

# ADVANCES IN SOCIAL SCIENCES RESEARCH JOURNAL

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## Role Of Islamic Universities In Enhancing The Right To Education Of Females

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### ABSTRACT

Islam makes the acquisition of knowledge compulsory on all the Muslims, regardless of sex, thereby making education a right of every Muslim. Yet Female education is one of the most neglected areas of educational planning and practice in most predominantly Muslim societies, and hence the Muslim females are denied the right and access to education. Most Islamic universities all over the world have formulated law and policies to promote and encourage female education in line with the objective of Islam and the law. This article used arm chair research method and doctrinal analyses to examine the right of women to education under the Islamic law. The article then examined some contemporary gender policies and proposes the formulation of sound policies to be implemented by the existing Islamic Universities in Nigeria in line with the general Islamic conception of gender as it is practiced and adopted by Islamic universities worldwide. This is with the view to promoting the access of female to education

**KEY WORDS:** Gender, Education, Women, Nigeria, Islamic University

### INTRODUCTION

Education is very important to Muslims. Knowledge which is the end result of education is a factor that raises mankind above all other creation. It is a tool of socio-economic empowerment in an increasingly globalised world economy, hence, the popular axiom that 'knowledge is power'. Education is therefore, imperative for all Muslims in order to attain success in this world and the hereafter. But there are a number of socio-cultural factors inhibiting the females in the Muslims societies from full access to education. There is the extreme view in gender discourse held even by some scholars which advocates for an almost total segregation and exclusion of the female sex from all human endeavors outside the confines of the matrimonial homes thereby giving little or no access to education. There is the other extreme view that completely removes any 'wall of separation' between males and females in the pursuit of worldly achievements. There is also middle course which requires separation of the two sexes as much as it is possible and it prescribed conditions for morally and ethically bound interaction whenever it becomes necessary. The reality today in Nigeria is that the existing educational system, planning and policies do not offer great opportunities in providing female full access to education. This is partly due to the neglect and non recognition of the peculiarity of the female gender in the formulation, planning and implementation of laws and policies relevant to education in the country.

Islamic universities and tertiary institutions of learning have existed for centuries. They were institutions essentially established with the objectives of providing and catering for the spiritual, moral and material wellbeing of the entire members of the society in order to have successful and meaningful lives both here and the hereafter. These have been the central focus and objectives of Islamic Universities both ancient and modern. Thus, the objectives go beyond worldly achievements. Today, like any conventional university, Islamic universities use

modern scientific and empirical methods, structures and super structures to construe and construct their activities. However, not all of them carry these activities through the purview or lens of the basic principles of Islamic morality, philosophies and epistemology. In essence, in terms of structure, programs and courses, Islamic university may not be different from its conventional counterpart. It is however, different in terms of aims and objectives; curricula design; content design and method of analyses and place of emphasis. The study pattern of Islamic university brings to clear and apparent focus the 'Godness' spirituality inherent in all knowledge, research and indeed every discourse.

In concept, morality and spirituality take a frontal stage in Islamic university. In design, the unassailable position of the Almighty Allah as the source of all knowledge, education and achievements either of the individual or the society in general is imperative. In teaching and analysis, Islamic university must not lose focus on the textual provision of the divine injunctions (Al-Qur'an and Sunnah of the Prophet (SAW)) and the pioneering roles and guidance of the early Muslims on each program and discipline. Even in what may apparently appear to be 'secular', an Islamic university provides 'Islamized' justifications for them. This is largely because Islamic university appreciates the universality of learning, education, research and their application to physical development of modern society and the ultimate home or the hereafter. Therefore, the planning and policies of the Islamic universities in Nigeria should imbibe these ideals. Importantly, they should cater for the gender peculiarity of the females in accordance with the Islamic conception of gender to enable them full access to education in the university.

It is against this background that the article examines the right of females to education under the Islamic law, explores the best practices of Islamic universities all over the world and recommends policies for implementation by the existing Islamic universities in the country. In essence, the paper makes a case for separating but not isolating all females in Islamic Universities and further suggests the modalities of actualizing this noble cause. It also advances reasons for establishing separate Female Islamic Universities. The article is divided into six sections. Following the introduction is the second section which examines the females' right to education in line with the Islamic conception of gender. Section three explores the best practices and policies which cater for female students in some selected universities in some Muslim countries. The fourth section is on gender policies and programmes recommended for implementation by the existing Islamic universities in the country. It identifies the critical areas of studies and discipline requiring the attention of the female folks. The fifth section makes a case for females Islamic universities and recommends modalities for realization of the noble cause. The sixth section concludes the paper.

### **RIGHT OF FEMALE TO EDUCATION UNDER THE ISLAMIC LAW**

As noted earlier, Islam has made the seeking of knowledge compulsory for every Muslim whether male or female. As far as intellectual status is concerned there is no any prejudicial distinction at all between male and female in Islam. Thus, the Prophet Muhammad (SAW) was reported to have said: 'Search for knowledge is compulsory upon every Muslim (male or female)' (Karim, A.M.F. (Not Dated), 1(IV):37). Islam recognizes that knowledge is a fundamental instrument which differentiates a fully developed human being from other mammals. It is a tool that is required for the fear of Allah. Thus it is the key to success both in this world and the hereafter. Hence, Allah Almighty made it clear when He said:

*Verily, the only people who truly fear Allah among His servants are the learned ones.  
(Q35:28);*



In another verse Allah said:

*"Are those who know equal to those who do not know?" (Q39:9).*

Ibn Kathir commenting on the first verse of the Qur'an cited above stated that "the more one's knowledge of Allah, the Magnificent, the Great Creator, is perfect, complete and comprehensive, the more he fears Him." He further related that Al Hassan Al-Basri said; "to have faith is to fear (Allah) the most Gracious, unseen, to have desire for what Allah exhorts (people) to do, and to abstain from what Allah stimulate (people) to flee from;" then he recited the above quoted verse, (Q35:28). (Ibn Kathir 2006 )

The question which readily comes to mind at this stage is which type of education is compulsory and which one is a necessity for the Muslim woman to enable her performs the enormous roles in accordance with the provision of Shari'ah? Muslim jurists and scholars have classified education into various groups. Some categories of education are said to be Fard Ain, which every Muslim is under an obligation to pursue. Some of the jurists are of the opinion that this education is the learning of the Qur'an, the Hadith and some other jurists include Fiqh (jurisprudence), while others however held that is to have the knowledge of the fundamental article of faith. Imam Al-Gazali held that learning of a thing is compulsory when that thing is absolutely necessary for us. Thus, it is Fard Ain for every Muslim to know the elementary and basic rules of prayers, fasting, zakaat, and other obligatory rituals. Expert knowledge in these fields is Fard Kifaya. Education, which is Fard Kifaya that must be learnt by some people in the community, includes knowledge of medicine, arithmetic, nursing, surgery and knowledge that is fundamentally useful to the society. Once some members of the society acquire them, then the others are exonerated from liability. Learning Talisman, Magic, Surgery Stars, and to some extent, novel reading is Makruh. Learning of history, poetry, geography, science is Mubah (lawful or permissible). But the reward for acquiring the permissible knowledge depends on how the learner makes use of it. (Karim, A.M.F., 1(IV):261)

Therefore, it is clear from the above discussion that it is obligatory on the Muslim woman and every Muslim for that matter to learn the basic or elementary knowledge of the religion including the article of faith. This is to enable her worship her Lord as required of her. It is important and necessary to acquire the knowledge necessarily required for the performance of her roles in the society. This means that she should acquire the knowledge that could assist her perform her role as a wife, mother, and community developer.

It is also clear from the above that education is the right of every Muslim including the females without any discrimination whatsoever. If certain knowledge is compulsory, then it goes without saying that its acquisition becomes a right. Shari'ah is very explicit about the role of women in the society, and of the society's obligation to provide appropriate education to the Muslim women to enable them perform these roles effectively. The ultimate beneficiary is the society. This was evident in the practice of the Prophet (SAW) and his Companions where the female companions were well versed in the various fields of knowledge.

Despite this, Muslim nations and societies harbor a lot of cultural practices that unleash unfair and unjust treatment to the Muslim women. One of such practices is the denial of females the right to acquire gainful education granted by the Shari'ah. An added problem is the fact that an average Muslim in the contemporary Muslim Communities can hardly distinguish between the real dictates of Islam and those apocryphal, unwarranted and, at times, harmful cultural practices and notions against women. This is due to the fact that these practices and notions are firmly and deeply entrenched and embedded within the local tradition to the extent that they have been accepted as norms. But are they in tandem with the Islamic notion of gender?

### ISLAMIC CONCEPTION OF GENDER

Unarguably, the 'norms' highlighted above are not in tune with the Islamic concept of gender. Gender, according to Islamic conception, is one of the signs of the wonderful creations of the Almighty Allah. Thus, Allah (SWT) declares:

*And of His signs is that He created for you from yourselves mates that you find tranquility in them; and He placed between you affection and mercy. Indeed in that are signs for a people who give thought (Q30:21).*

Islam recognizes the equality of both male and female in terms of reward and punishment. Thus individuals, males or females, are only judged according to the quality of their efforts, actions and the intentions behind them and not on the basis of their gender differentials. Hence, the Qur'anic pronouncements:

*Indeed, the Muslim men and Muslim women, the believing men and believing women, the obedient men and obedient women, the truthful men and truthful women, the patient men and patient women, the humble men and humble women, the charitable men and charitable women, the fasting men and fasting women, the men who guard their private parts and the women who do so, and the men who remember Allah often and the women who do so – for them Allah has prepared forgiveness and a great reward. (Q33:35)*

In yet another verse Allah (SWT) says:

*And their Lord responded to them, "Never will I allow to be lost the work of [any] worker among you, whether male or female; you are of one another (Q3:195).*

The only basis of superiority, according to this Qur'anic conception is piety, that is, fear of God or consciousness in God and good intentions. It should be emphasized here that the gender of an individual has nothing to do with his/her status in the sight of Allah (SWT), hence the Qur'an declares:

*O mankind, indeed We have created you from male and female and made you into peoples and tribes that you may know one another. Indeed, the most noble of you in the sight of Allah is the most righteous of you. Indeed, Allah is knowing and acquainted (49:13).*

Therefore, from this Islamic perspective, gender refers not only to the biological constructs of the male and female, as generally understood in some western paradigm, but also relates to the nature, idiosyncrasies, physiological and psychological makeup of the two sexes. Hence, Shari'ah assigns suitably befitting roles for each of the two sexes. To this end Allah (SWT) says:

*And [by] We who created the male and female. Indeed, your efforts are diverse (Q92: 3 - 4).*

Gender also relates to pairing of all creatures. It is from this broad perspective that Islam ascribes gender to everything other than the creator - Allah.

*"Exalted is He who created all pairs – from what the earth grows and from themselves and from that which they do not know" (Q36:36).*

Appreciating the Islamic conception of gender from the above perspective will enhance our understanding of many Islamic rulings pertaining to the relationships between the two sexes. The tawhidi paradigm emphasizes that the wisdom behind gender differentiation is to provide comfort, tranquility, peace of mind as well as preservation of human race (Q30:21). It is against this backdrop that Allah (SWT) legalizes marriage (Q4:3) and outlawed any other form of intermingling, association or cohabitation of the two sexes outside the confines of matrimony (Q17:32). Islam, therefore, requires the mothers of the faithful to stay in their matrimonial homes.

*“And abide in your houses and do not display yourselves as [was] the display of the former times of ignorance” (Q33:33).*

This requirement is even more essential and necessary in the case of other women who are not up to the status of the wives of the Prophet (RA). A plethora of traditions of the Prophet (SAW) also lent credence to the above position. For instance, when Khateebatun Nisa, Nana Asma' Al – Ansariyya, (RA) asked the Prophet (SAW) why men participate in Jihad and other collective endeavors in Islam to the exclusion of womenfolk, the Prophet (SAW) responded by pointing out that any effort made by a woman towards pleasing her husband (Husnu taba'uli ihda kunna) is equivalent to all that

*Once Asma 'bint Yazid ibn As-Sakan came to the noble Prophet and said, "O Messenger of Allah. I stand for a group of women who are of my opinion. To proceed, Allah the Almighty has sent you to both men and women. Then we believed and followed you. We women are confined to homes, target to men's lusts, and bearers to their children. Yet, men have the privilege to attend Friday prayers, funerals and fight in the cause of Allah. On the other hand, in case of fighting, we keep their property and rear their children. Would we share them in Allah's reward? Then, the Prophet looked to his companions and asked, "Have you ever heard a good question from a woman about religion like that? They replied, "You are right, Messenger of Allah." He said. "Go back Asma' and tell all women you stand for that treating one's husband kindly, seeking his consent and obeying him are equal to all what you have mentioned concerning men"(Khalid, M K & Eliwa, A.H 2003 : 623).*

Similarly, although Islam does not prevent women from attending congregational prayers (as the Prophet (SAW) was reported to have said: “Do not prevent the female slaves of Allah (aama'al Lahi) from attending the mosques of Allah (Masajidal - Lahi) (Khan M, 1985 1: 832 & Imam Muslim 1971, 177: 885)], it encourages the womenfolk to observe their obligatory prayers in their homes as it is more rewarding [Abu Daud&Ahmad, kanzul ummal]. However, even when women attend such congregational prayers, strict segregation between the male and the female rows must be observed. Hence the Hadeeth: “The best female rows is the last one” (KarIm, AMF, No Dating,3(xxiv): 351).

In the same token, Shari'ah imposes stringent conditions whenever there is necessity of interactions between the two sexes. In this regard Allah (SWT) says:

*And tell the believing men to reduce (some) of their vision and guard their private parts. That is purer for them. Indeed, Allah is acquainted with what they do. And tell the believing women to reduce (some) of their vision and guard their private parts and not expose their adornment except that which (necessarily) appears thereof and to wrap (a portion of) their head covers over their shirt and not expose their adornment (i.e. beauty) except to their husbands, their fathers, their husband's fathers, their sons,*

*their husband's sons, their brothers, their brothers' sons, their sisters, their sisters' sons, their women, that which their right hands possessed (i.e. slaves,) or those male attendants having no physical desire, or children who are not yet aware of the private aspects of women. And let them not stamp their feet to make known what they conceal of their adornment. And turn to Allah in repentance, all of you, O believers that you might succeed (Q24: 30 – 31).*

All these provisions are made for a purpose. This purpose is blocking the means that will lead to the spread of any form of immoral acts and vices *fawa'hisha* among the believers. Based on the foregoing analysis, the need for "gender-specific sensitivity" in any human undertaking in the name of Islam cannot be over-emphasized, particularly planning and practices in Islamic universities which are the focus and the purpose of this paper.

### **PRACTICES IN ISLAMIC UNIVERSITIES IN OTHER COUNTRIES**

There are a number of practices established in the existing Islamic universities around the world in order to encourage and foster the realization of the right of female to education in line with the above dictates of the Shari'ah. We examine some of these practices in some of the Islamic universities here.

#### **International Islamic University, Malaysia**

The practices in the International Islamic University, Malaysia that the Islamic universities in Nigeria need to emulate include the followings:

**Exclusive female hostels:** The female hostels are built far away from the male hostels. Men do not go to or move around the hostel as it is the case in the conventional universities in Nigeria.

**Private Reading Room for Female Students:** There are private reading rooms with all the required facilities and materials, including newspapers, journals, and computers to access the e-resources. In the Library, there are places reserved for females and "sisters only" are clearly inserted. Provision of playing area and facilities for the children of these students that go into the library is equally put in place.

**Lecture Room Arrangement:** Sitting arrangement in the lecture rooms and halls follows the arrangement for prayers in the mosque. The female students sit behind in the class while the male students stay in the front rows. It should be noted that the teaching in this university is such that the person at the last seat has the full access and opportunity to follow the lecture. In other words, the situation is unlike the convention or practice in most of our universities where students are jam-packed and most of them could hardly hear the lecture given or participate in discussions in the class.

**Mosques:** Mini mosques (*musallah*) with female section are built around the university. Robes and clothes for prayers are provided for in the mosque. Facilities for dressing and make up after prayers are equally put in place.

**Dress code:** All female students are required to dress in accordance with Islamic dictates. The non Muslims and the men are equally required to dress decently. All the students are required to adhere strictly to the dress code.

In all facilities such as transport, eateries, places of convenience, the female students' needs are adequately catered for, and separate places are provided for them.

### **Prince Sultan University, Riyadh, Saudi Arabia**

In Prince Sultan University, there is a college of women where courses of immense assistance to women in the performance of their roles in the society are being taught. The courses include English language, law, computer sciences, interior design, business and financial studies and General courses. These are among the critical area identified below as requiring the contributions of the Muslim women.

### **Ahfad University for Women, Omdurman, Sudan**

It is the oldest and largest private university in Sudan and the female-only private university in Africa. The university was founded by Sheikh Babker Badri, a pioneer in the female education as elementary school for girls in 1907 and later grew into and granted full university status in 1995. Students are enrolled in one of the six schools organized along practical professional lines to cater for the needs of women and the society. The schools are: Schools of Health Science, Psychology and Pre-education, Management Studies, Rural Extension, Education and Development (REED), Medicine and Pharmacy. The university also offers graduate programs in Human Nutrition, Gender and Development Studies and Family Science. The university has a number of specialized units to support its academic programs. These include;

The Babiker Badri Scientific Association for Women's Studies (BBSAWS)

The Ahfad Family Health Centre

The Centre for Science and Technology (ACST)

The Computer Science Unit (CSU)

The Early Childhood Development Centre

The English Language Teaching Unit

The Institute of Women, Gender & Development Studies (IWGDS)

The Documentation Unit for Women's Studies

The Nutrition Centre for Training & Research (NCTR)

The Talent Development Unit

The Teachers' Research Resources Unit (TRRU) (available at [http:// www.ahfad.org/history.html](http://www.ahfad.org/history.html) access on 24/06/2013)

### **Princess Nora bint Abdul Rahman University, Riyadh**

It is the largest women-only university in the world and offers among other courses medicine, dentistry, nursing, pharmacy and physical therapy in their health and medical education colleges. Other courses are art and design, Arabic language and literature, English language and literature, geography, history, Islamic studies, business and administration, community services, computer and information sciences, education, home economics, kindergarten education, social services, sciences, etc.

([en.wikipedia.org/wiki/princess\\_Nora\\_bint\\_Abdul\\_Rahman\\_university](http://en.wikipedia.org/wiki/princess_Nora_bint_Abdul_Rahman_university) accessed 24/06/2013)

The programs and policies of the universities and the courses enumerated are designed and directed towards catering for the general and peculiar needs of the females, particularly the Muslim women in order to afford them opportunity to enjoy their rights, discharge their obligations in accordance with the Shari'ah and attain success in this world and in the hereafter. In addition to these, there are a number of best practices and policies in other Islamic and women-only universities similar to those mentioned too numerous to be mentioned here. Such universities include Effat University for Women, Jeddah, Muslim University of Morogoro, Tanzania, Islamic Universities of Minnesota, USA, Islamic universities in Indonesia, Pakistan and other Asian and Middle Eastern countries.

## **GENDER POLICIES AND PROGRAMMES**

From the foregoing discussions, the need for Women Islamic University is indubitable. However, before achieving this feat, there is the urgent need to carry out some salient reforms in the currently existing conventional and even the Islamic universities in Nigeria. These reforms should be carried out within the context of Gender Policy and Programmes according to the Islamic conception of gender. Lessons should be taken from the examples given above. The recommended reforms, within the context of the current conventional system of co-education, are as follows:

**Admission Policy:** Priority should be given to the female candidates in admission into the field of studies listed below. The percentage of female intake should be very high and specified.

**Sitting Arrangement:** Due care should be taken in providing for separate and convenient sitting arrangement for female students in the classrooms, libraries and even restaurants in line with the principles of Shari'ah in order to guard against unnecessary mingling of the opposite sexes as much as possible.

**Lecture Timetable:** There is the need for lecture timetable to take into consideration the specific needs of women. Due consideration should be given to women who are married and have children in the drafting of the lecture timetables. In addition, indiscriminate fixing and shifting of lecture hours from their original times and venues which are rampant in Nigerian universities should be avoided.

**Public Convenience:** Appropriate toilet facilities and praying areas for female students are very crucial but often they are given little attention in the current system of our education. A female common room is equally required to give the female students the opportunity to interact freely with one another. On this note, it is suggested that a female multi-purpose centre where mosque facilities for prayers, restaurant, common room and public conveniences all for females should be provided. Furthermore, small reading rooms, snack shops, school buses and cafeteria should be sensitive to the female gender requirements. Indeed family hostels as practiced in some Asian countries like Malaysia, Singapore, Indonesia, even Saudi Arabia and Yemen should be introduced in Nigerian universities. The men should not just be prohibited from entering female hostels but they should also be prohibited from loitering around the hostel premises as is usually the case in Nigerian universities.

**Baby Care Centre:** The universities should make effort to provide baby care centers where the student nursing mothers can keep their babies while at school, though it may be for payment of some token amount of money. This enables the mothers the access to breast feed and care for the babies while in school. With the baby in close vicinity will give peace of mind to concentrate in the study, thereby affording her the opportunity to attain better result in education.

### **Critical Fields/Areas/Disciplines of Study**

The Islamic law has saddled women with special and specific responsibilities in the society. The Qur'an, therefore, in several verses recognizes and speaks of special and specific responsibilities of women which include, but not limited to, rearing children, taking care of homestead, nursing the sick, among other responsibility. The Qur'an also alludes to the care, love and affection that should be specifically showered on the women – be they daughters, wives or mothers. The Prophet (SAW) and his companions (RA) equally recognized the special needs and responsibilities of the women folk. The practices of the Prophet (SAW) and his companions (RA) indicated that women are needed to specialize in some fields of study. In fact,

our present society is in critical need of women in some specific areas. The academic structure and spread of disciplines in the proposed Islamic university for women should cater for these critical areas of needs. For instance, Allah in the verse below specifically gave the woman (mother) the responsibility of child rearing in term of suckling, while the father is saddled with the responsibility of maintaining both the mother and her child. Allah (SWT) says:

*The mother should suckle their children for two years, (that is) for those (parents) who desire to complete the terms of suckling, but the father of the child shall bear the cost of the mother's food and clothing on reasonable basis. No father shall have a burden laid on him greater than he can bear. No mother shall be treated unfairly on account of her child, nor father on account of his child... (Q2: 233).*

The following traditions of the prophet are also good examples of the recognition of the special needs and specific responsibility of women:

*Narrated Aisha, the mother of the faithfuls, 'I requested the prophet to permit me to participate in jihad, but he said; "Your jihad is the performance of Hajj" (Khan, 1985, 4:27, 84).*

Narrated by Abdullah bin Umar that Allah's Apostle said, "Surely! Everyone of you is a guardian and is responsible for his charges: the Imam (ruler) of the people is a guardian and is responsible for his subjects; a man is the guardian of his family (household) and is responsible for his subjects; a woman is the guardian of her husband's home and of his children and is responsible for them; and the slave of a man is a guardian of his master's property and is responsible for it. Surely, every one of you is a guardian and responsible for his charges" (Khan, M, 1985, 9:252, 163).

Though female education is required in all aspects of human endeavors, experience and indeed a cursory look at the roles of women in the society in view of their physiology and the critical need of the present Muslim societies generally show that some fields of study require the attention of women more than the others. This is even more critical and urgent if the womenfolk are to play important roles and take their appropriate position and status in the society. According to Islamic conception as provided in textual authorities from both the Qur'an and Sunnah as mentioned above, Muslim women require specialized training and education in specialized feminine environment to properly prepare them for the challenging and burdensome responsibility awaiting them in the political economy of our contemporary society.

The following, though not exhaustive, are the critical areas in which women contribution is highly needed:

- Medicine, more particularly Gynecology and pediatrics, Radiography, radiology, pharmacy and pharmacology, medical laboratory
- Technology, particularly Computer Science/Information Science/Multimedia
- Nursing and Midwifery
- Education
- Catering and Home management
- Biological Sciences
- Islamic Sciences and Law
- Women Study; covering women's role in the society, her rights and obligations.
- Languages

## Food Technology Household Art, design and Craft.

The gender dimension and the critical requirement of Muslim women in the above fields and disciplines should be obvious to all; hence it need not be belabored here. Take, for instance, gynaecology and paediatrics and other medically related fields mentioned above. These areas cater for the specific needs of women particularly regarding their privacy and those of their children respectively. Similarly, regarding Computer science/Information Technology, multimedia sciences and economics, apart from enabling women to do businesses at both the micro and macro level through electronically empowered means from the confines of their homes or private enclosure, they further assist them in da'awah (Islamic propagation) activities without unnecessarily intermingling with the men. The importance of Nursing and Midwifery for women specialization is so overwhelmingly glaring and therefore requires no further elucidation here. Women, by their nature, do better than their male counterparts in the area of education, particularly children's education, because of their patience, perseverance and attachment to the children. Specializing in education will enhance their God-endowed talents in teaching. This lends credence to the saying: "if you educate a man you educate a person, but if you educate a woman you educate a Nation." Catering, Home Management, Food Technology and other household Arts and Crafts equip women with necessary skills for their primary roles at home which help in the stability of any given nation. According to the popular tradition of the Prophet (SAW) cited above (Khan, M, 1985, 9.252, 163) women shall be accountable on the Day of Judgment on the management of their homes. Similarly the study of law gives women the chance to know their rights, obligations and status in the society and act accordingly.

Despite the crucial need of women education especially in the above disciplines, to enable them carry out their responsibilities in the society, the female education is one of the neglected areas of educational planning and practices in the conventional and even in the existing Islamic Universities in Nigeria. The needs of women in education have not actually been taken good care of in the scheme of affairs. Islam and indeed the Shari'ah are very explicit about the role of women in the society and of the society's obligation to provide the appropriate education to them. Hence, there is the need for gender policies and programmes in line with the provision of Shari'ah for implementation not only in Islamic Universities but also in the Conventional Universities to alleviate the women's ordeal in their quest for higher education.

### **A CASE FOR FEMALE ISLAMIC UNIVERSITIES**

As we have seen in the preceding paragraphs, the Shari'ah abhors unnecessary intermingling between males and females; it is therefore, logical that Islamic Law has prescribed separate arrangement for the two sexes in virtually everything including Education. Thus, the Prophet (SAW) set aside a day for the women lectures on which he used to go with Bilal who collects charity from the women during the lessons. Coming closer home, Sheik Uthman Bn Fodio also set aside separate lesson sessions for women only, to the extent that he was challenged by some Ulama' from Kanem Borno (Adam Ilorin & Suleiman, I., 1986). The Muslim women who are naturally modest feel freer and perform even better in a feminine environment than in a gender-mixed environment. The university system that fails to cater for the psychological and emotional needs of the women is certainly not conducive for any serious and effective learning activities capable of bringing out the desired talents of the womenfolk. Such failure denies and deprives the womenfolk of the opportunity of actualizing their full potentials. Among the women those who manage to excel in their area of study in this system of education may find it difficult to properly fix themselves in the socio-political economy of the society, and hence struggling to balance between the dual roles they have to play at their homes and outside the



homes. The role conflict is intense. This, therefore, heightened the tension and underscored the need for the establishment of an Islamic university exclusively for female students. An Islamic University with only female students will fall in line with the practice of our noble prophet Muhammad (SAW) and righteous predecessors (Salafus – Saleh). The all females Islamic University should also work towards exclusive female staffing.

Recent studies in the area of women education have clearly shown the negative impact of the existing system of co-education in Pakistan, United States of America and United Kingdom (Ahmad, A 1983: 13 & Kilson, M. 1976, 935-943). Towards this end, Kilson painfully lamented concerning the United States' Educational System thus:

*The demise of women's colleges has negative implications not only for professional women's occupational opportunities, but for women students' educational development (Kilson, M, 1976, 936).*

If the above lamentation of Kilson regarding United States of America's Educational System is agonizing about the demise of exclusive women colleges in USA, then it is even more appropriate and apposite to state, here, that the present co-education system in Nigeria is hardly conducive for the Muslim women. The co-education system being operated in Nigeria is responsible not only for denying education to a large number of girls eager to seek further education, but also educational misadventure of those Muslim women who manage to avail themselves of the existing educational facilities. This is because such Muslim ladies are exposed to an educational environment that is prejudicial and inimical to their proper development as Muslim women. Thus, in some cases, after attaining the degrees such Muslim women find the education they acquired of little use in their real life struggle. On the other hand, some of the Muslim women who graduated from this system of education end up becoming thoroughly and completely westernized and, therefore, lose touch with their position and their status in the society as Muslim women. This is basically due to the fact that the specific educational needs of the Muslim women and the development facilities that will prepare them for their proper role in an ideal Islamic society have not been properly addressed in the government's policies on education. This gives room for the educational institutions and organizations responsible for that to completely neglect the needs of female Muslim students. Women's Islamic University is, therefore, needed to develop and impart educational programmes in keeping with the needs of the Muslim women in the society. The function of this female Islamic University would not be confined to simply operating the existing syllabi and curricula obtainable in the current co-education system and institutions but it would also be charged with the responsibility of making serious effort to develop educational programmes suitably befitting the needs of the Muslim women in our society (Ahmad, A., 1983: 2-3).

There is, therefore, a strong need for Nigerian Muslim community to start thinking and indeed putting structures and modalities in place towards establishing a specialized university for the female segment of the society. The beauty and benefit of this university is that women can pursue and seek for a meaningful livelihood and can serve the community without coming into too much contact with the opposite sex. Such a university, when established will encourage a number of women to get themselves educated thereby redressing the present low percentage of educated women. It will also give assurance to the male parents, guardian, and husbands who deny their daughters, wards and wives respectively, the opportunity to acquire education for 'religious' considerations and other fears, and will be encouraged to send them to such universities.

### **Modalities for Establishing the Women Islamic University**

It is the strong recommendation of this paper that the leaders of the Muslim community should set up a committee to commence work towards establishing an Islamic Women University. The committee should be charged, among other things, with the following responsibilities:

1. Coming up with a feasibility study on the viability of establishing a Women Islamic University.
2. Outlining the modalities for Establishment and identifying Financiers and Sponsors, such as Shari'ah Implementing states, individuals, local Islamic NGOs in collaboration with international organizations such as International Institute of Islamic Thought (IIIT) and Islamic Development Bank (IDB), Donor agencies, contribution from the general public among the Muslim community.
3. Identification of the critical areas where women are needed, and thereby producing the academic structure and spread of discipline in line with the findings.
4. Preparing the required documents for establishing the university, including legal and administrative documents, master plan, laws and statutes, academic brief, etc.
5. Registering Foundations and Islamic Trusts with Corporate Affairs Commission that will be responsible for the funding and management of the university
6. Identifying the appropriate site for the University and the take off of the construction work for the needed structures.
7. Registration with the NUC and the Committee should appropriately deal with the law, politics, lobby and other things required for such exercise.

### **CONCLUSION**

The article attempted to examine the general position of knowledge in Islam and the right of every Muslims, particularly the female Muslims. The article also made a modest attempt to contextualize Islamic perspective on gender and gender issues within the general contemporary gender discourse as it relates to female education. It examines some policies and practices that some of the Universities around the world have formulated in line with the Islamic conception of gender. The study found that Islamic law requires separation of the two sexes as much as it is possible and it prescribed conditions for morally and ethically bound interaction whenever it becomes necessary. It is the finding of this study too that if Islamic gender conception should be used in formulating gender policies for implementation in the existing Islamic Universities in this country, the education of women will greatly be enhanced and low percentage of enrolment of women in schools in the Muslim societies may be greatly improved. However, the article posits that the establishment of separate all female Islamic University which will take care of the emotional, psychological and physiological needs of women and indeed address their roles and status in the society will give the females more access to education thereby enhancing the realization of their right to education. It will give the parent, husband and guardian of the females and the indeed the female students the assurance that they are keeping to the limit ordained by Allah thereby encouraging them to enroll their daughters, wives, ward and themselves respectively in such universities. Taking stock of the currently existing co-education system obtainable now in the conventional university system and even the existing Islamic Universities in the country, the equation is far from being balanced. The pendulum certainly swings against women education. This explains the decimally low participation of the Muslim sisters in the current University education system. The existing Islamic University do not help matters in this regard, hence the necessity for the call to establish a separate all female Islamic University as canvassed by this paper. The technical requirements for establishing such an all female Islamic University could be conveniently handled by committee of experts that has been recommended to be set up.

It is also the conclusion of the paper that unless this task of setting up an all female Islamic University is seriously pursued and the formulation and implementation of the policies and program enumerated is put in place by the existing Islamic universities in the country, the female segment of the ummah amounting to more than sixty percent of the population of our society will continue to be marginalized and excluded from taking part fully in the University education. Suffice to say that Muslim females' right to education can only be realized when the society fully recognizes the peculiarities of the females.

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## Language Use and Language Attitudes of Pahari Speakers towards Punjabi language: A Sociolinguistic Study of District Bhimber

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### Abstract

In this study, language attitudes of the Pahari speakers towards Punjabi language in district Bhimber were investigated. District Bhimber is a city of multidimensional civilizations. Here two groups of people namely Pahari people and Punjabi people are inhabitants. Pahari people have been living among Punjabi people for more than 65 years now, but they still hold a distinct identity. However, this identity appears to be in danger because of the changing socio-linguistic scenario of the area. Questionnaires were the research methods employed to collect the data. The sample comprised of Six families of Pahari people from Bhimber city. Descriptive as well as inferential analyses were carried out to measure the attitudes of the population of this study. The language attitudes were examined through four domains: family, friendship, transaction and religion. The results from the analysis demonstrate that Pahari people have positive attitudes towards Punjabi language and a process of language shift is taking place in the Bhimber city.

**Keywords:** Language Use, Language Attitudes, Language Shift, Sociolinguistic Analysis, Punjabi, Pahari

### INTRODUCTION

In order to be able to investigate the language attitudes, let's begin with the definition of the term, attitude. There are many definitions of the term. To Brown (2001:61), attitude is characterized by a large proportion of emotional involvement such as feelings, self, relationships in community. Kirimsoy (1997) emphasizes "the power of culture thereby shaping our life and feeling" and therefore our attitudes towards external world."

Appel and Muysken (1987) state that there "Generally, two theoretical approaches are distinguished to the study of language attitudes. The first one is the behaviorist view, according to which attitudes must be studied by observing the responses to certain languages, i.e. their use in actual interactions. The mentalist view considers attitudes as an internal, mental state, which may give rise to certain forms of behavior". Williams sums up differing environmental attitudes to the survival and spread of minority languages.

First, the evolutionist will tend to follow Darwin's idea of the survival of the fittest. Strong languages will survive while the weaker languages will either adapt themselves to their environment, or die.

### **Biography of Pahari and Punjabi speakers living in Bhimber**

The documentation of Kashmiri people is exceptionally primitive and painful as well. Courageous, heroic and esteemed people started their fight against the Dogras's malicious and cruel period to conquer independence. Unfortunately, the people of Kashmir had to pass through the verdict period of brutal rulers. In fact, the cruel history of Kashmir started from 1846, from this period the ruling parties started their ruling on Muslims. During the phase from 1846 to 1947, Muslims remained under the control of Dogra forces. At the separation on 1947, Muslim majority strongly willed to appraise with Pakistan started to move towards Pakistan and Azad Kashmir.

The migrants were of caste named, Rajput, Mughal, Jaat, Gujar and Chip. Mostly Rajput and Chip of Pouch established in Bhimber. They developed unusual identities. Some tribes are of very imperative nature due to their history, tradition, and customs. They verbalize Pahari language. Migrants of Nosharha valley also converse Pahari language. However, the migrants of Rajori address Gojjri language, in this way their cultural identities seemed different. Their accent is furthermore different. Migrants of Rajori they suffered very critical period, because of their Gojjri language. A few tribes started their livelihood by having animals like goat and buffaloes. Their language is entirely different. However, with the rally round of natives, they started to mingle their identities in the midst of the natives and developed a miscellaneous culture and assorted Languages of Pahari and Punjabi.

The primary language is Punjabi and on the minor domains, Pahari is spoken. The villages of Bhimber that are apart from city and recognized as villages of permanent natives and their language is Punjabi. According to Lothers and Lothers (2003), "the Punjabi dialect chain in the Indo-Aryan language family includes millions of speakers in Northern Pakistan".

### **Pahari and Punjabi languages**

Colin (1991) says, "Punjabi is an Indo-Aryan language spoken by inhabitants of the historical Punjab region, North Western India and in North Eastern Pakistan. Punjabi is the most spoken language, it can be subdivided into two varieties, known as Eastern Punjabi and Western Punjabi. The Majhi dialect of Punjabi is prestige dialect and spoken in the heart of Punjab where most of the Punjabi population lives. Potwari and Hindo are also important dialects.

Pahari means hill languages referring to a string of divergent dialects, some of which may be separate languages. It is a language of the Indo-Aryan family of language, it derives its name from Pahar meaning 'hills and mountains' for it is spoken over a very large area starting from Nepal and running throughout the foothills of the Himalayas.

Pahari means mountainous language spoken in the hilly areas. According to Colin (1991), "He sometimes labels this dialect as Dhundi-Kairali, coming from the name of a prominent tribe. However, the people themselves call this dialect Pahari". Pahari and Punjabi are two different languages. The speaker of these languages have different accent but their lexical items are quite similar which help them to understand each other.

### **Objectives of the study**

According to Hoffman (1991:186), "when a community does not maintain its language, but gradually adopts another one, we talk about language shift, while language maintenance refers to a situation where members of a community try to keep the language they have always used". Hoffman also observed that under certain cultural, social and political conditions, community might opt to change one set of linguistic tools for other. This phenomenon is acute in the case of migrated communities. One of the important factors that influence shift and maintenance of

language is attitude (Gardner, 1985, Holmes & Harlow, 1991). Attitude refers to “a hypothetical construct used to explain the direction and persistence of human behavior” (Baker, 1992:10). So, it represents internal thoughts, feelings and tendencies in behavior across a variety of context. The main objective of this study is to investigate that whether the migrant (Pahari people) have positive attitude towards Punjabi language, if they have positive attitude then to what extent they have shifted from Pahari to Punjabi language.

### **Research questions**

The research question of this study is as the follows:

1. What are the attitudes of Pahari speaker towards the Punjabi language?
2. Why do Pahari speakers shift towards Punjabi language?

### **LITERATURE REVIEW**

Bhimber city is comprised of different groups of people having different language proficiency. The dominant group is Punjabi. Migrants from Kashmir have to stay between these groups. So its requirement of these people to speak and use the Punjabi language in order to live among them.

Zhang (1988) published an article entitled Bilinguals' language attitudes and their influence in which he discussed language attitudes with case studies from different minority groups in China. He listed nine social factors that correlate with language attitudes: social development, cultural background, population, age, gender, occupation, group identity, education and rural and urban differences.

Jhuang (1990) discusses language attitudes in theory and practice. It is defined as people's evaluation of the value of a language including its function, social status and development. Compared with other attitudes, language attitudes have three features: stability, flexibility and sociability. Attitudes towards a certain language correlate with the function of the language, ethnic identity of the speaker, economic status of the speaker of the language, orthography, population, geography, inter-ethnic relation.

Edwards (1994) also discussed language attitudes. He raised two points that need to be taken into consideration in attitude studies. The first is that inconsistencies often exist between assessed attitudes and actions presumably related to them. The classic study of attitudes-behavior inconsistency of a Chinese's couple touring the United States in the early 1930s is given as an example. Secondly that there is sometimes confusion between belief and attitudes: that is particularly so in the domain of language attitudes.

Baker (1992) discusses Language attitude theory and research from different perspectives focusing on the Welsh. He points out that language attitude is an umbrella term, under which resides a variety of specific attitudes. He suggested that there is a possible correlation between language attitudes and the subjects, age, gender, school, Language ability, language background and cultural background. Khamsakul (1998) investigates the attitudes of the so ethnic group in Thailand towards their language and the use of the language with data obtained from self-evaluation questionnaire. The result of the study shows that the attitudes of the people towards their own language and linguistic group are neutral. However, there is a significant difference in the languages use and age. The younger generation uses less in their communication compared with the older generation.

Wang (1983:5) does research on the role that the language policies play in the minority policy of China. He pointed out that “different minority groups have different attitudes towards the orthography of their languages depending on the function of the orthography, but they all have positive attitudes towards their spoken languages which are their heart languages. Dai and Zhang (1990) does research on language attitudes of the Mulam people in Guangxi province. The Mulam people have very positive attitude towards the spoken language. They believe that the language is passed down to them by their ancestors, and it is an important symbol to distinguish them from other groups who live in the same areas sharing the same dressing style and life style. However, they don't see the need to have a Mulam writing system for the following reasons: long history of using Chinese, high level education in Chinese and belief that their ancestor's writing system was Chinese.

Srinarawat (1994) studies the language use of Chinese in Bangkok. The results show that education is an important factor in determining language use pattern and language attitudes. People with higher education in Thai tend to use more Thai in communication and have more positive attitudes towards Thai language. Parasher (1980) investigates language use in seven domains from two Indian cities. The mother tongue was used in the family domain while English is dominant language in friendship, neighbor and employment domains.

### **RESEARCH METHODOLOGY**

Several methods were used in this research in order to obtain data to answer the research questions. A questionnaire was the main instrument employed as instruments. These questionnaires were distributed among 31 participants. The questionnaire was consisted of four parts. Each part has its own focus.

The part 1 was to establish the background information of the subjects such as age, gender, education, marital status, occupation, family income.

The part II was to determine Pahari people's use of languages in their domains, such as family, friendship, transaction and religion. It was consisted of 20 questions.

The part III was to find out Pahari people's attitudes towards the Punjabi language. It was consisted of 20 questions.

The part IV was to find out Pahari people's attitudes towards their own language that is Puhari language and it consisted of 20 questions.

The data collected through these questionnaires were inserted into SPSS in order to find out answers for the research questions.

### **DATA ANALYSIS**

SPSS 17 for windows was used to analyze data. Each question in the part III and IV were about the language attitudes. These questions were of the likert scale. This scale was coded as 5 for strongly agree, 4 for agree, 3 for neutral, 2 for disagree and 1 for strongly disagree. The part II of the questionnaire was about the language use in the domains and its coded value is as 1 for Pahari, 2 for Punjabi and 0 for any other. After data entry, correlation analysis was carried out through SPSS. With the help of this correlation analysis, researchers interpret the attitudes of Pahari people towards Punjabi language. The whole sheet of correlations is given below.

**Table 1: Correlation Analysis of Different Variables for Language Attitudes**

	Age	FI	E	PA	PhA	FD	FrD	RD	TD
Age	1								
FI	.07	1							
E	.17	.38*	1						
PA	-.16	-.09	.03	1					
PhA	.09	-.23	.17	-.32	1				
FD	.06	.22	-.03	.47**	-.58**	1			
FrD	.13	.32	.10	.41**	-.44**	.62**	1		
RD	.11	.07	-.10	.39*	-.51**	.79**	.72**	1	
TD	.23	.06	-.03	.33	-.36**	.59**	.74**	.79**	1

Correlation is significant at  $p < 0.01$  level

Family Income= FI; Locality=L; Education=E; Punjabi Attitude=PA; Pahari Attitude=PhA; Family Domain=FD; Friendship Domain=FrD; Religious Domain=RD; Transaction Domain=TD

## RESULTS AND DISCUSSION

Table 1 clearly demonstrates that there is remarkable positive correlation between different domains and attitudes of Punjabi language. The interpretation of each correlation is being discussed one by one.

### Pahari people's positive attitudes towards Punjabi language

The focus of this study was to investigate the language attitudes of Pahari people towards Punjabi language. As the above results show that Pahari people show positive attitudes towards Punjabi language in different domains.

#### Language attitudes and use in family domain

The result shows in this domain that there is a strong positive correlation between Punjabi language and family. The value of this strong positive correlation is .472. This strong correlation shows that Pahari people have positive attitudes towards Punjabi. It means that they use mostly Punjabi language in their family. This attitude of Pahari people is determined through sample items like this:

- ❖ I discuss with family members about family issues at dinner using \_\_\_\_\_ language.
- (a)Pahari      (b) Punjabi      (c) any other

#### Language attitudes and use of language in friends' domain

In friends' domain, the result shows that there is a positive correlation between Punjabi language and friends. The value of this positive correlation is .411. This means that they use mostly Punjabi with their friends. Sample items to measure this relationship include:

- ❖ I discuss general topics with friends using \_\_\_\_\_ language.
- (a)Pahari      (b) Punjabi      (c) any other

#### Language attitudes and its use in religious domain

In religious domain, the result shows that there is a positive correlation between Punjabi and religion. The value of this positive correlation is .389.. It means that they use mostly Punjabi in



their matters of religion. Items like given below were used to understand the attitudes of the participants:

❖ At mosque I use \_\_\_\_\_ language.

(a)Pahari (b) Punjabi (c) any other

### **Pahari people's negative attitudes towards Pahari language**

As mentioned above that the focus of this study is to investigate the language attitudes of Pahari people towards Punjabi language. As the above result, demonstrate that Pahari people have positive attitudes towards Punjabi language in different domains. However, this study also depicts another dimension that the Pahari people are continuously shifting to Punjabi language and their negative attitude towards their own language. It means within the time being they prefer to learn and speak Punjabi language in their different domains. Data sheet also mentioned the negative correlation among Pahari language attitudes and domains. The values of negative correlation can be shown in following table.

**Table 2: Negative attitudes of Pahari people towards Pahari language**

Domain	Negative correlations
Family	-.58**
Religion	-.51**
Friends	-.44**
Transactions	-.36**

Table 2 clearly illustrates the negative correlations of Pahari people about Pahari language in different domains of life. These correlations highlight that Pahari people have developed negative attitudes towards the Pahari language and its use in their daily life. Researchers have observed that majority of people living in Bhimber city have shifted to Punjabi language in most domains of their lives. The Pahari people are in minority and for their survival, they have to learn and speak Punjabi language. That's why the Pahari people have shifted towards Punjabi language. Table 2 demonstrates that there is a strong negative correlation of Pahari people towards Pahari language in family domain and religion domain. The remaining two domains show slightly negative attitudes. It means the Pahari people have strong positive attitude towards Punjabi language and they use Punjabi language in family and religion domains, on the other hand they don't like to speak Pahari language in family and religion domains. This appears to be the main reason that they show negative attitudes towards Pahari language.

### **DISCUSSION AND CONCLUSION**

Language attitudes of Pahari people were investigated from the wider sense including attitudes towards Punjabi language and their use in domains. Results showed in the data sheet clearly that Pahari people have positive attitude to Punjabi language. Most of the Pahari people like to speak Punjabi language in family, friends and religion domains.

The correlations between Punjabi attitudes and domains clearly show that their attitudes are positive. Responses from the questions show Pahari people's positive attitudes to Punjabi but they have negative attitudes towards Pahari language. The reason for this negative attitude towards Pahari language can be the language shift, Pahari people are forced to shift from Pahari to Punjabi. They do not consider loss of language a danger to the culture or the destruction of Pahari language. Although they have shifted towards Punjabi and developed a negative attitude towards their own language, they have, still in some ways, avoided the death of their language.

The results demonstrate that attitude of Pahari people towards Punjabi language differ from situation to situation, the results show that in some domains they have positive attitude and in other domains they have strongly positive attitudes towards Punjabi language.

It has been observed that Pahari people have very strong contact with television. It is observed through questionnaire and through researcher observation. Majority of the Pahari people have positive attitude and like to watch programs in Punjabi language. This study also reveals that the parents have positive attitudes towards sending their children to learn Punjabi language and literature. Regarding the attitudes towards the use of Punjabi language, the Pahari people are generally aware of the importance and use of Punjabi language in order to understand the Punjabi culture while living in the city Bhimber.

To sum up based on findings of this research, we can safely conclude that Pahari people are now depicting negative attitude towards their own language in different domains of their lives. These people have also developed positive attitude towards Punjabi language and they are shifting towards Punjabi language because of its importance in daily lives of changing society.

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## Formation Stages Of Scientific And Technical Texts Translation

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### Abstract

**The main formation stages of scientific and technical texts translation in France and Russia have been considered in the article. Historiographers find the first references about a written translation of scientific texts in Ancient Greece and Rome. A new cycle of European translation tradition acting in two directions – South-Eastern Europe and Central Europe starts with disintegration of the Roman Empire into Eastern (Byzantine) and Western (Rome). The Arab School of Wisdom in Baghdad and the School of Translators in Toledo greatly influenced the development of those traditions.**

**Key words:** special translation in Ancient Greece and Rome, Arab school of Wisdom, the school of translators in Toledo, special translation in Middle Ages in France and in Russia.

### INTRODUCTION

A long way of historical development closely connected with the development of language, culture and science preceded the modern state of professionally-oriented translation. Each historical stage had different requirements to translation. V.N. Komissarov notes that "different forms of cultural determinancy for translation activity make up a specific conventional norm of translation – a body of requirements made by the society for translations at a certain stage of history" [8: 69]. A lot of researchers both in Russia and abroad have referred to the history of translation activity development for the whole century. However, all these researches have mainly been related to the history of the Bible translation development, literary translation while the history of professionally-oriented translation remains an underexamined object. The intention to broader define the concept of professionally-oriented translation made necessary to analyze Russian and foreign researches in the field of language, science and technology, cultural and translation science historical development. The conducted analysis permitted to highlight and describe the main, determining formation stages of the translation type being considered. The formation stages of professionally-oriented translation in the Ancient Greece, Roman Empire, Arab School of Wisdom, School in Toledo and in XV-XVII centuries in Russia and France will be presented.

### SCIENTIFIC AND TECHNICAL TEXTS TRANSLATION IN ANCIENT WORLD

The development of the given type of translation was closely connected with the development of science and engineering. However, there is little data on the first principles of science and technology in ancient civilizations and the information is incomplete. There is considerably more data on development of science and engineering in Ancient Greece and Ancient Rome. "Greek civilization that succeeded Egypt and Babylon on the historical stage is a bright and amazing page in the history of mankind.

Greeks acquired the knowledge accumulated before and ever since the chronicle of science formation and development has not been interrupted." [7: 14]. These words written about science and engineering development can be also rightly referred to the history of professionally-oriented translation development.

**Translation of scientific and technical texts in Ancient Greece.**

The translation of literary and administrative texts were the first to be mentioned in history. It is also noted that oral translation preceded the one in writing. The most ancient evidence of oral translation was found in Aswan, the decyphered inscriptions say that since 3000 B.C. rich Egyptians had private translators. Bilingualism of this border area next to Nubians and Greeks assisted to the appearance of first translators who left their traces in history. Herodotus, the Greek historian (about 484-425 B.C.) more than once mentioned about it underling that translators formed an independent caste. Since IX century B.C. there was a translation caste in ancient Carthage where representatives of almost 60 nationalities lived next to each other. The specific features of this caste members were shaved heads, tattoos with the pictures of parrots. If the parrot was with the lowered wings it meant that the translator knew only one language and if it had spread wings - the translator knew several languages. The proofs on availability of dictionaries both defining dictionaries with definitions, synonyms and multi-lingual ones have been preserved. The history written on a found papyrus (2640-2040 B.C.) testifies the existence of a written translation. It tells about a young scribe (a penman) who was instructed to translate an Egyptian book into the Greek language which told about Imhotep's mighty works and who was compared with the God of medicine. But the scribe was lazy and very slow with translation. Then a displeased Imhotep sent a disease on the translator and appeared in his dreams with a book in hands. Having correctly understood that message the scribe quickly finished the translation and recovered [5]. Nevertheless, the translation activity in the field of science and engineering in Ancient Greece was weakly developed as Greeks being assured in their superiority thought that foreigners had to study the Greek language.

**Translation of scientific and technical texts in Ancient Rome.**

The data on scientific and technical texts translation centers that we have are mainly related to the Roman Empire. The Romans as well as Greeks, did not feel a big demand in studying foreign languages. However, the Roman Empire was practically a bilingual state and the Greek language knowledge was an integral part of an educated Roman's intellectual baggage.

The inhabitants of Rome easily understood the Greek language, but sometimes the proper pride did not allow them to speak that language. That's why the Greek ambassadors' audiences in the Roman Senate required a compulsory presence of an interpreter to translate the answers from the Latin language. The first signed literary translations appeared in the epoch of the Roman Empire: thus Livy Andronik, a Greek slave translated "Odyssey" into the Latin language in 240 B.C. Livy Andronik was brought as a slave from a Greek town to Rome. There he translated the Greek tragedies and comedies into the Latin language [1].

The introduction of translations in the field of science and engineering in the Empire was related to the dilemma which Rome faced; either to study philosophical and scientific heritage in the Greek language or to use it having translated it into Latin. Rome chose the second way and numerous Greek scientists of the Empire invaded the capital bringing the whole libraries with them. Latin and Greek sections had the same value in a big library founded by August (August- Cesar August- the Roman emperor from 27 to 14 B.C). Thus, there were prepared the conditions for development of translation activity not only in administrative, political and literary fields but also in the field of science. In that period a lot of scientific works were translated: thus in 146 B.C. the Roman Senate ordered Magon, the citizen of Carthage to translate a book on agriculture; Cicero translated a didactical poem "Celestial phenomena" by Aratos, astronomer; Caelius Aurelianus, a doctor (II century) translated Greek tractates "Acute and chronical diseases" and "Feminine diseases" and others into the Latin language [5].

It is interesting to note that there was only one word in the Greek language to denote “to translate” – “hermeneuein” having also the meaning “to explain”, but the Romans had a number of synonyms to it: *verto, converto, transverto, imitare, reddere, translatare*.

While translating the Bible the translators tended to a literal translation as the slightest inaccuracy could cause a grave punishment, but the translators of scientific texts tried to impart the main meaning giving the preference to a “free” translation, explaining the complicated concepts, adding their commentaries.

### **The fall of Roman Empire.**

In 395 Theodosius the Great divided the Roman Empire between his two sons. Soon the Roman Empire faced religious conflicts that helped Arabs to have easy victories. The Arabs became the successors of the Antiquity precious heritage.

The process of development in the West and East started to acquire different forms. There was a gradual division of Christianity in two directions: eastern (Orthodox) and western, the symbol of which became Catholicism. With disintegration of the Roman Empire into eastern (Byzantine) and western (Rome) one there starts a new medieval cycle of the European translation tradition compared with the ancient one acting in two directions of the south-eastern Europe and in the direction of the western and central Europe. [...]That’s why two directions of the European translation tradition – western and eastern-European are still being clearly differentiated in spite of their extremely active interaction”[9: 35].

### **TRANSLATION SCHOOL IN BAGHDAD**

In the middle of the century antique works in the field of science and engineering came to the Western Europe through Arab translations The historical scientific texts translation center became Baghdad. In the ninth century Islamic world reached its highest development in the field of science and culture, the important component of which was development of translation activity. With the arrival of the Abbasid epoch it became possible to speak of scientific texts translation school (the texts translation was so widespread within the IX century that one can speak about Baghdad school, though Arab historians prefer to speak about a “team” or a “group” of translators). In the Abbasid epoch the researchers usually highlight three consecutive periods: from 753 to 813; from 813 to 833 and from 919 to the end of the tenth century. The most significant for scientific and technical texts translation was the second period. At that period in 830 caliph Al-Mammon created Greek philosophical and scientific works translation school in Baghdad on the basis of Bayt al-Hikma library (“The house of wisdom/knowledge”). The specific feature of that school was a focused specialization: a translator translated in the field in which he was a specialist (medicine, astronomy, mathematics etc.). The translators strived to form a caste, the representatives of which knew the Syrian and Greek languages besides the Arabic one. The profession of a translator often was transferred from the father to the son. The most prominent man among them was a doctor, philosopher, linguist and translator Hunayan ibn Ishaq (809-875) known in the middle ages under the Latin name of Johannitius. The historiographers often explain the splendid quality of Hunayan ibn Ishaq’s translation by his high competence in the field of medicine. The texts translated by Hunayan ibn Ishaq’s school were mainly related to the following fields of knowledge: philosophy, science and medicine. Miriam Salama-Carr, the French researcher gives an impressive list of these works: Aristotle, Plato, Porphyry, Euclid, Ptolemy, Hippocrates and others. [13: dissertation of the third cycle of education in the Higher School for written and oral translation in Paris (ESIT) was defended in 1982 within the framework “Science of oral and written translation” and had the name “Hunayan ibn Ishaq’s school and its importance in transferring Greek knowledge to the West”]. The works in medicine and

philosophy as well as in astronomy were of great interest for Arabs and it is proved by the contacts which Muslims kept with India, the country with which they had long trade relations. The selection of texts for translation mainly depended on the state's interests as well as on caliphs' and influential courtiers' personal interests. It is in such a way that Caliph Mansur who was interested in astronomy is likely to have received Indian manuscripts in his favorite subject and made them be translated when he came to power in 753.

Arabic historians describe that translators received support from patrons and caliphs in the type of generous remunerations and "salaries". Acknowledged translators of that time received about 500 dinars a month. For example, caliph Al Mammon paid gold to Hunayan. The history tells that when Hunayan translated medical texts the caliph paid him in gold equivalent equal to the weight of translated manuscripts. The translator became very rich rewriting his translation on a very heavy paper. Being the distributor of knowledge the translators also searched for manuscripts. The history has a lot of examples when customers and translators applied great efforts to get Greek scientific manuscripts and to prove their authenticity. The number of scientific text translations in the "House of Wisdom" permits to draw a parallel between scientific-technical and fiction texts. So-called fiction translations were more widely spread than scientific ones because they were addressed to a wider range of readers, but the scientific texts translations were not less numerous though they were distributed in less quantity and in a narrower circle of specialists. It should be noted that Arab translations were not aimed at only highly educated part of the population. Of course, the translations were more often aimed at the customer (patron, scientist or caliph) but they also had a didactical trend. For example, Hunayan, a doctor-translator often translated in the field of medicine for his students, calling them for paying a particular attention to clarity and under stability of their translations. The translation was fulfilled as follows: the publisher ordered the text to an acknowledged translator. The latter if had a lot of work transferred the text to a less competent translator. In view of this the first version made by an editor or "negro" was properly corrected several times by an "official" translator. Then the publisher handed over the second version to a writer to work with the style. The same was also done with works of translators-specialists. Their work was looked through by an "official" translator and/or a writer. Some translators of the IX century used a literal translation when a word was a unit of translation. In this case a meaning of each Greek word was analyzed, its equivalent was found and written, then the next word was taken.

Hunayan ibn Ishaq was at the origin of the second type of translation: the phrase was read as a whole to understand the meaning and then a translator represented the understood meaning without taking care of the separate words meaning. That's why Hunayan's translations, as a rule, did not need corrections with the exception of the cases when the fields were not his specialization as, for example, mathematics. The translators loyal to a medieval tradition accompanied their translations by commentaries, resumes and explanatory texts which bore a new knowledge, urged to discussions. This personal contribution testified not only the wish to make a translated text more understandable, but also the desire to supplement it giving the answers to the put questions. The creativity while translating scientific texts was also manifested in a terminological aspect. On the one hand, the first Arab translators often used transliteration, because they insufficiently knew the Arabic language, on the other hand, there was not still formed philosophical and scientific vocabulary in that language. During reconsideration of these translations in the next century the terms-transliterations were replaced by neologisms which more corresponded to morphological structures of the Arabic language. It is possible to say that Hunayan ibn Ishaq and his school laid the foundation for a scientific-technical dictionary creating new terms or imparting a specific meaning to already existing ones but not used in the science language. Thus, we see that the translation in the

Middle Ages was a creative work as it assisted to formation of the fundamentals for the whole system of Arab-Muslim science, both in conceptual tools aspect and in enriching the Arabic language. To finish this section let's add that the "House of Wisdom" gave an impulse for Arabs to master Chinese, Indian, Persian and especially Greek heritage. This intensive translation activity was continued in all Arab Empire up to its fall in the XIII century. Only due to it "impressive number of Greek scientific and philosophical works was translated into Arab and [...] this heritage of Antique Greece was assimilated and introduced into Arab-Muslim civilization to become an integral part of its foundation" [13: 31].

The translated works served as a raw material for translators and scientists on the basis of which they developed their own researches to transfer them later in their turn to the western world. This new stage of mankind knowledge transfer from one culture to another took place in Spain in the XII and XIII centuries. The translation capital moved from Baghdad to Toledo.

### **SCHOOL OF TRANSLATION IN TOLEDO**

Toledo replaced town Cordu (caliphate Cordu fell in 1031), which was the main cultural center of Islam. Not only original works of Arab scientists but also numerous translations from the Greek language into the Arabic one were collected in its libraries. The fall of Moors' reign in Spain made these libraries accessible for the Christian world and gave an impulse to the unique phenomenon in the history of mankind and the most important history of translation: Toledo like a magnet began to attract the scientists from all the corners of Europe. The works of the school in Toledo, in such a way the translations made in Spain in regions of the towns Toledo, Barcelona and Tarragona in XII and XIII centuries usually being called , are the main landmarks in transferring philosophical and scientific knowledge in the Middle Ages. Relying on philosophical and scientific works of the Greek-Arab heritage (works in the field of medicine, astronomy take a privileged place), these translations were mainly fulfilled from the Arabic language into Latin in XII century and from the Arabic language into a vulgar Spanish in the XIII century. They made a great influence on the development of a scientific thought in the Western Europe having considerably broadened the understanding of the World and gave a possibility to become familiar with the Arab calculation and algebra, to open the system of Ptolemy's world and to know the medical idea of the Greek-Arab world.

The translation of scientific works from the Arabic language into Latin started in the middle of the X century. At that time long abstracts of eastern scientific works were being created in the north of Spain but without indication of the author and the translator's names. Only from the beginning of the XII century a serious, systemized and author's translation activity started. In 1135 the bishop Raymond being the head of the church from 1125 to 1152 founded a college of translators, a real school with lessons being conducted and where Italians, the French, the English, the Flemish, the Jews together with the Spanish fulfilled translations under the protection of the church. The translators faced a difficult task: to present a large material in the Latin language so that to use these scientific achievements and to transfer them to new generations. A translator very often set forth to find these manuscripts. Some translators left native countries and set out for searching "Almagest" by Ptolemy as, for example, Gerardo, an Italian from Cremona (1114-1187), Scot from Scotland (1175-1234), Abelard, an Englishman from Bata (1130). Coming back to their country they taught their students to what they came to know during their trips. The translations made definitely assisted to distribution and exchange of knowledge but was exchange of knowledge mainly among specialists as in the society-recipient only a limited number of educated people had an access to scientific works. The translators of the XII century were not a homogenous group inspired by a sovereign as it was in the XII century under the rule of Alphonso X (1221-1284) but they were a kind of educated Latin's representatives for the most part the members of the Catholic church. The



type of knowledge transfer in that epoch was based on citing and commentaries. While translating scientific texts formal transformations were used that were aimed at creating texts corresponding to the norms of the Latin language, the paragraphs related to historical and geographical realia of the Arab world, were omitted. Mass use of transliterations (the technique that assisted to appearance of a big number of unknown and unclear words in the Latin language), often application of semantic borrowings (the device with the help of which a certain scientific meaning was imparted to the word existing in the language of translation) and the presence of acronyms (which not a single book helped to decipher) points to the fact that a translator did not take care of the presentation clarity but rather found his activity as the means to broaden his own knowledge than to share it with others. The most important men in the field of translation of scientific and technical texts are Juan from Seville, Dominikus Gundisalve and Gerardo from Cremona. Juan from Seville translated Persian books on mathematics and astronomy due to which the Arab numerals were finally introduced on the Iberian peninsula. Dominikus Gundisalve translated "Metaphysics" by Avicenna and "The source of life" (Fons Vitae) by Avicenna, the Spanish philosopher (Garcia Yebra, 1983, p.311). Gerardo from Cremona came to Toledo in 1167 dreaming to familiarize with Ptolemy work "Almagest". Finished by him in 1175 the translation is a kind of tractate on astronomy and a compilation of the Classical Antiquity mathematical knowledge. Gerardo's from Cremona translations which are 74 in number, are mainly related to the fields of mathematics, physics, astronomy, alchemy, medicine. In XIII century adoption of the Spanish language as the language of translation and demand for clarity of translated texts of such a patron as Alfonso X for whom the texts, according to his own words, had to be llanos de entender (easily understood) is a proof of a tendency not to limit the translated knowledge by a narrow circle of specialists. With improving the conditions for translators' activity (appearance of assistants for the main translator) the concern about the distribution of knowledge grows, the importance of the text in a vulgar language for omnes entendidos, i.e. for educated people was often pointed to in introductions to translated scientific works. At that time a considerable work to define and create lexicography was performed.

The School in Toledo combined the culture of two different communities (Christian and Muslim worlds). Retardation in the field of culture and science of the Western Europe from the Arab world could not help leading to the thirst for knowledge which explains why so many brilliant minds preferred to dedicate themselves to translation but not to scientific researches. Thus, they became the guarantor of the Classical Antiquity knowledge transfer and were aware of the importance of their mission.

### **PROFESSIONALLY-ORIENTED TRANSLATION IN THE MIDDLE AGES.**

#### **Professionally-oriented translation in France.**

Till XV century the translation activity was rather weakly developed. The first French universities emerged (in Montpellier in Paris) were not able to collect big libraries as the scientific manuscripts were expensive and few in numbers. It was an obstruction for a scientific progress and consequently for development of a translation activity. Only in the period of the king Karl V reign (1338-1380) who collected about a thousand of manuscripts in the Louvre tower and formed a royal library the scientists were invited to translate most prominent scientific and philosophical works of the Classical Antiquity. Translation into the French language was made from the Latin versions. Karl V insisted on the precision, legibility and facility of translation texts understanding (Kalinin, 1999, p.154). The lack of many terms in the French language caused a necessity to create new words. Nickola Orem (Nicolas Oresme 1330-1380) declared the right for translators to create scientific and technical terms in the introduction to his translation of one of Aristotle's works [5: 26]. Unfortunately Karl's V undertaking was left without development and till the end of Louis XII reign the role of

translations in the field of science in the French language remained very humble. Development of book printing resulted in increase of translations number. The starting point of book printing in Europe was the creation of the hand printing press by Johann Gutenberg, a German inventor in the XV century. The first printing office in France located in Sorbonne buildings was organized by the humanist Jean de Pierre (- 496). There appeared the class of readers who though did not know the Greek language or Latin but they wanted to be familiarized with scientific and philosophical works of the Classical Antiquity. It was at that time when a new concept of translation was formed. Introduction of the verb *traducere* by Italian humanists terminated a numerous synonymy, which prevailed before. The verb *traduire* created by the lexicographer and translator Robert Etienne in 1539 (1503-1559) from the base of which Etienne Dole (1509-1546) formed the words *traducteur* and *traduction* next year (Hoof van, 1991, p.30). The contacts of Karl VIII contemporaries with the representatives of the Italian Renaissance had a great influence on the development of the French language and the fate of translation in the West. At that time very few translators knew the Greek language. The Latin language mainly dominated in science. The Pleiad returned the Greek to life calling for addressing again the antique originals imitating them while translating, thus introducing the beauty into the French language. I.V.Kalinin notes that "the leading method of translation that rejects a literal translation for the sake of under stability and elegancy of the expression appears at the end of the Middle Ages, which was popular till the beginning of the XIX century" [6: 154].

However, at that time two other directions began to take shape: on the one hand, there appeared the interest in the translation of the modern foreign fiction, on the other hand- in the translation of special scientific and technical literature almost forgotten since the time of "The House of Wisdom" and School in Toledo. Together with translation of Greek and Roman heritage there appeared a big number of translations from the Italian, German languages of modern scientists' works in the field of astrology, mathematics, medicine, agriculture and geography( the impressive lists of these translation is given by Van Hoof, the translation researcher) [5: 42-4]. Achievements of Greece and Rome in the field of mathematics, geometry, mechanics and some other fields were of great importance. Nevertheless, it's generally accepted that the basics of a modern science were laid only in XV-XVII centuries and it is first of all related to the names of G. Galileo and I. Newton [7: 16]. The science ran out of the church control in the epoch of Renaissance, the French language began to gradually force out the Latin language from the science. Scientists –humanists Pare, Palissi, Ramus, Belon, Bowel and many other representatives of the French Renaissance wrote their scientific works in French. The known mathematician Forkadel who also wrote his works in French translated the works of Archimedes, Euclid, Proclus into French [11: 116]. The application of the French language in the science lead to the creation of the French science language terminological dictionary – *Le Dictionnaire de medicine* by Henri Etienne (1564).

### **Professionally-oriented translation in Russia.**

Byzantine had a great influence on the medieval Russia. After the fall of the Roman Empire Byzantine continued to support the traditions of education, literacy, developed such sciences as astronomy, medicine, natural sciences. However the spiritual life in Byzantine was under the control of church and the state. There happened the transformation of the Antique ideas, the views formed on the basis of the orthodox tradition were established in mentality [15: 82]. Byzantine managed to spread an orthodox doctrine, to bring an evangelistic preaching to other peoples, especially to the Slavs. In 864 a Greek monk Kirill and his brother Methodius (825-85) were sent by Byzantine emperor to spread Christianity among Slavonic peoples. Both monks knew the ancient Slavonic language which did not have writing yet. The brothers created the alphabet (kirillitsa) and translated the New Testament, Psalter and Book of Common Prayers

from the Greek into the Ancient Slavonic. Adoption of Christianity in Rus took place in 988. After adoption of Christianity a great world of new Byzantine images and ideas was opened for Russian bibliophiles. Rus was familiarized with philosophical and scientific heritage of the Greek Classical Antiquity through this literature. However, the orientation in the spiritual field to Byzantine cut off the Ancient Rus (and then Russia) from the Antique heritage in its original state. In Russia the Antique heritage was assimilated either in “the kind of western”, Byzantine variant, or later in “renaissance, European type’ [15: 178].

Mongol-Tatar invasion in XIII century considerably hindered economic-political and cultural development of eastern Slavonic states. Nevertheless, Rus did not interrupt trade relations with Europe, had contacts through pilgrims, travelers, diplomats and merchants with many countries of the world.

In the period of Ivan III (1462-1505) reign the Mongol-Tatar yoke was finally overthrown. Unification of Russian territories into Moscow state created prerequisites for development of the national culture and thereby for the development of science and engineering. Administrative and military reforms conducted by Ivan IV (the Terrible, 1530-1584) assisted to the further dissemination of scientific knowledge. The famous scientist N.M. Karamzin wrote that Ivan the Terrible “loyal to his intuition “ showed “respect to the arts and sciences, cherishing foreigners”. In 1564 there appeared the first book printed in Russian. The translations became an important part of Ancient Slavonic bookishness. These translations, as a rule, were fulfilled by Greeks and the translation language was “artificial written general Slavonic”. The main intermediate and conveyer of translated literature was Bulgaria [14: 214]. However, all the literature being translated was strictly controlled by the Russian church not permitting any deviations from the Christian Orthodoxy, any novelties, especially of the Western sense. Nevertheless, it should be noted that all theological literature was based on Aristotle’s cosmology. Naturally, scientific ideas though in Christian-symbolic interpretation got into Rus through such translations as “Physiologist”, “Hexaameron” in which the data on astronomy besides other ones was based on the achievements of the Antique science: planets, zodiac constellations, sizes of celestial bodies, equilibrium, obliquity of ecliptic etc. All this was presented “from the point of view close to a natural-scientific one, almost not resorting to interaction of divine power [2: 59].

“Hexaameron” – the work of philosophical-theological character consisting of six treatises and explaining the questions of the universe was widely spread in Rus up to XVIII century and is definitely important for the history of scientific and technical texts translation. The most known are “Hexaameron” by Basil the Great and “Hexaameron” by John, Bulgarian exarch (lived in the capital of Bulgaria in IX century) which presents itself a translation of “Hexaameron” by Basil the Great, as well as a compilation from works of George Nissky, John Damaskin, Aristotle, Democritus and others. The following works in ancient Russian translation as “Metaphysics “ by Aristotle, “Cosmography” with Euclid’s geometrical fragments, “Hexaameron”, “Lucidarius” rightly belong to XV century. Some texts were already translated not only from the Greek but also from the Latin and the ancient Jewish. “Logics” by Avfisafus, “Privy of secrets” are related to them. [2; 10; 12]. The Ancient Slavonic translations in general and Russian ones, in particular, were mostly anonymous. The first famous Russian translators were Dmitry Gerasimov (died about 1530) and Blaise who worked under protection of Gennadius, archbishop of Novgorod to make up a complete Biblical code. For this purpose it was required to translate a number of books that lacked in Slavonic translations. In the first part of XVI century Maximilian Transylvan’s work about Moluccas islands, Magellan’s sailing got into Rus and was translated. Dmitry Gerasimov is supposed to have been a translator. The translation was almost literal, even the Latin syntax was reproduced and the

facts, which according to the translator's opinion led the story astray or were extra, were omitted [14: 233].

Later on the center of translation activity was moved from Novgorod to Moscow. In the beginning of XVI century Athos scientist, the monk Maximus the Greek came to Moscow at the invitation of Grand duke Basil III. He did not know the Church Slavonic language, that's why initially his translations were made in two stages (he translated from the Greek into the Latin language and then his assistants translated from the Latin into the Old Slavonic language. Maximus the Greek was a very educated person, he knew the Latin language besides his native Greek and, probably, the Italian, he had a deep knowledge and thought that a translator had to be a highly educated person to know not only the language but also all the grammatical and language nuances, spoke about the necessity of a proper analysis of the text [4].

At that period there existed two styles in Rus: literary (in which bookish and common means of the language were intersected, the Old Slavonic vocabulary and morphological archaisms were present) and a business one (which accepted to be called a mandatory language and which was used to make up business documents, legal acts of the official and private correspondence.)

The written language remained the Old Slavonic one (the Old Church) [16: 63-66]. In most cases the earlier translations of scientific works were literal that's why often unclear. The translators' desire to interpret numerous lexical and syntactical specific features of the Greek language led to a lot of mistakes and inaccuracy. Translators had to invent terminology [14: 215-222].

Thus, by the end of the XV century the Antique scientific works had been translated from the Latin language. The French language gradually superseded the Latin one. The science comes out of the church influence. Modern scientific works were translated from the Italian and German languages together with the translations from the Latin language. There appeared the first author's translations of scientific and technical texts. The translators reject a literal translation, new words are created due to the absence of corresponding terms in the French language. In XVI century, in the epoch of knowledge popularization the fundamentals of the French science language terminology were laid.

In XVI century in Russia mainly religious texts were translated in spite of a considerable number of translations of the western European and Greek literature in the field of science and engineering. The scientific ideas came only through a theological literature. The works in the field of science and engineering were translated from the Greek into the Old Slavonic language, which was an artificial language because it was written but not spoken one. The translations often were anonymous. A literal translation was mainly used till the XVII century. Though, a translation-retelling is also known, however, it was rarely used compared with European states. Nevertheless, it was already noted the importance of background knowledge for a translator, the need to know both languages: original and translation ones. But there were not big translation schools yet.

## CONCLUSION

The knowledge of professionally-oriented translation stages of formation for translators will help to deeper understanding of translation process, its role in the development of a scientific thought and a conscience choice of the translation strategy. Training a special course "History of scientific and technical texts development", besides knowledge in the field of professionally-oriented texts translation, gives a possibility for students to increase knowledge in such fields

as the history of the studied language country, the history of science and engineering development, formation of the science language in the given country and will assist to formation of professional translator's intercultural competency. On the basis of the given special course it is advisable to design manuals aimed at familiarization of the most known scientists and their main discoveries and achievements in the country of the language being studied and in Russia.

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## Language Policy in Multilingual and Multicultural Pakistan

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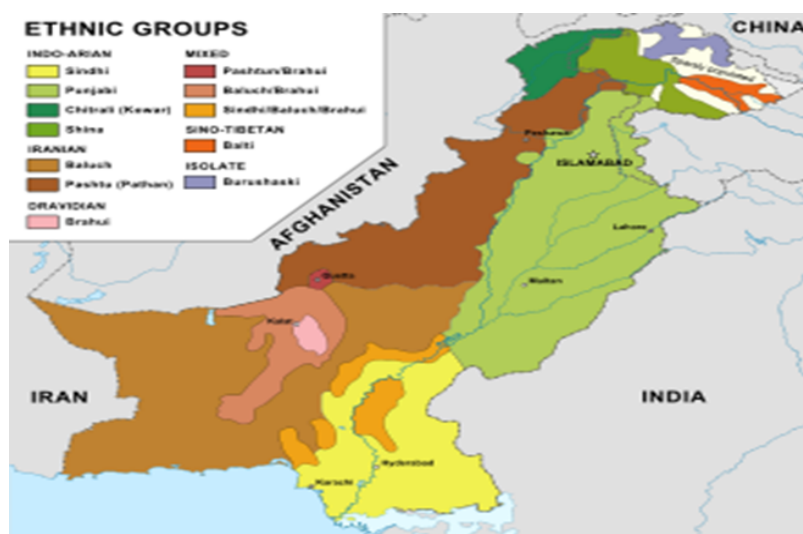
### Abstract

Pakistan is one of the most populous countries with diversity in language and culture. Urdu is the national language and English is the official language. The only education language in most provinces is Urdu. However, most minority language speaker are discriminated and non-Urdu languages are a sign of stigma and poverty. Language policy makers in Pakistan are recommended to mind the following points to improve communication among Pakistanis so as to lead them to respect each other's language and culture. Education must be in mother language, all small indigenous languages should have orthography and endangered languages must be revitalized. Intercultural communication can be improved by help of media and encouraging and motivating people to learn other provinces languages. Overall, mutual intelligibility should be encouraged and enhanced in order to introduce different cultures to people. Television and Radio have crucial role in bring people in friendship from different cultures by producing movies in different languages and having music national channels. People should be aware that then can communicate by their own languages else Urdu and English because most languages in Pakistan derived from same language family.

**Key words:** diversity, language, communication, mutual intelligibility

### INTRODUCTION

According to Rahman (2003), Pakistan is a multilingual country with six major and over fifty-nine small languages. Moreover, about 98% of languages spoken in Pakistan are of the Indo-Iranian branch (sub-branches: 75% of the Indo-Aryan branch and 20% of the Iranian branch), a branch of the Indo-European family of languages. Most languages of Pakistan have Perso-Arabic script, with significant vocabulary which are derived from Persian, Turkish, and Arabic. Punjabi (Shahmukhi), Saraiki, Sindhi, Pashto, Urdu, Balochi, Kashmiri (Koshur) are the general spoken languages within Pakistan. The major ethnic groups of Pakistan in numerical size include Punjabis, Pashtuns, Sindhis, Saraikis, Muhajirs, Balochis, Hindkowan, Chitralis and other smaller groups. (Wikipedia, 2013)



Major ethnic groups in Pakistan, Platon (1973)

However, as Rahman (2003) indicates, English and Urdu are the languages of the domains of power—government, corporate sector, media, and education. Unfortunately, 91% to 95% of the country's children have no access to education in their mother tongue, making Pakistan one of 44 countries facing the same issue (Coleman, Pinnock, & Walter, as cited in Gouleta, 2013).

Rahman (2003) states that the state's policies have favored these two languages at the expense of others. This has resulted in ethnic identity crisis in speakers of languages other than Urdu. It has also resulted in English having become a symbol of the elite, sophistication and power.

According to Torwali (2013), enforcing a single language, Urdu, as educational and security policies language to achieve an imagined national cohesion is similar to a Trojan horse which strikes down the very goals for which it was intended. On the other hand, this "one language, one religion, one nation" policy founds the hegemony of a single language and as a result an alien culture because language is the most effective driver of culture. This speeds up the language and culture change within society and ends with more chaos and an unending identity crisis. The most harmful and chaotic linguistic and cultural factors is the national policies of education.

Capstick (2010) the British Council's English language advisor in Pakistan indicates if people can have access education in their home language, all communities will be respected. But Pakistan is linguistically fractured and the dominance of two languages, Urdu and English, has led to the exclusion of children speaking one of the many other languages that are used throughout the country. This issue has the potential to accelerate social and political conflict in the country.

### **How to optimise communication in Pakistan while maintaining the linguistic diversity of the area?**

As a master of multilingualism student who is learning how to deal with day-to-day issues such as helping multilingual areas overcome linguistic diversity problems, design language policies or give schools advice on how best to teach children with foreign language or multilingual backgrounds, I would like to mention some points about the linguistic diversity of Pakistan, students education problem and improving communication in this area.

#### **Education in mother language**

If children are forced to switch abruptly or transition too soon from learning in their mother tongue to schooling in a second language, their first language acquisition may be weakened or even lost. Even more importantly, their self-confidence as learners and their interest in what they are learning may decline, leading to lack of motivation, school failure and early school drop-out. (Morosu, as cited in Seifi, 2014)

Submersion instruction, application of Urdu as language of school instruction in non-Urdu regions makes students frustrated and increase underachievement.

Gouleta (2013) argues that the majority of first and second grade textbooks are inappropriate for young children especially those whose mother language is different from the language of school instruction. Books have long passages, complex texts and layouts, and they are written in Urdu using the Nasta-liq script (the "cursive" nonlinear form of Arabic), which makes it very difficult for young learners to become fluent readers. This is a huge disadvantage for children from linguistically diverse and poor households.

Application of strong type of bilingual education like immersion is recommended in order to provide non-Urdu students with pleasant learning situation by respecting their rights as learning in their mother language or first language. This helps all minority language students in Pakistan to feel they belong to this country and release the pressure on their families due to their children's educational problems.

Therefore, application of mother languages of the children in schools in all on-Urdu provinces should be encouraged as the Khyber-Pakhtunkhwa government adopted Pashto as medium of instruction in primary education curricula. Moreover, it resolved to incorporate four other languages such as Hinko, Khowar, Seriaki and Indus Kohistani to be gradually incorporated in the education at the primary stages. Hopefully, such decisions for the other languages in the province will also be undertaken. (Torwali, 2013)

The vital solution for dropouts in schools is to promote bilingual education which can help students obtain knowledge in their mother language to build strong educational foundation and to retain pride in their own language. If they learn their own culture at school, their self-esteem will be given back to them. As a result, they will have tendency to learn Urdu and English in order to have success in higher stages of education and to have a proper job deserving their talent and hard-working. This kind of additive education will support the unity of the country and may help to solve the identity crisis in the country.

### **Orthography for small indigenous languages and preserve endangered ones**

All language activists, teachers, linguists and historians should be invited to develop writing systems for languages without any script and standardize different scripts of the same languages with different dialects. Call for cooperation on working on local languages by holding linguistic conferences and rewarding the best researchers is a must.

Government should sponsor linguistics, applied linguistics, anthropology and history department to work together to save the endangered languages, languages which are losing speakers gradually or have lost already. Those departments can allocate time and money to conduct some research on those regional dying languages and encourage students to document them, teach them to their communities and to transfer them to young generations.

### **Improving intercultural communication**

Diplo (n. d.) mentions that lack of knowledge of another culture can lead to feel embarrassing or create misunderstandings in communication. At the worst, such mistakes may confuse or even offend the people that we wish to communicate with, making the conclusion of business deals or international agreements difficult or impossible.

"I do not want my house to be walled in on all sides and my windows to be stuffed. I want the cultures of all the lands to be blown about my house as freely as possible. But I refuse to be blown off my feet by any". (Gandhi, 1920, P. 170)

Additionally, Rahman (2003) mentions that the less powerful native languages of Pakistan are becoming markers of lower status, culture shame and stigma.

In order to instill confidence into local people, grandparents can be invited to storytelling meetings to describe the history of region and introducing brave people who had great role in the independency of Pakistan. Parents can be involved in education of children by helping teachers to transfer culture to young generations. Grandparents can have a great role in promoting and encouraging the literature in regional languages, as well.



To bring young people from different provinces as Balochistan, Khyber Pakhtunkhwa, Punjab, and Sindh in friendship and communicating closely with each other, town halls can provide people with free tours which can improve their relationships and introduce language and culture of different regions to young people. These relations persuade them to communicate by searching linguistic similarities or at least learn some new words in different local languages.

As a result, they may try to bridge the gap between different cultures and languages by communicating via modern mass media as face book, twitter and what's app.

### **Encourage all provinces to learn other languages**

Rahman (2003) believes that while it may be impossible to change the trend of globalization, it is possible to persuade the concept of additive bilingualism rather than subtractive bilingualism. This means that we should add to our repertoire of languages to obtain power while retaining skills and pride in our own languages. In order to do this the state and our education system should promote the concept of linguistic rights.

Moreover, learning different languages of Pakistan creates more chances of having a job in different provinces. People should be encouraged to be tolerate to other cultures and religions by raising awareness. Indigenous cultures day should be celebrated. This is the duty of media in Pakistan to show all cultures in the country without bias so as to make people close to each other. The government should prepare situations of freedom of working and having education all over Pakistan for all people. According to European commission (2008), media can give knowledge about the benefits of learning a new language since the learning of other languages has many values. "It supports cognitive functions such as attention, perception, memory, concentration, concept formation, critical thinking, problem solving, cognitive flexibility, and ability to work in team. It supports both the cognitive development of young children, the mental agility of old people". (P. 8)

### **Motivate children and adults to learn other languages**

Motivation has a key role in learning another language. If children become literate in their first language, this will pave the road for learning national language and other languages of other provinces. School and teachers have a major role in enhancing children's self-esteem by teaching subjects in their first language and providing a better situation for learning national language which is necessary to develop to higher stages in education. Regarding learning English language which is the most important official language, this is the duty of authorities to send teachers to all poor parts of the country to give the chance of learning English to poor students who have no access to suitable resources.

Learning other languages must be a part of students' leisure time like sport. Moreover, efforts should be made to involve adults in language learning and helping children in learning different languages. Parents or grandparents can participate in story reading programs in languages that they know. This persuades children to have a good reason to speak Urdu, English and other Pakistani languages.

It should not be overlooked that minority language speakers build a valuable language resources. Their motivation to learn Urdu, language of other provinces in Pakistan and English will be enhanced if they are given value in their own language.

Media should stop discriminating local languages by making fun of them and using those languages for minimizing local people. National TV and radio programs can introduce successful people from small cities while talking in their language that may have positive effect.

## **Mutual intelligibility**

As mentioned earlier majority of Pakistani languages are members of sub group of Indo-Iranian branch of Indo-European language family. Their major vocabularies include Arabic, Turkish and Persian words. This characteristic of languages of Pakistan created a good chance for most people to understand each other without speaking in English or Urdu. By raising awareness of people regarding this issue that they have common roots in their languages this helps them to feel closer and have warm relationships. Moreover, Media have great influence on people's attitudes toward other cultures and languages; therefore, authorities can sponsor the media to produce interesting movies, series and documentary programs about different cultures in Pakistan in different languages. For instance, the famous actors can speak in different minority languages. As a result, this leads to motivate people to think positively toward each other and have tendency to learn more languages. Radio and television can prepare educational language programs on indigenous languages along with the culture which they represent. National TV and radio should broadcast news and other programs in different languages at the same time to make all languages visible to people in order to encourage them to remember and think that they can understand different Pakistani languages. Sufficient time be allocated for the national TV broadcasts in regional languages.

Moreover, sub-titling movies and news in different Pakistani languages can have a great influence on learning different languages, as well. Broadcasting the role of different minority language speakers on the history of Pakistan during independency era can erase the stigma of speaking non-Urdu languages and help people remind that Pakistan is made of diversity of languages and cultures. Having a national music channel with daily live programs can connect all provinces. Consequently, listening to local music may help in learning, practicing of local languages and optimizing communication. Additionally, it should be suggested that the parliament and court proceedings and important national documents be written in major regional languages in addition to English and Urdu as the Frisian province in the Netherlands which has two official languages of Dutch and Frisian.

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## Applying Standardized Rubrics for Assessing the Instructional Competence of Elementary School Teachers (EST) in Pakistan

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### Abstract

The current study examines the Elementary School Teachers' (ESTs) instructional competence through standardized rubrics developed under guidance of Government of Pakistan and UNESCO. The main purpose of this research was to explore the current position of competencies of ESTs, to evaluate the various competencies of ESTs described in the National Professional Standards for teachers in Pakistan and advocate certain measures to improve the competencies and evaluation mechanism of ESTs. The population of the study comprised of male and female ESTs working in government schools located in urban and rural areas of district Lodhran, Punjab Pakistan. To conduct the observational survey 225 ESTs were selected randomly. An observational checklist was made on recommended grounds of teacher accreditation by Policy and Planning wing of Ministry of Education, Pakistan and UNESCO. The Statistical Package for Social Sciences (SPSS version 19) was utilized to analyze the collected data. A number of descriptive statistics including Chi Square, mean and percentage were calculated. The study concludes that most of ESTs were found weak in various teaching competencies.

**Keywords:** Subject Matter, Assessment, Teachers Competence, Human Development, EST, UNESCO, USAID, Professional Standards.

### INTRODUCTION

In the entire process of education, the position of teacher is a very important factor. The more a teacher is competent and qualified, the better the level of excellence in education is secured. Teachers serve as a major factor for on ground implementation of educational reforms. They are legitimately taken as change-agents at the grass-root level. A mass of factors play role in the formation of teacher education and its quality in our country. It involves ideology and socio-economic requirements as well as the structure and theories in vogue. Among the integral components of education system the programmes of teacher education hold a significant place. These programmes would develop through new dimensions with view to the new needs of the future. The matter of quality in teacher education is a concern of policy and planning in the education fascia.

Other major areas of concern in this context are teacher education programmes, proper infrastructure, pre-service and in-service refreshers for educators in teacher training, replacement of material and methods, techniques of evaluation and instructional materials [9].

The personality of a teacher is featured with many traits which need grooming and development. That can be executed through training. Many new techniques have been devised and are being applied in the current scenario of education throughout the world for raising the level of teacher's competence. It is remarkable that teacher training formats are not alike for all as is for other professionals [18].

The national professional standards in Pakistan regarding teacher training hold that national development rests on quality of education [10]. The national education system in our country assigns high importance to teacher education; reason thereof is wide scale acknowledgement that quality of elementary education can be raised through teachers with proper quality training in the institutes of teacher education [19]. It is unfortunate that several deficiencies exist in the teacher education in Pakistan; what is being taught in teacher education institutions is not what we need in our classrooms. So such trainings do not help much the teachers in effective teaching. So, problems of poor teaching in our schools have been under study over the decades.

Therefore, the teacher education has become a prime concern at elementary, secondary and higher secondary levels in Pakistan. Teacher education refers to programmes of training human resource to equip them with skills in teaching at primary, elementary and secondary stages as well as for programmes of non-formal and part-time education that includes adult education and correspondence education [16]. The National Commission on Education reported that the education system in the country immediately needed qualified and trained teachers [8]. According to recommendation of the commission, the teachers must be adequately trained in teaching of their respective subjects. They must be versed with proper understanding of children and must possess sense of honour in profession [2].

### **Teacher Competence**

Generally competence is taken as quality of performance [13]. Quality of specific behavior which can be identified in summation of behavior is termed as competence. It is extent of quality of behavior that produces desired performance for discharge of a particular duty. Competence does not refer to a single and direct act like particular habits or specific knowledge. It refers to a totality of behaviors as evident through overall activities. Moreover, competence is a vibrant mode of work. It stands like an estimate as long as real situation of performance turns it into actual demonstration.

Competence of a teacher means his teaching skills, power and potential in satisfactory performance of his functions. Teacher's competence is not necessarily the same like 'teacher's performance' or 'teacher's effectiveness'. This is indeed a stable feature of teacher's faculties that do not change with the change in work situations. Competence of a teacher is in-fact his cognitive knowledge that affects on learning of students.

Kalra suggest that there are two major divisions of competence. (a) Cognitive skills and mental abilities of a teacher; this involves psychological and educational perceptions and knowledge of subject on part of the teacher. (b) Interests and attitudes of a teacher; this involves behavior and beliefs and relationships of the teacher with pupils and others around the workplace [13].

Siddiqui [20] identifies eight while Sinha [21] define seven competencies of teachers described as on the next page.

**Table No 1: Comparison of Teachers Competencies**

Sr. No	Siddiqui (2004) Author-A	Sinha (2007) Author-B
1	Academic competencies	Conceptual competencies
2	Methodological competencies of teachers	Curricular and content competencies
3	Lesson planning	Teacher with content management skill
4	Use of questions	Teacher of high values and morality
5	Improvement of student attitudes	Teacher managing identity crises
6	Classroom management	Learner center teacher
7	Time management skill	Teachers with global vision and speed
8	Development of self-confidence in students	

The above table 1 showed that performance of a teacher primarily depends upon his knowledge. This encompasses general pedagogy and subject matter knowledge, which linked it directly with competence of teacher, his characteristics and attitudes. Similar concept matches with many other researchers said that for the good performance of a teacher, subject matter is highly important; this is as suggested in qualitative research that knowledge of content affects what a teacher teaches and how he teaches. Further, the subject matter is associated with pedagogical skills in connection with management of classroom, structure of lesson and method of teaching. He further described that inadequate professional training obstructs full play of teacher's competencies.

The stature of education in any community is determined with competence and commitment of the teachers on work. The entire set of policies, objectives, curricula, programmes, equipments and establishments is nothing more than a skeleton; and the life of it is the 'teacher'. Whatsoever efforts may be made to improve the entire structure that would be of no avail unless the teacher's competence is raised? Primarily, the ability of educating and teaching is not for granted, nor it comes by birth; rather it is a skill that is acquired through teaching training [14]. A teacher must be competent because his competence carries the ability to provide desired reinforcement and to release tensions from the classroom teaching learning process. This would ultimately bring about facilitation in the development of positive feelings among the students undergoing the process of education.

### **Assessment of Teacher Competence**

It is generally believed that success of educational process is connected with quality of teaching in the classroom [11]. It leads to the simple professional conclusion that competence of a teacher is integral and success of teaching learning process is depending on it. Here the question arises - how to measure or assess the competence of a teacher. That is indeed prolong and complex process because evaluation of teacher's work is made through evaluation of students' performance and achievements. Besides this, distinguishing between various levels of competence and skills is not very plain in evaluation. A test of teacher's competence should include knowledge of subject contents taught in the formal learning process plus general knowledge usually expected in possession of the students [15].

According to Popham [17] the teacher and the school are evaluated according to the learning and achievement "outputs" of their students. In addition, the measurement of teacher competence in terms of pupils' performance is often difficult because many variables are involved. Formal written test of knowledge are major tools used in assessment of teacher competence [6]. Among these tools are observation schedule, rating scales and data collection related to teacher's impact on students' progress in readily defined goals of education. Thus all probabilities exist that such data consist upon achievement tests of students. It can be finely and finally extracted that there is an intrinsic link between the performance of a teacher and achievements of the students. This reciprocal link brings emphasis on the argument that

performance of student in an assessment necessarily becomes a component of performance evaluation of a teacher [22].

During the previous decade, a remarkable work has been done to draw a framework in the following three areas: a) what are and should be the testing system made for improving the instructional system; b) which type of knowledge and abilities are/should be required for the teachers to design a standard for the preparation of teacher training program; and c) the linkages between the input by the teachers and their outcome. Moreover, innovation in measurement, assessment and evaluation techniques/strategies for teachers has been applied in the United States. These techniques/strategies the assessment of teacher performance comes close to the development and enhancement of teaching skills [22].

### **Development of Rubrics**

Rubric is one among the scoring scales and guideline used for assessment of students' performance and learning products. This tool is utilized in a multiple ways for advancement of students learning. Experts trust in potential of rubrics as they contribute to students learning and serve finely for non-traditional testing and evaluation. Rubrics bring improvement in teaching and make assessment better. Rubrics are also high value source of information wanted and used for improvement of any programme. Despite acknowledgeable value of rubrics, it has been observed that rubrics are mostly set aside in context of higher education. Rubrics ensure multi-purpose scoring of students work in any assessment process. There are multiple ways wherewith rubrics serve to advance the goals of any programme. Thus improvement of teaching, provision of feedback for students and contribution towards reliable assessment are some of major feature of rubrics in educational assessment.

As an instance, a rubric make more clear rating of performance for judges in board pitching mechanism. Still the judges would be seeking to weigh upon their broader vision and their professional knowledge in application of rubric criteria. Similarly, for providing suitable instructions to the players and athletes, coaches study the criteria of rubrics; also the athletes go through the criteria for making plans and bringing perfection in their sports. On the same lines, for a course assignment or other learning segments, involving more than one participant, best learning can be executed if and when all participants are well versed of the work scheme for performance the level of assessment for that performance.

Through bringing betterment in quality of teachers and teaching processes, many initiatives have been taken by the Govt of Pakistan leading to ultimate improvement of quality of education. In order to secure this needful, professional standards of teacher education are on priority of quality assurance. With the collaboration of UNESCO, the Policy and Planning Wing of Ministry of Education has taken up a comprehensive programme titled as STEP (Strengthening Teacher Education in Pakistan) for which necessary funding was extended by the USAID. The professional standards under this programme are focusing primary level teachers and can be replicated with necessary adaptation for elementary level teaching as well. The standard of professional knowledge and skills address competencies, dispositions and attributes which are considered necessary for educators. These standards determine the way to develop pre-service and in-service training programmes for teachers. These standards also help in setting the direction of policies, procedures and systems for accreditation. Similarly, institutions that offer such training under this programme amply ensure the quality of their results and products [23].

## Statement of the Purpose

Teacher is the change agent in education system which plays a pivotal role to improve the quality of education. Quality of education mainly depends how quality of teaching is taking place in classroom teaching. For this purpose teacher plays very important role to ensure maximum learning during classroom teaching. Ministry of education Pakistan has launched national professional standards to get better the educational quality through improving teacher's educational performances in Pakistan. The study was designed to examine Standardized Rubrics for Assessing the Instructional Competence of Elementary School Teachers (EST) in Pakistan. These rubrics are designed by ministry of education Pakistan in collaboration with UNESCO and USAID.

## RESEARCH METHODOLOGY

The study utilized quantitative approach which incorporates survey for descriptive research.

### Population and Sampling

The study population comprised of all elementary school teachers (ESTs) serving in government sector urban and rural schools of district Lodhran. Simple random sampling technique was used which according to [3] provide basis for all statistical analyses. Sample was collected from Lodhran district which includes three tehsils (Lodhran, Dunya Pur and Kehror Pacca). Total numbers of ESTs in district Lodhran are approximately 13000. To conduct this research study, a sample of 225 ESTs was chosen to examine their teaching competencies. The size of sample was streamlined as suggested by experts to select from the size of population i.e. if the population of a research study is 10, 000 and above, the size of sample should be 1% as appropriate hence researcher has taken 2% sample to overcome the chance of error in sample.

### Research Instrument

The quantitative approach was used to fulfill the need of the research problem because the observational checklist was the appropriate tool for the analysis of ESTs' performance. The competencies of demonstration, practice and application of ESTs were observed by the researcher. So, the efficiency of teacher competence was evaluated by using the observation sheet and it was designed on the basis of already defined levels of teacher accreditation by Policy and planning wing of Ministry of Education, Pakistan in collaboration with UNESCO. The Observation sheet was prepared on the basis of national professional standard for teachers in Pakistan. This observation helped the researcher to collect the empirical evidences of their practices in the classroom teaching. Each standard was further divided according to its pre-determined factors i.e. knowledge and understanding, disposition and performance skills.

### Description of Scales of Observation

**Table No 2: Levels of Observation**

Sr. No	Level-0	Level-1	Level-2	Level-3	Level-4
1	Not Demonstrated	Emerging	Developing	Proficient	Accomplished
2	Not at All Aware	Slightly Aware	Sometime Aware	Moderately Aware	Extremely Aware

criteria used in the evaluation of the teacher's skills in each of listed area

**Table No 3: Description of Scale**

Sr. No	Scale	Description
1	A rating scale of 0	Means the teacher does not have this competency at this time.
2	A rating scale of 1	Means the teacher has some difficulty of demonstrating this competency.
3	A rating scale of 2	Means the teacher has done a satisfactory job for demonstrating this competency
4	A rating scale of 3	Means the teacher has done a good job of demonstrating this competency.
5	A rating scale of 4	Means the teacher has done an excellent job of demonstrating this competency.

On the basis of this observation scale, rubrics developed by USAIDs and Ministry of Education, Pakistan, for gauging teachers competencies.



### Validation of Research Tool

The research instrument (Observation sheet) was distributed among ten experts from different universities for evaluation and validation. After getting feedback from experts, instrument was further distributed among some faculty members and research students of education department to get suggestions for further modifications and the research tool was finalized with the due reconsideration. With this the instrument was all set for applying to examine the dependability, reliability and trustworthiness. Pilot study was conducted at five government schools to test and ensure the reliability of the research instrument. The calculated reliability score of the observational check list was found (Cronbach's alpha .921) by overall that is reliable and valid because 0.70 and above values are reliable [12].

### Data Collection and Analysis

The researchers personally collected the required information from district Lodhran. For collecting data, the beforehand permission and willingness in black and white was sought from sample population. The collected data was analyzed with Statistical Package for Social Sciences (SPSS) version 19 by using statistical formulas of Chi-Square and percentage. The evaluation of ESTs competencies was analyzed item wise. After analysis, the findings were reported and on the basis of these findings, appropriate measures were suggested for further improvements in the existing standards of teachers' performance.

## RESULTS

The study was designed to assess the various competencies of Elementary School Teachers. An observation sheet was prepared to collect data and it was analyzed through SPSS. The results deal with the analysis and interpretation of the data in the light of the aims of the study.

**Table No 4: Standard (1) Subject Matter Knowledge**

Response	Level 0	Level 1	Level 2	Level 3	Level 4	X <sup>2</sup>
Teacher understands the national curriculum framework	4	26.2	47.1	22.7	0	356.41
Teacher knows how to relate the subject knowledge with other discipline/subject.	4	35.1	40	20	0.9	236.76
Teacher facilitates students in learning by using different teaching techniques	2.7	16.4	48	30.7	2.2	178.69
Teacher values to make knowledge applicable in real world situation	0.9	48.4	38.2	12	0.4	450.98
Teacher values the diverse talents of all students to develop confidence	0.9	20	48.9	28.9	1.3	209.45
Teacher explains the content knowledge in multiple ways	1.3	13.3	62.2	17.3	1.8	265.98
Teacher uses appropriate inquiry tools according to the students' prior knowledge	2.7	19.6	56	20.4	1.3	322.34
Teacher demonstrates subject knowledge relating it with practical life of the students	1.8	26.7	55.6	13.3	2.7	343.54
Teacher knows to construct students' knowledge	0.4	16	44	20.9	18.7	235.43
Teacher knows to influence students' learning through cultural background	0.9	12.4	42.7	40.4	3.6	287.54
Teacher knows the factors affecting the students' performance	0.9	14.7	54.7	28.4	1.3	398.65

Result of responses for subject matter knowledge showed that they are all significant at alpha level 0.05. The result of response 1 manifest that most of the elementary school teachers were found at level-2 (developing teacher) and no one found at desire level of competency while teacher knowledge to relate subject knowledge with other discipline concludes that most of the elementary school teachers were found at level-1 (Emerging teacher). In response 3 most of the teachers were found at level-2 and were facilitate students according to the desired learning outcomes hence an undersized numbers of teachers were found at desire level.

Teacher values to make knowledge applicable in real world situation showed that most of the elementary teachers teaching in government school were found at emerging level teachers, a negligible number of teachers value to make knowledge applicable.

Teacher values the diverse talents of all students to develop confidence concludes that most of the elementary school teachers occasionally value the diverse talents of students. A negligible numbers of teachers were found competent and were at level-4 in this rubric while results of response 6 showed that majority of the teachers almost every explain content knowledge in multiple ways while a very few teachers were placed as accomplished teachers and found competent. On the other hand, the results of the teachers uses appropriate inquiry tools according to the students' prior knowledge concludes that most of the teachers occasionally use appropriate inquiry tools according to the students' prior knowledge and were found at level-2 while a very limited number of teachers were found competent in this rubric.

While Teacher demonstrates subject knowledge relating it with practical life of the students described that the majority of the elementary school teachers teaching in district Lodhran were found at proficient teacher in this rubric A insignificant number of teacher were found at desire level of competency. Response 9, teacher knows to construct students' knowledge emerged that less than half of the teachers were found at developing level hence few elementary school teachers were observed at desire level of competency in above rubric and called as accomplished teachers while the response 10 manifest that most of the teachers were found at developing and proficient level. A very few teachers were found at desire level of competency. Teacher knows the factors affecting the students' performance conclude that no one elementary school teacher was found at desire level of competency in teacher knowledge of factor affecting the students' performance. Most of teachers were place at level-3 (Proficient teacher).

**Table No 5: Standard (2) Human Growth and Development**

Response	Level 0	Level 1	Level 2	Level 3	Level 4	X <sup>2</sup>
Teacher understands individual differences among students	0.9	9.8	40	48.4	0.9	198.89
Teacher knows diverse style of learning.	2.2	30.7	41.3	24.4	1.3	247.34
Teacher is aware of how to use motivational strategies	1.3	23.1	47.1	27.1	1.3	222.46
Teacher appreciates the multiple ways of getting knowledge	0.4	19.6	36.4	42.2	1.3	349.22
Teacher is committed to develop critical thinking of students	0.9	22.2	62.2	12.9	1.8	435.34
Teacher values to treat all students equitably	2.2	12	24	60	1.8	178.69
Teacher engages in activities to promote creative thinking of students	1.8	20.9	44.9	32	0.4	389.32
Teacher uses instructional technologies to develop problem solving skills	2.2	22.7	54.2	18.7	2.2	237.34
Teacher understands to promote the general values among students	0.4	12.9	53.3	30.7	2.7	321.35
Teacher knows the importance of peace in society	0.9	9.8	39.1	49.3	0.9	398.07

The results of the responses percentage for human growth and development standard emerged that all are significant at alpha level 0.05. The results of the response 12, teacher understands individual differences among students concluded that very limited number of teachers was found at desire level of competency. Most of teachers were al level-3 (Proficient teacher) that they were aware about individual difference of students while teacher knows diverse style of learning showed that a negligible number of teachers were found at desire level of competency in above mention rubric. Most of teachers were al level-3 (Proficient teacher) that they were aware about diverse learning style. Teachers are aware of how to use motivational strategies concludes that very little number of teachers was found at desire level

of competency in above mention rubric. Most of the teachers were placed under the category of level-2 that they little bit use motivational strategies during classroom teaching.

Teacher appreciates the multiple ways of getting knowledge response 15, showed that very limited teachers were found at desire level of competency in above rubric. Most of the teachers were placed under the category of level-3 that they almost every time appreciate the multiple ways of getting knowledge. On the other hand, teachers are committed to develop critical thinking of students found that very limited teachers were found at desire level of competency in above mention rubric. Most of the teachers were placed under the category of level-2 that they occasionally develop critical thinking of students. Teacher values to treat all students equitably showed that very small number of teachers was found at desire level of competency. Most of the teachers were placed under the category of level-3 that they almost every time values to treat all students equitably while response 18, described that negligible number of teachers was found at desire level of competency in rubric promote creative thinking of students. Most of the teachers were placed under the category of level-2 that they occasionally promote creative thinking of students.

Teacher uses instructional technologies to develop problem solving skills response 19, concludes that very limited teachers were found at desire level of competency in rubric use of instructional technologies to develop problem solving skills. Most of the teachers were placed under the category of level-2 that they occasionally use instructional technologies to develop problem solving skills while in response 20, showed that a negligible number of teachers were found at desire level of competency in above mention rubric. Most of teachers were al level-2 (developing teacher) that they understand how to promote the general values among students. Teacher knows the importance of peace in society manifest that a negligible number of teachers were found at desire level of competence in above mention rubric. Most of elementary school teachers usually know the importance of peace in society.

**Table No 6: Standard (3) Knowledge of Islamic Ethical Values/Social Life Skills**

Response	Level 0	Level 1	Level 2	Level 3	Level 4	X <sup>2</sup>
Teacher knows the impact of bias on students learning	0.9	11.6	48	39.1	0.4	367.98
Teacher knows the principles of Islamic ideology in the textbooks	0.9	12	46.2	39.6	1.3	245.76
Teacher inculcates the Islamic values of students' ethical training	0.9	11.1	50.7	36.9	0.4	129.34
Teacher values the cultural background for individuals respect	2.7	8	45.3	42.7	1.3	242.87
Teacher believes in dialogues as a means to solve conflict.	1.3	12.4	42.2	42.2	1.8	376.76
Teacher believes in practicing moral values in school	1.3	32	35.1	30.7	0.9	188.89
Teacher creates a learning community in which individuals are respected	1.3	12.4	52	32.9	1.3	341.6
Teacher practices Islamic teachings to create harmony	3.6	11.1	42.2	42.2	0.9	234.54
Teacher solves conflicts through Islamic teachings	2.2	12.4	57.8	26.7	0.9	239.54

The results of the responses for Knowledge of Islamic Ethical Values/Social Life Skills standard emerged that all are significant at alpha level 0.05. Knowledge of bias on students learning is very important aspect for teacher at every level. Knowing about the impact of bias helps teachers to understand and share equal opportunities in classroom teaching. This analysis concluded that no one EST was found at desire level of competency (level 4) that know the impact of bias on students learning, hence majority of them were demonstrating poor performance that almost ever demonstrated biased on students learning while the teacher knows the principles of Islamic ideology in the textbooks response 23, showed that a negligible numbers of teachers were found at competent level while most of the teachers were not having competency at desire level in this rubrics. On the other hand, the result of response 24 showed

that very limited teachers were found at desire level of competency in rubric. Most of the teachers were placed under the category of level-2 that they occasionally inculcate the Islamic values of students' ethical training.

Teacher values the cultural background for individuals respect demonstrate that very few teachers were found at desire level of competency in rubric. Most of the teachers were placed under the category of level-2 that they occasionally value the cultural background for individuals respect. The result of response 26 demonstrates that a few teachers were found at desire level of competency in rubric "Teachers believe in dialogues as a means to solve conflict". Most of the teachers were placed under the category of level-2 and level-3 that they occasionally believe in dialogues as a means to solve conflict. The response 27, analysis concludes that a few teachers were found at desire level of competency in rubric "Teacher believes in practicing moral values in school". Most of the teachers were placed under the category of level-3 that they occasionally believe in dialogues as a means to solve conflict.

Teacher creates a learning community in which individuals are respected concluded that almost half of the teachers were found at level-2 (developing teacher) they every so often create learning community in which individuals are respected. A minor number of students were found at desire level of competence. Empirically it can be said that a few teachers were found at desire level of competency in rubric "Teacher practices Islamic teachings to create harmony". Most of the teachers were placed under the category of level-2 and level-3 that they occasionally practice Islamic teachings to create harmony. In response 30, it is It is concluded that almost half of the teachers were found at level-2 (developing teacher) they sometimes solve conflicts through Islamic teaching. A negligible number of teachers were found at desire level of competence.

**Table No 7: Standards (4) Instructional Planning and Strategies**

Response	Level 0	Level 1	Level 2	Level 3	Level 4	X <sup>2</sup>
Teacher knows objectives of curriculum	1.8	25.3	46.7	25.8	0.4	276.67
Teacher knows to promote students' learning through available resources	1.3	18.2	45.3	35.1	0	312.34
Teacher knows a variety of instructional approaches for students' understanding	6.2	23.1	44.9	25.8	0	254.62
Teacher is committed to attain curriculum objectives	4	20.4	48.4	27.1	0	321.5
Teacher values pedagogy of collaboration	3.1	20	56.4	20	0.4	387.9
Teacher values the multiple ways of problem solving	2.7	40	33.8	21.3	2.2	320.45
Teacher engages in activities to design instructions to students' age	4	22.7	45.8	27.6	0	187.8
Teacher plans out of class activities to make student learning better	2.2	18.2	45.8	33.3	0.4	425.65
Teacher organizes instructional activities for effective lesson	2.7	16	37.3	43.1	0.9	330.66

The results of the responses for Instructional Planning and Strategies standard emerged that all are significant at alpha level 0.05. The analysis concludes that few teachers were found at desire level of competency in rubric teacher knows the objectives of curriculum. Most of the teachers were not having clear concept about objectives of curriculum while it also showed that no one was found at desire level of competency in rubric. Teacher knows how to promote students learning through available resources. Most of the teachers were found at level-2. The results of response 34 showed that most of teachers were found at level-2 (developing teacher) they sometimes know a variety of instructional approaches for students understanding but not a single teacher was found at desire level of competence.

Teacher committed to attain curriculum objectives. Most of the teachers were placed under the category of level-2 that occasionally committed to attain curriculum objectives. On the other hand, it may be said that small numbers of ESTs were found at desire level of competency in rubric. In response of teacher valuing pedagogy of collaboration, most of the teachers were placed under the category of level-2 (Developing teacher). It can also be said that negligible numbers of elementary school teachers were found at desire level of competency in rubric. Teacher value the multiple ways of problem solving, most of the teachers were placed under the category of level-2 (Developing teacher).

Response 41 showed that no one teacher was found at desire level of competency in rubric. Teacher engages in activities to design instructions to students' age, most of the teachers were found at level-2. Planning for out of class activities was assumed necessary for teacher as planning for out of class activities helps to accelerate, extend and consolidate student learning. It is cleared that a little number of ESTs were found at desire level of competency in rubric. Teacher plan out of class activities to make student learning better, most of the teachers were placed under the category of level-2 (Developing teacher). It can also be said that negligible numbers of elementary school teachers were found at desire level of competency in rubric. Teachers organize instructional activities for effective lesson. Most of the teachers were under the category of level-3 (Proficient teacher).

**Table No 8: Standard (5) Assessment**

Response	Level 0	Level 1	Level 2	Level 3	Level 4	$\chi^2$
Teacher assesses the students through formal and informal methods	2.2	14.2	26.7	55.6	1.3	254.76
Teacher knows various methods of assessment	1.8	15.6	26.7	38.7	17.3	340.56
Teacher understands to make reliable and valid assessment	5.3	24.8	39.6	28.9	0.4	310.45
Teacher reports the student's learning achievement to their parents	20	27.6	29.8	22.7	0	198.69
Teacher evaluates student's learning through continuous internal assessment	6.7	35.6	40	17.3	0.4	230.78
Teacher helps students to engage in self assessment	2.7	18.7	52.4	26.2	0	198.45

Assessment through formal and informal methods is considered to be necessary for teacher as assessment helps to know about the individual differences of learners and assesses students' performance. Empirically it can be said that a very few ESTs were found at desire level of competency in rubric. Teachers assess the students through formal and informal methods. Most of the teachers were under the category of level-3 (Proficient teacher). It is cleared that an unimportant number of ESTs were found at desire level of competency in rubric. Teacher knows various methods of assessment. In this response, most of the teachers were placed under the category of level-3 (proficient teacher). Response 48 showed that most of the ESTs were found at level-2 (developing teacher). No one was found at desire level of competence in rubric.

The growth of learners' based on learning out comes was very much important for teacher as learning outcomes helps to promote students' achievement and to modify instruction in order to foster the continuous development of students. It is concluded that no teachers was found at desired level of competencies. Most of the teachers almost never report the learning achievements of students to their parents. This analysis shows that the calculated value of  $\chi^2$  in evaluating student's learning through continuous internal assessment is found to be 230.78 and it is significant and is less than 0.05. Self-assessment was assumed necessary for teacher as it helps to enhance their confidence of their own self-knowledge. Most of the elementary school

teachers during classroom observation were found at level-2 (Developing teacher). No one was placed as accomplished teacher in this rubric.

### **FINDING AND DISCUSSION**

This research study was based on national professional standards in Pakistan. Government of Pakistan in collaboration of USAID and UNESCO developed ten standards and out of these ten standards, five standards were analyzed in this research study. The analysis enlightens that a large number of elementary school teachers were not competent and efficient as they had no meticulousness regarding the national objectives which ultimately resulted low efficiency [1]. Planning the lesson, organizing the instructions and managing the class room activities are the main characteristics of an efficient and competent teacher, keeping the planning at the top in order to get success and positive results. A competent teacher employs the best method, strategy and techniques to reach this goal [4, 5]. But this study revealed that the above mentioned characteristics lack in most of the ESTs.

Islamic values and social life skills are very important for teacher at all levels. Islamic values and social life skills includes Islamic code of conduct, general values, peace in society, Islamic ideology, creation of harmony and moral values. During classroom observation, most of the ESTs were unaware about teaching ethics among students. Only few teachers of Pakistan studies and Islamic studies were found competent who were practicing and inculcating such values among students. A good elementary school needs faculty members who are trained not only in special fields but also in helping to construct the total program of the school [7]. Difference of opinion was observed among the heads of elementary schools, elementary school teachers and students in some areas of competencies such as teachers' command on content which they teach in classrooms. Other weak competencies which were observed during classroom observation were assigning the homework to students, ability of diagnosing the learning difficulties of the students, efficiency in relating the lessons with daily life with the help of suitable examples and finally, assessment of the students during teaching learning process.

Almost all people responded that ESTs did not give importance or value to students on equality basis. They did this, perhaps they had little knowledge and understandings. This insufficiency might be indorsed to the fragile platform of ESTs training where they are not fully trained and equipped with knowledge on all the required prospective such as, how to treat with the students during teaching learning hours. The teachers might want to keep social detachment from the multifaceted, scrambled, and occasionally critical lives of their pupils, but the fact is that they would not be able to teach very well and overlook the several proportions of the lives of their students. The elementary school teachers were also found sluggish and out of the way in constructing test/examination due to the same reason that they had little knowledge and understandings of the criteria of measurement and evaluation; no proper training was conducted to provide them opportunity to overcome their weakness in test construction. A course on measurement and evaluation should be mandatory in all teacher-training programs and teachers should be given tasks of preparing and maintaining records and reports. There is the oral report of individual children, sometimes of the whole class about their progress. There are reports to parents, written and oral.

### **CONCLUSION**

This research study aimed to evaluate the elementary school teachers through rubrics in district Lodhran. Research questions were developed to determine the personal and professional competencies of the elementary school teachers (ESTs). This is to find out how far these teaching competencies are practiced by the professionally and academically trained EST

in government middle schools of district Lodhran. The major research question of the study was how existing elementary teachers are practicing different teaching strategies during classroom teaching. Teacher's subject matter knowledge is very important for the effective teaching and learning process. The finding of the study shows that most of the elementary school teachers' almost never know curriculum frame work, basic concepts of acquiring subject knowledge, how to update knowledge and how to explain content in effective way. Most of the teachers sometime demonstrate subject knowledge relating it with practical life of the students.

Results human growth and development showed that most of the elementary teachers did not know how to construct knowledge and diverse learning styles. They almost never committed to increase subject matter competency of students, self-confidence among students and development of critical things among students. Knowledge of Islamic values is very important for every teacher. This study concludes that majority of the elementary school teachers to some extent understand the Islamic code of conduct. Most of elementary school teacher almost never try to promote the general values among students, Islamic teachings to create harmony, resolve conflicts through Islamic teaching, and practicing moral values among students.

This analysis concludes that most of the elementary school teachers to some extent know and understand how to promote students' learning through available resources. The Findings of the study indicate that the pedagogical skills in public schools are not fully utilized. Most of the teachers during observation were found that they almost never used problem explaining approaches during teaching-learning process; they seldom used individual teaching approaches to cope with individual dissimilarities and they also applied teaching situation efficiently. Same was the result found by the researcher in his observation of actual classroom teaching. Use of assessment techniques during classroom is the most important for teachers. According to the results of the study it is quite clear that most of ESTs in district Lodhran did not know the various assessment methods used during classroom. Most of the teachers never engage students in self-assessment, objective based assessment and continuous internal assessment.

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# **The Career Transition Between Basketball Champions in The Amateurism Phase**

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## **ABSTRACT**

The sports professionalism in times of amateurism was once regarded as much immoral as the practice of using doping substances in the contemporary sport. Being amateur was a determining condition for the athlete to be able to enter the Olympic arena and to validate their medals and records. This life style, though, had a high cost for those unable to subsist from the sport practice, but instead dependent on the remunerated professional activity to survive. The objective of this essay was to analyze how the athlete from amateurism times used to manage the athletic career and experienced the transition for the post-athlete life respectively. Collaborating with this survey there are 10 post-athletes, former basketball players who shared successful experiences of great international repercussion, such as the second world championship (1959 and 1963) and the bronze Olympic medals (1960 and 1964). By means of biographical narratives of Rosa Branca, Antônio Sucar, Wlamir Marques, Amaury Pasos, Menon, Boccardo, Vitor, Carlos Massoni (Mosquito) and Jatyr, it was possible to reunite elements to understand the importance of the historical moment of the sport in terms of the adoption of more provident strategies for the management of the sports career. This enabled the athletes to experience the phases of termination and change of roles with coping resources and, consequently, being free of major problems, even if the absence of formal systems to support the transition hindered the process of resources construction.

## **INTRODUCTION**

The way like the amateurism is approached in the literature seems to be reduced to a mere conceptual dimension, institutionally constituted and exempted from the participation of the athlete, the reason for the existence of contemporary sports. Understanding this historic moment of the modern sports in light of the athletic trajectory is considering also its implications on those who had to correspond to the requirements of the regulatory agencies of the sport. The athlete of the amateurism times was someone who longed for social recognition through the competitive practice, but the activity was anchored to an anti-professional speech resulting from the aristocratic sport culture that influenced the representations about the sport and their protagonists. This dogmatic amateurism conception that was initiated even before the re-edition of the Olympic games and the creation of the International Olympic Committee (IOC), installed not only a professional athlete marginalization process, but also contributed when the sporting culture followed, in an unbalanced way, the changes of thought that the society and culture experienced (HALL, 2002; SOARES, 2002; RUBIO, 2004a; GIGLIO, 2013).

To follow the athletic career in times of amateurism was to live a major dilemma. Besides of being formally prohibited to receive any kind of gratification for the activity, the athlete had to deal with the social stigmas that either conceived him as an eccentric being, if belonging to aristocracy, or as a vagabond, if belonging to the working class (CARDOSO, 1994, RUBIO,

2004a). This situation had a significant impact on the way how this athlete approached the sports practice and the moment to end it. The career transition was a possibility and not a fatality, since a voluntary and free athletic career did not result in benefits of any order, but in losses. Hence the development of activities, interests and resources disconnected from the sport, which gave to these athletes other victorious careers in the condition of post-athletes (RUBIO, 2011).

The post-athletes that collaborated to this research developed and ended their athletic careers within this historical moment and professional perspective. Without financial support, they had to conduct the sports practice in parallel to the remunerated professional career. Just like them, other athletes from the amateurism times had to sustain the Olympic dream through the practice of a profession, adopting a kind of “career management” classified by Price, Morrison & Arnold as Life Out, in which other interests, social functions and activities, either professional or not, composed the athletic trajectory. According to the authors, this kind of practice is responsible for mitigating negative implications of abrupt endings with strongly established identities, such as the athletic identity, offering internal and external resources to the athlete, that when in the career change process, can have a better view of the post-athletic career, and can also make more positive projections concerning the new functions to assume (TORREGROSA et al., 2004; PRICE, MORRISON & ARNOLD, 2010).

In light of the elements brought by the biographical narratives of the world basketball two-time champions, this article aims to analyze how the athlete of the amateurism times experienced the transition to the post-athlete life.

### **The context of the athletic career in the times of amateurism**

Eric Hobsbawm (1994) presents modern sport as an important element of human culture, which used to reflect the social changes and at the same time had influence. The rupture of the paradigms that until the mid-nineteenth century limited the sports practice to the aristocracy, marked the beginning of a switch over process of approaches about sports, articulated in accordance to the interests of the already mentioned aristocracy, and also of the working class, the States, and the spectacle culture of the second half of the twentieth century (GONZALEZ, 1993; DEBORD, 1997; RUBIO, 2001; 2010).

The historical moment in which the world basketball two-time champions of 1959 and 1963 conducted their careers coincides with what Rubio (2010) defined as conflict phase, a moment in which sports events were affected by the World War II and the Cold War. For many countries, the Olympic Games were the opportunity for a demonstration of power and national identities. Confrontations in the sports field used to reflect other interest, and the victories in the competitions were a way to legitimate the belief in a strong nation (TABORDA, 2012).

The conceptions of “athletic career” could have been born in the period in which the States in conflict started to take possession of sports as a political tool, sponsoring athletes to use their performances as evidences of power, thus transgressing the amateur ideal (ALFERMANN, STAMBULOVA & ZEMAITYTE, 2004; STAMBULOVA & ALFERMANN, 2009). Other circumstances also influenced this transformation process of the amateur project of sports practice as, for example, the development and democratization of the means of communication, as well as the consumption of cultural goods, such as the sport shaped as entertainment (GONZALEZ, 1993; HOBBSAWM, 1994).

Distinct configurations of athletic career emerged from the United States in the years 1900s, gaining power after the Great Depression and, mainly, after the 1950s, with the good phase of

economy after the wars and the emerging of the consumption culture. According to Goudsouzian (2010), while the National Leagues became increasingly attractive to the public, they also came to be conceived as profitable commercial enterprises for the athletes. However, popular sports modalities such as baseball, football and basketball were consolidated as professional events only in their territory. Similarly, popular sports modalities of British origin such as cricket, tennis and rugby, were consolidated only where there was the British flag (HOBBSAWM, 1994; 2006).

The Era of the two-time champions was marked by a rupture moment in which old structures and reference systems were fragmenting, at the same time in which new conceptions of the world were emerging. In several countries, social movements were questioning the culture and the pre-established order for the relations of gender, religion, ethnicity, politics and labor, thus frustrating the modern ideals of civilization and launching a state of uncertainty (HALL, 2002). The amateurism is questioned right when its universal assumption became displaced and fragmented by the multiple interpretations of regional "amateurism" that were putting down from inside out the foundations built by the IOC and by the sports aristocracy (SALLAES & SOARES, 2002; RUBIO, 2004a; 2010).

According to Pitchford (2013) the amateurism became a regulatory philosophy of the sports practice by the end of the nineteenth century, but its principles date back to a moral from the times of the Ancient Greece (RUBIO, 2002), when it was understood that the presence of money in the sports arena would maculate the sports agonistic ritual, subjecting the motivation of the athlete to only the search for an external objective at the expense of the "elevation of the spirit", which could only be reached by means of an intrinsically motivated practice. Pitchford (2013) mentions also that the amateurism-professionalism dichotomy was seen in a much more rigorous way when distinct classes of athletes began to appear and stand out in the sports scene, forcing the regulatory institutions of sports, still in the nineteenth century, to conceive an amateurism that could separate the less skilled ones (said amateurs) from the more skilled ones (said professionals), reserving to the first ones the international level (Olympic) and to the latter, the national and regional levels (marginal).

However, the violation of these regulations was as current as inevitable, when the national representations started to be placed in the same space to have their abilities compared. Therefore, if the Olympic medals reinforced the assumptions of superiority of one country over the other, the approach of the States on the sports protagonists could not be amateur anymore. At that moment, the athlete changed from being a disinterested lover of sports practice to be the main target of financial investments in order to victoriously represent his country in the competitions (GUTTMANN, 1988; MURRAY, 1992). This demonstrates that the amateurism was not the only paradigm to influence the athletic career. The ever-changing cultural, political, geographical and economic panoramas also determined new directions to the sport (RUBIO, 2004a). Hence the use of the term "amateurisms" in the plural as a way to emphasize the diversity with which the code was designed by athletes, clubs, federations and their respective countries throughout the twentieth century. As described initially, the transformations that the society was facing during the entire century shook the structures of the IOC, which unsuccessfully tried to clarify to the sports community the meaning of being an amateur (DOHERTY, 1960; GIGLIO, 2013).

### **The transition of athletic career in Brazil**

In Brazil, the transition of career gained repercussion only in the last ten years, through the sports journalism, which started to present the situation of post-athletes that, despite of the recognition in the past, bemoan a present status marked by the social neglect, financial

problems and poor health conditions. During the most productive period of their lives, those athletes attended Brazilian clubs and teams' calls and represented their badges through the world in a voluntary and free manner. However, their sports careers were developed at a time in which to be an athlete was not synonymous of financial ascension, nor was it considered a professional career (RUBIO & FERREIRA JUNIOR, 2012).

Before the advent of professionalism, the athletic career was the privilege of few self-sacrificing ones that could count on family support or some kind of gratification that could ensure meeting the routine and sports needs (RUBIO, 2006). While the amateurism was relativized in the world, the Brazilian athletes seemed to live under constant surveillance and restrictions. They refused opportunities to make money, in fear of losing conquered honors and medals if considered as professionals (RUBIO, 2004b). This tension led them to seek for various options in order to maintain the Olympic dream, such as the establishment of agreements with the academic institutions in which they studied and with the companies in which they worked in order to be able to take part of the concentration periods and competitions while representing the Brazilian teams. However, these agreements almost never exempted them from losing academic periods, or having discounts in their wages or from being suited due to the need to be out (RUBIO & FERREIRA JUNIOR, 2012). For them, the institutional and social support hardly existed during the athletic career, and neither did it happen at the moment of the career ending. The "retirement" implied a preparation under full responsibility of the athlete, who could not distance himself from the academic formation and professional practice if he wanted to go through a transition of career (OGILVIE & TAYLOR, 1993; DRAHOTA & EITZEN, 1998; RUBIO, 2004b; RUBIO & FERREIRA JUNIOR, 2012).

In a more risky way, some athletes together with their clubs adopted semi professionalization and the so-called "off-the-record agreements", or they disguised themselves as employees of the clubs to be able to receive salaries while "working" in another function. In any case, the adoption of double shift of activities was almost an inevitable condition. Even though being reportedly professionals, the athletes of the amateurism did not earn enough to be able to live or retire through the sport activity. For them, the end of the athletic career was something announced since the engagement into the sport, requiring them to be prepared and, in most of the times, to prioritize the work to the detriment of the sport (RUBIO & FERREIRA JUNIOR, 2012). This characteristic of leaving the athlete's role is identified also in other searches with athletes of the same period (OGILVIE & TAYLOR, 1993; DRAHOTA & EITZEN, 1998; RUBIO, 2001; PRICE, MORRISON & ARNOLD, 2010; RUBIO & FERREIRA JUNIOR, 2012).

## METHOD

This research is based on the biographical narratives of 10 Olympic athletes and basketball world champions. Understood by Rubio (2014) as individual speech, the narratives offer an understanding not only about the narrator, but also about his social group, his living universe and the experiences accumulated through life. Conceived as qualitative method par excellence, the biographical narrative allows the comprehension of socio-cultural phenomena, bringing the individual/narrator to the center of the interpretation process of the facts and events experienced (RUBIO, 2001; 2004a; 2014).

On the biographical narratives it was applied the human adaptation analysis model to the transition of Schlossberg (1981), a conceptual structure by which the transition processes can be viewed. According to the author, a process of transition constitutes an event, or non-event, which alters the personal assumptions and world visions, thus requiring proportional changes in the social relations and behavior. The transition can be classified in three distinct ways: anticipated, when common social experiences prepare the individual to the expected change

phases and processes, such as joining the university or entering the labor market, getting married or having the first child. Non-anticipated transitions correspond to unexpected or abrupt situations, to which the person or group is not prepared, as well as moving to another city, an accident or death of a relative. Finally, the non-events, related to expected transition processes that do not occur or, when occurring, do not correspond to the expectations of change to which the individual was prepared. A career promotion that becomes an accumulation of functions, or a retirement that does not reflect the well-being as the reward for a life dedicated to the work, are some examples of this kind of transition. The kind of transition constitutes one of the first elements for description of the phenomenon (abruptly, forcefully or voluntarily experienced). Then, the situation, the context in which occurs the transition (historical moment, the group). In third place are the conditions (the presence or not of internal and external resources to face the transition). And in the last place are the existing types of support that have influence in the transition process (formal and informal systems of support) (SCHLOSSBERG, 1981).

The collaborators selected for this research were all Olympic athletes and they took part in at least one of the achievements that included the world championships of 1959 and 1963 and the bronze medals in the Olympic Games of Rome in 1960 and Tokyo in 1964.

The World Champions	Age of first Olympic participation	Age of last Olympic participation	Age of the definitive career end
Wlamir	19	31	38
Amaury	21	29	38
Rosa Branca	20	28	31
Sucar	21	29	34
Menon	24	28	30
Jatyr	22	26	28
Mosquito	21	33	40
Boccardo	24	24	37
Fritz	23	23	40
Vitor	23	23	40

### **Representation, by age, of the phases of the athletic career of the world champions**

#### **What is the meaning of the transition of the athletic career?**

The narratives selected here show that on behalf of the “pure” amateurism, the athletes suffered pressure from family members that, concerned about the uncertain lifestyle of their children, stressed the importance of the remunerated job and the guarantee of a better future. Being an athlete had the meaning of being a different citizen from the average in a society that had the job as a primary value. In life outside the sport, the amateur athlete had no privileged status, because while spending his time with training and competitions, a situation that was considered by most as the activity of vagabonds, people of the same age were dedicated only to the education or the remunerated job. That condition led many athletes to share training with professional activities recognized as such.

By the time when I was young, there was no professional sport, then, every athlete had to have a double life [Vitor Mirshawka].

When remembering his own experience, Mirshawka states that by being involved with activities beyond the sport, he found no major difficulties when he decided to leave the role of athlete, for he had other roles constituted and in constant action. In times of high-level athletes, the sport had a certain “romanticism”, allowing space for the practitioners to dedicate themselves to other interests in life.

Receiving wages that were similar to those paid to non-athlete workers, the two-time champions experienced the end of the sports career as a natural step of the life trajectory. This moment can be named as an inherent phase to the continuity of a trajectory based on the remunerated job (OGILVIE & TAYLOR, 1993; DRAHOTA & EITZEN, 1998). This understanding took many of the athletes of this generation to study and build a post-athlete professional career.

Wlamir was a physical education teacher; Sucar was a lawyer; Vitor, teacher; Radvilas, engineer; I was an industrial chemist. Then, there was a preparation for the future, which is something that people do not do currently, with rare exceptions [Fritz].

This statement expresses the understanding of the importance of the education for the continuity of the future personal trajectory. Hence the understanding that the end of the athletic career is a possibility, enunciated by a transition whose process did not occur only at the end, but all over the athletic career in the preparation processes for the adult life, such as the academic formation and the professional practice. The sports context presented to the two-time champions required a more thoughtful approach and a conception of athletic career as something that is not more preponderant than the job (RUBIO & FERREIRA JUNIOR, 2012).

This characteristic of transition considers what Schlossberg (1981) will classify as anticipated event, when the confrontation of the changing process occurs based on preparation, testing and in the case of the two-time champions, performance of functions that are inherent to the post-athlete life.

Another way of thinking the transition of the two-time champions, according to the concepts of Schlossberg (1981) is through the meanings and representations assigned to the age group. The university phase (age from 18 to 24 years) would represent a period for visualization of the professional future, which for not being tangible yet, opened space so that the engagement of the high-level athletes of the amateurism of sport could be greater. This condition, in the specific case of the two-time champions, coincided with the first opportunities to participate in the Olympic Games. The insertion and consolidation phase of the professional career, post-academic, on the other hand, will coincide with a gradual process of disengagement of the athletic career, in which the role of the athlete is, a priori, shifted to a lower preponderance level, which in the case of the two-time champions resulted in leaving the international competitions and in the continuity of the career in clubs until the final exit. This ending is labelled by several factors. Jatyr recalled that he did not play for long time:

*...because there was no professionalism at the time, and so we had to work. I had to support the family. (I was) Already married, my son came, and then, there was no way. I stopped playing basketball at the age of 28 years [Jatyr].*

It is worth noting also that the experience of the ending of Jatyr’s athletic career occurred at the age of 28 years is interpreted as a phase to prioritize interests constituted as natural events of life such as forming a family, a determinant factor to take the decision of leaving the role of athlete. According to Schlossberg (1981) to be in time means to correspond to the

requirements of a social calendar that regulates the phases and events inherent to each age group. To be out of time, on the other hand, means to be subject to the social stigmas, to be late. In these biographical narratives, we observe that the experiences of transition do not represent definitive ruptures with the sport, but a gradual process and elaborated disengagement, initiated since the high-level phase of the athletic career, when demands and professional goals were established in concurrent transition processes.

### **Final considerations**

What the biographical narratives of the world two-time champions present about the ending experience and transition of career is that the confronting strategies of these processes reflected the social representations about the sport and the athletes of the time. These considerations indicate that the athlete conceived the sport career in a more thoughtful way and as an activity as important as the others.

The idea of searching in the athletes of amateurism times the understanding about the experience of ending and transition of career came from the concern about the life conditions of post-athletes that, though highly renowned in the past, are now bemoaning a present that is marked by the social obscurity, financial problems and critical health conditions.

The biographical narratives studied here indicated that beyond a hard and potentially traumatic experience, the ending and transition of the athletic career implied broader and more complex processes of resignification of roles, as well as long-term experiences of rebirth. By the time when the professionalism in sports was prohibited, the two-time champions had to work and as anybody else, they had to use the free time to other activities. They were away from the professional activities and everyday responsibilities only when representing the country in competitions and despite of conquering titles of great international recognition, they did not have the glamour and the idolatry that we see nowadays.

This closer relation of the two-time champions with the everyday universe contributed to make them become less vulnerable to the negative effects of the leaving process from a significant role, such as feeling of identity loss and ostracism. The narratives show that certain phases of the adult life were the main causes for the early termination of their sport career, especially in the Brazilian team. The professional responsibilities, functions of the family core, as well as the desire of personal achievement in these same spheres, competed with the dedication to the sport. This situation led the athletes to perform processes of priority reorganization in which the sports practice was gradually placed in less preponderant scales, until being finally left. This kind of disengagement was characterized specifically in two ways: a) ceasing of international sports commitments and continuity of the athletic career in clubs; b) definitive ceasing of the athletic career in the club, followed by the continuity of the professional career, either inside or outside the sporting context.

It is also observed that the career transition does not necessarily occur while leaving the athlete role, but it is built along the entire athletic trajectory, when besides of the possibility of achievements in the sport, challenges and possibilities of achievement outside the sports are being presented to the athletes. In other words, when the athlete expands his network of relations and develops interests beyond the sport, the chances to face the transition in a more positive way are greater. When the two-time champions ended their athletic careers driven by the affluence of the everyday life activities, they demonstrated one of the reflections generated by this transit between sports life and everyday life: the affluence of activities not as a negative aspect, but a positive one in what concerns the multiplicity of paths before the doubts that the post-athlete life can bring.

In conclusion, the biographical narratives reveal the significant role that the amateurism had concerning the type of career management practiced at the time, as well as the characteristics, meanings and consequences of this attitude in their lives as post athletes. They show also that the amateurism was not the only factor to determine the transition, but one among many forces that constituted social representations about the sport and its protagonist.

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## **Personality Tests in Employment: A Continuing Legal, Ethical, and Practical Quandary**

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### **Abstract**

The controversy in human resource practice and law today continues, to wit: -the use of personality tests in employment, typically online tests, which human resource practitioners are increasingly using in the hiring process, especially for executives, sales, and customer service positions. Selecting the right people for the right positions is, of course, one of the elements of success for any business. Accordingly, it is imperative for the employer to choose highly qualified people for open positions. This article examines the effectiveness, legality, fairness, and morality of personality tests in employment. Legal aspects of the use of personality tests are examined, principally pursuant to the U.S. Civil Rights Act and the Americans with Disabilities Act. An ethical analysis of personality tests is provided to determine if their use in the context of employment is moral. The legal focus of the article is primarily on the private sector, but the principles are applicable across the board. The implications of the use of personality tests in employment are raised; and accordingly several recommendations are supplied to achieve a legal, moral, and practical use of personality tests in employment.

**Key words:** Personality tests, Civil rights, ADA, Minnesota Multitphasic Personality Inventory (MMPI), hiring, employee selection, employment interviews.

### **BRIEF HISTORY OF PERSONALITY TESTS**

Personality tests can be an effective tool to determine which job applicants are most qualified or suitable for employment. Employers use personality tests to screen applicants for jobs to determine eligibility and suitability for employment as well as to ascertain if current employees are prepared for promotions or other assignments. Since people are usually a firm's greatest assets, personality tests can seek to determine such characteristics as honesty, integrity, persistence, motivation, teamwork, social skills, conscientiousness, and discipline

(Ejuma, 2015; Mujtaba, 2014). They typically are used with other more traditional assessment tools such as the resume and job interviews. Yet the increased use of personality tests has prompted a debate as to their effectiveness, morality, fairness, as well as legality. Consequently, the purpose of this article is to analyze the practicality, effectiveness, legality, morality, and fairness of personality tests in employment. First, certain background information pertaining to personality tests will be supplied.

Personality tests have been around for a long time; they were created in the “modern” era by scientists, psychiatrists, and psychologists one is likely to be familiar with, to wit: Sigmund Freud, Eduard Spranger, Carl Jung, Abraham Maslow, Erik Fromm, Henry Link, John Watson, and Isabel Briggs and her mother, Katherine Briggs (i.e., “Myer-Briggs”) (Gonzales-Frisbie, 2006; Devito, 1995; Hendrickson and Giersecke, 1994). Gonzales-Frisbie (2006, p. 188) relates that “Swiss psychiatrist Carl Jung believed that behavior was affected by personality, and several decades later, psychologists used that theory to develop personality tests.” Psychological testing, therefore, particularly the use of instruments designed to assess personality traits, has a long, rich, and somewhat controversial history. Selection and the use of varied personality assessments originated in the late 19th century (Scroggins, Thomas, & Morris, 2008; Gonzales-Frisbie, 2006). Armond (2012) further relates:

*The earliest modern personality tests arose in the field of psychotherapy, which developed these tests to help treat troubled individuals, to provide both therapist and patient with information about the malfunctioning of the patient's mind. Thus, personality tests were intended to be part of a comprehensive clinical work-up. However, when mental health specialists became interested in testing personalities, employers especially in the post- World War II era, began to need to sort through large numbers of applicants to find appropriate personnel (pp. 1137-38).*

The early research and literature reviews on personality testing found low validity and reliability coefficients. Contemporary researchers remained concerned about low predictive validity, high development and use costs, and considerable risks for adverse impact. Current debate focuses on the invasion of privacy and a lack of acceptance by test-takers (Scroggins, Thomas, and Morris, 2009; Mujtaba, 2014). Recent research in personality testing has modified some of these findings and accordingly provides more optimism about the role of personality testing in selection (Scroggins et al., 2009). Guion and Gottier (1965) reviewed the early years of research on the use of personality tests in selection contexts; and they remarked that “It is difficult in the face of this summary to advocate, with a clear conscience, the use of personality measures in most situations as a basis for making employment decisions about people” (p. 160). This view was the commonly held perspective for many years regarding the validity of personality tests for personnel selection; and then came the research of Barrick and Mount (1991) who concluded that meta-analytically corrected estimates of validity were meaningful, and personality measures thus should once again be considered.

Accompanying this research was a resurgence of interest in the use of personality tests in high-stakes selection environments (Morgeson, Campion, Dipboye, Hollenbeck, Schmitt, and Murphy, 2007). Armond (2012, p. 1147) further relates that “employers may have turned to personality testing after the federal government outlawed the use of polygraph tests in most private sector employment.” Interest in and research on personality testing in industrial-organizational psychology, therefore, has dramatically increased in the past 10 years; and yet human resource practitioners continue to face potential problems associated with the current operational use of personality (Morgeson et al., 2007).

Yet today, despite the challenges, personality tests continue to be increasingly used by companies and human resource practitioners to not only determine knowledge, skills, cognitive abilities, but also personality traits and other characteristics of employees and applicants; and, significantly, they are also being used to predict behavior (Weber and Dwoskin, 2014; Mujtaba, 2010; White, 2006). Employers are increasingly using personality tests in order to identify characteristics of job applicants and thus hire and to retain the “right” type of “qualified” employees for particular jobs. In essence, employers are trying to determine if job applicants will be successful in certain types of jobs; that is, employers are attempting to create a “success profile” for the job in question (Schoenberger, 2012, p. B10). The Wall Street Journal (White, 2006, p. B3), in addition, quoted a “senior” development director for a large resort who stated that “prehire personality tests are especially helpful in hiring salespeople. Sales applicants are usually able to make a good impression – and thus interview well – but sometimes offer answers that don’t display great urgency.”

The personality testing business for employment has now grown to a \$500 million business; and is growing 10% to 15% a year (Weber and Dwoskin, 2014, p. A1). These “tests are being used more often as well as earlier in the employment process” in order to screen applicants for employment (Weber and Dwoskin, 2014, p. A2). Moreover, 60% to 70% of potential employees in the U.S. are being tested, which percentage has increased from 30% to 40% from approximately five years ago (Weber and Dwoskin, 2014, p. A1). The U.S. Equal Employment Opportunity Commission (Press Release, 2007, p. 1) gave reasons for the manifest increase in employment testing, to wit: “post 9-11 security concerns and issues related to workplace violence, safety, and liability” and, “in addition, “the large scale adoption of online job applications (which) has motivated employers to seek efficient way to screen big applicant pools in a non-subjective way.” Personality testing has become not only a prevalent practice but also “big business.”

### **Definition and Types of Personality Tests**

The first challenge in defining personality tests is to define the term “personality.” This task is very difficult because, as Armond (2012, p. 1138) points out, “in contrast to behavior, which is an actual example of a person’s conduct, personality cannot be observed, measured, or tested directly.” Rather, personality is deemed to be an inference or construct or hypothesis of traits or characteristics drawn from behavior; and, moreover, traits are deemed to be a distinguishing way in which one person behaves compared to other people (Armond, 2012). Yet further complicating the definitional challenges is the fact that traits often act with situational variables (Armond, 2012). Armond (2012, p. 1138) provides an example of the preceding point: “Someone may generally be shy, but in a particular situation (such as a party among close friends) that individual may shed her shyness.”

There are a variety of personality tests as well as definitions thereof. The EEOC (Fact Sheet on Employment Tests and Selection Procedures, 2014) defines personality tests as well as integrity ones as tests used to “assess the degree to which a person has certain traits or dispositions (e.g., dependability, cooperativeness, safety) or aim to predict the likelihood that a person will engage in certain conduct (e.g., theft, absenteeism).” Mulvihill (2006, p. 876) relates that personality tests are a “subset of psychological testing” and “evaluate the thoughts, emotions, attitudes, and behavioral traits that comprise personality.” Armond (2012, p. 1141) states that “honesty” and “integrity” tests are a “subset” of personality tests and are used to seek “to identify those individuals who might be more likely to steal, fake sickness, or otherwise dissemble on the job.” Armond (2012), Kramer (2007), and Mulvihill (2006) state that personality tests are divided into two principal types: objective or projective. Armond (2012) explains the distinction:

In an objective test, the target may choose from only a limited number of possible responses. A...popular objective test is the Myers-Briggs Type Indicator. The Myer-Briggs Type Indicator asks targets 100 questions, each of which offer two descriptive words and phrases from which the target must select, leading to the target being assigned to one of sixteen personality types....In contrast to an objective test, in which a target may choose from only a limited number of responses, a projective technique permits a virtually 'unlimited variety of possible responses.' In a projective test, an examiner provides a relatively unstructured task to a target and then tries to discern themes that arise from the words the target uses in response to that task. Possibly the most famous of these is the Rorschach Inkblot test (pp. 1139-40).

Kramer (2007) further explains:

*Objective tests, otherwise known as 'paper and pencil tests,' often contain various true and false questions. The answers then reveal certain personality traits. For example, the Minnesota Multiphasic Personality Inventory (MMPI) contains over 500 true and false questions involving issues such as religion, sex, politics, health, phobias, and family traits. Individuals may use the MMPI to diagnose psychological disorders as well as personal traits....Projective tests, which also can be used for medical or non-medical purposes, do not seek finite answers or true/false responses. Rather, projective personality tests subject the test taker to various 'ambiguous stimuli,' and the results from the test taker's response to such stimuli (pp. 1282-83).*

As noted, the classic example of a "projective" test is the famous Rorschach ink blot test (Armond, 2012; Kramer, 2007). Another example is the Thematic Apperception Test, which uses pictures to ascertain personality traits (Armond, 2012). However, the aforementioned tests are not typically included in the compendium of employment tests as they require a terminal degree as well as training to interpret, and, as such, they are not designed for employment testing (Hogan, Hogan, and Warrenfeltz, 2007; Hunsley, Lee, and Weeod, 2003; and Impara, Murphy, Plake, and Spies, 2002). A test that is widely used in business is the California Psychological Inventory (CPI, Hogan Leadership Series (Hogan, Hogan and Warrenfeltz, 2007).

Personality tests also can be "screen-out" and "screen-in" tests. An example of a "screen-out" test is the Minnesota Multiphasic Personality Inventory (MMPI), which is based on true/false questions, and is used, particularly by law enforcement agencies, to determine tendencies toward substance abuse and psychological pathology (Armond, 2012). Whereas an example of a "screen-in" test is the Myers-Briggs, which is a test that requires test-takers to choose from two possible answers to a series of questions (Armond, 2012). The test is used by employers and seeks to ascertain leadership and teamwork characteristics and skills (Schoenberger, 2012). Another example is the Salovey-Caruso Emotional Intelligence Test, which "is designed to measure emotional intelligence by assessing a person's capacity to identify emotions in others. Aptitude in these areas is particularly important for customer service positions" (Knight, 2006, p. B3A). Two other emotional intelligence tests are Goleman's ECI and the Rueven Bar-On EQI (Ciarouchi, Chan, and Capuli, 2000).

One example of a personality test question comes from an online test used by RadioShack for people who apply online for jobs. The question asks: "Over the course of the day, I can experience many mood changes" (Weber and Dwoskin, 2014, p. A2). Another used by Lowe's asks applicants if they "believe others have good intentions." One used by McDonald's states: "If something very bad happens, it takes me some time before I feel happy again." The Kroger supermarket chain has approximately 80 personality based questions in its basic employment

test. For example, job applicants are asked if they “strongly disagree,” “disagree,” “agree,” or “strongly agree” with the following statements: “You are always cheerful” and “You have no big worries (Weber and Dwoskin, 2014, p. A1). Another example provided by Menjoge (2003, p. 327) is from a questionnaire used by Target for applicants for security officer positions, which asked 704 questions, including answering true or false to the following: “I believe there is a Devil and a Hell in afterlife” and “I have often wished that I was a girl (or if you are a girl) I have never been sorry I am a girl.” Korn (2012, p. B9) provided other examples of several questions taken from personality tests with an explanation of what the test is trying to measure, to wit:

- “On television, I usually prefer watching an action movie than a program about art.” – This question is from 16PF, the Sixteen Personality Factor Questionnaire, and is intended to predict a person’s preference for logic over emotion. Also, someone who answers “rarely” may be more of a creative person.
- “People often expect too much of me” – This question is from the California Psychological Inventory, and is designed to determine the taker’s “conceptual fluency,” that is, the capability to comprehend complex concepts. Thus, a person who answers “‘true’ is likely to be overwhelmed and may not believe in his or her own talent.”
- “I would never step over others in order to ensure my own success.” - This question is from the Caliper Profile and is designed to measure a person’s aggressiveness.
- “I do many things better than almost everyone I know.” – This question is from the Hogan Personality Inventory, and is designed to indicate confidence or arrogance. Thus, a false response “conveys humility or insecurity.”
- “Answer the following on a five-point scale, whether it is more true or more false: ‘is uneasy when receiving praise.’” This question is from the Workplace Big Five Profile 4.0, and is used to determine confidence, especially among potential salespeople (Korn, 2012, p. B9).

Mulvihill (2006, p. 865) relates some of the questions from the Minnesota Multiphasic Personality Inventory (MMPI), which is a widely used personality test, and, significantly, is also one used to diagnose mental illnesses. The MMPI test-taker is asked to answer “True, False, or Cannot Say” to such questions as:

- “I see things or animals or people around me that others do not see.”
- “I commonly hear voices without knowing where they are coming from.”
- “At times I have fits of laughing or crying that I cannot control.”
- “My soul sometimes leaves my body.”
- “At one time or more in my life I felt that someone was making me to things by hypnotizing me.”
- “I have a habit of counting things that are not important such as bulbs or electric signs, and so forth” (Mulvihill, 2006, p. 865).

Accordingly there are a wide variety of personality tests, as well as questions therein, used by employers to ascertain the personality traits of their current employees and job applicants. So, why are these tests being used so extensively by employers?

### **Rationales for Personality Tests**

Employers provide several reasons for the use of personality tests. One main reason that proponents of the tests cite is that there exists, as stated by Mulvihill (2006, p. 880) “definitive links between specific personality traits and various job performances. For instance, research suggests that calm, steady individuals make ideal supervisors and security officers, while individuals who are persistent and have a strong sense of self are well suited for commissioned

sales jobs.” Many employers use personality test as part of their succession planning and development programs for identifying and developing diverse management teams (Mujtaba, 2010; Mujtaba, 2008). Mulvihill (2006, p. 871), in addition, indicates that “employers quickly recognized that an employee’s character, in addition to his or her health, is a valuable asset to the company. The reasoning behind this notion is that by hiring an employee with ‘good character,’ the employer reduces the chances of a costly negligent hiring lawsuit if an employee harms a customer or co-worker.” Armond (2012, p. 1142), says two reasons for the use of personality tests are “maximizing productivity and minimizing risk.” Armond (2012) also explains the legal reasons, to wit:

In addition to risk, responsibility follows the hiring of an employee. Under the doctrine of respondeat superior, an employer can be found liable for a number of the employee’s acts conducted with the job’s scope. Under negligent hiring doctrines, an employer may even find itself responsible for criminal acts of an employee conducted outside the job’s scope. Employee background checks and testing make sense to many; any employer would like to avoid...(legal) problems. Employers are also justifiably concerned that an employee may create a hostile work environment by abusing the company’s Internet access or email systems, which could lead to liability under Title VII of the Civil Rights Act of 1964 (pp. 1133-34).

Armond (2012, p. 1147) adds that “the tests may also be popular because they are inexpensive and can be administered to large numbers of applicants. Furthermore, employers can outsource the testing to a third-party vendor, who can take the burden of initially screening applicants for the employer.” It is also necessary to point out that based on one of the author’s herein professional experience the MMPI, CPI, and Hogan tests cost a minimum of \$250.00-500.00 plus the interpretation costs so they are not inexpensive evaluation tools.

As emphasized, many companies use personality tests for a variety of reasons. To illustrate, Xerox Company states that “the tests have reduced attrition in high-turnover customer service jobs”, and in some cases by 20% (Weber and Dwoskin, 2014, p. A2). Xerox explains that it is looking for “compassion” in its pre-employment tests, because job “applicants who score high for empathy tend to do very well in customer service positions” (Weber and Dwoskin, 2014, p. A2). The tests used by Xerox are provided by a California company called Evolv Inc. A Michigan company called Dial Direct states that “the tests allow managers and call-center operators to predict with 80% accuracy which employees will attain the highest performance scores” (Weber and Dwoskin, 2014, p. A2). One representative of a company that provides pre-employment tests contends that the tests can screen out 30% of the applicants who are “least qualified,” even before the employer commences to review resumes (Weber and Dwoskin, 2014, p. A2). Some psychologists assert that the tests have some predictive value. One example would be a test that measures and ranks the level of the applicant or employee “conscientiousness and work ethic” (Weber and Dwoskin, 2014, p. A2). Some academic studies have shown that there is a connection, but only a small one, between individual personality traits and work performance (Weber and Dwoskin, 2014, p. A2).

### **Criticism of Personality Tests**

Critics of personality tests assert that their use in trying to quantify non-cognitive traits often is neither valid nor unreliable. Yet according to one expert (White, 2006, p. B3), they may be more accurate and reliable than just doing a job interview (which obviously can be faked too). As Armond (2012, p. 1133) emphasizes: “Individuals are not always truthful about themselves and their backgrounds. Background checks of an applicant’s claims can reveal a great deal of dissembling. Some surveys indicate that almost half of job applicants lie about their work history and education. Accordingly, employers cannot simply take resumes at face value.” As

such, the personality test emerges as another tool to examine job applicants as well as current employees.

Nevertheless, a major problem with personality tests is that they may not be infallible predictors of a job applicant's behavior due to applicants faking the results. Applicants taking personality tests, particularly if the tests are conducted before any other more traditional assessment tools, naturally want to give the "right" answers and thus to do well and gain a job or promotion. Consequently, test pressures and anxiety may lead to inaccurate results. More problematic is the dishonesty factor. Consequently, in addition to questions about their criterion-related validity, another criticism of the use of personality tests is that they are potentially open to being faked by motivated applicants. This "impression management" occurs because the "right" or most positive answer may be apparent to the candidates. The only thing preventing candidates from providing the positive answer when it is not true is their own honesty or lack of self-insight, neither of which can be assumed when there is a desirable outcome at stake (Morgenson et al., 2007). That is, applicants will be tempted to "game the system" and to try to give what they perceive to be the "desired" answer. Accordingly, a major problem is that clever "fakers" will attempt to "rig the test" and thus try to answer questions to their perceived advantage. They will not answer what they truly believe, feel, or would react, but rather "translate" their answers to "ace" the test and impress their prospective or current employer.

Actually, there are a large number of studies suggesting that "faking" has been viewed as an important problem. Moreover, people can and do fake their responses on personality tests. In almost one-half of the studies where criterion-related validity was studied, the studies found some effect of faking on criterion-related validity (Morgenson et al., 2007). In addition, there has been substantial research devoted to techniques for detecting and mitigating faking, but no techniques appear to solve the problem adequately (Morgenson et al., 2007). To underscore the "faking" problem, one recent study, Donovan, Dwight, and Schneider (2014) conducted a survey of 162 job applicants for pharmaceutical sales positions, both before and after they were hired; and they found that "applicant faking was a common occurrence, with approximately half of the individuals being classified as a faker on at least one of the dimensions contained in the (goal orientation) measure. In addition, faking was found to negatively impact the psychometric properties of the selection measure, as well as the quality of potential hiring decisions made by the organization. Further, fakers exhibited lower levels of performance than non-fakers" (p.479). Moreover, Donovan, Dwight, and Schneider (2014) examined the "faking" literature to further ascertain how faking impacts hiring determinations; and their survey revealed that "fakers rose to the top of the selection ratings, thus increasing the likelihood that an organization would hire these individuals...fakers tended to have lower levels of performance in two domains (training performance and sales performance) than non-fakers" (p. 491). These results indicate that faking might do more than simply elevate test scores; rather, faking might change the rank-order of examinees and thus impact the hiring decision-making process.

Applicants taking personality test that are conducted before other more traditional assessment tools want to give the "right" answers and want to do well to get the job or promotion. They thus may be tempted to "fake" the test. So, how is "faking" done? White (2006, p. B3) quoted a professor at the Florida Institute of Technology, Dr. Richard Griffith, who said that "it's too easy to lie on some of these tests because applicants try to predict the 'right' answer, which can vary depending on the job. Applicants can also research employment tests on the Web and ask friends who have taken them previously." Of course, "employers and testing companies are aware that some applicants give misleading answers. So they include questions designed to



weed out fakers” (White, 2006, p. B3). The objective, of course, is to devise and administer a reliable, effective, and fair test where accurate and truthful reactions and representations are obtained. Yet despite these challenges and the criticism, Kramer (2007, p. 1291) emphasizes that the “fact nevertheless remains that businesses continue to use personality tests at an extraordinary rate.” And Kramer (2007, p. 1281) notes that “personality test examiners can avail themselves of over eight thousand psychological and personality tests.” As such, “critics may doubt the efficacy of these tests, but businesses obviously are finding some value to them” (Kramer, 2007, p. 1291).

As emphasized, a major problem with personality tests is that they are not perfect predictors of a job applicant’s behavior. Professional psychologists, therefore, remain somewhat guarded in use and interpretation of personality tests in the employment testing arena (Thomas & Scoggins, 2006). Nevertheless, the validity of personality as a personnel selection measure is improving; and personality factors continue to demonstrate increasing stability within and across instruments. Since the early 1990s, estimates of the validity of personality measures have increased as a result of factorial approach known as the Big-Five personality factors many studies (Hogan, Hogan, & Roberts, 1998; Morris, Scoggins, & Thomas, 2009). In general, the job-content domain and the test-content need to be closely linked for the use of a test for employment decisions (Standards for educational and psychological testing, 2014). A key objective of employment testing, of course, is to increase the accuracy of predicting job behavior and job outcomes. However, perfect prediction is not realistic as there are limitations to the degree of prediction, as behavior in the workplace is influenced by organizational level factors and individual characteristics. Consequently, any single selection method will only yield an imperfect predictor (Standards for educational and psychological testing, 2014). The use of employment tests combined with other alternative selection methods, as well as detailed knowledge about the research literature concerning the degree of predictive accuracy as a basis for using test information, will aid in personnel decision-making (Standards for educational and psychological testing, 2014). However, the employer must tread carefully as there are several legal as well as ethical “minefields” today involving personality tests.

### LEGAL ANALYSIS

There are a variety of laws that impact personality testing in employment. Principal laws are the Civil Rights Act, specifically Title VII dealing with employment, and the Americans with Disabilities (ADA). Accordingly, this article will examine the disparate treatment as well as disparate impact aspects of Title VII as applied to personality tests. Also, as per the ADA, the article will examine when that statute could apply to personality testing in the workplace. A very important federal appeals case, which interpreted a personality test as a medical examination pursuant to the ADA will be discussed. Certain state laws are now presented, in particular the few states that have some type of legislation restricting the use of personality tests in employment as well as the common law intentional tort of invasion of privacy.

#### U.S. Civil Rights Law

As a fundamental legal precept, personality tests as well any selection procedures will violate U.S. civil rights law if an employer intentionally uses the tests or procedures to discriminate against job applicants or employees based on the protected categories in federal civil rights law – race, color, sex, national, origin, and religion (as per Title VII of the Civil Rights Act) as well as disability (as per the Americans with Disability Act) and age (as per the Age Discrimination in Employment Act) (EEOC, Fact Sheet on Employment Tests and Selection Procedures, 2014). In addition to illegal disparate treatment discrimination, personality tests as well as other selection procedures can be deemed illegal if they have a disparate (that is, disproportionate) adverse impact on a protected group (EEOC, Fact Sheet on Employment

Tests and Selection Procedures, 2014). Specifically, regarding the Americans with Disabilities Act, the EEOC advises that the statute makes it unlawful:

- For an employer to use employment tests to screen out, or “tend to screen out,” job applicants or employees with a disability.
- For an employer to fail to select or to administer employment tests in “the most effective manner” to make sure the tests accurately reflect the skills, aptitude, or other characteristics which the tests are supposed to measure.
- For an employer to fail to provide a reasonable accommodation, including in the administration of the tests, to job applicants and employees with physical or mental impairments and disabilities (unless any accommodation would be an undue burden or hardship) (EEOC, Fact Sheet on Employment Tests and Selection Procedures, 2014).

The U.S. Equal Employment Opportunity Commission (EEOC) states that Americans with Disabilities Act places “strict limits” regarding when and how employers can ask applicants to answer medically related questions, take a medical examination, or identify a disability (EEOC, Disability Discrimination, 2014). The EEOC specifically indicates that “an employer may not ask a job applicant to answer medical questions or take a medical exam before extending a job offer” (EEOC, Disability Discrimination, 2014; EEOC, Fact Sheet on Employment Tests and Selection Procedures, 2014). However, when a job offer is extended to an applicant the employer is permitted to condition the job offer based on the applicant answering certain medically related medical questions or successfully passing a medical exam, assuming, of course, all similarly situated job applicants have to answer the questions or take the exam (EEOC, Disability Discrimination, 2014; EEOC, Fact Sheet on Employment Tests and Selection Procedures, 2014).

The EEOC (Informal Discussion Letter, May 4, 2001), furthermore, provides some guidance as to whether any test, exam, or procedure is considered to be a “medical” one, to wit:

- Is the test administered by or are the results interpreted by a “health care professional”?
- However, the fact that a health care professional is involved is not dispositive of the matter; two other key factors must be considered.
- Is the test designed to disclose a medical impairment?
- Is the employer attempting to ascertain whether a job applicant has a medical impairment?

The EEOC (Informal Discussion Letter, May 4, 2001) explains that tests that are “only designed and used to measure such things as honesty, tastes, and habits would not be ‘medical’ because traits and behaviors “are not, in themselves, mental impairments, although they may be linked to mental impairments.” Moreover, the EEOC (Informal Discussion Letter, May 4, 2001) explains that “such traits include stress, irritability, anger management, chronic lateness, poor judgment, integrity, teamwork, and prejudice.” Accordingly, the EEOC (Informal Discussion Letter, May 4, 2001) concludes:

*Thus, questions or tests designed to determine whether an applicant exhibits any of these traits or behaviors would not be considered medical and should be done during the pre-offer stage. Such tests would not become ‘medical’ examinations solely because a psychologist administers and interprets them. During the pre-offer stage, a psychologist can give non-medical tests, conduct interviews, or review questionnaires*

*that are for the sole purpose of assessing an applicant's personality traits, characteristics, and behaviors.*

Specifically regarding personality tests, the EEOC states that the Americans with Disabilities Act would prohibit employers from giving personality or psychological tests to job applicants if such tests supply information that is used to identify a mental disorder or impairment (EEOC, Informal Discussion Letter, 2005, Internet Hiring). It is also important to note that an employer may have more latitude under the ADA in using personality tests on current employees, as opposed to job applicants, so long as the personality test is job-related and measures the ability to perform the job function at issue (Mulvihill, 2006, p. 909).

Presently, "the Equal Employment Opportunity Commission is seeking to determine if personality tests discriminate against people with disabilities" (Weber and Dwoskin, 2014, p. A2). Psychological and mental disorders, of course, can be disabilities protected by the Americans with Disabilities Act, which is enforced by the EEOC (Armond, 2012). Specifically, the EEOC is trying to ascertain "if the tests preclude people with mental illnesses, such as depression or bipolar disorder, from employment, even if they have the right knowledge and skills for the job" (Weber and Dwoskin, 2014, p. A2). According to the EEOC associate legal counsel (Weber and Dwoskin, 2014, p. A2), "if a job applicant's results on a personality test are affected by the fact that the person has an impairment, and the results are used to preclude the applicant from employment, the employer then must defend the use of the personality test, even if the test was otherwise legal and administered correctly." Kramer (2007, p. 1291) therefore, warns that legally, a "broad reading of the term 'medical examination' could include almost any inquiry in today's world. Every question an employer asks, with or without a personality test, has the potential effect of revealing disabilities and thereby screening out individuals with disabilities."

The leading federal case regarding personality tests involves the Americans with Disabilities Act. The case is *Karraker v. Rent-A-Center, Inc.* (2005); the case is a U.S. Court of Appeals case from the Seventh Circuit. The Appeals Court in *Karraker* determined that the use of the Minnesota Multiphasic Personality Inventory was deemed illegal discrimination in violation of the Americans with Disabilities Act because the test, which was used to fill an internal position by a national retail chain, was deemed to be inappropriate and illegal under the ADA since it was used to diagnose a psychological disorder or mental illness, which are disabilities protected by the ADA (Kramer, 2007; Knight, 2006). In examining the personality test used by *Rent-A-Center*, the court concluded:

Because it is designed, at least in part, to reveal mental illness and has the effect of hurting the employment prospects of one with a mental disability, we think the MMPI is best categorized as a medical examination. And even though the MMPI was only a part (albeit a significant part) of a battery of tests administered to employees looking to advance, its use, we conclude, violated the ADA (*Karraker*, 2005, p. 837).

It should be noted that the mere failure of a personality test by an applicant or employee does not equate to a per se legal recognition of a disability which is protected under the ADA. In the case of *Miller v. City of Springfield* (1998), a police dispatcher applied for a position on the same city's police force, but failed the personality test. She sued the city alleging that she was denied employment and unlawfully screened out of the hiring process because she did not achieve a certain score on the MMPI-2 examination. She thus promoted the theory to the court that she was, by default, regarded by the employer as having a disability, since she failed the personality test with a result of "above normal depression," and thus should be protected the

ADA. The court ruled that the personality exam screening process was job-related and consistent with a business necessity; and the court further noted that she was not considered “disabled” by her employer under the ADA just due to the fact that she failed the personality test.

Of course, it goes without saying that the mechanics of administering these personality tests should conform to the procedural safeguards of the ADA, which requires reasonable accommodations to any disabled test taker. In the case of *EEOC v. Daimler Chrysler Corp.*, (2005) the employer was accused of not reasonably accommodating job applicants when they took the pre-screening written tests. The EEOC championed the test-takers’ causes; and thus the agency brought an action against company on behalf of applicants with learning disabilities who needed reading accommodations during a pre-employment test given for hourly unskilled manufacturing jobs. Ultimately, the case was settled and Daimler Chrysler Corporation agreed to provide monetary relief for 12 identified individuals, retesting those individuals with the assistance of a reader, and agreeing to provide a reasonable accommodation on this particular test to each applicant who requested a reader and provided documentation establishing an ADA disability. Thus, employers who institute written personality tests should ensure that applicants with reading or vision disabilities who take the tests are accommodated with either a reader for all instructions and all written parts of the test, or an audiotape providing the same information to avoid violating the ADA.

Personality tests can be in violation of Title VII of the Civil Rights Act if they are used as an instrument to discriminate against job applicants and employees and thus to treat them differently based on their race, color, national origin, gender, or religion. Such discrimination would be the “classic” disparate treatment prohibited by Title VII (Cavico and Mujtaba, 2014). Menjoe (2003, pp. 328-29) further explains the “...three major ways such discrimination can occur; (1) the tests may contain questions that employers would not normally be permitted to ask during a pre-employment interview; (2) the tests may eliminate candidates on the basis of specific character traits traditionally possessed by certain minority groups; and (3) the tests may be standardized in a way that reflects cultural bias against those who do not fit within the middle-class, racial and religious norm.”

Another major area of federal civil rights law impacted by personality tests is the adverse or disparate impact doctrine. Pursuant to Title VII of the Civil Rights Act, as interpreted by the federal courts, even if an employment policy or practice is neutral on its face, if it nonetheless has an adverse or disparate, that is, disproportionate, impact on a group of people protected by the Civil Rights Act, the policy or practice is discriminatory and illegal unless the employer can justify it by demonstrating a business necessity (Cavico and Mujtaba, 2014). In the seminal case of *Connecticut v. Teal* (1982), the Supreme Court reaffirmed the deeply rooted case precedent principle articulated in *Griggs v. Duke Power* (1971) relative to employer testing policies, to wit: that Title VII prohibits policies, procedures, or testing mechanisms that operate as a hindrance to minority groups. Therefore it is important that business managers realize that any workplace job test, including personality exams and their results, will be judicially scrutinized in detail if challenged in court.

As noted, there are mixed findings on predictive validity; and as such the varying results create a challenge for organizations that want optimal prediction in selection processes, but also want to avoid the negative effects that optimal prediction might have on protected groups (Scroggins et al, 2009). According to the disparate impact doctrine, an employer may not use an employment practice (e.g., a pre-employment aptitude test) that, even though neutral on its face and applied to all applicants or employees, disproportionately excludes members of a

protected category. An employer can defend its reliance on such an employment practice only if the employer proves that the challenged practice is job-related for the position in question and consistent with business necessity (Cavico and Mujtaba, 2014). Nevertheless, research supports the use of personality tests in addition to cognitive ability tests. By relying only on one test alone, an employer can fall prey to the allegation that the test has a disparate impact on a protected group and deemed discriminatory. This was the result in *Bradley v. City of Lynn* (2006), where minority fire fighter applicants succeeded in establishing that the cognitive test results were too heavily considered in the employment selection process and consequently constituted a disparate impact type of discrimination. In that case, the federal judge wrote:

To summarize, as all experts testified, I find that cognitive ability is correlated with job performance in public safety positions and thus, that cognitive ability examinations, in part, predict entry-level firefighter job performance. However, these cognitive examinations do not predict how quickly a firefighter can climb stairs with equipment or raise a ladder. Memorization skills only carry you so far. Teamwork and physical prowess are even more highly correlated with job performance. There is no persuasive evidence in this record that the use of the written cognitive examination as the sole basis for rank ordering entry-level firefighter candidates is a valid selection procedure.... HRD [employer] has not met its burden of demonstrating that use of the 2002 and 2004 civil service examinations for rank ordering is job related and consistent with business necessity (Bradley, 2006, pp. 173-174).

Therefore, rather than relying on a single test, the employer should include a measure of cognitive ability as well as an additional measure such as a personality test if those constructs are valid predictors of job performance. For minimizing group differences, a composite predictor is needed that excludes cognitive ability and ensures high correlations among the alternative predictors. This approach should result in minimum potential for adverse impact, but it may result in decreased predictive and incremental validity. Critics who argue that employment testing is per se illegal when mean ethnic-racial differences exist are incorrect; however, federal guidelines as well as the necessity to interpose a business necessity defense do place an expensive and time-consuming burden on employers when adverse impact is present (O'Boyle & McDaniel, 2009).

Consequently, an employer who uses personality tests should be prepared to demonstrate that they are not discriminatory and do not violate the Americans with Disabilities Act, the Age Discrimination in Employment Act, and also that they do not have an adverse or disparate (that is, disproportionate) impact on job applicants and employees based on the race, gender, national origin, as well as disability status and age. Federal law, however, is not the only area of the law that the employer must be concerned with, as there may be state and local law in the U.S. that will apply to the use of personality tests in employment.

### **U.S. State Law**

Weber and Dwoskin (2014, p. A2) noted that there is some state law on point. Knight, (2006, p. B3A) also pointed out that the states of Massachusetts and Rhode Island prohibit employers from using "personality, integrity, and honesty tests." For example, in 2011, Rhode Island government regulators ruled that there was "probable cause" to conclude that the CVS drugstore chain violated a state law prohibiting employers from eliciting information about the mental health or physical disabilities of job applicants (Weber and Dwoskin, 2014, p. A2). The company's personality test asked job applicants if they agreed or disagreed with the following statements: "People do a lot of things that make you angry." "There's no use in having close friends; they always let you down." Many people cannot be trusted." And "You are unsure of what to say when you meet someone" (Weber and Dwoskin, 2014, p. A2). CVS removed the

questions and settled the civil case of discrimination, which was filed by the Rhode Island American Civil Liberties Union, but CVS neither admitted nor denied any wrongdoing (Weber and Dwoskin, 2014, p. A2).

Managers may wonder generally if there is a duty under state tort law in general to conduct personality tests of their workers in order to assure safety to their respective customers and clients. One Californian court has refused to adopt a general standard of care that requires retail stores to conduct personality tests on their employees in order to protect customers to their establishments. In the case of *Flores v. Autozone West, Inc.* (2008), Autozone, the employer, was sued for the actions of one of its employees at its store who struck a customer with a pipe during an argument that occurred after the customer asked about the price of motor oil. The customer alleged that Autozone failed to give personality tests to its workforce, which testing would have prevented dangerous and unstable employees from being hired and endangering their customers. The court rejected this principle soundly in a summary judgment ruling in favor of Autozone and the court explained the plaintiff's lack of evidence as follows:

*Nor does Flores [Plaintiff] even come close to establishing that a retail employer might owe its customers any legal duty to conduct a thorough background check on, or to administer personality tests to, each of its employees prior to allowing them contact with the public. The burden of imposing such a requirement would be extremely high, and Flores offered no evidence that its benefit might outweigh that burden. As for the assertion that Flores' injuries stemmed from Autozone's failure to properly train Gomez, we note that it borders on the absurd to suggest that Gomez might have been dissuaded from his attack if only Autozone had provided more training concerning the inappropriateness of punching out customers (Flores, 2008, p. 180).*

However, in many state public safety agencies, such personality testing can be, and are, required. For example, Chapter 501 of the Iowa Administrative Code, Section 2.2(2) (80B), titled "Required personality test," states:

*The Minnesota Multiphasic Personality Inventory (MMPI) test shall be taken by all applicants in the final selection process for a law enforcement position.*

*The prescribed personality test for an applicant in the final selection process shall be administered, scored and interpreted by the academy or by an individual who has been approved by the academy. The prescribed personality test for an applicant in the final selection process shall be evaluated by the Iowa law enforcement academy. These tests shall be evaluated and test results and evaluations shall be forwarded to a law enforcement agency for selection purposes only by the Iowa law enforcement academy upon proper waiver by the applicant.*

Failure to follow governmental regulations as to licensing or pre-hiring screen processes that require the use of personality tests can expose an employer to liability, as there is now a duty to conduct such exams by law in certain professions and industries.

Of course employers must be aware that the questions used on these personality tests should not amount to an invasion of privacy and/or be discriminatory in nature. Otherwise, employers may find themselves in the precarious position defending itself in court. In the high-profile public case of *Soroka v. Dayton Hudson Corp.* (1991), the giant retailer's (Target's) personality test questions were challenged by a group of employees who alleged they were

discriminatory in nature and a violation of California's State Constitutional Right to Privacy. The job applicants applied as store security guards at Target locations and were administered Psychscreen evaluations, which were a combination of the Minnesota Multiphasic Personality Inventory and the California Psychological Inventory questions. Target explained in its defense that both of these tests had been used to screen out emotionally unfit applicants for public safety positions, such as police officers, correctional officers, pilots, air traffic controllers, and nuclear power plant operators. The test was composed of 704 true-false questions and the applicants were instructed to answer every question. The battery of queries used (in the form of affirmative statements to the test-taker) included the following "eyebrow-raising" statements. The test includes questions about an applicant's religious attitudes, such as:

- 67. I feel sure that there is only one true religion....
- 201. I have no patience with people who believe there is only one true religion....
- 477. My soul sometimes leaves my body....
- 483. A minister can cure disease by praying and putting his hand on your head....
- 486. Everything is turning out just like the prophets of the Bible said it would....
- 505. I go to church almost every week.
- 506. I believe in the second coming of Christ....
- 516. I believe in a life hereafter....
- 578. I am very religious (more than most people)....
- 580. I believe my sins are unpardonable....
- 606. I believe there is a God....
- 688. I believe there is a Devil and a Hell in afterlife.

The test includes questions that might reveal an applicant's sexual orientation, such as:

- 137. I wish I were not bothered by thoughts about sex....
- 290. I have never been in trouble because of my sex behavior....
- 339. I have been in trouble one or more times because of my sex behavior....
- 466. My sex life is satisfactory....
- 492. I am very strongly attracted by members of my own sex....
- 496. I have often wished I were a girl. (Or if you are a girl) I have never been sorry that I am a girl....
- 525. I have never indulged in any unusual sex practices....
- 558. I am worried about sex matters....
- 592. I like to talk about sex....
- 640. Many of my dreams are about sex matters (Soroka, 1991, p.1205).

The Californian state appeals court granted the employees' request for an injunction against Target, thereby restraining the retail giant from continuing to use the current structure of the personality exam and its questions; and in doing so the court explained:

While Target unquestionably has an interest in employing emotionally stable persons to be SSO's, testing applicants about their religious beliefs and sexual orientation does not further this interest....To justify the invasion of privacy resulting from use of the Psychscreen, Target must demonstrate a compelling interest and must establish that the test serves a job-related purpose. In its opposition to Soroka's [plaintiff] motion for preliminary injunction, Target made no showing that a person's religious beliefs or sexual orientation have any bearing on the emotional stability or on the ability to perform an SSO's job responsibilities. It did no more than to make generalized claims about the Psychscreen's relationship to emotional fitness and to assert that it has seen

an overall improvement in SSO quality and performance since it implemented the Psychscreen. This is not sufficient to constitute a compelling interest, nor does it satisfy the nexus requirement. Therefore, Target's inquiry into the religious beliefs and sexual orientation of SSO applicants unjustifiably violates the state constitutional right to privacy (Soroka, 1991, p. 1213).

Target ultimately paid out over \$2 million to settle the litigation and to avoid further negative publicity and press coverage over the testing. Thus, it is important for employers to examine the nature of the questions being asked on these personality tests and not blindly assume that they are legal in form. A good risk management strategy is to make sure that the questions being asked do not, on their face, expose the organization to legal liabilities and thus give rise to claims of invasion of privacy and discrimination. Many states follow the Restatement (Second) of Torts (1977) (the "Restatement") definition of invasion of privacy, to wit: "One who intentionally intrudes, physically or otherwise, upon the solitude or seclusion of another or his private affairs or concerns, is subject to liability to the other for invasion of his privacy, if the intrusion would be highly offensive to a reasonable person" (Restatement, Section 652B, 1977).

### **Labor**

Workplace labor unions add an additional challenge to employers who institute personality testing as a condition of employment or advancement in the business organizational structure. While the forgoing discussion applies to union member employees, their collective bargaining agreement may or may not address the use of personality tests. A prudent employer should be cautious in the negotiation and drafting of the collective bargaining agreement to avoid language that would limit or preclude these tests in the workplace. However, the employer may still find itself at the mercy of an arbitrator's evaluation that the personality test is not a "fair assessment" to establish a "good reason" for discharge of labor union members who did not score high enough on the exams.

This result is exactly what occurred to Daniel Construction Company, which was hired to construct a nuclear power plant in Callaway Missouri for Union Electric Company. The personality test was created by Union Electric Company as part of its qualification to secure a license from the Nuclear Regulatory Agency to build and operate the nuclear reactors; and the Daniel Construction Company adopted that personality testing procedure for its unionized workforce so that they could qualify to work at the site without escorts. It must be noted that Daniel Construction Company was offered by Union Electric Company to institute an alternative "escort policy" at the construction worksite for its personnel if it did not wish to implement the personality testing, which presumably would increase the transaction costs to Daniel Construction Company, the employer. About 157 of Daniel Construction Company's labor force could not pass the personality test and were terminated. The unions filed grievances against Daniel Construction Company under their collective bargaining agreements, and vigorously contested the propriety of one of the "mini-IPAT psychological examinations" given to their members, which resulted in the employee terminations. The union prevailed at arbitration; and the employer appealed ultimately to the Eighth Circuit Court of Appeals in the case of Daniel Const. Co. v. LOCAL 257, IBEW (1988). The federal appeals court agreed with the arbitrator and the lower district court that the failure of the personality test by union employees was not a basis for "good cause" for their termination under the applicable labor union agreements. In doing so, the court explained:

Daniel produced extensive evidence supporting the test. After considering the extensive expert testimony, the arbitrator found the test to have sufficient "reliability." He determined,



however, that the mini-IPAT test battery with an absolute cutoff score lacked adequate "validity," and that the test procedure should have provisions for clinical interview of at least the individuals who did not pass the written test. The arbitrator ruled therefore that "the test was not a reasonable one and was not an appropriate security rule. According to evidence accepted by the arbitrator, the test would have screened out a large number of employees who were actually stable, while passing a number of employees who were unstable. In sum, the arbitrator rejected the test as unreasonable because it lacked predictive validity and because it provided no appeal interview with a clinical psychologist to ameliorate this flaw...The only evaluation of the screening plan was one rigorously tested in the adversary process before the arbitrator and reviewed by the district court and this court. That plan was found wanting in validity and was unreasonable in failing to provide for a clinical review for those employees failing the written test (Daniel Const. Co., 1988, p. 1179).

The federal court concluded with a ruling in favor of the labor unions, thereby rejecting the employer's justification of terminating employees who failed the personality test; and the court explained that "The arbitrator's award draws its essence from the contract and it in no way contravenes the public policy of nuclear plant safety" (Daniel Const. Co., 1988, p. 1183). The "take-away" for employers in this case is that discharge of labor union members based on personality test results may violate "good cause" provisions within the collective bargaining agreements themselves under certain circumstances.

In terms of the legal summary, we can say that employers must ensure that their personality tests do not violate Title VII, the ADA, the ADEA or other state laws; they cannot be used to intentionally discriminate against job applicants and employees based on their race, gender, disability, age or other protected categories pursuant to federal civil rights law. Employers also must ensure that the personality tests do not cause any adverse disparate impact on a protected group. Employers must be sure that the tests or their implementation do not violate any state or local law or violate collective bargaining agreements. Further, the nature of the test questions on their face should be evaluated to assure that they are not considered an obvious violation of privacy or discriminatory in nature. Of course, classifying a personality test as "merely" a "pure" personality one as opposed to a medical examination or a psychological test for ADA purposes is a continuing struggle. While there is no general duty of care for employers to use "personality tests" in order to protect their customers and clientele from dangerous employees, when professions and governmental agencies require these types of examinations, a duty of care pursuant to common law negligence principles does attach. Yet, assuming a personality test is indeed lawful and lawfully administered and interpreted, the question nonetheless remains as to the test's morality.

### **ETHICAL ANALYSIS**

In order to determine if the use of personality tests in employment is moral one must ethically examine the practice. Accordingly, what is "ethics"? Ethics is the branch of philosophy that is used to reach moral conclusions as to "good" or "bad," "right" and "wrong," and "moral and immoral." The field of ethics consists of the intellectual theories and principles that one uses to reason to moral conclusions (Cavico and Mujtaba, 2013). The two ethical theories that will be addressed in this article are Utilitarianism and Kant's Categorical Imperative. These theories are all Western-based, secular, and reasoned-premised ethical theories.

#### **Utilitarianism**

Utilitarianism is a relatively modern ethical theory, created by the English philosophers and social reformers, Jeremy Bentham and John Stuart Mill. Utilitarianism is at times called a "consequentialist" ethical theory because morality is determined by a preponderance of good

results that will be produced from an action. So, the action itself is neutral; it is the consequences that determine morality. One surely is familiar with the basic tenet of Utilitarianism: An action is moral if it produces “the greatest amount of good for the greatest number of people” (Cavico and Mujtaba, 2013). Challenging aspects of this ethical theory are that one has to predict the consequences – good and bad – that will result from an action and then measure and weigh them to determine if the good outweighs the bad, and thus the action is moral, or the bad outweighs the good, and consequently the action is immoral. As for the predictive element, the Utilitarians would say to base predictions on probable or likely or reasonably foreseeable consequences; and do not guess or speculate. As to the measuring, be as objective and scientific as possible, they would say. One positive feature of Utilitarianism is that it is a very egalitarian ethical theory; that is, all people get treated equally; since everyone is a human being and feels pleasure and pain, everyone gets “counted” in this Utilitarian “calculus.” That is the “good news”; however, the “bad news” is that when the counting is done there may be more good - pleasure-happiness-satisfaction than bad – and thus the action is moral. Yet there are still some bad consequences, perhaps to a minority of people, but the bad consequences were outweighed by the good; the “bad” got counted, at least. As such, under Utilitarianism, to state another old maxim that the readers are familiar with: “The end justifies the means.” And if the “end” is the “greater good” the fact that there are some bad consequences as in the means is permissible under this ethical theory (Cavico and Mujtaba, 2013). The first step in a Utilitarian ethical analysis is to determine the people and groups affected by the action, typically called in business parlance the “stakeholders.”

The main stakeholders affected by personality tests encompass employers, job applicants and employees, customers and clients, the test creators and administrators, and society as a whole. For employers, if the tests are used properly, the hiring process should improve as employers will gain a deeper insight into the characteristics of job applicants and employees. Time, effort, and money will be saved as employers will be able to use the tests to focus on a “targeted” group of potentially more “fit” employees instead of having to screen large numbers of job applicants. Moreover, turnover should be reduced; and as a result the employer should gain more revenues and profit. Suitable employees could be more readily identified, as well as employees needing more development and training. However, if the tests are used in an improper manner, lawsuits pursuant to federal and state law could ensue as well as condemnation of the employer for acting in an unethical manner. Test results could be inaccurate due to some failing in the test as well as “fakers” supplying false information and thereby “gaming” the system. Such negative consequences could harm the reputation and profitability of the employer. Even if the tests are used wisely and well, the employer will have to bear the costs of the tests as well as the costs for the professionals who will make sure that the tests are properly devised and used.

For job applicants and employees, again, if the tests are used properly, there should be a better job-fit for positions and promotions and thus more willing, responsive, capable, and longer-serving employees. A job applicant or employee will be able to use the test as a means to display his or her strengths and characteristics well-suited for particular positions. Current employees may be able to use the tests to secure additional training and education. Yet if not used properly, the negative consequences could be disgruntled employees and job applicants who might be plaintiffs in civil rights lawsuits against the employer.

For customers and clients, being served by employees who are knowledgeable, capable, and well-suited for their positions would naturally be a positive; yet the converse holds true too. For the test creators and administrators, assuming they create and administer valid, reliable,

and legal personality tests, the result would be positive as personality testing in employment has now become “big business.”

For society, a positive consequence to personality tests being well and properly used would be a profitable employer and a productive and better paid workforce, thereby contributing to the economic growth and well-being of society. Again, if not properly devised and used, the deleterious results could be more lawsuits, animosity, and disharmony. Yet a negative consequence might be a perception that privacy rights are being further infringed on by the use of such tests. Accordingly, safeguarding the privacy of personality tests is good not just for the individual test-taker but beneficial for society as a whole.

### **Kant's Categorical Imperative**

So, how does one determine the morality of an action pursuant to the Categorical Imperative? There are various aspects of Kant's supreme ethical principle. For the purposes of this article, two will be explicated and applied to the use of personality tests in employment. The first is called the Kingdom of Ends test. For an action to be moral pursuant to this test it must treat all people affected by the action with dignity and respect which they deserve as worthwhile human reasons. Consequently, if an action is demeaning, disrespectful, and treats people as a mere means, an instrument, or a tool, even to achieve a greater good, the action is immoral. The second is called the Agent-Receiver test, which is the “Golden Rule” of religion made secular by Kant. According to this test, if one did not know whether one would be the giver/agent of an action or on the “receiving end” and one is a rational person would one be willing to accept the action (Cavico and Mujtaba, 2013).

In order to be moral pursuant to the two seminal principles of Kantian ethics, personality tests must treat all job applicants as well as employees in a consistent and fair manner. The Kantian ethical responsibility on the employer is to ensure that the personality tests are devised and administered in such a way that equal opportunity is afforded to all applicants and employees. Accordingly, if two job applicants are applying for the same position, the personality tests as well as any other assessments must include the same questions, scenarios, and concepts. To use a test as an instrument to discriminate against candidates for employment and promotion is immoral. Moreover, if a personality test is used surreptitiously as an instrument to reveal a mental or psychological disorder the employer would be acting in a demeaning and disrespectful manner towards the job applicant or employee and consequently the use of the test would be an immoral action. The use of a test would also be if the employer puts too much emphasis on maybe one “undesirable” characteristic, without fairly weighing the positive traits, that is, looking at the “whole picture”; and thus a job applicant or employee may wrongly be characterized, and perhaps stigmatized and demeaned. Looking at the “whole picture” as well as being cognizant of the inherent problems in personality tests also means that the employer should not use personality tests alone in making employment decisions; rather, other more traditional evaluation methods should be utilized. And even assuming a test is valid and reliable and used properly and fairly, in order to be moral pursuant to Kantian ethics the results must be kept private and confidential. Privacy underscores the individual autonomy as well as self-worth and self-respect of individuals and, as such, is fundamental to Kantian ethics and morality.

“Ethics is not physics,” as the old saying goes. Moreover, as Aristotle once said, it is the mark of an educated person not to impose too much precision on a subject matter that defies it. Aristotle was referring to ethics, of course. Nevertheless, the succinct ethical analysis provided herein indicates that a valid, reliable, and fairly administered personality test could achieve the “greater good” and thus be moral pursuant to the Utilitarian ethical theory; and also the use of

the personality test could achieve this good by neither disrespecting nor demeaning any people, as required by Kantian ethics.

### **Implications and Recommendations**

There are some limitations to this article. First, it is not a data-driven article, though it does make reference to and cite such research works. Rather, the article is a legal, ethical, and practical analysis of a continuing quandary in employment law and practice. Second, the legal focus of the article has been primarily on the private sector; as such, the use of personality tests by public sector employers is not examined from a constitutional perspective. Nonetheless, there are some important implications and recommendations for all managers and human resource s professionals.

If the tools that human resource practitioners use to assess the personalities of existing or potential employees are flawed or used improperly, decisions based on these tools cannot be expected to be credible, let alone legal and ethical. This article, therefore, has sought to draw the attention of academics, practitioners, and managers to the limited validity and use of these and other similar instruments. Although these tools facilitate the employer's decision-making process, they have limited credibility and reliability. Hence, they should, at best be used in "moderation" and in conjunction with other more traditional methods, such as interviews and on-the-job testing for taking important decisions (Patel, 2006). Employment testing involves using test information to improve personnel decision-making. However, decision-making about the use of employment testing needs to be specific to the context in which the test is to be used since both the content and the context vary (Standards for educational and psychological testing, 2014).

Employers can and should use personality tests in addition to cognitive ability measures when both are valid predictors of job performance. The employer, of course, must be aware of the limits to as well as any flaws in the tests. Moreover, organizations must be cognizant that the inclusion of a personality test will probably not reduce group differences to the degree that managers might expect. Therefore, organizations will need to make their own decisions regarding the use of these predictors, validity maximization, and potential adverse effects based on their own values, needs, and strategy. Expert advice clearly is paramount. For example, since using personality tests alone can result in adverse impact, some experts have argued that it would be better to use them in combination with cognitive ability measurements in order to ensure maximum predictive validity as well as be more "defensible" in court, if necessary (Scroggins et al., 2009).

In order to avoid legal liability, the employer should take heed of counsel from the Equal Employment Opportunity, which agency provides some general recommendations for employers regarding testing and selection procedures, called "best practices," to wit:

- Employers should use tests and selection procedures without regard to race, color, national origin, sex, religion, age, or disability.
- If a selection procedure screens out a protected group, the employer should determine whether there is an equally effective selection procedure that has less adverse impact, and, if so, adopt the alternative procedure.
- "Employers should ensure that employment tests and other selection procedures are properly validated for the positions and purposes for which they are used. The test or selection procedure must be job-related and its results appropriate for the employer's purpose."

- “To ensure that a test or selection procedure remains predictive of success in a job, employers should keep abreast of changes in job requirements and should update the test specifications and selection procedures accordingly.”
- “Employers should ensure that tests and selection procedures are not adopted casually by managers who know little about these processes...No test or selection procedure should be selected without an understanding of its effectiveness and limitations for the organization, its appropriateness for a specific job, and whether it can be appropriately administered and scored” (EEOC, Fact Sheet for Employment Tests and Selection Procedures, 2014).

Based on the statutory and case law, the preceding EEOC recommendations, and legal commentary, as well as the foregoing ethical analysis, the authors offer the following additional suggestions to employers, to wit:

- Employers are not summarily prohibited from using personality tests for employment purposes; but employers should not use any personality test that could be used to identify job applicants with mental disabilities.
- Do not use tests that are used in the medical field to diagnose mental and psychological disorders in an attempt to ascertain personality characteristics since such tests will be branded as medical examinations, thereby triggering a “disability” designation and ADA purview, regardless of the employer’s appropriate business intent.
- Avoid clinical psychological tests as well as any personality test with questions designed to elicit information about mental disorders or disabilities.
- Avoid using personality tests that are designed for medical purposes as well as employment purposes.
- Remember that a court may deem a personality test a medical exam under the ADA even if the employer only intends to use any results from the tests to measure personality traits related to employment.
- Use personality tests only to ascertain employment suitability, not to reveal any mental health conditions.
- Make sure questions on personality tests are job-related and thus the tests will be helpful in determining who is the best candidate for a job or position.
- Have doctors and other medical professionals in addition to lawyers and human resources professionals examine personality tests to make sure they are not medical or psychological examinations.
- Do not provide the results of personality tests to doctors or other medical professionals for interpretation.
- Be wary of using personality tests as a “short-cut” in the hiring process; that is, also use the traditional screening tools, such as resume examinations and personal interviews.
- Use an industrial-organizational psychologist as a “preferred practice” in administering personality tests as opposed to human resources personnel or third-party consultants (Armond, 2012, p. 1139).

There is a basic general legal principle for managers to follow when instituting personality testing, to wit: Tests used in the employee selection process must evaluate the person for the job and not evaluate the person in the abstract (Griggs v. Duke Power Co., 1971). Further, Title VII of the Civil Rights Act of 1964 requires that evidence offered to show the business necessity of an employment practice directly address the necessity of the practice for the particular job for which it is utilized (42 United States Code, Section 2000e-2(k)(1)(A)(i)). Thus, personality tests will be improper if there is no rational basis for their use in the hiring process. Beyond these basic legal standards, courts and the legislature provide limited clear guidance to employers as to the use of personality tests in the workplace. Before adopting and instituting

personality tests in the workplace, a business manager should contemplate the various legal risks involved and craft a testing policy that will pass muster with the courts if challenged. Business managers should realize that adopting a “one size fits all” personality test in the workplace is not a legally sound strategy.

The employer, therefore, must investigate its own employment hiring practices to determine exactly what types of tests the employer is using to screen job applicants and to evaluate current employees. The goal of the employer as well as the creator of the test is to look for personality traits or characteristics that will make employees successful on the job and then to create a test that will ascertain those traits and/or predict certain behaviors; and thus for the employer to hire the “right” job applicant or promote the “right” employee. A key fact is whether there exist academic and scientific studies, which are objective, and which show that a test is valid, accurate, and reliable. To create, validate, and use tests, however, is a challenging task and one not without controversy or risk of litigation. The employer thus should be counseled to be aware of the limitations of such tests and not to use them solely in making hiring determinations; plainly, the tests, if used, should be used in conjunction with other more traditional hiring mechanisms such as the interview. A test should not be the sole criterion for making an employment determination; more traditional assessment measures such as education and experience, resumes, references, and personal interviews should also be used. (Gonzales-Frisbie, 2006) recommends the use of the “Role-Based Assessment,” which is an assessment tool created by the Gabriel Institute, a professional services company, and which is a form of testing based on behavioral research, is delivered online and “consists of questions structured in an unbiased form that focuses on job requirements” (pp. 203-04).

Therefore, the legal and ethical mind-set of the employer should be to use the personality tests as well as other more traditional assessment measure to better and more fairly screen people and especially to attempt to “pull out” the strengths of all job applicants and employees. The goal should be a positively framed one of seeing where job applicants and employees are most strong. Yet specifically regarding personality tests, Knight (2006, p. B3A) quoted an employment law attorney who stated that “employers need to do their homework before using tests.” Employers, therefore, must consult with legal, human resources, and psychological experts before using personality tests. One point is clear, though, that is, the use of such personality tests will increase, and so will the legal, ethical, and practical debate.

### **SUMMARY**

The examination of personality tests provided by this article indicates that personality tests in employment must be devised, administered, reviewed, and analyzed by employers using a great deal of caution and prudence. The objective is to create and use tests that are practically efficacious, legal, as well as moral. Yet the law of personality tests is just developing and now encompasses federal regulatory and case law as well as state law. The employer, naturally, must ensure compliance with all applicable laws regarding the use of personality tests. The ethical context for personality tests is even more complex; nonetheless, the employer must ensure that the tests not only benefit the employer’s egoistic interest but also that the tests are moral pursuant to ethics. They must achieve the greater good to be moral pursuant to Utilitarian ethics, but must achieve this personal good and societal good without violating Kantian ethics. As such, to be moral pursuant to Kantian ethics, personality tests should be fair, non-discriminatory, and treat the job applicant and employee in a respectful and dignified manner. The ultimate goal, as in every aspect of employment, is to create a workplace that is efficient, effective, legal, and moral.

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# Perceptions on Implementation of Automotive National Diploma Curriculum on Its Trainees' Preparation for Job Performance of Technical Vocational Education Training (TVET) In Nairobi Region

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## Abstract

This paper examines the perceptions on implementation of automotive national diploma curriculum on its preparation of its trainees for job performance. The quality of graduates from Technical, Vocational Education and Training (TVET) institutions in the country has deteriorated such that trainees are not prepared adequately for the world of work. This experience prompted the researcher to establish the perceptions of automotive diploma curriculum implementation preparation of its trainees for job performance at the workplace a case of the selected Technical Training Institutions (TTIs) in TVET Nairobi region. The researcher used a survey design on the selected four TTIs out of a total of eight in Nairobi region and located within the geographical areas where there was concentration of automotive industries. Five tutors, ten students from TTIs from the five automotive industries and two supervisors from industries were randomly selected and given the research questionnaires to fill. To show relationships between variables, all variables were subjected to both descriptive and inferential statistics. In keeping with the convention of empirical research, the results of this study were tested at the 0.05 level of significance. This paper reveals that learning subjects needed as a strong foundation for pursuing the engineering based courses were not considered as pre requisite for admission to the diploma courses. The Trainers' views that TVET curriculum implementation did not allow serious and meaningful interaction with the job market could be relied on because of their good teaching and field experiences. The researcher recommended development of the policy guidelines on the minimum entry grades for engineering programmes that include core support cluster subjects so as to allow trainees cope up with the curriculum content, the upgrading trainers' competencies and professional development, formulation of an industrial training policy and investing heavily in purchase of updated training facilities, materials and equipment. Researcher emphasized in the use of practical demonstration and field training, the preparation of quality teaching tools by trainers and continuous monitoring and supervision of curriculum implementation process.

**Key words:** Perception; implementation; curriculum; TVET; Nairobi Region; Automotive Diploma; Job performance.

## INTRODUCTION

Technical and Vocational Education and Training (TVET) institutions in the country are classified as; National Polytechnics (NPs), Institute of Technology (ITs), Technical Training Institutes, Vocational Training Centers and Youth polytechnic (Koech, 1999). The management of any TVET institution wishing to offer diploma curriculum must seek approval from the

Directorate of quality assurance and accreditation under ministry responsible for training as stipulated in the various KIE curriculum documents. The institution must meet the standards set by the directorate of quality assurance and accreditation. In Kenya there are twenty six Technical Training Institutes and for purposes of administration and management of TVET activities such as industrial attachment, extra-curriculum activities and TVET skills exhibitions, they are grouped in six (6) TVET regions. These regions include; Nairobi, western, North rift, Nyanza, Central and coast region. The TVET Nairobi region have eight (8) TTIs comprising; Nairobi, Masai, PC Kinyanjui, Kabete, Machakos, Thika, NEP and Wote Technical Training Institute. The researcher could not carry out the study in all the twenty six TTIs in Kenya and also the eight within TVET Nairobi region, because of their wide range of geographical location. However, the sampled TTIs in Nairobi region were purposively selected because of the following reasons:

- I. The region represent the highest number of TTIs and a big number of automotive industries where trainee were likely to get their industrial attachment
- II. The four institutions were fairly accessible to the researcher, considering the financial constraints and time planned to complete the research study.
- III. The enrolment rate in the selected TVET institutions was comparatively high because they were located within the areas with more socio- economic activities thus gave the researcher the advantage of collecting accurate data.

The employers visited for data collection were those that deal specifically in vehicle repair and maintenance as their core business and also where automotive diploma trainees mostly sought for their industrial attachment. This allowed the researcher to get the trainee's experiences in relation to skills they have learnt compared to what is needed for job performance at the workplace. The historical development of Technical Vocational Educational and Training (TVET) skills training among the indigenous people in Kenya is traced back to the pre-colonial days when acquisition of specialized skills in some trades were only reserved for particular clans.

Thus belonging to a certain clan was a prerequisite for induction into some of the traditional trades such as wood-curving, tannery, blacksmith, hunting, beekeeping or traditional medicine (NITC Trade Testing Taskforce Report, 2005).

According to the above trade testing taskforce report, for one to acquire the art of the trade the trainee used to be attached to a master craftsman commonly referred to 'Sitting with Nellie' that is apprenticeship or on- job training. By watching the craftsman and imitating what he did, the trainee would either learn some skills or learn the little that Nellie (trainer) knew or in most cases not learn at all. However, there was no structure for identification of artisan's skills level of competency. Towards this end the colonial government in 1951 introduced the Trade Testing system which was administered as a mean of testing and certification of the artisans who acquired skills both formally and informally. Currently, the Trade Testing system is coordinated by the Directorate of Industrial Training under the ministry of Labour (NITC Report, 2005).

Technical Training Institutes formerly Technical secondary Schools which are center for this study were never given serious attention in the provision of additional and upgrading of training facilities/ equipment and relevant qualified/experienced teaching staff for the institutions to implement post school training curricula at both certificate and diploma levels. However, same teachers continued teaching despite their deficit in both work experiences and technical qualifications (EFA handbook, 2000).

The concept of adoption to the world of work is a major concern to the government training institutions, professional bodies, employers and other stakeholders dealing with the employees' recruitment policies and promotion of Education/Training in Kenya. Report on Rapid Appraisal on the status of TVET in Kenya (GoK, 2003) revealed that there is mismatch between supply and demand for skilled manpower at different levels leading to poor job prospects for TVET graduates due to inadequate and relevant skills essential for job performance in industry.

However, it is worth noting that positive contribution to the work place does not only mean having the necessary technical skills, but it also means engaging with the organization and its goals, understanding the dynamics of the workplace, and taking up a job role with an informed knowledge of all its requirements. It also means applying a broad range of employable skills learned in many contexts and through a wide range of experience (Report by Australian Chamber and Industry, 2001).

The automotive technician (holder of diploma in automotive) today needs competencies in both vehicle mechanical and electronics technology alongside skills in vehicle management systems for them to be able to work on the current vehicle models. Trainees pursuing diploma automotive course therefore requires, to be adequately prepared with necessary knowledge, skills and attitude for them to perform to the industries' expectations.

The observation by Daungla (1997) on the automobile's historical growth and development reveals that, the car has become an invaluable asset both culturally and economically and that the maintenance and repair of these vehicles due to shift of modern technology poses a lot of challenges to current vehicle technicians, thus requiring them to be well grounded with employable skills.

The report by the Department of Technical Education in the Ministry of Higher Education, Science and Technology (2005), indicates that current vehicle technician(diploma certificate holder) requires high level of specialized training so as to cope up with fast growing global technological vitality in the present and future motor industry. Thus need for heavy investment by TVET institutions and government in purchase of modern equipment and hiring of relevant qualified and experienced trainers so as to offer quality training for employability. TVET Institutions' capacity to match the skills demand with industrial growth and development is observed as a serious challenge in that, the TVET graduates experiences problem of adaptation to the world of work due to the limitation of exposure with employable skills during training period (Rapid Appraisal Report, 2003).

TVET policy curriculum development framework (KIE,2010), states that for Kenya to realize vision 2030, strong human capacity must be developed and training institutions must aspire to produce graduates with the skills that are highly regarded by employer and are seen to contribute to the country's prosperity and social capital. In this respect therefore the problem of adaptation to the world of work is so diversified that only a very critical study will establish the missing links in terms of training deficit and graduates' job performance at the work place.

This study was thus, motivated by the fact that after having been concerned with continuous complains on decline in quality of graduates from TVET institutions, through his interactions with employers, from various literatures and authority documents which includes; Sessional paper No.1 of 2005 on Education, Training and Research and trainers/ educationist during the development/review of TVET curricula and his involvement in development and implementation of education and training policies.

## **PROBLEM ANALYSIS**

The rationale for providing Technical, Vocational Education and (TVET) is based on its use in the labour market and the improvement of social status of individuals. People seek training to help them get jobs, better positions in the jobs they already have, raise their earnings and attain many more physiological needs. Government organizes and finances TVET in order to increase its international competitiveness, reduce unemployment and make labour market function more efficiently. Employers seek to increase productivity and quality of their services through the skills training and re-training of their workers. However, these aspirations are difficult to realize fully due to challenges experienced in the implementation of the training curriculum for preparations of quality and relevance graduates (HEART TRUST-2001).

The apprenticeship training that critically addresses the aspect of provision of employable skills to the trainees has reduced significantly in the recent times and that industries are no longer embracing this mode of training (NITC Report of DIT Centers, 2008). Today, most employers prefer to higher graduates from TVET institution instead of recruiting them as apprentices after school, thus forcing them to upgrade their skills to augment their adoption to the world of work. TVET institutions' response to the dynamism of technological development has been minimal, while the review of the TVET national curricula to match up with changes in technology has been slow. Thus, skills acquired by TVET graduates do not match with the skills required by employers (National Skills Training Strategy Paper, 2008).

The issue of provision of relevance skills for employability of TVET graduates during training has been captured in various Kenyan policy documents, KIE training need assessment reports and in local and international publications. However, other than work which has been done by consultants and scholars on general TVET policies, there is no research which has been done on perceptions of the implementation of automotive national diploma curriculum on its trainees' preparation for job performance and in particular to TTIs and those that falls under TVET Nairobi region. In summary, the statement of the problem is as follows; 'The trainees pursuing diploma automotive curriculum are not adequately prepared for job performance in the world of work'. This research attempted to establish perception on implementation of automotive national diploma curriculum on its trainees' preparation for job performance in TVET Nairobi region.

## **NOTE ON METHODOLOGY**

This study adopted the survey design. This design offered the researcher an opportunity for an in-depth and comprehensive enquiry of the subject of the study. The researcher considered the four purposes of the descriptive survey design in designing this study which according to Van Dalen (1979), includes: (a) to collect factual information that would explain existing situations; (b) to make comparisons and evaluations; (c) to identify special problems or to justify existing conditions or practices; and (d) to determine what other people are doing about similar problems and to make suggestions for future course of action. The survey design provides an in-depth use of the logical methods of inductive-deductive reasoning to arrive at generalizations, habitually employ randomization, the variables and procedures are described as precisely and totally as possible so that it is easier for the study to be replicated by other researchers, and they are also non-experimental. The design was also used because of the nature of the problem that the researcher investigated.

The raw data collected from the questionnaires were edited to eliminate errors. They were then coded and later keyed into the computer and analyzed using the statistical package for social sciences (SPSS) version 10.0. To show relationships between variables, all variables were subjected to a descriptive analysis yielded frequencies, percentages, means, and standard

deviations and alpha coefficients. Further, descriptive statistics were used. Frequency tables, charts and graphs were used to summarize and present the findings.

## RESULTS AND DISCUSSIONS

### Demographic Information of the Respondents

It was important to collect data on the demographic information of respondents. The demographic aspects of interest to the study were gender of respondents, age bracket of respondents, name of institution, modules taught, name of organization and years of working experience of trainers.

### Gender Respondents of Supervisors, Trainers and Students

Information on gender was important since it showed the representation in the study by gender. Data on gender was collected, analyzed and presented as displayed in table.1.

**Table 1: Distribution of supervisors, trainers, KIE directorate staffs and students by gender**

Gender	Supervisors		Trainers		KIE Directorate staffs		Students	
	F	%	F	%	F	%	F	%
Male	3	75	13	10	1	50	26	96
Female	1	25	-	-	1	50	1	4
Total	4	10	13	10	2	10	27	10

Table 1 shows that most supervisors (75%) were male with (25%) being females. All the trainers (100%) were male while the majority of students (96%) were also male. The study also established that out of the two (2) KIE directorate staff one (1) was male while the other was female. The study findings tend to indicate that the automotive diploma course is dominated by males. The reason could be due to the fact that automotive diploma course is perceived to be biased towards male students. Seemingly right from secondary school, most girls tend to avoid the subjects preferred for one to join this course. These are; Mathematics, Physics and Chemistry

### Age bracket of respondents

Information on age bracket of respondents was deemed important since it showed the representation of the respondents by age. Data were collected, analyzed and presented as displayed in table. 2 below.

**Table 2: Distribution of respondents by age bracket**

Age bracket	Supervisors		Students		Trainer		KIE staff	
	F	%	F	%	F	%	F	%
20 years and below	-	-	-	-	-	-	-	-
21 – 25 years	-	-	24	89	1	14	-	-
26 – 30 years	-	-	3	11	2	24	-	-
31 – 35 years	1	25	-	-	3	62	-	-
36 – 40 years	2	50	-	-	8	-	-	-
41 – 45 years	1	25	-	-	-	-	2	100
46 and above	-	-	-	-	-	-	-	-
Total	4	100	27	100	13	100	2	100

Table 2 demonstrates that most supervisors (75%) were aged between 36 and 45 years, most students (89%) were aged between 21 and 25 years while a few students (11%) were aged between 26 and 30 years. Most trainers (62%) were aged between 36 and 40 years while all

the directors (100%) were aged between 41 and 45 years. The study findings tend to imply that the trainers were mature enough to handle the automotive diploma students during teaching, who were also of mature age (21-25 years) and could therefore undertake the TVET training with the seriousness it deserved.

### Supervisors' years of experience

This study sought information from the supervisors on the years of experience. Data collected and analyzed revealed the summary displayed in Fig. 1

**Fig. 1: Distribution of supervisors by years of experience**

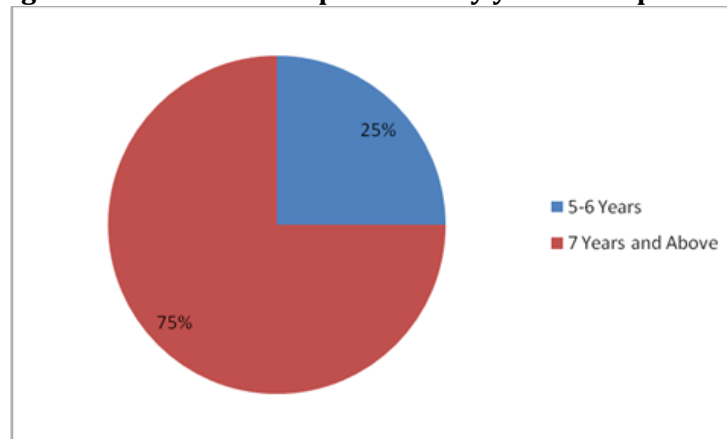


Fig. 1 shows that all the supervisors had an experience of 5 years and above with the majority (75%) having an experience of 7 years and above. A follow up question was posed to the K.I.E directorate staffs on their years of experience in curriculum development. Data were collected, analyzed and the findings revealed that all the staffs (100%) had an experience in curriculum development of above 5 years. The question on years of experience gave the findings that tended to imply that both the supervisors of the industrial attachment programme in the automotive industry and the KIE directorate staffs had enough experience (above 5 years) to implement and coordinate the development of training curricula effectively.

### Factors related to automotive diploma trainee's preparation for job performance

The researcher sought information from students on their Mean Grade (MG) (KCSE). Information on the trainees' MG was deemed important since it determined the attitude and the future performance of the trainees in the TVET programme. Data were collected, analyzed and presented as shown in Fig 2

**FIG. 2: DISTRIBUTION OF STUDENTS BY ENTRY MEAN GRADE**

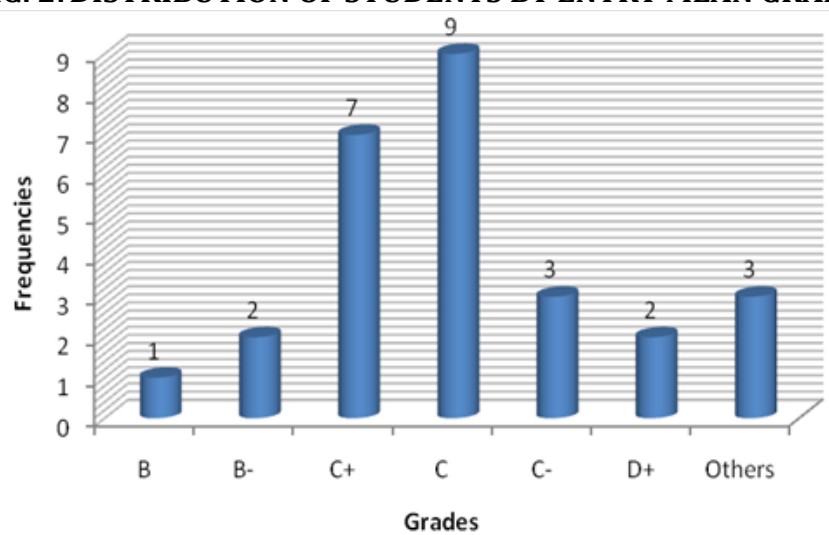




Fig. 2 clearly shows that (82%) of the students got a mean grade of C- and above, which is the pre-requisite for admission for any TVET programme. The remaining (18%) of the students having grade D+ and below or any other qualifications approved by Director in charge of training. The study findings tend to indicate that all the students that joined the Automotive Diploma course had passed their KCSE examination with C-mean and above and had other required qualifications in an addition to their KCSE grades below C- mean grade. The trainees were therefore good material for this diploma course. Asked about their scores in various subjects required for enrolment in this course, data were collected, analyzed and presented as displayed in Fig. 3 below:

**Fig. 3: Distribution of students' performance by Subject grades**

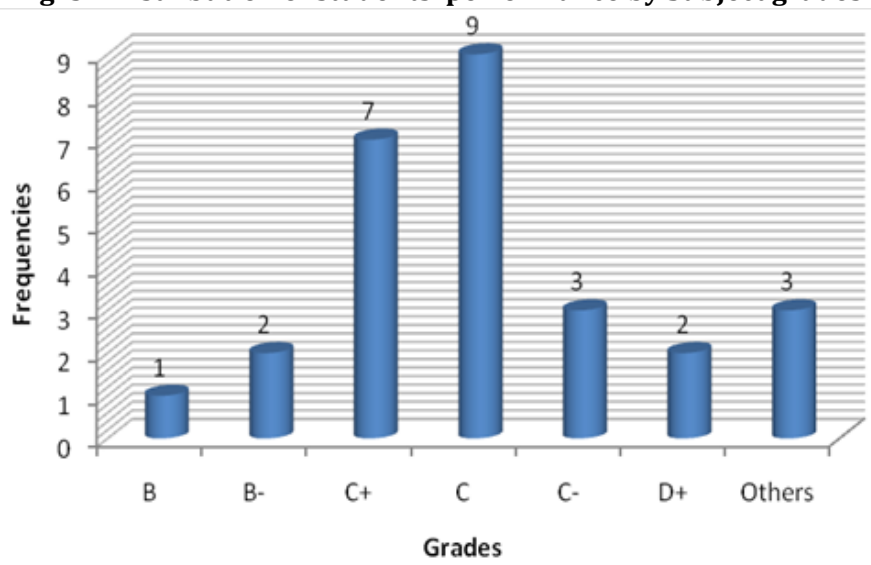


Fig. 3 clearly shows that most students enrolled for automotive diploma course scored in the specific subject as follows; C- and above in Mathematics (79%), Physics (87%), Chemistry (96%), Physical Science (100%) and English Language (96%). These findings tend to imply that at subject level the students' performance was within the pre requisite grade to pursue Engineering based course. This was an indication that majority of the students had very good potential to grasp the content in the automotive curriculum. A follow up question on the issue of discipline gave the findings that all the students (100%) indicated that they had not been accused of indiscipline in their current station and according to a few students (37%) the punitive measures given were prescribed in the institutions' rules and regulations. It was also further established that the students in the automotive diploma course decided to join the course on their own and this was deemed as an advantage in as far as the attitude was concerned.

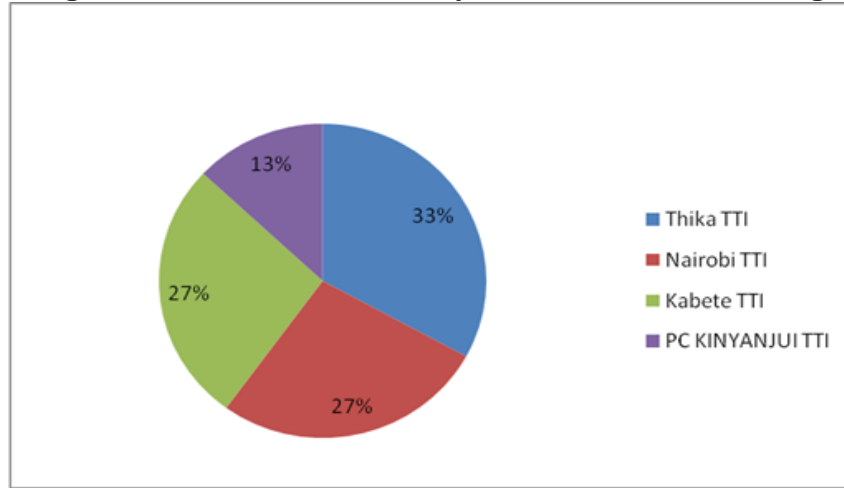
### **Views of KIE staff on factors related to automotive trainees' preparation for job performance at workplace**

A question was posed to the K.I.E directorate staff on prescribed entry behavior for automotive diploma curriculum. The data collected analyzed showed that the required grade was a C. Asked whether they involved students in curriculum development; they indicated no but explained that at times students were involved when conducting training.

### **Trainers' views on factors affecting diploma trainees in preparation for job performance at the workplace**

The trainers were asked which institution they taught in and the findings were as summarized in Fig. 4.

**Fig. 4 Distribution of trainers by the institution of teaching**



It is clear that the trainers were well distributed in these institutions. Asked which module they were teaching, the summary was as shown in Table 3.

**Table 4.3: Distribution of Trainers by modules of teaching**

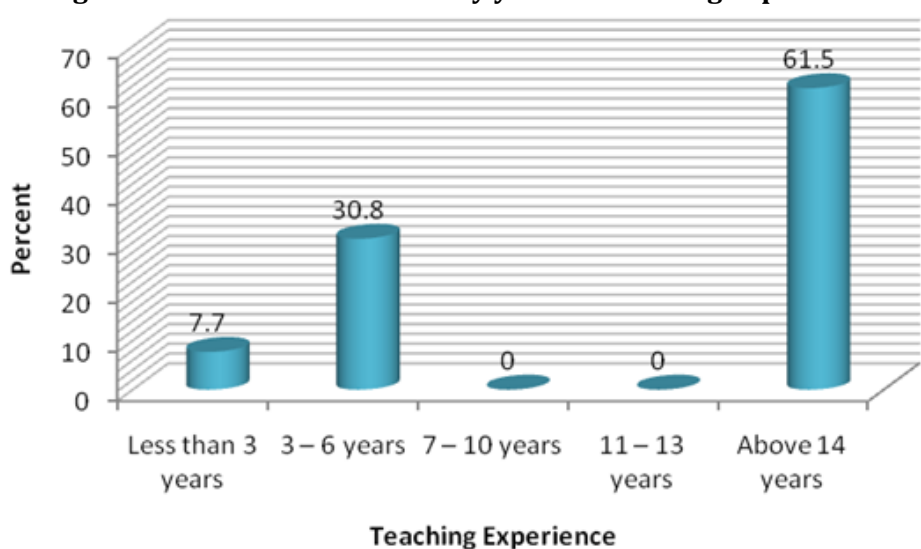
Module	F	%
Automotive Theory and Engineering	5	33
Workshop Organization and Management	1	7
Engine Technology	5	33
Vehicle Technology	3	20
Drawing	1	7

Table.3 shows that most trainers taught units of the curricula that are core in preparation of trainees for job performance at the workplace which includes; Automotive Theory and Engineering, Engine Technology and Vehicle Technology (86%). The remaining trainers taught core support units which were; drawing and Workshop Organization and Management and Drawing (14%).

**Trainers' Years of Teaching Experience**

The study further sought information from the trainers on their years of experience. Data were collected, analyzed and presented as shown in Fig. 4.5

**Fig. 5 Distribution of Trainers by years of teaching Experience**



It is clear from Fig. 5 that most trainers (60%) had a teaching experience of above 14 years. This according to the study was a good experience of teaching the Diploma syllabus. Asked on their experience in industrial work the following Fig 4.6 was generated.

**Fig 6: Distribution of Trainers by Experience in the Field of Study**

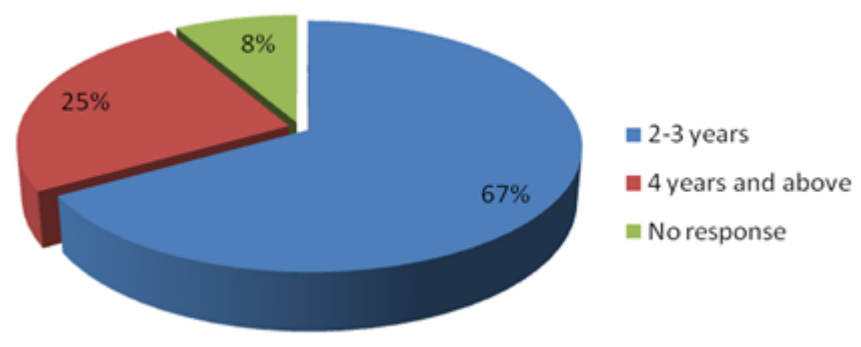


Fig 6 shows that all the trainers had worked in the relevant industry at least for a period of more than 2 years and above. A minimum of 2years technical skills work experience was adequate to enable them teach core curricula units critical for preparation of trainees for job performance. Asked whether they had any other responsibility apart from teaching duties, the following information in Table 4.4 was established.

**Table 4: Distribution of trainers by other duties done apart from teaching**

Other Duty	F	%
Attachment co-ordinator	2	15.4
Head of Department	2	15.4
Games Teacher	1	7.7
Deputy Head of Department	2	15.4
Dean of Students	1	7.7
Class Teacher	2	15.4
No response	3	23.1
Total	13	100

These findings show that all the trainers had other responsibilities apart from teaching duties as shown in Table 4. A follow up question on whether the curriculum implementation allowed serious and meaningful interaction with the job market revealed that more than half of the trainers (53.8%) said no while the remaining (46.2%) said yes. The study findings were taken to imply that inadequate interaction with the job market is a factor that may impact negatively towards preparation of trainees for job performance in the workplace.

### **Trainers' Views on how to enhance delivery of skills**

The researcher sought to find out what could be done to enhance delivery of skills training for automotive diploma trainees to prepare them for performance at the work place. Data were collected, analyzed and presented as displayed in Table 5.

**Table 5: Distribution of Trainers by how to enhance skill delivery**

Method	F	%
Give exercises on practices rather than extensive theory	5	35
Provide adequate Industrial Attachment	12	92.
Develop syllabi that are modular in nature	9	62
Carry out Consistent Evaluation	6	41

Table 5 displays views of trainers on how to improve skill delivery. From the table it can be seen that an overwhelming number of trainers (92%) said that there was need for adequate Industrial Attachment. Most of the trainers (69.2%) said that there was need for automotive diploma syllabus to be modular in nature. The remaining trainers indicated need for consistent evaluation (46%) and give exercises on practices rather than extensive theory (35%).

### Extent to which training methods are helpful

The researcher wanted to establish to what extent the trainers found their methods of delivery helpful. Data were collected, analyzed and presented as shown in Table 6 below:

**Table 6: Distribution of Trainers by Extent to which Training Methods are helpful**

Method	Low Extent	Some Extent	Great Extent	V. Great Extent
Lecture Method	(23%)	(46%)	(23%)	(8%)
Field Training	-	(31%)	(54%)	(8%)
Demonstration	-	-	(39%)	(54%)
On-Job Training	(15.4%)	(23.1%)	(23.1%)	(31%)

Table 6 shows that the lecture method was helpful to some extent (46%) and to a great extent (23%). The other methods of training were all helpful to a great extent; they included field training (62%), Demonstration (93%) and On-Job training (54%). The study findings seem to indicate that demonstration and field training methods were more helpful compared to the other methods of training.

### Trainers' views on effects of implementation of automotive diploma curriculum

A question to the trainers on rating of the effects of implementation of automotive diploma curriculum in preparation of its trainees on job performance yielded the following information in Fig. 7

**Fig. 7: Distribution of trainers' views on effects of implementation of automotive diploma curriculum**

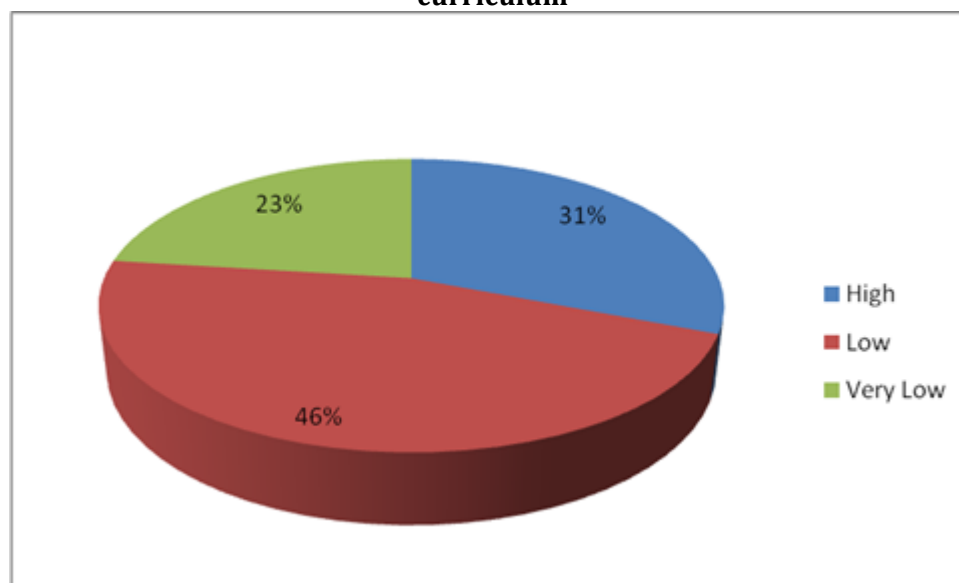


Fig.7 shows that the effect of implementation of automotive diploma curriculum in preparation of its trainees on job performance was low (69%). Asked whether there was any relationship between skills acquired during training and skills needed in the industry most of the trainers (92%) indicated yes while only (7.7%) said no. Further asked to explain why there was a

relationship between the skills needed in industries and the skills acquired in the training institution, the information in Table 4.7 was yielded

**Table 7: Trainers' views on the relationship between skills needed in industries and those acquired in training institutions**

Reason	F	%
Students understood concepts easily during industrial attachments	4	31
It provided vehicle work practice	4	31
The required skills related to training needs	5	38
Total	13	100

The reasons given in Table 7 for the relationship included the required skills being related to training needs (38%), students' understanding of the concepts easily when they attended attachment and the training providing vehicle work practice (31%). The above reasons given by the respondents showed that industrial attachment is an important component of training that impact positively in the preparation of the trainees for job performance at the workplace. This is because trainees are able to grasp technical concepts alongside putting them into practice.

### **Supervisors' suggestion on how to enhance provision of skills training delivery**

This study deemed it important to collect data from supervisors concerning suggestions on how to enhance provision of skills training delivery. Data were collected, statistically analyzed and presented as shown in Table 4.8 below

**Table 8: Distribution of Supervisors by suggestions on how to enhance provision of skills**

Suggestion	F	%
Minimize Theory	6	46
Moving with current Technology	8	62
Curriculum review	5	39
In-servicing of Trainers	2	15

Table 8 shows that most supervisors (62%) indicated the need for moving with the current technology this was taken to mean ability to adapt technological changes, (46%) said there was need to minimize theory, review curriculum (39%) and in-service trainers (15%). The research findings reveal that practical demonstrations, curriculum review and keeping in tandem with technological changes would have high contribution in enhancing the provision skills for work performance.

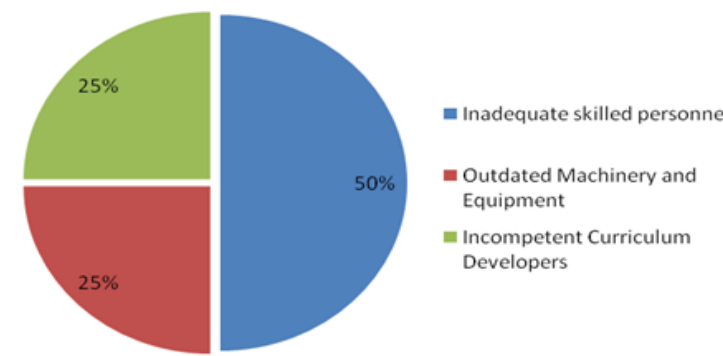
### **Supervisors' Views on factors related to trainees which affect their preparation for job performance**

The supervisors were asked if they had employed automotive diploma graduates from TTIs. The supervisors were divided on this with (2) indicating yes and (2) indicating no. Asked whether Automotive Diploma Curriculum trainees were prepared adequately with relevant skills, they were also divided on this (2) said no (2) said yes. The supervisors who said the trainees were not adequately trained said that it had been observed that graduates displayed little skill (50%). According to the supervisors, the identifiable gaps which existed in preparing automotive diploma curriculum trainees were inappropriate method of delivery (100%). The study findings in this research item seem to imply that the automotive diploma graduates were not favoured for employment in industries due to lack of relevant employable skills needed by industries.

### Supervisors' views on challenges affecting the implementation of automotive diploma curriculum

Asked their views on the above, the supervisors indicated the following as shown in Fig.4.8

**Fig. 8 Distribution of supervisors' views on challenges affecting curriculum implementation**



Out rightly as it can be seen that, half of the supervisors (50%) mentioned inadequate skilled personnel, (25%) mentioned incompetent curriculum developers and outdated machinery respectively. A follow up question to the supervisors on whether there was any relationship between skills acquired during training and the job market, most of them (75%) said no. For those who indicated no they said that the skills acquired by students were outdated. They explained that this was because students even in their final year of training could not work independently in the modern vehicles. Those who said yes (25%) indicated that trainees had relevant knowledge to perform some of the tasks with minimal supervision. The research findings on this research item seem to imply that the automotive diploma students lacked qualified teaching personnel, use outdated machinery/ equipment and the curriculum developers were incompetent to draw demand driven curricula. The above reasons indicated that trainees are not adequately prepared for the world of work thus, being rendered unfit for employment.

### Supervisors' Views on necessary skills that the industries require and are not exhibited by automotive diploma trainees at the work place

Supervisors' rated the necessary skills as follows; innovativeness and creativity (75%), timely completion of job (25%) and environmental adaptability (50%). On whether the supervisors could blame curriculum implementation for the lack of these necessary skills the supervisors were divided with (50%) saying no and (50%) saying yes. Asked whether there were other alternative approaches to skills acquisition, the entire supervisors (100%) indicated yes there were. The reasons given for the yes response were summarized in Fig.4.9 below. Fig. 4.9: Distribution of supervisors views on alternative approaches to skill acquisition

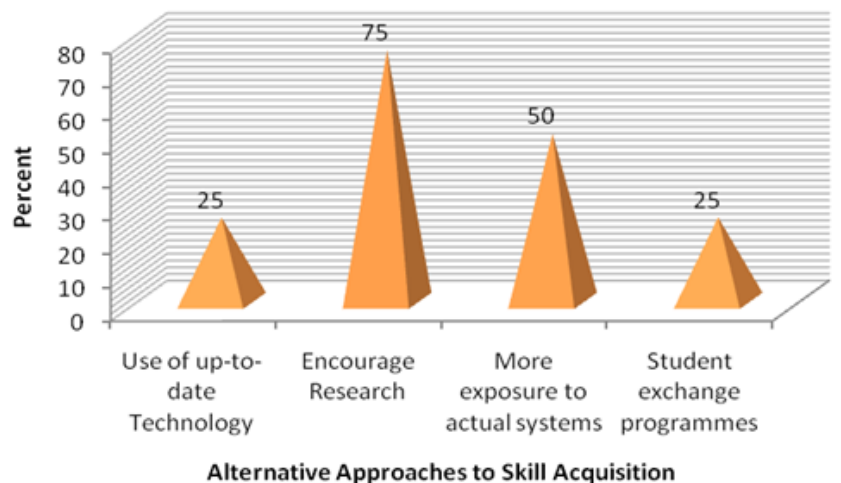


Fig. 4.9 shows that there was need to encourage research (75%) in TTIs, expose students more to actual systems (29%), use up-to-date technology and encourage student exchange programmes (14%). The supervisors were then asked to react to statements on automotive diploma graduates and whether they exhibited deficient skills. Data were collected, analyzed and presented as shown in Table 9 below:

**Table 9: Distribution of Supervisors' views on effect of automotive diploma curriculum implementation**

Statement	SA	A	N	D	SD
Automotive Diploma Graduates exhibit deficient skills	1	1	-	2	-
Curriculum content is far much below the demands of the Industry	2	2	-	-	-
Job performance and productivity is a function of many factors and skills	2	-	-	1	1
Qualified personnel with adequate and modern machinery and equipment would prepare trainees sufficiently	2	1	-	-	-

Table 9 shows that there was a disagreement between trainers on the Automotive Graduates displaying/exhibiting deficient skills. However all the supervisors (4) agreed that the curriculum content was far much below the skills demands of the automotive industry. They also disagreed on job performance and productivity as a function of many factors that determines ones level of the acquired skills. All the supervisors (4) agreed on the fact that qualified personnel with adequate and modern machinery and equipment would prepare trainers sufficiently.

### **Curriculum development related factors that affect automotive diploma trainees' preparation for job performance at the workplace**

This study sought information from trainers on whether they had participated in curriculum development/review process. It was unfortunate to note that most of the trainers (77%) had not participated and only (23%) had. For those who had participated, they indicated participation at subject panel meeting level (23%) curriculum evaluation level (15%) and course panel level (8%). Data reveals that there is a minimal participation of trainers in curriculum development related activities. Asked whether they thought the curriculum content offered the necessary and sustainable skills for job performance and productivity, the trainers were also divided on this unit (6) indicating yes and the other (6) indicating no. A follow up question on whether curriculum content allowed for flexibility to impact new (emerging) skills for better job performance more than half of the trainers (54%) said yes while (42%) said no. The low participation of trainers in curriculum development is a critical issue that may affect effective preparation of trainees for job performance because of the problems of trainers' curriculum interpretation

### **K.I.E staff's views on curriculum development related factors that affect automotive diploma Trainees**

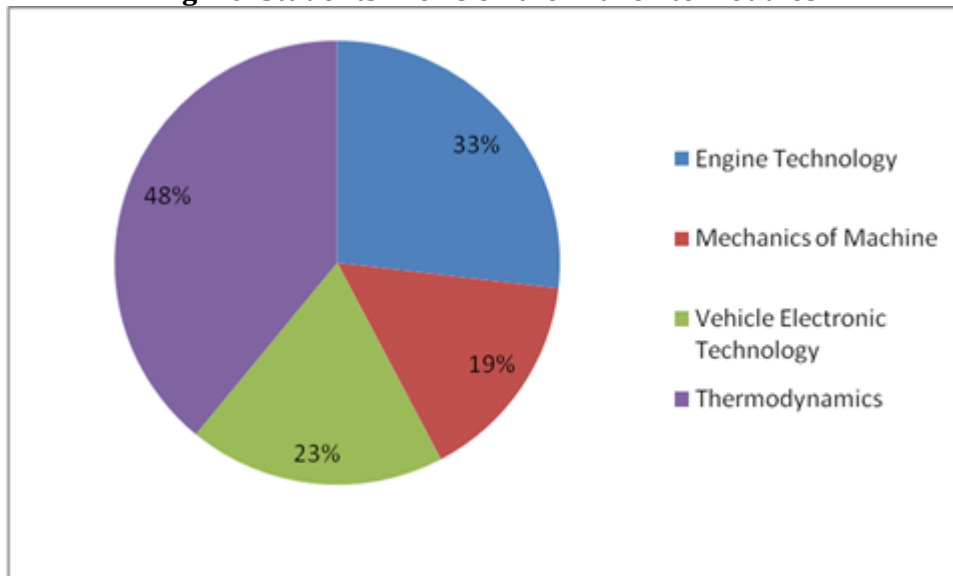
This study sought information from the K.I.E directorate staffs on what promoted the development of the current automotive diploma curriculum and all the directorate staffs (2) said it was industry demand. Asked on the key factors that guide the development of the demand driven curriculum, they mentioned Government Policies and emerging trends. Trainees desired modes of training was also mentioned. They further reported that the automotive diploma curriculum was first developed in the 80's and had been reviewed twice since its development. On whether the K.I.E had a policy on the frequency the institution takes to review curriculum the responses were divided between yes and no meaning there was no clear policy on frequency of review. In case of any review it was established that it was after at

least 5 years. A question on whether industries were involved in curriculum development process was asked and it was established that industries were involved at least by (70%) representation in curriculum development panels. Research findings revealed curriculum development/review policy is not properly pronounced because the respondents were divided in the existence of such policy and the fact that automotive curriculum have been reviewed twice since 1980 is clear indication the document being outdated in relation to fast changes in technology. The 70% involvement of industries in curriculum development is a positive indication of possible development of a quality curriculum assuming other challenges are taken care of. Kerre (1995) recognized that no amount of education and training will be sufficient to provide gainful employment without specific government policies aimed at creating an enabling environment for business and industry to expand.

### **Automotive diploma trainee' views on curriculum development related factors that affect their preparation for job performance at the workplace**

This study sought information from students on their favorite module unit and the results were as shown in Fig 10; Engine Technology (33%), Mechanics of Machine (19%), Vehicle Electronic Technology (23%) and Thermodynamics (48%)

**Fig. 10: Students' views on their favorite modules**



Information displayed on Fig. 10 above show that most students preferred Thermodynamics (48%) and Engine technology (33.3%). Asked why they liked the modules the students explained that through these modules they learned real life applications (37%) and they provided the most recent technologies (78%). Asked on their worst module, most students (74%) indicated Entrepreneurship a few (30%) mentioned Material Science and Mechanical Technology (27%). These core modules were rated low because non-related subjects were learned (30%) and they had a lot of complicated terminologies (33%). The research findings show that students tend to prefer core support units as opposed to core units which provide the relevant automotive repair and maintenance skills.

Kerre (1995 confirmed the importance of all the above module units in automotive diploma curriculum by highlighting the objectives of TVET programmes to include equipping the students with relevant productive and entrepreneurial skills; the provision of skilled labour the refinement of indigenous artistic and technological skills; the acquisition of skills to protect, utilize and conserve the environment; and increasing scientific and technological literacy among youth.



### Duration of Industrial Attachment

A question on how long the industrial attachment took was asked to the students. Data were collected, analyzed and presented as displayed in Fig.4.11

**Fig. 11: Distribution of Students' view on duration of Industrial Attachment Attended**

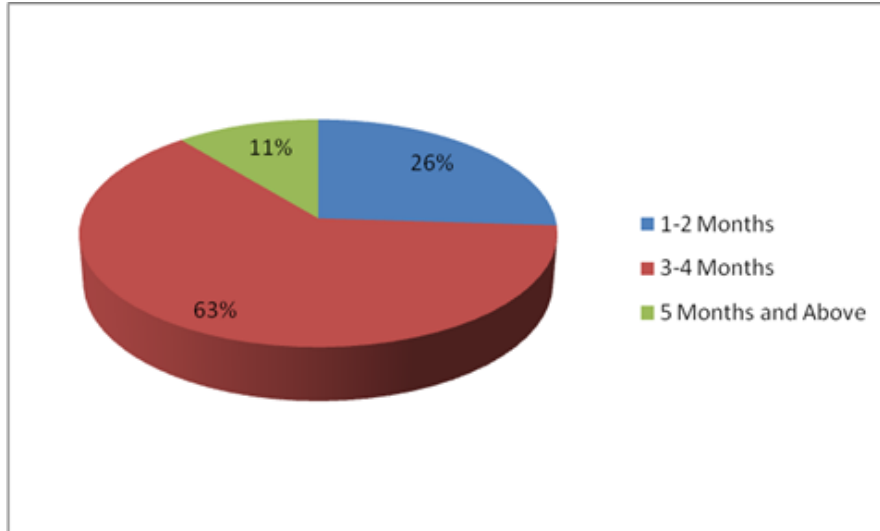


Fig. 11 shows that most students were on Industrial Attachment for a period of between 3 and 4 months while a few (26%) had been on attachment for a period of between 1 and 2 months. A minimum number of students (11%) had been on attachment for a period of 5 months and above. Asked on whether Industrial attachment implementation had an impact on preparation of trainees, all the students (100%) indicated yes and rated the effect high (100%). The students however complained that the industrial attachment lacked structured industrial attachment guidelines (37%). Supervision during attachment was not given adequate attention (33%) and that the Industry demands were not consistent with content of automotives curriculum (27%), structured industrial attachment guidelines and inadequate supervision may have a negative impact in preparation of trainees for job performance. The researcher under the literature review had mentioned lack of structured and inadequate supervision of industrial attachment in reference to overview of TIVET sector training in the Daily nation of 2nd March, 2011. Students were then given statements related to automotive diploma curriculum development. Data were collected, analyzed and presented as displayed in Fig. 12 below:

**Fig. 12: Distribution of students' views on automotive diploma curriculum development**

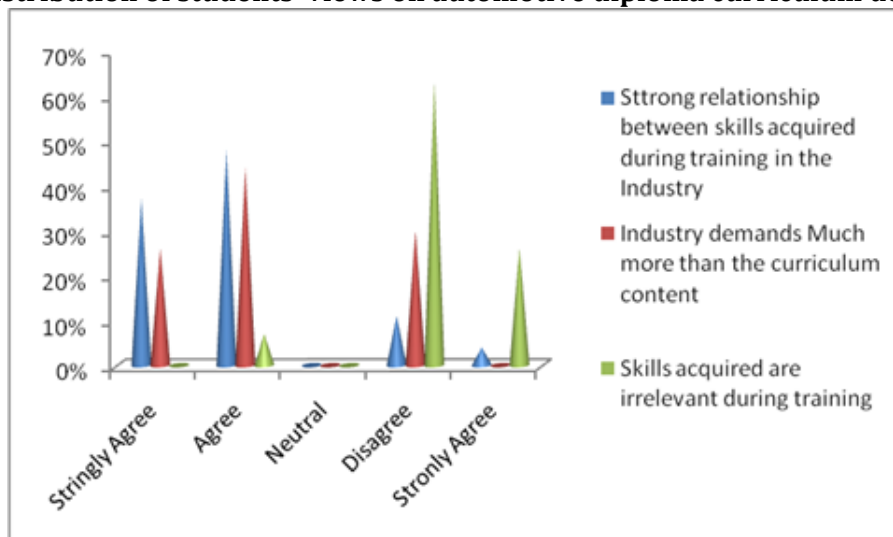


Fig. 12 show that majority of students (85%) said that there was a strong relationship between skills acquired during training and skills needed in the industry. The industry demands were much more than the curriculum content according to majority of students (70%). However the skills acquired during training were relevant in the work place (89%). Findings to some extent agreed on the report on the Rapid Appraisal on status of TVET in Kenya (Republic of Kenya, 2003) which challenged the Education system for failing to inculcate a modern scientific culture, imbue learners with desirable social and technical skills which is an issue of mismatch of what is offered in TVET institutions and what is needed in industry. Study findings on the research question on factors related to curriculum development that affect automotive trainees' preparation for job performance at the workplace were as follows:

- I. That was a minimal participation of trainers in curriculum development related activities an issue that may affect effective preparation of trainees for job performance at the workplace because trainers face the problems of curriculum interpretation during teaching
- II. That the issue of curriculum development and review policy was not properly pronounced because the respondents were divided on its existent. The fact that automotive curriculum had been reviewed twice since 1980 is a clear indication that automotive curriculum under implementation was outdated.
- III. That 70% involvement of industries in curriculum development is a positive indication of possible development of a quality curriculum assuming other challenges are taken care of.

The study also showed that students tended to prefer core support units as opposed to core units which provide the relevant automotive repair and maintenance skills. From the research findings, it was appreciated that variation of teaching methodology was a good model of quality training delivery. These findings tended to agree on the report on the Rapid Appraisal on status of TVET in Kenya (Republic of Kenya, 2003) which challenged the Education system for failing to inculcate a modern scientific culture, imbue learners with desirable social and technical skills which is an issue of mismatch of what is offered in TVET institutions and what is needed in industry.

### **Trainers related factors that affect automotive diploma trainees' preparation for job performance at the workplace**

#### **Trainees' views on factors that affect their preparation for job performance**

This study sought information from students on what methods of delivering practical training were adapted by their institution. The information got is as summarized in Fig.4.13.

**Fig. 13: Methods of delivering practical training**

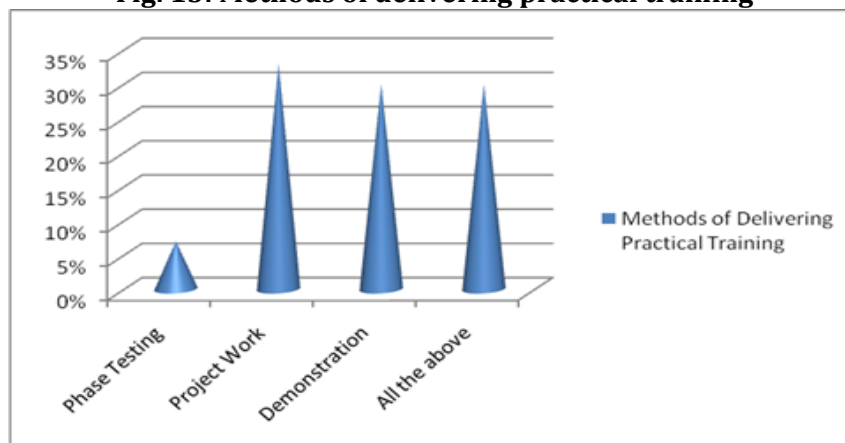
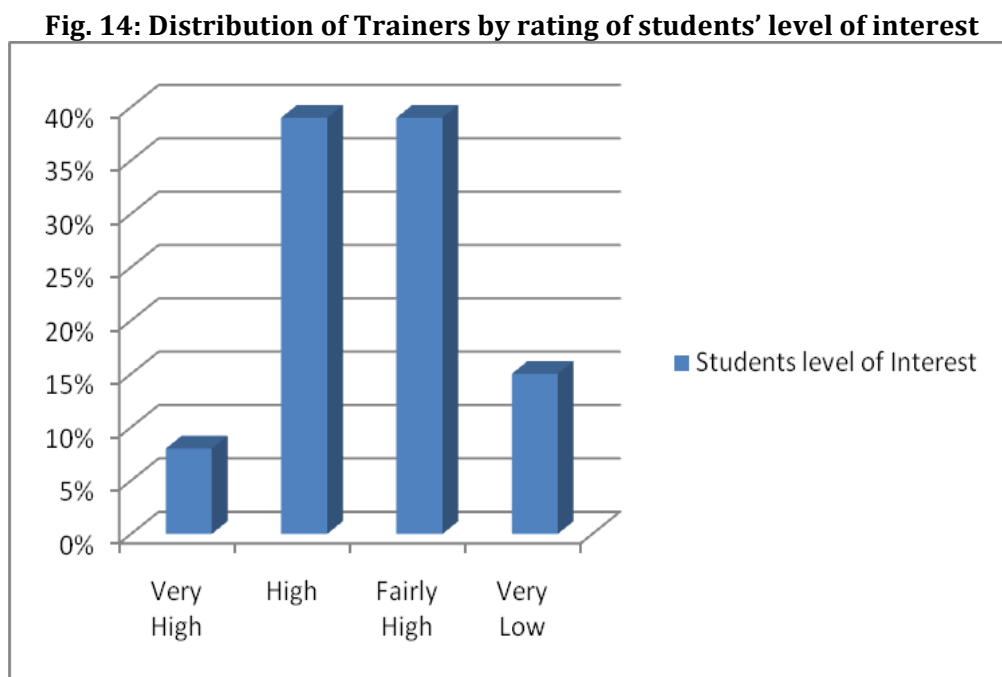


Fig. 13 revealed that the trainers mostly used demonstration; project work and phase testing as the least used method. However, in most cases the trainers combined all the above 3 methods.

The results Fig.4.13 indicated that the trainers varied the use of these methods which is a good practice of quality training delivery.

### **Trainers' views on related factors that affect Trainees' preparation for job performance at the workplace**

The trainers were asked to rate the level of students' interests in acquisition of skills during teaching. The rating is as displayed in Fig. 14 below



Most of the trainers (46.7%) rated the students' interest in acquisition of skills to be high. While of trainers (15.4%) indicated the rating as low. Asked to rate the level of final year automotive diploma students' discipline for the last 3 years, Table 4.10 is a summary of the findings.

**TABLE. 10: DISTRIBUTION OF TRAINERS BY RATING OF STUDENT DISCIPLINE FOR THE LAST 3 YEARS**

Rating	F	%
Very disciplined	3	23
Disciplined	6	46
Fairly disciplined	4	30.8
Total	13	100

As can be seen the final year students were disciplined according to the majority of the trainers (69%) with (30.8%) indicating the students were fairly disciplined.

A question was posed to the trainers on whether they use the following teaching tools that enhanced quality training delivery. Data were collected, analyzed and presented as shown in Fig. 15.

**Fig. 15: Trainers views on use of teaching tools.**

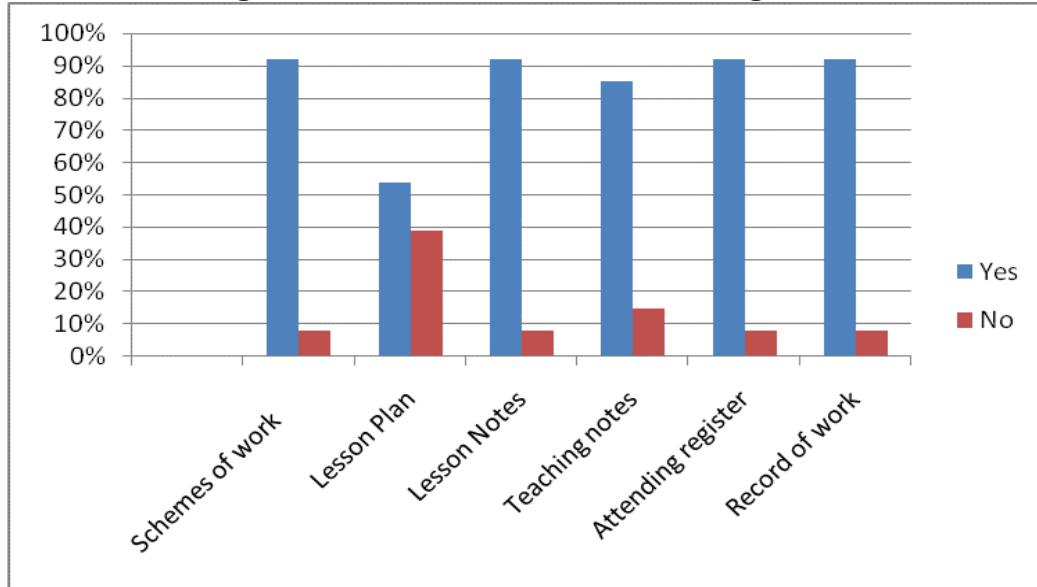


Fig 15 displays that most trainers were using the teaching tool that enhanced quality training delivery. However a lower percentage (54%) used lesson plans compared to the other teaching tools. From the institution's Document analysis guide it was confirmed that the teaching tools and materials named in Fig. 15 above and others such as schemes of work, lesson plans, students marks records, lesson notes, marking schemes, record book, text book references, assorted materials for practical lessons, diploma automotive syllabus, vehicle service parts and materials were available and they were also of good quality except assorted materials for practical lessons and text book/reference which were of poor quality.

### **K.I.E staff's views on trainers' related factors that affect the automotive diploma trainees' preparation for job performance at the workplace**

KIE staff were asked if they in-serviced the trainers on the new curriculum and all (100%) said they did. Asked on who they involve in inducting the trainers on the new curriculum the response was the K.I.E and the Ministry in charge of training in the country. A follow up question on at what level the trainers were involved in curriculum development process brought forth the findings at subject panel level and during monitoring and evaluation. The research also revealed the importance of stakeholders' participation in curriculum development/review process which conformed to Ornstein and Hunkin (2004) in his definition of curriculum development and implementation processes. Hunkin emphasised on the importance of the involvement of the relevant stakeholders especially the trainers in curriculum development so that they able to interpret curriculum concepts for ease of training delivery. The study findings on the research question on trainers related factors that affect automotive diploma trainees' preparation for job performance at the workplace is as follows:.

- I. That the students had high interest in automotive course and that their discipline was good.
- II. That the institutions did not have well balanced adequate training facilities to implement the curriculum effectively. Teaching aids such automotive training models are very critical in the provision of quality skills training of which were not available.
- III. That both the institutions and industries had kept and updated administration records which are guiding tools for quality service delivery
- IV. That there was need for stakeholders' involvement in curriculum development processes at all levels.

This agreed with Ornstein and Hunkin (2004) in his definition of curriculum development and implementation processes. Hunkin emphasized on the importance of the involvement of the relevant stakeholders especially the trainers in curriculum development so that they are able to interpret curriculum concepts for ease of teaching

### Institution associated factors that attribute to preparing of trainees' for job performance at the workplace

The trainers were asked whether the institution had an academic policy and most of them (79%) said yes. The trainers further said that this academic policy affected their learning and assessment by setting high passing grades (19%) and by motivating students to work hard (44%). Asked to indicate the adequacy of the training facilities for automotive department, Fig. 16.was generated.

**Fig. 16: Trainers' views on adequacy of training facilities in the institution**

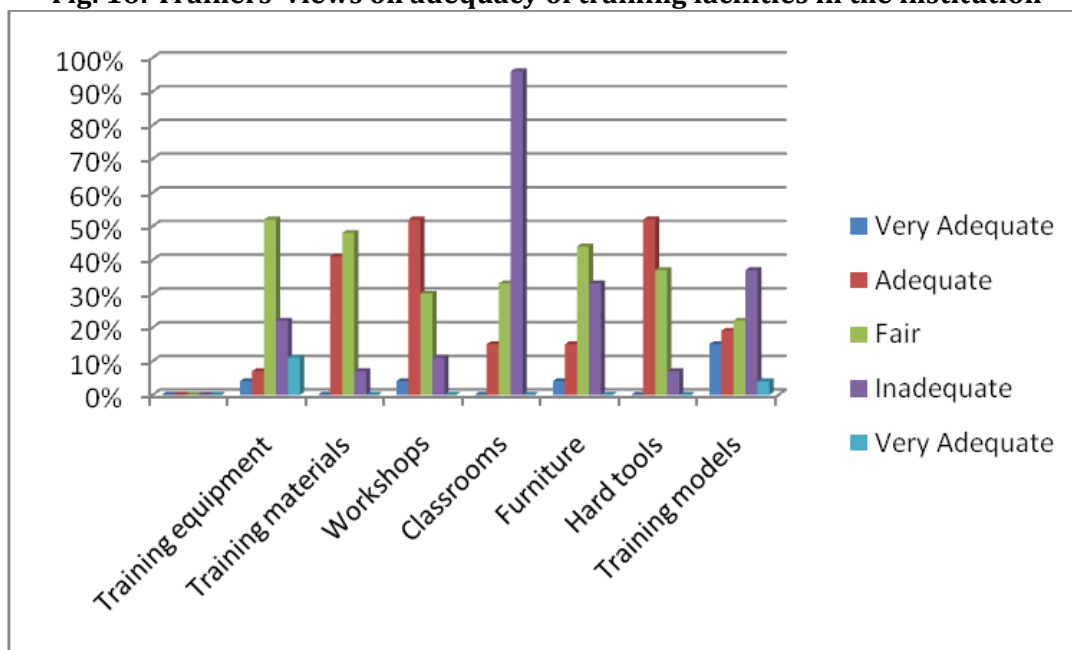


Fig.16 shows that according to about half of the trainers (52%) training equipment/machines were fairly adequate, training materials were also fairly adequate (48%). However, according to more than half of the students (56%) workshops were adequate. It was also unfortunate to note that almost all trainers (96%) indicated that classrooms were inadequate, furniture were fairly adequate (44%) and hand tools were adequate according to (52%). A good number of the trainers (41%) said that the training models were not adequate compared to (34%) who indicated that the training models were adequate. As indicated by the research data, it is clear that the institutions did not have balanced adequate training facilities to implement the curriculum effectively. Teaching aids such training models are very critical in the provision of quality skills training.

From the workplace document analysis it was established that the following working tools were available; job cards, student performance records during attachment, attachment guides, attachment logbooks, workshop manuals, assorted materials for use in the workshops, and vehicle's service parts and materials. Vehicle maintenance record books and diploma automotive syllabus were however not available. It was also observed that the available working tools and materials were generally of good quality. The research further revealed that both the institutions and industries had kept and updated administration records which are guiding tools for quality service delivery. From the workplace observation guide it was found

that the institutions had the following infrastructures which were ranked good; fences, landscaping, street lighting, clean compound, workshop layout, equipment and machinery, display of occupational safety and health standards. The same document, the researcher established that the following facilities were new; computers, workshop manuals, equipment and machinery, office furniture, power driven and hand operate tools, vehicle models available and vehicle faults diagnostic equipment. On accessibility of the workplace it was found that the road network, closeness to government administrative headquarters and availability of public transport were all very good.

Using the institutions' observation guide the researcher found that the physical appearance of the institution was good especially with reference to fencing, landscaping, institutions neighboring environment, street lighting, cleanliness of the compound and classrooms, library and washrooms. It was also established that the entrance/gate which reflected the public relations of the security officers, the general security of the institutions and its environments, public display of the vision, mission and core values of the institutions and the public display of information especially on drug free environment were all good. The same instrument gave the findings that training facilities such as equipment and machinery, classroom furniture and faults diagnostics equipment were new. However, training facilities such as equipment, workshop manuals, workshop benches and training vehicle models and were old. In fact textbooks/references materials were obsolete (most of them being too old for use in implementing the new curriculum in automotive. On other teaching and learning facilities, the same instrument found that drawing rooms and facilities were available but not adequate and usable.

The computer laboratories were available, adequate and fairly usable. The vehicle cutaway models were not available. Training vehicle models were available but not adequate. It was also observed here that students could not easily access the internet for help. The findings revealed that the institutions lack relevant and adequate facilities to offer quality training in automotive curriculum at diploma. The study findings on the research question on institution and curriculum assessment associated factors that attribute to preparing of trainees' for job performance at the workplace were as follows:

- I. That the institutions did not have well balanced adequate training facilities to implement the curriculum effectively. Teaching aids such automotive training models are very critical in the provision of quality skills training of which were not available.
- II. That both the institutions and industries had kept and updated administration records which are guiding tools for quality service delivery and that they lacked relevant and adequate facilities to offer quality training in automotive curriculum at diploma level

### **CONCLUSIONS**

This study concluded that the entry Mean Grade of the students for this course was fair C-. However, the results of KCSE cluster subjects needed as a strong foundation for pursuing the engineering based courses were not considered as pre requisite for admission to the diploma course which could be a contributing factor of trainees' poor preparation for job performance at the work place. However, the study concluded that since the students were disciplined and self motivated and the trainers were well distributed, this could bring about good performance. It was concluded that most trainers had a good teaching experience and field experience and their views that TVET curriculum implementation did not allow serious and meaningful interaction with the job market could be relied on. Delivery of skills could be enhanced by allowing for adequate industrial attachment, the course syllabus to be more modular in nature and there was need to carry out constant evaluation. This study also concluded that although the effect of implementing the curriculum was low, there was to some extent a relationship

between the skills acquired during training and the skills needed in the industry. This was because the skills offered by the institutions provided related work practice and that students understand technical concepts easily when they attend industrial attachment. On challenges affecting the implementation of the curriculum it was concluded that there was need for provision of adequate skilled persons and up to date machinery and equipment. The study indicated that the alternative approaches could be; encouraging research, provide more exposure to actual vehicle systems, use of up to date technology and encourage student exchange programmes. On automotive diploma graduates, the study concluded that the curriculum content was far much below the demands of the industry, job performance and productivity was a function of many factors such as use of skilled and qualified personnel with adequate and modern machinery and equipment. This study also concluded that the industrial duration of 3-4 months was adequate and that the attachment contributes in preparation of trainees for the job market. However, it was concluded that the industrial attachment lacked adequate attention (supervision) and that industry skills demands were not consistent with content of automotive diploma curriculum. On trainers' related factors, it was concluded that delivery methods such as workshop practices, project work and demonstration were interchangeable. The level of students' interest was fairly low despite being disciplined.

### **RECOMMENDATIONS**

The study was done with the aim of establishing the perceptions on implementation of automotive national diploma curriculum on its trainees' preparation for job performance in Nairobi region. The identification of the perceptions is not adequate without seeking solutions aimed at improving the implementation of TVET curricula that prepares student for job performance at the workplace after graduation. The ministry responsible for TVET sector in collaboration with all stakeholders in Education and training should come up the policy guidelines on the minimum entry grades to include cluster subjects. The Current position of entry requirement without cluster of the prerequisite subject may allow trainees cope up with the curriculum content. Thus, need to review the entry requirements for automotive diploma training programme

The ministry responsible for TVET sector should put in place a streamlined staff development policy meant to upgrading trainers competencies and professional development. Although trainers are allowed to go industrial attachment in industries and further their studies, principals sometimes fails to recommend them such for opportunities because of lack of clear policy. The ministry responsible for TVET sector and the management of TTIs should invest heavily in purchase of updated training facilities, materials and equipment. The ministry embark on serious resource mobilisation from development partners and donor agencies alongside increased budget allocation among others. TTIs through their production units should focus investing on purchase of modern and relevant training facilities, machinery and equipment

The ministry responsible for TVET sector and KIE should develop policy guidelines on curriculum development activities to streamline the frequency of curriculum review for all TVET programmes so as to cope up skills demand from industry and enhancing employability of TVET graduates alongside labour market demands; the percentage representation of curriculum development panels from stakeholder with emphasis on tapping more from relevant industries and ensure the future development of modular based training programmes to allow for flexibility in the implementation of curricula.

The strategic objectives any institution put in place to facilitate delivery of training curricula is vital in preparation of trainees' job performance at the workplace during their industrial

training period and after graduation. To facilitate this process, the methods the trainers use in delivering skills training and assessment of students competencies. Emphasis should be in the use of practical demonstration and field training; the preparation of quality teaching tools by trainers. Continuous supervising and encouraging of trainers to have updated and quality schemes of work, teaching notes, records of work and lesson plans among others by the TTIs management. Time tables which have a well balanced distribution of teaching hours in both theory and practices and conforms with the curriculum requirements.

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## **Youth Unemployment Saga In Nigeria: Implications For Security Challenges And Economic Development**

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### **Abstract**

The paper examined the challenge of youth unemployment in Nigeria and its implications for security and economic development. The paper adopted descriptive survey method. A total of 200 subjects were drawn through random sampling techniques across public servants, students and youths in Ogbomoso township of Oyo State, Nigeria. The research questions were analyzed with the use of mean score and standard deviation. The result of the study among others revealed that lack of power supply, lack of practical entrepreneurial skills and mass production of graduates from secondary and tertiary institutions are the causes of unemployment. The implication of these has led to increased social vices, rise in religious riots and militancy, vandalism and destruction of lives, slow pace of economic development and high waste of human resources. Thus, it was recommended that crops and livestock farming should be made attractive through the provision of incentives to young graduates who may wish to go into crop and livestock farming. Entrepreneurship should be drafted into Nigeria's school curricular and made compulsory for all levels in secondary and tertiary institutions of learning. This will infuse the spirit of enterprise, perseverance and merit into the youths as opposed to the quick-quick and now-now syndrome that has overtaken the nation.

### **INTRODUCTION**

Nigeria like many other nations of the world is grappling with her own millennium bulge. Social tension, unemployment-triggered poverty and corruption-induced social inequality have continued to threaten the corporate survival of Nigeria as a country. Nigeria, a nation abundantly endowed with huge natural resources has continued to parade a citizenry that is ranked among the poorest (Oguntuase, 2012). How then can Nigeria's army of jobless and restless youths be transformed into a productive industrial people? A veritable means of tackling Nigeria's present security challenges lie in job creation and expansion of opportunities for entrepreneurial wealth creation (Oguntuase, 2012).

Adelowo, (2012) states that Nigeria no doubt is experiencing a lot of unstable situations, instabilities of all sorts in the areas of economy, politics, education, behavioural patterns, cultural setting, religion and the likes. Such instabilities are seen to be waging serious wars against the peace, progress and development in Nigeria. Coupled with the above is the increasing wave of unemployment among her youths with its attendant effects on economic development of the country.

Corroborating the prevalence of youth unemployment in Nigeria and successive government's inability to curb it, Mofoluwawo and Oladiti (2011) enthused that to provide employment for the teeming population of graduating youths at all levels of education, non-governmental organizations should complement government efforts. It must be noted that the rather limited access has to employment on the part of youths has led to youth restiveness in the country (Briggs, 2008). Every year, thousands of graduates are turned out for whom there are no jobs. Nigerian streets are littered with youth hawkers who ordinarily would have found gainful

employment in some enterprises or would have demonstrated their skills and resourcefulness if there is an enabling environment and reliable management structures on ground. Instead, the youths have now shifted their attention to cybercrime popularly known as '419'. This is wrong use of technological skill, which ordinarily should have been channeled towards technological advancement as witnessed in the U.S.A, Canada, United Kingdom and China – the emerging world's production and economic power. The large numbers of youth who are unemployed are capable of undermining economic development as they constitute a serious threat if engaged by the political class for clandestine activities (Adepegba, 2011). The reason being that 'security', which is the precondition for any meaningful socio-economic activity has not been fully understood and integrated in the scheme of things. Suffice it to say that youth unemployment in Nigeria is not limited to graduate unemployment only but also to the youth who have little or no formal education.

### CONCEPTUALIZATION

Youth connotes persons who may be male or female whose age range between 15 and 35 years (Au, 2007). This category represents the most active, volatile and yet the most vulnerable segment of the population. Youths are the conglomerate with different background. Though willing and able to work but may not find any or cannot find the type of job that they are trained to do. The youth can also be referred to as the younger generation in any society that are in the period of adolescence and ones below the age of 35 years. This means that by age 15 years, one is preparing to transit from secondary education into the society and at age 34 years, one is fully inducted into the society since 30 years is the terminal point for being involved in the NYSC programme (Alimba, 2010). During this period, youths are full of energy, exuberance and curiosity about life and the environment they find themselves. These attributes make them at that stage to be very vulnerable to social ills and vices, because it is a period of self exploration and identification.

Simply put, unemployment describes the condition of people who are without jobs. The International Labour Organisation (ILO, 22) defines the unemployed as members of the economically active population who are without work but available for seeking work including people who have lost their jobs and those who have voluntarily left work.

Youth unemployment can also be described as the conglomerate of youth with diverse background, willing and able to work, but cannot find any or cannot find the type of job that they are trained to do and which they will be proud to do as their area of expertise. When the supply of labour outstrips the demand for labour it causes joblessness and unemployment. Given the lack of sufficient employment opportunities in the formal sector, young people may be forced to engage in casual work and other unorthodox livelihood sources, thus leading to under-employment (Nwokwu, 2013). Governments at all levels should strive to create viable structure which will encourage the youths to think rationally towards job creation rather than job pilferage and almost unending unemployment proliferation which is in vogue in Nigeria.

Youth unemployment is a prevailing phenomenon in Nigeria in the present dispensation as evidences abound across the country in the way and manners by which youths in such categories parade themselves touching all spheres of human endeavours. Youth restiveness is one of the indices of youth unemployment and it is a despicable act being perpetrated by significant portion of Nigerian youth in various communities which are resultant effects of youth unemployment, as well as neglect of youths among others (Ogundare, Jimoh, Oladokun, 2011) Youth unemployment in Nigeria is not limited to graduate unemployment only but also to the youths with little or no western education.

Security refers to safety, freedom from danger or risk, protection from espionage, infiltration, sabotage, theft and so on (Nwolise, 1988). It refers to making use of throngs of all soldiers of a distinguished nation state through the use of economic, military and political power and the exercise of diplomacy (Gele, 2009). Nweze (2004) defines it as the presentation, protection and guarantee of the safety of life, property, wealth of the citizenry and measures to guard against threat of the national security. Security is an all encompassing condition in which individual citizens lives in freedom, peace and safety, participate fully in the process of governance, enjoy the protection of fundamental rights, have access to resources and basic necessities of life and inhabit an environment which is not detrimental to their health and well being. Similarly job security is an all encompassing condition in which individual citizens of Nigeria lives in an environment where equal job opportunities are provided for all citizens and not exceptionally for the rich and those with the highest connection. It should equally entail a situation whereby one can have access to the type of job he or she is trained to do and which gives individuals job satisfaction.

Human security the world over goes hand in hand with peace. Where able-bodied and young people wander in search of jobs that do not exist, dangers abound as their restless youthful energy ill most likely be channeled towards violence and crime, leading to fragility and conflict which according to the World Bank impede economic development. President Jonathan recognized this when he made employment generation a cardinal point in his presidential campaign speeches in the early 2011(Oguntuase, 2012).

The National Youth Development Policy (2001, p1) asserts that:

*Youths are the foundation of a society. Their energies, inventiveness, character and orientation define the pace of development and security of a nation. Through their creative talents and labour of power, a nation makes giant strides in economic development and socio-political attainments. In their dreams and hopes, a nation finds her motivation; on their energies, she builds her vitality and purpose. And because of their dreams and aspirations, the future of a nation is assured.*

Since youths are the major determinants of peace and stability of a nation as reiterated by Ozohu Sulaimon, (2006), the above statement thus stressed the role of youths in the peace and security of a nation.

The rate of unemployment in Nigeria according to Aregbesola(2008) is rapidly increasing especially with the disappearance of job in the public services and with the turning out of an estimated 120,000 graduates annually by Nigerian universities and polytechnics. Unemployment in Nigeria according to Oyebade (2003) can be grouped into two categories: first, the older unemployed who lost their jobs through retrenchment, redundancy or bankruptcy; and second, the younger unemployed most of whom have never been employed (Nwokwu, 2013). The statistics showed that Nigeria has a youth population of about 80 million, representing 60% of the total population of the country. 64 million of them are unemployed while 1.6 million are under-employed. The 1990-2000 data on youth unemployment showed that the largest group of the unemployed is the secondary school graduates (Awogbenle and Iwuamadi, 2010). Worthy of note is the fact that 40% of the unemployed are among urban youth aged 20-24 and 31% of the rate is among those aged 15-19. Two-thirds of the urban unemployed are ranged from 15-24 years old. The educated unemployed tended to be young males with few dependants. The above figures are pointing to the fact that unemployment is a critical issue with far reaching implications for security and virility in Nigeria.

Youth unemployment has turned Nigeria into a potential recruitment ground for terrorist groups such as Boko Haram in addition to other social evils of redundancy. The most common vices among the youth according to Mofoluawo (2012) are street roaming in search of non-existent jobs, alms begging particularly in cities and urban areas; prostitution, smoking, drug addiction and immorality; all in a bid to survive. However, Nigeria hopefully can still make a turnaround at this stage and gravitate towards its vision 2020 of taking a prominent position in the comity of nations. The only strategy is to create jobs and also expand wealth creating opportunities by providing favourable investment climate for enterprise growth and development.

According to the Federal Ministry of Youth Development, young people account for the greatest percentage of unemployment in the country and Nigeria needs to create four million jobs annually to tackle the issue of unemployment in the country (Babalobi, 2010). Today, unemployment has made post graduate degree or second degree in the university to seem like first degree because some youth have gone to the extent of getting postgraduate degree but still cannot get a job.

### **CAUSES OF YOUTH UNEMPLOYMENT IN NIGERIA**

The major causes of unemployment in Nigeria according to Alanana (2003), Awogbenle and Iwuamadu (2010) are as follows:

**Rapid Growing Urban Labour Force Arising From Rural-Urban Migration:** This is due to pressure resulting from man-land ratio in the rural areas. Coupled with that is the lack of infrastructural facilities in the urban centers and lack of infrastructural facilities which make the rural life unattractive (Adewoye, 2010). Youths move to urban areas with the probability of securing lucrative employment in the industries. Often times, they engaged themselves in all manners of dirty deals in order to raise thousands of naira to secure visas to travel out of Nigeria in search of greener pastures. For instance, in March 2012, it was reported that two Nigerian young men sold their kidneys in exchange for few thousands of dollars in Malaysia (Njokwu, 2013).

**Rapid Population Growth is another Cause of Youth Unemployment in Nigeria:** The 2006 census revealed Nigeria's population to be 140 million and the projection for future indicate that the population could be over 180 million by the year 2020 with annual growth rate at 3.2% (National Population Commission & ICF Marco 2009). This population growth rate has resulted to rapid growth of labour force which is far outstripping the supply of jobs.

**Rapid Expansion of the Education Sector Leading to Increased Supply and Decreased Demand of Educated Manpower:** Rapid expansion of the education system which led to increase in the supply of educated manpower above the corresponding demand for them has also contributed to the problem of youth unemployment in Nigeria. For instance, with over 97 universities in the country both federal and state and the increasing demand for higher education, there has been the problem of suitable employment for the varieties of graduates who are turned out by these higher institutions every year (Njokwu, 2013).

**Lack of employable skills and outdated school curricula is another cause of youth unemployment:** The course content of most tertiary institutions in Nigeria's education system lack entrepreneurial contents that would have enabled graduates to become job creators rather than job seekers. Nigerian graduates need to be trained to develop entrepreneurial skills rather than training them to depend absolutely on white collar jobs (Aregbesola, 2008).

The skills that many job seekers possess do not match the needs and demands of employers in Nigeria. Nigeria has and is still producing an army of unemployable and unemployed youths (Ijaiya 2007). The reason according to Ahimie(1987) is that the problem of unemployment among educated youth in Nigeria stems from too great emphasis on university education at the expense of such areas as technical and vocational education Ojamoruyay (2006) further opines that youth unemployment remains a critical problem and source of insecurity in Nigeria.

**Coupled with the above is the lack of vibrant manufacturing sector which has the capacity to absorb unemployed youths in Nigeria.** There are over 800 collapsed industries in Nigeria and the persistence of power outage continue to harm industries output. With lesser dependence on PHCN over the years, many firms have collapsed under unbearable burden of the rising cost of diesel for powering their generators. Many manufacturing companies according to Olajide, (2011) have closed down and sent thousands of workers to already saturated job markets. Apt examples are Michelin and Dunlop companies that have fled Nigeria to relocate to neighbouring Ghana.

**The issue of massive corruption that is perpetuated on daily basis by successive military and civilian administrations is another cause of youth unemployment.** Corruption has permeated the entire social structure of Nigeria and has robbed the country of developing a vibrant economic base. For example, corruption diverts financial resources from building roads, hospitals, schools and otherwise investing infrastructure that would serve businesses, attract foreign investment and create jobs for the jobless youths.(US Ambassador to Nigeria in Crossroads 2011). Funds meant for development projects have been misappropriated, diverted or embezzled and stashed away in foreign banks. The collaboration of the political elites, local and foreign contractors in the inflation of contract fees have robbed Nigeria of the chances of using huge amount of money from oil sales in the last 50 years to develop a vibrant economy that would have created jobs for the youths in various sectors of the economy (Nwokwu, 2013)

In realization of the foregoing there are several efforts to address the plight of youth unemployment in Nigeria. Consequently the following research questions are hereby put forward to underscore the implications of youth unemployment in Nigeria and its implications for security and economic development.

### **Research Questions**

1. What are the causes of youth unemployment in Nigeria?
2. What are the implications of youth unemployment on national security?
3. What are the effects of youth unemployment on economic development?

### **METHODOLOGY**

The study adopted the descriptive survey research design to seek for the opinions of the people on the causes of youth unemployment and how this problem has affected national security and economic development of Nigerian citizens. A total of two hundred respondents were selected from five local governments within Ogbomoso metropolis through a purposive sampling technique with thirty (30) respondents comprising male and female youths from each of the local government i.e. Ogbomoso North, Ogbomoso South, Oriire, Ogo-Oluwa and Iresaadu Local governments of Oyo state.

The instrument comprised fifteen (15) structural items to elicit responses from the respondents. The instrument was subjected to content and face validity by the experts. The researcher personally administered the questionnaires. Data collected were analyzed using simple percentage, mean and standard deviation statistical methods.

**Research Question One: What are the causes of Youth Unemployment in Nigeria?**

S/N	ITEM	NO	POSITIVE RESPONSE	%	NEGATIVE RESPONSE	%	MEAN	STD
1.	Persistence of power outage	200	81	40.5	119	59.5	1.595	.49
2.	Folding up of Local and Industrial Enterprise	200	155	78	45	22	1.225	.42
3.	Agricultural sector is not attractive to the young ones	200	175	88	25	12	1.125	.33
4.	Lack of employable skills and practical orientation in educational institutions	200	181	90.5	19	9.5	1.095	.29
5.	Mass production of graduates from tertiary institutions	200	131	65.5	69	34.5	1.345	.48

From the table 1, it can be deduced that item 4 has the highest number of responses i.e 181 (90.5%) with the mean of 1.095 and .29 standard deviation while item one (1) has the lowest number of responses 81 (40.5%) with mean of 1.595 and .49 standard deviation. This means that all the items above are very significant and are factors responsible for unemployment in Nigeria.

**Research Question Two (2): What are the Implications of Youth Unemployment on National Security?**

S/N	ITEM	NO	POSITIVE RESPONSE	%	NIGATIVE	%	MEAN	STD
1	Increase in various crime and social vices	200	190	95	10	5.0	1.050	22
2	Rise in religious riots and militancy	200	176	88.5	24	12.0	1.120	33
3	Insecurity and armed conflicts in many communities	200	191	95.5	09	4.5	1.045	21
4	Incessant communal clashes in some states	200	170	85.0	30	15.0	1.150	36
5	Vandalism and destruction of lives and property	200	196	98.0	4	2.0	1.020	14

Table 2 above revealed that item 5 has the highest frequency and percentage i.e 196 (98%) and mean of 1.020 and standard deviation stands at .14 while item 4 has the lowest frequency and percentage of 170(85%) with 1.150 mean and .36 standard deviation. This implies that items one to 5 are very significant and are the major effects of unemployment on national security.

**Research Question 3: What are the effects of youth unemployment on economic development?**

S/N	ITEM	NO	POSITIVE RESPONSE	%	NEGATIVE RESPONSE	%	MEAN	STD
1.	Gangsterism and political unrest	200	177	88.5	23	11.5	1.115	.32
2.	Slow pace of economic development	195	190	97.4	5	2.6	1.026	.16
3.	High waste of human resources	200	127	63.5	73	36.5	1.365	.48
4.	Kidnapping of foreign investors in some parts of the country has a lot of implications for the economy of Nigeria	200	124	62	76	38.5	1.605	.58
5.	Prevention of development partners and investors from doing business or investment in Nigeria	195	137	70.3	58	29.7	1.297	.46

Table 3 shows that item 2 has the highest positive response and percentage 190(97.4%) and mean score of 1.26 and .16 standard deviation while item 4 has the lowest frequency and

percentage of 124 (62%) with mean of 1.605 and .58 standard deviation. This indicates that the items 1-5 are the effects of youth unemployment on economic development in Nigeria. The total number of item five is 195 because five people decided to be neutral in their responses.

### **DISCUSSION**

This study investigated into youth unemployment in Nigeria and its: implications for security challenges and economic development. The results of the data analysis revealed that persistent power outage which culminated into folding up of local and foreign industrial enterprises, unattractiveness of agricultural sector to the young ones, lack of practical orientation in educational institutions as well as mass production of graduates from tertiary institutions are the major causes of youth unemployment in Nigeria. The findings of the study corroborates that of Nwoku(2013), Aregbesola(2008), Babalobi(2010), Ijaiya (2007) and Olajide(2011) who believe that causes of youth unemployment in Nigeria range from lack of employable skills and practiced orientation in our tertiary institutions, persistence of epileptic power supply as well as mass turning out of graduates as some of the major causes of youth unemployment in Nigeria.

The findings of the study further showed that increase in various crimes and social vices, rise in religious riot and militancy, incessant communal clashes and vandalism and destruction of property are part of the implications of youth unemployment. The findings is in consonance with the World Bank (1992) and Ogundare, Jimoh and Oladokun(2011) who maintain that youth all over the world in their search for jobs that does not exist often result to restiveness which are likely channeled towards violent crime leading to fragility of the polity and sometimes, conflict among its members.

The results of this study also indicated that slow pace of economic development, high wastes of human resources, kidnapping of foreign investors in some parts of the country and others are the effect of youth unemployment on economic development. These findings support that of National Youth Development Policy of 2001, Adepegba(2011), Nwoku, (2013) and Ozolu Sulaiman 2006 who submit that “youth are the major determinants of peace and stability of a nation and that the large number of youth who are unemployed are capable of undermining economic development as they constitute a serious threat if engaged by the political class for clandestine activities”.

### **CONCLUSION**

It is an established fact that all human societies have to deal with one challenges or the other. The issue of youth unemployment in Nigeria is a core value that deserves primary attention. The government needs to put in several efforts to address the plight of youth unemployment in Nigeria by engaging youths in some skills or other things that could free them from poverty, hunger, diseases and social injustice. It is the deficiency of these values among the generality of Nigerians that has provoked recourse to crime and violence

### **RECOMMENDATIONS**

Based on the findings of this study the following recommendations are made:

- Entrepreneurship education should be provided among the youth. Skills acquisition programmes which could empower graduates and non-graduates alike should be developed by the government. Functional youth centres and programmes that would enable them acquire sellable skills and thereby making them productive should be encouraged. This will in turn reduce violence and crime.

- Integrated rural development and re-orientation programmes of economic activities and social investments towards the rural areas should be embarked upon by Nigerian government so as to create an appropriate rural-urban balance.
- Capital projects should be made available by the various tiers of government. This will make adequate infrastructure available for productive enterprises and employ more people.
- Government should also support youth in agriculture. This can be done by providing loans, land, seeds and modern equipment that will make them become attractive to agriculture as a means of livelihood.

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# The Role Of The National Universities Commission (Nuc) In The Development Of University Education In Nigeria: Reflections And Projections

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## Abstract

Just about two years after Nigeria's independence, the National University Commission (NUC) was established as an advisory agency on higher education in the cabinet office of the First Republic of Nigeria. The NUC was charged with the responsibility of advising government on financial needs of the universities and to handle the planning of a balanced and coordinated development of university education in Nigeria. These functions were further expanded with the enactment of Decree No. 1 of 1974 that transformed NUC from advisory capacity to a statutory body. This was an outcome of the centralization of university education in the country, during which the Federal Government took over all the then existing regional universities in the country. The expansion of university education in Nigeria reached its nadir in recent time with the efforts by governments, the private sector and faith based organizations establishing new universities and expanding the existing ones. This development brought with it enormous responsibilities and challenges. How the NUC has been able to cope with its new status and its responsibilities is the prime focus of this paper. The paper examines the Nigerian University system before the formation of NUC. It discusses the establishment and role of NUC and evaluates its impact on university education in the country. The paper highlights the challenges that have constrained the operations of the Commission. It concludes by suggesting recommendations that might be of help to overcome the identified challenges and further enhance the development of university education in Nigeria.

**Keywords:** National Universities Commission, Funding, Satellite Campuses, University autonomy, Academic freedom.

## THE NIGERIAN UNIVERSITY SYSTEM BEFORE THE ESTABLISHMENT OF THE NATIONAL UNIVERSITY COMMISSION

The quest for higher education in Nigeria dates back to the second half of the nineteenth century when the well-to-do Africans in Lagos sent their children overseas for professional training. Upon the completion of their studies abroad, some of them returned to Nigeria and began to demand for the establishment of institutions of higher learning in the country. Consequently, the Yaba Higher College was established in 1934. In terms of standard however, the college was not a university; nevertheless, its students became the foundation students of the University College, Ibadan (UCI) when it was established in 1948 (Lawal, 2008:55-60).

The establishment of Yaba Higher College was vehemently criticized and lampooned by the Nigerian Nationalists who preferred a University to the college (Magida, 2013:2). In the eyes of the West African intellectuals; the curriculum of the college was too narrow, incapable of meeting the needs of the country (Fafunwa, 1974:151).

With these criticisms, the colonial government was forced to set up two distinct commissions to look into the possibility of establishing universities in the British colonies in West Africa.

The Asquith and Elliot Commissions were therefore set up in 1943 and both commissions submitted reports culminating in the establishment of University College Ibadan in 1948.

The first striking thing we discovered from the onset of the history of university education in Nigeria is that the first ivory tower (UCI) was heavily dependent on the government for its finances. The bulk of the money needed for the running of UCI was provided by the colonial government. (Fafunwa, 1971:65) This scenario was to serve as precedent to the subsequent universities established by Nigerian government (Ajayi & Tamuno, 1973:22-48).

Also, in order to regulate the affairs of the University College Ibadan, the colonial government established Inter-University Council (IUC) (Fafunwa, 1971:212). For the period it existed, the council conducted visitations, helped to recruit staff and provided advice on various administrative and academic matters. Side by side with the University of London, the IUC showed abiding interest in establishing and maintaining high academic standards at UCI. Not only this, the IUC in conjunction with the London University and Colonial Office helped to provide colonial training in the United Kingdom for Nigerian Students who had completed their pre-medical and pre-chemical courses at the UCI. It supported UCI's policy of high standard in staff recruitment, students selection, the protection of examination standard, the appointment of external examiners, facilities for research or library resources and urged that the maintenance of high academic standard must be paramount (Fafunwa, 1971:259).

In a nutshell, one can safely conclude that the proud image of UCI in the academic world was in many ways a product of the dedication and care which the IUC gave the emergent university in Nigeria. This achievement notwithstanding, IUC could only operate in advisory capacity within the period it existed. Its advisory role persisted until 1962 when it was replaced by National Universities Commission (NUC) (Fafunwa, 1971:222).

### **The Establishment of the National Universities Commission**

Following the recommendation of the Ashby commission on Higher Education in Nigeria, the National Universities Commission (NUC) similar to those in Britain, Australia and New Zealand was established in 1962 as an advisory agency in the Cabinet Office ([http://en.wikipedia.org/wiki/education in Nigeria](http://en.wikipedia.org/wiki/education_in_Nigeria). Retrieved on 28 February, 2013). At its inception, the role of the NUC was advisory to the Federal Government on the financial needs and development of university education in Nigeria. However in 1974, the Gowon's administration ordered the reconstitution of the commission. This led to the enactment of Decree No. 1 of 1974 that established the NUC as a statutory body (Newswatch, March 28, 1988:21). The decree gave the commission broad responsibilities and functions relating to the coordination, development and financing of Nigerian Universities. Statutorily, the Commission was charged with the following responsibilities:

*To advise on the establishment and location of new universities and other degree granting institutions; to estimate and request from government, annual grants for the universities and to distribute this in accordance with a set of formular; to collate, analyse and publish information relating to university development and education in Nigeria; to develop general programmes to be pursued by universities in order to ensure that they are fully adequate for national needs and objectives; to recommend the establishment of new faculties or postgraduate institutions in existing universities; and to make such other recommendations to the Federal Government or to Universities relating to higher education as the Commission may consider to be in the national interest among others. This term of reference meant that the NUC was to*

*coordinate and control the administrative and financial matters of the Nigerian publicly owned universities.*

To successfully carry out its functions, the Commission was divided into twelve major departments each headed by a director. These departments are:

Academic Standards; Inspection, and Monitoring; Management Support Services; Students Support Services; Research and Innovations; Information and Communication Technology; Finance and Accounts; Quality Assurance; Physical Planning and Development; Open and Distance Education, among others (<http://www.nuc.edu.ng/pages.asp?id=27>).

### **NUC Contributions to the Development of Nigerian Universities**

During the 1970s, when the Federal Government took over all universities and the NUC became statutory and more powerful, the orientation of academic programmes in Nigerian Universities to Nigerian needs was pursued with vigour. The University of Benin, for example, changed its original philosophy into the mainstream of the new Science/Humanities orientation with the provision that the constituent ratio would be 60:40 in that order. By early 1980s, what the University of Benin began in the 1970s had begun to yield positive results in the establishment of universities of technology in the country. This was accelerated by the establishment of Iron and Steel Industry in Ajaokuta and the need to diversify the economy toward a technological balance (Tamuno and Atanda, 1989:297).

In line with its objective of channeling external aid to the universities to ensure high academic standards, the NUC in 1976, sent scouting team to Europe, America, Middle and Far East with the aim of exploring the possibilities of finding quality staff for Nigerian universities. The teams were also sent out to make feasibility studies on the establishment of inter-institutional linkages with overseas universities as well as the expansion of postgraduate facilities. Prior to the reports of the scouting teams, the Commission took over the universities liaison offices in Britain under the name Nigerian Universities Office. It also signed an agreement with the American Council of Education for cooperation in such areas as recruitment of staff in the United States and the establishment of inter-institutional linkages with the U.S. Universities. The London office began operation in 1978 and other offices were opened in Washington D.C., Ottawa, and Cairo. Each office was headed by a Director and assisted by another home-based officer and a number of locally recruited staff (New Nigerian, Nov. 20 1992:p. 31).

The Commission was able to lay down minimum academic standards for all programmes being taught in all Nigerian Universities. This role was vested in NUC's Amendment Decree No. 49 of 1988. Using indices such as quality of academic staff, academic content, physical facilities, library and funding, the Commission has also been able to conduct regular comprehensive accreditation of all undergraduate programmes in Nigerian Universities. The accreditation exercise by the NUC has ensured standardization of all academic programmes in Nigerian Universities.

In 2005, the Commission introduced new academic curricula for all Nigerian Universities. The aim was to provide a better skilled and entrepreneurial graduate suitable not only for Nigerian labour market but also the global market. This new curriculum also came up with the fact that student seeking admission into any Nigerian university must have a minimum of five credits at O' level, and this must include English Language and Mathematics. A Post-JAMB Examination was equally set-up in order to screen students properly before entering into the university. Moreover, it came up with the idea that, the minimum qualification for teaching in the university should be masters degree (NUC Annual Report, 2006). The new system has helped

to eradicate the outdated curriculums which were replaced with the modern ones that are relevant to the needs of the Nigerian economy and the global market.

The NUC also made available material resources to improve the communication system in the universities. In 1993, the commission installed E-mail facilities in some major Federal Universities to improve electronic communication system on the campuses on a sustainable basis. Successful implementation of the E-mail project, to some extent, has helped to remove the threat of complete isolation of the Nigerian academic community in the rapidly advancing information technology world (NUC Annual Report, 1994:20-24).

In its bid to ensure a better way of collecting, analyzing and managing data, the commission had also introduced the computer-based Management Information Service (MIS) into Nigerian University System. Primarily, the objective of the MIS project, among others is:

- I. To standardize the system of obtaining reports and statistical information from the various universities on students, staff, libraries and financial matters;
- II. To record such information on diskettes, tapes to the NUC, for information storage, analysis and retrieval purpose;
- III. To ensure that such information are accurate and timely;
- IV. To organize for planning, budgeting and decision making; and
- V. To help the universities put in place an effective management system and improve utilization of resources (NUC Annual Report, 1994).

So far so good, the MIS has helped the Commission in taking effective decision and making its day to day operations easier. For better quality performance, the Nigerian University Commission (NUC) in 2003/2004 academic session established the carrying capacity of every programme to be offered in Nigeria Universities. Carrying capability is the minimum number of students that the human and material resources available in the university can support for quality delivery of education on that programme (The Comet, 9 June, 2005:26). If a university enrolls just to the point of its carrying capacity (or less) for a programme, chances are that the quality of products from that programme will be assured, if no collateral distortions such as strikes come to bear at some point during the course of training. The balance between quantity and quality is established through a policy of not exceeding enrolment carrying capacity (The Comet, 9 June, 2005:26).

The NUC had also been responsible for granting of licences for the establishment of private universities in Nigeria. As at 2009, there were over 74 states and private universities in Nigeria. These universities provided the much needed admission space for thousands of eligible and qualified candidates. The private universities so licensed have emerged worthy competitors for the public universities. For instance, whereas federal universities had 17.8 percent of their programmes attaining the full accreditation status in 2004/2005, the private universities had 16.9 percent of their programmes with full accreditation. (The Comet, Lagos: 9 June, 2005: 27). Similarly, a private university – Pan African University, Lagos came in the overall second position ranking of all universities in the 2004 academic session.

The NUC had also made possible introduction of E-learning technology in Nigeria universities. Billions of Naira was expended to install such technology in many Nigerian universities, the E-learning is a manifestation of the notion of flexible learning which includes computer mediated communication, electronic delivery of independent learning resources, learning in simulated electronic environments, learning how to use technological tools and software and electronic enrolment and course administration.

The main motives of e-learning are to improve the quality of learning, to provide learners with skills needed for their professional development, to widen access to education, and to reduce cost and improve cost-effectiveness of education. The University of Lagos was the first to do a pilot run of the e-learning scheme. And, the hub of the virtual library component of the e-learning project was later commissioned by the NUC. As at 2003 the NUC had gained useful experience in the implementation of e-learning protocols via the UNESCO-NUC virtual institute for Higher education in Africa.

The NUC had also strengthened the National Open University by way of human and material resources to enable it enroll many students as projected in its blueprint (The Comet 9 June, 2005: 27). It had helped Nigerian universities to establish a number of collaborations and linkages with top American universities. In 2006, the Commission initiated a 10-day study tour of the United States of America for 10 Vice-Chancellors of Nigerian Universities. The tour took them to the famous Harvard University and Massachusetts Institute of Technology (MIT), and a carefully selected group of American Universities where academic and cultural linkages were established with Harvard and MIT, and the benefitting universities in Nigeria (Daily Independent, 29 May, 2006:E7). The authorities of Harvard and MIT and all universities visited during the tour agreed to established linkages with Nigerian universities. The NUC helped to coordinate the processes leading to the establishment of such academic and cultural linkages (Daily Independent 29 May, 2006:E7).

One of the major dividends of the visit was the approval by MIT for Nigerian universities to be connected to its "iLab facility" which provides remote web-accessible laboratories that allow for more efficient use of laboratory equipment and give students the opportunity to conduct experiments from the comfort of an internet accessible browser (Daily Independent 29 May, 2006: E7). The Obafemi Awolowo University, Ile-Ife was the first beneficiary of the project. Agreements were also reached that would involve NUC's coordination of Nigerian universities with members of staff and students of MIT iLab (Daily Independent, 29 May, 2006). Other collaborations established during the study tour include free use and participation in MIT Open Course Ware (OCW) project, which makes the teaching materials used in almost all MIT undergraduate and graduate courses available on the web free of charge to any user anywhere in the world. The Nigerian delegation was promised mirror sites of OCW so that staff and students in Nigerian universities would be able to use the resources without the rigour and experience of direct Internet link (Daily Independent 29 May, 2000).

The Nigerian visitors were also able to secure the promise of Professor Akinwande, a Nigerian don, of the Department of Electrical Engineering and Computer Science of MIT, to offer training to Engineering lecturers in Nigerian universities. The training would focus on latest techniques in teaching and research in Electronics and Computer Engineering (Daily Independent, 29 May, 2006:E7).

The NUC in conjunction with the Federal Ministry of Education was determined to improve the quality of students seeking admission into Nigerian universities. In line with this thinking, the Commission in 2006 introduced the post-Jamb screening for intending entrants into Nigerian universities, a policy which a public commentator has likened to "a revolution" (The Comet, Friday 21 October, 2005: 36). It is easily the most important policy statement that had been made since the return to civil democratic governance in Nigeria in 1999.

The idea of a centralized Federal Government – Controlled Examination Body for all universities and polytechnics in Nigeria, and whose decisions were binding on these institutions was an anathema to federalism. It was more the case with the emergence of states,

and now private universities all over the place, who in spite of their funding independence of the central government, still had to wait on the latter to select candidates for them. And, what is more, the universities that were the end-products of these exercises had no input whatsoever into how examinations were conducted such that the entire exercise was devoid of the requisite legitimacy.

The yeoman's job of the leadership of JAMB notwithstanding, the institutions had become increasingly helpless as the evil genius that is arguably distinctively, Nigerian had continued to compromise the integrity of the examinations. This was to the extent that reasonable members of the society had had cause to doubt the validity of scores derisively referred to as "JAMB scores" across the country. Thus, the Universities were faced with a situation in which they had to take in candidates whose competence they doubted and whose moral standing was such that they would rather not have touched the candidates with a long pole as long as JAMB had issued such candidates some results (The Comet, 21 Oct. 2005: 36). This for many years constituted the dilemma of the university as JAMB effectively became the very first platform for entrance into the University system of sundry undesirable elements who come in not because they came to read and can read, but only to ensure that the system got turned into a jungle of violence, increasingly taking the character of the Hobbesian state of nature where life was supposedly brutish, nasty and short. It was so bad that for the image of the ivory towers by which universities are known globally, Nigeria's own universities became effective garrisons of violence and crime.

But all that is gone now as the universities can now go beyond JAMB and begin to individually screen those who will come in. This, indeed is autonomy in practice. And it is expected that this would manifest immediately in improved quality of students and by implication, of education at the tertiary level. It would also make secondary schools students much more serious when they begin to realize the full implications that whatever JAMB score you parade, you will be subjected to further examination/screening which ordinarily would be better monitored and surely better conducted than JAMB's, in which the good would be sifted from the ugly. This will also reduce the desperation on the part of candidates to pass JAMB examination at all cost as a high JAMB score would no longer guarantee admission to a university.

The point is that no matter from whatever perspective it is being viewed, the new policy is one that will change the face of the university for the better. It has the potential to improve the quality of education in the country in general, and at the university level in particular, stem the degeneration of Nigerian universities into manageable outposts of cultic and violent activities and of moral decay.

There is a caveat, however. The realization of the potentials above-highlighted would depend on how the universities handle the new power that has been given to them. As a matter of fact, the way this is used would go a long way to inform on how the autonomy which they had clamoured for, for so long, would be canalized if and when eventually it comes. But then, this no doubt is a great statement on the federal government's much advertised commitment to autonomy in the universities.

Other notable contribution of the NUC is the Development of the Minimum Academic Standards (DMAS) used for programme accreditation in the university system, introduction of modern method of teaching larger classrooms, giving the NUC international visibility through the Global University Network for Innovation (GUNI), Council for Higher Education Accreditation (CHEA), the Visual Library Project and the ranking of Nigerian universities, based on accreditation results (The Guardian 31 October, 2013:4).

Furthermore, the NUC has continued to discharge its responsibilities to the universities in accordance with its original mandate of quality assurance in respect of the establishment and orderly development of universities in Nigeria. For instance it had expanded access to university education with the establishment of many Federal, state and private universities; it had also carried out a review of, the Benchmark Minimum Academic Standard (BMAS), curricula and development of new programmes, like mechatronics, gerontology, robotics and entrepreneurial studies. The Commission had also streamlined part-times degree programme and solicited for review of NUC laws, which were unarguably weak, to tackle the challenges of the system (The Guardian 31 October, 2013: 49).

As part of its mandate to address infrastructural challenges across the public universities in Nigeria, the NUC had embarked on provision of modern video conferencing facilities initially to 27 Federal Universities hooked and connected to the wider world. These facilities were provided to enable lecturers and students from all across these universities to share information and academic resources for the improvement of the nation. Since this noble experiment began, more universities across the country have been accommodated. The video conferencing facilities have fully brought improvement to the internet bandwidth of the Nigerian universities, though most of them have issues with the speed of their facilities. The professionals overseeing this programme have considerably increased the bandwidth of the participating universities. This initiative is critical to the overall development of the universities as it would avail the nation opportunity of the desired linkages with universities worldwide (The Nigerian Tribune, 17 October, 2013: 20).

The NUC in collaboration with the Federal Ministry of Education had designed also the Nigerian Universities Electronic Teaching and Learning Platform. This is a project designed for the purpose of addressing the population challenge confronting Nigerian universities especially the case of those with large students' population and classes. The programme uses technology to assist lecturers to have interactive classrooms that help students to assimilate at a faster level.

Under this project, interactive white boards with networking capacities, high resolution audio-visual aids and electronic clipart resources were provided for 12 state and federal universities. The first phase of the project got the financial backing of Tertiary Education Trust Fund (TETFUND) to the tune of N32m. Five Federal universities were in the first phase namely: University of Agriculture Abeokuta, Federal University of Technology, Minna, Usmanu Dan Fodio University, Sokoto, University of Uyo and Federal University of Technology, Owerri. The State Universities that benefited included Osun State University, Osogbo, Kogi State University, Anyingba, Adamawa State University, Kano, Niger-Delta University, Amassoma Wilberforce Island, and Abia State University, Uturu (The Nigerian Tribune, 17 October, 2008: 20).

The NUC had also frowned at the indiscriminate introduction and duplication of programmes and courses which were not approved by the NUC (The Nigerian Tribune, 10 May, 2007:4). It was discovered that authorities of the affected universities often introduced programmes and courses not relevant to the nation's economy without recourse to the NUC. This impunity was impacting negatively on the quality of programmes being run in the universities. To stop this practice, the NUC set up a regulatory body made up of seasoned professors and staff of the NUC to carry out periodic audit of programmes and courses in Nigerian universities. Such programmes and courses without prior approval of the NUC were denied accreditation and JAMB, the regulatory body responsible for quality control in the admission to universities, was mandated to suspend admissions into programmes with "denied status" (The Nigerian Tribune, 10 May, 2007:4).



Laudable as these contributions might be, the NUC was in the eye of the storm. The Academic Staff Union of Universities (ASUU) had called into question the integrity of the Commission regarding its handling of the accreditation procedure in Nigerian universities as well as its involvement in contract award bazaar derived from its alleged abuse of the Tertiary Education Trust Fund (TETFUND). ASUU called for a probe into what they called the fraudulent role of the NUC. The Union called for the stoppage of the fraud going on in NUC over the accreditation of courses in Nigerian universities. It wondered, for example, how “the clean bill of health given by the NUC to several public universities could be reconciled with the findings of the Needs Assessment Committee set up by the Federal Government, which found widespread not in the system”(The Nigerian Tribune 10 September, 2013”: 19).

Equally, serious and worthy of note is the allegation that the Commission was always in the habit of awarding severely inflated contracts in respect of new universities. The Union expressed concern on how a supposedly quality assurance institution such as the NUC transformed itself into a tender’s board for the award of hyper-inflated contracts thereby depriving the universities their much needed fund. There were allegations of fraud and double standards leveled against the NUC in its accreditation process. ASUU expressed worry as to why “friends of the Commission are left off the hook while some institutions are targeted for reprisals and de-marketing campaigns” (The Nigerian Tribune, 10 September, 2013:19).

The Commission was also accused of accumulating powers which were not granted to it by the enabling law which set it up. For example, in a federal system such as Nigeria’s where education is on the concurrent list, the state governments are supposed to be carried along by the NUC in its ombudsman’s role as done in several Federal systems like Canada and India. But in the Nigeria’s case, it is not so, rather, the NUC often breathes down the necks of state and private universities.

No wonder, many students and other critical stakeholders took to the streets in July, 2006 calling for the abolition of the NUC. The students, under the banner of the National Association of Nigerian Students (NANS) demonstrated along major roads in Nigeria. They called for financial autonomy of tertiary institutions and chanted “no” to privatization and commercialization of education in Nigeria among other claims. The Senior Staff Association of Nigerian Universities (SSANU) in collaboration with NANS also called for the scrapping of the NUC.

Thus, the various allegations of fraud, corruption of the highest order, lack of integrity, double standards, buying and selling of accreditations in the universities, lack of openness and opaqueness in the accreditation exercise, excessive personalisation of the commission, are weighty allegations that have compromised and dented the image of the NUC.

However, the panel set up by the Federal Government to examine the decrees that set up the body and review its activities over the years recommended that the NUC should stay but that the body be trimmed down both in structure and power so it could function better. The time may have come for the Federal Government to begin the process of regulating “the regulator (NUC) and cleansing what is fast, becoming the Augean stable in the education sector.

### **CHALLENGES AND IMPACT**

In the course of discharging its duties, the NUC had1 encountered a lot of challenges. The good intention of Gowon administration to give the nation a virile university system led to the reconstitution of NUC in 1974 when it became a statutory body. The outcome of that effort led to the erosion of university autonomy in Nigeria. Under the Decree No. 1 of 1974, Universities

in the country lost their financial autonomy to hitherto reticent NUC. Henceforth, the Commission could receive block grants from the Federal Government and allocate them to universities in accordance with such formulae as may be spelt out by the Federal government. The decree also formally established NUC as a buffer body between government and universities (Tamuno & Atanda, 1989:272). Since then, the Nigerian universities financial freedom and unhindered access to the seat of power, have been annulled. Before 1974, Vice-Chancellors had direct access to the Federal Government. Thus, the trouble between the NUC and the universities started following the efforts of the former to control the latter. Relationship between the two became essentially antagonistic almost immediately NUC became a statutory body. Also the situation heightened universities/students friction and led to the clamping down of unionism in various campuses (The Punch, 18 May, 2000:8). The system also opened up a plethora of charges and counter-charges between the NUC and universities. This unpalatable situation has led to the clamoring for the restoration of autonomy to the Nigerian universities (Newswatch Magazine, 28 March, 1988, p. 21).

The imposition of the NUC on the Nigerian universities has done an incalculable damage to the relationship hitherto existing between the universities and federal government (Omoregie, 1994). With the establishment of the NUC as a buffer between government and the universities, Nigerian universities have been cut off from direct communication with government. Academics in the country's universities more or less see the Commission as the interventionist arm of government for oppression (Omoregie, 1994), This may be true if the buffer status of the Commission is critically examined. According to Professor Jubril Aminu, the first Executive Secretary of the Commission, this buffer status of the NUC made it a convenient punching bag behind which government hides

the hand which doles out unpopular policies to the universities in the perceived national interest (Newswatch 28 March, 1988, p. 22).

### **Unwarranted government's intervention in the affairs of the universities**

through the NUC and the activities of some leaders of the university communities who tend to lobby government and its agents for support in the pursuit of their selfish interests is a clear violation of one of the most cherished principles of university administration and its code of conduct. Government's constant teleguiding of the universities on courses to be taught to students, not to be offered admission, drawing of academic calendar for universities as well as termination of sessions and positions of Vice-Chancellors are issues which have undermined autonomy and academic freedom of Nigerian universities.

Besides, the distance between the government and the universities represented by the ministry of education and NUC has seriously blurred the understanding which the government used to have for the needs of the universities during the 1960s and early 1970s. Gross underfunding of university education and disbursement of same by the NUC have undermined development of Nigerian university system. Consequently funds meant for the universities became depleted resulting in the lack of effectiveness in the Nigerian university system (Omoregie, 1994). Individuals and bodies with abiding interest in the wholesomeness of the Nigerian university education have regularly raised the alarm over deteriorating and non-existing facilities and the flights of talents called "brain-drain" from the education industry. The Academic Staff Union of Universities (ASUU) was in the forefront of the advocacy for proper funding of the universities by those who established them. However, each time ASUU embarked on strike, government always made the issue of the remuneration of academic staff the bone of contention between the unions and government. Government often downplayed the equally, if not more important, issue of funding of the universities. Both state and federal

governments almost always portrayed ASUU as selfish and self-conceited before the undiscerning gullible and ignorant public (Ogonor, 1994).

To understand the extent of under-funding of education in Nigeria, it is important to note that, since 1990 Nigerian government has been spending less than 10 percent of its annual budget on education (NUC, 1999). In the 2006 budget, for instance, a meager 9 percent went to education; the sum which is a far cry from the 26 percent recommended by UNESCO. It is important to note that university administrators do not even have the faintest idea of what they will get in a year from government through the NUC. What they get as 'handouts' from the body always turn out to be too paltry to bring about any meaningful development. Right from the late 1980s, the recurrent grants given to the universities have been reduced to just 30 percent of the amount normally received (NUC, 1999: 8). Reacting to this development, the former Vice-Chancellor of Usmanu Dan Fodio University, Sokoto, Professor Mahdi Adamu, declared that "the grants available to the universities were only sufficient to pay staff salaries with nothing left to carry out research" (Newswatch, April 12, 1990: 14).

This decline in funding was also evident from allocations per student since the 1970s. In 1975/76, this was N3,424.00 while it was N536.00 in 1988/89, showing a decline (Ajayi, K. 1999: 19-23). In 1991, 697 dollars was used as subsidy on each student in the year 2000 (Ajayi, K. 2001). As a result of the decline in funding of Nigerian universities, enormous time and energy that should have been devoted to promoting research and scholarship are spent on generating funds. Most of the ways in which universities especially those in urban areas have sought to make up for the shortfall in statutory allocations from government is the introduction of executive, part-time programme and consultancy services. The already overworked lecturers/researchers get sucked into teaching overtime for survival with little regard for quality, research and the supervision of their students. Even the younger lecturers are not left out of the race; they often target the so-called satellite campus/outreach study centres at the expense of their pre-doctoral research programmes thus stunting their scholarly development and research capacity.

Underfunding of Nigerian universities has indeed undermined the growth of Libraries, laboratories and virtually wiped off research and conferences. The federal government instead of adequately funding and providing good management through NUC for the nation's universities has over the years reduced funding and gets itself locked in perennial disputes with ASUU (Jega, 1993). The situation which normally resulted in prolonged disruption of academic calendar and declining standards of university education.

Moreso, the supply of qualified and experienced university teachers is getting thinner as there is hardly enough to go round. In the face of ever-declining grants, most of the best minds of Nigerian academics complain of deterioration of teaching and research environment in Nigerian universities. Coupled with this, is the issue of salary (Jega, 1993, 1994). In spite of the 2001 pay rise, Nigerian universities lecturers and administrators remain some of the poorest paid in the world. This has led to academic brain drain in Nigerian universities.

On top of these problems, Nigerian universities have been bedeviled for so many years by debilitating labour unrest. The end result is that, there is hardly any university in Nigeria that has not been disrupted or which can boast of not putting its students through crash programme at one stage or another of their studies. This does not augur well for the educational development of the country. The employers are complaining of Nigeria graduates being hardly literate; yet the number of students, admitted to Nigerian universities keeps on rising yearly without corresponding facilities and manpower to train them, no thanks to NUC

policy of unilaterally determining the so-called carrying capacity of each university (Obi, C. 2000).

The NUC and other related bodies set up to play regulatory and advisory role have become, a cog in the wheel of progress in the life of universities in Nigeria. For sometimes now, it has become a practice for the NUC to either withhold funds allocated to the universities or interfere with the disbursement of such funds. The Commission has increasingly become a sprawling bureaucracy, a drawback on the university system in Nigeria. The NUC was originally tasked with liaising between the universities on the one hand and the state on the other hand. It was also meant to make funds available to the universities. The role of the Commission has drifted towards an increasing control of university education in recent times. The NUC controls not just the level of funds going to the universities but when, how and for what purposes such funds are meant for. In fact, universities now require prior approval for their budget, academic programme, physical development etc. THE NUC also regulates the fees charge in the Universities, and controls the enrolment of students (Akinkugbe, 2001:22-26). This development indeed marks a fundamental shift in policy from the liberal university system of yester-years for which Nigerian ivory towers were known for. (Fawole, J.O. 2001) (Nigerian Tribune, 16 January, 2001:25). Again, this has destroyed the time-honoured conventions of the universities and incapacitated them to serve as a genuine market place of ideas.

Not only this, NUC has been accused of indiscriminate granting of licenses to many universities to take off. Compared with other developing nations, it appears, Nigeria has too many universities it can cater for. Quite a number of universities in Nigeria that were licensed by NUC took off without the requisite basic infrastructure that is expected of a university worldwide. Many State Universities and some Federal ones commenced operation with substandard facilities. Many of them are even located in remote villages without running water or stable electricity supply. This high rate of proliferation can be linked to political consideration and pressure to which NUC is subjected to and not necessarily in response to any deliberate planning or demand (Aliyu, 1994:4).

However, such proliferation has had negative impact on the nations' economy. There is production of surplus graduates which the Nigerian economy cannot absorb. This has resulted in a serious unemployment crisis. This is similar to what has happened in India where there is such huge unemployment of university graduates that the problem is being partially solved by 'brain drain'.

However, this problem is being blamed on the curriculum and teaching since these unemployed graduates are expected to be able to fend for themselves. This criticism has no basis as Nigeria's universities provide the necessary mental exercise to enable their graduates brace up to the challenges of society. What is missing is a greater rate of generation of job opportunities because of the low level activities in the industrial sectors. Moreso, Nigerian graduate lack capital to invest in independent work.

### **CONCLUSION**

In our discussion so far, we have examined the role of the NUC in the growth and development of university education in Nigeria. Indubitably, the Nigerian university system has benefitted immeasurably from the NUC intervention. The transformation policies and programmes initiated by the NUC have expanded access to university education, promoted equity among the geo-political zones and between gender, assured and improved efficiency in governance and management of universities. However, the implementation of NUC policies and programmes

for the transformation of university education sub-sector was constrained by such issues as material resources, human resources, quality of students' input, industrial disputes and funding.

### **The Way Forward**

To check-mate the declining trend in the Nigerian university system and maintain high academic standards, it requires the efforts of all critical stakeholders in the educational sector. Government on its part should show genuine commitment to improve university education in the country. Governments at all levels must rise up to their responsibility by adequately funding university education in the country. Such intervention will no doubt bring significant improvement to the state of university education in Nigeria. While it may be conceded that government alone cannot fund education, it must be seen clearly to have done its own part. Education must be lifted above partisan politics. As recommended by UNESCO, any nation that spends less than 26 percent of its budget on education does not desire development.

There is the need for government and other stakeholders in the Nigerian University system to show sincerity of purpose. Centres of excellence like universities are not created by decrees or laws. Rather, they are worked out through hard work, dedication and commitment. To maintain excellence in all Nigerian universities therefore, there should be proper planning and provision of adequate infrastructure, high quality and well motivated staff, admission of only qualified students and inspirational leadership.

The NUC needs to review all the existing conditions of universities in the country so as to ascertain their viability or otherwise. Any sub-standard university, be it public or private, should have its operating license revoked. By doing this, every university in Nigeria will sit tight and improve on its facilities and manpower once it is known to its management that its operating license can be seized by higher authority. By doing this, quality will not be sacrificed for quantity and the Nigerian university system will be better for it.

Unplanned increase in the number of universities in the country would worsen the near-crises situation in the Nigerian higher education system. We do not need this chaotic number of additional universities now. Rather, effort should be geared towards ensuring that the existing ones are made to develop in terms of equipment, staffing and research. There is no doubt that Nigeria would need more state and private universities in future but licensing of these universities should be a gradual process and in response to national needs and priority and not something to be done for the sake of establishing universities. The establishment of new universities ought to be preceded by adequate planning and preparation to ensure that such universities get the best in terms of staffing and infrastructural needs in order to avoid the present problems facing the nation's universities. The federal government is hereby enjoined to seriously consider expanding the existing universities so that they can rise to the challenge of the ever-increasing demand for university education.

In the attempt by the federal government to revamp the nation's entire education system, it is important that it finds solutions to the problem of manpower shortage, falling educational standard and general decline in education particularly at the university level. It is quite sad that in the recent ranking of African and World's best universities, none of Nigeria's over one hundred universities made an appreciable impact. To attract good hands into the system, there is urgent need to improve the working conditions of the average university teacher in terms of wages and other allowances that would ginger enthusiasm in teaching and research ( Daily Sun 29 March, 2006:8).

While there may be an element of truth in the opinion of the Nigerian Universities Commission that web-ranking may not be a perfect way of knowing the true academic standing of a university (This Day, 24 March, 2006:9). It needs to be said that so much is wrong with universities in Nigeria. As far as they remain in their current state of underdevelopment, they cannot measure up to the best in the world. Infact, the NUC's defensive approach to this major failing is not the answer to the problem. Rather, the answer lies in the total overhaul of the Nigerian university system to bring it in line with global standards. Merely licensing more universities to go into operation will only further compound the crisis. Consolidating the existing universities will help more. In truth, some of the existing universities are no more than glorified high schools. They lack the basic essentials needed in a university. To continue to refer to them as universities would be a misnomer. The NUC must think of concrete ways of salvaging university education if the country is not to continue to set the kind of rating it is getting now in the web-metric ranking (This Day, Friday 24 March, 2006: 9).

Moreover to ensure quality graduates from our universities, the NUC should control and monitor the activities of the so-called satellite campuses and study centres. If at all they will be allowed to operate, certain measures must be put in place. Quality should not, under any guise, be sacrificed for quantity. The requirements for admission and graduation for all categories of students in the parent universities must be maintained by their satellite campuses. Moderation, monitoring and evaluation of the activities at study centres and campuses must be institutionalized by the Parent Universities to ensure compliance with all directives and policies by these centres and campuses. This can be carried out jointly by the parent universities, the NUC and the Federal Minister of Education and other relevant stakeholders.

The NUC should, as a matter of urgency, ensure that all universities in Nigeria are ICT compliant. This is the era of Information and Communication Technology and any academic leadership that neglects its potential in attaining academic excellence will draw back such an institution to the 18th century. This is because ICT itself connotes dynamism and since it affects all areas, it moves institutions forward in such a way that things will not be the same if utilized appropriately. The use of ICT in an academic environment will not only bring about the dynamism in the academia but also enhance students' academic attainment.

Finally, it is high time the NUC as a body be reconstituted and full autonomy granted to the universities. Autonomy must involve the universities being able to have input into the selection of credible candidates to be appointed as Vice-Chancellors and members of Governing Council of each university. The era of imposing political Vice-Chancellors on the entire university community should be stopped for ever. Each university should be allowed to choose credible candidates versed in administration for the post of Vice-Chancellor and other important positions in the universities.

NUC should only act as an advisory body and an information centre instead of a supervisory body which it now occupies. Experience has shown that autonomous institutions are more responsive to incentives for quality improvements and efficiency gains (Vaught, 1991:17). For instance, the governments of France, Netherlands and Japan have granted increased financial autonomy to individual faculties and departments in their national universities in order to stimulate innovation in research and teaching.

The constraint on the academic freedom for the universities is one of the national objectives (National Policy on Education, 1977:17, Section 5(42)). This should be watched lest it erode the essence of a university. The NUC has grown from its advisory role as a unit in the cabinet office to an executive role as a statutory body with responsibility for the universities.(NUC Annual

Report, July 1975-June 1977:9). In the discharge of its responsibility, it must not be allowed to jeopardize the autonomy of individual universities and the academic freedom of the lecturers. This will augur well for industrial harmony and management of the universities.

In developing countries like Chile, Thailand and Vietnam, the governments of these nations have transferred many powers and responsibilities affecting cost to universities while establishing policy structure to guide effective development of their respective university systems from a great distance. Why should Nigeria's case be different? In the words of Professor J.F. Ade-Ajayi, "If all is well with the University sector, all will be well with the rest of higher education in Nigeria" (Ajayi, J.F.A. 2001:1).

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## **Computer Support to Teachers**

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### **Abstract**

The potential of computer usage towards enhancing teaching learning process has received considerable attention in recent times. The computer support to teachers is a major issue around which discussions and researches about computer use seem to coalesce. The present study systematically and comprehensively assesses teachers' perceptions regarding assistance available to teachers in schools in the use of computers in teaching-learning process i.e., administrators, experts, technicians, computer literate co-workers, colleagues, who endorse computer use. The findings suggest that overall, computer support to teachers is not provided always or on daily basis. As a consequence of implementation of favorable policies, schools occasionally provide support in use of computers. However, there is scope for further enhancement in provision of support to teachers related to allocation of more time to plan and integrate computers in curriculum, sufficient slots in the school time table for students to use computers for completing computer-based assignments, curriculum-related technology-coordinator, opportunities to discuss computer-related topics with colleagues and exchange ideas about ways of using computers in teaching-learning, and e-parental involvement. The findings emphasise that due consideration is required and significant efforts have to be made towards improving the computer support to desired levels in order to implement widespread adoption of computer use in teaching-learning process.

**Keywords:** Computer, Computer Support, Computer Use, CAL, CMI, CAI Computer Support to Teachers

### **BACKGROUND AND RATIONALE**

For the past decade there is a major push towards integrating computer technology in teaching-learning process because of the vast promise it offers such as cheap, accessible and instantaneous information, enormous potential for interactivity and media-rich communication and powerful educational tools for teachers and students (Mouza, 2002). Various researchers have employed several research methods in an attempt to understand the distinct ways in which computers can help teachers in improving the teaching and learning process (Ely, 1995; Stratford, 1997; Drury, 1995; Blankenship, 1998; Sinko and Lehtinen, 1999; Smeets, Mooij, Bamps, Bartolomé, Lowyck, Redmond, and Steffens, 1999; Wallace, 2001; Omur, 2008; Dawson, 2008). Researchers Harris (2000); Kellenberger and Hendricks (2000); and Martin and Ofori-Attah (2005) identified that teachers could use computers for different purposes like, for teaching purposes, administration purposes, and personal purposes. Computers greatly facilitates teaching-learning process for various subjects especially language, mathematics and science. Computer technology is also being increasingly applied by school teachers in non-instructional (record keeping, grade averaging, communication, etc.) and pre-instructional (developing materials, researching instructional content, etc.) uses. Various educationists have interrelated computer use with constructivist, collaborative, and inquiry-based learning and also, with pedagogical changes. The literature on computers and constructivist reforms also described a variety of teaching-learning activities that were permitted with the use of computers that were not feasible otherwise (Sheingold and Hadley, 1993; Glennan and Melmed, 1996).

Various developing countries are currently following in the footsteps of the developed countries in promoting use of technology in education. In India, the National Centre for Computer-based Education, NCERT released the National Curriculum Framework for School Education in 2000 which outlines the following necessary Information Technology Tools to be procured for schools. In association with the Global e-Schools and Communities Initiative (GeSCI), the Ministry of Human Resource Development (MHRD) has formulated India's National Policy on Information and Communication Technology (ICT) in School Education in order to devise, catalyze, support, and sustain ICT activities and processes to improve access, quality and efficiency of ICT tools and resources to all students and teachers. It promotes networking, research, evaluation and experimentation in ICT tools and practices to utilize the potentials of ICT in school education. National level organisations like Central Institute of Educational Technology (CIET), National Council of Educational Research and Training (NCERT), Indira Gandhi National Open University (IGNOU) and State level organisations like State Institutes of Educational Technology (SIETs) play a proactive role in developing and sharing of digital content. Moreover, under Public Private Partnership model in education, various technology firms such as, Intel India, Microsoft Partners in Learning, Oracle Education Foundation are partnering with governments, educators, and local content and curriculum providers to create sustainable educational programs to train teachers and prepare students to succeed in the global economy.

Despite several initiatives and significant efforts in various developing countries, it has often been observed that there is a general unwillingness among teachers and schools to promote use of computers across the curriculum (Harris, 2000; and Neiderhauser and Stoddart, 2001) and integration of computers by faculty into the classroom has not kept pace (McKenzie and Clay, 1995). One important factor affecting use of computers in teaching-learning process is the support that school provides to the teachers in use of computers.

Blankenship (1998) determined support as one of the key predictor of computer use. Lack of administrative support to teachers in use of computers has been listed as one of the major barriers to the use of computers by teachers (Hadley and Sheingold, 1993; Ely, 1993; Fairbrother and Kurina, 2000; Williams, 2000; Jones, 2004; Sahin and Thompson, 2006; Prabhu Shankar and Subasri, 2006). Thus, teachers are prevented from making full use of computers in teaching. The findings of another study by Mohd Yunus (2007) regarding the main challenges to ICT integration perceived by the teachers revealed that ICT integration in teaching learning was dependent upon adequate access, adequate computer resources, teacher development opportunities, and onsite support – all of which require funding, thought, planning and support. Pulist (2007) described that in-house technical expertise, troubleshooting facilities and availability of sufficient time were found to be most crucial factors in enhancement of competency level of teachers in the use of Web-Based Technology.

Apparently, one of the key hurdles in integration of computers in teaching and learning is the limited support provided by the school in teachers' use of computers. Thus, in the absence of a comprehensive framework for assessing extent of support in teachers' use of computers in various related dimensions, it is neither possible to assess current levels of computer support nor is it possible to design suitable remediation plans. Understandably, the lack of appropriate measures to address fundamental need to assess the support in use of computers by teachers will continue to jeopardize effective integration of computer technology in education. In light of this, there is a need for designing a comprehensive framework for defining and understanding computer support to teachers. Once such a framework is formulated, it could prove to be an indispensable instrument in designing measures for improving computer support to teachers, thereby contributing towards enhanced use of computers in education. The study was based on this vital need.

## STUDY

The meaning of the word support is to keep (one's spirits, for example) from failing during stress; lend strength to (American Heritage Dictionary, 1969, p. 1293). This definition is a good description of what a teacher is looking for with regard to support of computers. Again, however, this support comes in many forms. It might be a technical person available on demand, a fellow teacher with some encouraging words, or a principal who believes in technology and commits to implementation (money, time, conferences, specific training).

Within the school system a teacher can receive support for computer use in the following contexts.

- Maintenance for computer related equipments, software, etc.
- Encouragement from principal to use computers.
- Technical assistance for operating and maintaining computers.
- Expertise (technology-coordinator) to help developing and adjusting software to the curricular needs.
- Opportunities to discuss computer-related topics with colleagues and exchange ideas about ways of using computers in teaching-learning.
- Enough time to plan and integrate computer use in your curriculum.
- Sufficient slots in the school time table for students to use computers for completing computer-based assignments assigned by the teachers.
- Support for e-parental involvement.

Therefore, for the present study, computer support is operationalised from teachers' perspective the assistance available to teachers in schools in the use of computers in teaching-learning process i.e., administrators, experts, technicians, computer literate co-workers, colleagues, who endorse computer use.

In the present study, the term computer means a device which is used for instructional as well as pre-instructional and non-instructional purposes by the teachers and students in teaching-learning process. The term "use of computers" (or "computer use") is intended to refer to various ways in which teachers use computers for instruction and management of teaching learning process; like computer aided learning (CAL) which describes an educational environment where a computer is treated as an aid to an overall teaching-learning strategy with other methods and aids and it becomes a tool - just like a chalkboard, a calculator, a pen, a chart, a model, a flash card, or a book - that helps teachers teach and helps their students learn; computer managed instruction (CMI) where computer is used for pre- and non-instructional purposes; and computer assisted instruction (CAI), the mode of instruction in which a student directly interacts with a computer and learns through lessons programmed into the computer, like tutorial, drill-and-practice, simulation, instructional gaming, problem solving.

## METHOD

Given the importance of school support to teachers in use of computers for successful infusion of computers into teaching and learning, the purpose of the study was thereof to design a comprehensive framework to study teachers' current levels of computer support in all the related dimensions.

### Population

While the state of educational infrastructure and several other pertinent factors vary drastically across various schools in private, public and state government school systems in different regions of the country, Central Schools (Kendriya Vidyalayas), owing to inherent

design, mission, and objectives, maintain considerable uniformity in various establishments across the country. Hence, from the perspective of the present study, Central Schools provided as ideal population. The implications of the study could be generalized to design recommendations for formulating policies and strategies at a national and international level.

**Sample**

To begin with, the researcher obtained the latest directory of Central Schools (Kendriya Vidyalayas) from the office of Kendriya Vidyalaya Sangathan, Delhi Region, India. From the list of Central Schools, a random sample of 20 schools was selected to participate in the study. From each of the selected school, 15 teachers were selected randomly from the teachers’ attendance register such that preferably a set of 5 teachers (excluding computer teachers) was selected from each of the three grades (PRT, TGT and PGT grade). Thus, a total number of 300 teachers of Central Schools of NCT of Delhi constituted sample of the present study.

**Construction of Questionnaire**

An initial questionnaire was submitted to the experts for face and content validity. There was a ‘yes - no’ type validity assessment in which an item in the questionnaire was accepted if more than half of the experts provided affirmative responses. As such, for this questionnaire, since all the items related to computer support were found valid by the experts, hence no item was deleted. At the same time, their suggestions were incorporated and thus some abstract or superficial terms like ‘enough’, ‘adequate’, ‘sufficient’ were removed and a quasi-final draft was obtained to be administered on the try-out sample. In order to identify weak, ambiguous, non-functional, or defective items, the quasi-final questionnaire was administered for try-out to a sample of 30 teachers, 10 each from the three selected schools of Delhi. The resulting responses were statistically analyzed to determine the reliability of scale in the quasi-final questionnaire.

The Cronbach’s Alpha for ‘school support in use of computer’ was calculated to be 0.73 and found significant at  $p < 0.01$  level (Table 1).

**Table 1 MEAN, Standard Deviation, Reliability Coefficient for School Support (N = 30)**

Construct	N Items	Mean	SD	$\alpha^*$
School Support to Teachers in Use of Computers	8	2.09	0.35	0.73

**Significant at  $p < 0.01$  level**

As the questionnaire was found to be quite reliable (Cronbach’s Alpha=0.73), quasi-final questionnaire was used as the final questionnaire. Thus, after careful considerations, a survey questionnaire (Appendix) was developed by the investigator for collecting the data.



A three-point scale consisting of 8 items was constructed by the investigator to measure school support to teachers in use of computers. The teachers were asked to rate their level of school support for computer use on a three point scale: 1 = never (under no circumstances), 2 = sometimes (occasionally/on special occasions) and 3 = always (nearly daily/whenever require). The final score of respondents on the scale was sum of their ratings for all of the items.

**Administration of Questionnaire**

After seeking permission from the Assistant Commissioner, Kendriya Vidyalaya Sangathan and the Principals of respective schools, the questionnaire (Appendix) was given to each selected

teacher in the free periods. The teachers were given three days to fill-in the questionnaire as per the instructions provided therein and the filled-in questionnaires were collected from the teachers on the agreed dates.

## RESULT

The teachers were asked to rate the level of school support for computer use on a three point scale: never (under no circumstances), sometimes (occasionally/on occasions) and always (nearly daily/whenever require) for eight items. The percentage of respondents in each of these categories was calculated and school support was represented by a mean score on a three-point, scale ranging from 1 (never) to 3 (always). The same has been presented in Table 2.

**Table 2 Percentage Distribution of Respondents in getting School Support in Use of Computers and Distribution of Mean Score of Responses on School Support to Teachers**

Scale	<i>Never 1</i>	<i>Sometimes 2</i>	<i>Always 3</i>	Means Score	SD
	Percent (%)				
Support for computer use	6%	42%	52%	2.43	0.50

Table 2 illustrates the percent and distribution of mean scores of teachers' responses on the 8-item school support scale. Approximately half of the teachers reported that they always get school support for computer use whenever required and the remaining half reported to get school support sometimes. Hence, teachers in general had got school's support in use of computers (mean = 2.43; SD = 0.5).

The eight item-wise percentages of three categories of responses (never to always) on School Support Scale are presented in the Table 3.

**Table 3 Item-wise Percentage Distribution of Respondents on Support Scale**

#	Statements	%		
		Never	Sometimes	Always
1	maintenance for computer related equipments	35.0	26.3	38.7
2	encouragement from Principal to use computers	1.0	15.7	83.3
3	technical assistance for maintaining computers	7.3	51.3	41.3
4	technology-coordinator to help you developing and adjusting software to your curricular needs	22.3	55.3	22.3
5	opportunities to discuss computer-related topics with colleagues and exchange ideas about ways of using computers in teaching-learning	10.0	61.7	28.3
6	time to integrate computers in the curriculum	34.7	51.0	14.3
7	sufficient slots in the school time table for students to use computers for completing computer-based assignments assigned by you	27.7	56.0	16.3
8	support for e-parental involvement	31.3	58.3	10.3

Some of the striking findings as evident from the 8 item-wise percentages of three categories of responses (never, sometimes, and always) in the above table reveal that about one-third of teachers expected increased support for maintenance of equipment, e-parental involvement, more time to plan and integrate computers in their curriculum, and technology-coordinator to help them developing and adjusting software to their curricular needs.

## DISCUSSION

There are distinct ways in which computers can help educators in improving teaching and learning process. However, there are several organizational and individual factors that play important roles in the process of integrating computers in education. The integration of ICT in teaching and learning entails transformation of teaching process as well as redefining the role

of teachers to some extent. As a result, fostering technology usage among individual teachers remains a critical challenge for school administrators, technology advocates and policy makers. Thus, it is beneficial to identify conditions and determinants of technology usage among teachers in order to realize the shift of paradigm in the usage of computer with the advent of information technology. Teachers' inclination to use technology in classroom was considered to be dependent on various support systems that include communities, parents, business leaders, and administrators (Dupagne and Krendl, 1992; Mahmood and Hirt, 1992; Becker, 1994). (Newhouse, 1997; Middleton, Flores and Knaupp, 1997; Blankenship, 1998; Ginsberg and McCormack, 1998).

Although researches to examine measures for promoting use of computers in education have emphasized the importance of computer support but its know-how has not been dealt appropriately. Therefore, impediments like how and what all need to be covered in computer support, are required to be addressed before the power of computers is exploited to its full potential to transform teaching-learning process in the most effective manner. Hence, a need was felt to design a comprehensive framework for understanding computer support to teachers. The study has provided such a framework that prescribes essential dimensions of computer support to teachers by the school with regard to their use of computers in teaching-learning process. The computer support is studied in terms of teachers' perceptions regarding assistance available to teachers in schools in the use of computers in teaching-learning process i.e., administrators, experts, technicians, computer literate co-workers, colleagues, who endorse computer use. The study has also used this framework in the form of a questionnaire to investigate the current level of computer support to teachers.

The study shows that teachers have got school's support in use of computers occasionally. Support is provided in terms of maintenance for computer related equipments, technical assistance, and expert guidance either on occasions or whenever required. However, there is scope for further improvement in provision of support related to allocation of more time to plan and integrate computers in curriculum, curriculum-related technology-coordinator, incentives and encouragement to teachers to use computer, and e-parental involvement.

This deficiency of computer support in schools has been reported in the literature also. Blackenship (1998), Hadley and Sheingold (1993), Ely (1993), Fairbrother and Kurina(2000), Williams (2000), Pelgrum (2001), Jones (2004), Sahin and Thompson (2006), Prabhu Shankar and Subasri (2006) Yunus (2007) Pulist (2007) reported insufficient computer support by school to teachers as one of the major obstacles in integration of ICT in professional practice. Similarly, the findings from the present study substantiate this as teachers indicated deficiencies regarding technology-coordinator to help teachers developing and adjusting software to their curricular needs, sufficient slots in the school time table for students to use computers for completing computer-based assignments assigned by them, opportunities to discuss computer-related topics with colleagues and exchange ideas about ways of using computers in teaching-learning; that need to be addressed on urgent basis. Therefore, the present study supports and extends such knowledge in existing literature wherein computer communication technology integration related an important factor computer support has again come up as a deficient area and requires significant efforts towards improving it to desired levels.

### **CONCLUSION**

Although proved as being an indispensable tool to teaching and learning, computers as shown by various researchers are being used only for support in the educational practice and only a few teachers actually integrate computers as a teaching tool or learning device. Similar trends are emerging in many developing countries and the situation in India is no exception. In the

absence of a comprehensive and an all-inclusive framework for assessing computer support to teachers it is neither possible to assess current levels of computer support nor is it possible to design suitable remediation plans which in turn continue to imperil effective integration of computer technology in education. As present study was based on this vital need, the researcher attempted to construct a comprehensive framework in questionnaire to assess computer support to teachers in the form of their perceptions regarding assistance available to teachers in schools in the use of computers in teaching-learning process. A detailed appraisal of the current levels of computer support, as perceived by school teachers, would prove to be an indispensable instrument in designing measures for enhancing computer support of teachers.

Although the study was conducted in the Central Schools of NCT of Delhi, the implications are applicable to various other government, public and private school systems existent in India and abroad.

As a consequence of implementation of favorable policies, schools occasionally provide support in use of computers. However, there is scope for further enhancement in provision of support to teachers related to allocation of more time to plan and integrate computers in curriculum, sufficient slots in the school time table for students to use computers for completing computer-based assignments, curriculum-related technology-coordinator, opportunities to discuss computer-related topics with colleagues and exchange ideas about ways of using computers in teaching-learning, and e-parental involvement. Therefore, it is highly recommended to ensure sufficient support to teachers in use of computers on daily basis at the earliest.

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## Impacts of Integrating Practical Classes into the Teaching of Chemistry in Senior Secondary Schools

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### Abstract

This study was designed to investigate the impacts of integration of practical into the teaching of chemistry in some selected senior secondary schools in Abuja Municipal Area Council. A survey research design was adopted for the study while simple random sampling technique was used to select a total of 200 respondents from six schools in Abuja Municipal Area Council of the Federal Capital Territory that constituted the sample size for the study. The main instrument used for the study was questionnaire and the data collected were analysed using frequency counts and percentage. The findings of the study revealed that practical helps for better assimilation of chemistry and lack of equipped school laboratory inhibits practical chemistry in our schools. Based on these, it is recommended that teachers should utilize experimental methods in teaching science subjects and government should provide teaching materials, laboratory equipment, and standard curriculum so as to enhance the teaching and learning of chemistry in our secondary schools.

**Keywords:** Chemistry, Practical Classes, Senior Secondary Schools

### INTRODUCTION

In Nigeria, science and technology is indispensable because it has proved to be bedrock of Nigerian economy and industrial development. It is basic in the sense that it required for daily human activities. Ikerionwu, (2006) asserted that the Nigerian education is geared toward science and technology because science and technology are the potent instruments for preparing the young generation for learning and integrating themselves into the society. It makes the learners more flexible, responsive and adaptable to the challenges of the environment. It is worthy to note that the major advances made in Medicine, Pharmacy, Industrial and Engineering and Chemistry are based on researches. Chemistry is one of the three main branches of pure science, the other two being biology and physics. Chemistry deals with the composition, properties and uses of matter. It probes into the principles governing the changes that matter undergoes. Our world is made up of matter. We study chemistry to acquire knowledge about matter, we perform experiment to learn to observe, record and make intelligent inferences. Studying chemistry gives us training in the scientific method.

Teachers, parents and administrators are being faced with many changes in education. Many people are concerned that the high school graduates are not capable of making real-life decisions. One reason is the claim by Anderson, Anderson, Varanka-Martin, Romangano, Bielenberg, Flory, Miera, Whitworth (1992), Ezike (1985) and Gallagher, Sher, Stephen & Workman (1998), Zoller (1993), in Oloruntegbe and Alake (2010), was that eighty five percent of teachers' questions and methods do not provoke high-order thinking but recall on simple comprehension of materials of learning.

As a result students see chemistry teaching as unpopular (Krajcik, Mamlok and Hug 2001; Osborne and Collins 2001, Sjoberg 2001; WCS 1999, Holbrook, 2009), because there is a gap

between their wishes and teachers' teaching (Hofstein, Camini, Mamlok and Ben, 2000, 2001; Yager and Weld, 2000; Holbrook and Rannikmaa, 2002).

Chemistry discipline should equip learners with knowledge needed to solve every day real world problem Fahmy (2000), stated that this is the most interesting thing about the discipline. Cognitive scientists posit that learning results from the exploration of the environment (Bruner, 1966; Gagne, 1976; Inhelder & Piaget, 1958; in Piaget, 2001) and that the learning so acquired will in turn help the learner solve his own problem as he/she interacts with the environment i.e. the laboratory ( Kim, Bonk & Teng, 2007). Thus, the study tends to examine the impacts of integrating practical classes into the teaching of chemistry in selected senior secondary schools.

Science is an integral part of everyone's life, and science knowledge and skills provide practical assistance in helping people make informed decisions of the way of life that are best suited for them, explained Spanish society of biology (2012). The Current West Africa Examination Council (WAEC) syllabus (WAEC, 2012) in use in 2014, recommended that the teaching of all science subjects listed in the syllabus should be practical based. This is to demonstrate the importance of practical work in science. Erten (2000), said that laboratory activities and applied studies have an important and central role on the science education and lots of scientific results also support thesis. Serin (2002), said that laboratory practical is the complementary part and focus point of science education.

Practical carried out in the laboratory, according Nzewi (2008), engages students in hands-on, mind-on activities, using varieties of instructional materials/equipment to drive lesson home. In majority of undergraduate programmes taught in the science, engineering and medical disciplines students will be required to undertake practical and/or laboratory work. In other disciplines that are science or science related, practical work has major role to play. Tatli (2011), emphasized that in constructive learning approach, students construct actively their knowledge by thinking, doing and interacting with the environment (Yildirim, 2009). Also, Tamir (1991), noted that the prerequisite knowledge of concept and principles can be obtained only if the students have certain underlying capability of the science processes, which are needed to practise and understand science subject especially in Chemistry.

### **STATEMENT OF THE PROBLEM**

There is increase in lack of understanding, comprehension and assimilation of chemistry as a science subject. This can be related to the fact that chemistry students require practical for the in-depth understanding of the subject as majority of the concepts in chemistry seem to be abstract expect for the aid of the practical classes which help the these students to visualize what they have been taught. For instance colour change, odour, energy release etc., during practical classes' further aid understanding of various concepts as chemistry is identified to be science that deals with the properties, composition and structure of substances, the transformations that they undergo, and the energy that is released or absorbed during these processes.

According to Bello and Ajayi (2001), chemistry is the scientific study of matter, its properties, and interactions with other matters and with energy. It is the development of a coherent explanation of complex behaviour of materials, why they appear as they do, what gives them their enduring properties and have interactions among different substances and bring about the formation of new substances and the destruction of old ones. On the note of the observations, it becomes necessary to assess impacts of integrating practical classes into the teaching of chemistry in senior secondary schools.

Based on the above statement, the present study posed four research questions to guide the study:

- I. What are the impacts of integrating practical classes into the teaching of Chemistry?
- II. How often is the teaching of practical chemistry in senior secondary schools?
- III. What are the problems inhibiting practical chemistry in Abuja Municipal Area Council (AMAC)?
- IV. What are the possible recommendations of these problems of laboratory method of teaching science subjects in our secondary schools?

### METHODS

The study was conducted in Abuja Municipal Area Council (AMAC) of Federal Capital Territory. The study employed survey design that is descriptive in nature; six schools were selected within Abuja Municipal Area Council (AMAC). The instrument for data collection was questionnaire. The questionnaire was validated by two chemistry teachers and one lecturer in chemistry education, University of Abuja. Simple random sampling technique was used to select the sample for the study. 200 students were selected from the six secondary schools and the data collected were analysed using frequency counts and simple percentages.

### RESULTS

The sample (n=200) consisted of 112 (56%) male and 88(44%) female students. They have average age of 16.2 and they are all in SS2 chemistry class.

**Table 1 Research Question one: What are the impacts of integration of practical into the teaching of chemistry?**

Sr#	Statement	Agree	%	Disagree	%
1	Integration of practical helps for better assimilation of science theories.	161	80.5	39	19.5
2	Pre-requisite knowledge of concept and principles can be obtained in practical lessons.	148	74.5	52	26.0
3	Integration of practical promotes process skills for solving our daily problems	189	94.5	11	5.5
4	The level of science and technology in our country is dependent on the extent of integration of practical into science subjects.	125	62.5	75	37.5
5	Integration of practical has the aim of training the students in the process of scientific investigation.	171	85.5	29	14.5

Table 1 shows that 161(80.5%) respondents agreed that integration of practical helps for better assimilation of scientific theories while 39(19.5%) disagreed. In another fashion, 148(74.0%) respondents agreed that pre-requisite knowledge of concept and principles can be obtained in practical lessons, while 52(26.0%) disagreed. 189 (94.5%) respondents agreed that integration of practical promotes skills for solving our daily problem, while 11(.5%) respondents disagreed with the statement. 125(62.5%) respondents agreed that the level of science and technology in our country is depend on the extent of integration of practical into science subjects, while 75(37.5%) respondents disagreed. Also, 171(85.5%) respondents agreed that integration of practical is aimed at training students in the process of scientific investigations, while 29(14.5%) respondents disagreed. From the above analysis, there is a clear indication that integration of practical has a positive impact.

**Table 2 Research Question two: How often is the teaching of practical chemistry in Senior Secondary Schools in Abuja Municipal Area Council?**

S/N	Statement	Agree	%	Disagree	%
1	Frequency of practical lessons helps in the Development of Practical Skills	181	90.5	19	9.5
2	The Frequency of Experiments make Chemistry more meaningful to the learner	147	73.5	53	26.5
3	Frequent Practical work promotes development of systematic reasoning and predictive ability in students.	128	64.0	72	36.0
4	The Frequency doing of experiments make the learner see the practical use of Chemistry theories in everyday life.	165	82.5	35	17.5

Table 2 shows that, 181(90.5%) respondents agreed that frequent practical lessons help in the development of practical skills, while 19(9.5%) respondents disagreed with the statement. In another fashion, 147 (73.5%) respondents agreed that frequency of experiments makes chemistry more meaningful to the learner, while 53 (26.5%) respondents disagreed. 128 (64.0%) respondents agreed that practical works promoted development of systematic reasoning and predictive ability in students, while 72 (36.0%) disagreed with the statement.

Also, 165 (82.5%) agreed that frequent experiments make the learner to see the practical use of chemistry theories in everyday life, while 35 (17.5%) respondents disagreed with the statement. From the result above, we can see that frequent practical Chemistry develops practical skills on the learner, makes chemistry more meaningful to the learner, promotes systematic reasoning and predictive ability in students and make the learner see the practical use of Chemistry theories in everyday life.

**Table 3 Research Question three: What are the problems inhibiting practical chemistry in Abuja Municipal Area Council?**

S/N	Statement	Agree	%	Disagree	%
1	Lack of equipped school laboratory affects students' performance	160	80.0	40	20.0
2	Adequate and proper curriculum planning should be given to the core-subjects.	172	86.0	28	14.0
3	The need for upgrading of our school laboratories with new technologies will enhance teaching and learning.	169	84.5	31	15.5
4	The Attitude of both teachers and students towards experiments contribute to the poor performance of chemistry.	164	82.0	36	18.0
5	The increase in lack of qualified teachers affect the students' performance in the subjects.	125	62.5	75	37.5

Table 3 shows that, 160 (80.0%) respondents agreed that lack of equipped school laboratory affects student performance, while 40 (20.0%) respondents disagreed with the statement. In another fashion, 172 (86.0%) respondents agreed that adequate and proper curriculum planning should be given to the core subjects, while 28 (14.0%) respondents' disagreed. 169 (84.5%) respondents agreed that the need for upgrading our school laboratories with new technologies will enhance teaching and learning, while 31 (15.5%) respondents disagreed with the statement. 164 (82.0%) respondents agreed that the attitude of both the students and the teachers towards experiments contribute to poor performance of chemistry, while 36.0(18.0%) respondents disagreed with the statement.

Also, 125 (62.5%) respondents agreed that the increase in lack of qualified teachers affect the students' performance in the subjects, while 75 (37.5%) respondents disagreed. From the above result, it is clear that really, there are problems inhibiting practical chemistry and proper attention needs to be giving so as to solve those problems.

**Table 4 Research Question four: What are the possible recommendations of these problems of laboratory method of teaching science subjects in our secondary schools?**

S/N	Statement	Agree	%	Disagree	%
1	Provision of opportunities to manipulate equipment and materials while working cooperatively with others in an environment should be encouraged in students.	171	85.5	29	14.5
2	Progression from exploratory activities to laboratory-type investigation activities is necessary for effective science learning.	182	91.0	17	8.5
3	For effective learning of Science students need sufficient time to interact, reflect and discuss during practical lessons.	182	76.0	48	24.0
4	The provision of in-service training for teachers should be encouraged by the government.	142	71.0	58	29.0
5	Government should assist the teachers by providing the basic materials for effective teaching and learning.	179	89.5	21	10.5

Table 4 shows that 171 (85.5%) respondents agreed that provision of opportunities to manipulate equipment and materials while working cooperatively with other students in an environment should be encouraged in students, while 29 (14.5%) respondents disagreed with the statement. In another fashion, 182 (91.0%) respondents agreed to the statement that progression from exploratory activities to laboratory-type investigation activities is necessary for effective science learning, while 17 (8.5%) respondents disagreed with the statement. 152 (76.05) respondents agreed that for effective learning of science, students need sufficient time to interact, reflect and discuss during practical lessons, while 48 (24.0%) respondents disagreed with the statement. 142 (71.0%) respondents agreed that provision of in-service training for teachers should be encouraged by the government. On the other hand, 58 (29.0%) respondents disagreed with the statement.

Also, 179 (89.5%) respondents agreed that government should assist teachers by providing the basic materials for effective teaching and learning, while 21 (10.5%) respondents disagreed with the statement. The above result shows that provision of opportunities to manipulate equipment and materials by students, progression from exploratory activities to laboratory-type activities, giving students sufficient time to interact, reflect and discuss during practical, provision of in-service training for teachers by government, and government assisting teachers in providing materials for teaching are some of the recommendations that will aid problems of laboratory method of teaching science subjects in secondary schools.

### DISCUSSION OF FINDINGS

The findings of this study revealed that laboratory practical's need not to be neglected for any reason in teaching and learning of chemistry and other science subjects. It enhances and motivates teaching students to learn. This is in line with the reports of Cheung (2006) and Cousine (2007), they suggested that students should be motivated always to put in their best to the study of the subject. Also Eagly and Chaiken (2005), in their work advices students to discard the misconception that chemistry is difficult and volatile, that practical classes are there to help. All that students need to do is to accept challenges so as to be academically strong and firm.

The study also reveals that frequent practical lessons along with proper materials in well-equipped laboratories are keys to better chemistry lessons. The statement that "practice makes improvement" holds true. Having a well-equipped laboratory means that major if not all practical apparatus can be accessed by both the students and the teachers. This also means that all practical lessons needed by the students can be carried out all the time.

Lastly, this study also showed some roles government need to play to make the aim of science is being achieved in our secondary schools today. Provision of trained teachers and provision of effective materials alongside a well-planned curriculum that will reflect societal needs-technology development, entrepreneurship, improved standard of living, etc. should be the concern of government for our schools. Recent and modern technology equipment will have a more lasting effect in the enhancement of chemistry and other science subjects. This reflects the believes of Lang, Wang and Fraser (2005), and Popoola (2008), who believed that the use of recent or modern and adequate materials and equipment arouses the interest of students, and this makes practical lessons enjoyable.

### CONCLUSION AND RECOMMENDATIONS

This study was carried out to determine the impacts of integration of practical into the teaching of Chemistry in some selected senior secondary schools in Abuja Municipal Area Council, FCT. The study revealed that practical need not to be neglected in the teaching and learning of Chemistry as it is essential if student want to perform well and if teachers want to be competent enough. We can rightly say that the level of impacts of integration of practical into the teaching of Chemistry was revealed from the study and it is something that both the students and the teachers cannot do without as far as Chemistry is concerned. Also, the study also showed that students have positive attitudes to practical lessons but provision of opportunity to manipulate equipment and materials while working cooperatively with others are not encouraged. On the basis of the findings, the following recommendations are made:

1. It is recommended that teachers should use the hands and minds on method of teaching in teaching chemistry and other science subject.
2. It is also recommended that educational stakeholders should give financial support to the professional development of teachers.
3. Also government should provide teaching materials, laboratory equipment and standard curriculum that will suit the needs and aspiration of the society.

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## **Investigation into the Trends Consumption of Carbohydrates among Students in Second Cycle Institutions in Sunyani Municipality of Ghana**

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### **Abstract**

This paper focused on investigating into the consumption of carbohydrates among students in second cycle institutions in Sunyani Municipality Ghana. The specific objectives were to find out whether students in boarding houses have sufficient knowledge about carbohydrates, the types of carbohydrates students normally consume and the health related problems are associated with the types of carbohydrates they consume. A sample size of one hundred and twenty (120) respondents comprising of students, matrons and cooks was used. The stratified systematic random sampling procedure was used to select the sample and the study also employed the use of questionnaire as the main instrument for data collection. The results of the study revealed that, majority of the respondents have low knowledge about the types of carbohydrates and also consume more refined and processed carbohydrates foods like carbonated drinks, gari, sugar, sweets, biscuits, pastries, jam, pasta's and candies. The study recommended that sustainable capacity building should be organized for matrons and cooks in second cycle institution in Sunyani municipality.

**Keywords:** Trend Consumption, Carbohydrates, Second Cycle Institution, Sunyani Municipality.

### **INTRODUCTION**

All living things cannot do without food. According to Tull (2000) food is any substance consumed to provide nutritional support to the body. Gaman and Sharrington (1981) stated that food is usually of plant or animal origin and contains essential nutrients such as carbohydrates, fats, proteins, vitamins, minerals and water. According to Ceserani et al (2011) the substance is ingested by an organism and assimilated by the organism's cells in an effort to produce energy, maintain life and stimulate growth. This shows the vital role food play's in maintaining good health throughout the life cycle.

Notwithstanding the important role food plays in the health condition of human being, if one does not consume a balance diet, make good food choices, and form good eating habits, one may have serious health problems. Food has been grouped according to the function it perform in the body .These include energy giving foods which are made up of starchy roots, cereals and fats and oil. Protective foods have been noted to provide mineral elements and vitamins.

Examples are vegetables, fruits and body building foods which are meat and meat products, fish and pulse (Adow et al 2000).

Carbohydrate is one of the main energy giving nutrients. Gaman and Sharrington (1981) acknowledged that carbohydrates are sugar and starches which provide energy for human and animals and cellulose which make up plant structure. Mahas and Rodgers (1994) supported this assertion by stating that sugars and starches are the main sources of carbohydrate. According to Adigbo (2011), there are two types of carbohydrates, simple and complex carbohydrate. Simple carbohydrates are often found in processed and refined food such as white sugar, pasta and white bread and are used up very quickly. On the other hand complex carbohydrates which are noted to be found in unrefined and unprocessed food such as vegetables, whole grain and legumes takes longer time to digest resulting in longer lasting energy. According to Pamploma (2007), refined carbohydrates are simple carbohydrates that have been processed from grains and stripped of its natural nutrition components like fiber, healthy oils, vitamins and minerals.

Gaman and Sharrington (1981) added that processed and refined carbohydrate food provide empty calories thus carbohydrate which contain no other nutrients. Consuming carbohydrates which are deprived of essential nutrients on regular basis can result in deficiency of vitamins and minerals in the body which can affect the normal bodily functions and can contribute to gradual onset of different health ailments.

According to Adigbo (2011) food taken throughout life cycle should be of critical concern as this can determined the health status of a person. For this reason, people of all ages particularly infants, children and adolescents should consume the right type of food for healthy living. Teenagers often eat food that the body does not need (Kay & Sharon 1994). They added that they often omit nutrients' that are often crucial to good health. Students in the boarding houses in second cycle institutions in Ghana are mostly adolescents. Because they are normally confined in the school community and are not allowed to cook their own food, they do not have much choice as far as food is concern. They consume whatever food provided by the school. Students in the boarding houses eat white sugar, white rice and white bread as part of their daily meals.

They also send a lot of white sugar, gari, biscuits, pasta, cakes, pastries, soft drinks and sweets to school to supplement the schools meals. As a result of this, students in boarding house consume a lot of processed and refined carbohydrate foods.

With increasing civilization, modernization and urbanization, adolescent have adopted western culture including their food and are gradually rejecting their local foods. In most poor and developing countries, 90% of the energy value of their diet is provided by their own staple food (Gaman & Sharrington 1981). In highly developed countries cheap starch staple is becoming less important with increasing influence. This situation is not different in Ghana and Sunyani municipality to be precise. The children of the affluent send a lot of these processed and refined carbohydrate foods to school and those who do not have money to buy them are seen as the less privilege. In fact it is considered as a prestige among adolescents to consume such foods. Studies have shown that sugar constitute 25 – 35 percent of the western diet and is a major reason for widespread of magnesium deficiency in our society leading to high blood pressure, heart attack, stroke and neurological problems.

It is an incontrovertible fact that students in the boarding houses in the second cycle institutions consume refined and processed carbohydrate foods at unacceptable high level and

are putting their health in danger. Good nutritious food gives good health, but bad or unhealthy food gives rise to several diseases. For this reason there is the need, for urgent change in their diet and practical measures taken for healthy diet to help them remain active throughout their life cycle.

**Table 1: Sample of Menu for Second Cycle Institutions in Sunyani Municipality**

Days	Breakfast	Lunch	Supper
Sunday	Koko and bread	Rice balls and soup	Kenkey and soup
Monday	Porridge and bread	Gari and beans	rice and palava sauce
Tuesday	Tea and bread	Waakye	Kenkey and hot pepper
Wednesday	Rice porridge & bread	Yam and beans	Rice and kontomire
Thursday	Hausa Koko & bread	Gari and beans	rice & soup
Friday	Corn grit porridge & egg	Kenkey and beans	Jollof and chicken
Saturday	Koko & bread	Rice balls and soup	Kenkey & soup

### Statement Of Problem

A preliminary survey in the second cycle institutions in Sunyani Municipality revealed that students in boarding houses consume high level of processed and refined carbohydrate foods. Students in the boarding houses in second cycle institutions are mostly adolescents between the ages of 12-19 years. Most adolescent have adopted the western culture including their food. Because student's boarders are confined in the school communities, they consume the available food provided by the school. White bread, white sugar, polished maize and white rice form part of their daily meals. Apart from this, students also send refined and processed foods like carbonated drinks, gari, sugar, sweets, biscuits, pastries, jam, pasta's and candies to school to supplement the schools meals.

According to Personal Health lifestyle in (2002) every tablespoon of sugar depresses the immune system for up to 6 hours. If students' boarders in senior high schools do not consume the right type of carbohydrates to fuel the body properly they will do more harm to their health hence the need for this research. Adigbo (2011) remarked that avoiding processed foods and sugar is a huge start to longevity and good health. Consequently assessing the trends of carbohydrate consumptions among student's boarders in second cycle institutions in Sunyani municipality will reveal the type of carbohydrate foods they normally consumed, the rate at which they consume them and whether there is the need for a healthy diet plan and education.

### Research Questions

The following research questions guided the study.

1. Do the students in boarding houses in Sunyani Municipality have sufficient knowledge about carbohydrates?
2. What type of carbohydrate do students in boarding houses in second cycle institution in Sunyani municipality consume?
3. What health related problems are associated with the types of carbohydrate they consume?

## METHODOLOGY

### Population

The population for the study comprise of three categories of people in Sunyani municipality. These were matrons, cooks and students in boarding schools in second cycle institutions in Sunyani. Sunyani is the administrative capital of Brong and Ahafo Region of Ghana. There are twelfth (12) senior high schools in the municipality. Out of the twelfth (12) SHS, two are day schools and the remaining ten (10) boarding schools were used for the study. The population

framework was made up of ten (10) matrons, ten (10) cooks and hundred (100) students totaling up to one hundred and twenty (120).

### Sampling Procedure

The stratified systematic random sampling procedure was used for the study. Under the stratified sampling method, the study area was selected from many in the region. This sampling procedure was used because it ensures that certain sub-groups within the population were represented in the sample in proportion to their number in the population and has equal chance of being selected. This sampling method was used to sample the second cycle institutions in Sunyani Municipality.

### Sampling and Sample Size

A sample size of one hundred and twenty (120) was used for the study which was made up of hundred (100) students, ten (10) cooks and ten (10) matrons. The sampling technique that was used for the study was random sampling. Random sampling procedure was used for the study because it allows every member of the population the chance of being selected. Again these procedures were used in order to avoid bias in the selection of the sample.

### Research Instruments

Tested questionnaires were administered to the ten (10) matrons, ten (10) cooks and one hundred (100) students. Two separate questions were used, one for matrons and cooks and one for students. Questionnaire was used to collect information because it is the most common and widely used for survey research design. It is also one of the primary data collection methods and can cover wide area under the study. The main questions asked were about knowledge of carbohydrates, health implication of carbohydrates and students meals. The questions included both close ended and open ended questions.

### DATA ANALYSIS

Data analyses were mainly descriptive. The data collected were edited and analyze by computer, using the statistical package for the social sciences (SPSS). The results were presented in a frequency, and percentage distribution tables.

### RESULTS AND DISCUSSION

The discussions of the study were made in respect of two categories of respondents; Respondent A and Respondent B. Respondent A deals with the discussions of students' knowledge about carbohydrate, the type of carbohydrate they consume and its health and academic implications. Respondents B is mainly concerned about Matrons and cooks, cookery practices, their knowledge of carbohydrates and the kind of carbohydrate foods used in meal preparation for students.

**Table 2: Students Knowledge of Carbohydrate**

Response	Yes	Yes
	No %	No %
Knowledge of types of carbohydrates	60 (60)	40 (40)
Complex carbohydrates have less health risk	46 (46)	56 (56)
Fiber has the ability to prevent colon cancers	12 (12)	88 (88)
Carbohydrate is good for the brain	14 (14)	86 (86)
High consumption of refined carbohydrate is harmful to health	56 (56)	44 (44)

Table 2 results show that, a greater number of respondents 60 (60%) indicated that they know the types of carbohydrate while the remaining 40 (40%) respondents said they did not know the types of carbohydrates. Again 46 (46%) of the respondents said complex carbohydrate

have less health risk, 54 (54%) also indicated that complex carbohydrate does not have less health risk. In a similar context minority 12 (12%) of the respondents said fiber has the ability to prevent colon cancer while the remaining 88 (88%) respondents which is the majority said fiber does not have the ability to prevent colon cancer. With regards to the statement carbohydrate is good for the brain, the results obtained showed that 14 (14%) of the respondents indicated that they know that carbohydrate is good for the brain while 86 (86%) said they did not know that carbohydrate is good for the brain. The survey also revealed that 56 (56%) of the respondents know that high consumption of refined carbohydrate is harmful to health compared to 44 (44%) who said high consumption of carbohydrate is not harmful to health.

Although minority of the total respondents surveyed 40 (40%) did not know the types of carbohydrate, it is still significant in a sense that basic knowledge about carbohydrate will help to identify the benefits and problems associated with its consumption and help make informed choice. We eat to live but not live to eat. This ignorance could result in health problems associated with higher consumption of certain the type of carbohydrate. According to Caserani et al (2012) you are what you eat. It is also clear from Table 2 that, majority of the respondents (54) 54% did not know that complex carbohydrate has less health risk. The study again revealed that 44 (44%) of the respondents had no knowledge about the harmful effect of higher consumption of refined carbohydrate on health. The findings reveal a higher percentage of ignorance among the respondents with regards to carbohydrate. If students who study Integrated Science as a core subject, Home Economics and Food and Nutrition lack knowledge of the benefit and problems associated with the consumption of the types of carbohydrate, then there is a cause to worry. This is a clear indication that students learn for examination and they do not apply what they learn to life. According to Benion et al (2001) complex carbohydrate takes longer time to digest resulting in longer lasting energy and less of insulin reaction in the body. On the other hand the body breaks down simple carbohydrate more easily. An interest in health including recognition of nutrition as an important part is a good start to longevity.

This ignorance could lead to malnourishment, malnutrition and diet related diseases such as hypertension, diabetes, stroke and obesity. It is important that students take interest in maintaining their health and recognize nutrition as an important factor of health improvement process. The results of the study again showed a higher level of ignorance as majority 88 (88%) respondents said they did not know that fiber has the ability to prevent colon cancer and a total of 86 (86%) also lack knowledge about carbohydrate being good for the brain. Students should take practical steps in maintaining good health by studying and taking interest in health issue and apply them to life. According to Mehas and Rodgers (1999) fiber binds foods that have the potential to cause cancer, thereby preventing it from being absorbed into the blood stream. Fiber also speeds up the transit time of food. This helps reduce exposure to cancer causing substance.

Adigbo (2012) also supported this view by stating that adult and adolescent should consume 25-30g of fiber each day for good digestive health. This ignorance implies that students could fail to appreciate the important role fiber plays in the diet and may not take steps to include them frequently in their diet.

From Table 3, 20 (20%) of the respondents indicated that they normally consume chips as snacks, 30 (30%) said they consume turnovers, 22 (22%) said they consume bread and margarine, 10 (10%) indicated biscuits as snack they consume, 12 (12%) also said they consume banana and ground nut and the remaining 6 (6%) said they consume popcorn.

Majority of the respondents 70 (70%) who had ever consume snack showed that they eat their snacks with carbonated drinks, 18 (18%) said they eat their snack with cocoa drink and 12 (12%) said they consume their snacks with fruit drink.

It was also revealed from Table 3 that, 67 (67%) of those who consume sugar on daily basis consume 50-100g, 20 (20%) consume 100-150g, 10 (10%) consume 10-50g compared to 3 (3%) who do not consume sugar daily. With regards to the consumption of brown rice, all the respondents 100 (100%) said they do not consume brown rice.

**Table 3: Students Preference of Carbohydrate**

Items	Frequency	Percentage
<b>Snaks Consumed</b>		
Chips	20	20%
Turnovers	30	30%
Popcorn	6	6%
Bread and Margarine	22	22%
Banana and Groundnuts	12	12%
Biscuits	10	10%
<b>Consumption of Snaks with Drinks</b>		
Fruit Drink	12	12%
Carbonated Drink	70	70%
Cocoa Drink	18	18%
<b>Quantity of Sugar consumed in a Day</b>		
10-50-G	10	10%
50-100g	67	67%
100-150g	20	20%
150-200g	-	-
None	3	3%
<b>Preference of Rice</b>		
Brown Rice	-	-
White Rice	100	100%

**Table 4: Health Implications**

Respondents	Frequency	Percentage%
<b>Disease Experienced</b>		
Candida	55	55%
Dental Carries	88	88%
Diabetes	16	16%
Hypertension	12	12%
Overweight	15	15%

The results from Table 4 shows that majority of the respondents 88 (88%) had experienced Dental carries, 55 (55%) experienced Candida, 16 (16%) experienced Diabetes, 12(12%) also had hypertension and the remaining 15 respondents were overweight.

**Table 5: Cookery Practices of Matrons and Cooks**

Responses	Yes	Yes
	No%	No %
The use of bicarbonate of Soda in meal preparation	20 (100)	-
The use of stock in meal preparation	10 (50)	10 (50)
Required time for boiling of egg	5 (25)	15 (75)

All the respondents 100% said they use sodium bicarbonate in the preparation of meals for students. Half of the respondents (50%) indicated that they use stock in meal preparation whiles the other half 50% said they do not use stock in preparing meals for students. Majority

of the respondents 75% indicated that they did not know the required time for cooking egg compared to 25% of the respondents who said they know the required time for cooking egg.

**Table 6: Students Meals**

Responses	Yes	Yes
	No %	No %
The use of brown rice in schools meals	-	20 (100)
Wheat porridge as part of schools' meals	-	20 (100)
Serving of fresh fruits	-	20 (100)
Serving of fresh vegetables	-	20 (100)
Serving of white bread	20 (100)	-

From Table 6, all the respondents indicated that they do not use brown rice in students' meals. In another context all the respondents 100% said white rice is expensive than brown rice. In another similar context all the respondents 100% said they do not serve wheat porridge as part of students' breakfast meals. Again all the respondents 100% said the reason for not serving wheat porridge is that it is expensive. All the respondents said they serve white bread in students' breakfast meals daily.

The information presented in Table 7 shows the kind of food served to students and the frequency at they are served. All the respondents 100% said they serve rice 5-8 times in a week. In a similar context all the respondents said they serve milk in students' breakfast meals.

All the respondents again said the quantity of milk serve to student is 15ml. All the respondents 100% listed main dishes served with carbohydrate dishes as kontomire stew, beans stew, tomato sauce, okro stew and soup, tomato stew and ground nut soup. All the respondents 100% indicated that they do not serve fresh vegetable in students' meal. In another similar context all the respondents 100% indicated that do not serve fresh fruits in students meals.

**Table 7: Food Served to Student**

Responses	Frequency	Percentage %
<b>Frequency of rice dish on students menu</b>		
2-5 times	-	-
5-8 times	20	100
8-10 times		
<b>Quantity of milk served</b>		
15ml	20	100
30ml	-	-
45ml	-	-
<b>Main dish served with carbohydrate</b>		
Kontomire stew	2	10
Tomato sauce	2	10
Okro soup	-	-
Groundnut soup	4	20
Sauce (gas)	12	60
<b>Frequency of meat service on student menu</b>		
Once a week	20	100
Twice a week	-	-
Thrice a week	-	-
<b>Frequency of egg service on student menu</b>		
Once a week	20	100
Twice a week	-	-
Thrice a week	-	-

### **The Use of Sodium Bicarbonate in Cookery**

The survey recorded that all the respondents 20 (100%) use bicarbonate of soda or alkaline medium in meal preparation for students. This is worrying because matrons and cooks who are trained to use cookery processes that conserve food nutrients are themselves using alkaline medium in cooking to destroy valuable nutrients needed to maintain good health. Although sodium bicarbonate preserves the green colour of vegetables and shortens cooking time, it destroys valuable nutrients such as water soluble vitamins. (Vitamin B and C). According to Adow et al (2009) the principles of vegetable cookery is to preserve colour, maintain texture and conserve food nutrients. Ceserani et al (2010 ) also supported this assertion by stating that vitamin B and C can even be lost through moist cooking and improper storage.

This suggests that students are being served with meals deficient in vitamin B and C and these could further lead to malnourishment. A malnourished student cannot learn properly and this can affect them academically. This is because deficiency in vitamin B especially thiamin could lead to mental confusion and even death. (Adigbo 2011). This therefore means that the use of alkaline medium such as sodium bicarbonate in the preparation of beans stew, okro soup, waakye (rice and beans) and other foods that contains vitamin B and C are less nutritious. If such foods are served with an accompaniment like boiled white rice which is also strip of its vitamins and minerals then a logical conclusion could be drawn that students' meals are not balance.

### **Cooking of egg**

It was also noticed that 75% of the respondents (15 out of 20) did not know the required time for boiling egg. This implies that over cooked egg could be served in some of the second cycle's institutions. This further suggests that some of the matrons and cooks do not have in-depth knowledge about the effect of heat on egg. While people are becoming aware of the relationship between health and food, matrons and cooks who have the requisite qualification are either over looking on these things or refusing to do the right thing. According to Tull (2002) when eggs are over-cooked the sulphur and iron component are released to form a blackish ring around the yolk and the result is bad odor and development of gas. Anybody who eats such egg will be filled with gas and will fluctuate a lot. Again protein in the egg becomes indigestible. A student who eats such egg will fluctuate and will not feel comfortable to sit in class and study thus affecting academic work.

### **The use of brown rice and whole wheat in student's meals**

One significant revelation of the study is that all the respondents 20 (100%) do not use brown rice in students menu. In the similar context all the respondents 20 (100%) stated that brown rice is less expensive than white rice. Again all the respondents 20 (100%) indicated that they do not serve whole wheat porridge as part of breakfast menus for students. The respondents 20 (100%) again said the reason for not serving wheat porridge for breakfast is that it is expensive. Brown rice and whole wheat are complex carbohydrate that is healthy for the body. They have all their nutrients intact because they have not been processed. According to Kanika (2010), whole wheat grain comprises of essential minerals like magnesium, healthy oils like vitamin E, health enhancing insoluble fiber and many other important vitamins. Eating a serving of whole grain cereals such as whole wheat is more filling and gives a longer lasting energy than a bowl of polished cereals due to the way the body processed and uses carbohydrate. Benion (2001) also stated that complex carbohydrate of which brown rice and whole wheat grain are typical examples take longer time to digest, resulting in longer lasting energy and less of an insulin reaction. This implies that eating the right type of carbohydrate



will help fuel the body properly. W.H.O recommended that 55-75% of dietary energy should come from complex carbohydrate.

### CONCLUSION

There is no doubt that carbohydrates are the main fuel in humans. However, the low knowledge of carbohydrates among students, matrons and cooks can lead to higher consumption of processed and refined carbohydrates among students and this could pose serious threat to health and academic work of students. The poor cookery practices and processes used by cooks and matrons and poor selection of ingredients strip food of its essential nutrients which adds up to make it a balance diet. Thus depriving students of the nutrients they need to maintain the normal functioning of the body, healthy life and good academic performance.

### RECOMMENDATIONS

1. Based on the findings of the study, the following recommendations were made:
2. Sustainable capacity building should be organized for matrons and cooks in second cycle institution in Sunyani municipality. This should include the conservation of nutrients, proper diet planning and quality points for purchasing foods.
3. Ghana Education Service should liaise with Ghana Standard Board, and Food and Drugs Authority for frequent supervision and nutritional test of meals serve to students. This will put matrons and cooks on their feet to do what is expected of them.
4. Corn and brown rice bread should be introduced into student's breakfast meals.
5. Moringa leaves, all highly nutrition's leaves and dandelion multipurpose leave should be introduce as fresh vegetable dish in students meal to enhance the nutritive quality of the meals. Schools should plant moringa and dandelion on their land for continuous supply of these leafy vegetables to cut down cost.
6. Continuous awareness creation should be made among matrons, cooks students and parents on the benefits of consuming complex carbohydrate and problems associated with the high consumption processed and refined food. This will help to make informed choice.
7. Students should read on the labels of food to find out the calorific content before consuming them.

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## **Do Our Medical Students Even Want E-Learning? A User Rated Evaluation of Case Based E-Learning in Undergraduate Medical Education at the Medical University of Vienna.**

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### **Abstract**

**Online platforms and other e-learning methods have shown a multitude of advantages compared to traditional classroom and lecture hall teaching. These include lower total cost, an increased temporal and spatial flexibility as well as taking individual interests and learning style preferences into account. In this paper we evaluated a newly implemented e-learning program at the Vienna Medical University for medical students by assessing user acceptance and satisfaction of the novel program in the fields of psychiatry (PS), microbiology and laboratory medicine (ML) and orthopedic surgery (OS). We showed a high participation of the voluntary courses, whereby more than half of the students felt more prepared for the end of year exam and 70% stated having felt that the entire project was a profitable learning experience. In future, we aim to use these data in improving current didactic frameworks by extrapolating an optimal e-learning case template in length, difficulty and user interface.**

### **INTRODUCTION**

Online platforms and other e-learning methods showed a rapid increase in utilization over the last decade [1]. These modi provide a host of advantages compared to traditional classroom and lecture hall teaching including lower total costs and an increased temporal and spatial flexibility for both student and teacher [2,3]. Additionally, e-learning, especially when integrated into state of the art blended-learning frameworks support a transfer of knowledge with increased flexibility, adapting more towards individual interests and learning style preferences [4,5,6,7].

A recent article depicted a high user satisfaction with e-learning methods in higher medical education [7]. Other studies show that a majority of training participants believe their skills and knowledge have improved due to the use of e-learning programs [2,7,9].

Learning efficiency derived from these methods are highly dependent on course design [10]. Participants have stated their wish for a clear structure and user-friendliness [1,11,12] in such programs and have stressed the need for flexibility [1,11,12], easily understandable learning material networked with further learning resources [1] and a final review of acquired knowledge in form of a test [1,11].

At the Vienna Medical University the implementation of a blended-learning program commenced in 2013. In this paper we aim to evaluate the user-satisfaction and -acceptance of the program which has seen implementation in the fields of psychiatry (PS), microbiology & laboratory (ML) medicine and orthopaedic surgery (OS). Additionally participant feedback

may help us in improving current and future programs. Each of these programs consist of several patient cases derived from real-time actual patient data, transported and transformed into didactic content using a newly implemented framework [13]. These blended-learning cases consist of an online patient scenario with interactive questions, integrated learning resources linked both to text book and classroom seminars as well as simulated patient contact exercises. This didactic model of learning experience addresses the affect-cognitive interface essential for learning processes.

## METHOD

In the fourth year of university, the curriculum of the Medical University of Vienna for medical students entails PS, ML and OS courses. The skills and knowledge learnt are tested and graded in the skills oriented OSCE (Objective Structured Clinical Examination) [14] at the end of the year. The blended learning psychiatry program is an obligatory element in the curriculum for all students. ML and OS e-learning programs are currently voluntary and serve as preparation for the OSCE examination.

After completion of one of the three e-learning programs, an e-mail was sent to the participants with asking to fill out an online evaluation questionnaire.

The questionnaire consists of 19 questions using a Likert- 5-point-scale [15] ranging from “I absolutely disagree” (-2) to “I absolutely agree” (+2). Using this scale, we evaluated five main areas: user acceptance of the program, subjective learning effect, individual flexibility, design and user-friendliness and how realistic the case is perceived. User age and sex data was also collected.

## RESULTS

### Course participation

Our results show a high participation rate for the two voluntary courses at 65,9% (388 of 589) for ML and 58% (342 von 589) for OS, mean course completion rate of participants was 68.7% for ML and 52,7% for OS. The number of females to males was approximately balanced with preponderantly males (46,7% to 53,3%) and the average age of the participants was between 25 and 26 years. The most important results are compiled in table 1.

Evaluation Questionnaire for E-learning courses					
Acceptance	Participant agreement in percent				
	-2 Absolutely disagree	-1 Rather disagree	0 Partly agree	+1 Rather agree	+2 Absolutely agree
I am satisfied with the E-Learning-program.	7,5	11,8	15,2	33,9	31,2
psychic functions & psychiatry (PS)	5,6	13	25,9	24,1	31,5
microbiology & laboratory medicine (ML)	2,9	8,6	5,7	35,7	45,7
OS	14	14	14	41,9	16,3
The E-Learning should be used in the future at university.	3	3,9	8,7	21,7	62,9
psychic functions & psychiatry (PS)	3,7	5,6	9,3	24,1	57,4
microbiology & laboratory medicine (ML)	2,9	1,4	2,9	22,9	68,6
OS	2,3	4,7	14	16,3	62,8
Learning effect					

<b>Overall dealing with the cases of the E-Learning was a profitable Learning experience.</b>	<b>8,2</b>	<b>3,8</b>	<b>11,4</b>	<b>26,1</b>	<b>42,8</b>
psychic functions & psychiatry (PS)	5,6	20,4	7,4	29,6	37
microbiology & laboratory medicine (ML)	2,9	4,3	5,7	18,6	65,7
orthopedic surgery (OS)	16,3	4,7	20,9	30,2	25,6
<b>The questions which have been asked me during working on one of the cases, were helpful for me participate actively in the case and further my knowledge.</b>	<b>3,3</b>	<b>9,8</b>	<b>16,0</b>	<b>24,3</b>	<b>44,7</b>
psychic functions & psychiatry (PS)	7,4	11,1	20,4	24,1	37
microbiology & laboratory medicine (ML)	0	4,3	4,3	18,6	71,4
orthopedic surgery (OS)	2,3	14	23,3	30,2	25,6
<b>After working through the cases of the E-Learning I feel better Prepared for the OSCE.</b>	<b>16,6</b>	<b>16,2</b>	<b>15,0</b>	<b>25,1</b>	<b>26,1</b>
psychic functions & psychiatry (PS)	24,1	20,4	16,7	13	24,1
microbiology & laboratory medicine (ML)	7,1	7,1	14	34,3	35,7
orthopedic surgery (OS)	18,6	20,9	14	27,9	18,6
<b>Flexibility</b>					
<b>I appreciate the flexibility, which is combined with the concept of E-Learning.</b>	<b>3,4</b>	<b>15,3</b>	<b>11,6</b>	<b>19,7</b>	<b>58,5</b>
psychic functions & psychiatry (PS)	5,6	9,3	14,8	18,5	51,9
microbiology & laboratory medicine (ML)	0	1,4	12,9	24,3	58,6
orthopedic surgery (OS)	4,7	4,7	7	16,3	65,1
<b>Design and user friendliness</b>					
	<b>-2</b> much too difficult	<b>-1</b> rather too difficult	<b>0</b> accurate	<b>+1</b> rather too easy	<b>+2</b> much too easy
<b>The cases are according to my current level of knowledge.</b>	<b>1,4</b>	<b>11,2</b>	<b>54,2</b>	<b>20,6</b>	<b>11,0</b>
psychic functions & psychiatry (PS)	1,9	14,8	53,7	20,4	9,3
microbiology & laboratory medicine (ML)	0	7,1	60	15,7	14,3
orthopedic surgery (OS)	2,3	11,6	48,8	25,6	9,3
	<b>-2</b> much too long	<b>-1</b> rather too long	<b>0</b> accurate	<b>+1</b> rather too short	<b>+2</b> much too short
<b>The length of the cases is accurate.</b>	<b>3,3</b>	<b>16,1</b>	<b>46,5</b>	<b>15,1</b>	<b>17,3</b>
psychic functions & psychiatry (PS)	5,6	25,9	40,7	14,8	13
microbiology & laboratory medicine (ML)	4,3	20	50	7,1	15,7
orthopedic surgery (OS)	0	2,3	48,8	23,3	23,3
<b>Closeness to reality</b>					
	<b>-2</b> I absolutely	<b>-1</b> I rather disagree	<b>0</b> partly	<b>+1</b> I rather	<b>+2</b> I absolutely
<b>After working through the cases of the E-Learning I feel better Prepared to confirm a diagnosis at a real patient with these symptoms and to exclude important</b>	<b>25,2</b>	<b>20,0</b>	<b>18,6</b>	<b>30,5</b>	<b>19,3</b>
psychic functions & psychiatry (PS)	9,3	29,6	22,2	20,4	18,5
microbiology & laboratory medicine (ML)	4,2	8,6	17,1	38,6	30
orthopedic surgery (OS)	11,6	27,9	16,3	32,6	9,3

Table 1: Table 1 shows results of the Online Evaluation Questionnaire with values as a percentage of a mean of three subjects: psychic functions & psychiatry (PS), microbiology & laboratory medicine (ML) and orthopedic surgery (OS). Dark blue colored fields indicate highest values, grey the second highest.

### DISCUSSION

One of our goals in establishing a novel non-compulsory educational resource was to determine the level of interest of the target group. Our results showed a high level of participation for both voluntary courses. The difference of 66% to 58% between ML to OS may be explained by students expectation of being required to perform a more hands-on approach during the practical examination for the latter.

While participant satisfaction at 65% may be indicative of a successful pilot project, the high percentage (80%) of students willing to see other similar e-learning programs in their curriculum underlines the demand in expanding and establishing these methods. Especially satisfactory is that the ML course, as a less well represented field amongst students was shown a very high level of satisfaction (85%). As expected, user flexibility with e-learning was also highly appreciated.

In addition to general satisfaction, user-interest and -flexibility, the parameters of curiosity and interest may prove to be one of the primary affects [16], which have been shown to arouse intrinsic motivation. This is crucial to maintaining the endeavour of lifelong learning, as essential aspect for every physician.

Cases for orthopaedic surgery should be increased in difficult and length as one third of the users found the tests to be too easy and too short. Didactically, the ML course gave 70% of the users the confidence, that they would be able to confirm a diagnosis after completion as opposed to 40% in PS and OS. Further analysis of the differences in case architecture as well as an adaptation towards the ML course may ameliorate these differences. This may be accomplished by specifying test-question generation algorithms within the didactic framework.

Overall more than half of the students felt more prepared for the end of year exam and 70% stated that the entire project was a profitable learning experience.

Future studies have yet to show a quantitative difference in exam grades and an improvement in knowledge or skills versus traditional textbook methods for our students. This matter of contention is bombarded by a multitude of results and hypothesis. Some authors claim that using e-learning leads to an increase of knowledge amongst users [7,17,18,19] and a significant improvement of skills [20,21] versus traditional textbook and classroom learning, while others suggest that there is no difference regarding the knowledge [22-30] or the skills gained [31-33].

One surrogate parameter to quantitatively approach this endeavour is in comparing the exam results from this year of the users of the ML and OS e-learning users with the non-users. Additionally the compulsory PS seminar results might be compared to exam results from previous years.

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## Using Cooperative Learning In a Grammar Workshop: A Case Study on Students' Perceptions

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### Abstract

This work intends to study the effectiveness of the application of cooperative learning techniques in grammar, in the context of a Grammar Workshop, in Portuguese as mother tongue. It was used a qualitative approach, a case study, focused on group work, comprising students of the 9th grade, in a public Portuguese school. The results show that students have different perceptions regarding the teaching and learning of grammar, although they all recognize its importance for the development of language and communication skills. The students point out some advantages of the method of cooperative learning, such as the easiness of learning grammar and the improvement of their academic results on Portuguese language. They also refer a more positive attitude towards learning grammar, together with the development of linguistic and social skills.

**Keywords:** Cooperative learning, Grammar Workshop, Portuguese as mother tongue, case study.

### INTRODUCTION

When compared with other subjects, the language class, as mother tongue, has some specifications. As Walsh (2006) mentions, the language is the means of communication and, at the same time, the very object of analysis. It is not easy to conciliate the obligation to comply with an extensive programme with students' motivations or to raise their commitment to overcome recurrent language difficulties. Moreover, it is recognized that one of the areas in which students show greater difficulties is precisely the grammar. So, teachers have the difficult task to become effective facilitators of their students' learning, encouraging them to develop autonomous learning strategies about grammar.

Therefore, this case study research, based on the implementation of a Portuguese Grammar Workshop, emerges as a way of trying to overcome an overall picture of language difficulties, in Portuguese as mother tongue.

### Teaching And Learning Grammar

Although traditionally grammar is seen as one of the most emblematic areas of the teaching of mother tongue, it is also one of the most problematic ones. For a long time, teaching Portuguese as a mother tongue was equivalent to teach, almost exclusively, grammar and literature (Allwright, 2003). Consequently, the methodologies, frequently used in the teaching of grammar, remained unchanged for years, limiting the structural study of language to the memorization of rules (Cook, 2003).



However, from the beginning of this century, the grammatical competence gained a new protagonism in the curriculum and practices, linking linguistic theories and pedagogical practices and considering that grammatical competence is essential for full communicative competence, the main goal of language teaching. In order to improve language understanding and communication, students need to develop a high level of linguistic and sociolinguistic competence (Hymes, 1972). Thus, the teaching and learning of grammar can not only help to improve speaking, reading and writing skills, but also facilitate cross-development of analytical skills, synthesis and abstraction (Norris & Ortega, 2006), deepening cross-cognitive skills in all curricular subjects.

Therefore, it is urgent, as Reis stated (2008, p. 239), "to be established or reinforced in the class of Portuguese, the teaching of grammar". Although grammar is not the sole answer to every language problem, it may be one of the possible solutions to a quality education in Portuguese as mother tongue (Zayas, 2006). Especially if it is seen in a perspective of workshop in the classroom, as we did in our study.

### **Grammar And Cooperative Learning**

In the attempt to reformulate the teaching of grammar, some authors (Benjamin & Berger, 2010; Larsen-Freeman & Cameron, 2008) highlight the importance of selecting active methods. It is in this context that the Grammar Workshop, based on cooperative learning, appeared and it was started in Portugal, by Duarte, in 1992.

Regarding the cooperative learning, the researchers Balkcom (1992), Fathman and Kessler (1993) and Johnson and Johnson (1999) consider it a teaching-learning method, developed in group work, organized so that all their elements interact and can be evaluated, both individually and in group. Similarly, Argyle (2013) explains that cooperation is working together in an organized manner, to achieve common goals, either because students feel happy to share activities, or for mutual benefits.

The theoretical foundations of cooperative learning allow to distinguish the traditional technique of group work from an effective cooperative learning. As Pujolàs explained (2009, 2001), while in cooperative working group we can find positive interdependence and individual responsibility, that is not evident in the traditional workgroup. In a cooperative learning group, leadership and responsibilities are shared, while in the traditional working group they are often assumed by a student and, in most cases, they are not shared. This means that in the traditional group, students do not care so much about the learning, focusing more on the task. In contrast, in a cooperative learning group there is a distribution of work, so that each individual contributes to his/her success and to the group members' (Argyle, 2013).

There are significant differences in the teacher's role. In the traditional learning group the teacher does not always observe the group, and does not evaluate systematically its functioning. However, in the cooperative learning group, the teacher observes and intervenes, giving constant feedback of performance and motivating students for self and hetero evaluation (Arends, 2011).

Thus, regarding cooperative learning, students should interiorise some rules and put them into practice, in their activities, since the establishment of cooperative groups and the allocation of group members' functions, as well as the distribution, implementation and evaluation of work demands a complex degree of structure.

## METHODOLOGY

In this case study research, we chose a qualitative approach, seeking to understand a specific context and to analyze its complexity (Stake, 2006; Yin, 2011).

Therefore, this educational research had, as main objective, to analyze the effects of the implementation of a Grammar Workshop, based on the principles of cooperative learning, in language development and academic results, in the Portuguese as mother tongue, of 9 th grade students.

We defined as specific objectives: (1) to analyze the perceptions of 9th grade students, in relation to the learning of grammar; (2) to verify the effectiveness of the implementation of cooperative learning techniques in grammar, in the classroom context; (3) to identify the potential and constraints of the cooperative learning method in the teaching of grammar; (4) to relate the implementation of the Grammar Workshop with the language development and academic achievement in the Portuguese subject.

## RESULTS AND DISCUSSION

### Students' perceptions of learning grammar

In the first questionnaire survey, the aim was to know the students' perceptions related to the study of grammar and the planning, monitoring and evaluation of their own work, using cooperative learning strategies.

The data revealed that the majority of students considered important the teaching-learning process of grammar. Students identified the characteristics of learning grammar, recognizing the application of grammar to new situations in everyday life, and its role in the knowledge of language structures. They admitted that it contributes to the improvement of the use of the Portuguese language and it enhances their language development. Students understand the importance of the study of grammar, not only because it enables the correct use of the language, but also because it encourages the improvement of mother tongue and contributes to academic success. We can read their opinions in the following transcripts:

**S24:** "It's very interesting to learn and go beyond what we know."

**S33:** "This way I can read and write better Portuguese."

**S40:** "To improve the test marks."

As the main difficulty in the study of grammar, the students identify systematic learning, and grammar complexity. They also mention the confusion between some concepts and the difficulty of applying grammatical knowledge to oral and written expression.

Students who identify group learning, as the best learning strategy, highlight the sharing of ideas, the mutual aid, and also the possibility of observing how others learn. The transcriptions that follow show the advantages of group learning.

**S2:** "As a group, we help each other."

**S29:** "Because I feel safer and it's easier to put my doubts to colleagues."

**S65:** "As a group, if I do not understand, someone notices and seeing as he does, I understand better."

In general, students enhance the functionality of grammar, but they also realise the difficulties experienced in the appropriation of more complex grammatical contents.

### Academic achievement and test results

We started with the application of a Diagnosis Test, which intended to evaluate the previous knowledge of the students.

**Table 1- Results of the Diagnosis Test**

Level	1	2	3	4	5
Number of students	10	57	12	1	-
%	13%	71%	15%	1%	-

The results, displayed in table 1, were predominantly negative, with the overall average not exceeding 34%. On a scale of 1 (lowest) to 5 (highest level), about 12 students (15%) achieved level 3, and only one student (1%) had level 4.

Based on these data, we conclude that, at the beginning of the school year, the majority of students did not have the necessary prerequisites, in what concerns the lexicon, morphology, syntax and sentence. These results demonstrate the grammatical gaps of students, proving the need for a systematic work during the school year, using the method of cooperative learning, in a Grammar Workshop.

### Students' Results in Internal Testing and Final Exam

During the educational intervention, the students held Formative Assessment Tests (9 in total). We compared their results with those obtained in the Diagnostic Test.

Looking at the results obtained in the Formative Assessment Tests, we noticed a significant increase in positive results, even if, in the process, there were average fluctuations.

**Table 2- Formative Assessment Tests' Results**

Tests	Diagnosis test	Test 1	Test 2	Test 3	Test 4	Test 5	Test 6	Test 7	Test 8	Test 9
Global average	34%	63%	57%	66%	53%	63%	57%	53%	47%	57%

Analyzing the results of table 2, we found a significant increase in positive levels obtained by the students. Thus, in the 9 tests applied, the global average was around 57.3%, 23.3% more than in the Diagnosis Test, showing the progression of teaching and learning, and the relevance of the implementation of the Grammar Workshop. The oscillations of the results confirm learning gaps, especially in syntax and sentence. Consequently, reformulations were focused in the design of learning sequences, in order to enhance Grammar Workshop and overcome students' difficulties.

**Table 3- Final Exams' Results**

Level		School Years				
		2011/2012	2012/2013	Difference 2012/2013	2013/2014	Difference 2013/2014
Negative level	1	20	35	+ 15	5	- 30
	2	60	58	- 2	42	- 16
Positive level	3	14	6	- 8	35	+ 29
	4	6	1	- 5	15	+ 14
	5	0	0	0	3	+ 3

Regarding the Final Exam, the results obtained by students, in the two academic years immediately preceding the Grammar Workshop (2011-2013) were frankly negative, as we can

see in table 3. In the academic year of 2011-2012, the percentage of students with level 3 were 14% and with level 4, 6%. Concerning the 2012-2013 school year, the percentage of students with level 3 were 6% and with level 4, 1%. In contrast, in the school year of the study, 2013-2014, about 28 students (35%) had level 3, 12 students (15%) had level 4 and 2 (3%) level 5. These results show a progression in the performance of grammatical contents.

We can conclude that the cooperative learning method contributed to these students' academic success in Portuguese as mother tongue. In fact, there is a clear trend of students with a very significant reduction in negative ratings, from 80% in the school year of 2011-2012, and 93% in 2012-2013, to 47% in 2013-2014.

In conclusion, students in the 9th grade effectively achieved academic success in Portuguese, after the application of Grammar Workshop.

### **Students' Perceptions of Cooperative Learning**

A week after the end of the Grammar Workshop, we asked students to complete a final questionnaire. We wanted to know their opinions about the cooperative working groups. Students referred their preferred aspects, which included the possibility of interacting with colleagues, answering questions in group, as well as the division of tasks, the easiness of learning, and more interesting classes.

We present some illustrative examples of the students' descriptive answers on their preferences:

**S5:** "I could share my views, hear the opinions of others, I learned a few more things and when we had questions we could share them."

**S43:** "With this method, learning is funnier and we can learn from others."

As far as the difficulties experienced during the lessons are concerned, we found that the concentration, the complexity of grammatical content (especially syntax and sentence), time management and, finally, the cohesion of the group, were the most frequently mentioned.

As for the advantages of cooperative learning, students mentioned the easiness of learning, sharing of ideas, solving doubts and the interaction with colleagues. They identified the advantages of the cooperative learning method, emphasizing the richness of the diversity of opinions and the joint efforts to help:

**S22:** "Having different perceptions of things, according to the opinions of colleagues."

**S50:** "We strive more to help other group members, so we understood better the matter."

Regarding the disadvantages resulting from this type of learning, we found that the lack of concentration predominates, followed by difficulties experienced in time management. These results can be illustrated by the statements that follow. Too much conversation is mentioned, in addition to the difficulty of understanding what others think and to respect their views.

**S18:** "When we're with a group of colleagues we tend to talk."

**S34:** "When our colleagues do not respect our opinion."

**S49:** "Difficulty in controlling time."

Concerning the presentation of suggestions to improve cooperative learning, some students considered that this method should be introduced earlier. The views expressed suggest extending cooperative learning in workshop to other subjects, not just to Portuguese. The following answers also show that students recognize the need to strengthen their self-control.

**S10:** "It's the perfect method, it should have been submitted earlier, because then we could have the control in order to concentrate on the proposed work."

**S48:** "I like this method and it can not be more perfect, only we should control our conversation."

**S75:** "Extending this method to other school matters and subjects."

We can verify that students understand that the Grammar Workshop brought a new dynamic to their classes, which, in turn, contributed to the increase of their motivation for the study of the mother tongue. As a result, students were more involved in the process of learning, which enabled the improvement of their academic results.

### CONCLUSION

This study proved that students have positive perceptions and attitudes towards cooperative learning in Grammar Workshop. They are aware that it enables the deepening of grammatical and language skills, integrating new knowledge with their personal and cultural experiences. A 'positive' conflict can be generated between peers, causing the destabilization required for a cognitive and attitudinal development, both individual and collective.

The analysis also highlighted the relevance of the grammatical competence, since it turns students into better listeners and speakers, readers and writers. Therefore, the teaching and learning of grammar should occupy a prominent place in the Portuguese classes, because its importance isn't limited to the transmission of linguistic knowledge, but also enhances the access to all curricular knowledge. Therefore, in this research, cooperation emerged as a condition for a democratic and pluralistic partnership, in which students and teachers built a journey of mutual improvement and quality. Accordingly, teachers implemented active methods, involving students and motivating their interest and commitment.

Case studies cannot be generalized beyond the particular case (Yin, 2003). However, in the context of a public school, this study confirmed the importance of cooperative learning in Portuguese as a mother tongue, deepening students' language skills. While working for a common goal, it was possible to link communication, interaction and motivation (Slavin, 1994). As Freire explained (1997), educating means creating conditions for the exercise of the student's curiosity, as a producer of knowledge. Men and women are cultural beings, endowed with the ability to learn and the mother tongue is the instrument of this individual and collective unveiling, from childhood and throughout life.

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## Hygiene Related Factors That Influence Teacher Turnover in Public Secondary Schools in Baringo District, Kenya

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### Abstract

The increasing global rates of teacher turnover in the past few years have raised concern among education stakeholders than ever before. In Kenya, high employee turnover is a common occurrence in the teaching profession. The costs of teacher turnover are usually very high and can have significant financial implications on the government. Studies conducted in the field of management indicate that the character of human resource is highly influenced by two factors namely hygiene and motivational factors. These are the factors responsible for attracting suitable human resource and maintaining it. Indeed, these factors translate to an important aspect of job performance known as job satisfaction and job dissatisfaction. Job satisfaction is an essential element for the maintenance of the workforce numbers of any organization. This paper examines the hygiene related factors that influence turnover among teachers based on a study conducted in Baringo District secondary schools in Kenya. Hygiene related factors refer to the conditions surrounding the job which motivate or dissatisfy people at the work place. The Descriptive survey research design was used. All the 21 public secondary schools in Baringo district were used. The simple random sampling technique was employed to select 97 teachers out of the total population of the 329 Teachers' Service Commission teachers in the district to participate in the study. Data was collected by the use of a questionnaire and an interview schedule. The data collected were analyzed using both descriptive and inferential statistics and will be presented in the form of frequencies, tables, percentages, pie charts, and bar graphs. In addition, the Pearson Moment Correlation was used to analyze the relationship between personal factors and teacher turnover intentions. It was established that teachers' dissatisfaction with salaries, working for the same employer for too long and communication-related issues at work informed their intentions to quit work. It was thus recommended that the government through the teachers' service commission (TSC) should harmonize teachers' salaries and allowances with those of other sectors in the government. In addition, teachers should be given allowances such as leave and commuter as well as other benefits such as medical insurance. From the study, the ministry of education (MOE) and TSC may use the findings to develop policies that will make teaching more attractive. Similarly, they can draw useful lessons on staffing issues in the teaching profession and can use the findings to guide school managers to recruit the right calibre of teachers who can stay longer in the profession.

**Keywords:** Hygiene Factors, Teacher Turnover, Public Secondary Schools, Baringo District, Kenya

### INTRODUCTION

It is widely acknowledged that the most important resource for socio-economic development of a nation is the human resource. It is for this reason that nations and individual organizations continually invest heavily in human resource capacity development. In Kenya, the Ministry of Education has put a lot effort towards the attainment of a Globally Competitive Quality Education, Training and Research for Sustainable Development by 2030. The Ministry

therefore requires an adequate and quality human resource necessary for the realization of the economic, social and political goals of the Vision 2030. Employee turnover is the movement of employees in and out of an organization through transfer, promotion or relocation. Each time a position is vacated in the organisation, either voluntarily or involuntarily, a new employee must be hired and trained. The replacement cycle is known as turnover (Wood, 1995). Labour turnover represents direct cost to the organization and can affect organisational growth, profitability and customer satisfaction. It can either be voluntary and involuntary. According to Fitz-enz (1987), voluntary turnover refers to a situation where an employee initiates cessation of employment through resignations, while with involuntary turnover cessation occurs through dismissals, layoffs, retirements and deaths. The literature shows that voluntary turnover is more frequent, most costly and disruptive to the organization, and is the most amenable to curtailment. Under normal business conditions voluntary turnover is greater than involuntary. According to Grobler, Warnich, Carrell, Elbert and Hatfield (2002), there is functional and dysfunctional turnover. In their argument, they agree that functional turnover is necessary in an organization because among other things it brings in new employees who might have good ideas on how to improve organizational productivity. On the other hand, excessive turnover creates an unstable workforce and increases human resources costs and organizational ineffectiveness and this is referred to as dysfunctional turnover.

The second distinction is that between actual turnover and turnover intentions. Actual turnover is a behavioural construct, referring to an employee actually leaving the organization. On the other hand, intentions are a cognitive construct and refer to an employee planning to leave. An employee who indicates intent to leave an agency might not actually end up doing so. Alternatively, one who indicates a plan to stay might actually leave on what amounts to a whim (Fitz-enz, 1987).

Related to the argument raised by Gobler et al. (2002) on functional turnover, Fitz-enz (1987) further explains that zero turnover is not desirable in an organization because employees who have stayed in the organization for many years generally have higher salaries. Assuming the organization grows at a normal rate and all employees remain, "most employees would soon be at or near the top of their pay ranges and total salary expense would be very high" (Fitz-enz, 1987). The concept of staff turnover is highly linked to several human resource management (HRM) functions such as motivation, commitment and morale, selection, recruitment, induction and others. If there is high turnover, it is an indication that there may be problems in other HRM related functions in the organization.

### **Teacher Motivation and Job Satisfaction in Kenya**

A study conducted in Kenya by Nzomo et al. (2001) revealed that the national teacher to pupil ratio of 1:31 is grossly misleading because disparities between the actual and the norm are quite big. Lack of access to learning for children in disadvantaged rural areas and in slums areas in towns is also a major bottleneck to effective education service delivery. As a result, Nzomo et al. (2001) recommends a demand driven strategy in both the recruitment to teacher training colleges as well as employment with the potential teachers' home district as the focus.

While the study by Nzomo et al. (2001) underscores the element of teacher motivation and job satisfaction as being central to any programme designed to improve the quality of education, it notes that teachers perception of the rating of the most important factors related to job satisfaction varied from one province to another which implies the issue of teacher motivation needs to be addressed differently across the provinces and probably even across districts and divisions. Indeed of the thirteen (13) possible reasons given for satisfaction under, among others, the subheadings: living conditions, school facilities and equipment, relationships with



others, career advancement and education outcomes of pupils, travel distance to school ranked highest than did the availability and quality of teacher housing while the quality of classroom supplies (curriculum material) was ranked highest than was school building and quality of furniture. The categories of relationship with peers or colleagues and career advantage are also perceived as quite important while the most important reasons for satisfaction have seen teacher salary being ranked highest followed by seeing students learn, opportunity for professional development, quality of classroom supplies and quality of school management and administration.

Thompson (1995) identifies crucial areas being addressed by the International Institute for Educational Planning (IIEP), a project under UNESCO on equitable distribution of teachers, among the different areas and in schools as constituting the following: First is to establish measures to employ so as to overcome imbalance. Second is ascertaining the efforts made to ensure a better match is achieved between requirements of a teaching post and the profile and motivation of the teaching staff. Third is finding out steps being taken to ensure the right teachers are allocated or promoted to positions of responsibility and commensurately remunerated. Fourth is policies and structures of teacher remuneration and promotion in place. This will help to improve the motivation and utilization of teachers. Lastly is enhancing teachers' actual presence on the job; among others. Thompson (ibid.) also asserts that optimal utilization of staff expensively selected and trained should not only concern itself with their allocation to duty posts but must also embrace problems of morale and motivation as well as general staff development if the fullest value from such investment has to be realized. Indeed the observation on the lack of elaborate literature on deployment of teachers to schools in Kenya confirms the need for more studies in the area.

Moreover, Thompson (1995) observes that career progression that inadvertently results in frequent teacher transfer denies him an opportunity to fully identify with and, a chance to build the spirit and working patterns associated with a good school. It disrupts the teacher's experience and competence in dealing with specific local problems and interferes with his established relationship with parents and local community, which quite often take too long to achieve. Imbalance in the geographical distribution of qualified teachers and more particularly in areas with difficult living and working conditions pose an even greater challenge because teachers in such areas are professionally isolated, lack local examples and models of practice as well as general flow of ideas. They have inadequate support services, e.g. water and power supplies; are linguistically and culturally alienated, and are disadvantaged in terms of access to personal educational opportunities, libraries, transport and recreational facilities.

### **Statement of the Problem**

There has been a general outcry about the spate of teacher turnover incidences in the education sector. Governments in both developing and developed countries are finding it difficult to retain teachers in schools. In Kenya, for instance, this problem is profound and overwhelming in that the country is experiencing problems in maintaining sufficient numbers of professional teachers to provide quality education (Susu, 2008). A report by the Kenya National Union of Teachers (KNUT) shows that between March and June 2008, six hundred teachers left Kenyan classrooms for better paying jobs elsewhere (Agutu, 2010). This is equivalent to three teachers leaving the service every day. Nevertheless, retention of teachers in schools is an important issue because shortages could lead to work overload, burnout and dissatisfaction of teachers, and compromised standards of teaching (Ingerssol, 2001).

Although teachers working in the public service seem to have better employment conditions than those within the private sector, many teachers in public schools in Kenya continue to leave teaching. Some leave the profession to join private schools while others quit teaching

completely to work in a variety of fields such as the media, financial institutions, and non-governmental organizations (Susu, 2008). As a consequence, the government incurs a lot of costs as it continues to recruit large numbers of fresh graduate and inexperienced teachers from colleges and universities. Worse still, the reasons these teachers quit are not known. School administrators only speculate because there are no follow-ups after employees leave the profession. Assumptions are usually made about pay, uncertainty of job stability, and general work place conditions. But this is a serious problem that necessitates research, given the ever-increasing student enrolment in schools as well the shortage of resources that schools have to grapple with. It was for this reason that the study investigated the extrinsic factors that influence teacher turnover in selected secondary schools in Baringo District, Kenya.

### **Purpose of the study**

1. To determine the hygiene related factors that could lead to teacher turnover in Baringo district
2. To establish teachers' intentions to quit the teaching profession

### **Factors Leading to Teacher Turnover in Developing and Developed Countries**

Within the teaching profession, there are several factors that cause turnover. According to Xaba (2003), the causes of teacher turnover can be attributed to organizational factors. These could be categorized into: commitment to the organization, long-term prospects, and job satisfaction. Similarly, Herbert and Ramsay (2003), while acknowledging the fact that decisions about whether or not to enter and remain in teaching are ultimately personal, according to individuals' needs and circumstances, they attribute turnover among teachers to several factors such as salaries and incentives, working conditions, induction and professional development, and assignments. It is also evident that some of the causal factors cited by Shaw (1999) are similar to those also raised by Herbert and Ramsay (2003). Shaw (1999) adds that factors such as recruitment and selection practices, the work itself, compensation, career opportunities and the work environment contributed to turnover. All these factors can be briefly explained.

#### ***Salaries, Incentives and General Working Conditions***

It is widely agreed that poor salary is probably one of the most common causes of high teacher turnover. For instance, Beardwell and Holden (2001) explain that the salary of a particular job reflects the beliefs about the worth of job based on scope, level of responsibility, skill requirements, commercial worth and strategic relevance. Taking into consideration that the status of the teaching profession has in the past few years been diminishing, the salary, incentives as well as working conditions have followed suit. A National Survey of Teachers in Texas USA, carried out by Herbert and Ramsay (2004) indicates that, among those dissatisfied with teaching, 61 per cent cited poor salaries, 32 per cent poor administrative support, and 24 per cent student discipline problems. It was also argued that schools that give their teachers higher salaries, adequate administrative support, and experienced fewer cases of student discipline the teaching staff are less likely to leave.

#### ***Loss of Status of Teachers***

The prestige that was previously bestowed on an African teacher has eroded in society and to restore good quality education, the prestige of the teacher must be increased (Obanya, 1995). The VSO (2002) report also indicates that the teaching profession was declining in status. Due to this decline, the teaching profession in developing countries is characterized by high attrition rates, constant turnover, lack of confidence and varying levels of professional commitment. Originally (from 1940s to 1970s), teachers were seen as bringers of progress,

modernity and development and were rewarded and respected accordingly but it is no longer the case.

### ***Indiscreet Reforms and Loss of Motivation***

According to Day (2002), contemporary reforms in education have had a negative impact on the efficiency and effectiveness of teachers. This is because internationally, contemporary reform in education tends to ignore the role of the teachers. Day (2002) further mentions that inter alia reform has the following effects on the teachers: (a) they challenge teachers' existing practices, resulting in periods of at least temporary destabilization; (b) they result in an increased work load for teachers; and (c) they do not always pay attention to teachers' identities – arguably central to motivation efficacy, commitment, job satisfaction and effectiveness. More importantly, according to Day (ibid.), current reforms have removed the quest for teacher's innovation so that the teacher's job is more of a mechanical exercise with greater emphasis on examinations and the teachers just "teach to the test".

### ***Stress***

Williams and Robertson (1990) argues that the teaching profession is losing staff in crisis proportions because of heightened stress and the potential stress factors considered include: meeting deadlines, workload, limited time, continuous change (current), records of achievement and organizational restructuring. Finlayson (2003) observes that in the teaching profession in Scotland, stress has been the major cause of ill health, teacher turnover, absenteeism and other related problems which cost the government about 43 million pounds a year. Among other things, the cause of stress among teachers was attributed to the workload, change, conflict at work and pupil discipline. Probably the words by Ruskin (as cited in Finlayson, 2003) are more appropriate to remedy the problem of stress among teachers. Ruskin states that in order that people may be happy in their work, these three things are needed: they must be fit for it; they must not do too much of it; and they must have a sense of success in it.

On their part, Jesus and Conboy (2001) argue that, in spite of the fundamental importance attributed to teacher motivation, it is a common research finding that teachers present lower levels of motivation and higher levels of stress than other professional groups. They continued by giving the example of Portugal where due to stress problem, less than 50 per cent of those in the teaching profession showed interest of remaining in it.

### ***Recruitment and Selection Practices***

By comparing the contemporary teachers with those in the past, Obanya (1995) hints at the importance of recruiting those of the right calibre as well as setting appropriate training programs. He mentions that it was not just anybody who could be a teacher in the past. There was some selectivity, based on ability and socially desirable personal characteristics. Whether in traditional societies or in the colonial educational system, the education of the teacher was a rigorous affair. Teacher evaluation was not a once-and-for-all affair, as the wider society monitored teacher on-the-job development.

Obanya (1995) attributes the current poor recruitment and selection practices in the education system as contributing to high turnover and other problems because wrong people are employed in the first place. The VSO report states that due to shortage of teachers, they are compelled to teach subjects of which they were not competent. This could have an impact on the teachers because they might feel incompetent, hence think of changing their careers. Livingston (2003) claims that among other things underdevelopment and under utilisation of a workforce are the major causes of turnover.

### ***Unfair Measures of Performance***

Another problem is the unique characteristic of the learning process. It is to a large extent an abstract process. Megginson et al. (1993) points out it can't be seen or observed to be taking place. Often, an individual might not even be aware that he or she has learnt. Examinations, as an instrument to measure the extent of learning, do not guarantee accurateness because certain behaviours acquired through the learning process are very elusive hence can't be easily measured. This entails that a teacher's performance is benchmarked against unrealistic and unfair indicators.

### **Limitations of the Study**

Some of the teachers that were chosen to respond to the questionnaire may have been suspicious of why they were chosen while others were left out. Here the author was open with the teachers on the reasons for the study and assured them that the information provided is strictly for academic purposes. The information provided by the respondents was strictly used for the study and no names of the respondents were provided in the report. The information provided was treated as confidential and this was clearly indicated in the questionnaire. Moreover, the study would have covered all teachers in the country but because of cost and time constraints the researcher narrowed the study to selected schools in Baringo, District.

## **MATERIALS AND METHODS**

The research targeted all professional graduate teachers in secondary schools in Baringo District. It utilised fully established schools with classes running from form one to four. The District has 21 fully established secondary schools with 329 government employed teachers (TSC, 2010).

The study employed a descriptive survey combining both quantitative and qualitative research strategies. A descriptive survey is most appropriate for studying user's attitudes, values and beliefs (Sekaran, 2008; Orodho, 2005). Similarly, according to Kothari and Kothari (2007), descriptive survey studies are designed to obtain pertinent and precise information concerning the current status of a phenomenon and wherever possible draw valid and general conclusions from the facts obtained. The study used the survey design because the researcher wants to get the precise information and make conclusive results regarding teacher turnover.

The researchers used all the 21 public secondary schools in the district. Out of the 329 teachers in these schools, 220 were male and 109 were female. The study sampled 99 teachers. This was equivalent to 30% of the target population which is higher than the 10% minimum sample recommended for social science research (Gay, 1992; Mugenda & Mugenda, 1992). Stratified sampling was then used to select 30% each of the male and female teachers to participate in the study. This gave a total of 66 male and 33 female teachers. The teachers were selected proportionately from each school. Since the total number of the principals was 21(30%) of them were used. Additionally, the principals were stratified into male and female then selected by the simple random sampling method. A sample of 107 respondents was selected to be used in the study, i.e. 99 teachers, 7 principals and one DEO.

The research instruments used were a questionnaire and an interview schedule. The questionnaires targeted the teachers while the interview schedules mainly targeted the principals and the District Education Officer. After collection, the obtained data was arranged and grouped according to the relevant research questions. Qualitative data collected from the interviews were analyzed using content analysis while quantitative data from the questionnaire were analyzed using descriptive statistics, i.e. the mode, median, and the mean. In addition, the Pearson Moment correlation coefficient was used to ascertain the relationship

between the independent variables and the dependent variable. The Statistical Package for Social Sciences (SPSS) program was used in analyzing the data. Content analysis was used to analyze narrative data obtained from interviews.

### RESULTS AND DISCUSSION

The table below presents findings based on 25 questions about the extrinsic factors influencing teacher turnover in Baringo District.

**Table 1: Extrinsic factors that could lead to turnover**

Hygiene factors	S A		U		A		D		SD	
	F	%	F	%	F	%	F	%	F	%
1. Offices for teachers in this school are not adequate	14	14.4	23	23.7	1	1	45	46.4	14	14.4
2. The school has good sanitation facilities	7	7.2	45	46.4	4	4.1	28	28.9	13	13.4
3. The school environment is not attractive	8	8.3	19	19.8	4	4.1	48	50	17	17.7
4. The school is situation in a safe and friendly neighbourhood	18	18.6	63	64.9	3	3.1	8	8.2	5	5.2
5. The school is served with good infrastructure (transport, communication and social amenities)	25	25.8	35	36.1	3	3.1	16	16.5	18	18.6
6. I am satisfied with the salary I receive	3	3.1	3	3.1	0	0	27	27.8	64	66
7. I am poorly rewarded despite the heavy responsibilities I am given in the school	27	27.8	34	35.1	10	10.3	21	21.6	5	5.2
8. I am fairly rewarded considering my qualifications	2	2.1	19	20	7	7.4	44	46.3	23	24.2
9. The salary I get is far much lower compared with that of my peers with the same level of education in other sectors	69	71.1	17	17.5	1	1.0	4	4.1	6	6.2
10. The fringe benefits I am given are very unattractive	61	62.9	17	17.5	3	3.1	10	10.3	6	6.2
11. The school management uses a high handed leadership style	12	12.4	26	26.8	6	6.2	41	42.3	12	12.4
12. The school management does not involve teachers in formulation of school policies	6	6.2	50	51.5	5	5.2	30	30.9	6	6.2
13. The school management has not been able to ensure good work relationship among staff	8	8.2	34	35.1	5	5.2	38	39.2	12	12.4
14. There is too much involvement of politicians in school matters	20	20.6	21	21.6	4	4.1	36	37.1	16	16.5
15. There is un-professionalism in recruitment of teachers in the school	14	14.4	19	19.6	10	10.3	45	46.4	9	9.3
16. The principal does not use effective channels of communication	16	16.5	24	24.7	2	2.1	42	43.3	13	13.4

17. The principal exercises good leadership	12	12.4	43	43.3	5	5.2	25	25.8	12	12.4
18. The principal does not use effective methods of supervision in the school	2	2.1	29	29.9	5	5.2	49	50.5	12	12.4
19. It is perceived that the principal uses biased appraisal tools	5	5.2	33	34	16	16.5	36	37.1	7	7.2
20. Teachers in this school relate poorly with colleagues	2	2.1	19	19.6	5	5.2	59	60.8	12	12.4
21. I work with people I do not trust	1	1	13	13.4	4	4.1	52	53.6	27	27.8
22. I relate poorly with my students	2	2.1	3	3.1	5	5.2	55	56.7	32	33
23. Teachers are well respected by the society	14	14.4	26	26.8	9	9.3	31	32	17	17.5
24. I dislike working for the same employer (TSC) for long	27	27.8	34	35.1	6	6.2	25	25.8	5	5.2
25. Teachers relate poorly with the school administration	12	12.8	20	21.3	10	10.6	41	4.6	11	11.6

As shown in Table 1, majority of the teachers disagreed (27.8%) or strongly disagreed (66%) that they are satisfied with the salary they receive. Majority, 71% strongly agreed and 17.5% agreed that the salary they get is far much lower compared with that of their peers with the same level of education in other sectors. Another 62.9% and 17.5% strongly disagreed and agreed respectively that the fringe benefits they are given are very unattractive. Most of them (46.3%) and 24.2% disagreed and strongly disagreed that they are fairly rewarded considering my qualification. Moreover, 27.8% and 35.1% strongly agreed and agreed that they are poorly rewarded despite the heavy responsibilities they are given in the schools.

Most of the teachers dislike working for the same employer TSC for a long time; 27.8% strongly agreed and 35.1% agreed. In addition, 6.2% strongly agreed and 51.5% agreed that the school management does not involve teachers in formulation of school policies. 7.2% SA and 46.4% agreed that the school has good sanitation facilities.

Dissatisfaction with their salaries compared to those of their colleagues in other sectors of the economy could be an important factor influencing teachers' decision to leave teaching in order to find better paying jobs elsewhere. In addition, their perception that the teaching job does not receive adequate respect from society, dislike working for same employer for too long and non-involvement of teachers in school management are some of the factors that can influence teachers to leave teaching. This is in line with Booyens' (1999) assertion that poor communication could lead to dissatisfaction and therefore a two-way communication should be the practice in an organization to allow dissemination of information with regard to policy changes and changes taking place in the organization. Unless teachers participate in decision-making and policy formulation activities, they might perceive institutional policies and procedures to be forced onto them by the school management. On the other hand, if teachers participated in these processes they would be able to take ownership of the policies and procedures that they helped formulate.

### Teachers' Intentions to Quit

Table 2 below presents results incorporated into the aspects that could influence teachers' decision to quit teaching voluntarily.

**Table 2: Teachers' intentions to quit**

Intention to quit	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
1. I plan to quit teaching in the future	39	40.2	33	34	16	16.5	3	3.1	6	6.2
2. I have never seriously considered switching careers	6	6.2	3	3.1	16	16.5	33	34	39	40.2
3. I wish to move from this school to another	23	23.7	33	34	13	13.4	17	17.5	11	11.3
4. I intend to continue teaching until I retire	2	2.1	7	7.2	13	13.4	38	39.2	37	38.1
5. I am in the process of quitting the teaching profession because I do not have higher qualifications	4	4.1	1	1.0	7	7.2	52	53.6	33	34
6. I would wish to move to an institution with a good relationship among staff	20	20.6	31	32	3	3.1	29	29.9	14	14.4
7. I wish to move to an institution where employees' effort is appreciated	44	45.4	28	28.9	3	3.1	17	17.5	5	5.2
8. I intend to quit teaching because there are no opportunities to pursue further education	6	6.2	29	29.9	11	11.3	35	36.1	16	16.5

To address this objective, a turnover intentions scale was used to measure teachers' turnover intentions. The scale consisted of eight items on a Likert scale with responses ranging from strongly agree to strongly disagree.

From the results, 39(40.2%) of the teachers strongly agreed and another 33(34%) agreed that they intend to quit teaching profession in future. This implies that if better opportunities arose they could leave the teaching profession. Only 6(6.2%) and 3(3.1%) agreed that they have never seriously considered switching careers. Another 2.1% strongly agreed and 7.2% agreed that they intend to continue teaching until they retire. This means that few teachers are fully committed to the teaching profession and did not intend to quit until retirement. Of the 97 respondents to this question, 45.4% strongly agreed and 28.9% agreed that it is their wish to move to an institution where employees' effort is appreciated. Another 52.6% would wish to move to an institution with a good relationship among staff.

On the whole, the study established that most of teachers had high turnover intentions. This shows that most of the teachers in Baringo District expressed intentions to quit the teaching career. This finding is consistent with reports from the Kenya National Union of Teachers (KNUT), which indicate that there is a high rate of teacher turnover in the country. According to Oyaro (2008), between January and June 2008, six hundred teachers had left classrooms in Kenyan schools for better paying jobs elsewhere, which is about 3 teachers leaving the service every day.

A face to face oral interview with a sample of the principals and the District Education Officer (DEO), showed some of the reasons why teachers quit teaching. They all agreed that teachers quit teaching because of the following reasons:

- I. To look for greener pastures or rather better opportunities outside teaching profession such as in the private sector, Non Governmental Organizations, or in other sectors of government that pay well.

- II. Career immobility. Most of the teachers stagnate in one job group for too long. This is because the TSC is unable to promote teachers to higher job groups given the financial implications attached to such promotions.
- III. Pursuing studies in different sectors: most teachers take study leaves to pursue masters Degrees in different fields such as Business Management, linguistics, economics, etc. In most cases they don't come back to teaching after training.
- IV. Too much work yet low pay. Because of the increasing teacher-student ratio, most teachers are overwhelmed by the workload in school. They switch to jobs whose work load commensurate the pay, or pay overtime.
- V. Slow promotion rate. Some teachers retire from teaching without getting any promotion. This discourages those who are still in the profession.
- VI. Friction with Administration: Differences of opinions between teachers and their principals or deputies occasionally force teachers to leave a station or quit the service completely.

The above views of the teachers on reasons why teachers quit the job are supported by Susu (2008), who showed that the factors that could influence turnover of teachers include job-related factors, schools related factors and teacher related factors.

### **CONCLUSION AND RECOMMENDATIONS**

From the study findings, it is clear that there are more male teachers compared to female teachers in the district. Most of them have Bachelor's Degrees in Education. A paltry has Diplomas while a few have Masters' degrees. In relation to salary, a majority of the respondents are dissatisfied considering their qualifications and responsibilities as compared to with that of their peers with the same level of education in other sectors. Thus, high turnover among teachers is mainly caused by low salary. This is happening despite teachers' heavy responsibilities and teaching heavy workload. Moreover, teachers quit teaching because the pay they get is not commensurate to their qualification. For instance, teachers with Masters Degrees are not given special recognition or a specific Job group. In effect the three salary increments is not enough considering the cost incurred in getting the degree.

Teachers are not given any fringe benefits such as commuter, leave allowance or Medical insurance by the government. Lack of upward mobility is also another reason that makes teachers to quit. Teachers stay in low Job groups for example Job group 'L' for long, sometimes up to 15 years. Furthermore, non-recognition of teachers' good performance lowers their morale and makes them change jobs. In addition, a good number of the teachers dislike working for the same employer TSC for a long time. They also feel that the school management does not involve teachers in formulation of school policies.

From these conclusions, it is recommended that the government, through the Teachers' Service Commission should harmonize teachers' salaries and allowances with those of other sectors in the government. In addition, teachers should be given allowances such as leave and other benefits such as medical insurance. Teachers with higher qualifications such as Masters Degrees should also be given a higher special Job group so as to retain them in the teaching profession. Moreover, not all teachers can be principals or deputies, thus automatic promotions should be given to all teachers after a certain number of years. Teachers feel that the mode used in promoting teachers is biased. A quarterly appraisal of teachers will also help identify some of the factors that influence turnover and help devise a plan to keep it minimum. The Teachers' Service Commission should consider transferring teachers to stations of their choice instead of coercing them to stay in schools they don't like.



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## Revolutionary Movements in different part of Iran 1918-24

Najleh Khandagh

### Abstract

The revolutionary movements formed – in Gilan , Azerbaijan , Khurasan and Khuzestan primarily to fight foreign intervention in Iran and for an end to Iranian tyrannical rule which oppressed its people . These aim banded people together and thus furthered the development of the revolutionary movements in different part of Iran between 1918 - 24. . All revolutionary movement were ultimately defeated in turn by internal reactionary forces and their Western backers , and its own tactical errors. It is appropriate to divide the reaction against the revolutionary movements into two parts , internal and external . These correspond to pressure which came from within Iran , primarily from the central government , and to international coverage of the movements , both from the West and from the Soviet Union . At points , the two aspects into one and we will indicate as much . The central governments played a major role in the reaction against the revolutionary movements on two fronts , as it were . The immediate policy adopted by the central governments towards the revolutionary movements was suppression leading to its elimination . The campaign had been initiated by action against progressive and radicals movements throughout Iran . During the crisis , the soviet Union professed to regard the revolutionary movements in Iran as a democratic movements struggling against the reactionary approach of the central government , and treated it as legitimate indigenous demand for local rights

**Key words:** Revolutionary Movements – Shaikh Mohammad Khiyabani – Mohammad Taqi Khan Pisyani – Mirza Khochik Khan Janghali - Soviet Union – Britain – Central Government.

### INTRODUCTION

As world war 1 came to a close , London found itself at the head of the largest empire the world had ever seen . Between 1914 and 1919 the British government had vastly expanded the territory under its control . The majority of this empire's new acquisitions were in the Middle East Central Asia , territories formerly held by the Ottoman Turkish Empire , which met its demise during the Great war .

Concurrently , Lenin's Bolshevik Revolution had ,in 1917 , succeeded in toppling the Kerensky government in Moscow . Throughout 1918 , 1919 and 1920 the Bolsheviks waged a civil war for control of their country ; their enemies were tsarist and moderates leaders who received huge amounts of financial and military assistance from the British . As the pushed their foes back from the cities of Russia , the fighting spread to Transcaucasia and Transcaspia , along the northern border of British 's newly acquired Middle Eastern possessions . Simultaneously , Lenin 's government worked to extend its communist uprising to other nations make a truly international revolution .

From 1919-1921 , a series of uprisings , revolts , and against British rule rocked the Middle East , and threatened to exhaust the imperial forces of occupation . Historians have established that the Bolshevik state , while supporting and promoting these uprisings , was in no way responsible for their outbreak , and that in general , the strength of Islam in the Middle East severely limited the possibilities of spreading atheist Bolshevism .

By the beginning of the twentieth century a popular awareness was beginning to grow that the

ruling classes were 'selling' Iran to foreign power, particularly to Russia and to Britain through oil concession. The ruling Qajar dynasty became increasingly weak and oppressive, and was almost totally obedient to the great power. But the oppression under which peasants meantime suffered produced no more organized reaction than a gradual trickle of migrants seeking work in Russia.

At this stage, Iran was in very bad order, facing economic disaster. The country was plagued by the foreign intervention, for example the Anglo-Iranian agreement of 1919, which faced much internal opposition, and the situation within the country worsened to the state that numerous revolutionary movements appeared but were negative and purely anti-Imperialist and were too physically disparate to claim any robustness; however, the way was prepared for the defeat of the Qajar dynasty and the restraint British interference.

The war ended with Russia in revolution, Turkey powerless and Iran largely destroyed.

The success of the October 1917 revolution in the Soviet Union was coupled with revolutionary and anti-imperialist movements within Iran and among some of her neighbors, such as Turkey and Afghanistan. These movements, together with a popular discontent over the 1919 Treaty, persuaded the British to bring about a much more radical administration; a move which had three problem intentions – to safeguard British interests in Iran, to suppress the revolutionary atmosphere and to keep Communism at bay.

If historical facts are accepted, it will be seen that the really disruptive movement was that among the Southern tribes, who were acting under the influence of the British. As a planned warning as to the consequences of an autonomous Azerbaijan, the British encouraged the southern tribes to agitate for their own autonomy, to show how the idea would snowball throughout all Iran. The Southern tribes had formed a precedent in that respect already in the 1920s, with the British using Shaikh Khazal on that occasion. In contrast to the southern tribes, the Democratic movement in Azerbaijan led by Shikh Mohammad Khyabani was truly democratic, its aims directed towards an end to the discrimination against Azerbaijan by the central governments, an end to British influence in and over Iran, and to Sayyad Zia's terrorization connected with it and to end up finally with the setting up of a democratic government initially in Azerbaijan, and then to Tehran.

However, more general reasons exist for the failure of the progressive movement in country to overthrow what they viewed as a repressive and reactionary Central Government. The recourse by such movements as the Azerbaijan democratic movement to foreign support meant that nationwide co-operation was unfortunately foreign and there was insufficient progressive co-operation to seize the crucial opportunity granted by the resignation of Reza Shah.

Although the geographic and logistical factors enumerated above cannot be ignored. Foreign interest in Iran must not be ignored altogether. The country was strategically and economically very important indeed to Britain, American and the Soviet Union, and none of these powers wanted either of the others to have an under advantage. The suppression of the Revolutionary Movements were due in large part to the fears of the big power that serious repercussion would be felt throughout the Middle East because of the influence enjoyed by the movements throughout Iran. The diversity of Soviet interests worldwide meant that she could not give the concentrated attention which would have been necessary to prevent the defeat of Revolutionary Movements of Iran.

Concurrently with rise of the parties , and in direct response to the presence of foreign power in Iran and their influence over the central government , together with the economic decay within the country , a series of revolutionary movements arose . Various Communist or nationalist according to the majority of historians , it may be maintained that all were in fact nationalist , since support from an external source does not necessarily indicate domination by that source (e.g. Soviet support for the Tudeh Party ) and all were anti – foreign . Through analyzing these movements , we shall attempt to substantiate and demonstrate this fact.

### **UPRISING IN AZERBAIJAN**

Azerbaijan has always been a revolutionary province . She has always suffered from neglect and discrimination and remained sadly under-developed despite enjoying rich natural resources . As not only an Azari, but an Azari with the strong interest in politics .

Azerbaijan had consistently supported the idea of a strong Iranian government , able and willing to promote the interests of Iranian instead of those of foreign powers . When the 1917 Bolshevik Revolution resulted in the withdrawal of the Russians . Who had occupied the country under the reactionary puppet , SHUJA AL – DAWLA , the Azerbaijan increased their efforts towards achieving these aims .

In December 1917 , a Tabriz group demanded the removal of the pro – Russian governor of Azerbaijan , the return of anti- Russian political exiles , and the holding of parliamentary election . The weak Tehran government neither responded to this demand , nor tried to fill the political vacuum created by the Russian withdrawal . Consequently , Shaykh Mohammad Khiyabani (1879-1920) was able to take power . “1 “

Sheikh Muhammad Khiabani turned to religious sciences early in his life and rapidly achieved scientific qualifications. The Constitutional Movement was a turning point in his life Khiyabani was an eloquent middle – class politician who had taken part in the revolution of 1908-9 , . During the World War I, he resisted against Russian pressures and at the same time hindered Communism infiltration , there for Khiabani had been arrested in the first World War by the Ottomans and deported to Gars.

As one of the Liberal Nationalist faction in the Majlis , and a Democrat , Khiyabani was regarded by his supporters as a democrat and Iranian patriot , not linked to any ideas of Azerbaijan separatism “ 2 ”. Nor did he encourage foreign intervention , and in fact rejected the help of Russia and Turkey , preferring instead to introduce his own style of government , which encouraged individual responsibility within the community . “ 3 ”

On April 10 , 1920 , Khiyabani broke with Tehran over the 1919 Anglo – Iranian Treaty . The Democrats subsequently expelled the governor, occupied government offices , less than two days , and established a National Committee, for the welfare of the people . Various cities , including Urumiya and Zanzan “ 4 “ came under this committee , which was strongly republican and anti – imperialist , and wanted reforms, autonomy for Azerbaijan , and improvement of relations with the Soviet Union .

This opposition to the 1919 Treaty caused the downfall of Vusuq al Dawla ,s Cabinet on June 25 , 1920 . Dawla was replaced by the nationalist federal lord , Mushir al Dawla , who was obliged to declare the treaty null and void until it received ratification from the Majlis . Ivanov<sup>5</sup> “ points out that new government was opposed to the British policy of open dictatorship , and sought better links with the Soviet Union . It wanted also to calm down the situation in Azerbaijan by

negotiating with Khiyabani , who claimed that “ the will of the people must be above everything . If it so wishes , it must even overthrow the Shah , and if it so wishes and considers necessary , declare a republic “.” 6 “ Khiyabani also believed in the strength of local rather than national government , and promoted the idea of a people ,s paper (His own was Tajaddud, Revival) , to protect them from the absolute control of a strong central government . The building of his newspaper became his headquarters, where he engaged in delivering his orations and people enthusiastically listened . These orations were in Azeri and their Persian translation was published in Tajaddod the following day. Public enlightenment and promotion of people’s understanding of the issues underpinned his movement and for the very same reason he never sought to equip his forces to guard the movement , that was one of a main reason for his failure.

Mushir al – Dawla proceeded to advance on Tabriz , but he was resisted and forced to retreat . A new governor, Mukhbar al –Saltana was dispatched to Tabriz , and on his arrival began fruitless talks with Khiyabani , which only lasted a few days . This was long enough , however , to enable him to unite his reactionary forces and make a surprise attack against the divided and disorganized Democrats in their own homes on September 4 . Khiyabani and many other were killed , Khiyabani himself being arrested and put to death “7” ; under Saltana ,s command , more than three hundred families were killed , their property seized and houses destroyed . “ 8 “

Ivanov “ 9 “ suggests that this revolutionary movement had two major weaknesses : one , the failure to arm itself , and second , its failure to disarm the Cossacks . These two factors , linked to the absence of land reforms and neglect of conditions of the proletariat , demonstrates the movement ,s underestimation of the masses . Ivanov ,s further claim , however , that Khiyabani probably did not understand the importance of a broad popular front of support , is spurious , for Khiyabani had neither the time nor the finance to arm the masses .” 10 “ The night preceding Saltana ,s attack , Khiyabani had send his 200 best fighters to aid the Shahsavan tribesmen against Arshad , who was rebelling in Ahar , with the result that he lacked sufficient military strength to counter the offensive of September 4 .” 11 “ Furthermore , an assault launched very early in the morning allowed him no time to unite. “ 12 “

After this crushing defeat , the movement struggled for existence for a period in Ahar , and the fighting was continued in these difficult mountainous regions by a band led by Qiyami called the Qiyamiyyun va Intiqamiyyun ( Revenge insurgents ) “ 13 “ . Two years later , Azerbaijan broke once again with Tehran . Again , it was not an issue separatism : this time Reza Khan was attempting to bring the gendarmerie under his control . The gendarmes , in conjunction with the Azadikhwahan , rose in opposition to the central government following the expulsion of the Democrats . Azadikhwahan and Itidaliyyun by Nasir al Mulk . They finally revolted on February 1 , 1922 , together with the Democrats , supporters of Khiyabani , and some of the gendarmes . The latter were under the leadership of Lahurti Khan “ 14 “ , a man who had fled the death penalty in Qum and taken up a post in the Azerbaijan gendarmerie under Mahmud Khan Fuladi in 1922( 1300).

After occupation of government offices , Khiyabani ,s followers set up a National Committee , demanding British withdrawal , the expulsion of Reza Khan from the Ministry of War , payment by the central government of the gendarmes , and the institution of reforms .” 15 “

Opposition to Reza Khan had did effect of providing recruits among the revolutionary movement in Azerbaijan directed towards strengthening resistance against Reza Shah . These force did in fact the Iranian Army , which could hold only Bagh-I Shah . Command was

subsequently taken over by Habib Allah Khan –I Shaybani , an influential gendarmerie officer who persuaded Mahmud Khan –I Fuladi to withdraw his support from Lahuti ." 16 "

Shaybani began hopeless talks with Lahuti upon his appointment , and war followed their inevitable collapse . Astonishingly Lahuti then defected to the Soviet Union upon the verge of victory , and left his army without a leader or instructions ." 17 " The resultant breakdown of morale within the national army was more than likely the case of its ultimate defeat : the Iranian Army entered Tabriz on February 7 , 1922 , looting the town , and arrested and tried many of the member of the movement , and the revolt was suppressed .

The two revolutionary movements in Azerbaijan were suppressed through internal pressure exerted by Tehran , from where the central government tried to prevent the dissemination of revolutionary ideas , but also by external source . It is rumoured that British stopped all movement and relations between Azerbaijan and the Caucasus , bribed clergy to help suppress the revolution , and spread false rumours about repression in Soviet Azerbaijan " 18 ". They furthermore organized private forces through Iran as a whole and Azerbaijan in particular .

This victory and its subsequent Khiabani's movement lasted for more than 5 months., Khiabani and his movement encountered different challenges during its 5-month life.

The central government propaganda against the movement was in the long term to the advantage of the Democrat movement in Azerbaijan : the highlighted of the political , geographical , historical and economic importance of Azerbaijan focused attention on the Azerbaijan as a nation , different from the other nationalities in Iran , with their own language , customs , etc . It was pointed out that Azerbaijan was ethnically different from the rest of Iran not only within Iran , but also in the international press. It was this kind of national identity which lay at the heart of this considerable enthusiasm for autonomy and which inspired the impetus which encouraged the badly – needed reforms.

Thus , the revolts may not have brought autonomous government to Azerbaijan , but they did achieve the collapse of the Cabinet of Vusuq Al –Dowla and the cancellation of the 1919 agreement . The consequent close ties with the Soviet Union resulted then in the 1921 agreement of February 26 . Despite its suppression , the revolution was not rooted out totally , and indeed 25 years later , it took the first opportunity offered , under the leadership of Jafar Pishavari in 1945 , to rise up once again.

### **Mohammad Taqi Khan –I Pisyani**

Colonel Mohammad Taqi-Khan Pisyani was a popular military leader of Iran and became a national hero after his assassination. In November 1915 as commander of the Gendarmerie in Hamedan 1916 Mohammad Taqi went to live in exile in Berlin . During his time in Berlin, he was trained as a pilot in the German Airforce and was rewarded with the Eisernes Kreuz Medal for shooting down more than 25 enemy aircraft during World War I. In 1920 Mohammad Taqi returned to Iran and joined the Gendarmerie. In June 1920 he was promoted to the rank of Colonel and in September 1920 he became commander of Gendarmerie of Khorasan

Another revolutionary movement arose in the province of Khurassan , under the leadership of Mohammad Taqi Khan –I Pisyani , in 1921 .

Khurassan and its capital Mashhad had previously played a large part in the Constitutional Revolution ; although the province was big and was economically independent , the social base

for nationalism and autonomy weak . Demands for reform , better governors , and independence from foreign influence were made in Bahar , the liberal nationalist newspaper published in Mashhad yet no organized movement was ever set up as happened in Azerbaijan to work towards autonomy .”19 “

The governor of Khurassan between 1919-20 was Ahmad Qavam , who worked with the liberal nationalist element in the province , energetically tackling the problems caused by the depredation of tribes and bandits. With sayyid Ziya ‘s coup d’etat in 1921 , Qavam lost his influence and position due to his criticism of the new regime . Ziya subsequently gave order to Pisyani , as commander of the Khurassan gendarmerie , to arrest Qavam and bring him to Tehran . Pisyani executed the order and took over Qavam ‘s post as acting governor . He was later appointed as commander of the Khurassan army by Ahmad Shah . Future development moved quickly to change the situation , and sayyid Zia was within a few weeks replaced by Qavam himself , who naturally held no sympathy for Pisyani and the scene was set for a collision course between the two men .

Pisyani ‘s activities coincided with Iran’s most turbulent era . 1921 was watershed in modern Iranian history , with a complex of factors bringing matters to a head : general insecurity and confusion , incompetent leadership , and foreign intervention . On July 7 , 1921 , Pisyani received instructions from Ahmad Shah forbidding him to intervene in a national affair . Two days later , he received a further telegram , confirming the premiership of Qavam al –Saltana .

Qavam ‘s official appointment led him to take a firmer line over internal affairs , and his arrest and exile of certain influential people and attempted control of Khurassani matters led largely to the uprising. “ 20 “ Pisyani feared reprisals by Qavam after the coup of 1921 . but he had strong support among the Khurassani people . The populace chose a commission of six to dictate a telegram to the central government presenting Pisyani’s case “ 21 “ , laid out in the following points :

1. The budgetary status of the gendarmes should not change .
2. The gendarmerie ‘s promotion ladder should operate as previously .
3. Qavam al –Saltana ‘s horses and ammunition belonged to the gendarmerie even though the former carried his emblem , and should not therefore be reclaimed by Qavam .
4. Pisyani should be given two years paid leave in order to complete his studies abroad .
5. He should be escorted to the border by gendarmes .
6. The Belgian financial advisor , dismissed by the central government , should be re-instated. “ 22 “

These conditions were accepted by the Shah , with the exception of permission for Pisyani to travel abroad . Pisyani agreed , and released one of those arrested in order to make him governor in his place .

The situation in Khurassan was meanwhile rapidly deteriorating . Societies known as committees ‘ sprang up in Mashhad publishing tirades in Tehran and the prime Minister , as well as Najm al –Saltana , governor of Khurassan . At the point , the government realized the precarious situation in Khurassan , and the danger of its imminent fall into the hands of Pisyani . Samsam al – Saltana was therefore chosen to govern the province . The appointment was resisted by Pisyani ‘s supporters , who requested his re-instatement as Commander of Khurassani forces .

Pisyani regained his influence once again in August 1922 , with the dismissal of his opponent

Shawkat ai –Mulk Pisyani reappointed the Belgian financial advisor to the Khorassan treasury , and various other government officials , including Col . Gillerup “ 23 “ were sent back to Tehran , disarmed . In control of the provincial government and gendarmerie . Pisyani resisted the pressure of the central government , and gained in local conflicts nor collaborated with foreign powers .” 24 “

Pisyani 's objective was autonomy for Khorassan not , as was commonly supposed , to attack Tehran and seize control of the central government . It seems that Pisyani could have seized Tehran with relative ease , since he had 8,000 trained men , against a badly organised government force of fewer than a thousand “ 25 “ . The central government instigated serious measures against Pisyani , provoking Khorassani 's tribes against him , with the result that 5,000 mounted guerrillas were soon headed towards Mashhad , but Pisyani successfully defeated the force before it reached Mashhad .

Quchan and Turbat Haydariyya rose against Pisyani and he left Mashhad to crush them leaving Mahmud Khan Nawzari in command . Pisyani then arrived at Quchan with the gendarmes and at Jafarabad where in 3 October 1921 when Pisyani and his small force of 150 gendarmes were circled by a force of strong 1,000 plus mounted Kurdish tribesmen in a battle fought half the gendarmes were killed and the other half fled . Pisyani fought bravely but was killed .” 26 “ his head was brought to Tehran to prove that he had been killed Mahmud Khan Nawzari reported the incident to the central government and was made governor , temporarily , of Khorassan . Although the movement had been suppressed , Major Ismail Khan – Bahaduri rose in an attempt to avenge Pisyani but was defeated and exiled .” 27 “

For five continuous years after his death, on 3 October people of Khorasan mourned his death. However, when Reza Shah came to power, any mourning for Pisyani was banned. The Pisyani family had been rivals to Reza Khan and had opposed the British plan to install him as Shah.

He is buried in Mashhad, Khorasan in the same garden that contains Nader Shah's tomb

### **GILAN MOVEMENT 1918-1922**

Gilan was a likely area for a local nationalist movement , being separated from the Iranian plateau and Tehran by the Alburz mountain range and was distinct geographically , economically and linguistically and had a large enough middle class to support such a movement . “28”

The formation of brief rebellious Provincial Government in Kermanshah was followed in Gilan by armed insurrection organized by young Mashruti revolutionaries headed by Mirza Kuchik Khan , who was a Shiite Muslim and patriot of remarkable fighting qualities and who was an incorruptible leader . His intention was to free the country from external and internal corruption . “29” He drew up plan of national reform with a group of sympathetic men in Tehran in 1915 . It called for National independence , social reform and Islamic unity . “30 “

By 1918 , the Jangali movement of the lower classes was calling for agrarian reform and by 1920 the Provisional Revolutionary movement of Kuchik Khan pledged to ensure republicanism , personal freedom , the dismantling of unilateral foreign agreements, sexual and ethnic equality , and the defence of Islam .” 31 “ To safeguard Iranian strength, the Jangalis originally announced their intention to fight the Russian British and even German – Turkish “ 32 “forces as well as internal bands of tribesmen and robbers , in 1918 , although the British invasion overcame resistance in Anzali , Soviet – Iranian friendship societies were formed in



Rasht and Anzali upon Russo – British fighting , Kuchik had four option : fight everyone , no-one , the Russians or the British .”<sup>33</sup> “ The extreme communist Ihsan Allah Khan persuaded him to support the Russian forces , although he was not very enthusiastic .

On 4th June 1920 , Kuchik Khan and his 2,000 men took Rasht , proclaiming Gilan a Republic . As promised earlier that year . The Soviets landed at Anzali , putting the British to flight , and inspired strength in a national liberation movement .

Ivanov divides the existence of the Republic into three stages . From May to July , 1920 , Kuchik ‘s government localized the movement , ending with the withdrawal of his troops to a forest . From July to October the coalition between Kuchik Khan and Ihsan Allah Khan disintegrated and on July 31st , a new government came into existence in Gilan led by Ihsan Allah Khan . His followers and those of Sultan – Zada constituted the National Committee for the Liberation of Persia , but the failure of that Revolutionary movement ultimately passed the leadership of the movement to the Persian Communist Party in October 1920 . Its leader , Haydar Khan , decided to unite all revolutionary feeling “ <sup>34</sup> “ gradually and therefore limited action to agrarian reform . By the 8th May , 1921 , an agreement was reached between Haydar Khan , Kuchak and the Gilan government leader and the Communists , so that on 4th August , 1921 . Gilan was declared a Soviet Republic . The weakness of the movement was such that independence was never actually demanded , the state calling itself the “Persian Soviet Socialist Republic ” <sup>35</sup> “ . Kuchik capitulated to the Tehran government of Vusuq al –Dowle in January , 1922 , but rebellion re-appeared in May , 1922.

Ivanov explains the failure of this movement as being due to the repressive measures of the Tehran government and British aid ; and to the lack of a country –wide front – a factor caused by the impossibility of communication with the National Liberation movements of Azerbaijan and Khurassan . Also ideological and personal differences amongst leader overshadowed the principle aim of establishing an anti – British movement , and the compromise sought between Ihsan Allah Khan and Kuchik Khan “<sup>36</sup> “ was fraught with difficulties . Tehran and Britain further discredited the movement by implying Soviet dependence , and indeed actual Soviet support failed to appear . With these in mind , we should look deeper for the reasons for the internal disunity allowing the above factors to take their toll.

### **Shaykh Khazal of Muhammara**

In early 1920s, the southern part of Khuzestan, with its large Arab population, was semi-autonomous under the rule of Sheikh Khaz'al .An ambitious local Arab leader, Khaz'al was nominally under the jurisdiction of the Qajar king. In reality, he was protected and controlled by the British, whose 10,000-man army, the South Persia Rifles, operated with immunity in southern Iran. The British, without notifying Iran, were also providing Khaz'al with meager shares of the Anglo-Persian Oil Company.They even considered Khazal as a possible king for Iraq or for an independent principality in southern Persia. Khaz'al was also the darling of many Sunnite Iraqi nationalists, who sought to foment dissent among Iran’s Arab population by referring to Khuzestan as Arabestān and glorifying Khaz'al as its independent “Sultan “.

The tribal leaders of the Bani Kaab, an Arab tribe which had originally come from the area of what is now Kuwait in the 16th century, had often been the Imperial-appointed tax farmers for the entire Of these factions, the Muhaisin clan, led by Jabir al-Kaabi, became the strongest and under his leadership the Bani Kaab were reunified under a single authority province for many years. The Bani Kaab were the largest and most powerful tribe in the province. Jabir maintained law and order, and established Mohammerah as a free port and sheikhdom, of which he was Sheikh. Jabir also became Imperial-appointed governor-general of the province.

Before the days of Reza Shah , Khuzestan , an important oil province , caused problems to the central government despite its position as the main centre of foreign trade . Bad communications meant that little control could be kept over the Shaykh of Muhammara who resented paying taxes to the central government and who was eventually in direct confrontation with it . He had , early in the century ,” 37 “ Sold land , including Abadan island , to the Anglo-Persian oil Company , in return for scanty assurances of his own safe position . But his autonomy was not safeguarded against Reza Shah in 1924 , who , despite popular suspicion , had British support . However there was no sign at first of Arab nationalist ,”38 “ despite the Arabic tongue of the area , although embryonic nationalism did appear with an increasing awareness by the people of their position , and the feeling grew with the arrival of Persian – speaking oil workers . “39”

However from the very beginning of the rise to power of Reza Khan , Shaykh Khazal recognized the threat to his position from him and thence proceeded to protect himself , firstly by recruiting support from the tribal chiefs of the Lur , Bakhtiari and Khamsa tribes , in opposition to Reza Khan ,”40 “ and secondly by strengthening his relationship with Ahmad Shah .”41 “ Finally he allied himself to the Majlis opposition but all these ploys ended in failure . Also he sought to enlist British support and styled himself the defender of Islam against Reza Shah ‘s secularism . However as central government began to consolidate Britain withdrew her support from the Shaykh and transferred it to Reza Shah , Thus destroying Khazal ‘s separatist ambitions Khuzestan .

Sheikh Khazal rebellion refers to the 1924 Arab nationalist uprising by the Sheikh of Mohammerah Khaz'al al-Ka'bi in Iranian Khuzestan. The rebellion was quickly and efficiently suppressed by Reza Khan with minimal casualties, subduing the Bakhtiari tribes allied with Sheikh Khazal and resulting in his surrender.

Khaz'al spent the rest of his life under virtual house arrest, unable to travel beyond Tehran's city limits. He was able to retain ownership of his properties in Kuwait and Iraq, where he was exempted from taxation. He died in May 1936 while alone in his house, as earlier in the day his servants had been taken to court by the police. It is said that he did not die of natural causes, but that he was murdered by one of the guards stationed outside his house under direct orders from Reza Shah.

Abed Al – Masih Al Antagi described him as “ jovial , bright –faced , attractive , eloquent , hospital , noble , kind , patient , compassionate , righteous , pious , Muslim , honest , sincere , prayer of five daily prayers , and a courageous hero during wars . “ 42 “

Shaykh Khazal ‘s lengthy rule was due to a combination of an ignorant local populace , a weak central government , geographic isolation and foreign , that British , interference . As soon as the British withdrew their support for the Shaykh , Reza Khan launched a three – pronged military attack , and Khuzestan was subdued in a matter of hours , with almost no loss of life . “ 43 “ The integration of Khuzestan into Iran together with further development of oil fields and the growth in size and importance of port and refinery centres such as Khurramshahr and Abadan , developed political awareness and a sense of national identity among the inhabitants of Khuzestan , although there was a further rising there in 1946 . “44”

## CONCLUSION

For Iran , the growth of a virile Arab nationalism has proved problematic . Due to this predominance of Arabic – speaking Khuzestanians and also on account of the huge oil reserves .

All revolutionary movements which had formed throughout Iran between 1918 and 1922 were more anti – Imperialist than pro – proletarian by nature . Their major weakness however was their geographical dispersion and a lack of communication with each other . Hence the reactionary central government was able to suppress these outbursts one at a time . The movements may not have destroyed the feudal system and halted Imperialism in the short term , but they did prepare the ground for the defeat of the Qajar dynasty and , together with the Bolshevik Revolution in the Soviet Union , proved a serious setback to British interests in Iran “ 45 “. However Reza Shah ‘s rise to power re-established Britain’s Iranian interests and suppressed revolutionary movements . After his abdication in 1941 , several such movements re – appeared , for example the Fiq – yi Democrat and Kumala-yi Kurdistan

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# Influence of Biological Parenting, Kinship Care and Geographical Location on Altruistic Behaviour in a Nigerian Sample.

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## Abstract

Altruism may best be described as an unselfish behaviour, attitude and concern towards the welfare of others. It is a form of prosocial behaviour, which is of obvious importance to the quality of interactions between individuals and among groups in the society. However, people have been particularly intrigued with the causes of altruism, hence; researchers have come forth with different approaches to explain the underlying or causative factors of altruistic behaviours. In this study, the researchers examined the influence of factors such as biological parenting, kinship care and geographical location on altruistic behaviour. A 26-item questionnaire comprising of two sections was used and data was gathered from 563 undergraduates of Nnamdi Azikiwe University, Awka. Of the sample, 275 (48.8%) were females and 288 (51.2%) were males with their age ranging from 16-44 years. The Independent group and 2X2 factorial designs were employed in testing the hypotheses. Results showed that students raised by both biological parents were more altruistic than those raised by a single biological parent and that students who lived in rural areas were more altruistic than their urban counterparts. No significant difference was found in altruistic behaviour between students raised by kins and those raised by their parents.

**Keywords:** Altruistic behaviour, biological parenting, kinship care and geographical location.

## INTRODUCTION

To understand and explain behaviour, psychologists usually explore two major facets: the biological and environmental determinants. Altruism, a form of prosocial behaviour, is of obvious importance to the quality of interaction between individuals and among groups in the society. It is also crucial to the building of good societies. This research explores the possible influences biological parenting, kinship care and geographical location may have on the quality of an individual, thereby expanding the already existing knowledge on altruistic behaviour.

One of the key human characteristics is the willingness to help others (Warnekan, 2013), often associated with prosocial behaviour. As a form of prosocial behaviour, altruism is defined as an unselfish behaviour, attitude and concern towards the welfare of others. Cardwell, Clark and Meldrum (2002) stated that altruism is a form of prosocial behaviour in which a person will voluntarily help another at a cost to himself. The International Encyclopedia of the Social Sciences defined "psychological altruism" as a motivational state with the goal of increasing another's welfare (page 87). In psychological research on altruism, studies often observe altruism as demonstrated through prosocial behaviour such as helping, volunteering,

comforting, sharing, co-operation, philanthropy and community service (Batson, 2012). The American Sociology Association acknowledges that intrinsic scientific policy and public relevance of the field of altruism is unquestionably relevant to helping to construct good societies.

Altruism is a core value across various religions (Somashekar et al, 2011). In Christianity, altruism is central to the teachings of Jesus Christ as found in the gospel. Love for others is emphasized and one characteristics of love is that "it is not selfish". Similarly, the parable of the Good Samaritan, who pitied and helped an injured man, is often cited as an example for the Christians. In Islam, the concept of I'thar is an altruistic notion of preferring others to oneself. It means devotion to others through complete forgetfulness of one's own concerns. Concern for others is rooted in a demand made by Allah on the human body. In Buddhism, it is the principal truth that many illnesses can be cured by one medicine of love and compassion; these qualities are the ultimate source of human happiness and the need for them lies at the very (Einsenber, Fabes and Spinrad, 2006). In Judaism, altruism is the desired goal of creation and the command "Thou shalt love thy neighbour as thyself" is a basic tenet.

Studies have shown that altruism can be broken down into two main types: biological altruism and reciprocal altruism. Biological altruism is the idea that people may help others regardless who they are but are more likely to be help a relative as opposed to a stranger. Anderson & Ricci (1997) theorized that the reason for this was due to the fact that relatives, in differing degree share a portion of our genes, so their survival is a way of ensuring that some of the individual's gene will be passed on. The claim is that altruistic behaviour between non-relations will have no evolutionary advantage so it would be highly unlikely for a person to show altruism towards a non-relation.

Trivers (1985) highlights the concepts of Reciprocal Altruism; the idea that if you behave kindly to a person or help them in the past, the individual will be inclined to help you in the future. In reciprocal altruism, it is necessary that the individuals should interact with each other more than once. The reason for this is because if individuals only interact with each other once in their lifetimes and never meet again, there is no possibility of any form of return benefit, so there is nothing to be gained by the helping individual.

Batson & Shaw (1991) introduced the concept of universal altruism; a term that describes a helping behaviour undertaken in order to lessen the helper's own distress at the suffering of the person who needs to be helped. A social exchange theory of altruism was proposed by Aronson, Wilson & Alkert (2010). They argued that much of what we do stems from the desire to maximize our rewards and minimize our costs. Altruism is based on self-interest with no genetic basis. Here, helping can be rewarding in three ways: it can increase the probability that someone will help us in return in the future; it can relieve the personal distress of the bystander; and it can gain us social approval and increased self-worth. Helping can also be costly; thus, it decreases when costs are high. The theory presumes that people help only when the rewards outweigh the costs. Kahana, Kahana & Kercher (2004) supporting this theory, stated that one possibility of altruistic behaviours is that they may ameliorate normative stress on aging.

Baumrind (1991) described important dimensions of parenting. These are warmth (as opposed to conflict or neglect) and control strategies. Parenting typologies were thus constructed from a cross of warmth, conflict and control; Authoritative (high warmth, positive/assertive control and in adolescence high expectations), Authoritarian (low warmth, high conflict and coercive, punitive control attempts), Permissive (high warmth coupled with

low control attempts) and Neglectful/Disengaged (low warmth and low control). These four typologies have been repeatedly associated with child outcomes. Children and adolescents of authoritative parents are consistently described as most prosocial, academically and socially competent and least symptomatic, children whose parents are described as authoritarian, permissive and disengaged show significantly worse outcomes, with children of authoritarian parents showing typically the most disturbed adjustment of the four of the four parenting types. Hudson and Rapee (2002) suggest that internalizing behaviours in children may be linked with parenting styles that might not have been traditionally assessed, such as over protectiveness.

The family is a basic group in the society and the primary unit of socialization. A family typically consists of one or two parents and their children. Lichi (2014) opined that it is from the family that people learn about themselves (self concept); about others and how to develop relationships; important values bothering on spirituality, personal health, attitudes towards money, conformity and nonconformity to what are considered normal behaviour in the society, honesty and approach to education. Encyclopedia Britannica defined socialization as the process whereby an individual learns to adjust to a society and behave in a manner approved by the society. It is a whole process of learning and it is a central influence on the behaviour, beliefs and actions of adults as well as children. The fundamental purpose of socialization is the acquisition of culture. It begins immediately after birth and early childhood is the most and crucial period of socialization (O'Neil, 2011). It is in the process of socialization that we learn the roles we are supposed to play in life. O'Neil (2011) also stated that while much of human personality is as a result of genes, the socialization process greatly moulds an individual's character in particular directions by encouraging specific beliefs as well as selectively providing experiences. As children, we are very vulnerable to our parents; we rely on them for supervision, provision and guidance in the greater part of our early life. Warneken (2013) opined that helping behaviours originate in cultural practices such as our parents having taught us moral norms or having rewarded us for being nice to others. The school, the churches and the law can help in the process of character development, but they have much less independent force of their own. Their main function is to reinforce what has already been taught at home thus if morality and character were not taught at home, other institutions cannot be relied upon to undo the damage.

Bandura (1977) proposed in his theory of social learning that observation and modeling are major ways through which individuals learn new behaviours. Modeling is one of the most fundamental dimensions of raising a prosocial child. Children pay more attention to what an adult does than what an adult merely says (Popenoe, 2010). Lichi (2014) stated that modeling is one of the most powerful tools of parents; children are more likely to do what they see their parents do than what they tell them to do. He further claimed that children raised by parents who are always preoccupied with themselves tend to grow into yet another generation of selfish adults. Character formation in children is an intentional parent-led endeavour (Sisk, 2008).

The structure of biologically parented families varies from single-parent families to both-parent families. A single parent is defined by the Family Paediatrics Report (2003) as a parent not living with a spouse or partner, who has the most of the day-to-day responsibilities in raising the child or children. Historically, death of a parent was the major cause of single parenting, nowadays, common causes of single parent homes are divorce or separation of a couple with children, child neglect or abuse and unplanned pregnancies. Jayson (2009) states that the demographics of single parenting show a general increase worldwide of children living in single parent homes. The Family Paediatrics Report (2003) stated that children of divorced

parents are at a great risk of emotional and behavioural problems. It was also fast to point out that although two-parent household may facilitate parenting, it does not guarantee success. Statistics have shown that children raised in healthy single parent homes have more problems emotionally, interpersonally, in school and with the law than those raised in healthy two-parent family. No matter how good a single parent is, that parent can never model for the child how two, present, committed parent partners share and work together; communicate and solve problems together (Stevens, 2011). However, the effects of single parenting families on the child are not all negative. Some positive effects have been identified by research. Wolf (2010) observed that most times the extended family step up and plays a significant role in the child's life, thereby giving the child a community experience which fosters familial bonding. Another positive effect is that the child learns more about responsibility and sacrifice early. Jeffery (2011) held that when children see their single parent hard at work to provide for the family needs, they will naturally develop a sense of responsibility and realize that to strive, they have to help in any way they can. He further asserted that children from single homes, as a result of their experiences, learn to be realistic quite early in life, having a wholistic view about life and being considerate.

### **Kinship Care**

In some circumstances, children are not raised by their biological parents thus bringing the concept of kinship care to the platform. Kinship care is generally defined as the full time nurturing and protection of children who must be separated by their parents, by relatives, members of their tribe or clan, godparents, stepparents or other adults who have a kinship bond with the child (Winokur, Holtan & Valentine, 2009). The International Guidelines for Alternative Care of Children (2009) defined kinship care as a family based care within the child's extended family or with close friends of the family known to the child whether formal or informal in nature. It arises from the inability or unwillingness of the biological parents to take care of their children. Factors that lead to kinship care are death (of one or both parents), financial instability, family breakdown (divorce, remarriage and separation), urbanization, conflict, insecurity, illnesses, diseases, traditional practices, incarceration, substance abuse and polygamy (Smith, 2013).

Kinship caregivers are the silent safety net; the unsung heroes of children unable to live with their parents. Historically, kinship care has been a mechanism to maintain social stability, creating and helping to sustain bonds of co-operation and interdependence. Schroeder (1995) states that children are more likely to be altruistic when they have another person as a model for altruistic behaviour. Therefore, an individual who has been impacted so positively by a kin caregiver would have a typical model for altruistic behaviour and may be more likely to imbibe the character.

Kinship care is also referred to as relative, friends, family and kith (persons from the child family's community) care (Bromfield & Osborn, 2007). The practice of kinship foster care is a process whereby children are passed on to people for training or companionship without the parents losing parental rights. Afua (2012) opines that the process helps to cement kinship bonds, reaffirm family ties or political relationships and sometimes provide companionship or household help to a childless person. Kinship care also provides opportunities for a child in a rural setting to migrate to a town and, for urban children to live with better endowed adults who may send them to school or enroll them in apprenticeship (Goody, 1982). Nsamenang (1992) was of the opinion that kinship care is an alternative source for domestic help and social support for childless and aged relatives.



Winokur, Holtan & Valentine (2009) made a difference between informal and formal kinship care. Informal care (also known as private kinship care) is an arrangement made by the family (and extended family) without statutory or child welfare involvement. These children are usually not in guardianship or custody arrangement with state and statutory authorities. Conversely, formal kinship care is arranged by statutory authorities as a result of substantiated child harm and the necessity for the child to be placed out of the home. The Child Protective Initiative, West Africa (2013) observes that formalization of kinship care in West Africa may prevent some caregivers from taking responsibility for their relatives' children, as they may not want to engage in a bureaucratic process associated with formal care arrangements which they may perceive as invasive, time consuming and potentially expensive.

There is a perception that based on African Culture, families take relative in cases of death and other reasons including economic hardship and that the government does not need to interfere in this arrangement. Green & Goodman (2010) observed that kinship care is a rapidly growing form of care in Australia and internationally. Reasons which they suggested for the increase in kinship care are: changes in legislation and policy regarding placement preference; decreasing number and shortage of available foster placements; substance abuse by parents so kin are taking care of the children; changing family structures and conditions; children and families indicating a preference for kinship care and increase in children requiring out-of-home care. Other motivations for the kin caring for the children are often; family loyalty, commitment and attachment to the child, obligation, not wanting sibling groups to be split up and wanting the child to stay with the family (Lernihan & Kelly, 2006). The Child Protection Initiative for West Africa (2012) indentified some factors that influence kinship care in Nigeria, Sierra Leone and the Democratic Republic of Congo to include; the significance of local traditions; family poverty; increasing value for education and lack of access to secondary schools; polygamy and family breakdown, accusation, of witchcraft; conflict, insecurity and displacements and its impact upon families; outbreak in diseases, including HIV/AIDS, poor health and maternal mortality; urbanization and migration.

It has been observed that in West Africa, key factors influencing negative or positive experiences of children living with relative caregivers include: socio-cultural tradition concerning closer ties with maternal or paternal relatives which may influence the likelihood of a child being welcomed in the family; female and male caregiver active participation in decision making to care for a child and in particular whether the primarily caregiver chooses to care for or feels "forced" to care for a child; and the lack of or existence of shared responsibilities by the parents and caregivers for children's well-being and needs (C.P.I West Africa, 2013).

Some children living in the Democratic Republic of Congo reported that they are more likely to face negative experiences in their kinship care setting if the female caregiver in the household was not part of the decision making to care for them. Such situations are more likely when the child is related to the paternal side of the family, rather than the maternal side of the family. In general, children living with grandparents tended to express a greater sense of belonging and more happiness compared to children living with other caregivers (Claherty, 2008).

Numerous negative and positive impacts of kinship care on children have been identified. Positive impacts include provision of needs, love, care, a sense of belonging, livelihood and vocational skill training. Possible negative impacts of kinship care are discrimination (which may adversely affect the child's access to quality education, nutrition and protection), hatred, hard labour, risk of molestation, intolerance, insufficient care and inadequate material resources. It has been suggested that some negative behaviour of children raised by kin

caregivers seem to be exhibited as a result of the tension and unfriendly environment they face at home.

In West Africa, an estimated 15.8% of children do not live with their biological parents (CPI, 2013). However, only a very small number of 0.002% live in formal alternative care, while the majority live in informal care alternatives especially with their extended families in kinship care. Family structure has been suggested to indirectly influence individuals' psychological wellbeing by affecting family processes such as parent-child relationships. The psychological wellbeing of individuals is crucial to attitude formation and consequently, social relations.

Psychologists study the relationship between an environment and how it influences its inhabitants in the branch of Environmental Psychology which is also referred to as Behavioural Geography. The term environment encompasses the natural and built features and also the social settings. Geographical location refers to the type of human settlement which is characterized by its size, density and centrality and basically classified under two umbrellas: rural and urban. An urban settlement is usually called a city or town and is characterized by a large population, high population density, developed infrastructure and services, social complexity and cultural heterogeneity (Weisner, 1979). Rural settlements on the other hand are usually characterized by low populations, low density, social simplicity, basic services and cultural homogeneity.

Researchers have found significant differences in some behavioural patterns of urban and rural settlers (e.g. Milgram, Mann and Harter, 1965; Hanson and Slade, 1997; Bridges and Coady, 1996). Sudsywolf (2008) postulates that when looking at rural-urban differences in behaviour, it is necessary to take into account the socio-structural factors and socialization experiences through which people form their environmental values, attitudes and behaviours. The divergent socialization experiences which are peculiar to urban and rural settlements provide a gap for incongruence in behaviours of its settlers which should be explored.

### **Geographical Location Differences on Altruistic Behaviour**

Milgram (1970) proposed an overload theory for urban and rural differences in response to an altruistic model. He contended that city dwellers, in adapting to stimulus overload caused by increasing population densities, would curtail or limit the depth and breadth of social contacts. Consequently, he suggested that people in cities would be generally more indifferent to unimportant others and less likely to make distinctions between unimportant others than would people in smaller towns. Both Hansson & Slade (1977) and later Whitehead & Metzger (1981) observed that not only community size but interaction with deviant status affect altruism displayed to strangers (Bridges & Coady, 1996).

Crook (2012) posits that geographical location or residence tends to influence people's behaviour of caring and sharing due to their social interactions. For instance, rural residents are more likely to help or share due to the fact that they have been used to living cohesively as opposed to urban residents who are more disintegrated. Afolabi (2013) observes that people in the rural areas are more helpful. This effect holds over a wide variety of ways of helping and in many countries. One explanation is that people from rural settings are brought up to be more neighbourly and more likely to trust strangers. People living in the cities are likely to keep to themselves in order to avoid being overloaded by all the stimulation they receive. This is because where an accident occurs can influence helping more than where potential helpers were born, and that population density is a more potent determinant of helping than is population size (Aronson, Wilson & Akerty, 2010)

Mullen (2013) tested a hypothesis that young adults who had one biological parent upbringing or those who had an upbringing with neither biological parent would have lower levels of altruism than the young adults who had an upbringing with both biological parents. The interaction effect between family composition and altruism was statistically significant. More specifically, the Turkey HSD post hoc analysis highlighted that the group who had an upbringing with one biological parent had lower levels of altruism than the group who had an upbringing with two biological parents and the group who had an upbringing with neither biological parent.

Similarly, Afolabi (2013) carried out a survey on 440 undergraduates in Nigeria to examine if place of residence would have a significant influence on the prosocial behaviour. The results showed that place of residence had a significant influence on prosocial behavior, with students living in the villages scoring a higher mean (43.61) than their city counterparts who scored, 38.24.

### **Statement of the Problem**

Altruism is a component of prosocial behaviour that is central to the wellbeing of social groups. Altruistic behaviours have been noted to be crucial to the building of good societies. People have been particularly intrigued with the causes of altruism hence researchers have come forth with different approaches to explain the underlying or causative factors of altruistic behaviours.

Osori (2013) opines that Nigeria desperately needs altruism from its people: a need to sacrificially contribute to a cause for public good but did not highlight factors that could facilitate or inhibit this behaviour among Nigerians. It is therefore a lacuna that needs to be closed hence this research lends itself to bridging the gap by investigating how the factors of biological parenting, kinship care and geographical location may influence altruistic behaviour and possibly establish a prelude to how altruistic behaviour can be increased in individuals.

This study will therefore test the following hypotheses:

1. Students raised by both biological parents will show significantly higher altruistic behaviour than those raised by a single biological parent.
2. Students raised by their parents will show significantly higher altruistic behaviour than those raised by a kin.
3. Students who lived in rural areas will show significantly higher altruistic behaviour than students who lived in urban areas.

## **METHOD**

### **Participants**

Five hundred and sixty-three (563) 1st and 2nd year undergraduates of Nnamdi Azikiwe University, Awka participated in the study. Out of the 563 participants, 288 (51.2%) were males while 275 (48.8%) were females. The participants were drawn from five different faculties: Social Sciences (112), Engineering (114), Education (110), Law (126) and Arts (101). The ages of the participants ranged from 16-44 years with a mean age of 21.7 and standard deviation of 2.76.

### **Instrument**

The instrument for the study was a questionnaire comprising two (2) sections (A & B) with twenty-six (26) questions altogether. Section A consisted of the demographic variables (sex, age, faculty and department) and six (6) questions constructed by the researcher that tapped

information on who brought up the participant (parent(s) or kins), and location of residence before admission into the University. Section B contained a 20-item Self Report Altruism scale (SRA) by Rushton, Chrisjohn and Fekken (1981) and this was the major instrument for the study. The scale is designed to measure altruistic tendency by gauging the frequency one engages in altruistic acts primarily towards strangers. Respondents answer on a 5-point scale (where 1 =Never, 2=Once, 3=More Than Once, 4=Often and 5=Very Often). Responses are scored as a continuous measure and possible scores range from 20-100. The range of scores for participants in this study was 20-92 with a mean score of 54.98.

### Reliability and Validity of the Instrument

Rushton et al., (1981) reported an internal consistency reliability coefficient of .84 for the Self Report Altruism scale, and for all study, forty-five (45) copies of the questionnaire were administered to students of Anambra State University, Igbariam by the researcher in a pilot study. Their responses which were subjected to reliability analysis using Cronbach's Alpha yielded an internal consistency coefficient of .78.

### Procedure

Five (5) out of the ten (10) faculties in Nnamdi Azikiwe University, Awka Campus were selected by the researchers through a simple random sampling technique, and they were the faculties of Arts, Education, Engineering, Law and Social Sciences. The researcher met with the President of the respective Students' Faculty Associations and fixed a date with them to access the students, which fell on the same date they held their general association meetings.

On the fixed dates, at the beginning of the meetings, the president introduced the researchers to the students after which the researcher using a convenience sampling technique distributed copies of the questionnaires to all the students available for the meeting. The researchers waited to the end of the meeting to collect the filled questionnaires from the students. Out of six hundred (600) copies of the questionnaire distributed, five hundred and seventy-eight (578) copies were returned, of which fifteen (15) were found invalid due to erroneous completion. Eventually, five hundred and sixty-three (563) copies were used for the statistical analysis of the date.

### Design and Statistics

The independent group design was used to test hypothesis 1 while 2X2 factorial design was employed in testing hypothesis II and III. The independent t-test statistics was employed for testing hypothesis I because the variable, biological parenting has two independent levels (both parents and single parent) and when comparing the means of the two independent samples to see if there is a statistically significant difference between them, an independent t-test is used.

The 2-Way Analysis of Variance (ANOVA) statistics was employed in testing hypotheses II and III because there are two independent variables with 2 and 3 levels respectively, kinship care with kin-raised and parent-raised as its levels; geographical location with rural, suburban and urban as its levels and when comparing two variables, each with multiple levels, it is appropriate to use 2-Way ANOVA.

## RESULTS

**Table I: Summary table of mean and standard deviation for parenting with respect to altruism**

	Biological Parenting	Mean	SD	N
Altruism	Both Parents	57.67	12.78	178
	Single Parnet	51.44	8.90	139

Table 1 above shows that students raised by both biological parents has a higher mean score (57.67) than those raised by a single biological parent (51.44).

**Table II: Summary table of mean and standard deviation for kinship care and geographical location with respect to altruism.**

Kinship Care	Location	Mean	SD	N
Kin parting	Rural	63.42	12.35	96
	Suburban	50.15	9.94	53
	Urban	49.39	10.91	97
	Total	55.03	13.12	246
Biological parting	Rural	62.09	12.10	105
	Suburban	51.94	11.36	53
	Urban	51.21	9.03	159
	Total	54.94	11.65	317
Total	Rural	62.72	12.20	201
	Suburban	51.05	10.66	106
	Urban	50.52	9.80	256
	Total	54.98	12.30	563

Table II above shows that students that had kinship care had a higher mean score of 55.03 when compared with students under biological parenting who recorded a mean score of 54.94 on altruism. For geographical location, students who lived in rural areas recorded higher mean score of 62.70, while those in urban areas had the lowest mean score of 50.52 with suburban areas recording 51.05.

**Table III: Summary table of Independent t-test for biological parenting on altruism, testing Hypothesis I.**

Variable (Biological Parenting)	N	Mean	SD	DF	T	P
Both Parents	178	57.67	12.78	315	4.89	<.05
Single Parent	139	51.44	8.9			

The result from the table above shows that there was a significant difference in the level of altruistic behaviour of students raised by both biological parents and those raised by a single biological parent ( $t=4.89$ ;  $df=315$ ;  $p<.05$ ). The hypothesis that students raised by both biological parents will show a significantly higher level of altruistic behaviour was accepted.

**Table IV: Summary table of 2-Way ANOVA for kinship care and geographical location on altruism testing hypothesis II and III.**

Sources	Sum of Square (SS)	DF	Mean Square	F	Sig.
Kinship Care	70.21	1	70.21	.593	.441
Location	19025.28	2	9512.64	80.41	.000
Kinship Care Location	314.13	2	157.07	1.33	.266
Error	65897.03	557	118.31		
Total	1786686	563			

The table above shows that there is no significant difference between the altruistic behaviour of students raised by their parents and those that had kinship care [ $F(1, 557)=.593$ ;  $P<.05$ ] hence the hypothesis that students raised by their parents will show significantly higher levels of altruistic behaviour than those raised by a kin was rejected.

For hypothesis III, the 2-Way ANOVA table shows that altruistic behaviour differed significantly in respect to geographical location [ $F(2,557) = 80.41; p < .05$ ]. Therefore, the Tukey HSD post hoc analysis was carried out.

### DISCUSSION

This study examined the influence of biological parenting, kinship care and geographical location on altruistic behaviour. The researchers hypothesized firstly that students raised by both biological parents will show significantly higher altruistic behaviour than those raised by a single biological parent, which was confirmed or upheld. This reiterates the findings in the study by Mullen (2003), that when correlating altruism with upbringing, young adults who grew up in two-parents families consisting of both biological parents had greater levels of altruism than those who grew up in one parent families. This may be implicated on the principle of observation and modeling, both of which have been generally identified as major channels through which individuals learn and adopt new behaviours. This implies that students who were raised by both parents may have had greater chances of exposure to models of altruism and altruistic acts because they have the advantage of two possible models while students raised by a single parent have just one possible model. It is also plausible that single parents stay away from their children more often, living the child without a significant person to observe/learn from, or even in the hands of bad/ negative models.

Secondly, the researchers also hypothesized that students raised by their parents will show significantly higher altruistic behaviour than those raised by a kin, which was rejected. Purpose this to say that while emphasis has been laid on the crucial role of parents in rising prosocial children; it is not just the presence of the parents but the quality of their parenting that inculcates such positive character in children. Hence, it is not the mere presence of biological parents in raising the children that propagates prosocial and altruistic tendencies in the children but the particular environment created by the parent or parents. An individual raised by his biological parent(s) does not necessarily have better moral and psychological foundation than one raised by a kin, provided the kin possesses the psychological qualities to impact.

Thirdly, the hypothesis which stated that students who lived in the rural areas will show significantly higher altruistic behaviour than those who lived in urban areas was confirmed. This result agrees with some previous studies on helping behaviour differences between rural and urban settlers (Afolabi, 2013; Bridges and Coady, 1996). The differences could be as a result of the unique prevailing culture and practices that are greatly influenced by the population density of the areas. Rural settlements are usually characterized by a small population size and density which encourages cohesive living and neighbourliness because there is a tendency that “everyone knows the other person or at least knows someone that knows the other person” unlike in urban areas which are more populated and without such closely knit human interaction. Again, in this part of the world, belief in gods, God, and law of retributive justice is more prevalent among rural dwellers, who are often less educated.

### CONCLUSION

From the findings, the researcher concluded that: 1) Students raised by both biological parents were significantly higher in altruistic behaviour than those raised by a single biological parent. 2) Students who lived in rural areas were also found to be significantly more altruistic than those who lived in urban areas. 3) No significant difference was found in the levels of altruistic behaviour of students raised by their biological parents and those raised by a kin. Thus, biological parenting and geographical location were confirmed as influencing factors of the altruistic behaviour of undergraduates. These findings strongly suggest that altruism is learnt,

hence Nigerian educational system must figure in cultural values into western educational schemes.

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## Catholic Priesthood's Proper Matter: A Female Presbyterate?

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### ABSTRACT

Conflating human gender and human sexual identity leads to fallacious conclusions that lack ontological corroborations. The Latin Rite of the Roman Catholic Church's preference for an all "men-male" celibate priesthood shares this preponderant conflation. An examination of gender and sexuality evinces denotative distinctions among these human dimensions and deconstructs the Church's conflation that seeks for a fitting priestly representation of Jesus' maleness (sexual identity). Doubtless not all ordained men are males, but all ordained males are men, some of whom (men and males) remain sexually active. This de facto reality also deconstructs a "celibate" priesthood, rendering celibacy's inception only a disciplinary legislation. Furthermore, an Aristotelian examination of sacraments demonstrates the human person regardless of gender or of sexual identity is the proper matter for sacred orders. This makes the case for a female presbyterate.

**Keywords:** gender; sexual identity; sacramental proper matter, sacred orders; female presbyterate, women.

### INTRODUCTION

Even though gender and sexuality are not identical features of our humanity, the Roman Catholic Church, Latin Rite (the Church), conflates them in its insistence for an "all man-male celibate priesthood" (AMMCP). This AMMCP emphasis raises a two-fold challenge: the conflation of gender and of sexuality, and the expectation of celibacy as a defining feature of all priests' sexuality. Beyond these challenges, the presumption of heterosexuality belays the consideration of female priests. And this, although not an issue incumbent of labor fairness, is a deeper concern emerging from those who propose a female soul is simply unfit for holy orders. At this level of metaphysics, it is important to revisit the constitution of the human person, and the natural components of the sacraments of the Church. This process also requires we address the Church's arguments for tradition, revelation, and the behavior made manifest in the person of the God man Jesus. To do this, I examine the serious complications from conflating gender and sexuality, and deconstruct the expectation of celibacy as the proper expression of human heterosexuality even within holy orders. Using Aristotelian posterior analytics, I suggest a new understanding of the elements of the sacraments, one that enables us to identify the proper matter of the priesthood: The human person.

### Origins of celibacy

Celibacy as sexual abstention or disciplinary expectation for clerics evolved over several events and centuries. Its disciplinary root originated in Elvira (305 CE) and was formalized in Nicaea (325 CE) forbidding priests "to live" with women who would bring them under suspicion. Eight hundred years later, the Lateran councils (1123 and 1139 CE) reiterated this position preventing priests from living with women of suspicion and from entering dyads with concubines. Yet for over the first millennium there never was an expectation that forbade coital relationships with "acceptable" women (1 Timothy 3). In fact, conjugal relations did not preclude clerics from ministerial service in the Church until the Renaissance period and perhaps beyond. For example, some ordained men were not all celibate, but some were

married. Simon Peter, chosen to head the paleo-Christian community, was a married man (Mk. 2: 29-31). In addition, Paul of Tarsus, whom Jesus chose to minister to the Gentiles (Gal. 2: 2, 8), advised the same paleo-Christian communities that bishops (episcopos or overseers and "makers" of priests, who succeeded the original twelve) "be married only once" (Tit. 1: 6-16).

As time progressed, however, the hierarchy of the Church argued for a better semblance of Jesus in the person of all priests, presuming that Jesus was celibate (see, however, alternate considerations of Jesus' sexuality in Phipps, 1996; and Driver, 1965), and insisting that all priests therefore embrace celibate life-styles. This was the compounding aspect of celibacy and gender-sexuality of all priests; a desire to emulate a Jesus who was man-male, and presumably heterosexual, and celibate.

### **Apostolic succession of priests of the New Testament**

The councils of Trent (1545 – 1563 CE) comprised the Church's counter-reformation stance that emphasized the priestly character which Jesus conferred to his original followers (Matthew 26: 17-30). Theologians have converged on the institution of the Eucharist and its ipso facto priestly authority to transform the bread and wine into the sacramental species during that paschal meal. The main presumption here is that when Jesus spoke the consecratory words over the bread and the wine, He conferred the power to do likewise to those present at the meal, asking them to do the same in His memory. Arguably, this consecratory power to celebrate the Eucharistic meal was not prohibitive but rather inclusive of "all" who were present, including the accompanying (serving) women. The record does not clarify that Jesus specified this power was only intended for the "men" who were present. The record, however, suggests that women followed Jesus and tended to his needs, including preparing meals and serving at the table; as well as eating with him on this paschal occasion.

The councils of Trent emphasized sacramental grace is inherent to the priestly character for the celebration of sacraments. Yet these councils also added celibacy as a disciplinary expectation of all clerics, thus excluding their sexual intimacy with women, this time including women of good repute. But the two-fold emphasis of the Last Supper revealed the intermediary nature of the priestly ministry: To celebrate and to confer sacramental graces on all peoples, and to denote the Eucharist as the essential telos of priesthood. Among many other alternative theories, I presume the expectation of celibacy was only added to affirm the special character which was granted to consecrate the Eucharist. I must be clear; however, that only this consecratory power was essential to priestly character, not celibacy. From the scriptures' record we know the consecratory prayer was institutive of priestly orders, it did not "separate" the genders let alone the sexual identities of those present.

### **Proper intent, yet schisms by Reformation**

The Lutheran challenge against the Church's "selling" of indulgences was a correct reaction against corruptibility of an institution whose purpose was not meant to be political or monetary in nature. Yet Luther's position gave rise to an unintended schism. Protestantism broke apostolic succession of priestly lineage within Christianity. On the one hand, Martin Luther's (1483-1546) "95 Theses" gave rise to "Protestantism," a branch of several denominations that do not conform to the Roman pontiff, and who primarily emphasized people's access to sacred scriptures' vernacular versions; great initiatives to end ignorance and to promote spirituality among believers. On the other hand, the nascent Protestant movement broke the apostolic lines of priestly character. Swiftly, the Church responded to the nascent Reformation by emphasizing the sacramental character of priesthood and its apostolic roots in sacramental ordination (Barrat, 2006) that ultimately subsumed the order of presbyters and their bishops to the obedience of the Roman pontiff (Matthew 16: 18). As a result, the

Protestant schism that originated in Lutheranism precluded all subsequent Christian sects from sharing in the sacramental character of priesthood. New branches of Christianity no longer shared in its legitimate dispensation of sacraments. Also, new Protestant ministers no longer shared in the apostolic succession that the Church has preserved.

It is true that other Protestant factions emerged due to diverse reasons, but all lacked this apostolic succession and its priestly character. For example, governmental loyalty as in the case of the Church of England (the Anglican Church) subjected the Anglican Church to King Henry VIII because he was not able to obtain yet another marital annulment from the Vatican. Other schisms that broke apostolic lines included the Calvinists, the Methodists, and so on. Still some Catholic conservatives have protested against papal infallibility, and have thus separated from the Church as a result of Vatican I (1869-1870 CE). Adding to this dissent from Rome, some Catholic women, claiming legitimate vocations to priesthood, have sought ordination without Vatican approval (Kelly-Zukowski, 2005), thus incurring canonical irregular ordinations. Despite so many (Protesting) ramifications within Christianity, the Church continues to claim apostolic succession of sacerdotal consecrations establishing a line that can be traced to the original followers of Jesus.

### **Resulting challenges and purpose of this paper**

Adding to the preservation of apostolic succession, the Church has emphasized the selectivity of priesthood in the persons of only men-male celibates: (a) belying dialogue about married priests, in its Latin rite; (b) belying the option of a female presbyterate, and (c) negating to have the authority to change the selectivity of men. To answer these positions, we must examine human nature and the distinction between gender and sexuality, ending with an identification of sacramental elements using Aristotelian causality.

### **Human nature and human sexuality originate in the soul**

Two leading perspectives suggest we are either “aggregates” of more than one part, or what is Dualism from Descartes’ meditations; or we are “living substances”: ensouled-bodies with irreplaceable identities and life-purposes. This latter view emerges from hylomorphism, Aristotle’s view of the human person and later explicated apodictically through the works of Thomas Aquinas. This view is the view of the Church.

There are serious consequences to each of these perspectives. Dualism has led us to reductionism and physicalism by which we conclude our human mind is the byproduct of brain processes. And because we are wholes of many parts, we ultimately are not so much distinct from a machine and do not necessitate biomedical ethics’ reflection to preserve the dignity of our person-hood. Hylomorphism or the substantial view of the organic person presumes a life-force principle that enlivens us, and informs our organic functioning, and enables us to make sense of life in meaningful ways. In this sense, the human soul “develops in and through the body and is intimately integrated with the body” (Nichols, 2010, p. 126); forming a substantial unity. This is the view of the church. Gender and sexuality complement human nature. These are intrinsic aspects of who we are as individuals, made in the image of our Creator. But sexual identity or the persistent sense of our own sexuality originates in the human soul. Gender, by contrast, is a social construction based on perception of physical configuration of bodies, more specifically of variations of human genitalia.

In 21st century, we no longer consider only two phenotypic (woman and man) corporealities to be the human sexual norm, because then intersex corporealities would be “abnormal” and not simply other phenotypic sexualities (Paris, 2011). So, for our purposes, gender is indeed a

social convention (Lorber, 1994), a cultural expectation of what human sexuality (and sexual behavior) may look like based on corporeality (of women and of men). Gender is learned from interaction with others, and it is based on the superficial perception of dimorphic corporeal configurations. As such, gender leads to socially acceptable sexual behaviors which shape a person's expression of self as either men or women. Of course the ontological value of gender is indeed questionable.

Unfortunately, gender expectations are built into major social institutions such as religion, economy, politics, and family relations; affecting individual perception and manifestation of one's self. As gender expectations become imbedded in societies, they become pervasive and very difficult to change. This seems to be the case with the Church's "public" position about non-heterosexual persons—yet a growing number of ordained priests and bishops are not heterosexual. This is not simply anecdotal; many ordained men in Rome and Vatican-City State in particular are not heterosexual.

Albeit it is tempting to conclude that sexuality (femaleness and maleness) are more acceptable categories from birth, we face the same problem as above with dimorphism. It gets more complicated if we were to claim these sexuality terms are only "cultural constructions" as some authors ineptly have suggested (e.g., Paris, 2011, p. 31). Instead, the sense of one's sexual identity is more ubiquitous than even one's corporeality (Irvine, 1990). Persons know indistinctly who they are sexually over and beyond their experiences, feelings, choices, ages, and many other facets of humanly-gendered experience. One's sexual identity is one's self identification as male, female, homo-sexual, bi-sexual, trans-sexual, or any other manifestation of one's sexuality (Hyde & Delamater, 2011). Thus, concluding that maleness and femaleness are both heterosexual and normative is simply erroneous.

So where does sexuality come from? Human beings do not come from acorns in the natural order. Human persons beget human persons by the chromosomal sharing of maleness and femaleness--regardless of reproductive means or technologies. And from Aristotelian and Thomistic perspectives human creatures are substances; hylomorphism or matter-formism instructs us that persons are soul-body unities; we are living substances, not aggregates, as Descartes and other dualists have erroneously suggested (Nichols, 2010).

The Aristotelian position that recognizes a soul inhabiting a body and a body expressing a soul is by no means a suggestion of a Platonic or Cartesian view of human composition. Instead, acknowledging two principles of determination for the existence of a single living organism is well within the confines of logic and it only evinces a "substance-nature" of every human person. Further, the recognition of form-and-matter as the composition of one single human substance helps us understand one's sexual identity. In this sense, bodily configuration (out of which a person comes to be) has an individual sexuality (an account of what a person is to become sexually). And, the soul conveys that very sexual identity whether the bodily configuration matches it or not. In this substantial sense we are not human aggregates made up of two (or more) different substances: "a soul trapped in a body," as dualists and physicalists suggest. We reason categorically that not all men are males, and not all women are females because gender and sexual identities differ. The conjunctions between gender and sexual identities are femininity and masculinity. For example, homosexual men and females may share in femininity, but genderly homosexual men are expected to exhibit masculinity within their cultural boundaries. This is oppressive. The inverse is true for homosexual women, unless both homosexual men and homosexual women, for example, have liberated themselves from their cultural milieus and exhibit their femininity or masculinity irrespective of their social mores.

This brings us to the priestly men in the church. Factually, not all men ordained to the priesthood are males, and not all males (presumably heterosexual) ordained to the priesthood are celibate. These considerations counter the Church's disciplinary insistence for an "all" men-male celibate priesthood.

### **Soul is the source of sexual identity**

The human soul is "an organizing principle that also configures the matter of which it is a form" (Nichols, 2010, p. 126). In this sense, the human soul is the "ever" information source of cohesion that provides each person with personal and sexual identity. And this soul originates in God. As such, human sexual identity originates in the human soul regardless of gender-like corporeality (Benagiano & Mori, 2007). This raises the question whether it is God's first desire, which begets human nature, and, nature at all, what begets sexuality when willing the existence of a new soul, granted that when individuals develop to interact in the human realm, all aspects of their nature have flourished in a specific societal context whether they end up acting as men or as women or as "ambiguously" gendered. That is, if sexuality is such a deep and powerful force which enables humans to experience life in unexplainable and profound ways, it follows to claim that sexuality is intrinsically related to individuals' nature.

God is the origin of all existing nature, and in particular of the human soul, whenever a new person is created in human history (ancient myths have also identified deities as the source of humanity, see for example O'Brien & Major, 1982). Furthermore, it follows that it is God's own "creative" proclivity, which creates human souls, that determines the nature and purpose of the human person as a rational, intelligent, and sexual human being (Benagiano & Mori, 2007). If these premises are true, then it is possible to deduce human sexuality is first willed by God, becoming available into the human realm in each human person whether male or female, allowing for any other types of natural sexual identities (contrary to the Scriptural dimorphism in Genesis 1:27, New Revised International Version). This implication from ensoulment (as the source of one's sexuality) deconstructs the Church's historical emphasis on only gender (men with testicles and a penis) toward ordained ministry. The Church's position entails a phenomenal binary interpretation of human nature based only on conventional perceptions of corporeal appearances; contrary to a theological acceptance of all manifestations of sexual identities, as some authors have listed them (e.g., Paris, 2011).

### **So what is a priest?**

From ancient civilizations (e.g., Egypt, Mesopotamia, Israel, Rome, and Greece) polytheistic and monotheistic priests have served as mediators between the natural order and the supernatural realm. Sacerdos from the Latin means sacrificer, and presbiteros from the Greek (πρεσβύτερος) means elder. From ancient times, for example, Etruscans had haruspices to interpret the will of the numena in nature. In Christian terms, presbyters are sacerdos who offer sacrifice of bread and wine to nourish the human person on her quest for God, and to worship God alone.

Whether agriculture gave way to religion or vice versa (Mann, 2011), priests have been responsible for (a) worshiping what we consider divine, (b) explaining affairs pertinent to the hereafter, (c) discerning between good and evil, (d) ascertaining desirable human behaviors toward life after death, and (e) celebrating sacrifices to their deities. Perhaps the most essential feature of priests has been to offer sacrifices to their deities. In fact, a sacerdos or priest means the one who sacrifices. And these sacrifices take the form of offerings to either appease, to offer worship, or to gain favor from their supernatural deities. Beyond these purposes, atonement for the forgiveness of moral wrongs is what characterized the priestly

functions of Semitic priests of the Old Testament. And this is the priestly lineage that concerns this paper.

Essentially, priests have served historically as mediators between people and the mysteries of the numinous (James, 1958). Atonement and mediation were core functions of priests of the Old Testament. In contrast, the New Testament tells the story of the New Covenant of the people of God. Its central element was the taking-on of flesh by the God of the Jews. This fact elevated humanity to a level of intimacy with God that was not considered possible before the birth of Jesus. He claimed to be the Son of God. He claimed to be God. Furthermore, this New Covenant meant an intimate relationship with Yahweh; Yahweh establishing a deep personal relationship with each one of us humans in the person of Jesus.

In Christian terms, priests are called to be “servants” of the people of God (John 13:16, 15:15; Matthew 5:8). Everyone who is baptized also shares in the priesthood of the New Covenant. Yet the Church teaches that only “ministerial” priests have been set apart (by consecration, see Barrat, 2006) to care for the people of God. This caring one would presume applies to all peoples without distinction but in practice that is sadly not the case.

Christian priests are expected to model/express maxims, and to advocate for the minus-valid; to examine their consciences, to care for others genuinely, and to promote a common good for everyone (Thom, 2009). But these optimal actions also pertain to all the people of God who not only share in the sacerdotal identity of Jesus via baptism, but who are members of the human species, including those who have never heard of Jesus, and those who do not believe in God. Optimal ethical behavior therefore pertains to all human persons regardless of creed or culture.

To accomplish managerial tasks, the Church has depended historically on the supervisory role of bishops (from the Greek's meaning “supervisor”) and who succeeded Jesus' followers, serving in charge of their priests, and their deacons, and primordially the Church's financial and political interests. Bishops, priests, and deacons comprise the sacerdotal “authority” to lead communities in prayer, sacraments, and sacramentals. But this hierarchical structure does not exclude everyone else from engaging in prayers, good works, and a life that manifests God to the world; a way of life that embraces integrity and other cardinal, ethical virtues. For example, some of the early fathers of the church wished God to be recognized in them through the way they lived and the works they performed instead of by the clothes they wore or their titles.

In terms of apostolic succession, Protestant ministers, although committed to service and prayer, do not and cannot ever share the sacerdotal authority that the Church's priests share with and from the original eleven which is ultimately traced back to Jesus himself. This is of course of ultimate importance for those who genuinely seek for an intimate and veritable relationship with the real and undeniable presence of Jesus in the Eucharist.

### **Priests of the New Covenant: Beyond gender**

The New Covenant comprises the life and ministry and resurrection of Jesus. His earthly existence took place in a Semitic, patriarchal society that devalued women (Greeley, 2007; Greeley, 2004; Reumann, 1966; Steinfeld, 2003). Perhaps and doubtless for this reason Jesus made the effort to relate to women, to speak with women, to share meals with women, to spend time with women, and to convey to women unequivocal messages about his identity and his ministry (Del Rio, 2012; Thiemann, 1987). These overt behaviors of Jesus evinced a willingness to establish equality between sexes beyond gender-based expectations of conduct.

We owe deference to women. Women are not simply companions of men. Women have an immense ability to be genuine and kind, more so than men. They are equipped to bear life and to sustain life in ways that are meaningful and encompassing, not simply because they have a uterus, but also because their emotional quotients are higher than men's. Jesus was aware of women's dignity and his actions willfully incorporated women's contributions to his ministry in this New Covenantal context; without women Jesus could not have taken on human flesh or learned about fairness and traditions. We must reflect seriously about the purpose and the role of Jesus' interactions with women and on the roles that women played in his life—from birth, to death, to burial, to resurrection.

We also know that woman followed Jesus (Luke 8: 1-3), they touched him, they cleansed him, and they cared for his needs, while ministering to others (Luke 10); and most important women were also with Jesus at the foot of the cross, and at his empty tomb. Through these explicit behaviors Jesus manifested objective inclusion of women and deference to women in his life and ministry against his own cultural and religious expectations.

What do we make of these outward manifestations that Jesus "willingly" established in public settings? Are these willful choices not the result of God's own Spirit moving Jesus to act as he did? Doubtless some of the functions women performed were indeed sacerdotal. Was this a prototype for priests of the New Covenant, one that included all sexes?

### **The Church's position**

Regardless of early accounts of the possible ministry of women in Christianity, and of married men serving as bishops and priests according to Pauline injunctions (1 Timothy 3: 2), as time evolved, the Church has moved away from considering either married men or women in ministry. The Church's insistence on only an "all" man-male celibate priesthood (MMCP) has become ethnocentric. It has become embedded in the very fabric of its dogmas and it is difficult to be reconsidered, but not impossible to be modified. I do not denigrate non-heterosexual men serving as priests, but I question the misogynistic position of the Church.

Inter insigniores (1976) and *Ordinatio sacerdotalis* (1994) attempted to elevate to dogmas the disciplinary restrictions regarding coitus with women of questionable repute disregarding the clerics' personal choices to be with women, or with men as it is more transparent in current times. Furthermore, we must not ignore that these restrictions of sexual intercourse with women or with men emerged to prevent only "suspicion" of the priests' public personae and the Church's hierarchy—even when the priests themselves chose these sexual relations. To this day, some priests retain these sexual relationships behind closed doors (Hoenkamp-Bisschops, 1992).

Perhaps one aspect of our humanity the Church has overlooked is that sexuality is meant to be expressed to preserve our species, and to fulfill the Old Covenant. Arguing for an a-sexuality that renders sterile the lifestyle of men expected to emulate Jesus' gregariousness only raises concerns. Studies abound informing us how these men cope with their lack of intimacy by overspending, collecting items, drinking, and so on (Pietkiewicz, & Bachryj, 2014). The Genesis story tells us God decided it was not good for men to be alone, and God's first "commandment" was to be fruitful. This is serious theology.

The celibacy restrictions only barred relationships with "women of suspicion" and "concubines," but they did not preempt priests' conjugal coitus (Leviticus 15: 30; 1 Timothy 3: 2) or their ability to procreate. Factually, betrothals and priesthood were never mutually

exclusive lest the case of Peter , for example, would have been an aberration of theological import in the person of the first pope, and a “revelatory mistake” Jesus committed by willingly choosing a married man to lead his community of followers (Matthew 16: 18). There is evidence also to suggest that James, in Jerusalem, and other early leaders of the Church had families. And so it is culturally probable that other followers of Jesus had conjugal betrothals (see Isaiah 7:3; 4 Kings 22:44; Luke 1). In addition, Paul of Tarsus, whom Jesus chose to minister to the Gentiles (Gal. 2: 2, 8), advised the same paleo-Christian communities that bishops (episcopos or overseers and “makers” of priests, who succeeded the original twelve) “be married only once” (Tit. 1: 6-16). Paul’s benefactors and close advisers were also women. And no celibacy was required in the New Testament. The main concerns had only to do with preserving Jewish prohibitions while claiming fidelity to the newly found Messiah.

Adding to the desire to avoid scandal from sexual relations with women of questionable reputations, later considerations for an AMMCP revealed a concern with heredity regarding priests’ surviving spouses or dependents. To prevent real estate transfers (capital “losses”), the Church forbade priests from conjugal living so the properties they inhabited would remain within the Church’s holdings. Other arguments considered the spread of contagious diseases unto priests’ families after caring for the contagious sick. Other more laudable reasons included a vow of abstinence from sexual intimacy from a strong religious conviction, and asceticism. In this sense, renouncing marriage and sexual activity enables clerics and religious women to dedicate themselves to care for others (O’Brien, 2009).

### **The sexual denigration of females**

The preference for all men-priests was solidified at every instance a canonical decision was made toward celibacy. The historical preference for all men-priests originated in Platonic and Manichean philosophies of human nature that conceptualized females to be less than males in human terms. Other non-Christian traditions embrace celibacy as a form of asceticism to abstain from sexual activity but also to avoid contact with women and worldly attachments. Ancient dualistic philosophies from Pythagoras and Plato considered females were “passive” during coitus and receptacles of the seed of life that only males conferred (Allen, 1985). In addition, because women are physically more attractive than men, they were labeled as sources of temptation. And because women were physically endowed to bear new life, they were considered weak, and they became the responsibility of men (Heid, 2001). This view of women as “weak” was also a reason to prevent them from joining academia in American higher education (Solomon, 1986).

### **The Church’s persistent arguments**

All these considerations between the sexes seem to have followed a thematic pattern of canonical decisions toward celibacy. Hence, the Church’s main themes for an AMMCP have included (a) women’s natural subjugation to men, (b) God’s preferential historical behavior for men-priests, (c) Jesus’ choice of twelve “men,” (d) the Church’s historical choosing of only “men” to the priesthood, (e) the axiom in Persona Christi (in the person of Christ) by which “men” represent Jesus’ “maleness” best; and (f) the Church’s claim to lack authority to change Jesus’ will (see Table 1).

To preserve these themes, the Church has invoked “historical tradition” and “divine revelation” as sources of authority for its “magisterium”. But this magisterium belongs only to the hierarchy. And this hierarchy has argued for a seemingly unalterable preference for an AMMCP. So beyond celibacy, it becomes an issue of gendered-sexual preference of men over women. Nevertheless, gender configurations are not identical to sexual identity and neither of these aspects of our humanity are sociological byproducts of cultural living as proponents of



constructionism would argue. Instead, the human nature of the person expresses itself in sexually unique ways and these pertain to one’s identity not to be determined only by objects of sexual attraction, which is the essence of sexual orientation.

What makes this gender-sex conflation so difficult to address is the fact that the Church’s hierarchy preserves, interprets, and claims to be the repository of the authority to teach what everyone must follow. Yet, several events in history contradict this stance; there have been contradictions in papal positions, for example, in the history of the Church. A greater challenge to the hierarchy emerges from its teachings about revelation itself. It takes place in each human conscience. This revelation comes from God’s Spirit (read carefully Paul VI, 1965), and this is not exclusive of the hierarchy. Furthermore, the Church qua community is the people of God not only the hierarchy. This reconsideration requires a closer look at the in persona Christi theological axiom relative to the sexuality of the priest beyond his gender; furthermore, this reconsideration requires an Aristotelian method of causality to better determine the proper matter of this sacrament (see Table 2). Each of the church’s themes is now explored.

**Table 1. Catholic arguments for an all men-male celibate priesthood**

Argument	Scriptural Source	Vatican Position/Scholar Sources	Implications	Contradictions about celibacy
<b>Women’s Natural Subjugation to Men</b>	1 Cor. 14:34 and 1 Tim. 2:12	Omitted since Vatican II	Denigration of women as unfit to represent Jesus’ maleness	Gender-focused; no exploration of sexual identities
<b>God’s Preferential Historical Behavior for Males</b>	Lev. 21: 4, 7, 13-14 Lev. 8: 1-39, Ex. 29: 1-37 Ex. 22: 29-30	Inter Insigniores (1976), and Ordinatio Sacerdotalis (1994)	Males (presumably heterosexual) were married men in the Old Covenant	Deconstruction of celibacy expectations
<b>Jesus’ Choice of the Original Twelve “Men”</b>	Mk. 2: 29-31 Gal. 2: 2, 8 Tit. 1: 6-16	Inter Insigniores (1976), and Ordinatio Sacerdotalis (1994)	Not all chosen men were unmarried, and the paleo-Christian praxis did not require celibacy for priesthood	Deconstruction of celibacy expectations
<b>Church’s Historical Choosing of Only “Men” to Priesthood</b>	Church’s traditional behavior including the Eastern Church	Inter Insigniores (1976), and Ordinatio Sacerdotalis (1994)	Not all ordained men are males, but all ordained males are men; and not all ordained men and males are de facto celibate	Deconstruction of celibacy expectations
<b>Axiom in Persona Christi (in the person of Christ) by which “Men” Represent Jesus’ “Maleness” Best</b>	Summa Theologica 3, q. 78, a. 5c.	Butler, S. (1995). Quaestio Disputata “In Persona Christi.” A Response to Dennis M. Ferrara, Theological Studies, 55, 61-80.	Homosexual men are not fully males. The Church has ordained homosexual men; unable to represent Jesus’ sexual identity (maleness) best.	Gender and sexual identity are conflated in Church’s praxis. These constructs are not denotatively equivocal. Homosexual men cannot represent Jesus’ maleness best, and sexually active males cannot represent Jesus’ presumed celibate status
<b>Church’s Lack Authority to Change Jesus’ Will</b>	Church’s claim	Insigniores (1976), and Ordinatio Sacerdotalis (1994)	Jesus’ historical choice of the original twelve men warrants an anthropological examination of 1 <sup>st</sup> century gender politics. Nevertheless, if sacerdos delivers Jesus to the world, so did his Mother when she gave birth to the Word-incarnate ( <i>ab persona Christi</i> ), and Mary Magdalene completed the Kerygma by delivering the resurrection news to the original twelve men. No man was chosen for these pivotal revelations, only women.	The Church cannot know fully Jesus’ will other than accept a de facto Roman milieu and Hebrew perception of women. This context warrants an examination of the proper matter or recipient of priesthood (see Table 1).

### **Women's natural subjugation to men: The Pauline perspectives about women**

Paul (Saul of Tarsus) persecuted the nascent Christian Church. He strongly endorsed execution of its members (Acts 57) until he claimed Jesus changed his mind-heart perspective (1 Corinthians 15: 3-8). And, as he preached to the gentile world (Galatians 1: 11-16), he wrote letters admonishing communities to live genuinely committed to Jesus. He also wrote about his disagreements with the original eleven (Aslan, 2013; Maccoby, 1986). These disagreements focused on figuring out how to evolve culturally from a Jewish tradition into a sect that claimed to have found the true Messiah. Paul's task was to resolve an effective inclusion of gentile peoples into the nascent Church. His legacy is controversial but was effective in expanding the Church.

The original friends and travel companions of Jesus wished to preserve their Jewish kosher but Paul forcefully insisted that circumcision, for example, was not required to be a follower of Jesus. Paul did not accept the Old Covenant claim that the chosen people of God should be marked by circumcision, kosher, or worship at the/any temple. These were serious challenges to make in a first century animistic culture. Arguing against ages'-old circumcision, for instance, was similar perhaps to arguing today for a female presbyterate.

One of the duplicitous issues in Pauline theology was the subjugation of women when partaking in the liturgies (1 Corinthians 14:34; 1 Timothy 2:12). Yet, some of his companions, ministers, and benefactors were women (Romans 16). So, many possible explanations could illumine what Paul intended to say, but what is certain is that he was, on the one hand, conflicted with inclusion rites for men; and on the other hand, accepted the contemporary subjugation of women that permeated the Greco-Roman era in which he wrote. These Pauline writings contain the controversial cultural inequality between the sexes in first century societies.

We could also presume that Paul was only endorsing what was culturally acceptable. But this tacit endorsement of his cultural conventions has certainly clouded the Church's perception of women over two millennia. Nevertheless, in his deeper theological reflections Paul emphatically sustained that "neither male nor female" distinction must come between persons who follow Jesus (Galatians, 3: 28). Despondently, many Church hierarchy members still embrace the subjugation of women to men. Some systemic theologians even suggest that a female soul is perhaps not as "complete" as a male soul to carry out priestly tasks (see for example McDowell, 2013). Their argument by analogy adumbrates that ordaining a female soul, which is considered unfit by sexual identity; would be sacramentally futile as if ordaining a heretic, whose soul is unfit to receive the character of priesthood.

### **God's preferential historical behavior for men-priests: Old Testament males but not celibacy**

The Old Testament concurs with Babylonian, Etruscan, Egyptian, and other pagan, polytheistic, or pseudo-religions that emphasized male priesthood. Although some other religious systems did not prohibit female priesthood, only the Old Testament emphasized male priesthood. Abounding proscriptions in the Pentateuch (e.g., Leviticus, 8), regarding males' and first born males' dedication to serving the one true God are clear. Abraham, for example, was called to intimacy with a God whom he did not see, whose name he could never pronounce, and whom he did not understand much of the time. Yet, because Abraham opened his heart and "trusted this unknown God," he in return received a promised home land, a chosen people's status, and a significant progeny—from coitus with both a barren a wife and a slave woman. On the one hand, human relations with the divine were mediated by males. On the other hand, God's promise of proliferation was achieved through females. God's plan was accomplished through

cooperation of the sexes. And, Jewish identity was transmitted by mothers, yet mediated in the temple by men.

What would become a Covenant between God and his people had to allow for reconciliation and forgiveness when humans diverted from their God. To atone for human errors or moral wrongs, priests sacrificed animal victims seeking God's forgiveness. This Old Covenant required sacrifices of unblemished animals in cultural rites that evolved over three millennia. This obviously raises the question whether God needed to be appeased from meting out punishment for human transgressions or sins. We know however that God prefers mercy in the human heart and not sacrifices. But the role of sacrificer was the role of the priest, as I have discussed, a sort of human bridge between God and humanity.

On a more pragmatic level, the Old Covenant had to do with propagation of the species and proliferation of Abraham's descendants. Thus, Levites were not forbidden from coitus even with more than one woman, as in the case of Abraham himself. Their first born males were also priests and this preserved the sacrificial succession for the atonement of people's sins (Numbers, 8). Yet the deeper purpose of priesthood was worship of God and not merely offering sacrifices that could not properly obtain conversion of the human heart. Over time, respect and reverence for this priestly caste evolved in the Semitic tradition. This status has been preserved to current times even when priests have not earned people's trust.

### **Jesus' choice of twelve "men": Did Jesus choose only men?**

Pretending to write a forensic psychological profile of Jesus would not simply be impossible, it would also be inaccurate. All we know about Jesus comes from the Scriptures and the Apocrypha. Our limited knowledge encompasses also the Patristic literature (both Latin and Greek), and other first century accounts of who he was, what he said, and what he did; and, most important, from the many martyrs' testimony. They spoke about the friend they knew and they were willing to die to testify to his message and to his works.

We cannot claim to know or understand fully Jesus' intentions or his plans. We can only reflect in humility and in silence about what has been handed down to us. We must ponder with genuine care about what has been described about what he said, and with whom. This kind of silent and sincere reflection is the beginning of "revelation" taking place in the silence of the human heart. Similarly, the best kind of theology and philosophy takes place in powerful and transforming "silent reflection." And, the best method to try to understand God-in-the-flesh is to be on our knees with an open mind and with an open heart, to reflect and to accept the discoveries we make "even" if these discoveries may seem either erudite or incendiary. This is my method for what follows: One that has no fear to ask questions, and a sincere openness to entertain possible answers.

Had God chosen to take on human flesh as a woman in the Semitic, patristic, sexist, and misogynistic society in which Jesus was born, it is possible that God would have made a profound mistake of tremendous implications. Jesus as a woman would have never achieved his mission. But God does not make mistakes. Jesus chose to take on human flesh in the "plenitude of time" and place. This was a manifestation of the Spirit's own "outward-revelation" work in the person of Jesus from his gestation to his crucifixion to his resurrection to his ascension. The plenitude of time means when all conditions were just right for God to become human. And this is simply true for us who believe.

In that society, Jesus learned primarily from Mary. His mother-and-a-woman taught Jesus about kindness, about justice, and about early religious traditions. Jesus shared Mary's flesh, and blood. Jesus embodied Mary's chromosomal make-up. She tended to his needs, wiped away his tears, put him to bed, and probably told him stories. Mary also taught Jesus about virtues and vices, and about good and bad behavior according to their conventions. And, Jesus learned from Mary many other behavioral manifestations within his cultural milieu. It was this female's motherhood that shaped the identity of the male who was to become one of the most important personages in the history of humanity. Femaleness shaped maleness.

Joseph, Mary's betrothed, for his part, contributed to Jesus' becoming a man: raised him, preserved his life, protected him, taught him about justice, showed him how the dispossessed lived, and provided for his every day needs; and taught him to be a first century Jewish man who learned and practiced their traditions, most practicably the importance of marriage. Jewish men were expected to procreate. This fact carried out God's promise to Abraham. So, Jewish men's proclivity to have a family was not only a natural species' proclivity, but also a means to realize a theological covenant, and thus, the value of a religious tradition. Jesus grew up embracing this belief.

We read about Jesus following his religious traditions. We know he worshiped and he prayed and he believed according to the Jewish laws and prohibitions. But we also know that the gospels focus on what he did that challenged his own traditions, not so much what he did according to his traditions. This includes the presumption of his marriage, or his acceptance that some of his disciples were married men. There was no reason to report otherwise because these were expected facts of life in Jesus' time.

However, when Jesus' ministry began, Jesus took on a zealous ministry and called on men he met on his journeys. We read Jesus had a commanding attitude and an appearance that spoke for itself in a prophetic manner—though he was homeless and dispossessed. Jesus was practically a vagrant and someone who enjoyed alcohol, and parties, and the company of those rejected by his society. He chose to break prohibitions in order to draw attention to the dignity of every human person beyond the framework of law. We also know from the gospels that Jesus cared deeply for people and the look he gave them was doubtless convincing and enticing to embrace a deeper sense of intimacy with God. Jesus' words, actions, and his presence had a prophetic, regal, and sacerdotal power. Time and again, Jesus made manifest that he cared for each person whom he met.

The men Jesus called left behind everything to follow him. They followed his ideals, and his dreams. But their women and families also followed them. These men were not "stupid" to follow another pseudo-messiah to be killed by the occupying Romans. They knew intuitively that Jesus spoke with authority and veracity of a kingdom that was self-transforming and meaningful beyond human affairs (see Armstrong, 2001). And a major proof of Jesus' transparency is that he did not have hidden agendas or a desire for earthly power or possessions; he simply cared for the welfare of all sexual persons. The Spirit of God (the epicenter of the God-Head so to speak) imbued Jesus' words and actions with meaningful and transforming power (Mathew 10:16). God's Spirit provided Jesus with eloquent ways to tell stories that made sense to those who followed him closely wherever he went, and through whatever he did. For example, Jesus modeled for these people deference to women.

In one most significant instance, Jesus "chose" to unequivocally disclose his divine identity to woman from Samaria; one who was "not" above reproach, and one who was not considered worthy of anything. On this instance, Jesus chose an unmarried, sexually active woman to

reveal to her who he truly was. He also asked her to go and tell her people about him (Del Rio, 2012; John 4:25-26). This woman was married and divorced (by men, according to custom) several times. She cohabited with a man with whom she was sexually active and not married. Jesus' men-followers were shocked. Yet they accepted his behavior and its message. They recorded it. So we learn from the details of this story that Jesus planned it well. This encounter was not a simple happenstance that was recorded to fill in the pages of the gospels. Jesus "waited" alone at the well for this woman (John 4:4-6) to appear at the noon hour. The gospel writers knew this when recounting this story.

Put simply, Jesus never addressed women's sexuality directly. Jesus never judged women's sexuality. Yet, he did choose to explicitly adduce to men's co-participation in sexual activities (John 8:7). Jesus did not condemn or ridicule either women or men for being sexually active (John 4:18). Jesus understood the covenantal value of sexuality. He also respected the ability to enter into private relationship with another. His ability to accept people, as they were, was itself redeeming and transformative.

Many arguments have also arisen regarding Jesus' own sexual identity (Phipps, 1996). Genital activities have been regulated and condemned by many religions over the course of history (e.g., Duran, 1993). Yet, without coitus in the first century or at any point in the history of our species, no human life on earth would have prevailed, and the premise of human proliferation would have failed. The covenant between God and Abraham would have never been realized. The selectivity of regal ministry through David's descendants would also have never taken place.

Mounting evidence has shown how sexual we humans are. Constantly, we think and day-dream about sex (see Fisher, Moore, & Pittenger, 2012). Thinking and acting sexually is ingrained in our identities and in our species. Yet we conform to our social and religious mores lest we be judged, even if our heterosexual coital incidence, for example, brings us closer together and preserves our species. I say this because the Church prefers to endorse the view that Jesus was heterosexual, yet, a celibate man. But this celibate perspective was, however, in utter contrast to Jesus' time and culture. As a first century man, Jesus was compelled to be married, and given his status in his society, he was also a peasant who lacked skills to be a rabbi. Yet, he spoke more than one language and knew the scriptures well. Simply put, the gospels have recorded what Jesus did "against" his own culture. Why record what he did according to his culture? How meaningful would that be?

Jesus knew the patterns that regulated social transactions between men and women. And he willingly broke these traditions on more than one occasion. For example, Jesus did not condemn any one (John, 8: 11), nor was he too concerned with life's vicissitudes or personal privations; he was not interested in linking human suffering to sinful activities (John 9: 3). Instead, his macaristic behavior manifested a predilection for a simple life cemented on silent reflection, fasting, and prayer that led to an intimacy with God; the true place wherein "divine revelation" takes place, the human conscience (Luke 6: 12; Mark, 9: 29; Matthew 17: 21; Paul VI, 1965).

Jesus empathically expressed macarisms for the weak, for the poor, for the outcast, for the disabled, for the sick, for the dispossessed, for the women, and for all the voiceless-minus-valid in first century Judea (Matthew 25: 40). He had a much greater understanding of justice than the political establishments of the time. In doing this, he "congratulated" the suffering, but promised them a change in affairs; one that has to last outside space and time. One that is not

false even in modal logic terms. He promised the possession of what is good and of what is true in ultimate terms. And goodness and truth are the attributes of God's own nature.

How come we have not emulated this behavior over two millennia? Instead, the ordained continue to turn away those who "live" in sin. They deny the Eucharist, for example, to those who need "healing" and nourishment for their souls. They deny forgiveness to those who wish to be forgiven inspired by true contrition. They deny sacraments to those who are moved by the Spirit of God. They deny forgiveness to those who speak the truth no matter how painful it is to them. But who are they to claim "magisterial" power for these deeds? They forget they have been chosen precisely to serve the tables at the banquet of their Master, whose invitees are the very ones they turn away.

Jesus was very clear when he told his followers to give freely the gifts they had freely received. These gifts do not belong to them. The sacraments belong to all who are invited to the banquet table, the Eucharist. Priests are not only expected to prepare this everlasting meal, but also are expected to serve this meal to all who come forth to receive it, those who have been invited and pulled forth by the inspiration of the Holy Spirit. As servants, priests are not to turn away anyone who has been moved or invited to partake in this meal.

As I have written above, Jesus worked very hard to establish equality between human sexes. To bring women to an equal level to their contemporary men, Jesus made every effort to relate to women, to speak with them, to spend time with them, and to convey to them unequivocal messages about his identity (John 4). Jesus exalted women against his own religious expectations. We also know that Jesus allowed women to follow him and to care for others (Luke 10: 1; Mark 15: 41). These women spoke about Jesus to others, and these others believed in him because of women's testimony.

But Jesus chose men to follow him, so we read (Mathew, 4: 15). But undeniably women were among these men (John 15: 16), yet these women remain "nameless." These men and women followed him, and listened to him, and learned from him not only about his ability to do supernatural things, but also about his genuine care for people.

The demons also denounced publicly Jesus' identity. Through these actions, Jesus' followers learned his message of love, an all-encompassing acceptance of our humanity, just as we are, and where we are in our life-journeys. This acceptance included women and he commanded them to tell the good news just as he did to men. Stories about this man, Jesus, is what constituted first century homiletics. The martyrs' conviction to witness to his resurrection by shedding their own blood gave credibility to his divinity. These are also essential aspects of priestly ministry that included women, and even children. First century believers only spoke sincerely about the man they knew.

Some of these men and women, Jesus called, were not above reproach by any means, and some had families. But these conditions were of no concern to Jesus. Jesus lived with them, explained things to them, and made it clear how important it is to care for one another, particularly for those who are weak and voiceless in our societies.

We know that Jesus' men friends abandoned him when he was arrested for challenging the learned men: the Scribes, the Sadducees, and the Pharisees, and the temple Priests, and the money changers. Only the women who followed Jesus hung out until the end, and beyond; with or without fear for their own lives. These women were the silent, exemplary, and courageous disciples that followed Jesus and learned to listen to him (carefully read: Paul VI, 1965). These

are also priestly functions that women objectified through their daily actions. Men failed to do this.

After Jesus' cruel and merciless death, a travesty of justice indeed (see for example, Cohn, 1963), he came back as he said he would. He visited his friends, he ate with them, and he showed them his wounds. And, when he came into their midst and blew the Spirit of God unto "all" present; he gave them power to forgive sins. Doubtless women were also present. Again, Jesus' power to forgive sins was not limited to gender or sexual identities. Just as they were first at the empty tomb, and just the same they were at the table during his last supper, and at the foot of the cross; women were present when the completion of the kerygma was accomplished. Women were present at Pentecost.

So did Jesus choose only men? Or did the authors of the New Testament convey only what was safe, yet, made allusions to women's presences and inclusions to the sacerdotal ministry Jesus established? How come we (and particularly the hierarchy of the Church) have not paid attention to these very important details in the gospels? Are these details meaningless?

Why has there to be tension among the sexes in the priesthood, when the sexes are meant to be complementary and co-participatory in preserving human life and in worshiping the divine? Was this not God's design (Genesis 1:26)? Are women or men less than one another when communing with God in their consciences? Better yet, is there to be a preferential value assigned to human sexes from God's own perspective?

### **In persona Christi (in the person of Christ) by which "men" represent Jesus' "maleness" best**

Thomas Aquinas expanded on Aristotle's works to explain the theological value of human nature. The axiom "in the person of Christ" pertains to the two-fold proper end of priesthood: To consecrate the species of bread and wine-mixed-with-water into the true presence of Jesus, and to forgive sins. This has been preserved by the Church over two millennia. No other Christian sect can claim apostolic succession for the Eucharist consecration. The term for this ontological fact is transubstantiation. Aquinas apodictically explained the transformation of substances at the altar (see Council of Trent, 13th session ending October 11, 1551). We believe in transubstantiation, as it is supported by reason as well. It has been handed down through the rite of ordination. But herein there are some major "representation" challenges worth unpacking. If Jesus was indeed a man and a male and heterosexual, and our priests must act in Persona Christi, this requires not only of sufficiency but also of necessity that our priests be men-males, and not non-heterosexuals because only heterosexuals may represent the person of Jesus best.

In fact, the Church's current position emphasizes that: (a) only men can be priests, and (conjointly) only males can be priests (this joint premise assumes their heterosexual identities); [but not all men priests are male priests] (b) yet, only men-males priests may represent Jesus best; [this position reflects the Pauline injunction that subsumes women to men, and it is not acceptable to God as Paul admitted in Galatians 3:28]; and (c) all priests must be celibate, [but not all priests are celibate]. So, it follows that we have several validity challenges to the axiom in persona Christi.

The Church's position has become an ethnocentric conflation of two human dimensions that are not one and the same from a strictly ontological (what is real) perspective: Gender is not sexuality. The insistence for an "all" men-male, celibate priesthood lacks universal

corroboration in the actual world (some men priests are not males, and some men priests-males do not consider themselves as men; and some men-male priests are not celibate but they are sexually active). Only some men priests are male (if by male we mean heterosexual), and this is contrary to the Church's universal expectation. Their non-heterosexual identities and their sexual activities (in private, including the sexual relationships of those who are heterosexual) render the Church's arguments for celibacy false and invalid.

As a matter of fact not all priests are celibate. Only some priests are celibate. And these sexual "aberrations" to the Church's own expectations include bishops, archbishops, and cardinals—including hierarchy members of the Protestant branches. And these contradictions present serious difficulties to the Church's canonical disciplinary expectations regarding priestly orders' celibacy. Again, these realities render the Church's argument unsound and irrefutably invalid; the Church's insistence finds no ontological corroboration in the actual world as we know it. (Not to mention pedophiles—but this is beyond the scope of this paper, and pedophilia is not intrinsic to non-heterosexuality).

At issue, remains the sacramental representation of Christ's maleness by a human that is a man and that is an ordained priest, as the Church has argued. Sacraments are liturgical symbols of theological import (because they convey divine grace [i.e., God's own life] to human beings who celebrate them ritually), but here the Church insists on sacraments as signs, or a more congruent and identical representation of a man-male to stand in the person of Jesus, or in persona Christi to function "identically" as Jesus even by "representation."

A priest acting in persona Christi delivers Jesus to humanity. But the first person who delivered Jesus to humanity was a female, Mary, his mother, ab persona Christi: sharing the same flesh and blood and humanity. Jesus is the supreme priest because he offered himself for "all" humanity. Thus, the sacrament of priesthood culminates on the celebration of the Eucharist. From this sacramental conjunction, Priesthood-Eucharist, the Church has argued for a men-male priesthood that might represent Jesus-male best.

Nevertheless, priests act apophatically (comparatively) as representing one by another, not by the same individual at all. The congruence of identity is lacking because the God-man Jesus can never be fully represented in persona Christi by a human being let alone by a man who may or may not be male, more so because the Church posits Jesus was male-heterosexual (Ferrara, 1994a). Nevertheless, because Jesus took on human nature, it is any human being who can represent him best regardless of gender or sexual identity. Jesus took on human flesh and became a member of Homo sapiens species to raise this species to a level of intimacy with the God-Head. This is beyond gender and sexuality, and gender must not limit one's sexual identity.

The apophatic celebration of the Eucharist in the ministerial role of the priest begets two dimensions: (a) the sacramental-Eucharistic, and (b) the hierarchical-regitive. However, the hierarchical-regitive dimension is subordinated to the sacramental-Eucharistic dimension, in the order of "theological dependence . . . since it is to the Eucharist that the whole of priestly activity is finally ordered [my emphasis] and thus receives its ultimate specification" (Ferrara, 1994a, p. 221; see also Philibert, 2000).

*"the function of [priestly] hierarchy in its deepest essence is not to stand vicariously as lord in the place of Christ, but to call the church over and over again into the presence of him who alone is Lord until he comes again. And this, to add the pertinent implication, can be done as easily by a man as by a woman" [my emphasis] (Ferrara, 1994a, pp. 223-224).*



Here, gender does not limit the sexual identity of the person standing at the altar, presiding over the Eucharist. Conclusively a priest is a minister (i.e., a servant) for the community of the faithful (the true Church) but not a “leader” of such community in the strict sense of the term. To consecrate the Eucharist, essentially, dimorphic gender distinctions do not matter. The sexual identity of the human person only makes manifest the creatural aspect of the minister who only represents Jesus at the altar, and this includes comprehensibly both men and women regardless of sexual identity whether heterosexual or non-heterosexual because Jesus chose to share in this same human nature (see Table 2).

**Table 2. Sacraments: their forms and matters.**

Sacrament	Form	Matter	Agent	Purpose
<b>Baptism</b>	Trinitarian formula	Liquid	Any Human Person	Re-generation into the life of grace
<b>Confirmation</b>	Consecratory Prayer	Consecrated Olive Oil (Holy Chrism)	Bishop or delegate	Re-affirmation of life of grace and conferral of spiritual gifts
<b>Eucharist</b>	Anaphorae – Words of Institution	Unleavened Bread and Red Wine	Bishops and priests	Sharing in the paschal meal
<b>Priesthood</b>	Laying on of hands	Human person	Bishop	Sharing into ministerial priesthood
<b>Marriage</b>	Spoken Vows	Public/ private commitment	Couple	Establishing a sacred covenant
<b>Penance</b>	Absolution	Contrition	Priest and penitent	Forgiveness of sins
<b>Extreme Unction</b>	Prayer for the sick	Consecrated Olive Oil (Oil of the Sick)	Priest or delegate	Forgiveness of sins and healing

Note: Form means the spoken words or consecratory prayers, matter means the quiddity of the sacrament.

The Church’s claim to lack authority to change Jesus’ will: Authority to change doctrinal matters

Sacerdos’ proper end is the Eucharistic celebration. From this sacramental conjunction and perhaps because Jesus instituted the Eucharist, the Church has argued a male priest represents Christ-male best. By implication, the Church has rejected the consideration of a female presbyterate (see Table 1). Nevertheless, these arguments translate into an issue of men-institutionalized authority denying that women be admitted to the ministerial priesthood belying their co-celebrant presence at the Last Supper, and denying their authority to change or to make new interpretations on the subject. In utter contrast, to this position the Church has taken, Inter insigniores declared that “it is the church's Magisterium who has the authority to decide what can change and what can remain immutable in various domains such as the admission of women to the priesthood” [my emphasis] (Beauchesne, 1995, p. 2). More specifically:

*This was already the teaching of the council of Trent, which declared: “In the Church there has always existed this power, that in the administration of the sacraments, provided that their substance remains unaltered, she can lay down or modify what she considers more fitting either for the benefit of those who receive them or for respect towards those same sacraments, according to varying circumstances, times or places. (SACRED CONGREGATION FOR THE DOCTRINE OF THE FAITH DECLARATION INTER*

*INSIGNIORES ON THE QUESTION OF ADMISSION OF WOMEN TO THE MINISTERIAL PRIESTHOOD; 14. Session 21, chap. 2: Denzinger-Schonmetzer, "Enchiridion Symbolorum" 1728.).*

If the Church (hierarchy) claims to be the depository of "divine revelation," and invokes "tradition" as the main properties of its "magisterium," does this mean the hierarchy are the only repository of God's economy of salvation, and does this fact leave out the "true" Church: the people of God without distinction? Better yet, in a 21st century global society, where sciences have advanced, and scholarship abounds outside the confines of the hierarchy, are we to devolve into a pseudo-medieval period were only the hierarchy had the authority to speak in the name of God? What happened to "freedom of conscience," and to "divine revelation," and to the promises Jesus made about sending to each of us the Holy Spirit; enlivening the church daily? This is not a political argument or a social justice issue. Rather, these questions pertain to the work of the Spirit of God in today's world. The myopic work of Joseph Ratzinger in *Inter insigniores* must be challenged.

Opposing female ordination only leads to the consideration of another aspect of priesthood's sacramental constituency: The identical representation of Jesus at the altar by a male priest. The Church's argument for male representation is grounded on the axiom "in persona Christi," as we have overstated. A salient critique of this axiom claims that St. Jerome, in translating the Bible from Greek into Classical Latin (circa 4th century CE) mistranslated 2 Cor. 2:10 (Untent, 1991). The axiom arguing for male representation at the altar "in the person of Christ" should have been "in the presence of Christ," or "before the face of Christ" from the original Greek: *en pro opo Christou* (*εν προ ωπω Χριστου*). For example, the New American Bible states "before Christ," and what is important to notice here is that the New American Bible translation is used in seminary studies of Classical Latin as a "faithful translation" from the Vulgate where the text was originally mistranslated as "in persona Christi." Other translations such as the Jerusalem Bible state "in the presence of Christ;" or the Revised New American Bible, "in the presence of Christ," but none of these works supports the phrase from the Vulgate, "in the person of Christ."

Aquinas (a Dominican scholar circa 1224 – 1275 CE) assigned instrumental causality to this axiom; whereby the priest is only an instrument of Jesus at the altar. Aquinas' instrumental causality deconstructs the preference for men-males to represent Jesus best because any human agent or instrument for transubstantiation is ontologically distinct from the one represented (Ferrara, 1994a). To be fair, any priest is only human, and Jesus is both divine and human. There cannot be an identical representation of Jesus' person-hood by any human person. Unless, as stated above, the representation is valid if and only if the instrument shares in the same human species the God-man Jesus chose to embody. This argument invalidates the sexual identity representation argument because even though Jesus was male, he also was the God-man and no human whether male or female can fully represent this person-hood. Furthermore, the axiom in persona Christi is not a valid justification to argue for only men to represent Jesus, or Jesus' maleness (Ferrara, 1994a, 1994b).

Moreover sexuality has nothing to do with being able to exercise instrumental (sacramental) causality of a human-benefiting act Jesus instituted to confer God's life to humanity such as sanctification via sacramental life.

The priest's instrumental action is "only equal to quoting Jesus in pronouncing the words of consecration [my emphasis] and such instrumental capacity of quoting by an ordained priest has nothing to do with the priest being a man" (Ferrara, 1994a, p. 211) Rather, the sacerdotal

act of the human priest is successful insofar as the priest is a human person who shares with Jesus the human species. Therefore, the words of Eucharistic consecration are Jesus' words, not the priest's words (Ferrara, 1994b).

Contrastingly, the Church has argued that its "tradition" is rooted in the historical will of Christ, who chose men for the priesthood (Butler, 1995). In this sense the Church's argument of fittingness is grounded on the notion of sacramental signification. Some authors have claimed Aquinas found as a common denominator the necessity that "a sacramental sign should bear a natural resemblance to the reality signified" (Butler, 1995, p. 68). It follows the natural resemblance of the priest as a man signifies Jesus more fittingly than a woman. This claim is contradictory and fallacious of its own syntax, because by denotation a sign and a symbol are not one and the same reality. Whereas a sign entails identity, a symbol only implies connotative variations. So if the priesthood's recipient is to be a sign of Jesus' maleness, then gendered perceptions must not be allowed to ordain men who look like males but are not fully males regarding their sexual identities. On the other hand, if the essence of priestly representation pertains to human nature, this by necessity includes not only both genders (in our dimorphic understanding of physical preponderance of human genitalia) but also all expressions of sexual identity which originates in the soul; the life giving principle of our humanity. That is, a man priest images Jesus' maleness at the Eucharist by virtue of being a man (having testicles and a penis) in a better manner than a woman ever would. So the argument for "sacramental signification" is only based on "physical resemblance." But sexuality is beyond gender, and humanity is the proper expression of sexuality.

An additional complication emerges from the claim there is no "matter" in the strict sense for the sacrament of priesthood, yet, the recipient of this sacrament is its proper matter (Butler, 1995); so much so that the Church has insisted on natural resemblance. Moreover, if the recipient of the sacrament is to be only a symbol of Christ's maleness, then gendered distinctions of human sexuality must allow for the ordination of other than males, and this encompasses the sexual identity of females (e.g., Blauner, 1991, Paris, 2011).

There is a clear distinction between gender and sexuality to oppose a conflated argument for a "man"—"male" ministerial priesthood. While conflating these terms, the Church fails to consider possible differences between the sexes (see the anthropological work of Paris, 2011), and possible categorizations within them however many there may be. The theological injunction that "in Christ there is neither male nor female," (Gal. 3: 28) supersedes the hierarchy's claim of lack of authority to change matters regarding the priesthood. This Pauline injunction conveys human nature is corporeally sexual. And even though it is limiting and binary, there is room for multiple sexualities in its own wisdom—a sort of wisdom we do not comprehend and must not judge. Yet, the Church largely belies this theological injunction regarding holy orders. Arguing for sacramental signification of Jesus, the Church specifically states that in a priest there must be a "signification of maleness" and a "gender symbolism" that might fittingly represent Jesus' maleness best (Butler, 1995). To this we respond and argue for a human identification that encompasses sexual expression and this includes both men and women.

Some authors have gone so far as to suggest that women's souls can never fully compare to men's souls regarding their sexualities and their creatural dignity (Yokarinis, 2002). This raises a categorical dichotomy that must be addressed in an additional paper. But the insistence on a conjunction of maleness and gender to better stand in place of Jesus at the altar is contradictory because both sexuality and gender are distinct human dimensions. The first

refers to the person's nature, whereas the second is a social construction based on phenomenal interpretations of that same nature (Paris, 2011). Hence, both categories cannot be found simultaneously (without conflation) in the priest's person to "fittingly" represent Jesus' "maleness."

If the Church's position is that only "males" must be ordained, then and only then no homosexual men or bisexual men should be ordained, since homosexual men, for example, are not fully sexually males—if and only if the ontological implication of "maleness" denotes a heterosexual identity, as already discussed. As a matter of fact, the Church would agree that "maleness" is heterosexual. However, many non-heterosexual men are ordained and even appointed to serve in the hierarchy, when the Church is demanding a "signification" of Jesus' celibate "maleness."

To solve this problem, the Church has further sustained that ordaining non-heterosexual men is acceptable insofar as they remain celibate. But celibacy in this case remains questionable, as already discussed, and sexual promiscuity among men who do not get pregnant deconstructs the Church's argument altogether. And because homosexual men do not get pregnant, there is no physical way to show how many of them are sexually active. But they are.

The Church's position, however, begs the question of male signification of Jesus incarnate, unless by virtue of sexual identity the Church might agree for the possibility, that aside from genitalia, Jesus' sexual identity was also historically homosexual—given that many homosexual men are ordained to represent fittingly Jesus' sexual identity (see for example, Phipps, 1996). The fact remains the Church allows for men with testicles and penises to sacramentally signify Jesus' "maleness," failing to consider their true sexual identities and refusing to entertain the answers that this level of philosophic-theological endeavor would require.

Nevertheless, if the human body's physical configuration is superficial; to defend Jesus' heterosexual maleness, then only heterosexual males should be ordained. But this has not "traditionally" been the case. Put differently, the Church's historical behavior has allowed for "choosing" non-heterosexual men to the priesthood. If bodily configuration, to argue for both sexuality and gender, ought to be nonnegotiable requirements for the priesthood, then yes, women must not ever be ordained, neither should be non-heterosexual men. Conclusively, it is evident that the arguments presented for the opposition of a female presbyterate lack theological soundness and logical validity. Who is then the proper "matter" of priesthood?

### **Proper Matter for Ordination**

To resolve the issue of proper human representation of Jesus at the altar, I first posit that Eucharistic consecration is priesthood's proper purpose. Second, I examine the causal elements that constitute each sacrament by means of the four Aristotelian sources of causality: (a) matter, the out of which something comes to be, (b) form, the account of what that something is to be, (c) efficiency, the source of the change, and (d) finality, the purpose for which something exists at all (Apostle, 1980). This method leads us to uncover the priesthood's proper matter a priori: the human person regardless of gender or sexual identity (see Table 1). By implication, I argue that Aristotelian causality makes the cogent case for the consideration of a female presbyterate.

To show parallelism of sacramental constitution let it suffice to consider at least two sacraments: Baptism and Sacred Orders (see Table 2). The purpose of baptism is the inclusion of the recipient into the divine life via a cleansing. The matter of baptism is a liquid substance such as water, or even saliva as it was used by Jesuit missionaries to baptize American Indians

in the colonial period (for a pictorial depiction, watch Black Robe, 1991). The proper minister of baptism is an ordained cleric whether a bishop, a presbyter, or a deacon, including any other human being to be able to act as God's instrument, even if this person were not baptized. The proper recipient of baptism is also a human being. The baptismal form is the words: "I baptize you in the name . . ." And, needless to say, the agent that created this sacrament is God-self as manifested in the person of Jesus.

In terms of Sacred Orders its purpose is to offer sacrifice of atonement for self and for the immediate community, and to deliver Jesus to humanity. Hence, the celebration of the Eucharist is the proper end of this sacrament. The matter of priesthood is its own sacramental signification in the person of the celebrating minister (Butler, 1995). The minister is also God's instrument that lends the human self for God to accomplish God's sanctifying action in the benefit of the human realm. For as it is even considered in the consecratory texts, this sacrifice is offered for God's human family from East to West without discrimination based on national origin, race, belief, or gender, including even those who are not baptized or who are unaware of God's existence.

Indeed, Jesus' original intent was not so much to address political or societal issues, as it was to foster individual faith and a human personal relationship with a Loving God. So, when we speak of the proper matter of Sacred Orders (priesthood), we are referring to the human person via whom God is able to reach the human realm effectively (see Table 1). Moreover, priesthood is not conferred on any other living being either plant or animal deprived of a rational, sexual soul. Dogs are not ordained for ministering to humans, neither are trees nor rocks; but only human beings who share with Jesus in the human species. By implication, to argue for gender distinctions to justify an-all "male-celibate" priesthood indeed begs the question of God's original intent. It follows then that the proper matter for this sacrament is the human person such as a liquid substance is for baptism and not necessarily water. This position allows for the ordination of homosexual men, bisexual men, and women to an all-inclusive priesthood. Furthermore, "in God there is no male, nor female" that supports only men or female discrimination from receiving Sacred Orders.

Jesus was well aware of the limitations placed on women by first century communities out of which Christianity emerged. Having chosen women to preach the good news of the Kerygma (that Jesus raised from the dead) would not have allowed the community of first Jewish rebels to become Christians, neither the Gentiles nor Pagans to whom Paul ministered. Nevertheless, the first persons to receive Jesus' message at the tomb were women as it is recorded. So to equate Jesus' limited, historical choice for men with his whole volition is absolutely mendacious as it is to claim that the Church has no authority to change this historical fact.

A similar historical contradiction regarded the admittance of heathens into the Church when revelation had been granted only to the Jews. But the paleo-Christian hierarchy was willing, at that time, to appreciate that such a discrimination was not an acceptable praxis attributable to God (Acts 10: 13); neither seems to be the case regarding the exclusion of women from ministerial priesthood.

The priestly character requires a human person to transmit effectively God's own life to other humans present at the paschal meal—from whom no one should be dismissed regardless of their moral mistakes. It is safer then to claim that Jesus finds objective signification in any human minister who shares in that same nature. Thus, a priest's humanity serves as a bridge

between Christ's divine-and-human nature, and the human nature of all peoples called to find nourishment at the Eucharistic table.

I propose that further reflection toward “divine revelation” be given, in a non-discriminatory manner, to the intent Jesus had in mind while choosing his original followers: men and women within an historical, sociological, and anthropological context. Ultimately, Jesus chose human beings to act as his instruments in the sacramental conjunction Priesthood-Eucharist, and this human-nature-based choice does not justify the exclusion of a female presbyterate.

The divine revelation that led Jesus to make choices must be taken in context. We cannot choose ignorance to justify the cultural conditions of his time and region. The Second Vatican Council emphasized the constant communication of the Spirit with each person regardless of religion and only by virtue of one's humanity (see Paul VI, 1965). In this sense, the Spirit of God continues to communicate daily with men and women, calling some to minister the Church, and by Church I mean the community of individuals who inhabit this planet, not ever simply the hierarchy that claims magisterium—the revelation that feeds the hierarchy is the same revelation, from the same source and of the same kind, as the revelation that entices me to consider a female presbyterate in our 21st global community.

The willful behavior Jesus manifested regarding women and his daily interactions with them cannot be ignored. Jesus established a sense of equality that was not available before his ministry began, and these women understood Jesus better perhaps than his male companions; these women did not abandon him (Kopas, 1986; Platt, 1977). The gospels are the “soul” of theology and we have ignored their testimony in favor of nameless-women for over two millennia. How long more do we need to bar women from priesthood? Their sexuality is a *sine qua non* for human existence, we all owe them deference.

Divine revelation is the daily and personal communication between the Spirit of God and each of us. Divine revelation, if truly stated in the last council, belongs to everyone, and everyone makes up the Church. Divine revelation is not only available to the hierarchy. It is available to everyone who either kneels, or walks, or reflects deeply about life and makes the “best” choices given their respective contexts. This process brings about every person's fullest potential, and this is the process the Church needs to embrace to truly represent God's constant love in 21st century life on this planet, particularly regarding the humble calling to serve as priests, and this includes women as well as men.

### **Clinical and Social Implications**

Good theology leads to tangible experiences of what is not experienceable. This happens though faith that is transforming, not to make-believe what is not real, but to understand what is real yet imperceptible. The theological value of each human person is too profound to be denied, it is the expression of the creative love of a God whose nature is precisely to bring into existence each of us. Each human person is a complete unity of soul-body organic sexuality. These are the essential organic aspects of the higher order aspects of our nature: to choose among alternatives, to make sense of life, to be transformed through learning, and to seek for unity with goodness and with truth.

Our gendered corporealities' primary purpose is perhaps the preservation of our species, but the primary purpose of our sexual identities is to express each of us in wholesome ways that encompass our spirituality and our capacity to seek for what is transcendental. Put differently, our sexualities' primary purpose is to lead us to intimate communion with another, in the same manner in which God is communion.

Over the centuries, we have come to accept the revelation of the creator of everything that is visible and invisible in the person of Jesus. Jesus joined our nature to establish an intimacy with each of us and to enable us to worship the divine through true sacerdotal activity, one that must not be limited by sexuality or gender-like preferences. If we were to emulate Jesus' gender-like preferences, we would engage women intentionally and we would entrust them to transmit their sense of God to others.

Much of what we claim to know about God comes from male interpretations. We need to understand God from female interpretations. Ordaining women into the priesthood is not simply an aspect of social justice, or a heretical proposition, but an understanding that in God there is no division between the sexes. We must end the prejudice the Church has practiced for over two millennia, no matter how eloquent reflections they use to masquerade their preferences. Women in ministry have much to contribute to our liturgical celebrations and our understanding of life's vicissitudes and blessings. Ordaining women into ministry would also augment opportunities to establish the kingdom of God on this planet because their ministries would expand social development in ways unknown to us presently. It would also provide women with vocational satisfaction, particularly for those who sincerely claim to have been called by God to serve his people. This satisfaction is at the heart of a lifestyle dedicated to preach the good news and give the sacraments to others. The self-efficacy and dignity that would ensue from ministering to others would be similar to being successful in a profession that is focused on meeting the spiritual needs of people without distinction. Who are we to say God is not calling many women to the priesthood?

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## Assessing Mental Health Status among Primary School Children

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### Abstract

Mental health is the way we think or feel about ourselves, what is going on around us, and how we cope with the stresses of life and challenges, and those affects our sense of wellbeing as well as our physical health. Mental health refers to the cognitive and behavioral wellbeing of oneself due to the awareness towards situational and environmental activities as well as coping mechanism that one adopts to overcome stress and life challenges. In general, it is important to have good mental health in order to have better quality of life. Good mental health is important in learning and life, to meet challenges in life. In the present study, the researcher examined the primary children's mental health status. A total of 123 children from five Chinese-medium National Type Schools in Johor, Malaysia participated in this study. Strengths and Difficulties Questionnaire (SDQ) was used to identify the mental health difficulties of children in Year Two and Year Three. The children's mental health statuses were evaluated by their class teachers, and 41 teachers involved in the evaluation. Semi-structured interview were conducted after the SDQ. Three teachers were selected to be interviewed. From this study, it was found that many of the children are suspected to have high risk for mental health difficulties. The findings in this study showed that conduct problems are the most significant problems, followed by hyperactivity problems, emotional problems, and peer problems. Generally, the teachers aware the children's problems, and understood that social-emotional learning is the best way to enhance children's mental health wellbeing.

**Keywords:** Mental Health; Mental Health Status; Mental Health Wellbeing; Mental Health Difficulties; Social-Emotional Skills; Social-Emotional Learning (SEL)

### INTRODUCTION

In this modern society, our children are facing countless situation and challenges that can have a negative impact on their development of social-emotional and academic and ultimately on their happiness in life. Mental health problems affect the individual child, family, school system and society as a whole. Grappling with issues such as abortion, civil liberties, the definition of marriage, affirmative action, are great challenges for us. Mental health issues, including school children are a serious concern, but the prevalence rate of mental health problems in children can often co-occur or go unnoticed. There is urgency and need to address in order to minimize the mental disorders occur (Azizan, Razali, & Pillai, 2013).

Children's mental health issue has received considerable concern and attention from world for several decades (Tran, 2007), as it is an important aspect of childhood development, and as an important component of school readiness. Mental health of children also can be view as a cornerstone of later development for individual children. WHO (2012) states, "there is no health without mental health", emphasizes the importance of mental health involves everyone. Mental health issues are not only associated with mental illness, but is something that we all need. The feeling of well-being, happiness, coping challenges abilities, to accept others, and to have a positive attitude towards oneself, are all in mental health issue (Malaysia Mental Health Association MMHA, 2008). Mental health of children is the social and emotional well-being of children, encompasses the social, emotional and cognitive domains of development, and implies the well-being of children. The basis to mental health is the maturity in social-emotional domains. Mental health thus impacts learning, memory, motivation, critical thinking, behavior and academic performance. Healthy emotion regulation is a cornerstone of mental health and adjustment, whereas unhealthy emotion regulation lies at the core of many mental disorders (Vingerhoets, Nyklicek, & Denollet, 2008).

Good mental health is important in learning and life, to meet challenges in life. In contrast, mental health problem may affect anyone at any age, and may significantly impair one's ability to form daily activities. According to Zivin, Eisenberg, Gollust and Golberstein (2009), the number of cases related to mental health problems among students is increasing every year worldwide. WHO (2012) estimated that around 450 million peoples suffer from mental health problem or illness with one in four families have at least one member with a mental health problem at any point in time.

Children who are suffering emotional distress or mental health difficulties find themselves difficult in learning, and give the impression of stuck or dumb in their difficulties and learning. The problems have major influence on children's families, schools and society. Children with mental health difficulties are less productive in educational and occupational settings, higher rates of mental illness, incarceration, family strife, and unemployment or underemployment (Rudolph & Asher, 2000).

Give attention to children and adolescents who experience mental health problems is important to eliminate the social stigma of mental illness (Malaysia Mental Health Association MMHA, 2008). Early identification of children at risk for mental health problems is a key step in establishing preventive intervention programs. If children at risk do not receive early intervention and appropriate care, mental health problems in children may become crystallized patterns of behavior by age eight (Eron, 1990), beginning a trajectory of escalating academic problems, school dropout, drug abuse, depression, juvenile delinquency, antisocial behavior and violence in adolescence and adulthood (Snyder, 2001). Thus, it is urgent and necessary to gain awareness about issues related to mental health (MMHA, 2008). In view of this, the current proposed research intends to examine the status of mental health on children.

### **BACKGROUND OF STUDY**

Mental health issues, including school children are a serious concern, but the prevalence of mental health problems in children can often co-occur or go unnoticed. Mental health issues are now a serious issue and the related problems in Malaysia are alarming. According to National Health and Morbidity Survey (2011), 12 percent of Malaysians with age 18 to 60 are suffering with some forms of mental illness, and the suicide rate increased from eight in the 1980s to nowadays nine to 12 persons for every 100,000 population. Besides, adolescence and

children with age 15 and below showed mental health problems rose to 20 percent in year 2011. Tragedies occur due to mental health issues are tremendous and are not a new topic to Malaysia, but our society remained apathetic towards the problem. The articles reported about the tragedies caused by mental health problems such as commit suicide, crimes, and many others numerous tragedies are being published on media. The phenomenon is worrying. However the aspects of promotion, prevention and intervention of mental health related issues had lagged behind, as the actions taken against these problems should be geared up and widen to be more comprehensive. Mental health difficulties or problems among school children are a matter of serious concern, and it needs to be addressed urgently to minimize the mental disorders such as psychosis, depression and suicide.

Besides, mental health difficulties or problems can cause discipline problems in schools. Physical symptoms (e.g.: behavior problem) are a manifestation of psychological difficulties. Discipline problem is a common phenomenon in every school in Malaysia. Students with mental health difficulties at certain level are those who lack of skills to cope with their life challenges. With the absence of social-emotional competencies and emotional literacy, when the students are facing challenges in life, they will involve in various types of serious breaches of school policy and negative activities, such as bullying, truancy, gangsterism, vandalism, juvenile delinquency, pornography, drug use and the list will go on and on.

In Minister of Education's 2013 report, a total of 107,191 students were caught for indiscipline in 2012, included truancy (17,343, or 16.18%), smoking (14298, or 13.34%), personal neatness (13926, or 12.99%), time wasting (10403, or 9.71%), misbehavior (9926, or 9.26%), bullying (4159, or 3.88%), pornography (3778, or 3.52%), vandalism (3630, or 3.39%), crime and delinquency (1432, or 13.36%), and so forth, and comprised of 26.91 percent from primary schools. Delinquency (20.70%) and truancy (20.58%) showed the highest rates among the disciplinary problems of primary school children.

Meanwhile, National Mental Health Registry (NMHR) stated that public awareness about mental health issues is unsatisfied. Thus, MOH starts to put more concerted efforts to enhance inter-sectoral collaboration between related agencies, for instance, social welfare, education and labours, careers, non-government organizations (NGOs) and the community at large (Psychiatric and Mental Health Services Operational Policy, 2011). In year 2010, MOH has set up the Mental Health Promotion Advisory Council to enhance activities of mental health promotion between governments, NGOs, and the community. The council was set up in line with the efforts of government to overcome mental health problems, which are becoming more and more serious in the society. MOH has embarked on some mental health activities such as healthy lifestyle campaign, World Mental Health Day and mental health promotions activities in schools (e.g.: Kelab Doktor Muda, PROSTAR). Approach will be directed at different range of settings including families, schools, workplace and the communities.

According to Deputy Minister of Health, YB Dato' Seri Dr. Hilmi Bin Haji Yahaya mentioned that MOH promote a social mental health plan, aimed to assess the state of mental health of public. MOH is cooperating with Ministry of Education (MOE) to implement Healthy Mind Program (Program Minda Sihat) in schools. There are 151 secondary schools join in this program (Chinapress, 2013, July 23). The program is conducted to determine the state of mental health of secondary school students by conducting mental health screening on symptoms of stress, anxiety and depression. The students who are detected to have severe symptoms of stress, anxiety or depression, appropriate interventions will be given.

The Healthy Mind Program is a good initiative by the MOH to assess students' mental health states as many health problems may pass unnoticed in schools. It is also aimed to promote mental health among secondary school students in facing any life challenges. But prevention should be started in early stage of children, and there is a need to develop a well comprehensive plan in promoting the prevention and early intervention program from preschool, continues through to tertiary education. Lack of prevention and early intervention for early stage of children, they might lack of social-emotional skills to cope with their problems. Thus, their problems will bring to secondary school and following by adult life and have an impact in their working, marriage and other important parts in their life.

Besides, MOE implements some strategies in education system to promote mental health wellbeing for students. One of the strategies is to integrate social and emotional elements into the curriculum through Moral Education ("Pendidikan Moral") and Health Education subjects ("Pendidikan Kesihatan"). But the implementation of this is still far from satisfactory due to the implementation plan is not well design, there is no real implementation and the teachers do not receive any training regarding social and emotional skills to teach. Some co-curricular activities such as exhibitions, seminars, and quizzes which contribute to mental health promotion also be held involving school clubs and Parent-Teacher Association (PTAs).

Children who lack of appropriate social skills and emotion management are self-doubt, low self esteem and sadness as they are unable to fully attend to school's daily expectations. The most common problems are anxiety, followed by disruptive behavior and mood problems (Power, 2003). Besides, failure to acquire adequate social and competency skills are associated with many negative outcomes, such as higher rates of mental illness, incarceration, family strife, and unemployed or underemployment. When the children with symptoms of social-emotional problems are left behind without giving proper helps, they might develop to at risk for mental health problems or mental health difficulties and affect their lives.

However, the tendency for discussions and research on mental health used to focus mainly on mental illness, disorders, or problems, the attention of school policy makers has been directed primarily to concerns about emotional disturbance, violence, and substance abuse, with a concomitant deemphasis on the school's role in the positive development of social and emotional functioning (Adelman & Taylor, 2006). However, mental health is just about wellbeing of a person, instead of the often misunderstood as mental illness. In Malaysia, the tendency for discussion and research on mental health was focused mainly on mental illness, disorders, or problems. Besides, research on social-emotional aspects in relation to mental health in Malaysia is focused on medical students rather than on the general students' population (Zaid, Chan & Ho, 2007). This lack of information entails that no clear image or comprehensive understanding of the mental health status among Malaysian children is available. This indicated the gap as lack of research on this arena. Hence, it was for this reason that this research was undertaken.

It is difficult to ascertain the prevalence of mental health problems in children, as the problems can often co-occur or go unnoticed. This makes it difficult to assess and intervene effectively. Many of the children with mental health problem do not receive appropriate services (Greenberg et al., 2003). The suffering of mental health problems are not only brings an impact on the individual child or family, but also affects school system and society as a whole. There are common news on media that the young persons in our country involved in bullying, violence, commit suicide and else emotional problems. And this phenomenon is alarming. What

important qualities were missing in the youngsters who reacted so violently and impulsively when facing challenges?

But in Malaysia, this effort still lags behind. This study intends to start this effort from primary school and with a hope to extend to more systematic approach. Besides, the researcher would like to raise the attention of MOH and MOE in this effort, to understand and enhance the students' inner part. This study will enable government and educators to gauge the actual state of mental health among students, and decide on the best course of action to address mental health issues in schools. In sum, in helping children to successfully develop mental health wellbeing, and lead to success in school and adult life, thus, it is urging to understand their mental health state, the cause affect mental health issues, and how to help them to live with healthy mental health. Effective mental health promotion, prevention and early intervention strategies play a key role in improving mental health in the country and that reducing the prevalence and impact of mental health problem or illness.

### **PURPOSE OF STUDY**

Parallel to the explanation above, following by understand the importance of mental health, attention should be paid to children, in order to identify and marginalized children to integrate them into the education process and provide the mental health promotion, prevention and intervention programs. Thus, the purpose of this study is to identify early sign of mental health difficulties, by investigating the current level of mental health status in Year Two and Year Three children. This study was conducted to have better understand for the current phenomena of the children, in order to gain insight on the needs of children, and as the basis for the further research to produce the contents and sequences for the design and development of the social-emotional learning intervention.

The research questions that drove this study were as follow:

1. What is the level of mental health difficulties among the Year Two and Year Three children?
2. What are the developmental issues such as internalizing problems and externalizing problems that negatively influence students' learning and behavior?
3. What are the impacts on students' life and school?
4. What are the possible causes of students' problems?
5. In what way effective to enhance students' mental health wellbeing?
6. Which components of mental health are critically important for students to improve?

### **METHOD**

#### **Participants**

##### ***Quantitative***

A total of 123 children from five Chinese medium national type primary schools located in suburban area in Johor participated in this study. The children were made up of slightly more females (n=68, 55.3%) compared to males (n=55, 44.7%). Three children from each Year Two and Year Three classrooms were randomly selected by the class teachers. The mean age for the children is 8.5 years old. Class teachers (N=41) from determined Year Two and Year Three classes were recruited to complete the mental health difficulties test of children.

##### ***Qualitative***

Three teachers were recruited amongst the teachers involved in quantitative data collection to participate in the semi-structured interview. Two female teachers and one male teacher from

the three participated schools involved. They were teaching in Year Two and Year Three with more than five years teaching experiences.

### **Research Design**

Quantitative and qualitative approaches were employed to fulfill the purpose of this preliminary study. For quantitative part, the mental health difficulties test namely Strengths and Difficulties Questionnaire (SDQ) was used to identify the mental health difficulties of children in Year Two and Year Three. The SDQ were followed up by qualitative part namely semi-structured interviews with three teachers. The semi-structured interview was conducted to have in depth information of pertinent issues that arose from the quantitative results and this enabled the researcher to understand more for children's mental health status.

### **Instrument**

#### ***Quantitative: Strengths and Difficulties Questionnaire (SDQ)***

The instrument namely "Strengths and Difficulties Questionnaire (SDQ)" teacher-informant report version (Goodman, 1997) was used in this study to measure the children's mental health difficulties. It contains 25 items. SDQ is well-established instrument, thus the validity and reliability are ensured. The researcher adopted SDQ in this study, no modification was allowed by the publisher. Double-sided versions with an impact supplement were conducted in this study.

The SDQ is a broad behavioural screening profile of children's emotional symptoms, conduct problems, hyperactivity/inattention, peer problems, and prosocial behaviour. The first four of these domains (emotional symptoms, conduct problems, hyperactivity/inattention and peer problems) can be combined in order to generate an index of mental health difficulties (Goodman, Lamping, & Ploubidis, 2010). In general population samples, it may be better to use an alternative three-subscale division of the SDQ into "internalizing problems" (emotional + peer symptoms, ten items), "externalizing problems" (conduct + hyperactivity symptoms, ten items), and the prosocial items (five items) (Goodman et al., 2010).

In this study, to measure the mental health difficulties for children, only the four domains (emotional symptoms, hyperactivity/inattention, conduct problems, and peer problems) were used and combined to generate the index for mental health difficulties, and prosocial behaviour domain was eliminated from the index generation.

Participants receive a score for each domain of the SDQ in addition to an overall difficulties score that represent their total score across the four domains (emotional symptoms, hyperactivity/inattention, conduct problems, and peer problems). Participants receive a total difficulties scores ranging from 0 to 40, and each domain scores range from 0 to 10. In both cases, a higher score indicates increased difficulties (with the exception of the prosocial behaviour domain, in which a higher score is indicative of increased strengths). As a broad indication, total difficulties scores of more than 13 for teacher version, are considered to be 'borderline/abnormal', and thus a possible cause for concern, as it is an indicative of possible mental health disorder(s).

The SDQ has strong psychometric properties, including excellent discriminative as it distinguishes clearly between psychiatric and non-psychiatric samples, factorial validity (established and confirmed by factor analysis) and construct validity (it correlates strongly with the Rutter scales) (Goodman, 1997; Smedje, Broman, Hetta, & von Knorring, 1999).

Goodman (2001) investigated the reliability of the SDQ gathered data from a large nationwide sample of 10,438 British aged five to fifteen. Teachers, parents and pupils aged 11-15 completed the SDQ. The study judged reliability as satisfactory, reporting a Cronbach's alpha coefficient of .73, which is above the minimum value showing the items within the SDQ strongly correlate with each other (Brace, Kemp & Snelgar, 2009). Other than has strong internal consistency, it also has test-retest stability (average coefficient of .62 over six months) and predictive validity (scores above the 90th percentile on the SDQ strongly predict independently diagnosed psychiatric disorders) (Goodman, 2001).

### **Qualitative: Semi-structured Interview**

A semi-structured interview was conducted for the three teachers from the three of the five schools which participated in the quantitative data collection for children's mental health status as mentioned in Section 2.4.1. Interview permits to examine the natural behaviors of human beings (Sansone et al., 2004), and to collect qualitative data in order to obtain in depth of understanding about the findings. The interview examined qualitatively, for assessing children's mental health status including the internalizing and externalizing problems and the impacts of the difficulties in their life. The interview took about 30 minutes and consisted of a variety of questions eliciting teachers' perception on children's problems in schools. Examples of the interview questions included: What are the developmental issues such as internalizing problems and externalizing problems that negatively influence your students' learning and behavior? What are the impacts on students' life and school? What are the possible causes of your students' problems? In what way do you think effective to enhance students' mental health wellbeing? Which components of mental health are critically important for students to improve?

The instruments were listed in the Table 1 as follow.

**Table 1. Instruments**

<b>Instrument/Measurement</b>	<b>Content of Measurement</b>	<b>Participants</b>
1 Quantitative: SDQ	Children's mental health status	41 teachers *5 schools *123 children
2 Qualitative: Semi-structured interview	Children's mental health status	3 teachers *3 schools

### **Procedure of Data Collection and Data Analysis**

A total of five schools involved. Following receipt of school principals' permissions, the SDQ teacher-informant report version was administered. The SDQ were distributed to the involved class teachers and they were briefed on the purpose of the research, general administration guidelines and confidentiality by the researcher. Class teachers rated on the basis of the children's behaviour over the last six months or this school year by using Chinese version teacher-informant-rated SDQ. The SDQ were collected after one week. The data collected from SDQ were analyzed by using "Statistics Package For Social Sciences" (SPSS) and were summarized using appropriate statistics based on the objectives of this study.

After the SDQ collection, the interview was conducted separately at different venue and time as the teachers were from three different suburban schools. The interview took about 30 minutes. The researcher administered the interview based on the prepared questions eliciting teachers' perception on children's problems in schools. Responses gathered from the teachers through the interviews were aggregated and categorized. The information was then coded into themes.



The teachers were responsive to interviews. The following abbreviations were used to identify the source of a data extract in the discussion of categories: T1 = Teacher 1; T2 = Teacher 2; and T3 = Teacher 3.

### RESULTS

The findings are analyzed, organized and presented in this section.

#### Quantitative Data

In respond to Research Question 1 to understand the mental health status of children, SDQ was used to generate the results. In SDQ, only the four domains namely emotional symptoms, hyperactivity/inattention, conduct problems, and peer problems were used and combined to generate the index for mental health difficulties. Internalizing problems could be understood by combining the emotional symptoms (emotional distress such as stress, anxiety, depression and so forth) and peer problems (difficulties in getting along with other children). By combining the conduct problems scores (behavioural difficulties such as lie, cheating, fighting and etc) and hyperactivity scores (hyperactive and concentration difficulties), externalizing problems could be understood. The findings were generated and showed in Table 2.

**Table 2. Frequency Distributions on Symptoms Scores**

	Normal		Borderline		Abnormal	
	n	%	n	%	n	%
Total Difficulties Score	45	36.6	19	15.4	59	48.0
<b>Internalizing Problems</b>						
Emotional Symptom Scale	83	67.5	8	6.5	32	26.0
Peer Problems Scale	70	56.9	19	15.4	34	27.6
<b>Externalizing Problems</b>						
Conduct Problem Scale	61	49.6	16	13.0	46	37.4
Hyperactivity Scale	68	55.3	10	8.1	45	36.6

According to the total difficulties score showed in Table 2, there are nearly 50% (48%) of children from Year Two and Year Three in the abnormal band for the total difficulties scores, and this score can be used to identify likely “cases” with mental health difficulties. The children were suspected to have high risk for mental health difficulties. This phenomenon is critical and worried our society.

There were around 28% children in the abnormal band for internalizing problems, while nearly 38% of children were suspected to have high risk for externalizing problems. The data above showed that 26.0% of children with high risk for emotional distress problems and 27.6% with high risk for problems with getting along with peers, while 37.4% and 36.6% children were in the high risk band for behavioural difficulties and hyperactivity. The rates of externalizing problems were slightly higher than internalizing problems. Both showed surprising statistics and the problems are alarming.

The difficulties have some negative impacts on children’s life. Table 3 showed that 17.1% children have “quite a lot”, and 4.9% children have “a great deal” impacts in upset or distress them. According to the teachers, the difficulties have major impact for 25.2% children in their peer relationships. Meanwhile, the difficulties also interfere with the children’s everyday life in classroom learning, with 18.7% and 10.6% children in “quite a lot” and “a great deal” level,

respectively. This finding aligned with Tran (2007)'s claim that mental health difficulties affects the individual child or family, school and society as a whole.

**Table 3. Impact Scores of SDQ**

	Not at all/Only a little		Quite a lot		A great deal	
	n	%	n	%	n	%
Upset or distress the child	96	78.0	21	17.1	6	4.9
Interfere peer relationship	92	74.8	18	14.6	13	10.6
Interfere classroom learning	87	70.7	23	18.7	13	10.6

### Qualitative Data

Research Question 2 to 5 were used in generating qualitative data. Responses gathered from the teachers through the interviews were qualitatively analyzed through the method of aggregated and categorized, following by coding into themes. Table 4 showed the teachers interviews responses themes. The results from the qualitative data were discussed as follow:

#### ***Research Question 2: What are the developmental issues such as internalizing problems and externalizing problems that negatively influence your students' learning and behavior?***

Before the questions were being asked, the teachers were briefed to understand about the mental health difficulties which consist of internalizing and externalizing problems. The following extracts are typical of the dataset as a whole:

*[T1]...The students have a lot of behavioral problems. They like fighting and argument, as they don't know how to control their anger.*

*[T2]...Nowadays, the students are more aggressive, impolite, and have poor peer relationships. There is no cohesion among students in my classroom, I am thinking whether I lack of the practices to build the cohesion. I also noticed some students have emotion problems.*

*[T3]...I wonder why many students can't concentrate in class. They like to disturb others. And some students always complain that they have stomachache and headache, and always absent from schooling.*

All of the three teachers had the congruent opinions that the Year Two and Year Three students were having behavioral problems such as fighting, argument, teasing on peers especially those with different ethnic or special needs students. Fighting and argument are common practice in many schools due to poor anger management skills. Besides, some students stole. One of the teacher mentioned that there were some cases in her school that the students stole something from other classroom with a proper and organized plan. And some students like to lie and disturb others for certain purpose to fulfill their own desire or intended to avoid for punishment.

Other than behavioral problem (conduct symptoms), some students had regular bouts of depression and unstable emotion. Some refused to attend to school and complaint stomachache or headache in class. Many students had problems in social skills, as they did not know how to manage relationship with other, did not know how to make friends, and some

liked to bully others. Some students were disliked by others and thus were isolated by others. Majority students had concentration problem. They could not pay attention in the class and liked to disturb others. Three teachers also mentioned that their classrooms were lack of rules, the environment in the classroom were poor, no cohesion among students and lack of sense of belonging to schools.

**Research Question 2: What are the impacts on students' life and school?**

When asked about the impacts of mental health difficulties on children's life, the three teachers acknowledged the inevitable influences.

*[T1]...Children can't learn if they are sad or have any worries in their mind. It's not easy for them to deal with those uncomfortable feelings.*

*[T2]...Nowadays many children are not happy, their negative emotion will affect their peer relationship. They can't get along with others happily, and others will isolate them also. Beside, the children can't concentrate in their learning too.*

*[T3]...If the children have mental health difficulties or social-emotional problems, definitely will have great impact on their peer relationship, behavior and academic performance. And the children with mental health difficulties, they will have an impact on other children's learning too. Also, they create discipline problems in school and this is headache.*

As a whole, the three teachers mentioned that the problems had major or minor impacts for students' learning capacity, classroom atmosphere, peer relationship, behavior and academic performance. As consequences, students could not perform well in academic, low self-esteem and discipline problems occurred.

**Research Question 3: What are the possible causes of students' problems?**

To understand the possible causes of students' problems is important. In terms of factors influencing the mental health wellbeing development of children, the three teachers have same opinion on this question. The following excerpts demonstrate:

*[T1]...The parents are too busy with works. Both of the parents work in most of the families. Leave very little time for children.*

*[T2]...Parents problems. Education system problems. Social norms problems.*

*[T3]...Our social just do not emphasize on social-emotional (SE) skills leaning. Government directives and pressures, school management focus on academic performance only, and parents are too busy to take care of their children. Children spend their time with smart phone, iPad, television, and those high technology appliances.*

According to the teachers' statements, family problems were the most possible causes of students' mental health difficulties. The parents nowadays were busy with their works, with very limited time for their children and did not have quality time for the children. Nursery, tuition centre or baby sitters were the substitutes for the parents. The teachers mentioned that most of the parents could hardly talk or listen to their children, let alone to teach their children about the SEL skills. As the children did not have attention and love from their parents and

family, and without SEL skills to manage their emotion, so the children come with depression, anxiety or behavior problems.

Other than that, the three teachers claimed that the social culture focused on speed and flooded with high technology. The needs to be loved was neglected, and thus caused loneliness in inner part. The three teachers also mentioned about the education system is academic based and caused much stress for parents, schools and students. SEL is a missing piece in education syllabus.

Research Question 4: In what way do you think effective to enhance students' mental health wellbeing?

A variety of strategies were elicited by the teachers:

*[T1]...Give appropriate training to the parents and teachers to teach the children some important skills to cope with the challenges in their life.*

*[T2]...Education is the most effective way. Teachers have to undergo some training to teach the children some important skills. Most of the teachers don't have SEL practice in classroom. I think this is a serious problem.*

*[T3]...I think programs which can teach SE skills are effective to help children.*

In sum, in terms of the effective way to enhance children's mental health wellbeing, teaching children the important skills such as SE skill was a dominant theme. Students' mental health wellness can be enhanced through teaching them with the SE skills. Education is the best way to achieve this goal.

**Research Question 5: Which components of social-emotional skills are critically important for students to improve?**

This question is added in based on the responses in question 4. Since the teachers believed that SE skills are important in enhancing children's mental health wellbeing, the researcher would like to further understand which skills are the most urgently needed for children's development.

*[T1]...Skills that enable them to control and manage their emotion, especially anger.*

*[T2]...I think problem solving skills are very important. But most of the children do not have this skill.*

*[T3]...Anger management, problem solving skills and social skills. Some children just have difficulties in getting along with other, or just enjoying in teasing others. They need to learn about understand for self and others' feelings.*

From the responses from the three teachers, anger management, social skills and problem solving skills are critically important for the students. The students lacked of skills in problem solving skills, so they used to fight or run away when problems were there. Even very tiny problems, the students also did not know how to think and get a way to solve it.

The interview supports the result generated in SDQ. In sum, consistent with the SDQ results, the interview implies that many participated children in Year Two and Year Three were the group with high risk for mental health difficulties, especially in conduct problems (behavioral problems), followed by hyperactivity symptoms, peer problems and emotional symptoms.

**Table 4. Teachers Interview Responses Themes**

Interview Questions	Responses aggregated into common themes
1 What are the developmental issues such as internalizing problems and externalizing problems that negatively influence your students' learning and behavior?	<ul style="list-style-type: none"> <li>• Behavioral problems such as fighting, argument, teasing, stealing, lying, violence, disturbing.</li> <li>• Some students had regular bouts of depression and unstable emotion.</li> <li>• Social isolation.</li> <li>• Bullying.</li> <li>• Easily lost temper and gets angry. Poor anger management.</li> <li>• Couldn't get along with peers, poor social relationships.</li> <li>• Poor classroom environment. No classroom rules. Couldn't follow rules.</li> <li>• Poor listening skills.</li> <li>• Poor concentration.</li> </ul>
2 What are the impacts on students' life and school?	<ul style="list-style-type: none"> <li>• Learning capacity</li> <li>• Classroom atmosphere</li> <li>• Peer relationship</li> <li>• Behavior</li> <li>• Academic achievement</li> </ul>
3 What are the possible causes of your students' problems?	<ul style="list-style-type: none"> <li>• Family problem</li> <li>• Social culture</li> <li>• Education system with exam oriented and academic based.</li> <li>• Missing piece of social-emotional learning in education syllabus.</li> </ul>
4 In what way do you think effective to enhance students' mental health wellness?	<ul style="list-style-type: none"> <li>• Through education.</li> </ul>
5 Which skills are critically important for students to improve?	<ul style="list-style-type: none"> <li>• Anger management (Emotion management)</li> <li>• Social skills</li> <li>• Problem solving skills</li> </ul>

## DISCUSSION

This study used mixed method, aims to examine the children's mental health status. The following discussions are based on the findings in this study.

From the results of this study, it is evident that many of the children are suspected to have high risk for mental health difficulties, and the teachers have some ideas of what constitutes mental health difficulties in children, and what are the effective ways to enhance children's mental health wellbeing.

The children showed a difference in their mental health and social-emotional development pace. The externalizing problems were more serious than the internalizing problems. But we have to bear in mind that this figure might not tell us the truth. It is difficult to ascertain the prevalence rate of mental health difficulties in children, as the problems can often co-occur or

go unnoticed, and especially the internalizing problems are always not as obvious as externalizing problems.

According to Zivin, Eisenberg, Gollust & Golberstein (2009), the number of cases related to mental health problems among students are increasing every year worldwide. World Health Organization (WHO) reported that mental health issues are expected to increase by 15 percent by year 2020, and the group most at risk of experiencing this problem is young people.

The teachers seemed to demonstrate a high level of awareness of students' problems. One of the teachers also showed the awareness that teachers play a vital role in creating the positive classroom environment and thus build cohesion among students. The teacher further explained that the times and commitments for teachers to build relationship and caring connections with students are even very limited. Not only are the teachers are stress, the stress level of students rising too.

When asked about the impacts of mental health difficulties, the teachers have the same opinion that the learning will be affected. These comments aligned with some researches. Accordingly, research has shown that emotional skills are prerequisite to the thinking and learning skills that comprise the time-honored academic focus of education (Elias et al., 1997; Brendtro, Brokenleg, & Van Bockern, 1990). For instance, "we know emotion is very important to educative process because it drives attention, which drives learning and memory" (Elias et al., 1997). Moreover, emotions impact perception, motivation, critical thinking and behavior (Izard, 2002; Mayer & Salovey, 1997; Lazarus, 1991). In addition, Sousa (2000) and Humphrey et al. (2007) also revealed that there is relationship between the amygdale (the brain's emotional centre) and the frontal lobes which is the coordination of learning and higher level cognition takes place.

The teachers stated their beliefs in teaching children with SE skills can be the effective way in enhancing mental health wellbeing of children. Their beliefs are aligned with CASEL (2007)'s claim that the SE skills can be taught to diverse background of children by regular classroom teachers in any type of school. This is great to understand that the teachers showed their awareness for the importance of SEL in promoting children's mental health. This is aligned with the findings in the studies of Elder et al. (2013) and Vingerhoets et al. (2008) that social-emotional wellbeing is the cornerstone of mental health and impacts one's mental health wellbeing. Thus, with the absence of social-emotional competencies, the children might develop the risk for mental health difficulties or social-emotional problems. This is a key issue emerging from the data related to the mental health promotion for children in schools. This is a finding which warrants further attention in future research. Current government policy in Malaysia on promotion of mental health through social-emotional learning has shown an effort, but this efforts still lag behind, the SEL in curriculum is unsatisfied, and the SEL practices in schools is also far from satisfaction. This shows the gap in practice, and thus leads to further research.

In view of this, mental health education can be effectively practiced through schools with a systematic framework and approach. In regard to promoting mental health in schools, Merrell and Gueldner (2010) suggested that SEL programs may be conceptualized as efforts at the primary prevention level, noting, "mental health promotion is focused on a common goal – the well-being of children" (p. 804). SEL as a framework developed to address the schools' mental health challenges, can promote social-emotional skills acquisition through education, and also

can be infused through school-based curricula or environment (Zins et al., 2004). SEL programs focus on meeting the mental health needs of children and adolescents by teaching emotional knowledge and skills to effectively manage their emotions, create meaningful relationships, and apply problem-solving skills. Therefore, at the primary prevention level, proponents of SEL programs emphasize weaving these core values and competencies of SEL curricula into the broader mission of the school. One way that SEL supporters conceptualize doing this is through teaching SEL programs in general education classrooms. By integrating SEL programs into general education, coordination of mental health programs increases through unifying SEL learning and academic learning (Merrell & Gueldner, 2010).

The research presented in this study revealed the children's current problems and needs for further research in developing a universal SEL intervention program for every child to promote mental health. Followed by this study, the researcher will further design and develop a SEL intervention program based on the findings in this study.

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## Thorny Issues and Prickly Solutions: Publication Bias in Meta-Analytic Reviews in the Social Sciences

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### Abstract

Two main issues that involve publication bias are the types of studies that get published and the lack of published studies reflecting null results (i.e., the file drawer problem). These issues are of central importance to researchers who conduct systematic (meta-analytic and narrative) reviews of a body of literature because they may result in misleading conclusions being drawn that, in turn, can adversely impact the decisions of policymakers and practitioners who rely on these reviews. Yet without a thorough unbiased critique, a body of literature may not be as evidence-based as the reviewers believe it to be from the extant research analyzed. Therefore, the purpose of this article is to consider issues involved in reporting and evaluating results of meta-analytic reviews, provide an overview of statistical techniques for addressing the file drawer problem (i.e., lack of journals publishing studies with null results), discuss the extent to which the file drawer is actually a “problem,” and offer some solutions.

Implementing evidence-based practices (EBPs) has entered the landscape of many social science fields including, but not limited to, corrections, general and special education, mental health, nursing, clinical psychology, and social work (Spring, Neville, & Russell, 2012). In the case of general and special education, the federal government has enacted legislative mandates, such as the Elementary and Secondary Education Act ([ESEA] 2002; formerly the No Child Left Behind Act) and the Individuals with Disabilities Education Act (IDEA, 2004), to ensure that teachers and other school personnel use evidence-based practices. In spite of these mandates, it continues to be a daunting task to develop, validate, and disseminate evidence-based practices to practitioners for use in schools (Cook & Odom, 2013).

One of the primary means for determining whether a particular intervention is evidence-based is through the process of reviewing a body of literature (Banks, Kepes, & Banks, 2012; Cordray & Morphy, 2009). The fields of psychology and education have a long, rich history of journals publishing literature reviews on various topics. For example, the first edition of Psychological Review was published in 1894 while Review of Educational Research began in 1931. There are two types of literature reviews: descriptive and systematic reviews. Descriptive reviews are typically less robust because authors tend to either pick and choose which studies they wish to include in their review or the studies are often evaluated according to the seniority of the authors and the status of the journal in which they are published (Järholm & Bohlin, 2014). A more rigorous approach is through the use of systematic reviews, of which there are two types: narrative and meta-analytic. Narrative reviews typically rely on the reviewers' interpretations of a body of literature based on such variables as participant characteristics, settings, dependent measures, and experimental design. Conversely, meta-analytic reviews add statistical procedures to the systematic process in order to reach conclusions regarding a



particular body of literature. When properly implemented, meta-analytic reviews can provide a high-yield source of clinically significant information for an evidence-based practice (Mundy & Stein, 2008). In either case, the goal of the reviewers is to conduct a systematic, replicable search of all published, and sometimes unpublished (e.g., dissertations), research studies using objective criteria.

A major problem authors encounter when identifying and collecting research articles, regardless of type of review they conduct, is bias in the obtained (or unobtainable) literature. There are two general types of bias: study level and review level, and they are both interrelated (Banks et al., 2012; Borenstein, Hedges, Higgins, & Rothstein, 2009). Study-level bias occurs when the obtained research articles for a review only report significant findings or when journal editors require authors to omit findings of less importance in order to conserve page numbers (Evangelou, Trikalinos, & Ioannidis, 2005; Song et al., 2010; Sutton, 2009). Review-level bias primarily reflects the inability of reviewers to locate all studies conducted in a body of literature. The main reason for this type of bias is that researchers tend not to submit studies for publication that have null results and journal editors are hesitant to publish null results (Dickersin, 2005; Drotar, 2010; Neuliep & Crandall, 1990). These biases, through publication omission, creates the “file drawer effect” (Rosenthal, 1979) and in the case of meta-analytic techniques, this systematic omission from the literature may distort the omnibus effect size with the exaggerations being strongest when the true effect size approaches zero (Bradley & Gupta, 1997).

A more insidious cause of publication bias may be organizations (particularly for-profit organizations) intentionally withholding findings because the study’s insignificant results may shed light on the suspect nature of their product (McDaniel, Rothstein, & Whetzel, 2006). For example, during the 1970s and 1980s the Canters’ Assertive Discipline was the most popular approach used by schools (Charles, 2008). However, in a systematic review of the literature, Render, Nell, Padilla, and Krank (1989) discovered how the “evidence” for Assertive Discipline was either misleading or reported selectively.

Regardless of the source of bias, studies not published due to null results or whose results were “cleaned up” by rerunning analyses until expected results were achieved (Ferguson & Heene, 2012), creates a threat to the validity of conclusions drawn from a systematic review. This threat is greater for narrative systematic reviews because, unlike meta-analytic reviews, the former does not involve statistical methods that may be able to account for, or hypothesize the extent of, the file drawer effect. However, statistical approaches are not fool-proof and there is some controversy as to which method is best to account for the “file drawer” and whether it even poses a problem at all for authors conducting systematic reviews. Therefore, the purpose of this article is to: (a) consider issues involved in reporting results of systematic reviews, focusing on those using a meta-analytic approach, (b) review statistical techniques for addressing the file drawer problem, (c) discuss whether the statistical techniques really matter, and (d) offer suggestions for future reviews. The reason this article focuses solely on meta-analytic (versus narrative) reviews is because of the statistical techniques that can be used with this approach. That is not to say that authors of narrative systematic reviews should eschew discussing publication bias, but it is more an issue of interpreting statistical results and conclusions drawn from them because there is no way to account for missing studies or those studies that eliminated reporting null results.

## **Issues in Reporting and Evaluating Results: Importance of Guidelines**

A major issue in evaluating results from meta-analytic reviews has been the lack of clear standards for conducting and presenting results. However, within the past decade the U.S. Department of Education's (2003) What Works Clearinghouse ([WWC] <http://ies.ed.gov/ncee/wwc/>) has enlisted the service of trained reviewers to synthesize a research-base (Cordray & Morphy, 2009). Results of reviews are then posted to the WWC website as a means of disseminating the findings to practitioners and researchers. However, in certain areas, such as special education, reporting and evaluation are still emerging and there is a need for trained evaluators (Cook & Odom, 2013; Council for Exceptional Children, 2014). In this section, the rationale for guidelines is elaborated on and different sets of guidelines are described.

### **Rationale for Guidelines**

Having a set of guidelines is important to determine the extent to which a body of research that was reviewed could be considered evidence-based—especially considering the difference between systematic and descriptive reviews described previously. This distinction is important because descriptive reviews may be conflated with narrative systematic reviews (since neither rely on statistical analysis) to add veracity to an intervention being considered evidence-based. For example, Maag, Losinski, and Katsiyannis (2014) reported that there have been 18 reviews examining the efficacy of pharmacologic agents for treating childhood and adolescent depression. It would be simple to assume that from the sheer volume of reviews alone, antidepressants would be effective for treating childhood and adolescent depression, however, many of those reviews were descriptive which may be methodologically flawed given the problems described formerly.

One of the greatest threats of bias in evaluating meta-analytic reviews is that the format, topic, and level of detail authors provide can vary greatly. It becomes difficult to appraise a body of literature when there is no consistent reporting of methodology and analysis. Järholm and Bohlin (2014) stated that this problem is not as great when analyzing a body of randomized control trial studies because the evaluation process is well formalized. However, they added that observational studies require more judgment (e.g., accounting for confounding variables) and that systematic reviews of those types of studies may vary greatly depending on the topic of the review and types of questions the reviewers ask.

### **Types and Purposes of Standardized Procedures**

The importance of standardized protocols is essential—especially in certain disciplines such as special education that faces numerous experimental complexities and in which a variety of research designs are used including nonrandomized group designs, single-case research designs (SCRDs), and correlational studies (Heward, 2009; Odom, Brantlinger, Gersten, Horner, Thompson, & Harris, 2005). Therefore, procedures such as PICO (population, intervention, comparison, and outcome) developed by Schünemann, Oxman, and Fretheim (2006) provide reviewers with a formalized system to structure their research question(s).

Many important procedures have been developed for meta-analytic reviews—all of which vary somewhat depending on the topic and type of research design. For example, Stroup et al. (2000) developed guidelines for meta-analysis of observational studies in epidemiology (MOOSE) and Atkins et al. (2004) developed a system called GRADE that ranks the quality of evidence and the strength of recommendations authors of meta-analyses make regarding their findings. Several years later, Liberati et al. (2009), along with a committee of contributors,

developed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA). According to these guidelines, there are 12 items that must be addressed in the methods section of meta-analytic reviews that evaluate health interventions: protocol and registration, eligibility criteria, information sources, search strategy, study selection, data collection process, data items, risk of bias in individual studies, summary measures, synthesis of results, risk of bias across studies, and any additional analyses (e.g., subgroup analysis or sensitivity). Each item must be addressed to ensure clarity and transparency of the reviews. The PRISMA guidelines have become the accepted approach for conducting meta-analyses in a number of fields, including education, and also used by a large body of scholarly journals.

## **STATISTICAL TECHNIQUES FOR ADDRESSING THE FILE DRAWER**

### **Problem: Do They Matter?**

Before proceeding, it is important to acknowledge that there are different sources of publication bias besides the “file drawer” problem. However, those sources of publication bias have simple solutions, although they are rarely implemented by journal editors and publishing companies. For example, the “time-lag” problem, which refers to the time it takes for a study to be published from the time it was conducted, can be omitted by editors of journals publishing manuscripts in the order submissions were accepted rather than unilaterally deciding to move up publication of studies deemed more interesting than others (Borenstein et al., 2009).

Nevertheless, the persistent file drawer problem articulated by Rosenthal (1979) approximately 35 years ago still poses a thorny issue for meta-analysts today. The “problem” exists in whether unpublished studies are randomly or systematically omitted from a body of literature. For example, if the unpublished studies were randomly omitted, it is likely that less information will be obtained, wider confidence intervals would be required, and more powerful tests would be necessary, but the missing studies would have no systematic impact on meta-analytic effect sizes (Bornstein et al., 2009). However, if studies are systematically omitted from publication due to having non-significant results, then the conclusions drawn from a meta-analysis will be biased (Rothstein, Sutton, & Borenstein, 2005).

### **Statistical Methods to Combat the File Drawer Problem**

There have been a myriad of creative methods to determine whether a meta-analysis includes as many statistically non-significant results as would be expected from a specific group of effect sizes. Rosenthal’s (1979) fail-safe  $n$  was one of the first and involves calculating the number of studies averaging null results that would need to be added to the given set of observed effects to bring the overall effect to non-significant levels. Alternative methods for calculating a fail-safe  $n$  have also been developed (e.g., Orwin, 1983; Rosenberg, 2005).

Additionally, an adjusted rank correlation test was proposed by Begg and Mazumdar (1994) to address the file drawer problem. In this approach, the correlations between effect sizes have been standardized and their variances are examined. High correlations between the two indicate the possibility of publication bias. The test has been found to be fairly powerful for meta-analyses with at least 75 component studies but only moderately powerful with 25 or fewer studies and thus must be interpreted cautiously in small meta-analyses. The adjusted rank correlation test is similar to funnel plots in which skewness in a graph is identified visually. In addition to rank correlation tests, linear-regression tests like the Egger test (Egger, Davey Smith, Schneider, & Minder, 1997) and Peters’ model (Peters, Sutton, Jones, Abrams, & Rushton, 2006) have also been used to assess funnel symmetry (Sterne & Egger, 2005). Further, Moreno et al. (2009) compared several regression methods (Egger et al., 1997) used

to adjust for possible publication bias, and found that all the methods displayed good performance with none consistently outperforming the others.

Perhaps the most popular method for statistically addressing the number of missing studies in a meta-analysis is Trim & Fill (Duval & Tweedie, 2000). Trim & Fill is a nonparametric rank-based augmentation technique to account for asymmetry in a funnel plot. The method “trims” (i.e., removes) the asymmetric smaller studies on the right-hand side of the funnel for which there are no left-hand counterparts. A revised pooled estimate adjusting for missing studies is derived from this reduced dataset and then replaced. Studies assumed to be missing are assigned to the opposite side of the funnel and an adjusted pooled effect is calculated using this supplemented dataset in order to provide an estimate of the number of missing studies. A problem with the Trim & Fill method is that it is based on the assumption that there should be a symmetric funnel plot and any asymmetry is due solely to publication bias rather than other variables (Terrin, Schmid, Lau, & Olkin, 2003). However, in a series of experiments with simulated data sets, Moreno et al. (2009) concluded the Trim & Fill method is inferior to regression-based methods because of misleading adjustments and poor coverage probabilities, especially when between-study variance is present.

### **P-Hacking: A Corollary to the File Drawer Problem**

Journals tend to publish studies that are statistically significant and reject (i.e., place in the file-drawer) studies that do not show significant results. Researchers are well aware of this phenomenon and, consequently, sometimes statistically manipulate nonexistent effects in order to obtain “significance.” This practice (i.e., “chasing the significant”) may lead to the publication of false-positives that result in a body of work being unrepresentative of reality (Ioannidis, 2008). More specifically, researchers have various decisions to make while collecting and analyzing data including, but not limited to, whether to collect additional data, which outliers to omit, which dependent variables to analyze, which covariates, and what type, if any, of post hoc tests to run. Researchers who do not make these decisions in advance but instead make them during data analysis—especially changing or adding statistical procedures to improve the odds of publishing—adds to the unrepresentativeness of a body of research (Kunda, 1990). Therefore, rather than placing entire studies in the file-drawer, researchers may simply discard the subsets of analyses that produce non-significant results. Simonsohn, Nelson, and Simmons (2013) referred to this practice as p-hacking to describe researchers finding statistically significant support for nonexistent effects.

Simonsohn et al. (2013) developed the p-curve as a way to combat p-hacking and the file drawer problem. The p-curve represents the distribution of statistically significant p values for the findings from a collection of independent studies. Right skewed p-curves consist of many low probabilities (e.g., .01s) whereas left-skewed p-curves have higher p values (e.g., .05s). The p-curves that are right-skewed are indicative of evidential value whereas left-skewed p-curves suggest the presence of intense p-hacking. Simonsohn and his colleagues indicated that three aspects of p values must be addressed in order for the p-curve to be valid: (a) associated with the hypothesis, (b) statistically independent from other selected p values, and (c) distributed uniformly under the null hypothesis. They also indicated that the p-curve is counter-indicated for assessing the validity of a set of non-significant findings because it is exclusively derived from statistically significant findings. Therefore, the p-curve adds another statistical method for addressing the file drawer problem but like all other statistical methods it has limitations. Perhaps the biggest question is this: Does the file drawer really pose a problem to the analysis of a systematic review?

### **Validity of the File Drawer Problem**

Perhaps a larger issue than evaluating methods for addressing the file drawer is whether it poses a problem at all to the analysis of systematic reviews. Throughout the history of published research, there has always been censorship of studies for a variety of reasons (Rothstein et al., 2005). However, the importance of the file drawer problem has received considerable attention with the widespread use of meta-analytic approaches and concerns regarding the ability to accurately interpret results culled from them. After all, if meta-analyses do not include a random sample, then their use to identify practices as evidence-based becomes problematic. The reason is because a meta-analysis is theoretically analogous to conducting a randomized controlled trial study except the participants in the former are at the study level rather than individual level (Borenstein et al., 2009).

The statistical methods described previously attempted to account for the absence of non-significant studies but there nevertheless is no way to determine what percentage of research is not published. The very premise of the file drawer problem makes it impossible to know the number of null results. The irony is that it is much easier to correct publication bias than it is to detect it with any level of certainty (Cooper & Hedges, 2009).

In an attempt to experimentally determine the extent to which the file drawer actually poses a problem, Dalton, Aguinis, Dalton, Bosco and Pierce (2012) conducted five experiments examining a total of 80,710 correlations included in 787 matrices from non-experimental research. In study 1, they examined correlations from studies published in three journals (Academy of Management Journal, Journal of Applied Psychology, and Personnel Psychology) between 1985 and 2009 and found that 46.81% were insignificant. Study 2 examined correlations from 51 meta-analyses published in the aforementioned three journals and found that 44.31% were insignificant. Study 3 evaluated correlations from non-published manuscripts by identifying faculty members of 30 schools of business and psychology, randomly contacted one half ( $n = 361$ ), and requesting correlation matrices for papers over the years they decided not to submit for publication. Dalton and his colleagues found that 45.45% of the correlations were statistically insignificant. Study 4 examined 20,860 correlations from doctoral dissertations and found that 50.78% were insignificant. In study 5, they compared the average magnitude of a sample of 1,002 correlations from Study 1 (published articles) against 1,224 from Study 4 (dissertations) and found them virtually identical (.2270 and .2279, respectively). From the five studies, they concluded that the file drawer problem does not create an inflation bias and does not present a threat to the validity of conclusions derived from meta-analyses. However, the results of Dalton et al. do not prove unequivocally the absence of the file drawer problem for two reasons. First, they did not examine randomly controlled trials nor research using single case methodology. Second, the research they examined was restricted to the journals sampled. Therefore, the results for other constructs in the social sciences with other experimental designs may yield different results and, as such, represents a fruitful area for replication.

A different and novel approach to test the file drawer problem was proposed by Howard et al. (2009) using the psychotherapy efficacy literature. Rather than correcting for bias statistically, they suggested performing a mini-literature meta-analysis of new and, as of yet, unpublished studies and determining if the results approached the value of a meta-analysis obtained from the entire literature (presumably biased because of the file drawer problem) or whether it was closer to the null value ( $d = .00$ ). For example, if the authors' first three unpublished psychotherapy outcome studies yielded effect sizes (i.e., percentage of treatment participants

who were superior to the average control participant) of 77%, 69%, and 73%, the mean of 73% would be closer to the literature (i.e., 75%) than it would be to the null of 50%. Therefore, whatever bias the file drawer exerts on the psychotherapy outcome literature would be small and relatively unimportant. Conversely, if the first three unpublished outcome studies yielded *d*-values that convert to percentages of 54%, 48%, and 50%, it would be reasonable to expect that the file drawer effect might be enormous and may abrogate the existing literature. Howard and his colleagues concluded their discourse by suggesting that effect sizes from non-published studies (i.e., free of the file drawer effect) that are substantially lower than those obtained from the entire literature does not categorically indicate a body of literature is specious. Rather, it simply indicates that additional sets of studies conducted by different researchers need to be amassed before assessing the final disposition of an intervention.

### **Solutions to the File Drawer Effect**

Solutions to the thorny and intransigent problems of the file drawer effect will most likely be unpalatable and prickly. It requires a change in the scientific culture that non-significant findings are, in fact, worthy of publication—truly a daunting task. Three approaches have been advocated: result-blind reviews, abandoning traditional statistical procedures, and the universal implementation of study registries.

### **RESULTS-BLIND REVIEWS**

Greve, Bröder, and Erdfelder (2013) suggested that editors of journals engage in result-blind peer reviews. They also described an “ideal” editorial policy in which a journal nurtured a scientific culture of submitting well-designed and technically sound empirical research regardless of the results obtained. To support this principle, they contended that certain results obtained from a null hypothesis may be more “significant” than alternative hypothesis generated from studies controlling for Type-1 and Type-2 error probabilities. This orientation was first advocated by Walster and Cleary (1970) over 40 years ago, and to this day is still being endorsed (e.g., Howard et al., 2009). The persistent difficulty turning this long-standing recommendation into reality has not been easy for two reasons.

First, it is not just the mentality of editors and publishers of journals that must change but also that of authors who chose to either submit or “shelf” manuscripts. For example, about 20 years ago, Rotton, Foos, Van Meek, and Levitt (1995) surveyed 740 authors of empirical articles that had appeared in 75 journals. The most frequently reason they gave for not publishing a manuscript was non-significant results. More recently Reysen (2006) surveyed 236 psychologists’ opinions about publication of non-significant results. Tenured faculty were significantly less likely to write manuscripts for studies with non-significant results than non-tenured faculty. Reasons for not writing up results from a study were perceived inability to publish non-significant results, inability to interpret results, and the belief that the results were unimportant.

Second, there are some disciplines that straddle both social and biological sciences in which methods sections of manuscripts are virtually identical due to commonly accepted protocols such as in many areas of audiology, and the clinical research on vestibular physiology that examines inner ear functioning in cases of blast or sports-related head trauma. Closer to psychology and special education, the *Journal of Applied Behavior Analysis* publishes primarily single-case experimental design studies in which certain methodologies are quite similar (e.g., Iwata’s traditional functional analysis, methods for implementing self-monitoring).

Conversely, other research in these fields examines complex multifaceted interventions in which describing detailed and empirically valid procedures are essential. It then becomes a subjective endeavor for journal editors to determine which manuscripts to exclude results, such as those examining complex interventions, versus manuscripts with standard methodology protocols, in which case critiquing only methods sections would provide little differential information. Parenthetically, the acceptance of a manuscript for publication does not just depend on the rigor of the methods section but also includes the level of sophistication with which researchers integrate results with the discussion of previous research, limitations, and areas requiring further study.

### **Abandoning Traditional Statistics**

Another, but extremely prickly, solution would be to abandon traditional statistics in favor of Bayesian statistics (Howard et al., 2009). In this approach, constraints of a given population are considered to be random and consisting of explicit probability distributions. These probabilities measure “degree of belief.” The rules of conditional probability are used to express a subjective degree of belief to account for observed data. Bayes’ theorem has been used to assist in the diagnosis of both physical and psychological conditions—especially when information from two or more sources need to be combined. For example, Kemp et al. (1998) used Bayes’ theorem to calculate the probability that a diagnosis of physical abuse would be correct by combining information from the number of bruises with the prior likelihood of abuse. The problem is that the Bayesian approach is antithetical to the way many social scientists were trained.

### **Universal Implementation of Study Registries**

In order to minimize the file drawer problem, Chan, Hrobjartsson, Haahr, Gotzsche, and Altman (2004) recommended the universal implementation of study registries—a policy also endorsed by Howard et al. (2009). Studies would be registered and protocols published online prior to conducting a study. This approach would also help to minimize p-hacking and the practice of certain results being selectively reported while others totally omitted. For example, the International Committee of Medical Journal Editors (ICMJE; 2004) adopted a resolution that required registration of all clinical trials in a public registry before any consideration for publication was made. Researchers can register at the ICMJE website (<http://www.icmje.org>) or register at six other ICMJE accepted registries. Currently, there are 14 journals that are members of ICMJE and literally hundreds of other journals world-wide that follow their recommendations. Unfortunately, no similar organizations currently exist in many social science disciplines such as psychology and education.

Regardless, the adoption of each recommendation would be very costly and require disciplines in the social sciences to rethink how results are presented and published. Howard et al. (2009) proposed two alternatives. First, a given discipline could occasionally invite a researcher to construct a new mini-literature to test confidence in the results and conclusions of the entire literature. Second, common methodologies could be periodically tested by researchers and possibly improved. Unfortunately, replication for the purposes of enhancing methodology is rare compared to replication for extending findings.

## **CONCLUSION**

The adoption of the three recommended solutions to publication bias would indeed be very prickly because of the cost and requiring disciplines in the social sciences to rethink how results are presented and published. Howard et al. (2009) suggested two ways for

circumventing these problems: (a) a given discipline could occasionally invite a researcher to construct a new mini-literature to test confidence in the results and conclusions of the entire literature and (b) common methodologies could be periodically tested by researchers and possibly improved. Unfortunately, replication for the purposes of enhancing methodology is rare compared to replication for extending findings.

Hence, it is likely that the types of studies that get published and the lack of journals publishing studies reflecting null results will continue to create bias in the way meta-analytic reviews are evaluated and the conclusions researched that, in turn, impact the decisions of policymakers and practitioners who rely on these reviews. Furthermore, without a thorough unbiased critique of a body of literature, a particular intervention may not be as evidence-based as the reviewers believed it to be from the extant research analyzed. In order to ensure exhaustiveness for systematic review, Potvin, Sepehry, and Stip (2007) recommended including studies that appear in Dissertation Abstracts and book chapters. Parenthetically, Shadish, Doherty and Montgomery (1989) concluded, based on evidence from their studies and others, that a conservative assumption is that population effect sizes are only 70–90% as large as those computed from published studies.

The range to which social scientists perceive publication bias to impact the results of systematic reviews varies. However, there is a growing emphasis and discussion on the importance of addressing and accounting for bias (e.g., Banks et al., 2012; Dalton et al., 2012; Howard et al., 2009; Simonsohn et al., 2013). Ferguson and Heene (2012) have been more urgent and forceful as the title of their article indicates: “A Vast Graveyard of Undead Theories.” They specifically argued that the practice in social sciences to avoid publishing null results limits accurate replication—the cornerstone for determining which practices are evidence-based. They also cautioned that, because science relies on the process of falsification, without the acknowledgement of failed results certain ideologically popular theories may be perpetuated in the absence of any factual basis. A classic example described by Cook (2014) was the widespread fear that the measles-mumps-rubella (MMR) vaccine was associated with autism even though contrasting evidence existed from large, high-quality studies and meta-analyses.

The issues presented in this article focused primarily on meta-analytic reviews because they may be more robust than narrative, and certainly descriptive, reviews. Yet where are all the null results in these reviews? asked Ferguson and Heene (2012). To answer this question, they described the phenomenon of researchers “chasing the significant” by increasing sample sizes until they obtain statistical significance regardless of the inconsequentiality of the ensuing findings. Banks et al. (2012) suggested that all systematic reviews be required to address publication bias as a condition for acceptance in any journal. It is probably unrealistic to institute procedures to eradicate all publication bias, yet to not try devalues the scientific method that has yielded amazing advancements in so many social science fields, and the power of meta-analytic reviews to indicate the degree to which an intervention is evidence-based.

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## Arabic Dialects and Classical Arabic Language

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### Abstract

Classical Arabic (CA) is known as the language of the Qur'an. This form of Arabic language has been used among the people of different tribes of the Arabian Peninsula. Relations between these tribes were based on trade, marriage, war and poetry competition. The speakers of the tribes in Arabia have used different Arabic dialects. However, the dialect of the tribe of Quraish must have been like Classical Arabic. The study aims to prove that these old dialects of these tribes have not become remote and archaic but they have ensured their existence and continued to be used in many parts across the Arab world. Moreover, the article will identify the old different dialects of Arabic language and their characteristics and how they are related to the modern dialects in various Arab regions, with the exception of the arabized and borrowed words. In other words, modern Arabic dialects are rooted in the old dialects of Classical Arabic.

**Keywords:** Arabic Language, Arabic Dialects, Classical Arabic, Arabia, Modern Standard Arabic

### INTRODUCTION

Arabic language has been used in the Arabian Peninsula for at least 2000 years. It dates back to the eighth century BC and the sixth century AD. Fragmentary inscriptions, which were derived from epigraphic South Arabia, are used. This Classical Arabic (CA), the standard poetic language and the language of the Qur'an, which has preserved it throughout centuries, is not necessarily identical with any of these early dialects. It is based on medieval dialects of Arab tribes. Since CA is one of the Semitic languages, Assyria, Hebrew, Akkadin, Aramaic and Amharic, it has noncatentative morphology. Derivatives in Arabic contain the three-letter root, 'fa', 'a', 'la'. According to the grammarians, the root of each word encompasses all actions or objects and all the modified forms of the root are "obtained" or "derived" in some way from it.

Different dialects in the Arab world have their origins in old dialects. Modern Arabic dialects are taught as being isolated and remote from the old ones. In the meantime, many Arab intellectuals attempt to teach these old dialects as some kind of history and that they are irrelevant to the present reality.<sup>1</sup> A variety of examples taken from many parts of the Arab world will prove that these old Arabic dialects, excluding the arabized and the borrowed words, are still used in the Arab world and many speakers use these dialects without being aware of the fact that their speeches are rooted in these old dialects.

### **Arabic Language And Islam**

The spread of Islam is the main factor that helped Arabic language go beyond the nomadic tribes who first spoke it. The first arabized centers outside the Arabian Peninsula have been established in the seventh and eighth centuries (Donner, 1981, Versteegh, 1997). After the spread of Islam, Arab speakers came into contact with non-Arab population. Bedouin Arabic seems to be different from the urban Arabic.<sup>2</sup> All Arabic dialects are based on the Classical language. Regardless of their cultural, linguistic and racial differences, Muslims form one community of believers. Ninety percent of the world's Muslims do not speak Arabic as their native language. Yet in daily prayers, when reading the Qur'an, or even in simple conversations with each other, they speak broken Arabic in heavily accented Arabic, but most Muslims attempt to speak and understand at least some Arabic.

### **Arabic Language And The Tribe Of Quraish**

In the pre-Islamic period, Arabs have lived in different tribes throughout the Arab Peninsula. Every tribe has a title to be known and called by it, like Ghadfan, Hawazen, Bano Abs, Quraish and others. Relations between these tribes have been based on trade, marriage, and war and poetry competition. According to Ibn Faris (1910), Arab linguists, grammarians and narrators of poetry have known and well documented that the most eloquent of Arabic language is the tribe of Quraish among all other Arab tribes. There has been other tribes like Thaqeef and Sa'ad bin Bakr, and others who have not come up to the level of language eloquence as Quraish. The Prophet Mohamed, a descendent of Quraish who has been chosen by Allah [God] to convey the message of Islam to all others, says: "I'm the most eloquent of Arabs, since I'm from Quraish and brought up in Sa'ad bin Bakr" (al-Zamakheri, 1964, 147). The language of the Qur'an was the spoken language of the Prophet, i.e. the dialect of Quraish. The dialect of Quraish must have been like Classical Arabic although some linguists deny this fact by referring to the absence or presence of case endings in the dialect. Quraish valued their genealogical connections with bedouin tribes and were interested in attracting bedouins to their fairs and religious experiences. Therefore "the self-evaluation of the nomad aristocracy was accepted by the towns people to such an extent that they adapted also the language and the poetry which were then cultural badge of honor in that society" (Rabin, 1955, 27).

### **Arabic Language And Its Dialects**

Old Arabic, a predecessor to Classical Arabic seems to have coexisted with the languages in Central and North Arabia (Woodard, 2008, 80). There are very few differences between Ancient Arabic and Classical Arabic. In the pre-Islamic period, 600 AD, poetry was composed and recorded in the Arabic language, which is called "Classical Arabic" (CA). Many linguists try to make differences between CA and what is so-called "Modern Standard Arabic" (MSA). MSA descended from CA.<sup>3</sup> These linguists try to define CA as the language found in the Qur'an used from the pre-Islamic Arabia to that of Abbasid Caliphate, whereas MSA is the variety used in most current, printed Arabic publications and high register speech. Classical morphology has fundamental features besides the three-letter, three-sound root for every word, 'fa', 'a', 'la'; a declension system sharing three cases, nominative, accusative and generative; three numbers, the singular, the dual and the plural are used with nouns, verbs and adjectives; and two grammatical genders, masculine and feminine that are distinguished in nouns and adjectives. However, Fischer (1997) believes that the morphology and the syntax of CA and MSA have remained unchanged over the centuries. Habash (2010) states that the MSA is the official language of Arab world and "MSA is syntactically, morphologically, and phonologically based on the Classical Arabic, the language of the Qur'an [Islam's Holy Book]" (my emphasis 12).

Undoubtedly there is a difference between one dialect and another. In the pre-Islamic period, the difference has been related to the differences between tribes.<sup>4</sup> Today the difference is between one region and another. Fischer and Jastrow (1997) remark the exact cause for the rise of Arabic dialects:

One will hardly go wrong if one imagines that the development of New [colloquial] Arabic was connected with dialect mixing in the camps of the conquerors, the influence of the languages and dialects of the conquered, and the formation of regional vernaculars. Later population displacements and the constant leveling tendencies through cross-regional contacts between the cities, likewise tendencies toward peculiar developments among the most isolated rural populations, may have been equally important development factors (Belnap and Haeri, 32).

Brockleman (1916) remarks that modern dialects of Arabic, apart from the arabized and the borrowed, are a direct continuation of an earlier phase of Classical Arabic (41). Arabic language borrows words from other languages for new entities. Modernization involves the creation of new terms for concepts that did not exist in Arabic. Khrisat and Mohamad (2014) confirm that arabization provides Arabic language with new vocabulary and “the arabized and borrowed words play a significant role in enriching Arabic language” (140). Changes have taken place in the switch from Standard Arabic to colloquial Arabic. Ferguson (1959) states that there is an expectation among Arabs that MSA will take over the Arab world (255). Written Arabic is highly lexicalized. One needs to know the words in order to be able to read correctly. Many Arab intellectuals, says Daniels (1996), have proposed changes in order to make Arabic writing system have correspondence between letter and sound.<sup>5</sup>

Arabic dialects show that they are affected by different factors: mainly which Arab tribe has settled that region, therefore gave it their dialect and which foreign language was the source of loan words; cultural contact, migration patterns and differences between countryside and villages; and the difference between bedouin and sedentary speech. Variable rules of structure were either added, deleted, recorded or invented. Although there is a difference between sedentary (Hijazi) Arabic dialect and bedouin (Tamimi) dialect, Arabic language, according to al-Seyyuti (1998), has been documented, transferred and become a linguistic field of study by Arab linguists and grammarians in Kofa and Basra of Iraq (168).

### **Arabic Dialects: Types And Characteristics**

al-Seyyuti (1998) mentions that Arabs used to make pilgrimage to Mecca in the pre-Islamic times every year. The Quraish tribe listens to their dialects, tries to select what is appropriate for their usage, and avoids some vocabulary, which is considered to be rude (175). Seebawaih (1977) studies phonemic substitution in relation to morphology, assimilation, and ease of articulation. He presents a number of examples of changing a consonant into another for morphological processes. He mentions that speakers of Classical Arabic tend to change certain consonants to make them similar to juxtaposed consonants for economy of effort and ease of articulation.<sup>6</sup> The voiceless denti-alveolar emphatic “s” is changed to voiced denti-alveolar “z”. For example, they say, “tazdeer” (‘export’) instead of “tasdeer” and “azdartu” (‘I issued’) instead of “asdartu”. In many modern Arabic dialects, this alteration between “s” and “z” is very common.

According to Muhsin (1978), the Fazara and Qais old Arab tribes change the long “a” into “j” in their dialect. It is said “fatj” (‘boy’) instead of “fata”. The tribe of Tameem also make a kind of substitution when they say, “af?” (‘a snake’) instead of “af?a”, pronouncing the glottal stop of “hamza” to a long “a”. This substitution is made since both “hamza” and “a” have the same

point of articulation. AbdulTawab (1987) states that Classical Arabic does not belong to any particular tribe, but the product of various Arabic dialects. It has come into use because of communication among different Arab tribes during their pilgrimage, trading, literary gatherings and poetry competition.

Arabic dialects are characterized by distinct variation in the pronunciation of the uvular “k”: ‘q’, ‘g’ (Sallam, 1980). There is a number of these old dialects which have continued to be used in today’s Arab world. First, al-Istinta: In this dialect, the letter sound of (‘ع’) “a” \_\_ glottal voiceless phoneme is alternated into nasal dental (‘ن’) “n” as in the “anta” (‘to give’) instead of “a’ta”. A certain reading of this verse from the Qur’an: “inna antinynaka al-Kawther” (‘Indeed, We have granted you, [O Muhammad], al-Kawther.’) ([al-Kawther: a river in paradise] The Noble Qur’an, Sura 108: verse 1) instead of “inna a’?tiynaka al-Kawther.” Another saying in Arabic: “la man’a lema antiyet wa la muantiya lem mana’t” (‘What Allah has given you can’t be stopped and what is prevented can’t be given’ instead of “la man’a lema a’?tiyet wa la mu’?tiya lema man’?t” (AbdelTawab, 1999, 121). This Old dialect that was spoken by Old Arab tribes such as Sa’ad bin Bakr, Hudhail, Al-Azd, Qais, and Al-Ansar is still used in Yemen, Iraq, parts of Jordan and some villages around Nablus in Palestine.

Second, al-Kashkashah and al-Kaskasah: In this dialect, the letter sound of plosive voiceless velar (‘ك’) “k” is substituted with (‘ش’) “sh” \_\_fricative voiceless dental as in “ja’ la Allaho al-brakah fe daresh” (‘May Allah bless your home’) instead of “ja’ la Allaho al-brakah fe darek.” Another example when one says in Haj: “labaish allahuma labaihs” (‘I’m committed to your [Allah’s] obedience’) instead of “labaik allahuma labaiks.” Arabic was localized among the tribes of Arabia. This dialect was among the tribes of Rabe’ah, Mudher, Bakr, Tameem and Assad. When speaking to a feminine in Tameem’s dialect, they say: “ma alladhi ja’ besh?” (‘What are you up to?’) instead of “ma allmadhi ja beks?” Another use of “alaish” (‘upon you’) instead of “alaik”. al-Tha’albi (1938) mentions that Arabic speakers read a verse in the Qur’an in their dialect; they read, “gad ja’la rubbish tahtesh sarriya” (‘Your Lord has provided beneath you a stream’ Sura 19, verse 24) instead of “gad ja’la rubbiki tahteki sarriya.” It was common among the tribe of Tameem to add the letter sound of “sh”, this fricative voiceless dental instead of feminine “k”. For example, they say: “e-laysha” (‘to you’) and “beshe” (‘with you’) instead of “e-layka” and “beka”. This dialect is used today among Arab speakers in Kuwait and Hathermoat of Yemen. Moreover, al-Kashkasha is found at Ahl al-Nummass and the areas around where they switch the “k” into a combination of “t” and “sh” or what is found in Kuwait today in their usage of “k” in feminine addressee and the original “k” in some words. Another example of the philological phenomenon of al-Kashkasha is found in Sohar Oman, where the word “halik” (‘your condition’ for feminine addressee’) is pronounced “halish”.

Regarding al-Kaskasah, this dialect was spoken by the tribes of Rabe’h, Mudher, O’zai, Bakr, Hawazen and Tamem. In this dialect, they change the letter sound of the addressee (‘ك’), “k” voiceless velar into a voiceless dental (‘س’), “s” as in “daress” (‘your house’) instead of “darek”. Other examples include saying “a’-laysh” (‘upon you’), “mensch” (‘from you’), “abous” (‘your father’), and “ummas” (‘your mother’) instead of “a’-layka”, “menka”, “abouk” and “ummak”. Certain speeches combine the “k” sound with “sh” or “s”. It is said, “a’laykesh” and “a’laykes” (‘upon you’) instead of “a’layka”. What is happening here, according to AbdelTawab (1987), is the changing of the “k” in al-Kaskasah to two-letter sound, “k” and “s” producing “kss” similar to the German word “Leipzig” -- the ‘p’ and ‘z’ combined to form ‘pz’ -- and in the al-Kashkashah, the change of two-letter sound of “k” and “sh” producing “ksh” similar to what

is found in the English word “Children” – the ‘c’ is combined with ‘h’. This dialect is common among the people of the Eastern part of Saudi Arabia in al-Qaseem and Beeshah.

Third, at-Tumtamaniyyah: In this dialect, the definite article, “al” (‘the’) is changed to “am”. Some Yemeni tribes as al-Azd and Dous have used this alteration of the lateral dental ‘l’ to nasal bilabial ‘m’. Linguists refer this dialect to the Yemni tribe of Ta’i, who emigrated to the northern of Arabia. A poet of Ta’i says: he shoots with “am sahm”, (with the arrow) instead of “as-sahm”. Another poet of Zoubaid says: “. . . am saif am salam”, (‘the sharpened sword’) instead of “as-saif al-salam”. Other examples in this dialect include saying: “tab am hawa” (‘The air became fresh’) and “safa am jawo” (‘The weather became nice’) instead of “tab al-hawa” and “safa’ al-jawo”. A Prophet’s hadith says: “laisa men al-birr as-seyyam fe as-safer” (‘It is not of the Lord’s obedience to fast when traveling over 81 kilometers’). This hadith is read in the Tutamaniyyah dialect as: “laisa men am birr am seyyam fe am safer.” The use of “am’ as a definite article instead of “al’ applies to nouns in this dialect such as “am enab” (‘the grape’) and “am hamat” (the fig) instead of “al-enab” and “al-hamat”. This dialect is used in Sa’ba and other tribes of Yemen. Linguists refer this dialect to the old tribe of Himyar of Yemen. The use of “am hamat” instead of “al-hamat” (‘the fig’) is also used in Karak and the areas around it in southern Jordan whereas other parts of Jordan refer to the fig as “teen” not ‘hamat’. This makes it clear that this old dialect is still in use in the Arab world in Sohar, Sa’ada of Oman, Yemen, Kuwait, Jordan and Arabia.

Fourth, al-A’ja’jeh: In the dialect of Qudha’h tribe, they substitute the emphatic “ي” (‘ya’) with “ج” (‘j’). For example, “Tameemi” (‘Someone form Tameem tribe’) becomes “Tameemj”, “Abu Ali” (Name of a Person’) becomes “Abu Alj”, “hejati” (‘my haj’), and “ya’teek bee” (‘he’ll bring me’) become “hejatj” and “ya’teek bej”. This phenomenon can be explained phonetically: the “j” and “ya” sounds can be produced by the use of the front of the tongue and the roof of the palate. Thus the “ya” sound can be obtained by narrowing these two organs whereas the “j” sound can be produced by closing them down. Other examples of this dialect include the substitution of the “j” with “ya”: “shayarah” (‘a tree’) and “shayarat” (‘trees’) instead of “shajarah” and “shajarat”. This dialect is spoken in the southern of Iraq where they say “da-ya’i” (‘chickens’) instead of “da-jaj”. In the Gulf region, particularly in Kuwait, they say, “ana ya’i” (‘I’m coming’), “lamma yeyei” (When he comes’), and “riyal” (‘a man’) instead of “ana ja’i”, “lamma yejei” and “rijjal”.<sup>6</sup>

Finally, al-A’naneh: In this dialect, the “ء” , (“ ‘”) the glottal character of hamzah (‘it is produced by holding the breath and leaving it out from the bottom of the throat’) is changed into a glottal “ع” (“?”). It is said: “same’tu ?nna fulanan qala katha”, (‘I heard Mr. X saying so and so’) instead of “same’tu anna fulanan qala katha”. In another example, “tahsabu ?nni naem,” (‘you think that I am sleepy’) instead of “tahsabu ‘anni naem.” This “ ‘ “ hamzah has been added to the beginning, the middle or the end of the word. Speakers of this dialect say: “?nn” instead of “ ‘an” as in the word “innaka” (‘you are’) and “aslama” (‘became a Muslim’) changing into “?nnaka” and “?slama” (Ibn Faris, 1910, I, 8). Other speakers say, “‘al”, (‘he said’), “‘alat” (‘she said’), and “ba’arah” (‘a cow’) instead of “qa’l”, “qalat” and “baqarah”. This change of hamzah “ ‘ “ occurs in the middle of the words such as “as-s’?f” and “as-s’af” (‘ceiling’) instead of “as-saqf”. This dialect is nowadays very common among many people of Egypt, Syria, Lebanon, Palestine and Jordan. The hamzah is also found at the end of the words such as “al-kut?ah” and “al-kut’ah (‘bucket for water’) and “tak’?k’?” (‘retreated’) instead of “tak’aka”. This dialect was common among Tameem, Qais, Qudha’ah and all other old Arab tribes surrounding them. This dialect nowadays is among the bedouins in Jordan and in Egypt and in



some parts of Sudan. They say: “es’?l’ and s’?ly” (‘ask a question’) and “al-Jur’an” (‘The Qur’an’) instead of “es’al’ and ‘sa’l” and “al-Qur’an”. In the southern part of Egypt, this dialect is also used today among the people. For example, they say: “l’?” and “sa’?l’” as alterations of “la” and “sa’al”. This change is also found in northern part of Ethiopia, a Semitic language called “Teejaniyeh”. They say: “sab’?” (‘the early morning breeze’) and “’?rba’?” (‘four’) as alterations of “saba’” and “arb’a”. These kinds of alterations could be explainable in the sense that the production of both these sounds, “’?” and “ ‘ ” are from the same place of articulation.

### CONCLUSION

The Arab tribes of Arabia used to speak different dialects. These old dialects are related to the Classical Arabic, the language of The Qur’an. Classical Arabic continued to be spoken among the Arab world. Of course, the dialect of Quraish has been considered the most elevated one among the tribes of Arabia. Modern dialects are rooted in these old Arabic ones. Arabic language has been borrowing some vocabulary from other languages. It is an evidence of the richness of Arabic language with its linguistic terms that make it a living. Arabic language is rich in its dialects and linguistic terms. It is the language of the Qur’an. Old Arabic dialects taught as history are still be used and alive until today. Today’s Arabic dialects have their bases and origins in the old dialects of Arabic. In other words, old Arabic dialects continue to exist in modern dialects although many speakers of Arabic are unaware of it. These findings are of value for those interested in Arabic dialectology.

### NOTES

- On the history of Arabic dialects, see Jonathan Owens (2003).
- On the aspects of diversification in the linguistic structure of old bedouin and sedentary dialects of the 7th and 8th century centuries AD, see Fredric J. Cadora. (1989).
- On languages in the pre-Islamic period, see A. F. Beeston, (1981).
- For more on sound change in Classical Arabic consonants to comply with the way they are used in different Arabic dialects, see Anis I. (1990).
- Watson, J. C. (2007) discusses the dialectal differences and similarities of Arabic besides the phonology and morphology of Arabic.
- For more on Arabic dialects in the Gulf countries and how dialects have preserved certain “conservative” features that are similar to Classical Arabic, see Clive Holes (2001).

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## An Appraisal of Children's Right and Child Domestic Servants under Child Rights Act 2003

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### Abstract

This article explores the issue of domestic child service as specie of the worst forms of exploitative child labour affecting children in the form of physical, mental, psychological and economic trauma, that parents force their children in to, without any legal justification, under the most deplorable conditions to supplement their family income. Domestic child Labour as one of the forms of such exploitation has many negative effects on our children, because many of them are exposed to physical, emotional and sexual exploitations as well as denied full educational opportunities. In Nigeria today issue of domestic child service have become one of the most prominent and prevalent forms of child labour practice among the households, children especially girls aged five, and above and mostly ten and thirteen years are trafficked from rural areas to the urban cities to serve as domestic servants. This practice has become a great problem, because it directly affects and interferes with so many children's rights provided under the law as well as the overall physical, mental and moral development of such children. This paper analyzes this turbulent issue of domestic child labour and focuses on the examination and appraisal of the relevant children's rights provided under Child's Rights Act (2003) which the practice interferes with. In the end the paper will provide solutions based on the findings of this paper, which could particularly enhance the rights of the vulnerable children involved in child domestic service in Nigeria.

**Keywords:** Domestic Servant, Children's Rights, Nigeria, Child Labour, Exploitation

### INTRODUCTION

In traditional Nigerian societies, especially before the arrival of the colonialist, children occupy a very special position in the life of their families and their society in general. Children's rights during the time are the basis or foundation for a solid human rights culture and the basis for securing human rights for future generations. At that time parents must take good care of their children, bring them up properly, and defend their rights and dignity whenever the need arises. At that particular time, there was law and order in our communities in the sense that parents are conscious of their duties that protects the interest of their children at all times. The children, in turn, know their duties and limits in both domestic works and in the farms. Hence, it is a common practice that children always worked under supervision by their families. Thus children in the past were asked by either their parents or guardians to perform a simple household task within a familiar and extended family environment, they work with simple tools and within the safety standard nets of children's work, with no social security problems as set out and prescribed by customary law.

However in contemporary times, due to rapid urbanization and modernization almost all the values of traditional upbringing of Nigerian children have been seriously and gradually eroded. It is very unfortunate that nowadays some parents forced out their little children in to the labour market to work as domestic child servants under extremely exploitative conditions with sole intention of making money without minding what their children would grow up to

become, after which most of them eventually deviate from the original behaviors' and training of their parents to emulate strange characters that have negative effects on their emotional, moral and psychological development.

Domestic child service which constitutes one of the worst forms of child abuse is a kind of practice where children are exploited, overworked and deprived of their rights to education, health and to normal and happy childhood. It is a situation where a child is subjected or exposed to profession quite distinct from its age, with too much responsibility, to supplement its family income. The children are therefore due to either poverty or the ignorance and attitudes of their parents denied fundamental rights to childhood.

The problem of domestic child service in our society is enormous as well as very complex phenomenon that involves the practice whereby children will live with a family to whom they are not related to, to perform domestic services in the household. Child domestic work becomes presently more hazardous in nature than in the past. This is as a result of the changes in the nature, scope and the way in which these children get engaged in the service, before they were engaged through direct contact with parents and employers as such parents will definitely know their children's employers and their characters, whereas in the present time everything has changed as child domestic workers are procured by middlemen from rural areas to urban cities, and since there is no direct link between parents and the employers, parents cannot monitor the welfare and behavior of their children while they are away on the service.

The practice of domestic child service has many negative effects on our children, since many of them starts work at early age devoid of any form of protection and under abusive and exploitative conditions that are detrimental and injurious, which directly interferes with so many of their rights provided under the law, that can definitely impair the overall physical, psychological, social and moral development of such children as a result of which they stands the risk of suffering from frustration and role conflict in the future.

This paper critically analyzes the rights of child domestic servants as provided under the Child Right Act 2003 that the practice interferes with, with a view of providing solutions based on the major findings of the paper for the government to take stringent measures of combating the practice of child domestic service in the country.

### **An Examination of the Nature, Causes and Effects of Domestic Child Labour in Nigeria.** ***Nature of Domestic Child Labour***

As the name connotes domestic child labour is one of the most prevalent forms of child labour in Nigeria, to the extent that it is sometimes very difficult to distinguish between illegal and criminal activities of child domestic labour and the legitimate domestic child work. Domestic child labour is a form of service whereby children will live with a family to whom they are not related to, to perform domestic services in the household. Customarily this type of service did not constitute wage employment, until very recently when it becomes more hazardous in nature, scope and the way in which the children are engaged in the service. In the past the children were engaged through direct contact with the parents and the employers whereas in the present time everything has been changed as child domestic workers are procured by middle men from rural areas to urban cities. It is a common practice nowadays, in this country that some parents give their little female children out to serve as housemaids for financial gains without minding the type of employers they are living with as well as the kind of people

they will turn out to be in future when they grow up, and since there is no direct link between the parents and the employers, parents cannot monitor the welfare and behavior of their children while they are away on the service, as a result of which most of these children eventually emulate strange behaviours which negatively impacts in their emotional, moral and psychological development.

### ***Causes of Domestic Child Labour in Nigeria***

Several factors have been identified as the causes of domestic child labour in the country but the most major as well as principal one is primarily rooted in poverty created by social or economic inequality as well as insufficient educational facilities. Poverty and poor national economy has contributed greatly to domestic child labour in Nigeria. If the economy of the country is strong and well managed, government can be able to make adequate provisions for its citizens in its annual budget that can enhance the financial ability of the parents of such children for them to take proper care of their children without sending them away to far places to serve as domestic servants to supplement their family income.

Unemployment is also one of the causes of domestic child labour in Nigeria. Many people in this country, because they do not have any source of income are forced out of necessity, to give their female children out to traffickers (middlemen) for the service, to supplement their income and then become the victims of various form of abuses and exploitation. Social and cultural factors also plays role in motivating domestic child labour in the country. There are several cultural as well as social traditions of our people which regard children's work as a good process for character and skill development. Children are expected here, at a very early age to learn, practice and acquire the skills by following the footsteps of their parents in a particular profession. High level of illiteracy and lack of modern education also contributes to the problem of domestic child labour. Many people in Nigeria did not perceive education as viable alternative to the work of their children and is seen by many as irrelevant to local needs and conditions as a result of which they remain illiterate throughout their lives for them to train and bring up their children as modern slaves to their employers to earn money for the use of their family.

### ***Effects of Domestic Child Labour***

Domestic child labour has negative effects on the physical, emotional, social and psychological feelings and development of the children involved in it. It constitute a threat to health and safety, as the children involved are always exposed to harsh and hazardous conditions such as social hazards, education, family, relaxation and leisure, that are quite distinct from its age. Children engaged in domestic child labour are frequently victims of physical, mental and sexual abuses which can be devastating especially in the area of emotional and psychological well being of the children.

Domestic child servants have no or less educational opportunities than the children who are not engage in the service. Even with the little ones that attends school, work is not programmed to allow them to attend their classes regularly as such they are either forced to drop out of school or attend irregularly and even if they attend regularly, the quality of their education is poor, because they pay little or no attention due to exhaustion or sleeplessness at night. Domestic child labour has demoralizing effects on the children involved because they are exposed to certain social vices such as rape and other forms of sexual abuses which will definitely impair the total development of the child, as a result of which they stand the risk of suffering from frustration and role conflict in the future.

## **An Overview of the Relevant Laws Protecting Children against Exploitative Child Labour in Nigeria.**

Before 2003, there are in Nigeria, both international and municipal legislations prohibiting various exploitative child labour practices among which domestic child service is prohibited. Nigerian government have since stood for international, constitutional as well as other statutory measures required to protect the rights of its children and safeguard them from abuse, neglect and exploitation.

The United Nations Convention on the Rights of the Child is among one of the International instruments that Nigeria ratifies in the year 1991 to protect its children from economic exploitation by preventing them from performing any work that is likely to be hazardous, harmful to their health, as well as interfere with their educational, physical, mental, spiritual, moral and social development. The Convention enjoins all state parties to it, to provide for minimum age for admission to employment, for appropriate regulation of the hours and conditions of employment as well as to provide for appropriate penalties to ensure effective enforcement of the provisions of the Article.

In addition to the above Convention Nigeria also becomes a party as well as a signatory to both the International Labour Organization (ILO's) Conventions No.138 and No.182 in December, 2001 and it also signed a Memorandum of Understanding (MOU) with International Programme on the Elimination of Child Labour (ILO-IPEC) in the year 2000, all in an effort to prohibit and eliminate the worst forms of child labour practices in its domain.

At the regional level, Nigeria being a country in the African continent is a party to the A U Charter on the rights and welfare of the Child. The Charter provides a basis for the promotion and protection of the rights of the African Child against worst child exploitative labour. Article 15 (1) (xv (i)) of the Charter specifically provides for the prohibition of economic exploitation of children as well as performing any work that is likely to be hazardous or interfere with their physical, mental, spiritual, moral or social development. In emphasizing this form of protection the Charter enjoins its parties to provide minimum age for admission of children to work, regulate duration and other conditions of the work and to provide penalties for failure to comply with those conditions.

Similarly, Constitution of the Federal Republic of Nigeria provides:

*"The state shall direct its policy towards ensuring that children, young persons, and the aged are protected against any exploitation whatsoever and against any moral and material neglect"*

Here the section guarantees rights of children, young persons and old persons against any form of exploitation and neglect. Furthermore, it would be of much importance, if I mention Chapter IV of the Constitution of the Federal Republic of Nigeria of 1999. This chapter is exclusively devoted to the protection of fundamental human rights of the citizens of Nigeria, and any person may, (as provided by the provision of such Constitution) sue and seek redress in court for the violation of any of these rights either by the government or private individuals. Children as human beings and citizens of Nigeria can also enjoy all the rights enshrined in the chapter. Another provision of the Nigerian Constitution which specifically promotes and protects the rights of Nigerians against any form of abuse and exploitation is the provision of section 34 of the 1999 constitution. The section prohibits and outlawed slavery and forced labour in general.

Children and Young Persons Act is another Nigerian Legislation which was enacted with the sole aim of specifically protecting children from physical and mental injury and also to restrict and prohibits exploitative labour and employment of children below the age of 14 years.

In the same vein Nigerian Labour Act prohibits the work and employment of children and young person's below the age of 18 years. The Act in its various provisions (i.e. section 58-64) protects children from being employed under exploitative circumstances that may be injurious to their health. A child is allowed under the Act to do work of a light nature it prohibits the employment of a person under the age 16 years to work under ground, on machine work or in any employment which is dangerous or immoral.

Another legislation which prohibits worst and hazardous exploitative child labour in Nigeria is criminal code which is applicable in southern Nigeria. Section 223-225 of the same code provides sanction against whoever trades in prostitutions, facilitates the transport of human beings within or outside Nigeria for commercial sexual exploitation. Similarly, section 278-280 of the penal code cap 89 Laws of the Northern Nigeria of 1963 are another statutory provisions that prohibit and punish bringing and selling of minors for immoral purposes and unlawful compulsory labour.

To sum up, as a result of various concerted efforts made by concerned international organizations, interest groups as well as civil societies in general to eliminate exploitative and hazardous child labour practice in Nigerian society, Nigerian government enacted and signed into law in 2003 Child Rights Act. The Act harmonizes all laws regarding protection of children in Nigeria. The Act prohibit and prescribe penalties for involvement of children in forced exploitative labour and trafficking of children by middlemen to urban cities or abroad for exploitative child labour practice.

### **An Appraisal of the Provisions of Child Rights Act 2003 Protecting Domestic Child Servants against Exploitation**

Child Rights Act as the name connotes is a law promulgated by the Federal Government in Nigeria, in the year 2003, to protect the rights of children against all forms of abuse and specifically spells out the basic rights and responsibilities of the Nigerian child. This is due to the fact that all the laws relating to children in Nigeria are not specific about children's rights and responsibilities. The Act is divided into 24 parts, 11 schedules and contains 278 sections.

Indeed it is universally accepted that child as a human being is a universal phenomenon as there are in every given society children, but one thing which is not universal with the children is how they are because as there are differences in societies in terms of geographical there must also be difference in their beliefs as to the proper way of bringing up their children. Thus what society A due to their culture and of course their religious beliefs may believe and consider to be the right and proper way of bringing up a child, society B may consider and believe it to be detrimental.

The increasing cases of using a child as a domestic servant in Nigeria is rampant, though the practice according to law constitutes a criminal offence and violates a number of provisions of the Child Rights Acts. Certainly there are a lot of specific provisions in the Act which directly or otherwise prohibits, prevents and protects the Nigerian Child against the practices of exploitative domestic child labour. Section 28 (i) (a) (b) (d) and sub-section (3) and section 30

are the direct provisions of the Act that prohibits and prescribe punishment for subjecting children to the practices of exploitative child labour and section 28 says:

"Subjected to this Act no child shall be;

- (a) Subjected to any forced or exploitative labour, or
- (b) Employed to work in any capacity except where he is employed by a member of his family on light work of an agricultural, horticultural or domestic character, or
- (c) Employed as domestic house help outside his home or family environment."

*"Any person who contravenes any provision of sub-section (1) or (2) of this section commits an offence and is liable on conviction to a fine not exceeding fifty thousand naira or imprisonment for a term of five years or liable to both such fine and imprisonment'.*

Going by the contents of the provisions of section 28 (1) (a) (b) (d) and section 30 (2) above, any parent or guardian who gives out and anybody who employs a child to serve as domestic servant outside his family environment commits an offence and will be punished because by so doing a child will definitely be deprived of enjoying various rights, privileges and opportunities conferred on him by the Act to protect and promote his general welfare and upbringing. Such rights, privileges and opportunities are; child will be deprived of parental care and protection, rights to maintenance by parents, rights to rest and leisure, right to attend and remain in school as provided for under UBE Act and a right to necessary protection and care. Consequently parent or guardian of that particular child acts against the provision of section 1 of the act which enjoins them in every action concerning their children to consider their best interest. Section 1 provides:

*"In every action concerning a child, whether undertaken by an individual, public or private body, institutions or service, court of law or administrative or legislative authority, the best interest of the child shall be the primary consideration".*

From the wordings of its provisions there is no doubt that the protection accorded to children by the section is desirable and the most important thing to do for the child if put into practice. This is because our children need a law to protect them as mostly they always rely on adults, in all decisions or actions concerning them, as such protection must be given to them by law to ensure their safety, welfare and best interest in all respect so as to guard them against any form of maltreatment, abuse or evil of the society.

However, the question needs to be necessarily asked at this juncture is what is the 'best interest of the child'? the best interest of the child referred to in section 1 above it's only as good as it sounds for it is couched in a wide and vague language, and the determination of what mankind feels is best left open and undone and by so doing the section appears to allow a room for the abuse of the right protected in its provision, because in actions or taking decisions concerning their children parents might ignorantly and faithfully believe a way to be a proper and legal means of bringing up their children but might turn out in the eyes of law to be illegal and improper way which might be detrimental to their physical, mental and emotional development. However, despite the fact that the findings of so many research conducted in the country shows that parents send their children to serve as domestic servants out of necessity (i.e. due to poverty), still according to the provisions of the law child labour, of any kind and for



any purpose deprives the child of the opportunity of proper upbringing by parents and have very grave consequences to which the child is exposed to, such as overworking the child, physical stress, sexual abuse and psychological trauma. Thus section 14 (1) of the Act ensures and safeguards the rights of the Nigerian child to parental care and protection, right to maintenance, his education and welfare, and the section provides:

*“Every child has the right to parental care and protection and accordingly no child shall be separated from his parents against the wish of the child except;*

- (a) For the purpose on his education, welfare or
- (b) In the exercise of judicial determination in accordance with the provisions of this Act, in the best interest of the child. And sub-section (2) went further to provide that:

*“Every child has the right to maintenance by his parents or guardians in accordance with extent of their means, and the child has the right in appropriate circumstances, to enforce this right in the family court”.*

Additionally, going by the provisions of the above section, in Nigeria parents and guardians are under a legal duty not to give out their children to serve as domestic servant, because once a child becomes a domestic child servant his right to parental care and protection has been jeopardized as he will definitely be deprived of parental love, care and concern. Thus most of the domestic child servants in Nigeria are deprived of their rights to parental care and protection because most of them are separated from their parents at very tender age against their wishes. Though many of the parents are constrained because they cannot be able to maintain and take care of their children as required by the law, still by giving their children out for the service they have infringed their rights as provided under the above section of the Act. The moment such children are employed as domestic servants they ceased to be under the care, welfare and protection of their parents but that of their employers which is against the law as well as best interest of the children involved.

The most essential and important right of children worthy of consideration, which the act of child domestic service interferes with under the Child Rights Act is the right to free, compulsory and universal basic education as provided in section 15 (1-6) and the section says:

*“Every child has the right to free, compulsory and universal basic education and it shall be the duty of the government in Nigeria to provide such education”.*

Section 15 sub-section (1) and (2) most significantly requires government to primarily provide every Nigerian child with free universal basic education for his proper upbringing and development in this sphere by ensuring that their children attend and complete their primary and junior secondary school education. The Act also takes appropriate steps in ensuring parents or guardians of the children did not fail in their duties as spelt out in sub-section (2) of the section by prescribing punishment to any defaulting parent or guardian in section 15 sub-section (6) and it provides:

*“Where a parent, guardian or person who has care and custody of a child falls in the duty imposed on him under sub-section (2) of this section, commits in offence and is liable (a) on first conviction to be reprimanded and ordered to undertake community service; (b) on second conviction to a fine of two thousand naira or imprisonment for a*

*term not exceeding one month or to both such fine and imprisonment; and (c) on any subsequent conviction to a fine not exceeding five thousand naira or imprisonment for a term not exceeding two months or to both such fine and imprisonment”.*

Similarly, access to free universal basic education is a key element of child rights and its development in the Act, but this notwithstanding, a lot of incidences in this country shows that almost all the children that are engaged in domestic service are deprived of this right and opportunity. Because most of the children involved are usually not attending any western school both in their parents and employers houses respectively. Therefore, in the country a far greater effort than in the past will be needed, at the level of basic education system for such children to overcome this situation which deprives many of them of their fundamental rights to basic education, and which consequently becomes a threat and poses a great challenge to the overall development of the children involved and the nation in general.

On the issue of rest and leisure, it is evidently clear that majority of the children involved in child domestic service in Nigeria have no time for rest or leisure, most of them are overworked because they work approximately 13 to 24 hours a day and are not entitled to any work free days. Such practice is against the provisions of section 12 (1) and (3) and the section provides that:

*“Every child is entitled to rest and leisure and to engage in play, sport and recreational activities appropriate to his age”.*

Sub-section (3) went further to provide that:

*“Every government, person, institution, service, agency, organization and body responsible for the care and welfare of a child shall at all times ensure adequate opportunities for the child in the enjoyment of the rights provided for the child in sub section (1) and (2) of this section”.*

Succinctly the above section provide that every Nigerian child is entitled to rest and leisure and parents or guardians must ensure compliance with the provisions of the law, but most of the children that are engaged in domestic service in the country have no time of their own; they start their normal and routine domestic work as early as dawn and will not finish or close till night; as such, they have no time to rest or to play.

Furthermore, section 11 of the Act protects and safeguards the rights of the Nigerian child to dignity of human person. And the section says:

*“Every child is entitled to respect for the dignity of his person, and accordingly, no child shall be; subjected to physical, mental or emotional injury, abuse, neglect or maltreatment or punishment, including sexual abuse; subjected to torture, in human or degrading treatment or punishment, subjected to attacks upon his honour or reputation; or held in slavery or servitude, while in the care of parent, legal guardian or school authority or any other person or authority having the care of the child”.*

Certainly, section 11 of the Act prohibits subjecting any Nigerian child to any kind to treatment, which will jeopardize his dignity as human person. Domestic child labour being an act which exposes children in most cases to various physical, mental and emotional abuses on the one

hand, while on the other hand taking the form of slavery or servitude, is a kind of labour, which if child is subjected to, his respect to the dignity of human person is jeopardized, such children mostly become the victims of various acts of abuses, neglect and maltreatment by either their employers or their dependants which are degrading to the dignity of their person such as harassment, beating, threat and sexual abuse.

Having discussed in the previous paragraphs the various provisions of the Child Rights Act that protects and safeguards the rights and interest of the Nigerian child against the practice of any form of exploitative labour, another provision worthy of mentioning at this juncture is section 2 (1) and section 19 (1) and (2) respectively. The above two sections aimed at providing the Nigerian child with a kind of protection and care for their well being or welfare; however, its provisions on the other hand appears to be a road block to the realization of the rights and privileges of the child domestic servants enshrined in the various provisions of the Act, section 2 (1) says:

*“A child shall be given such protection and care as is necessary for the well being of the child taking into account the rights and duties of the child’s parents, legal guardians and other individuals, institutions, services, agencies, organization or bodies legally responsible for the child”.*

Section 19 (1) on the other hand provides:

*“Every child has responsibilities towards his family and society and the federal republic of Nigeria and other legally recognized communities, nationally and internationally”.*

Sub-section (2) of section 19 of the Act went further to provide:

*“A child subject to his age and ability and such other limitations as may be contained in this Act and any other law to;*

- (a) Work towards the cohesion of his family and community
- (b) Respect his parents, supervisors and elders at all times and assists them in case of need”.

Going by its provisions some part of the provision of section 2 (1) stand to be in conformity with the Nigerian/African traditional and cultural belief of parental rights and respects where children are enjoined by our religion/culture to respect their parents, guardians or adult members of the society and assist them whenever they are in need of assistance. Thus since child domestic servants have responsibilities towards their families and if they are going to obey and discharge the duties imposed upon them by the provisions of the law and our African traditional and cultural beliefs then they must respect and abide by the decisions of their parents to serve as domestic servants to assist their parents in supplementing their family income towards the cohesion of their family.

### **CONCLUSION**

This paper reviews the concept of domestic child service as one of the forms of exploitative child labour, with focus on Nigeria, whereby parents or guardians due to various factors or out of necessity subjects their children to this form of exploitative practice. Female children in

Nigeria are procured and trafficked from rural areas to the urban cities to work as domestic servants in the houses of economically more advanced people in the metropolis. The conclusion of the paper is that the practice has negative effects on the overall development of the children and that poverty is a principal factor that derives female children into domestic child service in the country. The legal framework governing the practice in Nigeria is provided under the Child Rights Act 2003 by harmonizing all relevant laws regarding protection of children to guard them against any form of abuse and exploitation. The paper particularly recommends for the improvement of implementation and enforcement mechanisms, to focus on the full gamut of issues falling under children's rights protected under the Act; and also for the country to make adequate provisions in its policies that will enhance the ability of its citizens to discharge their legal responsibilities effectively, by taking proper care of their children without sending them away to far places to serve as domestic servants, to be subjected to various forms of exploitations and abuses, for the purposes of the realization of the overall development of the children and the nation in general.

## **Socio-Cultural Challenge Regarding to Energy Efficiency Policies in Buildings Sector of Iran**

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### **Abstract**

Energy consumption range has been critically increased in the recent decades and prone to energy use decline specifically in buildings known as critical component to dispense carbon mitigation commitments. The deeply clear relationship between the Socio-Cultural Shackles and the pattern of energy efficiency in building industry is manifested according to studies done experimentally. In order to develop a viable program for improving the culture of energy thrift, it is very important to study and resolve the issue of the Socio-Cultural shackles and potentialities. Based on the research of Hellriegel Jackson and Slocum (1999), The community typically resists the improvement of domain attitudes and behaviors. The present paper investigates the Socio-Cultural shackles against the energy efficiency model imparted to building for the first time in Iran, therefore analysis of Socio-Cultural shackles helps us to find out a framework for correcting the attitudes to energy consumption trends in every community. Understanding the social and cultural impediments it would lead us to discover better the available social sources to mark up the energy efficiency dedicated to the building industry. In order to explore the social restraints discussed in the present article, the writer conducted three hundred interviews with consumers, architects, lawmakers and constructors. These interviews are based on the primitive literature of the social psychology in light of available issues encompass the energy efficiency commonly applicable in the building industry.

**Key words:** Socio-Cultural shackles, Energy efficiency, Buildings, Iran

### **INTRODUCTION**

Energy consumption trends experience steps up trends in the recent decades on one hand and manifestation of economic development on the other hand possibly to decrease the price of energy in the countries with fossil fuels such as Iran. This is why it has not been used and saved correctly by Iranian industry owners and private consumers. Following emergence of the energy crisis in the seventy decade, the logical use of energy was leading proposition devised by countries, it means to put aside fossil energy as a major principal resolution and they

decided to pursue the component of energy optimization seriously in one of the major elements of energy consumption that is residential buildings. [1]

Iran is among the countries with possessing of abundant energy resources and after 1913, has always been considered as one of the main oil exporters in the world. Because Iran is located between the two great resources of energy (The Caspian Sea in the north and the Persian Gulf in the south), it plays deeply role in the world. Iran with endowed with almost 10 percent of total oil resources and almost 16 percent of total natural gas resources of the world, it stands third place in the ranking of countries with preserving the largest scale of oil resources, Iran stands second place in the ranking of countries retaining the largest voluminous bulk of natural gas resources in the world. [2]

Iran emerged enrichment with great sources of energy. Its proven oil reserves are 89.7 billion barrels. With reserves to production ratio of 72.7 in 1999, Total refining capacity in 1999, handled by nine refineries estimated more than 1.35 million barrels per day. This potentiality previously concentrated in southwestern part of Iran, but now it is planned to get an even spread throughout the country. Statistics of energy end-use in the different sectors of activities show that residential & commercial have the highest share (38.4%), followed by transport 26.1%, industry (24.7%), agriculture (4.2%) and others (6%). [3]

In Iran, potential energy efficiency and reforming pattern of energy consumption in different parts have been created up to one third or %33 whose income has been estimated annually almost five billion dollars that is equal to the total development budget of Iran. [4] According to the published statistics, energy consumption in Iranian buildings is about 2.5 to 4 times as much as that of other countries. [5] At present, a considerable part of national sources of Iran that the share of building is about %67 to %70 and it is possible to save energy in a building from 10 to 30 percent. [6] At least the 10 percent of total energy used in Iran can be saved through energy efficiency programs applicable in the administrative buildings.

Different factors such as lack of standard buildings, negligence of the 19th national regulations, misusing of effective and Insulator construction materials and equipment for reducing energy wasting in a building and finally the lack of cultural promotion regarding energy thrift, turns most of Iranian buildings the greatest source of energy vantage but lack of versatile technical principles resulted in preventive of energy prodigality. [7]

The major carriers of energy in Iran contain natural gas, gasoline, gas oil, kerosene and liquid gas that are used in different parts of Iran but most of the energy consumption of Iran comes from hydrocarbon, so that 98 percent of primary energy consumption of Iran rooted in those sources. Unfortunately, most of the state subsidies are also paid off for hydrocarbon carriers. Energy issue has not been resolved seriously in Iran and prevented its real value by obvious and secret public subsidies.

In recent years, the importance of energy thrift is truly sensible, hence it has been revealed as an absolute and inevitable obligation. The rate of fuel consumption is ever rising increasingly, so that, it does not correspond to economic growth, it surpasses the medium amount use in other countries. The internal consumption has been so accelerated, thus reckless on devising a mandatory oil source development; Iran could not export it in several previous years. [8]

Energy wasting of building part is generally related to quality of building systems and consuming energy. In Iran, the modern technology has not been applied to provide a strategy to analyze consuming energy, which are used in buildings and thermo systems or devices, which create the greatest part of energy consumption due to very low heating output. Although it has been done to decrease the energy consumption in this part, there is a long distance between the individual consumption in this part and standard individually of the world and it is very necessary to develop utility planning to control the energy consumption in this subpart. Compiling the criteria of energy reference is the technique of consumption control in the final different parts of use. These criteria in the building and residential blocks could be explained in the form of the following three groups. [9]

- Building crusts
- System and facilities of light
- Furniture or equipment

### **ENERGY EFFICIENCY IN BUILDINGS**

Decades after the first energy crisis in 1970s, building energy efficiency have drawn attention for research all over the world. [10] Building components such as Heating, Ventilation and Air-Conditioning (HVAC) system, equipment, lighting and envelope affect building energy consumption. HVAC system is a major consumer of energy in commercial buildings, especially in hotels and retail sector, and thereby, it has drawn attention of building owners to reduce energy bills. [11] Energy Conservation Building Code (ECBC) and advance Energy Efficiency Measures (EEMs) beyond ECBC specifications were implemented such as building envelope, Heating, Ventilation and Air- Conditioning (HVAC) system and lighting system for estimating energy saving potential. [12]

### **Socio-cultural aspects of energy thrift in buildings**

Reducing energy use in buildings is a critical component of meeting carbon mitigation commitments. There are several ways of goal fulfillment; each one emphasizes actions by a different set of stakeholders. Much of the work in this area follows a physical, technical, and economic model of the building blocks of environment. [13] Energy use in buildings has also been considered as a social issues rather than a technological one. [8]

How societies are motivated to use or conserve energy has been a topic addressed sporadically by social scientists for more than a century [9]. From these attitudes, reducing energy use in buildings requires changes in the entire context of society. [14]

Achieving a 'step-change' in energy efficiency behaviors will require enhanced knowledge of behavioral drivers, and translation of this knowledge into successful intervention programs. [15] Other various studies involving the application of energy information with feedback directly tied to people's own behavior have shown that such an action can be quite efficient for lowering residential energy use (Gardner and Stern 1996, Berntsson 2003, Staats and Harland 1995, Widegren-Dafgard 1991). These implications originated in experimental situations or practices, so the more targeted information is, the more efficient it appears. [16]

According to studies, there is a clear relationship between the Socio- Cultural shackles and the pattern of energy efficiency. There are a plenty of instructions referred to energy efficiency including application of rules as an accomplishment of the foreign leverage, the accurate implementation of governmental rules, using the new technologies and energy management in

different parts of consumption. By resorting to applying techniques and engineering facilities it is necessary to reconsider the socio-cultural attitudes to energy consumption, meanwhile the course of correction should be based on the scientific methods and accomplishment of social and psychological purposes as guidelines for logical energy consumption in the building industry.

This article investigates the Socio- Cultural issues referred to energy efficiency for the first time in Iran. The analysis of social and cultural issues helps us to find a framework for correcting the attitude to energy consumption in society. Knowing the social and cultural issues causes the available social sources to be known more extensively for promoting the trends of the energy efficiency in the building industry.

In order to explore the social restraints in this article, the writer has conducted three hundred interviews with consumers, architects, lawmakers and constructors. These interviews are based on the primitive literature of the social psychology corresponding with available issues in energy efficiency of the building industry.

### **Analysis of Socio-Cultural shackles of energy thrift in buildings**

The correct and logical use of energy and its productions depend on the man's behavior. Although the different solutions, including environmental design, applying different rules and enforcing the power have been materialized by the experts and source of external authority, threat or obligation, using the new technology, etc. many experts believe that the encouragement of saving is the best method, so the major duty of social sciences and psychology has been focused on this issue to find a positive and proper ways of decreasing use of energy.

Accordingly energy thrift can be considered as a human temperament and behavior, so any kind of action such as reasonable or unreasonable energy consumption demonstrates various justifications. The consumer may act deliberately or not, however, his or her behavior is the reflection of some factors. Any kind of change, formation and creation can be affected by various factors such as social manners, learning, earlier experiences in family, school, personal differences and finally one's attitude and beliefs.

Formation the thrift behavior of people laid in their conception and notion so any kind of change in invariable behaviors rooted in elementary changes in the viewpoints. According to the results of many American studies on the optimum designed buildings, the successful designs of technology for reducing energy consumption depend strongly on the consumers' views and behaviors.

Therefor the attitudes are the vital indicators of behavior. Should the interaction of people are altered with their utter and changed based on their views; it will be a very attractive strategy to affect attitudes related to energy thrift.

Van Raaij and Verhallen (1983), two experts hold that the relationship between attitudes and behavior of energy thrift can be empowered by the concepts such as:

1- Having the responsibility, 2- Thinking about effective individual participation, 3- The equation of cost-profit, 4- Knowing the related results to acting of energy thrift, including the pollution of environment and lack of sources for the future generations. [17]



But more than that positive attitudes led to saving action, many conditions should be fulfilled which we will try to interpret the definition, relationship, methods and behaviors of changing attitudes in the next chapters.

What is the attitude? The attitude is a central part of individuality. Most people have died due to their attitudes and beliefs.

Being disagreed with animal tests, to be a supporter of human rights and being an ecologist and to be a follower of recycling materials and controlling the population, all are different examples and models of attitudes.

Attitudes have been inferred dramatically incongruent.

The attitude is naturally psychic and nervous element, which is organized by experience and affects the person's reflections more directly and vividly against instituted devoid things or environments.

The attitude is a constant or lasting system, which includes a known element, feeling element and tending to action.

In addition, attitude elements emerged with three features:

- Every attitude contains a distinct essence, event or situation whose objective alluded to saving energy consumption strategy which counted as very useful tool for mitigating the contamination of the environment.
- The attitudes usually can be evaluated directly and knowable in positive or negative moods. (The management of energy consumption is an effective incentive to reduce the contamination of the environment in order to reinforce the viable development).
- Attitudes usually have a considerable durability and stability (it means that one respects the energy thrift as a behavior in all of his or her life aspects).

The social and Cultural shackles in optimization of energy consumption have made a lot of energy ruins known as the greatest source of energy losses in the building industry. The patterns of consumption correcting need to be a well-preserved culture and that is why all people should be abiding by correction of consumption attitudes.

In order to develop a viable program for creating the culture of energy thrift in building industry, the Socio- Cultural shackles and capacities should be studied and identified. These Socio- Cultural shackles lead to construction of buildings devoid of any standards of energy efficiency. Psychological resistance factors encourage wasteful energy consumption and impede alternative energy systems. Psychological factors such as comfort, freedom, control, trust, social status, ritual, and habit deeply shape attitudes toward the consumption of energy. [18] In order to improve these practices, the culture of energy efficiency should be corrected. According to (hellriegel jackson and slocum 1999), people generally resist the change of attitudes and behaviors that such issues can be studied in six different groups.

### **Optional Attention**

People pay attention to issues and cases, which correspond with their understanding about the world. In fact, they are drawn more toward elements and components, which they are fond of them. Usually, the other conflicted information would be forgotten.

Studying this feature depicts the energy thrift as strongly affected by lack of sufficient knowledge and information in society. Reckless over familiarity with the issues of the energy advantages by consumers, producers and lawmakers produce negative economic and technical influence on the programs of energy thrift and cause people not to get in contact with the agents of energy efficiency in their neighboring. Consumers who do not have enough information about the way of saving in building industry, they would choose the old methods imparted with more energy consumption for building.

If expansionists, managers and architects are not careful enough about the new technologies and fail to develop them in their daily life, the techniques of energy thrift will go stray and neglected by community. As a result, lack of knowledge, understanding and information in the community of people, makes the politics of energy development deficiency.

According to the studies emerged by the current article, %64 of people deal with building industry, because the techniques of energy efficiency have not been introduced correctly in their community and the sufficient information has not been propagated so they use the previous and obsolete methods.

### **Habits**

Mostly reflection on the external motives is based on the familiar and repetitive fashions. Habits make the affairs easy and help people do some work that need skill and experience. These habits will play an important role in individual abstentions, of course, it should be noted that people will focus on benefits and harms during the process of habits change.

This feature represents that the energy efficiency in the Iranian building industry has been influenced badly by consumerism and the social and cultural energy thrift counted a serious issue. From social point of view, the consumerism in Iran, which usually revealed acceptable has been completely changed from “an abnormality” to “a social behavior”, therefore the behavior has construed a culture or subculture.

The low price of fuel in Iran is one of the most important factors. According to the geographical distribution of fuel sources, there are the different prices and strategies in optimization of energy thrift in the world. The industrialized and developed countries, which depend on imports of fuel, have tried more to save the fuel sources. The developing countries, which do not have enough fuel, have started to save the fuel programs.

But, among these countries, Iran is the second greatest source of fossil energy, and the second country having the gas sources in the world. These factors make the price of energy carrier decrease and consumerism increase.

The culture of energy efficiency has not grown distinctly over some years, because the real value of fuel is not perceived by consumers and they don't need to use the methods of energy thrift and prepare their buildings with the new technologies of energy efficiency.

More consumerism has increased over the years and any kind of change makes it really hard. Because the studies of current article argues that 52 percent of people addressed to building industry in Iran, due to “consumerism habit”, don’t use the new methods of energy efficiency and they prefer to use the obsolete methods with higher energy consumption.

### **Attachment**

Attachment for a man, who has an emotional connection with some people, can be one of the reasons of resistance about attitude change. Specially, if this attachment is storing enough, it will cause one to have a poor self-confidence and until his or her favorite group hates a typical attitude, he or she will reject it or changes his or her attitude hard. Social networks are influential because:

- They are seen as trustworthy their actions are an experiment for friends and associates who monitor outcomes and act accordingly
- Information imitated from friends and associates is a vivid case study, and
- Friends and associates are likely to share socio-economic status and can take similar cost energy actions.

Social reference groups are most important for middle and upper income households. Programs run by community groups influence low-income groups.

The statistical results represent that 67 percent of people addressed by building industry are absolutely dependent on the opinion of the social groups of source about the energy thrift, so that they agree with this attitude that if their neighbors or fellow workers use the methods of energy thrift, they will also take advantage of these methods otherwise, they are not interested in using ones.

### **Be afraid of unfamiliarity**

People are fond of dealing with the familiar tastes, individuals and phenomena. Facing with unfamiliar issues and cases makes them anxious and as a result, affects their trust and they will resist against the acceptance of the new attitudes.

Most of the times the ordinary people cannot simply recognize the methods of energy efficiency in their buildings. These methods make consumers anxious and cause psychic distresses and decrease in their use. 58 percent of People believe that these methods are complicated and difficult and by using them, they will get anxious and nervous.

### **Economic Factor**

Economic and financial issues are important and very powerful factors for individuals’ resistance against attitude change. The changes, which have possibility to disturb individuals’ rate of income, would have been rejected severely by them, even the cases that probably have this risk would be less noticed. As the paper reiterated in 2nd factor, the cheap fuel makes consumerism habit and consumption of fossil fuels increase and the techniques of energy efficiency has been used decreasingly. While the methods of energy thrift and technologies of energy efficiency have much more interests [4]. Primitive habits cost more than the other past methods institute higher energy consumption and this is the one of the most important issues of energy efficiency in Iran.

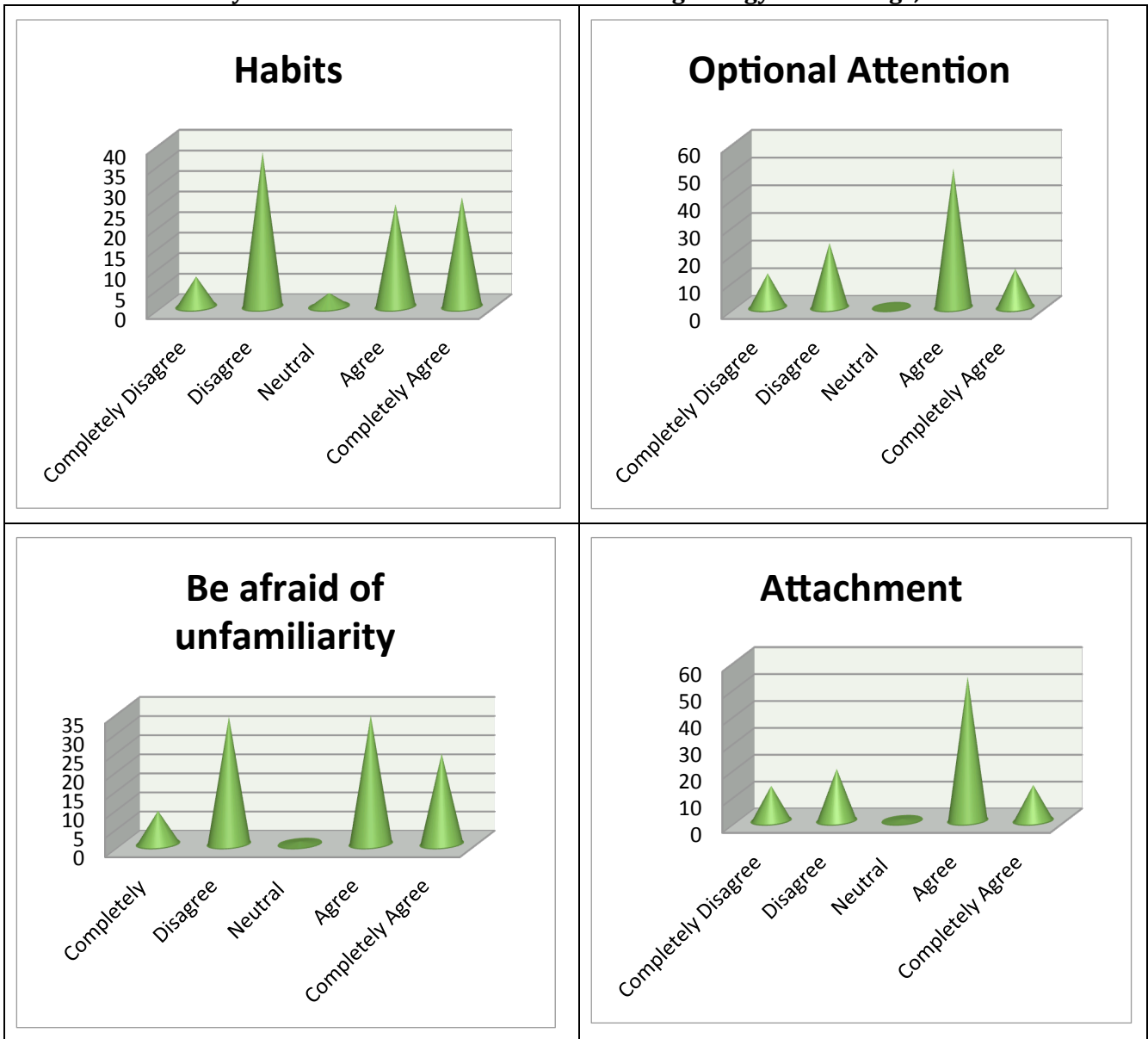
Generally, people tend to have the investments with the cost of the shorter profit instead of having the long-term profit against energy efficiency. Studies show that the 52 percent of people agree with using of these methods, because of the higher primitive cost of equipment, which are not economical or cost-effective.

**Regression**

People would seek the attitudes that cannot be relinquished. Feeling depression and tension pushes them choosing the situations in which have felt comfort, peace and joy associated with the past. The following chart shows the resistance source against attitude change. Since some of the strategies of energy efficiency are very complicated to be accomplished at the first time, people prefer to use the obsolete methods.

According to this article, 45 percent of people facing with these issues say that they have many deficiencies, which is better to return to previous methods.

**Table 1. Analysis of Socio-Cultural barriers of saving energy in buildings, Ref: Authors**



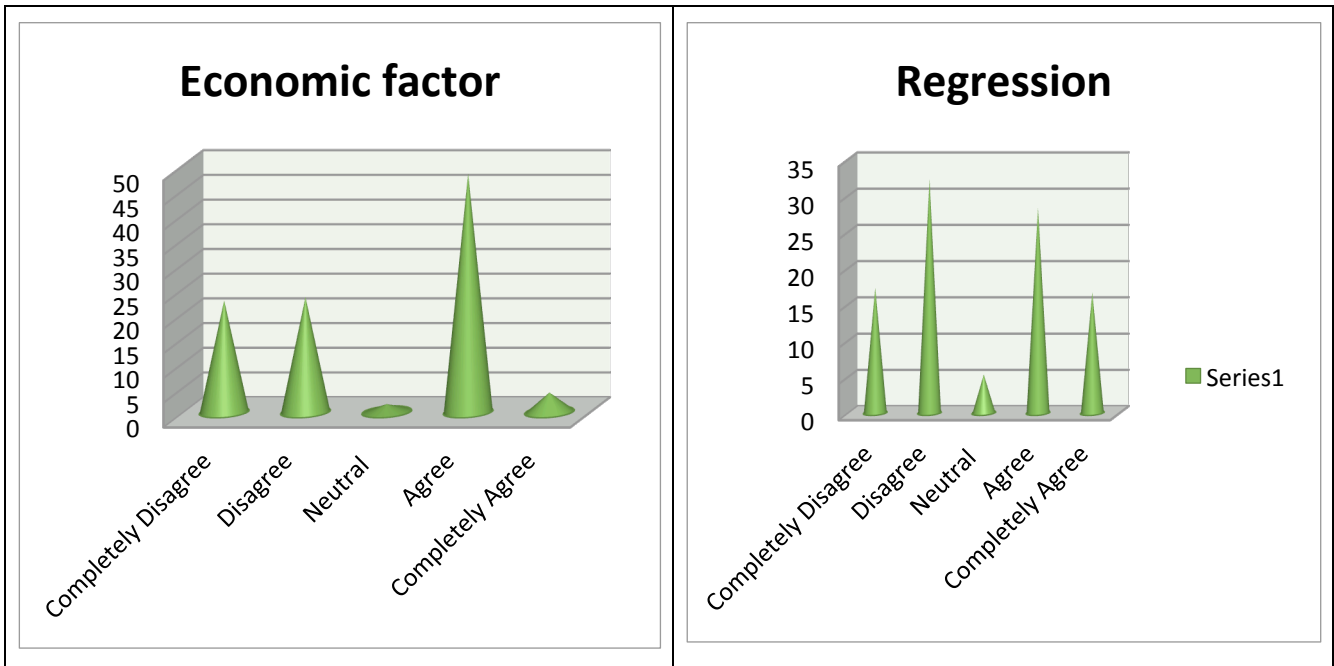
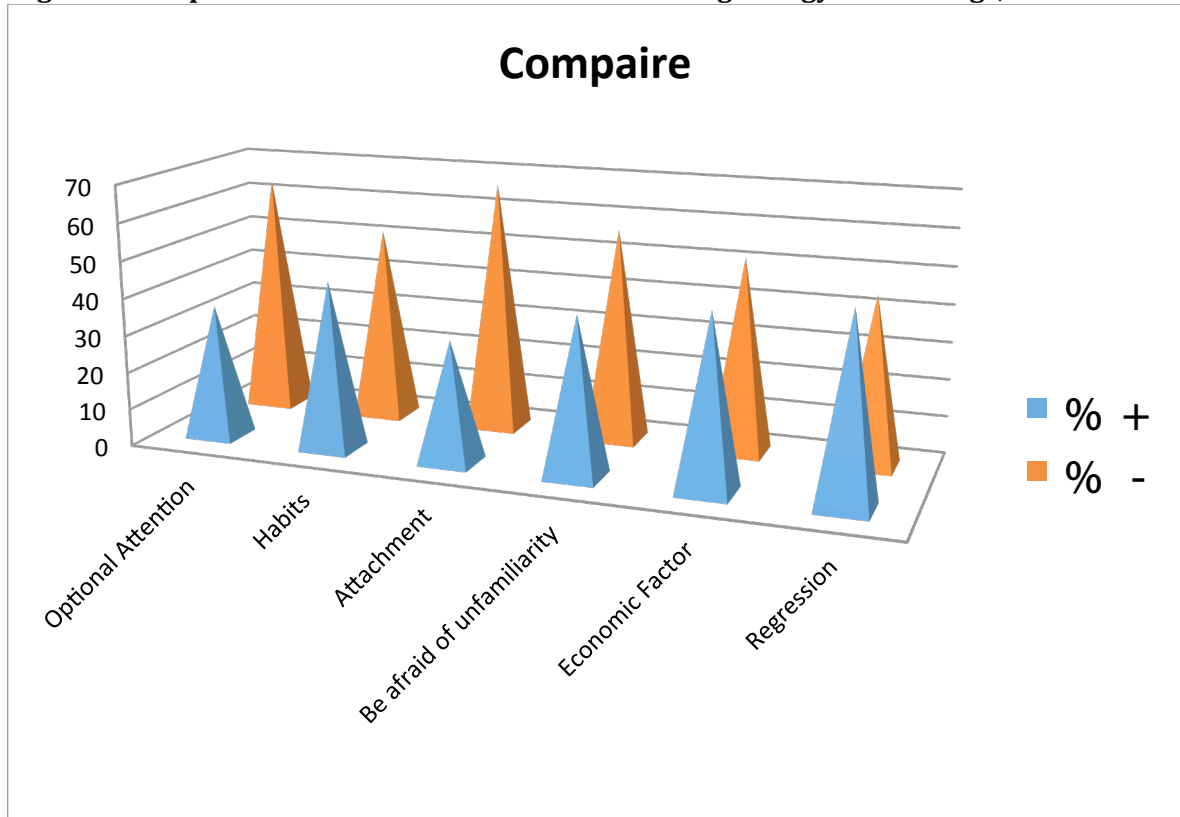


Figure 1 Compare of Socio- Cultural barriers of saving energy in buildings, Ref: Authors



**CONCLUSION**

According to the outcomes of studies, the energy efficiency is constantly outmoded in Iranian community, since they are irrelevant options for obtaining proper energy strategy consequently community fail to understand how to use them. The analysis of social and cultural issues to undertake energy efficiency would create a framework for improvement of the understanding and awareness of energy consumption. As a result, there are six strategies

for solving these social and cultural issues against the energy efficiency in the building industry.

- Applying the traditional and vernacular methods of energy efficiency; Energy thrift has had a special standing in earlier architectural history of Iran and traditional architecture exploits the methods of energy thrift referred to the harmonious architecture with the territory. For example, Tabatabaei and Borujerdi houses are the buildings, which have much more cultural and social values; hence the strategy of energy efficiency has been used in them perfectly.
- Applying such methods, in this regard to have a close relationship with many people and their past, can be effective for improving energy efficiency, since they are originated in the social and cultural condition and people are fond of using these methods because they are more familiar and adapted with such methods. So, by developing and promoting such methods, we are enable take the main steps toward the energy efficiency in the building industry.
- Applying the informal social networks; Most of the people would speak and consult about the costs and bills of energy tariffs with each other. It is said that applying this method (word-of-mouth) is used for communicating the individual messages to each other. On the other hand, using the religious and social networks can also be effective for improvement of awareness and knowledge toward energy efficiency as a valid and trusted reference cohort.
- Encouraging a public commitment to energy thrift; Commitment strategies can have a long-term effect well and increase “selective attention” to choose energy efficient strategies in their buildings.
- Make energy actions visible to changes habits along the individuals as well.
- Reinforcing a competition trends between groups; Social feedback can bring about more effective affinity if it is emerged competitive impetus. Provide examples of how much energy a consumer or other group is saving compared to an identified competitor in the program.
- Involve the community: Involving members of the community in planning and implementing building energy action can help explain how individuals think about building energy use and the language they use to describe their energy use and they can help decide on the most effective strategies for physical program elements.

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## Vulnerability of Women in Natural Calamities in Kenya: The Bunyala Floods Experiences

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### Abstract

Floods, like any other disasters, cause a great deal of human suffering especially to the vulnerable members of the society. In Kenya floods are perennial and affect thousands of people. The worst affected areas are the low lands of the five major drainage basins. Bunyala sub-county which lies in the Lake Victoria basin, experiences perennial floods due to overtopping of Rivers Nzoia and Yala at their lower reaches near Lake Victoria. These floods are accompanied by massive destruction of socio-cultural and economic activities of the inhabitants. The most vulnerable and the most affected are women since they do not only carry the burden of feeding for their families but also take care of the affected relatives. This study examined the social impacts of floods on women in Bunyala sub-county.

**Key words:** Disasters, Floods, social wellbeing, vulnerability,

### INTRODUCTION

Floods are extreme events of weather variability that occur when there is significant excess amount of water over a relatively short period causing inundation on land that is not normally submerged (Ayoade, 1988; Ojany and Ogendo, 1973). Increased variations in climatic conditions in the last half of the twentieth century have led to remarkable flooding episodes (Ngaira, 1999). In terms of severity and loss of life floods were rated third, after tropical cyclone and earthquakes, globally between 1947 and 1980. More than 160 major floods were recorded between 1980 and 1985 causing deaths or injuring more than 120,000 people, destroyed about 20 million houses and caused damage estimated at over US \$ 20 million (Houghton, 1997). And yet the number of people affected by floods has been increasing unabated. In South America, for instance, the number rose from 5.2 million per year in 1960s to 15.4 million per year in 1970s while in India the number of lives lost in 1950s was fourteen times greater in 1980s (Clerke, 1991; Cohen and Miller, 2001).

Floods are not new phenomena in Kenya particularly in the low lying areas of the country as they are associated with the majority of disasters (Intergovernmental Authority on Development (IGAD) and Drought Monitoring Centre, Nairobi (DMCN), 2002). The prevalence rates in stands at 27% and affects 5% of all the population affected by disasters in Kenya (Otiende, 2009). Major floods have been experienced in 1937, 1947, 1951, 1957-58, 1961, 1977-78, 1997-98, 2002, 2003, 2006, 2008, 2010, 2012 and 2013 out of which the 1997-98 and 2003 floods were declared as national disasters. Most floods occur immediately after the droughts triggering humanitarian crisis. Women, who carry most of the family burdens in Kenya, are usually the most affected by floods and other natural calamities.



## OBJECTIVES OF THE STUDY

The main objective of the study was to examine the impact of floods on social well being of women in Bunyala sub-county, Busia County in Kenya.

## METHODOLOGY AND STUDY AREA

Data for the study was obtained using a triangulation method which involved the use of different technique such as interviews, questionnaires, personal observation and collection of documented information. Respondents were selected using simple random sampling technique while the key informants were purposively sampled.

Bunyala sub-county is in Busia County in western Kenya covers an area of about 306.5 square kilometers of which 120 square kilometers is under water (Figure 1). The sub-county receives between 760 mm and 1,015 mm of rain annually (GOK, 2002). River Nzoia bisects the area into the southern and northern parts. In the southernmost parts lies Yala swamp. Despite low and erratic rainfall, the area experiences annual floods, which results from overtopping of River Nzoia in its lower reaches and the expansion of the Yala Swamp (LBDA, 2003). Thus, floods are majorly caused by heavy rainfall in the upper catchments of Rivers Nzoia and Yala.

The sub-county has a total population of 66,723 persons. Male to female ratio stands at 48:52 with the total number of males being 32,028 and that of female being 34,695. The female population (15-59 years), which is the childbearing age, forms 23% of the total population. The district labour force is absorbed by the agricultural sector, commerce, trade and fishing since industrial sector is not well developed. Women generally provide the bulk of the labour that cultivates the land for agricultural production (GOK, 2002).

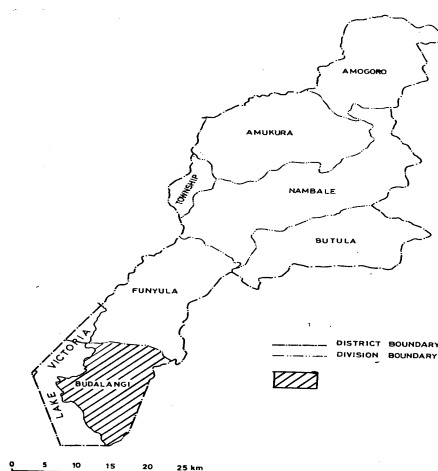


Figure 1: Location of Bunyala sub-county

## RESULTS AND DISCUSSION

Although male jingoism dominated human lifestyles in Bunyala sub-county, women assumed the greatest role in socioeconomic development. Most of the family burdens such as farming, taking care of the sick and the aged, upbringing of children and income generation were carried out by women. During flooding periods therefore, women were most vulnerable to the disaster in a number of ways as explained in the section that follows.

### **Girl child education**

Education level in Bunyala sub-county was generally low due to low enrolment and high school dropout rate. On the basis of national examinations performance, academic standards were quite low with most school facilities being underutilized (BDDP, 2002). School dropout was rampant in the sub-county due to high poverty levels resulting from flood hazards. In primary schools the number of pupils who dropped out of school ranged from 10-15 per year. The number of girls who dropped out of school outnumbered that of boys. This observation confirmed UNICEF and ODA (1995) assertion that the dropout cases in the entire Busia County stood at 62.8% with 83% of all cases being girls.

The high dropout rate among girls was attributed to: (i) early marriages and (ii) unwanted pregnancies. With high poverty levels parents preferred educating boys than girls. Instead some parents married off their daughters in order to get income in form of dowry. Additionally, overcrowding in camps during floods exposed girls to early sexual practices. Coupled with minimal interaction with and supervision from parents, young girls were lured into social activities particularly the so-called disco-matanga (bereaved ceremonies). During such activities, girls engaged in "commercial" sex in order to meet some of the basic needs. This resulted in unwanted pregnancies forcing them to dropout out of school. For both primary and secondary the completion rates amongst girls was very low. In secondary schools for instance, sharp declines in girls' enrollment were observed from their third year of study (Form three) with just a handful registering for their secondary school final examination – Kenya Certificate of Secondary Education (KCSE). The consequence has been high illiteracy level among women in the sub-

### **Early and unexpected parenthood**

Congestion in the flood camp, idleness and the need to obtain basic needs aggravated the rate of sexual immorality. The "come we stay" marriages, commercial sex and rape cases increased during flooding period. The aftermath was unwanted and unexpected parenthood particularly to the young girls. Most of the females who give birth in the sub-county were young girls aged between 13 and 25 years accounting for up to 77%. Records from Sisenye Dispensary indicated that of all the pregnancy cases reported in the dispensary about 40% were from girls aged between 13 and 19 years, while 37% were from those aged between 20 and 25. About 23% were from females who were over 25 years. High prevalence of pregnancy among girls aged between 13 and 19 years was caused by high illiteracy level and in turn limited knowledge about their reproductive health.

### **Floods and Health**

A sick population is a poor society hence personal health is the key to both social and economic development. During the survey, about 70% of the sick persons found in homesteads were women. Among the elderly women, most of the illnesses were associated with psychological trauma. One of their core duties was to take care of the family members including the sick and those affected by floods. Daily encounter with sick relatives and occasional deaths accentuated the trauma making them vulnerable to many diseases (Nurse-in-charge Mukhobola Dispensary, Personal communication). Among the young females, frequent abortions and abortion related complications was one of the main causes of ill health. In attempt to avoid parental responsibility at tender ages, young females terminated their pregnancies through unsafe ways leading to health complications. The study revealed that among the in-patient diseases abortion related complications took the fifth position after malaria, respiratory diseases, skin diseases and diarrhoea. Most patients who suffered from abortion related complications were

between the age of 12 and 25 years. Unfortunately, the number of people who visited hospitals during floods was smaller as compared to the number during dry spells due to financial difficulties (BDDP, 2008).

### **Floods on Family Units**

Most of the family units in the sub-county were headed by women. This was attributed to two main factors (i) in the struggled to salvage property from flooding waters, men were exposed to flood-related diseases such as pneumonia, common cold, and bilharzias while some drowned leading to high male mortality rate. (ii) the high poverty levels associated with floods lowered men's ability to provide for their families forcing some men to abandon their families. Gradually, the role of men as the provider in the family was being taken up by women. The burden of bring up the children was largely left to women. Living in a highly food insecure environment, most women to depended on food handouts from the government and well-wishers. To cope with the food insecurity, some women ventured into small-scale businesses such as selling of vegetables or second hand clothes. A few, especially young women, ventured into men dominated businesses such as bicycle and motorcycle transport (bodaboda) and food kiosks.

In addition, floods sparked off family violence in the sub-county. Loss of property, low cooperation while salvaging flooded property, excessive consumption of cheap alcohols particularly by men and lack of food in the house raised emotion among family member triggering violence. As such family conflicts and separation and divorces were inevitable. For instance, the study established that about twenty families separated in Bulemia flood victims' camp due to domestic violence during the 2002 floods. Another cause of family separation was extra marital affairs. About 38% of the women interviewed indicated that their husbands engaged in extra marital affairs with other women in the flood camps, those taking refuge in their houses or even with women "prostitutes" living in the islands where men went fishing. Accusation and counteraccusations of unfaithfulness attracted violence against women. In some cases, men opted for divorces or marrying second wives.

### **Women Dignity**

Destruction of the economic resource base by floods left women, who mostly took care of the families, without enough income to sustain their families. The economic hardship led some of them into "forced prostitution" to make ends meet. For instance, shortage of fish from Lake Victoria during flooding period led to demand sexual relationships among the male fishermen and female fish mongers in order for the fish mongers to get fish. The scramble for the available fish thus sparked "sex-for-fish" situation. More so, some of the employed men took the advantage of the humanitarian crisis caused by floods and lured women into sexual relationships. Willingly, some women engaged in prostitution as a way of getting extra income to feed their families. The study also revealed that some parents encouraged their daughters to engage in sexual immorality, especially with fishermen or employed men, in exchange for money to feed the family.

Challenges associated with floods were identified by about 62% of the respondents as the main cause of alcoholism amongst women. The rate of alcohol consumption increased during floods as women turned into the business of brewing local beer as a mean of generating income. The most popular brew amongst women and young girls was chang'aa and Mulingiro. The belief that "alcohol helped them forget their problems" lured many young and old women into the alcoholism. Easy accessibility and availability of chang'aa and Mulingiro (brewed in flood

camps), encouraged more women into it. Sometimes men demanded to be served by young girls for them to remain as loyal customers in the brewing dens. Young girls are forced to taste the liquor as an indicator that it was fit for consumption. Gradually, they got introduced into taking alcohol.

### **CONCLUSION AND RECOMMENDATION**

The occurrence of natural disasters brings not only economic underdevelopment in the affected areas but also human suffering. In developing countries women are the worst affected because of their massive role of fending for the family. In Bunyala sub-county, the role of fending for the family was largely carried out by women. Unfortunately, the perennial floods in the sub-county have greatly affected the socioeconomic well being of women rendering them highly vulnerable. Floods have largely contributed to low education levels among women, family violence, poor health, sexual harassment, early parenthood and economic hardships in general. Based on the role played by women in socioeconomic development and the high vulnerability to floods, the study recommends for active participation of women in flood disaster management. Women should be the main stakeholders in flood preparedness and mitigation projects. Their participation will be the key to successful disaster response and mitigation.

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## **School Adjustment among South Korean Students Studying in Bengaluru**

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### **Abstract**

**This study examines the school adjustment among South Korean students studying in Bengaluru, India. The method of study adopted is survey for the school adjustment and the target group is 106 Korean students ranging from grade 5 to 12 studying in public and international school in Bengaluru. To identify their school adjustment, five aspects which may influence to school adjustment are introduced: Gender, Grade, Type of School, Parents who live with the students or not and residing period. The findings are most (69.8%) of Korean students show a medium level of school adjustment and girls, international school students and students who reside longer show better school adjustment rather than boys, public school students and students who have short period of residing in Bengaluru.**

**Keywords:** Studying abroad, school adjustment, Korean educational system, Indian educational system.

### **INTRODUCTION**

As the era of internationalization becomes more and more common, residing and studying abroad is also rising. Korea's Ministry of Foreign Affairs (MOFA) stated that the number of Koreans living in India has increased to 10,397(2013). They consist of expatriates, business men and missionaries, their families and students studying in India. Studying abroad is a phenomenon in Korea that is more than 30 years old. In addition to globalization, Korean parents' high educational fervor and economic development accelerate the phenomenon. The report of Ministry of Education & Human Resources Development indicated that the number of adolescent studying abroad was 18,741 (Korea Education Development Institute, 2010) and the remittance for studying abroad amounts to about 2 trillion 200 billion in 2005.

The main background factor for studying abroad is the aspiration to learn foreign languages, especially English. As the interchanges between nations are getting more and more vigorous and the business dealing with foreigners is increasing, fluent English speakers have advantage over the rest of the society. Therefore, numerous parents opt for their children's studying abroad to obtain a proficiency in English as their future survival strategy.

In connection with students' studying abroad, one of the main issues is the adjustment problem. Most of the Korean students with these backgrounds are adolescents. Adolescence is a transitional period in the path of human life, connecting childhood and adulthood. They should face radical biological changes, new experiences, and new developmental tasks (Santrock, 2012). Living abroad is expected to have many difficulties. Students have to not only adapt to the environmental change, but also overcome the burden of studying in India. School

adjustment of students studying abroad is the process by which learners participate in studying actively in a new environment and fit in well or modify an academic environment as necessary.

### **EDUCATIONAL SYSTEM OF INDIA AND SOUTH KOREA**

Education in South Korea is compulsory to children between the ages of six to fifteen similarly to that of India. They go through six years of elementary school, three years of middle school and three years of high school. There are two types of schools in Korea, public schools and private schools. Students mostly attend public elementary and middle schools; they rarely have a school choice until the end of middle school, which is the end of compulsory education. After middle school, students have a choice to enter high school, which is categorized as either general (academic), vocational (technical) or special purpose. Primary education has a high enrolment rate as 99.9% due to not only the high public fervor for education but also the educational policies of the government. Schools provide free meals and textbooks. The number of students per class is 25 (Korean educational statistic service, 2014; KESS, 2014). From 2012 primary and secondary schools no longer have Saturday classes (Korean Ministry of Education, 2012). Therefore, the number of working duration is 190~195 days (NEWSis, 2014). Graduates of middle schools enter high schools. High schools are classified with general (academic) high schools, vocational (technical) high schools, and special purpose schools. Due to the high school lottery system, applicants who attend general (academic) schools have no choice in selecting particular schools (NCEE, 2011).

In 2001, Government of India launched SarvaShikshaAbhiyan (SSA), which was a program for achieving universalization of Elementary Education. The Right to Free & Compulsory Education Act 2009 provides all children between the ages of 6-14 years free and compulsory elementary education. According to Ministry of Human Resource Development (2014), in the year 2013-2014, there are 1,191,719 primary schools and 233,845 secondary schools. The enrolment in school (primary I - V) is 129.9 million in 2013-14. During 2013-14, the Pupil Teacher Ratio (PTR) in primary schools, upper primary, secondary, and senior secondary is 28, 30, 28 and 40 respectively. India's education system is composed as 10+2+3 system. The first ten years of education are mandatory. Primary education in India is a major challenge, because many children are still deprived of a fundamental human right in spite of it being compulsory. The Indian school follows the British educational system. Primary school consists of grades 1-5 (ages 6-10) and upper primary school consists of 6-8 (ages 11-13). Each state determines the curriculum used in schools and the quality of teaching varies in different schools and localities tremendously. Secondary education can be pursued under different boards of education like CBSE, ICSE, State boards. Children in 14-18 years age group study secondary education, which is called Higher Secondary or Senior Secondary. This is the final two years of school education for them before the students opt for Higher education, which is the Undergraduate program.

### **SCHOOL ADJUSTMENT**

Adjustment is referred to regulating, adapting or setting in a variety of contexts. It is one of the most important elements of survival of all living things. Human beings try to solve stress accompanying with conflicts, frustration, anxiety, suppression and change rationally and to harmonize relation between an individual and a situation. Before examining the concept of school adjustment, we need to look at the concept of adjustment. Lazarus (1976) defined "adjustment as a process in which one adapts oneself to one's new surroundings and changes them to satisfy one's desire, that is, a process in which one has to deal with problems

effectually through the interplay between the organism and the environment". Similarly, Germain (1985) showed it as an active concept. He considered adjustment as an active endeavour to achieve suitability with the environment for an individual's survival, growth and production in his lifetime. Morris (1985) also specified it as a series of endeavours for coping with stress. Once human beings try to adjust and make successful adjustment, an individual's psychological and emotional well-being is increased and the effect on mental resources through adjustment affect an individual's behavior and performance (Gonzales, Tein, Sandler, & Freidman, 2001). The main characteristics of adolescence are drastic physical growth and sexual maturity. In addition, their subjective biases gel and their self-respect, self-assertiveness and independence grow strong as increasing ego-feeling.

Since the adolescents in the phase of complicated developments have to spend a lot of time in a school, their school life can be seen as very important. The adolescents' school experiences have a big impact on cognitive and behavioral development (Lynch, & Cicchetti, 1997) and they prepare for healthy adulthood through successful experiences. An adolescent who adjusts in his school life is a well-rounded individual who improves his academic achievement and this helps a lot not only in the individual's development, but also the school life (Park, 2003). The successful adjustment in school can be an important criterion for forecasting future society (Ann, 2008).

The factors affecting school adjustment are categorized widely as individual and environment factors. As individual factors, there are socio-demographic elements such as gender, grade, birth order, income level. Female students adjust in school better than males do (Cornwell, 2013). The lower the grade, the higher the birth order and income level, the more they are well-adjusted to their school (Shin & Choi, 2003; Jeong, 2012). Among individual factors, the higher the self-efficacy and self-worth which are included in a psychological element, the more they adjust to their school (Lee, 2011 & Choi, 2010). As environmental factors, the social relations like family members, peer group and school influence school adjustment. The more they have positive relations with members of their family and friends, the more they adapt to their school. (Song, 2008; Yang, & Park, 2009).

### **NEED AND SIGNIFICANCE**

India has a long history of education based on the Gurukul system, which is the oldest one in the world. The process of transition of education systems in India ranges from Gurukul System, Medieval System to British System. This transition helped India to become the second largest English Speaking population in the world (Wikipedia, 2014). Hence, it strengthens skilled manpower's ability and competitiveness in the world market.

Like Indian educational system, Korea also has a fundamentally strong education system. This has contributed to rapid economic growth. Due to limited availability of institutions offering good quality education, students have to compete for good results in the College Scholastic Ability Test. Thus, Korean students study hard not only in schools but also in private institutes and in tutoring sessions. And as the medium of instruction is Korean in schools, they make a pitch for studying English as a major subject.

As mentioned above, it is an undeniable fact that Korean adolescents studying abroad are coming to India for many reasons like, English proficiency and cost of education, the reputation of Indian mathematics is another reason that draws students. Furthermore, parents also know that it is easy for children to go to foreign universities after studying in India rather than in

Korea. These are pull factors of India that are considered for studying abroad. In terms of push factors of Korea, excessive competition in entrance examinations of Korea, too high private education expenses and the aspiration of foreign language education form the background for studying abroad.

Therefore, studying abroad is decided for successful academic achievement and in the pursuit of this purpose it is the first consideration for the students to adjust to a new school environment in harmony. As adolescents go through drastic physical and psychological changes, it is a given that for them to adjust in a new studying environment leaving their familiar atmosphere is a daunting task. In spite of both countries being Asian, India is very different from Korea in many ways such as culture, food, religion and ways of thinking etc. These reasons make Korean students adjustment in India difficult. In extreme cases, if students are unable to cope with a new studying environment, Korean students return to Korea or go to other countries.

Considering this condition, the information on how well students studying abroad are adapting in India is considered critical. In this respect the researcher felt a need to examine how academic achievement and school adjustment are referential among Korean students studying in Bengaluru, India.

### **OBJECTIVES**

1. To study the level of school adjustment among Korean students studying in Bengaluru.
2. To find out if there is any significant differences in school adjustment across demographics (Gender, Grade, Type of School, Parents who live with the students or not, Residing period) among Korean students studying in Bengaluru.

### **HYPOTHESES**

1. There is no significant difference between the mean scores of male and female student with respect to school adjustment.
2. There is no significant difference between the mean scores of public and international school students with respect to school adjustment.
3. There is no significant difference between the mean scores of grade 5-7, 8-10, 11-12 school students towards school adjustment.
4. There is no significant difference between the mean scores of students whose parents live with them and those whose parents do not live with them with respect to school adjustment.
5. There is no significant difference between the mean scores of residing period (> 2years, 2-4years, > 4years) with respect to school adjustment.

### **METHODOLOGY**

The method of study adopted was survey method for the school adjustment and the target group is Korean students ranging from grade 5 to 12 studying in public and international school in Bengaluru. One set of questionnaire which consisted in 25 questions for school adjustment was administered to the students. A simple random sampling technique was made use to select 106 Korean students. Among grades, grade 1 to 5 students were excluded in the light of level of understanding the questionnaire. The sample consisted of 51 males and 55 females. The tools employed for the current study were 'School life adjustment' developed by Kim, Y. R. (1993) for measuring school adjustment.



**ANALYSIS AND INTERPRETATION**

The researcher has analyzed whether there is any significant difference among demographic variables such as gender, type of school, grade, parents who live with students or not and residing period with respect to school adjustment and presented as follows.

**Table 8.1: Shows School Adjustment level of Korean students**

School Adjustment level	Frequency	Percentage
Low	15	14.2 %
Medium	74	69.8 %
High	17	16.0 %

It is found from the above table and graph that 16% of Korean students have shown high school adjustment and majority (69.8%) of Korean students showed a medium level of school adjustment. And 14.2% of Korean students have shown low school adjustment.

**Hypothesis 1**

There is no significant difference between the mean scores of male and female student with respect to school adjustment. To test the hypothesis 1, mean, standard deviation and t-value was calculated.

**Table 8.2: Shows the level of school adjustment, number and percentage of total male and female Korean students**

School Adjustment level	Gender		Total
	Male	Female	
Low	10(19.6%)	5(9.1%)	15
Medium	37(72.6%)	37(67.3%)	74
High	4(7.8%)	13(23.6%)	17
Total	51	55	106

From the above table, it can be seen that 4% of male and 13.6% of female Korean students showed level of high school adjustment. The majorities (72.6%) of male and (67.3%) of female students showed level of medium school adjustment. Further 19.6% of male and 9.1% of female students showed level of low school adjustment. Supporting this result, the following table expresses the significant difference in the school adjustment with respect to gender.

**Table 8.3: Shows the gender, number, mean, S.D. and t-value of Korean students with respect to school adjustment**

Gender	N	Mean	Std. Deviation	t-value	Significant / Not Significant
Male	51	88.31	14.32	3.37	.001*
Female	55	97.49	13.63		

**Significant at 0.05 Level**

From the above table it is found that mean scores of male Korean students is 88.31 and female is 97.49 with a S.D. of 14.32 and 13.63 respectively, t-value (3.37) is found to be significant at 0.05 level. Hence the null hypothesis is rejected and alternative hypothesis is accepted which

means that there is a significant difference between the mean scores of male and female Korean students with respect to school adjustment.

### Hypothesis 2

There is no significant difference between the mean scores of public and international school students with respect to school adjustment. To test the hypothesis 2, mean, standard deviation and t-value were calculated.

**Table 8.4: Shows the level of school adjustment, number and percentage of total type of school**

School Adjustment level	Type of school		Total
	Public	International	
<b>Low</b>	3(37.5%)	12(12.2%)	15
<b>Medium</b>	4(50%)	70(71.5%)	74
<b>High</b>	1(12.5%)	16(16.3%)	17
<b>Total</b>	8	98	106

From the above table, it can be seen that 12.5% of public and 16.3% of international school students showed level of high school adjustment. The majorities (50%) of public and (71.5%) of international school students showed level of medium school adjustment. Further 37.5% of public and 12.2 % of international schools students showed low level of school adjustment. Supporting this result, the following table expresses the significant difference in the school adjustment with respect to type of school.

**Table 8.5: Shows the type of school, number, mean, S.D. and t-value of Korean students with respect to school adjustment**

Type of school	N	Mean	Std. Deviation	t-value	Significant / Not Significant
<b>Public</b>	8	82.5	22.91	2.161	.033*
<b>International</b>	98	93.94	13.57		

**Significant at 0.05 Level.**

From the above table it is found that mean scores of public school is 82.5 and international school is 93.94 with a S.D. of 22.91 and 13.57 respectively, t-value (2.161) is found to be significant at 0.05 levels. Hence the null hypothesis is rejected and alternative hypothesis is accepted which means that there is a significant difference between the mean scores of public and international school with respect to school adjustment.

### Hypothesis 3

There is no significant difference among the mean scores of grade 5-7, 8-10, 11-12 Korean students towards school adjustment. In order to test the hypothesis, one way ANOVA test was applied and the results are presented in the following table.

**Table 8.6: Shows the level of school adjustment, number and percentage of grade 5-7, 8-10, 11-12 Korean students**

School Adjustment level	Grade			Total
	5-7	8-10	11-12	
<b>Low</b>	2(15.4%)	7(15.9%)	6(12.3%)	15

<b>Medium</b>	8(61.5%)	31(70.5%)	35(71.4%)	74
<b>High</b>	3(23.1%)	6(13.6%)	8(16.3%)	17
<b>Total</b>	13	44	49	106

From the above table, it can be seen that 23.1% of grade 5-7, 13.6% of grade 8-10 and 16.3% of grade 11-12 Korean students showed level of high school adjustment. The majorities (61.5%) of grade 5-7, (70.5%) of grade 8-10 and (71.4%) of grade 11-12 showed level of medium school adjustment. Further 15.4% of grade 5-7, 15.9% of grade 8-10 and 12.3% of grade 11-12 Korean students showed level of low school adjustment. Supporting this result, the following table expresses the significant difference in the school adjustment with respect to grade.

**Table 8.7: Shows one way ANOVA for the mean scores of grade 5-7, 8-10, 11-12 Korean students with respect to school adjustment**

Source of variation	Degrees of freedom	Sum of squares	Mean sum of squares	F-value	Significant / Not Significant
Between groups	2	192.152	96.076	.443	.643(NS)
Within groups	103	22331.244	216.808		
Total	105	22523.392			

NS= Not significant

From the results of the above table it is evident that, the calculated value of F is 0.443 is less than the table value at 0.01 levels. Hence, the null hypothesis is accepted and the alternative hypothesis is rejected. This means there is no significant difference between the mean scores of grade 5-7, 8-10, 11-12 Korean students towards school adjustment.

**Hypothesis 4**

There is no significant difference between the mean scores of students whose parents live with them and those whose parents do not live with them with respect to school adjustment. In order to test the hypothesis, one way ANOVA test was applied and the results are presented in the following table.

**Table 8.8: Shows one way ANOVA for the mean scores of students whose parents live with them or not with respect to school adjustment**

Source of variation	Degrees of freedom	Sum of squares	Mean sum of squares	F-value	Significant / Not Significant
Between Groups	3	599.048	199.683	.929	.430(NS)
Within Groups	102	21924.349	214.945		
Total	105	22523.396			

NS= Not significant

From the results of the above table it is evident that, the calculated value of F is 0.929 is less than the table value at 0.01 levels. Hence, the null hypothesis is accepted and the alternative hypothesis is rejected. This means there is no significant difference the mean scores of students whose parents live with them and those whose parents do not live with them in terms of school adjustment.

### Hypothesis 5

There is no significant difference between the mean scores of residing period in terms of school adjustment. In order to test the hypothesis, one way ANOVA test was applied and the results are presented in the following table.

**Table 8.9: Shows one way ANOVA for the mean scores of with respect to school adjustment**

Source of variation	Degrees of freedom	Sum of squares	Mean sum of squares	F-value	Significant / Not Significant
Between Groups	2	1620.891	810.446	3.993	.021*
Within Groups	103	20902.505	202.937		
Total	105	22523.396			

Significant at 0.01 Level

From the results of the above table it is evident that, the calculated value of F is 3.993 is greater than the table value at 0.01 levels. Hence, the null hypothesis is rejected and the alternative hypothesis is accepted. This means there is significant difference the mean scores of residing period in terms of school adjustment.

If F is significant, to know the multiple comparisons of residing period (<2years, 2-4, >4) with respect to school adjustment of Korean students, Tukey HSD post hoc procedures were followed and the results are presented in the following table.

**Table 8.10: Multiple comparisons of mean scores of residing period (<2yrs, 2-4yrs, >4yrs) with respect to school adjustment of Korean students, Tukey HSD post hoc procedure**

Variable	Residing period	<2yrs	2-4yrs	>4yrs
School Adjustment	Mean	87.88	93.76	98.11
	<2yrs	-	-5.877	-10.228*
	2-4yrs	5.877	-	-4.352
	>4yrs	10.228*	4.352	-

From the above table, it can be inferred that the mean difference between the residing period of below 2years and 2-4 years of Korean students is not significant. But there is a significant mean difference between the Korean students residing for less than 2 years and residing above 4 years with respect to school adjustment.

### CONCLUSION

The present study was examined to identify the relationship demographic variables and a major variable, namely school adjustment. Most (69.8%) of Korean students showed a medium level of school adjustment. The mean scores of female students were higher than those of male students and the mean scores of international schools were higher than those of public schools. The mean difference between the residing period of below 2years and 2-4 years of Korean students is not significant whereas there is a significant mean difference between the Korean students belonging to below 2 years and above 4 years with respect to school adjustment. On the other hand, there was no significant difference both the mean scores of 3 categorized grades students towards school adjustment and the mean scores of students whose parents live with them or not in terms of school adjustment.

## SUGGESTIONS

1. Various variables namely motivation, interest, enculturation and advance learning of English which may influence on school adjustment and academic achievement can be added.
2. As this study is limited to Korean students only, a comparative study for students who are studying under similar circumstances all over the world can be taken.
3. Sincethe present study is dealt with only Bengaluru, to broaden the scope of the research can provide new perspectives and various results for a further study.

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## The Role of Tutorials for ESL Students - New Zealand Perspectives

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### Abstract

It is generally known that lectures, as an important teaching form, are widely used in universities all over the world. However, after doing a review of research, Brown (1989, p.458) concluded that this teaching method should also be augmented by other forms of teaching" (cited in Sweeney, O'Donoghue & Whitehead, 2003, p.313.). Thus it is quite necessary to review some other kinds of teaching forms in universities. Tutorial works, which are adopted as a commonplace in New Zealand universities, are very useful elements in helping students better understand lectures and this kind of teaching method exerts a significant role for study in universities of New Zealand. It is just like some people say "Tutoring is an important component in undergraduate education (Encyclopedia of Education, 2003, p.313, cited in Sweeney, O'Donoghue & Whitehead). Since there are various kinds of activities that are often adopted in tutorial works in New Zealand universities, it is necessary to analyze these activities to see the characteristics and the requirements that are needed in tutorial works. This report will review the feature of some main activities that are often used in tutorial works and investigate the skills that are required in such activities from different perspectives. The difficulties for ESL (English as a second language) students in tutorials are also put forward with an investigation about the reason of this problem. Furthermore, some recommendations from my personal point of view will be put forward in order to help those students who want to do graduate study in New Zealand.

**Key words:** Academic literacy; tutorial works; New Zealand

### ACTIVITIES ADOPTED IN TUTORIALS

There are various kinds of activities which can be adopted in tutorial classes. The three main activities that I want to talk about are OAPs (oral academic presentations), discussions and online tutorials. Tutors used to choose OAPs and discussions as two main components in order to finish the tasks and assistant students better understand lectures. In recent years, a new tutoring form: online tutorial is also widely used for graduate studies in universities of New Zealand. The following work is an investigation about these three aspects.

#### OAPs (oral academic presentations)

"Oral academic presentations...are powerful motivators for improving intelligibility and managing the complex process of academic oral communication" (Graham, J. G. & Barone, S. M., 2004). In the process of tutorial works, tutors always choose OAPs in order to help students better understand the content of a lecture and help students take advantage of tutorial classes more effectively.

In fact, OAPs is an activity of “discourse socialization” (Morita, 2000, p.279). Morita (2000, p.282) points out that this socialization is a “bidirectional process” which means novice and expert may learn from each other. That is to say it is an activity of legitimate peripheral participation. This definition is also put forward by Flowerdew (2000) as an important activity for those people who want to be accepted by a discourse community. Thus OAPs in tutorials can be very helpful for students not only deeply understand the related lectures but can also makes a better understanding of the academic socialization of graduate students in a TESL program through their engagement in oral presentation in their graduate study.

There are many skills required for graduate students in order to perform a good oral academic presentation. Morita (2000, p.302) provides some qualities of a good OAP. As the author points out, a good OAP should contain a concise summary, evoke in the audience interest, have effective style and manage time well.

Such features of good OAPs require students grasp some strategies in OAPs. The first important aspect is the strategies in the process of preparing for OAPs. Students should make a good preparation about what he or she will present and what the expectation of the tutor is. In order to achieve success, graduate students are expected to have three main features: to be critical and analytical thinkers, to work both independently and collaboratively and to combine theory with practice. (Morita, 2000) Secondly, the author and the student should also negotiate with each other about the expectations of an OAP. Since OAPs are used to help students better understand lectures, it is the responsibility of the tutor to provide a model or guide their students to achieve the purpose and the students should also grasp what the tutor expects them to do in an OAP. Thirdly, in the presenting process students have to engage the audience (Morita, 2000). In order to attract the attention of the audience, presenters may use personal connections, communicating a sense of novelty or express their stance. Through these skills, students can make their audience more interested in their presentation. Finally, after the OAPs, the students also need a review about it. Some students use a videotape to review their OAPs. Morita (2000) points out “although this review was not a part of the courses, the student indicated that they learned a great deal from it.”

In tutorial classes, since OAPs can be used as a component to complete the lectures and reach the tutor’s expectations as well as better understand the lecture, it is quite necessary for students grasp the skills above in order to achieve success in tutorials.

### **Discussions in tutorials**

Discussion is often adopted as another component in tutorial works. It refers to “situations in which 5-25 participants engage in verbal interchange in the pursuit of academic learning.”(Brown, 1989, p.458, cited in Sweeney, O’Donoghue and Whitehead). This is an interactive process as both the tutors as well as the students have to take part into this activity. In the process of discussion tutors and students may take different roles.

The role of the tutor can be seen as “facilitators, or knowledge creators, rather than as acting in a didactic role (Margetson, 1999; Cox et al., 2000, cited in Sweeney, O’Donoghue and Whitehead, p.313 ). Some other investigation points out that discussion is controlled by the tutor. The tutor assumes control and dominates the tutorial session (Teaching for Learning, n. d.). The tutor is the “focal point of learning, as the channel through which all interaction, including questioning, took place, as a provider of guidance and as a summarizer (Sweeney, O’Donoghue and Whitehead, p.316).

On the other hand, students take important effect in the process of discussion. The students themselves felt that “face-to-face tutorials enabled them to bounce ideas around.”(Sweeney, O’Donoghue and Whitehead, p.317) It is very important for students to take part in the tutorial classes and make it become an effective way of helping them better understand lectures.

However, after doing research, Basturkmen(2003) put forward a question that what are the differences on interaction in a university discussion group with and without the tutor. The result is that students discuss more actively when the tutor does not impact on the discussion.

### **Tutorials online**

In addition to the activities such as OAPs and group work discussion in tutorial works, another important activity comes into being is the online tutorial works. Sweeney, O’Donoghue and Whitehead point out “internet and the world wide web (www) can be regarded as a part of the shift to flexible learning (p.313). In this activity, tutor plays relatively role and students also felt free to participate without fear of criticism. (Sweeney, O’Donoghue and Whitehead, p.318)

Since internet tutorials have been an educational tool and widely used in modern time in the universities, it is necessary to have a look at the peculiarities of this approach and compare it to traditional face-to-face tutorials as well.

A research by Sweeney, O’Donoghue and Whitehead (2004) provide a number of advantages that online tutorials provide for university students. The author points out that students can benefits a lot from online tutorials because it has “ a great number of participating students, reduced hierarchical divides, reduced race and gender based inhibition and encouragement of collaborative learning. (p.320) However, the author also puts forward some disadvantages from online tutorials. For one thing, since online tutorials require students to participate many times over the time period, the comment will be often delayed and it cannot be replied immediately. For another thing, because tutorials are less personal, but more formal and more structured, it can be disjointed and boring for the students who take part in this activity. (p.320)

Nevertheless, although online tutorials have both pros and cons, it is still an effective aspect in helping students finish their tutorial tasks. Sweeney, O’Donoghue and Whitehead (p.321) indicate that “in present study seem to view the face-to-face tutorials as playing an important role in their learning and, while recognizing benefits of bulletin board tutorials, did not believe that they could or should reply on face-to-face tutorials. That is to say, both face-to-face tutorials and online tutorials are useful for graduate study. It is necessary to make a balance between these two kinds of activities.

### **Difficulties in tutorials for ESL students**

The activities listed above are three main components in tutorials of New Zealand universities. However, adopting tutorials in order to better help lectures are not common used in some other countries such as those countries that do not use English as a first language. Thus, some second language students may come across difficulties when they are confronted with tutorial works.

The reasons for the difficulties are various. One aspect maybe comes from the vocabulary problems for ESL students. Coxhead(2000) once points out that academic words are not easy as they are not often used. Although some ESL students have no problem in understanding the



meaning of an academic word in tutorial classes, it does not mean that he or she can use it appropriately in a certain context.

Morita concludes three main aspects that make OAPs difficult to perform: linguistic, sociocultural and psychological. The linguistic problem is obvious because some nonnative speakers cannot make their English as proficient as native speakers. What I want to emphasize here is the other two aspects. The author admits that although nonnative speakers know the conventions of the second language, it is not easy for them to comply with such convention since they are influenced by their cultural background of the first language. Connor once points out that writing is an activity which is embedded in culture (Connor, 1996). I think this view is not only suitable for writing but also for speaking because oral presentations are preparations for writing skills.

Furthermore, ESL students also suffer a lot from the difficulties in a discussion process of a tutorial class. This is because sometimes ESL student cannot express their ideas as well as a native speaker and the tutors' interaction may influence them as well. Thus ESL students should prepare more since they do not share the same educational background as well as cultural valuation with the native speakers.

### RECOMMENDATIONS

From my personal experience, I benefit a lot from this teaching form. As an international student in New Zealand, I suffered a lot of difficulties at the very beginning of the study because I cannot catch up with the lecturer or even feel confused with the teacher's expectation in a lecture because lack of vocabulary knowledge and culture differences. Tutorials provide me a good forum to discuss with my fellow students and illustrate my own opinion freely. For one thing, I make a better comprehension about what the purpose of the lecture is via preparing and performing for OAPs or some other activities in tutorial classes. For another thing, the more interaction I do in a tutorial class, the better I can do for my writing skills.

My recommendations about study well in New Zealand universities is that we should regard tutorials as an important aspect of our study and effectively utilize this form of teaching through interactively take part into this activity. Furthermore, it is necessary for ESL students to grasp some skills in order to perform well in tutorial classes. ESL students must know what are required in an OAP, a discussion or an online tutorial task through actively take part in such activities and make tutorials a good instrument in helping understanding lectures.

### CONCLUSION

Tutorial works, as an important component for graduate students in New Zealand is widely adopted in the universities and exert a significant role for those people who want to achieve success in university life. So it is very important for us to understand the importance of tutorial works. Furthermore, the skills which are listed above for helping perform good tutorial activities are also worthwhile for ESL students.

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## Bank Performance with CAMELS Ratios towards earnings management practices In State Banks and Private Banks

Fentje Salhuteru & Fransina Wattimena

### Abstract

Fentje Salhuteru, Fransina Wattimena. Bank Performance with CAMELS Ratios towards earnings management practices In State Banks and Private Banks. This study aimed to examine the influence of CAMELS ratio toward earnings management practices in state bank limited to PT Bank Negara Indonesia(Persero ), PT Bank BTN ( Persero),PT Bank Central Asia Tbkdan PT Bank ArthaGraha. This study used secondary data of monthly financial report of the state bank published by Bank Indonesia during 2012 and 2013. The sampling technique used are purposive sampling with the sample from 18 months of bank financial statements. Earnings management are proxy by discretionary accruals that have been adapted to the characteristics of banking . Determination of the coefficient of earnings management was done by regressing total accruals which was calculated with the model Healy and Jones. Testing the influence of the earnings management and the effect of CAMELS ratio towards earnings management was done using the multiple regression. During research period show as variable and data research was normally distributed. Based on test, multicollinearity test, heteroskedasticity test and auto correlation test classic assumption deviation has no founded, this indicate that the available data has fulfill the condition to use multi linear regression model.This result of research shows to Government Bank,Variable NPM, positive significant influence toward earnings management. Ratio CAR and MR negative not significant influence,RORA,ROA,LDR positive not significant toward earnings management. to Private Bank,Variable ROA,NPM, positive significant influence toward earnings management. Ratio CAR and LDR negative not significant influence,RORA and MR positive not significant toward earnings management.

**Keywords:** CAMELS ratio , discretionary Accruals and Earnings Management

### INTRODUCTION

To assess the performance of the Bank is necessary to report the Financial reports usually consists of a balance sheet, income statement, cash flow statement, statement of changes in equity and notes to the financial statements (Accounting Standards Keuangan No.1 per 1 Juli2009).

In accrual basis financial statements chosen because it is more rational and fair in reflecting the real financial condition of the company, but on the other hand, it use the accrual basis can provide more flexibility to the management in selecting the method of accounting for not deviate from the applicable financial accounting standards. The choice of accounting method that management deliberately selected for specific purposes called earnings management or earnings management (Halim, et al., 2005).

In Indonesia, research on indications of earnings management in the conventional banking sector has been carried out by many researchers, among others Setiawati and Naim (2001), Rahmawati, et al., (2007) and Nasution and Setiawan (2007). Nasution research results and Setiawan (2007) showed that in the period 2000 to 2004 the banking company in Indonesia to follow the pattern of earnings management to maximize profits. One of the reasons banks do

earnings management companies is the tight regulation of the banking industry than others, for example, a bank must meet the minimum criteria of CAR (Nasution and Setiawan, 2007). This triggers a manager to manage earnings in the company's efforts to meet the criteria required by Bank Indonesia (Setiawati and Naim, 2001 and Rahmawati and Baridwan 2006 in Nasution and Setiawan, 2007).

Discretionary accruals is a way to reduce or state reporting earnings through manipulation detection difficult in the accounting policy relating to accruals, for example by raising the cost of depreciation (Listyani, 2007). Discretionary accruals are used in research Zahara and Veronica (2009) is a model of Healy (1985) and Jones (1991) which has been adapted to the characteristics of the bank and also used in this study.

Discretionary accruals models used in this study refers to the formula developed by Healy (1985) and Jones (1991). CAMELS ratios and proxies to be used in this research refers to research Zahara and Veronica (2009) previously used by Nasser (2003), Payamta and Machfoedz (1999). Capital component in this model is measured by the ratio of CAR (Capital Adequacy Ratio), a component of Asset quality is measured by the ratio of RORA (Return On Assets risked), Management component measured by ROA (Return on Assets), the component is measured by the ratio of NPM Earnings (Net Profit margin), the components Liquidity is measured by the ratio of LDR (Loan to Deposit Ratio), and Sensitivity to Market Risk (S) measured by MR (Market Risk). Nasser (2003), using the CAMEL ratios to compare the performance of state banks with private banks and see its effect on stock prices. The results showed that the ratio of CAMEL which consist of the CAR, RORA, ROA, and NPM LDR, there is no difference between government banks with private banks, except for the ratio of NPM and CAMEL ratio overall effect on stock prices. While Zahara and Veronica (2009) found that the ratio of CAMEL has no significant negative effect on earnings management in Islamic banks.

This study aims to analyze the influence of CAR, RORA, ROA, NPM and MR to the practice of earnings management in state-owned banks and private banks.

## **THEORETICAL STUDY AND LITERATURE**

### **Accrual concept**

Statement of Financial Accounting Concepts (SFAC) as quoted Widowati (2009) states that the emphasis on the accrual accounting records the financial impact on the entity transactions and other events and circumstances that have cash consequences for the entity in the period of the event or transaction and the circumstances of the only in the period of cash received or paid by the entity.

The concept of accruals used to find the basic accounting concept of matching. According to this concept, recognition of expenses and revenues should be recognized in accordance with the rights that are measured in a single accounting period without regard to the receipt of cash in cash. Income is recognized in the income statement if the increase in future economic benefits related to an increase in assets or decrease in liabilities. Expenses are recognized in the income statement when a decrease in future economic benefits related to a decrease in assets or increase in liabilities has occurred simultaneously with the increase in admissions decrease in obligations or assets. Therefore, recognition of revenues and expenses according to generally accepted accounting standards using the accrual basis of accounting.

Zahara and Veronica (2009) to detect the possibility of earnings management in Islamic banking in Indonesia through the use of discretionary accruals that have been adapted to the characteristics of banking. This model is considered as the best model in detecting earnings management and provide the most robust results (Dechow et al., 1995 in Pudyastuti, 2009). In other words is discretionary accruals accruals are used to reduce or increase reported earnings by selecting accounting policies by management that are subjective in order to decrease or increase profits (Scott, 2009).

### **Rasio CAMELS**

The ratio of the model consists of a component CAMELS Capital, Asset quality, Management, Earning, Liquidity and sensitivity. Based on Bank Indonesia Regulation No. 13/1 / PBI / 2011tentang Rating System for Commercial Banks, capital components used to assess the capital adequacy of banks in securing positions and anticipating risk exposure risk exposure that will arise. Asset quality components are used to assess the condition of the bank's assets, including the anticipation of the default risk of the financing (credit risk) will appear. Management component is used to assess the ability of the managerial board of banks doing business in accordance with the principles of general management, adequacy of the bank's risk management and compliance of the provisions relating to both prudential and bank compliance and commitment to Indonesian Bank. Components of earnings are used to assess the ability of banks to generate profits. While the liquidity component is used to assess the bank's ability to maintain adequate levels of liquidity, including liquidity risk anticipate will shows (Bank Indonesia Circular 9/24 / DPbS) Assessment component ratio and sensitivity to market risk based on Interest Rate Risk Ratio (IRRR) a proxy to market risk (market risk). IRRR shows the bank's ability to cover interest costs to be incurred by interest income generated. CAMELS ratio models are also used in research and Machfoedz Payamta (1999), Nasser and Aryati (2000), Nasser (2003) and Zahara and Veronica (2009). This ratio consists of the CAR, RORA, ROA, NPM and LDR. CAR (Capital Adequacy Ratio) is the ratio of equity to total assets (Bastian and Suhardjono, 2006). RORA Ratio (Return On Asset risked) was obtained from a comparison of profit before tax to productive assets, this ratio indicates the profitability of banks (Zahara and Veronica, 2009). ROA (Return on Assets) shows the comparison of earnings before taxes by the asset. While NPM (Net Profit Margin) obtained from the operating profit to income ratio (Bastian and Suhardjono, 2006). Ratio RORA, ROA and NPM demonstrated the ability of banks to generate profits from operating activities. While LDR (Loan to Deposit Ratio) is the ratio between the amount of credit given by the number of third-party funds. Third party funds are funds collected from customers through bank products such as current accounts, call money, time deposits, time deposits, certificates of deposit, commercial paper issued, savings and loans received (Nasser, 2003). LDR is used to look at the liquidity of the bank.

CAMELS ratio models are also widely used by previous researchers to examine the performance of the banking industries, as proven models CAMELS ratio is very suitable and accurate to be used as a performance evaluator banking industries and to predict the failure rate. In America, Sinkley (1992) in Mongid (2000) has been successful in identifying and detecting virtually all banking issues for 15 years. Manao (2004) using the ratio of CAMELS model to see whether the financial ratios were measured with a CAMELS models differ significantly between healthy bank with a bank that failed. The use of ratios in research models CAMELS indication of earnings management is consistent with the idea that this ratio has been shown to assess the performance of the banking di industri and is believed to greatly affect the performance of earnings management practices. If the performance in a bad company, there

will be an incentive for managers to commit acts of earnings management, especially related to the tight regulation of banking in Indonesia (Setiawati and Naim, 2001; Rahmawati and Baridwan and 2006 in Nasution and Setiawan, 2007). In general, the ratio of CAMELS is an effective and useful tool in identifying problem banks (Mongid, 2000), so hopefully it can also detect the Government Bank of earnings management.

## HYPOTHESIS

### Capital Adequacy Ratio

Analysis of bank health using CAMELS ratios stipulated in Bank Indonesia Regulation No. 6/10 / PBI / 2004 dated 12 April 2004 and Circular Letter No. 6/23 / DPNP dated May 31, 2004 about the Rating System for Commercial Banks include an assessment of the factors - faktor CAMELS (Capital, Asset Quality, Management, Earnings, Liquidity, Sensitivity to Market Risk). Many conventional banks do earnings management in its efforts to meet the CAMELS ratios stipulated by Bank Indonesia (Rahmawati and Baridwan 2006 in Nasution and Setiawan, 2007). The banks that decreased levels of health scores tend to perform earnings management (Setiawati and Naim, 2001 in Zahara and Veronica, 2009). While Susanto (2003) in Zahara and Veronica (2009) found indications of earnings management practices carried out by the group bank yang unhealthy and one of the dominant factors that encourage banks do earnings management is the motive of improving the performance of the bank.

The banking industry has more stringent regulations than other industries, for example, a bank must meet the criteria of minimum CAR (Nasution and Setiawan, 2007). Endriani (2004) in Zahara and Veronica (2009) found a bank makes profit management efforts in attempting to comply with the minimum capital adequacy ratio set by Bank Indonesia. If the bank has reduced its capital can not inject more funds then the bank will be reduced CAR (Aryati danManao, 2000). Profits made by the bank's management has intensified with the direction reversed to the level of CAR, where the bank has more lower from the CAR of Bank Indonesia's minimum requirement tends to be more intensive practice of earnings management and vice versa (Zahara and Veronica, 2009) concluded that the value .So CAR influent to negative management earnings. Based on the above matters, we can take hypothesis as follows:

H1a: CAR negative impact on the practice of earnings management in state-owned banks.

H1b: CAR negative impact on the practice of earnings management in private banks.

### Return On Risked Assets

RORA ratio is the ratio of profit before tax to productive assets. Productive assets are assets which used to earn income. Robb (1998) in Zahara and Veronica (2009) demonstrate empirically that banks tend to perform earnings management practices by increasing profits, if earned income is lower than the ratio RORA wanted to. So suspected that do not find the minimum requirement in the previous period will motivate banks do earnings management, to get a sufficient ratio of RORA the health standards of banks in the current period as a signal that the bank is healthy goes to category. Above explanation, it can be hypothesized: H2a: Positive RORA effect on the practice of earnings management in state-owned banks.

H2b: Positive RORA effect on the practice of earnings management in private banks.

### Return On Assets

ROA is the ratio between net income by aset. Rasio ini demonstrate the effectiveness of asset management, the higher the number the more productive. Aryati ROA shows asset

management and Manao (2000) using ROA ratio to predict bank failure rates significant approved results. The lower the ROA ratio is expected to be motivated bank to perform earnings management by increasing profits. Ratio nature is equal to the ratio of RORA (Zahara and Veronica, 2009). Based on the hypothesis constructed commentary to see the effect of ROA to bank management earnings in the Government. Based on these descriptions, then the hypothesis is formulated as follows:

H3a: Positive ROA effect on the practice of earnings management in state-owned banks.

H3b: Positive ROA effect on the practice of earnings management in private banks.

### **Net Profit Margin**

NPM ratio indicates the ability of banks to generate profits from operations activity. Healthy banks will get a mighty nett income and operating income is also proportional or proportional to its net income. And vice versa for the failed bank (Aryati and Manao, 2000). So allegedly low ratio of NPM will motivate to do bank earnings management. This ratio positive effect on earnings management practice. Based on the previous description, it is formulated hypothesis as following:

H4a: Positive effect of NPM on earnings management practices in State Bank.

H4B: NPM Positive effect on the practice of earnings management in state-owned banks.

### **Loan to Deposit Ratio**

LDR (Loan to Deposit Ratio) is the ratio between the numberof loans with third-party funds.This LDR shows ability of banks to channel funds from third party which is gathered. Benefits received from bank lending to the contrary is the income bank must issue a reward to third party fund which is the cost for the bank. The lower value LDR which also showed lower bank earnings, then it will motivate banks to manage earnings to increase profits (Zahara and Veronica, 2009). Aryati and Manao (2000) found that there LDR difference between a healthy bank with a bank with financial problems.

Arnawa research results (2006) in Zahara and Veronica (2009) shows LDR ratio is negatively affect earnings management practices in the bank allegedly significant. So this ratio also negatively affect earnings management practices in banks. Based on the description above, then the hypothesis is formulated as follows:

H5a: LDR negatively effect an earnings of the management practices in state-owned banks.

H5B: LDR negatively effect an earnings of the management practices on private banks.

Significant effect to the banks profit. This ratio suspect negative influence to banks profit management practice. Based on the description above, then the hypothesis is formulated as follows:

H5a:LDR negatively effect an earnings of the management practices on goverment banks.

H5b:LDR negatively effect an earnings of the management practices on private banks.

### **Market Risk**

The last factor of financial ratios is the CAMELS model of sensitivity to market risk factors or also known as sensitivity to market risk. This factor is a factor that is newly added in 2004 were based on the Circular Letter No. 6/23 / DPNP May 31, 2004, from the previous CAMEL is

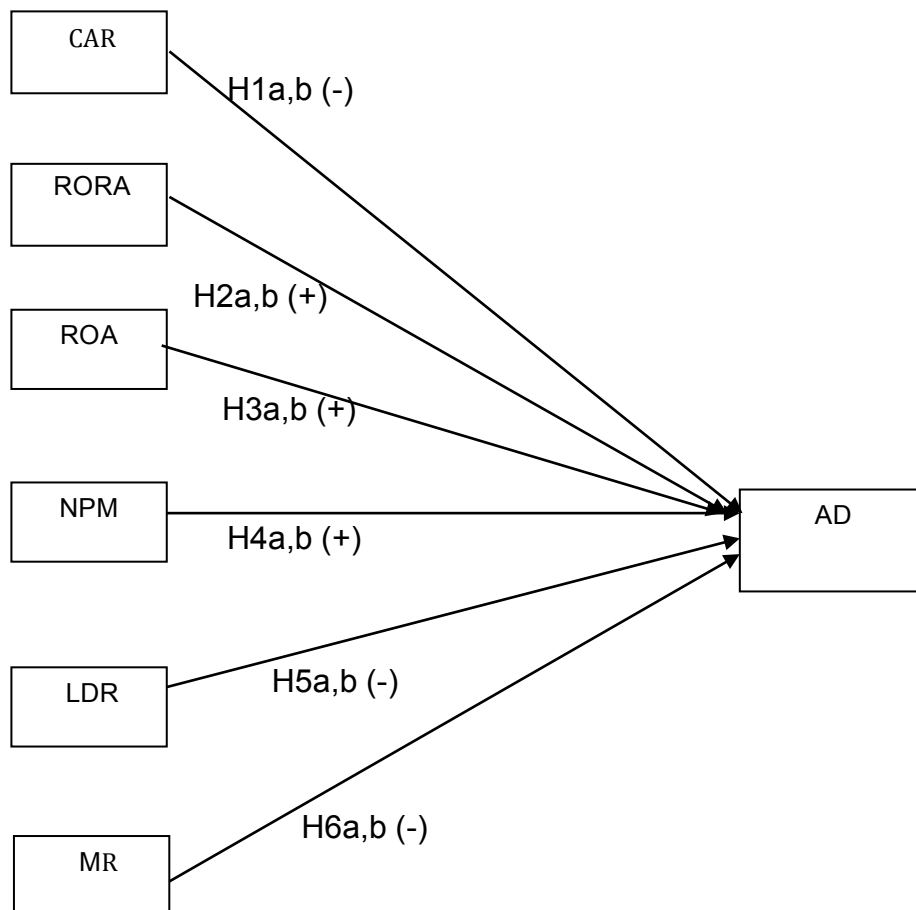
a financial ratio models. Sensitivity factor is used to measure the extent of a bank's sensitivity to market risk happen. Market risk itself is a risk factor arising from the movement of the market and also the movement of the variable market price of the portfolio held by a bank. Sensitivity judge on risk market is intended to assess the bank's financial ability to anticipate changes in market risk caused by exchange rate movements. Sensitivity to market risk assessment carried out by assessing the magnitude of the excess modal yang used to cover the bank's risk compared with the risk of losses arising from the effect of changes in the risk of major market. The more this ratio indicates the positive direction in the face of market risks that the banks had the possibility of getting an unhealthy condition small, then the hypothesis can be developed as follows:

H6a: MR negatively effect earnings management practices in state-owned banks.

H6b: MR negatively effect earnings management practices on private banks

Based on the hypothesis proposed research model is shown in Figure 1:

**Picture 1. Research Model**



## METHODOLOGY

### Population and Sample

The population in this study is a government bank and private banks in Indonesia. Sampling was done by purposive sampling in order to obtain a sample in accordance with the specified criteria. The criteria used to select the sample is (1) The Company publishes a monthly



financial report for the period from January 2012 to June 2013, which is expressed in dollars (USD); (2) Data available complete financial statements as a whole published from January 2012 to June 2013, both necessary for detecting and calculating the ratio of earnings management CAMELS. The sample in this study is the Bank Negara Indonesia and Bank State Savings Bank which is the Government and Bank Central Asia and Bank Artha Graha which is a Private Bank.

**DATA COLLECTION AND ANALYSIS METHODS**

Data collected through the CAMELS ratio [www.bi.go.id](http://www.bi.go.id)

To examine the effect of the ratio of camels to earnings management practices in the Bank used the following model  $AD_{it} = \alpha + \beta_1 CAR_{it} + \beta_2 RORA_{it} + \beta_3 NPM_{it} + \beta_4 ROA_{it} + \beta_5 LDR_{it} + \beta_6 MR_{it} + \epsilon$   
 Denganekspektasi:  $\beta_1 < 0, \beta_2 < 0, \beta_3 < 0, \beta_4 < 0, \beta_5 < 0$  dan  $\beta_6 < 0$

**RESULTS AND DISCUSSION**

**Classical Test Assumptions**

**Normality test**

Testing for normality using the Kolmogorov Smirnov test. For State Bank indicates that the data variable CAR, RORA, ROA, NPM, LDR, MR, and AD has a significance value of each sequence was 0,775; 0,958; 0,868; 0,034; 0,191; 0,692 and 0,965. As for the Private Bank values the significance of each sequence by 0,462; 0,874; 0,965; 0,309; 0,381; 0,792 and 0,900. These results indicate men above 0.05 level of significance, this means all the data both government and private banks which exist in all the variables used were normally distributed.

**Multicollinearity Test**

The results of such calculations are shown in Table 1 shows the tolerance values for all the independent variables above 0.10 and VIF values for all the independent variables are also under 10 This is consistent with the condition of the occurrence of multicollinearity, so that all the independent variables used for the predictor variables feasible.

**Table 1: Multicollinearity Test**

Model	Collinearity Statistics	
	Tolerance	VIF
1 (Constant)		
CAR (Pemerintah)	.172	5.824
CAR (Swasta)	.570	1.751
RORA (Pemerintah)	.470	2.126
RORA (Swasta)	.110	9.487
ROA (Pemerintah)	.367	2.763
ROA (Swasta)	.190	5.337
NPM (Pemerintah)	.372	2.685
NPM (Swasta)	.247	4.047
LDR (Pemerintah)	.576	1.736

LDR (Swasta)	.306	3.266
MR (Pemerintah)	.292	3.425
MR (Swasta)	.449	2.229

a. Dependend variable: AD

### Autocorrelation

From the test results autocorrelation using the Durbin Watson test for State Bank acquired DW values (d) of 2.365. While the value of du according to the table for the sample (n) 18 with 6 independent variables (k = 6) is 1.592, so that the obtained value of  $du < d < 4 - du$ . While the test results obtained values for private banks DW (d) of 2.359. While the value of due according to the table for the sample (n) 18 with 6 independent variables (k = 6) is 1.592, so that the obtained value of  $du < d < 4 - du$ . Thus it can be said that the data is autocorrelation.

From the calculation results obtained for the Government Bank calculated F value of 124 234 greater than F table at 1.74 and a significance value of 0.000. Coefficient of determination for government banks amounted to 0.985. For the calculation of private bank calculated F value of 87.61 is greater than the F table at 1.74 and a significance value of 0.000. Coefficient of determination for private banks amounted to 0.980. Since the significance value is less than 5% of the viable models (goodness of fit).

### Hypothesis Testing Results

Hypothesis testing is done using multiple regression.

The test results showed the regression equation :

1. Government banks are  $AD = -0,131 - 0,203CAR + 0,207RORA + 0,042ROA + 0,228NPM + 0,010LDR - 0,610MR$
2. Private banks are  $AD = -0,021 - 0,100CAR + 0,006RORA + 2,661ROA + 0,079NPM - 0,005 LDR - 0,110MR$

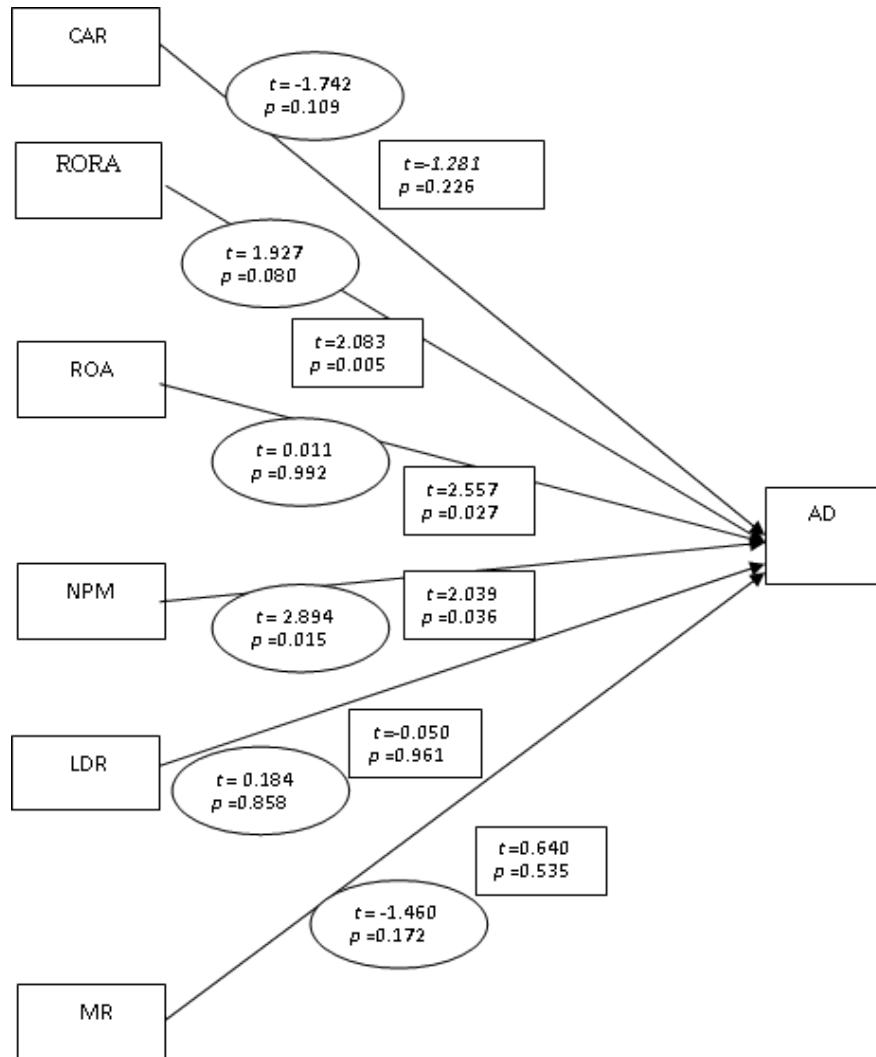
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The results of hypothesis testing are complete can be seen in Table 2 and Figure 2

**Test Results Table**

hypothesis		Unstandardized Coefficients		t	sig	Keterangan
		B	Std. Error			
	Constant (Government)	-.131	.049	2.648	.023	
	Constant (Private)	-.021	.071	-.291	.777	
<b>1a</b>	CAR (Government)	-.203	.116	1.742	.109	
<b>1b</b>	CAR (Private)	-.100	.078	1.281	.226	
<b>2a</b>	RORA (Government)	.207	.108	1.927	.080	
<b>2b</b>	RORA (Private)	.006	.027	.227	.824	
<b>3a</b>	ROA (Government)	.042	3.872	.011	.992	
<b>3b</b>	ROA (Private)	2.661	1.040	2.557	.027	
<b>4a</b>	NPM (Government)	.228	.079	2.894	.015	
<b>4b</b>	NPM (Private)	.079	.039	2.039	.036	
<b>5a</b>	LDR (Government)	.010	.055	.184	.858	
<b>5b</b>	LDR (Private)	-.005	.097	-.050	.961	
<b>6a</b>	MR (Government)	-.610	.418	1.460	.172	
<b>6b</b>	MR (Private)	.011	.017	.640	.535	

### Hypothesis Test Results Pictures



#### Hipotesis 1a

The results of the hypothesis testing shows that the CAR variable has a value of slope (B) negative. This means that the CAR variables negatively affect earnings management in banks BNI and BTN but not significant results of this study indicate that the higher the CAR is achieved by the bank showed the better performance of the bank, so the bank's revenue increased profits. Capital adequacy of banks reflects the company's own capital, because of the large capital, bank management is very flexible in placing funds into profitable investment activities.

#### Hipotesis 1b

Results of hypothesis testing showed that the ratio of CAR on Private banks also have a negative value. This means that the CAR variables negatively affect earnings management in banks BCA and Bank Artha Graha, but significantly above the levels specified alpha level of 5% so that hypothesis 1b is rejected. The results of this study indicate that the higher CAR achieved by the bank showed the better performance of the bank, so the bank's revenue increased profits. Capital adequacy of banks reflects the company's own capital, so that the Bank does not conduct earnings management in order to meet capital adequacy.

**Hipotesis 2a**

Results of hypothesis testing indicate that RORA ratio variable has a value of slope (B) positive. This means that the ratio of RORA positive but not significant effect on earnings management in banks BNI and BTN that hypothesis 2 is rejected. These results together with the results of the research Zahara and Veronica (2009), where in the ratio of research RORA also a positive effect.

**Hipotesis 2b**

The results of testing this hypothesis indicates that RORA ratio variable has a value of slope (B) with a positive value of t table 0.227 and significant level of 0.824 exceeds the alpha level (0.05). This means that the ratio of RORA and no significant positive effect on earnings management in Bank Central Asia and Bank Artha Graha, so that hypothesis 2 is rejected

**Hipotesis 3a**

Results of hypothesis testing showed that the ROA variable has a value of slope (B) Positive. This means that the variable ROA positive effect on earnings management in banks BNI and BTN but not significantly so the hypothesis is rejected 3a. The results of this study differ from the results of research Zahara and Veronica (2009) and Arnawa (2006) previously found a positive effect of ROA and not significantly better at business unit sharia and Islamic banks and the conventional banks.

**Hipotesis 3b**

Results of hypothesis testing showed that the ROA variable has a value of slope (B) Positive. This means that the variable ROA positive effect on earnings management in banks BCA and Bank Artha Graha at the alpha level of 5% ( $p = 0.027$ ,  $p < 0.05$ ), so the hypothesis 3 is accepted. The average value of ROA ratio is very low, around 0.9% so as allegedly strong enough to significantly affect discretionary accruals. ROA ratio standards set by Bank Indonesia is  $> 1.22\%$  or  $1.5\%$  ideally, in this study ROA Private banks are in the category of less healthy bank performance.

**Hipotesis 4a**

Results of hypothesis testing showed that the ratio of NPM has slope value (B) Positive. This means that the ratio of NPM positive effect on earnings management in banks BNI and Bank BTN and the alpha level of 5% ( $p = 0.015$ ,  $p < 0.05$ ), so the hypothesis 4 is accepted. These results were confirmed by the results of research Zahara and Veronica (2009) to represent the ratio of NPM positive and significant effect on earnings management is proxied by discretionary accruals.

**Hipotesis 4b**

Results of hypothesis testing showed that the ratio of positive and significant effect of NPM on earnings management in banks BCA and Bank Artha Graha alpha level of 5% ( $p = 0.036$ ,  $p < 0.05$ ), so the hypothesis 4 is accepted. These results together with the results of the research Zahara and Veronica (2009) to represent the ratio of NPM positive and significant effect on earnings management is proxied by discretionary accruals.

**Hipotesis 5a**

Results of hypothesis testing showed that LDR variable has a value of slope (B) Positive. This means that the LDR variable and no significant positive effect on alpha level of 5% ( $p = 0.858$ ,  $p > 0.05$ ), so the hypothesis 5a rejected to earnings management at BNI and BTN. These results

differ from previous studies. Zahara and Veronica (2009) found that the LDR and no significant negative effect.

### **Hipotesis 5b**

Results of hypothesis testing showed that LDR variable has a value of slope (B) negative. This means that the variable LDR negatively affect earnings management in banks BNI and BTN thus hypothesis 5 is rejected, because the significance level of 0.961 ( $p > 0.05$ ). These results are consistent with previous research. Zahara and Veronica (2009) found that LDR has negative and not significant.

### **Hipotesis 6a**

The results of the analysis of the sixth hypothesis states that MR has a negative and insignificant effect on earnings management due to significant MR values greater than a predetermined level of significance that is equal to 0:05, so the hypothesis is rejected. This study does not support the research conducted by Adi Yunanto Kusumo (2007) which states that the MR ratio significantly affect the soundness of Islamic banks. These results are also not consistent with the assumption that the bank is high MR has a tendency to bank soundness good. This is because the excess reserves of capital that has been reserved is used to cover the debts that are still not covered everything.

### **Hipotesis 6b**

Results of hypothesis testing showed that the MR ratio has a value of variable slope (B) Positive. This means that the ratio of MR positive effect on earnings management in banks BCA and Bank Artha Graha thus hypothesis 6 is rejected. Sensitivity to market risk assessment is intended to assess the bank's financial ability to anticipate changes in market risk caused by exchange rate movements. Sensitivity to market risk assessment carried out by assessing the amount of excess capital that is used to cover the bank's risk compared with the risk of losses arising from the effect of changes in market risk.

## **CONCLUSIONS AND FURTHER RESEARCH**

The company's performance can be improved by applying the Risk Management consistently and consistent profit growth may also be a way to optimize the existing capital rather than earnings management is done to get a good image among the public and to meet the standards set by Bank Indonesia. Future studies should use the annual financial statements include the financial statements, so that all the information needed to complete the research available. If the study used a sample of financial statements reported to Bank Indonesia, the calculation of the variable ratio should be adjusted CAMELS Bank Indonesia regulation approach in assessing the soundness of banks are eligible to operate, so the results are more accurate. Future studies are expected to use a specific model-based accrual in accordance with the characteristics of banking.

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## The Ideology of image in Albanian films of socialist realism

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### Abstract

By means of this paper, I will try to introduce you with a very clear analysis of the important impact of Albanian cinematography, where films like: *Mountains covered of green* (Malet me Blerim mbuluar) or “The bride and the curfew”(Nusja dhe shtetrrethimi) had an essential role in promoting communist ideology, as well as movies such as „Rambo“, „Full Metal Jacket“ or „Rocky that were also characterized by the reflection of American conservatism in the late 80s, a period that reached its peak with President Reagan coming in power. This analysis will be accomplished through a comparative approach of these kinds of films that publicly show the heroism of a nation as well as a clear boundary between the good and the bad, the hero and the coward, being characterized often by a kind of delirium outbreak of racial superiority. This culture of collective image perceived as art, will be analyzed in ideological field that the culture itself intends to convey to operative mechanisms of images policy. In this theoretical journey, I will rely on analysis that Douglas Kellner made for Hollywood movies in his article: “Films, politics and ideology: Reflections on Hollywood Film in the age of Reagan”.

### The reality through image

The image and reality should not be treated as elements that constitute themselves, but rather as a movable ground, where there is a domination of antagonist forces that set in motion the gears of a social building. For this reason the attention will be focused not to the image itself, but rather to constructs of social categories and their covering with dominant ideology that image performance favors.

In relation to the objectivity of the images that it transmits, it can be said that the cinema is most important art of a communist regime with obvious trends toward the objectivity. Thus Lenin's famous phrase “of all the arts, the most significant for us is cinema” (Anagnosti: 2009) can be very clearly understood. On one hand, cinematographic art of that time was completely the opposite of what really happened in reality (cruel executions against any improvised “enemy”). On the other hand, it was exactly the fiction itself that kept the existing reality alive (wasn't the national liberation war so much deified in these movies, exactly the ideology that kept communist system alive?) Being an idealized version of reality, the film fitted quite well to propagandistic mission of the previous regime. For example, the national liberation war at “Mountains covered of green/ Malet me blerim mbuluar” looks like it adds some images to Enver Hoxha speeches about the bravery of partisans and cowardice of enemies. The way the party sought to build the system is almost identical to the way that such movies introduced the reality, as a broken border between the good and the bad, the brave and the coward or between the self and the other. If we replace dualisms of good/bad or brave/coward with those of partisan/Ballist or communist/retrograde, the fiction and reality would mean the same thing. Somehow the radical separation itself between the self and the other is the reflection of political regime of that time, which offered only two solutions: you could either be the ally of the homeland, or the enemy of the homeland, without any intermediate way. In

“Mountains covered of green” (Malet me blerim mbuluar) this kind of dualism is even clearer due to the presence of an Italian soldier among the partisans, during the battle against the Nazis. Somehow, the fact that Italian soldier was on the same side of partisans increases the nationalisms doses of the movie, thus promoting innumerable differences between Italians and partisans heroism. The movie itself contains two types of conflicts: initially there is an armed conflict that serves as a background for the construction of other antagonisms. The second is the hidden antagonism between Albanian and Italian that is highlighted more, since the two parties are allies during the war and the context creates similarities between them despite the fact that during the movie their “natural” features earn their predominance (Pelicelli: “You are brave, but I am a coward”) There is an essential element that rises from these two antagonisms which marks the final separation between the self and the other. In short, we as Albanians cannot be friends with strangers, because even if we fight on the same side and we have the same enemy, in fact we are extremely diverse “by our nature”. This thing can be showed by frequency of usage of compound words such as “we” and “you” through the whole movie, that are always placed in the mouth of the Italian soldier as a call of evidence in the event: “we Italians may not be good soldiers, but we are good people”, or “no one of our soldiers (Italian) would do what you did (addressing Kabos)”..... you are brave and we are cowards” (“Mountains covered of green/Malet me blerim mbuluar”: 1971).

Up to here, we are dealing exactly with the field of movies such as Rambo or "Full Metal Jacket" which, at this point are very similar. After all, the reduction of the enemy in a person that is not us and that threatens the integrity of our existence is an identical content to almost all the movies that include war. What's really characteristic in these movies is that beyond the idealism of these wars, the movie gives shape to the events and ideology that dominate inside of these wars, in the features where the gap between you and the other is shaped. Regarding to this point, in the movie “Mountains covered of green/ Malet me blerim mbuluar”, the real essence is not the war against invaders. In fact, Germans appear only in the beginning of the movie and in the end of it, while all the rest deals with the way of how communism is structured in this country.

The most interesting drama of the movie - and the part which occupies the biggest space of the scenario - is the dualism between family (tribal) and communism elements: the father that doesn't want to let his son go with partisans in his wedding. This kind of dualism between tribal connections and political power may be considered as a characteristic element of Enver Hoxha's dictatorship. (Hoxha: 2009). It should be said that tribal elements are present in majority of Albanian movies of socialist realism period. Starting from “of socialist realism” Mountains covered of green/Malet me blerim mbuluar”, “The bride and the curfew/ Nusja dhe shtetrrethimi”, “The silent duel /Dueli i heshtur” (where in this case tribal elements appear as the final cause of character collision) or even at: “SmallSiege/ Rethimi I vogel”, the tribal element is present everywhere, as a symbolic order from which the whole drama begins. So, along with bi-polar character of observing things, movies of socialist realism as well as the regime of that time, have in common the tribal character that could be easily identified within any conflicts between characters. Transmission of these kinds of messages from the visual medium constitutes itself a collective solution to individual dilemmas, thus strengthening the conservative trends of tribal element, which is very characteristic of our communist society. In this way, communist ideology being cemented within tribal connections, became more understandable in public semantic codes and at the same time the heroes of movies, being involved in the network of tribal connections, became not only more reliable, but also the ideal example of a devoted communist. In these circumstances, images transmitted during movies with partisans cannot be treated as a fiction that is raised by mechanisms of power of that

time, but instead as an ensemble of images, symbols, myths, narratives as well as belief and behavior systems created by society for centuries. The fact that a small group of partisans can face German occupation cannot be considered by any means as idealism of reality, because these images are decoded from a public that is imbued with the myth of bravery, patriotism and communist idealism. The images are simply an alternative form of displaying what history books, books of institution of Marxist- Leninist Studies, or leader's speeches transmit in different ways and forms. As philosopher Jacques Ranciere writes "extracts of novels or poems, or titles of books or movies, create quite often links that give meaning to images and sometimes they turn the pile of visual fragments into 'images' (Jacques Ranciere: 2007: 12)"

Regarding the Albanian cinema of socialist realism time, the well known director Dhimiter Anagosti, during an interview few years ago, stated that cinema intended to convey to people the ideas of creating a society according to the socialist model of collectivism. The target was the society; neither the individual, nor his individual values. So, society was the recipient of these messages. Consequently there have been added many economic laws, common properties laws, elimination of private property laws and of everything that was private, to make it possible that individual could depend only on government in all possible aspects. It was a glorifying of Central Committee policy, of Party, of Government, and of course of the first secretary of Albania. The model came always from the inspiration of the positive hero that was always the shouldered worker or the cooperativist (collective farm laborer) that invented something and symbolized innovators. In documentaries the positive hero is glorified and nothing negative is displayed, while in artistic films, a dichotomy between the positive hero and the negative one was created. In the framework of mythologization of labour heroes, a very interesting case to analyze is the film of Dhimiter Anagosti "Brother and Friends/ Vëllezër dhe shokë", which was banned from broadcasting due to death of the commissioner from tuberculosis in the end of the movie, while generally the protagonists should have more glorious diseases due to the positive hero example that they had to transmit. The commissioner had to die as a hero, not while lying in bed as an ill person. The positive hero should wear all doctrine ideals and has to die, if he must really die, as a hero in his duty. What is really essential about the movies of previous regime, as Mr. Anagosti claims, is that "the leader was the first person to watch every new movie" which also shows the important impact of the movie in the field of reproductive ideology. The first copy of movie passed from movie studio in private cinema of Enver Hoxha and if he said "good, acknowledge the filmmakers" the movie was approved and was ready to be projected. But if the movie was refused and objections were made to it, it had to be created from the beginning. For example, about the movie " Poppies over walls/ Lulëkuqe mbi mure" Enver Hoxha expressed himself "these are the sons of our Party". Thus, the movie had the right to be displayed. So, the cinema was controlled from the top of communist pyramid, from Enver Hoxha. The film could be banned even earlier, if a provisional controller watched, or when the minister or any member of Politburo watched it; in general Ramiz Alia was the person to approve screening of the movie, but the one who had the right of veto was the dictator. The hierarchy of control started from the ministry, the central committee and then the dictator. In this regard only could be explained the extremely massive audience of cinemas during the period of socialist realism. Being filtered through means of spiritual production, the dominant ideology was promoted in every movie theater of almost every city. Through the medium of the screen, the cinema was somehow the place where leadership had direct contact with people. Given the characteristics of the hero of the movie, there were defined ideal features of devoted communism in different times: starting from the partisan that abandoned his family for fighting against enemies, to the soldier who kills his fellow revisionists on behalf of the Party; from the idealist director who

abandons his personal interests on behalf of the Party's idealisms, to the devoted worker who tries and works hard to realize his dream to come to Tirana and create his family. In short, every hero character presents a fragment of human time, in a period where around 400 movies were produced in a very short time. You should bear in mind that – as Doctor Dhimiter Anagosti explains- “The studio movie was created for the purpose of having an institution that would have popularized and promoted the Party and its leader ideals, in a country like Albania. There was no place in the world to produce 40 documentaries, so many newsreels and 13 or 15 artistic movies. It was an extraordinary investment and we don't know how much was the cost of all this, because Albanian government never published the expenses at that time. This extraordinary investment was part of advertising costs and no one knew how much did the government spend for this purpose. ..”

The cinema as means of ideology reproduction through image processing is the most effective form of glorification and freezing of an image, because it creates to its images an unlimited lifespan. In his book: “What is cinema?” (Bazin: 1972) the French filmmaker Andre Bazin writes:” the Egyptian art aimed to preserve images through practices of mummification in the same way, but this wasn't the best solution because pyramids and aisles couldn't protect mummies from absorber impact of the time. This religious tradition of image glorification through its preservation was later followed by building statues, preservation of life via representation of life. However, Bazin continues, mummies and statues are not the only forms of this representation of life. For example, ‘mummification’ can be the case of Louis XIV who ‘froze’ inside Charles le Brun's paintings” (Bazin: 1956). But, unlike this period, during movies of socialist realism, cinematic images are not anymore about death or survival issues, but a much wider concept: They are about creating an ideal world, a world that resembles the real one; “an ideal world represented by the movie which society tries to copy”. A kind of cinema that constantly remains focused around the image of domination of the leader that tries to glorify. As Ranciere would say “a glorified essence of the image, provided by the model of material production. As director Dhimiter Anagosti clearly explains to us, we are dealing with a kind of image distribution that is strictly inspected within a cemented society around the image of Enver Hoxha leader as its center.

### **Hollywood movies and those of socialist realism**

In his essay "Reflections on Hollywood film in the age of Reagan" (Kellner, 1991) Douglas Kellner explains how Hollywood movies from 60s' up to now are closely related with political movements and trends of the time. One of his main conclusions in this paper is that "Hollywood Movies as well as American society should be seen as a ground of continuous clashes and movies can be interpreted as a clash of representations on how to create a social environment of our daily lives. In the field of images ideology, Douglas Kellner supports the approach according to which the film offers a reality that is fundamentally conditioned by the social-political configuration of a society. According to him, what is characteristic about Hollywood movies is that even "the most critical films of society, always provide solutions to social problems on an individual basis, thus strengthening the conservative tendencies with individualistic trends as well as an attack for public." Consequently, the author argues that, if we read the Hollywood movies of 80s in a political way, we could make a prediction for coming to power of former President Reagan and the domination of the New Right in the late 80's, explaining that conservative trends of movies and popular culture had an important role in preparation of an atmosphere that would welcome the victory of Reagan and conservatives. Regarding this kind of cinematic function, it would be appropriate to take a look at ideology criticism of "Rambo" movie, so that we could clearly understand the impact of ideology in cinema.

In the scenario of this film-as Kellner explains - it is appeared not only a military and imperialist ideology, but also the way how militarism and imperialism inside the film serve to the interests of American capitalism legitimating their intervention in Southeast Asia, Central America or elsewhere. In this film (as in "Mountains covered of green/Malet me blerim mbuluar ") we are dealing with transmission of a certain pattern of behavior, if we observe how representation of women, men, Vietnamese or Russian is an integral part of the ideological text and traditional American values.

Rambo (1985) is one of the films of returning in Vietnam, that started with extreme success of "Uncommon Valor" in 1983 and was followed by three movies of Chuck Norris "Missing in Action" of 1984-1986. All these films follow more or less the same line of representing the return of a veteran group to Vietnam, a super-man or a veteran super-man type like Rambo, to rescue a group of American soldiers who are still imprisoned by Vietnamese and their Soviet allies. All syndromes of such post-Vietnam films reveal an American hero to come out the winner this time, thus showing a lack of ability to accept the defeat (Douglas Kellner, 1991). Simultaneously, they provide some symbolic compensation for the loss, shame and guilt by presenting Americans as "good" and victorious this time, while their Communist enemies appear as the reincarnation of "evil" that this time deserved the loss. Here we have again the same way of putting an unbridgeable gap on all ethics between self and the other as it was showed in German films of socialist realism period. However, according to Kellner, what is really interesting to notice in "Rambo", is the way how his role comprises all counterculture motifs that flourished during the war in Vietnam in the late 60s. "Rambo has long hair, a bandage on his head, eats only natural products (different from General Murdock who prefers Coca Cola), is sensitive to the nature and against bureaucracy, government and technology - ie it describes exactly the ideas of the majority of 60s' anti- culturalists". In fact, as Russell Berman reports (1985: 145) "the real enemy of Rambo is governmental mechanism, its massive technology and political motivations with boundless bureaucracy. Rambo is anti-conformist, anti-bureaucratic who opposes state, the new individualist activist. "Thus Rambo appears as the 'preferred hero', an image of institutionalized individualism that explains how ideology of Reagan- era proved itself capable of assimilating elements of counter-cultures, as fascism managed to provide a "cultural synthesis" of previous nationalistic, primitive, socialist and racist ideologies (Bloch, 1986). This trend of films that makes anti government individuals heroes is constituted by an important turn of cultural industry that since 70s' moved to assessment of anti-conformism and individualistic heroism in this new era of capitalism fame. The way how ideology expected to be performed is radically the same with the period of films with partisans in Albania after the war, but now, we do not have any apotheosis of the group, or of the collectivity of partisans, or of clan ethnicity or putting common interests over individual ones. On the contrary, we are dealing with an extreme glorification of the individual image; entity that opposes community, personal strength against repression that is reflected by government bureaucracy, anti-conformism that opposes conformity. Two different modes of images that suit the material conditions of context where they are created while simultaneously performing the latter. In case of Albanian films, we are dealing with a centralized economy where government was the owner of everything; family followed the typical patriarchal model and society as a whole was based on clan myths constantly actualized by communist ideology of Enver Hoxha. Prior of loving himself, the individual should love his family and over all, he must be ready to die for his homeland. The opposite appears in movies like Rambo or "Delta Force" with Chuck Norris. Community does not matter anymore, because it's the period of late capitalism where individualism sets in motion all gears of ideology

reproduction in society. To be a devoted American you should rely only on yourself, because otherwise you will be transformed into a mass, into a Vietnamese massacred by a super-hero manufactured by individualism. Movies ideology of American wars can't be better explained than in "Full Metal Jacket" (1987) of Stanley Kubrick where, during a dialogue with a marine the colonel advises him: "We should help the Vietnamese buddy, because within each 'yellow muzzle' there is a hidden American who wants to come out; therefore, we need to help them by killing them off ". Just as in movies with partisans , the most important thing was performance of collectivity under the reflection of daily dramas of family life in Albania; In American movies of this period, it appears the performance of individual power that seeks to "undress" Vietnamese or Soviet communists from their collectivity. Here, the images of dramas and dilemmas in family, or at work are transformed into individual's struggle with himself. He is fighting with his own nerves against his clouded conscience caused by suffering, the majority of which - as in the case of Rambo- was caused by the state machine. In Rambo, Vietnamese and Russians appear as - to mention a phrase of Douglas Kellner - "The Alien Others" (Douglas Kellner, 1991). Vietnamese are portrayed as thugs, rogues, and non-efficient crawler of Soviets or as cannon fodder for Rambo power, while on the other hand the Soviets appear as sadistic torturers, non - humans or mechanized bureaucrats. The impact of this film has been extremely important on the perception of American society, while former President Reagan himself, at that time, would state that " I just saw Rambo and now, I know how to act next time" thus giving an important message to the public as if he was convinced that violence was the best way to solve conflicts. Not surprisingly, Oliver North and other secret members of Reagan staff were labeled as "Rambo-s" when they were involved in some illegal and criminal operations, so called "confidentially" (Covert Operations).

Even though USA was denied victory in Vietnam, they tried to cope with popular culture. This phenomenon explains some of the political functions of popular culture (pop culture), which includes reimbursement for previous losses by making sure that everything is going well with American political body. The popularity of movies such as Rambo or Chuck Norris suggests that Hollywood - and unfortunately large segments of the country - have embraced the outlook of Hollywood films whereby the "enemy" is so bad and "we" are so good that only violence would be able to eliminate threats to our welfare. Thus, the most "popular" actions of Reagan was military intervention in Grenada and bombing of Libya - exactly the kind of glorified actions in "Rambo" movie or other military movies of the time.

### CONCLUSIONS

In both cases, we are dealing with a kind of cinema that functions as the main medium of reproduction of the dominant ideology. Patriarchal features of Albanian movies of Enver Hoxha's period, that are very clear at least of all men during a partisan's wedding, is a kind of alternate version of individualistic grounds of American capitalism of 80s', embodied in the image of a hero completely disappointed by government and communalism . The medium in both cases is the main instrument of glorification of actuality, where culture appears as the most solid part of ideological reproduction. This kind of "cultural industry - if we use the term of Theodor Adorno (2001) - achieves higher effectiveness because, it relies not only on the parade of ideology or the appearance of the true nature of things, but mostly by breaking the gap between skepticism and belief, or between trusting and mistrusting, by including all these contrarities inside a unity "(Adorno, 2001). The whole parade of wars against the "bad" and its mythologization in the form of cinematographic images presents exactly the reproduction of the existing order, thus establishing an inaccessible demarcation border between the self and the enemy, that in other words can be defined with abbreviation of George Orwell "war is peace" (George Orwell: 2005: 6) or even with modern concept of military interventions called

"humanitarian wars" (Jacques Ranciere: 2010). As we understood from this paper, the cinema of 90s' was clearly created by conditions of material reality, thus making the fiction be just a consequence of reality and the main function of it was the freezing and conservation of reality.

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