its standard error (S.E). Using the path estimates and CR values, Nine causal paths were examined in this research study. The causal paths estimates t-

values were above the 1.96 critical values at the significant level $p \leq .05$. These results implied the regression weight estimates are 0.023 standard errors above zero.

Regression estimates of latent constructs

Relationship between variables			Estimate	S.E.	C.R.	P
Customerknowledge	<---	Productpackaging	.512	.083	6.131	***
Customerknowledge	<---	Celebrityendorsement	.060	.041	1.477	.140
Perceivedvalue	<---	Celebrityendorsement	.158	.042	3.790	***
Perceivedvalue	<---	Customerknowledge	.122	.083	1.479	.139
Perceivedvalue	<---	Productpackaging	.526	.094	5.585	***
Purchaseintention	<---	Celebrityendorsement	.305	.058	5.250	***
Purchaseintention	<---	Productpackaging	-.232	.138	-1.677	.094
Purchaseintention	<---	Customerknowledge	-.082	.111	-.737	.461
Purchaseintention	<---	Perceivedvalue	.473	.109	4.324	***

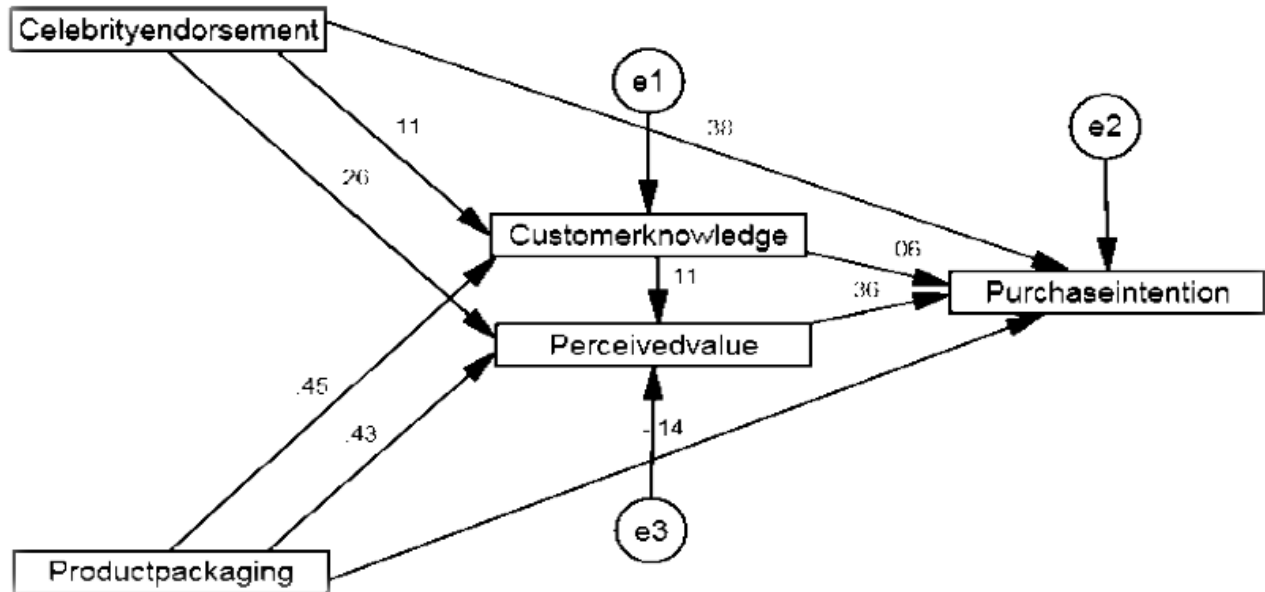
Note: Estimate = regression weight; S.E = standard error; C.R = critical ratio, P = significance value

Results presented in Table indicate that the hypothesized paths between independent variables and dependent variables were significant in few cases and insignificant in other few. For instance, the hypothesized path between product packaging and customer knowledge with CR value of 6.131 (>1.96) was statistically significant ($p = 0.000$), celebrity endorsement and customer knowledge with CR value of 1.477 (<1.96) was statistically insignificant ($p = 0.140$), celebrity endorsement and perceived value with CR value of 3.790 (>1.96) was statistically significant ($p = 0.000$), customer knowledge and perceived value with CR value of 1.479 (<1.96) was statistically insignificant ($p = 0.139$), product packaging and perceived value with CR value of 5.585 (>1.96) was statistically significant ($p = 0.000$), celebrity endorsement and purchase intention with CR value of 5.250 (>1.96) was statistically significant ($p = 0.000$), product packaging and purchase intention with CR value of -1.677 (<1.96) was negative and was statistically insignificant ($p = 0.094$), customer knowledge and purchase intention with CR value of -0.737 (<1.96) was negative as well as statistically insignificant ($p = 0.461$), perceived value and purchase intention with CR value of 4.324 (>1.96) was statistically significant ($p = 0.000$).

Further the β values the standardized regression weight table indicates statistical significance for all the hypothesis accept product packaging as independent variable and purchase intention as dependent variable also customer knowledge as independent variable and purchase intention as dependent variable:

Relationship between variables			Estimate
Customerknowledge	<---	Productpackaging	.446
Customerknowledge	<---	Celebrityendorsement	.108
Perceivedvalue	<---	Celebrityendorsement	.260
Perceivedvalue	<---	Customerknowledge	.113
Perceivedvalue	<---	Productpackaging	.425
Purchaseintention	<---	Celebrityendorsement	.378
Purchaseintention	<---	Productpackaging	-.141
Purchaseintention	<---	Customerknowledge	-.057
Purchaseintention	<---	Perceivedvalue	.355

The diagram on next page shows the final structural Equation model was obtained through AMOS 17



Finally the structural equation modeling results indicated that celebrity endorsement explains 11% variance in customer knowledge and 26% variance perceived value, product packaging explains 45% variance in customer knowledge and 43% variance in perceived value, celebrity endorsement directly explains 38% variance in purchase intention as well as celebrity endorsement, product packaging and customer knowledge along with perceived value as the mediating variable explain 36% variance in purchase intention. Customer knowledge explained 11 % variance in perceived value of the product. A negative insignificant effect of product packaging was found on purchase intentions individually with -0.141 variance explained, as well as when celebrity endorsement and product packaging effect was checked on purchase intention taking customer knowledge as the mediating variable the effect was negative and insignificant with -0.057 % of variance explained. Therefore null hypothesis H01, H02, H03, H04, H05, H06, H07, H08 and H09 were rejected

CONCLUSION

Standardized questionnaire on celebrity endorsement, product packaging, customer knowledge, perceived value and purchase intention were standardized again for application of the questionnaires in Indian context. Reliability and factor analysis was used to standardize the questionnaires.

MANOVA was used to identify the difference between all the continuous variables in case of categorical variables brands and gender. The result indicated no significant differences in most of the cases except difference in both male and female respondents towards celebrity endorsement and purchase intention. Which means male and female differ in their celebrity evaluations and their purchase intentions also differ due to differences in evaluation criteria.

Structural Equation Modeling was applied to develop a relational model between celebrity endorsement, product packaging, customer knowledge, perceived value and purchase intentions. The results indicated that celebrity endorsement effects both customer knowledge and perceived value, product packaging also significantly affect customer knowledge and perceived value, direct effect of celebrity endorsement was also found on purchase intention as well as in effect of celebrity endorsement, product packaging and customer knowledge was found higher when perceived value was taken as the mediating variable. Customer knowledge also effects perceived value of the product. No significant effect of product packaging was found on purchase intentions individually, as well as when celebrity endorsement and product

packaging effect was checked on purchase intention taking customer knowledge as the mediating variable the effect was not significant.

From the above results it can be concluded that celebrity endorser and product packaging decisions are very important for organizations as both of them result in purchase intentions towards brands in case of shampoos. Out of both celebrity endorser decision is more important compared to product packaging as it has a direct effect as well as through perceived value effect on purchase intention whereas product packaging effects purchase intention through perceived value only. Customer knowledge is not a very important factor in case of shampoos therefore organizations can avoid making a cognitive advertisement in case of shampoos which requires lot of mental processing. The results of the study can be generalized by increasing the sample size of the study.

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What is Social Prescribing?

Richard Kimberlee

ABSTRACT

This article outlines research into social prescribing provision in one Clinical Commissioning Group area in England. Based on primary data collected from focus groups with social prescribing practitioners (n=8), local council/Public Health employees (n=6) and GPs (n=4) and interviews with 40 social prescription practitioners and 22 patients from 23 interventions it shows that there is no clear and agreed definition of what constitutes social prescribing. Based on analysis of local practice this article delineates social prescribing interventions into four types: *Signposting, Light, Medium* and *Holistic*. It outlines the problems related to data collection around social prescribing interventions effectiveness but points to emerging evidence that suggests that SP *holistic* interventions can contribute to improvement in patient wellbeing, reduction in anxiety and depression and attendance at GP surgeries.

Keywords: Holistic Social Prescribing, General Practice, Clinical Commissioning Group, Wellbeing

BACKGROUND

This article reports on research commissioned by a local Clinical Commissioning Group (CCG) in England. It was led by an Associate Director in Public Health. It was initiated to run in parallel with the decision to re-commission mental health services across the CCG area. Originally social prescribing (SP) was seen as part of the procurement process for mental health services for the city. However, this research was commissioned to provide advice on how best to commission SP in the future. To this end this research was conducted to offer the CCG guidance by providing: an outline of SP provision in the local area and an assessment of their evidence for effectiveness. Current interest in SP has arisen, not just in this CCG, but across the UK, because of two distinct issues: the increasing burden of mental health and other long-term conditions and the cost implications this poses for service provision and the growing crisis in general practice.

One in four people in the UK are known to suffer a mental health problem in the course of a year. It is acknowledged that within primary care around 30% of all consultations and 50% of consecutive attendances concern some form of psychiatric problem, predominantly depression or anxiety.[1][2] The cost of mental health problems to the economy in England have been estimated at £105 billion, and treatment costs are expected to double in the next 20 years. This is a personal cost that we all share. It is estimated that the economic costs of mental health are €2000 per annum for each European household.[3] Mental health remains high on the government's agenda. The *No Health without Mental Health* document, published by the Department of Health (2011), urged the development of a cross government approach to address the issue with a focus on outcomes for people with a mental illness as a way of developing and promoting solutions to reduce the burden. Although the picture varies across Europe, the emphasis in mental health services has moved towards the development of a more person-centred approach, based on principles of SP.[4]

This growth in mental illness is accompanied by mounting evidence that suggests that primary care services are under increasing strain. GP surgeries are seeing increasing numbers of patients presenting. GPs are not necessarily equipped to handle all the social and psychological

burdens that patients present. The traditional model of service delivery is changing. GP has come a long way from a model where patients were examined in their living room. Today GPs usually practice in stand – alone surgeries and healthy living centres which offer an ever broadening range of services. Which services they develop and offer can vary across GP practices. But these changes and pressures coupled with complex reforms led Clare Gerada former Chair of the College of General Practitioners to conclude that general practice is in crisis![5]. Survey work commissioned by the College and undertaken by the Kings Fund revealed that:85% of GPs believe their service was in crisis, nearly 50% of GPs believe they can no longer guarantee safe patient care, and that most GPs were conducting 40-60 patient consultations each day and working 11 hour days in the consulting room. Most GPs predicted that patients will have to wait longer for an appointment.[5]

With an aging population this burden is going to increase. It is anticipated that consultation rates will increase by 5% over the next 20 years. GPs also perceive that their patients were demanding better services and expect more. In particular younger patients are seen as less likely to grin and bear their ailments compared to older generations.[6]And unlike other health services primary care has no waiting list or referral criteria—they are forced to deal with the here and now in all its ramifications on a daily basis.[7]

With pressures on GPs growing some GPs are advocating and developing new approaches to their service delivery. This fresh approach includes SP. Dr Sam Everington, Chairman of Tower Hamlets CCG, has argued that GPs need assistance to manage their workload [8] and believes that GPs should be offered more incentives to develop partnerships to make health services work more effectively. The Chair of the CGP recently argued that GPs need all providers of health and social care, within a geographically aligned area to come together and pool resources.[9]And according to a retired GP from Bethnal Green Health Centre it requires commissioners and GPs to undertake *a: a radical rethink on service provision, with perhaps less emphasis on classification and more on collaborative working practices.* [10]

Part of this push to encourage primary care services to develop collaborative working is the realization that the burden of managing long-term conditions calls for a holistic approach. There are 15 million people in the UK living with at least one long-term condition. Typically this can include people who are repeat attendees in surgeries for which SP is increasingly seen as a potential solution. Recent Kings Fund Caring Research has led to a call for GPs to be more proactive and preventive in their approach. Thus, improving care for people with long-term conditions must involve a shift away from a reactive, disease-focused, fragmented model of care towards one that is more proactive, holistic and preventive, in which people with long-term conditions are encouraged to play a central role in managing their own care.[11]

Links between primary health care services and third sector organizations are often underdeveloped and require considerable time and patience to develop and evolve.[12]However some GPs have been turning to SP as a means of alleviating this burden. But what is SP? And how effective is it in addressing patient need and lessening burden? Unfortunately, there has been little research into the efficacy of SP. There is only one reported randomised control trial to assess SP cost effectiveness. However this study was undertaken a while ago and it only assessed an intervention that could be describe as *SP medium* (see below).In this study SP beneficiaries were seen to be less depressed and less anxious, but their care was more costly compared with routine care and their contact with primary care was not reduced.[13]

The research outlined here therefore seeks to answer two questions.

- What is SP?
- Is it effective?

It was commissioned by an English CCG and sought to scope the range of SP practice in the CCG area.

METHOD

To understand what is meant by social prescribing I visited and interviewed service users, practitioners and commissioners involved with local well-being interventions (e.g. exercise gyms, IAPT and walking projects etc.). Those included in this research were self-defined SP projects. Exact identities of projects are not reported here, anonymity for SP participants was assured in order to facilitate open reflection and comment on the scale and impact of SP in the CCG area. This was important. Many providers of wellbeing interventions often found themselves in competition with each other to win funding to deliver and sustain their services. It was important to ensure that they felt the research was not an evaluation or assessment of their specific service but more an examination of the types of SP provision across the CCG area. Organizations delivering SP (particularly those in the third sector), run tight budgets and are acutely aware that there will be diminishing resources in the future and have subsequently developed a heightened sense of a need to showcase their work. In guaranteeing anonymity it meant participants in this research were able to provide open reflection on local provision.

Fieldwork took place in one CCG area between September and October 2013. The research took more time and resources than initially anticipated. This is partly because getting a GP perspective on SP proved challenging in terms of fitting around GPs' tight timescales which meant interviewing outside lengthy working days. Additionally, new SP providers not identified or known by local Public Health officials began to contact me to ensure that their views were included in this process. Given the development and changes in local mental health services, SP providers demanded I broaden my research to include them. To this end I conducted focus groups with SP practitioners (n=8), local council/Public Health employees (n=6) and GPs (n=4). 23 self-defined SP providers were visited and interviewed. This included another 40 SP practitioners and 22 SP patients. The latter were not intentionally sought by the research but beneficiaries were frequently available when SP interventions were visited and they frequently engaged the researcher to discuss their experiences.

At a general level SP has emerged as a mechanism for linking people using primary care with support in their local community.[14][15] SP projects usually have a referral system in place and the SP element is often, but not exclusively delivered by a third sector partner. SP involves the creation of referral pathways that allow primary health care patients with non-clinical needs to be directed to local third sector organizations. Such schemes typically use community development workers or health workers with local knowledge or with skills to navigate locally. And they are formally linked to primary health care settings. SP also assist individual patients who present with social or psychological needs to access health resources and social support outside of the National Health Service. But they may also assist with patients who may present with a somatoform disorder i.e. where a patient has a mental disorder characterized by symptoms that suggest physical illness or injury – symptoms that cannot be explained fully by the individual. Or, where the GP believes a non-medical approach could achieve better outcomes. SP patients usually have not had a formal mental health diagnosis before. In fact they may not be suffering from a mental health disorder. But they are patients who present for which there are no obvious medical solutions.

SP interventions are also seen as strengthening the links between health care providers and community, voluntary and local authority services. In these services there are potential solutions to the wider determinants of mental health, for example, leisure, welfare, education, culture, employment and the environment.[16] But these links between primary health care services and the third sector organizations are often underdeveloped and require considerable time to evolve.[17] In many SP projects the focus can often be on vulnerable and at risk groups and people with enduring and long term mental health problems. But what characterises SP more than anything else is that they are services that are purportedly offering a holistic approach [18] to a patient. And in many ways SP is a route to reducing social exclusion, both for disadvantaged, isolated and vulnerable populations in general, and for people with enduring mental health problems.[19]

Social prescribing creates a formal means of enabling primary care services to refer patients with social, emotional or practical needs to a variety of holistic, local non-clinical services.[20]

SP therefore seemingly aims to provide a referred patient with a holistic package of support tailored to their individual need.

SP packages can often be delivered through or alongside other opportunities e.g.: arts and creativity, physical activity, learning new skills, volunteering, mutual aid, befriending self-help etc. This could involve the SP worker offering an array of support around issues as diverse as: quitting smoking, addiction, relationship problems through to practical things like advice around housing, debt, legal advice, benefits or parenting problems. The Health Worker may also have additional skills around complementary therapies e.g. Reiki in the case of one SP project in the CCG area.

RESULTS

It is very clear from the literature and the interviews/focus groups undertaken for this research that there is no single, agreed understanding of what constitutes SP or what interventions/approaches can be called SP. Despite this the local interventions consulted in this CCG area continued to define themselves as SP. In a lot of the literature including local policy documentation around the modernising mental health agenda the term SP was often used interchangeably with social intervention. In fact around the CCG area the term SP is applied to a variety of different interventions aimed at promoting wellbeing and/or health.

Different models of social prescribing

It is clear from my discussions with providers, practitioners, GPs and local authority employees that there was no agreement as to what they meant by SP. Focus group discussions tended to reach a reasoned understanding of what constitutes SP after considerable deliberation. But even then people did not necessarily agree on all aspects of SP or whether their experience of SP matched any broadly agreed criteria. To capture the range of SP interventions across the CCG area this article therefore outlines different models to explain and delineate between alternative self-defined SP interventions.

There were 57 GP surgeries accessed by patients from the CCG area, of which 12% (n=7) had some form of SP intervention. These projects had evolved locally usually encouraged by an enthusiastic GP who felt that such approaches could offer more. All interventions defined themselves as SP, however, most do not necessarily contain all the elements of *holistic* SP as outlined in the model below. They contain some elements and they may even be in a transition to another model.

SP as Signposting

In this model the SP intervention is doing little more than signposting patients onto appropriate networks and groups who may assist an individual patient to address their wellbeing needs. All SP models have an element of signposting in their package. GPs can directly refer to the SP intervention and leave the patient to their own devices to access and follow through on the local wellbeing offerings available. Or the SP project may seek to address patient needs independent of the GP and will simply share the space of the practice but not necessarily have any regular or formal link with GPs. The activities that they may be referred too could include: a gym, a cooking project, peer support or a variety of counselling opportunities etc. The practice may not have a strong direct relationship with the SP project and there will be little or no follow-up and/or feedback. These projects will have only minimal evaluation of their outcomes. In the local CCG area this included a project called The Mirror. This was actually a tablet (IT) application that had been developed to help patients measure, visualise, and see the potential for change by allowing them to access online and offline networks of wellbeing support. Funding had come from different sources including a charity. It was being piloted in two GP practices with little evidence of its effectiveness. In essence it was a brokerage approach with the SP intervention highlighting gateways to other services.

In the CCG area there was a rival on-line, free at the point of access, guide to thousands of health, wellbeing and community initiatives across the CCG and neighbouring CCG areas. It was run by a local umbrella group for third sector organizations. The website provided a mixture of links to frontline services and support to individuals, groups and organisations. It also had a unique Mental Health Employment Portal for patients to access. All these SP interventions had irregular or no links with GPs and appeared to simply co-exist with surgeries.

To be effective SP interventions depends on having good knowledge of what services are available in their local community. Mapping local, community groups and services into electronic health directories to facilitate signposting and referral helps SP projects to develop their knowledge base of what is available.[21] However to be effective SP signposting interventions often believe they need to employ local, trained, community health trainers to assist in the development and implementation of a signposting app' or on-line intervention. A recent evaluation of a SP signposting project revealed that: 70% of all referrals did engage with a link worker of which 91% set goals. Of those that were set goals 41% achieved their goals, but 59% did not. Monitoring data shows 69% of patients, based on completed records, experienced an increase in SWEMWB score and that 64% have achieved an increase in confidence in managing their long-term condition.[22]

Social Prescribing Light

This is perhaps the most common form of SP. These are community and/or primary-care based interventions which refer at risk or vulnerable patients to a specific programme to address a specific need or to encourage a patient to reach a specific objective e.g. exercise on prescription, prescription for learning and arts on prescription.[23][24][25] In the CCG area there was a 'Wellbeing Prescription' project, which included walking activities organised under the auspices of a national volunteer charity. The initiative was new and had recently developed in response to a local need to address social isolation through walking.

Others included LinkAge which works with people aged 55+ in their local communities across the CCG area. Initially, the programme aimed to promote and enhance the lives of older people through a range of activities. This included fostering social awareness and encouraging older people to share their skills with both young people within the community and their families. In a sense it aimed to inspire older people and people within the local community to share time

and experiences with older people who for one reason or another have become isolated. However it does not have any direct links with GP services although one of its hubs has been shown to significantly reduce isolation, promote well-being and increase physical activity rates.[26]

Social Prescribing Medium

The best example of this approach could be found outside of the CCG area. It was developed by senior partner who had been a GP in his town for 26 years. Like other SP initiatives their intervention included the employment of a Health Facilitator based in the practice. This role developed out of an exercise on prescription scheme developed by the local surgeries and the local Council ten years before. The health facilitator sees referred patients. Using Life Check and other tools the facilitator provided advice on exercise, nutrition, diet etc. They promote self-care using an on line Thought Field Therapy programme (rather like CBT) and also signpost to voluntary organisations or self-help groups for specific disease areas - e.g. patients with heart disease, diabetes and fibromyalgia or specific non-medicinal needs - e.g. a Knit and Natter group for people who are socially isolated, an amblers group for the overweight and unfit, creative writing, printing and book reading groups for patients needing directed activity/socialisation.

Although the project has a clear local remit in that it works within a distinct geographically defined neighbourhood and it is the product of joint partnership work, it does not obviously seek to address the beneficiary' needs in a holistic way instead it aims to address specific needs or behaviours identified by the GP.

Social Prescribing Holistic

Most of the SP interventions do not conform to this model of SP. This model of SP, I call: *Social Prescribing Holistic*. Interventions conforming to this model have usually evolved from the other models usually over a period of several years. They often co-locate with GP practices and have clear features:

- There is a direct primary care referral, usually from a GP practice, to an external SP provider. This is often formalised in terms of a letter, form, an on-line application or even a telephone call.
- The SP provider has a clear local remit and draws on local knowledge of local services and networks to connect patients to important sources of support and aid.
- The SP intervention has usually been developed and sustained jointly over time and in its present form represents a product of joint partnership work between the primary care provider and the SP provider.
- The SP provider addresses the beneficiary's needs in a *holistic* way. A patient may be referred to a SP project to improve e.g. diet, but in doing so the SP project will look at all patient needs and may offer support in terms of e.g. budgeting, nutrition, addiction, loneliness, access to employment etc.
- There are no limits to the number of times a patient is seen on a SP intervention. Time parameters may be set but the number of sessions offered can be more or less depending on the patient's needs discovered in the *holistic* approach.
- SP interventions seek to improve beneficiary' wellbeing. They may not necessarily initially be concerned with addressing mental health issues (although some are). A lot of patients who attend SP interventions have undiagnosed mental health issues. Although in adopting a *holistic* approach the SP project may delineate the mental health needs of the beneficiary and these will be addressed or sometimes the patient may be referred on to mental health services.

SP holistic projects are adopting a holistic and preventive approach and aim to work with patients with long-term conditions. They encourage patients to play a central role in managing their own care. And it was very clear that they have emerged from organic partnerships that have independently developed between (usually a few) GPs in practice and their local third sector partner to address the perceived wellbeing needs that they both identify. They have evolved over time and sometimes from SP projects that could be previously described *assignposting, light and medium*.

Effectiveness

All SP projects present a lot of qualitative evidence to demonstrate the transformative effect their SP interventions have on beneficiary' lives. Their impact should not be underestimated. In adopting a holistic approach the complexity of the challenges addressed and the achievements they attain can be effectively demonstrated. GPs interviewed here believe that their SP holistic projects are making a real impact on the patients they refer.

*We have seen how hard it is to engage some people, and how much patience and time some people need. In health we are often quick to judge, slow to listen, and feel too busy to care in the way we would want to. Having ***** (a local SP intervention) as a partner in our striving to deliver good care for our registered population is like having an extra pair of arms. The team are amazing in their resourcefulness and we are very much richer for the work they are doing.(A local GP)*

Quantitative evidence deploying robust methodologies to demonstrate effectiveness were harder to find. Data monitoring of SP interventions were very under developed. Reasons expressed included: limited resources, cultural pressures, resistances from SP staff and patients unwilling to complete questionnaires etc. However two of the SP *holistic* interventions discovered in this research had understood the importance of the need for consistent data collection for monitoring and evaluation purposes and had invested in methodologies to measure impact. Data from one SP holistic project revealed that three months after a patient's (n=70) induction on the SP intervention patients show statistically significant improvement in: PHQ9 (p=0.001), GAD7 (p=0.001), Friendship Scale (p=0.001), ONS Wellbeing (item range p=0.05 through to p= 0.001) measures and IPAQ items for *moderate exercise*. Analysis of GP contact times (n=37) also suggested that for 6 in 10 SP *holistic* patients there is a reduction in their GP attendance rates in the 12 months post SP referral compared to the 12 months period prior to the referral. For 26% of beneficiaries it stayed the same and for 14% it actually increased.

It is hard to make cost comparisons across SP projects. Particularly inter-SP models. Even intra-model comparisons are fraught with difficulty. The organic development of all *holistic* SP projects makes each SP intervention unique. Each has a different focus and they have evolved in time to meet varying local need. Amongst the *holistic* SP projects there are differences in the number and type of staff recruited. One model relies on a full time Health Worker with supporting volunteers. Another works with a male and a female Health Worker to deliver gender assigned one-to-one support. These cost variances also apply to fixed costs; some projects receive benefit in kind support in terms of having free accommodation and telephone access. One GP practice supports their SP intervention by covering these costs which are a great benefit to the provider. Other projects rely on external funding to cover their costs and sustain their work often from charitable (non-NHS) sources. But, by simply looking at the staffing costs/patient supported there was a range of cost effective ratios from: £223.74 to £833 for each patient supported by a SP holistic projects.

But, it is very clear SP practitioners believe success is not simply about achieving positive outcomes like: improved well-being, a return to work or training etc. instead they see their intervention is about addressing embedded and unaddressed/undiagnosed issues like: agoraphobia brought on by abusive neighbours, addiction, obesity etc. In this sense SP interventions were seen as preventative in that practitioners believe they prevent patients from spiralling down to worse scenarios. In a recent review of the economic costs involved in mental health prevention the importance of intervening to prevent worse outcomes has been emphasised.[28] Simply looking at non-fatal suicide events it is estimated that costs are averted to £66,797 per year per person of working age where suicide is delayed. Figures vary depending on the means of the suicide attempt. 14% of costs are associated with A&E attendance and medical or surgical care; but more than 70% of costs are incurred through follow-up with psychiatric inpatient and outpatient care.[28] Clearly suicide prevention is a potential saving that should be considered. One patient saw SP as saving their life.

I don't want to remember the past...it's not that I don't want to remember it...its like I got rid of it..... I was in my house.... I was on a tag everyday.... My Mum was an alcoholic, she was suicidal, my sister was in and out of psychiatric wards, she sliced herself on a daily basis she has also sat down and watched one of her kids.....because they were all saying that you are a criminal we are going to class yourself as a criminal when really I was a sick criminal and needed help for my condition but like they were diagnosing me but like none of them were giving me help.(One SP Holistic patient)

CONCLUSION

This research into SP interventions in one CCG area shows SP interventions are quite diverse. After conducting focus groups with SP practitioners, local council/Public Health employees, GPs and interviews with 23 self-defined SP providers this article has developed a typology of SP interventions: *signposting*, *light*, *medium* and *holistic*. These typologies will assist GPs, commissioners and practitioners to understand the type of intervention they are considering for their practice. However there is diversity within these models and no SP intervention is the same. Amongst the *holistic* SP projects there are considerable differences in the number and type of staff recruited, their focus activity, the form of referral from the GP etc.

Evidence of impact is quite limited particularly for non-holistic interventions. However, before and after data from one SP holistic project suggests that their intervention helped to reduce anxiety, depression, social isolation, GP attendance, and increase wellbeing and moderate exercise amongst referred patients. Currently there are very few opportunities of sharing best practice and experience of SP in the CCG area to ensure its development as an option for supporting patients in primary care. However commissioners should be aware of the additional economic value provided through SP projects which include: harnessing volunteers, patients returning to employment and training and the uptake of child care responsibilities and enhanced community capacity. Engaging with SP may help GPs facing 'crisis' find alternative approaches to reduce the burden of patients who draw increasingly on their services. With demand increasing, this supply side solution offers an alternative approach to promoting patient wellbeing.

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Soft Law in the French public Administration

Claude BARREIX

Université de Paris-Est Créteil AEI IPAG (Public Administration Institute) France
Partner in LIPHA laboratory

ABSTRACT

France is traditionally the country of hard law and is known for having voted or decided and implemented a lot of laws and regulations often setting up complex and excessive standards in various fields related to economic, social and even personal life of its citizens. In principle, the French seem opposed to relationships ruled by soft law as contracts or agreements. The purpose of this article is to try to show that even if their culture leads them to mistrust soft law, the French have been for a long time using this legal instrument, particularly in public administration. The movement has been developed since the 1990's mainly concerning framework contracts with the unions, internal contracts and charters. A development of soft law, now approved by the 'Conseil d'Etat' (the French highest level of the administrative jurisdiction) would participate to simplify and diminish excessive standards and contribute to add value to the image of France as a modern state.

Keywords: soft law, hard law, standards, public service, contract, agreement, charter

INTRODUCTION

Traditionally hard law prevails in the French institutions. It is patent that the French society is characterized by abundant regulations on every subject: economic, social, societal., with a large interference of government in the relationships between the individuals on various matters belonging to all sorts of fields: economic, social, ethic, even private life sometimes... and this seems well accepted until now, by a majority of citizens.

Estimations say that not less than 400, 000 laws, decrees, and other forms of regulations are ruling the life of the French people. Within a very codified and universal law, soft law seems to encounter difficulties to find its place. However in the last decades, France tends to organize relationships inside the companies and public administrations through some contracts, agreements, charters, between companies or public bodies and customers, service users, or between employers and unions. A lot of these contracts are non-binding commitments, just having a moral value and possible disagreements cannot come under a court. Actually soft law more and more tends to belong to the French legal landscape: its flexibility seems to correspond better with the running of a modern state.

The 'Conseil d'Etat' (Council of state) itself which is the French highest level of the administrative jurisdiction, has confirmed in 2013 the inclusion of soft law in the French legal instruments after having formerly qualified it as 'flabby law' in 2006. The high council qualifies now as soft law all legal texts that meet three conditions:

- They have to modify or guide the behavior of their recipients by encouraging, to the extent possible, their support;
- They do not create their own rights or obligations for their recipients;
- they have, by their content and method of production, a degree of formality and structure that resembles the rules of law.'

FRANCE IS CHARACTERIZED BY ABUNDANT LEGISLATION AND REGULATIONS TO BE APPLIED ALL OVER ITS TERRITORY

When we compare France with other developed countries, we notice that these codes deal with every activity and often are very huge. For instance, the French labour code contains 3400 pages and 4000 articles. The same code in Switzerland has only 200 articles as in other developed countries where most of rights and obligations linking employers and employees are registered in contracts. The situation of the United Kingdom where there is no labour code, job contracts being mainly ruled by the Common Law, is often quoted on this side of the Channel, even if the French generally are very reserved on this practice.

Similarly the French Highway code contains 421 pages while the English one has only 138 (horse riding included!).

In French schools, numerous headmasters and headmistresses complain that they annually receive thousands of pages of official instructions by mail and more and more often by e-mail, from the ministry of education, its local representatives and sometimes other ministries and public bodies. Due to the weight of their charge these officials confess that, most of the time, they cannot read the whole of them, limiting their reading to major documents and only considering the headlines and the subject of the rest.

Sometimes law inflation is the consequence of news stories. So in 2007, as a consequence of several accidents with vicious dogs– some of them tragic- , six bills were presented before the parliament and one of them passed in 2008 followed during 2008 and 2009 by no less than 4 decrees to apply its provisions.

Closer to us in 2011, a decree and a ministerial order were published, carefully describing what the children meals must be composed of in the school canteens and it has been said that no less than 50 senior managers worked to elaborate these instructions. Classic advices are given: if bread and water may be given 'unlimited', salt and sauces must have a restrictive use. Moreover, the texts go further giving a precise description of the food to be served to the children according to their age: different portions of meat, pizzas, sausages, desserts, with permitted variations of plus or minus ten percent, and how many vitamins and proteins they may contain. Common sense would have led to ask an official dietetic agency to give general recommendations to be implemented by local actors in the schools, avoiding the burden of official text writing.

The impact of regulation on competitiveness seems even more worrying: the World Economic Forum (WEFORUM), an independent international non-profit organization, is committed to improving the state of the world through public-private cooperation. It measures how burdensome for business is among others compliance with governmental requirements (e.g. permits, regulations, reporting...), with its consequences on competitiveness. In this rating, France occupies the 121st rank out of 144 surveyed countries.

It can be useful to compare this situation with that of a few advanced or emerging countries concerning business compliance with governmental requirements. The table on the next page contains data extracted from the WEFORUM report concerning 2014-2015.

If we compare European countries, France and traditional hard law countries stand at the last ranks while northern countries as United Kingdom for instance, stand in the first half of the ranking. These positions are considered by the economists, as the case may be, as either a

handicap or an asset in the rough global economic competition the different nations are nowadays involved in.

COUNTRIES	RANKS
QATAR	1
FINLAND	7
CHINA	19
IRELAND	22
UNITED KINGDOM	37
CANADA	39
GERMANY	55
USA	82
FRANCE	121
SPAIN	123
GREECE	136
ITALY	142

If we compare European countries, France and traditional hard law countries stand at the last ranks while northern countries as United Kingdom for instance, stand in the first half of the ranking. These positions are considered by the economists, as the case may be, as either a handicap or an asset in the rough global economic competition the different nations are nowadays involved in.

If we try to explain why the life of the French is so depending on such numerous and universal rules, we have to consider that this phenomenon is historical, traditional. France has centralized governance and the “equality principle” is a major founding of the “République”. For the average French citizen it is difficult to admit that all over the territory, the law would not be enforced the same way, and be adapted to local constraints. This is illustrated by a permanent resistance to decentralization often considered as the door open to breaking the equality principle of which the central government must remain the best protector.

Moreover, France has adopted the ‘precautionary principle’ which is now engraved in² the Constitution and that leads the government to respond to a large demand of safety measures concerning various fields: health, environment, building, work...

This situation can be a source of difficulties as it is abundantly developed in a report published in 2013 and written by Alain Lambert and Jean-Claude Boulard, at the end of a mission ordered by the prime minister, about how to fight against standards inflation.

This report recalls a lot of difficult situations where many legal standards break down the good running of citizens’ everyday life and generate useless public expenditures and the authors prescribe drastic reduction of standards.

The case of a 500 inhabitant town, which has acquired a riding mower with a rotating beacon, is developed. In this small town the council employee has to cross the road with his machine on a few tens meters to move from a green place to another, but his mower has not legally the right to do that, even if it is duly insured. So as ‘the law is the law’, and as national laws must be applied everywhere in the country, the only solution for the council is to buy a mini tractor at last four times more costly, just to get the right to run from time to time on the road as it has got the required registration card, plates and indicators. To fix this type of problems, the report proposes to authorize modulation of the law to take account of local needs. More generally the authors ask public authorities to set up standards more through contracts than law or all other sort of regulations.

The predominance of hard law in the French institutions often combined with standards inflation, could let think that soft law is absent in the legal landscape in this country. In reality even if they have to respect laws and regulations, standards often are produced out of them. Contracts and agreements are regularly endorsed and have been for instance belonging for a long time to the French citizens' everyday work life. That is true in the private sector where a lot of agreements inside the companies are ruling the relations between employers and employees, particularly in the frame of the 'comités d'entreprise' (work councils), composed of the manager, the workers and the unions' representatives who debate on subjects concerning current running of the firm (finance, working times, security and social concerns...) but also about its future. In the Public service, which this study focus on, soft law has been developed for a long time but have been taking a new shape since the 1990's with the 'Renouveau du service public' movement (Public service renewal) initiated by prime minister Michel Rocard¹.

SOFT LAW IN THE PUBLIC SERVICE IS MAKING PROGRESS

Traditional forms:

It has to be noticed that in the public service soft law belongs to ordinary running of administrations. They use it as a vector of hierarchic instructions: in ministries, local authorities, and other public bodies, chief executives or directors issue circulars, memorandums to help the civil servants implementing official laws and regulations. These instructions are locally forwarded until the last level of hierarchy. For instance, the ministry of education sends a circular to the 'recteurs' (regional chief education officers) in order to supervise the implementation a new pedagogic reform set up by a law and decrees, and these will write a memorandum to be sent to the school headmasters in charge of implementing the reform.

Memorandums have always be used to set up internal rules to permit common running of public services; they contain provisions linked to opening times to public for the services, working time for the staff, various processes concerning the running of services as mail office, data office....or collective rules dealing with human resources (staff appraisal, wages, promotions, permanent training...) Nowadays, these instructions are communicated to the staff through various tools : notice boards but also, intranet, individual e mails..

Modern forms of soft law in the Public service

Since 1989 modernization of the Public service introduced by the 'circulaire Rocard' and completed by other instructions in 1995 and 1998 has been accelerating the implementation of soft law through new forms. The main three of them are developed here: framework agreements with the unions, internal contracts and charters:

Framework contracts with the unions

Dialogue between the government and representatives of the unions has been a tradition from the end of the Second World War. So the general statute of civil servants released in 1946 was the result of an intense negotiation which was translated in a classic law voted by the Parliament. Before the 1990's agreements belonging to soft law were rather rare but two important ones took place in 1968: first of all the 'Oudinot² statement concerning civil servants' wages' and mainly the agreement about civil servants' careers signed after 'Masselin report'³ in 1969 which really marked the introduction of the notion of contract in the Public

¹ Michel Rocard had been the French prime minister from 1988 to 1991

² Oudinot is the name of the Parisian street where the contract was signed

³ Pierre Masselin belongs to the 'Cour des Comptes' (Public audit)

service. Since 1989 and the 'circulaire Rocard' a lot of agreements have been periodically signed concerning general subjects mainly concerning human resource management: wages, permanent training, social dialogue, welfare benefits..., some of them end later losing their 'soft law' characteristic when they were translated into hard law. That was the case for two agreements signed in 2006 about permanent training and welfare benefits the provisions of which were included in a law in 2007.

The last agreement signed on October 22nd 2014 by the minister of civil service and eight civil servants' union's concerns psycho-social risks. The signatories of this agreement established 9 general principles:

- 1) Avoiding risks;
- 2) Evaluating the risks which cannot be avoided;
- 3) Combating the risk at source;
- 4) Adapting the work to the agent, especially concerning the design of the work station;
- 5) Considering the changes in technology;
- 6) Replacing what is dangerous with what is not or less dangerous;
- 7) Defining a plan of prevention in a coherent work organization, working conditions, social relationships and the influence of environment factors including risks related to moral;
- 8) Taking collective protection measures giving them priority over measure for individual protection ;
- 9) Giving appropriate instructions to the workers.

All these measures include an assessment plan entrusted to a committee which is assigned of controlling the implementing contained in the agreement.

Even if these agreements are legally non binding, public authorities must be sincere when they promise to develop or promote any action because when the moment of assessment comes, they have to justify the results of their commitment and may lose unions' confidence and compromise possible new agreements.

Internal Contracts :

Modernization has led the government to increase the responsibility of managers on every step of the hierarchy in the aim to improve efficiency of the services and optimize public spending. New responsibilities were so delegated to local government authorities and public bodies mainly concerning fund management and human resource management.

This movement changed the relations between central and local government services and implied a new deal in order to lead public policies. Central authorities started defining main objectives and delegating financial and human means to local authorities that had to manage them and report their results.

This change is hence concretized by the conclusion of contracts between central and local authorities for one year or more. These agreements include an assessment process the results of which may have consequences on future allocations of means. However they belong to soft law and potential conflicts are not subject to be arbitrated by an administrative court.

Two examples can illustrate these contracts concerning universities 'contrat quinquennal' and

other agencies or public bodies 'contrat d'objectifs et de performances':

French universities are linked with the ministry of higher education by a 'contrat quinquennal' respecting both national orientations and the strategy defined by each public body. From the 1990's these contracts have been signed every four years (and now five). The ministry commits financing a program of actions defined by each university that commits to reach the objectives contained in the program in respect with national directions. The contract project is based on a collective reflection in order to carry out a comprehensive project for the university associating all members of the university community: executive committee, professors and other teachers, students, managers and administrative staff, external leading figures members of the board. Then the project is negotiated with the ministry of higher education. Several subjects may be contained in these contracts, for instance dealing with promotion of new teachings and diplomas, development of research programs, development of partnerships with foreign universities, building of specialized premises as language laboratories, actions aiming to improve students' everyday life in the universities.

An example can be given concerning the quadrennial contract concluded for the period 2009-2012 by the University of Paris-Est Créteil (UPEC), containing three major objectives:

1. Linking training and research in visible multidisciplinary fields;
2. Continuing pooling policy with universities and other higher education bodies in Paris-Est Créteil area and developing scientific and territorial partnerships;
3. Galvanizing the management of the university under its strategic challenges.

UPEC received an annual 1.5 million euro allowance from the ministry of higher education. All the general objectives are declined in more operational common or specific objectives with indicators of performance to measure their achievements. For instance 'Success rate in bachelor's degree in three years' was one of the indicators which measured the achievement of a common objective to assess performance in teaching field; 'evolution of own revenues generated (out of public allowances)' was an objective which measured the achievement of a UPEC specific objective to develop apprenticeship, permanent training and research enhancement.

In 2013, more than 60% agencies or other public bodies had concluded a 'contrat d'objectifs et de performances' (contracts of objectives and performances) with the ministries that control their activity. These contracts allow clarifying the contribution of the operator to the objectives of public policy and monitor results achieved. This contract is a part of the management dialogue between the operator and the ministry; it is a contractual document that sets the strategic direction of the operator for a period (mainly 3 years). It contains operational objectives defined by the operator in accordance with the ministry directions the achievement of which has to be measured by limited number of indicators.

The 'contrat d'objectifs et de performances' signed for 2013-2016 between the ministries of ecology and agriculture with the IGN (National Geographic Institute) is a relevant example that can be given. Its structure is the following one:

Description of the context : missions of the IGN, assessment of the former contract, new events or constraints in the running of the public body, and ministerial priorities too;

General objectives defined for the period:

1. Create and promote knowledge, skills and innovation;

2. Organize distribution and sharing of multi thematic data; create and promote knowledge skills and innovation;
3. Draw an established description of the territory;
4. Provide necessary services to use multi thematic sharing data; provide services to increase the use of data;
5. Provide service for the ministry of defense;
6. Develop strategy, driving the implementation of directions and ensure the support functions. These objectives are declined in operational objectives with one or several indicators to measure their achievement. For instance the operational objective 'ensure the conservation of cartographic heritage through digitization' belonging to general objective n°2, one of the indicators is 'scan rate of old maps in the territory'.

Charters

The status of charters belongs to the soft law category and they are considered as a very good instrument to manage the relations between public services and staff or service users. Charters have been more and more developed since the 1990's. These agreements present the characteristic to be collective writings entrusted to committees composed of representatives of all the people concerned by the subjects: executives, employees, unions, service users, e.g.: citizens, students... They contain rights guaranteed for the people concerned by the subject sometimes in exchange for the respect of certain obligations.

Charters can be found about general subjects as the 'référentiel Marianne' which was issued in 2005 and updated in 2013 dealing with welcoming the users of all the public services. Set up with users' representatives, this text aims to guarantee quality of care in all its forms: physical, telephone, e mail) and to promote values such as courtesy, accessibility, timeliness, attentiveness, intelligibility, rigor and transparency. It aims to make the quality of reception a shared challenge for all services.

It contains 19 commitments obeying five principles: adapted schedules; friendly welcome; clear information; guaranteed deadlines; continuous listening.

To assess the respect of this charter all over the government services, an external agency evaluates the services by the method of mystery shopping, in a sample of nearly 600 sites. The investigator conducts anonymously by acting as an ordinary user.

Charters can be also found within different public bodies to rule certain processes: promotion of equality between men and women, fight against discriminations, time management, staff mobility.

To illustrate this form of charter, the example of a text concerning staff mobility in the ministries of economy and finances can be given. This chart was discussed with unions' representatives in 2009. This text aims to promote mobility and help the staff at any step of the process. For instance it states that each employee has the right to change his position and to be accompanied by the human resource bureau in his move but he (she) has to occupy a position for a certain duration before moving; however the changing of his (her) position is compulsory in case of promotion. Human resource directorate and unions are regularly controlling the respect of this chart

CONCLUSION, RECOMMENDATIONS

Though as it has been shown France mainly remains a hard law country, due to its culture and traditions, important evolutions during the last decades have changed public service running

by introducing new rules related to soft law mainly in its relationships with civil servants.

In order to improve public efficiency in a context of administrative simplification it would be pertinent that in the future this movement would be accentuated particularly concerning external service users with a correlatively diminution of laws, decrees and other regulations, consequently with the reduction of the length of the main codes. This recommendation meets the 'Conseil d'Etat' position which considers that soft law if well used will contribute to the simplification policy of standards and the improvement of the quality of regulations. This simplification has been engaged for these last years, particularly concerning the functioning of companies, and to some extent legal texts ruling work relations between employers and employees or regulated professions. Even if some people there are frightened of what they call 'deregulation', soft law 'à la française', with more relationships ruled by contracts inside lawful frames, could add value to the image of France as a modern state.

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Taxes and Supply of Labor by Entrepreneurs

Sanjay Paul

Department of Business Elizabethtown College Elizabethtown, PA 17022, USA

Ademar Bechtold

Department of Business and Economics Notre Dame of Maryland University Baltimore, MD
21210, USA

ABSTRACT

We develop a model of entrepreneurship in which an individual allocates time between salaried work (which pays a certain income) and entrepreneurial activity (which yields an uncertain income). The individual pays taxes on both incomes; however we allow for deductibility of interest. We derive the effects of changing tax rates on the supply of labor to the salaried job market and the supply of labor to the entrepreneurial activity. We also investigate the effects of differential sectoral productivity and differing income tax rates on entrepreneurship.

Keywords: Entrepreneurship, Tax, Progressivity, Interest rates, Productivity.

INTRODUCTION

The importance of entrepreneurial activity in promoting growth has been recognized at least since Schumpeter [18] extolled the virtues of entrepreneurship and its concomitant, creative destruction. Entrepreneurial activity is inherently risky because of the likelihood of failure [13]. Individuals choosing to engage in entrepreneurial pursuits will take into account the probability of the activity's success as well as the returns in case of failure and success. They will also consider the returns from alternative uses of their time (income provided by a salaried job) and capital.

Rees and Shah [15] and Hamilton [10] examine the importance of earning differentials between entrepreneurship and wage employment. Black and Strahan [2] examine liquidity constraints associated with bank regulations. Cowling and Mitchell [5] study the determinants of the substantial rise in U.K. self-employment over the period 1972-1992 by considering macroeconomic conditions related to intergenerational human capital transfers.

The literature on taxes and self-employment focus on three main channels through which tax policies affect the employment decisions of entrepreneurs: (a) the tax incentive effects on labor supply and effort, (b) the tax evasion effect, (c) the risk reduction effect.

Stenkula [17] uses data from Sweden, a high-tax welfare state, to examine the impact of different taxes on self-employment. His work concludes that payroll taxes have a small negative effect on self-employment, but taxes on regular labor income and capital gains have no effect. Gentry & Hubbard [7] study the impacts of tax progressivity on the decision to become an entrepreneur. The emphasis is on entry. Their empirical analysis suggests a significant increase in entrepreneurial entry when personal income tax rates are less progressive. The argument is that under a progressive marginal tax rate, entrepreneurs are

able to save less in taxes on any losses they incur while paying substantial taxes on any profits. Because more progressive tax schedules reduce the expected after-tax return from the project, it discourages risk-taking entrepreneurial activities. Balioune-Lutz & Garello [1] also examine the effect of tax progressivity on entry into entrepreneurship using data from a group of European countries. Their research concludes that the effect of tax progressivity on entrepreneurship entry depends on the level of income. Tax progressivity discourages entry into entrepreneurship among those with high incomes but it seems to encourage entry when income is low-to-average.

Gurley-Calvez, & Bruce [9] examine the effect of taxes on the duration of entrepreneurial activity. They conclude that higher marginal tax rates on wage-labor increase the duration, while higher marginal tax rates on entrepreneur's labor shorten entrepreneurial spells; however, the relative magnitudes of these effects suggest that an across-the-board tax rate increase would reduce entrepreneurial longevity. Cullen & Gordon [6] examine how tax rates affect the amount of risk-taking observed among non-corporate (so presumably recent start-up) firms. Their study concludes that a cut in personal tax rates reduces entrepreneurial activity because it reduces the taxes saved from deducting business losses. Georgellis & Wall [8] investigate whether marginal income tax rates and bankruptcy exemptions influence rates of entrepreneurship. Using state-level panel dataset, they looked at the effects of changes in tax rates and bankruptcy exemptions and entrepreneurship over time and across states. They conclude that at low tax rates the relationship between marginal tax rates and entrepreneurship is negative and at high rates it is positive.

Bruce & Mohsin [3] include various taxes--federal income tax, payroll tax, capital gains tax, corporate income tax, and estate taxes--and evaluate their impact on entrepreneurship as defined for various purposes: IRS1: income from a business/profession; IRS2: income from partnership or corporation; BLS1: self-employed; BLS2: self-employed including agriculture. The study concludes that the top income tax rate has no significant effect on IRS-definition entrepreneurs, and a statistically significant, but very small, effect on BLS entrepreneurs (a 50 percentage point cut in the top income tax rate generates a 1 percentage point change in entrepreneurial activity.) The top capital gains and corporate income tax exert negative influence on all types of entrepreneurs. In general, the effect of tax policy on self-employment is quite small.

Carroll et al [4] consider the effect of entrepreneurs' personal income tax situation on their hiring decisions. They analyze the tax returns of sole proprietors before and after the Tax Reform Act of 1986 and conclude that an increase in the marginal tax rate had a negative impact on hiring as well as the median wage bills of entrepreneurs.

Data on self-employment from the U.S. Census' Current Population Survey (CPS) have been used widely in studies of entrepreneurial effort. In 2004, according to the CPS, there were about 13 million self-employed individuals, of whom more than two-thirds (or 8.8 million) were solely self-employed and the remaining (almost one-third) 4.1 million were self-employed with paid jobs [12]. Another finding from the data is that those who were self-employed with paid jobs were on average better off than those who were self-employed without paid jobs as well as wage and salary earners. Thus, a large number of entrepreneurs also work in salaried jobs, and they also do better than other groups of workers. We include both these facets in the current paper. Engstrom, P., & Holmlund, B. [11], Pestieau, P., & Possen, U. M. [14], Robson & Wren [16] are some examples of studies that examine the tax evasion effect that arises when it is easier to evade or avoid taxes in self-employment than as a regular employee.

In this paper we examine further the link between tax rates and entrepreneurship. We develop a model of entrepreneurship in which an individual allocates time between a salaried job and entrepreneurial activity. In the event where the individual engages in entrepreneurial activity, the entrepreneur's income depends on labor supplied to the market, but also on the use of an input whose purchase is financed through borrowing. The tax system provides for interest deductibility—and the differential tax treatment affects the decision to engage in entrepreneurship. In the basic framework, we consider a single tax rate that applies to all income and examine the effect of taxes, interest rates, wages, productivity, and risk on entrepreneurial effort, measured by the joint allocation of labor and input to entrepreneurship activities. In an extension of the basic model, we consider the effects of progressive taxes.

The remainder of the paper is organized as follows. Section 2 describes the basic framework. Section 3 extends the model to include tax progressivity. Section 4 offers concluding remarks.

MODEL

We develop a framework of endogenous entrepreneurial activity. Consider an individual with a fixed endowment of time, set to unity. The individual divides her time between salaried work (l) and an entrepreneurial activity (L). The former yields a certain wage rate of w , leading to a before-tax income of wl . In addition to labor (time), the entrepreneurial activity also requires an input (Z) which can be bought for a price p per unit. The purchase of the input is financed by a loan of pZ at the beginning of the period. The loan is repaid at the end of the period with interest, with r denoting the interest rate on the loan.

Denote the output from the entrepreneurial venture by y_s . The production function is $Af(L, Z)$, where A represents productivity, and $f(L, Z)$ meets the usual conditions: it is concave, the marginal product of each input is positive and diminishing, and increased use of one input enhances the marginal product of the other. Thus,

$$f_1 > 0, f_2 > 0, f_{11} < 0, f_{22} < 0, f_{12} > 0, f_{11}f_{22} > f_{12}^2.$$

Income from the entrepreneurial activity is uncertain. In case the activity is a success, the individual earns an income of y_s ; if the activity fails, the entrepreneurial income is zero. Denote the probability of success of the entrepreneurial activity by q ; the probability of failure is $(1-q)$. We set the price of the input at unity. Income is subject to taxes. The tax rate t applies to both salaried income as well as entrepreneurial income. Interest payments, however, are not subject to taxes.

In case of entrepreneurial success, total income before-tax is

$$w(1-L) + Af(L, Z) - (1+r)Z,$$

and after-tax income is

$$y_s = (1-t)[w(1-L) + Af(L, X) - rZ] - Z.$$

In case the entrepreneurial activity fails, total income before-tax is

$$w(1-L) - (1+r)Z,$$

and after-tax income is

$$y_f = (1-t)w(1-L) - (1-t)rZ - Z$$

The individual's expected income is given by

$$y = qy_s + (1-q)y_f,$$

which she seeks to maximize by choosing optimal values of L and Z .

The first-order conditions for a maximum income are

$$qAf_1(L, Z) = w, \text{ and}$$

$$(2) \quad q(1-t)Af_2(L, Z) = 1 + (1-t)r.$$

Equation (1) equates the expected return from an additional hour spent on the entrepreneurial activity to its opportunity cost. Equation (2) sets the expected marginal product of the entrepreneurial input equal to the cost of financing a unit it. From equations (1) and (2) we obtain the optimal values of L and Z (respectively denoted by L^* and Z^*) as functions of $t, w, q, r,$ and A . Differentiating the equations totally we obtain

$$(3) \quad f_{11}dL + f_{12}dZ = \frac{dw - f_1(L^*, Z^*)qdA - f_1(L^*, Z^*)Adq}{qA}, \text{ and}$$

$$(4) \quad f_{21}dL + f_{22}dZ = \frac{-q(1-t)f_2(L^*, Z^*)dA - (1-t)Af_2(L^*, Z^*)dq + \{Aqf_2(L^*, Z^*) - r\}dt + (1-t)dr}{qA(1-t)}$$

Let $J = f_{11}f_{22} - f_{12}f_{21} > 0$. From equations (3) and (4), we obtain the effects of changes in the parameters on the optimal values of L and Z as follows:

$$\begin{aligned} \frac{dL^*}{dw} &= \frac{f_{22}/(qA)}{J} < 0, & \frac{dZ^*}{dw} &= \frac{-f_{12}/(qA)}{J} < 0, \\ \frac{dL^*}{dq} &= \frac{(-f_{12}f_{22} + f_{12}f_{21})/q}{J} > 0, & \frac{dZ^*}{dq} &= \frac{(-f_{11}f_{22} + f_{21}f_{11})/q}{J} > 0, \\ \frac{dL^*}{dr} &= \frac{-f_{12}/(qA)}{J} < 0, & \frac{dZ^*}{dr} &= \frac{-f_{11}/(qA)}{J} < 0, \\ \frac{dL^*}{dA} &= \frac{(-f_{12}f_{22} + f_{12}f_{21})/A}{J} > 0, & \frac{dZ^*}{dA} &= \frac{(-f_{11}f_{22} + f_{12}f_{21})/A}{J} > 0, \\ \frac{dL^*}{dt} &= \frac{-f_{12}/(1-t)}{J} < 0, & \frac{dZ^*}{dt} &= \frac{-f_{11}(qA)}{J} < 0. \end{aligned}$$

An increase in the wage rate makes salaried work more attractive causing individuals to spend less time and use a smaller amount of the input for the entrepreneurial activity. An increase in the probability of success of the entrepreneurial activity encourages such activity, while higher interest rates, by raising the cost of borrowing, discourages it.

An improvement in productivity in entrepreneurship, captured by an increase in A , raises the return to the activity and leads to greater investment of time and increased use of the input for entrepreneurship.

An increase in the income tax rate leads to reduced after-tax income from both salaried work and the entrepreneurial activity, but it results in less entrepreneurship and more time being devoted to the salaried job. The reason for this is apparent from an examination of equation (2): An increase in the tax rate causes the cost of borrowing to decline by a smaller amount than the expected marginal product of the input, leading to the use of a smaller amount of the input (and thereby also less labor) in the entrepreneurial activity.

The model yields differing effects of sectoral productivity on entrepreneurship. If the productivity gains occur in the salaried job market, wages will rise leading to a greater opportunity cost of entrepreneurship and reduced entrepreneurial activity. However, gains in

productivity in the entrepreneurial sector, reflected in an increase in A , will result in increased entrepreneurship.

TAX PROGRESSIVITY

We extend the model to study the effects of differing income tax rates on entrepreneurship. We incorporate a progressive tax system with two marginal tax rates t_0 and t_1 ($t_1 > t_0$):

- If taxable income (M) is less than or equal to y_0 , the tax paid is t_0M .
- If taxable income (M) exceeds y_0 , the tax paid is $t_0y_0 + t_1(m - y_0)$.

We assume that the taxable income generated in the case of entrepreneurial success exceeds y_0 while in case of entrepreneurial failure, it falls below y_0 . This is in line with the finding in Lowrey [12] that entrepreneurs with salaried jobs earn higher incomes on average than wage and salary earners.

We consider two cases. In the first case the entrepreneurial activity succeeds, yielding a total taxable income of

$$Y_s = w(1 - L) + Af(L, Z) - rZ.$$

The tax is

$$t_0y_0 + t_1(Y_s - y_0),$$

and the individual earns an after-tax income of

$$y_s = (1 - t_1)[w(1 - L) + Af(L, Z) - rZ] + (t_1 - t_0)y_0.$$

In the second case, the entrepreneurial activity fails. Taxable income is

$$Y_f = w(1 - L) - rZ,$$

the tax is

$$t_0Y_f,$$

and after-tax income is

$$y_f = (1 - t_0)[w(1 - L) - rZ - k].$$

The individual seeks to maximize expected after-tax income

$$y = qy_s + (1 - q)y_f$$

by choosing L and k optimally.

The first-order conditions for a maximum are:

$$(5) \quad q(1 - t_1)(Af_1(L, Z) - w) = (1 - q)(1 - t_0)w, \text{ and}$$

$$(6) \quad q(1 - t_1)(Af_2(L, Z) - r) = 1 + (1 - q)(1 - t_0)r.$$

Equation (5) may be rearranged to yield

$$(7) \quad q(1 - t_1)Af_1(L, Z) = (1 - q)(1 - t_0)w + q(1 - t_1)w,$$

which indicates that at the optimal point, the expected after-tax benefit of an extra hour of labor supplied to entrepreneurship equals its opportunity cost, viz. the expected after-tax wage of an hour of salaried work.

Similarly, equation (6) equates the expected after-tax benefit of an additional unit of capital to the expected after-tax cost of borrowing.

Totally differentiating equations (5) and (6), and setting $J = f_{11}f_{22} - f_{12}f_{21} > 0$, we obtain the effects of changes in parameter values on the optimal values of L and Z (denoted L^* and Z^*) as follows:

$$\frac{dL^*}{dt_0} = \frac{(1-q)(rf_{11} - wf_{22})}{qAJ(1-t_1)} > 0,$$

$$\frac{dZ^*}{dt_0} = \frac{(1-q)(wf_{21} - rf_{11})}{qAJ(1-t_1)} > 0,$$

$$\frac{dL^*}{dt_1} = \frac{(Af_1 - w)f_{22} - (Af_2 - r)f_{12}}{AJ(1-t_1)} < 0,$$

$$\frac{dZ^*}{dt_1} = \frac{(Af_2 - r)f_{11} - (Af_1 - w)f_{21}}{AJ(1-t_1)} < 0,$$

Changes in t_0 , and t_1 , have different effects on entrepreneurship. An increase in t_0 leads to more entrepreneurship, but higher t_1 reduces it. To see the effect of an increase in t_0 on L^* , consider equation (7). Higher t_0 leads to a reduction in the after-tax wage in the case of entrepreneurial failure, but leaves the after-tax wage in the case of entrepreneurial success unaltered (since the higher tax rate applies). The result is a decrease in the opportunity cost of an hour of entrepreneurship; L^* consequently rises.

Also, from equation (6), an increase in t_0 reduces the after-tax cost of borrowing in case of entrepreneurial failure while leaving the after-tax return in case of entrepreneurial success unchanged. The result is an increased use of borrowing and greater use of the entrepreneurial input.

An increase in t_1 also reduces the opportunity cost of an hour of entrepreneurial activity [as seen in the RHS of equation (7)]; however, it reduces the expected after-tax marginal product of labor by a greater amount at the initial value of L^* . In order to restore equality in equation (7), f_1 must rise, which requires that L^* must fall.

Moreover, an increase in t_1 reduces the after tax expected marginal product of the entrepreneurial input in case of success without decreasing the after-tax cost of borrowing in case of failure. The result is a decrease in the use of the input, and thus reduced entrepreneurship.

The effects of productivity on entrepreneurship are similar to those discussed in the preceding section: An increase in A causes an increase in entrepreneurship while higher productivity in the salaried job, which causes an increase in the wage rate, leads to less entrepreneurship.

By virtue of the assumptions about the production function made earlier, the second-order conditions for a maximum are satisfied.

CONCLUSIONS

The findings of this paper add to the growing literature on the microeconomic foundations of entrepreneurship. Using models of optimal choice of labor supply we obtain the division of labor between entrepreneurial activity and salaried work, and show how that is affected by changes in tax rates and productivity gains. A key element of the models is the tax treatment of the interest paid on debt used to finance an uncertain entrepreneurial venture.

In the base model we find that an increase in the tax rate leads to a decline in the net return to entrepreneurship. Consequently the individual chooses to devote less time to entrepreneurial activity and more to salaried work. The effects of productivity gains in the model depend on where those gains occur. An increase in productivity in the entrepreneurial sector causes a diversion of labor and capital in that direction; an increase in productivity in the salaried job sector causes the wage rate to go up leading to less entrepreneurship.

The productivity results are replicated in an extended model that includes tax progressivity. But introducing different marginal tax rates in the framework yields mixed results with respect to higher taxes. An increase in the highest marginal tax rate leads to less entrepreneurship, while an increase in the lowest tax rate encourages entrepreneurial activity.

The framework can be extended to include an intertemporal component. The probability of success of the entrepreneurial venture in this paper is exogenous; in a dynamic model, chances of succeeding in a period may depend on past entrepreneurial activity. Such a model may be used to trace out the effects of temporary and permanent tax changes on entrepreneurship.

Another avenue for further research is the analysis of growth. By including the evolution of the stock of entrepreneurship capital over time, the model can be used to trace out the dynamic effects of tax policy on the labor devoted to entrepreneurship.

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Domestic Violence among Married Women with Special Reference to Slums Areas of Karachi

Dr.Syeda Farhana Sarfaraz

Department of Social Work University of Karachi, Pakistan

Nadia Fazal Ahmed Khan

Department of Social Work University of Karachi, Pakistan

ABSTRACT

Domestic violence is the most common form of gender-based violence. The declaration on the elimination of violence against women, adopted by the United Nation General Assembly in 1993 defines violence against women as "Any act of gender based violence that results, or is likely to result in physical, sexual or psychological harm or suffering to women, including threats of liberty, whether occurring in public or private life." This research was conducted to know that what are the causes and situations which result in domestic violence, with special reference to slums areas of Karachi. In this study the researcher tried to focus on domestic violence on women's by their husbands. In this study the researcher selected the slums area of North Karachi Town as universe and the married women of the slums area of North Karachi Town were the respondents. The researcher selected randomly 364 married women (respondents). The data is collected through the interviewing schedule.

Keywords: domestic violence, physical violence, awareness, socio-economic condition.

INTRODUCTION AND BACKGROUND

The issue of violence against women is not new but the regrettably, female victims of violence had not been given much attention as a social problem. The attitude of indifference and negligence can be attributed to factors like lack of awareness of seriousness of the problem, general acceptance of man's superiority over women because of which violent act against women were not viewed as violent or deviant and the denial of violence by women themselves owing to their socio-cultural values and attitudes.

Domestic violence and its history starting around the 8th century BC through to the 20th century, it is both astonishing and shocking that as a society we had ever functioned that way. It took until the 19th century for domestic violence to become a social issue. In the 20th century it became a rescue mission and in the 21st century in the here and now it has become a desperate situation. The issue of violence against women has been transformed from a private issue into a public problem. The term 'domestic violence' is used to describe a variety of actions and omissions that occur in different relationship. The term is used narrowly to cover incidents of physical attack, when it may take the form of physical and sexual violations such as punching, choking, stabbing, throwing boiling water or acid and setting on fire. The result of which can range from bruising to killing, which may often start out as apparently minor attacks can escalate both in intensity and frequency. (Miranda: 1994)

The United Nations defines violence against women as "any act of gender-based violence that results in, or is likely to result in, physical, sexual or mental harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life." (UNO: 2013)

Some people use the term 'Domestic Violence' to include psychological or mental violence which can consist of repeated verbal abuse, harassment, confinement and deprivation of physical, financial and personal resources. Here, Domestic Violence means physical or mental assault of women by their male partners. In many countries the term 'wife assault' is used for this type of behavior.(Miranda: 1994)

The definition developed by the Oregon Domestic Violence Council is "A pattern of coercive behavior used by one person to control and subordinate another in an intimate relationship. These behaviors include physical, sexual, emotional, and economic abuse. Tactics of coercion, terrorism, degradation, exploitation, and violence are used to engender fear in the victim in order to enforce compliance".(Margi Laird: 2008)

Domestic violence is a serious problem around the world. It violates the fundamental human rights of women and often results in serious injury or death. While statistics vary slightly, women are victims of domestic violence in significantly greater proportion than men.

Intimate partner violence refers to behaviour by an intimate partner or ex-partner that causes physical, sexual or psychological harm, including physical aggression and psychological abuse and controlling behaviours.

A 2013 report of the World Health Organization (WHO) entitled, Global and Regional estimates of violence against women "Prevalence and Health Effects of Intimate Partner Violence and Non-Partner Sexual Violence", found that intimate partner violence affects 30% of women worldwide and in the most prevalent type of violence against women.

The WHO estimates that 38% of all women murdered are killed by their intimate partner, although recognizes this is likely an underestimation. It also reports that 42% of women who had been sexually or physically abused by their partner were injured.(WHO: 2013)

After the creation of Pakistan, women's groups and feminist organizations led by prominent leaders like Fatima Jinnah spearheaded campaigns to eliminate social injustices against women in Pakistan. The recent Women Rights Movements have been dedicated to the promotion of women's political representation and accommodation between Muslim family law and democratic civil rights. During the regime of Zia ul-Haq (1977-88) urban women formed groups to protect their rights against apparent discrimination under Zia's Islamization program.

It was this continued pressure from women civil rights groups that Pakistan acceded to the Convention on the Elimination of all forms of discrimination against Women (CEDAW) on 29 February, 1996, being the 174th State-Party. Nevertheless, the vast gap between declarations of rights and actual practice turns out to be a common pattern. Even declarations explicitly aimed at women's rights, such as the Universal Declaration of Women's Rights (1967) and the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) - have been signed and even ratified by the countries like Pakistan but the laws or the prevailing practices are far from fulfilling the provisions of these conventions. The problem is that existing theories and prioritizations of human rights have been constructed after a male model. Some generally recognized human rights abuses have specifically gender-related forms that were not typically recognized as human rights abuses before. These abuses are prepared by more powerful family members against less powerful ones. For example, slavery is generally recognized as a fundamental violation of human rights.

But parents giving their daughter in marriage in exchange for money or even selling her to a pimp have not typically been seen as an instance of slavery. If a husband pays a bride price for his wife or marries her without her adult consent; if he confines her to their home, forbids her to work for pay, or appropriates her wages; if he beats her for disobedience or mishap; these manifestations of slavery would not be recognized as violations of human rights in many parts of the world. In countries like Pakistan these acts would be regarded as quite within the limits of normal, culturally appropriate behavior by parents or husbands, again turning our attention towards the incidence of violence against women in Pakistan. According the annual report Aurat Foundation published on February 17, 2011. Out of a total 4514 cases of violence against women in Pakistan, the offence-wise and province-wise breakdown is as follows. There were 691 cases of murder (393 in Punjab, 135 in Sindh, 111 in KPK, 26 in Baluchistan, 26 in Islamabad), 293 cases of honor killing (119 in Punjab, 132 in Sindh, 0 in KPK, 41 in Baluchistan, 1 in Islamabad), 1046 cases of abduction/kidnapping, (901 in Punjab, 79 in Sindh, 31 in KPK, 4 in Baluchistan, 31 in Islamabad) 332 cases of domestic violence, (149 in Punjab, 75 in Sindh, 93 in KPK, 7 in Baluchistan, 8 in Islamabad), 37 cases of store burning, (24 in Punjab, 8 in Sindh, 3 in KPK, 1 in Baluchistan, 1 in Islamabad), 27 case of acid throwing, (21 in Punjab, 6 in Sindh, 0 in KPK, 0 in Baluchistan, 0 in Islamabad), whereas 1086 cases of violence were of miscellaneous nature (vanni/swara, custodial violence, torture, trafficking, child marriages, incest, threat to violence, sexual harassment, attempted murder, suicide in the four provinces and Islamabad. (Legislative watch: 2011)

Types Of Domestic Violence

There are many types of domestic violence such as; physical violence, sexual violence, emotional violence and verbal violence.

1. **Physical abuse** is abuse involving contact intended to cause feelings of intimidation, pain, injury, or other physical suffering or bodily harm.

Physical abuse includes hitting, slapping, punching, choking, pushing, burning and other types of contact that result in physical injury to the victim. Physical abuse can also include behaviors such as denying the victim of medical care when needed, depriving the victim of sleep or other functions necessary to live, or forcing the victim to engage in drug/alcohol use against his/her will. If a person is suffering from any physical harm then they are experiencing physical abuse. This pain can be experienced on any level. It can also include inflicting physical injury onto other targets, such as children or pets, in order to cause psychological harm to the victim.

2. **Sexual abuse** is any situation in which force or threat is used to obtain participation in unwanted sexual activity. Coercing a person to engage in sexual activity against their will, even if that person is a spouse or intimate partner with whom consensual sex has occurred, is an act of aggression and violence.

3. **Emotional abuse** (also called psychological abuse or mental abuse) can include humiliating the victim privately or publicly, controlling what the victim can and cannot do, withholding information from the victim, deliberately doing something to make the victim feel diminished or embarrassed, isolating the victim from friends and family, implicitly blackmailing the victim by harming others when the victim expresses independence or happiness, or denying the victim access to money or other basic resources and necessities. Degradation in any form can be considered psychological abuse.

4. **Verbal abuse** is a form of emotionally abusive behavior involving the use of language. Verbal abuse can also be referred to as the act of threatening. Through threatening a person can

blatantly say they will harm you in any way and will also be considered as abuse. It may include profanity but can occur with or without the use of expletives.

Impacts of Domestic Violence:

Domestic violence has both short and long term effects on the individual. Short-term effects of domestic violence may include emotional or physical injury or disability, interference with role function, economic difficulty and homelessness. Long-term effects may include continued physical or mental disability, loss of role identity, loss of family ties and support systems, loss of employment, homelessness and in the most severe cases, death may ultimately occur. Most studies looking at the health effects of domestic violence only address the immediate, acute effects; studies that explore the long-term consequences related to disability are needed. (Chistine: 2001)

Violence against women has few decades before acknowledged as a human rights concern with profound impacts on the physical and mental well-beings of those affected by it as well as their broader socio-economic effects on development. It also explores the relationship between violence and other pressing issues, such as, maternal mortality, health care utilization, child survival, AIDS and socio-economic development. (World Bank 1994)

The presence of violence cannot be attributed to a single factor, as biological and personal factors, relationship quality, and community context all play major roles. For intimate partner violence, or domestic violence, the most consistent marker is marital conflict or discord in the relationship. Economic conditions are also causes and effects of violence. Poor people disproportionately account for the public health burden of violence in almost every society. "Strong associations have been found between domestic violence and low household income, low educational level of husband, consumption of alcohol and drugs and witnessing domestic violence during childhood. Researchers have also identified an inverse relationship between a woman's educational attainment and domestic violence."

Though some studies have shown that increased status and increased control over resources for women is protective against domestic violence, recently many others have found that employment and increased status "do not necessarily reduce domestic violence and may in culturally conservative areas increase it. As a study in South India concluded, "programme strategies and policy recommendations often assume that helping women to empower themselves, particularly through female education, vocational training and employment will provide women with resources that will in turn decrease their risk of adverse reproductive health outcomes. However, there is a growing recognition that these strategies may conflict with prevailing social norms and expectations that are relatively slow to change, and may instead result in increased violence against women. It is therefore not surprising that a study in India found that 75% of working respondents reported being abused because of their employment status. (Krug, E, & Merry, J: 2011)

Though poverty, education level, and consumption of alcohol and drugs are all associated with domestic violence, the most significant root of domestic violence is gender inequality. The links between gender-based power and domestic violence are widely recognized, with violence being viewed both as a manifestation of deeply entrenched gender power inequities as well as a mechanism by which such inequities are enforced. For example, indigenous men often say they feel entitled to use sexual, physical, and/or psychological violence to control their partners' behavior if they suspect them of having an affair or believe them to be a "bad" wife. This has led to alarming rates of domestic violence and consequently mental health problems.

Growing unemployment combined with high fertility rates hinder the ability of men to fulfill their role as financial provider, and violence is reported to give them an opportunity to reaffirm their masculinity.

Since domestic violence tends to be culturally engrained, or derived from culturally-based gender roles, many women are tolerant of the abuse they face. Their belief that the welfare of their children was dependent upon keeping their family together often led them to tolerate the abuse.

In Asia, many women believe that they would bring shame upon themselves, their families, and their communities by disclosing their abusive situation to a medical provider. In addition, they were embarrassed by their husband's behavior and believed it reflected poorly on them. A study on domestic violence in India reflected this sentiment and found that "among the women who reported violence, 29% had never received medical care after domestic violence, and 10% had never told a health worker about being abused. Only 5% of the women reported speaking to the health worker about problems of violence at home. (Chandraskaran. V, Krepp. K: 2007)

Women in Pakistan face the threat of multiple forms of violence. The most endemic form of violence faced by women is violence in the home. For 1997, HRCP reported that domestic violence remained a pervasive phenomenon. The supremacy of the male and subordination of the female assumed to be part of the culture and even to have sanction of the religion mode violence by one against the other in a variety of its forms, an accepted and pervasive feature of domestic life. Estimates of the percentage of women who experienced domestic violence in Pakistan range is up wards of 90 percent .In the majority of cases, husbands and in -laws were responsible for the murders(Khalid: 2003)

The family systems perspective views domestic violence from an interactive and relational perspective. It focuses on the nature of family structure to understand the origin of domestic violence, and gender does not constitute a major focus of examination because women are found to be as violent, as men. Violent behaviors are usually part of a pattern of escalating retributive strategies used by the couple to resolve differences. Characteristics that make a family prone to violence include legitimizing violence by using corporal punishment, accepting violence as one solution to family conflict, providing basic training in the use of violence through physical punishment, and creating a link between love and violence. The semi involuntary nature of family member-ship makes family socialization a powerful force in shaping individuals' behaviors because a family violence perspective emphasizes the mechanisms that maintain domestic violence in general and does not focus on violence against women. It has been heavily criticized by feminist as neglecting the role of patriarchal beliefs and structures in maintaining violence against women, discarding empirical evidence that 90% to 95% of victims in domestic violence are women and diverting resources from assisting women victims.

The domestic violence literature suggests following twelve indicators that aid in identifying abuse.

- Depressive symptoms;
- Suicidal ideation or attempts;
- Anxiety symptoms;
- Chronic pain in back, neck;
- Unexplained traumatic injury;
- Fractures in various stages of healing;
- Somatic disorders, such as sleep disturbance, appetite disturbance, and gastrointestinal problems;

- Alcohol or drug abuse;
- Chronic use of pain medication or sleeping pills;
- Child abuse, by either parents;
- Alcohol abuse or depression or antisocial personality disorder in husband;
- History of abuse in either partner (Gerlock: 1999, Keller: 1996).

Women in our culture, mostly highly dependent on their male members both economically and socially, went it comes to their livelihood, security and other dependencies. They are also facing socio-cultural burdens around 'honor' and 'shame' which affects many women at a deep psychological level.

Quran highlighted clearly the relationship between husband and wife.

"The nobler among you in the sight of God is the most righteous (kindest to their wives) among you" (Quran; 49: 13)

Live with them in kindness; even if you dislike them, perhaps you dislike something in which Allah has placed much good. (Quran; 4: 19)

One of the most often cited verses in this context is verse 4; 34 entitled Surah Al-Nisa the solution of domestic violence teaches clearly and categorically

"Husband should take full care of their wives; with [the bounties] God has given to some more than others and with what they spend out of their own money. Righteous wives are devout and guard what God would have them guard in the husbands' absence. If you fear high-handedness from your wives, remind them [of the teaching of God] then ignore them when you go to bed, then hit them. (Lightly) If they obey you, you have no right to act against them. God is most high and great".

An explanation of verse 4:34 according to the various interpretations is necessary as all of the above-cited interpretations are potentially misleading. First, men, by their very physical nature, are enshrined with the task of providing material support to their wives. Women are not burdened with the duty of nursing or directly caring for children and supporting the family financially, therefore this injunction is prescribed to men. Second, the verse ordains women to be virtuous and to act obediently in relation to what Allah prescribes in the Qur'an. It requires Muslim women to guard their modesty, chastity and property while their husbands are, for example, at work. However, obedience is only required in relation to the dictates of Islam.

Objectives

- To know the socio-economic background of respondents.
- To find out the causes of domestic violence.
- To find out the level of awareness about domestic violence and their rights among respondents.
- To know the impacts of domestic violence on respondents and children.

Hypotheses

- The causes of the violence on less educated respondents due to economical problem.
- Majority of the respondents are unaware about their rights' so they does not report the domestic violence.

METHODOLOGY

The present study is an exploratory research. In this study the researcher selected the slums area of North Karachi Town as universe and the married women of the slums area of North Karachi Town were the respondents.

Researcher obtained a list of slums(katchi abadies) of north Karachi town from the office of Sindh Kachi Abadies Authority, every 3rd slum was selected as sample through systematic sampling, therefore, total 5 slums were selected as sampled for the research. The population of respondents was 7000. The sample size was determined using table of random number, (S.Sarantakoz:2005), which turned out to be 364. Then these samples of 364 respondents were selected through simple random sampling. The survey method was used in the present study. The data was collected using a structured interview schedule. The method of interview involved reading and explaining questions to the respondents and recording their answer on the sheets. After collecting data researcher developed tally sheets and then used (simple frequency distribution tables to obtain simple frequency and percentages and chi-square test was applied to verify the relationship between two variables and to support either the experimental or null hypotheses.

FINDINGS

TABLE # 1: Distribution Of The Respondents According To Age Group

Age	Frequency (F)	Percentage (%)
Less than 20 years	31	8.5
21 to 30 years	199	54.67
31 to 40 years	101	27.7
Above 40 years	33	9
TOTAL	364	100

Table 1 indicates the highest percentages of the respondents are within 21 to 31 years of age group, which is 54.67%. The second highest numbers of respondents are in the range of 31 to 40 years of age group which is 27.7%. The third highest respondents are 9%, which is in the range of 40 years age group, and where the least percentage of the respondents is 8.5%, who are in the group of less than 20 years age.

TABLE # 2: Distribution Of The Respondents According To Educational Status

Educational status	Frequency (F)	Percentage (%)
Uneducated	141	38.73
Madarsah	03	0.82
Primary	50	13.73
Secondary	67	18.40
Intermediate	61	16.75
Graduation	36	9.89
Past graduation	06	1.64
TOTAL	364	100

Table 2 indicates the highest percentages of the respondents are Uneducated, which is 38.73%. The second highest numbers of respondents are Secondary, which is 18.40%. The third highest percentages of the respondents are Intermediate, which is 16.75%. The fourth highest percentages of the respondents are primary, which is 13.73%. The fifth highest percentages of

the respondents are Graduates, which is 9.89%. The sixth highest percentages of the respondents are Post graduate; which is 1.64%, where the least percentages of the respondents are belong to Madarsah (Islamic religious institutions), which is 0.82%.

Table # 3: Distribution Of The Respondents According To Family Status

Family status	Frequency (F)	Percentage (%)
Nuclear	114	31.31
Joint	250	68.6
TOTAL	364	100

Table 3 show the highest percentages of the respondents live in the joint family, which is of 68.6% and where the least respondents live in the structure of the Nuclear family that is 31.31%.

Table # 4: Distribution Of The Respondents According To Total Monthly Income Of Family

Total monthly income of family.	Frequency (F)	Percentage (%)
Less than 3000	16	4.3
3001 to 6000	130	35.71
6001 to 9000	106	29.12
Above 9000	112	30.76
TOTAL	364	100

Table 4 show that the highest percentages of the respondents are 35.71% in the total monthly income of family, who are in the range of 3001 to 6000. The second highest number of respondents are above 9000 the total monthly income of family, who are 30.76%. The third highest percentages of the respondents are 29.12% the total monthly income of family, who are in the group of 6001 to 9000 and where the least frequency of the respondents are less than 3000 the total monthly income of family, who are 4.3%.

Table # 5: Distribution Of The Respondents According To Reasons Of Violence

Basic reasons of violence.	Frequency (F)	Percentage (%)
Illiteracy	106	29.12
Economic problems	120	32.96
Having no male child	39	10.71
Lack of dowry	23	6.31
Others	76	20.87
TOTAL	364	100

Table 5 shows that the highest percentages of the respondents face violence because of economic problem that is 32.96%. The second highest respondents face violence because illiteracy, that is 29.12%. The third highest percentages of the respondents face violence because of other reason that is 20.87%. The fourth number of respondents faces violence because of having no male children, which is 10.71% and where the least percentages of the respondents face violence because of lack of dowry that is 6.31%.

Table # 6: Distribution Of The Respondents According To Submitting Of Report Against Violence

Submitting report	Frequency (F)	Percentage (%)
Yes	39	10.71
No	325	89.28
TOTAL	364	100

Table 6 shows that the highest percentages of the respondents have not submitted reports, which are 89.28% .Where the least frequency of the respondents, have submitted report, which are 10.71 %.

Table #7:Distribution Of The Respondents According To Awareness Regarding Their Rights As A Wife

Awareness of basic rights	Frequency (F)	Percentage (%)
Yes	200	54.94
No	164	45.05
TOTAL	364	100

Table 7 indicates the highest numbers of respondent’s are aware about their basic rights which are 54.94% and where the least percentages of the respondents are not aware about their basic rights, which are 45.5%.

Table # 8: Distribution Of The Respondents According To Knowledge About Laws Regarding Violence

Knowledge about lows regarding violence.	Frequency (F)	Percentage (%)
Yes	41	11.26
No	323	88.73
TOTAL	364	100

Table 8 shows that the highest numbers of respondent’s say “NO” they don’t know any low implemented in Pakistan regarding violence, which is 88.73% and where the least percentage of the respondents say “YES” they knows about low who are 11.26%.

Table # 9: Distribution Of The Respondents According To Change In Behavior Due To Domestic Violence

Change in behavior	Frequency (F)	Percentage (%)
Yes	359	98.62
No	05	1.37
TOTAL	364	100

Table9 indicates the change in behavior due to domestic violence. The highestpercentage of the respondents says “YES” that is 98.62% and the least of respondents say “NO” that is 1.37%.

Table # 9.1:Distribution Of The Respondents According To Yes, Then Nature Of Change In Behavior

Nature of change in behavior	Frequency (F)	Percentage (%)
Aggressiveness	140	31.67
Depression	149	33.71
Hopelessness	51	11.97
Negative thoughts	102	23.7
TOTAL	442	100

NOTE: Respondents are 359 the answers are multiple.

Table 9.1 shows that the highest percentages of the respondents are 33.71%, who got engaged in depression. The second highest numbers of respondents are 31.67%, who got engaged in aggressiveness. The third highest respondents are 23.67%, who got engaged in negative thoughts and where the least percentages of the respondents are 11.53%, who are hopelessness.

**RESULT OF HYPOTHESES:
HYPOTHESES # 1**

**THE CAUSES OF THE VIOLENCE ON LESS EDUCATED RESPONDENTS DUE TO
ECONOMICAL PROBLEM**

Null Hypothesis There is no relation between less education and economic problems.

Table Education And Economical Problems

Education	Economic Problems		Total
	Yes	No	
More Education	62 ₍₅₆₎	108 ₍₁₁₄₎	170
Less Education	58 ₍₆₄₎	136 ₍₁₃₀₎	194
Total	120	244	364

$X^2 = 1.79$

$df = 1$

Table value at 1 df at 0.05 level of significance = 3.841.

As calculated value is lesser than tabulated value, we reject our hypothesis and accept our null hypothesis.

HYPOTHESES # 2

**MAJORITY OF THE RESPONDENTS ARE UNAWARE THEIR RIGHTS SO THEY DOES NOT
REPORT THE DOMESTIC VIOLENCE**

Null Hypothesis There is no relation between unawareness of rights and report.

Table Basic Rights And Report

Awareness of rights	Submitted report		Total
	Yes	No	
Yes	30 ₍₂₁₎	170 ₍₁₇₉₎	200
No	09 ₍₁₈₎	155 ₍₁₄₆₎	164
Total	120	244	364

$X^2 = 9.35$

$df = 1$

Table value at 1 df at 0.05 level of significance = 3.841.

As calculated value is bigger than tabulated value, we reject our null hypothesis and accept our hypothesis.

CONCLUSION

On the basis of the data collection it can be pointed out that the Domestic violence has become a part of our society. Its occurrence has become so common that, mostly the women are the victims of violence. This means challenging the social attitudes and beliefs that undergird men's violence and renegotiating the meaning of gender and sexuality and the balance of power between women and men at all levels of society. Any strategy to combat violence must attack the root causes of the problem in addition to fretting its symptom.

A variety of from oral tradition to formal educational and legal systems can secure and define standards of acceptable behavior for man and women. Peer pressure, community institutions, religious institutions, educational institutions and the mass media can play vital role in this regard. Islam teaches us that husbands should treat their wives with respect, love, care and prohibits all forms of physical or emotional abuse.

RECOMMENDATIONS

- Parenting education must for all couples having Islamic content to promote gender equality and gender understanding to all levels in health department.
- Electronic and print media should conduct meaningful, rational and open minded dialogue in order to gain deeper understanding of the living realities that exist regarding domestic violence.
- Domestic violence protocols should be developing for intervening with effective families of domestic violence.
- Legal system should make possible interventions including responses by law enforcement personnel to calls of domestic violence, probation services for batterers, prosecution of criminal cases and court decision making.
- Media should also play its role for the awareness about the respect and dignity of women and their basic rights. Media should telecast these types of programs by which they should aware the public about the respect and dignity of women. In the same way, the print media should also play its role for this purpose.

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Enhancement Of The Designer Performance In Office Interior Design

Tuğba Karaaslan

İTÜ Istanbul Technical University
Interior Architecture Department, IMIAD, Turkey

Dr. Deniz Ayşe Yazıcıoğlu

Istanbul Technical University
Interior Architecture Department, Turkey

ABSTRACT

It is also a reality in the literature that the developing and changing conditions have become inevitable for being considered in the area of interior space design and application and being directed towards restructuring works in this regard. In this approach, one of the key concepts is “performance-based design”. It is also being tried to develop models intended for determination of factors affecting the performance of a specific actor, within a certain period, among the works related to the performance. One of the most important actors for interior space design is the designer. In Kleeman’s opinion, designer’s success primarily depends on his/her capability to fulfill accurately and completely the evaluations intended for recognizing the user at the preliminary stage. Because, the success of interior space design, is measured through to what extent it meets the user’s desires and needs. In this context, the purpose of the study has been decided as reviewing the documents used during determination of the user’s desires and needs at the preliminary stage and recommending necessary revisions in order to acquire complete, accurate data. The scope of the study has been limited to only office interior space design projects for the purpose of reaching detailed results. In line with this scope and objective defined, literature and practical application resources have been investigated as the methodology at the first stage in order to determine the documents utilized towards recognition of the user at office design. Afterwards, the entire documents obtained have been examined by comparing in a systematic manner and deficiencies of these documents have been set forth. And at the last stage, some suggestions have been made for elimination of these deficiencies.

Keywords: Performance based design, office interior design, clientquestionnaire.

INTRODUCTION

It is also a reality in the literature that the developing and changing conditions have become inevitable for being considered in the area of interior space design and application and being directed towards restructuring works in this regard. In this approach, one of the key concepts is “performance-based design”, and in this direction it is inevitable to be reconsidered of the entire design process from an integrated point of view [1; 2].

“Performance” is a measurable phenomenon. The realization of achievement of any purpose according to which criteria, with a performance at which level, is as important as reaching the goal. How to increase the performance has become one of the basic subjects discussed in recent years in both literature, and its practice side.

Among the studies associated with the performance, it is also being tried to develop models for determination of factors affecting the performance of a specific actor, at a certain process [1; 2].

One of the most important actors for interior space design and implementation is the designer. In Kleeman's [3] opinion, designer's success primarily depends on his/her capability to fulfill in a healthy manner the evaluations intended for recognizing the user at the preliminary stage. Because, the success of interior space design, is measured through to what extent it meets the user's needs and adequate time should be allocated for the interviews conducted to determine these needs. Ching [4] strongly emphasizes the necessity of taking into consideration the users and action requirements in order to understand the function of the interior space in a best and most accurate way and to meet the necessities associated with them. Meanwhile, Arcan and Evic [4] state that the combination of single actions resulting from the requirements of the user who is the element required to be considered most in this process forms the action areas, and the action areas form the usage areas by coming together, after expressing that the user is the criterion of everything in the design process. In this context, they stress that interior space design is also carried out via arrangement of appropriate circulation areas of action areas and necessary equipping elements. In other words, the interior space is configured for its user. Stephenson and Stephenson [6] state in a manner supporting all these thoughts that the designer might have valuable ideas at the beginning point; however these ideas are of no importance in case of being incompatible with the needs and wishes of the user.

Due to all these reasons, wishes and needs are identified in consultation with the user at the outset of the design process. There're various documents that will assist the designer to make correct identifications at this stage. Completeness and accuracy of the data acquired from these documents will substantially enhance the performance of the designer in project-planning process.

PURPOSE AND METHODOLOGY

The purpose of the study has been decided to examine the documents used for identification of users' wishes and needs at the preliminary stage of interior architecture project and to make necessary suggestions in order to obtain complete, accurate data through these documents. And the scope of the study has been limited to only office interior space design projects for the purpose of reaching detailed results. The reason for preference of office spaces is the time spent at workplaces constituting a very significant part of lives of many people [7; 8]. In the first stage, the documents used intended for determination of users' wishes and needs in office interior space design will be investigated as the methodology in accordance with this scope and aim defined. Afterwards, the entire documents obtained will be examined by comparing in a systematic manner and deficiencies of these documents have been set forth. And in the final stage of the study, some suggestions will be submitted for elimination of these deficiencies.

EXAMINATION OF THE DOCUMENTS USED FOR THE PURPOSE OF DETERMINATION OF USERS' WISHES AND NEEDS IN OFFICE INTERIOR SPACE DESIGN

In the first stage, literature and practical application resources have been investigated in order to discover the documents used for identification of users' wishes and need in office interior space design. As a result of these studies conducted, a total of 288 questions have been acquired from 21 different resources [9; 10; 11; 12; 13; 14; 15; 16; 17; 18; 19; 20; 21; 22; 23; 24; 25; 26; 27; 28; 29]. Later, these aforementioned 288 questions have been examined in a comparative manner and they have been reduced to a total of 92 questions by eliminating the ones showing similarity. Meanwhile, in the last stage these 92 questions have been divided into two basic groups depending on the nature of answers to be received. These are:

Questions intended for identification of user opinions regarding existing office interior space design (Table 1), Questions intended for identification of user wishes and needs related to office interior space design to be done soon (Table 2).

Table 2. Questions intended for identification of user wishes and needs related to office interior space design to be donesoon

Questions	References																																					
	[9]	[10]	[11]	[12]	[13]	[14]	[15]	[16]	[17]	[18]	[19]	[20]	[21]	[22]	[23]	[24]	[25]	[26]	[27]	[28]	[29]																	
Are there areas for employees to socialize and rest?			X																																			
How easily does your office internal arrangement meet the changes that will occur in needs?					X																																	
Are you pleased with the environmental factors of your office?				X	X		X									X																						
How satisfied are you with the opportunities of your office?				X	X	X	X																															
How satisfied are you with technological facilities of your office?				X	X	X	X										X																					
How pleased are you with the noise in the areas linked to the office?				X	X	X	X																															
Does your flooring make noise in a manner that will affect your concentration during daily circulation in the office?																X																						
Have the material and color selection of the flooring used in your office been used effectively in separation of certain departments, private/public areas and circulation paths?																X																						
Are areas available in your office for working in a concentrated manner?																																		X				
How satisfied are you with design and aesthetic criteria of your office?	X		X		X	X	X					X				X	X													X								
Has suspended ceiling application been made in your office?																X																						
Do you have adequate privacy in your personal work space?					X	X																																
Can you customize your work space?						X																																
Can you re-arrange your office furniture when necessary?				X		X	X																															
What is the distance between the walls or furniture and your workspace?								X																														
Are there suitable equipments and areas in sufficient number needed for the teamwork in your office?									X																													
What is the number and sizes of meeting rooms in your office?									X																										X			
Is the layout of the meeting spaces in your office appropriate?									X																													
Do the meeting spaces have necessary tools and technology in your office?									X																													
Is your workspace far from kitchen/coffee area in your office?									X																													
Is your workspace far from main circulation area in your office?									X																													
Do you hesitate to talk in common areas where copiers/printers are present in your office?									X																													
Is your workspace far from meeting rooms in your office?									X																													
Is there sufficient area in your personal workspace for meetings/talks in your office?				X			X	X																														
Are the layout of kitchen/coffee spaces appropriate in your office?								X								X																						
Which furniture do you share with your other workmates?									X																													
If you use copier/printer, where is it located?								X	X																													
Has your office got any automation system?												X																										
Has your office got a lighting control or shading system?												X																										
Are the doors and windows enough?														X																								
Is your company publicized through visual elements at reception side?																																						
Do visual elements and accessories in your office reflect the style of your company?																																						
What do you think, have appropriate furniture and ambience been designed in the present arrangement for participants to communicate with each other?																																						
Has any design been made intended for gaining interoffice space?																																						
Is there a sufficient number of toilets for the use of staff in your office? Are they separately for women and men?																																						
Is there any toilet close to the meeting or conference room?																																						
What are the sizes of closed and open office workspaces?																																					X	

Table 1. Questions intended for identification of user opinions regarding existing office interior space design

Questions	References																		
	[9]	[10]	[11]	[12]	[13]	[14]	[15]	[17]	[18]	[19]	[20]	[21]	[22]	[23]	[25]	[26]	[27]	[28]	[29]
What are the main business activities of your company?		X			X														X
What is the size/volume of your company?		X											X						
What is the level of recognition of your company?		X																	
Who are your typical customers?		X																	
Who are your rivals in the market?		X																	
What is your budget?									X		X					X		X	
What is the expected start date of the project?													X						
What is the time allocated for the design and building process?											X			X	X			X	
What is the monthly rent or monetary value of the project area?													X						
What is the monetary value of neighboring areas?													X						
What is the age of the building?													X						
Who is the primary decision maker during the project period?														X				X	
What is the scope of the project?														X		X			
What is the total area?													X						
Which qualifications are needed in the design team?														X	X			X	
What are your preferences about design styles and color?										X	X	X			X	X	X		X
What are your preferences in terms of office furniture?								X											X
Do you want structural change?												X				X			
Is there any rule for making structural change?												X							
What kind of spaces do you need in terms of functionality/size?	X	X		X						X		X		X	X	X		X	
How a workspace do you need?			X	X	X		X	X	X				X						X
What is the circulation density in the office?										X									
Do you have any personal preference related to the design?	X		X								X								
Do you want to increase transparency in the office?			X																
How effective is the office aesthetics and design on the personnel satisfaction?					X														
Are there people who're working from home in your office?			X																
At what interval and in what way do you use your office?	X							X											
Which environmental condition is the most important factor in performing your work?				X	X														
Which office dynamics is the most important factor in performing your work?					X														
Which office opportunities have the most important effect on performing your job?					X														
Which technological factors have the most important effect on performing your job?					X														
Which one has the most important effect on performing your job?					X														
If you're using your workspace for meetings and interviews, what is the maximum number of people in these activities?								X											
To what extent your meetings necessitate visual and acoustic confidentiality?								X											
How often do you make meetings in the rooms outside the workspace?						X		X											
Which area do you prefer for a joint work in the office?								X											X
What are the preferences of the institution for informal meeting areas?																			X
What are the preferences of the institution for formal meeting rooms?																			X
What visual/audial confidentiality level should be in the office?		X	X			X	X												
What are the distracting factors in your workspace?						X	X	X											
Which sharing reduces your productivity?								X											
What are the first three choices of the institution to improve the collaborative work environment in the office?																			X
What are the first three choices of the institution to enhance the learning environment in the office?																			X
Do you make teamwork with other employees? How long was your last teamwork?								X											
What should be the distance between you and other people worked together?							X												
Which sizes and properties of storage areas do you need?								X			X								
What are the office supplies that you use most?								X											
How many of the files, which you have produced or got from somewhere else, do you keep?								X											
How long do your works remain in your workspace?								X											
How do the works to be done reach your desk?								X											
Do you share files with another employee?								X											
How often do you use reference material?								X											
Are there large graphical materials exhibited in your workspace?								X											
Do you use pinboard, flip chart etc. for working?								X										X	
What kind of artificial lighting is needed in the general space and private workspaces?				X		X			X										

When the questions for finding out the users' views regarding the existing office interior space design in Table 1 are evaluated, it has been seen that they're 37 in total; however their numerical distributions differed in each document. For example; evaluations are made for determination of user

views related to existing office interior space design on the basis of 11 questions by Hua [16], 6 questions by Hameed and Amjas [12], and only 1 question by Gensler [9]. In other words, it has been discovered that there's an embodiment intended for acquisition of information at different levels and nature from these documents used for same purpose.

When the questions intended for identification of user wishes and needs related to office interior space design to be done soon in Table 2 are evaluated, it has been seen that these are 55 in total, however their numerical distribution differed in each document just like in Table 1. For example, evaluations are made for determination of user views related to office interior space design to be done soon on the basis of 6 questions by Spencer [10], 3 questions by Lee and Brand [14] and only 1 question by Wilkinson, et.al. [18]. In other words, it has been discovered that there's an embodiment intended for acquisition of information at different levels and nature from these documents used for same purpose also in Table 2 just like in Table 1.

Additionally, when the data in Table 1 and Table 2 are analyzed, it has been seen that no problem has been identified for learning whether there're users (handicapped, etc.) requiring specific design or ergonomic features of the users. However, project planning of all components belonging to the space in compliance with the user's competencies and physical feature is the most fundamental necessity in terms of success of the design.

When the whole data acquired under the study is examined, it is seen that the questions were 92 in total towards determining the users' views on existing and future office interior space design (Table 1, Table 2). However, it has been ascertained that even Fmlink [17], who has the most evaluation questions, used only 22 of them. In other words, 70 different questions that will help to define the user's wishes and needs are neglected even in the resource that allows for gathering the most comprehensive data.

When 92 questions listed in Table 1 and Table 2 are analyzed, most of them have been observed to be in the nature of hampering to get clear and correct answers. For example; the answer to be given for the color by the user to the question of "What are your preferences about design styles and color? is probably going to be gray, dark blue, caramel etc. However, the possibility of sameness is very low for the definitions such as light gray or dark blue meant by the user and the color tones corresponding these names in the mind of the designer. A mistake to be done here, may cause the occurrence of undesirable consequences in terms of user pleasure. In other words, there's no embodiment to provide language unity between the user and the designer in existing documents.

When the questions in Table 1 and Table 2 are examined, it has been observed that there're not any problems towards cultural implications. However, the workplace has its social, cultural and psychological implications; furniture designers need to be aware of these consequences. For example, Europeans generally prefer products to be long-lasting and appreciate a sense of history, whereas countries such as Japan are more interested in the disposable and replaceable [30]. Also, in France culture dictates one should not work with one's back towards someone entering through the door [31; 32].

When the questions in Table 1 and Table 2 are analyzed, it is seen that there's not a clear problem intended for identifying the work flow process of the company that will use the office. However, Morrow et. Al. [33] emphasizes that one of the most important criteria in office interior space design is the identification of the firm's workflow process at the preliminary stage. Elsbach and Bechky [34] and Hua et. al. [35] state that imperfect knowledge on this subject will create trouble in respect of the compatibility of the business with physical working areas in new office design, and so this will considerably affect the performance of employees.

It is impossible to identify user wishes and needs at sufficient levels and correctly through present documents due to all these incompleteness determined. Therefore, some suggestions will be made for the elimination of this incompleteness at the next stage of the study.

RECOMMENDATIONS FOR IDENTIFICATION OF USER WISHES AND NEEDS AT A SUFFICIENT LEVEL AND CORRECTLY IN OFFICE INTERIOR SPACE DESIGN

It is recommended to use the entire 92 different questions listed in Table 1 and Table 2, when composing new documents that will enable the identification of user wishes and needs at a sufficient level and correctly in office interior space design.

It is recommended to define questions towards learning the users' ergonomic features or whether there is users (handicapped, etc) requiring specific design in the documents to be created newly. The question of "What are the anthropometric dimensions of the users" which is going to be one of the most important among these questions, should be described in an attribute that can be answered by considering the action groups and the action to be carried out in the space. In other words, documents must contain which anthropometric dimensions are required to be taken for which actions.

It is recommended to structure the questions in new documents in a nature to ensure getting clear and correct answers. As in the color example given above, it must be allowed to choose among a color chart instead of saying the tone and name of the color by the user when answering the question of "What are your preferences about design styles and color?"

It is recommended to create questions towards identification of cultural characteristics of firm employees in new documents. The criteria such as age, gender, social status must be taken into consideration when determining the cultural characteristics. Because the wishes and needs of individuals having same culture differ depending on the criteria like age, gender.

It is recommended to compose questions intended for identification of workflow process of the company which are not available in existing documents but significantly affecting the success of office interior space design. The questions should be created precisely towards identification of the system/systems used in document management by the company in order to carry out faultlessly the workflow process, the participants taken part in realization of each action, the action groups and the action of every step of the workflow process when identifying these questions.

Each of these recommendations made within scope of the study intended for improvement of the documents, are in the nature of separate scientific studies. The conclusions to be acquired from these scientific studies will allow for correctly and precisely structuring the documents that will be created soon.

RESULTS

It would be possible to determine user wishes and needs regarding office interior space designs in a more correct way through the use of documents to be composed in line with the

recommendations made within scope of the study. And so this will significantly enhance the performance of the designer.

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Constraints on Wh-Question Formation in Gichuka

Muriungi Kinyua Peter
Chuka University, Chuka, Kenya

Miriam Kathomi Mutegi
Ndagani Secondary School, Chuka, Kenya

ABSTRACT

Ross (1976) argued that *wh*-movement is not unbounded. This paper investigated *wh*-question formation in Gichuka, and checked whether *wh*-movement is constrained/bounded by the complex NP constraint, the subject condition, the *wh*-island constraint and the coordinate structure constraint. The results indicate that *wh*-movement is constrained by these constraints except the complex NP constraint. This paper therefore is a contribution to the principles and parameters of universal grammar.

Keywords: *Wh*-movement, *Wh- in situ*, Constraints, Gichuka, Bantu

CONSTRAINTS ON *WH* MOVEMENT

Complex NP Constraint

Gichuka, like many other languages of the world conforms to constraints seen to restrict *wh*-movement in other languages. One of these constraints is the Complex Noun Phrase Constraint. This constraint prohibits *wh*-movement out of a complex noun phrase.

Consider the sentence in (1).

(1) John made the claim that he gave Peter a book.

'the claim that he gave Peter a book' is a complex noun phrase. To question 'Peter' by *wh*-movement is impossible since it is within the complex noun phrase, therefore, (2) is ungrammatical.

* (2) Who did John make the claim that he gave the book?

Note that even when we leave the *wh- in situ* the sentence is ungrammatical:

* (3) John made the claim that he gave **who** the book?

A complex NP constraint therefore cannot be ameliorated by use of *wh- in situ* in English. Traditionally, the ungrammaticality of the above sentence was explained using the subjacency principle (Chomsky 1973). The subjacency principle prohibits movement of an *wh*- phrase across more than two bounding nodes, where the bounding nodes are an NP and IP. In current practice, the ungrammaticality of (2) is attributed to the principle of relativized minimality (Rizzi, 1999) or the minimal link condition (Chomsky, 1995, 2000). Consider in contrast (4) where there is no complex noun phrase.

(4) John claimed that he gave Peter the book.

It is possible to question 'peter' in the above sentence since there is no complex noun phrase. Therefore (5) is grammatical.

(5) Who did John claim that he gave the book?

It's ungrammatical when we use *whin situ* to ask the above question as shown in (6).

*(6) John claimed that he gave who the book? (*wh insitu*)

English in general does not allow *wh-in situ*, except with echo questions.

Consider the Gichuka Sentence in (7) containing a complex NP 'malalamiko ati nianenkere Peter mbuku'

(7) John aruthire malalamiko ati nianenkere Peter mbuku.

John made the claim that he gave Peter a book

'John made the claim that he gave Peter a book.'

In contrast to English, In Gichuka, 'Peter' an element from within the complex noun phrase can be questioned in situ (7) by use of full *wh*-movement (8) or by use of intermediate *wh*-movement (9).

(7) John aruthire malalamiko ati anenkere **uu** mbuku

John made the claim that he gave who book

'Whom did John make the claim that he gave the book?' (*wh in situ*)

(8) N-uu John aruthire malalamiko ati nianenkere mbuku?

f-who John made the claim that he gave book?

'Whom did John make the claim that he gave the book?' (full *wh* movement)

(9) John **n-uu** aruthire malalamikoati nianenkere mbuku?

John f-who made the claim that he gave book?

'Whom did John make the claim that he gave the book?' (intermediate *wh* movement)

In the intermediate strategy, the *wh*-phrase moves to a position between the subject and the verb. Muriungi (2003; 2005, 2010), Abels and Muriungi (2008), and Kathomi (2013) analyzes this sentence as involving movement of the *wh*-phrase to the Specifier of a Focus Phrase, followed by movement of the subject NP to the Specifier of a Topic Phrase, located above the Focus Phrase in the syntactic tree (Cf. also Rizzi, 1997).

From the data in (8-9), it is clear that the complex NP constraint does not apply in Gichuka, as both *wh- in situ*, and *wh*-movement are allowed. Note here a fundamental morphological difference – a moved *wh*-phrase bears a focus maker (glossed ad f) but an *in situ* one does not.

Subject Condition

This constraint states that movement out of a subject is impossible (Huang, 1982). For example in the sentence in (10a) it is impossible to question 'John' which is part of the subject, hence the ungrammaticality of (10b). One can only question the whole subject as in (10c).

10 (a) That the Police will arrest John is certain

subject

*(b) Who is that the police will arrest certain? (c) What is certain?

Consider the Gichuka sentence in (11), with a complex subject:

- (11) *Ati bolici makambat John niuama*
 that police will arrest John is true
 'That police will arrest John is certain'

To question 'John' is impossible, whether by use of full *wh*-movement (12a), intermediate strategy (12b) or *wh- in situ* (12c).

- *12(a) **Nuu** bolici makambata niuama
 Who police will arrest is certain
 'Who is that the police will arrest certain?' (Full *wh* movement)
 *(b) Bolici **nuu** makambata niuama?
 'Police who will arrest is certain'
 "Who is that the police will arrest certain? (Intermediate movement)
 *(c) Bolici makambata **uu** niuama

Police will arrest who is certain
 'Who is that the police will arrest certain?' (*wh- in situ*)

The subject condition therefore applies in Gichuka, as in other languages.

Wh-island Constraint

This constraint states that it is impossible to move out of a clause with another *wh*-phrase. A clause with another *wh*-phrase is an island for subsequent extraction of another *wh*-phrase. Consider the declarative sentence in (13).

- (13) *John arugire nkima*
 John cooked ugali.
 'John cooked ugali'

The subject of the sentence John can be questioned using full *wh*-movement (14a) and intermediate strategy (14b).

- (14) (a) **Nuu** arugire nkima?
 f-who cook food
 'Who cooked ugali?' (full *wh* movement)
 (b) Nkima **nuu** arugire
 food f-who cooked
 'Who cooked food?' (intermediate *wh* movement)

Note however, after questioning the subject, the object cannot be questioned too, because the sentence with the subject is an island (15).

- *(15) Nimbi **nuu** arugire?
 What f- who cooked?
 'What did who cooked'

The sentence is ungrammatical even when the order of the *wh*-phrases is switched, (16).

- (16) **Nuu** nimbi arugire?
 Who what cooked

The *wh*-island constraint therefore holds for Gichuka.

Co-ordinate Structure Constraint

This constraint states that movement out of coordination is impossible.

It is impossible to question one object in a structure where we have two of them.

- (17) (a) What did John cook?
*(b) What did John cook ugali and__?
*(c) What did John cook __and rice?

This constraint applies Gichuka. Consider the declarative sentence in (18a) with a conjunct. One cannot question/extract one of the conjuncts leaving the other (18b) and (18c) by use of full *wh*-movement.

- (18) (a) John arugire nkima na mucere
John cook ugali and rice
'John cooked Ugali and rice.'

*(b) **Ni-mbi** John arugire nkima na__
f-what John cooked ugali and
'What did John cook Ugali and?'
*(c) **Nimbi** John arugire na muceere
What John cooked and rice
'What did John cook __ and rice?'

The examples are also ungrammatical when the intermediate strategy is used, (19).

- (19)* (a) John **nimbi** arugire nkima na__
John what cooked ugali and
'What did John cook Ugali and?'
*(c) John **nimbi** arugire na muceere
John f-what cooked and rice
'What did John cook __ and rice?'

Note however it is ungrammatical to question one of the conjuncts *in situ*, (20).

- (20) (a) John arugire **mbi** na mucere
John cooked what and rice
'What did John cook and rice?'

(b) John arugire nkima na **mbi**
John cooked Ugali and what
'What did John cook Ugali and?'

Note that extraction of the whole conjunct from the sentence in (18a), i.e 'ugali' and 'rice' is acceptable, (20).

- (20) (a) **Ni-mbi** John arugire (Full *wh*-movement)
What John cook
'What did John cook?'
(b) John **ni-mbi** arugire (Intermediate strategy)
John f-what cook
'What did John cook?'

The coordinate structure constraint therefore applies in Gichuka.

CONCLUSION

This paper which has been mainly descriptive in nature has shown that *wh*-movement in Gichuka conforms to the constraints established elsewhere – the *wh*-island constraint, the subject condition and the coordinate structure constraint. The study established however that *wh*-movement is not constrained by the complex NP constraint of the type *make the claim*. The study also established a mismatch in the amelioration of islands – while coordinate structure islands can be ameliorated by *wh- in situ*, subject islands cannot. I will leave an exploration for this mismatch for future research.

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Environmental Degradation and the Compromise of Transportation Networks in the Niger Delta.

Heoma Nsirim-Worlu

ABSTRACT

The action of man in the process of producing material goods for his subsistence has caused serious alteration in the biodiversity as deleterious or hazardous substances are released into the environment. Man and his products move from one spot to the other by network of mobility which is described as transportation network. There are varied means of mobility, some faster than others and each is powered by oil and oil related products. Crude oil is found in large scale in the Niger Delta region of Nigeria; and the processes of production, transportation and utilisation have been compromised and there are observable avoidable accidents and sufferings; these are accounted for by way of hike in the cost of the powering agents, scarcity, pirates, conflicts and even militancy. With proper and quality education; and conscientising of people on the security of the environment and the means of movement, the officials whose duty it is to maintain standards will perform efficiently and effectively and the people on the other hand will cease to be channels through which the environment will be degraded. This is done by examining the role of the institutions that are charged with regulating transportation in the region; the causes and sources of environmental degradation are investigated. The Niger Delta environment is reviewed briefly so that the readers will understand the link between the environment, production process and the movement of finished goods, services and humans; and why the three elements should be handled carefully.

Keywords- Network, Transportation, Compromise, Environmental Degradation And Niger Delta.

INTRODUCTION

Man is known to move from one place to another from time immemorial; and as society evolves from simple to complex, so also does the transport system(s). Movement of goods, services and even man particularly is by varied means for instance, by foot, beast of burden (donkey and camel) that is animal, bicycle, train, vehicle (car and lorry), canoe and ship, airplane and many more.

Some scholars have made their inputs in different areas of transportation systems, for example Uchegbu (2002), Enger and Smith (2002), World Bank Report (2003); but this particular work is set to investigate how environmental degradation has compromised transportation network in the Niger Delta of Nigeria. The observed compromise this paper argues is as a result of failure of personnel who are charged with monitoring and enforcing regulations based on international best practice in the area of environment and transportation network.

Niger Delta Environment

There are plethora of literature on Niger Delta and related matters, so also are descriptions of the Niger Delta environment. Scholars like (George 1990), posits that “man cannot do without the environment because, it is one basic thing nature bestows on man throughout man’s existence.” Umeuduji in (Atemie, 1999) refers to the environment as the “entire physical setting, experiencing a complex labyrinth of relationships circumscribing life and development.”

According to (World Bank, 1996) report, Niger Delta environment is that area considered to be within Rivers (Bayelsa included) and Delta states; each covering about 1.7 million hectares or in total 3.5 million hectares (approximately the area of Belgium). Therefore, the Delta in its widest sense comprises an area of 2.5 million hectares, which includes the mangroves, fresh water swamps and surrounding areas. In the stance of this contributor, the Niger Delta environment is a delicate and fragile ecological zone with abundant natural resources of importance to the entire world of which its utilisation has impacted the people's way of life.

We can decipher from the above multifaceted definitions that man's surrounding or environment encompasses the atmosphere, hydrosphere and lithosphere and the three together is singly known as the biosphere. In the view of (Nsirim-Worlu, 2005), the atmosphere comprises gases extending outward from the earth's surface, which evolves from elements of the earth gasified during its formation and metamorphosis; the hydrosphere embodies Oceans, lakes, streams, rivers, and shallow ground water bodies that interflow with the surface water; while the lithosphere consists of solid mantle that wraps the core of the earth. In the forthcoming section, the causes of environmental degradation will be discussed.

Causes Of Environmental Degradation

The forces accountable for the degradation of the environment are numerous but this paper views it as arising from the productive activities prevalent in the region. The Niger Delta environment is abundantly endowed by nature with numerous natural resources of which the harnessing of those natural resources using modern techniques have become sources of danger to the people and the environment.

In agreement with the above view, is the submission of Chiefs and Peoples of Rivers State 1992 at Rio de Janeiro in Brazil during a United Nations conference on Environment and Development (UNCED) culled from (Nsirim- Worlu, 2005); which states that the "Niger Delta and the Nigerian coastal zone wetlands constitute one of the most fragile ecosystems in the world". The submission further states that due to her rich natural resources, including over 95% of Nigerian petroleum and gas, the air and seaports; other developmental strides and the intensely hazardous concentration of industrial activities, all have enhanced the danger to which the Niger Delta and the adjacent coastal zone are exposed. Therefore, the combination of this unusual fragility and physical environmental characteristics together with the numerous impacts of hazardous industrialization earned the Niger Delta and its indigenous people an "endangered environmental zone".

To further show sources of environmental degradation is (World Bank 1995) report, which states that the construction of upstream dams on River Niger for hydropower has had significant impact on the ecology of the area, fluvial sediments and erosion are mechanical impacts with crucial roles for the changes of the ecology of the Niger Delta. It can be deduced from the above that since the Niger Delta hosts most of Nigeria's oil exploration establishments, that its activities then create environmental hazards which directly or indirectly degrade the environment.

It can further be extrapolated that the process of production, distribution and consumption of good (crude), generates a flow of pollutants that eventually accumulates in the air, water and land. To support this view is Brian Anderson, a former Chief Executive/Group Managing Director of Shell in (Nsirim-Worlu, 2005), who states that "the vast assets concentrated in the Niger Delta area inevitably would impact on the environment, that the local communities definitely benefit from the roads and dredged channels that serve the company's operations, but the negative impacts as stated below must be minimized". The impact includes, but not

limited to the following to; oil spill from flow lines, pipe lines, flow stations and export terminals; land taken for seismic operations, drilling and engineering/construction activities; and associated gas flaring.

Separately, such scholars like (Fubara,1997 in Nsirim-Worlu and Ayomike, 1995), contend that the economic activities in the region cause a high magnitude of degradation via oil spillage, marine dumps; clearing of land, swamp waterways, drilling, laying of pipelines, gas flaring and waste emissions, disasters on water-ways, water hyacinth; to mention a few. In the light of the foregoing therefore, the listed sources of degradation clearly indicate that they can on the other hand serve as means of compromising transportation network in the region, because known transportation network systems operate in the air, land and water.

Transportation Network In The Niger Delta

The concept transportation is an act or process of conveying goods, services, man and materials from one location to another by such means as water-way, road, rail and even air.

The more evolved or sophisticated the process of production, the more developed the transportation network of the people (nation). This is evidenced in that, when the Niger Delta region' mode of production was that of hunting and gathering and the political administration was band and the reason for production was purely for subsistence and so, the transportation system was by canoe, animal and human muscles (legs).

As society continued to evolve and with the introduction of steam engine in 1769 (Uchegbu, 2002); this revolutionized the transportation system in the entire world. At this time, the colonialists built railway terminals from the hinter lands or source of moving raw materials to the sea ports for onward conveyance to their home countries. The raw materials were to service the European home industries and to also rebuild and reconstruct their battered economy. In the communities, the indigenes were moving and conveying their personal wares and effects on foot and the environment was minimally despoiled.

Though movement from place to place was more of physical effort, some challenges which existed and were recorded include; the conveyance of little quantity item(s) or goods within short distances. The traders and their goods moved in groups from the community to the farm land or bushes in order to supply the farmers who resided in the bush and produced different agricultural products for subsistence; and the former in exchange for their cash products received the items which they exchanged on the other hand with the European merchants for cash. The people and traders walked through bush paths or track roads which were maintained by community efforts.

With the invention and introduction of lorries in the eighteenth century, the quantity of goods conveyed once increased; that translates to opening of trunk 'A and B' roads. At that period the indigenous traders got to the real sources of raw materials for example, palm oil and kernel (plantation), logs of wood (depot) and which bought the produce off the peasant farmers and then parked the produce in a common place and thereafter invited truck or lorry drivers who haul same to the terminals, which could be seaports or railway for onward transportation to Europe where the goods are processed, packaged and prices fixed for onward exportation to Africa.

During this period, environmental challenges were beginning to become obvious; for instance, the process of conveying goods and services by roads and railways led to the acquisition and

clearing of parcels of land; and heavy earth moving machines employed to build such infrastructures thereby bring about degradation and deterioration of the environment. Some persons also lost their land and so the process of alienation and impoverishment began; and the people also lost control and say in their own affairs.

Modern Transportation Network Andmode Of Production In The Niger Delta

Following the discovery and introduction of different means of transportation by the industrialised nations, the discovery and production of crude oil in large quantity in the Niger Delta in the fifties, these led to revolution in the mode of production (from primary/ primitive to capitalist productive mode), wherein the forces of production and the relations of production began to undergo changes. These observable changes in the mode of production and the transportation networks tremendously account for what this work considers as compromising of the transportation networks arising from degradation of the Niger Delta environment.

The Niger Delta environment is surely agreed by both scholars and indigenes as being degraded. The causes of degradation have been discussed earlier; however, the land, water and air of the region are altered because the current means of movement which are foreign and alien to the people have been compromised, especially as the indigenous people have neither control nor produce such methods of transportation.

At this juncture, may I list and describe some transport networks as operational in the zone; for instance, the air plane (the fastest means of transport), train, ship, vehicles of all types, automobiles and even bicycles. These multifarious means of transportation are replete in the Niger Delta and each contributes to degradation of the environment in its right. These transportation networks have contributed to increase in movement of people, goods and services within and outside the region; and the region is connected to the world directly twenty four hours a day simply because, there are sea and airports that can connect any parts of the world.

The maxim by Rosa Luxemburg in (Nsirim-Worlu 2005) that "Capitalism whose main purpose is maximisation of profit without necessarily taking precautionary measures to protect the environment where the resources are extracted" is true in this region. The Multinational Corporations (MNCs) whose operations are noticeable in the Niger Delta contribute to more than 95% of Nigeria's Gross Net production (GNP) and Gross Domestic Product (GDP).

It is discovered that in the attempt to produce, distribute, consume and transport this product, that the environment becomes degraded and this directly and indirectly leads to the compromise of the transport network as well. The different means of transportation which are becoming complex as do the mode of production upsets the entire system, as this paper observes that there is no proper planning before the introduction of the current transportation networks. Though, these new methods of transportation network have made movement, communication and even production easier, but the challenges generated by them are of very high magnitude.

To give credence to the above view therefore, this paper thus states that as mode of production is modified, so too are the means of transportation; and also the observable changes in the transportation network directly create some problems, some anticipated and others not. In support therefore, (Enger and Smith 2002) posit that "the establishment of new transportation corridors stimulates increased growth in the areas served and transportation corridors soon become inadequate".

The above is true since the new methods of transportation help in movement of personnel (national and international), equipment, partners and more to reach different places in no distant time and to also do business(es), attend conferences and even exchange staff. In the Niger Delta region of Nigeria, conveyance of goods, services and man is a very important sector that the present and past governments may not have considered the possible consequences the current means of transportation would have on the people and their environment before the nation was integrated into the world's varied modern transportation network.

Challenges Of Transportation Network In The Niger Delta

This section is set to discuss perceived compromise as it affects the transportation networks in the Delta region of Nigeria; that is to say that following the ongoing productive activities of the Multinationals in the zone, the observable degradation of the environment and then the real influence of those on the movement system.

The bid to provide advanced transportation network as to be at par with existing productive mechanism has generated a lot of challenges; since it is observed that from the colonial time till date, the managers of most of the transportation systems ever operated did not consider their possible consequences on the people and environment before they became operational. For instance, in the thirties and forties, the railways and roads were built to meet the economic needs of the colonizers as to convey the raw materials from the hinter lands to the seaports and hitherto to the latter's country home in order to serve their industries.

The introduction of air planes took the same pattern and style as the roads and railways. Importantly however, is the fact that the building of new means of movement brings about movement of people from rural to urban areas where movement channels are existing. In other words, existence of different transportation networks bring about urban –rural pull, as more people migrate to such areas for job and subsistence; (Cunningham and Siago, 1999).

The Niger Delta region is the oil hub of the nation and with varied transportation networks a lot of people are attracted to that zone; some work with the haulage industry, forwarding and back-warding (freight), airlines, etc. This type of economic activity has affected the population of the area; and some communities are displaced in order to create room for expansion of the roads or to improve other transportation networks.

Again, because adequate planning was not done by the government and operators of transportation services ab initio, such challenges as road traffic accidents (RTAs) water and air crashes; water, land and air pollution; noise and traffic jam are common sight and news in the area. This paper will attempt to discuss some of the observed challenges in the upcoming section briefly.

Air Pollution

The automobile, train, ship, speed boat and even air plane are powered by products of crude oil; different crude oil products whether fuel or gas is utilized by different systems of transportation network for aid mobility generate waste products which when emitted into the air upsets the atmosphere and the people and the environment are denied pure and quality air. Waste products in the form of carbon monoxide, carbon dioxide, sulphuric acid (tetraoxosulphate (vi) acid) when released by a combination of poorly maintained machines and cluster of numerous machines hitherto upset the air in the zone.

Traffic Jam

Heavy traffic jams are prevalent in most cities in the region and there are multi-varied reasons; some among them are that there are more vehicles than available roads, break down of road and rail networks; attitude of operators, presence of cows and herdsmen, sea pirates, and sometimes actions of officials who are licensed to regulate the activities of the transportation systems.

Traffic delays are at times reported in the air and some of the adduced facts are the incidence of tornado, turbulence, presence of government functionaries and even perceived presence of imagined or real terrorists in the air space; more importantly is technical issues whereby there may not be synchrony between the officers in the control tower and the cabin crew. Traffic jams whenever they occur however, consume lots of man-hours, and the psychological trauma experienced by commuters is more imagined than experienced; this idea is collaborated by (Cunningham and Siago, 1999).

Accidents

Accidents are said to be caused, contrary to speculations that they are manipulations; there are plethora of crashes, some recorded, while others are not. Due to poor quality of roads in the region, there is quantum of road traffic accidents (RTAs). Road traffic accidents are hydra-headed monsters which leave many people maimed, and others dead.

Most of the existing roads are broken down without timely maintenance, unconstructed rural and urban ones, and most importantly are the fluidic roads built by development agents like Niger Delta Development Commission (NDDC), which will not last for more than six months before they break down irretrievably and the roads hitherto get to the stage of being described as non-use and irreparable.

Along the waterways too accidents do occur, and they could be due to collision of two speed boats, effect of waves generated by MNCs boats on local boats or canoes; action of pirates or militants on the creeks; and sometimes sinking of ships due to act of sabotage or over-loading. When the railway system was functional in Nigeria, there are evidences of derailment; but what we see today are the old and dilapidated buildings of Nigeria Railway Corporation (NRC). Currently in Rivers State there is ongoing construction of a modern railway system known as mono-rail by the government under the leadership of Rt. Honourable, Chibuike Rotimi Amaechi. This project is considered as one of the 'white elephant projects' undertaken by Nigerian governments; and therefore serves as channel for diverting public funds and depriving the masses necessary and needful social amenities, such as portable water, electricity and good road network.

Furthermore, there are evidences of plane crashes; for instance, ADC- 1996, Sosoliso-2005, Bellview- 2005 and Dana -2012 (passenger planes) and military jet (Dornier 228-2006, in all the incidences those on board the airlines were killed (crew and passengers). This reminds each and every one of us how the nation's transportation networks are compromised, the ineptitudeness in the system and the state of unpatriotism on the part of the citizenry.

Noise Pollution

This nuance is one of the ways to measure how compromised the transportation network has become; any unpleasant sound is considered as noise. On daily basis the people are inundated by unhealthy sounds from the automobiles, aero-planes and even speed boats, these sounds collectively impact the hearing and health of the people and their environment. The normal decibel for humans is 60-65db, hence, any measure above that range is capable of exposing the

people to hearing problems; this view is supported by (Cunningham and Siago, 1999) and it is the situation in the Niger Delta.

loss of valuables

In the process of building roads, airports, railways and seaports; some people lose their ancestral homes, farm lands and wetlands, and these observable losses cause the indigenous people to be alienated to their means of livelihood, as they are not easily employed by the constructing companies. On the other hand, the people can sometimes constitute themselves as saboteurs in order to disrupt ongoing projects from being completed.

One incidence worthy of mention is the bulldozing of many houses in Rivers State by Rt. Honourable Chibuike Amaechi' administration; whereby his administration used all that is within its power to restore Port Harcourt to its near garden city status and to also ease traffic flow in the environ. Though this action did not go down well with majority of the people, who for economic reasons violated and defaced the original plan of the city; most of them even extended their buildings beyond drainage lines, an action which contributed to safety, security and transportation challenges; (Cunningham and Siago 1997; Enger and Smith 2002).

Fare Hike

At the introduction of the varied transportation networks, the cost of movement from one place to another was relatively low; what does that mean? It simply explains that though the fare would be said to be low then, but, not everyone could afford their use or have need for them. However, the increases in transport fare is industry driven; that is, whenever the cost of petroleum and its related varied products increase either as a result of international economic demand or internal forces, so too do the cost affect this all important sector.

The most recent and also most devastating increase in fare is that of January 2013; when the pump price of fuel was increased from sixty five naira to one hundred and twenty naira. This increment led to series of protests by the citizens and civil right organisations; the protest had both political and ethnic undertones. While the protests lasted, several man-hours were lost as both private and public servants participated; traders inclusive and the nation lost fortunes economically. The Federal government on her part introduced programmes aimed at cushioning the effect of the pump price increment on the masses, which is tagged 'fuel subsidy', and this has metamorphosed to be known as Sure P. This organ is empowered to manage the excess funds realized from the increment from the pump price of fuel.

To the dismay of all, every alleviation measures by the Federal government is not felt or experienced by the general public. The government promised to provide mass transit vehicles which would convey people from place to place, especially the workers at low prices. This promise never saw the light of day and the people still suffer for the fall out of the increment in fuel pump price till date.

The brunt of increase in the pump price of fuel includes; fare hike, increase in the cost of goods and services, destruction of lives and properties. It also shows the level of impunity on the part of the political class. This singular action shows how the transportation networks are compromised in the Niger Delta. Compromise in this context can mean an action or step taken by an individual, group or government and its representatives which therefore, brings a system to danger or suspicion, and thus exposing it to loss of reputation.

Misuse Of The Environment

Another very important issue in the area of compromise of the transportation network in the region is the misuse of the environment. Niger Delta is a region where the inland waterways, road and drainages have been converted to dump sites for wastes of all kinds (solid and liquid, degradable and non-degradable). Dumping of wastes in undesignated places have caused delayed movements, accidents and sometimes fire incidences; and it accounts also for why water hyacinths are common on the waters, objects float freely, while some roads have been taken over by sprouting illegal dump sites by the populace. This view is supported by (Enger and Smith 2002); where they discussed the misuse of wetlands in Louisiana.

Agents Of Transportation

Every structure in a nation has regulating bodies; and this is applicable to transportation system in Nigeria. The different networks that function collectively to bring about the movement of people and materials to different designations have different regulating organs. The role of these varied regulating organs will be examined in this section and they are first, Federal Road Safety Corps (FRSC) and Vehicle Inspection Organisation (VIO). These two organs are discussed together because their functions and services are directed toward the regulation of means of movement on land.

The Federal Government of Nigeria in February 1988 through a decree No. 45 amended by Decree 35 of 1992; established the FRSC and in 2007, the National Assembly passed the FRSC Act cap 141 laws of the Federation of Nigeria. By this act or legislation, the FRSC is empowered to perform very vital functions that would impact on the safety of every road users within the territory of Nigeria.

Among the numerous duties assigned to the FRSC, this paper is set to critically examine three of them.

- Making the high way safe for motorists and other road users.
- Recommending works and devices designed to eliminate or minimize accidents on the highways and advising the Federal and State Governments including the Federal Capital Territory Administration (FCTA) and relevant governmental agencies on the localities where such works and devices are required; and
- Educating motorists and members of the public on the importance of discipline on the highway.

The above listed functions are all embracing and if the rules are carried out to the latter, Nigerian roads will be safe haven for all; but on the contrary, the reality and actuality are not on the same pedestal. The actuality is what the law stipulates, while the reality is what we all observe on daily basis where some personnel of the corps aid, abate, and even exhort money from road users. The argument may be that other structures of the Nigerian nation are indulging in sharp practices which make functionality of the system very unsatisfactory.

On the other hand, the VIO functions are closely related to those of the FRSC; and they read in part;

- Inspection and issuance of road worthiness certificate (RWC) to all types of vehicles.
- Maintaining sanity on our various roads and highways by ensuring that all vehicles plying such roads are road worthy at all time.
- Training and testing of drivers for driver's license and organising seminars and public lectures.

Good and noble as these duties appear on paper, but it is very disheartening to observe rickety vehicles on Nigerian roads and most of such vehicles sometimes are causes of fatal road traffic

accidents; and this leaves one to wonder whether there are traffic regulatory agents in the country.

Next, to be examined is the National Inland Water Ways (NIWA); this agency has three objectives, which are;

- Improve and develop the inland waterways for safe navigation
- Provide alternative mode of transportation for the evacuation of economic goods and persons.
- Execute the objectives of national transport policy as they concern inland waterways.

The above functions can be organized as regulatory, transport, engineering, marine survey, environment and general services. All the services are directed towards ensuring the safety and security of both man and materials in the Niger Delta, but let me draw your attention to the environmental services aspect of this agency, which reads in part “we pursue an ecologically sound inland water transportation policy. Due consideration is given to the well being of aquatic life as well as the cleaning of water hyacinths and other harmful aquatic weeds. We are also authorized to “carry out environmental impact assessment of navigation and other dredging activities within the inland water and its rights of ways.....” These also are cosmetic statements, as they are far from being true in practice.

Another agency is the Nigerian Railway Corporation (NRC), whose history may be as old the Nigerian nation, but currently the NRC is better described as moribund. However, in this present dispensation a little is heard or seen of this corporation except in Lagos State, where there is skeletal services; and in Rivers State where mono-rail is under construction of which only the gods know when it shall become operational and whom it would serve; the billions of naira sunk into the project notwithstanding.

The mandate of NRC is scanty and shows how non functional this transportation system is, and the mandate reads;

- Carriage of passengers and goods in a manner that will offer value for money.
- Improve market share and quality of service amongst other modes of transportation
- Ensure safety of operations and maximum efficiency

Finally, National Airspace Management Agency (NAMA); this agency is in charge of Nigeria's airspace and it therefore, serves both the civilian and military planes. So, its functions will include but not limited to:-

- Provide air traffic services in Nigeria, including air traffic control, visual and non visual aids, aeronautical telecommunication services and electricity supplies...
- Provide aerodromes at all the major Nigerian airports, the navigation services necessary for the operation of aircraft taking off and landing and integrate them into the overall of air traffic within the Nigerian airspace.
- Minimize or prevent interference with the use or effectiveness of all apparatus used in connection with navigation and for prohibiting or regulating the use of all such apparatus and display of signs and lights liable to endanger aircraft and the use of Nigerian airspace

In the course of this investigation, some persons and groups were interviewed who helped to provide information that cushioned the hunches of this writer. Communities were purposively selected from Bayelsa and Rivers states in the Niger Delta region of Nigeria. The people of Emeyal and Ogbia in the Bayelsa affirmed that in the eighties and nineties that most of the boat mishaps that occurred in the region were due to the action of Edok company that operated in the area who had and used speed boats as means of transportation while the people's only

means of movement was mainly by canoes and on foot. They further agreed that the boats polluted their water ways with petroleum oil, they saw oil float on the rivers and creeks after the boats had driven pass.

At the Abonnema wharf and Nembe waterside in Port Harcourt, those who live and do business there relived their experiences; and they are in the form of fire disasters, boat mishaps, petroleum products flowing freely on the water surface, abandonment of wretched boat and canoe parts, long periods of waiting and more. These they say contribute to the degradation of the environment which directly compromises the transportation network in the area; and Cunningham and Cunningham (2007), posit that most of the natural water sources in U.S. are degraded due to the economic activities in the country.

At the Odual end of Port Harcourt city, this was the hub of activities of the Nigerian Railway Corporation in the sixties and seventies; we saw broken down and dilapidated offices, coaches, railway. No transportation activities were going on there; rather most of the areas have become trading spots, home for miscreants and mentally deranged, imposing and awful sights of refuse dumps. These in their rights degraded the environment also and further compromised the transportation system in the region.

Through the length and breadth of region, there were more dysfunctional road networks than functional ones and those interviewed contend that the number of man-hour people spend in the traffic is more than the time used to perform useful duties in either their homes or offices. For instance, during what is tagged as "rush hours" (between 06:30am and 08:00am in the morning and 3:00pm and 6:00pm in the evening). An individual or commuters can spend more than an hour at a spot, this long and tiring queues arouse in the commercial drivers sense of impatience and so most of them drive against traffic, pedestrians' path, make dangerous and wrong turns. These actions collectively worsen the traffic situation and some people eat and drink in that circumstance and whatever that is left over is dropped on the road and they too lead to compromise of the transportation network.

Around the airport, especially Omagwa and Rumuomasi, those interviewed submitted that the amount of noise they experience around their environment is of high magnitude; however, the long term effect of the noise on their hearing was not well articulated by many. But many believe that if the planes are in good condition, that the noise will be minimal; some account for how horrifying it is to be around crash site and people watch helplessly as others perish in public glare.

This work therefore, discovers that in spite of the multi-varied agencies of transportation networks in the nation, that the Niger Delta transportation network is badly compromised; some of the facts being the political structure of the nation, inability of regulating agents to perform their legitimate functions without fear or favour; no conducive environment as the personnel want their share of the national cake (corruption), indifference on the part of the personnel as to the challenges the Niger Delta environment is passing through due to the activities of the MNCs. Furthermore, due to nepotism and godfatherism, some personnel are ill qualified to occupy certain positions and so inefficiency and loyalty to officers' region of origin account greatly for the compromise.

At this juncture, this work recommends that the rule of engagement of officers to different cadres of the agencies be reviewed, that the serving officers should undergo training and re-training, which is continuing education as to how to use modern operational equipment; in order to meet international best practice requirement or standard. Finally, the Federal

Government and MNCs should religiously meet their corporate social responsibilities to the people thereby, forestalling sabotage by the people at times.

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A Study of the Cultural Ambiance Delineated in Suniti Namjoshi's Select Poems in the Light of her Meditative Sensibility which is Gifted with Ironic Perception

Dr. S. Joseph Arul Jayraj

Associate Professor of English St. Joseph's College (Autonomous)
Tiruchirappalli-620002, Tamil Nadu, S. India.

ABSTRACT

This paper takes into account the cultural ambiance against which Indian women poets have kept the feminine poetic tradition and poetic sensibility vibrant and considers Indian poetry in English by women as the daring assertion of the modern Indian woman. It analyses the cultural ambiance delineated in a few of the poet's select poems in the light of her meditative sensibility which is gifted with ironic perception.

Key words: womanhood, culture, the oriental, the occidental, humanoid, patriarchal, verbal opaqueness.

INTRODUCTION

The Indian women poets in English hail from urban, modernized, intelligent and affluent families with good academic qualification. They are endowed with opportunities for independent career and occupy respected positions in the society. They "deviate from the traditional pattern of Indian womanhood" (Sunanda, 1984, p. 10). Indian women poets in English face certain elements of inevitable tensions in personal life and in social life because they are not flexible, adjustable, submissive, and express strong opinion even before marriage. They rebel against the traditional role of women in the society and struggle to assert their new identity as independent individuals. Thus, they liberate their life from typical Indian feminine psyche (Sunanda, 1984, p. 10).

The cultural position of Indian women in the society and the development of their poetic psyche provide an essential basis for the study of the Indian feminine psyche's contribution to Indian Poetry in English. It can be divided into four categories: a) the Romantics (Pre-Independence Poets), b) the New Romantics, c) the Moderns, and d) the New Poets (the Post-Independence Poets) (Sunanda, 1984, p.11). SunitiNamjoshi comes under the category of the New Poets. Sometimes, transplantation of women poets from abroad to Indian culture takes place because they get themselves married to the Indians. This category of women poets can be grouped under "Outsider-insider" (Sunanda, "The Background", 1984, p. 12).

In spite of totally unfavourable social ambiance, Indian women poets have kept the feminine poetic tradition and poetic sensibility vibrant from the very beginning. Indian poetry in English by women poets can be considered the boldest assertion of the modern Indian woman.

In response to personal experience, SunitiNamjoshi is "gifted with the unique capacity for ironic perception..." (Sunanda, 1984, p.78). Her translation of the Marathi *Poems of Govindagraj* is a proof of her Hindu instincts absorbing the Protestant Christian doctrines from her boarding school days. "In consequence I know much more about Christianity than I do about Hinduism", writes Suniti in a personal letter to Sunanda P. Chavan dated 19-07-1978 (Sunanda, 1984, pp. 76, 83). This modern mixture has a more petrifying effect than an enlivening touch.

The fecundity of Hinduism and the rigidity of Christianity sterilize the fertility of humanity which includes the oriental and the occidental. As a result, her vision becomes characterized by irony rather than by liveliness.

SunitiNamjoshi born in the middle of the 20th century came to her own popularity towards the end of the century. She combines the spirit of India with the physicality of the Western perceptions. Her education in India from the University of Poona was reinforced with additions from the U.S. and Canada, and it attained its maturity during her professorship at the University of Toronto. Her studentship in English literature got enmeshed into humanity as a resource during her study abroad. Indian spirituality is naturally dove-tailed with the physicality of the Western values and it has transformed the physical into the metaphysical experience.

Her poetical volumes are not very voluminous but are not negligible. Her three volumes viz. *Poems*, *More Poems* and *Cyclone in Pakistan* present her as a poet of extreme delicacy and its opposite, strength. Her softness is armoured in steel.

Human experiences are all social, and plurality and mutuality are their character but their foundation is in the solitary and personal threshold.

ANALYSIS OF THE SELECT POEMS

Being born in a traditionally Hindu family, she appears to be not deeply rooted in her faith. She does not appear to be a fanatic, but a liberal Hindu. She is able to question her faith from a Protestant perspective. It need not be considered the betrayal of one's faith, but her openness to other faiths:

'Graven Images'

*For friends who asked me whether the gods I worshipped
Were made out of flesh or made out of stone*

The phrase 'Graven Images' may refer to Idolatry. In other words, it is known as worship of idols. It is a pejorative term which expresses contempt or disapproval for the worship of an idol.

First, the squat, minotaur, toad monster
He weighs 2 tons. He is made
out of stone. He has grown so heavy,
so extremely strong, that he cannot move.
You could run about naked. You could tickle
his nose. If he could lift his paw,
he'd probably kill,
But you're probably safe.
He cannot move. Caress his flanks,
and this is his wife,
also of stone. She loves no one. (Suniti, 1982, pp. 61-70)

First, in strength training, 'the squat' refers to a short, fat, ugly, repulsive, emotionless, lethargic and passion-dry animal. God is squatting like a hungry man-eater. He is ready to jump but incapable of jumping because he is kept down by the weight of a couple of stones. His throbbing flesh has become hard stone – static with no movement. Life is lifeless and therefore

deathless which is no consolation. The partner-wife instead of emitting 'love' as symptom of life is also petrified into its opposite 'lovelessness' which signals 'lifelessness'.

The word 'Minotaur', in Greek mythology, refers to "a species of humanoid bulls, appearing to be about eight feet tall. They walk on their hind legs and carry a variety of massive axes. ... Kratos can kill them by thrusting a sword in their open mouths and at the back of their heads. The 'toad monster' is an abominable creature" (<http://godofwar.wikia.com/wiki/Minotaur>). The whole thing is metaphysically enshrined in the classical-mythological 'minotaur' – the man-eater, hungry-killer and taker of lives in the labyrinthine maze. But the killer is getting killed, and the human-beast signifies a complex of life and death. The 'stone' image here does not stand for firmness or rigidity but stands for 'lovelessness' which is seen earlier also as 'lifelessness'.

The phrase "He weighs 2 tons" implies the fact that the stone-god is incapable of passionate mobility. The concluding line of the poem refers to the stone-wife of the stone-god. "She loves no one", refers to the fact that the stone-wife of the stone-god is forced into obedience to a husband by outmoded patriarchal traditions. Even the tears are 'stones', rounded into pebbles. The rock, which is desensitized from 'rain' and 'wind', contrasts with 'stone' and 'pebbles'. Unlike Shelley's "Ozymandias", here, one can see the 'smile' in the place of the 'wrinkled lip'. It needs long years, thousands to alter his 'lordship's' smile. Humanity intrudes into the inhuman and into the non-human by 'stroking' and 'petting' and 'kissing' the stone image.

My idol, my pretty one, weep stone
tears, no one is watching.
They will think they are pebbles.
Every night his godship recedes, inches
into rock in the wind and rain.
It will probably take him 6,000 years
7,000 years, to alter his smile,
to erode his nose. Human beings
help, their stroking and petting,
their persistent kissing.
His priests rub him down
in butter every day. (Suniti, 1982, pp. 61-70)

The second poem induces the following thoughts in the minds of the readers. In the wind and the rain, leaves and flowers are moved, and participate in the romantic dance, but here is the idolized man who turns into rock oblivious of the romantic drama. He is no longer human because he does not care to stroke, pet and kiss which are acts of passion and love. The passionless man is traditionally adored like the idols in a Hindu temple.

Under the stonetree of which
the leaves are made of stone,
a man lies asleep. Even his lashes
are made of stone. Sometimes
an ant will cross an eyelid.
No music moves. This is a man
who was probably loved and thus preserved. (Suniti, 1982, pp. 61-70)

Even the tree is constituted in stone. Even its leaves are made of stone. Under its shade, a man is asleep. Even his lashes are made of stone. Even the sound of music does not sound movingly.

The man is only 'asleep' and not dead. Love envelops him and preserves him alive and the 'stoneliness' of the stone does not prevail and life of humanness prevails over stone. In this poem, the term 'stone' is repeated thrice because the central image is that of stone. The phrase, 'was probably loved', implies that the idol-like man never loves his wife.

And what's her history?

A blank, my lord.

Twelfth Night, II, iv

The suns slip past,

in the daylight one is tired,

but do not weep. As you sit

very still and turn into stone,

envy no one,

not the girl made of grass,

nor the girl made of straw,

You have your dignity, but their laughter

and delight can offend none. (Suniti, 1982, pp. 61-70)

Shakespeare's *Twelfth Night* offers a semi-serious motto to the poet to what her meditations are in the fourth poem. Life's 'envy' stills the dynamic and lends the 'stoneliness'. Will it lead to optimism or pessimism? One can usurp the positivism in the metaphysics of personal dignity. The physical becomes the metaphysical, and life with all its boredom and exhaustion can still be squeezed to spit out 'delight', however hard-won it can be.

The opening lines of the poem "And what's her history?/ A blank, my lord", which are a quote from *Twelfth Night*, Act II, Scene iv, are considered to be the crux of the poem because these lines reiterate the main theme, which is recurrently mentioned in the poems taken for analysis. That is, the woman does not matter at all. But the poet reminds the woman of the fact that every woman has her dignity and her "laughter and delight can offend none" because she has every right to be treated as a dignified human being. The poet encourages women to rebel against the conventional role of women in the society and struggle to assert their new identity as independent individuals. Thus, the poet expects the women to liberate their psyche and life from typical Indian feminine psyche and life style.

CONCLUSION

SunitiNamjoshi's uniqueness as a poet is her composite fusion of the Western and the Eastern experiences, the fusion of Christian and Hindu sensibilities making her poetic vision worthy of attention by her readers. Her poems communicate before they are understood, because of her "inwardness" in imbibing the delicate intricacies of the genius of the English language.

Her poems have verbal opaqueness that makes it difficult to paraphrase them. If one asks what they mean, they sound like the music of Orpheus. She asks her readers to read them again. They don't tell as much as they mean. They are unparaphrasable, but look at life from new pair of eyes and therefore they have a new perspective and do not starve the curiosity of the reader, making SunitiNamjoshi one of the major minor poets anthologized. She does not preach but does reach the reader's sensibilities without disappointing.

In all the poems taken for analysis, the poet attacks the inhuman behaviour of the male partners towards their female partners under the guise of attacking the idol of the Hindu gods. At the surface level, the poems taken for analysis appear to be echoing the poet's meditative

sensibility, but at the deeper level, the poems argue vehemently for the rights of women which are denied to them by the male members of the society who are brought up in outmoded patriarchal traditions. Thus, SunitiNamjoshi's poetry evinces the unusual phenomenon of meditative sensibility which is gifted with ironic perception.

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Teachers' and Learners' Perceptions of Streaming Learners and Their Impact on the Teaching and Learning of Principles of Accounts at Ordinary Level in Masvingo Urban District Secondary Schools

Shadreck Mandina

Educational Foundations at Midlands State University, Gweru Zimbabwe.

Herbert Chiheve

Accounting Education at Midlands State University, Gweru, Zimbabwe.

ABSTRACT

This study set out to find out the perceptions of teachers and learners of Principles of Accounts at ordinary ("O") level in Masvingo Urban District secondary schools in Masvingo Province in Zimbabwe regarding streaming of learners and how such perceptions impact on the teaching and learning of the subject. The study used the descriptive survey design so as to enable the researchers to study a limited number of cases with a view of generalising the conclusions to the whole group under study. A sample of *one hundred and eight learners* and *six teachers* from *three schools* as well as *two education inspectors* was drawn for study from an estimated population of *eight hundred and forty "O" level Principles of Accounts learners* and *eight teachers* from *four schools* plus *two education inspectors*. Data were collected through questionnaires, interviews and observations, and then subjected to interpretational analysis. The study found that schools streamed learners in order to improve the pass rate in the subject and to improve teacher effectiveness in teaching the subject. Most learners disliked streaming for various reasons. Teachers prepared better for lessons with fast streams and used different strategies to teach the different streams. The researchers recommend continuous monitoring of the performance of learners so that they can be moved between streams. Staff development workshops and in service training can be used to improve the attitudes of teachers towards slow learners. Setting, which involves assigning learners to groups based on performance in specific subjects, could be a more viable alternative to streaming. Schools can also adopt mixed ability grouping which enables cooperative learning to take place. Where streaming has to be practised then teaching and learning resources and teachers must be allocated equitably between the fast and slow tracks.

Key terms: steaming, tracking, fast stream/track, slow stream/track, setting, mixed ability grouping, cooperative learning

INTRODUCTION

Streaming of learners by ability, also known as tracking in the United States of America (USA), which involves "assigning learners to classes based on some measure of ability" (Harlen & Malcolm, 1999), is a common practice in schools in Zimbabwe. In some countries, the practice is over 100 years old.

The three main reasons that have been proffered by the advocates of streaming are that; it is easier and more efficient for the teacher, learners are assisted to reach their learning potential and learners feel better about themselves and it limits the amount of failure that slower students may experience and feel (DiMartino, 2005).

However, DiMartino (ibid) disputes each of these claims. He points to research that has shown that it is not possible to place learners equitably and accurately into groups based on their level of ability. He further argues that students in slower tracks have a lower self esteem. Furthermore, streaming polarises, creates elitism, sets low expectations for slower stream learners as well as teachers, wastes time and encourages "segregation".

Gamoran (2000) argues that learners in faster streams take more academic subjects and engage in more academic work. More experienced, better qualified and better prepared teachers are commonly assigned to such classes whilst lower stream learners are more often affected by interruptions and student misbehaviour.

Barquet (2000) argues that lower stream learners have fewer demands placed on them and spend most of their time in routine activities such as rote learning, working in workbooks, basic computations and memorization. As a consequence, many learners who are placed in slow tracks show a progressive retardation as they progress through school.

BACKGROUND TO THE STUDY

The practice of streaming or same ability grouping has been debated extensively both within Zimbabwe and outside. Morrison (2000) avers that the debate on streaming learners has raged since the beginning of the modern educational system. In Zimbabwe this practice has become so institutionalised that very few schools, if any, do not stream students. A lot has been said both for and against this practice.

Chivore (1992) states that the practice of streaming started in government (state) schools in Zimbabwe and was later adopted in non-government schools. The idea was to exploit the individual differences among the learners, that is, learners of different levels of ability learn at different paces and each learner should be allowed to learn at his/her pace in order to help him/her reach his/her highest possible potential.

Chivore (ibid) suggests that this practice was meant to steer learners into different courses of study where their potential could be exploited to the fullest. According to Zvobgo (1998), learners were streamed based on their performance in form one entrance tests. However, currently schools stream students according to their performance in the Grade 7 results for junior secondary education and according to performance at junior education for "O" level. According to Akinpelu (1981), streaming may enhance achievement of higher standards of education as teachers and students in slow tracks compete with teachers and learners in the fast stream. According to Keddie (2004), cited in Rubin (2008), high ability learners in streamed classes perform much better than those in non-streamed classes. Chisaka (1992), however, pointed out that teachers and learners in lower tracks may despair of doing anything better than or equal to learners and teachers in the fast track.

Shaw (1981) suggests that the main objective of streaming learners is to promote effective teaching and learning because teachers prepare their lessons according to the specific ability levels of the learners. Rubin (ibid) suggests that, for comparison purposes, we should consider learners of similar ability levels on their own. It also prevents the inflation of the egos of the fast learners when they are compared with slow learners.

However, Chivore (ibid) argues that learners in mixed ability classes seem to achieve more than learners of the same levels of ability in streamed classes. Chisaka (2000) also noted that teachers have low expectations and poor working relationships with learners from the lower

streams, resulting in learners from such streams getting less work in terms of quantity and the demands of the tasks.

Chivore (1992) argued that, because of low teacher expectations, their preparations for lessons are different for lower track classes compared with fast stream classes.

Chisaka (ibid) pointed out that streaming results in inequitable distribution of resources to the different streams. Keddie (2004), cited in Haralambos and Holborn (2008), supported this view when he indicated that there is unfair treatment in terms of access, control and distribution of resources among streamed classes. This disadvantages slow stream learners who may lose commitment to the learning process as a result.

Haralambos and Holborn (2008) declare that streaming results in labelling and the self fulfilling prophecy of failure. Learners in the lower tracks are labelled as "dull" and given shallow content. This can instil a permanent negative attitude and the learners in the slower streams develop an inferiority complex.

These differences in the research findings of the different scholars and the divergence of opinion prompted the researchers to want to find out how teachers and learners of Principles of Accounts at "O" level in Masvingo Urban District view the issue and also how these perceptions of the teachers and learners impact on the teaching and learning of the subject.

STATEMENT OF THE PROBLEM

Schools in Masvingo Urban District practise streaming, which is the assigning of learners to different classes based on their academic achievement. The researchers would like to find out how teachers and learners of Principles of Accounts at "O" level in the district perceive this practice and, furthermore, to assess the impact of such perceptions on the teaching and learning of the subject.

MAIN RESEARCH QUESTION

How do teachers and learners of ordinary level Principles of Accounts in Masvingo Urban District view streaming and what are the effects of their perceptions on the teaching and learning of the subject?

Research Sub-Questions

- What are the reasons for streaming learners in Masvingo Urban District?
- To what extent are resources, both human and material, shared equitably among the streamed classes in Principles of Accounts at "O" level?
- What are the effects of streaming on the attitudes of teachers and learners regarding motivation and academic performance in Principles of Accounts?
- How do these attitudes of teachers and learners of the subject affect the teaching and learning of the subject?

Delimitations

This study was carried out in secondary schools in Masvingo Urban District. It was confined to the perceptions of streaming of teachers and learners of Principles of Accounts at "O" level and how such perceptions impact on the teaching and learning of the subject. The study subsisted in the period between July and November 2014 to which period the findings of the study can be attributed although some of them may be regarded as timeless.

RESEARCH METHODOLOGY

This research study employed a descriptive survey design. This design enabled the researchers to collect data from a limited number of respondents with a view of drawing up conclusions that cover the generality of the whole group under review (Chiromo, 2000). It also allowed the use of questionnaires, interviews, observation and document analysis to gather data for analysis.

Population

The population of the study was made up of eight (8) ordinary level Principles of Accounts teachers and eight hundred and forty (840) Principles of Accounts learners from four secondary schools in the district as well as two (2) education inspectors of commercial subjects in the district.

Sample And Sampling Procedure

The researchers used the simple random sampling technique to select the three schools which took part in the study. They then employed the purposive sampling method to select the six (6) teachers who took part in the study. Stratified random sampling was used to select the one hundred and eight (108) learners of Principles of Accounts who participated in the study. This was done to ensure that equal numbers of boys and girls would take part in the study. The two (2) education inspectors were included by virtue of the fact that they were the only specialists in commercial subjects at the district office.

Ethical Considerations

Informed consent was sought and obtained from the participants, who were assured that the information that they would provide would be used solely for academic purposes and that no adverse repercussions would befall them as a result of participating in the study. Furthermore, they were informed of their right to withdraw their participation at any stage of the study if they so wished.

Data Analysis Techniques

The data that were collected were classified and summarised using tables. They were then subjected to interpretational analysis, which is the process of examining data closely in order to find constructs, themes and explain phenomena (Borg and Gall, 1996:562).

DISCUSSION OF FINDINGS

The findings of the study indicated that the objective of streaming learners in Masvingo Urban District was to improve the pass rate in Principles of Accounts and other subjects at "O" level. This is supposed to happen in two ways. Firstly, the learners would be allowed to work at their own pace, improving their understanding of the subject matter as a result, since no one would be there to force them to work faster. Secondly, there would be competition among learners in the fast track and those in the slow stream, thus improving results. These findings tally with what Akinpelu (1981) had suggested, that higher standards of education can be achieved as a result of competition among learners.

It was found that the schools used Grade 7 examination results to stream students and learners who would stay in those streams until they wrote their "O" level examinations. No intermediate interventions are in place to change learners from fast to slow streams or the other way round.

The two education officers who participated in the study indicated that streaming of learners was not government policy. However, schools were free to practise streaming and it was also up to them to decide on the method of implementing their streaming.

The study found that schools do not allocate teachers to fast and slow streams on the basis of teacher quality, skills and experience. Thus slow learners can get teachers who are highly qualified and experienced. These findings contradict the findings in a study by Gamoran (2002). Gamoran had found that there was a tendency in schools to allocate qualified and experienced teachers to the fast stream. The policy in place in Masvingo Urban District is likely to have a positive impact on the teaching and learning of Principles of Accounts at "O" level since no group would feel segregated against and equal teacher skills are brought to bear on both slow and fast learners.

The other findings which follow are classified as perceptions of teachers and learners. For this purpose, education inspectors are regarded as teachers since they are in these positions by virtue of professional qualifications and experience as teachers.

Perceptions of Teachers

From the findings of the study, it was evident that teachers expect more from fast stream learners than from learners who are in the slow stream, whom they regard as failures. This does not bode well for the effective teaching of the slow stream by such teachers. However, some teachers of learners from the slow stream seem to take their work more seriously since they give remedial lessons to the slow learners.

Teachers' negative perceptions of slow learners manifested themselves in the way textbooks were shared among the streams. There were more learners per copy of the standard text (6 learners to a copy) in the slow track than in the fast stream (2 learners to a copy). This tallies with what Slavin (2002) found, that there is bias against the slow stream in the sharing of resources which might be in short supply. This does not augur well for the effective teaching and learning of Principles of Accounts at "O" level in Masvingo Urban District, particularly in the slow stream. A teacher tried to justify this by saying that some of these students drop the subject and never return the copies that would have been allocated to them, but there should be ways to solve these problems without disadvantaging learners.

The teachers believe that learners in the fast stream are more motivated to learn than learners in the slow track. Consequently, teachers report for lessons to the fast track punctually, as do the learners. However, the teachers are not as punctual for lessons in the slow stream. It is also not surprising to find as many as 30% of learners being absent for lessons in the slow stream. Before the teachers can blame the learners in the slow stream for lack of motivation, they need to demonstrate that these learners are equally important by reporting for their lessons as promptly as they do for lessons in the fast stream. The lack of motivation may be a consequence of perceived unfairness on the part of teachers rather than wilful disobedience.

Teachers were found to use different teaching strategies in the two streams. While the teachers could assign learners in the fast stream to read up on a topic and make a presentation in class, they simply provided the learners with the information in its completed form to the learners in the slow track.

On behaviour, teachers tended to expect wayward behaviour from the slow stream learners more than they did from the fast stream learners. These pre-conceived ideas do not augur well

for the uniform treatment of learners and might have negative consequences for the effective teaching and learning of the subject. Furthermore, it was found that in some schools, learners with problems of behaviour were assigned to the slow stream as a kind of punitive measure. Hargreaves (1987) is in agreement with such expectations from teachers.

Perceptions by learners

Learners in the slow stream feel hopeless to the extent of dropping Principles of Accounts before they sit for the examinations at "O" level. A teacher said a learner from the slow stream said to him in the Shona vernacular: "Sir, I do not know why you bother with us; we are dunderheads". Students lose hope because they have been labelled as failures by both teachers and fellow students.

Learners in high ability streams may feel uncomfortable about seeking assistance from teachers in the slow track, believing innocently, that such teachers are as hopeless as the learners that they teach. This may have negative consequences for the effective teaching and learning of Principles of Accounts at "O" level in Masvingo Urban District. Many students, both from the fast and slow tracks, declared their loathing for the practice of streaming for various reasons. This shows that, from the outset, streaming learners may negatively impact on the effective teaching and learning of the subject.

Learners indicated that teachers in the fast stream take a short time to mark the work written by their students whilst those in the slow stream take much longer. This means that feedback to the learners in the slow track is delayed, thereby compromising on the effectiveness of teaching and learning.

Learners in the slow track thought that learners in the fast stream were arrogant and do not want to cooperate with learners in the slow track. This poisons the relationship between fast and slow stream learners, compromising the effectiveness of the learning process.

CONCLUSIONS

- Streaming is problematic because it is considered a contributing factor to segregation. Whatever the effect on achievement may be, schools need to take this issue into account when deciding whether or not to stream learners.
- Streaming is linked with increasing inequality in the achievement of learners. While learners in the fast streams gain more because of a favourable environment and larger quantities of resources, learners in the slow tracks fall further and further behind because of an unfavourable learning environment and disruptions caused by the unruly behaviour of some of them, who consider it heroic to misbehave. Thus streaming may benefit fast stream learners but it is at the expense of slow track learners.
- Streaming that is done on the basis of one criterion, for instance performance in the Grade 7 examinations, is likely to be inaccurate in the sense that some fast learners may find themselves in the slow stream and the other way round.
- While teachers claimed to stream learners so that they could tailor their teaching approaches to the different needs of the learners, the situation on the ground was rather different. It seemed to indicate teaching habits that amount to neglect of learners in slow tracks. Kelly (2000) confirmed that the intended benefits for all students did not materialise.
- Teachers tend to employ a democratic leadership style when they deal with learners in fast streams and an autocratic style when dealing with learners in the slow track as confirmed by Watyoka (1999).

- By promoting competition between teachers and learners in the fast track with teachers and learners in the slow stream in Masvingo Urban District, the authorities negate the benefits of cooperative learning which are well documented.

RECOMMENDATIONS

- Form one entrance tests should be used to stream students where streaming has been adopted but there must be continuous monitoring of learners' performances, so that those who improve are promoted and those who regress are demoted.
- Where streaming has been adopted, there must be close supervision of teachers by heads of school, heads of department, senior teachers and education inspectors to ensure that equal academic standards are applied across streams.
- Teachers' negative attitudes towards slow learners must undergo transformation. This can be achieved through staff development workshops and in-service training.
- Teachers should give extension work to fast learners and remedial work to learners in the slow stream in order to promote effective learning.
- Schools should allocate teaching and learning resources equitably to both fast and slow track learners to obviate perceptions of unfairness.
- Schools should actively consider the alternative to streaming which is setting. Setting involves assigning learners to groups based on performance in specific subjects.
- Schools should also consider mixed ability grouping which facilitates cooperative learning. Research by Slavin (1991) and Sharan and Sharan (1990) found that there were tremendous benefits for both fast and slow track learners in cooperative learning.

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The Drifting of Baptist Youths to Other Denominations in Delta State: Causes and Panacea

John Arierhi Ottuh

Vicar: Winners Baptist Church, P. O. Box 1214, Effurun,
Delta State, Nigeria.

ABSTRACT

The research examined causes and panacea of the drifting of Baptist youths to other church denominations in Delta State. Moreover, the main aim of the study was to sensitize the Baptist youth of the need to remain in the Baptist church. In order to achieve this, the survey research method was explored as a methodology. Questionnaires were used to sample opinion of Baptist youths in Delta State using the cluster sampling methods in some cities and towns of Delta State. The research showed that some Baptist youths in Delta State were gradually drifting to other church denominations like the Pentecostal church and that this is happening more in the campus due to lack of strong Baptist campus ministries in tertiary institutions. However, lack of constant willingness for economic empowerment, insensitivity of the church leadership to youth's spiritual and physical needs were also identified as the causes of the drift. Due to the problems that have been identified, this research work recommended that establishment of strong campus ministries, bridging the gap between the ancient and modern in the Baptist church and positive branding of the Baptist church by members especially parents could be helpful in tackling the problem of Baptist youth's drifts to other church denominations. This work was concluded on the presupposition that when all the tiers of Baptist leadership and memberships in Nigeria, especially in Delta State see the drift of the Baptist youths as a challenge that calls for: prayers, training and retraining through discipleship programmes, more radical campus Baptist youth ministries and the drifting youths to believe Baptist biblical practices and retracing their steps, the problem will be surmounted by the Baptist family.

Key Words: Drift, Baptist Youths, Dominations, Causes,

INTRODUCTION

Background of the Study

The youth ministry of the Baptist church in Nigeria is a very important aspect of the church, hence whatever that is wrong within it has a lot of implications for the Baptist church in Nigeria. The Baptist church is a well spiritually and administratively structured church in Nigeria. It operates under the name; "Nigerian Baptist Convention." In the local Baptist church, the youth wing is called Baptist Youth Fellowship (BYF). In the national level of the Baptist Church, it is called: "The Nigerian Baptist Convention Conference."

The propelling factor that mused this research work was predicated on the observation of the Baptist leadership and membership concerning the drift of the Baptist youths from the Baptist church to other churches like Christ Embassy, Winners Chapel, Redeemed Christian Church of God, etc. This has posed some concerns to the Baptist people in Delta State of Nigeria, especially the Triumphant Baptist Association that called for this paper. Despite the drift of some youths from the Baptist church, the Baptist church is still growing in lips and bounds. Some other youths have also migrated from other church denominations to the Baptist church in Delta State. This churches include; Winners Chapel, Christ Embassy, Anglican Church, Catholic Church, Redeemed Christian Church of God, ect, among others as well. This work does

not intend to give the statistics of the drifts to the Baptist from other church denomination because the focus of this work is on the drift of Baptist youths from the Baptist church to other church denominations. We do not need to fold our arms and watch our youths go away from the church.

Statement of the Problem

The drift of the Baptist youths in Delta State is indeed a problem because it is believed that the Baptist youths are the future of the Baptist church in Delta State of Nigeria. The problem posed by this drift causes the racking and puzzling of the brain for solution. Although, this problem looks physical, we cannot dismiss the spiritual aspect of the matter.

Another issue the Baptist will contend with in this outward drift is the spiritual training that has been impacted into the drifting youths. It is expected that having trained the youth for the future spiritual and physical development of the church, that will remain in the structure but it appears the reverse is the case. The Baptist has a lot of medium of training from childhood to adulthood. This trainings are aimed at the spiritual and emotional development of the person. All of these are being taking away gradually by some youths who ought to train others just the same way they have been trained.

Moreover, being that the Baptist church believe in the Baptist youths, they are given one week in a year to demonstrate how they will lead the Baptist church in future after the exit of the present elders. This is also part of the training of the Baptist youth. The question is: if the youths keep drifting from the Baptist church to other church denomination what becomes the future of the Baptist church? This is a puzzle which the Baptist church must unravel.

Objectives of the Study

Generally, the objective of any research project is to gather data, analyze it based on ones' research question and present such findings and conclusions. This study intends to view the Drifting of Baptist Youths to Other Denominations in Delta State.

Specifically, the study aimed at the following objectives:

- to ascertain whether Baptist youths are actually drifting to other church denominations in Delta State of Nigeria;
- to examine the extent of the drift of Baptist youth to other church denomination in Delta State of Nigeria;
- to assess the causes of the drift of Baptist youths to other church denomination in Delta State of Nigeria;
- to proffer some kinds of solution to the drift of Baptist youths to other church denomination in Delta State; and
- to sensitize the Baptist youth of the need to remain in the Baptist church.

Significance of the Study

- This study will raise consciousness about the reality of the drift of Baptist youths from the Baptist church to other Church denominations in Delta State.
- This study will help create the interest of the Baptist people in the proper handling of the Baptist youth for the future administrative sustenance of the church.
- This study will highlight the spiritual and physical disadvantage of loosing the Baptist youths to other denominations.
- This work shall provide materials for further research on the subject matter.

Definition of Operational Terms

Drift

According to West and Endicott (1976:98), the term drift means to float along slowly or go along having no plan or fixed idea.

Baptist Youth:

A youth according to the Encarta Dictionary (2008) is a young person in the period of human life between childhood and maturity or a young person in his early twenties. This definition does not actually capture the meaning of youth in Nigeria because youthful stage in Nigeria is between ages 17 and 40. The Baptist youth as it is used in this work refers to Baptist young men and women between ages 17 to 40.

Denomination:

The term denomination according to the Oxford Dictionaries means the following: a recognized autonomous branch of the Christian Church (for example, the Presbyterian church, the Baptist church, Anglican church, etc.); a branch of any religion (for example, Orthodox Jewish denominations); the face value of a banknote, coin, or postage stamp; the rank of a playing card within a suit, or of a suit relative to others; a name or designation; and the action of naming or classifying something; the denomination of a consideration as relevant or irrelevant. The word denomination as it used here refers to church denominations.

Cause:

The term cause means the relationship between one event and another (<http://en.wikipedia.org/wiki/Causes>). The producer of an effect, result, or consequence. It also means the one, such as a person, event, or condition, that is responsible for an action or result. The term is synonymous with reason, occasion and antecedent.

Panacea:

According to the Encarta Dictionary (2008) the term panacea means a supposed cure for all diseases or problems. In this work, it shall mean some kind of solution to the drift of Baptist youths to other denominations.

DELTA STATE OF NIGERIA

Delta State is a state in Nigeria, comprising mainly Anioma, Urhobo, Isoko, Ijaw and Itsekiri. Okpe is grouped among the Urhobo even though they seek to be recognized as a distinct ethnic group in Delta State. The whole ethnic-groups that comprise Delta State are administratively grouped into three senatorial districts namely Delta North, Delta South and Delta Central for administrative purposes. Delta is an oil producing state of Nigeria situated in the region known as the Niger Delta, South-South Geo-political zone with a population of 4,098,291 (Males: 2,674,306 Females: 2,024,085; see Federal Republic of Nigeria, Official gazette, No. 24, vol. 94, 2007).

The capital city is Asaba located at the northern end of the state with an estimated area of 762 km², while Warri is economic nerve of the state and also the most populated located in the southern end of the state. The state has a total land area of 16,842 km². Delta State was carved out of the former Bendel State on August 27, 1991 by Gen. Ibrahim Babaginda, the then head of state (http://en.wikipedia.org/wiki/Delta_State).

REVIEW OF RELATED LITERATURE

Young Exodus: The Church Experience

Kinnaman (2012:1) gives six reasons why youths leave the church. The reasons are as follows:

- **Isolationism.** One-fourth of 18 to 29-year-olds say church demonizes everything outside church, including the music, movies, culture, and technology that define their generation.
- **Shallowness.** One-third call church boring, about one-fourth say faith is irrelevant and Bible teaching is unclear. One-fifth say God is absent from their church experience.
- **Anti-science.** Up to one-third say the church is out of step on scientific developments and debate.
- **Sex.** The church is perceived as simplistic and judgmental. For a fifth or more, a "just say no" philosophy is insufficient in a techno-porno world. Young Christian singles are as sexually active as their non-churched friends, and many say they feel judged.
- **Exclusivity.** Three in 10 young people feel the church is too exclusive in this pluralistic and multi-cultural age. And the same number feel forced to choose between their faith and their friends.
- **Doubters.** The church is not a safe place to express doubts say over one-third of young people, and one-fourth have serious doubts they would like to discuss.

In a research carried out by the Barna Group (2012) in the USA, it was observed that six in 10 young people will leave the church permanently or for an extended period starting at age 15, according to new research by the Barna Group. And for the generation now coming of age, it is more than the usual "driver's license to marriage license" joy ride, according to the pollsters. For church leaders, the question is, what will we do about it? Today's young adults are marrying later, if at all, are technologically savvy, and hold worldviews alien to their upbringing. Barna Research president David Kinnaman, after a five-year-study, declared that church leaders are unequipped to deal with this "new normal."

Their response is mostly at the extremes and both dangerous. Many ignore the situation, hoping young adults' views will be righted when they are older and have their own children. These leaders miss the significance of the shifts of the past 25 years, Kinnaman contends, and the needs for ministry young people have in their present phase-if it is a phase. But the opposite reaction is just as problematic: "using all means possible to make their congregation appeal to teens and young adults." This excludes older members and "builds the church on the preferences of young people and not on the pursuit of God," Kinnaman said.

Kinnaman prescribes intergenerational ministry. "In many churches, this means changing the metaphor from simply passing the baton to the next generation to a more functional, biblical picture of a body - that is, the entire community of faith, across the entire lifespan, working together to fulfill God's purposes."

How to Lead a Successful Youth Ministry

Victor and Herrick (2012) state that Youth Ministries are often the pillar of any Christian church's continuity. If you cannot set teenage hearts on fire with love of God, the Christian population will dwindle. This being a difficult time in most teenagers' lives, it is more important than ever to get a good youth ministry program started, and here is how it can be done. Victor and Herrick (2012) also give eight steps on how to successfully build a youth ministry in the church.

- i. Find a good meeting location. Many churches already have a great hall for their youth group, but if not find some location where everyone will feel comfortable. A large room,

- a park in good weather, or the beach in the summer are great places for teenagers to connect.
- ii. Get the word out. Word of mouth works great, so encourage frequent members to talk to their friends about the youth group. Place an announcement in the church newsletter and Sunday bulletin. If the church has a website, add a link for youth ministry information. Do not forget Facebook and Twitter, as these are very popular with youth.
 - iii. Break the ice. For a lot of these kids, the youth group will evolve into their greatest friends base, and that is a wonderful thing- if you can get it to happen. Play some get-to-know-you games, encourage group discussion and mingling. Get the teens out of their pre-set cliques. Make sure there are no teens left out or uncomfortable.
 - iv. Let the youth lead. The youth know what the youth want. Often, it is best to pick 11th or 12th graders to form a "core" or "leadership" team to plan events and the like. At this age, they will have developed maturity, planning skills, and hopefully a sincere love of God.
 - v. Sing praise to the Lord. Youth love music, and if you can find the right kind of music, even the quiet type will open up eventually. Set a mood, and use song as prayer. Those who are not willing to sing under most circumstances tend to find themselves singing with joy when the Holy Spirit acts through them.
 - vi. If you are a youth, push to effect these changes. Many youth groups are stagnant because the youth just do not care. Love of God is contagious, so let yours show for the benefit of those around you.
 - vii. Sign up for or plan your own retreats. Away from the hustle of routine life, retreats can truly cause amazing spiritual conversions, and encourage youth to attend the regular meetings as well.
 - viii. Pray for the youth of Christianity daily. There is perhaps no more important thing to do for your youth ministry than this.

The Nigerian Baptist Youth

The Baptist youth fellowship is a composition of males and females, students, admission seekers, job seekers, the employed, the singles and the married. The youth ministries division of the Nigerian Baptist Convention is a specialized ministry that has these groups in focus; designing programmes that addresses the teaming needs of the members of the group.

The Baptist Youth Ministries in Nigeria was inaugurated in Iwo in 1973. This was the result of the efforts of some concerned persons like Revd Emmanuel Akingbala, Dr E.A Dahunsi, Oba Samuel Abimbola 11 [Oluwo of Iwo], Bro Noah Iyanda and Late Dr T.A Ayorinde, who preached at the inaugural ceremony. His message admonished the youths to see themselves as Christians. They were made to understand that the convention expects her youth to participate fully in a constructive way and as such, they are also expected to cooperate with the convention to the best of their ability. In the inaugural ceremony, six conferences were represented and 241 youth delegates participated (Lagos Central Baptist Conference, 2012).

During the inauguration ceremony, a threefold objective was unveiled as follows: to help the Baptist youth to recognize their individual opportunities and responsibilities in the church worldwide mission; to inspire Baptist youth commit their lives to continuing Christian witness; and to provide opportunity for Baptist youth to know each other better and thus work co-operatively to fulfill the great commission. The vision was to reach all the youths for Christ, and position them for effective living and service that reflects the glory of God (Lagos Central Baptist Conference, 2012).

From the Constitution of the Nigerian Baptist Convention Youth Conference the objectives for which the youth ministry is constituted by the convention include: to cooperate with the

Nigerian Baptist Convention in emphasizing its declared principles among the youths; to take the whole Gospel of Jesus to all who do not know it or have not received it, wherever opportunity may be found; to encourage and assist in the building and maintenance of Baptist Youth Centres; to afford a united action concerning matters affecting the welfare of youth fellowships in the Convention and to cultivate fellowship by such other means as the conference may adopt; to invest in any financial undertakings that is for the propagation of the Gospel of our Lord Jesus Christ; and to prepare the youths as a formidable force to take over the mantle of leadership for the next generation.

Baptist Youth Ministries and Its Relationship to the Baptist Church

The Youth ministries division has a single agenda in focus for the church on grounds of relationship-partnership agenda for church empowerment. This agenda is founded on the understanding of the youth's position in the church, as leaders of today and tomorrow. The youths are helped to discover themselves in the different settings they find themselves outside the church.

Through self discoveries series, leadership development, mission and evangelism orientation, financial empowerment principles, orientations that make for excellence martially and other trainings, they are then positioned to serve in the different capacities they are gifted in, especially as their gifts find outlet in fruitful service to the glory of God. The church is conceived as a test ground for the deposits of God in the believers' life. With the appropriate motivation, it is expected that the youths would perform (LCBC,2012). In this regard, its mode of operation include to organize conferences; discovery and positioning of gifts for service; working at the sidelines of the church to assist the church ministries with the youths; organizing annual conferences for leadership development and empowerment and providing motivations for the fulfillment of the great commission as written in Matthew 28:19-20.

METHODOLOGY

This aspect deals with the field work of this research work which was carried out in, Agbor, Asaba, Effurun, Eku, and Warri respectively in Delta State of Nigeria. In order to properly carry out this report the researcher gives the following clues before the data presentation and analysis to ease the reader's understanding.

Research Design

Since this study does not involve experimentation, the survey research method was explored here by using cluster sampling. This is because many variables can be analyzed at the same time using multivariable statistics. Also large amount of data can be collected with ease from a variety of people. The implication of using the survey research method is therefore raising questionnaires and retrieving them from the audience, from a segment of population. This questionnaire was constructed in such a way that reflects the knowledge, interest, impression that respondents have about the subject matter of Baptist youth drift in Delta State.

Description of Research Instrument

The instrument for study was the questionnaire. Questions 1-7 deal with the demographic characteristics of the respondents. Questions 8 to 11 delves on the drifting of Baptist youths to other denominations in Delta State. Questions 12 to 17 is on the causes of the drifting of Baptist youths to other denominations in Delta State. And questions 18 to 21 sought for the panacea to the drifting of Baptist youths to other denominations in Delta State. The questionnaire was structured predominantly in the closed ended format to ease response and quicken the return rate of the instrument.

Population of Sample

At the time of this research, the actual population of Abraka, Agbo, Asaba, Effurun, Eku, and Warri could not be obtained by the researcher but the entire population of Delta State by the 2006 Population Census is 4,098,291. In this research, the population sampled in Agbor, Asaba, Effurun, Eku, and Warri were Baptist youths and there were used to represent the entire Baptist youths in Delta State. In order to ensure a representation of the characteristics present in this audience, the population in this case comprised both male and female between ages 17 to 36 and above.

Sampling Procedure and Actual Questionnaire Retrieved

The sampling procedure for this survey research was a simple random sampling procedure. This was carried out in Agbor, Asaba, Effurun, Eku, and Warri as follows:

Table 1: Distributed and Retrieved Questionnaire

Places	No. of Question Distributed	No. of Question Retrieved
Agbor	30	9
Asaba	30	9
Effurun	30	23
Eku	30	18
Warri	40	33
Total	160	92

Out of the 160 questionnaires distributed, the researcher was only able to retrieve 92 questionnaires.

Method of Data Collection

Data were collected through self administration of the questionnaire. This means that the researcher distributed the instruments personally to respondents and waited to collect them back. The researcher carried out this exercise within three months because of the area of survey to be covered.

Method of Data Analysis

The presentation of data in the random way in which it was gathered, posed a lot of difficulties when drawing conclusion, hence the researcher tends to help present data in a way that will make it easier to interpret. Thus, the simple method of tabulation was used to analyze the responses of respondents, while the simple percentage method was used to interpret the responses from the questionnaire retrieved.

DATA PRESENTATION AND ANALYSIS

The presentation and analysis of data below are based on the stated research questions. Each research question was followed by the analysis of data and findings.

Demographic Characteristics of the Respondents

Sex

Table 2: Sex of Respondents and outcomes

Sex	Number	Percentage
Male	49	53.0%
Female	43	47.0%
Total	92	100%

Table 2 above shows that 53% of the populations sampled were males while 47% of the population were Females. This shows that male responded more.

Age

Table 3: Age Range of the Respondents and Outcome

Ages	Number	Percentages
17- 30	63	68.0%
31-40	19	21.0%
41 and above	10	11. 0%
Total	92	100%

The above table shows that 68%, 21% and 11% of the population sampled were between ages 17-30, 31-40, 41 and above respectively. It can be deduced from the table that younger youths responded more.

Occupation

Table 4: Occupation of Respondents

Occupation	Number	Percentage
Civil servant	16	17.0%
Applicants	9	10.0%
Self Employed	18	20.0%
Students	37	40.0%
Clergy	6	6.5%
Others	6	6.5%
Total	92	100%

The above table shows that 17% of the population sampled were civil servants, while 10% of the population sampled were applicants. Also, 20% of the population sampled were self-employed and 40% of the population sampled were students. While 6.5% of population sampled were clergies, 6.5% comprise of people from other occupations.

Educational Qualification

Table 5: Educational qualification of the respondents

Educational Qualification	Numbers	Percentages
SSCE	42	46.0%
delete	delete	delete
ND	9	10.0%
NCE	11	12.0%
First degree and above	30	32.0%
Total	92	100%

The above table points out that 46%, 10%, 12%, and 32% the population sampled were SSCE, ND, NCE, First Degree Holders and above respectively. This makes it clear that the population of study is literate.

Denominational Group

Table 6: Denominational Groupings of Correspondents

Group	Number	Percentages
Youth	64	70.0%
Men Missionary Union	15	16.0%
Women Missionary Union	13	14.0%
Total	92	100%

Table 6 indicates that 70% of the population sampled were youths while 16% belong to the Men Missionary Union, 14% of the population of the study belong to the Women Missionary Union of the Baptist church in Delta State. This indicates that majority of the population sampled were Baptist youths.

Marital Status

Table 7: Marital Status of Respondent

Marital Status	Number	Percentages
Single	61	66.3%
Married	31	33.7%
Divorced	0	0%
Total	92	100%

The above table shows that 66.3% of the population sampled were not yet married. While 33.7% of the population sampled were married, none was a divorcee.

Residence of Respondents

Table 8: Residence of Respondents

Places	Number	Percentage
Agbor	9	10%
Asaba	9	10%
Effurun	23	25%
Ekuru	18	20%
Warri	33	35%
Total	92	100%

The above table shows that 10% of the population sampled were from Agbor, 10% were from Asaba, 25% were from Effurun, 20% were from Eku, and 35% were from Warri.

Drifting of Baptist Youths to other Denomination in Delta State

Research Question 8: Do you agree that some Baptist youths are drifting from the Baptist Church to other denominations?

Table 9: Respondents views on Question 8

Responses	Number	Percentages
Yes	87	94.6%
No	5	5.4%
Total	92	100%

Table 9 above points out that 94.6% representing 87 respondents agree that some Baptist youths are drifting from the Baptist Church to other denominations and 5.4% representing 5 respondents did not agree.

Research Question 9: *to what extent can you rate the drift?*

Table 10: Respondents Views on Question 9

Reponses	Number	Percentages
Rapidly	23	25%
Gradually	51	55.4%
Minutely	10	10.9%
Undecided	8	8.7%
Total	92	100%

Table 10 shows that 25% representing 23 respondents are of the view that the drift of Baptist youths to other denominations is rapid, 55.4% representing 51 respondents are of the opinion that the drift is gradual. While 10.9% representing 10 respondents say the drift is minute, 8.7% representing 8 respondents were undecided.

Research Question 10: *which group of denomination do you see them drift to?*

Table 11: Respondents views on Question 10

Responses	Number	Percentages
Pentecostal	84	91.30%
Orthodox	4	4.35%
Undecided	4	4.35%
Total	92	100%

Table 11 shows that 91.30% representing 84 respondents are of the view that Baptist youths drifts to Pentecostal church, 4.35% representing 4 respondents are of the opinion that Baptist Youths drift to other Orthodox church and 4.35% representing 4 respondents remain undecided.

Research Question 11: *at what point do they live the Baptist church?*

Table 12: respondents' views on question 11

Reponses	Number	Percentages
Campus	68	74%
Spiritual Programmes	20	22%
Undecided	4	4%
Total	92	100%

Table 12 shows that 74% representing 68 respondents agree that those youths who left the Baptist church to other denomination left while in campus, 22% representing 20 respondents say that those youths who left the Baptist Church to attend spiritual programme in other denominations and remained in the new church but 4% representing 4 respondents were undecided.

5.3 The Causes of the Drifting of Baptist Youths to Other Denominations in Delta State

Research Question 12: what do you think is responsible for the drift of Baptist Youths to other denominations?

Table 13: respondents' views on question 12

Reponses	Number	Percentages
Insensitivity of Church Leadership to the spiritual and physical needs of the Youths	39	42.39%
Sidelining of the youths in the church affairs	21	22.83%
Un-acceptance of indecent dressing among the youths by the church	27	29.35%
Un-acceptance of indecent behaviours by the church	5	5.43%
Total	92	100%

Table 13 shows that 42.39% representing 39 respondents think that insensitivity of Church leadership to the spiritual and physical needs of the youths is one of the thing responsible for the drift of Baptist youths to other denominations, 22.83% representing 21 respondents think that the sidelining of the youths in the Baptist church affairs is one of the reasons for the drift, and 5.43% representing 5 respondents think that the un-acceptance of indecent behaviours by the Baptist church is the reason for the drift.

Research Question 13: Do you agree that the Baptist church is not organizing enough spiritual programmes?

Table 14: Respondent's views on question 13

Reponses	Number	Percentages
Agree	2	2.17%
Strongly Agree	9	9.78%
Disagree	34	36.96%
Strongly disagree	47	51.09%
Total	92	100%

Table 14 shows that 2.17% representing 2 respondents agree that the Baptist church is not organizing enough spiritual programmes. 9.78% representing 9 respondents strongly agree that the Baptist church is not organizing enough spiritual programmes. While 36.96% representing 34 respondents disagree that the Baptist church is not organizing enough spiritual programmes, 51.09% representing 47 respondents strongly disagree that the Baptist church is not organizing enough spiritual programmes. By implication, it means the Baptist church is organizing enough spiritual programmes for its members.

Research Question 14: Do you agree that the unwillingness of some highly placed Baptist people to help the youth is one of the reasons for youth drift from the Baptist church?

Table 15: Respondent's views on question 14

Reponses	Number	Percentages
Agree	31	33.7%
Strongly Agree	30	32.6%
Disagree	21	22.8%
Strongly disagree	10	10.9%
Total	92	100%

Table 15 above shows that 33.7% representing 31 respondents agree that the unwillingness of some highly placed Baptist people to help the youth is one of the reasons for youth drift in the

Baptist church. 32.6% representing 30 respondents strongly agree that the unwillingness of some highly placed Baptist people to help the youth is one of the reasons for youth drift from the Baptist church. Moreover, 22.8% representing 21 respondents disagree that the unwillingness of some highly placed Baptist people to help the youth is one of the reason for youth drift in the Baptist church and 10.9% representing 10 respondents strongly disagree that the unwillingness of some highly placed Baptist people to help the youth is one of the reasons for youth drift from the Baptist church.

This means that some of the youths are being attracted by some highly placed people in their newly found church because of the hope of economic empowerment which they fill cannot be gotten from the highly placed people in the Baptist church.

Research Question 15: Do you think some highly placed people in the denomination they are drifting to have convincingly offer to help them?

Table 16: Respondent's views on Question 15

Responses	Number	Percentages
Yes	55	59.8%
No	37	40.2%
Total	92	100%

Table 16 above points out that 59.8% representing 55 respondents think that some highly placed people in the denomination the Baptist youths are drifting to have convincingly offered to help them and 40.2% representing 37 respondents did not think that some highly placed people in the denomination they are drifting to have convincingly offered to help them.

Research Question 16: Do you agree that lack of strong Baptist campus ministry is one of the causes of the drift?

Table 17: Respondent's views on question 16

Reponses	Number	Percentages
Agree	34	37%
Strongly Agree	26	28%
Disagree	26	28%
Strongly disagree	6	7%
Total	92	100%

Table 17 above shows that 37% representing 34 respondents agree that lack of strong Baptist campus ministry is one of the causes of the drift of Baptist youths to other denominations in campus. 28% representing 26 respondents strongly agree that lack of strong Baptist campus ministry is one of the causes of the drift of Baptist youths to other denominations in campus. Also, 28% representing 26 respondents disagree that lack of strong Baptist campus ministry is one of the causes of the drift of Baptist youths to other denominations in campus and 7% representing 6 respondents strongly disagree that lack of strong Baptist campus ministry is one of the causes of the drift of Baptist youths to other denominations in campus.

Research Question 17: Do you think monotony of activity can be boring enough to make the youths drift?

Table 18: Respondent’s views on question 17

Reponses	Number	Percentages
Yes	62	67.4%
No	30	32.6%
Total	92	100%

Table 18 above shows that 67.4% representing 62 respondents think that monotony of activity can be boring enough to make the youths drift from Baptist church to join another denomination that add varieties to their activities. On the other hand, 32.6% representing 30 respondents do not think so.

5.4 The Panacea to the Drifting of Baptist Youths to Other Denominations in Delta State

Research Question 18: Do you think there is a solution to this problem?

Table 19: Respondent’s views on question 18

Reponses	Number	Percentages
Yes	92	100%
No	0	0%
Total	92	100%

Table 19 above shows that 100% representing all 92 respondents think that there is a solution to this problem of Baptist youths drifting to other denominations. This implies that all the respondents are in agreement that there is a solution to this problem.

Research Question 19: Do you agree that a very strong campus ministry can help to retain our Baptist youths?

Table 20: Respondent’s views on question 19

Reponses	Number	Percentages
Yes	88	95.7%
No	4	4.3%
Total	92	100%

Table 20 above shows that 95.7% representing 88 respondents agreed that a very strong campus ministry can help to retain the Baptist youths in the Baptist denomination. Furthermore, 4.3% representing 4 respondents do not agree that a very strong campus ministry can help to retain Baptist youths in the Baptist church.

Research Question 20: Do you believe that bridging the ancient and the modern in the Baptist church can contribute to the solution of this problem?

Table 21: Respondent’s views on question 20

Reponses	Number	Percentages
Yes	79	86%
No	13	14%
Total	92	100%

Table 21 above shows that 86% representing 79 respondents believed that bridging the ancient and the modern in the Baptist church can contribute to the solution of youth’s drifts

from the Baptist church. Also, 14% representing 13 respondents do not believe that bridging the ancient and the modern in the Baptist church can contribute to the solution of this problem of youth's drifts.

Research Question 21: Do you believe that the positive branding of the Baptist church by Baptist parents and sundry can help our youths to understand the Baptist church better and retain our youths?

Table 22: Respondent's views on question 21

Reponses	Number	Percentages
Yes	89	96.7%
No	3	3.3%
Total	92	100%

Table 22 as shown above tells us that 96.7% representing 89 respondents believe that the positive branding of the Baptist church by Baptist parents and sundry can help our youths to understand the Baptist church better and retain her youths but 3.3% representing 3 respondents do not the positive branding of the Baptist church by Baptist parents and sundry can help our youths to understand the Baptist church better and retain her youths.

FINDINGS, DISCUSSION AND CONCLUSION

Findings

From the above statistics the underlisted was deduced from the research work as findings.

- The work ascertained that Baptist youths in Delta State are actually drifting to other church denominations.
- From the examination carried out on the subject matter, the extent of the drift of Baptist youth to other church denomination in Delta State of Nigeria was gradual.
- Lack of strong Baptist campus ministries in tertiary institutions lack of hope for help, leadership insensitivity to youth's spiritual and physical needs were identified as the causes of the drift of Baptist youths to other church denominations in Delta State of Nigeria.
- Establishment of strong campus ministries, bridging the gap between the ancient and modern in the Baptist church and positive branding of the Baptist church by members especially parents have also been identified as panacea to the drift of Baptist youths to other church denomination in Delta State.

Discussion

While other denominations like the Roman Catholic Church, Anglican communion are building chapels and employing Champlain to drive the membership and spiritual stability of their members, the Baptist denomination has no such thing. Although, the Baptist Student Fellowship is viable in campuses in Nigerian tertiary institution like that of Delta State, they are left alone to fund and drive the process which could be more properly done by a trained Baptist pastor.

Apart from all the issues that have identified as the cause of youth's drifts from the Baptist church to other denomination is inter-denominational marriage. It is a common place to see young men from other denominations coming to marry young girls away from the Baptist church. Although, this is one of the major avenues through which the Baptist church have been loosing her female youths to other denomination, it will rather sound wicked and discriminatory to deprive them from marrying their Christians from other denominations.

Conclusion

This research has shown that some Baptist youths are gradually drifting from the Baptist church to the Pentecostal especially during their stay in campus. Although, the Baptist church engage the Baptist youth in meaningful spiritual programmes, some youths still leave for reasons best known to them. Being that the youth of the Baptist church is seen as the future of the Baptist church, the Baptist church carry out spiritual as well as other meaningful training to equip them for the present and future task.

The mobility of some Baptist youths to other denomination is a problem that should not be handled with a wave of the hands. This is a challenge that calls for prayers, training and retraining through discipleship programmes and a more radical campus Baptist youth ministries. For those youths who are leaving as a result of the strict emphasis on holiness, godly dressing and behaviours, they are also challenged to x-ray their lives with the bible.

RECOMMENDATIONS

- i. In order to retain the Baptist youths in the Baptist church, there is the need to sensitize the Baptist youth of the need to remain in the Baptist church. The local church pastor should be economically and materially empowered to do modern discipleship programme for the Baptist youth.
- ii. The Baptist Conferences in collaboration with the Nigerian Baptist Convention should take it as a responsibility to build chapels in tertiary institutions in Delta State and other States in Nigeria and employ Champlain to man them.
- iii. Instead of running down the image of the Baptist church before the youths, every Baptist member should defend the believe and practices of the Baptist church before youths. The members of the Baptist church should also change their bad attitudes especially that of disrespect for the pastor, unconstructive arguments during meetings, etc., so as to create good examples for the youths.
- iv. In order for the Baptist church to retain her vibrant female youths, brothers who are ready for marriage should look inwards in search of wives. However, the leading of the Holy Spirit is paramount in marriage choice.

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M-Pesa and its Perceived Effect on Performance of Manufacturing Firms: A Case Study of Thika Town in Kenya

Lucy Maina Kiganane

Nairobi, Kenya.

Teresia Ngina Kyalo

Nairobi, Kenya,

ABSTRACT

During the last decade great expansion of information and communication technologies has taken place and indeed set the stage for a new era of entrepreneurial opportunities and challenges worldwide. However, very little has been done to assess the perceived effect of M-Pesa service on performance of manufacturing firms. This study sought to establish the perceived effect of M-Pesa mobile service on performance of manufacturing firms in Thika town in Kenya. A two-stage sampling technique was employed. In the first stage firms were divided into three groups (Small, Medium and Large) according to the number of employees. In the second stage simple random sampling technique was applied where each manufacturing firm from each category was given a serial number in its respective category and the numbers picked at random. A total of 120 questionnaires were self-administered yielding 100% response rate. Reliability and internal consistency of the measurement scale was tested using Cronbach's alpha. Analysis of Variance (ANOVA) was engaged to calculate the statistical significant differences between means. Post Hoc analysis was conducted using the Scheffe test to check the statistical significant differences between independent variables constituting the firm characteristics. Findings revealed that M-Pesa was frequently used and was perceived to have great positive effect on the performance of manufacturing firms. The location of the firm from the town Centre moderated the effect of M-PESA 2kms away from CBD. Results revealed that M-Pesa mobile phone service was perceived to have significantly increased sales volume, profit, worker productivity, and customer satisfaction ratings. These Results confirm that it is worth for firms to adopt and adapt to the new techno status quo resulting from entrepreneurial innovations in order to not only survive in the market but also attain a competitive edge.

Key Words:Innovation,Mpesa Mobile Phone Service, Manufacturing firm, Performance

INTRODUCTION

Background

Entrepreneurship and innovation are of fundamental importance to our economy as they spur economic growth and wealth creation (Barringer and Ireland, 2008).The dawn of wireless technology by innovative entrepreneurs has brought about many good changes including creating a new status quo in the processes, methods and operations of businesses, new products and services at the same time it has destroyed the old ways (status quo- disrupted the equilibrium) of business operations. Through the ages, firms have sought new opportunities that are critical in supporting their entrepreneurial activities and improve their position in the markets. Technology has indisputably been one of the most considerable contributors of good performance in business. The ever increasing development of technology leads firms to continually assess whether new technology is worth investing in and could possibly advance their business activities. .Firms would apply mobile phone technology to push performance to a higher level including customer satisfaction, cost savings, increased productivity, enhanced

company image (Rangone&Renga, 2006) and ultimately enhance the efficiency of business processes (Liang et al., 2007).

In Kenya the uptake of mobile phones has been unprecedented with 80% of Kenyan population now covered by Mobile networks. Kenya has seen a tremendous increase in the number of telephone subscriptions, from a Mobile subscription of: 23000 in 1995, 1187100 in 2002 which is 78.7%, 11,440,199 in 2007 which amount to 97.7% of total telephone subscriptions respectively. Mobile Phone services have enhanced the value of a product or service in such a tremendous way. In general 'mobile' means "fully portable, real-time access to the same information, resources, and tools that, until recently, were available only from the desktop" (Shanker, O'Driscoll, and Reibstein, 2003).

Manufacturing Industry owes high pressure due to technological and competitive changes (Carlos et al., 2008). Strategies for enhancing competitiveness in manufacturing firms have become the need of the hour (Rao&Soumya, 2007). The manufacturing sector in Kenya contributes around 13% to GDP and this has remained largely unchanged since 1995 (Kenya Association of manufacturers, 2006). It is therefore a very critical sector in this error of economic recovery and transforming Kenya into an industrialized nation in the year 2030

M-Pesa (M for mobile, pesa is Swahili for money) is a mobile-phone based money transfer and micro-financing service, launched in 2007 by Vodafone for Safaricom and Vodacom, the largest mobile network operators in Kenya and Tanzania. It is a small-value electronic payment and store of value system that is accessible from ordinary mobile phones. M-Pesa is a branchless banking service, meaning that it is designed to enable users to complete basic banking transactions without visiting a bank branch. The continuing success of M-Pesa in Kenya has been due to the creation of a highly popular, affordable payment service with only limited involvement of a bank.

M-Pesa customers can deposit and withdraw money from a network of agents that includes airtime resellers and retail outlets acting as banking agents. The service enables its users to: deposit and withdraw money, transfer money to other users and non-users, pay bills, purchase airtime and transfer money between the service and, in some markets like Kenya, a bank account. A partnership with Kenya-based Equity Bank launched M-Kesho, a product using M-Pesa's platform and agent network, that offers expanded banking services like interest-bearing accounts, loans, and insurance. It is termed the most successful of its type with over 18.1 million subscribers in Kenya and 78, 856 agents scattered all over the country, guaranteeing quick transactions.

Statement of the problem

The dawn of wireless technology by innovative entrepreneurs has brought about many good changes (Created a new status quo) in the processes, methods and operations of businesses, new products and services at the same time it has destroyed the old ways (status quo-disrupted the equilibrium) of business operations. Mobile phone services which are an entrepreneurial outcome and a constructive destruction technology have progressively rendered themselves in pervasive ways cutting across several manufacturing firms as well as other sectors of the economy (Vuolle, 2010).

In spite of the number of research studies carried out to establish the application of mobile phone services in firm operations (Matskin and Tveit, 2001; Lee 2001; Kannan 2001; Balasubramanian 2002). Very little has been done in exploring effect of application of M-Pesa phone service on performance of manufacturing firms. Contradictory and inadequate findings

from previous studies have resulted from inconsistent definitions of ICT, different units of analysis, different-measures of Performance, limited theory base and dependence on cross-sectional methods (Vuolle 2010).

Strategies for enhancing competitiveness in manufacturing firms have become the need of the hour (Rao&Soumya, 2007). Manufacturing firms that have adopted the new technology (M-Pesa phone service) are thought to perform better than the rest. Firms have continued to invest large amounts of resources in M-Pesa phone services to align themselves with the current technology and adapt to the new techno status quo or else perish. Under the assumption that the process of creative destruction will lead to the eventual demise of some manufacturing firms that do not adapt to the new techno-status quo, what is the effect of M-Pesa in moving the manufacturing firms into the current techno-status quo as such reap maximum benefits? A number of studies on the application of mobile phone services in firm operations have been published (Matskin and Tveit, 2001; Lee 2001). A few of these studies found no relationship between ICT services and firm performance. However quite a number of studies revealed that there is a strong positive relationship between use of mobile phone services and firm performance. Contradictory findings have therefore emerged from these studies. A clear picture of the relationship between ICT investment and firm performance had not emerged from previous studies.

Limited and contradictory findings have resulted from inconsistent definitions of ICT, different units of analysis, different-measures of Performance, limited theory base and reliance on cross-sectional methods. Although there is a general notion in which mobile technologies can be applied in business, very little had been done in exploring the contribution of M-Pesa mobile Phone service in enhancing firm performance. This necessitated further research and the fact that more work on the same had been done outside Kenya constituted the need to study the Kenyan situation to see which side of the debate Kenyan results would fall. This study therefore sought to investigate the application of M-Pesa phone service on firm operations in Thika Town and probably provide an answer to the question as to “what is the perceived effect of M-Pesa on performance of manufacturing firms that have fully adopted this mobile phone service?”

LITERATURE REVIEW

Introduction

This chapter gives a systematic review of literature : First a critical review of the theoretical frameworks in entrepreneurship is presented followed by identification and presentation of the independent variables expected to influence performance and their relationship with the dependent variable illustrated by a conceptual framework

Theoretical Framework

This study squarely rests on Schumpeter’s theory of disruptive innovation who emphasizes the process of “creative destruction” indicating how entrepreneurial innovations make current technology, products, processes, and services obsolete, and fuel economic activities for new products, services, technologies and processes. Disruptive Innovation implies that entrepreneurs are disruptive, disequilibrium force that plays an innovative role in the market.

The Disruptive Innovation Theory

Disruptive innovation is a process by which a product or service usually created by a new entrant, with simple applications at the bottom of a market grows gradually and moves up-market, and eventually displaces established competitors. It allows a new population of

consumers' access to a product or service that would have been just accessible to markets with lots of money or skills. By focusing solely on sustaining innovations which historically has enabled them succeed, firms are making themselves vulnerable to - disruptive innovations. A firm which decides to ignore such entrepreneurial innovations which do not directly address the needs of their mainstream customers' risks catastrophic failure. The sustaining innovations are both the year-by-year incremental improvements that most companies develop but they are also the leapfrogging breakthrough innovations, for example the mobile phone services.

Disruptive approaches take advantage of competitor weaknesses and blind spots, and create differentiated, defensible growth strategies. Disruptive innovations offer 'good enough' performance and new benefits like simplicity, convenience or low prices. They appeal to customers or 'potential customers who may be looking for something different. The potential of disruptive innovation includes: Making the ugly attractive to overshot customers who don't value or use all of the benefits of existing products, providing cheaper, simpler or more convenient solutions, Scratching the unscratched itch by providing solutions and seizing new ways of doing things so as to make it easier and simpler to get business operations done, increase customer satisfaction, offer simple solutions that break bottlenecks, meet the tastes and preferences of customers and stay ahead of competition.

Performance Measurement Models

Various mobile technology evaluation models have been used for measuring the adoption usage intentions of mobile technologies and its effects on performance including: Technology Acceptance Model (TAM), Task Technology Fit (TTF) model and the information systems (IS) Success Model (Vuolle, 2011).

Technology Acceptance Model

This measurement model predicts user intentions through perceived usefulness and ease of use. Usefulness is conceptually related to performance and productivity (Gabauer, 2008; Bouwman & van de Wijngaert, 2009). Perceived usefulness is the degree a person believes that using a particular system would enhance his or her job performance. Perceived usefulness is measured using statements concerning how using mobile phone service would enable workers to accomplish tasks more quickly, improve job performance enhance effectiveness of on the job, make it easier to do the job and how the worker would find technology useful in his/her job. Kim 2008 examines employee's intention to use mobile phone services due to perceived cost saving implying user's perception on smart phones provide cost effective communication and information exchange in terms of monetary factors, time and emotional effort.

Technology satisfaction model

Technology Satisfaction Model (TSM) is influenced by perceived usefulness and ease of use. Perceived market performance (profitability and revenue) is included as an organization level performance. There was a relationship between perceived usefulness and perceived market performance. Task -Technology Fit is used when examining mobile technologies in the work context (Lee et al., 2005); Gabauer, 2008). It measures how well the technology assists an individual in performing his or her work tasks. Performance here is measured using statements. Operational impacts refer to improving employee productivity and operational efficiency (Vuolle, 2010). Yuan et al., (2010) apply TTF to construct a mobile task model for identifying the fit between mobile task characteristic (mobility, location dependency and time critically) and mobile work support functions (location tracking, navigation, notification, and online job dispatching).

Conceptual Framework

In the conceptual framework the pertinent independent variable M-Pesa, mobile phone service expected to influence the dependent variable – performance was identified. This was done taking into account that their causal relationship could be moderated by some firm characteristics. This study sought to establish the perceived effect of M-Pesa, mobile phone service on firm Performance.

The conceptual mobile phone services value framework (figure 2.3) shows the perceived relationship between M-Pesa, mobile services index (independent variables) and firm performance (dependent variable). Firm characteristics associated with stronger positive relationships between M-Pesa mobile phone service and firm performance were considered as moderating variables.

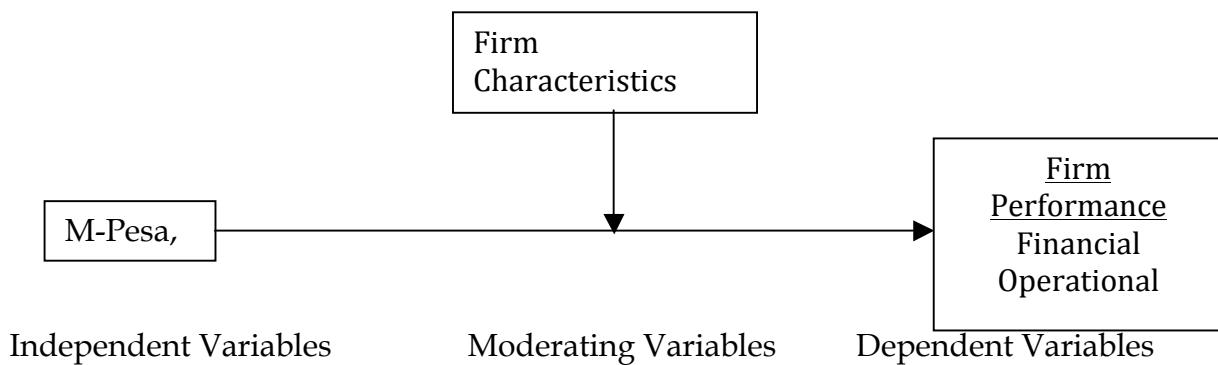


Figure 2.3: Conceptual framework

Empirical Review

Information Communication Technology

The relationship between ICT and firm performance has long been debated for the last three decades. Empirical studies published since 1990s have convincingly argued that ICT is a general purpose technology that facilitates entrepreneurial innovations. Since 1995 the acceleration in the growth rate of output and labour productivity can be traced for a large fraction to the advances in Information and Communication Technology. ICT stimulates entrepreneurial innovation as it encourages the creation and development of new ideas, products, and services. Firms that have introduced ICT have also in a parallel process or as a result of the introduction of ICT changed their internal organisation, among other things to make the organisation more flexible.

Mobile Phone Services

A mobile phone is an important ICT tool for development due to its ability to easily leapfrog the infrastructure barriers in remote and rural areas in Africa. The wireless industry is one of the most dynamic and growing industry in the world economy today. According to Bwisa (2010), the rapid technological advancement that the world has witnessed in the recent years especially in the electronic industry has also changed the means of production around the world. He reckoned that this can be evidenced in the telecommunication sector where, since the introduction and evolution of the mobile phones, the ways and means of business information transfer have changed leading to more efficiency and productivity in both service and manufacturing sectors. The rapid advancement in technologies and ease of use, coupled with the falling prices of devices, present the mobile phone as an appropriate and adaptable tool to bridge the digital divide (UN, 2009). Mobile services have special characteristics that are

related to mobile work use, including task, technology and varying mobile use contexts (Yuan et al., 2010; Gebauer et al., 2010).

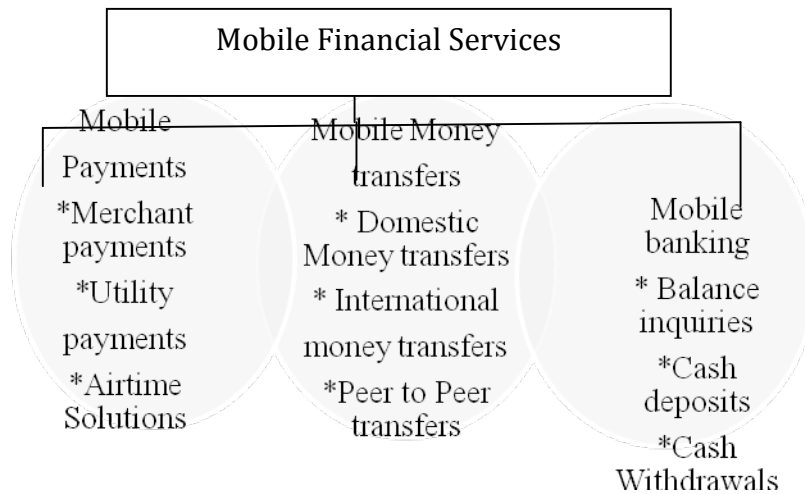
Mobile phones have an especially dramatic effect in developing countries substituting for scarce fixed connections (Waverman et al., 2005). M-Pesa remittance is one of the key mobile phone services in Kenya. The uptake of mobile phones in Kenya has been unprecedented evidenced by about 80% of Kenyan population now covered by mobile networks. Kenya has seen a tremendous increase in the number of telephone subscriptions, from a mobile subscription of: 23000 in 1995, 1187100 (78.7 %) in 2002 and 11,440,199 (97.7%) in 2007. Mobile services enhance the value of a product or service.

Mobile services play a wide range of roles in an enterprise with varying effects on productivity, profitability, and processes (Baez et al., 2010). The flexibility of mobile phone technology makes it a very relevant business tool for all types of enterprises. According to Kelly, 2009, 84% of respondents in a survey of 100,000 individuals across 34 countries see the introduction of mobile technology as making their productivity either better or much better. Mobile communication and connectivity is said to improve efficiency in business operations and generate cost and time saving.

The effect of M-Pesa, mobile phone service on financial sector

In March 2007, Safaricom mobile operator launched M-Pesa the mobile money transfer system. It has since then become a popular mobile payment system with both the banked and the unbanked Kenyan population. This is one of the most recent developments which has revolutionized the mode of conducting business in Kenya. This service was widely used for receiving payments from customers (41.7%), paying suppliers for orders (12.8%), paying the employees' salaries/ wages (4.2%), and bills payment among others. This is one of the services that were widely used by manufacturing firms for purposes of money transfer and receipt.

Mobile networks in Kenya offer m-money services in the name of M-Pesa by Safaricom, Orange money by Orange, Yu-cash by Essar, and Airtel money by Airtel. Currently the mobile money market size is about 15 million users transferring Kshs. 2 billion daily, of these over 14 million are M-Pesa customers. M-money providers have partnered with commercial banks such as Equity Bank, I&M Bank, and Kenya Commercial Bank, Barclays and Co-operative to offer mobile based financial products that aim to reach the unbanked. M-Pesa service take a variety of shapes and serve three main purposes: mobile payments, mobile money transfers and mobile banking (Figure 2.5). Depending on the environment, these services can be championed by financial institutions, mobile network operators or third parties, such as platform developers, money transfer companies or NGOs (Baez, et al., 2010). The prevalence of M-Pesa mobile technology has made mobile phones and networks a natural platform for addressing the shortcomings of traditional banking in Africa and other emerging markets. As can be seen in the figure below M-Pesa mobile phone service has made financial transactions a lot easier and convenient.



Source: Pyramid Research, 2009.
Figure 2.5 Overview of mobile financial services

METHODOLOGY

Research Design

Exploratory research design with both descriptive and inferential analysis was adopted. To determine the relationship between M-Pesa mobile phone services and firm performance both qualitative and quantitative research approaches were employed. Accurate, valid and reliable conclusions were drawn by engaging descriptive and inferential statistics. To ensure a more complete approach to empirical research data on firm performance of 120 manufacturing firms was examined. In this case data was collected retrospectively and reported for three consecutive years (Yin, 2009).

Technology Acceptance Model (TAM) which predicts Mpesa mobile phone service user intentions through perceived usefulness and ease of use conceptually related to performance and productivity (Gabauer, 2008; Bouwman & van de Wijngaert, 2009) was applied. Technology satisfaction model (TSM) was also used to measure how well M-Pesa mobile phone service assists an individual in performing his or her work tasks and the level of profitability as well as business income.

Population

The target population was a total of 200 manufacturing firms comprising all Small, Medium and Large manufacturing firms in Thika town that had been in operation for at least three years.

Sampling Frame and Technique

The sampling frame was drawn from Thika Municipal Council Business Register dated 27th January, 2011 with a total of approximately 200 manufacturing firms. In this study the formula for determining the sample size and a procedure for categorizing data (Cochran, 1977) was adopted. The sample size was calculated using the following Formula:

$$e = Z_{\alpha} \sqrt{\frac{pq}{n}}$$

This is simplified to $n = \frac{Z_{\alpha}^2 pq}{e^2}$, where $q = 1 - p$.

n = The sample size required

z_{α} = Confidence Level at 95% (standard normal value at α level of significance of 1.96)

p= Estimated Mpesa Mobile phone service users

e= Margin of error at 5% (standard value of 0.05)

With thoroughly estimated mobile phone usage of between 70% and 80%, paws assumed to be $75\% \pm 5\%$ that is $p = 0.75 \pm 0.05$.

Given that $\alpha=0.05, Z_{\alpha} = 1.96$ and $e = 0.05$ $n = \frac{1.96^2 \times 0.75 \times 0.25}{0.05^2}$

$$n = 288.12 \text{ Approximately } n = 288$$

This is the representative sample size for an infinite population but in this study the sampling frame of manufacturing firms in Thika town as per the list obtained from Thika Municipal Council Business Register dated 27th January 2011, was 200.

Since N is finite the researcher adjusted the sample using the formula:

$$n = 118.05 \quad n \geq 118$$

Using the standard values and formula provided above a sample of at least 118 manufacturing firms was representative.

A two-stage sampling technique was employed. In the first stage firms were stratified into three groups (Small, Medium and Large) according to the number of employees, that is, Small firms employing between 1-49 employees, Medium firms employing between 50-99 people and large firms employing 100 and above. In the second stage simple random sampling technique was applied where each manufacturing firm from each group was given a serial number in its respective category and the numbers picked at random. The total number of large manufacturing firms was approximately 14; Medium was approximately 34 and small was approximately 72. The sample size was therefore 120 in the ratio: 3:7:15 representing Large, Medium and small manufacturing firms respectively.

Research Instruments and Data Collection Procedure

Data was collected by use of a structured questionnaire. It was the preferred research instrument since it has the potential to gather data over a large sample and translate the research objectives into specific questions and answers as well as provide the necessary data for hypothesis testing. Observation was also applied for triangulation purpose.

The questionnaire constituted four parts: Part I contained questions on the background of the firm, Part II constituted questions on the perceived usage of M-Pesa mobile phone services in the firms, Part III contained questions on measuring performance and a 5 point Likert scale of 1-strongly disagree, 2-disagree, 3-Neutral, 4-Agree and 5- Strongly Agree examining the perceived effect of Mpesa mobile phone services on firm performance. The Questionnaire was self-administered with the help of research assistants to the 120 manufacturing firms which had been in operation for a minimum of three years.

Data Processing and Analysis

For accurate analysis the data was first coded and entered into SPSS. Data cleaning and variable aggregation to come up with the M-Pesa mobile phone service index was undertaken. Transformation of some variables was then done through existing tools in SPSS. Descriptive and inferential analysis was adopted.

Descriptive Statistical Analysis include use of frequencies, percentages, measures of central tendency, measures of dispersion, graphs, tables and figures were used in addition to descriptive analysis of the responses on statements used for measuring perceived usefulness and ease of use of Mpesa mobile phone services using Technology acceptance and Technology satisfaction models. Inferential Statistical Analysis included: One-way sample t-test, One-way ANOVA, Scheffe's test, Correlations.

Measurement of Performance

The dependent variable (performance) was measured using TAM, TSM. Technology Acceptance Model (TAM) is a measurement model which predicts user intentions through perceived usefulness and ease of use. Usefulness is conceptually related to performance and productivity (Gabauer, 2008; Bouwman & van de Wijngaert, 2009). Perceived usefulness is the degree a person believes that using a particular system would enhance his or her job performance. Perceived usefulness is measured using statements concerning how using M-Pesa mobile phone service would enable worker to accomplish tasks, enhance customer satisfaction, improve firm operations, enhance effectiveness, make it easier to do the job and how the worker would find technology useful in his/her job.

Technology Satisfaction Model is influenced by perceived usefulness and ease of use. Perceived market performance (profitability and revenue) is included as an organization level performance. It measures how well the technology assists an individual in performing his or her work tasks and the level of profitability as well as business income. Performance here is measured using two statements: Firms profitability has greatly increased since the adoption and use of Mpesa mobile phone Service. Since the adoption and usage of Mpesa mobile phone service there has been increasing worker productivity and responsiveness

RESEARCH FINDINGS AND DISCUSSION

Research Findings

The research informally gathered that M-Pesa mobile phone service is widely used by most manufacturing firms. In a sample of ten firms, at least seven were found to be using M-Pesa mobile phone service in their day to day operations. The proportion of manufacturing firms using the M-Pesa mobile phone service was estimated to be (75%).

The study response rate was 100% which was highly significant and a reasonable representation of the sample and indeed the entire Population. To determine the usage of M-Pesa mobile phone service the study also analyzed ways in which owners of manufacturing firms use M-Pesa mobile phone service to serve customers, suppliers, employees and others.

One-Sample T-test was used to determine the application of M-Pesa mobile phone service on firm operations and approve or disapprove the null hypothesis H_{0i} : The perceived positive influence of M-Pesa mobile phone service on business performance is not significantly different from zero. Qualitative data for each variable was collected from each firm in the sample using a five point Likert scale (1= strongly disagree, 2= disagree, 3=Neutral, 4=agree, 5=strongly agree) to find out the level of influence of M-Pesa mobile phone service on the Performance of small, medium and large manufacturing firms. In this case the test value (t) is 3 which is the point of reference, the neutral value or the "Zero" value. If the value of t was above 3, the null hypothesis was rejected. On the other hand a t-value of below 3 implies that the null hypothesis was accepted.

The Cronbach's alpha analysis for M-Pesa gave a value of 0.828 which is significantly high indicating a strong internal consistency among the measures of performance items. The fact that M-Pesa alpha value is high makes it possible to predict scores from one measure of performance. On effect of M-Pesa on performance, One Sample t-test revealed that the effect is significantly different from 0 ($t=10.827$, $p<0.001$) leading to rejection of the null hypothesis. This implies that the perception of the respondents is that M-Pesa has a significant effect on the performance of manufacturing firms.

Discussion of findings

According to Smith (2006), m-commerce is considered a pull market as reflected in increasingly positive attitudes towards the implication of such technology into routine decision-making tasks. The study indicates that receiving of payments from customers was very critical in terms of money transfer as reflected by 42% of respondents. This finding is in tandem with the finding of Haaker et al (2006) who indicate that targeting, branding in the service domain, and revenue sharing in the finance domain were vital aspects in mobile commerce.

Previous research findings revealed that convenience of the money transfer technology plus its accessibility, cost, and support factors are related to actual usage of the mobile payment services by the micro businesses to enhance their success and growth (Mbogo, 2010). This is consistent with the findings of this study which revealed that 85.7% of the respondents felt that usage of M-Pesa was critical to the long-term success of a firm since it had a positive effect on the performance of the firms.

In this study 70.9% respondents confirmed that M-Pesa was often used in most firms as the most efficient tool for money transfer. This strongly tallies with the revelation from previous study that this mode of payment is an easier form of cash delivery to the suppliers and business partners, a system which is relatively affordable, personal and can be used anywhere and at any time (Anurag, Tyagi and Raddi, 2009).

Studies has revealed that the micro-business operators are able to transact payments directly with their customers and suppliers through a mobile phone in the palm of their hands without necessarily going through a bank and without having to leave their business premises. This is beneficial because all it requires is for one to have a mobile phone and basic literacy to operate the phone. In concurrence, this study indicates that Mpesa mobile phone service is widely used by customers to make payments (3.2%) by and to suppliers. Omwansa, (2009) in his study reckoned that many unbanked Kenyans can now receive or send money wherever they are in the country.

SUMMARY AND CONCLUSION

The technological based M-Pesa mobile phone service has enabled entrepreneurs to model and launch new functionalities that seem to have provided life changing solutions to not only the manufacturing firms but also other businesses. This study sought to explore the perceived influence of Mpesa mobile phone service on firm performance. A sample of 120 manufacturing firms was used of which more than 78% had been in operation for more than three years. The study's response rate was 100% which was highly significant and a reasonable representation of the sample and indeed the entire population.

Results reveal that of the 120 sample of manufacturing firms studied, 85% of the firms engage in product business while 40.8% engaged in service business -This is a total of 125.8%. The results therefore indicate that 25.8% deal in both products and services. In a sample of ten

firms, at least seven were found to be using M-Pesa phone service in their day to day operations. The proportion of manufacturing firms using the M-Pesa mobile phone service was 75%. This study revealed that manufacturing industry is male dominated with 80.8% of firms owned by men whereas only 19.2% were owned by women. It further revealed that 85% of the respondents had attained secondary education and above whereas a significant 10% of the respondents had no formal education.

Some entrepreneurs confessed that M-Pesa service was “ God sent” It was the core of their businesses which was widely used for receiving payments from customers (41.7%), paying suppliers for orders (12.8%), paying the employees’ salaries/ wages (4.2%), and bills payment among others. This is one of the services that is widely used by manufacturing firms for purposes of money transfer and receipt.

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Xenotransplantation Procedure and its Potential Effect on Man

E. Asira & Peter Bisong

ABSTRACT

Xenotransplantation is not yet a clinical procedure, such that one can just work into a clinic and demand for it to be carried on him/her. However, considering the energy and enthusiasm with which researches on xenotransplantation are carried out, it is reasonable to think that in the near future, it will become a clinical success. There are already series of debate as to the potential benefits of xenotransplantation – would it introduce a world plague to humans or would it provide a better life for them. This is a heated debate. This paper joins in this debate and avers that xenotransplantation should be halted, for it is better to halt actions when one is in doubt. Since the safety of xenotransplantation is in doubt, research on it need to be suspended, until we are certain that it is risk free.

KEY WORDS: Xenotransplantation, Xenoosis, Potential Effect, Recipient

INTRODUCTION

Xenotransplantation is not yet a clinical success but would possibly be in the near future considering the research effort that is currently invested in it. This research warns of the potential dangers that xenotransplantation carries and advises that an urgent action should be taken to halt the ongoing research on it.

Xenotransplantation is capable of obliterating the line that separates humans from animals. It would deepen the already intractable personal identity problem; make the recipient a sort of prisoner who needs to be monitored all his life to ensure that a new disease does not spring up. Xenotransplantation would put the recipient as well as the whole community of human beings at perpetual risk and fear of a world plague. These problems far outweigh the potential benefits that would accrue from xenotransplantation.

In the light of these problems that xenotransplantation is capable of putting forth; the researchers believe that an indefinite moratorium should be placed on the research on xenotransplantation. This is because, it is far better to prevent a fire than to struggle to quench it. It is better to prevent a disease that would come from xenotransplantation than struggle to cure it.

Meaning and History of Xenotransplantation Procedure

Xenotransplantation is a procedure in which a human patient receives an organ (like kidney or liver) or living cells (such as brain cells) that come from a healthy animal instead of from a human donor. It also refers to transplant between any two different species of animals. However, in this work it is looked at from the perspective of animal to human transplant.

Alexis Carrel is generally known as the founding father of experimental organ transplantation, because of his ground breaking work with vascular technique. Carrel and colleague Guthrie contributed tremendously to the science of transplantation. They performed autogenous vein grafts, performed leg replantation in dogs, and developed the famous patch-graft technique for

widening narrowed vessels. They also performed heterotopic experimental transplantation; for instance, parts of a smaller dog were transplanted into the neck of a larger dog (Samdani <http://emedicine.medscape.com/article/432418-o>).

Due to the remarkable success of Carrel and his colleague Guthrie, other scientists made several frantic attempts in transplantation. These results gave confidence to scientists, that xenograft survival and function was possible. Many attempts were therefore made thereafter to cure ailments through the use of animal organs and tissues. For instance, in 1906 Jaboulay transplanted kidneys from goats, sheep and monkeys into humans. In 1910 Unger transplanted a nonhuman kidney into a man dying of renal failure. In 1932, Neuhof transplanted a lamb kidney into a patient with mercury poisoning (samdani <http://emedicine.medscape.com/article/432418-o>.) In 1984, a baboon heart was transplanted into a newborn infant, named Baby Fae, who suffered from hypoplastic left heart syndrome (Bailey 3322). Also Starlz et al reported how a baboon liver was transplanted to a human patient suffering from hepatitis failure (65). According to Rood and Cooper, Porcine islet cells have in several occasions been transplanted into patients to aid in the cure of Type 1 diabetes in children and young adult (1270). Also porcine skin has been grafted into burn patients and pig neuronal cells have been transplanted into patients with Parkinson's disease and Huntington's disease (Fink et al 274).

These attempts were highly unsuccessful, because of the problem of immune system rejection of the xenograft. The immune system fights against foreign elements in the body which include bacteria, fungi, viruses and other bodies that are perceived to be foreign to the body, including xenograft. Thus, when organs of animals are transplanted into humans, the human immune system detect these organs as foreign and thereby fight seriously against them, leading to the destruction of these transplanted organs. This is what is called immune system rejection. This has been the problem that for several years militated against the success and growth of xenotransplantation. The problem of immune rejection led to a decline in interest in xenotransplantation. This interest was rekindled after Michon and Hamburger successfully performed transplantation on twins without using immunosuppression. Michon and Hamburger successfully performed a living related donor kidney transplantation in Paris in 1952, between monozygotic twins and they survived (Michonet al1420).

The advent of immunosuppressive drugs for the prevention of immune rejection also contributed to the renewed interest in xenotransplantation. Thus since 1990, there have been various transplantation of animal organs into dying patients (Erlick <http://www.nelsonerlick.com/htm/xenofactsheet.html>). In 1995, according to Erlick, a patient in the United States got a bone marrow from a baboon. Although, the immune system of the patient rejected the baboon bone marrow, the patient continued to live a normal life. There have also been significant successes in areas of cellular xenotransplantation. For instance, ten patient received cells from pancreas of pigs and none of the patients got sick from the transplanted pig cells. Other cases that involved hooking up a patient up to a pig liver, functioning as a substitute liver, for a short time until a suitable donor organ is sought for have also been recorded.

Types of Xenotransplantation

Xenotransplantation procedure is categorized into; solid organ xenotransplantation, cell and tissue xenotransplantation, extracorporeal perfusion and human/animal hybrid. Solid organ xenotransplantation: this is a procedure whereby an animal organ like kidney or liver is transplanted into human as a replacement of the original organ.

Cell and tissue xenotransplantation: it is the transplantation of tissues and cells from source animals to human beings as replacement of the original tissues in humans.

Extracorporeal perfusion: This is a procedure whereby the blood of the patient is made to circulate outside of the human body through animal organs, such as a liver or a kidney, or through a bio-artificial organ produced by culturing animal cells on an artificial matrix.

Human/Animal Hybrid: this is a procedure where human cells are grown in a culture with non-human animal cells that are transplanted back into human patients.

Source Animals for Xenotransplantation

Chimpanzees were generally considered to be the best source animals for organ transplants compared to other primates because of their close affinity with humans, but due to their endangered status, attention were shifted to baboons. Baboons being the next most preferred source animals though existing in abundance, fared badly in captivity, have a long gestation period and are capable of few offspring. According to FDA (Food and Drug Administration) committee known as BRMAC (Biologic Response Modifiers Advisory Committee), nonhuman primate donors pose the greatest threat of transmitting latent, intracellular, or unidentified organisms, including retroviruses. The committee therefore, recommended that nonhuman primates should not be used as sources of xenotransplantation (US Food and Drug Administration. <http://www.fda.gov/cber/rules/frigene011801.htm>). This recommendation led the search for other suitable animal donors of organs. Most of the scientists are of the agreement that pigs have the potential to be the right candidate for organ donation. This is because pigs are in abundance, quick to mature, breed well in captivity, have large litters, and have vital organs that are roughly the same in size to that of humans. Their use is also argued to be less resentful to the society because they are already an accepted source for societal meat. Pigs are also believed to be less likely to introduce new diseases to human because of their distance to humans in the evolutionary chain. Other reasons why pigs are preferred include:

- Pigs because of their ability to fare well in captivity, can be raised in a highly controlled way, thus, their organs are less likely to transmit infectious diseases to humans.
- Pigs could be genetically engineered to contain human genes. This would make the animal organs or cells to be readily accepted by the patient immune system.
- In spite of these advantages, pigs xenografts is believed to be capable of experiencing severe immunologic barriers than the nonhuman primates because of their distance from man in the evolutionary chain.

Benefits of Xenotransplantation

Xenotransplantation is believed to be capable of serving as a complete substitute for human organs, thus easing the current shortage available for transplantation. It could also serve as a bridge or temporary organ until a permanent human organ could be found. Other benefits of xenotransplantation include:

- Xenografting is helpful in the treatment of diseases. People with serious kidney, liver or heart disease, diabetes or Parkinson's disease which have defied all known treatment could be treated through xenotransplantation. People needing bone marrow transplants could also benefit from xenotransplantation. cellular xenotransplants for instance could treat people suffering from diabetes, Parkinson's disease or other diseases. People with liver failure could also be treated with an extra-corporeal (outside the body) xenotransplant using a healthy pig liver. In this process, the patient's blood circulation is made to pass through a pig liver that is kept outside the patient's body.

- Xenografts give the surgeon enough time to eliminate potential pathogens. In allografting (human to human transplantation) organ which are usually transplanted from a brain dead patient are given little or no time for examination to ascertain the health state of the organ, due to the urgency involved. The transplant organ therefore could come from a suboptimal donor with advanced age and chronic medical condition or from a carrier of undetected infectious agents or malignant cells. In contrast, in xenotransplantation, a donor pig is raised under controlled conditions and specifically intended for use as an organ donor. In this case, the donor pig can be extensively analyzed to eliminate all pathogens.
- In xenotransplantation animal donors are genetically modified to be resistant to many human pathogens specific to human tissues, such as HIV, hepatitis, and human cytomegalovirus. This is hardly possible in allotransplantation.
- Xenotransplantation eliminates 'black market' in human donor organs. Due to the scarcity of human donor organs and the large number of patients on the waiting list for organ transplantation, it is believed that human organs could be procured illegally. Some patients whose lives would have naturally been saved would be allowed to die by the doctors in order that their organs would be used for transplantation. Xenotransplantation it could be argued would help stem this abuse.
- Xenografting could save hundreds of thousands of livers. This is because, patients who otherwise would not have been eligible for transplantation because of shortage of human organ, would receive organs and tissues through xenotransplantation.
- Xenotransplantation eliminates poor quality of life situation for patients. It improves the living condition of patients, making them enjoy what they would otherwise not enjoy without xenotransplantation procedure.

Risks of Xenotransplantation

In spite of the numerous advantages that could accrue to humans if xenografting becomes a clinical success, there are a lot of risks that are associated with xenotransplantation. these risks include:

- The risks of introduction of zoonosis: zoonosis is the infection of human by agents like bacteria, viruses, fungi. The possibility of transmission of infectious agents raise questions regarding the safety of using xenotransplantation in individuals, but it could also potentially place the general public at risk. Like humans, animals may also be infected with microorganism which could be specie specific (that is, it is not transmittable to other species). For instance, the transmissible virus of pigs causes diarrhoea in pigs but does not cause any sickness in people. However, other kind of micro-organisms is not specie specific, which means some of them can infect animals and also cause disease in humans. An example of this is influenza. The flu first infected birds and pigs and though, it does not make these animal sick, when it passed to humans, it makes them sick. The word zoonosis therefore, refers to zoonotic diseases that may pass to human through xenotransplant (Vanderpool 1311). Most mammals are known to have a kind of virus embedded in their DNA known as "endogenous retroviruses." These viruses are passed from one generation to the next without causing havoc in the host species. All pigs are believed to carry such viruses called PERVs (Pig or Porcine Endogenous Retroviruses). These are normally inactive and thus do not cause disease to the pigs. The concern among scientists is that PERV may become active and infect the human cells.
- The xenograft may not work well especially if it is replacing an essential organ of human. Since the environment in which animal organs function are quite different from the one the human organ function in, it is feared that these organs may not function well in humans. For instance, the temperature which pig organs function in is 39 degree Celsius which is different from the 37 degree Celsius of humans. Also the life span of a pig is

roughly 15 years, which brings the fear as to whether or not pigs transplants in man would live more than 15 years.

- The high level of immunosuppressive drugs needed to overcome immune rejection may be counterproductive. This may leave the patient susceptible to other infections. The immune system fights foreign agents that invade the body like bacteria, fungi and viruses. Thus, suppression of the immune system would leave room for easy invasion of the body by these micro-organisms.
- Xenotransplantation may lead to a world plague. There are fears that xenotransplantation is capable of introducing novel infection to humans, which would be transmitted from man to man and thereby leading to a new world plague similar to HIV.
- Xenotransplantation may lead to the creation of a monster that is half animal and half human. There are fears as to the character this chimera would possess.

Effects of Xenotransplantation on Recipient

Xenografting is aimed at benefitting the recipient but looking at it critically it would become doubtful, if the benefits are actually worth the trouble. The recipient of xenotransplantation is placed at a perpetual risk and fear of suddenly developing a new infection – an infection transferred from the animal parts. There is also the risk of contracting diseases from known pathogens that would have access to the body because of its malfunctioning immune system. Every xenotransplantation recipient is given immunosuppressive drugs to reduce the effect of the immune system on the xenografts. This reduced immune system would enable the xenografts to work in the recipient body without being rejected, but it would also give greater access to pathogens infecting the body. By reducing the strength of the immune system therefore, xenotransplantation patients are left susceptible and perpetually at risk of being attacked by known and unknown pathogens. Xenotransplantation could therefore, be likened to the proverbial devil that gives with the left hand and takes from you with the right hand. It cures one sickness and opens the body for attack from thousands of pathogens.

In addition to the risk and perpetual fear the recipient is made to live in, he is also made to lose his/her freedom, which is the essence of human life. One of the guidelines prescribed by the Nuttfield report, is lifelong monitoring of xenotransplantation recipient to ensure that no new infection manifest (21). Being confined to lifelong monitoring is more or less like being imprisoned.

According to Richard Norman, xenografting will destroy the way human life or psyche is structured. Human life has always depended solely on the particular characteristics and limitations of their bodies (3). But with xenografting there would be a shift; the dependence on animals' bodies would be incorporated on human psyches. Thus, the understanding of what constitutes human nature would be shifted. **Francis Fukuyama** writes:

the most significant threat posed by contemporary biotechnology is the possibility that it will alter human nature and thereby move us into a post human stage of history. This is important, because human nature, exists as a meaningful concept, and has provided a stable continuity to our experience as a species. It is in conjunction with religion, what defines our most basic values. Human nature shapes and constraints the possible kinds of political regimes, so a technology powerful enough to reshape what we are, will have possible malign consequences for liberal democracy and the nature of politics itself" (1).

Human nature provides the ground on which we can claim common rights for humans, but when this is destroyed, even democracy would face some challenges. The concept of human rights is one basic stand point of democracy, and this concept is based on human nature, it is

obvious that when the concept is changed as xenografting would do, then the concept of human right would also change and possibly democracy too would change.

Xenotransplantation erases the line between human and animals. It makes the difference between human and animals to become only imaginary and not real. How can humans be essentially different from animals, when animals' parts could sustain him in existence? How could we sustain the religious teachings that humans alone possess souls, when there is no essential difference between humans and animals? If the difference between humans and animals is only accidental, why should animals not be entitled to eternal life like their human counterpart? Ursula cautions on this thus:

So it may seem churlish to introduce a note of caution in a discussion about the role of biotech discoveries in our future directions as human beings—but it is an important part of the bioethical debate being played out across the world. Part of being human is the desire, even the urge, to become better—to strive for perfection. And who could begrudge such an urge? But equally, part of what makes us human is our differences, our very imperfections. It is important, therefore, that we think clearly about the path we are taking towards the solution of all our human imperfections. How do we continue to cherish our diversity and individual uniqueness even while we try to use our human talents to improve our lot? (<http://www.eurekastreet.com.au/article.aspx?aeid=2101#.U0Kkbpix7IU>).

Xenotransplantation may save life but could also render life dull by obliterating uniqueness. It obliterates the differences between human nature and animal nature. G.K. Chesterton observed that:

when once one begins to think of man as a shifting and alterable thing, it is always easy for the strong and crafty to twist him into new shapes for all kinds of unnatural purposes... It is a very well-grounded guess that whatever is done swiftly and systematically will mostly be done by a successful class and almost solely in their interests. It has therefore a vision of inhuman hybrids and half-human experiments much in the style of Mr. Wells's "Island of Dr. Moreau." ... Whatever wild image one employs it cannot keep pace with the panic of the human fancy, when once it supposes that the fixed type called man could be changed... That is the nightmare with which the mere notion of adaption threatens us. This is the nightmare that is not so very far from the reality. It will be said that not the wildest evolutionist really asks that we should become in any way unhuman... but this is exactly what not merely the wildest evolutionists urge, but some of the tamest evolutionists (180-181).

Stock in his book, *Redesigning Humans—choosing our children's genes* argues in the counter. According to him, these biomedical practices are inevitable (158) and thus, we should embrace them with optimism, and quotes a "letter to Mother Nature" from The Extropians:

truly we are grateful for what you have made us. No doubt you did the best you could. However, with all due respect, we must say that you have in many ways done a poor job with the human constitution... We have decided it is time to amend the human constitution... Over the coming decades we will pursue a series of changes to our own constitution... We will no longer tolerate the tyranny of aging and death... We will expand our perceptual range... improve our neural organization and capacity... reshape our motivational patterns and emotional responses... take charge over our genetic programming and achieve mastery over our biological and neurological processes (32).

Francis Fukuyama argues in opposition to Stock and The Extropians. Fukuyama argues that human genetic engineering is not inevitable and that we should take steps to prevent “what..... C.S. Lewis called the ‘abolition of man’.” (7). We solely agree with Fukuyama; there is no reason to suppose that genetic engineering is inevitable. To suppose so is to believe that we have been programmed by nature and therefore must follow this teleological course.

Another crises that xenografting would usher in which is a necessary follow up of the changing of human nature, is identity problem. The philosophical debate on personal identity had existed for many years but the advent of xenografting would take the debate to another level. Is the recipient of xenografting an animal or a human? Or is he an entirely new being? If he is a hybrid of human and animal, then he is possibly a new creation, with features of both humans and animals.

Xenotransplantation increases the crises that are already in the world. It would destroy beliefs both religious and ethical; it would cause confusion and distress to the recipient. The realization that he/she is partly animal and partly human would perpetually distress the recipient for the entire length of life. It is because of these considerations that we in this work advocates for the placement of a permanent moratorium on xenotransplantation procedures. Its potential benefits are far outweighed by its potential risks.

Effects of Xenotransplantation on the Human Race

The single most serious ethical dilemma that proponents of xenotransplantation have over the years struggled to contend with, is the possibility of a transmission of a new and novel infection to humans. The Nuffield report explains that

It will be very difficult to identify organisms that do not cause any symptoms in the animal from which they come. Previous experience indicate that infectious organisms are normally identified only after the emergence of the disease they cause ... put bluntly, it may be possible to identify any infectious organism transmitted by xenografting only if it causes disease in human beings, and after it has started to do so (6).

Since the infectious agents may not be identified in time before they start causing sickness, it therefore, means that before the discovery that infectious agents are actually also transferred, the infection would have caused unstoppable harm, for the agent would have spread to many people by the time the symptom is observed. The Nuffield report, because of this consideration concludes that the risk of a major epidemic is unquantifiable and therefore advocates for a precautionary principle, requiring “that action should be taken to avoid risks in advance of certainty about their nature ... the burden of proof should lie with those developing the technology to demonstrate that it will not cause serious harm” (6). Its conclusion is “that the risks associated with possible transmission of infectious diseases as a consequence of xenotransplantation has not been adequately dealt with. It would not be ethical therefore, to begin clinical trials of xenotransplantation involving human beings” (6). The report gives the following guidelines to be followed before xenotransplantation can kick off:

- Enough information should be sourced as regards the risk of transmission.
- The source animals should be raised in conditions in which all known infectious organisms are monitored and controlled.
- Early recipients undergo regular monitoring and check-up.
- There should be a commitment to suspend, modify or if need be, discontinue xenotransplantation procedures at any sign that new infectious diseases are emerging.

In spite of these guidelines Hughes believes that the risk of transmission cannot be reduced. According to him "source animals cannot be freed from all infectious organisms but only those that are known and can be reliably tested for ... specified pathogens-free animals may still be infected with unidentified infectious organisms about which nothing is known (21). He also argued against the issue of monitoring, and strongly believed that it would not be effective. He writes:

The most difficult question is what procedures should be followed if it is found that a disease has indeed been transmitted from the animals used to provide organs or tissues to human xenograft recipients? In principle, steps should be taken to prevent transmission of the disease to other people. In practice, this is a very difficult issue. For a start, it is very unlikely that, at the outset, the mode of transmission of the disease will be understood. The appropriate response will depend on the mode of transmission and on how infectious the disease is. It would hardly be acceptable to isolate xenograft recipients suffering from an infectious disease, or to ask them to refrain from sexual intercourse or, in the case of a virus transmitted from parent to offspring, from having children (21-23).

Based on these therefore, Hughes holds the opinion that there should be an indefinite moratorium on xenotransplantation procedures. He argues that this is necessary, if we reflect on the difficulty, in spite of global attempt, in combating the dreaded AIDS, malaria and hepatitis. It would be risky to introduce a new disease into humans. The Department of Health report concurs with the Nuffield report as well as the argument of Hughes in asserting that the risk of transmission of infectious organism is too great to justify xenotransplantation.

On the other side of the debate, there are some who believe that the alarm given out as regards xenotransplantation introducing a new infectious disease is a false alarm. According to Janice Hopkins Tanne, the idea that xenotransplantation will create a plague is countered by the hundreds of thousands of transplant patients who have successfully returned to their families and friends. These recipients have not spread viruses, in spite of receiving immunosuppressive drugs. Also, human exposure to blood for years has not resulted to any major outbreak of disease, with the possible exception of AIDS. In Africa, he argues, hunters, farmers and butchers are exposed to blood of monkeys and other animals and yet no major outbreak of disease has been observed among them. According to him therefore, xenotransplantation is unlikely to introduce a new plague in the world, if this was to happen, then the various contacts with blood in the past would have given rise to an outbreak of diseases.

William Edward supports Tanne view. According to him, the risk of PERV becoming a public hazard is infinitesimal. This is because

PERV would not undergo a series of improbable transformation to make it both a pathogen and contagious. Many herds of pigs have been described in which PERV is not passed to human cell in coculture. Some stains of pigs have very little copies of PERV in their genome. The risk is further reduced by the extensive monitoring of patients and cohorts required and by the sensitivity of PERV to antiviral agents. The minimal potential risk of PERV is far outweighed by the potential medical value of xenotransplants and should not be a barrier to xenotransplantation" (<http://emedicine.medscape.com/article/1014080-overview>).

He also argues that although a large part of the world prepares and eat pigs, no known PERV related disease has been observed. He also claims that in a study of patients transplanted with viable pig tissue, no evidence of infection was observed. Though, a few subjects were found to have detectable PERV RNA but this was consistent with RNA from circulating blood cells. He

therefore, argues vehemently that the risk of PERV becoming a public health hazard need to be re-looked in the light of the current information. The risk of PERV producing a public health hazard is not greater than that of human based transplants.

CONCLUSION

The researchers would not want to judge which side of the debate is right for they lack the medical expertise to ascertain that. But they think that it is better to give the benefit of doubt to those who argue against xenotransplantation; because when in doubt, it is always better to halt action, especially in this case where an error in judgement could cause very dilapidating damage to the whole human race, both present and future.

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Assesment of Internet use in the Provision of Information to Students in University Libraries in Nigeria: A Casestudy of AfeBabalola University Library, Ekiti State, Nigeria

Chuks Daniel Oriogu

Library Department, Nigerian Turkish Nile University, FCT Abuja, Nigeria

DarlinaChima Ogbuiyi

Library Department, Lead City University, Ibadan, Ogun State, Nigeria

ChukwuemekaAnthoony Onyebuchi

Library Department, AfeBabalola University, Ado Ekiti, Ekiti State Nigeria

SussanUdoaku Ogbuiyi

Library Department, Babcock University Illisan-Remeo, Ogun State, Nigeria

ABSTRACT

The Internet is a giant information super highway that plays a pivotal role in providing the information needs of users in an academic community. This study investigated the assessment of Internet use in the provision of information to students in university libraries in Nigeria: a case study of AfeBabalola university library. The study shows the capabilities of the Internet, the role of Internet in university libraries, benefits and challenges of Internet in meeting the information needs of users. The study finally makes some recommendations in combating the challenges affecting the students' use of Internet in the university library.

Keywords: Assessment, Internet Use, Provision of information, University Libraries

INTRODUCTION

Internet is an information source that is vital to academic performance of students in academic institutions which enables the library to provide information resources beyond the confine of its collections so as to facilitate teaching, learning and research development. Muniandy (2010) observed that the growth of the Internet and the increase of the variety of information disseminated via the World Wide Web have implications for how it is used in education. The exponential growth of information resources is as a result of emergence of computer technology which gave rise to the wide use of the Internet. Internet use in university libraries is germane to students' growth and academic achievement. Tiemo, Bribena and Nwosu (2010) said that patrons are encouraged to use the Internet to advance their research and to reduce frustration and dilemma in search for information resources. Therefore, university libraries should endeavour to provide an enabling environment for effective and efficient use of Internet services to students.

LITERATURE REVIEW

The use of information and communication technology (ICT) is gaining momentum in universities libraries especially now that most universities in Nigeria are adopting ICT in the development and improvement of their services (Oriogu, Ogbuiyi and Ogbuiyi, 2014). Also, Yusuf (2006) maintains that the Internet is an integral aspect of the Information and

Communication Technology (ICT) and is becoming an indispensable tool for quality teaching, learning and research in an academic setting. Its impact on education has been massive, thereby engendering such terms like e-teaching, e-learning, virtual teaching/learning, e-training, and so forth, all developed around Internet application in the field of education. The advent of Internet in academic institutions has greatly increased the growth of research, in which academic communities can have smooth network of different libraries collections. Salako and Tiamiyu (2007) said that the rapid growth of the Internet and the Web is characterized by both digital information revolutions. The digital information revolution and explosion manifest in the ever increasing quantities and array of new electronic information resources provided by computer networks and the Internet, including Web pages, newsgroups, mailing list, electronic archive, networked databases, software application and business services. and knowledge.

. The most popular form of Information and communication technology (ICT) is the Internet which is often referred to as electronic superhighway. This has helped to reduce the world to a “global village”. The Internet is a global network of many different types of computers that are linked together for communication purposes which makes it easy for a user, library, information centers and institutions to access, use and share wide range of information resources. Edoke, (2000) said that the Internet connectivity is the highest level of computer – based information network, sometimes referred to as information superhighway, can be viewed as an immense world – wide linkage of a great number of different types of computers and computer networks. Reitz (2004) vividly defined Internet as:

“ the high-speed fiber-optic network and networks around the world, enabling users to communicate via e-mail, transfer data and program files via FTP, find information on the World Wide Web and access remote computer systems such as online catalogs and electronic database easily and effortlessly, using an innovative technique called packet switching”.

Hence, searching, sharing, accessing and using the Internet are more effectively done by performing keyword searches on tools specifically designed for the purpose - “the Search engines”- which provides a list of relevant results to the search term. The Internet provides diverse electronic information resources such as e-mail, chat groups, file transfer protocol, etc, which provides students with easy access to e-books, e-journals, research materials, and interactive collaboration. Therein, the Internet has become a global source of information resources accessible at any time by anyone from anywhere in the world. It has converted the whole world into a global information society. It has tremendously improved communication and interaction among scientific research community and enabled access to a vast range of latest information. It acts as a powerful supplement to the traditional way of information access. It facilitates electronic and exchange of ideas and information among the scholars all over the world.

The growth of Internet services has greatly increase the rate of information resource availability to university libraries; in that academic communities has gain profitably in the services of the Internet; which has invariably increased the output of research and information resources. Ibegwam (2004) suggested that students’ use of Internet will improve if institutions should put in place training on the use of Internet, provided free Internet services, use VSAT to improve connectivity and increase workstations connected to the Internet. As Internet have many potentials and functions in education, academic institutions needs to develop and improve students Internet skill in order to utilize the Internet resources effectively.

In most developed countries, the implementation of education curricula to develop and improve computing and Internet search skills for problem solving in both teachers and students is already ingrained in school and college life, as confirmed for the United States by the Pew Internet & American Life Project (2005). The study found that US college students were heavier users of the Internet compared to the general population, partly because they have grown up with computers since their early childhood, and partly because the Internet is a part of the college student's daily routine.

Sani and Tihamiyu (2005) have observed that automated information services (including Internet access services) in Nigerian federal universities began to accelerate as from early 1990s, when the World Bank intervened with a loan to improve the institutional capabilities of the Nigerian universities. Hence, Oyedun (2007) conducted a study on the Internet use in the Library of Federal University of Technology Minna, and observed that, most of the respondents claimed that through the Internet services in the library, they have improved considerably in their academic performance. Jagboro (2003) carried out a study of Internet in Nigeria universities where opinion of 73 respondents was sought for on the use of the Internet, two-third of the respondents indicated that they used it for e-mail to get research and course materials. Therefore, they recorded low level of utilization of the Internet was attributed to low level of connectivity and the high cost of cybercafé facilities. Also Salaam (2003) in a survey of the use of Internet services in Nigeria university libraries found that access to Internet services in the libraries was restricted to staff only.

The Internet revolution is not just limited to finding information but also to fostering relationships that bring people together. Daraman (1997) highlighted the advantages of Internet to academics and Information specialist as follows:

- The Internet permits accessibility to bibliographic records of millions of books as well a detail of academic work and libraries around the world;
- Internet allows one to communicate with any professional colleague around the world for the process and development of professionalism;
- with abundant information resources in the internet, the libraries can provide better access to their patron by giving them access to information that will be difficult to locate ;
- on the internet valuable information in electronic format, libraries, books, journals, magazines and newsletters are made available;
- as reference resources, the internet provides a wealth of up-to-date information in bound volumes etc.

However, in order to effectively use the Internet for research and academic purposes, university libraries should endeavour to provide efficient Internet connection so as to enable students, lecturers and researchers to greatly exploit information resource to meet their academic needs.

STATEMENT OF THE PROBLEM

The introduction of Internet in the university libraries has made great changes in the provision and retrieval of information resource. Therefore, for academic institutions to grow in research and attain global recognition, it must fully develop and maintain effective Internet connectivity in order to facilitate smooth access and use of Internet by students. It is observed that most students do not adequately make use of the Internet for academic purpose. However, this study investigated the assessment of Internet use in the provision of information to students in

university libraries in Nigeria: A case study of AfeBabalola university library, Ado Ekiti, Ekiti State, Nigeria.

OBJECTIVE OF THE STUDY

The main objective of this study is to investigate assessment of Internet use in the provision of information to students in university libraries in Nigeria. Their specific objective to the study are to:

- ascertain the level of knowledge of Internet by students in the university library;
- determine the frequency of use of Internet by students in the university library;
- determine the purpose of using Internet in the university library;
- ascertain the extent of Internet services in the university library;
- ascertain the benefit of Internet use to students;
- find out the challenges that hinder effective Internet use by students in university libraries in Nigeria.

METHODOLOGY

Survey research method was adopted for the study and structured questionnaire was used to collect data. A total of hundred (100) students of AfeBabalola university library users were sampled, out of which ninety seven (97) was completed for analysis using frequency counts, simple percentage, mean, standard deviation, to answer the research questions. Thus, Random sampling technique was used to administer the questionnaire.

ANALYSIS OF FINDINGS

S/N	Statements	Options	Frequency	Percentage
1	Level	100 level	68	70.1
		200 level	6	6.2
		300 level	13	13.4
		400 level	6	6.2
		500 level	4	4.1
2	Gender	Male	35	36.1
		Female	62	63.9
3	Age	15-18 years	74	76.3
		19-21 years	22	22.7
		Above 25 years	1	1.0

TABLE 1: Demographical Variables

Table 1 shows the demographical Variables of the respondents below:

Level: 68(70.1%) are 100 level, 6(6.2%) 200 level, 13(13.4%) 300 level, 6(6.2%) 400 level, while 4(4.1%) 500 level. Gender: 35(36.1%) are males while their female counterparts are 62(63.9%). Age: 74(76.3%) are between 15-18 years, 22(22.7%) 19-21 years, while 1(1.0%) are above 25 years.

Items	Frequency	Percentage
Beginner	12	12.4
Average	63	64.9
Expert	22	22.7
Total	97	100.0

TABLE 2: Level of Internet knowledge of the respondents

Table 2 above shows that 12 (12.4%) are beginner, 63(64.9%) average and 22(22.7%) are expert in the knowledge of the Internet.

Items	Frequency	Percentage
Daily	49	50.5
Weekly	34	35.1
Monthly	2	2.1
Twice monthly	1	1.0
Never	11	11.3
Total	97	100.0

TABLE 3: Frequency of the use of Internet

Table 3 shows that 49(50.5%) of the respondents use the Internet Daily, 34(35.1%)weekly, 2(2.1%), monthly, 1(1.0%) Twice monthly, while 11(11.3%) indicated Never.

S/N	Statements	Never	Somewhat	Yes	Mean	Std
1	For project\research work	5 5.2%	2 2.1%	90 92.8%	2.88	.46
2	For course assignment	9 9.3%	2 2.1%	86 88.7%	2.79	.59
3	Learning more about a subject	10 10.3%	11 11.3%	76 78.4%	2.68	.65
4	For term paper	23 23.7%	25 25.8%	49 50.5%	2.27	.82
5	For seminar presentation	31 32.0%	19 19.6%	47 48.5%	2.16	.89
6	For entertainment	29 29.9%	30 30.9%	38 39.2%	2.09	.83

TABLE 4: Purpose of use of the Internet

Table 4 shows the rating of the items on the purpose of use of the Internet as follow: For project\research work (Mean =2.88) was ranked highest in the mean score rating and was followed by For course assignment (Mean =2.79), Learning more about a subject (Mean =2.68), For term paper (Mean =2.27), For seminar presentation (Mean =2.16) and lastly followed by For entertainment (Mean =2.09).

S/N	Statements	D	SD	A	SA	Mean	Std
1	Internet services in the library is accessible	17 17.5%	1 1.0%	42 43.3%	37 38.1%	3.02	1.05
2	Internet services in my university library are very functional	16 16.5%	5 5.2%	40 41.2%	36 37.1%	2.99	1.05
3	Internet services in the library is satisfactory	24 24.7%	2 2.1%	51 52.6%	20 20.6%	2.69	1.06
4	There is high regulation of internet services	25 25.8%	5 5.2%	53 54.6%	14 14.4%	2.58	1.03
5	Internet connectivity is very consistent	27 27.8%	7 7.2%	48 49.5%	15 15.5%	2.53	1.06
6	There are no Internet connectivity in the library	48 49.5%	34 35.1%	11 11.3%	4 4.1%	1.70	.83

TABLE 5: Extent of Internet services in the University Library

S/N	Statements	D	SD	A	SA	Mean	Std
1	Internet use has improved my online searching and retrieval skills	11 11.3%	%	30 30.9%	56 57.7%	3.35	.96
2	Internet use has increased my use of the online resources	12 12.4%	%	40 41.2%	45 46.4%	3.22	.96
3	Use of Internet has aid the transfer of my academic work to my lecturers with ease	22 22.7%	2 2.1%	44 45.4%	29 29.9%	2.82	1.10
4	Internet use has contributed to my group discussion with course mates	20 20.6%	1 1.0%	52 53.6%	24 24.7%	2.82	1.03

TABLE 6: Benefits of Internet use to the Students

Table 6 shows the rating of the items on benefits of Internet use to the students below: Internet use has improved my online searching and retrieval (Mean =3.35) was ranked highest in the mean score rating and was followed by Internet use has increased my use of the online resources (Mean =2.99), Use of internet has aid the transfer of my academic work to my lecturers with ease (Mean =2.82) and lastly followed by Internet use has contributed to my group discussion with course mates (Mean =2.82),

S/N	Statements	Never	Somewhat	Yes	Mean	Std
1	Low access speed	25 25.8%	45 46.4%	27 27.8%	2.02	.74
2	Download of materials takes time	31 32.0%	33 34.0%	33 34.0%	2.02	.82
3	Delay in Internet connectivity	36 37.1%	36 37.1%	25 25.8%	1.89	.79
4	Power outage	46 47.4%	34 35.1%	17 17.5%	1.70	.75
5	Unaware of how to find relevant information	56 57.7%	31 32.0%	10 10.3%	1.53	.68
6	High cost access	67 69.1%	17 17.5%	13 13.4%	1.44	.72

TABLE 7: Challenges encountered on the use of the Internet

Table 7 shows the rating of the items on Challenge encountered by students. It revealed that low access speed (Mean =2.02) ranked highest in the mean score rating and was followed by download of materials takes time (Mean =2.02), delay in internet connectivity (Mean =1.89), power outage (Mean =1.70), unaware of how to find relevant information (Mean =1.53) and lastly followed by high cost access (Mean =1.44).

DISCUSSION OF FINDINGS

The findings shows that female students 62 (63.9%) formed the majority of the respondents. This is against the study of Ford, Miller and Moss (2001) who found that female students intended to experience more difficulty in finding information online.

The study revealed that 64 (64.4%) of the respondents have average knowledge of the Internet and mostly use the Internet on daily and weekly basis. However, majority of the respondents use the Internet for research, course assignment and learning more about a subject. It also revealed that Internet services in the library are accessible, functional, satisfactory and

consistent. Based on the benefit of Internet use, the study shows that Internet has improve students online searching and retrieval skills, access to online to online resources, improve FTP and group discussion

with course mates. Finally the respondents indicated that the only challenges they encounter on using the Internet are low speed access and time taking to download materials.

CONCLUSION AND RECOMMENDATIONS

The Internet is a giant information super highway that plays a pivotal role in meeting the information needs of users in an academic community. Gatenby (2003) asserts that the greatest phenomenon of recent years has been the explosion of the Internet. However, university libraries are fast embracing the digital driven environment because of its necessity in education. Therefore, university libraries should endeavour to develop and improve their Internet services to students in order to create an enabling environment for learning and research.

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