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**Academic Leadership for the 21st Century of School
Administrators under Nonthaburi Primary Education Service Area Office 2 ,
Thailand**

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Abstract

The purposes of this research were (1) to study academic leadership for the 21st century of school administrators under Nonthaburi Primary Education Service Area Office 2; (2) to compare academic leadership for the 21st century of school administrators under Nonthaburi Primary Education Service Area Office 2, as classified by school size. The research sample consisted of 302 teachers in schools under Nonthaburi Primary Education Service Area Office 2, obtained by stratified random sampling. The research instrument was a rating scale questionnaire with .92 level of reliability. The statistics used for data analysis were percentage, mean, standard deviation, one-way analysis of variance. The findings revealed that (1) both the overall and by-aspect academic leadership for the 21st century of school administrators under Nonthaburi Primary Education Service Area Office 2 were rated at the high level ; aspects of academic leadership for the 21st century could be ranked as follow : managing instructional resources , developing academic climate, encouraging concern for achievement, and coordinate instructional program ; and (2) no significant difference was found regarding the overall academic leadership for the 21st century level of the administrators of schools with different school sizes in Nonthaburi Primary Education Service Area Office 2.

Keywords: Academic leadership, 21st Century , Primary education

1. Introduction

The current world is globalization which is changing rapidly due to the growing use of information technology to connect everything together, both regional and global economic data and investment, political stability, food security and energy, advances in science and innovation, changes in natural resources, population structure and society. Such changes will inevitable affect education in Thailand. Therefore, education must prepare students to keep pace with changes in society and the world in order to live properly and effectively by providing students with the knowledge, skills, abilities and competencies to come up with learning. Society is facing challenges from all sides and Partnership for 21st Century Skills (P21) wants all school systems to graduate students capable of offering solutions to world problems. Twenty-first century students need to be flexible and open to new ideas while possessing communication and language proficient skills. The classrooms

must contain content objectives that are clearly defined and expanded beyond the minimal mastery requirements of the past. The learning standards and expectations of today must require our children to have a higher level of knowledge and skills. Twenty first century elements, which include strong core subjects, teacher quality, purposeful assessment, technology tools, and the ability to learn and apply life skills within a global context, should be a top priority for all children. Skills needed by students to be productive citizens in the 21st century world. These include such things as basic, scientific, and technological literacy; higher order thinking and sound reasoning; teambuilding, collaboration, and interpersonal skills; prioritizing, planning and managing for results; and effective use of real-world tools. (Partnership for 21st Century Skills, 2008). The school leader who supervises teachers and classroom instruction becomes vital to the implementation of 21st century reform initiatives (Lambert, 2002). Principals can participate in the development of curriculum as well as monitor its contents to assure alignment to 21st century state and national standards. Principals, as instructional leaders, must have knowledge of the fundamentals of student assessment, assessment procedures and alternative assessment methods to promote quality student learning (Phillips, 2004).

The effective schools are headed by strong, directive leadership focused on curriculum and instruction from the principal (Hallinger,2003.p329). . Twenty-first century principals must be able to understand 21st century reform and judge the teaching they see in their schools. These leaders must know what is happening in their schools and be able to continue improvement and growth.

Current management of the second decade of education reform (A.D.2009-2018), Thai students need to pass the O-NET (Ordinary National Educational Test). The O-Net is a basic exam evaluating students' ability in five key subjects: Thai language; Mathematics; Science; Social science, Religions and culture; and English. It is mandatory for sixth grade students before they enter lower secondary level, ninth graders entering upper secondary, and twelfth graders set to enter undergraduate studies. The O-NET is organized by the National Institute of Educational Testing Service (NIETS). The 2015 average O-NET scores for all 5 subjects tested were below 50% in school under Nonthaburi Primary Education Service Area Office 2. The students averaged scores of 48.39 in Thai language, 47.64 in social studies, 36.61 in English, 47.64 in mathematics and 41.55 in general science. The students have performed extremely poorly on the O-NET tests. The poor O-Net scores reflect many things, These things include the role of the principal as an academic leader or incorporate the instructional leadership behaviors in the function of instructional leader; the teacher traits most often positively associated with student achievement; the significance of meaningful professional development and its impact upon student achievement; the issues of school size and the overall socio-economic status of a school and their relationship to both staff and student satisfaction. The findings can improve and develop academic school administrators, as well as improved performance in academic administration, which will lead to the development of quality

education to achieve the school's goals for 21st century.

2. The purposes of the study

The purposes of this study were (1) to study academic leadership for the 21st century of school administrators under Nonthaburi Primary Education Service Area Office 2; and (2) to compare academic leadership for the 21st century of school administrators under Nonthaburi Primary Education Service Area Office 2, as classified by school size.

3. Literature Review

More recent definitions have expanded upon the practices and skills associated with instructional leadership. Hallinger (2000) found most of the practices of instructional leaders can be classified into the following categories: (1) defining the school's mission; (2) managing the instructional program; and (3) promoting a positive school learning climate (Hallinger & Murphy, 1987). Such a model includes not only expressing and modeling the school's mission and supervising curriculum and instruction, but also "protecting instructional time, promoting professional development, maintaining high visibility, providing incentives for teachers and providing incentives for learning" (Leithwood, 2005, as qtd. in Northwest Regional Educational Laboratory, 2005, 3). Others also found that instructional leaders provide and support collaborative opportunities for staff and are knowledgeable of and can model effective instructional practices (DuFour, 2002; Phillips, n.d.). Whitaker (1997, as cited in Phillips, n.d.) outlines four specific skills needed by instructional leaders: First they need to be a resource provider, Secondly, they need to be an instructional resource, Thirdly, they need to be good communicators, Finally, they need to create a visible presence.

The schools have a climate fostered by such traits as collegiality, trust, shared decision making, recognition, and high expectations, as well as a shared vision, communication, innovation, and collaboration (Goldring, 2002; Patterson, 2000). Research indicates there is a significant positive relationship between school culture and student achievement, as well as teacher job satisfaction. Such evidence makes clear the power culture can have within a school. (Goldring, 2002; Stolp, 1996). When leaders consider change, they need to fully understand all that it entails. Change involves more than a single initiative and is about more than one person's vision of how things should be (Fullan, 1992; Fullan & Stiegelbauer, 1991). It is important for administrators to build their knowledge and their skills. In fact, research indicates there are many benefits to administrator participation in professional development. Not only does the knowledge gained through professional development activities help principals meet school improvement goals, but it also reinforces the image of administrator as instructional leader and learner, setting a positive

example for students and staff (Fenwick & Pierce, 2002; Grogan & Andrews, 2002; Rodriguez-Campos, Rincones-Gomez, & Shen, 2005).

Twenty first century instructional practices are very different. They are designed to meet state standards and benchmarks and allow teachers to adjust their instruction to track student progress and performance. According to Marzano (2007), teachers should use practices that promote physical movement, challenge students thinking and requires their focus to be on hands-on tasks. Instructional strategies, according to the Partnership for 21st Century Skills (2009) make students the focus of improvement. Using instructional strategies that will help students remember the content and be able to apply the information and skills is the key to 21st century delivery. Twenty-first century instruction encourages student engagement in new concepts, exploring material, communicating experiences, understanding information and assessing their own progress while building on their existing skills and knowledge (National Board for Professional Teaching Standards, 2005). Twenty first century classroom delivery requires teachers who are willing to use multiple instructional strategies. Classroom delivery requires teachers who will model lessons /activities /assignments to reinforce learning and promote personal skills.

When school attendance became mandatory for all students, for all students, the role of principal became much more critical and expanded to include curriculum development, teacher training and supervision, school finances, facilities management and student discipline. As principals began their supervisory roles in individual schools they were frequently conventional in their worldview, trying to control teachers' instructional behaviors. Supervision committees made up of lay people were also used to oversee learning, facilities, and teachers. These lay committees were then replaced by professional supervisors during the late nineteenth century, which eventually evolved into state, district, and/or county superintendents and central offices. The principal then became the superintendent's representative in each individual school. This conventional type of leadership led to a bureaucratic style of management. As a supervisor, the principal demonstrated from the top down how subjects were to be taught as well as how teachers were to instruct students (Glickman, Gordon & Ross-Gordon, 2004).

This type of cohesive atmosphere created an environment where sharing, cooperation and collaboration between both the principal and the teachers was valued (Phillips, 2004). As the need for educational supervision became imperative, the position of principal became more specialized. Supervision needed to include nurturing. Areas such as human relations, staff development, basic administration, management of change and curriculum development all became the basis of educational supervision. When Arthur Blumberg and William Greenfield (1980) began studying what makes some principals more effective than others, they learned that the demographic characteristics of principals such as race, age,

sex, level of education and years of experience were unreliable predictors of a leader's effectiveness (Hord, Rutherford Huling-Austin & Hall, 1987). Blumberg and Greenfield observed principals during their study and found that they often had many of the same characteristics: A set of clear goals, Self-confidence, A acceptance for uncertainty, A tendency to test the limits of interpersonal and organizational systems, A sensitivity to dynamics of power, An investigative perspective, An ability to be in charge of their jobs (Blumberg & Greenfield, 1980). These researchers also saw the principal's position as more than just a list of skills that needed to be carried out. The instructional leader's role is to set clear goals, find resources for instruction, manage curriculum, monitor lesson plans and evaluate teachers (Phillips, 2004). Instructional leadership is the action a principal takes that promotes growth in student learning (Flath, 1989).

The instructional leader has knowledge of everything that revolves around the enrichment of learning. The credible instructional leader should be a practicing teacher (Phillips, 2004). The advantage to this style of leadership is that the principal knows what is going on in the classroom and can deal with instructional issues from the teacher's vantage point. Knowing how a human learns helps the instructional leader have the knowledge to implement the curriculum, the delivery of instruction and the assessment of students. When introducing a learning community, such as a school to new initiatives and reforms, the instructional leader should know how changing concepts of curriculum philosophies and beliefs affect teacher planning. Curriculum development must have someone who monitors and implements these new initiatives.

Principals can participate in the development of curriculum as well as monitor its contents to assure alignment to 21st century state and national standards. Principals, as instructional leaders, must have knowledge of the fundamentals of student assessment, assessment procedures and alternative assessment methods to promote quality student learning (Phillips, 2004). Principals therefore become an essential ingredient for improving student learning. Ruebling, Stow, Kayona, & Clarke (2004) agree that the critical ingredient for achieving learning results is an effective leader. The role of the instructional leader is multifaceted.

Twenty-first century instructional leaders observe and lead reform, and create a leaning environment. The instructional leader communicates the importance of these reforms to the teachers who plan, deliver, and assess student learning (Ruebling, Stow, Kayona & Clarke, 2004).

Summary Practices for 21st century learning include: a) purposeful planning, that consists of communication of learning goals and tracking student progress; b) teachers who deliver content knowledge using 21st century instructional 51 practices that allow students to describe, discuss and ask questions of the material in a 21st century learning environment,

including reflective thought and are used in cooperative group settings with differentiated instruction and problem-based learning situations; c) leaders who participate in the development of curriculum, communicate the importance of educational reform, monitor and implement 21st century initiatives and understand the importance of student learning; and d) assessments that allow students to receive feedback and additional practice if needed to meet 21st century state standards.

Fullan(2004) focused Preparing Principals & Developing School Leadership Associations for the 21st Century 14 these findings corroborate what we know about effective leaders (whether we refer to school leadership or to a school association's leadership) for establishing shared understandings prior to the symposium participants sharing ideas around the potential role and impact of a principals' organization. Three Leadership Skills Identified – Items in Clustered Responses Cluster Responses – Skill Items Defined Rank Know-ability Knowledge and understanding of best practices, professional 1 Having a strong, compelling message 4 Effective management of resources, structure, lead organization to gather data, meetings, accountability 6 Effective management of human resources; looks after well-being of the team 9 Capacity building for collaboration, empowering through shared leadership, recognizes contributions 10 Leader as “lead learner,” why this, why now, modeling continuous learning 11 Mobilize-ability Instills collaborative culture focused on shared values 2 Effective communication skills, delivering clear consistent messages 3 Ability to motivate and inspire others 11 Being involved and visible – in meetings, with the data, in professional learning 11 Sustain-ability Building and sustaining strong relationships to foster trust 5 Creating positive environment of trust and encouragement, nonthreatening 7 Committed to advocate for learners, to shared goal that each child's progress is a shared responsibility 8 A School Leadership Association's Role Sustaining the improvement work is about developing other leaders.

Gary Marx (2009) Preparing Principals & Developing School Leadership Associations for the 21st Century as Connectors : 1)Set direction by establishing clear shared goals based on members' needs and input (changing roles, needs, demographics) ,Connect the political improvement agenda over time while building and maintaining political relationships, Relational Process ,2) Connect values and passions for specific changes (gap between the vision and the current reality) with the values and passions of those who will implement them, shared understandings & constructive problem talk ,3)Lead and facilitate shared understandings, and a collaborative approach to improvement. (Build trust through collaborative problem talk.)(1)For the first time in history, the old will outnumber the young, (2)Majorities will become minorities, creating ongoing challenges for social cohesion, (3)Social and intellectual capital will become economic drivers, intensifying competition for well educated people, (4)Standards and high stakes tests will fuel a demand for personalization in an education system increasingly committed to lifelong human development, (5)The Millennial Generation will insist on solutions to accumulated

problems and injustices, while an emerging Generation E will call for equilibrium. (6)Continuous improvement and collaboration will replace quick fixes and defense of the status quo, (7)Technology will increase the speed of communication and the pace of advancement or decline, (8)Release of human ingenuity will become a primary responsibility of education and As Organizational Leaders of Lead Learners,4) Lead and support a shared and sustained focus on improvement. Linking Talk Evidence-Based and Collaborative Inquiry ,5) Create a culture of evidence based and collaborative inquiry into actual or possible impact on particular (diversified needs of all) students,6)Link discussion of students (diversity, equity, engagement) with student- Preparing Principals & Developing School Leadership Associations for the 21st Century 19 centered leadership for developing coherence, focus. Open-to-Learning Leadership Forums,7) Check assumptions, norms that constrain PLCs (open to divergent points of view, learning from mistakes); present leaders with new possibilities. Society,8) Pressure will grow for society to prepare people for jobs and careers that may not currently exist,9) Competition will increase to attract and keep qualified educators,10)Scientific discovers and societal realities will force widespread ethical choices,11)Common opportunities and threats will intensify a worldwide demand for planetary security, 12)Understanding will grow that sustained poverty is expensive, debilitating, and unsettling, 13)Polarization and narrowness will bend toward reasoned discussion, evidence, and consideration of varying points of view,14)As nations vie for understanding and respect in an interdependent world, international learning, including diplomatic skills, will become basic, 15)Greater numbers of people will seek personal meaning in their lives in response to an intense, high tech, always on, fast-moving society.

Managing Instructional Resources

Managing instructional resources focused on suggest teachers to relate the school's instructional goals to their curriculum units, develop appropriate instructional materials, use teaching activity from a variety. Allocate materials needs to accomplish instructional goals. Support personnel in accomplishing. Blasé and Blasé (1999) reveal that principal's instructional leadership behavior has a strong impact on teachers. They suggest the principals to use instructional leadership strategies include (a) talking with teachers to promote reflection and (b) promoting professional development. Those strategies have powerful increasing impacts on teachers emotionally, cognitively and behaviorally. Talking with teachers to promote reflection includes principal strategies of making suggestions, creating feedback, modeling, using inquiry and asking advice and opinions from the teachers and praising them. Strategies linked with promoting professional growth included significance on the study of teaching and learning, support for cooperation, development of instructing relationships, support for program reorganizing, teacher development programs, and use of action research.

Developing Academic Climate

Developing the School Learning Climate Program : This is a dimension of the instructional leadership framework developed by Hallinger and Murphy (1985). Within this dimension, a leader must engage in the following practices: maintains high visibility, creates a reward system to reinforce student achievement and effort, establishes clear standards, protects instructional time, and participates in staff development programs in alignment with the school mission (Hallinger & Murphy, 1987). This dimension is comprised of the following five leadership functions: protects instructional time, provides incentives for teachers, provides incentives for learning, promotes professional development, and maintains high visibility. Developing academic climate consisted of following functions; protecting instructional time, promoting professional development, maintaining high visibility, providing incentives for teachers, developing high expectations and standards, and providing incentives for learning. Hellinger and Murphy (1985) expressed developing the school learning climate program within this dimension, a leader must engage in the following practices: maintains high visibility, creates a reward system to reinforce student achievement and effort, establishes clear standards, protects instructional time, and participates in staff development programs in alignment with the school mission .

Encouraging concern for achievement

Encouraging concern for achievement instructional leadership is an important enabler of pupil achievement and school principals help to create the conditions within high performing schools, called internal accountability, that leverage high quality teaching and learning which, in turn, impacts positively on pupils' learning. Stoll et al (2006) stated that instructional leadership to encourage teachers work closely with the principals to improve pupils' academic outcomes and to enhance their effectiveness as professionals for the pupils' benefit. Principals create a community of teachers with shared norms and values with high expectations of pupils. These schools could be termed 'professional learning communities'.

Coordinate instructional program

Coordinate instructional program focused on the co-ordination and control of classroom instruction and curriculum delivery and incorporates the leadership functions. This dimension is comprised of the following five leadership functions: protects instructional time, provides incentives for teachers, provides incentives for learning, promotes professional development, and maintains high visibility. Hellinger (2005) synthesized instructional program that dimension integrated three leadership functions: supervising and evaluating instruction, co-coordinating the curriculum and monitoring pupils' progress. These functions require the principal to be engaged in the school's instructional

development.

Thus, The school principle as instructional leadership, the role of the principal is very crucial within the school while the principal affects the quality of the school, the standard of individual teacher instruction, the eminence of student achievement, and the level of efficiency in school functioning. However, although the essential of instructional leadership of the principals have been acknowledged, in reality, good instructional leadership skills are rarely practiced.

4. Conceptual Framework

Based on literature review, the conceptual framework of this study was represented below.

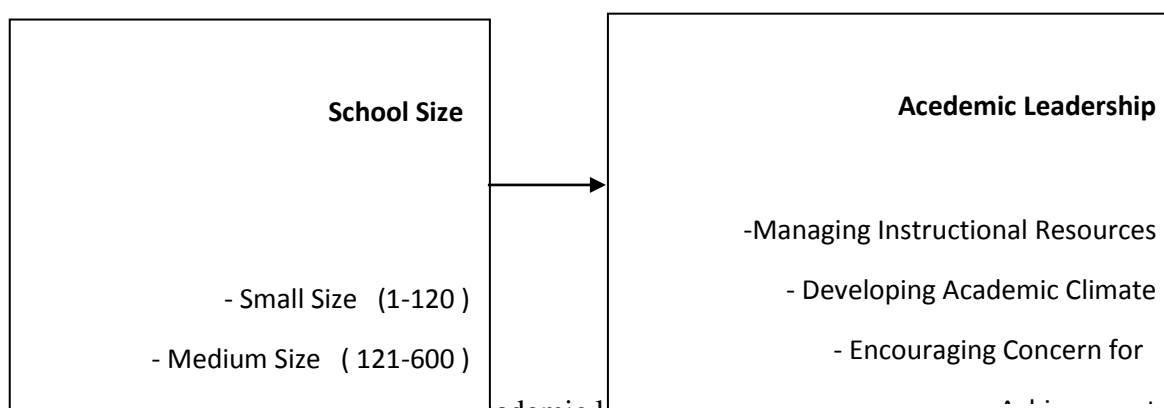


Figure 1. Conceptual framework of academic leadership

5. Research Methodology

Designing the instrument

This study used quantitative procedures. The sample size for this research consisted of 302 teachers in school under Nonthaburi Primary Education Service Area Office 2. They were selected by stratified random sampling. The data collection was gained through research questionnaires that distributed to the respondents. There were 2 sections in the questionnaire. Section 1 focused on the teacher's demographic according of gender, age, educational qualification, teaching experience and school size. Section 2 consisted of academic leadership that which were grouped into four aspects : managing instructional resources, developing academic climate, encouraging concern for achievement, and coordinate instructional program .The four aspects, a total of 35 items were measured on a five-point Likert scale that ranged rating scale: 5 =Almost Always; 4=frequency; 3=Sometimes; 2=Seldom;1=Almost Never .Testing questionnaire with a experimental group of 30 individuals who were not the sample and analyzed the data for accuracy by means of employing the Cronbach's alpha coefficient. The research instrument was a rating scale questionnaire with .92 level of reliability. The statistics used for data analysis were percentage, mean, standard deviation, and one-way analysis of variance.

5. Results and Discussion

5.1 The percentage of teacher's demographic showed that the most teachers were female (87.60 %). By age, they were 31 to 40 years old (46.23 %). By educational qualification, they were bachelor's degrees (88.35%). By teaching experience, they were 6 to 10 years (26.03 %). By school size, they were in medium school size (47.52 %).

5.2 Analysis on Academic of Leadership in Table 1 to Table5.

Table 1 Mean and Standard deviation of Academic of Leadership

Category	N (302)	M	SD
Managing Instructional Resources		3.80	.84
Developing Academic Climate		3.73	.82
Encouraging Concern for Achievement		3.69	.79
Coordinate Instructional Program		3.67	.79
Overall		3.72	.81

Table 1 showed that the overall of academic of leadership was rated at the high level; academic of leadership could be ranked as follow: managing instructional resources, developing academic climate, encouraging concern for achievement, and coordinate instructional program. These results are consistent with Fullan (1991:161) explains that instructional leadership is an active, collaborative form of leadership where the principal works with teachers to shape the school as a workplace in relation to shared goals, teacher collaboration, teacher learning opportunities, teacher certainty, teacher commitment, and student learning. Instructional leaders spend most of their time dealing strictly with curricula matters rather than administrative functions. The principals as instructional leaders should at all times strive for excellence in teaching and learning with the sole purpose of improving student achievement. Principals should serve foremost as instructional leaders in schools, and that their commitment to instructional improvement should not only be strongly articulated but should be reinforced with experience in the classroom (Glanz, 2006: xv; MacNeill, Cavanagh & Silcox, 2003:40).

Table 2 Mean and Standard deviation of Managing Instructional Resources

Category	M	SD
1. Suggest teachers to relate the school's instructional goals to their curriculum units	3.94	.84
2. Allocate materials needed to accomplish instructional goals	3.92	.85
3. Suggest teachers to evaluate instructional materials	3.73	.80

4. Suggest teachers to develop appropriate instructional materials	3.80	.88
5. Encourage teacher to use grouping strategies to promote higher levels of student engagement.	3.66	.93
6. Encourage teacher to use research-based instructional strategies	3.65	.87
7. Encourage teachers integrated the concept of different courses	3.68	.86
8. Encourage teacher to use portfolios, self assessments, rubrics, drawings to develop self-directed learners.	3.83	.88
9. Encourage teachers to use teaching activity from a variety	3.89	.97
10.Support personnel (aides, secretaries, etc.) are made available to assist teachers in accomplishing instructional goals	3.87	.85
Overall	3.80	.86

Table 2 showed that the overall of managing instructional resources was rated at frequency practiced and item that suggest teachers to relate the school's instructional goals to their curriculum units had the highest mean and encourage teacher to use research-based instructional strategies had the lowest mean. These results are consistent with by Hallinger and Murphy (1985). The principal, as a leader, must work collaboratively with staff members in the areas of evaluation, development, and in the implementation of curriculum and instruction This dimension is comprised of the following three leadership functions: coordinates the curriculum, supervises and evaluates instruction, and monitors student progress.

Table 3 Mean and Standard deviation of Developing Academic Climate

Category	M	SD
11.Organize teachers to work together on instructional	3.96	.87
12.Encourage teacher to coordinate instruction between teachers at different grade levels	3.80	.85
13. Encourage teacher to Take steps to improve student discipline	3.73	.80
14. Encourage teacher to use different ways to influence the development of learners.	3.66	.74
15. Encourage teacher for teaching and learning approaches that are socially equitable	3.61	.89
16.Encourage teacher for teaching and learning approaches that are culturally responsive.	3.62	.86
17. Encourage teacher to use modeling, practice, and	3.65	.93

reinforcement to create a classroom climate where students experience and develop respect for individual differences.		
18. Encourage teacher to reinforce an atmosphere in the classroom that students develop positive social skills.	3.72	.87
19. Encourage teacher to use modeling, practice, and reinforcement to create a classroom climate where students experience and develop ethical behavior.	3.90	.97
Overall	3.73	.82

Table 3 showed that the overall of developing academic climate was rated at frequency and item that organize teachers to work together on instructional had the highest mean and encourage teacher for teaching and learning approaches that are socially equitable had the lowest mean. These results are consistent with Hallinger and Murphy (1985) expressed Developing the School Learning Climate Program Within this dimension, a leader must engage in the following practices: maintains high visibility, creates a reward system to reinforce student achievement and effort, establishes clear standards, protects instructional time, and participates in staff development programs in alignment with the school mission. This dimension is comprised of the following five leadership functions: protects instructional time, provides incentives for teachers, provides incentives for learning, promotes professional development, and maintains high visibility.

Table 4 Mean and Standard deviation of Encouraging Concern for Achievement

Category	M	SD
20. Encourage teacher to analyze standardized achievement test scores to identify general instructional strengths and weaknesses.	3.78	.98
21. Give teachers for non-evaluative feedback about their teaching	3.64	.94
22. Suggest teachers for alternative instructional methods for children who are failing consistently	3.77	.92
23. Suggest teachers for alternative instructional methods for children who are failing consistently	3.56	.93
24. Support appropriate of the 21st Century learning skills to the learner.	3.80	.97
25. Encourage teachers to observe each other's class	3.67	.90
26. Communicate to parents the importance of basic skills instruction in the schools	3.59	.97
27 Communicate to all students the school's general concern for achievement	3.77	.92

Overall	3.69	.93
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Table 4 showed that the overall of encouraging concern for achievement was rated at the high level and item that support appropriate of the 21st Century learning skills to the learner had the highest mean and suggest teachers for alternative instructional methods for children who are failing consistently had the lowest mean. These results are consistent with Marzano (2007) explained that teachers should use practices that promote physical movement, challenge students thinking and requires their focus to be on hands-on tasks. Instructional strategies, according to the Partnership for 21 st Century Skills (2009) make students the focus of improvement. Using instructional strategies that will help students remember the content and be able to apply the information and skills is the key to 21st century delivery. Twenty-first century instruction encourages student engagement in new concepts, exploring material, communicating experiences, understanding information and assessing their own progress while building on their existing skills and knowledge.

Table 5 Mean and Standard deviation of Coordinate Instructional Program

Category	M	SD
28. Initiate new programs that have an instructional emphasis	3.56	.95
29. Encourage teacher for teaching and learning approaches that are developmentally responsive.	3.57	.98
30. Encourage teachers to design instruction that supports learning by the students.	3.64	.97
31. Provide feedback on teaching to meet the needs of different learners.	3.68	.98
32. Encourage teacher for instructional practices that 21st century information and communication skills in students.		3.62
33. Encourage teachers for instructional practices that make content relevant to students' lives.	3.70	.86
34. Encourage teachers for instructional practices that create opportunities for students to plan and manage projects.	3.91	.90
35. Encourage teacher for instructional practices that create opportunities student interaction with peers, with other teachers, or with knowledgeable adults in authentic experiences	3.72	.75
Overall	3.67	.79

Table 5 showed that the overall of Coordinate Instructional Program was rated at the high level and item that Encourage teachers for instructional practices that create opportunities for students to plan and manage projects had the highest mean and Initiate new programs that have an instructional emphasis had the lowest mean. These results are consistent with

Hallinger (2005) synthesized instructional program that dimension integrates three leadership functions; supervising and evaluating instruction, coordinating the curriculum, and monitoring student progress. Basically, the second dimension aims at the integration and control of instruction and curriculum. The principal is required to have proficiency in teaching and learning at school and also to have commitment in developing the school. The principal needs to be highly involved in encouraging, directing, and observing teaching and learning at school.

5.3 Comparison on Academic of Leadership in Table 6

Table 6 Comparison on Academic of Leadership By School Size

Category	N (302)	Small		Medium		Large		Overall		F	P
		M	SD	M	SD	M	SD	M	SD		
Managing Instructional Resources		3.86	.82	3.79	.79	3.75	.89	3.80	.86	1.989	
Developing Academic Climate		3.76	.86	3.75	.76	3.70	.83	3.73	.82	1.942	
Encouraging Concern for Achievement		3.66	.89	3.76	.92	3.65	.94	3.69	.93	1.995	.15
Coordinate Instructional Program		3.73	.76	3.64	.82	3.63	.81	3.67	.79	1.892	.21
Overall		3.75	.84	3.73	.80	3.68	.84	3.72	.81	1.988	.16

Table 6 showed that the result expressed no significant different between the small, medium and large school.

5. Recommendations

5.1 The school principle as academic leadership should encourage teacher to use research-based instructional strategies for developing student progress, encourage teacher for teaching and learning approaches that are socially equitable, communicate to parents the importance of basic skills instruction in the schools, and initiate new programs that have an instructional emphasis.

5.2 The school principle as academic leadership should establish ideas to promote improved academic progress for the 21 st century of school's goals and teachers' expectations, achieved by schools and students in particular. Such instructional leadership practices include promoting and participating in teacher learning and development; establishing goals and expectations; planning, coordinating, and evaluating teaching and curriculum; strategic resourcing and assuring a well-organized and encouraging environment.

5.3 The school principle as academic leadership should take to deliver the idea for the 21 st

century of school's goals to the teachers and staff in order to promote the growth of students' learning.

5.4 The school principle as academic leadership should implement the school vision through the school programs. For the knowledge improvement, it should be implemented through the academic program. For the skill, it should be implemented through the projects, both individual and group.

5.5 The school principle as academic leadership should be followed and guided by a clear formulation instructional objective and good collaboration among principals, teachers, students and all stakeholders. The principal's instructional leadership ran effectively, when, in practice.

5.6 The school principle as academic leadership should define mission, manage curriculum and instruction and create a good school culture, can establish the school effectively.

5.7 The school principle as academic leadership should suggest and provide teaching methodology being used in schools that are usually very active in the classroom. The teaching-learning activities are more sharing the knowledge and interactive atmosphere.

5.8 The school principle as academic leadership should demonstrate methods on improving the school: by providing fast internet connection, encouraging the students to respect other people and the environment and conducting remedial exam to those students who failed on exams academic.

5.9 The school principle as academic leadership should have knowledge about leading teachers in creating 21 century classrooms that teachers would have leadership skills so that they know how to develop their students' academic achievements and their students' skills.

6. Conclusion

This study presented the results of a study on academic leadership for the 21st century of school administrators . The analysis of the results showed that academic leadership for the 21st century of school administrators was managing instructional resources, developing academic climate, encouraging concern for achievement, and coordinate instructional Program . The school principle as instructional leadership has been described as the practices of communicating high expectations for teachers and students, supervising instruction, monitoring assessment and student progress, coordinating curriculum, promoting a climate for learning, creating a supportive work, and the development of professional learning communities. They also found that the influence of school leaders on teachers' motivation, commitment, beliefs about working conditions indirectly improved teaching and learning processes to develop students for the 21 st century learner skills.

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ANALYSIS OF THE POLISH POSTAL MARKET AND DEVELOPMENT TRENDS

Introduction

Liberalization of the postal market carried out in the recent years has ensured freedom of establishment to all entrepreneurs interested in providing postal services. Lack of market access restrictions increased competition between operators, fostering development of particular segments of the postal market. The direction of changes on the postal market was set by three subsequent directives of the European Parliament and of the Council. Guidelines included in the European Union (EU) directives were implemented into the Polish law in the Postal Law Act. The Act, in force since 1 January 2013, has had a very significant impact on various areas of the postal market. The introduced provisions have defined the manner and conditions of providing postal services, as well as rights and obligations of entities performing them, taking into account especially requirements concerning the provision of universal services. The introduced rules have ensured equal access to postal services to all citizens in the whole territory of the country. In this scope, designation rules and obligations of the regulator designated to provide universal service have been determined¹.

For many years, the post market has been considered strategic for the economy of every state. Tremendous technological changes forced the national operators to adjust their services to needs of the information society, use emerging business opportunities and pay more attention to a rapidly growing direct and indirect competition (e.g. electronic mail).² With the growing diversification of postal services, the value of the market increased attracting additional interest of the state as a potential source of budget revenue. Market liberalization had a major impact on the postal business in the European Union, and the process brought steadily growing competition from private

¹ Levi-Faur D. (ed.), (2011), *Handbook on the Politics of Regulation*, Edward Elgar, Cheltenham, Northampton. Lipsey R.G., Purvis D.D., Steiner P.O., (1988), *Microeconomics*, Volume 1 of *Economics*, Harper and Row Publishers, New York

² Budziewicz-Guźlecka, A. (2011). *Przekształcenia polskiego rynku usług telekomunikacyjnych*, w: *Rynek usług telekomunikacyjnych (Transformation of the Polish telecom market, in: Market of telecommunication services)*, ed. H. Babis, K. Flaga-Gieruszyńska, LEX Wolters Kluwer business, Warsaw, p. 106; .Czaplewski M. (2015), *Oddziaływanie regulacyjne Unii Europejskiej na rynek usług telekomunikacyjnych*, w: *Gospodarka Narodowa (Regulatory influence of the European Union on the telecommunication market, in: National Economy) 5(279)*, Rok LXXXV/XXVI, September–October, 2015.

operators. This necessitated harmonizing the national law with relevant EU regulations aimed at enhancing competitiveness on the market leading to improved flexibility and continuous innovation in the area of postal services.

Goals of the article include:

- presenting the situation on the postal market in Poland in the context of growing competition; and
- indicating selected trends, which influence the development of competition on the postal market.

In the view of the goals specified above, the article makes references to specific regulations as a basis for examining relevant issues.³ It is then followed by a description of Polish postal market.

1. Legal basis regulating operation in the postal services market

1.1. National law

The basis for the functioning of the postal market in Poland was laid in the following legal acts:

- Act of 23 November 2012 - Postal Law (Journal of Laws of 2012, item 1529, as amended), and implementing acts therein,
- Act of 16 July 2004 - Telecommunications Law (consolidated text: Journal of Laws No. 2014, item 243, as amended), hereinafter "Telecommunications Act".

The Postal Law Act has implemented Directive 2008/6/EC of the European Parliament and of the Council of 20 February 2008 amending Directive 97/67/EC with regard to the full accomplishment of the internal market of Community postal services (Official Journal EU L 52 of 27.02.2008, p.3, as amended) into the Polish law, and determined the principles for the postal market functioning after its full opening to competition.

1.2 European law

³ Szapiel J. (2013), Regulacja globalnych rynków z perspektywy nowej ekonomii politycznej. *Studia Ekonomiczne (Regulation of global markets from the point of view of the new political economics. Economic Studies)*, 129, 43-50. Szpringer W. (2010), Regulacja konkurencji a konkurencja regulacyjna (Regulation of competition and regulatory competition), Poltext, Warsaw 2010.

The following three directives of the European Parliament and of the Council regulated the postal services market in the European Union:

- Directive 97/67/EC of 15 December 1997 on common rules for the development of the internal market of Community postal services and the improvement of quality of service (the so-called 1st Postal Directive),
- Directive 2002/39/EC of 10 June 2002 amending Directive 97/67/EC with regard to the full accomplishment of the internal market of Community postal services (the so-called 2nd Postal Directive),
- Directive 2008/6/EC of 20 February 2008 amending Directive 97/67/EC with regard to the full accomplishment of the internal market of Community postal services (the so-called 3rd Postal Directive).

The Directives define the legal status and scope of operation of the independent regulatory authorities in the Member States, as well as contain mandatory provisions to be implemented by EU Member States in their legal systems. The main aim indicated by the provisions of the aforesaid directives is to reconcile the pursuit to conduct a controlled liberalisation of the postal services market with a guarantee of high quality of postal services to customers, including the provision of universal postal services at affordable prices with continuing guarantee of offering that service.

1.3 International law

International law, including legal acts of the Universal Postal Union, is also important for the postal services market. The Universal Postal Union (UPU) is one of the United Nations' specialized agencies which implements cooperation between postal administrations and operators providing universal postal services. The World Postal Convention (Journal of Laws of 2007, No. 206, item 1494) establishes common rules applied in international postal service. It specifies the basic concepts and definitions relating to international postal traffic, rules applicable to letter items and postal parcels, the scope of responsibility, the scope of services offered, and it includes other detailed provisions on letter items.

2. Postal operators

Pursuant to Article 4 of the Postal Law Act the provisions of the Act shall apply to the provision of postal services in cross-border traffic, unless international provisions provide otherwise. The tasks within the scope of postal activity, assigned to postal management authorities or postal administrations within international postal regulations, are performed by the designated operator. This is important in particular for the obligation to provide universal postal services because the provisions of the World Postal Convention in Article 3 (1) and (2) as well as in Article 12 identify a

broader scope of basic (universal) services than defined in Article 45 (1) of the Postal Law Act.

In 2015, there were 289 entities in the register of postal operators (as of 31 December 2015). Out of the registered operators, postal reports were submitted by Poczta Polska and 166 remaining operators. At the same time, 41 entities submitted statements that they did not conduct postal activities in 2014.

2.1 The operator designated to provide universal postal services.

Based on Article 178 (1) of the Postal Law Act the obligations of the designated operator within the period of 3 years following the entry of that Law into force, i.e. until 31 December 2015, were performed by Poczta Polska. On 30 June 2015, after conducting an administrative proceeding, the President of UKE issued a decision on appointment of Poczta Polska as the designated operator to provide universal postal services for the years 2016-2025. Poczta Polska as the designated operator is obliged to provide universal postal services in the whole territory of the country.⁴

Pursuant to the Ordinance of the Minister of Administration and Digitization of 29 April 2013 on conditions for the provision of universal postal services by the designated operator (Journal of Laws of 2013, item 545) the location of the designated operator's postal points of contact should take account of the demand for services in a given area, as well as the following conditions:⁵

- there should be one permanent point of contact of the designated operator, when counting a mean for the country, per 6,000 inhabitants in urban and in mixed urban and rural communities;
- there should be one point of contact of the designated operator, when counting a mean for the country, per an area of 85 km² in rural settings;
- in each municipality there should be at least one permanent point of contact of the designated operator.

The values of parameters obtained by Poczta Polska at the end of 2015 with respect to the minimum requirements in the field of availability of the postal points of contact network, defined in the Ordinance of the Minister of Administration and Digitization on conditions of providing universal postal services by the designated operator, are presented below.

⁴ Report on the state of the postal market in 2015, Office of Electronic Communications, p. 9

⁵ op. cit., p.9.

Availability criterion according to the Ordinance of the Minister of Administration and Digitization	Level of fulfilment as of 31.12.2015
In each municipality there should be at least one permanent point of contact of the designated operator.	Criterion fulfilled In each of the 2,478 municipalities there was at least one permanent postal point of contact.
There is one permanent point of contact of the designated operator, when counting a mean for the country, per 6,000 inhabitants in urban and in mixed urban and rural communities;	Criterion fulfilled The availability rate of postal points of contact network, when counting a mean for the country, for urban and mixed urban and rural communities was 5,894 inhabitants per one operational permanent postal point of contact.
There is one point of contact of the designated operator, when counting a mean for the country, per an area of 85 km ² in rural settings.	Criterion fulfilled The availability rate of postal points of contact network, when counting a mean for the country, for rural communities was 75.42 km ² per 1 operational permanent postal point of contact.
Postal points of contact of the designated operator should be open on all working days, excluding Saturdays, at least 5 days a week, and if in a given week there is a public holiday, the number can be lowered accordingly.	Criterion fulfilled Points of contact are open on all working days. On public holidays, customer service of is provided by postal points of contact on duty.

Report on the state of the postal market in 2015, Office of Electronic Communications, p. 9

2.2. Alternative postal operator

In the period of 2005-2014, the number of alternative operators increased significantly (from 113 to 293 operators). In 2015 the number of registered entities dropped to 288 due to a significant number of entities removed from the register of postal operators, which was indicated above.

Table 1. Number of registered alternative postal operators in the period of 2000-2015 (as of 31 December each year).

Year	Number of registered alternative postal operators
2000	21
2001	32
2002	52
2003	58

2004	90
2005	113
2006	157
2007	164
2008	182
2009	209
2010	244
2011	247
2012	267
2013	274
2014	294
2015	288

Source: Report on the state of the postal market in 2015, p.13

Business activity in the postal sector is conducted by alternative postal operators in various organizational and legal forms, which is illustrated in the summary given below.

Table 2. Organizational and legal forms of alternative postal operators in 2015

Organizational and legal form	Number of operators
natural person	91
limited liability company	59
joint stock company	7
other (cooperative, limited partnership)	9
Total	166

Source: UKE own study

Alternative postal operators, unlike Poczta Polska which is obliged to offer its services in domestic and cross-border traffic, may provide their services domestically, only in cross-border traffic, both domestically and in cross-border traffic or only locally (within the territory of a province, a district, one settlement or even its part). As suggested by the information included in the reports, among 166 operators conducting activities in 2015:

- 68 conducted their activities only locally, including: 26 on the territory of a province, 29 within a city,
- 52 – domestically,
- 42 – domestically and in cross border traffic,
- 4 – only in cross-border traffic.

2.3 Scope of postal activities conducted by alternative operators

In 2015, alternative postal operators were active in three postal market segments, including in the area of:

- services comprising universal postal services – including letter items and postal parcels with weight and dimensions defined for universal services, and items for the blind not provided by the operator designated to provide universal services;
- courier items – covering letter items which are recorded items or postal parcels cleared, sorted, transported and delivered in a manner that collectively guarantees: direct receipt of a postal item from the sender, tracking a postal item from posting to delivery, delivery of a postal item within a guaranteed time limit specified in the rules and regulations for the provision of postal services or in contracts for the provision of postal services, delivery of a postal item directly to the addressee or to a person authorised to collect it and obtaining an acknowledgement of receipt of a postal item in a written or electronic form;
- other postal services – this group is made of letter items, postal parcels with weight and dimensions exceeding those defined in Article 45 of the Postal Law Act. Services in this postal market segment include also the provision in domestic and cross-border traffic of postal money orders, direct mail and non-addressed printed forms or postal items sent using electronic communications means (which at the stage of clearance, transport or delivery of information took a physical form of a letter item).

Table 3. The number of alternative postal operators active in individual segments of the postal market

Postal services market segments			Number of alternative postal operators
Services comprising universal postal services	Courier items	Other postal services	
			46
			87
			12
			6
			8
			7
67	100	27	166

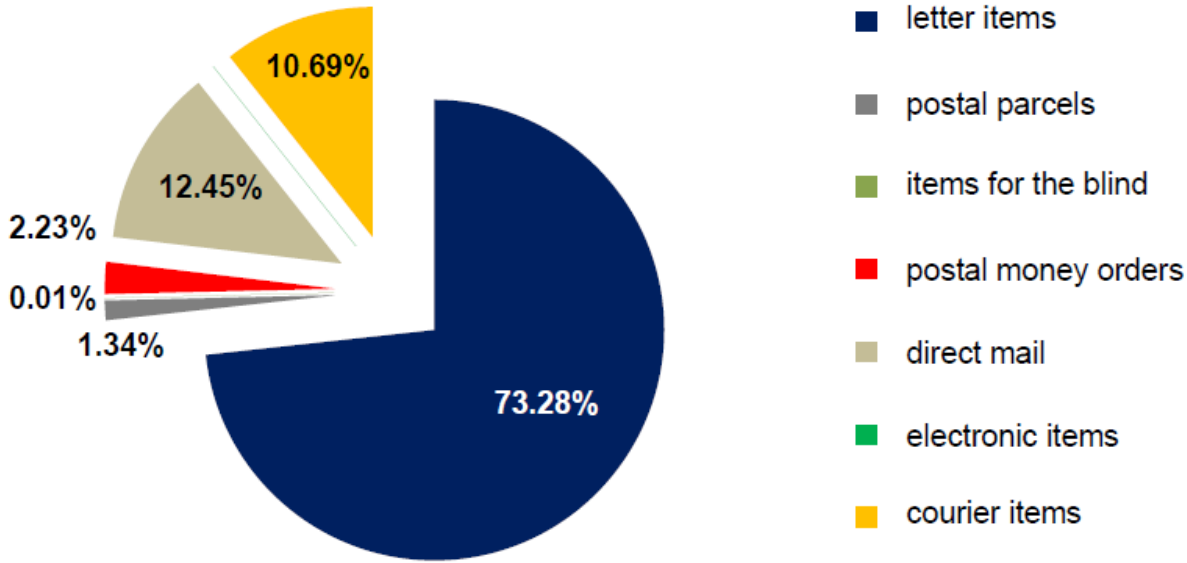
Source: Report on the state of the postal market in 2015, Office of Electronic Communications, p. 14.

3. Analysis of the functioning of the postal services market

Analysis of the data for 2015 concerning particular types of postal services showed that letter items had the highest share (73.28%) in the structure of these services. In terms of volume, other important services are, respectively: direct mail (12.45%) and courier items (10.69%).

Letter items are provided not only to individual customers, but most of all to important business and institutional entities thanks to which they still hold a dominant share in the total volume of services, in spite of declining trends resulting from the move away from traditional letter mail. A high share of direct mail in the total volume of postal services indicates that despite many available methods of communication, a huge part of undertakings does not forgo presenting their offer in a traditional way. In 2015 postal parcels had a small share in the market, i.e. 1.34%. It probably results from customer migration to the courier services segment, i.e. items with a significantly better quality standard.

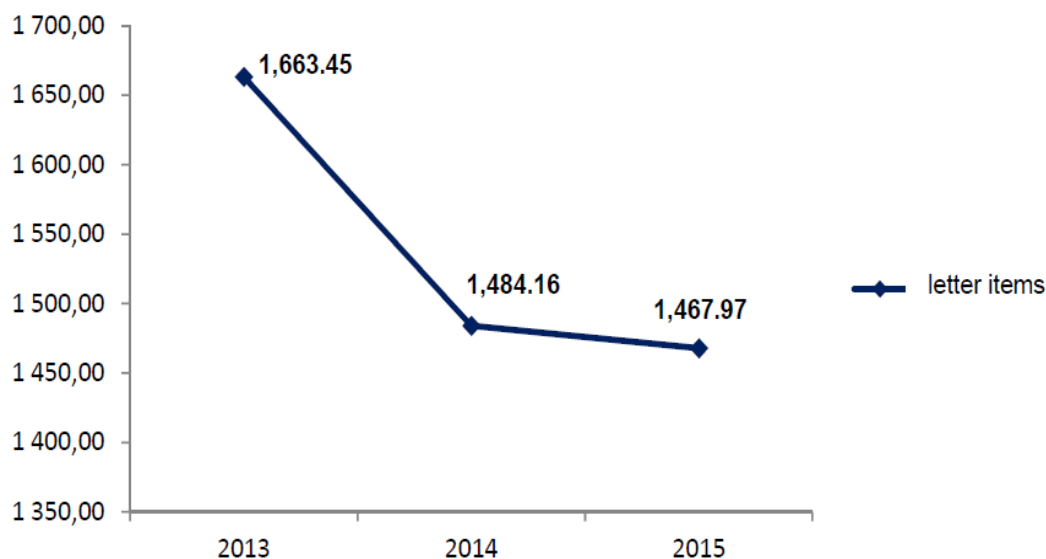
Figure 1. Particular postal services in 2015 – structure by volume



Source: Report on the state of the postal market in 2015, Office of Electronic Communications, p. 18

In the period of 2013-2015 a significant decrease in the total volume of letter items was noted, although a slowdown in dynamics of this decrease in the previous year should be observed.

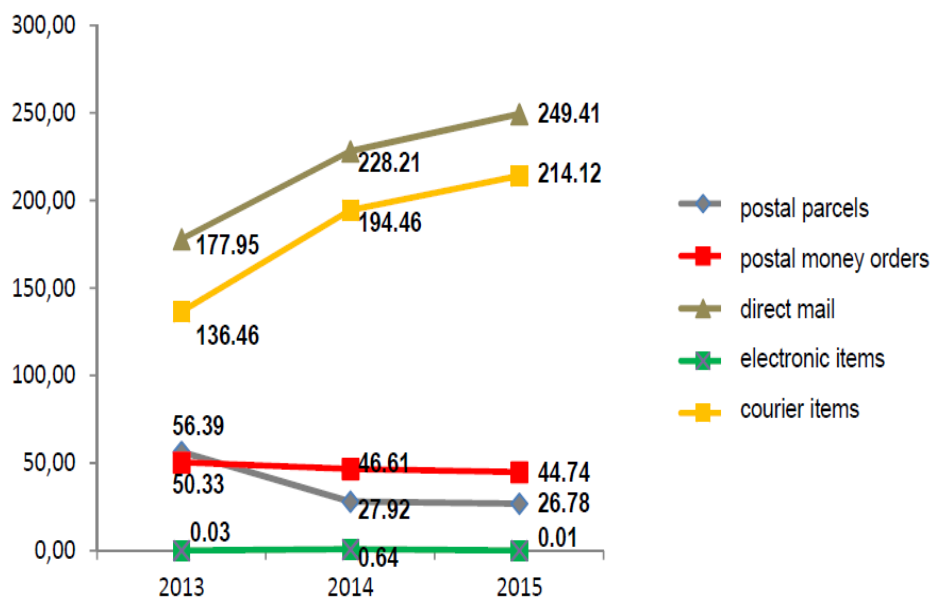
Figure 2. Letter items in the period of 2013-2015 - by volume (million items)



Source: Report on the state of the postal market in 2015, Office of Electronic Communications, p. 18

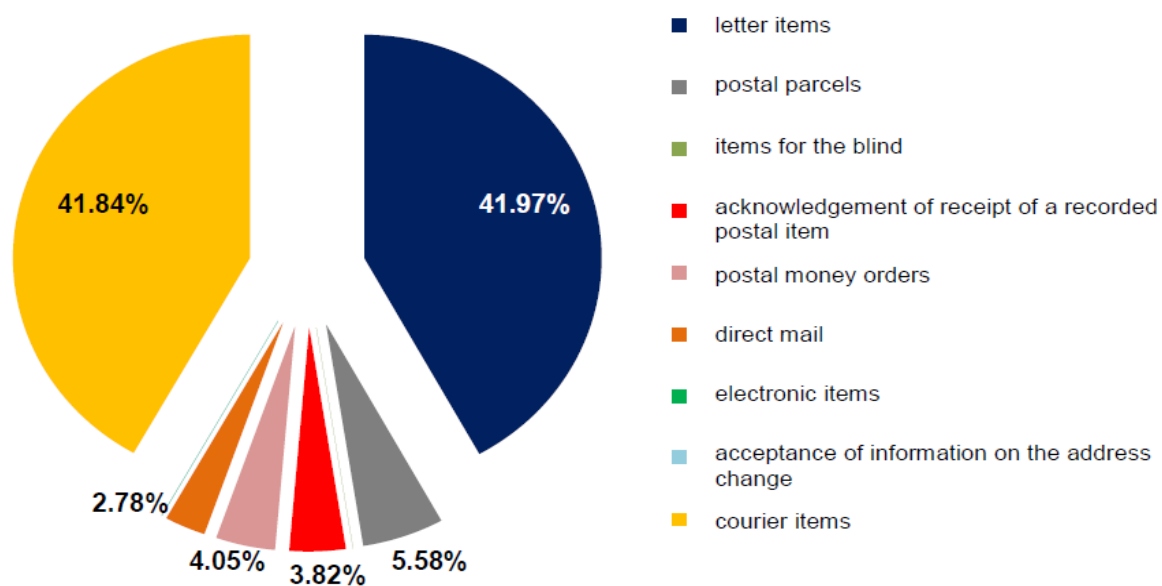
In the years 2013-2015 a dynamic increase in the volume of courier services and direct mail was noticed. The volume of courier services increased by 56.91%, and in the case of direct mail - by 40.15%. The remaining services, i.e. postal money orders and items send by electronic communications means showed insignificant changes in the volume. The only significant drop, by over 50%, was noted in the number of postal parcels which was caused by migration of customers from traditional parcel services towards courier services.

Figure 3. Particular postal items - totals - in domestic and cross-border traffic in the period of 2013-2015 – by volume (million items)



Source: Report on the state of the postal market in 2015, Office of Electronic Communications, p. 19

Figure 4. Particular postal services in 2015 – structure by revenue

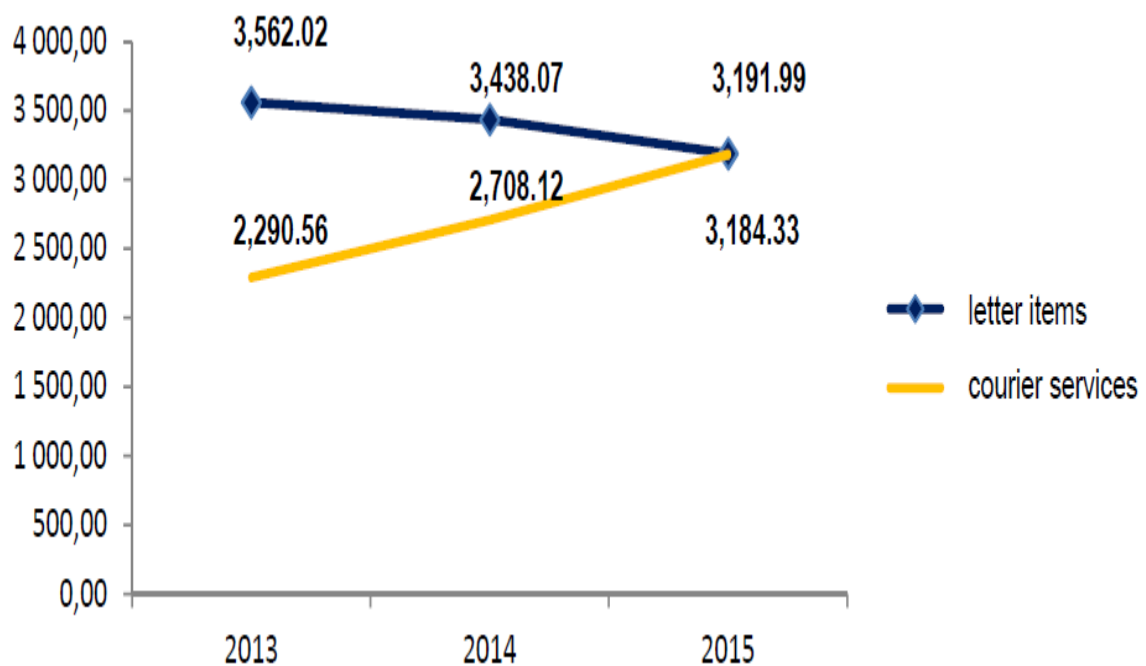


Source: Report on the state of the postal market in 2015, Office of Electronic Communications, p. 20.

The data presented above show that in 2015 letter and courier items generated the highest revenues. The total share of these services in the total revenues amounted to 83.77%.

A significant decrease in revenues from letter items was noted in the period of 2013-2015, as the operators' revenue was lower by 10.39% than in 2013. This situation writes into a trend resulting from changes in the preferences of customers who depart from traditional ways of providing services towards services guaranteeing short term and convenient form of performance. This group comprises courier services. In the described period revenues from courier services grew by 37.82% and achieved level comparable to the revenues from letter items, i.e. PLN 3.2 billion. Therefore, if the trend is maintained in both cases, in 2016 revenues from courier services may be higher than the revenues from letter items thanks to growing customer interest in e-commerce, which caused an increase in the number of sent postal parcels.

Figure 5. Letter items and courier services in the period of 2013-2015 - by revenue (PLN million)



Source: Report on the state of the postal market in 2015, Office of Electronic Communications, p. 20.

Summary

In the period of 2013-2015, i.e. within the three years since the Postal Law Act came into force, the postal services market has shown a number of positive changes both in terms of competition, as well as development of new services and manners of their provision.

The overall value of the postal market was systematically growing in the analysed period. This growth takes place along an about 10% decrease in the number of performed letter items. A dynamic development of courier services has been an important continuing trend on the postal market.

In 2015 the share of courier services in the total revenues amounted to over 41%. The situation is to a large extent caused by the growth in the number of postal parcels delivered under e-commerce transactions. Postal operators qualify a huge part of revenues gained in this area to courier services. Growth of customers' interest in e-commerce purchases creates additional opportunities for operators active on the postal markets to increase revenues, and improves their competitive position on the market.

Despite the drop in the number of letter items, Polish postal market is still an economic area with great prospects of economic growth and at the same time increasing competition. It is estimated that the postal parcels-courier segment will be growing even 20% per year in the nearest future, mostly due to a dynamic growth of e-commerce.

The situation contributes to the growing interest of both domestic and global operators in the provision of postal parcels-courier services.

Poczta Polska, the biggest Polish operator acting on the postal market, has significantly increased its share in the KEP segment (postal parcels, courier and express items, abbreviation from the Polish words). Within the last three years the designated operator has multiplied its turnover in this group of services. In the next years, operators' position on the postal market will depend on their technical and organizational potential allowing them to provide comprehensive service, as well as on their ability to adapt to challenges posed by digital communications and e-commerce, and to the growing customer expectations.

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**Enhanced Mapping Procedures in Cognitive Narratology
Use of MPD/DID⁶ as a framework for interpretation and reintegration of
the author into literary analysis**

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Abstract: This paper presents the possibility of integrating an MPD/DID framework into modern narratological practices based off of studies of the mind. Most notably it expands on concepts such as the “cognitive ecosystem,” “authorial intent,” grounding narrative imagery in “actions and psychological reasons for action” of the author, and others presented in David Herman’s *Storytelling and the Sciences of Mind*. It is proposed that through the inclusion of key concepts in an MPD/DID framework, as well as the mapping process of alters, the psychology-based narratological interpretation as presented in Herman’s work could greatly benefit. The paper seeks to expand on theoretical concepts and introduce new possibilities in the field of modern literary interpretation.

Keywords: Narratology, MPD/DID, David Herman, psychology, literary interpretation

Introduction: Is the author dead?

Ever since the publication of *The Death of the Author*⁷ (1967) by Roland Barthes the position of the author within the framework of a literary analysis has been much disputed, and subsequent scholarly interest and research has tackled with the issue of reintegration or abandonment of the author as both a concept and integral part of a literary analysis. Barthes argued that in order to achieve complete objectivity in a literary interpretation one must completely remove the author from the equation, i.e. the author “dies” and thus “writing begins” (Barthes 1967, 1). Deconstructivist, post-structuralist and structuralist, as well as some scholars adherent to New Criticism have followed Barthes’ proposed theory, as well as expanded on it. However, the opposition to *The Death of the Author* grew more fiercely, with scholars such as Foucault, Burke, Paglia, and others, focused on the importance of the author, and

⁶ Multiple Personality Disorder / Dissociative Identity Disorder

⁷ Probably this has always been the case: once an action is recounted, for intransitive ends, and no longer in order to act directly upon reality — that is, finally external to any function but the very exercise of the symbol — this disjunction occurs, the voice loses its origin, the author enters his own death, writing begins. (Barthes 1967, http://www.tbook.constantvzw.org/wp-content/death_authorbarthes.pdf)

coined terms and frameworks such as “author function⁸” and “authorial intent.”⁹ What is important to note about both theories at hand, and time at which they were presented, is that the combustion of the great divide between views sparked a completely new interest in the field of literary interpretation, multiplying the approaches and theories to the point where the impact of *The Death of The Author* and the backlash can be felt today.

Reanimation through narratology

One of the most prominent and innovative field of literary analysis comes in the form of psychology-based narratology, i.e. psychonarratology, a new linked discourse between studies of the mind and literary analysis. David Herman, one of the forerunners and most prolific scholar in this field, states the following about the interest and possibility of psychology-based narratological approaches in his book *Storytelling and the Sciences of Mind*: “I seek to promote closer convergence between developments in narrative studies and research in the sciences of mind by using, over the course of this book, all four of the strategies which I view as complementary and mutually reinforcing.” (2013, 1) Herman’s proposed discourse and his influence in the field has become a substantial framework for narratology. His work gained even more prominence in the 2000s and 2010s with new insight into the mind provided by advancements in neurology and psychology. His influence can be felt throughout the research of Anthony Paul Kerby, whose main focus is on the insertion of “self” in the narrative, as well as the aspects of memories and time of the “self” in narrative (Herman 2013, 3). Meanwhile, Partick Colm Hogan expands on “emotional universals” and how they impact narrative, and Sean Burke challenges Barthes, Foucault and Derrida in terms of the inherent subjectivity of both narrative and interpretation (Herman 2013, 3). Others have taken many cues from Herman and have expanded on key aspects from his work, and each scholar has brought new insight with their research.

What is proposed in the present article is an expansion on Herman and his peers’ approach by integrating and MPD/DID framework and alter mapping as possible expansions on a psychology-driven narratological approach. The inclusion of a psychological disorder into what is mostly a “positive” – based heavily on the aspects

⁸ They can be summarized as follows: (1) the author function is linked to the juridical and institutional system that encompasses, determines and articulates the universe of discourses; (2) it does not affect all discourses in the same way at all times and in all types of civilization; (3) it is not defined by the spontaneous attribution of a discourse to its producer, but, rather, by a series of specific and complex operations; (4) it does not refer purely and simply to a real individual, since it can give rise simultaneously to several selves, to several subjects – positions that can be occupied by different classes of individuals. (Foucault 1969, 216)

⁹ Every piece of writing comes from the author’s intent when writing it, thus making subsequent interpretations beholden to that intent and secondary to it. (Heller and Kirsch 2015, http://www.nytimes.com/2015/03/15/books/review/should-an-authors-intentions-matter.html?_r=0)

of memory, knowledge, self-image, intent, etc.¹⁰ meaning the psychological features of the human mind not associated with deviations and disorders – psychological framework may be controversial. This is not only because of the controversy surrounding the disorder itself, but because it seems paradoxical to associate or use a disorder to describe normal human functioning while creating a narrative. Also, using a disorder as a method of literary analysis in the sense of describing structure through deviance can seem counterintuitive.

Nevertheless, with greater insight into the framework of MPD/DID, and especially the mapping process of alters, an almost immediate connection to literary interpretation can be seen. An expansion on the concepts at hand lends itself to an integration into the narratological framework of a psychology-based approach due to key concepts of both MPD/DID theory and the mapping process having an adamant connection to the creative process of writing. Also, research into the concept of the inherently fragmented mind is integrated¹¹. For instance, the proposition of a *cognitive ecosystem* – described in more detail later – not only mimics an alter framework found in MPD/DID, but would benefit even more through its inclusion due to MPD/DID's inherent stable structure and coherence.

In lieu of this proposition and outlook this paper will focus predominantly on Herman's framework and expanding on key concepts by way of linking with the aforementioned MPD/DID framework, and alter mapping.

The method behind the disorder

In general, Herman's approach, remains focused on the "positive" cognitive aspects of the human mind. Some arguments remain open and somewhat vague, as well as being less cohesive as a "method" due to the mapping process relying on somewhat speculative ascriptions of intent. Herman, however, argues for a communication between discourses and not a complete method from the very onset. An expansion through an MPD/DID framework of alter mapping would ascribe intent to one-sided constructs with little speculation involved. Furthermore, this type of mapping takes into account both dissociative and associative factors of the core narrative dynamics.

¹⁰ On the one hand, research in fields such as the philosophy of mind, comparative ethnology, and the study of language acquisition indicates that ascribing reasons for doing or not doing – reasons that take the shape of clusters of propositional and motivational attitudes such as belief and intention – is a core feature of human reasoning about actions, including communicative actions such as storytelling. On the other hand, ideas developed by story analysts suggest how particular kinds of textual patterns bear on the process of co-constructing narrative worlds via ascriptions of intention; at issue are (defeasible or possibly wrong) ascriptions that, cued by specific textual structures, enable interpreters to infer what sort of world is being evoked through an act of telling, and also why and with what consequences that narrational act is being performed at all. (Herman 2013, 22)

¹¹ Psychological integration does not lead to a single real you or true self... it is the ability to stand in the spaces between realities without losing any of them... the capacity to feel oneself while being many (and) what is required is that the multiple realities being held by different self states find opportunity for linkage... through narrative. (Bromberg 2002, 87)

Nevertheless, Herman's works – purposefully or not – lend themselves well to expansion and even reinterpretation, enabling a continuation in the proposed fashion.

From the onset, Herman has two distinct strategies¹², and introduces later strategies by linking of distinctions and approaches, of which the most pertinent one for my expansion is:

Strategy 1 (a + c): Leveraging the science of mind to study narrative viewed as a target of interpretation. This strategy has predominated, thus far, in attempts to bring scholarship on literary narratives into dialogue with research in cognitive science. From Emmott's (1997) use of research on discourse processing to develop and account of pronoun disambiguation in narrative context; to Alber's (2009, under review) use of the concepts of "scripts" and "frames" to capture the distinctive processing challenges posed by texts that evoke physically or logically impossible storyworlds; to Gerrig's (1993, 2010) and Bortolussi and Dixon's (2003) use of empirical methods from psycholinguistic research to address questions pertaining to the cognitive and affective dimensions of narrative experiences, to Palmer's (2004, 2010) recasting of the study of fictional characters' minds in light of research on the embodied, material, and social aspects of intelligent behavior (see also Crane 2000; Hart 2011; Herman 2011b); to Burke's (2011) and Hogan's (2003, 2011) explorations of the relevance of studies of emotion for analyzing narrative structures across the world's narrative traditions; ... (2013, 2)

Herman's main focus continues in similar fashion, with one of the main concepts expanded upon being "scripts" and "frames" in the earlier chapters, later continuing with the introduction and linking of "intent" and knowledge, thus superimposing it unto concepts of the human mind such as self-images, "cognitive ecosystems," and cognitive "mapping," among others. What is important to note in this instance is that the focus remains on the narrative, and the link to the author is established by way of corresponding his/her intent with the actions in the narrative setting. However, this does not account for many possible dynamics within the narrative itself, as well as the complete dynamics of the mind. This is due to the fact that the intent of a person can be varied and multifold, and the ascriptions of intent remain speculative became not

¹² Distinction 1: (a) leveraging the science of the mind to investigate stories versus (b) drawing on idea developed by narrative scholars to investigate focal issues in cognitive science; and
Distinction 2: (c) studying narrative as target of interpretations versus (d) studying narrative as resource for sense making.
Different permutations and combinations of variables (a) through (d) yield different strategies for exploring the mind-narrative nexus. (Herman 2013, 1)

all factors can be accounted for. Lastly, the correlation between narrative and the author's intent is based more off of socio-psychological factors. In terms of aiding a narratological approach through the science of the mind much emphasis has been put on *action* and the *reason behind, and for, action*. Herman uses these distinctions avidly, and in tandem with authorial intent and other concepts mentioned prior, as well as describing these parameters as pertinent for a connection with studies of the mind.

To the contrary, it is indeed part of the nature of an action for it to be explicable through an account of how it arises from or originates in a reason (or set of reasons) that involves intentions and other motivational and propositional attitudes. A nested structure of actions obtains in this connection: local textual choices subserve the more global purposes of narrative worldmaking, which are nested in turn in a still broader ecology of representational goals. (Herman 2013, 40)

Actions and reasons for acting have been used to justify the integration of the author, and also to solidify the importance of shifts in the narrative and shifts in the general interpretational perspective. Paradoxically, the actions and reasons for acting in of themselves have not been described in the full capacity enabled by research into the mind. However, it can be argued that by taking into consideration the narrative first certain dynamics in the core narrative structure can lead to a better understanding of the author's intent. Nevertheless, the core narrative dynamics are hard to connect with actions and reasons for acting of the author when the multitude of factors are not clarified and mapped fully.

Using this perspective, for example, in *The Adventures of Tom Sawyer* it is impossible for Tom Sawyer to be eaten by an orca whale by the end of the narrative, whereas the possibility itself lies well within the psychological framework of overt creativity and within the confines of the mind of the author. By bringing the narrative immediately into the framework of the mind these possibilities remain in the "true" form, i.e. a possibility that still may become reality. Nevertheless, this possibility is not realized due to the creative process itself and the mind of the author, and not due to the confines of the narrative and its interpretation that fences said possibilities.

MPD/DID lends itself perfectly to an expansion of this argument on action and reasons for acting because the disorder is very action-driven in terms of various parts of the fragmented self taking to concrete actions, i.e. the alters are single-minded psychological constructs that in their nature coherently act in accordance to their role. What this means for the possible integration of MPD/DID into the sphere of narratology is the plausible ascription of alters, and the author himself or herself, to various actions within the narrative by way of assigning roles adherent to the host-

alter framework.¹³ Furthermore, the idea of Tom Sawyer being eaten by an orca whale may be plausible for an alter because it falls within their capabilities and intent. Nevertheless, this urge but will be subdued by other alters or the host. The possibility can become an action, with only the direction changing in accordance to the frameworks of other alters and the host, which lastly hinders or enables the acting out of the possibility. Each of these constituent parts of whether or not the action will be taken is mapped and is either fulfilled or not according to the relationships between alters in the framework. For example, it is common practice in MPD/DID therapy to literally interpret the stories and actions of the alters with the dissociation of the host, thus if we ascribe roles within the narrative, i.e. characters, narrators, focalizers, as well as the overall shifts and constants of the narrative, to states that would represent the host, i.e. author, and the alters, i.e. narrative constructs, we could identify actions and reasons for acting in a more precise way. Due to the one-sided and single-intent-driven alter construct their actions and reasons for acting are easily attributable, vividly expressed, and can be mapped instantly as well as the interwoven relationships expanded upon.

The Adventures of Tom Sawyer lends itself well as an example of the prescription of roles and actions. The famous whitewashing scene where Tom describes his dismay and moroseness¹⁴ is soon followed by a death scene – that of Dr. Robinson – which constitutes a “rite of passage” for young adults, where Tom remains almost unfazed as compared to his dismay while having to whitewash¹⁵, suggesting the existence of a child alter that secures the ark of the narrative and its childlike wonder and nature.

Herman has had a similar notion: “In contrast with earlier trends in cognitive science, this recent work characterizes the mind not in terms of disembodied mental representations situated in an inner arena that remains detached from the wider world, but rather in terms of a dynamic interplay between embodied intelligent agents and their broader environments for action and interaction.” (2013, 47) However, Herman has not expanded on it as precisely in terms of the possibility and use of the interactions, and especially the intelligent agents. The instance in *The Adventures of Tom Sawyer* highlighted previously would be within the boundaries of Herman’s framework of possibility and intent, but would go unnoticed because the deviation is slight, only visible when taking MPD/DID into consideration, and important because such shifts are common throughout the entire narrative and have an influence on the

¹³ As Sandler and Joffe (1969) have pointed out, in psychoanalytic literature the concept of self can be seen to have two facets; first, a subjective sense of one’s conscious experience, second, a structural organization which is out of subjective experience. DID patients maintain a degree of amnesia between self-states, so that previous self-states cannot be remembered; instead a powerful trigger will precipitate the DID patient back into another self-state rather than trigger a memory of a previous self-state. (Whewell 2002, 166-7)

¹⁴ The use of phrases such as “a deep melancholy settled down upon his spirit,” and “life was hollow, and existence but a burden,” (Twain 1986, 11) are used in this instance, which is very uncommon for the narrative.

¹⁵ “Tom went home miserable, and his dreams that night were full of horrors.” (Twain 1986, 109) The state of being miserable cannot compare to that of one’s existence being a burden.

final analysis. Furthermore, when taking MPD/DID into consideration, the straightforward nature of the alters and their actions, lends itself well to the construction of a stable framework around this notion of fragmentation, action and reasons for acting, as well as the inherent nature of the dissociation and connection of host and alters.

The most important thing to understand is that alter personalities are not people. They are not even personalities. That might seem obvious, but it is a truth one can lose sight of during therapy. It is probably impossible to construct a satisfactory definition of an alter personality... Alter personalities are highly stylized enactments of inner conflicts, drives, memories, and feelings. At the same time, they are dissociated packets of behavior developed for transaction with the outside world. They are fragmented parts of one person: There is only one person. The alters, put another way, are devices. Like any theater, the personality system is based on certain conventions and structural rules. (Ross 1997, 144-5)

As we can see from Ross' description the most important factors to be considered in a link between MPD/DID and literary analysis are "enactments of inner conflict," as almost every narrative has a conflict of some kind. Also, "drives" mentioned by Ross link directly to Herman's actions and reasons for acting, as well as "memories and feelings," which is something that Herman uses to ascribe actions and reasons for acting to the author. The term "devices" should also be accentuated because it indicates an absolutely direct link between the person, in this case host personality, and subsequent actions and reasons for acting of the alters. In the end, those same actions and reasons for acting are nothing else but the host personalities own, albeit dissociated, actions and reasons for acting filtered through the alters. All of the aforementioned aspects build up to the final sentence which highlights my earlier claims, namely that the use of MPD/DID would serve for a coherent method and framework in literary analysis. Ross, along with his peers, will state that this is a key factor in the framework and general system of the alters and host personality, claiming that this cohesion and accordance to structural rules is inherent to the disorder itself in all known cases. With the possibility of ascribing actions and reasons for acting to different entities their connection becomes a major part of the analysis, thus moving away from the dampening of possibility, but rather enhancing it.

Not only is the present fragmentation of MPD/DID a systematic affair, but some scholars would argue that a fragmentation of the mind is an inherent quality of the

human mind in general.¹⁶ John Southgate stated that since the fragmentation of the mind is inherent to all human beings there can be a system with four specific archetypes put in place that would allow for a better understanding of both the host personality and the alters: “1) The associating multiple person i.e. relatively good emotional health, 2) the repressed multiple person i.e. ordinary neurosis, 3) the dissociating multiple person who blames the Self but has no psychotic selves, 4) the dissociating multiple person who blames the Other and has psychotic selves.” (2002, 89) This idea of the inherently fragmented self is useful as it is closer to the approach of Herman, and his use of actions and reasons for acting. However, where the inherently fragmented self transcends mere action and reasons for acting in the sense of a possible transition into narrative is in MPD/DID.

One of the qualities of psychology-based narratology, especially the works of David Herman, is that such an approach, no matter how dynamically it represents the various studies of the mind it is using, the end result, i.e. the interpretation, will be static in the sense that it does not account for possible fluctuations. The end result is built on stacking interpretations of static imagery and concepts with little to no allowance for deviations and accountancy for the complete dynamic flow of a narrative (both associative and dissociative). This is due to key factors of the studies of the mind the approach is taking into consideration in the first place, as they do not account for the dynamic processes behind the initial responses. Thus interpreting actions from the narrative lends itself to more of a static final interpretation because it does not account for some key factors from the onset. A concern about the dynamics in play during the creative process and subsequent analysis can be seen in the example of Tom Sawyer and the orca whale, as well as the two key scenes highlighted earlier. Herman states in this regard the following: “To the contrary, it is indeed part of the nature of an action for it to be explicable through an account of how it arises from or originates in a reason (or set of reasons) that involves intentions and other motivational and propositional attitudes.” (2013, 40) However, Herman and others, leave this ascription of reasons behind action wanting in more coherence in terms of its function in the narrative beyond the simple current metaphor, or paragraph, or scene present in a narrative.

The possibility of action and reasons for acting are confined when taking narrative into consideration first and filtering it through the mind, instead of establishing an immediate link and continuing in that manner. Due to the fact that the actions and reasons for acting are being attributed to a singular entity the interaction of author and

¹⁶ We are not born into this world with a single unified personality. Rather the infant research data indicate that we come organized as a basic set of behavioral states with the capacity to generate new states and develop and modify complex sequences of behavioral states... Two of the fundamental developmental tasks facing a young child are the integration of a more continuous sense of self across discrete behavioral states and the development of self-modulation of behavioral states. (Putman 2002, 87)

narrative seems to be relegated to a singular view of reason and action. Even though the background (sociological and otherwise) can be taken into consideration, the result is a framework and interpretation based solely off of one factor with a multitude of varieties. This lacks in coherence as the actions and reasons for acting of a human being rely on too many varying factors. The reasons behind the dynamics between author and work can, and most often do, differ from one point to another. However, the most common analysis is grounded in stasis. The MPD/DID framework and mapping process, on the other hand, boast a considerable degree of dynamics, both in terms of the host-alter relationship¹⁷¹⁸, as well as the alter-alter relationship, the latter of which is very intriguing. One method was described by McLusky et al., and used in Sue Richardson's approach to therapy based on communicative means and creative activities, which links well with the act of interpretation:

Goal-corrected emphatic attunement is defined as an "intuitive grasp of the underlying emotional state of the other that draws on emphatic knowledge and is an acknowledgement of that state." In addition to goal-corrected emphatic attunement, which is a verbal activity, I would add the non-verbal dimensions of affect attunement to the assessment of dissociative states. This entails entering via "emphatic knowledge," the domain of the earliest forms of the self, the self that was communicating and making sense of how it and others fitted together and understood each other long before language was available, and at a time of extreme physical dependence. (2002, 158)

Attunement, in this case as well as others, means not only an attunement of understanding between host and alters, but as the "intuitive grasp" subtly indicates, it is a necessity based on intuition and practice in equal measures. Many scholars and practitioners would argue that literary interpretation is also very closely connected to intuition, and that the practice itself hinges as much on knowledge, as it does on intuition in its purest form.

Another connection between MPD/DID and literary analysis is the actual act of interpreting itself, most notably found in the predominant use of the word "interpretation" in general descriptions of mapping an MPD/DID alter framework.

¹⁷ It is well established that dissociation of identity in one person can result in the person having up to hundreds of alter personalities or fragments of personalities. As a constellation, the alters have differing ages, genders, orientations, affiliations, interests, capabilities, pursuits, memories, coping styles, emotionality, and so forth. These alternate personalities, though truly part of a whole, each meet and interact with the world in very different ways. (Dawson and Hidgon 1996, 240)

¹⁸ For example, alter A may be integrated with alter B, and the result alter AB can then be integrated with alter C, or perhaps alter CD, if they had been integrated earlier. Sometimes similar or like alters are integrated to reduce population explosion among alters. Sometimes different or unlike alters are integrated to give them necessary skills. (Marner 1996, 211)

The organizing effect of narrative, of verbally organized personal history, binds the disturbing affect and blends memory with an awareness of the present. Primary process, with its mostly pictorial images, its ability to have past, present, and future all flow into each other in all directions, fuels dissociative alter systems. Although we can never change the facts of a person's life, we as therapists have the ability to organize their feelings and memories into a narrative and thus influence its meaning. (Marner 1996, 209)

As noted here, the host-alter communication and interaction forms narratives, or "stories", which must be organized just as one would with ideas, findings, and analyses of a written narrative. Lastly the findings must be interpreted in order to achieve a complete picture/analysis of the narrative in question. Herman reaches a similar conclusion during his strong, but sadly brief, outlook on psychological ecosystems and the possible variations in a narrative according to the shifts in the ecosystem. The term ecosystem is quoted from Hutchins' work, and expanded upon, as well as used on, the example of Kafka's transcendental work.

...I argued that interpreters orient to textual patterns in narratives as cues to fill out – as necessary, or to the extent required by their engagement with a given narrative – dimensions of mentally configured storyworlds. These hedges are meant to signal the compatibility between the account of narrative worldmaking presented in this study and recent research that described minds not just as embodied and extended but also as constituted by their place within larger "cognitive ecosystems," to use Hutchins's (2010) phrase. (2013, 47)

Herman states the importance of aligning an interpretation with the larger role in a "cognitive ecosystem," which would result in hedges that in their nature of overlapping would bring ideas that seem distant into a closer relation. Another important factor of the "cognitive ecosystem" is its allowance for cultural context and frame of reference¹⁹. This is a closer relationship between not only the narrative and its interpreter, but also the author and the interpreter. To elaborate, "cultural as well as material affordances available," link both human parties to one another, due to the fact that the niches and gaps – mental and narratological – are beset upon their subsequent interpretation. The interpretation in question requires unison of interpreter, narrative, and author if one is to establish a connection to the "cognitive ecosystem" in order to create a broader interpretational framework that would encompass the minds involved in the various stages of the narrative itself. "As compared to Booth's

¹⁹ Thus, all affordance-generating textual patterns can be aligned with enactivist accounts of perception as skillful exploration of the world, with particular narrational methods corresponding to the various sorts of skills or know-how required for this exploratory process. In turn, in the account developed here, narratives of all sorts – including those of both Kafka and the Fontane variety – form part of the broader cognitive ecosystem within which human agents occupy particular niches, by virtue of how they exploit the cultural as well as material affordances available to them. (Herman 2013, 50)

approach, in the framework sometimes called hypothetical intentionalism, the analyst allows for wider-scope inferences about communicative intentions, such as a narrative's meaning is established by hypothesizing intentions authors might have had, given the context of creation, rather than relying on, or trying to seek out, the author's subjective intentions." (Herman 2013, 55) What Herman creates is a system by which interpreters would map patterns of their analysis in congruence with the assumption that behind every narrative action lies a reason, said reason being that of the author, the "person or persons who designed the narrative in question." (Herman 2013, 57) Nevertheless, this broadening of the possibilities toward a system to be put in place does not actually allow for more cohesion, as Herman himself states, the framework to be used is "more or less coherent" (2013, 74), which in turn does not allow for salience of the actions and reasons for acting discussed in previous chapters.

As an example of analyzing narrative and the reasons for action behind them Herman uses the Rumano Rock. Here he interprets the reasons behind the existence of the rock as an entity, as well as the possible reasons behind the inscriptions. However, this analysis is highly oriented towards the cultural background and the "intentional stance"²⁰ he ascribes to the marking, lastly forming an analysis that does much more to situate the Rumano Rock and the actions behind it in the cultural framework of its existence than establishing a connection to the "author" and their actions and reasons for acting behind the narrative of said artifact. His use of the intentional stance deliberately leads to the cultural context, as he describes this stance as being optimal when pre- or nonconceptual ways of engaging are not feasible. This is why it is argued that the use of MPD/DID would be a way of engaging with narratives even when the ways Herman is looking for are not immediately apparent. The mapping of an alter framework would account for the missing pre- or nonconceptual due to the inherent capabilities and actions of the alters.

Therefore, the prior mentioning of "person or persons who designed the narrative in question" is suitable for a possible expansion with a coherent MPD/DID framework and mapping system instead of a more or less coherent "cognitive ecosystem," or intentional stance. Of great importance is the perspective integrating of fragmentation with the acknowledgement of "persons" also being integral to the writing of the narrative, and in the sense of MPD/DID this would constitute the host and the alters. In trying to seek out the author's subjective intentions it becomes almost impossible to ascribe the relationship between all reasons behind the narrative actions at hand as the shifts and changes are all linked to one person. Which within a continuing interpretation leads to a stagnating of possible actions and reasons for acting because

²⁰ ... the intentional stance is not a default orientation when it comes to making sense of the conduct of others, but is indeed a productive and perhaps optimal stance to adopt when pre- or nonconceptual ways of engaging with the world are derailed or cannot get off the ground and more deliberate, reasoned strategies for parsing out reasons for action are required. (Herman 2013, 27)

a constant, in this case the one person, is being superimposed onto the multitude of actions and reasons for acting, lastly lessening the impact of the inherent multiplicity. As was demonstrated with a simple juxtaposition of two scenes from *The Adventures of Tom Sawyer*, these shifts are not only constituent parts of using MPD/DID as a tool for a narratological analysis, but they represent shifts that were not previously visible as apparent and integral to the process. MPD/DID has a core multiplicity with extensions of actions and reasons for acting fixed to the fragmented mind, i.e. the host and the alters.

On the spectrum of dissociation, the fragments may or may not develop into separate personality states. They contain discrepant internal memories of experiences in relationships (IMERs) (Heard and Lake 1997). This produces an identity predicament of the kind the latter refer to in individuals whose IMERs cannot “easily be generalized into one overall coherent model of the self.” These fragments of meaning, having no narrative context may or may not be constructible into a viable memory. They may not be assimilable by the victim’s “inner schemata” of the relation of self and the world. (Stern 1997) (Richardson 2002, 152-3)

Both the “cognitive ecosystem” as used by Herman and a general MPD/DID framework have pockets of expression in common, actions with the accompanying reasons, as well as a complete final narrative do not have any analytic value, or even possibility, outside of a given context. Said context in terms of Herman’s work is centered on the author and author intent, along with ascribing actions and reasons for acting to the narrative framework. Whereas an MPD/DID framework allows for ascriptions of intent, reasons behind actions, as well as context, in the form of multiple points of interest and applicability to diverse notions. Such an MPD/DID framework would not implode when different or colliding reasons for action are noted and cannot be rationalized – something necessary within a “cognitive ecosystem.” This is because the alter framework and relationship to the host is centered on dissociation, thus enabling for an interpretation where differences have different sources and only through a complete analysis can these differences be grounded in intent. With the example of Tom Sawyer and the orca whale we can see that even such a fantastic idea can remain plausible. It remains a possibility in its own right, and can only come to fruition through action. The alter framework would either allow or forbid this action. In other frameworks this possibility does not even exist.

The final linking of intent and person becomes an entire framework with a multitude of persons – in this case alters – adhering to a strand of reasons, or simply the one, and each relationship between person and alter, and their actions, creates a frame of context, and finally, intent. As was noted in Herman’s work, the importance of combining studies of the mind and narratology cannot be neglected, but it can also prove a daunting task. Nevertheless, the connections between the two fields of study

are apparent, and it is important to note that no narrative would exist without intent, actions and reasons for said actions. It is presently argued that ascribing all parameters to a single person, i.e. the author, will lead to a stagnation of possible key points, especially differences and shifts, as well as lead to a static interpretation.

What is noted in Herman's proposed approach, is the fact that the studies of the mind are superimposed onto a narratological approach. Studies of the mind are used in a narratological context without much shift in the parameters of either study. Through studies of the mind Herman seeks to create a border around the narrative and establish boundaries which a narrative is believed not to be able to cross.

Strawson (2004), Zahavi (2007b), and others have warned against overextending claims about the role that storytelling practices may play in the constitution of person identity and also in the dynamics of self-other relationships. Taking cognizance of these concerns, I seek to develop the part of my approach concerned with narrative sense making, or the storying of the world, in a way that registers the limitations as well as the possibilities of narrative viewed as an instrument of mind. Indeed, as both ecologically and intersubjectively oriented studies of person-level phenomena suggest, a key task for research on storytelling and the sciences of mind is that of mapping out the boundaries of narrative's sphere of (optimal) applicability. (Herman 2013, 80)

The proposed mapping would, as an end result, establish boundary-like parameters of author intent and narrative in general, as well as applicability of reasons for action within a narratological framework. In this instance it is argued that Herman's concern is completely valid, i.e. boundaries should be established and a framework of applicability is necessary. However, this diminishes the possibilities such an approach is trying to highlight when said boundaries and frameworks are imposed, as well as their ascription to a single person heavily limiting the inherent possibilities of fiction in general. Creativity and creative writing, especially writing fiction, is a process that borders on limitless. In order to ground it there needs to be a more stable framework of operations and ascriptions that could tackle the seemingly limitless nature of creativity and the structured nature of a finished narrative. There lies a possibility in MPD/DID because it accounts for the interactions between author and narrative in a dynamic way by ascribing actions to a multitude of parties. Also, the process of theorizing MPD/DID and mapping of an alter framework has a palpable connection to literary interpretation.

Enhanced mapping procedures

One of the major links between the MPD/DID alter mapping process and literary interpretation lies in the fact that literary scholars and psychologists both work with

narratives, i.e. one with a written narrative, and the other with an unfolding narrative of host and alters. Within the framework of MPD/DID the process of interpreting the reasons for actions of the alters is paramount, and these actions and reasons are linked to the narrative of the host.

These personalities are subject to containment in the countertransference, clarification and interpretation as any presenting aspect of a Borderline patient would be... Before the end of the session a summary of the content of the interaction with a preceding alter is given to the stable alter (usually the host) so no secrets are kept between therapist and individual alters. The aim is therefore to establish, if possible, a working alliance with each alter, and to analyze each alter when it appears. (Whewell 2002, 169)

Where MPD/DID could serve well within a narratological framework is in the confines of a complete system, as we can see from Whewell's description of the process. Each alter must be interpreted separately, and only later can it be linked to the whole, i.e. the host personality. Such an approach would benefit a narratological interpretation, as ascriptions would be given to each metaphor, shift, leitmotif, etc. and they could be viewed separately with adhering reasons for actions behind them, and thus would be eligible for a later integration with the parameters of the narrative as a whole. Subsequently, this approach would bypass the limitations of ascribing actions to a singular person, even when an entire ecosystem is taken into consideration. Moreover, relationships between instances become more important than the general whole in the earliest onset of analysis, and said analysis would dynamically shift to completeness similarly to an MPD/DID mapping procedure of alters²¹. Beyond the two scenes highlighted earlier, there are many others in *The Adventures of Tom Sawyer*, but an even more glaring instance becomes apparent in *The Adventures of Huckleberry Finn*, in the final paragraphs where in an attempt to reintroduce childlike wonder and adventure into the narrative Tom Sawyer comes to the plantation where Huck and Jim are being held in order to save the day²². Furthermore, when taking such key scenes, and some less obvious ones, the host-alter communication is a tool which serves the analysis by way of integrating each action and possibility into the framework in order to come to a final conclusion, i.e. analysis and interpretation. Such instances become a larger part of a whole interaction process of host and alters that shapes the narrative when taking into consideration the

²¹ Roy Schafer has taught that defenses are not simply mechanisms designed to keep something out; they are also elaborate stories and fantasies. Defenses must not be looked at as the enemies of the work, to be overcome so that the really good stuff can emerge. Instead, they are part of the way the patient constructs his or her world – internal and external. Careful attention to the defensive style of the various alters, as well as to the way the defenses work together or against each other within the alter system, must be central to treatment. (Mamer 1996, 191)

²² 'Why, who's that?' 'Who do you reckon't is?' 'I hain't no idea. Who *is* it?' 'It's *Tom Sawyer!*'"

(Twain 2003, 337)

framework of MPD/DID and the alter mapping process. The flow of an MPD/DID alter mapping process moves from fragmentation to reintegration, with the final goal being the completion of framework along which the alters and host would merge again. Such a task can seem daunting, as alters have their own narratives, histories, agendas, actions, etc.²³, but it is also worth noting that this fragmentation does account for the inherent human capability of dissociation. Scholars such as Caul, Southgate, Bateman, Fonagy, etc. note the importance of engaging in and with narrative throughout the course of therapy. By engaging with narratives the mapping process actively interprets the stories of the alters and the host, links them together, finds the most important aspects for integration into the framework, and lastly works towards communication, cooperation, and merging. Some instances of complete fusion of a creative act and the alter mapping process can be found in creative therapy sessions. These expressive therapies provide a palpable link to written fiction, as the expressive tasks of the alters become “pockets of meaning and narrative” in of themselves, and are sought to be combined with the whole.

Expressive therapies, which are versatile and adaptable, have constructive ways to approach the resultant mutual hostility and lack of recognition between alters and host. Although the ultimate goal of therapy is to empower the host and to encourage the alters to work together for the good of the whole, it is ironic that the most effective way to do this is to let the alters expand. They need to gain an understanding of the diagnosis and of each other in order for this work to be done. In fact, one use of expressive therapy initially in treatment is to introduce alters to each other through a variety of means. These activities can also help the constellation explore the differing competitive egos and concomitant coping strategies that comprise the patient’s system. (Dawson and Hidgon 1996, 241)

Within expressive therapy lies another, not as obvious as the use of writing itself, link to literary interpretation and possible expansion of Herman’s approach, i.e. the communication between alters themselves, and the alters and host; not to mention their cooperation as well. Therapists stress how expressive tasks can go beyond the inherent disdain between alters, and sometimes even beyond the amnesic dissociation of host and alters²⁴. Similarly to Herman’s approach of situations actions and reasons for within a “cognitive ecosystem” MPD/DID expressive therapy situates narratives

²³ Challenges to the therapist are obviously raised by having a patient with alters of many ages, orientations, ways of communication, interests, likes, dislikes, and agendas. (Dawson and Hidgon 1996, 239)

²⁴ Later, the therapist may use expressive, cooperative, shared activities among alters. These shared creative or everyday activities can weaken barriers among the formerly unknown or disregarded alters. Opportunities for individual expression prove useful with alters because although they are truly part of a whole, each meets and interacts with his or her human and nonhuman environment on different terms. Patients choose the activity. Different alters encouraged to work alone or in groups. (Dawson and Hidgon, ed. Spira and Yalom 1996, 241)

within a “cognitively-narrative ecosystem,” as each alter is a part of both the cognition and the narrative.

However, unlike Herman’s approach which situates actions within a positive and affirmation framework almost exclusively, and where divide, collision, and discord is rarely applicable to a stable reintegration, expressive therapy deals almost predominantly with discord and the reintegration thereof, where said discord is an integral step and thus can be structurally, and soundly, afforded to be reintegrated into the whole. Thus, the seemingly limitless number of possible alters finds the best possible utterance in the seemingly limitless virtues of creativity; lastly actively linking the MPD/DID framework and alter mapping process with not only literary analysis, but also the creative process in general.

Conclusion

Finally, the reason MPD/DID is named the “missing link” in literary analysis is because many aspects of Herman’s study do correlate to inherent values of the MPD/DID framework and alter mapping procedures, but never fully commit to the possibilities – both in terms of narrative frameworks and final interpretations – at hand. Wherein Herman and his contemporaries propose a closer convergence (Herman 2013, 1) between studies of the mind and literary analysis, it seems like taking into consideration a disorder such as MPD/DID is a step too deep into possible controversy; whereas the possibilities and frameworks, as well as the values of extensive mapping, behind the disorder are even sounder than some studies of the mind considered to be of value in their opinions.

As seen in the most prominent example, the “cognitive ecosystem,” the lacking concreteness of the parameters leaves much to free interpretation of use and possibility. The use of an MPD/DID framework and alter mapping would concretize the broadness of the ecosystem and lead to a closer connection to the writing process itself, and the intentions behind said process due to the fact that juxtapositions, discords, shifts, and “negative” actions would be integral and cohesive in terms of reintegration into the whole. The writing process itself is a highly dramatic one in terms of the final narrative and the mind of the author during the time of writing, and it encompasses as many positive as it does negative actions and reasons for acting. Even if Herman’s approach does allow for greater dynamics within the interpretation, it does not account for the entirety of the fluctuations, whereas MPD/DID frameworks and mapping procedures for alters does so by virtue of its inherent trademarks, i.e. the dissociation, narrative structure, communication, reintegration, merging, etc. of the host and the alters. Because actions and their reasons are attributed to different parties the interaction becomes a key aspect of the interpretation, which is something lost in ascribing all the parameters of action to a single person, i.e. the author. The creative

process itself showcases that relationship between author and work can be fragmented. Thus, coming closer to that aspect of the narrative those background dynamics could immensely improve the possibilities of a literary analysis.

In conclusion, controversies could arise from using the framework of such a daunting disorder as MPD/DID, but it should be noted that authors are not being diagnosed. What is proposed is a use of framework, something much closer related to Herman's attempts, and a reintegration of not only the author, but the creative process itself, into a literary interpretation. This is made possible because the very foundation of an MPD/DID framework and alter mapping process is steeped in traditions of literary analysis and understanding narratives. Filtering the aspects and frameworks of MPD/DID into a narratological context would bolster structure, cohesion, and account for some of lacking aspects of Herman's proposed correlation of studies of the mind and literary analysis. Not only that, but upon completion of a full method based around this idea – and proposed framework –the missing link will be brought back into the chain, and expand on the substantial foundation seen in prior chapters.

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Experiential Learning Approach to Teaching Mathematics in Indian Schools

(Sindhu.S. & Dr.Varghese K. Cheriyan)

In order to help people learn from experience, learning providers use a combination of activities and draw on role-play, sculpting, drama, stories and metaphors. They encourage learners to express thoughts and ideas about their experience. However the degree to which these activities are perceived as real or relevant can have a significant effect on the learning experience. The link between experience and learning is a strong one. Wilson (2005) defined learning as 'a relatively permanent change of knowledge attitude- occurring as a result of formal education or training, or as a result of informal experiences. According to Kolb (1984) Learning is the process whereby knowledge is created through the transformation of experience. Experience and learning would thus appear to be closely inter-twined and almost inseparable. Actually experiential learning is the sense-making process of active engagement between the inner world of the person and the outer world of the environment. It can be considered as an underpinning process to all forms of learning since it represents the transformation of most new and significant experiences and incorporates them within a broader conceptual frame-work. Boud, Cohen and Walker (1993), stated: We found it to be meaningless to talk about learning in isolation from experience. Experience cannot be bypassed; it is the central consideration of all learning. Learning builds on and flows from experience: no matter what external prompts to learning there might be - teachers, materials, interesting opportunities - learning can only occur if the experience of the learner is engaged, at least at some level. These external influences can act only by transforming the experience of the learner. In summary, we are saying that the foundation of much learning is the interaction between self and the external environment, in other words the experience. Rogers (1996) took this concept further and stated, 'There is a growing consensus that experience forms the basis of all learning.'

Experiential learning

Experiential learning is a process through which a student develops knowledge, skills, and values from direct experiences. Experiential learning incorporates a wide range of concepts from highly theoretical ones to the simplicity of 'learning by doing'. It is a powerful way to address individual growth and potential, which is commonly a much neglected approach to teaching and developing people of all ages. Experiential learning is adaptable for individual style, preferences, strengths, direction, etc. As such it is more likely than conventional prescribed training or teaching to produce

positive emotional effects, notably confidence, self-esteem, and a sense of personal value and purpose. People need learning which is adaptable for them as individuals, and also the traditional prescriptive teaching and training focused on external needs, typically of the organization, or to pass exams or gain qualifications. It is important to use the best sort of learning and development methods for the given situation. Only a stability of methods can satisfy organizational and external needs, and also help the individual grow as a confident and contented person.

Experiential learning has the following elements

Experiences are carefully chosen for their learning potential (i.e. whether they provide opportunities for students to practice and deepen emergent skills, encounter novel and unpredictable situations that support new learning, or learn from natural consequences, mistakes, and successes).

Throughout the experiential learning process, the learner is actively engaged in posing questions, investigating, experimenting, being curious, solving problems, assuming responsibility, being creative, and constructing meaning, and is challenged to take initiative, make decisions and be accountable for results.

Reflection on learning during and after one's experiences is an integral component of the learning process. This reflection leads to analysis, critical thinking, and synthesis. Learners are engaged intellectually, emotionally, socially, and/or physically, which produces a perception that the learning task is authentic.

Relationships are developed and nurtured: learner to self, learner to others, and learner to the world at large (Association for Experiential Education, 2007-2014).

There are many methods available for facilitators to use in order to help people to learn through experience. In experiential learning fundamental 'method' is the provision of the experience. He argues that learners retain more information when 'doing' purposeful experiences, as opposed to 'hearing' or just 'reading' about the experience. In outdoor learning, outdoor pursuits such as canoeing or climbing have traditionally been the learning 'activity'. Rodwell (1994) describes traditional outdoor approaches that use recreational or adventure activities thus: 'Outdoor training usually requires the trainee to perform a series of tasks which incorporate outdoor pursuits such as... climbing, abseiling, caving, orienteering, canoeing, sailing... and they usually involve training for management skills, team-working skills, personal development and physical challenge'.

This shift towards a wider spectrum of delivery techniques has attracted a dedicated professional team that can design and deliver indoor seminars, outdoor exercises, desktop simulations, experiential games, video projects or motivational events. Outdoor learning is moving away from an overemphasis on old paradigms, where the outdoor pursuits of 'canoeing, climbing and caving' are used to teach 'teamwork, communication and leadership'! The level of sophistication of provision parallels the deeper understanding of experiential learning. Provision now gives greater

consideration top re-activity interaction, review and transfer, and follow-up activities, and learners' needs are identified more carefully. Learning can be enhanced through the design of learning activities that embrace the milieu of adventure, fun, leisure and recreation.

The extent, to which both experiential providers and learners plan to learn from experience, or whether it just happens, is an important consideration. Educational psychologists consider learning, as a change in the individual caused by 'experience'. How people create and manage their 'experience' is crucial to the process of learning. In order to help people to get the most from experience it is necessary to unleash curiosity so that people actively seek learning, so that they can plan to unveil something that was previously hidden. It is equally important that learners can respond to unanticipated and unplanned experiences as they occur. Megginson (1994) examines why people take different approaches to self-directed learning? He refers to these two basic approaches as planned and emergent learning, and created a network, to represent four types of learner. He researched these four different learner types, and classified people as those who have high or low pre-planning for experience, and those who are high or low in developing responsive learning strategies. Megginson noted that there are two fundamental challenges that face those who help others to learn. Some people, he suggests, do not take responsibility for the direction of their own learning and some people do not learn from the experiences they have. Planned learners take this responsibility for the direction of their learning, whilst emergent learners respond to and learn from experience. Adventurers are thus high on emergent learning and low on pre-planned learning strategies, whereas the sage is high on both. Warriors are low on emergent strategies. Adventurers need a set of goal-setting activities. The sages, can find their own development directions. Sleepers can find any planned or emergent changes daunting and so techniques such as the use of written reflective logbooks can enhance emergent learning.

Experiential methodology

The purposive nature of learning means that in some programmes it is very necessary to determine the 'wants' of the learner, ie what the learner perceives to be his or her need; and the 'needs' of the learner, ie what the facilitator perceives the learner needs. The combination of the determined needs and wants can then be expressed in terms of learning outcomes. This requires in addition an understanding of the culture of the people and the organization, the resources available and practical considerations, such as whether the programme can be residential. In each experience the choice of combination of these variables is the underpinning precept of the educative process that is experiential learning.

In experiential development programmes there are often common activities, but the outward manifestation of the experience is different. Determining However, exposure to experiences outside the cultural norm of the organization may be a catalyst to stimulate creativity and innovation. It is a question of effectively determining what

outcomes are required for the individuals, groups or organization, whilst recognizing that the learning is a continuous, long journey. The need for learning often reflects a gap, or imbalance, in skills, knowledge or attitudes, and the learner is helped, to varying degrees, to move from his or her current way of operating to a preferred way of operating through the learning experience.

The journey away from the norm of 'sameness' often helps people to see this gap more clearly. Sometimes, however, there is also a need for 'metaphorical space' to escape, to 'sense' release and feel free. Journeying over periods of time and through physical and metaphorical space is an important component of any learning. The journey from where the learner is to where the learner needs to be is fundamental to the experiential process. Knowing the needs can determine the focus and end point. Knowing the participants can determine the start point, distance to be travelled, and the number of steps necessary to achieve the destination. Lifelong learning means that the end point of the learning journey is, however, little more than a staging post that, once achieved, enables learners to embrace a new set of challenges. A journey might venture into another place, away from the everyday environment, so as to gain a different view or perspective. Creating the right medium or milieu for a learning journey is thus a function of a number of considerations.

A basic experiential learning programme typology is Set a target, goal or objective, where goals create an underlying 'state of mind'.

Create a sense of a journey or destination — physical movement and exercise; people, information and objects are moved from A to B.

Allow participants to exercise many forms of intelligence.

Create and sequence a theme of social, mental, psychological and physical activities — mind, spirit and body.

Adjust the elements of reality.

Stimulate the senses.

Use construction or deconstruction in activity design: a physical object, eg bike, wall or raft or a non-physical item, eg a clue, phrase or poem.

Design social collaborative or competitive strategies.

Create combative and/or empathetic approaches to the environment.

Create restrictions such as obstacles; sensory blocking, rules; procedures.

Provide elements of real or perceived challenge or risk.

Set time constraints.

Allow people to deal with change, risk, success and failure —stretching personal boundaries.

Design sorting and/or organization skills — a mass of data, information to sort or activities to do or consider.

Include functional skills such as surveying, juggling, map reading, knot tying, etc.

Design quiet time for reflection — physical or mental space.

Allow the story of the experience to be told. (adapted from. Beard, 1998)

Key consideration in the 17-point typology is the sequence of activities. Primer activities often include ice-breakers and acquaintance exercises to reduce inhibitions or to create trust, empathy and teamwork. Experiential activities develop skills. Knowledge or awareness and often start with specific narrow skills and then move on to aggregate or 'broad' skills such as teamwork, communication, time management, emotional intelligence or leadership. This use of narrow 'activities' has to be examined in the light of their function. Broader and, more complex activities provide depth to the experiential learning process. Narrow skills such as listening or questioning can be focused on first. These might be built on later, as they are a subset of skills for teamwork or communication, which are very broad skills. Narrow skills can also be less developmental and more functional, for example knot tying, map reading or juggling skills, and they may be included to build up to complex functional skills for a journey such as orienteering.

Some Experiential Learning Activities for High School Classes

One important concept for high school-level experiential learning is to give more control of the project to the students themselves. Empower them to use their own creativity to make the project as interesting and educational as possible. Labs, workshops and studios serve a number of important functions or goals, which include: to give students hands-on experience in choosing and using common scientific, engineering or trades equipment appropriately;

to develop motor skills in using scientific, engineering or industrial tools or creative media;

to give students an understanding of the advantages and limitations of laboratory experiments;

to enable students to see science, engineering or trade work 'in action';

to enable students to test hypotheses or to see how well concepts, theories, procedures actually work when tested under laboratory conditions;

to teach students how to design and/or conduct experiments;

to enable students to design and create objects or equipment in different physical media.

Educational research has provided clear evidence from a variety of different sources about a number of features and approaches which are common to most successful lessons in mathematics. Research in effective teaching supports the use of a variety of teaching strategies (Brophy & Good, 1986). There are two reasons why it is useful to employ variety in the way to teach Mathematics. Firstly, the student responds differently to various ways of teaching. Some students learn effectively through silent reading, others do not and some students benefit from direct instruction, others seem to learn more from inquiry methods. It indicates a degree of sensitivity to make provisions for a wide range of learning styles. Secondly, gain from variety in instruction. A class is simply more interesting and appealing when students can look forward for discussions, hands on projects, games, demonstrations and other strategies.

Constructivism has emerged as one of the main philosophies of mathematics education (Ernest, 1991; Von Glasersfeld, 1991). In using constructivism as a philosophical basis of mathematics education is beneficial because there are genuine insights available that could dramatically transform the current practice of mathematics education. Reciprocally, the practice of mathematics education stands to transform and enlarge aspects of constructivism that can be achieved by no other means.

There has been considerable interest in the study of international practices for Mathematics teaching in India. Recent assessments have indicated that students in several Asian countries such as Japan, Hong Kong, Korea and Singapore have intended to score above international averages (Kelly, Mullis & Martin, 2000). In order to explore possible explanations for these achievement differences, an international study has been conducted to examine cultural factors, such as Mathematics curriculum and content, student characteristics and learning styles (International Commission on Mathematical Instruction, 2000).

In the modern mathematics movement, the old mathematics curriculum was replaced by the new curriculum in the form of new school mathematics text-books, and institutes were held for mathematics teachers to prepare them to teach the concepts and principles of the new curriculum. But little attention was given, in either the institutes or the new textbooks, to the nature of mathematical knowledge that would influence the practice of mathematics education. As a consequence, teachers simply taught modern mathematics in the same way that they had taught the old mathematics. Achievement in mathematics of students is significantly lower than other subjects. The interest and attitude towards mathematics is deteriorating day by day. Hence there is a need to think of a new strategy which will improve achievement of students in mathematics. David A. Kolb's (1984) theory of experiential learning provides a model for the process of knowledge acquisition and posits a typology of individual learning styles. Kolb's typology describes individual learning style in terms of both the preferred modality for "apprehensions" of new information and the preferred modality for processing new information.

In many countries, Kolb's experiential learning and learning style studies are conducted in various disciplines especially Management Education, Nursing Education, Social science and Adult Learning. A careful review conducted by the investigators of the earlier studies in India and abroad could find that not much has been done in Kolb's experiential learning on mathematics. Thus the investigators made concerted efforts to develop a model on lesson transcript based on experiential learning and Kolb's learning style for teaching mathematics at secondary level in India.

Lesson Transcripts Based on Experiential Learning Model

The lesson units selected for the experiment were subjected to a thorough analysis. Two major units from the text book of standard IX were chosen. The units

were Circles – Circumference and Area and Prisms. The concepts to be developed, the principles to be formulated, the procedure adopted for developing rules and equations and the processes leading to problem solving were carefully identified

In developing the Lesson transcripts the theoretical constructs presented by David A. Kolb and the learning cycle prescribed by the same author was used. The mathematics classes that the investigator taught have a format that avoids the use of large, formal, impersonal, set-piece lectures which concentrate on running through chunks of mathematical theory with the odd worked example thrown in. Instead, the investigator tries in his classes to encourage the students to undertake experiential learning. Students then have a set of exercises to try on their own and further directed reading through which they gain experience of using the mathematical ideas introduced. At the beginning of the next class there is a brief review of the previous session in which students can feed back their experiences, ask questions, seek clarifications and reflect on their success or otherwise in their attempts to use the material developed in the previous class. From the topics selected for teaching, the investigator has located the concepts which could be taught effectively using the Experiential Learning Model.

Syntax of the Model describes the main steps of teaching through the model. There are four phases in the Experiential Learning Model. The activities in each phase are as follows.

Phase I: Concrete Experience

Introduction of the concept or problem

Teacher provides the concrete experience.

Students form groups based on their learning styles

Students are actively involved in the process

Phase II: Observation and Reflection

Students are actively engaged in the experiment.

Students discuss about the experiment in their learning style groups

Students analyze the data and form concepts in an organized way.

Phase III: Abstract Conceptualization

Students inferring and personalizing

Students form different concepts about the topic.

Students define concepts themselves

Phase IV: Active Experimentation

Students realize the importance of the content in their real life.

Students test the experiment in new situations

Students identifying life skills

The sample lesson transcript was prepared by the investigator following the procedure for development a lesson transcript. Then it was given to experts in the field of mathematics teaching and teacher education. The draft transcripts were modified by the investigators based on the feedback and comments received from the experts. Then two lesson transcripts were given for try-out. Then again the lesson

transcripts were modified and restructured based on the actual experience the investigators obtained. The investigators focuses on transacting the concepts through groups based on their Learning Styles namely Converging, Diverging, Assimilating or Accommodating.

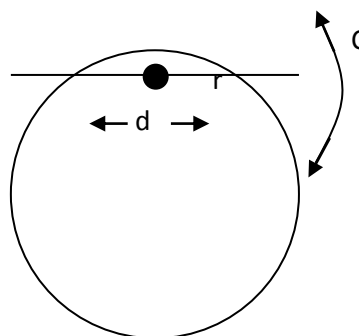
Experiential Learning Model Lesson Transcript

Name of the Teacher: =====Subject: Mathematics
Name of the School: ===== Standard: IX
Topic : Concept of Circumference Unit: Circles
Duration: 40 minutes
Curricular Objectives
To know the circumference is the curved distance from a point on the circle to that point

To know the circumference of a circle increases as its diameter increases

Content Analysis

- (i) terms : Circle, Diameter, Radius and Circumference
- (ii) fact : The ratio of the circumference and diameter of any circle is in direct proportion
- (iii) concept : Circumference of any circle is the distance traveled from a certain point on the circle making one complete rotation around it and coming back to the starting point.
- (iv) process : Process of finding the concept of circumference of a circle.



C – Circumference d - Diameter

Previous Knowledge

Students know circles, centre of circles, chord, diameter and radius of a circle. They also know the relation between the diameter and radius of any circle. They know that the longest chord of a circle is known as the diameter.

Instructional Strategy

Group discussion, pair-sharing and group activity

Learning Materials

Circular objects, toys, bangles of different sizes and ropes.

PHASE I CONCRETE EXPERIENCE

Step 1

Teacher brings different models and objects in the shape of circles which is observable in real life and the students are given the chance to experience and feel the different aspects of the concept, 'circles'.



Step 2

Students are grouped based on their learning styles which were measured using the Kolb's learning style inventory (adapted version). The learning styles of students are Assimilating, Accommodating, Converging, and Diverging. They are given proper motivation and familiarize the procedure to be adopted.

Step 3

Different aspects of 'circles' are discussed in each group. The students themselves will identify the dimensions; size, shape etc. are noted by the students and discussed.



PHASE II REFLECTIVE OBSERVATION

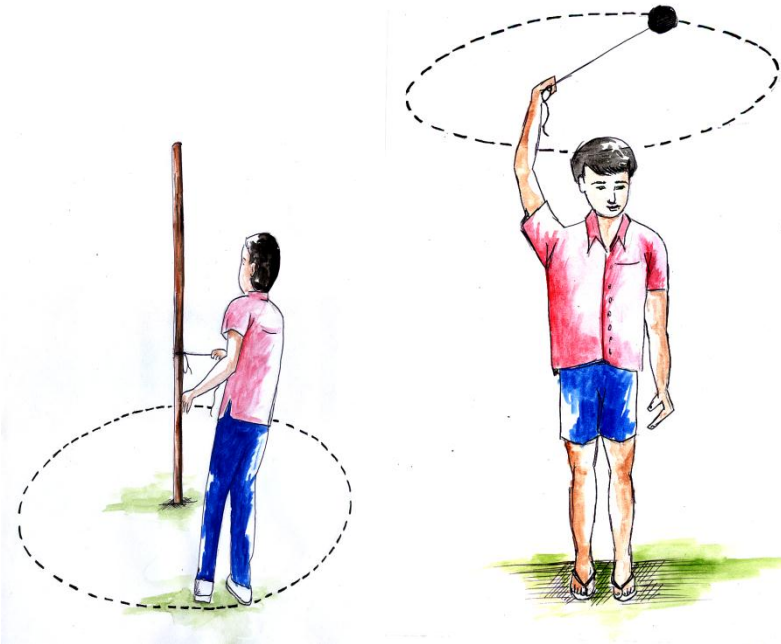
Step 1

Students in groups are given different ropes and they are asked to form circles with the help of those ropes. Then they increase and decrease the size of the circles formed by adding or reducing the members in each group.



Step 2

A nail is fixed on a board. A string is tied to it. The other end of the string is held in hand together with a chalk. Each group comes forward and draws different circles by increasing or decreasing the length of the string. Student use ropes to fix it on a pillar and form circles. They also experiencing by forming circles using a stone and a string as shown in the figure.



Step 3

Teacher presents certain questions and the students respond by pair-sharing and learning style group-sharing to those questions

What is the geometrical figure you have experienced in both the experiments?

What happened to the length of the rope as the number of students increased and decreased?

What should be our first consideration, in order to form a circle?

What will be the length of the string with respect to different points in the same circle?

What do you say about the length of the rope in the first experiment?

What will be the length of two points on a circle?

What will be the longest line segment formed by joining two points in the circle?

What did you find about the lengths of the different line segments that pass through the centre?

Can you find any relationship between the above mentioned line segment and the length of the string?

PHASE III ABSTRACT CONCEPTUALIZATION

Step 1

Students infer the concept of circles, centre, radius, diameter and circumference by answering the questions mentioned in PHASE II. They arrived at a conclusion that

Circle is the union of points equidistant from the centre.

The distance from the centre of the circle to any point on it is called the radius of the circle.

Double the length of the radius is called the diameter of the circles.

The length of the circle can be called its circumference.

Circumference of any circle is the distance traveled from a certain point on the circle making one complete rotation around it and coming back to the starting point.

Diameter is the longest chord.

Diameter passes through the centre of the circle.

Diameter is the maximum of the distance between various points on the circle.

Step 2

Students experience the learned concepts in other situations related to the life like, wheel of a bicycle, wheel of bullock-carts, clocks, coins etc



PHASE IV ACTIVE EXPERIMENTATION

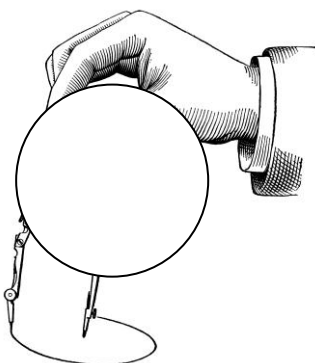
Step 1

Students draw circles of different sizes in their notebooks



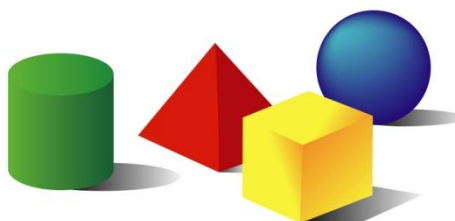
Step 2

Students draw circles of given measurements using compass. They find the diameter of each circle



Step 3

Students are asked to construct the models of clock, and toys of circular shapes



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Motivational factors for African immigrants into small business activities in Auckland New Zealand

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Abstract

Immigrant entrepreneurs play an important role in their host countries' economies. They contribute to national economies by starting up and running small and medium-sized enterprises (SMEs). These make up 97% of the total number of enterprises in New Zealand. 29% of employees in New Zealand are employed by enterprises with fewer than 20 employees (Ministry of Business, Innovation & Employment, 2016).

This study examines the factors motivating immigrants to start up small businesses in New Zealand. It focuses on African small business owners involved in business activities in Auckland. Participants are referred to as African entrepreneurs. A review of the literature on immigrant entrepreneurship resulted in discussion of why immigrants are motivated towards entrepreneurship.

This study adopted an interpretive study approach. Data was collected from 17 participants using face-to-face semi-structured interviews as a source of inquiry. Purposive sampling was used to select the 17 participants. All participants were African immigrant small business owners running businesses in Auckland New Zealand.

Three theories, labour disadvantage theory, cultural theory and opportunity structure theory were used to explore immigrants' motivation for entrepreneurship. Thematic analysis was used to analyse the data collected. Findings revealed that African small business owners were motivated by the perceived need for a community service, need for extra income, financial independence, cultural reasons, available opportunities, passion, desire 'to be my own boss' and disadvantage in the labour market. It is possible that factors motivating this group of entrepreneurs go beyond the generic factors listed above.

Keywords: African immigrants, entrepreneur, immigrant entrepreneurship, SME, motivation, Auckland New Zealand.

1.0 Introduction

Entrepreneurship study has become an important development in contemporary business.

Entrepreneurship researchers have generally recognised the importance of entrepreneurial activities in the establishment of small and medium businesses to a given economy or society. It is argued that entrepreneurial orientation and entrepreneurs' personal characteristics enhance small and medium business performance (Omisakin, 2016).

Entrepreneurship is associated with business start-up and growth of small and medium-sized enterprises (SMEs), which are regarded as necessary for growth and development of a country's economy by increasing employment opportunities. (Omisakin, 2016 & Fairlie, 2008).

In most countries, small and medium businesses make up the greatest number of enterprises. For instance, in New Zealand small businesses represent 97% (487,602) of all enterprises and employ 29% (599,880) of all employees in a country of 4.6 million people (Ministry of Business, Innovation & Employment, 2016). SMEs contribute immensely to the economic growth and development of a given country, and this cannot be overemphasised (Omisakin, 2017).

Migrant entrepreneurship is very important and necessary for the growth and development of economies in countries where immigrants operate businesses, understanding their motivation for starting businesses is very important and needs to be investigated. Therefore, the question this study asks is, "What motivates African migrants to undertake business activities in Auckland New Zealand?"

This study investigates why African immigrants in New Zealand opt to run businesses. It seeks to gain insights into the motivation of African immigrants in business in Auckland. Although several factors have been put forward as the motivations for entrepreneurship, most of these are considered either internal or external to the entrepreneur (Chu, Benzing and McGee, 2007).

This study is structured into the following chapters: chapter 1, introduction; chapter 2, literature review; chapter 3, theoretical perspectives; chapter 4, data collection method; chapter 5, analysis of data and findings; chapter 6, discussion and conclusion.

1.1 Rationale for the Study

Having accessed some studies, the researcher found that there is a dearth of literature concerning immigrants' motivation to engage in business activities. Therefore, understanding immigrant entrepreneurs' motivations to undertake small business activities in Auckland has not been effectively documented or studied by prior researchers. Thus, the researcher attempt to fill this gap in the literature by examining what motivates immigrant entrepreneurs into business activities in Auckland.

1.2 Objective of the Study

This study aims to examine the motivations of African immigrants to engage in business activities in Auckland New Zealand.

1.3 Research Question

The study aims to answer the question below:

What motivates African immigrants to undertake business activities in Auckland New Zealand?

1.4 Limitation of the Study

According, to Simon and Goes (2013), “every study, no matter how well it is conducted and constructed, has limitations. In this study the researcher highlights the following limitations:

- Limiting the study to Auckland New Zealand constitutes a limitation.
- The sample size of 17 is small.
- Focusing the study on African immigrant entrepreneurs only might seem biased. However, there are adequate recommendations in this study to mitigate these limitations.

2.0 Review of the literature

This chapter begins with a review and discussion of previous related studies on immigrants’ motivation to start up a business in their host countries. The review provides a theoretical background to this study and helps to establish links between this and previous studies, especially around migrants’ motivation to take up entrepreneurship. Therefore, this study’s literature review is restricted to motivational factors which are the focus of the study.

2.1 Motivation for migrant small business

Several authors have suggested factors that motivate individuals towards business. Shane, Locke and Collins (2003) argued that individuals are motivated towards business because of the availability of business opportunities and/or financial independence factors. Similarly, Kirkwood (2009) suggested financial gain as the sole motivator to becoming an entrepreneur. However, Ashley-Cotleur, King and Solomon (2009) argued that experience in family businesses and background business experience are factors that also lead individuals towards starting a business.

Several other reasons are suggested as factors that compel migrants to become entrepreneurs and own their own businesses. Jones, McEvoy and Barratt (1992) identified pull and push factors as the main motivators for migrants entering business. Masurel et al. (2004) argued for two main factors that influence migrants' decisions to enter into business: business culture within the family leading to business experience and determination for the business to succeed; available market, the regulatory system and the business environment. According to Volery (2007), motivation for business includes education, the local population, the economic situation, available business opportunities, location and cultural and religious differences. Liargovas and Slandalis (2012) argued that migrants went into business for family survival and better economic conditions. Domboka (2013) found that the first generation of Black African women in business in the United Kingdom (UK) were motivated by various pull factors such as discovery of a business opportunity, financial gain and wanting to be their own boss. Push factors were inability to secure a good job as hoped and being discriminated against in the labour market. However, migrants' business motivation is subject to multiple factors in their host countries and what motivates one migrant might not motivate another.

In terms of migrants' ethnic group in each country, five identifiable factors motivate migrants into business: culture, social network, inability to secure a job, regulations in the host country and access to capital.

- **Culture**

According to Metcalfe et al. (1996), particular ethnic groups possess a greater culture of entrepreneurship. The authors concluded that when a migrant comes from a more entrepreneurial culture, he/she is likely to be more business conscious than the locals in the host country are. This also explains why entrepreneurs from some ethnic groups are more successful in owning and running businesses than entrepreneurs from other ethnic groups.

- **Social networks**

Networking activities among the same ethnic nationals help to provide capital, support, knowledge of customer needs, seminars on language, negotiation and stress management techniques (Saxenian, 2002a). Johannisson and Peterson (1984)

enumerated the role of the social network in a migrant business set-up. A social network:

- Generates social support for the actions of migrant entrepreneurs
- Helps expand the strategic competence of migrant entrepreneurs regarding opportunities and threats
- Supplements the limited resources of the migrant entrepreneur.

Littunen (2000) placed migrant entrepreneurial networks into two categories, formal and informal. A formal network consists of financial institutions and trade associations, and an informal network consists of personal relationships, families and business contacts. However, informal networks are of great importance to migrant entrepreneurs.

- **Inability to secure a job**

Lack of other employment opportunities often drives migrants into entrepreneurship (Omisakin, 2015). Typically, newly arrived migrants have low rates of employment in the migrant host country. This is because new migrants lack work experience in the host country, face language barriers and encounter deliberate discrimination by employers. According to Omisakin (2016), immigrants seek self-employment because of discrimination that disadvantages them from securing employment. The desire to avoid labour market discrimination in the form of low-paid jobs serves as a principal explanation for the entry of migrants into self-employment (Clark & Drinkwater, 1998; Metcalfe et al., 1996).

- **Regulations in the host country**

Laws guiding business set-up in the host country can influence a migrant's decision to start a business. Countries where regulations impose low costs to register a business or where migrants are made to pay less to start a business might encourage migrants to become business owners. Wong (1988) submitted that the Chinese Exclusion Act of 1882 in the US pushed Chinese immigrants into an enclave that led to the practice of marginal economic activities such as Chinese restaurants and laundry businesses.

- **Access to capital**

Blanchflower and Andrew (1998) found that the primary factor that determined whether a migrant started a business or not was access to capital. Capital can be a major constraint in starting or growing a business. Migrants who can access capital often find it easy to start businesses. Migrants in their host countries often access capital for business start-up through inheritances and gifts, personal savings, capital supplied by fellow nationals through social networks or sourcing funds from friends and family.

3.0 Theoretical perspective

Every research field has some set of related theories (theoretical perspectives) that are generally considered relevant to the study being conducted. There are a few theories that are mostly applicable to entrepreneurship studies. However, the researcher adopted the following three theories to support this study: cultural theory; labour disadvantage theory; opportunity structure theory. The need to adopt the three theories came from the fact that all participants in the study are from the same ethnic group. In addition, these theories are mostly used to analyse migrants' involvement in business activities in their host countries (Volery, 2007 & Tucker, 2007).

3.1 Cultural theory

Hofstede (2011, p. 3) defines culture as “a collective programming of the mind which distinguishes the member of one group or category of people from another.” Culture is regarded as a collective phenomenon that is shaped by an individual's social environment. African immigrants in New Zealand have their unique culture and cultural traits, which influence their choice of business. The need to establish the relationship between African culture and entrepreneurship prompted the researcher to adopt cultural theory as one of the theories used in this thesis. Cultural theory is also used to evaluate the cultural tendency/predisposition of African immigrants towards entrepreneurship.

Basu and Altinay (2002) examined the interaction between culture and immigrant entrepreneurship among London's ethnic minorities. The authors found diversity in motivation for business, patterns of business start-up and level of family involvement in business. Diversities included family tradition, migration motives, religion, family links, business experiences and educational attainment.

The authors found that interaction between culture and entrepreneurship was stronger among Asian and African ethnic groups than other groups. Most Asian and African people ran businesses for the needs of their ethnic group, especially food, clothing and religious faith. They were also assisted and advised by other ethnic migrants in business. For instance, it is often easy for Asian migrants to start up small businesses not only for cultural reasons, but also because Asian migrants often rely on information from other Asian business owners, especially Chinese and Indian migrants (Spoonley, 2012).

Cultural theory establishes that immigrants' cultural resources help immigrants in their business start-ups as well as sustaining the business in their host countries (Kotler & Fox, 1995). Immigrant culture that helps sustain businesses includes being industrious and willingness to work long hours, saving, reinvesting business earnings, using family labour (underpaid or unpaid) and ethnic community network support which helps immigrant entrepreneurs to raise funds and succeed in their business start-up (Basu & Goswami, 1999; Li, 1993). Basu and Altinay (2002) were critical of the cultural theory by saying that cultural theories tend to overemphasise ethnic

solidarity and collective cooperation but neglected internal class differences and conflict among the same ethnic group.

3.2 Labour disadvantage theory

The labour disadvantage theory is referred to as “blocked mobility theory” (Li, 1997). Li argues that migrants are mostly pushed into self-employment because of the difficulties they encounter participating in the job search in their host country’s labour market. These difficulties may include language barriers, racial discrimination and lack of work experience in the host country. Thus, the only means of economic survival left for migrants is to start up a small business (Min & Bozorgmehr, 2003). It is no longer new that African migrants are being seriously discriminated against in the labour market [labour disadvantage theory] (Volery, 2007; Baycan-Levent et al. 2006).

The labour disadvantage theory has been used to explain why migrants and minorities often embrace self-employment as an economic survival strategy, and why they have high rates of small business ownership in their host country (Light, 1979; Light. & Rosenstein, 1995). However, Volery (2007) argued that the presence of migrants in business is not necessarily a sign of success, but an alternative to unemployment and a means of sustenance. Volery’s view affirmed research findings in Europe, the US and Australia, where immigrants face a great deal of discrimination. In his study, de Raijman (1996) found that Koreans and people from the Middle East and South East Asia are more likely to experience labour discrimination in the US than white Americans because of their visible differences and easily identifiable origins. The author concluded by citing African-Americans and Mexicans as the most disadvantaged in seeking jobs because of their recognisable differences from other Americans. Similarly, Asian migrants in Australia face discrimination in the Australian labour market when they attempt to secure jobs (Junankar et al., 2004).

The labour disadvantage theory is a framework which provides an insight into migrants’ job search experiences, migrant involvement in business activities and motivation to enter business. It has been widely used in migrant business literature (Mata & Pendakur, 1999; Paulose, 2011; Schmis, 2013; Volery, 2007).

Schmis (2013) found that Vietnamese people in Germany become self-employed in reaction to the negative experiences they have had in the restricted German labour market. Using the labour disadvantage theory, Abu-Asbah and Hebrunn (2011) found that Arab-Muslim women in the northern and southern triangle of Israel became small business owners because of discriminatory and challenging experiences. Following the labour disadvantage theory argument, Lazaridis and Koumandraki (2003) found immigrant small business owners in Greece who came from Nigeria, Sierra Leone, Ghana, Egypt and Albania had opted into small business because of discriminatory and exclusionary experiences they faced in the labour market while searching for

jobs. Habiyakare et al. (2009) concluded that immigrants do not opt into small business as a way of life, but as the best opportunity to make a living in the midst of limited alternatives.

As the discussion above demonstrates, labour disadvantage theory is useful in examining the motivational factors for immigrants into business because of discrimination and disadvantage they faced in the labour market. Therefore, this study uses the labour disadvantage theory to analyse how and why African immigrants are marginalised in the labour market leading them to pursue careers in business ownership.

3.3 Opportunity structure theory

The term "opportunity structure" refers to the fact that the opportunities available to people in any given society or institution are shaped by the social organisation and structure of that entity (Cloward & Ohlin, 1960). Migrants in their host countries could have opportunities structured in education, social, occupational, economic and business areas.

Opportunity structures could create an avenue for immigrant entrepreneurs to acquire a business when an existing native business owner relocates his/her business, closes his/her business, or sells it to an immigrant entrepreneur. Another scenario which creates business opportunity for an immigrant group, occurs either when children of first and second-generation immigrants attain a higher social level in society through securing employment in the mainstream economy or attaining a higher level of education. It is likely that upon retirement first-generation immigrants will sell off their businesses to newly arrived migrants because their first and second-generation children are not willing to take up generational businesses. (Aldrich & Waldinger, 1990). Another aspect of the opportunity structure is that government policies may sometimes determine business start-up opportunities available to migrants and the type of business they could go into. Today migrants might be restricted to some sectors of the economy; some years later the restriction may be lifted providing an opportunity for migrants to venture into the sectors. In some countries, immigrant status determines the type of business an immigrant can venture into (Klapper et al., 2006). For instance, there are institutional conditions in Norwegian society that expect immigrants from poor countries to establish businesses in some industries because such industries have lower entry barriers, while immigrants from rich countries are expected to establish businesses in the industries where the entry requirements are high. This explains why immigrants from Nordic countries are in the building industry and migrants from other countries who are considered socio-economically poor are in restaurant and other service sectors (Orderud & Onsager, 2005). However, the trend is changing in favour of the so-called poor migrants as they are being given opportunities to run businesses where before they dared not.

The need for the opportunity structure theory in this study is to establish support or reject the assumption that immigrants often face barriers to business ownership in their host countries. According to Volery (2007), opportunity structure can also include other conditions such as the legal and institutional framework. These can limit opportunities for migrants irrespective of the size of the market.

4.0 Method of data collection

The researcher used the interview method for data collection. The interview technique is preferred in interpretive studies because it is an effective way of accessing and interpreting information from participants (Myers & Newman, 2007). Participants were interviewed to elicit information about immigrants' motivation to set up businesses in Auckland. (Bryman, 2008). To attain the desired goal of this study, the interviewer made use of semi-structured interviews.

4.1 Semi-structured interviews

The researcher designed and conducted a semi-structured, open-ended interview question schedule on migrant motivational factors to start business. While conducting the interviews, the researcher used a tape recorder to record interviewees' responses to the interview questions and wrote observation notes about the interview, especially on any non-verbal communication by the participant that could not be recorded on tape (Bernard & Ryan, 2010; Denscombe, 1998).

Because of absence of data on the number of African immigrant businesses in Auckland, the researcher used a purposive sampling method in the selection of participants (Grinnell & Unrau, 2005). Therefore, purposive sampling allowed the researcher to select participants based on the participants' knowledge of the research problem (Grinnell & Unrau, 2005). The researcher purposively selected 20 participants who were African migrant small business entrepreneurs in Auckland to provide information in response to the research questions. However, during the interview of the seventeenth participant, the researcher realised that the data collected was shedding no further light on the phenomenon under investigation. At this point, saturation had occurred (Glaser & Strauss, 1967). Therefore, the researcher stopped further interviews. Morse (1995) defined saturation as "data adequacy" and argued that saturation occurs when no new information is obtained during continuous data collection. Therefore, the sample for this study comprised 17 participants of African small business owners in Auckland.

4.2 Data analysis

As discussed earlier, data in this study took the form of interview transcripts collected from study participants about their motivation for starting up businesses in Auckland New Zealand. Thematic analysis was used to analyse data collected. Anderson (2007) argues that thematic analysis is the most foundational of qualitative analytic procedures because of its informed objectivity or objective epistemological stance.

Thematic analysis involves the search for themes that emerge from the data collected. The emerged themes are important for the description of the phenomenon under study (Daly, Kellehear, & Gliksman, 1997). The researcher considered thematic analysis because this method included the process of identifying, analysing, and organising themes from the data collected. To establish this, the researcher carefully read and re-read the interview transcripts (Rice & Ezzy, 1999) and prepared an analytical report from the themes and quotes generated by NVivo.

5.0 Analysis of data and findings

Presentation and discussion of the study's findings starts with participant information and their business characteristics.

• 5.1 Participants by age and gender

Participants were from 30 to 58 years old. Gender distribution among them was 6 males and 11 females. The reasons for gender imbalance were that African women are mostly involved in small businesses to assist the family and to be close to home to attend to children's and family needs. Most female participants claimed that their mothers had run small businesses in Africa either in the front of their houses or in rented shops. It was a cultural norm for female children to learn the art of their mother's business. Therefore, most female participants in this study had learnt one or two skills in business from their mother before migrating to New Zealand, especially in the fields of African beauty, food and culture. This explains why 11 females in this study are from the beauty industry and African food sector of the economy. However, gender imbalance was not the focus of the study.

• 5.2 Participants by classification and nature of business, and location of business

Twelve participants ran sole proprietorship businesses. Seven out of these 12 ran their businesses in the beauty and sales industries. One participant each ran her business in party rentals and events management, events management and decorations, an African restaurant and coffee shop, product representation for African products, and a beauty salon and hairdressing. Three participants were involved in family businesses. Two of these were in African food, African fashion and beauty product distribution, while one was trading and distributing confectionery. One participant was a self-employed person engaged in lawn mowing, and another ran an African welfare service and a retail business.

Six participants located their businesses in South Auckland, another nine participants located their businesses in West Auckland and two located their businesses in Central Auckland. By analysis more than 50% of the participants located their businesses in West Auckland.

- **5.3 Participants by years in New Zealand**

Four participants had been in New Zealand for five to nine years. Seven participants had been in New Zealand from 10 to 14 years while five had been in New Zealand from 15 to 20 years, and only one participant had been in New Zealand for more than 20 years. By comparison, more than two-thirds of participants had been in New Zealand for more than 10 years.

- **5.4 Motivation into small business activities**

Responses of participants to the interview questions encompassed eight themes. One motivation was common to 11 cases, another motivation was common to five cases while three motivations were common to four cases. However, 'community service' was the most common motivating factor for participants starting up a business followed by 'disadvantaged in getting a job' 'be my own boss', 'passion' and 'open opportunity'.

- **5.4.1 Need to serve the community**

Eleven participants were motivated by a need to serve their community. These participants were motivated to start a business when they found that their community was lacking in certain needs. The desire to provide for African community needs in Auckland motivated these 11 participants to start-up businesses in African food and other African community related needs. Some were motivated to provide African clothing because the African community in Auckland was lacking in African traditional clothing. The study found that most participants were motivated to engage in business because of the need to serve their community by providing the things the community was lacking.

- **5.4.2 Need for extra income**

Two participants were motivated into starting a small business because they realised they needed extra income to match the high cost of living and overcome the financial challenges they faced as a family. While these participants were in business, they also maintained their paid employment at the same time. One of these participants worked as a nurse while the other worked as tutor in a polytechnic.

- **5.4.3 Financial independence**

The study found that two participants were motivated to go into business by their desire to be financially independent. Shane et al. (2003) suggested that individuals are motivated into business because of the need to be financially independent although subject to available business opportunities. These two participants consciously started a business with the expectation of becoming financially independent leading to better life.

- **5.4.4 Cultural Factor**

The study revealed that three participants were motivated into business because of the need to promote and maintain African culture. Culture consists of the characteristics and knowledge unique to a group of people, including everything from language, religion and social habits, to cuisine, music and the arts. It is generally regarded as the way of life of a group of people (Zimmermann, 2015). Basu and Altinay (2002) examined the interaction between culture and immigrant entrepreneurship among ethnic minorities. The authors in their conclusion strongly linked immigrants' culture to immigrants' choice of entrepreneurship in their host countries.

Culturally, most participants in the study considered themselves as ambassadors of African culture. They were proud of their culture, and the promotion of their cultural heritage in New Zealand was their priority. They started their businesses culturally by introducing many new African foods and fashions to New Zealand, including distinctively African hairstyles such as African braiding, weaving and dreadlocks. African fashions, cuisine and culture are today part of the multicultural nature of New Zealand.

The implications of years of promoting African cultures is that today it is common to see along the street, at events, clubs and other social gatherings in New Zealand non-African people wearing African fashions comfortably, non-Africans eating African foods and non-Africans having African braids on their head quite happily.

- **5.4.5 Open opportunity**

Three participants felt that there was a gap in the market and therefore a business opportunity presented itself. Participants that felt they were at the right place and the right time. This was the driving force for them in making the decision to start their own small businesses. One participant, a university lecturer from the United Kingdom, went into business when she discovered a niche for her kind of business. When an individual spots a market opportunity, it becomes an important motivator for them to start a new business (Kirkwood. & Walton, 2010). The study found that some African migrants in New Zealand went into small business because an opportunity presented itself in their community.

- **5.4.6 Passion**

Four participants were motivated to start their businesses because they had a great passion for the type of business they undertook. Two participants decided to start their businesses in party rentals and decoration because they were passionate about attending parties and making decorations at parties they organised or attended. Two participants were driven to businesses in hairdressing and beauty because of their passion for African haircare and beauty. These two participants wondered what they could have done other than beauty and hairdressing.

- **5.4.7 Be my own boss**

Four participants were motivated into business start-up because of their desire to be their own boss. Participants stated that being their own boss gave them independence and flexibility, and these were reasons for their involvement in business activities. The flexibility of running their businesses as self-employed business owners allowed them to have flexible hours of work, flexible hours of opening and closing, the choice of going to work or not and above all, having more time to spend with the family. Baycan-Levent and Kundak (2009) argue that being one's own boss is the driving force for migrants going into business in Switzerland. Whitehead et al., (2003) found that in the UK, flexibility, independence, and being one's own boss are the major considerations for migrants going into business.

- **5.4.8 Disadvantage in getting job**

The study found that five participants went into business because every attempt made by them to get a job had been unsuccessful. Participants unsuccessfully searched for jobs for years before taking to business. They believed that New Zealand is the most difficult country for migrants to secure a job in. Many reasons account for participants' inability to secure jobs in the labour market. Among them are: discrimination because of colour, accent, language, non-recognition of international qualifications acquired by migrants and requests by employers for non-existent job experience in the host country. From this study's perspective, employers need to realise that it is impossible for migrants to have work experience when no employer is prepared to employ them. All these issues prevented migrants from getting jobs in the mainstream job sector, leading them to the only available option, which is to set up a small business.

6.0 Discussion and Conclusion

Some findings of the study were consistent with previous studies. As found in this study, entrepreneurship studies argued that the desire to increase income and to be one's own boss are common motivational factors for immigrant entrepreneurs operating businesses in their host countries (Baycan-Levent and Kundak, 2009; Whitehead et al., 2003). According to The Global Entrepreneurship Monitor (2009), employees with low income in comparison to their job input are more entrepreneurial with a mind-set of setting up their own businesses to redeem low-income position. These people are motivated into business because of their desire to be their own boss, believing that running a business will help them increase their income.

Examining the motivations for African immigrants starting business activities in Auckland, the study found some interesting results. The factors most important in motivating the participants were the desire to serve the community others are being disadvantaged in getting job in the labour market, desire to be one's own boss, being passionate about a chosen business and the availability of open opportunity. Findings

from the study indicated that 64.7% of participants argued for community service as their motivation to start up business.

However, while many factors that motivate entrepreneurs are similar according to studies and across geographic regions and countries, this study found a unique motivational factor within the participant group. Participants argued that their main motivation towards business was their commitment to serve their community by providing what the community needed for existence at the expense of profit making. This is a remarkable contribution to entrepreneurship study. The results of this study also provide an additional contribution to the entrepreneurship literature by showing that aside from the generic factors, the need to promote African culture was another great motivating factor for African entrepreneurship. This is obviously due to cultural appreciation by the participants.

Findings from this study have justified the theories used to support it. Some participants argued that they were motivated to start up business for cultural and community service reasons, a finding supportive of the cultural theory; others claimed that their reason to go into business was disadvantage in the labour market. This finding is synonymous with the argument raised by the labour disadvantage theory. Some participants were in business because there were open opportunities where there was none before. Opportunity structure theory is supportive of this finding.

The predominance of female participants in the study indicated that many African women were engaged in small business activities because of the business training acquired from their families. They also needed to support their families financially and take care of their children. Participant ages ranged from 30 to 58 years.

In conclusion, the aim of the study was to examine the factors motivating African immigrants to take part in business activities in Auckland New Zealand. This study has bridged the gap in literature by providing documented evidence not only on the motivational factors of African immigrants in business, but also data on the African businesses themselves. This data was previously unavailable. From the analysis as discussed in this study, the study has fulfilled its mandate and made its contribution to entrepreneurship studies.

6.1. Suggestions for Further Research

The study recommends the setting up of another study on multiethnic immigrant entrepreneurs' motivations for starting small business activities in Auckland. The outcome of this study would reveal if immigrants of different ethnicities go into business for the same reasons.

A nationwide study could also take place. This would help establish reasons why some immigrant entrepreneurs choose to operate their businesses outside Auckland. The results of a nationwide study would be more generalisable.

Further research could take place with a larger group of participants than 17. A larger sample would produce more generalised results.

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The Efficiency of International Capital Flows on Economic Growth: An Analysis for Turkey

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Abstract

In a closed economy, domestic savings are the only source for investments and physical capital accumulation. On the other hand, in an open economy, foreign capital could be used to finance domestic investments.

After 1980s, developing countries started to liberalize their capital accounts and since then, they have been attracting the attention of foreign investors. Some empirical findings indicated a positive relationship between economic growth rates and foreign direct investments (FDI), and some of the studies revealed contrary findings. The aim of this study is to analyze the relationship between FDI and economic growth for the Turkish Economy.

Key words: Economic Growth, Foreign Direct Investments, International Capital Flows, Turkey

1. Introduction

Since the early 1980s, liberal economic policies, especially the financial liberalization has gained momentum. The benefits of globalization in terms of both higher growth and reduced poverty became part of the main discourse of capitalism in the mid-1990s (Stiglitz, 2004).

Globalization has helped developing countries to counterbalance the capital they need through foreign direct investments (FDI). Foreign direct investment has also been seen as a source of technological transformation and employment creation. Other than that, FDI helps to easing to access to international markets and leads to an improvement in human capital. Foreign direct investment is also not as volatile as the short-term flows (hot money) that can rush in out to a country ([World Bank, 1999](#)). Due to these reasons, developing countries have been trying to attract the attention of foreign investors.

The potential benefits of financial globalization will likely lead to a more financially interconnected world and a deeper degree of financial integration of developing countries with international financial markets. Since a better functioning financial system with more credit is the key aspect to foster economic growth, the developing countries could benefit from financial globalization in that sense (Schmukler, Sergio, 2004).

The purpose of this paper is to examine empirically the role of international capital movements on efficiency of resource allocation and the effects of production efficiency, i.e. economic growth. Our aim is to indicate whether financial flows and foreign direct investments (FDI) are different in terms of efficiency of production and allocation of resources. In this study, the effects of international capital flows on economic growth (production efficiency) and fixed capital formation (resource allocation efficiency) analyzed with the help of correlation analysis between the years 2000-2015 for Turkey.

2. Economic Growth and International Capital Flows

The components of economic growth are; capital accumulation, i.e. investments in physical and human capital and technological progress (efficient use of resources.) In a closed economy, domestic savings are the only source for investment and capital accumulation but in an open economy domestic investment could be financed through foreign capital.

In his classic article, Solow (1956) proposed that the saving rate and population growth are two variables that determine the steady-state level of income per capita. Because different countries have different saving and population growth rates, they reach different steady states. According to Solow's model, the higher the rate of saving, the richer the country. The higher the rate of population growth, the poorer the country (Mankiw, Romer, and Weil.1992).

In contrast to the traditional economic growth framework, the technological change was an unexplained residual. The recent growth literature has emphasized the dependence of growth rates on the state of domestic technology relative to that of the rest of the world. In this context, foreign direct investment is considered a major link for developing countries to access the advanced technologies of developed countries (Borensztein, De Gregorio and Lee, 1999).

Kindleberg (1971) also described the effects of FDIs from developed countries to developing countries and called it a “non zero sum game”. He stated that despite of some problems in the short run, in the long run it would be beneficial for developing and developed countries

For many developing countries, the ability to attract international financial capital offers large potential benefits. One of the basic feature of developing countries is the low levels of capital per worker in these countries, which have long held output down. Net foreign capital inflows could boost private saving and help these countries reach higher rates of capital accumulation and growth. Foreign direct investment may also facilitate the transfer of managerial and technological know-how. The standard line on development is the developing countries are short of capital; an inflow of capital therefore will enable them to grow faster. (Stiglitz, 2004)

On the other hand, opening domestic financial markets to international transactions creates added risks, particularly in developing countries. The cases of the 1997-98 Asian and Russian crises, as well as those in Brazil 1999, Turkey 2001, Argentina 2001, and are just some examples that captured worldwide interest. These crises have most often been blamed on mistaken macroeconomic policies in the affected countries, or what are characterized as bad fundamentals (Bosworth, Collins 1999).

The case for capital market liberalization is mainly based on standard efficiency arguments asserting that capital market liberalization leads to higher output and greater efficiency. There are five components to the argument (Stiglitz, 2000):

- Countries should be interested in maximizing GNP (Gross National Product), i.e. the incomes of their citizens, not GDP (Gross Domestic Product) or in other words the output of the country. If the citizens of a country can find an outlet for their funds with a higher return than any investment in their country, then GNP is maximized by allowing the funds to leave the country.
- International competition for funds provides a stimulation for countries to create an attractive economic environment for business.
- Open capital markets could help to stabilize the economy. As a country faces an economic crisis, the lower wages will attract funds into the country, helping to stimulate it.
- Open capital markets also serving as an important source of funding for investment projects.
- The arguments for liberalizing capital markets is similar to free trade in goods and services. "Capital," is just like any other good. The case for capital market liberalization is thus the same as the well-known case for free trade in general.

3. Turkey and Financial Liberalization Process

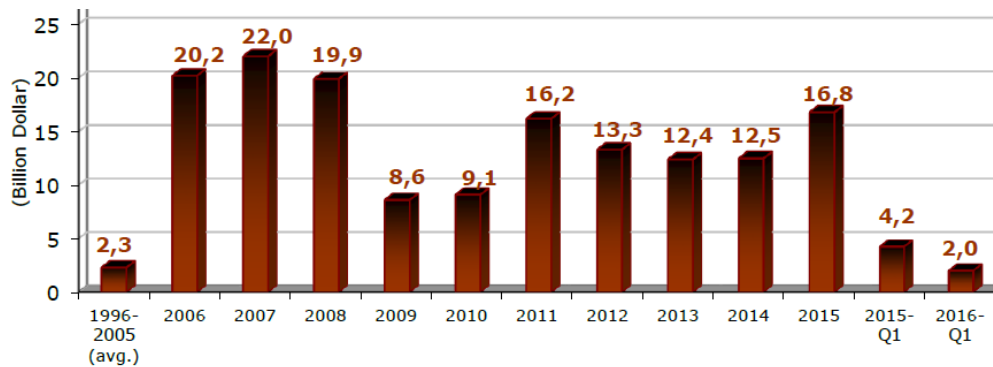
In a closed economy, domestic savings are the only source for investment and capital accumulation. In an open economy, domestic investment could be financed through foreign capital. Turkey started to liberalize its economy in 1980s and since then became a part of international economy.

The general outlook of the Turkish economy is similar to many other developing countries. After World War II, Turkey adopted inward looking import substitution policies and fixed exchange rate regime until early 1980s. In 1983, the free market reforms undertaken by Prime Minister Turgut Özal transformed and liberalized Turkish economy. Turkey decreased import restrictions, liberalized interest rates, simplified procedures for foreign direct investments, and promoted the exports of goods and services. In 1989, capital account liberalized with 32-numbered decree and

capital flows were fully liberalized in the external accounts (Akat 2000). From this date on, Turkey has attracted the attention of foreign investors.

There has been a radical change in the inflow of Foreign Direct Investments (FDI) into Turkey particularly after 2005. There was a significant increase in the annual FDI inflow, which stood at around 1-2 billion USD until 2005, with the positive impact of Turkey's EU accession process starting and the structural reforms that have been implemented. It has reached its highest level in 2007 with 22 billion USD. Even though the global economic crisis had an impact on the FDI inflow between 2008 and 2012, starting from 2013, there was a continuous increasing trend in the FDI inflow into Turkey (See Table 1).

Graph 1: FDI Inflow of Turkey (1996-2016)



Source: Turkstat, www.turkstat.gov.tr

According to the report, which excludes the latest revisions made by Central Bank of Republic of Turkey (CBRT) in compliance with IMF sixth edition of Balance of Payment Manual; in 2015, FDI inflows to Turkey, has reached USD 16.5 billion. In terms of global FDI inflows, Turkey moved up 2 place and ranked 20th in the world and moved up 3 place and ranked 8th among developing countries. In terms of FDI inflows in 2015, Turkey's share among global FDI flows remained unchanged at the level of 1% in 2015 compared to 2014. The share of FDI flows among developing countries has risen from 1.6% to 2.1% compared to the previous year. (Foreign Direct Investment Report, 2015, <http://www.economy.gov.tr/portal/content/conn/UCM/uuid/dDocName:EK-231868>)

4. Literature Review

Rapidly growing literature on the growth effects of capital account liberalization finds disparate results and financial liberalization does not thrive the same way in every country. The growth effect of liberalization process depend on two factors: how much

additional investment the reforms generate (e.g., because the cost of capital goes down) and the efficiency of new investments. Countries with a relatively high physical and human capital stock, relatively efficient financial markets, good legal institutions, and so on, might see highly efficient investment and a large growth response.(Bekaert, Campbell and Lundblad. 2005).

In empirical studies on foreign direct investments, the impact of foreign direct investment on economic growth has been mostly discussed. In economic theory, it is generally accepted that the international capital flows, especially FDIs have positive impact on economic growth. Empirical findings also supported the positive impact. According to the studies done by Lensink and Morris-Sey (2001); De Mello (1997); Assanie and Singleton (2002); Blomstör(1992); Borensztein, De Gregoria and Lee(1998); Bosworth and Collins(1999); Zhang(2001); Nair-Reichert and Weinhold(2001); Campos and Kinoshita (2002); Alfaro, Areendam, Kalemli and Sayek (2004); Makki&Somwaru (2004); Asheghian (2004); Khalig and Noy (2007); Magnus and Fosu (2008); Klein and Olivei (2008) similar results have been achieved. But on the other hand, there are studies (Menciger (2003), Carkovic and Levine (2002) and Rand&Tarp (2002) which found contrary findings, pointed out the negative impact of internatioanl capital flows on economic growth.

The studies done for Turkish economy also found out mixed results about the impacts of international capital flows on Turkish economy. Aykut and Sayek (2007); Örnek (2008); Sen and Ozan (2010) found out the positive impact of international capital flows on economic growth for Turkey. However, there is a growing literature having contrary findings for Turkish economy. The studies done by Aslanoglu (2002); Alici and Ural (2003); Yilmazer (2010) could not find casuality betwween international capital flows and economic growth for Turkey.

5. The Study

According to IMF statistics, International Capital flows grouped into three broad categories: foreign direct investment, portfolio investment and other investments (IMF, 1999). Since international capital movements enter into country in the form of financial instruments such as stocks and bonds etc. (except FDI's), the sum of portfolio investments and other investments called financial investments.

In Turkey, CBRT (Central Bank of Republic of Turkey) announces the BOP (Balance of Payment) Statistics. In BOP statistics of CBRT, financial account also consists of foreign direct investments, portfolio investments and other investments.

The results of the correlation between fixed capital accumulation, economic growth and different types of international capital flows in Turkey are shown in Table 1. There is a strong positive correlation between GFC (Gross fixed Capital accumulation) and international capital movements (i.e. Financial Account Balance). The correlation is significant at 0,01 significance level.

Table 1: The Correlation between International Capital Flows & Domestic Investments and Economic Growth for Turkey (2000-2014)

		Correlations ^c						Economic Growth Rate	Financial Account Balance
		Other Foreign Investment	Portfolio Investment	Financial Capital Movements	Foreign Direct Investment	Gross Fixed Capital			
Gross Fixed Capital	Pearson Correlation	,854**	,730**	,899**	,614 [†]	1	0,236		
	Sig. (2-tailed)	0	0,002	0	0,015		0,398		
Economic Growth Rate	Pearson Correlation	0,478	0,279	0,435	0,044	0,236	1		
	Sig. (2-tailed)	0,071	0,313	0,105	0,878	0,398			

*. Correlation is significant at the 0.05 level (2-tailed).
 **. Correlation is significant at the 0.01 level (2-tailed).
 c. Listwise N=15

If we analyze the financial account's components:

- FDI & GFC: There is a positive correlation between FDI & GFC. The correlation is significant at 0,05 level.
- Portfolio Investments (PI) & GFC: There is a strong positive correlation between FDI & PI. The correlation is significant at 0,01 significance level.
- Other Investments & GFC: There is a strong positive correlation between FDI & PI. The correlation is significant at 0,01 significance level.

In other words, we found that not only FDI but also portfolio investments and other investments have positive relationship with gross fixed capital accumulation.

Moreover, parallel to previous studies about Turkey (Arslanoğlu 2000 and 2002), there is no positive impact or correlation between international capital flows and economic growth. The results for Turkish economy are based on basic correlation analysis. For this reason, very precise comments have been avoided.

6. Concluding Remarks

Today, all countries are competing against each other to make their investment environment more attractive to attract more international capital flows. This is because; especially FDI's provide direct and indirect significant contributions to: GDP, employment, productivity and export, developments in technology, business processes and Research and Development (R & D) activities. Thus, these investments, by increasing the competitive power of a country, provide a significant added value to the economy and leverage the economic and social development.

After 1980s, there has been an increasing promotion of openness as a formula to improve growth. Countries that have managed the globalization process well have could benefit more from globalization and foster economic growth. It is clear that globalization affects different countries differently. The net effect of financial globalization is likely positive in the long run, with risks being more prevalent right after countries liberalize.

According to our study based on the correlation analysis on Turkey, parallel to many other studies in the literature, we found no positive impact or correlation between international capital flows and economic growth. However, we found strong positive correlation between gross fixed capital accumulations and not only FDI but also portfolio investments and other investments. We could say that Turkey did not get the benefits from international capital flows yet.

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APPENDIX: DATASET

YEARS	Other Foreign Investment	Portfolio Investment	Financial Capital Movements (Portfolio Investment+ Other Foreign	Foreign Direct Investment	Gross Fixed Capital	Economic Growth Rate (%)Δ in GDP	Financial Account Balance
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			Investment)				
2000	8311	1022	9333	112	15 794	6,8	9.445
2001	-12933	-4515	-17448	2.855	11 060	-5,7	-14.593
2002	784	-593	191	939	12 684	6,2	1.130
2003	3442	2465	5907	1.222	14 481	5,3	7.129
2004	7649	8023	15672	2.005	18 589	9,4	17.677
2005	20261	13437	33698	8.967	21 821	8,4	42.665
2006	16013	7373	23386	19.261	24 714	6,9	42.647
2007	28513	717	29230	19.941	25 480	4,7	49.171
2008	22473	-5046	17427	17.302	23 912	0,7	34.729
2009	2620	196	2816	7.032	19 358	-4,8	9.848
2010	36399	16044	52443	7.617	25 270	9,2	60.060
2011	31130	21912	53042	13.812	29 826	8,8	66.854
2012	21565	40646	62211	9.179	29 021	2,1	71.390
2013	40314	23231	63545	8.752	30 290	4,2	72.297
2014	16014	19891	35905	5.476	29 887	3,0	41.381

Source: Central Bank of the Republic of Turkey (CBRT)

BUSINESS FEASIBILITY OF 4G TELECOMMUNICATION SERVICES IN INDIAN MARKET

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Abstract

In last three decades, global economy has significantly changed. The Information Technology revolution has removed traditional borders of the global markets. Looking at today's scenario, markets are more transparent and customer centric. India has the second largest population in the world after china and more importantly almost half of the population is of youth. The use of Smartphone is also rapidly growing in the Indian markets and the youth is more inclined towards smartphones and e-commerce applications. In last one decade, telecommunication technology is being swiftly upgraded from from 2G to 3G and now with 4G services. The competition is also being substantially increased among telecom companies. In recent past, the TRAI (Telecom Regulatory Authority of India) passed bill of "Mobile Number Portability" which has further empowered the Indian consumer to select services of any telecommunication company of their choice without altering their cell number. Now, the agile service network, pricing of the services and corporate brand image are three most critical focus areas for telecommunication companies operated in Indian markets. This paper primarily aims to understand business and marketing challenges of 4G network services in rural and urban markets in India. It also attempts to measure consumer's satisfaction of existing subscribers of 4G services. The finding mainly present issues pertaining to network capability and compatibility, pricing of the regular and value added services and buying behaviour of the consumers.

INTRODUCTION

The telecommunication market in India is booming as reported by Telecom Regulatory Authority of India (TRAI) the total telephone subscriber's base has reached 787.28 Million in December 2010. The Wireless subscription has reached to 752.19 Million in December 2010. Every month on average there is an addition of 22.62 million new subscribers for wireless telephone.

4G is the fourth generation of wireless mobile telecommunications technology, succeeding **3G**. A **4G** system must provide capabilities defined by ITU in IMT

Advanced. Potential and current applications include amended mobile [webaccess](#), IP telephony, gaming services, high-definition mobile TV, video conferencing, and 3D television.

SCOPE AND OBJECTIVE OF RESEARCH

The agile service network, pricing of the services and corporate brand image are three most critical focus areas for telecommunication companies operated in Indian markets. This paper primarily aims to understand business and marketing challenges of 4G network services in rural and urban markets in India. It also attempts to measure consumer's satisfaction of existing subscribers of 4G services. The finding mainly present issues pertaining to network capability and compatibility, pricing of the regular and value added services and buying behaviour of the consumers.

The list of companies that this paper focuses it's research on is:

- * Bharti Airtel
- * Vodafone
- * Idea
- * Reliance
- * Aircel

RESEARCH METHODOLOGY

- **Research Design**
- The design of the research shall be descriptive in nature.
- **Sources of Data**
- ***Primary Data:***
- Primary data has been collected through questionnaire by survey method.
- ***Secondary Data:***
- Sources of secondary data include magazines, journals, websites etc.

SAMPLE DESIGN

- **Sample size:**
- 100 respondents have been considered.

- **Sampling Method:**
- ***Convenience Sampling:*** I have chosen convenience sampling as our respondents were mainly telecommunication/mobile users.
- **Sampling Unit:** The sampling elements were collected from various areas of Ahmedabad city.

MAJOR FINDINGS OF RESEARCH

1. % of people having problems with current Internet Service Provider:
58% of people have a problem with their current ISP

2. Monthly billing ratio

The major amount of money bills generated are between Rs. 5,000 - 10,000 and is paid only by 12% of people whereas 37% people pay between Rs 500-800.

3. Usage of data

Only 7% of people use 0-2 GB of data on a monthly basis whereas 35% of people use 2-5 GB of data on a monthly basis. Only 12% of people need 15-50 GB of data on a monthly basis.

4. Price and network problems

42% of people have a problem of less speed while 23% of people face network problems.

19% of people feel the price is high and the rest of the 16% of people feel the after sale service is not good.

5. Prospective buyers of 4G networks

73% of people are prospective buyers of 4G networks.

6. Compatibility and Feasibility

64% of the existing 4G network users are compatible with it.

56% of the existing 4G users feel the network is feasible.

CONCLUSION

- 4G revolution is started in India by Airtel. Drastic changes and improvements from 3G technology need to be a priority.
- But if done intelligently and thoroughly, 4G holds enormous potential.

- can really create a boom in the IT industry, key to the Indian economy.
- Hence the evolution from 3G to 4G will be stimulated by services offering enhanced quality,
- provisions and must have improved customization capabilities to support user demands.

- To conclude I would like to say that this was a great learning experience and has given me a peek into how 4G Telecom Industry works.

Right from planning to strategizing and meetings with people, the whole journey was enriching and a knowledgeable experience.

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RESTORATIVE JUSTICE, TRUTH COMMISSIONS AND THE LUXURY OF HINDSIGHT

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Abstract:

There have been multiple criticisms of the South African Truth and Reconciliation Commission. The concept of restorative justice is considered as the base of the Truth and Reconciliation Commission and the manner in which it is reflexive in nature has the ability to be the agency of change. When looking at the Truth and Reconciliation Commission, the agency of restorative justice has both the ability to provide success and challenges, with some critics calling it a success and others a failure. To transcend the hatred and the act of apartheid is not possible without the opportunity to hear stories, understand the processes and acts linked to these, and also the need to know what action will be followed in order to address this. 21 years have passed since the Truth and Reconciliation Commission was conducted, and various considerations of rumination have indicated that there are still challenges noted by participants. This paper considers the expectations that were made by participants in the Truth and Reconciliation Commission and considers why restorative justice is still a work in progress. In addition to this, the various challenges noted are considered as well as alternatives which could be explored.

Key words: restorative justice, truth commissions, ongoing implementation

“Whatever the weaknesses of the TRC in South Africa, it is clear that its strengths helped to avoid the ‘blood bath’ and enabled many people to come to terms with the past in a restorative way, which enabled them to face the future more positively” (Liebmann, 2007, p. 366).

1. Introduction

Desmond Tutu dreamed for South Africa a utopian ideal of the “rainbow nation,” in which the burdens and trauma of the past would be replaced with a genuine will for nation building and the opportunity to face apartheid South Africa’s violent past with a narrative- a story, in which the truth would be told on a national level, crumbling the walls of hatred that existed and reducing all South Africans to equals before the commission- with the opportunity of taking responsibility and sharing the crimes, so never again would this kind of rights violation take place in South Africa. The South African Truth and Reconciliation Commission was a landmark experiment in

restorative justice; however, the opportunity to reflect in hindsight on the process and success has left many critics focusing on the negativity associated to current dissatisfaction, and a nation not embracing the real concept of restorative justice. This paper will consider the incongruity of healing, and the “demonstrated restorative justice” of the TRC and current problems facing South Africa namely societies still living with the injustice of not only apartheid, but also a reconciliation system which was supposed to consider restorative justice but that still has unfinished work to do. The paper will not evaluate the success of the TRC but rather consider what still needs to be done, and how restorative justice theory and principles should be further applied to South Africa to ensure a positive outcome for all South Africans.

2. Restorative justice as agency

Restorative justice, as its name suggests, is to restore justice but more specifically to restore the relationships in communities so that the act, which was noted as having caused offense, is addressed. The concise definition that best expresses this is: “Restorative justice aims to restore the well-being of victims, offenders and communities damaged by crime, and to prevent further offending” (Liebmann, 2007, p. 25).

Restorative justice and truth commissions are hailed as interlinked, with the truth commission embodying the vehicle through which restorative justice can be shared with a group, community or country eager to transcend a specific negative history. This requires all role-players to share towards creating a narrative that helps to explain the atrocity, create closure for families who have lost loved ones, and to be transparent or at least open to sharing information, so that all classified information is declassified. Liebmann (2007) sums up the overall purpose of a truth commission as a vehicle that, “work[s] for a limited period, and usually produces a final report with conclusions and recommendations. The aim is to account for and end past abuses, promote reconciliation and make a fresh start” (p. 363).

Although a truth commission is the embodiment of restorative justice principles, it should also be noted that these justice principles cannot simply be applied in a singular manner on a specific issue, but rather require continued effort and resources appropriate to the issues that the initial truth commission identified. The design of the restorative justice approach for South Africa, should have considered not only the truth commission, specific to apartheid and its crimes, but also ongoing truth commissions which continue to deal with issues in the country.

A truth commission, depending on its purpose, will always be a challenging endeavor, as in cases with minimal role-players and minimal issues, it can be controlled and managed, but when trying to heal a nation that has been through an atrocity, it will never be able to meet all the needs of all the role-players leaving it open to criticism. Hence, considering the solution of implementing a new justice system, which is ongoing, seems in hindsight to be a better solution.

3. South African Truth Commission

Villa-Vilcencio (1999) noted in his reflexive consideration as Research Director of the South African Truth and Reconciliation Commission, “[i]ts mandate was the *promotion* of national unity and reconciliation”. (p.196)

The South African Truth Commission (TRC), as a singular event, has been hailed as being one of the most successful of its kind, by a group of academics as noted in the Liebmann quote at the beginning of the paper, keen to acknowledge the peaceful transition between the apartheid government and the one of national unity. It has also been criticized for being superficial and only considering a ‘partial truth’ (Stanley, 2001, p. 531), which has left the country with many of the challenges it still faces, as if this singular restorative justice vehicle could address every issue.

The choice to use restorative justice and truth commissions considered the large cost of prosecution. In addition to this, one of the conditions of the white regime was that they would not be prosecuted. Formal trials were not an option, because “the cost of such trials would be an impossible burden for an already strained judicial system. Two cases which had been processed through the courts had cost one million and two million US dollars respectively (and one of those had failed). In a country, such as South Africa, this money was desperately needed for health, housing and education” (Liebmann, 2007, pp. 363-4). Therefore, resources are noted as being a big decision in choosing the vehicle of restorative justice, however, as will be argued later what little was devoted to the process still proved insufficient.

In reflection, South Africa could have benefited from a truth commission, which was the primary vehicle for reconciliation, but the perpetrators should have been more active in taking responsibility by paying towards the training of victim liaisons, restorative justice practitioners, and victim’s compensation. Perpetrators would still have been given immunity in return for their testimonies, but would have actively contributed not only towards the emotional healing of the victims, but also to empowering the nation to adopt a restorative justice approach as a way of life through financial contributions. By directly linking resources to the vehicle of the truth commission, perpetrators would be in effect directly contributing to justice: “Restorative justice and reparations for human rights abuses are clearly identified as both a process and a set of values” (Cunneen, 2008, p. 365).

However, when one considers the balance of truth commissions and resources, Liebmann notes that “restorative justice needs to go hand in hand, with the resources to achieve this” (2007, p. 27). As the resources were not available in South Africa, those seeking to participate in the truth commission, the white population who had benefited from apartheid, should have contributed towards the resources not indirectly, but directly, thus contributing to creating a culture of restorative justice in the country, and being acknowledged for doing so. Resources are constantly noted as being the challenge in South Africa with relation to both the choice of the truth commission as the means of bringing about justice, as well as the victims, who have yet to be given the reparations that were promised.

4. Challenges of the TRC

Criticism towards perpetrators is fair, as with the process that was adopted, simply apologizing for the atrocity was what was required and “this is not the same as taking responsibility” (Liebmann, 2007, p. 26). The responsibility aspect is a key to restorative justice as it creates the legitimacy of the process, and discourages the focus being placed solely on the truth element, but also on the fact of trying to restore the community with resources and acknowledging a respectful retributive approach. “It encourages those who have caused harm to acknowledge the impact of what they have done and gives them an opportunity to have their harm or loss acknowledged and amends made” (Liebmann, 2007, p. 25). Therefore, contributing financially would have been a sign of taking responsibility.

The resources, which could have been collected, as a “reparation tax” could have continued the work and facilitated ongoing projects in dealing with other issues like HIV/AIDS and land reform. If still under the guise of the restorative justice project, the approach would have been more open and would have considered community solutions to many of the problems facing South Africa today.

This is not meant to criticize the TRC as there are many cases²⁵ where through the act of sharing stories, apologies which were real and genuine, were given. A clear reconciliatory attitude has been demonstrated at a number of hearings where victims and perpetrators have embraced each other following difficult and emotional evidence (Stanley, 2001, p. 542).

Minow (1998) remarks that truth commissions, which she notes, deal with an imperfect past also help to create awareness, which bring about future changes. Consequently, it would be better to focus not on how the TRC was imperfect but to acknowledge that it is still a vehicle which is powerful and encourages accountability. It is in this vein that there has been a call for an HIV Truth Commission (Anonymous, 2006), which will give all South Africans an understanding of the denialist policy which has been implemented in post-apartheid South Africa which still has one of the highest AIDS rates. The opportunities are endless in what can still be done.

Currently, where South Africa sits though is in a space of negativity, where the focus is on economic hardships, high AIDS statistics, and broad-based black economic empowerment which, unlike its name, only benefits a few. Victims of apartheid are still marginalized, not having been sufficiently compensated, and the TRC is seen as a historical event which is increasingly being scrutinized for its success, or lack thereof.

5. Conclusion

²⁵ One has to consider the example of Adriaan Vlok washing the feet of Revered Frank Chikane, to note

that there was the will to visually show the act of taking responsibility (Krog, 2008, p. 358).

There will never be a finite form of reconciliation and success of any restorative justice activity, but there is a need to note that it is not a singular event but an ongoing one. Without evaluating the success of various actions and engagement with participants in the process the success will always be limited. The various challenges noted, including lack of funding, are not without criticism, but further ongoing actions and events have the ability to request the funding from both the public and private sector. Without significant action, the TRC will be harshly evaluated rather than seen as a work in progress.

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An Investigation on Academic Skills and Sociocultural Consciousness of Students Who Participated in Educational and Cultural Exchange Program in the Philippines

Kenichi SASAKI (Hokkaido University of Education, JAPAN)

Abstract

This article discusses attempts to measure how students who belong to Hokkaido University of Education (HUE), Japan develop their academic skills and sociocultural consciousness through Educational and Cultural Exchange Program in the Philippines (ECEPP) with a questionnaire survey. The author has provided this program to enrich their experience through exposure to the Philippines in the short-term stay since 2012. Generally, these experiences affect them in terms of sociocultural consciousness development and allow students to study more about cultural differences and social issues in the Philippines. Based on results of the questionnaire on international exchange, it was found out that this program became an opportunity to develop their sociocultural consciousness in their lives. It can help them achieved academic success.

Key words: Educational and Cultural Exchange Program, Sociocultural Consciousness

1. Introduction

An educational and cultural exchange program abroad can be a life-changing experience for domestic students. They will stay at a dormitory or with a host family and have cross-cultural experience firsthand from other languages speakers. The author has provide the Educational and Cultural Exchange Program in the Philippines (ECEPP) to his seminar students at Hokkaido University of Education (HUE), Japan since 2012, for the purpose of enriching their experience through exposure to the Philippines in the short-term stay.

The Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) has launched the project for promotion of global human resource development in 2012. It aims to overcome the Japanese younger generation's "inward tendency" and to foster human resources who can positively meet the challenges and succeed in the global field, as the basis for improving Japan's global competitiveness and enhancing the ties between nations (MEXT 2012). The reason behind this is the number of Japanese students studying abroad has been relatively low and continued to decline since the peak in 2004. In 2013, MEXT has led "Tobitate! (Leap for Tomorrow) Study Abroad Initiative" which offers various opportunities for them to embrace the chance to study abroad. HUE conducts training of future teachers that fit the international educational environment. There are three following educational goals

in the Charter of the Hokkaido University of Education:

(1) To educate students to be teachers with mental richness, wide range of knowledge, sound intelligence, and excellent professional skills, so that they are able to address the various current issues that they encounter in school and also to develop the teaching practice in consideration of the local characteristics of Hokkaido.

(2) To promote modern interdisciplinary studies on the dignity of human beings and local communities and to educate students to be local human resources who are able to meet the various needs of contemporary local communities, by enhancing their skills and knowledge in arts and sports and encouraging cultural activities.

(3) To develop a student-centered learning environment, promote interaction among students, and provide systematic support for the career development and improvement of students' school lives.

The author also would like to foster global human resources through our seminar camp activities, ECEPP in response to social needs. The ECEPP gives an opportunity to create harmonious relationship between HUE students and Filipino students as part of one global community. It helps students build the sociocultural awareness. The awareness that a person's worldview is not universal but is profoundly influenced by life experiences, as mediated by a variety of factors, including race, ethnicity, gender, and social class (Villegas and Lucas, 2007).

This article discusses attempts to measure how students who belong to Hokkaido University of Education develop academic skills and sociocultural consciousness through the ECEPP with a questionnaire survey based on some previous researches. The author begins by explanation the overviews of the ECEPP, then examines students' academic skills and sociocultural consciousness after the ECEPP. Finally, the conclusion will stated.

II. Overviews of Educational and Cultural Exchange Program in the Philippines (ECEPP)

The ECEPP has been conducted every September during students' summer vacation since 2012. Their major is social studies of the secondary education. It provides an opportunity to students who want to acquire the knowledge, academic skills and socio-civic competencies as future teachers. It is also to learn how diversity in education and exposure to different cultures and ways of life can lead to academic success and cultivate their international consciousness. As the previous learning, HUE undergraduate students have a chance to develop academic skills in order to be successful at university. The skills are taught as learning strategies: efficient notetaking, presentation, writing a report, and discussion with others, etc., and time management tools that help students throughout their life. The ECEPP is a kind of study tour abroad based on the experiential learning style. Kolb's experiential learning style theory is typically represented by a four stage learning cycle in which the learner 'touches all the bases': (1) Concrete Experience, (2) Reflective Observation, (3) Abstract Conceptualization, and (4) Active Experimentation. The ECEPP covers two

stages, (1) and (2). Other stages depend on students who participated in the ECEPP.

Table 1 Contents of the ECEPP from 2012 to 2016

	2016	2015	2014	2013	2012
Schedule	Sept.6 to Sept.16	Sept.2 to Sept.12	Aug.30 to Sept.11	Sept.18 to Sept.25	Sept.4 to Sept.15
No. of Attendees	6	6	3	4	3
1st day	Travel day (Hokkaido to Seoul)	Travel day (Hokkaido to Taipei)	Travel day (Hokkaido to Manila)	Travel day (Hokkaido to Tokyo)	Travel day (Hokkaido to Manila)
2nd day	Travel day (Seoul to Manila) Intensive English Course	Travel day (Seoul to Manila) Interviewing with fishermen	Sightseeing in Manila	Travel day (Tokyo to Manila)	Visit to Daycare Center Visit to High School
3rd day	•Class Observation •Intensive English Course	Cultural Exchange Program	Visit to High School and University Visit to JICA office	Visit to Department of Environment and Natural Resources	Sightseeing in Manila
4th day	•Cultural Exchange Program •Intensive English Course •Interviewing with fishermen	•Voluntary Clean-up Activity around Laguna de Bay •Making a poster of Environmental Protection	Visit to High School and University	•Planting trees •Making a poster of Environmental Protection	Cultural Exchange Program
5th day	•Fingerling release •Lakeshore Cleanup •Making a Poster of Environmental Protection	Sightseeing	• Visit to High School • Visit to JICA project site	Sightseeing	Cultural Exchange Program
6th day	Sightseeing	Visit to High School and University	Visit to High School and University	Cultural Exchange Program	Visit to University
7th day	Sightseeing	Visit to University	• Visit to High School and University • Cultural exchange Program • Visit to museum	Travel day (Manila to Tokyo)	Visit to a museum
8th day	Visit to University	Visit to University	•Lakeshore Cleanup • Making a Poster of Environmental Protection	Travel day (Tokyo to Hokkaido)	Visit to University
9th day	Visit to Daycare center Visit to a dam site	Visit to JICA office	Sightseeing	—	Visit to Elementary School
10th day	Travel day (Manila to Seoul)	Travel day (Manila to Taipei)	Sightseeing	—	Visit to Elementary School
11th day	Travel day (Seoul to Hokkaido)	Travel day (Taipei to Hokkaido)	Visit to High School and University	—	—
12th day	—	—	Travel day (Manila to Osaka)	—	—
13th day	—	—	Travel day (Osaka to Hokkaido)	—	—

Table 1 shows the contents of the ECEPP conducted from 2012 to 2016. Attendees are freshman and sophomore. The length of their stay is about 10 days. The ECEPP based learning for international understanding and environment which are elements of Education for Sustainable Development (ESD). During the stay, students who attended in the ECEPP had learnt in cooperation with each other and looked back on their activities in a day after dinner and shared their impressions and views.

The ECEPP is mainly composed of an environmental protection activity along Laguna de Bay lakeshore and cultural exchange programs in partnership and collaboration with Los Baños national high school and small communities. Los Baños National High School and Laguna State Polytechnic University are counterparts of the author's seminar. Under two educational institutions, the students can attend cultural exchange programs, voluntary clean-up activities around Laguna de Bay, sightseeing

in historical places, observation of classes at one high school and one university, HUE student driven-trial lesson demonstration at the high school, visiting JICA Philippines office, sightseeing etc. These corresponds to concrete experiences for students. As for stage (2) Reflective Observation, the coordinator gives time to share their thoughts and opinions with each other every evening during their stay in the Philippines. In the learning process, their willingness to learn is improved and their spontaneous willingness to learn can be stimulated.

The experience-oriented learning method emphasizes the importance of dialogue and participation and it is broadly practiced in NGOs and firms as well as educational institutions to foster citizen to have a global vision. In those circumstances, UNESCO has leaded Education for Sustainable Development (ESD) since 2005. It supports the practices of ESD on the base of students' creative project ideas. It aims at achieving the goal of creating harmonious relationship among people of different races and/or different cultural orientations as part of one global community. According to UNESCO strategy, the overall objective of ESD is to equip people with knowledge of and skills in sustainable development, making them more competent and confident while at the same time increasing their opportunities for leading healthy and productive lifestyles in harmony with nature and with concern for social values, gender equity and cultural diversity.

The ECEPP has three following important features below (See Table1).

Firstly, the HUE students speaks English as a communication tool and experience the life and classroom in the Philippines. They experience a different and new educational environment. They take the opportunity to get to know the local people. And they exchange e-mail messages with Filipino students before and after this program.

Secondly, they challenge the cultural exchange program and trial lecture demonstration in English. The author would like to give a chance to teach Filipino students for HUE students because they study in teacher-training course. Participants can learn more about the Philippines and reconsider Japan. The contents of their presentation in the cultural exchange program are folding paper, quiz about Japan, dance and singing. On the other side, Filipino students also perform dance, singing and playing instruments in front of Japanese students. The HUE students also have an opportunity to demonstrate trial lessons at schools in the Philippines. All of them explains about the Japanese culture, tradition, history, society and economy. For example, their lesson content in 2012 is the basic level of Nihongo at the elementary school. In 2013, they teach high school students about trade and economic development. In 2015, Japanese tea ceremony and food self-sufficiency rate are their topics. In 2016, they chose behavioral economics, Samurai and etiquette rules for social networking as discussion topics in the classroom.

Thirdly, the ECEPP has a voluntary environmental protection activity along Laguna de Bay lakeshore. And they have an opportunity to visit IRRI (International Rice Research Institute) Riceworld Museum, JICA office and the project sites. The

purpose is to learn globalization of the economy, Japan's ODA policy and environmental issues part of global issues. We must achieve the sustainable development, which looks to balance different, and often competing, needs against an awareness of the environmental, social and economic limitations we face as a society. Students understand that living wastewater and industrial wastewater contribute to water pollution in the lake through the voluntary activity. Environmental issues affect not only one country but also around the world. They can also understand the globalization of Japanese-affiliated companies and environmental issues. In visiting IRRI they can study the issues of overpopulation and the importance in global food production.

III. Methodology

A. Literature review

Kamiya and Nakagawa (2007) investigated on interactions between international and domestic students with questionnaires, interviewing and students' reports: how their collaborative activities affected both foreign exchange students and domestic students in the process mutual understanding. The study has considered mental emotional conflict, multi understanding, and handing measures in the process of international exchange programs. Its literature review provides a theoretical framework of transformative learning, which informs the use of study abroad as a methodology to better prepare students to study more equitably in a multicultural society. The results in that it is important to strengthen a trusting relationship with both foreign exchange students and Japanese students. The interaction with domestic and international peers is generally associated with psychological, social and academic benefits for the international student. And domestic students hold relatively favorable perceptions of international students. Significant intercultural interaction is unlikely to occur spontaneously to any large extent, and they would need to be introduced to promote more and better intercultural activities.

Tabuta (2007) researched that participants in the cross cultural training were affected the three following areas: changes in students' thinking, changes in people's affective reactions, and changes in students' behaviors. It then examines student attitudes towards cultural diversity and perceptions of identity before defining the theoretical foundations of multicultural education and reviewing its practical implications with respect to college education. This review focuses on the use of study abroad programs as a pedagogical tool to facilitate the development of sociocultural consciousness and prepare culturally responsive students in ways that affirm diversity and promote cultural understanding, knowledge and empathy.

Young (2010) examined the long-term effects of a professional development study tour to Southeast Asia and revealed areas of personal and professional growth particularly as it pertained to the development of sociocultural consciousness.

B. Method

Table 2. Question Items

1. Skills of your presentation was developed through extended learning opportunities
2. Skills in problem solving was developed
3. Effective communication skills was developed
4. Self-management was developed through the program
5. Skills in collaboration was developed
6. You thought we needed the knowledge of Japan for the cross-cultural communication.
7. The knowledge of the Philippines was increased.
8. Consciousness of the environmental protection was enhanced than before.
9. You made the Filipino friends whom you want to see again.
10. You thought that you wanted to learn more the Filipino culture and language.
11. You thought the ECEPP was fun.

The purpose of this study is to survey how participants felt and thought through the program with questionnaire. Similar to the previous studies, this study is also used a questionnaire to measure how students developed their sociocultural consciousness through the ECEPP. The questionnaire has 11 question items for HUE students. Question item 1, 2, 3, 4 and 5 are related to the development of academic skills. Question item 6, 7 and 8 are about changes in students' thinking. Question item 9, 10 and 11 are questions on the change in student's affective reactions. The questionnaire is in a checklist form using Likert 5 point scale of agreement. Likert Scaling for the Degree of Agreement:

- 5- Strongly agree
- 4- Agree
- 3- Neither agree nor disagree
- 2- Disagree
- 1- Strongly disagree

Table 3 shows the survey which was administered on 6 students who participated in the ECEPP in 2016. The largest means (5.00) are item 6 and item 9. The third largest (4.83) is item 11. All of means are greater than 3.60. The means of question item 6 to 11 are greater than or equal to 4.00. Therefore, compared with the development of academic skills, the ECEPP impacted participants in changes in students' thinking and changes in people's affective reactions.

Table 3. Mean on the development of academic skills, changes in students' thinking and changes in people's affective reactions.

Items	Mean
1. Development of Presentation Skills	4.33
2. Development of skills in problem solving	3.17

3. Development of effective communication skills	4.50
4. Development of self-management skills	3.37
5. Development of skills for cooperating	3.83
6. Felt the need of more knowledge of Japan	5.00
7. Increased their knowledge of the Philippines	4.67
8. Enhanced Environmental Awareness	4.50
9. Made friends whom I want to see again	5.00
10. I want to learn more about Filipino language and culture.	4.00
11. ECEPP was Fun	4.83

IV. Conclusion

HUE students' immersion into Filipino culture and society helps them develop the attitude of learning Japan and making Filipino friends. Based on results of this study, it was found out that the ECEPP became an opportunity to develop their academic skills and sociocultural consciousness in their lives. It can help them achieved academic success.

HUE students were fairly satisfied with the ECEPP. Based on findings of it, they learned new languages and made Filipino friends easily. It made them think differently when they talked to each other about things and they came to know different cultures and differences in the way of thinking well. Students also mentioned the ECEPP as a unique community experience.

But this study focused on the perception of students who attended the ECEPP. It is only one variable of developing their academic skills and sociocultural consciousness for the participants. And students' background skills and attitudes of international exchange vary widely. Therefore, the author needs to consider other factors to affect the enhancement of their sociocultural consciousness and to put more effort into developing their academic skills and sociocultural consciousness with lectures at university.

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CORPORA, Concordances and Search Engines in Learning Collocations and Formulaic Sequences in ESL Writing

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Abstract: With the emergence of technological advances in education accompanied by easy access to the Internet, ESL writers can resort to texts available online for a variety of reasons including referencing and consultation. In this paper, the focus is on the composition of formulaic sequences including collocations, proverbs and common phrases that are not governed by clear grammar rules and are therefore particularly problematic to ESL writers. L2 writers may get confused when two words are similar in meaning yet cannot be used interchangeably in certain phrases. The L1 interference can also have a negative impact on ESL word combinations. In this paper, I assess different available online resources and mention the advantages and disadvantages of each. More elaborated academic efforts such as concordances and corpus-based tools seem to offer more accurate results but common search engines have access to a wider variety of texts and can be customized to provide additional useful information such as the tendency of the speakers of certain linguistic backgrounds to commit certain errors.

Keywords: ESL Writing, Corpora, Concordances, Search Engines, Formulaic Sequences

1. Introduction

Technology in education is expanding rapidly all over the world and for the right reasons, as both teachers and learners are becoming increasingly aware of its benefits and applications. Technology that can help writers and ESL writing classes are no exception. In fact, many attempts to address various aspects of writing especially lexico-grammatical have been made in recent years where technological advances have proven to be of great help.

Research shows that writing is usually the least mastered of all language skills among ESL and EFL students regardless of their linguistic background. IELTS results show a tendency to score lower in writing than reading, listening or speaking. Writing score is consistently below the overall average.

This can be attributed to many factors including limited linguistic proficiency and lack of exposure to authentic texts on a regular basis. Regardless of what makes ESL writing particularly difficult, any attempt to help students compose better texts should therefore be appreciated.

As giving opinions about the quality of writing and reasoning is usually debatable and leaning towards subjectivity, technology is not particularly helpful here. However, when students are stuck with word choice, grammatical accuracy, as well as punctuation and spelling, technology should be well-equipped to deal with these areas usually with high levels of success.

In this paper, I will briefly review the available technological tools that can and should help ESL students write more accurate formulaic sequences including word processing programmes (MS Word, Open Word), Corpus-based tools, specialised search engines such as concordances, and common search engines such as Google. Their strengths and weaknesses will be discussed leading to an evaluation of how successfully can they be integrated into ESL classrooms.

The focus will mainly be on combining certain words in phrases and collocations because there are usually no clear rules governing them and ESL students therefore find them exceptionally complicated. I will also touch on how L1 interference can negatively affect ESL writing and what technology can do to address that.

2. Literature Review

This is the main section of this review article. It discusses the problematic area of collocation in ESL classes, describes attempts to identify collocations using corpora and concordances, and finally explains how a customised search engine may be the best solution to help write certain phrases correctly. The following sections are all related. Collocations can be identified using either corpora and concordances, both of which can be implemented in the ESL classroom should help students compose certain phrases and formulaic sequences more accurately. All can be statistically analysed and they contain features that can be utilised to provide customised feedback.

2.1 Why Collocations Are Difficult to Teach and Learn?

Collocations are the likelihood of words appearing next to each other with a frequency greater than chance. In other words, collocations are certain words that are usually combined together for no apparent reason even if other words similar in meaning exist. They sound 'natural' to an English native speaker but the catch is that

there is no clear reason why. For instance, words like 'have' and 'take' may sound identical to many ESL learners. However, they cannot be used interchangeably in phrases like 'take a shower' and 'have a breakfast' (verb-noun collocation) or 'fast train' and 'quick shower' (adjective-noun collocation). Herein lies the problem, since these words have similar meanings and usually have equivalents in students' first language, chances are 'take' and 'have' or 'quick' and 'fast' will be used interchangeably. ESL teachers will also find it difficult to explain why they cannot be used interchangeably when they have similar meanings.

Researchers have commented on the semantic relationships between words and how can they affect them in sets. Higa (1965) suggested that the closer the semantic relationship between words, the more difficult it may be to learn them in a set. This is especially true in the case of ESL writing when some students tends to borrow expressions from their own language, or when they look for synonyms that do not naturally come with other words.

Collocations however have many positive traits and serve a purpose in language. Halliday and Hassan (1976) mention that collocational pairs are part of the lexical cohesion.

2.2 L1 Interference and ESL Writing

First language interference (L1 interference) has been carefully researched and debated. Many researchers in Second Language Acquisition (SLA) studied its impact on learning (e.g. Lightbrown & Spada, 1997; Brown, 2000; and Bordag & Pechmann, 2007).

L1 interference affects almost all areas of language both spoken and written. However, the focus here is on one manifestation of L1 interference which is literal translation. This happens when students look for exact equivalents in their first language and translate them wholesale into English. Such tactic may result in incorrect, meaningless or unusual combination of words such as "from different soils into one soil" (literal translation of an Arabic proverb) or "register my voice" where the context clearly indicates "record" is the intended verb since both 'record' and 'register' have the same translation in Arabic. More examples can be found in Grami and Alkazemi (2011, 2016)

2.3 Technology and ESL Writing

This section is the main focus of the paper and it aims to account for different technological solutions in ESL writing instructions. Commercial software was not included because they may not be always accessible and can be rather costly to average ESL writing classes. The other alternatives are usually available free of charge and are easily accessible without the need for any advanced IT knowledge. Corpus-based tools, concordances, common search engines and customised search engines will all be discussed. Their points of strengths and weaknesses will be briefly mentioned along with how their implantation in an ESL writing class can result in positive outcomes.

2.3.1 Corpora

Corpora (corpus is the single form of the word) is a large collection of text that can be used to perform statistical and linguistic analysis. There are many examples including Corpus of Contemporary America English (COCA), News on the Web Corpus (NOW Corpus), and Global Web-based English (GloWbE). All of these and many others are available online for free.

Since corpora are updated frequently and are easy to search, researchers were quick to realise their potential in language learning. Furthermore, corpora can help identify collocations since it is based on authentic texts both written and spoken.

Corpus-based curricula seem to provide many advantages over traditional forms of teaching ESL writing. Boettger (2016) for example believes that corpus-based instruction is very valuable in any writing curriculum because it makes students aware of writing variations and increases the understanding of the rhetorical and linguistic patterns. The genre awareness which is reflected in text's form, function and situation is extremely helpful to students and this awareness facilitates students' development. Corpus-based writing classes motivate self-reflection and make students more confident of their editorial decisions, hence encourages their autonomous learning. Moreover, Hyland (2008) believes that corpus research has led to a wealth of information regarding written texts across different genres (narrative, argumentative, technical and analytical). Corpus research helped identify features of these genres providing detailed descriptions of the uniqueness of these genres. Friginal (2013) mentions that students who received corpus-based instruction did better in linking adverbials, reporting verbs and tenses in comparison to students who received traditional writing instructions. Corpus research also helps identify systematic association of language characteristics in a particular field of writing. This subsequently can benefit teachers of English for Specific Purposes (ESP) and Academic Purposes (EAP) in teaching writing across disciplines.

On the other hand, researchers have also commented on some shortcomings of corpora. Boettger (2016) for instance mentions that lack of discipline-specific corpora and students' lack of knowledge in dealing with text processing tools as potential barriers in implementing corpora in writing classes.

2.3.2 Concordances

Miller et al., (1993: 303) define concordances as "a textual corpus and a lexicon so combined that every substantive word in the text is linked to its appropriate sense in the lexicon." Concordances are therefore based on corpora and both provide similar results. Concordances however are more computer oriented and can be viewed as the digitalised version. In which case, it fits this paper rather well.

Concordances can be very useful in ESL writing classes. For example, Chan and Liou (2005) conducted a study in which students were trained to use concordances in their ESL writing. The study shows that the majority of students found web-based concordance instructions very helpful and useful indeed. The study also shows that concordance instructions were particularly helpful in verb-noun collocations, a feature many students may struggle with in traditional ESL writing instructions (see point 2.1 in the literature review above).

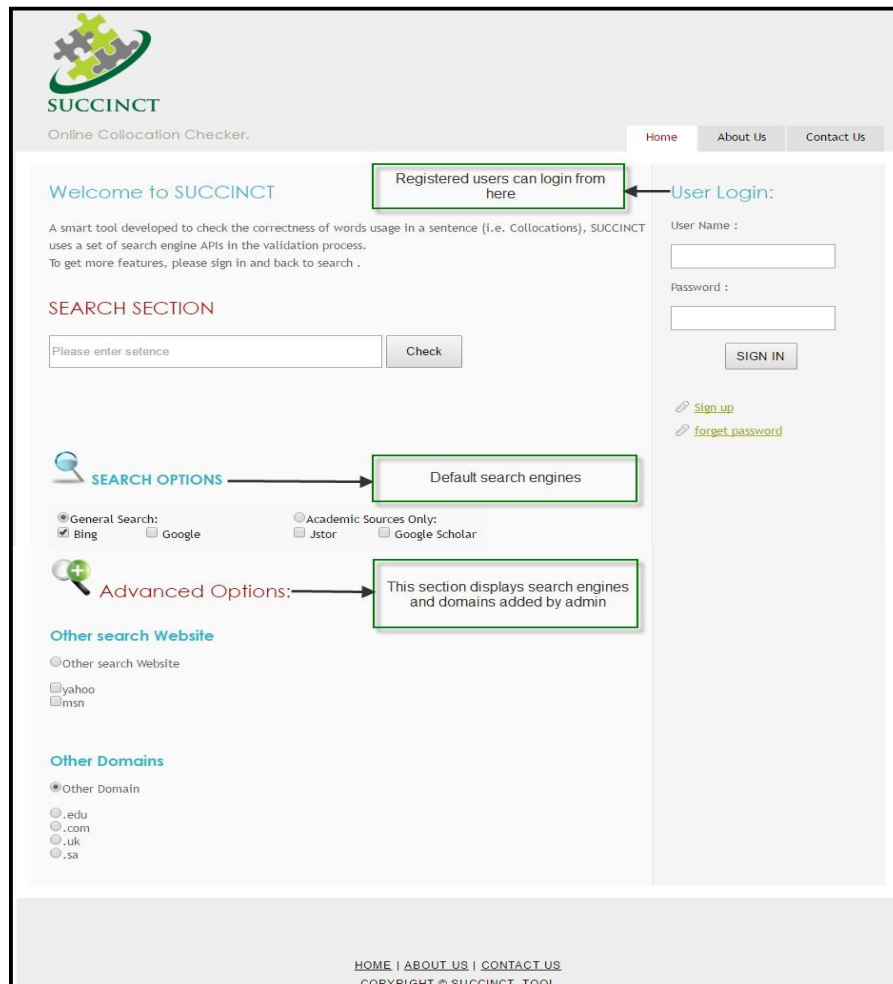
2.3.3 Common and Specialised Search Engines

Common search engines such as Google offer a good starting point for students unsure about composing strings of words and phrases. The exact phrase search using quotation marks provides a relatively good idea whether a phrase exists in English or not. However, since results are not properly vetted, one can inadvertently repeat the mistakes of others. However, features such as the location of result can show users if speakers of a specific language are more likely to commit certain collocational errors. This knowledge can help teachers predict what type of errors their ESL students are likely to commit and they can address them from an early stage. (Grami and Alkazemi, 2016)

A better solution would be to integrate the capabilities of search engines into a customisable corpus-based tool that has the ability to provide tailored feedback to ESL writers. Specialised corpus-based search engines can easily overcome most of the shortcomings of common corpora. As mentioned in section 2.3.1, Boettger (2016) believes that current corpora do not offer discipline-specific results. A customisable search engine can be opted to search within a certain area of knowledge therefore overcoming this possible barrier. For example, medical students can opt for results

that are likely to appear in medical texts. This adds more value to the generated results and it also has an added educational value since students become more familiar with the jargon of their area of expertise. The other issue with using corpora as mentioned in section 2.3.1 is students' lack of knowledge in dealing corpora. The customisable search engines feature user-friendly interfaces and therefore should not be more difficult to use than common search engines.

An example of a specialised search engine that incorporates common search results, corpora and concordances yet gives users the ability to select what type of results they are after including discipline, frequency of use, source of text and regional origin is SUCCINCT, jointly developed by King Abdulaziz and Umm Al Qura universities. SUCCINCT was tested on ESL university-level writers with encouraging levels of success as far as formulaic sequences and collocations are concerned.



Graph (1) A Screenshot of SUCCINCT, an Online ESL Writing Assistant

4. Conclusion

Learning ESL writing is a challenging task even with proper instruction and guidance. When clear rules are absent, as in the case of collocations, it becomes even more difficult. The utilisation of technology therefore should be viewed as a welcome intervention especially when its positive impact is backed by scientific research. The implementation of any form of collocation check tools has proven to help students combine better phrases and formulaic sequences. It also boosts their confidence in editorial decisions. As there are many manifestations of checks available online in the form of corpora, concordances and specialised search engines, the last option seems to offer all of the advantages with none of the drawbacks (discipline-specific results, user-friendly interface and results originating from specific linguistic background). In any case, ESL writing teachers have to assess the benefits of introducing an automated assisting tool against students' needs and the resources available. Students have an added source of feedback and are encouraged to become autonomous in their learning.

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**A Reflective Appraisal of a Process-model Curriculum Design:
Manifest Evidence of Quality Assurance
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Prince Sultan University, Saudi Arabia**

Abstract:

CS is one of the vital documents used in quality assurance chain of procedures, as it serves to corroborate the quality of transmitted knowledge, modes of delivery, the reliability of assessment methods, the incorporation of stakeholders in the assessment cycle, and predominantly it embraces the layout of findings that would facilitate determining the priorities for improvement to overcome limitations, together with underscoring the strengths to enhance quality rather than preserving the status quo. This paper explores the CSD of one of the Literature courses that adopts the process model of curriculum design, evincing the distinctive potentials of this model to ensure horizontal and vertical alignment that underpin the quality of the learning process. More emphasis is laid on the learner that ceased to be a passive recipient of knowledge, but rather representing the spearhead of the learning process and participating par excellence in the ongoing assessment cycle.

Introduction:

Curriculum theory and practice boomed among educators worldwide as it substantiated their reflective appraisal of the quality of their teaching approaches before, during, and after the learning process, the matter facilitating reaching pivotal out findings concerning the efficacy as well as the limitations of the deployed teaching pedagogies. Thereupon, they are compelled to act positively, engendering solutions to tackle the shortcomings and incessantly improve quality.

Lawrence Stenhouse (1975) defined curriculum tentatively as: ‘an attempt to communicate the essential principles and features of an educational proposal in such a form that it is open to critical scrutiny and capable of effective translation into practice’. This definition is the core of the process model of curriculum design, an approach that sustained me to reflect constructively upon my teaching in order to evolve and relentlessly enhance quality. Per this model, a curriculum is

conspicuously standing as a form of specification about teaching as a practice. 'It is a way of translating any educational idea into a hypothesis testable in practice. It invites critical testing rather than acceptance' (Stenhouse 1975, 142). Moreover, it approaches any novel teaching policy as one pending testing in diverse teaching settings by multiple teachers in their different classrooms; to henceforth assess its validity (*Curriculum Theory and Practice*). Additionally, outcomes ceased to be the sole criterion of judging the competency of the incorporated teaching practices. In lieu of predetermining objectives and methods beforehand, this model of curriculum theory entails that the loop has to be closed incessantly in a constant endeavour to enhance content and means and thus ensure quality.

Moreover, the learner is no longer a paralyzed element and passive recipient, in the learning process, upon whom curricular content, objectives, strategies, and assessment tools are being imposed. On the reversal, he turns out to be an integral part and parcel of critical judgment, the input of whom contribute directly to the relentless cycle of quality enhancement.

1.The overall theoretical approach(es) that appear to underpin the course/curriculum:

The curriculum design of ENG 222 as evinced via CSD lends itself conspicuously to the process model(Stenhouse, 1975), which proves to be the most holistic of all curriculum models. The core of the current CSD seems to underpin individualistic learning. This is recurrently corroborated through several sections. For instance, in Section B.2(plans for improvement), multiple learner-centered teaching pedagogies are implemented, which are all geared towards improving the learner's tendencies and capacities simultaneously. Modes of instruction, that lean on blended learning, together with learning objectives (Section B)and course learning outcomes(section C), that rigorously reflect open-ended intentions rather than behavioral objectives, are all substantiating a process model(Sheehan, 19).

2. Constructive Alignment (Biggs, 2003) throughout the course/curriculum:

(connectivity between Objectives, ILOs, Learning Domains, Content and delivery, Assessment)

In this connection, course assessment proved its validity(Porter, 2002, Webb, 1997) due to its constructive alignment(Biggs, 2003) with the course objectives and course learning outcomes. Horizontal alignment is broadly manifested throughout the synergy between NQF learning domains and course learning outcomes, objectives, implemented plans of improvement, mode of instruction, and course description. Nonetheless, the CSD template doesn't allocate any room for vertical alignment, though it's being effected as literary courses supervisor regularly calls for meeting

with all literary courses instructors to ensure the alignment between all literary courses, classroom instruction, student achievement(Webb, 1997), course objectives, program objectives, and university mission.

3.Outcomes Based Approach within the course/curriculum:

The ENG 222 CSD noticeably adopts an outcomes based approach. The learner has been underpinned as a center of the learning process rather than merely being receptive of the masses of cognitive knowledge imposed on him/her. This is profoundly reflected in section A.9, via comments on modes of instruction, which lays the emphasis on the teacher as a facilitator of the learning process that is par-excellence learner-centered. This is further asserted in section (C) NQF learning domains, course teaching strategies. The sole boundary that needs to be crossed is the predetermined curriculum and course objectives that barely incorporate students' feedback.

4. the currency and appropriateness of content and delivery approaches

- stakeholder engagement (student body, external stakeholders etc)
- learning environment
- resources

This is conspicuously suggested through section A.9(comments on mode of instruction) and section B.2, which ultimately asserts the innovative approach addressing student's varied learning styles and interests. In addition, the employment of the latest teaching pedagogies as flipped classroom, collaborative learning, peer learning, on-line forum discussions are all promising of accomplishing all course learning outcomes. Furthermore, section B.2 asserts the keenness of the instructor on creating supportive environment of learning via Moodle, Wikispaces. Whats app., audio visual media, gallery walks, and play performance were incorporated to impart vividness on the class airs and to add more engagement to the literary course . As stated in Section A.9, both Moodle and Wikispaces facilitated using on-line forums as a valuable venue for constructive discussions , the matter that consolidated group and peer work.

Yet, the CSD template hindered mentioning simulation that was employed to handle the cultural barrier of lack of theatres that would have undeniably hooked students 'interest into literature.

5. Critical commentary on assessment of the course/curriculum, in terms of:-

- Assessment criteria
- Modes of assessment
- Opportunities for formative as well as summative assessment

The design of the CSD strongly stresses horizontal alignment between the course objectives, course learning outcomes and assessment tasks. Quality assurance is

detected via sections as B.2 and A.9 , requiring incessant plans of development and improvement of the course content, modes of instruction, asserting the incorporation of technology and employment of the latest teaching pedagogies as corner stone of the learning process. This is moreover reiterating in Section G.3 were processes for improvement of teaching is required to encourage all faculty into updating themselves about the most current teaching strategies. As mirrored through Section C.4, such alignment between NQF learning domains and course learning outcomes is profoundly crucial to the quality assurance measurement. Though the students occupy the center of the learning process, marginal emphasis is laid on their feedback , which is taking place merely via the annual evaluation of the course and effectiveness of teaching. On the other hand, in spite of collecting students' feedback through regular formative assessments and even with regards to the course objectives, the CSD constrains any statement of such positive dimensions.

As previously mentioned, the CSD should rather dedicate enough room for vertical alignment that would powerfully corroborate the quality assurance procedures, especially that such alignment is being constantly effected through the literary courses group and department curriculum committee. Moreover, despite the instructor's manifest endeavor to prompt students into ascending Blooms taxonomy of critical thinking, as evident in Sections A.9 and B.2,the template didn't demand any evaluation or enhancement of such capacities along the successive levels of the program.

Conclusion:

The current paper explored via the attached course specifications how can this document display thorough vision about the curriculum design as a process model, that reveres horizontal and vertical alignment, reflecting on and appraising the whole curriculum design, representing a platform to scrutinize the validity of the incorporated teaching pedagogies and assessment tools, based on the out findings collected via direct and indirect assessment from stakeholders. Furthermore, to close the assessment loop it endows the teacher with the opportunity to propose further priorities for improvement that would promise of better results when executed in forthcoming semesters.

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Appendix:

Course Specifications

Institution :Prince Sultan University-College for Women
Date of Report 15-1-2015
College/Department :College for Women-Department of English

A. Course Identification and General Information

1. Course title and code: Fiction-ENG 222
2. Credit hours:2hrs
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) Translation& Linguistics
4. Name of faculty member responsible for the course: Dr.Eman ElSherief
5. Level/year at which this course is offered 2 nd level
6. Pre-requisites for this course (if any)ENG 221
7. Co-requisites for this course (if any) None

8. Location if not on main campus

9. Mode of Instruction (mark all that apply)

a. Traditional classroom	<input type="text" value="10"/> What percentage?	<input type="text" value="36"/>
b. Blended (traditional and online)	<input type="text" value="18"/> What percentage?	<input type="text" value="64"/>
c. e-learning	<input type="text"/> What percentage?	<input type="text"/>
d. Correspondence	<input type="text"/> What percentage?	<input type="text"/>
f. Other	<input type="text"/> What percentage?	<input type="text"/>

Comments:

Current and varied teaching pedagogies were deployed, for instance, flipped classroom, collaborative learning, and peer work. On line forums were used as platform of knowledge acquisition. Tremendous attention was paid to students varied learning styles and diverse strategies were effected to meet the requirement of all those styles. Mobile assisted learning apps like Whats. App and computer assisted learning tools like Google maps were utilized. Incorporation of technology was an integral part and parcel of the teaching approach. The course material, assignments, and grades were uploaded my wiki and moodle, in addition to depending broadly y on online resources.



B Objectives

1. What is the main purpose for this course?

By the end of this course students should be:

- Well acquainted with the genre of novel as it emerged in the 18th century and the conspicuous reasons beyond its emergence late on the literary scene.
- Grasping the drastic changes that the art of novel witnessed throughout the successive eras starting from 18th century till the 20th century.
- Identifying the social, political, and cultural context prevalent in each era, as it undoubtedly have influenced the literary artistry dominant then.
- Capable of delving into the original literary text, analyzing all its literary aspects.
- Able to compare and contrast the English novel to its American counterpart.

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)

Incorporating diverse teaching pedagogies to hook students' interest into literary courses, together with fostering their critical thinking dispositions. In this connection, Flipped classroom, group work, ice-breakers, gallery walks, oral presentations, online forums, play performance, were constantly implemented as they prove to be indispensable. For instance, to address the problem of reluctance to

read the original text , they were asked to read part of the novel attempting one of several activities, catering to their multiple intelligences and varied learning styles: creating a Google map, writing a new ending, forging a comic strip, drawing a character-sketch, or designing a word cloud. These activities paved the path for In addition to the moodle website, the instructor dedicated wiki for uploading the course material, explanatory notes, assignments, and grades, the matter that acted as a supportive environment throughout the semester. Furthermore, my students were exposed to the latest mainstreams in the literary arena, as ecology and post-colonialism, and were asked to apply them to classical novels. Mobile apps were further implemented as an indirect tool of learning. Technology was utilized and we depended immensely on web based reference material. The whole bunch of such strategies collaborated to add to the vividness of the class airs

C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
The Rise of the Novel	1	2
The 18 th Century Arena	1	2
Daniel Defoe's <i>Robinson Crusoe</i>	1	2
Daniel Defoe's <i>Robinson Crusoe 2</i>	1	2
19 th Century Era	1	2

Charlotte Bronte's <i>Jane Eyre</i>	1	2
Charlotte Bronte's <i>Jane Eyre 2</i>	1	2
20 th Century Background& Stream of Consciousness Technique	1	2
Virginia Woolf's <i>To the Lighthouse</i>	1	2
E.M.Forster's <i>A Passage to India</i>	1	2
E.M.Forster's <i>A Passage to India 2</i>	1	2
The 20 th Century American Arena	1	2
Scott Fitzgerald's <i>The Great Gatsby</i>	1	2
Scott Fitzgerald's <i>The Great Gatsby 2</i>	1	2

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	10	10		4	4	28
Credit						2

3. Additional private study/learning hours expected for students per week.	4
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4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy
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Course Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning, assessment, and teaching.

The **National Qualification Framework** provides five learning domains. Course learning outcomes are required. Normally a course has should not exceed eight learning outcomes which align with one or more of the five learning domains. Some courses have one or more program learning outcomes integrated into the course learning outcomes to demonstrate program learning outcome alignment. The program learning outcome matrix map identifies which program learning outcomes are incorporated into specific courses.

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning

outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. **Fourth**, if any program learning outcomes are included in the course learning outcomes, place the @ symbol next to it.

Every course is not required to include learning outcomes from each domain.

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Pre-reading of original text.	Lecture, group discussion, in-class activities	Participation, assignments
1.2	Researching the web for information	Lecture, group discussion, in-class activities	Ungraded quizzes& tasks
	Understanding the political, social, and intellectual arenas along the successive eras of history and how they impacted the development of fiction.	Lecture, group discussion, in-class activities	Oral questions
	Discerning the major reasons beyond the emergence of novel	Lecture, group discussion, in-class activities	Group work and presentations
2.0	Cognitive Skills		
2.1	1.Explanation and Analysis of the fictional text	Lecture, group discussion, web search	Participation, assignments, evaluation
2.2	2. Brainstorming, outlining, answering essay form questions.	Lecture, classroom activities, assignments	Presentations& oral evaluation
	3. Comparing the assigned novels to each other and to the age which they represent.	Lecture, classroom activities, assignments	Presentations& oral evaluation
3.0	Interpersonal Skills & Responsibility		

3.1	1. Demonstrate team work	Discussions, class activities	Immediate feedback from peers and instructor
3.2	2.Show group work abilities	Group research, assignments, discussions	Immediate feedback from peers and instructor. Feedback on quizzes and tasks
	3.Peer assignment s	Peer work assignments, discussions.	Immediate feedback from the class and the instructor
4.0	Communication, Information Technology, Numerical		
4.1	1.Peer work –communication 2.group work	Exchanging information and thoughts verbally and visually	Checking and evaluating pair assignments
4.2	2.Group work-communication 3. On-line forums 4. Whats app. Group	Exchanging information and thoughts verbally and visually	Checking and evaluating group assignments
5.0	Psychomotor		
5.1	End of course project(play performance)		
5.2			

Suggested Guidelines for Learning Outcome Verb, Assessment, and Teaching

NQF Learning Domains	Suggested Verbs
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Knowledge	list, name, record, define, label, outline, state, describe, recall, memorize, reproduce, recognize, record, tell, write
Cognitive Skills	estimate, explain, summarize, write, compare, contrast, diagram, subdivide, differentiate, criticize, calculate, analyze, compose, develop, create, prepare, reconstruct, reorganize, summarize, explain, predict, justify, rate, evaluate, plan, design, measure, judge, justify, interpret, appraise
Interpersonal Skills & Responsibility	demonstrate, judge, choose, illustrate, modify, show, use, appraise, evaluate, justify, analyze, question, and write
Communication, Information Technology, Numerical	demonstrate, calculate, illustrate, interpret, research, question, operate, appraise, evaluate, assess, and criticize
Psychomotor	demonstrate, show, illustrate, perform, dramatize, employ, manipulate, operate, prepare, produce, draw, diagram, examine, construct, assemble, experiment, and reconstruct

Suggested **verbs not to use** when writing measurable and assessable learning outcomes are as follows:

	Consider	Maximize	Continue	Review	Ensure	Enlarge	Understand
Reflect	Examine	Strengthen	Explore	Encourage	Deepen		Maintain

Some of these verbs can be used if tied to specific actions or quantification.

Suggested assessment methods and teaching strategies are:

According to research and best practices, multiple and continuous assessment methods are required to verify student learning. Current trends incorporate a wide range of rubric assessment tools; including web-based student performance systems that apply rubrics, benchmarks, KPIs, and analysis. Rubrics are especially helpful for qualitative evaluation. Differentiated assessment strategies include: exams, portfolios, long and short essays, log books, analytical reports, individual and group presentations, posters, journals, case studies, lab manuals, video analysis, group reports, lab reports, debates, speeches, learning logs, peer evaluations, self-evaluations, videos, graphs, dramatic performances, tables, demonstrations, graphic organizers, discussion forums, interviews, learning contracts, antidotal notes, artwork, KWL charts, and concept mapping.

Students' Motivation and the Institutional Culture of Universities

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Abstract: The purpose of this paper is to analyze institutional cultures in universities across the world using Hofstede's dimensions of culture to see if they are the reason why students' motivation to learn varies in different countries.

Keywords: Hofstede, motivation, culture, authority.

Introduction

Does students' motivation to learn increase if they study in a relaxed environment, or does students' motivation increase when there are strict rules? Geert Hofstede analyses the effects of both large and small power distance in corporate culture. Power distance is "indicative of the relation of the individuals with the various acceptations or embodiments of authority, of degrees of inequality in society and the problem of wealth vs. status." (Baciu 2013: 65) When power distance is small, the influence of authority is very relaxed, and when power distance is large, the influence of the authority is very high. A large power distance in schools and families can lead to a culture that is less open to students' and children's creativity and experimentation. According to Baciu, in a large power distance culture "children/pupils are educated through control and obedience and not through examples offered and induced by parents or educators", "independence of action, behaviour, opinion, initiative, experimentation are generally not encouraged", and thus "creativity and originality are not cultivated" (2013: 72). Intuitively, we can be tempted to believe that a small power distance leads to a more motivating study environment, since students are more relaxed and allowed to express themselves. However, there may be factors to take into account other than the teacher-student relationship and higher or lower authority at school and at home. There are more factors in play than merely institutional culture; personality is shaped by any culture we come into contact with. It is important to take into account the students' families and personal backgrounds. However, the way students are treated in a university is significant to the formation of their response to the learning process. Various teaching methods allow them to perform certain activities and form certain skills.

A more detailed view of what high and low power distance educational models include is necessary, as well as an examination of studies regarding students' work in various types of universities.

Literature Review

Geert Hofstede proposed high versus low power distance as a dimension of measuring cultures. He referred mainly to corporate, institutional cultures. His analysis of high versus low power distance could be further detailed.

A detailed view of the low versus high power distance classification can help clarify what models of university cultures we have to deal with (Lacatus 2013: 423):

Organic Processes

Internal Maintenance	<p>Clan culture</p> <p>DOMINANT ATTRIBUTES: Cohesiveness, Participation, Teamwork, Sense of Family LEADER STYLE: Mentor, Facilitator, Parent-figure BONDING: Loyalty, Tradition, Interpersonal Cohesion STRATEGIC EMPHASES: Toward Developing Human Resources</p>	<p>Adhocracy culture</p> <p>DOMINANT ATTRIBUTES: Creativity, Entrepreneurship, Adaptability, Dynamism LEADER STYLE: Entrepreneur, Innovator, Risk Taker BONDING: Entrepreneurship, Flexibility, Risk STRATEGIC EMPHASES: Toward Innovation, Growth, New Resources</p>	External Positioning
	<p>Hierarchy culture</p> <p>DOMINANT ATTRIBUTES: Order, Rules and Regulations, Uniformity, Efficiency LEADER STYLE: Coordinator, Organizer, Administrator BONDING: Rules, Policies and Procedures, Clear Expectations STRATEGIC EMPHASES: Toward Stability, Predictability, Smooth Operations</p>	<p>Market culture</p> <p>DOMINANT ATTRIBUTES: Competitiveness, Goal Achievement, Environment Exchange LEADER STYLE: Decisive, Production- and Achievement-oriented BONDING: Goal Orientation, Production, Competition STRATEGIC EMPHASES: Toward Competitive Advantage and Market Superiority</p>	

Mechanistic Processes

Figure 1: Organizational culture types

Low power distance corresponds with adhocracy culture, while high power distance is found in hierarchy culture. The correspondence of low power distance with adhocracy culture is suggested by creativity and an innovative leadership style, as well as by emphases toward innovation. In a lower power distance culture, the leader can listen to what others have to say and take their points of view into account. The correspondence of high power distance with hierarchy culture is suggested by

disciplinary dominant attributes, such as order, rules and regulations, as well as by the leader's role as coordinator, organizer and administrator. In high power distance cultures the accent is placed on authority, which needs to be obeyed.

Organizational culture is “a set of basic tacit assumptions about how the world is and ought to be that a group of people share and that determines their perceptions, thoughts, feelings and, to some degree, their overt behaviour” (Schein 1992). In universities, students are expected to follow a set of rules and have certain relationships with professors and secretaries. The professors and secretaries can have a more friendly or more reserved attitude. Such attitudes are also reflected in the teaching methods. As such, if power distance is low, there is a more friendly and relaxed atmosphere in the classroom. Students will be encouraged to express their opinions on the topics discussed. Even in large power distance classrooms, students can have the opportunity to discuss their opinions when asked to do so, yet in those cases the focus is often on the quality of arguments through formal, academic essays and less on informal discussions than in a low power distance classroom.

Usually, low power distance cultures lead to low power distance practiced in institutions as well, and high power distance cultures lead to the same type of power distance practiced in schools, universities and the working environment.

Materials and Methods

The United States is identified as a low power distance country (Liu 2001: 21). As a consequence, students can even contradict their teachers. China, on the other hand, is a high power distance country, where students have to obey their teachers and take their word as law. According to Hofstede's findings, high power distance cultures include Latin, Asian, African and Arab, while Anglo and Germanic cultures have a low power distance. Hofstede places the United States somewhere in the middle, in between Guatemala, with high power distance, and Israel, with very low power distance. Power distance in European cultures tends to be lower in northern countries and higher in southern and eastern countries. The analysis can be checked at: <http://www.clearlycultural.com/geert-hofstede-cultural-dimensions/power-distance-index/>.

From the data above we could say that there are cultures which are likely to be more innovative than others based on these parameters. In Turkish universities, researchers make a distinction between creativity and innovation. Creativity is, according to their findings, higher in public universities. Innovation is higher in private universities. These are the corporate values held by the academic environment in Turkey.

A statistical analysis of corporate values in Turkish private and public universities shows what values are taken into consideration in the academic world:

“[...] student orientedness (0,036269), innovation (0,062176), social responsibility (0,046632) and perfectionism (0,031088) values of private universities are more than the public ones. Likewise creativity (0,037543), participation (0,058020), environmental awareness (0,036405) scholarship (0,035267) values are higher in public universities.” (Karadal, Celik, Saygin 2013: 765)

Turkey, in Hofstede's analysis, scores a 66, while the US scores a 40. Turkey, too, seems to be somewhere between high versus low power distance. The results comparing public and private universities do not differ significantly. In this respect, Hofstede's analysis is more relevant.

Romania scores high on the power distance index in Hofstede's analysis (90, according to <https://geert-hofstede.com/romania.html>). However, in this country, there are various types of schools and universities. Some are inspired by school and university models from abroad and are more permissive, while others are more hierarchical. Usually public universities are more hierarchical and private universities (and schools) are more permissive. Students usually prefer the more permissive environment. However, their parents prefer a more serious, hierarchical type of learning and teaching. Since the fall of communism, there is less interest placed in performance in schools and universities. A decrease in competitiveness leads to a decrease in motivation. The high achievers and creative minds usually move to study abroad where they are motivated by financial support, among other things.

Why would we consider universities to be similar to corporate cultures?

Petrova, Smokotin, and Kostyukova (2015: 492) show that Russian universities see knowledge and education as commodities and services and thus identify education with their corporate culture. Teaching, whether authoritative or more relaxed, can be regarded as a kind of service. What is more, it can be regarded as part of the respective culture, of the country, of education within the family, or of the education received in schools and universities.

Adapting the university culture to the surrounding culture can motivate students since they will find this type of culture in the institutions where they will someday work. As such, regardless of the teaching style, students will be motivated to study in order to adapt to the needs of their society. Students' success also depends on what motivates each student individually. If they enjoy the respective domain, the perspectives their work opens, and benefits such as high salary or the opportunity to travel and meet people from all over the world, these benefits will prove sufficient motivation. Some students can be motivated by performing creative work, others by performing quality work, and some by doing something useful for others or by interacting with the others.

Results

No culture is objectively better than any other. Since we cannot pass judgement on cultures as concerns their quality, it is natural to claim that high and low power distance in universities can only lead to different ways of relating to people and to the learning experience. Each culture has its own techniques to motivate students to learn. Whether or not they will be innovators and express their creative skills depends on the students themselves. Not all students were meant to write novels or to invent something in the field of technology. University needs to offer students the basic knowledge that they will need in their future professions. How teachers offer this knowledge and how students relate to their teachers is only a matter of cultural, or institutional difference. Sometimes, the school and university curricula is changed quite often and students are forced to find the means to adapt. Students can prefer a particular teaching style and relation to authority, yet they will need to learn how to deal with any of them. If they prefer a low power distance relationship, it can be a matter of the psychology of their age. When they are young teenagers and young adults students may prefer a more friendly style from their teachers, but younger children might benefit from a high power distance style, as they need to be told and taught what to do. Later, they can learn to deal with any kind of style. Students should practice dealing with both styles as they may need experience in dealing with both formal and informal events on the job.

Conclusions

Students' motivation to learn is created in different ways, and is a function of different types of institutional cultures. High power distance cultures in universities emphasize competition. Students can be motivated to succeed by comparing their achievements with others', encouraging them to strive to be among the best. Low power distance teaching styles in universities can motivate students to improve their creative and innovative skills by means of the satisfaction they feel personally when they manage to do something that is significant to them. Geert Hofstede himself supported the idea of cultural relativism when he suggested that we cannot judge cultures, but instead we can measure them and compare them in order to become aware of their differences.

Usually, what motivates students to study is the fact that they have come to a university where they study the domain of their choice. At this age they dream of finding the perfect career in which they can excel.

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**Quality Education: A veritable tool for women empowerment for national
development in Nigeria**

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Abstract

Women all over the world today, Nigerian women inclusive enjoy equal access to participation and decision making at the political, economic and social life of the nation as a result of educational empowerment. The aim of women empowerment through quality education is to bring about the advancement and the development of their environment and the nation in general. The empowerment of Nigeria woman through quality education has helped and will still help them contribute tangibly to national development. Empowerment of Nigerian women through quality education will not be an issue to be debated about because women and the girl-child constitute half of the population and as such they need to be empowered to enable them contribute effectively to national development. It is very obvious that no nation can achieve healthy economic growth unless it utilizes all of its human capital, if the demographic majority (women) become minority in the political and economic domain, sustainable socio- economic development cannot be achieved. Since education is the key to socio –economic development and for women in particular to participate effectively in such development, they need to be empowered through quality education .This paper therefore looked at the concept of quality Education. It also explained empowerment and women empowerment.

The paper as well discussed the benefits of women empowerment as well as relevance of quality education as a tool for women empowerment. The paper equally explained the social implications for neglecting women empowerment through quality education. The paper as well discussed on the constraints of women empowerment through quality education. The paper also discussed on the strategies to be adopted for women empowerment through quality education. The paper concluded by x-raying the Nigerian past and present great women achievers (the amazons) through quality educational empowerment.

Keywords: Empowerment, women empowerment, Educational empowerment, quality education, veritable tool, national development.

Introduction

Education is a fundamental human right for all people. It is the key to sustainable development, peace and stability among countries. Education is a major enabling factor in the development process of any nation, that is why it has been adopted by Nigerian Government as an instrument for social and economic transformation. It was spelt out by the Federal Republic of Nigeria (2013), that every Nigerian child shall have the right to equal educational opportunities irrespective of gender, social status, religion or ethnic back ground. (FRN 2013:13). Education represents a major form of humanresource development. Supporting Ayuba (2015), in any society, the provision of quality education should be a fundamental and basic for human resources development.

Women education is a kind of investment in human resources which will yield enormous benefit for the individual, the family and the society at large. No wonder the Beijing Platform for Action, Paragraph 69 States that “Education is a human right and an essential tool for achieving the goals of equality, development and peace. Non –discriminatory education benefits both girls and boys and thus ultimately contributes to more equal relationships between men and women. Equality of access to and attainment of educational qualifications are necessary if more women are to become agents of change”.

Women are important to the total development effort of every nation. Women in every country form a very substantial percentage of the total population. Presently, women and girls form half of the nation’s population. These women are expected to be part and parcel of the efficient and effective running machinery of the country. It therefore becomes very imperative that these Nigerian women be empowered through functional quality education be it formal or non-formal, apparently, this is the only authentic way of uplifting women hood as well as achieving balanced development of the society. Equality between men and women can only be achieved if both are equall in a position to participate in decision- making process at all levels. There has been a continued global support change towards equal sharing of power and leadership between men and women within the family, in the community, at the national and international levels. It is very obvious that significant progress, sustainable development cannot be achieved in a region or nation where about 40 percent of its population has not got the minimum quality education needed for its

political and economic development. It is against this back-drop that this paper explores quality education as a veritable tool for women

empowerment.

Education / Quality Education: Education is seen as an agent of change. It is a process through which individuals are empowered with skills and knowledge that will enable them survive in an ever changing world. Education is regarded as a liberating force and agent of social change.

Quality education is that type of education that aids in the provision of skills, preparation of youths for economic, social and political function, transmission and transformation of social, economic and culture structures from generation to generation. Ojokheta and Omoregie (2008), in Osaat (2011), defined quality education as a cumulative process of development of intellectual abilities, skills and attitudes and all of which form our various outlooks and dispositions to action in life. Quality education is defined by Maduewesi and Maduewesi (2005), as the means and ways of developing the arrays of skills, knowledge, values, activities and habits necessary for proper economic development as well as integration as a member of the society. Quality education is that education which provides students with the knowledge, skills and motivation to encourage entrepreneurial success in variety of settings. It is the education that comes spontaneously from the influences of the environment / society which is based on the child's needs and interest. Quality education is an instructional strategy that integrates the teaching of literacy, skills and Job content to move learners more successfully and quickly towards their educational and employment goal. Quality education is defined as that type of education that is based on the application of knowledge as a result of experience acquired by the learner. Quality education is a capacity building education which trains students towards a practical mastery of the subject to get them into the habit to adapt to any situation to bring them to experience firsthand with the studied subject by do-it – yourself works and experiments. Quality education as explained by Obanya (2009), is an answer to getting Nigeria out of its present back stage position in the contemporary global seat.

Quality education is defined by Offorma (2005), as that type of education designed to teach students skills which will allow them to function as competent and accepted adults. Obanya (2004), defined it as that type of education that enables an individual or nation meet up with scientific technological changes that are taking place at neck-

breaking speed. Mbachu (2013), defined quality education as an education that creates gainful engagement and creates wealth.

Empowerment / Women empowerment

Empowerment is defined as a process of liberating from the state of hopelessness and alleviation.

Sharman in Abaji (2008), viewed empowerment as degree to which or a process in which the disadvantaged groups define their own needs and determine the response that is made to them. It is the ability to control one's life. It is the process in which women gain control over their lives by knowing and claiming their right at different levels of the society.

An empowered individual is one who experiences a sense of self confidence and self-worth, who critically analyses her social and political environment, who is able to exercise control over decision that affects her life.

Women Empowerment

Women empowerment is the process by which women collectively come to recognize and address the gender issues which stand in the way of their advancement. These gender issues are the practices of gender discrimination which are entrenched in customs, laws, ideological productive skills, access to capital, confidence in herself. Women empowerment entails throwing off the habits of female subordination and patriarchal message which were unconsciously internalized during schooling. Duyilemi (2005), opined that women empowerment entails identifying gender inequalities and discrimination which were previously accepted as 'natural' or 'normal' and learning how to take action to end gender discrimination. Agreeing with Duyilemi, a woman is empowered when she is able to make the best of her own life.

Women empowerment through quality education is the development of mental and physical capacity power or skills in women to operate meaningfully in their social milieu, thereby experiencing a more favourable level of social recognition and subsequently enhance their economic status. Women empowerment is perceived by Ayuba (2015), as given women the power to do things which they could not do before. It involves giving them adequate knowledge and capacity, the confidence, the help and ideas to decide what is best for them and act accordingly in fulfilling their own potentials.

For the purpose of this paper, women empowerment means giving Nigerian women, the girl-child inclusive the necessary opportunity and encouragement to acquire quality education that will enable them become useful to themselves, solve their personal and family problems and contribute to the development of the nation.

Benefits of Women Empowerment

Investing in education, most especially women and the girl-child education, enhances their productive capacity, increases their income and makes them better informed about the value of health and life expectancy of their children, creative incentives for reducing family size, which in turn will help reduce poverty. Women empowerment paves way for equality between men and women, autonomy, dignity and respect. Empowerment helps women to share in the responsibility of the family life in particular the children. Empowerment helps women to take active part in the policy and decision making process. Empowerment reduces the level at which the women depends on their partners. Empowerment promotes their well –being, and self – esteem.

Empowerment is the most influential factor in improving child health and reducing infant mortality. Empowerment helps women from being marginalized and increases their level of participation.

Empowerment of women is a prerequisite for achieving effective and people-centered development.

Relevance of quality education as a veritable tool for women empowerment. The relevance of quality education for women empowerment cannot be over emphasized. Giving Nigerian women quality education has a lot to contribute to their personal, family, community and national development. An adage has it that, *“when you educate a woman, you educate a nation”*. This goes to say that the education given to a woman is education not given to her as a person alone, but it is an education given to her nation. Thus, when a woman is empowered with quality education, she is much able to contribute more effectively in transforming her environment and improve the economic status of her family and nation. We are in an era of knowledge based economy. Obanya (2014), confirmed that we are in an era of economy in which knowledge is created, acquired, transmitted and used more effectively by individuals, enterprise, organization and communities, to promote economic and social development. Quality education for women as envisioned by Education for All (EFA)

is aimed at reversing the trend of extreme poverty in half of the country's population by ensuring their full empowerment in the true sense of raising their status in the following ways:

- I. Psychologically: Quality education builds and enhances the women's self awareness and self –esteem.
- II. Intellectually: It awakens and sustains reasoning and knowledge – acquisition and skills.
- III. Technically: It inculcates in them a variety of socially useable and marketable life skills.
- IV. Socially: It ensures that they acquire technical skills to serve better and to push for social equity and social recognition.
- V. Economically: It enhances their productivity in the economic sense, as well as enhancing their income earning capacity.
- VI. Politically: It ensures that they too can be seen and heard, that their civic rights are recognized as essential human rights, that they also are much able to become fully involved in decision – making at all levels.

Nwagbara (2003), went further to say that quality education is needed by Nigeria women in order to:

- I. Make them aware of their human rights.
- II. Increase the involvement of women in decisions that affects them domestically, locally, nationally and even internationally.
- III. Encourage female cohesion or bonding and changing the stereotypical image of women.
- IV. Fight against violence and sexual abuse on women and the girl-child. The Nigerian women campaign organization on “bring back our girls from boko -haram captivity” is championed by a group of educated Nigerian women.

Mbachu (2013) informed that quality education enhances a women social status in terms of economic empowerment , it goes a long way to decide the type of husband she marries , the type of children she raises up , the social class she belongs to and the recognition accorded her in the society . An educated woman stands a better chance of being an ideal wife to her husband and a lovely mother to her children. Maduewesi (2005) opined that a woman who has been empowered with quality education is able to understand and appreciate her children's needs, make informed decisions abouttheir discipline and help them academically.

Empowering Nigerian women with quality education creates political awareness in them and inspires them to vie for political positions. Quality education for Nigerian women puts them in a better position not to be called any longer “*consumers of wealth of their husbands*”, rather to be called “*wealth creators and managers of wealth*”

Quality education is a corner stone of women’s empowerment because it enables them to respond to opportunities, challenges and improves their traditional role as women. It is an undisputable fact that in Nigeria today, women are no longer regarded as “*baby manufacturing machines*”, rather they are 50 percentage *familybread winners* due to educational empowerment. Empowerment of women through quality education improves their knowledge and self consciousness, engender self – confidence and self- fulfillment. Agreeing with Ayuba (2015), an educated female is likely to be productive and better paid worker, an informed citizen, a self confident individual and a skilled decision maker.

The benefits of women empowerment through quality education are innumerable, quoting Akunyili (2005), “A woman has the responsibility to influence society through exemplary leadership especially if she is enabled. An enabled woman can aspire, attain and contribute better to national development while still carrying out the home front roles. Women are enabled when they are reasonably educated and economically emancipated” (Akunyili 2005: 23).

The Social Implications for Neglecting the Empowerment of Nigerian Women/ Girl-Child Through Quality Education.

There are so many social implications that are likely to arise when the woman or the girl-child is not adequately empowered through education either formal or non-formal. Such implications include:

- ❖ Sexual abuse / embarrassment: for instance, when a girl is expected to be in school during school time, she is seen hawking or being asked to stay at home to baby –sit or do one type of domestic work, such helpless girl is easily abused or harassed sexually by her mistress’s security or gardener. Some of the girls can also be harassed and abused sexually while hawking along the streets.
- ❖ Child trafficking / Prostitution: child trafficking has become a social menace. Most of Nigerian women / girls have been so dehumanized and have heard traumatic child trafficking experience. Most Nigerian young

women are lured into the business of prostitution with the fake promise of providing mouth-watering jobs in Europe only to end up becoming prostitutes in far away Italy, south- African, Spain and other European Countries. It is believed that if so many of the Nigerian women / girls Involved in prostitution and drug trafficking will be empowered with quality education, they will be able to have genuine means of livelihood, quit the dirty business and live decent and responsible life

Constraints for empowering Nigerian women/the girl child with quality Education.

It has been observed that in all most all the developing countries of the world, Nigeria in particular, women do not have equal right with men in political, economic and even legal right. Ezekwesili (2005) in Mbachu (2010) declared that more than half of the estimated 120 million Nigerians are women, of this figure, over 60 percent are illiterates. She affirmed that an illiterate or semi illiterate woman remains a challenge not only to her family but to the larger society. She pointed out that social scientists have argued that because of the high illiteracy level among African women and indeed Nigerians, poverty wears the face of a woman. Adeyanju(1995)in Mbachu (2010), asserted that the traditional society considers the woman *a second class citizen*. Such responsibilities as child- bearing and caring, home management, farm work are the demands made of women by the traditional society and culture.

The problem of gender disparity in educational development remains the basic constraint to women development in Nigeria. Mbachu (2010), reported that in (2003), an estimate of 7 million (about 35 % of the total number) of Nigeria's children of Primary school age are not enrolled in Primary school. 62% of the 7 million are girls. The report has it that 4.3 million girls are out of school. Ezeani (2006) in Mbachu (2013) classified the constraints affecting the empowerment of the Nigerian would be woman (the girl –child) under:

- ❖ Cultures and Tradition: The gender roles in homes and society at large is being stereotyped with the girl –child made to do the greater proportion of household chores and thus, having little time for academic work, women and the girl –child are generally subjected to patriarchal exploitation.

- ❖ **Boy-child preference to the girl –child:** The Nigerian woman is born into a culture of male supremacy as exacerbated in the general preference for a male –child. The male supremacy traditions have led some parents to either refuse to send their girls to school or give them out for marriage at a young age. Olaleye (2009) attested that when a family suffers economic adversity, it is always the girl's education that will be discontinued in favour of the boy. Offorma (2005) documented that the attitude of some Nigerian parents is the tendency to invest in the education of boys by denying girls quality education. This negative practice has largely impacted on the percentage of women in the Nigerian educational system. Kofi Annan, theonetimeUnited Nations Secretary General stated that in African, when families have to make a choice due to limited resources of educating either a girl or boy, it is always the boy that is chosen to attend school.
- ❖ **Early marriage / teenage Pregnancy:** This has a serious barrier to girl-child education in Nigeria, for instance, in the Northern part of the country, girls are given out in marriage at a tender age, even before they reach the age of puberty, some are betrothed and given out as early as 7-12years . Early marriage before the age of 18 years exposes such girls to all forms of health challenges ranging from, Visco virginal Fistula (VVF), domestic abuse, low self –esteem, abandonment by so-called husbands and parents and above all, denial of quality education.
- ❖ **Religious belief / practices:** This has continued to inhibit women education in Nigeria. The practice of pudah or female seclusion makes it difficult for some Northern Nigeria women to be adequately represented in literacy programmes available in their localities. This is because women in purdah are secluded largely to their homes. They are not to be seen mixing with members, of the opposite sex. Also some religions strongly believe that women should be seen and not heard, thus, men are superiors. The different beliefs adversely affect the way women are treated and the opportunities provided for them to be empowered for national development. Mbachu & Diepiribo (2013), warned that if the above mentioned challenges are not carefully and urgently tackled, the possibility of empowering the greater percentage of Nigerian women with quality education will be a mirage.

Strategies to be adopted for the empowerment of Nigerian Women with quality education.

Some of the strategies to be adopted for the empowerment of Nigeria women with quality education include:

1. Political will power to enforce the law against the with-drawal of girls from school: In some parts of Nigeria, especially in the Northern part of the Country like Sokoto, Zamfara, Boronu, Kano etc, laws were enacted against parents withdrawing their girl-children from schools. Till now, the law has not been enforced, the fact remains that some girls there are being withdrawn from school or worst still not being allowed to go to school by their parents. as a matter of urgency, such law should be enforced, and any parent found to violet the law should be punished under the law.
2. Effective implementation of the objectives of the blue print produced by Federal Government of Nigeria on women education: The government produced blue print on women education in 1987. The objectives include:
 - Provide more educational opportunities for girls from primary to tertiary levels.
 - Reorientate the attitude of all females irrespective of age towards education.
 - Promote the education of girls and women in the field of Science, Technology and Mathematics.
3. Effective implementation of the 3rd World Conference held in Nairobi in 1982 and the Fourth World Conference on women held in Beijing. Twelve areas of concern were identified and addressed as needing further attention, some of them include:
 - Promoting women's access to education at all levels,
 - Preventing all forms of violence against women/girl-child.
 - Ensuring women's access to, and participation in economic structures.
 - Setting up effective mechanism to promote the advancement of women.

- Promoting and protecting women's human rights. Braide (2005), explained that the area of women access to education at all levels is relevant to the goals of Forum for African Women Educationists.
4. Full access to workforce: Akunyili (2005), opined that one of the strategies to empower Nigerian woman and the girl-child is the full access to the workforce and recognition of women's contribution that are essential to women participation in development and the exercise of equal rights for women and the removal of discriminatory practices. Such actions will aid women's effective involvements in leadership. She suggested that another strategy that will empower the girl –child and enhance women participation in business and work-place include:
- Encourage mandatory and supported education for the girl-child and women.
 - Create positive affirmation in the employment of women.
 - Purposeful and positive leadership role models by women who have broken the wall.
 - Breaking of negative cultural, religious and other gender barriers to women development.
 - Mutual support, teamwork and networking by women nation and worldwide irrespective of tribe, religion and race.

The Past and Present Nigerian women Achievers (The Amazons)

Despite the fact that there are still gender stereotyping which occurs among the traditions and cultures of many ethnic groups in Nigeria, the male supremacy, all these notwithstanding, some Nigerian women have broken into areas that used to be exclusively reserved for men. Such women have contributed immensely to the economic, political and social development of the nation. They have equally directly or indirectly contributed to the progress of women in the country. Mbachu (2010), calls such indomitable, irresistible women achievers "*The Nigerian Amazons*". These women have achieved monumental success, they have reached the top of the ladder in all fields, be it in the academics, cooperate business and administration, politics, medicine, judiciary etc. These women have written their names in gold, have entered into the guiness book of records and have

left indelible marks in the corporate national and world of success. The following are just a few of such Nigerian women achievers:

1. Dr. (Mrs.) Ngozi Okonjo – Iwuala:



She was a Nigerian two terms former Minister of Finance and Minister of Foreign Affairs during former President Obasanjo. She contributed in Formulating policies that led to the improvement of Nigerian economy. She was instrumental to the granting of Nigerian debt relief by International Monetary Fund (IMF). She received an international fellowship from the American Association of University Women (AAUN) that supported her Doctorate Degree. She is currently the chair for the Board of Global Alliance for Vaccines and Immunization (GAVI). She was the first black female candidate to contest for the Presidency of the World Bank Group in 2012. She has won several awards for her laudable achievements.

2. Dr. (Mrs.) Oby Ezekwesili



She was the former Minister of Education, former Minister for Solid Minerals. She introduced the Due process to contract awards in Governance. She was the Vice President of World Bank African Region. She has been described as a woman of sterling qualities who is noted to make a land mark any where she is. She is in forefront championing the “**bring back our girls campaign group**”. This effort has led to the release of some of the Chibok girls captured by boko-haram in 2014

3. Prof. (Mrs.) Dora Akunyili:



She was the Director General of the National Agency for Food and Drug Administration Control (NAFDAC). She was a Pharmacist, a Professor, a Politician, governmental Administrator, a onetime Minister for Information & communication.

She gained international recognition and won hundreds of awards for her work in pharmacology, public health and Human Rights. She fought tirelessly to eradicate counterfeit drugs in Nigeria. She also fought to ensure Nigeria ceased to be a dumping ground for fake and substandard food and drugs.

4. Prof. (Mrs.) Ndi Okereke Onyiuke



She was a great reformer and perfectionist in the world of Stock Exchange. Her laudable contributions & achievements in the Stock Exchange Industry made her emerge as the chairman of the African Stock Exchange's Association (ASEA). She was the first woman in African to head a stock market.

5. Prof. (Mrs.) Allele William



She is a Professor of Mathematics. She was the former Vice Chancellor of University of Benin, Infact she was the first Nigerian female Vice Chancellor.

6. Uche Ivy Okonkwo



She was the first female Commissioner of Police, the first Nigeria female Assistant Inspector General of Police (AIG)

7. Mrs. Farida Waziri



She was the former chairperson of Economic and Financial Crime Commission (EFCC).

She was the first female and still remains the only female that has held that post.

8. Stella Okoli



She is a Pharmacist by profession. Akunyili (2006) described her *asa woman who succeeded in the male dominated world of pharmaceutical manufacturing business*. She is the director of Emzor Pharmaceutical Company.

9. Justice Aloma Muktar



She was the first female Supreme Court Judge in Nigeria

10. Mrs. Patricia Etteh



She was the first Nigeria female speaker in the Federal House of Representative (2007), she was then known and addressed as *“Madam Speaker”*. Since her tenure, no woman in Nigeria has been opportuned to hold that position.

11. Mrs. Deziani Madueke



She is an Engineer by profession. She was the former Minister of Petroleum in Nigeria.

12. Mrs. Amina Mohammed



She is the 5th Deputy Secretary General of United Nations. She is currently the Federal Minister for Environment.

13. Mrs. Kemi Adeosun



She is a renowned Chartered Accountant. She was a former Commissioner for Finance in Ogun State, she is the current Nigerian Minister of Finance.

Infact the names of the Nigerian amazons are quite inexhaustible, time will not permit to go on and on.

Concluding Message

The achievement of these few great Nigerian women notwithstanding, and going by the total population of women in Nigeria, it is very obvious that the vast majority of them, the glass ceiling is still not part of their reality. They are still under male chauvinism. Chukwuma (2000), in Mbachu (2010), advised that it is important that women should not be deluded by the tinypercentage of these women who have survived the buffets of male intimidation and have become politically vibrant and economically buoyant.

The reality is that a lot of women out there are still struggling under male exploitation, religious and societal constraints, many of them are nearly burnt out in the quest for survival.

Be that as it may, it is very optimistic that Nigerian women and beyond will soonest be emancipated and liberated from male domination, for this to be achieved, there is therefore need for mutual support, team work and networking by women worldwide to support and empower women with quality education be it formal or non-formal education irrespective of tribe, religion or race. It is only then that Nigeria women can make progress towards advancing gender equality and gender equity.

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**Comparative Study on Emotional Intelligence of Indian Undergraduate Students
and their choice of subjects**

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2 Abstract:

In a growing world of resentment and intolerance the inevitable question that comes to us is — Does the Indian education system actually educate and prepare us emotionally? Research conducted by the Yale Centre for Emotional Intelligence shows that students with higher emotional intelligence are better prepared to manage their emotional lives, so that they can focus, learn and do their best in school. Emotional Intelligence (EI) or Emotional Quotient (EQ) is the ability of individuals to recognize their own, and other people's emotions and discriminate between different feelings and label them appropriately, to also use emotional information to guide thinking and behaviour, and to manage and adjust emotions to adapt to the environment. In India, the education system for higher secondary school provides particular streams like Science, Commerce and Humanities which is narrow because students don't get to choose subjects individually but collectively by choosing a stream. An emotional intelligence scale was developed with reference to the Indian Emotional Intelligence Scale (Ankool Hyde. 2002) and Goleman's works to identify students who play a greater role at thought and decision making, taking into account their stream choice. This research and testing is conducted on 100 young college going adults by convenience sampling to recognize the emotionally intelligent, what motivates them and to search for any significant difference of means between students' Emotional Quotient and their choice of stream, furthermore the variation of the same between males and females

Keywords: emotional intelligence, Indian education,

Introduction:

Every child is born with some intellectual potential (intelligence as innate) which develops on account of maturity and experiences (as acquired). Similarly, one since birth has emotional intelligence potentials in terms of one's level of emotional sensitivity, emotional memory, emotional processing

and emotional learning ability. The potential, unlike intelligence is liable to developed or damaged as a result of one's life experiences. (Mangal, 2007). Before going in the depth about the study, it is important to understand the meaning and concept of emotional intelligence and academic achievement. Emotional Intelligence (EI) or emotional quotient (EQ) is the capability of individuals to recognize their own, and other people's emotions to discriminate between different feelings and label them appropriately. It is to use the information that is emotional to guide thinking and behaviour, and to manage and adjust emotions, in order to adapt to the environment itself. In the 1980s, there came the much-discussed theory of multiple intelligence, crystallised developmental psychologist Howard Gardner's seminal 1983 book *Frames of Mind*. The very psychology of the change Gardner facilitated in cognitive science and education hinges on a better understanding of multiple forms of information processing by the brain, something humans once viewed as a single concept of intelligence. His research findings dramatically changed our perception of intelligence. Each form of information processing soon acquired a new shape, signified a differentiated kind of emotional intelligence. For over a century, people across the world believed that humans are either intelligent or not, and used very limited parameters to judge this intelligence. Children could thus be neatly placed as smart, average or dumb. Fortunately, by identifying and substantiating with solid proof that there are multiple intelligences within a human being, Howard birthed an overall novel thinking process and approach towards psychology, cognitive behaviour and education. The first published use of the term EQ was an article by Keith Beasley in 1987 in the British *Mensa* magazine. However, the term later became widely known with the Goleman's book: *Emotional Intelligence – Why it can matter more than IQ* (1995). It is through this book's success that the term can attribute to its popularity. Goleman has followed up with several further popular publications of a similar theme that reinforces the use of the term.

As individuals, our success and the success of the profession today depend on our ability to read other people's signals and react appropriately to them. Daniel Goleman says "EQ includes self-awareness and impulse control, persistence, motivation, empathy and social deftness. These are the qualities that mark people who excel: whose relationships flourish, who are stars in the workplace". His very famous lines about Emotional Intelligence is "Out of

control emotions, make smart people very less efficient'. Studies have shown that people with high EQ have a healthier mind, job involvement and commitment, and leadership abilities although no causal relationships have been shown and such findings are likely to be attributable to intelligence generally and specific personality traits rather than emotional intelligence as a construct itself. Goleman devised that Emotional Intelligence has four attributes: Self-awareness, self-management, social awareness, relationship management.

Following that, a Trait model was developed (Konstantin Vasily Petrides, 2001). It circumscribes behavioural dispositions and self-perceived abilities which is through a self-report measure, In lay terms, trait EI refers to an individual's self-perceptions of their emotional abilities. The TEIQue provides an operationalization for the model of Petrides and colleagues, that conceptualizes EI in terms of personality. The test consists of 15 subscales organized under four factors: well-being, self-control, emotionality, and sociability. Later developed the Ability-based model of emotional intelligence (Peter Salovey and John Mayer, 2004) describes four separate but interrelated abilities. These are called Branches to Emotional Intelligence - the ability to perceive emotions, reason emotions, understand and comprehend emotions, and how to manage emotions.

EQ and in the Indian Context;

The concept of emotional intelligence in the Indian context is embedded in its highly valued social concerns, virtues, religious traditions and cultural practices.

Dalip Singh (2003): Emotional Intelligence constitutes three psychological dimensions: emotional sensitivity, emotional maturity and emotional competency, which motivate an individual to recognize truthfully, interpret honestly and handle tactfully the dynamics of human behaviour. Mala Kapadia (2004): Emotional Intelligence from Vedic Psychology perspective can be described as transformation of mind, body and spirit to realize our true potential for the universal wellbeing and abundance of joy. Vinod Sanwal (2004): Emotional Intelligence is the awareness of use of emotions and their utilization within the parameters of individual cognitive styles to cope with situations and problems. N.K. Chadha (2005): All intelligence have an

emotional base. Emotional intelligence consists of utilising our emotions as a source of energy to accomplish the self-defined goals. Madhumati Singh (2006): Emotional Intelligence is the ability and freedom to grow from mistrust to trust, self-doubt to self-empowerment, following to leading, incompetence to competence, isolation to synergy and despair to hope.

The Emotional Quotient Scale was developed with reference to EIS by Ankool Hyde(2002) under the 5 variables of EQ: Altruism, Integrity, Self-awareness, Empathy and Commitment:-

1. Altruistic Behaviour: Altruistic behaviour refers to showing a disinterested and selfless concern for the well-being of others. It refers to making the efforts to give without expectations of reciprocity, to feel fulfilled and energized. Evolutionary scientists speculate that altruism has such deep roots in human nature because helping and cooperation promote the survival of our species and is thus a crucial variable to emotional intelligence.
2. Integrity: It refers to being honest and to have strong moral principles and ethics. Having integrity means doing the right thing in a reliable way. It's a personality trait that we admire, since it means a person has a moral compass that doesn't waver. It literally means having "wholeness" of character, just like an integer is a "whole number" without fractions.
3. Self-awareness: It is the conscious knowledge of one's own character, feelings, motives, and desires. Self-awareness is having a clear perception of your personality, including strengths, weaknesses, thoughts, beliefs, motivation, and emotions. Self-awareness allows you to understand other people, how they perceive you, your attitude and your responses to them in the moment.
4. Empathy: Empathy is the experience of understanding another person's condition from their perspective. Empathy is, at its simplest, awareness of the feelings and emotions of other people. It is a key element of Emotional Intelligence, the link between self and others, because it is how we as individuals understand what others are experiencing as if we were feeling it ourselves. Empathy goes far beyond sympathy, which might be considered 'feeling for' someone. Empathy, instead, is 'feeling with' that person, through the use of imagination.
5. Commitment: The quality of being dedicated to someone or something

for a cause is called being committed. It is like a promise to be loyal to someone or something. It usually evokes a strong sense of intention and focus.

Role of Emotional Intelligence in Indian Education:

Education in India is provided by the public sector and the private sector as well, with various forms of funding, it is into three levels: central, state and local. Under various articles of the Indian Constitution such as Article 21a, compulsory and free education is provided as a fundamental right to children between the ages of 6 and 14. The central and the state board of education in India primarily follow a 10+2 pattern wherein after completing 10th grade, the student has to choose a particular stream that has a set of subjects.

For example, Science stream has Chemistry, Physics, Math and English mandatory with limited electives such as Biology, Computer Science and Physical Education. Similarly in Humanities, subjects English, Psychology, Fine Arts and Political Science are mandatory in most schools and the electives differ in schools with History or Economics. The intellect of the student is forced to the maximum whereas; the non-intellective skills like empathy, commitment, discipline, self-awareness — is entirely neglected under streams of Science and Technology which births the curiosity if students are emotionally intelligent to what degree under their specific group and whether they relatively differ from the Liberal Arts group.

Dr Mary Bousted, a US-based education thinker, in research paper titled "An Intelligent Look at Emotional Intelligence", notes: "After well over a decade of top-down, mechanistic instrumentalism, it is right that the balance should shift towards a more human and humane view of what education should be about. It is essential to recognise that children and young people, their teachers and the wider school community are first and foremost human beings, not automata. Seeking understandings of the human condition has always been important to those of us who work in education. It is for this reason I believe that the growing interest in emotional intelligence and emotional literacy in schools and colleges is an important development, and one which we cannot afford to ignore." Even though basic emotions are considered universal, emotional behaviours may vary from gender or culture and there may be

variations in some aspects of emotional functioning in different students who have studied different subjects. And thus this research gap led to findings of the varying EQ between streams of Science, Humanities & Commerce students and also males and females. This research aims to examine the scientific findings concerning emotional intelligence of and between various students and their choice of fields.

Objective

1. To examine the five emotional intelligence elements identified as self-awareness, altruism, empathy, commitment, and integrity in college students as a whole
2. To know the difference of mean in the EQ level in both, Science and Humanities & Commerce background among the college students.
3. To find the difference of the scores of Male and Female among young adults.

Hypothesis

To test the significance of the objectives formulated, the following hypotheses were framed.

1. Alternative hypothesis: There is a significant difference of means in the EQ scores between Humanities & Commerce students and Science students.
2. Null Hypothesis: There is no significant difference of means in the EQ scores between the Humanities & Commerce students and Science students.

Methodology

A structured questionnaire was developed that consisted of 15 items with 3 items for each variable. The approach made for scaling responses was through the Likert Scale of 4, i.e. Strongly Agree, Agree, Disagree and Strongly Disagree. Sampling Size and Technique: The test was conducted on 100 college students(50 males and 50 females), ages ranging from 18-22 on 50 Science Students and 50 Humanities & Commerce students through Convenience sampling. ANOVA test was applied to interpret the data.

Table 1:

EQ level	Range
Low	15-37
Average	38-46
High	47-60

Table 2. Scores of the 100 respondents:

Stream	No.of People	EQ Level
Humanities & Commerce	3	Low
	14	Average
	33	High

Stream	No.of people	EQ Level
Science	2	Low
	33	Average
	15	High

Table 3. ANOVA test on normalised scores of Science and Humanities & Commerce students.

SUMMARY						
Groups	Count	Sum	Average	Variance		
Humanites&Commerce	50	25.27	0.51	0.02		
Science	50	25.23	0.50	0.02		
ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	1.11111E-05	1	1.11111E-05	0.001	0.981	3.938
Within Groups	1.82	98	0.018577299			
Total	1.82	99				

P value = 0.981 which is greater than α 0.05. Hence fail to reject null hypothesis. This means that there is no significant difference between the means of the scores between the scores of Science students and Humanities & Commerce students.

Table 4. Statistics of Male and Female Scores:

Males Descriptive Statistics

Mean	36.98
Standard Error	0.86165
Median	37.5
Mode	38
Standard Deviation	6.092786
Sample Variance	37.12204

<i>Female Descriptive Statistics</i>	
Mean	37.40
Standard Error	0.868966
Median	38.5
Mode	39
Standard Deviation	6.144518
Sample Variance	37.7551

Table 5: ANOVA test on the normalised scores Genderwise

SUMMARY						
<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>		
Female Normalised Scores	50	25.57778	0.511555556	0.019385034		
Male Normalised Scores	50	22.34444	0.446888889	0.022067473		
ANOVA						
<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	0.104544444	1	0.104544444	5.044058958	0.026956	3.938111078
Within Groups	2.03117284	98	0.020726253			
Total	2.135717284	99				

The p value = 0.02 which is less than α i.e 0.05. This means that the means of the scores of the genders show that females are significantly more emotionally intelligent than males.

Results and Discussion

After interpretation of the data through ANOVA, it was observed that there was not much difference in the means of the scores between Science and Humanities & Commerce. The p value 0.98 is greater than the alpha (0.05). Hence, fail to reject the null hypothesis. Emotional Intelligence is not affected by the choice of streams although some subjects require EQ's attributes more such as sociology and other humanitarian subjects. Therefore, Emotional

Quotient is relatively above average for college students in total as seen in the sample of the young adults

However, the students who pursued Science as a stream in their high school scored relatively less than those who took Humanities or Commerce as a stream. The difference of the means of the scores is 1.14. This does indicate that the EQ is high for the students from non-technical field subjects, but this is not so significant. Furthermore when the scores of 50 Males and 50 Females of the same sample was calculated and analysed; females scored relatively higher. The difference in their means was 0.42, where females were 37.40 and males were 36.98 which clearly indicate that females are emotionally more intelligent than males.

Conclusion

Emotional Intelligence is a way of recognizing & interpreting how we think, feel, and act. It shapes our interactions with others and our understanding of ourselves. It defines how and what we learn; it allows us to set priorities; it determines our daily actions. It has gained importance in the recent few years for its contribution in several fields like working environment, leadership and relationships among individuals. With respect to the findings of this research, it is clear that EQ is above average among young adults and that it's relatively high in females than males. It is assumed the Humanitarian people should have innate motives of helping others which is central to humanitarian education and learning. But students with subject choices of ranging from Sociology, Philosophy & Arts and Business where there should be a desire to reduce suffering, save lives and maintain human dignity have scored barely above the Science and Technology students. Since the 90's, EI has garnered considerable amount of attention from the educational systems, applied settings and mainstream section of the society. Its importance and relevance in various fields is continuously and scientifically researched and asserted. The applications of emotional intelligence in learning have profound impact on children's lives. Students can learn how to control their impulses and regulate feelings such as sorrow and anger. This has implications from preventing bullying to facilitating the creative process.

Moreover, it is known that EI as a construct originated from Western psychology, and it is yet to demonstrate how relevant it is for direct development of the same in children. Research conducted by the Yale Centre for Emotional Intelligence shows that students with higher emotional intelligence are better prepared to manage their emotional lives, so that they can focus, learn and do their best in school. In emotionally intelligent schools, children learn to manage feelings of anger, disappointment or shame that might otherwise push them to hurt one another. They learn how to be more empathic and build positive relationships. These skills can strengthen the climate of classrooms and reduce the number and severity of conflicts. Yet, the educational relevance of the concept still remains an unexplored branch. As though with the emotional intelligence of males and females differs clearly with females being considerably more emotionally literate, adaptive, stable, use emotions in a positive manner effectively. When we consider the assets that make up emotional intelligence, it's clear that these skills enable young people to better embrace and enjoy their education and also help them to develop into people who are more likely to be contented and successful in life.

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Educating Immigrants in a Democratic Society
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Abstract

Today's expanding number of foreign-born students denotes different pedagogical needs in a democratic setting such as that of the United States of America. John Dewey's century old philosophies represent the cornerstone for how to teach in a multicultural context. Classrooms which used to seat Irish, German, Polish, and Italian immigrants now seat Hispanic, Arabic, and Asian immigrants. The philosophies of reformer and educational theorist, John Dewey, were developed at a time of great diversity in the classroom and apply seamlessly to today's school complexion. John Dewey's major works guide the theoretical underpinnings of this paper; that school curriculum should be learner centered, build upon student's funds of knowledge, form citizenship, and embody American democratic ideals.

Keywords: Immigrants, John Dewey, Education, Multi-cultural, Pedagogy

The United States is experiencing immigration in growing proportions. Many are now making their lives here whether they arrive as refugees, international students, legal permanent residents or unauthorized immigrants. In 2013, approximately 41.3 million immigrants were living in the United States, of which 13 percent accounted for the total of 316 million U.S. residents (Zong & Batalova, 2015). As portrayed through the media, there is growing concern for employment and education. When listening to citizens of the United States speak about immigrants, you may frequently hear "They are taking our jobs," or "What are we going to do with them?" The uncertainty of the changing demographic may be viewed as an anti-immigrant sentiment, but growing concerns are legitimate. Nearly half of U.S. immigrants arrive from Latin America with the second largest population from Asia (Zong & Batalova, 2015). Of this population, thirty percent do not have a high school diplomas and fewer, a bachelor's degree (Zong & Batalova, 2015). Immigrants, like other minority students, experience many challenges navigating the complex American school system. In addition, the U.S. does not provide diversified curriculum for the student body that encompasses it.

In the United States, educational concerns are addressed through privatization with the rise of charter schools and voucher programs, the implementation of the Common Core, systemic reformation as seen with Race to the Top and the issuing of School Improvement Grants. Anyone can agree public education is increasingly being reformed. But the fact remains, minority and working-class immigrant students

receive a simplified test-prep curriculum, not a rich challenging curriculum (Hursh, 2004). Beyond curriculum there are other challenges faced by immigrants. Immigrants have various backgrounds and reasons for migration, diversified cultural practices, different religions, and speak various foreign languages. The composition of America was and is a blending together of diverse populations to form a unified body. Proposed are one hundred-year-old philosophies by American educational theorist, John Dewey and how they address today's immigrants' needs for content knowledge and skills acquisition. How might adopting his ideas for school reform delineate American thinking? John Dewey's philosophies and theories represent the cornerstone for how to teach in today's diversified classroom. School curriculum should be learner centered, build upon student's funds of knowledge, form citizenship, and embody American democratic ideals. History presents the starting block for introducing curriculum in light of Dewey's philosophies.

The student demographic in American public schools mirrors the diverse classrooms of a century ago when seats were filled by Polish, Italian, Irish, and German students. Classrooms were made up immigrants from European nations whom may have spoke different languages than students today but provoked equivalent questions over rights to work and how to educate. Strikingly, future generations of European immigrants transitioned from minorities and outcasts to becoming our White and the point of reference for curricular decisions (Ignatiev, 1995). Decision makers however, seem to ignore their own immigrant histories from that of the students. This, in turn, attempts to glue together individual students to create one student body in which to teach and one curriculum from which to learn. However, oneness in the diverse population comes with its challenges.

Dewey's view of history as curriculum in *Moral Principles in Education* (1909) directs our attention to the social forces that influence curricular development. To understand the challenges of today's diversified classroom, past events play a large role. "The ethical value of history teaching will be measured by the extent to which past events are made the means of understanding the present, --affording insight into what makes up the structure and working of society to-day." (p.11) He continues, positing history and social processes are difficult for children to get a mental image because society is so complex (Dewey, *Moral Principles in Education*, 1909). The historical connection from yesterday to today must not be kept apart from today's teaching and learning. History acts as our voice of reason for the culturally diverse classroom. Dewey calls us to consider diversity through a historical lens in the quest for social progress. "...social forces in themselves are always the same, --that the same kind of influences were at work one hundred and one thousand years ago that are now working..." (Dewey, *Moral Principles in Education*, 1909, p. 12)." Social progress is learner centered curriculum, appreciating and adding to student's funds of knowledge, developing citizenship, and exercising democracy in the classroom.

3

4 Learner Centered Curriculum

To understand learner centered curriculum (LCC), it's important to understand what is at the heart of education for John Dewey. According to Dewey, we are born with certain instincts and impulses. Each student possesses powers or capacities which are underdeveloped. These capacities take the form of habits, unconscious actions, or dispositions (Dewey, *Moral Principles in Education*, 1909). And the real value of a habit or disposition is its connection to its social use outside of school (Dewey, *Moral Principles in Education*, 1909). We don't construct powers in the abstract. They are to have real value and impact in our life and society. We find meaning in the social application of our habits and dispositions. A LCC nurtures a student's natural curiosity. Dewey embraced the idea that education should be both problem-based and fun. "Unless a given experience leads out into a field of previously unfamiliar no problems arise, while problems are the stimulus to thinking." (Dewey, *Experience and Education*, 1938, p. 79) Dewey looked to the solving of each problem as the starting block to solving yet another interrelated problem in a cycle of experience, meaning making, reflection and reconstruction of that experience, and new experiences. "In a certain sense every experience should do something to prepare a person for later experiences of a deeper and more expensive quality...The most important attitude that can be formed is that of desire to go on learning." (Dewey, *Experience and Education*, 1938, p. 49) LCC does not follow a prescriptive plan but allows the students to guide and direct educational experiences and formulate lessons that are unique to each learner.

What capacities would allow us to be self-directing and learner centered? It involves the capacities of judgment and sympathies. We need to be sensitive to the rights and interests of others and their well-being. Dewey says that "We must study the child, in other words to get our indications, our symptoms, our suggestions. (Dewey, *Moral Principles in Education*, 1909, p. 15) Teachers, in a learner centered curriculum must care for others and exercise good judgment. Good judgment is impossible without a sensitive emotional reaction to students. For Dewey, it is not about absorption or bodies of knowledge acquired. Education is the development of habits with knowledge as a means to that end (Dewey, *My Pedagogic Creed*, 1897). The human condition is special. Just as no two sets of fingerprints are alike, no two students are alike. Students require different input and stimuli to arrive at common objectives. How students become and remain engaged in learning activities relies on the reaction and sensitivities of the teacher. There are many pathways to learning. Which one is right for students depends upon the individual students' needs. Students strengths, weaknesses, personalities, and challenges are just a few considerations in a LCC.

Signs of a LCC emerge when understanding what it takes for an individual to learn appear. Teachers must focus instructional decisions on the learner in an integrated and holistic approach. Teachers need to know their students, noting when they are the most successful. Through communication, learner centered activities and strategies, all students can learn. Getting to know students and learner differences is essential in order to engage learners and to get students to make investments in reaching objectives. Knowing students helps make choices that best fit the complex chemistry in a diverse student body.

Learning is a process. When what is being learned is relevant and meaningful to the learner or part of his or her social life (Dewey, *My Pedagogic Creed*, 1897), the learner will then be actively engaged in creating his or her own knowledge and understanding by connecting what is being learned to prior knowledge and experience (Dewey, *Experience and Education*, 1938). Dewey believed in connecting prior knowledge. Children are not empty vessels when they get to school (Dewey, *Democracy and Education*, 1916). A student interacts with the social environment. Communications flow to and from the student from which to form mental dispositions. According to Dewey the process of communication was education at its core (Dewey, *Democracy and Education*, 1916). We naturally educate one another through lines of communication. Education is about the initiation into a social group through communication. To have education is to have an enlarged experience. Education and communication is two-way. The communicator has to place themselves into the position of the recipient in order to figure out how best to communicate the idea to the other. The communicator and perhaps the teacher is an integral part of the communicative process. Communication can be verbal, non-verbal, artistic or the artistic expression of making of an object. LCC takes into account the individual and his or her needs that are discovered through communication. Beyond the discovery of an individuals needs through communication is the acknowledgment of who students are and what they represent when they enter the classroom. Communication can also help to establish getting to know students and their social lives to recognize each student comes to school with funds of knowledge.

5 Funds of Knowledge

To develop appropriate methods to engage and connect with students, educators continue to explore pedagogical dimensions to make meaningful experiences. Critical to Dewey's thought is the ability to utilize the lived experiences of students (Dewey, *Moral Principles in Education*, 1909). This corresponds directly with the Funds of Knowledge (FoK) framework developed in the late 1980's and early 1990's by university researchers Luis Moll, Norma González, James Greenberg, Carlos Veléz-Íbanez, along with Cathy Amanti. The researchers sought to identify

practices that could counteract the negative cultural deficit views held by teachers and decision makers for diversified student populations. Additionally, FoK sought to enhance the learning experiences through inquiry enabling teachers to learn about students' home lives (Moll, González, James, Veléz-Íbanez, & Amanti, 2005/2009). Dewey posited school should encompass real living and not isolate itself from society (Dewey, *Moral Principles in Education*, 1909). Funds of knowledge are seen as educational resources critical to the well-being of the diverse families within a school community. Defined as "historically accumulated and culturally developed bodies for knowledge and skills essential for household of individual functioning and well-being." (Moll, González, James, Veléz-Íbanez, & Amanti, 2005/2009, p. 72)

Funds of knowledge are more than just background knowledge. They are cultural capital that students bring with them to school. Teachers call upon this knowledge to seek out a deeper understanding of their students (Rodríguez, 2013). Teachers take on the role of ethnographers to understand not just the students but the communities in which they come. Important to this construct of cultural understanding is that through FoK you are able to see cultural differences. The cultural practices do not create unification but distinction between and among the same groups (Rodríguez, 2013). Analyzing culture cannot be reduced to something simplistic or dismissive. Teachers in getting to know their students become co-creators of knowledge not just researchers or consumers of knowledge. When students come to school, there is no *tabula rasa*. Students are not blank slates. They have existing habits and dispositions (Dewey, *Moral Principles in Education*, 1909). The role of the teacher is to co-construct knowledge by directing these habits. A student is thought to never start "fresh" because all direction by the teacher is actually re-direction taking into account what students already know and what they want to know (Dewey, *Democracy and Education*, 1916). The formation of dispositions is connected to social action and aims of society. We know these aims through FoK and communication.

The best practice of connecting the world of the students at home to the school environment as suggested by Dewey 100 years ago remains successful in schools where diverse learners populate classrooms and communities (Araujo, 2009). The search for ways to strengthen relationships with students and families is captured in Deweyan philosophies and FoK. The delicate balance of unity and diversity recognizing distinctions among diverse learners is challenging not just in connection of home and school but constructing conceptions of citizenship. The essential goal of citizenship education in diversified classrooms respects racial, ethnic, cultural and language diversity. Citizenship builds solidarity, binding borders, to increase opportunities, not eliminate them.

6 Developing Citizenship

Dewey speaks of communities and society as interchangeable groups (Dewey, *The School and Society*, 1900). Communities or society are made up of diverse ethnic, racial, language and religious groups. Citizenship education should help students to develop thoughtful and clarified identifications within their cultural communities and nation-states (Banks, 2004). It should also help them to understand their roles within their own and larger communities. Communities are often interdependent upon other communities. Students in a diverse classroom need to develop capacities for understanding how their daily lives influence the lives of others and connect with events and experiences to those around them. The way you accomplish this realization is through reflective practice. Education for citizenship “should be based upon unifying thought and action; it should engage students in a direct and intimate way so that they are of a community and not merely in it.” (Saltmarsh, 1996, p. 20) The same mechanism for understanding school and society relies on reflective practice to educate for citizenship in the nation and world communities. “Nonreflective and unexamined cultural attachments may prevent the development of a cohesive nation with clearly defined national goals and policies.” (Saltmarsh, 1996, p. 294). In *Democracy and Education* (1916), Dewey asserts that subject matter is really a reflective experience. Citizenship is subject matter just as science and mathematics are subject matter. Students need to identify him or herself with the nation and reflect upon how their citizenship contributes to his or her role as a member of this nation; with that the responsibility is the care and keeping of one another. This can all be done through reflection.

Reflective inquiry brings about knowledge. For knowledge to be useful it has to be integrated. For it to be integrated it has to be reconstructed. And in reconstructing knowledge, it has to be reflected on (Dewey, *Democracy and Education*, 1916). “When we reflect on an experience instead of just having it, we inevitably distinguish between our own attitude and the objects toward which we sustain the attitude.” (Dewey, *Democracy and Education*, 1916, p. 179). Critical as a teacher of a diverse student body is that students are allotted opportunities to reflect. Teachers can help students appreciate their own cultural identifications while still recognizing their membership to the nation as a whole. One cannot expect a student who does not embrace their own culture as an Arab, Mexican or Chinese to embrace their identity as a member of the United States (Banks, 2004). Self-acceptance requires reflection. Identity development for citizenship education is a delicate balance. A student comes to the classroom with funds of knowledge and cultural capital that through reflection forms his or her allegiance to the nation. Therein lies the capacity to not merely be products of the environment, indoctrinated, but to a significant degree self-directed and determined.

Education is not with a social aim, such as economic development. An individual's growth is mediated by the social environment. And an environment most conducive to human growth is democratic. It is not environmental but a joint communicative experience. Education for democracy contains diversity of interests, has associations, is participatory, is based on inquiry, and has an opportunity to test ideas. Environments need to be conducive to the reconstruction of experience and the growth of the individual. A democratic environment has a robust civil society. It is not highly regulated by an authority, '...a democratic society repudiates the principle of external authority...' (Dewey, *Democracy and Education*, 1916, p. 94). For Dewey, democracy was a way of life and school curriculum should reflect this.

7 Democratic Ideals

Dewey did not believe that students exist in isolation, not just physically, but intellectually. Learning involves collaboration and is a collective enterprise. A democratic curriculum is a blending of knowledge. Dewey, in *Democracy and Education* referred to democracy as 'being more than a form of government; it is primarily a form of associated living, of conjoint communicated experience.' (Dewey, *Democracy and Education*, 1916, p. 94) He goes on further to say:

The extension in space of the number of individuals who participate in an interest so that each has to refer his own action to that of others, and to consider the action of others to give point and direction to his own, is equivalent to the breaking down of those barriers of class, race, and national territory which kept men from perceiving the full import of their activity. (p. 94)

Dewey speaks to the diversity of the human existence not just in society but as microcosm of society within the classroom, diversity of race, class and national territory. Dewey embraced a greater diversity of stimuli and put a "premium on variation in his action" (Dewey, *Democracy and Education*, 1916, p. 94). Dewey wanted to see that educational opportunities were afforded to all and felt there to be a fatality to class stratification (Dewey, *Democracy and Education*, 1916). He embraced a society of greater diversity in which to develop inquiry and problem-posing. He called the interrelatedness of individuals "more numerous varied points of contact for which an individual has to respond" (Dewey, *Democracy and Education*, 1916, p. 94). For Dewey and for teachers of diverse student populations the goal remains for students to work collaboratively rather than separately toward a more democratic ideal.

Working together combining the dispositions and capacities of students embraces to whom and how in democratic education but not what? For Dewey a democratic curriculum would blend experience and knowledge not separating education for the elite from education for the all (Dewey, *Democracy and Education*,

1916). Dewey challenged that practical knowledge was as important as theoretical knowledge. By not separating education from society, neither from democracy, this could be achieved. Dewey did not want to separate thought from action or direct occupation with things (Dewey, *Democracy and Education*, 1916). A democratic curriculum to Dewey does not overvalue the study of abstract ideas to the detriment of practical skills and application.

For education to be democratic the teacher must act democratically. Students must be involved in the decision-making and choose curriculum according to their interests. When students are involved in curricular decisions the ability to connect experience, society and education occurs organically. Students who are learning fractions in school may find Common Core to be in the abstract, reading meaningless word problems and memorizing formulas. However, when math skills are broken down into how much time is spent after school until mom gets home or figuring out how to divide left-over tortillas and frijoles fairly may be more relevant. Dewey emphasized the importance of application as a means to knowledge. He posited that you cannot know things in the abstract through reason, you have to engage in some kind of interaction in the world (Dewey, *Democracy and Education*, 1916). Students need to interact in the world to experience growth. Today's curriculum for Dewey would be devoid and disconnected from experience. Dewey in democratic education tried to integrate the intellectual with the practical, theory with practice.

8 Conclusion

The diversified student body in which makes up U.S. schools deserves to have a diversified curriculum that is relevant to minority students. Diverse student populations would benefit from a richer curriculum that incorporates the daily experiences of its students. The American school system today mirrors that of 100 years ago in its composition of immigrants and minorities. Although students may have spoken different languages or celebrated different cultural practices the complexion of American classrooms still remains diverse. The curriculum that school administrators and teachers employ in classrooms is not a rich curriculum for all students including minorities. For minorities, it fails to contain any sort of relevancy, only training them for low paying jobs or to pass standardized tests. The questions of what to do with students who come from diverse backgrounds, faiths, nationalities and ethnicities lies in John Dewey's philosophies from a century ago.

Social forces influence curricular development therefore history plays a significant role in what and how we teach students. To understand today, Dewey posited that we must look to yesterday to make the connection (Dewey, *My Pedagogic Creed*, 1897). Looking through a historical lens we see social forces acting upon society are always the same. Through building of habits or dispositions in a

learner centered curriculum students will see the value of what they are learning as it applies to their lives outside of school. Dewey believed that the interest of the student was captured through inquiry and problem posing. Solving one problem or finding one solution only led to more inquiry and future solving of problems. In a learner centered curriculum teachers care for students and exercise good judgment and sympathies. Instructional designs are focused on the learner and students become invested in reaching common objectives. The social environment for the student is not separate from the life of the student in school. Communications leads to education. Knowledge becomes more than the exchange of information. There is a reciprocal exchange of verbal, non-verbal and even artistic communications from which to build knowledge through experiences.

Lived experiences and cultural capital in the form of funds of knowledge are brought to life in the classroom. They are looked upon as additive to the learning process. Funds of Knowledge are recognized as resources for the student to draw upon. Teachers who develop relationships with their students are able to co-create knowledge with students. Students come to school with existing habits and dispositions. Students are never directed in school but constantly re-directed, not formed, but re-formed. There is a constant renewal of learning through one's experiences and reflection on those experiences. Curriculum for citizenship helps students clarify their racial, ethnic and cultural identities. They are able to see their value in adding to the whole to become one large nation state. This is a relationship in which students become interdependent upon one another as we reflect democratic principles. Reflection brings about a full experience which brings about knowledge. We cannot fully learn from our experiences until we reflect upon our experiences. This reflection is seen as essential to participate in a society and not just be of the society.

School is a microcosm of a larger society. Students do not live within the society in isolation but in communication with others. Dewey embraced the diversity of society and therefore of the classroom as a way to have more varied points of view (Dewey, *Democracy and Education*, 1916). Value is place on applied knowledge and not theoretical knowledge acquired through reading books. Democratic ideals can be achieved when students interact with the world within the classroom to inform curricular decisions.

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Wisdom and Justice in Ferdowsi's poems **Nooshin Mohajerin- Iran**

Abstract

Ferdowsi (c.940-1020) is one of the greatest Iranian classic poets. His masterpiece namely Shahnameh, which is the world's longest and oldest epic poem created by him. Shahnameh is considered to be the most Iranian and nationally effective Persian literature. It is a millennium Heritage treasure of the nation and also includes a great encyclopedia of wisdom and thought, knowledge and Iranian culture and gives expression of Iranian spirit nationwide. The entire Shahnameh is full of teaching about morality, humanity, erudition, and it has the most reflection in world history. Ferdowsi is the greatest narrator of ancient ages with his regards to the history from the edge of wisdom and justice. In Shahnameh, you can abundantly find many lines which support wisdom, liberality, expressing litigation, and he also has pointed out against oppression, unreason and anti-people of power brokers. Ferdowsi has an especial interpretation on wisdom and justice. The mind, wisdom, knowledge in Nameh-ye-bastan rather than other concepts has been preferred to everything. The other concept which is relatively and similarly important in Shahnameh is called justice with regards to Ferdowsi's rational thinking about major human virtue, art as an acquired virtue, pearls of wiseness, race as nobles, and finally wisdom that you have to achieve all four virtues.

The current study carries out investigating wisdom and justice in Shahnameh, and shows how these two concepts played a main role in contribution to morality and built our world.

Key words: Persian literature, epic poem, Ferdowsi, Shahnameh, wisdom, justice.

Introduction

One of the ancient and eternal sources as an ocean of wisdom and pearl of Persian culture shine is Shahnameh – The book of king- written by Abu'l-Qasim Ferdowsi Tusi, one of the greatest Iranian classic poets, who lived in c.940-1020. It is considered as the most Iranian and nationally effective Persian literature. It is a millennium Heritage treasure of the legacy of thousands of years of people and our country-Iran- and the encyclopedia of thought and wisdom, knowledge, and Iranian culture and gives expression of Iranian national spirit. The entire Shahnameh is full of teaching about humanity, morality, virtue and it is the most reflection of the world history.

“Epic poetry—or heroic poetry, as some of the medieval poets has called it—follows a certain time-tested formula to portray such grand representations of heroes and their followers. Here are a few recurring patterns to keep in mind when considering these texts:

- The invocation of a muse. These poets plea to the gods at the very beginning to grant them the power to tell these stories with certain forcefulness, though some admittedly pretend to do so to claim they are divinely empowered.
- Many of these begin *in medias res*, in the middle of the story, and may digress into the past later on in the poem.
- There are many journeys into the underworld.
- There are grand battle-scenes punctuated by extended similes, ambitious analogies that stretch the imagination but strive for literary glory.
- Many will feature the might of armies in long digressions featuring weaponry and war games.
- Here is a list of 20 of the greatest Epic poems in the tradition: “(Among these great epics, Shahnameh is the 7th in rating by the date which is written on 11th century) (qwiklit.com, The 20 greatest Epic poems of all time)

Ferdowsi is the great narrator of the ancient period with his regards to the history from the edge of wisdom and justice. In his sixty thousand lines, you can find abundantly many lines which support wisdom, liberality, expressing litigation, and he pointed out against oppression, unreason and misanthropy of power brokers. Ferdowsi has an especial interpretation of wisdom. The mind, wisdom, knowledge in Naameh-ye-baastan had been more preferred to other things. He is called “The Lord of the Words”. The savior of Persian language.

Shahnameh is the most precious masterpiece of literature consisting language, thought and Iranian culture that was knowingly composed by Ferdowsi –the broad minded person- based on the national tales and ancient history and also religious believers of Iranian who lived before Islam, especially Zoroastrianism in the last era of fourth century of Hegira.

Since some values, which stand unchangeable, as if they were born with, so that lack of these values, could be considered worse values such as negative energies that have been somehow observed in different eras. Although, they have different names, they are the same in their nature of construct. For instance: Demon, Darkness, and the values as Ahouramazda, light, wisdom, and knowledge. And also the content of Shahnameh has an important role in historical and religious belief of a group of people.

Literature Review:

In this section the study will represent the important concepts like wisdom, justice, and epic poem.

One of the most concepts of Shahnameh is wisdom. In Longman Dictionary was written:” **WISDOM**: noun [uncountable] good judgment and the ability to make wise decision; all the knowledge that a society or group has, especially gained over a long period of time. **WISE** (adj), (verb), and (suffix).

Wisdom: quality or state of being wise; wiseness, sagacity, prudence, common sense. **Wise**: having wisdom, sagacious; making use of knowledge, skilled, containing wisdom. (Practical Etymology, M.A.Ghazieh, p.690)

The other concept which is relatively and similarly important in Shahnameh is called **justice**. It means: Fairness, System of judgment, Legal process.

Epic poem: (*poema*; also, narrative poem), a lengthy work in verse, with an epic or lyrical plot. Ancient and medieval epic poems (epopees, or epos) were either anonymous or of known authorship. There are a number of theories regarding their origin. A. Lord and M. Parry argue that ancient and medieval epic poems evolved as part of folklore, by means of complex modifications of ancient tales.

The epic poem developed from the epopee, which depicted events of national historical importance (for example, the *Iliad*, the Mahabharata, and the *Chanson de Roland*). There are many varieties of the genre, including heroic, didactic, satirical, burlesque (including comic heroic), and lyrical dramatic epic poems, as well as epic poems with romantic plots. For a long time, epic poems based on national historical or universal historical (religious) themes were thought to constitute the leading branch of the genre. Among these poems were Vergil’s *Aeneid*, Dante’s *Divine Comedy*, Another very important branch of the genre was the epic poem with romantic plot, which was to some degree associated with the traditions of the medieval, especially the chivalrous, novel.

The epic poem is still important in world poetry as a synthesizing, lyrical dramatic and monumental genre that makes it possible to combine the epic of the heart with the “music” and elemental force of earthshaking events and to intertwine intimate feelings with a conception of history. (Wikipedia)

King Lear was written by William Shakespeare, a famous English playwright; is one the epic poems. In this story, King Lear divides his kingdom into three parts and decides to give them to his three daughters. Goneril and Regan, the daughters that are good at flattering are in favor of King Lear and got all of the power, while Cordelia is disowned, just because she is honest and does not know how to lie. After Goneril, Regan, and her husband, Cornwall, take over all the power, they rebel against the King, who has already given his power away. They kill people who support King Lear. (UKESSAYS SITE)

This theme had written by Ferdowsi in 11th century. The story of Fareidun, He divided the world in three parts; gave to Salm Roman and west, entrusted to Tour Turk and China, and gave to the third one- Iraj- Iran and Dassht neizevaran. When Fareidun got old, Salm greedily wanted more and best part that he believed was given to Iraj.

Throughout this play (King Lear), there are no signs of justice. When they are alive, the evil group of people does whatever they want, without anyone stopping them. Although the evil all finally die, the innocent people die as well. The ending of the evil are not worse than the good people, but the good people only suffer more.

Shakespeare shows that there is either no god, or the god is cruel. The world is filled with misfortune. Good people and the bad people both die, but the good people just need to suffer more. Why do we need to be good then? It seems the life of liars and traitors are better! (UKESSAYS SITE)

Justice is the principle of moral rightness and equity. It places everything in order; it leads to safety and peace. Justice is overwhelming issue of life, because a world without justice would be a chaos. King Lear is a brutal play, filled with human cruelty and madness, full of trouble; and justice without wisdom has nothing to say as we see in King Lear that, for his lack of wisdom, he faces a great suffer. Also good people suffer more than evils that finding justice, among too much misfortune, seems very difficult, whereas, in Shahnameh, all the mythic kings have the glory of God and the company of wisdom and justice as well. Accordingly, people are happy and living in peace and enjoying justice for good finally overcomes the evils.

Shakespeare uses the Fool in the play because whatever the Fool says, it doesn't affect anyone but the Fool gives his advice to Lear. The Fool also lets Lear aware of that he should not have got old until he was wise. Lear comes across someone who is hinting him about the troubles he is going to face because he is not wise. The Fool gives his opinion more than once in the

play and both times, it is about the wisdom of Lear. The Fool doesn't give his point straight out but gives hints. (Wisdom Literature and Psalms Religion Essay, UKESSAYS SITE)

In Shahnameh the wise person who stands by the king is minister that is wise and prudent and advises the king. And also he king is taught by him.

Purpose of the study

Studying Shahnameh, I noticed two important subjects which repeated in almost all pages and also they are the main concepts among Ferdowsi's rationales, which remain unknown from the point of view that these are equal and the same in other believes and comments. It means wisdom and justice have the permanent and true meaning for ever which you can find in Shahnameh.

Significance of the study

The world which goes toward war, cruelty and oppression these days, and the review of these concepts might help the world to think and regret the way they have been forced toward, and remember how humanity accompanied with wisdom and justice could bring peace and fortune.

The statement of the problem

Justice and also morality are being ignored and it is hard to find a key to reach the solution in this chaotic world.

Discussion

Shahnameh begins with the word "wisdom": In the name of the God of wisdom and life. This is -in the word of literati- the manner of diathesis precedes that from glorious infinity attribution of God, he emphasizes on the creator of the soul and wisdom. God of wisdom: is the Persian interpretation of Ahouramazda.

Ah'vara means: {God, master or Lord} and Mazda means: wisdom and the Persian interpretation of "The Lord of wisdom" the same in Avesta: raēvant, Sassanid Pahlavi: rāyōmand: wise which equally means Ahouramazda. He is also called The Lord of wisdom, in one part of Avesta-Hormozd yasht- nearly sixty names have been brought about Ahouramazda. All is about The God who is wise, mighty and kind (Yasht, v.1,p14)(Foundations of Political thought,P46) The main characteristics of Ahouramazda are: wisdom, and creator. He is the unique and the creator. So the first

speech is in the name of the Lord of Life and wisdom that is the last perception and knowing of him. (Shahnameh, P2)

-Our highest ideals doth He all excel

Painter supreme of every gem as well (Shahnameh, A.R., P5)

In the name of the creator of sky who stands higher than being known by name and substantives and also out of capacity of human's thought and dream.(Sky is the metaphor of existence of universal creation and also human since he has a raised body.)It means the Almighty God.

- Words that this excellence would pass beyond,

These nor in soul nor wisdom may be found (Same)

Whatever speaks about the energy of sentience and human's comprehension, again our soul and wisdom is powerless from finding his quiddity. (Shahnameh, P4)

-Whoever learning has, he too, is strong:

On knowledge rest the hearts of old and young. (Shahnameh, A.R., P5)

Ability belongs to the wise, and the old becomes young from the knowledge after glow. (Shahnameh, P8)

-He the mighty is wise and beholder

He for wisdom and spirit is the great creator.

It points to the creator of human that is adored with wisdom and insight and science which are on the highest court that is the place of God, and human also receives a portion from. It also indicates the first speech of creator that it means Recognition of the Dayspring of His Revelation as the life-giving water of his utterance and the bestowal of the everlasting life.

The entire Shahnameh, Ferdowsi speaks about body and soul, and also the life-giving water of his utterance, and wisdom jointly with soul.

-If soul be accompanied with wisdom,

It calculates the good and evil

The divine way aligns with wisdom.

-you have to pull out evil from thoughts,

You have to find the way of God and wisdom

He, separately, adores wisdom in another phase of the book.

-If thou would'st wisdom's value truly know.

Tis fitting here in word its worth to show (Shahnameh, A.R., and P5)

Thy intelligent! This time is worthy to adore wisdom. (Shahnameh, P9)

-The crowns that on their heads all monarchs place,

Of all renowned ones, wisdom is the grace (Shahnameh, A.R., and P6)

Wisdom is higher than the other God's gifts. So it is good to worship based on truth and fairness. (Shahnameh, P10) Wisdom is the divine bless that has been granted to the human and it causes prosperity and often deliverance.

-Flee unto God, The Just one; they who turn

Away from him have wisdom still to learn (Zoroastrian Heritage, Site)

Lack of wisdom, sagacity and philosophy has led to be away from God and not knowing The Dayspring of His Revelation. In another word, it means not to have wisdom.

-Opening the heart, and our road the guide,

For both worlds wisdom: will thee aid provide. (Shahnameh, A.R., P6)

Wisdom guides people upon the right way in this world and gives happiness and succors them in afterlife and relieves human from difficulties.

-What has that skillful one of wisdom said?

By whose words wise men are to profit led? (Shahnameh, A.R., P6)

The wise thoughtful person uttered such a speech so as even a learned person enjoys indeed. (Shahnameh, P12)

In Avestan (Yasnaa, 21-22 in Gatha), says that "The one is wise and sagacious will receive the truth with his good nature." He adds "This one supports truthfulness with the spiritual power and with good deed and good words, and should be loyal to Ahouramazda, and will be the worthiest companion and a supporter." (Good thoughts Article, Farvahaar Magazine, KH. Farzanegi, P9-10)

-Possess it and the world seems ever fair:

With wisdom gone, thy foot's in clamp there; (Shahnameh, A.R., P6) (By some changes)

With wisdom, you are adored and respectful, whereas foolish in the both worlds, will be contemptible and troubled. (Shahnameh, P13)

- The soul's true eye, is wisdom must thou know;

Thou joyous one, that world do not forego. (Shahnameh, A.R., P6)

If you think well, you may perceive that wisdom for soul is the eye; wisdom is like insight vision, and you cannot live happily without seeing.

Zarinkoob wrote in Namvarnameh: "Wisdom for soul is granted as eye, and also soul without wisdom cannot find its way to perfection that is necessary for survival after death and reach the place of immortality and eternity" (As cited in Poorsattari, Myth, The text Identity, P12).

Since washing into blood is like to transfer the energy of the dead to the killer in myth and epic, which sometimes is the sign of being brazen-bodied and sometimes drinking the life-giving water is symbol of immortality of a hero. It could be seen to wish everlasting by a hero in some tales of Shahnameh.

One searches for the life-giving water, and a king like Kai-Khusrau who is looking for paradise. The story of Kai-Khusrau starts with the preface that three things are complementing each other: Art, Race, pearls of wiseness; when you find all; you need wisdom to recognize good and bad things. (Myth, The text Identity, P112)

In the end of the story, Kai-Khusrau left the world and disappeared in the heart of a spring. In a symbolic ending, he in fact, does not die, for that he finds immortality.

The other manifestation is the desire of immortality, which in continuum of human life hides in a plant, as the life of Kiumarth continued in sorrel. From the blood of Siyawush, grew a plant named Shiyawushan. In dialogue between Buzurgmihr- the great minister- and the great priest of the Zoroastrians noticed the light of spirit and prosperity, more than other things is in wisdom, in knowledge, and then in heroism and courage, and the person, who inherits none, is better to be perished into the mouth of death and inexistent, which indicates that immortality is in wisdom.

The Immortality which started from myth has continued up to now, and followed by all generations, based on (Miguel de)Unamuno's notion, it is a Tragic sense of life, the sense of our mortality and its impulse toward our desire for immortality." I must repeat that the longing for the immortality of the soul, for the permanence, in some form or another, of our personal and individual consciousness, is as much of the essence of religion as is the longing that there may be a God. The one does not exist apart from the other, the reason being that fundamentally they are one and the same thing. But as soon as we attempt to give a concrete and rational form to this longing for immortality and permanence, to define it to ourselves, we encounter even more difficulties than we encountered in our attempt to rationalize God.

" (The Man of flesh and bone Chapter1, Same)

Also:" I must repeat that the longing for the immortality of the soul, for the permanence, in some form or another, of our personal and individual consciousness, is as much of the essence of religion as is the longing that there may be a God. The one does not exist apart from the other, the reason being that fundamentally they are one and the same thing. But as soon as we attempt to give a concrete and rational form to this longing for immortality and permanence, to define it to ourselves, we encounter even more difficulties than we encountered in our attempt to rationalize God".(Religion, the mythology of the beyond and the Apocatastasis Chapter, Same)

He believes the faith is a kind of sagacity and knowledge, and the purest pleasure for human is learning and knowing to find the truth indeed. He thought the leg of reason is crippled.

The vital longing for human immortality finds no consolation in reason and that reason leaves us without incentive or consolation in life and life itself without real finality.(In the depth of Abyss ChapterVI,Same,P106)

In fair, hope, and charity Chapter is written: Love hopes, hopes ever and never wearies of hoping; and love of God, our faith in God, is, above all, hope in Him. For God dies not, he who hopes in God shall live forever. And our fundamental hope, the root and stem of all our hopes, is the hope of eternal life. (Same)

-Thou know good deed from God

Also know wisdom belongs to God

- First of creation do thou wisdom see,

The soul's own guardian, and so three of others,

There is an allusion in the half verse from the Islamic Hadith: "The first creation of God was intellect." The first creation is wisdom which is protecting soul, and also is guardian for eye, ear and tongue, for there are three guards of our body, and they are all under protection of wisdom. (Shahnameh, P14)

Thy guardians to thee is eye and ear and tongue,

Through these both good and evil will thee reach

Ferdowsi has placed the base of good and evil of knowing yourself in relation with senses, because when senses are loosened from the domination of wisdom, human is inclined to evil.

After this chapter which is particularly about wisdom, the poet has shown different dimensions of wisdom and also its connection with the characters in two ways. He knows wisdom as a guardian in the world and the shift to the eternal salvation.

Wisdom could be dispersedly seen among 300 verses of Shahnameh.

-spread over Wisdom is known

Its name passes beyond all measures

There are some digested parts of the contents:

1-The signs of sagacity:

-The first sign of sagacity is to avoid from all evils permanently. It means good deed.

- The first sign of wisdom is,

to avoid evil all the time. (Shahnameh, V.7, P412)

- The next one is compromise.

- Compromising is brother of wisdom,

Wisdom crowns the soul. (Shahnameh, V.8, P118)

-Prudence, is the other sign.

-The one whose soul has wisdom,

Always considers all things at first. (Same, V.6, P240)

- Wisdom causes good deed.

-One who enjoys wisdom,

will not entrust the world to evil. (Same, V.6TP19)

- The wise is patient and sagacious.(do-vir in old Persian means a person who had two memories: The memory of prose and poem in Persian and Arabic, based on this meaning, the purpose is the person who is the wise, learned, good breeding, scientist, and historiography.)(CD, DC. Dehkhoda)

-The wise is patient, truthful, faithful, proper, sociable, and to learn knowledge.

- The peak of honesty is Divine science,
Blessed, who is knowledgeable and wise. (Same, V.8, P.279)
- The other sign of sagacity is wisdom and inclination to goodness.
 - do not encircle by evil,
- Being wise thou incline to good (same, V.8, P.141)
- The wise and discern- hearted is one who is grateful of God.
- The sage does not give his heart to the regrettable world which passes like a wind.
- O'world, thou is all regret and passing,
- The man is not content with you (same, V.1, P.134)
- Moderation is the sign of sagacity.
 - If you chose moderation, stay in your place,
- And people call you sage and prudent. (Same, V.7, P.182)
- The wise distinguishes between the good and evil and avoids wrong deeds, also follows justice.
 - The sage knows good and evil, and is just and avoids evil (same, V.7, P.412)
 - One of the signs of wisdom is loyalty and affection, and lack of wisdom causes an unkind lover.
 - One called kindness and the other loyalty,
- When wisdom perishes, remain pain and anguish (same, V.7, P.405)
- To avoid carnal desires.
 - The man who will be the king of wisdom,
- Do not let to go soul in carnal way. (Same, V.7, P.263)
- The wise owns good words.
 - His heads up straight like cedar,
- by good speech and wisdom.(same,V.1,P.15)
- There is shame in the Wise's behavior and speaks good words with gentle tone.
 - on your soul ruled by wisdom, and
- Ordered by shame. (Same, V.7, P.204)
- The man who talks in good manner,
- He enjoys wisdom, shame and good word (same, V.1, P.182)
- The wise has the liberal characteristics.
 - The one will be merciful, certainly,
- will be sagacious, wise and cognizant (same,V.7,P.262)
- The magnanimity of fames depends on wisdom.
- The famed, who has not wisdom,
- How can seat on the throne? (Same, V.8, P.9)
- The wise and aware person tries to raise his spiritual elevation.
- Lord of the wisdom, time and place,
- He breeds wisdom with soul (Same, V.3, P.57)
- 2-The advantages of wisdom:**
- Wisdom is like a crown on spirit. (Same, V.8, P.6)

- Freedom is resulted of wisdom.
- As everyone is free with wisdom,
Will be proud of his virtue (Same, V.8, P.136)
- Knowledge and consciousness are like a shield to protect human against devil. (Same, V.9, P.15)
- Wisdom like armor protects human against evils. (Same, V.8, P.197)
- The wise does not have sorrow in his life.
- And said:” My Lord! Consider how time passeth
Like wind above us. Why should wise men fret? (Heritaginstitute.com)
- The good and evil of the world is passing and the wise person worries not about it. (Shahnameh, V.6, P.232)
- Another advantage of wisdom is deliverance of calamity. (Same, V.7, P.412)
- Wisdom guides our soul. (Same, V.8, P.197)
- The wise person is always hopeful and happy. (Same, V.8, P.197)
- You will reach to greatness, honor and generosity in both worlds by wisdom.
In both worlds wisdom recommendeth thee
The mad hath chains on his ankles (With some changes)
- The wise is gifted in both worlds. (Shahnameh, V.8, P.125)
- The main cause of greatness is knowledge and wisdom.
- He answered that knowledge is good,
The sage of wisdom is the greatest in the world (Same, V.8, P.198)
- The wise person governs all wild and domestic. In other word, the whole creation obeys him.
- Possessor of knowledge, wisdom, and reasoning,
He ruleth other creatures as their king. (Same, V.1, P.15)
- One of the advantages of wisdom is to care speech and loyalty. (Same, V.7, P.204)
- The speech which rises from wisdom causes peace. (Same, V.3, P.6)
- The big advantage of wisdom is to be company of sagacious people.
- The wise builds up his spirit with knowledge. (Same, V.7, P.214)
- 3-The characteristics of wisdom:**
- Correlation of Holy Spirit and wisdom, the value of soul is to concur with wisdom.
- If will not be wisdom, may not be soul,
Wisdom is like pure soul, that God witnesses. (Same, V.8, P.140)
- One of the tasks of wisdom is to raise spirit. (Same, V.8, P.197)
- Wisdom is throne. (Same, V.7, P.405)
- Wisdom gives renown and well-being.
- O’king, does not abandon wisdom,
Name and result growth by wisdom (Same, V.8, P.136)
- One of the characteristics of wisdom is decoding the secrets.
- Wisdom searches all secrets,
Those our eyes cannot see hidden. (Same, V.7, P.23)
- The pillar of wisdom is mercy and justice. (Same, V.8, P.9)

- Wisdom is the robe of honor by God. The robe of honor is the precise cloth which the important person as a king, puts on a person. It means wisdom is a gift from God. (Same, V.8, P.130)

-Another particular of wisdom is immortality; in this verse the wise human is resembled to the tree of wisdom that its leaf is counsel and its fruit is wisdom, for he stays everlasting.

- To bring up wisdom equally is to bring up the soul. (Same, V.8, P.281)

4-The difficulties caused by lack of wisdom:

- Regret:

-What man so ever spurneth wisdom's rede
Will by so doing make his own heart bleed, (Same, V.1, P.13)

- Without knowledge and ingratitude signals lack of wisdom.

-the other is malicious and ungrateful demon,
Will not be sage and acquainting good. (Same, V.8, P.196)

-Desire in first meaning is temptation, wanting and wish. Ferdowsi says that wisdom opposed to desire.

-When wisdom is dethroned by desire
Prudent, faith and temper will be change. (Same, V.1, P.160)

- The wisdom- less artist is like the rusty sword.

-Art without wisdom, in man's mind,
Is like the sword which is rusted. (Same, V.4, P.67)

- One of the demons is the demon of greed that dominates human and assorts him by lack of wisdom.

-On the throne of wisdom settled thee greed,
Why such a demon became thy company? (Same, V.1, P.97)

- Rancor is another sign of obtuseness. (Same, V.2, P.41)

- The unwise person and stupidity and inwardly blind had no seat among the wise. (Same, V.3, P.203)

- The unwise hero is like the body without spirit. (Same, V.4, P.55)

-To forget goodness is equal to sagacity and obtuseness. (Same, V.8, P.308)

- The angry person has less wisdom. (Same, V.8, P.389)

5- Advice:

- As wise says that anyone who is misled, will be punished. (Same, V.1, P.111)

- Take care of your body and soul wisely, for your age passing in peace. (Same, V.6, P.211)

-Precipitousness keeps you far away from wisdom. (Same, V.7, P.203)

-Be the wise and inoffensive. (Same, V.5, P.406)

- Chose wisdom as the best and slave your anger and avoid temper with virtuous. (Same, V.7, P.203)

- Rise in the field of mercy, wisdom and faith, and keep off lying. (Same, V.7, P.188)

- It is important to have knowledge, wisdom and honesty because evil descends your dignity. (Same, V.7, P.28)

- The manner of the wise is to speak skillfully, cautiously, and dominantly for their speech is based on wittiness. (Same, V.8, P.140)
 - To be remembered with a good memory, wear the crown of wisdom. (Same, V.8, P.154)
 - If you rule your heart by intellect and wisdom, and you lay things on wisdom, definitely you are protected from the corruption of the world. (Same, V.8, P.290)
- Another side is about the story characters that everyone is the symbol of something, but here, we just focus on wisdom and justice:
- **Simurgh** that in Avesta written "Marquise'an", they knew him as a doctor and later as a Zoroastrian priest. It is the symbol of wisdom and remedy.
 - **Simurgh** fed **Zal**-the person who is the representative of wisdom in Iran- at the skirt of Alborz Mountain. (Myth, The text identity, P97) **Zal** is the wise father. He was born with white hair as a sign of divinity and holy wisdom in believes of ancient Iran. (**Zal** was born with albino).
 - **King** is the imagination of justice and his consultant is wisdom. Wisdom and justice, together, are two virtues that give life to especial morality of Shahnameh. (The heroic body and wise soul, p10) **Anoushiravan** is the type of a just king and **Bozorg- mehr** as the symbol of wisdom and knowledge.
 - Wisdom is the crown of the kings
That is the jewel for fames. (Shahnameh, V.7, P.412)
 - **Goudarz Keshvaad** is the wise commander, clever, dignified and kind.
 - **Piraan Viseh** the Turk's commander, who is the wise enemy of Iran, is sage and true-hearted. His knowledge, heroic and manliness, compassion and his gratitude is one of the most attractive parts of Shahnameh. Piraan means leader and prior. (The Dic. Of names in Shahnameh, p264)
 - **Fareidun's** justice: One of his most important jobs is to destroy folly and evil from the world.
 - The perspective and holly justice of **Kai- xosrow**.
 - The wisdom and culture of **Anoushiravan**.
 - The cheerfulness and caring about people of **Bahraam Goor**.
 - **Siavash** is the symbol of goodness, holy nature, abstinence, innocence and guiltlessness.
 - **Esfandiaar**, the champion of Zoroastrianism, is brave and magnanimous.
- The next brilliant and important concept in Shahnameh is justice. It means: Fairness, System of judgment, Legal process.
- The most obvious sight of faithfulness and rational of Ferdowsi is to consider justice. In his worldview, justice means as infrastructure of happiness and prosperity of societies and the most important thing for deliverance from harm, danger and wickedness. Based on his believes, God judges nothing but justice and love. Justice means everything has to be ordered properly, so every deviation, going to extremes, transgresses the rules and also it is the transgression of human rights.
- The lord of the world and the steering firmament,
Would ask for nothing but justice and kindness, (Shahnameh, V.5, p.206)

The main goal of kingship in Shahnameh is justice and the rancor as the reaction against oppression is the bold answer to it. For example:

-Justice is the keyword in homily coronation of **Ardeshir**:

- In the world justice is my treasure,

For my fortune and suffers, does the world breathe. (The collection of articles in world congress of honoring Ferdowsi, p59)

- Justice is the base of royal:

Who deserves to claim your justice?

For, justice and magnanimity is your due. (Same, p60)

The first indicator of Anoushiravan's kingdom is not rancor, but is just justice. He became the king when royalty reached its high position. He, even before becoming a king, pledged to his people, and promised justice for Iranians, for which Ferdowsi knows him as the greatest king:

-There is no one is beyond his art and wisdom

in throne and justice and manliness. (Same, P60)

According to the aforementioned, Ferdowsi opened a new sight at the front of Anoushiravan, which brings him from justice to wisdom. The person who guided him, intentionally or unintentionally, is Buzurgmihir, the grand minister. Contrary to Ardeshir, Anoushiravan benefited from accompany of the wise consultant until himself gained access over wisdom.

Anoushiravan so believed in justice that when the king turns back from justice, fortune changes his charter to black. He believed injustice is the disposed letter of kings. (Same, P296)

- **Hushang** is the first mythological king in Shahnameh, firmly tightened to justice.

-Hushang, a just and prudent sovereign

Assumed his grandsire's crown. For forty years

Heaven turned about him. He was just and wise.

-Hushang, a just and prudent sovereign,

assumed his grandsire's crown. For forty years

The ruler of the world, Hushang with justice and prudence,

He was crowned after forefather.

-Heaven turned above him. He was just and wise.

He passed his forties,

Becoming highly wise and prudent. (Shahnameh, Hushang, line1, 2)

He practices bounteousness and equity;

So hath God willed. (Same, line5)

- He civilized the world,

And filled the surface of the earth with justice, (same, line6)

-**Fareidun** was the kind whose coming perished the evils.

Examining its sights and mysteries,

Marked each injustice and all wasted lands,

-Bound evil hands with bonded of kindness,

A policy that well beseemeth kings

- **Manuchihr**, starts his kingdom with justice, faith, good, cleanness and wisdom.

-When he assumed the crown he gave the world

Glad news of justice, faith, humanity,

Of goodness, knowledge, purity, (Same, P294)

- **Kai-Qobaad** before his death advised his son- Kavoos- to be just and fight against oppression:

- Thou, If art just and upright,

Will have thy guerdon in the other world,

Thou, if thou art just and upright,

Wilt have thy guerdon in the other world. (Same)

- When **Kai-Xosrow** reigned, he dug the root of oppression from the world.

- He scattered justice in the world

From the earth dog the root of injustice. (Same, P295)

- **Bahraam Goor** wished to think just about justice and to be the servant of justice.

Nothing but worship would be my job

Would not but justice I think of. (Same)

- **Shaapoor** the son of **Ardeshir**, after 30years kingdom, when he wanted to deposit his kingdom to his son- Uormazd- asked him to do nothing, but good and justice, and be the asylum for juniors and glory of seniors. (Shahnameh, p2008)

Conclusion

With regards to Ferdowsi's point of view in Shahnameh and his rational thinking about major human virtue in his poems, art as an acquired virtue, pearls of wiseness (inherent virtues), race as nobles, and finally wisdom that you have to achieve all four virtues. (The heroic body, p16). According to this virtues and the meaning of wisdom and justice in Shahnameh, that clearly shows history and some believes of ancient Iran and religions in that era, we cannot exactly find one meaning about wisdom, in fact, wisdom and justice are the comprehensive words written about and depend on their usage, sometimes one of the meaning has been bold. It means wisdom is the collection of all virtues and qualities that is blended with our soul and that raises our spirit.

Regarding to these concepts, wisdom and justice can help us to be aware and attracted to faith, ambition in ideals, deliberate and stable in desires, searcher and profound in thought, artist in life, diligent in education, talented in admiring, befitting in manners, nimble in good deeds, sensitive in loving and creating beauties, merciful in kindness, worthy and ingenious in managing, equipped with high culture, just in justice, exalted in ambition and personality, and all things that cause to be great in your positions.

-finally, whatever worthy humanity deserves

is welcomed by wisdom. (Shahnameh, V.9, P.12)

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**Role of Regionalism in Gender Mainstreaming: with Special reference to
South Asian Association of Regional Cooperation**

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Gender issues have received increasing attention in many areas of the social sciences in recent decades. The starting point for introducing gender to international relations is often the debate about basic inequalities between men and women and the consequences of such inequalities for world politics. As compared to men, women are a disadvantaged group in the world. Pettman notes that in international relations has generally ‘been taught and theorized as if women were invisible: as if either there were no women in world politics, which was only men’s business; or as if women and men were active in and affected by world politics in the same ways, in which case there would be no need to “gender” the analysis’. Now, however, there is an emerging area of feminist scholarship in relation to both analytical foci, while gender issues are also a focus of transnational politics.

In recent years, gender has become an increasingly important identity and source of division in global politics. Dividing the world along gender lines- dividing people into male or female categories and allotting different roles and opportunities to them simply because of the category they fall into- has a number of consequences for global politics.

Nearly all the societies are dominated by men, women as a group find themselves discriminated against. Most states are ruled by men, and many states do not offer women equal legal or economic status. Even in countries which the states attempts to treat men and women equally, social institutions, typically dominated by men, discriminate against women and limit their choices, denying them career and lifestyle options available to men.

Historically, gender-based discrimination has had an impact not only on women’s quality of life but also on their chances of their survival. In traditional agricultural societies, their parents preferred male children who would carry on the family name and support their parents in old age. By contrast, female children were regarded as economic burdens. In such societies, it was not uncommon for female babies to be “exposed,” that is, left outside the home to die. Their only crime was that they would grow up to be women rather than men. And even today, in some countries, including India and China, modern medical techniques such as ultrasound are used to identify female fetuses, which are then aborted. More widely around the world, families discriminate against their daughters in providing education, health care, and

even nourishment, saving family resources for the males in the household. Estimates of the number of “missing” women in today’s world- individuals who were killed or allowed to die simply because they were female- fall in the range of 60 to 100 million. As a result populations in some parts of the world are increasingly skewed. The overabundance of young men and scarcity of women promises to cause social and political problems.

A gender sensitive focus on world politics seeks to bring gender inequalities into the open, to demonstrate empirically the subordinate positions of women, and to explain that the working of the international political and economic system ‘reproduces’ an underprivileged position for women. Peter and Runyan point out that much work done by men is visible and paid while much work done by women is invisible and unpaid. Gender-sensitive perspective on international relations investigates the inferior position of women in the international political and economic system.

Some years ago, it was said that women did one-third of the paid work, two-third of the productive work, for one tenth of the income and less than one-hundredth of the property. Now it is likely that the figures are even more against women. The Human Development Index (HDI) is based on three measures; life expectancy at birth, educational attainment, and standard of living. The Gender Development Index (GDI) measures these too, but adjusts for the disparity between women and men in each case. The (GEM) Gender Empowerment Index measures relative empowerment between men and women in political and economic spheres, and in terms of political representation.

Historically, the boundaries of gender and the state have excluded women from domestic and international political life, and engendered international relations as the virtual preserve of men and as a primary site for the construction of masculinities through the control of the domination of women. Patriarchal structures and gendered symbolism within and across states have rationalised changing power relationships while maintaining a semblance of material or ideological continuity in world order.

Taking gender seriously involves recognizing over fifty percent of the world’s population, correcting the denial or misrepresentation of women in world politics due to false assumption that male experiences can count for both men and women, and that women are either absent from international political activities or not relevant to global process. On a world scale women are a disadvantaged group: they own one percent of the world’s property and resources, perform sixty percent of the labor, and are the majority of refugees, illiterate and poor persons. Yet women are central to the survival of families and communities and also at the forefront of environmental peace, indigenous, nationalist and other global social movements. International processes and interactions often have causes and consequences that affect men and women differently. Moreover, the failure to resolve global dilemmas of poverty, pollution, nuclear proliferation and so on, is in part, a result of the neglect of women’s

contributions to political-economic development and the lack of support of these contributions by international aid agencies and governments.

The new issues on today's security agenda are global issues- problems that threaten the globe collectively and require a transnational or global effort to solve- the way individual societies around the world define women's roles becomes a matter of global concern. Today's problems requires women's thinking – that is, finding the kinds of solutions that women are taught to look for- then exclusion of women from power, and the socialization of men to think as men, may prove disastrous.

Gender concerns were firmly put under the global spotlight in the 1990s via a series of UN-sponsored global conferences: human rights (Vienna,1992), the natural environment (Rio,1992), human development (Copenhagen, 1995), women and gender (Beijing,1995). Their cumulative effect was to help shift both international and domestic agendas from the relatively safe area of women's issues' to mainstream political, economic, social, environmental issues. International organizations and international women's conferences can influence domestic policy agendas in two main ways. First, they can bring pressure to bear on governments – for example to establish state women's bodies. Second, they can support in various way domestic women's groups and movements. Non-governmental organizations can also play an important role in the transmission of information and ideas from the grassroots level up through regional representatives to the level of international conferences and policy making.

Gender-based prejudice is prevalent throughout much of the world, despite legal and other measures to overcome inequalities. The World Bank suggests that to improve matters, 'extra efforts' must be made 'to raise awareness about culturally based attitudes... towards women'. This is because 'values, norms and social institutions' that traditionally privilege men can also serve to reinforce persistent inequalities between males and females that in turn can become the basis of severe deprivation and conflict.

Feminist take women seriously as knowledge –makers about the world. This means seeking to learn from their experiences of politics and global processes. Women are often under-represented in formal politics, as heads of states or parliamentary representatives or executive bureaucrats. Women are more likely to organize in other politics, in social movements, and in non- governmental organizations (NGOs) for example. Through these politics women were actors in global politics long before they were noticed in the study of international relations.

Feminist agendas focus upon the lesser political position of women compared to men. According to Gelb and Palley, feminism 'is a movement seeking to operationalize self-determination for women in political, economic and social roles'. Feminist concerns are increasingly reflected in political analysis, leading a growing number of political theorists explicitly to consider the issue of gender equality.

In the realm of foreign policy, feminist analyses reveal gender as a variable by exposing the dominant male gender of policymakers and the gendered assumption

that these policymakers are strategically rational actors who make life and death decisions in the name of an abstract conception or the 'national interest'. As Nancy MC Glean and Meredith Sarkees have assessed in their study of the foreign policy and defence establishment, women are rarely 'insiders' of the actual institutions that make and implement foreign policy and conduct war. In 1999, the fact that fourteen women are currently foreign ministers suggest that this male dominance is undergoing some change. At the same time, feminist foreign policy analyses have opened up new substantive areas of policy making and research in the relations between states, such as 'sex trafficking' now one of the most lucrative global criminal rackets and a critical security issue on the global agenda.

Gender is a relevant, and indeed, necessary, category for analysis in global politics. Growing number of women and women's NGO's are organizing transnationally, including in solidarity with other progressive movements and organizations. Utilizing congenial aspects of globalization, especially new communications technology, they are ensuring that gender issues are increasingly globalized.

The growing importance of international law in the post-cold war era, feminist scholars have documented the recognition of gender justice as a norm in international society. In 1990, Amnesty International, the global human rights NGO recognized women's human rights by adding gender-persecution to its list of forms of political persecution. Governments and international institutions have followed suit. Canada, for example, was the first state to give asylum to women refugees who fear persecution for not conforming to their society's traditions, such as forced marriage, bride-burning, dowry deaths, sexual abuse, rape, domestic violence, genital-mutilation, force sterilization and abortion, practices of pariah and veiling. By readdressing the empirical neglect of women and gender relations, feminist international relations scholars both improve the understanding of global politics and help to put women's voices and concerns on the global agenda.

Women in South Asia are more vulnerable to discrimination, social injustice, gender equity and equality as compared to those living in western countries. The region that is home to nearly a third of humanity, half of which were represented by women, has the least access to development. The indicators were categorized in several types including, sexual violence, trafficking, domestic violence, violence at workplace, abortions, custodial violence, acid throwing and suicide. Ever since the launching of regional cooperation in South Asia, issues related to women have figured prominently on the SAARC agenda. The Technical Committee on Women in Development was created under the erstwhile Integrated Programme of Action (IPA) in 1986. Thirteen Meetings of the Technical Committee held under IPA resulted in the formulation of a Regional Plan of Action on Women. Concerned over the trafficking of women within and between countries in the region, SAARC adopted a Regional

Convention on Combating the Crime of Trafficking in Women and Children for Prostitution in January 2002, during the Eleventh Summit in Kathmandu. The Convention calls for cooperation amongst Member States in dealing with various aspects of prevention, interdiction and suppression of trafficking in women and children for prostitution, and repatriation and rehabilitation of victims of trafficking. The Thirteenth Summit (Dhaka, 12-13 November 2005) affirmed its strong resolve to continue to work together to address The Association has a Memorandum of Understanding (MoU) with the United Nations Development Fund for Women (UNIFEM), to help Member States to strive towards the goals of gender equality based upon the empowerment approach. This organization has developed and institutionalized gender equality policies at the regional level.

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**Human Investment and Human Resource Management in Banking Sector and
Their Impact on the Profitability of Private Commercial Banks in Turkey
between 2009 And 2015**

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Abstract: This paper aims to investigate the relationship between profitability and investment in human resource management in Turkish banking sector 2009 and 2015. With the aim of unfolding this relation, the activity reports of the six biggest private commercial banks were analyzed qualitatively and quantitatively. Based on the quantitative analyses no positive result was observed between profitability and human investment (that is, overhead expenses per employee). Yet a negative correlation between human investment and the decrease of asset profitability was obtained. It means that the banks that invest more in HR have less decrease profitability of assets. The qualitative analysis confirms that looking at the intensity of investment to HRM practices is an efficient method since the HRM practices are almost identical in all of these banks. Yet the qualitative analyze do not show any clear relation depending on the differences between HRM practices. Therefore, it can be claimed that the human investment may reduce the profitability declines in banking sector, even though it does not contribute to the increase of profitability. And the differences between the progressive HRM practices do not project themselves on the performance.

Key words: Human resource management, profitability, banking sector.

Introduction:

Contribution of HR management to the firm performance and thus to the competitive advantage of the firm is always expected and discussed in HR literature (Kamoche, 1996). And strategic human resource management (SHRM) is always defined as such “*planned pattern of HR practices and HRM*” that enable the company to reach its strategic objectives (Way and Johnson, 2005). So it is clear that the relation between human resource management and strategic management is an attractive research domain in both HRM and strategic management literatures.

Until today many studies that aim to unfold this relationship have been carried out by several scholars (Arthur, 1994; MacDuffie, 1995; Huselid 1995, 1996; Delery and Doty, 1996; Ichniowski et.al., 1997). The older ones have had a paradigm in which the SHRM is considered as a component of strategic planning of the company (Devanna et.al., 1981). They believe that strategy means a (intended) plan and SRHM equals to the compliant HR practices for this plan in this frame. By 1995, almost all

scholars had this point of view (Dyer and Reeves, 1995) that maybe called “the contingent view”. Later this view has been developed so that it can cover not only the compliance between HR practices and firm strategy, but also the coherence in HR practices, amongst themselves (Kumar and Naresh, 2006).

However, relatively recent studies have another paradigm in which the compliance is mostly ignored and the impact of modern HR practices are universally considered as unique way of competitive advantage of the company. In this view the human resource of a company is a potential sustainable strategic resource of the company (Chan et.al., 2004) and strategic human resource management means the practices by which the human resources are shifted to a sustainable strategic resource in a firm (Huselid and Jackson, 1997).

Today we still wonder which theory is right: While the contingent theory is more reasonable in scholars’ minds (Gerhart, 2005), the empirical results confirm generally the validity of the universalistic view. It seems that the concrete answer will be conceived after a long way, but today it is, at least, certain that progressive HRM practices have a positive impact (Sun et.al, 2007). With courage offered by this clear relation, this paper attempts to confirm this theory through a different way.

Theoretical Review:

After the “planning” approach on the strategic management literature, “Resource Based View (RBV)” arose and frequently took its place. Jay Barney, who is the leader of the RBV, believes that strategic management should be based on the firm’s strategic resource instead of the intended plans. Strategic resource is the resource that has a potential to contribute sustainably to the firm’s performance. If any resource has such potential, strategy can and should be based on it (Barney 1991). So Barney and his followers advise us to look into the firm with the aim of finding the “strategic resources”.

At this point, it can be useful to give some details about RBV and its critics on planning approach. Barney thinks that the theories, in planning approach, aim to look at the external environment of the firm, since the firms’ resources are considered as “homogeny”. It means that planning approach considers the firms’ resources as “indifferent” or that their difference will disappear one day. That’s why the firms should look to the external environment to detect threats and opportunities. And they should prepare strategic plans to benefit the opportunities and to control threats in the planning approach (Barney, 1991).

But firms’ resources are considered as heterogenic in RBV of Barney. They may be valuable, rare, inimitable and non-substitutable (Barney, 1991). If there is such resource and the strategy is based on it; that is strategic resource for Barney and

firm's strategic management should be based on the strategic resource. Therefore the strategy should not always be based on the plans. Instead of a plan, firm strategy can be based on a strategic resource in RBV.

This theory has a place in strategic literature, but a much bigger place in SHRM literature. The reason of this attraction is the feature of the human resource. Barney has listed potential strategic resources in his paper (Barney, 1991); and HRM scholars show that HR is the best candidate to be the strategic resource of a firm, because of its heterogenic features.

The human "resource" was the best candidate to be strategic in deed. The scholars who believe that the human resource is the best candidate to be strategic resource claim; 1) Human resources are "invisible assets". It means that the one who attempts to imitate it should understand the abstract relationship among the employees. 2) Human resource has "casual ambiguity and path dependency". Causal ambiguity means that it is very difficult to understand what causes the "constitution of the human resource". And path dependency means that even if the constitution way is dissolved the same should be put into the practice. This may take too long time. 3) Humans in a company constitute a complex social system (like organizational culture) and it is definitely something inimitable. 4) Human resource is a dynamic resource that can adapt to the changes in environment by itself (Becker and Gerhart, 1996). Moreover human resource may be the unique resource that has the capability for self-adaptation (Chan et.al., 2004). 5) Human resource is such a resource that has "co-specialization", it means that the competence of the staff does not come from a specific employee but a group of employees (Kamoche, 1996).

The increasing importance of strategic resources in business life as well as in literature forces the scholars as well as managers to discover the current and potential strategic resources for the firms. In search of strategic resources, all features of the firms were analyzed one by one; whether they could be strategic or not. All strong characteristics were accepted as the potential strategic resources and human resources were among them (Panayotopoulou et.al, 2003 and Way and Johnson, 2005).

This search became a model in which the competitive advantage depends on the existence of strategic resource. According to this approach, the strategic management starts to shift the strengths of the firm to the strategic resources (Barney, 1991; Wright and McMahan, 1992). In this model, strategic HRM aims to satisfy the firm's humans to make them be "devoted". And the instrument is the commitment based HR practices. The expectation is that devoted employees would work more efficiently and would contribute durably to the firm's performance.

Therefore the mission of the human resource management started to ensure the bundle of HR practices that may create the devoted staff. Correspondingly, academic

researches on HRM aimed to establish the relationship between commitment based HRM and firm performance. The objective is to unfold the importance of human resource as a strategic resource (Wright et al, 2005). Subsequently, many papers showed that human resource management has really such a potential (Lee and Miller, 1999).

Which HR practices may shift the human resource to a strategic resource of a company? Although such HR practices are defined as, “strategic HRM activities (Huselid, 1997)”, “human capital enhancing system (Youndt et.al., 1996)”, “high performance work practices (HPWP) (Huselid, 1995)” or “commitment maximizing system (Arthur, 1994)”; they are similar and generally the origins go back to Peters and Waterman’s famous publication “In search of excellence”. In brief it is possible to define all of them as “progressive HRM practices” (Huselid and Delaney, 1996).

HPWP (High Performance Work Practices) could be cited as an example. HPWP was established by the US Department of Labor at 1993 first; then they have been improved and developed until today and has taken their current form. They are “realistic job previews”, “use of psychometric tests for selection”, “well development induction training”, “provision of extensive training for experienced employees”, “regular appraisals”, “regular multi-source feedback on performance”, “individual performance-related pay”, “profit related bonuses”, “flexible job descriptions”, “multi-skilling”, “presence of work-improvement teams”, “presence of problem solving groups”, “information provided on the business plan”, “information provided on the firm’s performance targets”, “no compulsory redundancies”, “avoidance of voluntary redundancies”, “commitment to single status”, “harmonized holiday entitlement”.

As it is stated before, there are many papers to confirm the positive effects of the progressive human resource management practices. But the best examples of those researches that exhibit a relation between progressive HRM practices and firm performance are the papers by Huselid (Huselid 1995), Arthur (Arthur 1994) and Ichniowski (Ichniowski et.al, 1997). These three papers are almost completely sufficient to make sure about the impact of progressive HRM to the firm performance. Huselid’s paper is good for generalization of the theory since its research consists of almost 1000 companies. The other papers are good for eliminating the control variables problem because those researches targets specifically the steel sector and analyze all probable other factors (Bakkalbaşı 2016). Finally; the point where the HRM studies have reached is that: The relation between progressive HRM practices and firm’s performance has been found and confirmed many times.

Points to improve

Although the positive effects of progressive HRM practices are confirmed many times, there are still somethings to do. First, “dependent variables” may be questioned. The performances are measured by perceptual, operational and corporation (stock value ie.) criteria. Many different criteria can be used to evaluate the firm performance but classical financial indicators never lose their impact. Managers still trust essentially to the financial criteria (Widener 2006 and François 2006). Consequently the profitability is chosen as dependent variable of this paper. It is not expected that HRM activities could influence directly and definitely the profitability, nevertheless it is hoped that a sign could be detected.

At this point, Delery and Doty’s paper (Delery and Doty, 1996) is one of the best examples for inspiration since it touches upon such relations in banking sector. But it has some important differences. While Delery and Doty analyzed the branches’ profitability; in this paper the banks’ overall profitability is considered as the dependent variable. Naturally, branches’ profitability constitutes a significant part of total profitability of a bank, but it does not represent the entire part of it. Then there would be a difference between both profitability ratios.

On the other hand independent variable is another subject to discuss. In many studies on the relationship between HRM and firm performance, the comparison between progressive or non-progressive HRM practices constitutes the underpinning of the independent variable. It may be “normal” for 90’s (Guest, et.al., 2003) but today progressive HRM practices are standard for many companies and for all banks in Turkey (look to qualitative study section in this paper).

Therefore instead of questioning the existence of progressive of HRM practices, the level of investment in progressive HRM practices is preferred as independent variable. The assumption in here is that the volume of investment in the HRM may be an indicator to show, at least, the success of the efficacy of progressive practices. The point that has a potential to ensure a difference on the firm performance may be the volume of investment since the HRM practices are almost same in different banks. Then the hypothesis emerges as:

Hypothesis 1: There is a positive relation between volume of investment in the HRM and profitability of the firm.

Since the relation may have double directions the hypothesis may be also founded as:

Hypothesis 1a: There is a positive relation between volume of investment in the HRM and increase of profitability of the firm.

Hypothesis 1b: There is a negative relation between volume of investment to the HRM and decrease of profitability of the firm.

On the other hand, the contingency impact constitutes another dimension of HRM and performance relationship. As it is stated before nobody thinks that a bundle of HRM practices contributes the firm performance in any case and in any way (Gerhart, 2005). In compliance with contingency paradigm, the first researches on this question were based on the analyzing the impact of fitting between HRM and firm strategy (Dyer and Reeves, 1995). But empirical results have not absolutely confirmed this theory until today.

The problem may concern the measuring method of the fitting. The method may seem obsolete for today, in deed. The researches that question the contingency impact on the relationship between HRM and firm performance are generally carried out by following way: First the firm's strategy is questioned and stated according to the theory of Porter. Then the HRM practices are questioned and checked whether they conform to the strategy of the firm or not. The expectation concerning with this checking process is that if there is a fitting (expected) between strategy and HRM practices there should be better performance. Fitting means that, in brief, progressive HRM practices should be associated with differentiation strategy and non-progressive HRM practices should be associated with cost leadership strategy. Today we have many reasons to believe that it is obviously obsolete (Boon et.al, 2007; Bae and Lawler, 2000 and Bakkalbaşı, 2016).

In fact, even direct questioning about the "fitting" looks better then classical methods. Naturally such questioning would be insufficient to unfold the all details about the HRM-performance relation but it would be in the right way. So, while the activity reports were analyzed, the fitting was also analyzed with the aim of contributing the hypothesis 1. Therefore, the hypothesis concerning the contingency impact should be based on the further contribution to the firm performance. So that:

Hypothesis 2: Fitting between firm's strategy and HRM practices contributes firm's performance

Research fundamentals:

Before the research activities, it would be better to provide the detail of the analysis. First question is that why the banking sector is chosen. Unfortunately the answer does not require a deep wisdom. The banking sector is chosen because the banks should submit many official documents and detailed activity reports as compared other sectors. For example financial sheets (balance sheet, income statement etc...) are presented almost in same way in all sectors but the activity reports have not the same details in other sectors. Especially the detailed reports and explanations about human resource applications were very useful and satisfactory in this study.

Moreover, banking sector offers an important opportunity for studies that focus HRM. The banking sector offers service. It means that there is not a concrete product to sell but several kinds of services. As it is well known, the service success depends directly to the human resource's success; that is human resource management. But, additionally, the banking sector has another chance to be functional in HRM studies, the service based on a standard "item"; money. Since the general rates are similar and widespread all over the country; financial products/solutions cannot acquire a very different character so that it is almost only the human resource quality or difference that makes a contribution to the strategic success of the company. And lastly it should be added the financial life always needs very qualified individuals.

On the other hand number of the banks in the sector is another important fact. In Turkish banking sector there are 60 banks. But the investment and development banks should be excluded. Moreover, the public banks should also be excluded, because they cannot be taken in account in classical competitive "arena". So analyze could be accomplished with 13 banks. These banks are grouped based on their volume of staff and the correlation appears only within six biggest of them (Figure 2). Although the number of the banks seems like a "problem" the results are still important because these six banks are very important in Turkish banking sector. So it is not wrong to argue that these six banks represent Turkish private commercial banks.

The period of research may relate to another question; why the period of 2009-2015 is chosen? The period had to be terminated by 2015, because the scope of the paper was to be presented at the end of the 2016 and the banks had not published their annual activity reports of 2016 then. But it sounds interesting to check the sheets of 2016 as the 3Q's reports were good for the banking sector. On the other hand, 2009 is preferred as the beginning year because the 2008 was a crisis year. Generally, the years after a crisis are preferred as the beginning year. Therefore 2009 is preferred as a beginning year.

Quantitative analyze:

In this paper, a simple question has been analyzed. Is there any correlation between the overhead expenses (per employee) and assets' profitability? This question aims to embody the relation between progressive HRM and organizational performance. It means, it is supposed here that the level of overhead expenses per employee would reflect the importance of progressive HRM in the "eyes of the management" of the company. How these two "levels" may be parallel? First it should emphasize that "modern HRM" practices of 80's as well as 90's are not "modern" anymore, but "ordinary". Almost all companies manage their HR, according to the commitment view. Actually, the qualitative research of this paper, confirms the similarity of the HR managements of the companies, in banking sector at least. However this similarity

may give a chance to unfold this relation: Different levels of the overhead expenses per employee may reflect different levels of efficacy of progressive HRM practices. Since the commitment is the common objective, comparing the expenses levels may reflect the improvement of HR management. That is what is supposed in this paper.

On the other hand, organizational performance should consist of several criterion categories concerning costumers, financial indicators, and operational success, essentially. However the time load of such studies would not be satisfactory for the purpose of this paper; it was certain that the criteria had to be limited. Based on the researches concerning the performance criteria, it seems that the best choice for measuring the performance was the financial category. In this group sales, sales increasing, assets increasing etc.. could be used. Among these several criteria, profitability is preferred because it is the main objective of all kinds of enterprises. Moreover sales, efficiency, productivity or any other criterion may have constant impact on the firm performance in other industries but managing the money is the general business occupation of the banks. That occupation englobes others and the unique way to evaluate is to analyze the profitability. According to this criterion some banks may focuses credit card sales, another may focuses consumer loans and another may focuses the treasury management for example. In any case the profitability would be the best criterion to evaluate the performances of all. Above all, it is almost impossible to analyze the banks by a standard method to evaluate their performance without using the profitability. Therefore the assets' profitability is chosen as the unique performance criterion of the banking sector in this paper. Because, managing the money successfully, means managing the assets; so that the assets' profitability can turn into the main business process of a bank. Therefore the assets' profitability becomes more important than any other kind of profitability ratios.

Figure 1

Bank	Average of overhead expenses per employee (2009-2015, 1000 TL)	Decrease of Asstes Profitability (2009->2015, as %)	Decrease of Asstes Profitability (First3 to Last4, as %)	Decrease of Asstes Profitability (First4 to Last 3, as %)
N	104,19	73,38	21,199	20,949
G	100,93	50,602	130,554	109,617
B	86,240	Increased	Increased	Increased
D	75,500	65,639	37,810	46,966
A	98,47	47,423	22,807	30,114
M	86,2	51,698	35,581	36,585
T	80,5	62,325	33,511	31,111
F	76,14	51,698	32,854	33,407
S	63,39	59,016	37,894	49,915
L	57,94	67,382	50,576	48,242
	correlations	-0,80925	-0,89062	-0,86423
	Ttests	0,033	0,004	0,003
X	79,290	78,755	22,344	45,631
Y	70,290	36,896	11,160	11,210
H	67,770	78,900	21,601	39,528

Figure 2

For the quantitative research, first, all banks are considered as a unique group and the profitability ratios are analyzed. The aim was to find a meaningful correlation between profitability and human investment. The first results were disappointing. Then clustering process was carried out and the groups are constituted. The groups are based on the staff volume. But there is still no correlation between profitability and human invest in several categories of banks.

But meanwhile something noteworthy is perceived: There was a clear and widespread downtrend concerning the banks' profitability (in all over the banking sector during the period). They have worse results year by year, despite a few exceptions. It means that looking to correlation between human invest and profitability was a not good idea because there was some factors that influences all sector (Figure 1) and there was a frequent decline of profitability. Then a fresh point of view was necessary. Therefore, the downfall levels of banks' profitability are accepted as the dependent variable.

* Only this bank have increasing profitability

As it is seen in the Figure 2, correlation values are (0,809, 0,89, 0,86) all of them are negative (because there is an inverse relation) and ttest values are below then 2,015. This last value is the criteria for in ttest table for six examples.

Qualitative analyze:

The activity reports of the six biggest banks were taken within the framework of qualitative analyze. The main aim of this paper was not to carry out an independent research on the contingency view of HRM practices by analyzing the activity reports. The main aim was to unfold the HRM practices of the biggest banks group. Based on this aim, the sections concerning HRM practices are analyzed.

The similarity of HRM among the banks has overtaken. Based on a superficial view, it would be seen that these six banks perform very similar practices: Many of them have collective bargaining with trade unions to set the compensations, the formation subjects are generally similar, all of them have formal selection procedures; just one of them has closed the promotion system and does not accept senior employees from outsources; all of them have rewarding system, etc.. These similarities confirm that the questioning the existence of HRM practices does not make any sense. Instead of that, the “intensity” level may be used within a research.

During the research stage, all HRM practices are analyzed one by one and it is perceived that there were no big differences. The differences were limited. For example, the hours of formation activities per year change according to banks and this is one of the biggest differences in the HRM practice. Nevertheless, there is not any correlation between hours of formation and firm’s performance. The subjects of formation, the internship rules and other some details may range among the banks. But they did not have any perceivable impact on the firm performance.

The unique claimable result of the qualitative research (within the limits of this paper) was the confirmation of the quantitative research: The investment level of the HRM practices may reflect a sign; since the HRM differences are very small and the impact of these differences on the performances are much smaller.

Results:

It is found here that there is a negative correlation between decrease in the assets’ profitability and overhead expenses per employee. It is evaluated here that the firms that invest more in their human resource protect themselves against decrease of profitability. Or it may be stated that the firms that invest more in their HR are more resistant against industrial profitability problems. This result has been found by the example of Turkish banking sector between 2009 and 2015. It concerns only the big

banks (big six) and the same analyzes in the medium-sized and small banks, have not reflected the same results.

As it is explained above, the expected correlation was the positive one between the profitability and overhead expenses per employee. But it is not found. In brief, it should be said that investment in human resource cannot increase the profitability but can protect the company against the industrial problems. Due to theorizing these results, commitment and commitment focused progressive HRM practices may come to mind. The progressive HRM practices, are based on the modern wisdom and modern applications. They are expensive relatively control/cost control focused HRM practices. And commitment level of the staff reveals itself when the industrial problems occur. As a by-result, it could be said that the profitability depends on different factors, too. And it may be that these different factors influence the profitability more.

And what does the qualitative analysis tell us? It confirms the quantitative method to us because the HRM programs or applications have not too big differences in different banks. Generally, all banks offer same formation studies, same recruitment processes, and similar performance evaluation systems and similar career management systems. The differences are about the intern programs, performance evaluation systems and promotion systems. Even this can confirm to us the importance of progressive HRM practices. All of the biggest banks in Turkey implement the progressive HRM.

On the other hand it was hoped that, the (small) differences between the banks' HRM practices have an impact on the performances. But that has not been observed. Actually, this "abortiveness" may conform to the abortiveness of profitability increasing. There should be different and more important factors that influence these Turkish giants' profitability ratios.

In sum, it can be mentioned that clear negative correlation between decrease of profitability and investment in the progressive HRM practices should be considered as a sign then a clear result; since the same sign has not been found in the increase of profitability or within the impacts of the HRM practices' differences.

Limitations

Of course, the first and probably most important limitation is the number of the banks. They are just six. But these six banks are the six biggest private banks in the banking sector in any criteria.

Secondly, we are still far from being able to explain the famous black box. It means that it is confirmed here that the investment to human resource contributes to the

performance but the second question is not answered yet: How? How the progressive HRM practices influence the firm performance? We still have a lot to do to find the answer of the main question?

Thirdly, the profitability levels are very close. It is possible to explain this fact by different theories but beside the human resource management. Because the qualitative analyzes confirmed that the HR practices are similar. However correlation test show us that there is a really sign.

Fourthly, we still don't know whether the banks who have better profitability results invest more to HR or the banks who invest more to HR have better profitability results. But this question may be the less important because even if the banks who have better profitability invest more to their HR, it should be recognized that they want to invest in HRM.

Lastly, the qualitative analyses are just based on the activity reports. These details would not be sufficient naturally. Vital analysis and vital information would be obtained by detailed interviews and probably for the longer periods.

Conclusion

It is still impossible to argue definitely that, progressive HRM practices increase the profitability or protect the profitability stability of the companies by looking to these results. But there are some signs, be it strong or not. That cannot be coincidence.

Since it should be considered as a sign, instead of a clear result; the further researches are obviously required. Particularly, the ones that cover larger periods, which are enriched with deeper qualitative data may reveal this relation better. In any case, it is certain that the future papers should focus on the efficacy of the HRM practices to see and show the HRM practices on the firm performance, in my opinion.

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**PERCEPTION OF ASIAN PASSENGERS' SATISFACTION TOWARDS
QUALITY ASSURANCE OF LOW COST AIRLINES
IN THAI AVIATION BUSINESS**

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ABSTRACT

Quality assurance is one of the important service quality dimensions affecting the use of the low cost airlines. It greatly influences the decision to use airline services, particularly when choosing the low cost airline in Thailand; since at the moment the airlines in Thailand were threatened to be banned by the International Civil Aviation Organization (ICAO) to fly abroad. Therefore, the research aims to study the perception of Asian passengers towards airline quality assurance values of low cost airlines in Thailand in 2016. The research focused was conducted by distributing questionnaires regarding airline quality assurance values to 386 sampled Asian low cost airline passengers, segmented by genders, nationalities, ages, level of education and purpose of use. The research analyzed the descriptive statistics as percentage, mean and standard deviation and it processed statistical analysis as mean, S.D., t-test and Pearson Correlation. The result of the study was safety and procedures during flying were ranked highest for customers' satisfaction for the low cost airlines in Thai aviation business.

KEYWORDS: Quality Assurance, Low Cost Airlines, Aviation Business

INTRODUCTION

Low cost airlines have increased significant impacts in Thailand due to the growth of tourism and hospitality industry. (Qin, 2012) It becomes a major competitor to the traditional vehicles such as trains and buses for the developing country (Middleton, Fyall and Morgan, 2009). Furthermore, many low cost airlines developed

new routes beyond the domestic and neighboring countries, such as Thai Air Asia to China, Japan. Therefore, the low cost airlines in Thailand become more and more popular nowadays. Not only have the low cost airlines majorly attracted the lower middle class Thais, they also increase more upper middle-class Thais by easiness and convenience of service provision. Consumers for the low-cost airlines today can be varying in terms of age, income and purposes (Buaphiban, 2015). Though the low cost carriers provide limited service and less than the premium ones; they still gain more and more numbers of passengers due to frequencies of flights and also the departure point in the city of Thailand, Don Muang.

Currently, there are well-known low cost airlines in Thailand as Air Asia, Nok Air and Orient Thai. These airlines play important roles in providing domestic routes and are opening news routes to the popular destination as Japan, China, and Korea. Though, these competitive advantages of the low cost airline are pricing at low and some exciting promotion in the low season, they still have some general services provided in the low cost airline based on the procedure such as ground service, in-flight service and also backup service. To compete by providing service is also non-cost explicitly, but influencing customers' satisfaction and finally customer loyalty. Therefore, service can be considered as factors attracting customers. It can increase the ticket sales volume and repeated rate of customers significantly (Mosahab, 2010). To service quality dimension (Paramesuan, 2010), quality assurance is prioritized for airline service and aviation business. Quality assurance ensures and creates passengers' trust to use airlines by its effective process and safety. To commit and follow the quality assurance regulations of aviation is a must to every airline.

1 In 2016, Thailand is encountering the problems of aviation quality assurance based on standards and International Civil Aviation Organization (ICAO) audit. The issues of Significant Safety Concerns (SSC) impact Thai aviation business greatly. Thai aviation business was ranked very low in the aviation safety standards based on ICAO. According to the information, Thai aviation got only 35.6% while other ASEAN countries got higher percentage such as Cambodia's 40.2%, Indonesia's 45.1%, Brunei, Myanmar and Lao's 65%, Malaysia's 81% and Singapore's 98.9% (<http://shows.voicetv.co.th/voice-market/186282.html>, 2016). The major causes of problems from ICAO reported that management, process and system of The Civil Aviation Authority of Thailand (CAAT) did not meet the standard and need huge improvement. To this, chartered airline and newly opened airlines in Thailand got impact largely from this issue in term of trust

and confidence of passengers. In addition, the ICAO announcement impacts the airline business reputation.

This research aims to study the perception of Asian passenger' satisfaction towards quality assurance of low cost airlines in Thai aviation business since the passengers is the users. Though, Thai aviation department is a controller and problem-solver of this issue.

RESEARCH OBJECTIVES

To identify the quality assurances that has high impacts on Asian passengers' satisfaction in the low cost airlines in Thai aviation business.

To know the demographic factors (gender, age and education) affecting perception of Asian passengers' satisfaction towards quality assurance of low cost airlines in Thai aviation business.

RESEARCH QUESTIONS

1. What are quality assurances that have high impacts on Asian passengers' satisfaction in the low cost airlines in Thai aviation business?
2. What are demographic factors (gender, age and education) affecting perception of Asian passengers' satisfaction towards quality assurance of low cost airlines in Thai aviation business?

RESEARCH HYPOTHESIS

Quality assurance of Thai low cost airlines (i.e. process, system, management and people) affects Asian passengers' confidence and trust in travelling by the low cost airlines.

RESEARCH SIGNIFICANCE

1. To improve the customer satisfaction towards low cost airlines in Thai aviation business based on the identified perceived service quality assurance of customers' satisfaction.
2. To increase the sales and repeated purchases of the low cost airlines' tickets in Thai aviation business from Asian passengers.

SCOPE OF THE STUDY

The researcher defined the scope and limitation based on Bangkok, Thailand boundary and the timeframe on February, 2017.

CONCEPT, THEORY AND RELATE LITERATURE

1. QUALITY ASSURANCE AND SERVICE QUALITY IN THE AIRLINE

Quality assurance is one of the 5 service quality dimensions as reliability, assurance, tangible, empathy and responsiveness (Paramesuan, 1998). It focuses on building trust and confidence of product and service for customers. Numbers of product and service quality assurance are related with product and process control such as audit, process checking, quality management and IT (Zaim, Bayyurt and Zaim, 2010; Lau, and Suryani & Hendryadi, 2015; Lau, Cheung, Lam and Chu, 2013) since the methodologies are scientific and measurable. Quality assurance for airline is not exceptional. It is controlled by process and documentation and international aviation organization supervision such as ICAO, EASA.

Table 1: SERVICE QUALITY DIMENSION IN THE LOW COST AIRLINES

Source: Adapted from Service Quality Dimension (Bell and Smith, 2011)

Service Quality Dimension	Description	Example of Low Cost Airlines
Reliability	Ability to perform service dependently and accurately	To have low/no variation of service To render service to passenger accurately
Assurance	Ability of staff to inspire confidence and trust	To meet the airline standard and process To build trust and confidence of service
Tangible	Physical facilities, equipment, staff appearance, etc.	To clean and make ready-to-use facilities To provide essential equipment in aircraft
Empathy	Extent to which caring, individualized service is given	To look after special need passengers To care passengers in every process
Responsiveness	Willingness to help and respond to customer need	To help the passengers when needed To answer email immediately

2. CUSTOMER SATISFACTION AND PERCEPTION AND RELATED LITERATURES.

Quality assurance influences customer satisfaction and perception in term of trust and confidence of using service. Numbers of literature studied showed airline quality

assurance influenced passengers or customers' satisfaction and perception. It also include loyalty as:

Research titled "Evaluation of Service Quality of Nigerian Airline Using Servqual Model" (Chikwendu, Ejem, and Ezenwa, 2012) showed that quality assurance, particularly safety performance of the airline (Perception Mean = 3.25/5) and knowledgeable employees to answer customers questions (Perception Mean = 3.25/5) affected perception and trust from the airline which was interpreted that 180 questionnaire respondents rated the good quality assurance service. The quantitative questionnaire was developed based on Servqual model.

In addition, quality assurance also affected customer satisfaction and loyalty. The research titled "The influence of airline service quality on passenger satisfaction and loyalty: The case of Uganda airline industry" (Namukasa, 2013) was done by using interview method using structured questionnaires to the randomly sampled 303 respondents. The research studied the relationship between variables. Regression analysis and hypothesis testing were used. The research concluded that quality of pre-flight, in-flight and post-flight services were different in each loyal passenger. Some were interested off-board rather than on-board. Some service provisions such as quality of foods, extra luggage allowance are also important.

Customer satisfaction was broad and varied from each individual. The satisfaction model also varies from one person based on individual factors or service provided and perceived values of the products or services.

Numbers of research studied the service quality and customer satisfaction in the airlines for the marketing reasons. Most of the research focused on the study of service quality gap model, which explained the comparison between expected and perceived service quality (Paramesuan, 2012). There are also many researches study the service quality in dimensions, the most common is the five service quality dimensions as tangibles, reliability, responsiveness, assurance and empathy (Parasuraman, 2010). The literature reviews were:

The research titled "Service Quality and Customer Satisfaction in the Airline Industry: A Comparison between Legacy Airlines and Low-Cost Airlines" (Baker, 2013) used perceived service quality model (Fitzsimmons & Fitzsimmons, 2001) and customer satisfaction model (Zeithaml & Bitner, 2001). The research studied customer service variables (percentage of flights on-time, passenger boarding, denied

passengers' complaints and mishandled baggage) by carriers for the period January to December 2007 to 2011 in 14 airlines in Department of Transportation (DOT), the U.S. by using mean and S.D. The study from the 5 year of 2007-2011 showed that the U.S. airline industry improved in two major categories as on-time performance and baggage handling, with a slight increase in involuntary denied boarding and customer complaints (Baker, 2013). The research implied that operating costs, market share, infrastructure and customer service and satisfaction were important to the low cost carrier.

Numbers of study use perception and expectation as a measurement of customer satisfaction and SERVQUAL model is used since in reality, satisfaction is affected from internal such as personal values, experience and external factors such as marketing advertisement and social group influences (Dhanalakshmi, Rajini, and Kanimozhi, 2010). To the study, perception is also important to satisfaction regarding quality assurance issues. Since satisfaction is based on perception, which is adopted from senses and shaped by learning, memory, and expectation and attention (Gregory, 1987 and Bernstein, 2010) and in reality passengers do not get full information of quality assurance as international aviation audit organization. Therefore, the research also uses perception to study Asian passengers' satisfactions, who are experienced service users. In short, perception influences satisfaction.

3. SERVICE QUALITY MODEL (MODEL OF SERVICE QUALITY GAP)

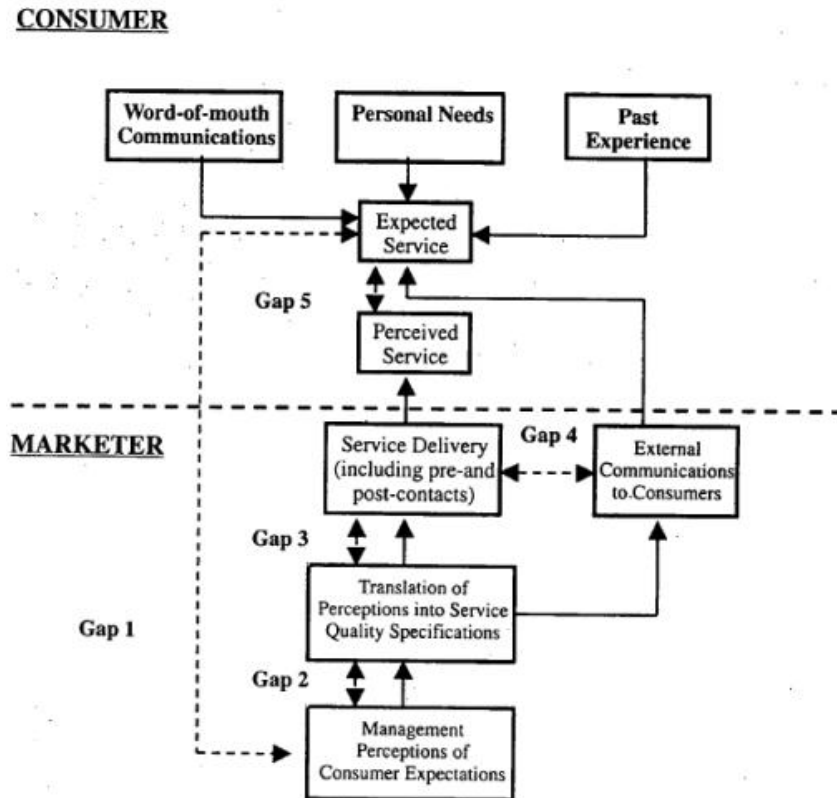
Model of service quality is a flow of the service quality process and delivery. It shows the step and gap in each service step. The person or consumer has his/her own expected service which are from word-of-mouth communications, personal needs and past experience before later on he/she judges the perceived service. Parasuraman, Zeithaml and Berry (1985) identified that SERVQUAL Model explains potential gaps that can occur in delivering expected service and will be useful for managing service quality gaps which arise because of difference between expectations and perceptions in order to meet customer satisfaction (Lewis and Chamber, 2000). Therefore, it needs to fulfill the gap in order to provide service quality excellence. Seven gaps in service management (Witthawassamrankul, 2015) are:

Gap 1: Gap between services expected by customer and management perceptions of customers' expectation

- Gap 2: Gap between management perceptions of consumer expectations and service quality specifications
- Gap 3: Gap between service quality specifications and service delivery
- Gap 4: Gap between service expected by the consumer and perceived service
- Gap 5: Gap between service expected by the customer and the service delivered when the customer really wanted something different
- Gap 6: Gap between service delivery and external communication
- Gap 7: Gap between expected service and external communication

FIGURE 1: MODEL OF SERVICE QUALITY GAP

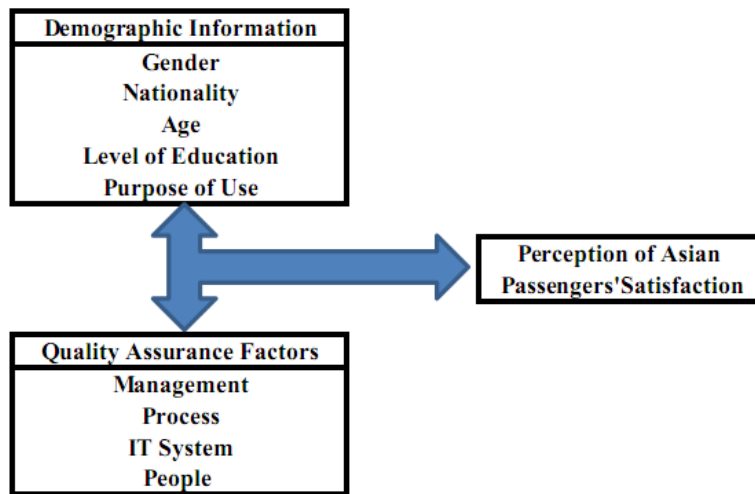
Source: Parasuraman, Zeithaml and Berry, 1985



CONCEPTUAL

FRAMEWORK

FIGURE 2: CONCEPTUAL FRAMEWORK (Source: Researcher, 2016)



The conceptual framework was explained that both independent variables as demographic information (i.e. gender, nationality, age, level of education and purpose of use) and quality assurance factors (i.e. management, process, IT system and people) affect the dependent variables as perception of Asian passengers' satisfaction (towards the Thai airline).

RESEARCH METHODOLOGY

POPULATION AND SAMPLE

Population of the study is Asian passengers who experienced any low-cost airline in Thailand. Based on the last year, statistics, the population is more than 1,000,000 passengers and infinite unit. Therefore, sample should be more than 385 respondents based on Taro Yamane's formula at $\alpha = 0.05$. Hence, the researcher used 386 Asian males and females at Don Muang Airport as the sample. The purposive sampling was applied since the researcher used judgmental sampling to identify the nationalities of Asian passengers based on the facial and physical appearances before he distributed the questionnaire instrument. Though, the questionnaire asked the nationalities. The reason that researcher picked Asian passengers in the study because nowadays Asian passengers, particularly tourists have increased rapidly, particularly, Chinese and Indians (<http://aot-th.listedcompany.com/transport.html>, 2559).

RESEARCH INSTRUMENT, CONTENT VALIDITY AND RELIABILITY

Questionnaire instrument divided into 2 parts as demographic information and four quality assurance factors. The questionnaire has 7 boxes to tick with the range of 1-7 (Strongly Dissatisfied- Strongly Satisfied) and the 386 respondents chose only one answer in each questions regarding quality assurance of the low cost airlines based on four factors as management, process, IT system and people. The arbitrary level was $0.86 = [(7-1)/7]$ as:

TABLE 2: ARBITRARY AND DESCRIPTIVE RATING (Researcher, 2017)

Arbitrary Level	Descriptive Rating
1.00-1.86	Strongly Dissatisfied
1.87-2.73	Dissatisfied
2.74- 3.60	Quite Dissatisfied
3.61-4.47	Moderate
4.48-5.34	Quite Satisfied
5.35-6.21	Satisfied
6.22-7.00	Strongly Satisfied

The questions of questionnaire were developed based on ICAO Quality Assurance Manual (http://www.icao.int/Meetings/PBN-Symposium/Documents/9906_v1_cons_en.pdf, 2009). The questions were checked content validity by the 3 experts in the field of Aviation Management in the university and got the score of more than 0.75. The questionnaire reliability was accepted since Cronbach’s Alpha (α) is 0.953, which is range from 0.70-0.95 showed that the questionnaire loaded enough questions and no redundant questions (Tavakol and Dennick, 2011). After that, the researcher distributed the questionnaires to the samples.

DATA COLLECTION AND DATA ANALYSIS

The researcher collected questionnaires on February, 2017 which is the normal month of the year (comparing seasonal months, such as January, December) at Don Muang, Airport. The data of the questionnaire was processed by descriptive statistics as mean, S.D. The hypothesis was tested by t-test and Pearson Correlation was used to measure the relationship.

RESULT AND ANALYSIS OF DEMOGRAPHIC DATA

TABLE 3: DEMOGRAPHIC INFORMATION OF THE RESPONDENTS

Source: Researcher, 2017

Demographic Information	Total (386 respondents)	Total (100%)
Gender	Frequency	Percentage (%)
Male	193	50
Female	193	50
Nationality	Frequency	Percentage (%)
Chinese	200	52
Indian	80	21
Others	106	27
Age	Frequency	Percentage (%)
Less than 20	132	34
21-30	180	47
31-40	52	13
41-50	13	3
51-60	7	2
61 and above	2	1
Education	Frequency	Percentage (%)
Less than Secondary School	98	25
Secondary School and Equal	199	52
Higher Education and Equal	81	21
Others	8	2
Purpose of Use	Frequency	Percentage (%)
Leisure	48	12
Business	96	25
Visit	101	26
Study	129	33
Others	12	3

Demographic information of 386 sampled respondents based on questionnaires collected showed that there were 193 males and 193 females. Most of the respondents were at 21-30 years (47 percent) and then the respondents who were less than 20 years old (34 percent). Most of the respondents' education level were at secondary school and equal (52 percent) and then were at less than secondary school (25 percent). The purposes of use were study (33 percent), visit (26 percent) and leisure (12 percent), respectively.

Based on the result of quality assurance (Table 4), it found that almost every quality assurance issues were satisfied. The highest quality assurance (no.1) is professionalism and skills of flight attendants (Mean = 6.44). In addition, disciplines of flight attendant (Mean = 5.89) quality of in-flight service (Mean = 5.83) and were high respectively. The lowest score of quality assurance of the low cost airlines from the questionnaire was on-line and IT system readiness (Mean = 5.48). Also, transfer service at the departure airport (Mean = 5.5) and safety flight record (Mean = 5.55) got the low score of quality assurance, respectively. Even though, the scores of transfer service at the departure airport and safety flight record were low. Asian passengers were satisfied with the quality assurance in these two questions.

TABLE 4: RESULT OF QUALITY ASSURANCE (Source: Researcher, 2017)

Quality Assurance	Mean	S.D.	Interpretation
1. Professionalism and Skills of Flight Attendants	6.44	0.744	Strongly Satisfied
2. Quality of In-flight Service	5.83	0.727	Satisfied
3. Disciplines of Flight Attendants	5.89	0.938	Satisfied
4. Information Provision of Ground Service	5.77	0.944	Satisfied
5. Standard Process of In-flight service	5.67	1.02	Satisfied
6. Efficient and Fast Baggage Handling Process	5.61	1.04	Satisfied
7. Good Management of Ground Service	5.58	1.042	Satisfied
8. Waiting Time Before Entering On-board	5.57	1.103	Satisfied
9. Safety Flight Record	5.55	1.018	Satisfied
10. Fast Check-in Process	5.57	1.099	Satisfied
11. Transfer Service at Departure Airport	5.5	1.082	Satisfied
12. On-line and IT system Readiness	5.48	1.119	Satisfied
13. Ability to Cope with Emergency	5.6	1.089	Satisfied
14. Flight Attendants Can Solve the Problems	5.63	1.072	Satisfied
15. Consistent standard of service provision	5.66	1.082	Satisfied
16. Airline has a good safety performance	5.59	1.093	Satisfied
17. Passengers Can Trust Flight Attendants	5.67	1.049	Satisfied
18. Knowledge of Flight Attendants	5.61	1.044	Satisfied
19. Provide Special Needs, such as Elderly, Disabled	5.63	1.093	Satisfied
20. Good Communication from Airlines	5.61	1.061	Satisfied
21. Quick and Update Information for Passengers	5.61	1.083	Satisfied
22. Good Management for Flight Delay	5.62	1.08	Satisfied
23. Airline is Strict to the Timetable	5.65	1.093	Satisfied
24. Enough Service After Landing	5.72	1.097	Satisfied
25. Airline has a Smooth Flight Operation	5.73	1.145	Satisfied
26. Professionalism and Skills of Pilots	5.78	1.143	Satisfied

Based on the research hypothesis about demographic factors (gender, age and education) affecting perception of Asian passengers' satisfaction towards quality assurance of low cost airlines in Thai aviation business, there is a relationship between demographic factors (gender, age and education) since significance level are less than 0.05. (Reject Ho)

Ha1: There is a relationship between 'Gender' and 'Quality Assurance' factor in the low cost airline, Thailand

Ha2: There is a relationship between 'Age' and 'Quality Assurance' factor in the low cost airline, Thailand

Ha3: There is a relationship between 'Education' and 'Quality Assurance' factor in the low cost airline, Thailand

In addition, Pearson Correlation also confirmed that the demographic information as gender, age, education has relationship with quality assurance factors since it has strong relationship in every demographic factor ($r = 0.50$ to 1.0) (Cohen, 1988).

DISCUSSION AND RECOMMENDATION

Overall, perception of Asian passengers' satisfaction towards quality assurance of low cost airlines in Thai aviation business was satisfied. The high factors were from flight attendants or people factors such as professionalism, disciplines, and quality of in-flight service. The low factors were from on-line and IT system, transfer service at the departure airport and safety flight record. Therefore, Thai airlines should improve the supporting system such as on-line and IT system and transferring service. In addition, it should improve and create positive attitude regarding safety flight record to the passengers' perception. Moreover, since the gender, age and education has relationship with the quality assurance, therefore, airlines should communicate and give importance to these demographic factors.

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VITA

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URBAN PROFILING - ASPECTS OF ADAPTION MANAGEMENT AND PROFILE ORIENTED MARKETING FOR A HIGHLY SUSTAINABLE CITY DEVELOPMENT

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Abstract

Cities have always been major centers of change, social innovation and diverse development trends. Nowadays, a majority live in urban areas and they offer significant opportunities for new approaches in the management of resources as well as consistent and clearly structured future city development plans. The main purpose of this paper is an action-oriented model for strengthening and accelerating sustainable **city development** which is designed in the light of current and future challenges of urbanization. Already existing, management models, i.e. **adaptive management** and successful marketing, i.e. **profile-oriented marketing** are adapted from organizations and are sharpened and enriched in their application to cities. The focus lies on the usability of these marketing concepts to increase development quality and the **sustainability** of urban spaces within city structures. This work addresses public managers and city planners and shall help them prioritize and tackle next innovative and future steps to foster and establish a clearly structured future vision and profile to guarantee a high quality of living and sustainable urban development. A new dynamic profiling model, i.e. **the adaptive urban profiling model**, shall provide solutions to optimize the urban living environment and increase the visibility and uniqueness of competitive sustainable urban structures.

Keywords: adaption management, city marketing, urban/city development, profile-oriented marketing, sustainability

1. INTRODUCTION

Currently, about 50% of the human population is living in cities (Mahrer and Halper, 2012, p. 9). In 2030 over 5 billion people will be city inhabitants and it is expected that this number will increase to two thirds (80%) of the world's population by 2050. The Increasing urbanization is a key trend and the design of city systems will play an essential role in shaping a sustainable, innovative and livable future in cities. The

importance of urban living space is constantly increasing, as cities are the housing-, work-, and life-centers of a majority of people. Cities are the carriers and pioneers of socio-economic change. According to Fraunhofer experts, sustainable cities are the key to a sustainable future (Fraunhofer, 2014, p. 6 Phase II).

This development increases the demands in for city development planning (Welch Guerra, 2010, p. 5). In order to provide a secure social and economic environment for their residents to live and work in, cities definitely need clearly structured and consistent development plans to make sure that the short-, middle- and long-term requirements of the citizens are met as best as possible.

Recently, the adaptive urban profiling model was presented as a roadmap to such a structured and consistent development plan (Reschreiter, 2016). The adaptive urban profiling model was developed from an analysis of the similarities between city development management and marketing.

Globalization is the major challenge for both, city development as well as for marketing. The constant growth of cities creates an environment in which cities are challenged to compete with each other for citizens and organizations (Heinrichs, 1999, p. 9). Thus, cities are facing similar challenges, as companies on a free market. Both cities and companies do now exist in an international environment requiring global thinking and increasing interconnectedness to other cities and companies. Globalization results in increasing competition among both cities and companies. Current conditions are characterized by an extraordinary level of uncertainty and dynamics. The environment of cities and organizations is constantly changing at an increasingly faster rate. In order to survive, both cities and companies have to increase their adaptive capacity. In order to achieve and sustain competitive advantage, both cities and companies are forced to explore sophisticated management models (Porter, 2013).

Based on these similarities it was possible to apply current trends in marketing to city development management. These trends include profile oriented marketing on the one hand and adaption management on the other hand. The current paper will take a closer look at the profile included in the adaptive urban profiling model.

At the 2005 World Summit on Social Development (United Nations General Assembly, 2005; Figure 1), three intertwined sustainable development goals were identified: (i) economic development, (ii) social development, (iii) environmental protection.

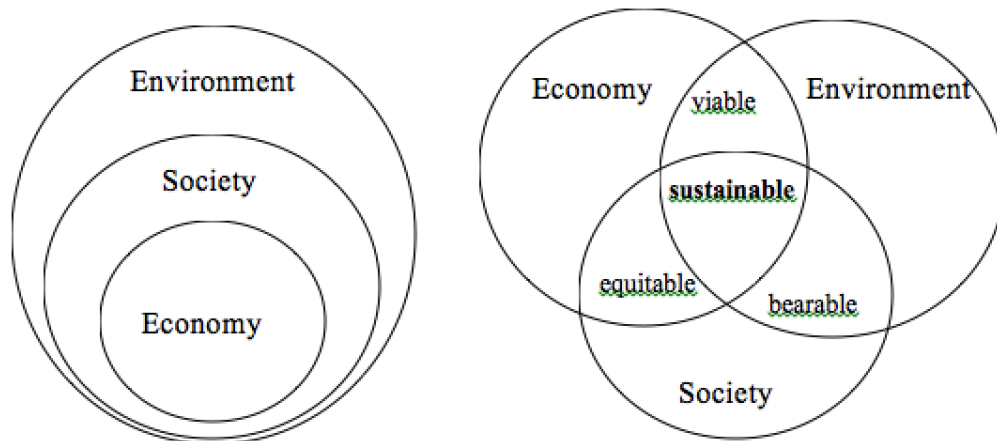


Figure 1: The three pillars of sustainable development and their interrelation (Adams, 2006, p. 2.).

These goals have to be implemented at the local level, i.e. they have to be integrated into city development plans. Thus, city development planners are challenged to direct their cities development in accordance with the goals of sustainable development, i.e. while protecting the environment. On the other hand, city development planners are challenged by the goal that said development of their city should be sustainable in itself, i.e. their cities processes should be able to endure in the context of rapid international change. A major challenge at the social level is civic participation. Civic participation refers to the participation of citizens in political decisions and planning processes (Novak, 2006). Historically, civic participation aims at achieving more direct forms of democracy. Thus, city development has to balance the global goals of responding to demographic change and globalization and ensuring the sustainability of the environment and itself, while locally taking into account the needs and wishes of each individual citizen.

2. THE ADAPTIVE URBAN PROFILING MODEL

The adaptive urban profiling model is designed as an action oriented, three-dimensional profiling model for sustainable urban development. It represents the basis for developing strategies or roadmaps for defining the trajectories of transition for today's cities. The adaptive urban profiling model merges profile-oriented marketing with adaption management.

2.1 Profile-oriented marketing

Profile oriented marketing adds a new dimension to the concept of marketing: the philosophy. Profile Oriented Marketing is strategic marketing with a profile. The

profile is the pivotal point in Kellner's profiling structure model. A **profile** is a bundle of individual, as unique as possible characteristics of a communality. These characteristics include (i) the quality statement (mission), (ii) the aspired state (vision), (iii) a clear and valid mind-set (principles), (iv) the appearance (corporate identity). Mission, vision and principles are summarized into the first level of the profile, i.e. the **overall concept**. The corporate identity and marketing promises are summarized into the second level, i.e. the **appearance** of a profile (compare Figure 2).

As outlined in Figure 1, the profile is derived from a detailed analysis of the existing strength and weaknesses of a city or organization. The analysis is the first step of profile-oriented marketing. The identified strength and weaknesses are integrated into the overall concept, which points out the strength to be built upon and the weaknesses to be improved. The overall concept can also be viewed as a cities or organizations identity. It represents an abstract set of principles to guide the concrete actions of managers and municipals. What these concrete actions include is summarized in the mission element of the overall concept (compare also Kotler, 1988, p. 43) and complemented by the vision element. The vision element includes the view of the city that should be achieved in the intermediate future (e.g. Bleicher, 2004, p. 105; Kotler, 2003, p. 165). From the abstract principles, mission and vision, fixed rules and guidelines for behavior can be derived, which represent the principles, i.e. the third element of the overall concept. In order to achieve the goal formulated in the vision, the behavior of managers or municipals should not deviate from these principles while performing the task of the mission. A violation of these principles would mean a deviation from the profile, i.e. a change in identity.

The appearance level is guided by the overall concept level, i.e. the appearance of a city should reflect its mission, vision and guiding principles to be perceived by the outside world (e.g. Wahrig, 2001, p. 435). A cities appearance can be the more consistent, the more clearly the overall concept is formulated. Marketing promises provide a clear commitment to citizens, companies and tourists. For cities, these promises can be formulated in a city slogan, which helps to establish civic identity, makes the community recognizable by outsiders and attracts people to the community by promoting pride and unity (Muench, 1993). Thereby city slogans also increase the economic value of cities (Muench, 1993). Marketing promises transport the mission, vision and guiding principles to the customer, which in the case of cities are i.e. citizens, companies and tourists. The rules of appearance are comprised by the corporate identity. An integral part of a cities corporate identity can be a flagship building.

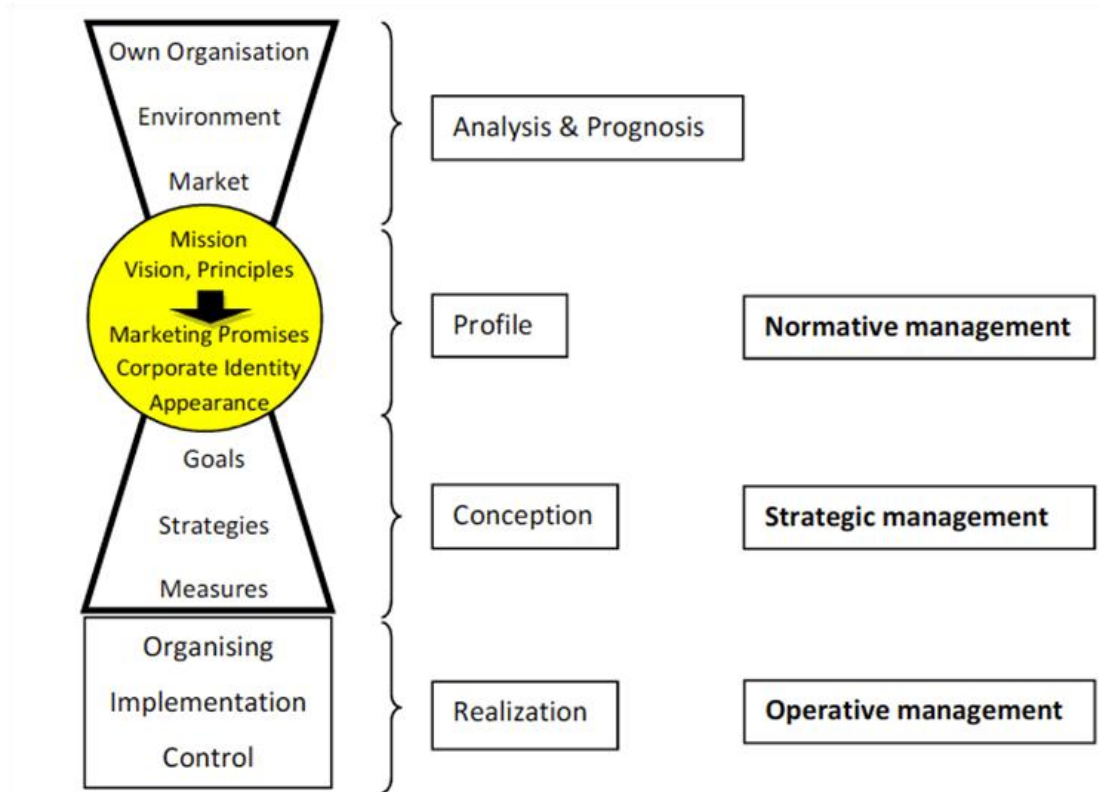


Figure 2: Profiling Structure Model (Kellner, 2007, p. 60 translated)

Profile oriented marketing is particularly suitable to increase the attractiveness of a city, as it specifically aims to further development, i.e. also city development. The profile gives an organization a clear future perspective and direction of development. Thus the same should apply to sustainable urban development. Among the most important developments appear are the creation of niches and a decrease in competition. A well characterized, clearly defined profile emotionally distinguishes a city from competing cities and allows it to occupy its own, well defined emotional space/niche. However, for organizations, the people that have to foremost identify with the organization are not only costumers, but the employees have to make profile-oriented marketing successful. Thus, city marketing can only be successful if tourists, organizations and citizens alike identify with the city. Profile oriented marketing allows city marketing to be consistent at all levels.

In summary, the profile is the result of constant analysis and prognosis of the city, its environment, the competitors and a prognosis of future developments. Once the profile is established clear goals can be defined and strategies and measures to achieve these goals can be developed. These strategies can then be realized by a strict

organization and control mechanisms at each implementation step (compare Figure 1).

However, profile oriented marketing makes two assumptions that do not necessarily apply to modern cities. First, at the initial analysis of strength and weaknesses, not all information may be available, i.e. the analysis and prognosis may be based on uncertain information. Second, strategies may fail because information changes over time. In that case, it is important to be able to go back to the beginning or to an earlier stage of the problem and start again. This is however not possible in the profiling structure model. It is however possible in adaption management, which is seldom integrated into city development plans.

Therefore, elements of adaption management were integrated with Kellners profiling model to form the adaptive urban profiling model.

2.2. Adaption management

In the 1970s, a group of ecologists introduced **adaptive management** as a continuous systematic process for improving management practices by learning from the outcomes of previous decisions (Intaver Institute, 2014). Thus, adaption management basically implies „*learning by doing*’ and adapting based on what’s learned (Walters and Holling 1990). The best management strategy is determined by experimentation, which in the long term shall reduce uncertainties, which arise from natural variability, incomplete data or social and economic change (National Research Council, 2004). Projects are managed based on learning from actual project performance via the use of quantitative methods. Most importantly, adaptive management aims at a timely response to change, i.e. flexibility in decisions. As change is rapid not only in the field of ecology, the concept of adaption management was soon applied outside the field of ecology.

Adaptive capacity refers to the capacity of a system to adapt to environmental changes. **Diversity, flexibility** and **creativity** are catch phrases associated with adaptive capacity. In ecology, the survival of a system is correlated to the diversity of different species inhabiting it, since a high diversity allows for the occupation of different niches (Walters, 1986; Gunderson & Holling, 2001). Similarly, the adaptive capacity of cities is also influenced by social factors (Klein and Smith, 2003; Brooks and Adger 2005; Tompkins, 2005; Berkhout, 2006). Diversity allows for a higher flexibility, larger common knowledge, creativity of decisions and responsive power structures, which determine the adaptive capacity of social systems (Gunderson & Holling, 2001).

Therefore, the adaptive urban profiling model includes elements of adaption management into the profiling structure model in order to develop a new urban profiling system to be utilized to create **resilient cities** by enhancing their adaptive capacity. Within adaption management, different approaches can be distinguished, i.e. passive and active adaption management (National Research Council, 2004; Salafsky et al. 1991). The main distinction between these approaches is that passive adaptive management focuses less on the reduction of uncertainty than active adaption management (Walters 1986; Williams 2011). Therefore, the elements integrated into the adaptive urban profiling model mirror active adaption management.

2.3.Merging profile-oriented marketing and adaption management to the adaptive urban profiling model

The two-dimensional Profiling Model from Kellner is portrayed in the shape of an hour-glass (compare Figure 2). Since urban transformation processes gain more and more complexity, It is therefore too constant and not flexible enough for an individual sustainable development process. A dynamic combination of solutions at the urban level can increase the overall sustainability of the city. The model has to be more flexible, complex and dynamic.

Therefore, the adaptive urban profiling model has been fitted in spiral form with a multi-layered system (Figure 3). As suggested by adaption management, it can therefore repeat the process represented in Kellner's hourglass an infinite number of times by continuously monitoring the success of the initially derived measures and re-evaluating the initial analysis. The transition from implementation of measures to starting a new analysis and prognosis process is fluent, but each repetition is centered around the profile as an anchoring point.

While the profile provides the city with the stability to encounter radical environmental changes, adaption management processes increase the resilience and sustainability of the achieved city development plan.

AUPS - ADAPTIVE URBAN PROFILE SYSTEM ©

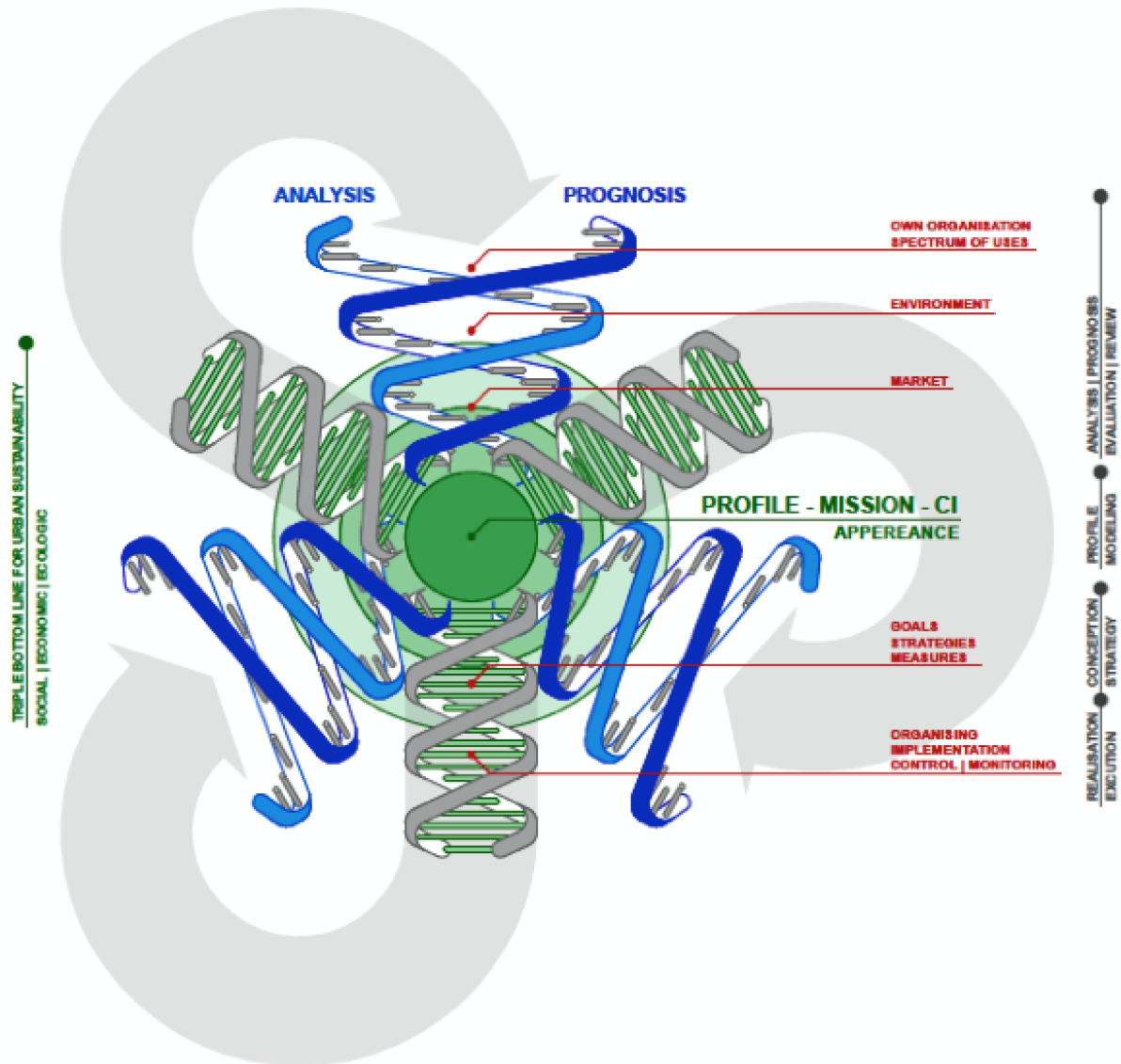


Figure 3: Adaptive urban profiling model, own representation by author

By incorporating elements of adaption management, the adaptive urban profiling model introduces a higher degree of flexibility into the cities profile than the original formulation by Kellner suggests. If the profile is too fixed, it will diminish the cities adaptive capacity, i.e. its ability to react to unexpected change in a flexible way. Profile-oriented marketing starts with an analysis of the problem before developing a

profile and strategies to solve the problem and further the development of the organization or city. Here the goal of the analysis is to crystallize the profile by understanding the strength and weaknesses of a city. In the original model Kellner proposes that the analysis step also has to include a “prognosis” of the performance of a city in the near future (Kellner, 2007, p. 62). He suggests questionnaires, expert interviews and extrapolation from previous experience as methods of prognosis. In the sense of adaption management however, the prognosis step should rather be viewed as a hypothesis generation step, which includes more flexibility in the model. Rather than assuming that the situation of the city will develop in a certain way in the near future, it is predicted that if certain criteria apply, the city should develop in a certain way. If information changes, such that those criteria don’t apply anymore, the city development planner can go back to the analysis step at any time and develop new adapted hypotheses.

Thus, adaptive urban profiling has to bridge the complicated tasks of preserving the cities identity while maintaining a high degree of behavioral flexibility. One way to do that is to integrate flexibility into the guiding principles. Another way is to keep the guiding principles as basic as possible. The overall concept is specifically requested to only include a selection of characteristics. Thus, it is the task of the analysis step to identify the strengths of the city to be included into this concept and it is the task of the prognosis step to identify the weaknesses to be improved that are to be included in the vision statement. In accordance with the idea of adaption management, it should always be possible to go back if several attempts to improve a certain weakness fails and select another weakness to improve.

The current paper presents another option that makes the selection of characteristics to pursue easier for municipalities and shall help them bridge the gap between stability and flexibility: the triple-bottom-line.

3. A TRIPLE BOTTOM-LINE FOR THE ADAPTIVE URBAN PROFILING MODEL

It is a challenge to bridge the gap between providing a clear perspective and keeping values constant and recognizable, as intended by the profile, on the one hand, and constantly updating and flexibly changing marketing strategies on the other hand. Cities are complex formations by nature and already include an option to manage this task in their structure.

Within the Analysis and Prognosis Step, Kellner (2007, p. 62) distinguishes between the city itself, its environment and the market, although these areas are intertwined with each other. While the city itself includes all aspects of the city that city

development planners can influence, all factors that city development planners cannot influence are subsumed under environment. This is also the area for which prognosis has to deal with the most uncertainties. He defines the market as the temporal coincidence of demand and supply. In city marketing the special situation occurs that demanding and supplying party may be virtually the same, i.e. citizens of the city that create their own living environment with the goal for a better quality of life, or organizations that boost the economy of a location by investing in it.

An especially useful tool as a starting point for such an analysis of the current situation appears to be the Fraunhofer Morgenstadt approach. The Fraunhofer Society research innovation network initiated the Morgenstadt: City Insights and City of the Future “M:CI” initiative which has been designed as a pioneering project between industry, cities and research that addresses the growing issue of sustainable cities at an early stage from a systematic and integrated perspective. Each city is individual and the approach has been developed to assess a city as an individual complex system. The adaptive urban profiling system proposed here shall do the same. (Bullinger, 2014, p. 2)

It is suggested that similar measures as used in the current thesis for testing the adaptive urban profiling model (see dependent variables) are also utilized by city development managers for the analysis and prognosis step of their urban profiling. Thus, the “Morgenstadt model” from the Fraunhofer research society is here put at the start of the process as a suggestion for what an initial analysis of the city can look like.

The Fraunhofer Morgenstadt approach assesses 100 urban indicators based on the ISO 37120. They distinguish between:

- **State indicators:** the current state of a range of sectors in a city
- **Pressure indicators:** pressures that impact on a city
- **Impact indicators:** the current impact that the city has on economy, society and environment

Roughly, it can be said that the state indicators analyse the city itself, the pressure indicators its environment and the impact indicators the market. Thereby, the profile automatically gets a triple-bottom line (Figure 4), i.e. it includes three domains (social, economic, ecological), which correspond to the three pillars of sustainable development identified at the 2005 World Summit on Social Development (compare Figure 1). Balancing social, economic, and ecological aspects for enhancing sustainability shall serve as the right guiding framework for analysis and classification in this approach.

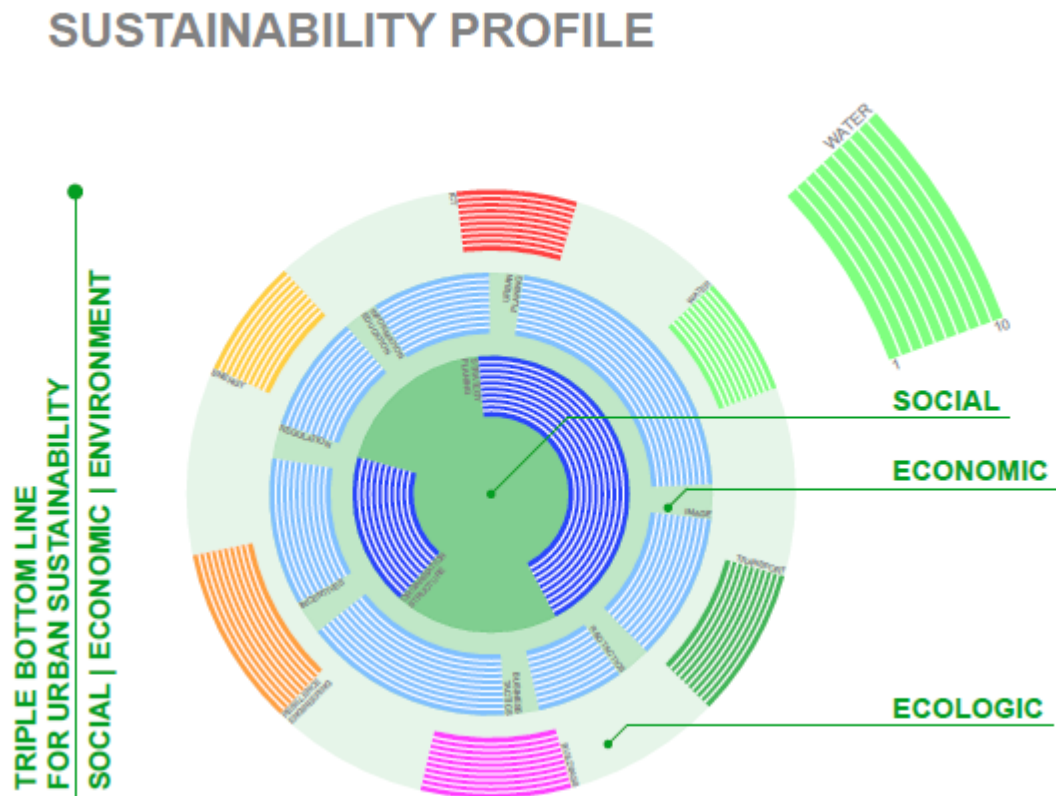


Figure 4: Profile with a triple-bottom line, own representation based on Fraunhofer Morgenstadt Model

Thus, a cities profile becomes more specific and needs a distinguishing characteristic in each of these domains in order to achieve long-term sustainability. Thus, the mission should incorporate a selection of social, economic and ecological strength and weaknesses and the vision formulate an aspired state for each of these domains. Also guiding principles of behavior should not be unilateral to one of these dimensions, but should formulate social, economic and ecological rules.

The integration of a triple bottom line into the profile provides it with the necessary support to maintain identity while adaptively changing in the light of new findings. If some aspects of the profile have to be reformulated in one of the domains (social, economic, ecological), consistency can be achieved via the other domains. This idea of pursuing several ideas in different areas simultaneously is strongly supported by adaption management.

4. CONCLUSIONS

Adaptive urban profiling has already been presented as a useful tool for municipals to enhance sustainable city development. They can increase their cities attractiveness by providing it with a clear profile, which also leads to identification, that is recognized around the world on the one hand, while flexibly adapting to change if necessary. In the current paper an additional feature of the adaptive urban profiling model was presented that shall make the task of maintaining a stable profile while constantly adapting it, easier: the triple-bottom line. The profile has now been specified to include distinguishing characteristics in three domains: social, economic and ecological. Thus, if change is necessary in one of the domains, the profile will still be recognizable via keeping the other two domains stable during this process. Thereby, the adaptive urban profiling model has now incorporated the three pillars of sustainable urban development.

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Improving Clinical Teaching - Using Stanford Faculty Development Program

Clinical Teaching Framework in Saudi Arabia

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Abstract

Clinical teaching is an integral part of medical curriculum. Basic components or dimensions of effective teaching are determined by subjective examination of different questionnaires at various institutes. This study involved the physicians/clinical teachers (n=97) at King Fahad Medical City, Riyadh-Saudi Arabia. Clinical teaching Faculty evaluation questionnaire based on the Stanford clinical teaching Framework comprising of seven categories such as establishing a positive learning climate, efficient control of teaching session, communication of goals, promoting understanding and retention, evaluation, feedback and promoting self-directed learning that was adapted from (Litzelman et al 1998) was distributed to the physicians/clinical teachers after a seven weeks seminar series reflecting self-evaluation before and after performance as a clinical teacher. Paired t test was then conducted to know if the Stanford program had an impact on teaching using SPSS version 17, Chicago, USA. The Faculty data in our study revealed, significantly higher post-seminar ratings of the usefulness compared to anticipated usefulness of the seminars (p value<0.05), significant pre/post changes for all seven educational categories (p value<0.05) of Stanford clinical teaching Framework and for teaching ability across inpatient and outpatient settings. Further 79 (81%) of the Faculty provided extremely positive ratings (5/5) for the seminar leaders.

Keywords

Clinical teaching, skills, students, interns

Introduction

Learning at workplace is mostly informal in nature.¹ Learners (students /interns) encounter patients in diverse clinical settings. They are exposed to clinical teaching and training by different expertise at the hospital. Clinical teaching usually takes place in a busy set up wherein the physicians are required not only to treat the

patients effectively, but also pass on these skills to the learners in the vicinity whether it be the nurses, medical students, residents or the interns who are a part of medical team.

Clinical teaching has long been considered one of the most effective method to teach clinical skills and communication skills. Clinical learning environment provides many opportunities for students to communicate with patients, novices to meet experts and is a platform for implicit learning. Despite the proven effectiveness, clinical teaching at the bedside is on the decline affecting the trainee's clinical skills.² Studies have reported that different models/strategies have been adapted at different institutions to improve clinical teaching. Many training programs are hereby recommended for the clinicians as well as the incorporation of more clinical teaching in the curricula is being encouraged. Stanford Faculty Development framework used in this study comprises of seven categories such as establishing a positive learning climate, efficient control of teaching session, communication of goals, promoting understanding and retention, evaluation, feedback and promoting self-directed learning. Litzelamn et al in the year 1998 validated the seven category Stanford Faculty Development framework with important implications for teachers in clinical settings, educators working on faculty development, and administrators in medical training institutions.³ Stalmeijer et al (2010) validated yet another instrument, The Maastricht clinical teaching questionnaire for the evaluation of individual clinical teachers performance at the workplace.⁴ Neber and et al (1992) described 5 microskills for clinical teaching such as getting committed, probing for supporting evidence, teaching general rules, reinforcing what was right, and correcting mistakes.⁵ Basic components or dimensions of effective teaching are determined by subjective examination of different questionnaires at different institutes. The Mayo teaching evaluation form(MTEF) was developed for review of inpatient teaching. In the year 2003, Beckman et al assessed inpatient teaching using this instrument and reported that teacher enthusiasm was among the most reliable items.⁶ In the year 2007, Zuberi et al developed and validated an instrument named SETOC-Student evaluation of teaching in outpatient setting with five subscales: Establishing learning mileu, clinical teaching, general teaching, clinical competence and global rating, specific for evaluating outpatient teaching in order to provide specific feedback to the faculty.⁷ Documentation of Evaluation of Faculty teaching effectiveness is also required for academic promotions as well as for self improvement ((Irby 1978).⁸ In this study an attempt is made to determine the improvement in efficacy of clinical teachers following a clinical teaching development program and it was highly evident that faculty development efforts have led to perceived improvement in the teaching abilities of our staff at King Fahad Medical city.

Objective

The current study will determine if the Stanford Faculty development framework had a positive impact on improving clinical teaching at our institute.

Method

Ethical approval: Approval of the study was taken from Institutional Review Board of King Fahad Medical City.(IRB No-15-033).

Population and sample: This study was conducted in the year 2015-2016, involving the physicians/clinical teachers (n=97) at King Fahad Medical City, Riyadh-Saudi Arabia.

Data collection/method: The seminar series are conducted by each facilitator on an average of three cycles a year for clinical teachers/physicians at King Fahad Medical City, to promote and improve the expertise in clinical teaching using the Stanford Faculty Development framework which comprises of seven categories such as establishing a positive learning climate, efficient control of teaching session, communication of goals, promoting understanding and retention, evaluation, feedback and promoting self-directed learning. The participants are nominated and required to register, and those who register are bound to attend the complete program, else will not be certified. So the attendance is almost 100%, and all of them are required to attend the complete sessions. The full cycle was granted 14 CME hours.

The sessions of the workshop are divided based on each component of the Stanford framework and each session comprises of mini lecture, video vignettes, application exercises- (role play, worksheets), personal goals and lastly feedback on the session. Clinical Teaching Faculty evaluation questionnaire based on the Stanford clinical teaching framework adapted from (Litzelman et al 1998) was distributed to the physicians/clinical teachers after the seven weeks seminar series and the faculty participants were required to fill in the self-evaluation clinical teaching questionnaire reflecting self-evaluation on performance before and after as a clinical teacher.

Analysis: The responded questionnaires were collected and anonymously analyzed, followed by statistical analysis. To know the effectiveness of clinical teaching programs and to provide better training/feedback to our Faculty. Descriptive statistics were collected for each domain and item of each part separately using the Mean, Mode, Median and Standard Deviation. Paired t test was carried out to know if the Stanford program had an impact on improving clinical teaching. The analysis of the data was done using SPSS version 17, Chicago, USA.

Results: The response rate was 100%. Number of male participants were 64 (68.1%) and females were 30 (31.9%); 51 (52.6%) of the participants did not attend these type of seminars before, and 79 (81.4%) were involved in clinical teaching prior to this training.

Table 1 depicts the response of the Faculty for the clinical teaching Stanford program.

Overall the aggregated faculty data in our study revealed,

- significantly higher post-seminar ratings of the usefulness compared to anticipated usefulness of the seminars (p value<0.05),.
- significant pre/post changes for all seven educational categories and for teaching ability across inpatient, and outpatient settings (p value<0.05),.
- Further 79 (81%) of the Faculty provided extremely positive ratings (5/5) for the seminar leaders.

Table 1:Response of the Faculty for the clinical teaching Stanford program before and after the seminar(n=97)

Teaching performance	Before		After		P value
	Mean	S.D	Mean	S.D	
Your overall teaching ability	3.31	.727	4.47	.579	.000*
Your clinical teaching ability, inpatient sitting	3.42	.734	4.41	.641	.000*
Your clinical teaching ability, outpatient sitting	3.33	.774	4.47	.614	.000*
Your clinical teaching ability, as a lecturer	3.39	.785	4.51	.597	.000*
In my Teaching interactions I generally					
Show enthusiasm for topics or learners	3.71	.777	4.64	.483	.000*
Listen to learners	3.65	.751	4.76	.428	.000*
Encourage learners to participate actively in discussion	3.77	.860	4.78	.462	.000*
Express respect for learners	4.01	.757	4.84	.373	.000*
Encourage learners to bring up problems	3.51	.765	4.72	.451	.000*
Call attention to time	3.36	.880	4.62	.549	.001*
Avoid digressions	3.30	.884	4.55	.521	.000*
Discourage external interruptions	3.40	.886	4.54	.613	.000*

State goals clearly and concisely	3.38	.882	4.68	.490	.000*
State relevance of goals to learners	3.25	.791	4.63	.507	.000*
Repeat goals periodically	3.08	.812	4.54	.596	.000*
Prioritize goals	3.47	.891	4.62	.529	.000*
Present well organized material	3.64	.819	4.69	.465	.000*
Explain relationships in material	3.54	.804	4.57	.557	.000*
Use visual aids(white board, slides etc)	3.77	.941	4.69	.487	.000*
Have learners reformulate material	3.21	.924	4.54	.630	.000*
Evaluate learners recall of factual medical information	3.31	.928	4.51	.694	.001*
Evaluate learners ability to analyze or synthesize knowledge	3.35	.854	4.65	.560	.000*
Evaluate learners ability to apply medical knowledge to specific patients	3.53	.830	4.71	.478	.000*
Evaluate learners medical skills as they apply to specific patients	3.40	.745	4.61	.569	.000*
Ask learners to self assess	3.01	.896	4.61	.569	.000*
Give negative(corrective) feedback to learners	3.22	1.04	4.49	.723	.000*
Explain to learner why he or she was correct	3.45	.890	4.62	.549	.000*
Offer learners suggestions for improvement	3.53	.867	4.77	.421	.000*
Ask learners for reaction to feedback	3.15	.867	4.77	.421	.000*
Explicitly encourage further learning	3.54	.855	4.65	.501	.000*
Motivate learners to learn on their own	3.53	.867	4.72	.554	.000*

Encourage learners to use resources for self directed learning	3.58	.966	4.78	.484	.000*
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Discussion:

Good clinical teaching is the basis of good clinical practice.⁹ Clinical teaching is challenging because the existing teaching methods have to be constantly replaced by exploring new ideas and methods of delivery in various situations.¹⁰ The clinical teachers should be evaluated to improve teaching performance as this will result in superior learning and also helps clinical teachers improve.¹¹ Irregular and non uniform evaluation of faculty is one of the problems encountered in many medical schools, and further these evaluations are not linked to the salary.¹²

Beckman et al 2004, compared the reliability of inpatient teaching evaluations by residents and peer physicians and reported that peer physicians are more reliable than residents for assessing bedside teaching.¹³ Steinert et al 2006 conducted a systematic review of faculty development initiatives to improve teaching effectiveness where majority of interventions targeted at practicing clinicians and reported that participants consistently found such programs useful, not only increased their knowledge and teaching skills but also changed their teaching behavior.¹⁴ Snell et al 2000 suggested that resources utilized for evaluation and the effort made should correspond to the outcome of evaluation. At our institute, all the attributes of the clinical teaching performance as well as the teaching behavior improved after the seminar series of the clinical teaching program ($p < 0.05$).¹⁵

Breckwoldt et al 2014 assigned clinical teachers to a two training program followed by their evaluation and reported that teaching quality was worse in the group of trained teachers, as these teachers experienced difficulties in integrating new teaching competencies into their practice at that point of time.¹⁶ In a study conducted by Irby as early as 1978, best clinical teachers were described/attributed as being enthusiastic, clear and organized, and skillful during student/ patient/resident interactions.⁸ Beckman TJ et al 2004 performed an extensive literature review on instruments for evaluating clinical teachers at different learner levels and different educational settings and came up with fourteen domains of teaching, and the most frequently studied were interpersonal and clinical teaching skills.

Different teaching skills are required for instruction in different settings.¹⁸⁻²¹ Skeff KM et al 1992 assessed a dissemination approach for improving clinical teaching within many institutions across the country and found their seminar series rated as highly useful.²²

Kripalani et al 2004 used Mc Gill clinical tutor evaluation questionnaire and revealed that trainees valued faculty who were enthusiastic, established good rapport, and practiced evidenced based medicine and were noted in hospitalists and general medicine attending rather than subspecialists.²³ Burns C et al 2006 identified principles of clinical teaching, different strategies of teaching on busy days, and methods to deal with difficult situations.²⁴

A study by Afonso et al 2005 supported the use of anonymous evaluation as more accurate than open faculty teaching evaluation and further suggested that lack of formal training to evaluate, fear of retaliation from the attending and disturbed relationship due to the process are some of the barriers to current open evaluation system.²⁵ Burns C et al 2006 identified principles of clinical teaching, different strategies of teaching on busy days, and methods to deal with difficult situations.²⁴

Arah et al 2012 included 889 residents and 1014 faculty members in 61 teaching programmes spanning 22 specialities in 20 hospitals in Netherlands using SETQ-system for evaluation of teaching qualities of clinical teachers and reported that younger faculty members who dedicated more time to teaching, attended a teacher training program, and those who were evaluated by male residents in early years of residency received higher scores for teaching performance.²⁶ Kikuwa et al in the year 2014 developed an instrument for asian setting in Japan, and suggested that designers of evaluation instruments should consider the probability that culture can influence the content validity of these instruments.²⁷

Limitations: No teaching evaluation tool covers all domains.

Conclusion: Successful clinical teaching is a complex process demanding not only the expertise but also personal characteristics. It is recommended that training programs be continuously provided from time to time at various departments in any institute to improve the efficiency of clinical teachers and impart quality education to the medical students.

Declaration of interest: The authors report no conflicts of interest. The authors alone are responsible for the content and writing of the article.

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The Comparative study of the problems influence of institution of International labour migration in Sri Lanka (Relative to the Italian and the Middle Eastern zones)

Abstract :

Migration plays an important role in the population dynamics of a country. There are two types of migration. They are internal migration and International migration. This research is mainly focused on international migration. International migration is the migration from one political boundary to another political boundary. Sri Lanka is a major migrating country in Asia. The primary intention of this examination is the study of the influences caused by the International Labour Migration imposed on the institution of the family. Expansion of labour migration has occurred as a result of the introduction of the Open Economic System in 1977. As a result women being immigrating to the Middle East occurred in vast numbers occurred while men were immigrated to Italy as labour workers but in a lesser percentage. Collins World Encyclopaedia 2005 defines Labour migrant as migrant worker is someone who leaves one geographical location to another with the intention of supplying labour for wages (Collins World Encyclopaedia, 2005,p 599). The migration from Sri Lanka to the Middle East and Italy began as a means of obtaining economic gain for the maintenance and the upkeep of the family institution. The aim of the study is the examination of what problems and situations had to be faced by the Labour migratory Sri Lankan family. It was mothers who were mostly induced by the Middle East. But it was the Italian labour migration that attracted the males. Mothers migrating to the Middle East have created problems to the children and the husband. Similarly it is evident that husbands being emigrating to Italy has caused various difficult situations to mothers and children. It is quite evident that Middle East labour migration

has not contributed to the economic or social gain for the family institution, while the Italian labour migration has led to various gains to the families concerned. Within this background the Hypothesis of the present examination being that the negative links of the parent's foreign employment were more pronounced and outstanding than the results of the positive links observed. Primary data was assimilated by interviews, observation and questionnaire. Secondary data are gathered through newspapers, articles, journals and books. Therefore it can be inferred that the families that have faced difficulties as a result of foreign employment have been broken down. Finally it can be stated that the results of foreign employment have brought much more social disruption than social benefits.

Key words: International migration, Internal migration, labour migration, migrant, open economic system.

Full Paper:

Population migration is a process which directly affects a country's socio-economic status. Apart from mortality and fertility, the main component which affects the overall growth and distribution of a population is migration. More than mortality and fertility, migration is a process which can be seen as one of the main factors for a country's population expansion and distribution. Unlike mortality and fertility, it is difficult to quantify the number of times a person would move within his/her lifetime. Studying the broad topic of migration is constantly met with problems and setbacks because of this reason. Similarly migration amongst certain groups of people is seen as important while reasons for migration among another set of people are seen as unimportant.

The movement of people either individually or in groups from one geographical location to another in order to work or to settle permanently is known as migration in the context of sociology. (Dictionary of Social Sciences: 1964, pp 428-429) Population migration makes changes in a country's demand for labour, natural resources, job opportunities, education, and health care sectors. (ESCAP: 1976, p 45)

According to these conditions, population migration causes changes within the socio-economic strata in a country. While population migration represents positive changes in the development and welfare of a particular country it also contributes towards horizontal social mobility. While the movement of people from one geographical location to another is known as population migration, in order to present this situation in a more descriptive manner, inter geographical changes which affect a person's original place of residence.

Even at the beginning of human civilization, history shows us that population migration was an integral part of human development and evolution. Most often than not, these population migrations have given rise to the establishment of new civilizations while causing a decline in the original civilization. Therefore it is very clear that population migration and human social institution are two factors which are closely intertwined. As a result, population migration will cause a range of socio-economic changes in any society.

The movement of people from one geographical location to another is known as population migration, while the movement of people throughout the world can be defined as follows:

1. Internal migration
2. External/International Migration (Ghosh: 1993, p328)

International migration is the movement of people across international territorial boundaries. According to the United Nations report on migration, 3% of the world population which is 180 million people have left their country of birth to migrate to other countries for social economic and cultural reasons. International labour migration has two distinct forms. One is the migration of skilled labourer's also known as skilled drain and unskilled migration. Brain migration is defined as when

trained professionals with higher education and professional qualifications migrating for better prospects.

Those without professional qualifications and experience and education are unskilled labourers who migrate to foreign countries for better prospects. (International Migration Outlook Sri Lanka: 2008, pp. 15-16) Patterns of international migration can be identified as follows:

1. Migration from a developed country to a developed country
2. Migration from a developed country to a developing country
3. Migration from a developing country to a developed country
4. Migration from a developing country to a developing country (Silva:2004, p166)

Although Sri Lankans have been migrating to other lands from ancient times, it is in the recent past with the open economy government of 1977 that ties with foreign nations were further strengthened. In the first half of the 80s a significant number consisting of both men and women migrated to take up jobs in western Asia. After 1977, a much wider international labour migration sector opened up for Sri Lankans seeking alternate employment outside of the country of their birth.

A person with the expectation of employment moves from geographical location to another or move from the country of his birth to another country can be classified as a migrant worker. (International Migration Outlook: 2008-2009, p15) The direct result of labour migration is that the most valuable human resource is relocated from one country to another.

The Collins World Encyclopaedia defines labour migrant as someone who relocates from one geographical area to another with the intention of supplying labour (Collins World Encyclopaedia: 2005: p.599). According to this definition, in the early 80s

statistics show that large numbers of Sri Lankans gravitated towards the oil rich western Asian countries in search of employment, many of them were unskilled labourers.

Similarly, the numbers migrating to Italy in search of employment also increased. Given a backdrop such as this, research problem in this study was what the influences on families were, where the parents were engaged in foreign employment. The hypothesis was “Families of parents engaged in foreign employment are faced with heightened negative consequences than positive consequences” The aim of this study is to find out how the family members of these unskilled labour migrants are influenced and affected by the prolonged absence of their family member/s. Foreign employment of parents and its effects on the family has been seen through a functionalist approach as a research methodology. With the use of quantitative data from the survey method the data analysis was performed. Both quantitative and qualitative data were used in this study. With parents living and working abroad, the process of socializing children has been affected, the rise of extra marital relationships have been used as qualitative data. Such data using various situations has been analysed for this study.

In order to analyse the influence of parents being migrant workers to the family institution, a sample area in Puttlam District was selected. This district has the families of migrant workers living in the Middle East as well as Italy and out of which 400 families were selected for this study. Table No 1 is an indicator of the 400 respondents who are living and working abroad currently.

Table No: 01

Family Member Working Abroad

Person living abroad	Numbers	Percentage
Husband	165	41.3%
Wife	187	46.8%
Husband and wife both	43	10.7%
Parents and children	05	1.2%
Total	400	100%

In this study sample, more women have migrated seeking employment and majority of them work in the Middle East as house maids.

Table No: 02

Country of employment

Country employed in	Number	Percentage
Middle East	175	43.8%
Italy	159	39.8%
Korea	11	2.7%
Cyprus	48	12.0%
Other	07	1.7%
Total	400	100%

While the wives migrated towards the Middle East, majority of husbands migrated to Italy in search of employment. It was interesting to note the age at which the sample

group entered marriage, the following table will explore further on the marriage age of husbands.

Table No: 03

Age of husband when entering matrimony

Age of husband when entering matrimony	Numbers	Percentage
Age 18-20	102	25.5
Age 21-25	126	31.5
Age 26-30	133	33.3
Age 31-35	24	6.0
Age over 35	4	1.0
Other	10	2.5
Not stated	1	0.3
Total	400	100

In the study sample most number of husbands who belong to the 26-30 age group. Similarly large numbers have married within the age group of 18-20 and 21-25. Table 04 shows that the wives of these men have entered marriage at a much younger age than their husbands.

Table No: 04

Age of wife when entering matrimony

Age of wife when entering matrimony	Numbers	Percentage
-------------------------------------	---------	------------

Age 15-16	165	41.3
Age 19-25	150	37.5
Age 26-30	59	14.8
Age 31-35	8	2.0
Over 35	2	0.5
Other	16	4.0
Total	400	100

In the study sample most number of wives belong to the 15-18 age group. Similarly the 19-25 age group represents 150 respondents in the study sample. According to this study it is clear that wives of husbands who are employed abroad have entered into matrimony at a very young age. There's a direct connection between the women who have married young and their level of education.

Both husbands and wives who are engaged in migrant work are seen as having a low level of education as shown in Table No. 05

Table No: 05

Level of Education

Education Level	Husband		Wife	
	Number	Percentage	Number	Percentage
Grade 1-5	15	3.7	23	5.8
Grade 6-8	64	16.0	51	12.7
Grade 9-10	106	26.5	119	29.7
O/L	154	36.6	146	36.5

A/L	56	14.0	52	13.0
Graduate Level	02	0.5	03	0.8
Post Graduate Level	00	0.0	00	0.0
Never went to school	12	3.0	06	1.5
Total	400	100.0	400	100.0

Most number of both husbands and wives have had their education up to Ordinary Level while the majority in the sample group have had their education up to grade 9-10. Further it is interesting to note that there are 12 husbands and 6 wives within the sample group who've never schooled at all. Given a backdrop such as this either the husband or wife or even both seeking employment abroad will have negative consequences in the long term to their individual families given their low education level.

The sample group of 400 families in the Puttlam District on which this study is based on focused on the Middle East and Italian migrant worker. While most women are employed in the Middle East, the male migrant workers are employed in Italy. If both husband and wife are employed abroad it would be to Italy and not the Middle East.

With this foreign employment of mothers, the common residence devoid of the mother's presence, the remaining members of the family, namely the father and children get into conflict situations. Most number of fathers who went abroad for employment, was to Italy.

Families of migrant workers in Italy possess a strong economic position while the income earner is able to bring about many benefits to the members of the family. However, sadly in the case of migrant workers to the Middle East in this study sample

are suffering from extreme poverty and their employment abroad doesn't really change their situation after being employed as well.

Apart from economic changes, both these groups face negative changes within the family as a consequence of migrant work abroad. Here are some of the problems female migrant workers face when they leave for employment abroad.

- The husband starts extra marital relationships, leaves spouse, divorce, living together within the family home with other women.
- Young children being molested by their own father or other male relatives in the family
- Children becoming juvenile delinquents, addicted to narcotic substances and alcohol as well as engaging in high risk illegal activities. They also attempt to receive sexual experience at a young age and go on to marry at a very young age.
- Husbands becoming addicted to alcohol and other narcotic substances as well as engaging in high risk illegal activities.

The Italian migrant workers in comparison has secured a strong economy which enables them to live a luxurious lifestyle through their employment abroad. They have been able to build large luxurious homes and has the capability to own separate vehicles for both husband and wife.

The husbands working abroad visits their families in Sri Lanka, once in six months, once a year or once in two years with this pattern there is a high probability of the spouses of such men often engage in extra marital relationships with other men. Among the negative changes include extra marital relationships, wasting money, frequently night clubs as well as moving away from responsibilities as a mother and wife. Children are used to wasting money and are quite violent and disruptive in

school. Similarly the children of Italian migrant workers are also dependent on alcohol and narcotic substances, seeks unsuitable sexual contact and behaviours and to disregard the advice of parents and elders.

Therefore in conclusion there is no difference in terms of social stability within families of both Middle Eastern migrant workers and Italian migrant workers the negative consequences are much more than what an ordinary family would have to face.

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LEARNING IN AN ORGANIZATION: MODELS & CHARACTERISTICS

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Abstract

The aim of this research is to explore the literature review related to the university as "an organization that it may learn". Initially theories of learning in an organization are discussed: learning organization, organizational learning, and professional learning communities. Then the essentials of professional learning communities are examined. In the next section, leadership in learning communities is discussed while the last section is about problem solving for learning in an organization.

1. Introduction

The success, stability and prosperous of any organization relies on its capacity to learn (Garvin, 2000; Argyris & Schon, 1996; Senge, 1990, Dekoulou & Trivellas, 2015). The term 'learning organization' was popularized by Senge in the early 1990s, since then it has become part of the everyday vocabulary in the management literature. Organizations have to become "perpetual learners" because "we basically do not know what the world of tomorrow will really be like except that it will be different" (Schein, 1992, p.361).

While there is no universally accepted definition of a learning organization, there is general agreement that organizational learning is a long-term, extensive process that incorporates the acquisition and application of new knowledge and insights. According to Ng (2004, 2005), a learning organization is one in which its leaders and members are efficient and effective at learning. The members of a learning organization are individually and collectively willing in heart and in mind to go deeper and broader in their learning process (Dekoulou & Trivellas, 2015). Accordingly, if we truly learn, we shall truly change, and if we truly change it will reflect on our changes and then we shall truly learn again. In other words, learning fuels changes and change fuel more learning.

Bickel, et al (2002) offer a comprehensive definition of the concept: "A learning organization at its core is one that evidences a commitment to inquiry, exhibits fluid information exchange across organizational boundaries (external and internal), possesses knowledge management systems that facilitate collective learning,

and demonstrates strategic as well as tactical decision-making based upon what is being learned” (p. 1).

A critical element in learning organizations is the kind of environment that can successfully foster these types of processes and practices (Milligan et al.,2015). Volpe and Marsick (1999) summarize factors that enhance learning in the workplace. People learn more when they continually scan their environment, heighten their awareness around learning, pay attention to goals and turning points, and develop skills of reflection while taking action. Finally, people learn more easily in a culture of collaboration and trust (Milligan et al.,2015).

Most organizations would like to consider themselves successful in creating an organizational environment that is considered as 'learning organizations'. Yet, in most cases, learning organizations are "embraced in theory but are surprisingly rare" in practice (Garvin, 2000, p. ix). It is so difficult for an organization to create a favourable environment for learning. This is because the concepts of a learning organization are considered too abstract (Davenport & Prusak, 1998) and difficult to translate into action (Garvin, 2000). Or perhaps the challenges of organizational change are continually underestimated and the expectations for immediate results are too high. Indeed, as Ziegler (1999) reports, “the learning process is far more ambiguous, messy and elusive in reality than is depicted in the popular management literature” (p. 62).

Argyris (1992) identified two conditions that are essential for organizational learning. First, learning occurs when an organization achieves what is intended; that is there is a match between its design for action and the actuality of outcomes. Second, learning occurs when a mismatch between intentions and outcomes is identified and it is corrected; that is, a mismatch is turned into a match. (p. 8)

The basis of this paper is the question posed by Argyris and Schon (1996): “What is an organization that it may learn?” Initially theories of learning in an organization are discussed then a comparison between learning organization and organizational learning is made. Finally, the essentials of the professional learning communities are examined.

2. Theories of learning in an organization

A learning organization refers to one social entity, whereas a learning community contains more than one social group (Ramirez, 1999). Thus, a learning organization can be considered inclusive in a learning community. If these descriptions are extrapolated to include educational institutions, a university in which the teachers actively share new knowledge to improve learning outcomes for their

students could be regarded as a learning organization. If this enthusiasm for learning extends beyond the immediate university environment to involve parents and other contributors to the institution, this loosely coupled entity referred to as the “organization community” could be called a learning community. There are different models for learning in a university or an organization. These models include: learning organization, organizational learning and professional learning communities.

Gupta and Sharma (2004, p.20) defined learning organization as those that have in place systems, mechanisms and processes that are used to continually enhance their capabilities and those who work with it or for it to achieve sustainable objectives, both for themselves and for the communities in which they practice. These organizations are seeking to improve existing products and services and innovation i.e. breakthrough strategies (Milligan et al.,2015). It also can be defined as an organization in which everyone is engaged in identifying and solving problems, enabling the organization to continually experiment, change, improve, thus increasing its capacity to grow, learn and achieve its purpose (Daft and Marcic, 1998). Most definitions focus on the importance of acquiring, improving, and transferring knowledge, facilitating individual and collective learning, integrating and modifying behaviours and practices of the organization as a result of learning (Milligan et al.,2015; Applebaum & Reichart, 1998; Ellinger, Ellinger, Yang, & Howton, 2002).

Learning organizations are generally described as being market oriented; having an entrepreneurial culture as well as flexible, organic structure; and having facilitative leadership (Lundberg, 1995; Watkins and Marsick, 1996). When the environment is complicated and dynamic, organizations need to create, validate and apply new knowledge into their products, processes and services for eventual value-adding (Milligan et al.,2015; Bhatt, 2001).

On the other hand, organizational learning is defined as the capacity or processes within an organization to maintain or improve performance based on experience (Nevis, DiBella and Gould, 1995). How effectively an organization learns can dictate whether it will improve, and how fast? or if it is destined to lose ground to competitors who can and do learn (Lynn, 1998). The essence of organizational learning is the organization’s ability to use the amazing mental capacity of all its members to create the kind of processes that will improve its own (Dixon, 1994, Dekoulou &Trivellas, 2015). In terms of the process of activity, organizational learning is the social process from individual, group, to the whole organization (Dodgson, 1993). It is not organizational learning if it can’t shape any force to affect the organization (Lu, 1996).

In universities, organizational learning involve sequentially: establishing a trusting and collaborative climate, having a shared and monitored mission, taking

initiatives and risks, and ensuring ongoing, relevant professional development (Mulford & Silins, 2003).

Organizational learning and learning organization are different from each other. Each has a specific definition and thus they are mutually exclusive. While learning organization is a form of an organization that needs efforts; organizational learning is an activity or processes (of learning) in organizations and it exists without any efforts. (Örtenblad, 2001, p.125). The major differences are in the content, nature, requirement and target population.

The learning organization is a representation of the desired end while organizational learning is a “representation of the dynamic human processes required to increase the cognitive capacity of the total organization” (Schwandt et al, 2000, p.26). The organizational learning is a concept used to describe certain types of activity that take place in an organization while the learning organization refers to a particular type of organization in and of itself (Tsang, 1997, pp 74-5; Elkjaer, 1999, p.75). Thus organizational learning would be processes going on in the learning organization (e.g. Jones and Hendry, 1994, p.157) or learning organization is a specific kind of organizational learning (e.g. Easterby-Smith, 1997; Huysman, 1996), i.e. a form of organization where processes of learning in some way or another are important. Marquardt (1996) notes that learning organizations focus on the “what” – the characteristics, principles, and systems of an organization that produces and learns collectively, while organizational learning refers to “how” – the proficiencies and processes of knowledge development.

Dodgson (1993, p. 380) certainly sees organizational learning as something that exists without efforts, while learning organization demands activity. “Organizational learning is as natural as learning in individuals... the learning organization can be distinguished as one that moves beyond this natural learning, and whose goals are to thrive by systematically using its learning to progress beyond mere adaptation” (Dodgson, 1993, p. 380).

Tsang labels the learning organization as an “ideal” (Tsang, 1997, p. 81). Ideal can mean something preferable and the opposite something not desirable. However, not desirable should probably be interpreted as something neutral - not as something unwanted. Tsang (1997, p.74) distinguishes between the descriptive organizational learning research and the prescriptive learning organization research. An ideal is something not necessary - but perhaps desirable - while the opposite means that it has to exist. Thus, organizations have to learn in order to survive (organizational learning), but they do not need to be learning organizations. For instance, Kim (1993) maintains that companies would not exist without organizational learning. Hawkins (1994) states that all organizations learn, otherwise they would not exist.

Ideal can mean something unreachable, while that which exists without any efforts is of course also obtainable (Jones and Hendry, 1992, pp. 58-59). Second, ideal could mean something that at the present is unknown, i.e. that nobody really knows what a learning organization would look like (e.g. Swieringa and Wierdsma, 1992, p. 72; Watkins and Marsick, 1993, p. xxii), while organizational learning is something known.

Yanow (2001) reports that organizational learning is represented by academic researchers who treat learning as “technical processing,” while learning organization proponents are represented by “social processing” consultants who rely on academicians for intervention purposes. The literature of organizational learning is academic while the literature of learning organization is practice-oriented and often written by consultants (Örtenblad, 2001, p128; Argyris, 1999; Argyris and Schön, 1996; Easterby-Smith, 1997).

Finally, professional learning communities is defined and as a community where interactions between and interdependence of members form a base, shared ideologies are the center, and the commitment of members to action binds them together. Learning communities share at least three essential characteristics: a) ability to create sustainable relationships over time, b) clear sense of collective values and purpose, and c) commitment to staying centered on the common work of the group (Sergiovanni, 1994; Wheatley, 1992; Capra, 1996).

Whether we want to consider learning in an educational institution as an organization, a process or a learning community, the outcome is group work toward skill development at all levels. “Educational institutions as learning communities for both students and teachers are organizations that respect learning, honor teaching, and teach for understanding”, (Darling-Hammond, 1996, p.198).). Among the models discussed earlier, the professional learning community can be considered as a powerful staff development approach and a potent strategy for university change and improvement (SEDL, 1997, para. 3). It will be discussed further in the next section.

3. Professional Learning Communities

“A professional learning community realizes that its efforts to develop shared mission, vision and values; engage in collective inquiry; build collaborative teams; take action; and focus on continuous improvement must be assessed on the basis of results rather than intentions” (Dufour & Eaker, 1998, p. 29).

Andrews et al (2001) referred to “professional learning” in the school context as the congruence between teachers’ practical professional knowledge and public

professional knowledge. They asserted that teachers' practical knowledge should be grounded in educational research, and advised that teachers should not assume that all of their practical knowledge is of good quality.

Hopkins (2000) explained that a "professional learning community" is one of four key concepts which, together, shape school capacity. The other three components include teachers' knowledge and skills, program coherence, and technical resources. Hopkins asserted that professional development for individuals is not effective unless the learning takes place in a professional learning community in which the learning is shared with others. In supporting the existence of professional learning communities, Fullan (2000) declared that many researchers, including Newmann and Wehlage (1996), "have found that the existence of collaborative work cultures (or professional learning communities) makes a difference in how well students do in school" (Fullan, 2000, para. 5).

Fullan (2000) emphasized that the formation of a professional learning community is regarded as a key factor in the operation of a successful school. It occurs when teachers publicly share their own professional knowledge, so that learning "takes place through professional dialogue and deliberation" and "results in a shared understanding of the meaning of successful pedagogy in that context" (Andrews et al., 2001, p. 14, 15).

Schools should work on building a professional learning community in order to enhance their organizational capacity and to boost student learning. It is characterized by shared purpose, collective activity, and collective responsibility among staff (Newmann & Wehlage, 1995, p.37).

Lewis (2001) contended that research into the benefits of adopting a culture of learning applies as much to education as it does to business and industry: "The notion of a 'learning community' although spawned from a post-industrial economy, is recognized as the appropriate response to the information age" (p. 5). Lewis recommended that schools establish themselves as learning communities that support a culture in which everyone, including the principal, teachers, students and parents, are learners. Lewis explained that such communities value collegiality, teamwork, creativity and a shared vision for the future. Accordingly, the characteristics of the professional learning community include: sustainable relationship, collective purpose and commitment to stay focused.

Professional learning community should be able to create sustainable relationships over time more than developing congenial or collegial relationships between community members (Sergiovanni, 1994). Community members work together in ways that support both individual freedom and the need for each other.

Sustainable relationships evolve that foster diversity and cooperation among members over time. Individuals within the group continuously seek to discover what relationships are necessary and possible for attainment of group goals. The process of being together in a shared community allows new capabilities and talents in individuals to develop (Zohar, 1997). Complex networks evolve as community members' work out relationships over time and create more possibilities. Interdependent feedback loops allow for constant communication flow between members and continuous change through adaptation and modification. A single change or disturbance holds the potential to reverberate throughout the entire community (Capra, 1996).

Professional community members need to have a collective purpose. They should develop a common understanding of why they are together and what they are trying to accomplish (Visone, 2016). Clarifying what community members are trying to achieve often changes the nature of relationships within the community (Sergiovanni, 1994). Through open and shared dialogue, members begin to develop shared values as well as create a clear picture of the end result they are seeking. Increased opportunities to discuss the actions and strategies that will define the collective work of the group usually forces community members to look closely at the systemic nature of issues and identify ways to improve systems to support the work of the group (Sergiovanni, 1994; Wallace et al., 1997). A critical factor in working together to establish a collective sense of purpose is the function of shared decision making. Shared and active participation in decision making activities helps to foster a resilience and commitment to the work that will sustain group members over time. The unfolding vision of the future represents the hopes and aspirations of the group and guides community members in their day-to-day work (Hullfish & Smith, 1961; Wallace et al., 1997).

The last characteristic is the commitment to stay focused. Development and communication of compelling goals to the broader community is important to foster widespread ownership (Visone, 2016). Stewardship compels group members to do the work necessary for the group to attain its goals. There is a blending or blurring of roles as boundaries and predetermined actions assume less importance and more emphasis is placed on achievement of goals (Visone, 2016). Because community members are focused on how they can contribute to attainment of shared goals, they frequently reach out for other partners who can help the group achieve its purpose. New partnerships become part of the learning community plan for renewal and serve to mobilize even more community effort (Hullfish & Smith, 1961; Sergiovanni, 1994; Wallace et al., 1997).

4. Leadership in Learning Communities

There is a challenge facing education as we move into an era where knowledge supersedes information and technology transforms longstanding relationships of time and space. It is to become a learning society in which global forces favor the adaptable, and the key resources will be human and social capital rather than just physical and material resources. (State of Queensland Department of Education, 1999, p. 8)

Principals who aspire to lead quality schools have a responsibility to establish learning organizations. Bell and Harrison (1998) explained that one way to do this is to become skilful at leading learning, and generating high levels of leadership of learning amongst school staff. “Leadership is not a personality trait but an attitude of self development in social relationships” (Grossman et al., 2001, p.996)

“In learning communities, leadership is relational: it emerges and develops from a social situation that is nurturing, allowing for trial and error and continuous learning” (Sullivan & Glanz, 2006, p.30). Fullan (2002, para. 3) promoted the concept of principals as change agents: “We need leaders who can create a fundamental transformation in the learning cultures of schools and of the teaching profession itself.” Bell and Harrison claimed: “the post authoritarian professional needs, above all, to have people qualities – to have high levels of interpersonal skills and to lead by example” (p. 157). The focus for this style of leadership is centered on valuing the work of teachers, and encouraging and supporting teachers to accept leadership roles (Bell & Harrison, 1998; Helgesen, 1996). Leithwood et al. (2001) noted such leaders are often labeled transformational because they acknowledge the complexity of the context, adjust their leadership style and behavior accordingly, and manage to work on many dimensions at once. In learning communities “the concept of constructivist leadership is based on the same ideas that underlie constructivist learning: Adults, as well as children, learn through the process of meaning and knowledge construction, inquiry, participation, and reflection” (Lambert et al., 2003, p.35).

“Leadership is, above all else, ethical, and leaders are moral: Developing ethical and moral leadership is essential for sustaining learning communities” (Sullivan & Glanz, 2006, p.30). Similar models of leadership have been variously described as ‘distributed leadership’ (Handy & Aitken, 1986; Silins et al., 1999), ‘shared leadership’ (Ogawa & Bossert, 2000), and ‘parallel leadership’ (Crowther et al., 2002). Crowther et al. highlighted the positive outcomes that occur when teachers, through their commitment to student outcomes, emerge as leaders in their communities. Based on their research, they claimed they have “strong evidence that school-based interventions, involving teacher leadership and parallel leadership, can produce enhanced educational outcomes” (Crowther et al., 2002, p. xix).

On the other hand, Coles & Southworth (2005, p.52) suggested six themes for leading communities of learning: creating a culture for learning, ensuring learning for pupils and adults alike i.e. for all members of the community, attending to the human side of change, ensuring enquiry-based or evidence-informed practice, making connections and creating external conditions in which professional learning communities can thrive. Finally, Fullan (2001, p.109) emphasized making connections and relied the main problems of schools due to many disconnected, episodic, piecemeal, superficially adorned projects. To him one way of making connections is through networking between schools. The networks extend and enlarge the communities of practice with enormous potential benefits (Hargreaves, 2003, p.9)

Leadership for a school as a learning organization has two important dimensions: “The leadership behaviors of the principal and the leadership team in the school; and, the extent that leadership is distributed throughout the whole teaching staff” (Silins et al., 1999, p.8). Such leadership has six characteristics: vision and goals, culture, structure, intellectual stimulation, individual support and performance expectation. Principals and teacher leaders need to be involved in each of the six dimensions of leadership offered by Silins et al. if the school is to be regarded as a learning organization.

Silins and Mulford claimed that schools that have high leadership capacity and broad based participation include all staff in leadership development, and involve teachers, parents and students in all decision making processes. As a result of their research into linkages between learning organizations, leadership practices and teacher leadership they stated: “The creation of formal positions may promote teacher leadership, however, schools that operate as learning organizations encourage teachers to assume informal leadership roles” (Silins and Mulford, 2000, para. 11).

Sheppard and Brown (1999, as cited in Silins et al., 1999, para. 8) found that the models of school leadership that promote the development of school communities as learning communities “find more in common with cultural, collaborative approaches in which teachers are viewed as partners, than with the technological, hierarchical, rational planning models.” Johnston and Caldwell (2001) expressed the view that, when establishing a learning organization, the principal has a clear responsibility to model learning, to disseminate knowledge, and to encourage teachers to share their knowledge and skills with their peers. Johnson and Caldwell’s beliefs indicate an expectation that principals themselves are responsible for learning, including an understanding of the processes of learning as described by various authors, including Argyris (1992), Fryer (1997), Hopkins (2000); and O’Sullivan (1997).

DuFour (2002) viewed the role of the principal was to focus on learning for teachers as well as students: “I am convinced that a school cannot make the transition to the collaborative, results-oriented culture of a professional learning community without a principal who focuses on learning” (para. 13). Lewis (2001) contended that one task of the principal in establishing a learning community is to “align assessment and learning experiences, moving from a model of remediation to one of prevention and continuous improvement” (p. 6).

Mohr and Dichter (2001) maintained that schools should operate as learning communities that focus on student achievement as their overarching goal. They shared their conclusion that principals need to be leaders of learning: “As principals, we have to be learners and teachers ourselves. Learning just doesn’t happen just because we set up structures, bring in outside experts, or send teachers to workshops.

Principal leadership promoted a culture of inquiry in several ways. First, compelling knowledge and ideas from outside the school community (Tam, 2015); by developing a network with outside educational agencies such as universities and district offices, the principal may be able to help teachers increase their skills and actively examine their teaching practices. Second, the leader should actively champion the need for information and data. The constant dialogue about the work of teaching and learning promoted redefinition of the teaching role within the school (Tam, 2015). Teachers in this sense are both consumers and producers of knowledge. Third is management of conflict where principal leadership can play a pivotal role in the development of a learning community. The principal should work to constructively resolve conflict by surfacing differences of opinion on critical issues and then providing safe ways for staff to discuss and resolve such issues (Louis & Kruse, 1995).

Finally, leadership within a developmentally mature school had a different configuration than that of the typical principalship. Many of the traditional tasks done by the principal can be given up or changed completely. For example, meetings can be facilitated by teachers and others in the school and not by the principal. There is an expectation that teachers would take charge of meetings and plan agendas to address critical issues while determining whether the school’s actions are consistent with the mission and vision.

5. Problem solving for learning in an organization

Argyris (1992) emphasized his belief that leaders are reluctant to engage in deep learning, and may put up barriers to learning. The barriers are evidenced by their inability to “. . . identify the ways they often inadvertently contribute to the organization’s problems, and then change how they act” (p. 127). Argyris further

recommended that leaders “must learn how the very way they go about defining and solving problems can be a source of problems in its own right” (p. 127). Therefore, the ability to reflect on one’s behavior and to anticipate its impact on the organization is critical in avoiding the perpetuation of problems. There are different ways of problem solving in a learning organization described in the literature: single –loop, double –loop, adaptive and generative learning.

The terms “single-loop learning” and “double-loop learning” were coined initially by Argyris (1992). He explained that there are two ways to correct errors: “The first is to change the behavior This is single-loop learning. The second way is to change the governing values that lead to counterproductive behavior” or what is called “double-loop learning”. The first, or single loop learning, refers to a focus on “identifying and correcting errors in the external environment” (Argyris, 1992, p. 127). While acknowledging the importance of correcting errors, Argyris declared that if learning is to persist, and there are to be positive changes in the environment, managers and employees must also examine their behavior to find the source of the problems, and to take action to address the cause of the identified issues. This is double-loop learning.

Alternatively, Senge (1990) categorized learning as “adaptive” and “generative.” He described adaptive learning as the practices that people adopt to be able to cope with, or survive in, their environment. Adaptive practices arise from a desire to improve a problematic situation. On the other hand, generative learning stems from a desire to challenge the source of the problem, and to adopt strategies to create long-term improvement of the situation. Generative learning refers to creative thinking, looking at alternate ways of viewing the environment, and being creative in problem solving, rather than relying on tried and accepted management strategies. Senge explained why organizations engage in generative learning: “The impulse to learn, at its heart, is an impulse to be generative, to expand our capability. This is why leading corporations are focusing on generative learning, which is about creating, as well as adaptive learning, which is about coping” (p. 8).

Sergiovanni (2001) explained the contextual nature of generative learning: Generative learning – learning that is understood and can be used to create new learning – doesn’t take place in a vacuum. It is always contextual. What is learned depends on one’s prior knowledge; learning takes place best when bridges or scaffolds are developed that link the new with the old. (p. 229) Generative learning involves looking beyond the daily business of the organization, and understanding how systems impact on each section of the organization, so that problems can be identified at their source, rather than trying to address problems without an understanding of their origins. Carneiro (2000) contended that, in a learning organization, adaptive learning and generative learning both are important, and both

appropriate in particular contexts. However, “the best blend of adaptive and generative learning remains a matter of scholarly dispute. Adaptive skills are useful in a context of constant but continuous or incremental change; generative capacities define leaders in their response to radical innovation” (Carneiro, 2000, para. 51).

In learning organizations, adaptive, surface, or single-loop learning is appropriate for solving immediate, survival problems, described by Carneiro (2000, para. 48) as “the reaction to external stimuli, dealing with threats and behaving in accordance with standards of flexibility.” When searching for long-term, creative solutions to problems, people at all levels in the organization need to have the capacity and the motivation to engage in generative, deep, or double-loop learning.

6. Conclusion

Learning in an organization is a long-term, extensive process that incorporates the acquisition and application of new knowledge and insights. While there are different theories about learning in an organization namely: organizational learning, learning organization and professional learning communities, the end result is improvement in existing products, services and innovations. It is a group work toward skill development at all levels in the organization. Collective efforts by all members of the organization are essential for the success of the learning process. In other words, learning in an organization is a process, a plan and even a strategy. The prosperity of learning in an organization relies in sustainable relationships where team works gives rise to new capabilities, talents and create more possibilities.

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SELECTED ISSUES OF E-ADMINISTRATION IN POLAND AND OTHER EU MEMBERS STATES

Abstract

ICTs created a possibility for more efficient and effective functioning of the public administration. The technologies provide for improved functioning, contribute to better services for citizens and in general enhanced quality of life. This has been recommended by the EU. According to the European Commission, it is necessary from economic, social, ethical and political points of view to strengthen social, economic and territorial cohesion by improving the quality of administrative services, among others, through providing such service on-line, especially in less developed regions. The idea of e-administration solutions is based on a number of assumptions making access to information easier for citizens. However, comparing with other EU member states, the level of e-administration in Poland is still unsatisfactory. A major problem faced by the state is the need to promote and push advancement of public e-services. The article aims at assessing the use of e-administration by the Polish society. Additionally, the goal of the article is to present a concept for improving the development of e-administration. a particular focus on social inclusion of Polish society.

Keywords: e-administration, ICT, determinants, information society

Introduction

Undoubtedly, Information and Communication Technologies (ICT) comprise a factor supporting social integration and improving quality of life. Nowadays, in order to assess the standard of living, we define versatile multi-dimensional variable, quantitative and qualitative. Thus, it is important to meet various needs directly related to the ICT sector, such as social ones that are met by specific institutions (e-health, e-safety, e-education), economic needs – met through business activity (e-services, e-work, e-commerce), as well as information needs that are related to acquiring information, knowledge and social communication, and communication with administration (e-administration). (*Sienkiewicz 2009*). Preconditions for the

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functioning of a developed information society is the use and development of ICT. Although ICT virtually influence all areas of economy and society, the article focuses on the functioning of e-administration only. The goal of the article is to present the development of e-administration in Poland and compare it with that in other EU member states. Since the development of e-administration in Poland is insufficient comparing with the rest of the EU, the article also points to areas that need improvements to support e-administration.

The idea of e-administration

E-administration refers to services provided to citizens by the public administration via electronic channels. The European Commission defines eGovernment as „eGovernment and digital government are terms used to describe the application of information and communication technologies (ICTs) to improve public services and to increase citizen participation in democratic government”²⁷.

There are a number of definitions pertaining to e-administration. E-administration can be considered as (Gisler 2001 p.19):

- part of broad e-business,
- advanced phase of digitalization of public administration,
- electronic option of New Public Management,
- electronic form of communication between public administration and citizens and businesses.

The development of public e-services determines the model for evolution of e-administration. We may distinguish four levels of e-administration: (Perdał 2014, p. 78–79)

- Cataloguing which means that basic information is published at websites on the functioning of public institutions, as well as public services and possibilities of downloading required documents;
- Transaction which involves connecting internal systems in public institutions with web-based interfaces;
- Vertical integrations which takes place when public institutions operate a vertically integrated cooperation to provide services;
- Horizontal integration which involves horizontal cooperation between public systems to provide several services in parallel.

Undoubtedly, e-administration is an indispensable factor determining the efficiency of state structures that ensure the possibility of functioning in the modern reality for citizens and companies. The common use of public on-line services depends to a large extent on information provided to parties interested about the existence and benefits

²⁷ EPRS European Parliamentary Research Service Ron Davies: , eGovernment, Using technology to improve public services and democratic participation, September 2015, s. 5.

of those services. Shortage of knowledge does not contribute to increased demand for electronic public services, since everything that is new and unknown does not promote trust. (*Ganczar, 2009, p. 40*)

It is, however, important to identify conditions influencing the development of e-administration. The following groups of conditions can be distinguished: technical and technological, legal and political, social, economic and organizational.

EU funds supporting the development of the ICT for the e-administration as organizational and economic determinants

It should be emphasized that in the past 30 years, the European Union several times attempted to modernize public services. Under the current Europa 2020 Strategy, one of several flagship projects is the European Digital Agenda. It is designed to define the role to be played by ICTs for Europe to meet its goals by 2020.

The main factor contributing to the development e-administration is the advancement of the electronic communication market. According to the Communication of the European Commission, the internal digital market should provide space for free flow of goods, people and services, and citizens and companies will be able to enjoy uninterrupted access to or be able to provide online services in line with principles of fair competition. The Digital Single Market is a priority for the European Union.

Its implementation necessitates adopting an EU wide harmonised legal framework that support the development of new technologies. At the same time, high level of consumer and personal data protection needs to be ensured.

The society capable of using information technologies will be better prepared to deal with social exclusion resulting from unemployment. This will help bringing those people back to the labour market at least partially.

In the 2014-2020 budget period, funds²⁸ are going to be invested in improving the standard of living for citizens in line with the economic growth and growth in employment. In Poland funds implemented by the Ministry of Development, focusing on ICT and consequently e-administration, include the following:

- Digital Poland Programme designed to improve accessibility to the Internet, create citizen friendly e-administration to facilitate a number of matters dealt with using computers, and development of computer skills in the knowledge-driven society;
- Knowledge Education and Development Programme aimed at labour integration of young people below 30 who remain unemployed, education, and e-skills;
- Smart Development providing funding for research, development and innovation.

The programme supports among others joint research and development projects implemented by scientists and companies, where R&D findings should find their

²⁸ The 2014-2020 EU budget for Poland will be implemented through 6 national operational programmes managed by the Ministry of Development and 16 regional programmes managed by Marshal Offices (Regional Governments).

practical implementation in the economy. 'From the idea to the market' is the main objective of the programme. It translated into support to innovation, including developing of concepts for new products, services or technologies, by creating prototypes/pilot lines and then their commercialisation.

If properly used, those programmes may influence the growth of the Polish economy, increase in competitiveness, improved social cohesion, enhanced efficiency of the administration and competences of the information society, and e-administration.

According to the European Commission, it is necessary from economic, social, ethical and political points of view to strengthen social, economic and territorial cohesion by improving the quality of administrative services, among others, through providing such service on-line, especially in less developed regions.

The Digital Poland Programme (DPP) is the reference point that enables coordinating the intervention.

The main recipients for the support under the Programme include telecommunication businesses, government administration units and units answerable to them, scientific institutions, consortia of those units and businesses, NGOs or scientific units, state culture organizations, NGOs, companies, and local governments.

Apart from the DPP, EU funding earmarked for the development of public e-services, digitalization of resources and the development of digital competences in schools is also available through Regional Operational Programmes.

Access to the Internet is the main technical and technological factor determining the development of e-administration

The access to the Internet is a precondition for the efficient operation of e-administration.

There were almost 14 million Internet users in Poland in 2015. As in previous years, more people relied on fixed-line Internet access (7.1 million), however the difference between fixed-line and mobile technologies became smaller. In 2015, 6.67 million users used mobile Internet, which is by around 0.5 million less than in the case of fixed-line access. This proves that the accessibility of fixed-line Internet improved thanks to investments in this technology. The number of lines with capacity of more than 10 Mbit/s increased compared to 2014. In 2014, this type of Internet was used by approximately 50% of all users. In 2015, these lines made as much as 61% of all lines. Also more people used super fast Internet access. In 2015, as many as almost 11% of users had Internet access exceeding 100 Mbit/s. For comparison, in 2014, super fast lines made only 5%.

In Poland the year 2015 is the first year to see the penetration of households with Internet access services exceeding 100%. At the end of 2015 the penetration of Internet access services in Poland per households stood at the level of almost 102%.

In 2015, there were almost 14 million users of fixed-line and mobile Internet in total. Compared to 2014, the figure grew by approximately 0.9 million people. The number of Internet users who connect to the Internet by means of dedicated mobile access devices is rapidly growing. In 2014, there were approximately 5.8 million mobile Internet users. In 2015, there were almost 6.7 million of such users. With the growing number of users the share of mobile technologies in market structure is also growing. In 2015, more than 48% of people used the Internet by means of 2G/3G/4G modems. This means growth by more than 3 percentage points compared to 2014. The second most frequently used access technology was xDSL whose share in the market amounted to nearly 20%.

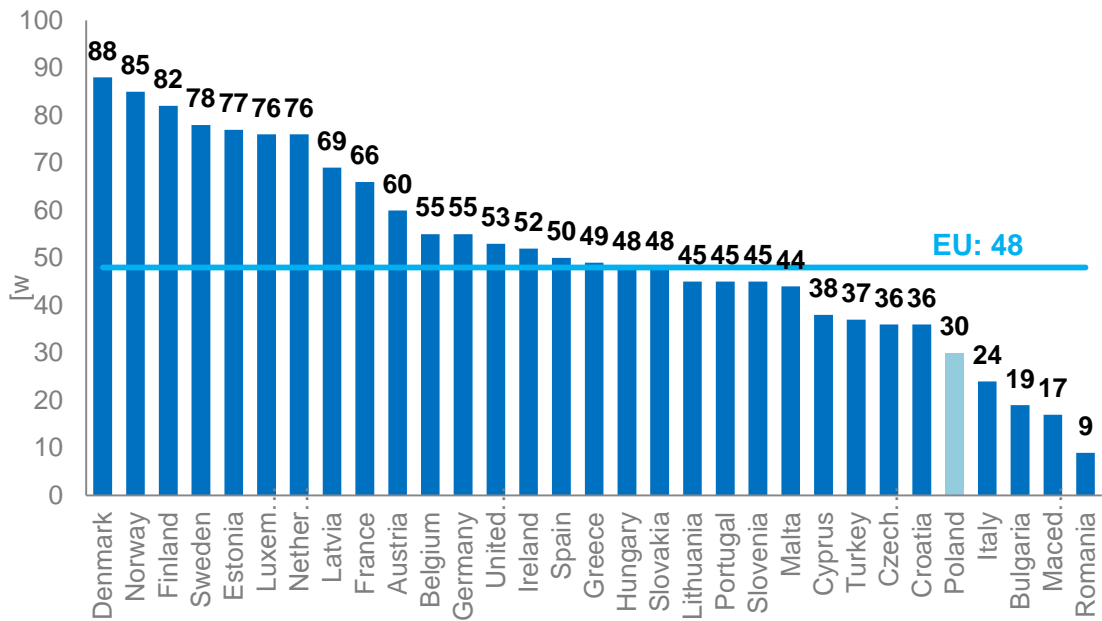
Europe is highly differentiated in terms of coverage of next generation access networks (NGA). The highest rate in this regard was recorded by Malta. NGA covered 100% of households there. The lowest coverage was noted by Greece where the rate stood at the level of 36.31%. In Poland almost 61% of households were covered by NGA. It should be noted that the rate increased for Poland by more than 7 percentage points over the last year.

Internet access by means of fixed-line technologies was used on average by 31.6% of people in Europe in 2015. The highest penetration of those services was recorded in the Netherlands and Denmark, with more than 42%. In Poland, almost 19% of the population had access to fixed-line broadband services in 2015.

For several years Poland has been one of the leaders in Europe in terms of mobile penetration. In 2015, it ranked 5th with a result of more than 94%. The penetration in Poland therefore exceeded the European average by almost 19 percentage points. Finland remains the European leader in this regard with the penetration rate of almost 139% in 2015.

Level of e-administration in Poland and in the EU

The 2016 survey by the European Commission on e-services provided by the public administration to citizens in EU member states showed that Poland is one of states of the least developed e-services. Poles use digital channels for contacting e-administration less frequently that citizens of other EU member states (Fig. 1). It means that fewer services can be dealt with over the Internet in Poland than in other EU countries and the process takes more time.



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Fig. 1. People using public administration services over the Internet in UE member states

Source: Eurostat

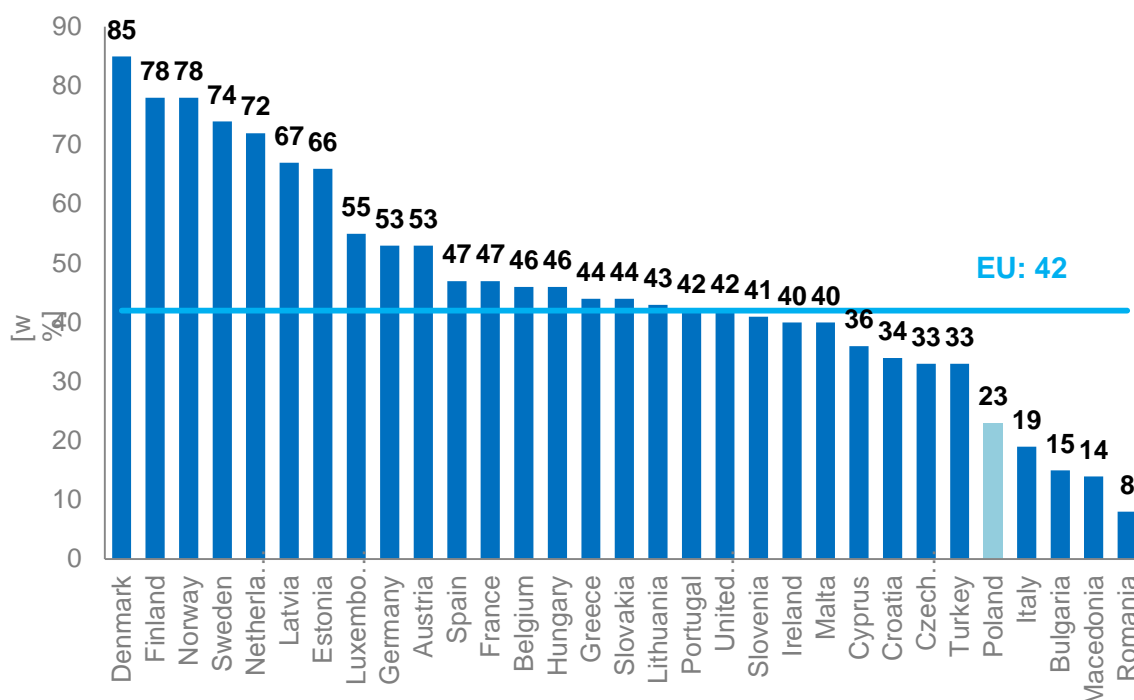


Fig. 2. Searching for information at public administration websites
Source: Eurostat

In the EU countries surveyed, the most popular use of e-administration included searching for information at the website. In 2016, 42% of EU citizens used that opportunity, which is 19 percentage points more than in Poland (Fig. 2). The leader was Denmark with 85%.

The Eurostat survey of 2013-2015 shows that EU citizens use digital channels in their dealings with administration due to three main reasons: downloading forms, file forms and access information. Polish citizens use e-administration less often than other Europeans in all those groups. Poles use those services less frequently not only comparing with western Europe, but also citizens in countries that became EU member states in the same time as Poland. Although Poles use e-administration to file their tax returns, comparing with other EU member states the figures are much smaller. Low use of e-administration for other private purposes is worryingly poor, e.g. public libraries, filing applications for various documents, and applications for social benefits.

Apart from filing their tax returns, Poles almost do not use more advanced e-administration services, service which include for instance filling out forms on-line. Some of the reasons for the situation include a concern about data security and

shortage of digital competences, in particular among people with lower levels of education. In the group of people with higher education, other reasons include lack of certain functionalities, such as an electronic signature. It is worth mentioning that a statistical Pole is much more concerned about security in the web than their EU counterpart.

Polish users of e-administration are not particularly active as regards advanced e-administration services. An example of that is e-participation, or participation of citizens in governing in three areas: e-information sharing, e-consultation and e-decision making. Poland turned to be significantly behind others.

Poland is still among countries of unsatisfactory level of e-administration comparing with other EU countries. A major problem faced by the state is the need to promote and push advancement of public e-services. This requires a comprehensive approach as well as properly identified needs and preferences among citizens in general and local communities in particular. Expedited development of e-administration and broad use of services offered by the public administration via electronic channels should lead to between, more efficient and effective operation. This should lead not only to more efficient services but also new ICT applications enabling meeting growing expectations among citizens.

Legal and political factors, social and organizational conditional

Legislative solutions should support the development of e-administration by eliminating organizational and legal barriers and integrating systems required to provide public e-services. As regards legal solutions, creating conditions promoting digitalization seems particularly important.

An example of such effort taken in Poland recently (April 2017) aimed at promoting the development of e-administration is the draft law on the Nationwide Education Network (NEN). The law will regulate the status of networks, role and obligations of its operator and obligations of telecommunication companies and local government towards the NEN operator. The law contains provisions applicable to education resources and financing of the NEN. The total cost of the NEN operation (including services provided to schools) is to be covered by the state budget in initial years of the network operation. It is an example of legal and political steps aimed at deliver of the broad band Internet to schools to promote educating children and youth and developing their e-competences to be used later in e-administration.

Previously, schools had to apply individually for funding to connect to the broad band Internet. This task is going to be taken over by the Nationwide Education Network which will connect all schools in Poland and ensure:

- Access to the broad band Internet;
- Multimedia educational content;

- Network security services.

Organizational conditions also influence the development of e-administration. They should improve contact between public administration bodies and companies, society and other administration units. Those organizational changes include in particular the integration of systems which is crucial for the efficiency and effectiveness of e-administration. It also reduces burdens for citizens and companies while using e-services. At the moment, the infrastructure is dispersed in the country. To a certain extent it is correct since not everything needs to be situated in a single location. However, the systems differ significantly, they are local, some of them already antiquated others excessively modern comparing with actual needs and thus they are used up to 50% of their capacity only. While implementing new projects it is not advisable to develop the backup facilities provided it is possible to use existing infrastructure.

Social conditions include primarily the level of e-skills and the need to use e-services by citizens.

The information society in Poland suffers due to a digital exclusion of a part of the society. The digital exclusion results from a number of factors. For instance, objective factors related to technical and technological issues. Yet another one is the access to infrastructure, hardware and software, as well as the quality of hardware. Other factors are psychological in their nature (subjective), such as concerns to use the Internet, motivation, e-skills and their level.

A key role is played by identifying of people threatened with exclusion and detailed analysis of their needs and skills to adjust support programmes to beneficiaries. However, the major challenge is to convince people about benefits of a versatile use of the Internet. (Stawicka, 2015, p. 17)

The use of the digital impetus broadens the scale of citizens' digital participation. This should contribute to sustainable development of digital technologies in the entire society. A crucial role in using the digital impetus is played by user skills and competences, relevant digital content, and regulations and institutional environment (Budziewicz-Guźlecka 2015, s.322). The source of the digital impetus is the ability of using the potential of digital technologies. For this reason, learning of how to use ICTs at an early stage of development and continuous education of the entire society are so much important. Digital education is very important since it improves competences which, if combined with content and infrastructure development, will contribute to eliminating the digital exclusion.

The digital impetus translates into an accelerated development of the information society in Poland, and broaden the area and scale of digital inclusion of the society. The source of the digital impetus is the ability to use the potential of digital technologies.

Summary and recommendations for the development of e-administration in Poland

The telecommunications market is evolving all the time, which means that new technologies supersede older ones and certain means of communications are replaced by other means. Over the next years even further rapid growth in data transmission can be expected. This will be observed in particular for data download and results from the fact that we share large files (photos, videos) with other people more and more frequently using for example social media for this purpose.

Taking account of the structure of the undertakings' investment plans, the next years will bring huge growth in the services provided on the basis of fibre networks. This results both from the development of mobile networks and from growing needs for high speed lines providing the best quality not only for retail clients, but also for businesses.

Recommendations for the development of e-administration:

- standardized and complementarity of IT systems designated for public administration,
- coordination of activities focusing on e-administration,
- need to collect information at the regional level to enable more efficient implementation of programmes promoting digital competences,
- long-term collaboration between public authorities, labour market, education sector and associations in promoting the development of e-skills to eliminate deficit of e-qualifications and counteract digital exclusion,
- broad promotion of the significance of using digital techniques among stakeholders, including administration and companies and citizens,
- digital competences (operating skills) need to be developed in parallel with ICT competences; it is necessary to teach how to search for and assess information available over the Internet,
- accessible life-long learning programmes focusing on e-skills and the use of modern techniques, such as e-learning,
- personalization of training, and adjusting to needs of a specific group (different methods, e.g. for senior citizens),
- development of digital skills need to take place at all advancement levels; further specialization of people of high digital skills.

Apart from stakeholders, such as companies and individuals, benefits from electronic administrative services are derived by institutions concerned themselves.

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SMALL BUSINESS SPECIFICITY AND THE INNOVATIVE POTENTIAL OF SME SECTOR COMPANIES

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ABSTRACT

Quantitative and qualitative specificity forms the methodological foundation for research on the management of micro, small and medium-sized enterprises (SMEs). It also determines the causes, the course and the effects of these entities' activity. One of the important directions of this activity, which is the basis of competitiveness of small business, is innovativeness. A specific innovative potential, expressing a company's ability to effectively and efficiently implement innovation into business practice, is its basis. Taking this into account, the aim of the paper is the identification and assessment of the impact of quantitative and qualitative specificity of small business on the level of innovative potential of SMEs. Three research hypotheses were adopted. The author's own survey conducted on a sample of 1,741 SMEs in the European Union served the aim of the paper and the verification of the adopted hypotheses. On its basis, certain theoretical, methodological and managerial conclusions were formulated. The results obtained indicate that the innovative potential of SMEs varies considerably from the point of view of quantitative size of the companies surveyed. It is at the same time shaped to a very small extent by qualitative specificity of small business, and determined rather by denatured qualitative characteristics in the area of management, structure and specialization.

Keywords: small business, SMEs' specificity, innovation management, innovative potential, business performance.

INTRODUCTION

Micro, small and medium-sized enterprises (SMEs) are the quantitatively dominant group of business entities, classified on the basis of specific criteria in different countries of the world (Ayyagari, Beck & Demirgüç-Kunt, 2007). These criteria usually include specific quantitative measures, while assuming the special qualitative

nature of small business. As a result, it can be said that there is quantitative and qualitative specificity that significantly determines the causes, the course and the effects of business activity of these companies. There are, however, interpretation problems stemming from important internal differentiation of SMEs, in the extreme case assuming the existence of denatured companies (Torrès & Julien, 2005), which, despite maintaining a limited range of operations are characterized by multiple qualitative attributes characteristic for large enterprises. There is an important research gap in this area related to poor theoretical interpretation and empirical verification of the impact of specificity of small business on the causes, the course and the effects of SMEs' activity (Berisha & Pula, 2015). One of important areas of their operations is innovative activity based on the foundation of a specific innovative potential expressed by a company's ability to identify and seize business opportunities and effectively introduce innovation onto the market (Maravelakis et al., 2006).

Taking this into account, the aim of the paper is the identification and assessment of the impact of quantitative and qualitative specificity of small business on the level of innovative potential of SMEs. On the basis of theoretical considerations, three hypotheses were formulated. Operationalization of specificity of small business was made on the basis of the criteria of the uniform definition of micro, small and medium-sized enterprises in force in the European Union, taking into consideration 11 specific qualitative characteristics. The measurement of innovative potential of SMEs was carried out on the basis of a synthetic indicator including 6 items. The author's own survey conducted on a sample of 1,741 SMEs in 22 countries of the European Union served the aim of the paper and the verification of the adopted hypotheses.

The results indicate that SMEs' innovative potential is shaped to a very small extent by qualitative and quantitative specificity of small business, and determined rather by denatured qualitative characteristics in the area of management, structure and specialization. Companies focused on innovative activities should strategically concentrate their business activity in market niches, at the same time using more formal and professional management methods, structural solutions and information systems. Thus developed innovative potential significantly affects small business performance.

The structure of the paper consists of 6 parts. The introduction is followed by a literature review on the basis of which the hypotheses were adopted. Next the research methodology and the characteristics of the companies surveyed as well as the respondents are presented. In the further part of the paper, the research results are provided and the discussion on the verification of the research hypotheses is conducted. The final section discusses the limitations of the analyses conducted and further directions of research activity are proposed. The paper ends with a summary which formulates certain theoretical, methodological and managerial conclusions.

LITERATURE REVIEW AND RESEARCH HYPOTHESES

The methodological basis of the research on small business management is determined by specificity of micro, small and medium-sized enterprises based on quantitative and qualitative criteria (Nicolescu, 2009; Storey & Greene, 2010), expressing the nature of SMEs which differs essentially from large companies (Welsh & White, 1981; Bannier & Zahn, 2012). The quantitative area of this specificity is associated with resources-related limitations of small business and is manifested through the adoption of the upper limits of expenditure and/or business performance. As a result, from the quantitative point of view, SMEs are classified, among others, based on the number of persons employed or the level of financial resources which are at the company's disposal (Dilger, 2013). An example of this approach can be the uniform, formal definition of micro, small and medium-sized enterprises in force in the European Union (European Commission, 2015). Within its framework, the limit of quantitative specificity of small business was set at the level of 249 employees (FTE) and 50 million euros annual turnover, or 43 million total annual balance sheet. This definition also takes into account the specific, quantified levels of capital and/or ownership ties between SME companies and other enterprises, which in the case of too large a scale are included in the final level of the criteria adopted for the size analysis.

Quantitative specificity is complemented by the identification of particular qualitative characteristics, specific to SMEs, expressing their nature which is substantially different from large companies. The considerations presented in the literature associate this specificity with a strong influence of owners-managers' personalities and attitudes, an intuitive approach to the strategic orientation, a simplified organizational configuration and a preference for the company's own, internal sources of financing business activities (Mazzarol, Reboud & Clark, 2011). In addition, the qualitative characteristics which determine 'differentia specifica' of small business include: independence and focus on high autonomy of operation, informal and simplified communication systems, a relatively small market share and a range of market operations concentrated mainly in market niches, a high level of specialization and focus on individual production and provision of services (Cope, 2005; Nicolescu, 2009; Storey & Greene, 2010; Schaper et al., 2014).

Understanding the qualitative phenomenon of small business, however, is difficult due to the large diversity of entities present in the population of SMEs. One of its manifestations is the occurrence of companies that, despite maintaining the quantitative rigors of business operation, are characterized by significantly different qualitative features, characteristic more for large companies. O. Torrès and P.A.

Julien (2005) define such phenomenon as the denaturing of small business, associating it with globalization of markets, the use of high risk capital and the dissemination of new communication technologies. This makes unambiguous interpretation of qualitative specificity of small business difficult, while at the same time allowing to capture the internal diversity of these entities. On this basis, however, it is possible to determine certain areas and qualitative characteristics of specificity and denaturing of small business, as shown in Table 1.

Table 1. The model of areas and qualitative characteristics of specificity and denaturing of small business

Characteristics of specific small business	Area of analysis	Characteristics of denatured small business
	Area of management	
Centralization	Level of centralization of management	Decentralization
Intuitive and short-term	Approach to the development of the company	Formal and long-term
Simple and informal	Information system in the company	Complex and formal
	Area of structure	
Unity of ownership and management	Relationship between ownership and management	Separation of ownership and management
Simplified and not highly formalized	Organizational structure	Complex and highly formalized
	Area of specialization	
Wide and varied	Range of duties in the company	Narrow and specialized
Slight possibility of using economies of scale	Economies of scale	Strong possibility of using economies of scale
	Area of autonomy	
High level of independence from other companies	Relations with other entities	Limited level of independence from other companies
Internal	Sources of financing	External
	Range of market operations	
Local/regional	Market coverage	National/international
Market niche	Competition arena	Wide competition arena

(Source: Matejun, 2016)

Qualitative solutions applied in the identified areas of management, structure, specialization, autonomy and the range of market operations in conjunction with quantitative limits significantly determine the causes, the course and the effects of business activity carried out by SMEs. One of its directions is the commitment to innovative activity, which is today one of the basic foundations of competitiveness and market success of small business (Sahut & Peris-Ortiz, 2014).

The basis for this business activity is a specific innovative potential, expressing a company's ability to effectively introduce innovation onto the market, which affects the creation of new, innovative, flexible and imaginative ways to survive and develop (Casals, 2011). The main component of this capital is the main company owner/manager's attitude and leadership role related to his/her entrepreneurship and focus on innovative activity (Mbizi et al., 2013). It affects the other components, including the pro-innovative orientation of a company associated with focus on innovation as well as activities in the field of human capital development aimed at an increase in creativity and ingenuity of employees (Ahedo, 2010). SMEs' innovative potential is expressed through a company's bold, pro-market orientation based on a strategic vision of business activity as well as the exploitation and exploration of market opportunities (Mbizi et al., 2013). It also requires undertaking reactive measures related to the adaptation to volatility and requirements of the environment, as well as proactive measures, including, among others, the anticipation of market trends (Edwards, Delbridge & Munday, 2005).

Several factors affecting the level of innovative potential of enterprises were analyzed in previous studies. The main role is attributed to resources-related factors (Koziol, Wojtowicz & Karas, 2014) and solutions adopted in the area of company strategy and structure (Souitaris, 2003). The authors have also pointed out the role of knowledge management (Franco & Haase, 2013), as well as openness of companies to external knowledge sources (Caloghirou, Kastelli & Tsakanikas, 2004). Other factors include organizational culture (Ismail & Abdmajid, 2007), the level of technological capability and the scope of links between the sphere of science and business practice (Lynskey, 2004). Fuller et al. (2004) also indicate the importance of social interactions aimed at the integration of virtual community customers around the activities aimed at the development of new products. Although the analyses also included the population of SMEs (Vermeulen, De Jong & O'Shaughnessy, 2005) and were aimed at the identification of differences between innovative activity of small and large enterprises, the weakness of the existing research lies in a lack of assessment of the impact of quantitative and qualitative specificity of small business on the innovative potential of SMEs.

Quantitative classification criteria not only allow a clear separation of small business from large enterprises, but also differentiate internally the group of SMEs. In general, they express the resource potential of micro, small and medium-sized enterprises, mainly related to the control of human capital and direct access to financial resources. The result is that each size class of companies differs in the scope and capacity of their business activity. As the level of resources significantly determines the innovative potential of enterprises (Koziol, Wojtowicz & Karas, 2014), it can be assumed that quantitative specificity of small business will also have an impact on the

level of this potential, which leads directly to the formulation of hypothesis H1: the innovative potential in the population of SMEs varies significantly depending on quantitative specificity of small business, with a higher level in the case of larger companies.

Qualitative specificity expresses the adopted solutions in the area of management, structure, specialization, autonomy and the range of market operations. However, it should be noted that the characteristics of specific small business are associated with simpler managerial and structural solutions that are based on the achievements of management science to a smaller degree. The denatured features are the manifestation of an active pro-market orientation (Pangarkar, 2008), professionalization (Chua, Chrisman & Bergiel, 2009) and a strategic nature of management (Aragón-Sánchez & Sánchez-Marín, 2005). Thus, it can be expected that they will determine to a greater extent the potential innovative of SMEs than the classic characteristics of qualitative specificity of small business. This leads to the formulation of hypothesis H2: qualitative specificity to a lesser extent facilitates the development of SMEs' innovative potential than the features characteristic for denatured small business. An additional advantage may be entrepreneurs' focus on the creative combination of specific and denatured managerial solutions aimed at strengthening the innovative potential of micro, small and medium-sized enterprises (Curran, 2006).

Due to the fact that the innovative potential plays an important role in the efficiency of innovative actions undertaken by enterprises in this sector (Mink & Costa, 2015), it also affects the level of competitiveness and effectiveness of market operations of small business (Edwards, Delbridge & Munday, 2001). It can be assumed that this multidimensional and complex impact significantly affects also the performance of micro, small and medium-sized enterprises, which leads directly to the formulation of hypotheses H3: the level of innovative potential significantly and positively affects small business performance. The verification of the research hypotheses will allow to draw new conclusions regarding the impact of quantitative and qualitative specificity of small business on the level of SMEs' innovative potential. The empirical study, presented in the further part of the paper, is devoted to this purpose.

RESEARCH METHODOLOGY AND CHARACTERISTICS OF SURVEYED SMES

The survey (Bryman & Bell, 2015) carried out on a sample of 1,741 micro, small and medium-sized enterprises in the European Union served the realization of the aim of the paper and the verification of the research hypotheses. 22 selected countries in the European Union were designated as the research area: Austria, Belgium, Bulgaria, Croatia, the Czech Republic, Denmark, Finland, France, Germany, Great Britain,

Greece, Hungary, Italy, Lithuania, the Netherlands, Poland, Portugal, Romania, Slovakia, Slovenia, Spain and Sweden. The selection of the countries was based on the areas with the largest number of operating business entities. As a result, the research covered the area which constitutes more than 95% of the European Union, inhabited by over 500 million people. Detailed information on the values of selected statistics in the study area in relation to the whole EU is shown in Table 2.

Table 2. The area of research in relation to the entire area of the European Union

Statistical value	European Union		Area of research	
	N	%	N	%
Number of countries (2016)	28	100%	22	79%
Surface area (sq. km, 2015)	4238213	100%	4052603	96%
Population (2016)	510 284 430	100%	500415838	98%
Number of enterprises in the non-financial sector (2014), including:				
– large enterprises	21 452 522	100%	21 076 404	98%
– medium-sized enterprises	43 518	100%	42 461	98%
– small enterprises	223 145	100%	216 931	97%
– micro enterprises	1 351 470	100%	1 318 115	98%
	19 834 389	100%	19 498 897	98%

(Source: Own work based on Eurostat data, 2016;
The SME Performance Review data, 2016;
The World Bank indicators, 2016)

Computerized Self-Administered Questionnaire (Callegaro, Manfreda, & Vehovar, 2015) was used as a research technique, and a research tool was an original survey questionnaire made available on www.questionpro.com. The selection of the electronic formula to gather empirical material was made based on the increasing role and scope of use of the Internet and electronic mail in small business (Dean et al., 2012).

The research was done on a sample of 1,183 (68%) micro companies, 399 (23%) small companies and 159 (9%) medium-sized companies. The size of the companies was assessed on the basis of the declarations of the respondents, based on the criteria of the uniform, formal definition of micro, small and medium-sized enterprises in force in the European Union (European Commission, 2015). Only autonomous companies, i.e. those in which the level of ownership and/or capital links with other enterprises does not exceed 25%, were included in the sample.

The respondents were the owners, managers or authorized personnel designated to participate in the study. The questions were answered mostly by men (70%), persons aged over 50 years (36%) with higher education (81%), technical education (40%) or

economic/managerial education (26%). Their opinions expressed in the form of responses to the survey questionnaire were used to collect empirical material characterizing the studied companies. The companies surveyed operate primarily as individual companies (45%) or limited liability companies (35%). They are mostly entities active in the services sector (60%), operating primarily in the national markets (39%). In terms of age, mature entities (36%), active for more than 20 years, prevailed. Detailed characteristics of the SMEs and respondents surveyed are shown in Table 3.

Table 3. Characteristics of the companies and respondents surveyed

Variable	Overall in	Companies by size:			
	the sample	Micro	Small	Medium	
	n	n = 1741	n = 1183	n = 399	n = 159
Legal form of the company					
Individual company	775	44.5%	56.4%	23.3%	9.4%
Private/ general partnership	232	13.3%	13.1%	14.3%	12.6%
Limited liability company	614	35.3%	27.0%	52.1%	54.1%
Joint stock company	96	5.5%	2.8%	7.8%	20.1%
Cooperative	15	0.9%	0.3%	2.0%	1.9%
Foundation/ Association	7	0.4%	0.3%	0.5%	0.6%
Other	2	0.1%	0.0%	0.0%	1.3%
Sector of operations					
Service	1043	59.9%	68.2%	44.9%	35.8%
Trade	335	19.2%	19.9%	19.5%	13.8%
Manufacturing	363	20.9%	11.9%	35.6%	50.3%
Range of market operations					
Local	116	6.7%	8.3%	3.3%	3.1%
Regional	347	19.9%	22.1%	16.3%	13.2%
National	676	38.8%	43.2%	33.1%	20.8%
International	479	27.5%	21.9%	39.1%	40.3%
Global	123	7.1%	4.6%	8.3%	22.6%

Variable	Overall in	Companies by size:			
	the sample	Micro	Small	Medium	
	n	n = 1741	n = 1183	n = 399	n = 159
Company age					
Up to 5 years	198	11.4%	15.0%	4.5%	1.3%
Over 5 to 10 years	368	21.1%	26.2%	12.0%	6.3%
Over 10 to 15 years	305	17.5%	17.3%	20.1%	12.6%
Over 15 to 20 years	240	13.8%	12.9%	16.5%	13.2%
Over 20 years	630	36.2%	28.5%	46.9%	66.7%
Position of the respondent in					

the company					
Company owner	1311	75.3%	84.8%	63.7%	34.0%
Manager	312	17.9%	11.0%	25.1%	51.6%
Delegated employee	118	6.8%	4.2%	11.3%	14.5%
Gender of the respondent					
Female	523	30.0%	30.4%	29.3%	29.6%
Male	1218	70.0%	69.7%	70.7%	70.4%
Age of the respondent					
Up to 30 years	144	8.3%	8.1%	8.5%	8.8%
31-40 years	524	30.1%	30.2%	30.8%	27.7%
41-50 years	453	26.0%	27.0%	24.1%	23.9%
Above 50 years	620	35.6%	34.7%	36.6%	39.6%
Respondent's education level					
University	1404	80.6%	80.0%	79.0%	89.9%
High school	273	15.7%	16.6%	16.0%	8.2%
Basic/ vocational	56	3.2%	2.9%	4.8%	1.9%
Other	8	0.5%	0.6%	0.3%	0.0%

(Source: Own work based on survey results)

Based on the empirical material collected, a statistical analysis with the use of IBM SPSS Statistics software was conducted (Field, 2014). The following statistical instruments were used (Swift & Piff, 2014): an analysis of frequency distribution, mean as a location measure, Pearson's (r_{xy}) and Spearman's (r_s) correlation coefficients and their significance tests as a measure of interdependence of phenomena, the Kruskal-Wallis H test, the Mann-Whitney U test and an univariate linear regression analysis. To assess the strength of correlation of the phenomena, the approach proposed by J. Cohen (1992) was used, taking as the threshold values of linear correlation coefficients the following levels of correlation: 0.1 – weak; 0.3 – medium; 0.5 – strong, 0.7 – very strong. The level of reliability of the adopted measurement scales was measured with the use of Cronbach's alpha coefficient (Cronbach & Shavelson, 2004), for which an acceptable level in a range from 0.7 to 0.9 was adopted (Tavakol & Dennick, 2011).

RESEARCH RESULTS AND HYPOTHESES VERIFICATION

The adopted methodological framework of the research means that all the companies surveyed comply with the quantitative criteria of the European, uniform definition of micro, small and medium-sized enterprises. Therefore, in the first stage of the study, the range of occurrence of qualitative specificity of small business in the studied sample was analyzed. For this purpose, the model presented in the theoretical part of the paper, which included 11 features divided into 5 areas: management, structure, specialization, autonomy and the range of market operations, was used. In the case of

each feature, 2 variants of responses were proposed. One corresponds to a greater extent to qualitative specificity of small business, identified on the basis of theoretical considerations. The other variant indicated to a greater extent theoretical solutions used in large enterprises, showing the level of denaturing of the companies surveyed. The respondents expressed the opinion which of the variants to a greater extent corresponds to the managerial and organizational solutions used in the companies they represented. Thus it was possible to define the range of occurrence of qualitative specificity of small business in the studied sample, as detailed in Table 4.

Table 4. The range of qualitative specificity of specific and denatured small business in the study sample

Characteristics of specific small business	n = 1741		Characteristics of denatured small business
	Area of management		
Centralization of management	87.6%	12.4%	Decentralization of management
Intuitive and short-term approach to the development of the company	57.9%	42.1%	Formal and long-term approach to the development of the company
Simple and informal information system	75.8%	24.2%	Complex and formal information system
	Area of structure		
Unity of ownership and management	95.7%	4.3%	Separation of ownership and management
Simplified and not highly formalized organizational structure	94.5%	5.5%	Complex and highly formalized structure
	Area of specialization		
Wide and varied range of duties	69.3%	30.7%	Narrow and specialized range of duties
Slight possibility of using economies of scale	49.3%	50.7%	Large possibility of using economies of scale
	Area of autonomy		
High level of independence from other companies	82.3%	17.7%	Limited level of independence from other companies
Internal sources of funding	89.3%	10.7%	External sources of funding
	Area of the range of market operations		
Local/regional range of operations	72.0%	28.0%	National/international range of operations
Business activity in a market niche	39.4%	60.6%	Business activity in a wide arena of competition

(Source: Own work based on survey results)

The results indicate that the surveyed companies to a very large extent show characteristics appropriate to specificity of small business. The average level of

specificity is 74%, and only in the case of two characteristics – the possibility of using economies of scale and the range of market operations – the analyzed SMEs have mostly the characteristic features of denatured small business. Specificity of small business is most evident in the areas of management, structure and autonomy (the average level of specificity is over 83%). Thus, the analyses conducted fully confirm the results of previous research (Cope, 2005; Nicolescu, 2009; Schaper et al., 2014) indicating that SMEs are characterized by independence and focus on high autonomy of operations, not highly formalized structural solutions and the use of simplified management methods with a high level of centralization. The research results also fully reflect the principles of the concept of proximity management formulated by O. Torrès (2004). According to this concept, specificity of small business is based on centralized management (hierarchical proximity), simple and informal information systems (proximity information systems), as well as an intuitive and short-term strategy (temporal proximity). In addition, there is also a low level of specialization (intrafunctional proximity), which is also confirmed by the research results obtained.

In the next part of the study, the level of innovative potential of the surveyed companies was analyzed. A synthetic indicator consisting of 6 items that match the specific dimensions of the construct identified in the theoretical part of the paper was used. Every item was evaluated on the Visual Analog Scale (Reips & Funke, 2008) ranging from 0 (it does not apply to my company) to 100 (it fully applies to my company). The level of reliability of the scale measured by Cronbach's alpha coefficient amounted to 0.841.

The results obtained indicate that the innovative potential of the companies surveyed is estimated at a medium level (sample average: 58). It is primarily driven by human capital, including entrepreneurship and creativity of the owner and employees of the company. This confirms the strategic impact of human capital on entrepreneurial performance in SMEs (Hayton, 2003), as well as on the level of innovativeness and the ability to implement an innovation strategy in small business, primarily due to the relatively low tolerance of these entities for inefficiency (De Winne & Sels, 2010). It should be noted, however, that the impact of human capital on the level of innovativeness of SMEs is dynamic and largely depends on the company's level of training intensity (Freel, 2005).

The innovative potential of the surveyed companies is also built through focus on the identification, creation and use of market opportunities, as well as entrepreneurial attitudes and intentions expressed through the orientation towards innovativeness and the adaptation to the environment. These factors were positively verified in the research of J.P.J. de Jong (2013), who identified a direct influence of the attitude and pressure on the exploitation of market opportunities as well as entrepreneurship expressing itself in activities aimed at the acquisition of resources on decisions

concerning implementation of innovation. The importance of a flexible approach to the management of limited resources in order to seize opportunities in innovative activity of SMEs is also stressed in the research of T. Mazzarol, D.N. Clark and S. Reboud (2014). Detailed results concerning the development of innovative potential of the surveyed companies according to their size are shown in Table 5.

Table 5. Assessment of the level of innovative potential of the SMEs surveyed

Innovative potential	Overall in the sample	Companies by size:		
		Micro	Small	Medium
Overall innovative potential, including:	58	56	60	66
– owner's entrepreneurship	70	67	73	81
– employees' creativity	63	62	64	65
– focus on implementation of innovation	55	54	56	64
– adaptation to the environment	48	45	50	60
– exploitation/exploration of market opportunities	58	56	61	64
– anticipation of market trends	55	53	58	62

(Source: Own work based on survey results)

Another part of the study focused on the analysis of the relationship between the range of quantitative specificity of small business expressed in the size of companies and the level of their innovative potential. The overall result shows that between these variables there is a significant, weak statistical relationship with a positive sign, r_s ($N = 1741$) = 0.12, $p < 0.01$. This means that the overall level of innovative potential is significantly higher in larger companies. For a more detailed assessment of the level of differentiation between the innovative potential of companies of various sizes, the Kruskal–Wallis H test was used. The results indicate that the identified level of innovative potential varies significantly between micro, small and medium-sized enterprises, $H(2, N = 1741) = 27.91$, $p < 0.01$. As a *post-hoc* analysis, the Mann-Whitney U test with Bonferroni correction for multiple comparisons (3 comparisons, $p = 0.017$) was used. The results indicate that the level of innovative potential varies significantly between the different size classes of the surveyed companies. Based on the analysis, the following regularities were identified:

- the level of innovative potential in the small companies is statistically significantly higher than in the micro companies: $U = 214629.50$, $Z = -2.71$, $p < 0.017$, $\text{rank}(\text{micro}) = 773.43$, $\text{rank}(\text{small}) = 845.08$,
- the level of innovative potential in the medium-sized companies is statistically significantly higher than in the micro companies: $U = 71579.50$, $Z = -4.90$, $p < 0.017$, $\text{rank}(\text{micro}) = 652.51$, $\text{rank}(\text{medium}) = 812.81$,
- the level of innovative potential in the medium-sized companies is statistically significantly higher than in the small companies: $U = 26685.00$, $Z = -2.92$, $p < 0.017$, $\text{rank}(\text{small}) = 266.88$, $\text{rank}(\text{medium}) = 311.17$.

The results obtained confirm therefore fully the hypothesis H1, according to which the innovative potential of SMEs varies significantly depending on quantitative specificity of small business and is higher in the case of larger companies.

Subsequently, an analysis of the relationship between the range of qualitative specificity of small business and the innovative potential of the companies surveyed was conducted. The overall result indicates that there is an almost moderately significant statistical relationship between both these variables, $r_s (N = 1741) = -0.28$, $p < 0.01$. A negative sign of the relationship shows that the level of innovative potential considerably rises along with an increase in the scope of denaturing of the companies surveyed. In order to more specifically examine the diversification level of innovative potential from the point of view of qualitative characteristics of small business specificity, the Mann-Whitney U test was used. The results are provided in Table 6.

Table 6. Identification of the level of differentiation of innovative potential of the SMEs surveyed broken by qualitative specificity and denaturing of small business

Characteristics of specific of small business	Mean rank	U	Z	Mean rank	Characteristics of denatured small business
Area of management					
Centralization of management	856.18	142101.50	-3.27**	975.62	Decentralization of management
Intuitive and short-term approach to the development of the company	772.05	269685.50	-9.65**	1007.08	Formal and long-term approach to the development of the company
Simple and informal information system	832.52	227552.50	-5.66**	991.28	Complex and formal information system
Area of structure					
Unity of ownership and management	865.36	53071.50	-2.21*	996.38	Separation of ownership and management
Simplified and not highly formalized organizational structure	862.84	64759.50	-2.82**	1012.32	Complex and highly formalized organizational structure
Characteristics of specific of small business	Mean rank	U	Z	Mean rank	Characteristics of denatured small business
Area of specialization					
Wide and varied range of duties	860.44	309874.00	-1.32	894.80	Narrow and specialized range of duties

Slight possibility of using economies of scale	796.48	314868.50	-6.11**	943.41	Large possibility of using economies of scale
Area of autonomy					
High level of independence from other companies	879.45	208568.00	-1.52	831.67	Limited level of independence from other companies
Internal sources of funding	867.58	139290.50	-0.82	899.63	External sources of funding
Area of the range of market operations					
Local/regional range of operations	822.04	243952.50	-6.53**	997.07	National/international range of operations
Business activity in a niche market	919.53	328573.00	-3.25**	839.44	Business activity in a wide arena of competition

Mann–Whitney U test. * significant at 0.05; ** significant at 0.01.

(Source: Own work based on survey results)

The results obtained indicate that out of 11 studied characteristics of qualitative specificity of small business, in 7 cases (64%) the level of innovative potential of the companies surveyed was significantly affected by characteristics specific to denatured SMEs. The only characteristic particular for specific small business was activity conducted in a market niche. This is justified by the lower expenditure on innovative activity in the relatively safer, strongly individualized markets (Smallbone, North & Wickers, 2000). This means that a specialization in a market niche is a key strategy for the development of innovativeness of small business (Kaufmann & Tödting, 2002). In this dimension, the innovative potential of SMEs is built primarily through the development of proximity between the company and its target market (Albert-Cromarias & Asselineau, 2013). However, in the situation of strong development of information technology, geographical proximity plays a secondary role in favor of organized proximity seen as a network of relationships with market agents and various groups of stakeholders. For its development, other features identified in the study, characteristic more for denatured SMEs, are necessary, such as: decentralization of management, a long-term approach to development, more comprehensive solutions in the field of information systems, acceptance for the use of complex and more formal structural solutions, as well as courage in the crossing of market boundaries and the search for new opportunities for market activity.

The results obtained confirm fully the hypothesis H2, according to which qualitative specificity facilitates the development of innovative potential of SMEs to a lesser extent than the features specific to denatured small business. It seems, however, that the success of innovative activity of micro, small and medium-sized enterprises depends mainly on the appropriate configuration and orchestration of characteristics

of qualitative specificity and denaturing. They should mutually supplement and complement one another to allow the focus on the strengths of SMEs, while reducing their weaknesses by using structural and managerial solutions characteristic more for larger business entities.

In the last part of the study, the impact of thus developed innovative potential on performance of small business was assessed. To measure performance, the proposals of G.B. Murphy, J.W. Trailer, R.C. Hill (1996) and A. Aragón-Sánchez and G. Sánchez-Marín (2005), assuming the use of quantitative (financial) indicators and qualitative (non-financial) indicators, were used. In addition, a comparison of the measured values to the results of the major competitors (Keh, Nguyen & Ng, 2007) was included. As a result, to measure performance, a synthetic indicator based on 7 items, including the level of company revenue, its market share, quality of products and services, teamwork, or the company's social responsibility, was used. Every item was evaluated on the Visual Analog Scale ranging from 0 (results much worse than those of the competitors) to 100 (results much better than those of the competitors). The level of reliability of the scale measured with L. Cronbach's alpha coefficient amounted to 0.798.

The results obtained indicate a significant relationship between the level of development of innovative potential and the performance of the companies surveyed, r_{xy} (N = 1741) = 0.48, $p < 0.01$, which applies to a somewhat larger extent to the micro companies, r_{xy} (N = 1183) = 0.48, $p < 0.01$, than to the small companies, r_{xy} (N = 399) = 0.46, $p < 0.01$, or the medium-sized companies, r_{xy} (N = 159) = 0.45, $p < 0.01$. The linear regression analysis indicates that approx. 23% of the variance of the performance of the companies surveyed is explained by their commitment to the development of innovative potential. At the same time, the potential affects the level of qualitative results obtained to a slightly greater extent, r_{xy} (N = 1741) = 0.48, $p < 0.01$, than quantitative ones, r_{xy} (N = 1741) = 0.31, $p < 0.01$. Thus, this confirms fully the hypothesis H3, as well as the results of previous studies on the positive impact of innovative potential on small business performance (Lecerf, 2012; Krusinskas et al., 2015). This therefore justifies the commitment of micro, small and medium-sized enterprises to the development of innovative potential, which results in a broader program of benefits covering all market effects of business activity conducted.

LIMITATIONS AND FUTURE DIRECTIONS OF RESEARCH

When considering the results obtained and formulating cognitive conclusions, limitations of the research should be taken into account (Geletkanycz & Tepper, 2012). They stem mainly from the research method and technique applied which are characterized by a high level of subjectivity of evaluations made by the respondents

(Wright, 2005). The limitations are derived from different perceptions of the issues covered in the survey questionnaire which might have been differently understood and interpreted by the study participants. It should also be pointed out that the issues dealt with in these analyses are characterized by high cognitive complexity and multi-dimensionality. It is therefore not possible to provide their full theoretical description and operationalization taking into account all its dimensions found in business practice.

The importance of this issue for the development of innovative potential of small business also indicates the need for the continuation of research. The interesting research problems include a dynamic analysis of impact of changes resulting from the implementation of denaturing solutions on the ability of SMEs to identify and seize business opportunities and effectively introduce innovation onto the market. It also seems important to carry out analyses of effectiveness of the introduced solutions, assessed from the point of view of the relationship between the benefits derived and the costs incurred in connection with the commitment of enterprises to the development of their innovative potential. The studies will definitely continue, and they are expected to be a source of new cognitive and applicable conclusions.

CONCLUSIONS

Quantitative and qualitative specificity of small business provides the conceptual framework of the research conducted among SMEs, at the same time significantly affecting the scope, determinants and effects of business activity carried out by the smallest business entities. In the paper, it is assumed that this specificity can affect the level of innovative potential of micro, small and medium-sized enterprises. The conducted literature review has shown that quantitative specificity expresses the resource potential of small business. This has led to the assumption that the innovative potential of SMEs varies significantly depending on quantitative specificity of small business and is higher in the case of larger companies. Qualitative specificity expresses a special nature of small business, determining the organizational and managerial solutions adopted in the sphere of: management, structure, specialization, autonomy and the range of market operations. The population of SMEs also includes denatured companies that despite the limited size of activity are characterized by the qualitative attributes characteristic for large enterprises. As it is an expression of their active market orientation, high professionalization and the strategic nature of management, it was assumed that features specific to denatured SMEs should foster the development of innovative potential to a larger extent than qualitative specificity of small business.

These conceptual assumptions were confirmed on the basis of the results of the research carried out on a sample of 1,741 SMEs from 22 countries of the European Union. In addition, it was shown that the commitment to the development of innovative potential has a positive effect on small business performance. Based on the results obtained, the following theoretical implications were formulated:

- the concept of qualitative specificity proposed in the paper describes very well the nature of small business, defined on the basis of specific quantitative criteria,
- micro, small and medium companies assess their own innovative potential at a medium level, and its development depends on the resources at a company's disposal, reflecting the size of the companies surveyed,
- the presence of denatured companies characterized by a relatively higher innovative potential indicates that a number of management concepts and methods derived from large enterprises can be successfully used in small business.

The paper also enhances the theory of management science by the identification and interpretation of significant relationships between quantitative and qualitative specificity of small business and the level of innovative potential of SMEs. The results presented also allow the formulation of the following methodological implications:

- quantitative specificity of small business can be described and measured on the basis of specific definitions of SMEs. It is highly contextual and depends on the adopted criteria. While conducting research concerning this category of specificity, the definition-related context of the considerations should be always indicated,
- qualitative specificity of small business can be described by using specific solutions applied by entrepreneurs in the area of: management, structure, specialization, autonomy and the range of market operations. In contrast to quantitative specificity, it is not absolutely binding in its nature, which is reflected in the presence of denatured entities in the population of SMEs.

It is to be hoped that the presented considerations and findings of the research conducted will be useful to owners and managers of SMEs who seek methods and market-economic justification for increasing the level of innovative potential of their businesses. The following managerial implications can be formulated on this basis:

- the innovative potential of SMEs is shaped to a very small extent by qualitative specificity of small business, and is rather determined by denatured qualitative characteristics in the area of management, structure and specialization,
- companies focused on innovative activity should strategically concentrate their business activity in market niches, at the same time using more formalized and professional management methods, structural solutions and information systems.

Thus developed innovative potential also significantly affects small business performance.

The results obtained allow to draw new, expanded conclusions in the framework of the discussion on the determinants and effects of the course of SMEs' innovative activity (Lin & Chen, 2007; Rosenbusch, Brinckmann & Bausch, 2011). Studies will definitely be continued covering new areas, using new methods, techniques and tools.

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**INFLUENCE OF MARITAL CONFLICT ON THE ACADEMIC
PERFORMANCE OF MARRIED STUDENTS IN TERTIARY INSTITUTIONS
IN OSUN STATE, NIGERIA**

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Abstract

The study examined the possible major causes of marital conflict among married students and investigated the extent to which marital pressure influences their academic performance in the selected tertiary institutions in Osun State. It also proffered coping strategies that can be employed by married students to enhance their academic performance. A survey research design was adopted for the study. Two hundred and two (202) respondents were used as sample size. Both primary and secondary data made used for the study. Four research questions emanated and were answered, and two research hypotheses were tested and verified. Data collected were analyzed, using frequency and percentages, Relative Significance Index and chi-square statistics. The results, among others, revealed that financial dissatisfaction formed the highest cause of the marital conflict between the couple with Relative Significance Index value of 0.882. Also, there was no significant difference between marital conflict and academic performance of married students. ($\chi^2=4.311$; $p<0.05$) The study concluded that marital conflict has a significant influence on married students' academic performance.

Keywords: marital conflict, academic performance, married students and tertiary institutions

Introduction

Tertiary institutions are higher institutions of learning that cater for different categories of learner in such a way that they accommodate both married and unmarried persons. There is the fact that some of the students who have not been joined together as husband and wife live a kind of couple life on off campuses by virtue of living together under one umbrella. Although, this is not the focus of this

paper, however, since emphasis is still on marriage, mention must be made of the category of students mentioned above. According to Okepachi and Usani (2015), marriage is unique commitment in the lives of men and women for which they are expected to enjoy love, happiness, provision, protection, procreation, and respect in the society. According to Otite & Ogionwo (2006) marriage is not easy to define because of the diversities in the system of marriage throughout the world. Marriage can be defined as legally or formally recognized union of a man and a woman as partners in a relationship. Olaitan and Akpan (2003) opined that marriage is said to be the bedrock and foundation of family and society. Marriage is traditionally rooted in an arrangement between families and not essentially between two individuals. Amato & Booth (2004) said that many other factors such as psycho-social, cultural and economic problems make people to deviate significantly from the objectives of marriage.

Marriage therefore consistently calls for adjustment as the relationship can have either positive or negative influence on the family. The researcher is of the view that, spouse should only look at the positive aspect of each other and neglect the negative aspect. This will go a long way in minimizing certain level of marital conflicts. Marriage can be as well be defined as a process by which two people make their relationship public, official and permanent. It is the joining of two people in a bound that putatively lasts until death but in practice is increasingly cut short by divorce. No marriage is free of conflict. In another dimension, Okepachi (2012) observed that people marry for many reasons, such as love, happiness, companionship and desire to have children. From these, marriage could be viewed as socially legitimate union and a contract that brings about a kind of reciprocal rights and obligation between the spouse and future children with much expectation which may be realistic or unrealistic. Therefore, marriage is a complex phenomenon. As good as marriage, is there cannot but there must be a little misunderstanding between the husband and the wife as they are raised, reared and brought up by different families with different orientations and background.

According to Fincham (2003), marital conflict can be about virtually anything. Couples complain about sources of conflict ranging from verbal and physical abusiveness to personal characteristics and behaviours. Perceived inequality in a couple's division of labour is associated with a tendency for the male to withdraw in response to conflict. Conflict over power is also strongly related to marital dissatisfaction. Spouses do report to conflict over extra marital relationship, problematic drinking, or drug use predict divorce. Wives also report of husbands being jealous and spending money foolishly. Greater problem severely increases the likelihood of divorce. Even though it is often not reported to be problem by couples,

violence among newlywed is a prediction of divorce, as is psychological aggression (verbal aggression and nonverbal aggressive behavior that are not directly at the partner's body).

It could also be noted that the environment in which an individual emanates from play a very significant role on the educational attainment of such an individual. Some start school at the early stage and some start late as a result of discrepancies in the starting point of educational attainment. Some ensured that they marry before the completion of the programme in the higher institutions of learning.

Having said much on marriage, there is still need to discuss on the issue related to academic performance. Academic performance can be referred to as achievement demonstrated, using scores and grades on examination, test or assignments in an academic setting. The results are used to determine the competence of students in a course over the semesters.

They are expected to engage in activities which may include, manipulation of materials, problems solving, demonstration of practical skills and participating in theoretical work. Fromm (2008) viewed academic performance as an active demonstration that assesses students learning, such as presentation, musical and dramatic performance. When students demonstrate all these, it improves their learning and assimilation.

Topping & Brayman (2008) stated that assessment of academic performance has three dimensions, meant for placement, planning and evaluation. The grades obtained from the assessment also help in evaluating the progress of the instructors and the instructional programme to verify whether there is progress on the entire programme. Marital conflict might influence married student directly or indirectly through its effect on their academics. Emery (2010), Usman (2010) and Dona & Mary (2007) opined that the effects of married student's conflicts can be more harmful to their academic performance as well as their social behaviors. Margolin (2010) also expressed that high-conflict couples had significantly poorer adjustment in school than those in low-conflict families. Married students from high conflict family have lower self-esteem and greater anxiety.

The researcher remarked that the most prevalent type of marital conflicts are mostly based on unmet needs, money, power struggle, sexual problems, infidelity and in-law problems. Marital conflict can lead to mental instability and family disorganization resulting to lots of social ills. Crisis and conflicts in marriages produce discord and reduces affection among couples leading to divorce and separation and total dissolution of the family system, with an influence on academic performance. The

question that arises from this is that how could marriage and academics that are two different phenomena operate together without one affecting the other? To give succinct answer to the above question requires critical investigation. The investigator is therefore of the opinion that one of the barriers to successful marriage might be a results of the combination of both marriage and academics which may bring out conflict.

Statement of the Problem

Studies in the past such as Reis (1984), Sarwar (1994), Denga (2002), Theorell & Rabe (2003) as well as Okpechi & Usani (2015) had reviewed the importance of higher institutions as a field that require higher intelligence, concentration and commitment that caters for different categories of learners including women. They observed that a good number of married academic women in tertiary institutions do not perform their professional roles effectively as a result of marital stressors. In another study, Mark (2010) research work revealed that married students are faced with combined academic and family responsibilities and each of these activities have to be attended to. These multiple challenges led married students not to attend to lectures, because some of them have jobs, children to care for, there are unmet needs that need urgent attention, some married student come late for lectures, some of them come for test or examinations with babies on their back, some submit assignment very late, irregular in attending lectures. It is against this backdrop, this study seeks to investigate the influence of marital conflict on academic performance of married students in tertiary institutions in Osun state, Nigeria.

Objectives of the Study

The main objective of this study is to determine the influence of marital conflict on the married students' academic performance in tertiary institutions Osun state.

The specific objectives are to:

1. identify the possible major causes of common marital conflicts among married students experiencing conflict, in some selected higher institutions in Osun State;
2. examine the extent in which marital pressure influence married students' academic performance in some selected tertiary institutions in Osun State;
3. examine the frequency in which marital conflict influence married students' academics in some selected tertiary institutions in Osun State;

4. determine the level of frequency in which marital conflict may interfere with married students' academic performance in some selected tertiary Institutions in Osun State;
5. determine the influence of marital conflicts on academic performance of the married students; and
6. identify the coping strategies employed, by married students, towards the enhancement of their academic performance, in some selected tertiary institutions in Osun state.

Research Questions

This study answered the following research questions:

1. What are the major possible causes of marital conflicts among married students experiencing conflict, in tertiary institutions in Osun State?
2. To what extent does marital pressure influence married students' academic performance?
3. What are the frequencies in which marital conflict influence the married students' academic performance?
4. What are the level of frequency in which marital conflict interfere with the married students' academic performance?
5. What are the coping strategies employed by married students towards their academic performance in tertiary institutions of Osun State?

Hypotheses

The study tested the following null hypotheses:

- 1) There is no significant influence of marital pressure on academic performance of married students.
- 2) There is no significant influence of marital conflict on academics performance of married students.

Method

Survey research method was used for this study. The target population for the study was 950 which comprised of all married students male and female in the tertiary institutions Osun State who were experiencing marital conflicts. In order to have a comprehensive target population, the researcher used, married students in Obafemi

Awolowo University Ile Ife, with population of 360, Federal Polytechnic, Ede, with a population of 250 and Osun State College of education, Ila Orangun with a population of 340 respectively. All these institutions are located in Osun state of Nigeria. The sample size for this study was 202. In order to have a comprehensive view of the area of research, the researcher used stratified random sampling and proportional sampling methods. This is in line with Cohen, Manion & Morrison (2008) who postulated that sample selection can be best done by randomization in order to make proportional and meaningful representation from the population and to ensure that every element in the population has equal chance of being selected and to avoid being unbiased. In line with that, and for the purpose of this study, the researcher used proportional random sampling techniques in selecting sample from each institution. Therefore, 82 respondents were selected from Obafemi Awolowo University; 50 respondents were selected from Federal Polytechnic, Ede; 70 were selected from Osun State College of Education, Ila-Orangun respectively.

Table 1: Sample size using proportional sampling techniques.

S/N	NAME OF INSTITUTIONS	MARRIED POPULATION	STUDENT	SAMPLE SIZE
1	Obafemi Awolowo University, Ile-Ife	360		82
2.	Federal Polytechnic Ede	250		50
3.	Osun State College of Education, Ila-Orangun	340		70
	Total	950		202

A total of two hundred and two (202) copies of questionnaire were used for this study as sample. This is in line with Cohen, Manion & Morrison (2008) who viewed this method to be useful in order to make proportional and meaningful representation from the population. Stratified sampling ensures that every sub-group of the institutions was represented in the same proportion, based on each institution's population. The instrument for data collection was a self designed structured questionnaire and academic records of married students from the three institutions in the State. This questionnaire consists of two Sections, "A and B." A four (4) point rating scale was

used as strongly agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD), weighted as 4, 3, 2, 1, respectively. The instrument for data collection was validated through vetting. The reliability of the instruments is to ascertain the internal consistency of the instrument in the items of the questionnaire. The data obtained from the administration of the questionnaires were analyzed, and the reliability was established.

Table 2: Socio-Demographic Information of the Married Students

Variable	Level	Frequency (f)	Percentage (%)
Age in Years	18-22	34	16.8
	23-27	94	46.5
	28-32	68	33.7
	33 and above	6	3.0
	Total	202	100.0
Gender	Male	99	49.0
	Female	103	51.0
	Total	202	100.0
Marital Status	Married	128	63.4
	Commuter marriage	16	7.9
	Divorced	40	19.8
	Separated	18	8.9
	Total	202	100.0
Educational Qualification in View	H.N.D.	49	24.3
	N.C.E.	73	36.1
	B.Sc/BA	80	39.6
	Total	202	100.0
Current Cumulative Grade Point Average	4.50 – 5.00	2	1.0
	3.50-4.49	55	27.2
	2.50-3.49	96	47.5
	1.50-2.49	42	20.8
	1.00-1.49	7	3.5
	Total	202	100.0

Research Question 1: What are the major possible causes of marital conflicts among married students in tertiary institutions in Osun State?

Table 3: Major Possible Causes of Marital Conflicts among Married Students in Tertiary Institutions in Osun State.

	Causes of Marital Conflict	SA		A		D		SD		RSI
		F	%	f	%	f	%	f	%	
1.	Financial dissatisfaction	130	64.4	55	27.2	11	5.4	6	3.0	0.882
2.	Struggling for power control	51	25.2	101	50.0	35	17.3	15	7.4	0.733
3.	Unfaithfulness from both parties	71	35.1	92	45.5	34	16.8	5	2.5	0.783
4.	Habits that are uncontrollable	63	31.2	86	42.6	31	15.3	22	10.9	0.735
5.	Lack of sexual satisfaction	87	43.1	67	33.2	34	16.8	14	6.9	0.781
6.	Showing disposal of action openly in front of people	77	38.1	64	31.7	49	24.3	12	5.9	0.755
7.	Choice of a particular sex of children	77	38.1	69	34.2	38	18.8	18	8.9	0.754

Table 3 shows the major possible causes of marital conflicts among married students in tertiary institutions in Osun State. It can be observed that financial dissatisfaction has the highest rating with Relative Significance Index Value of 0.882. In addition, 64.4% and 27.2% of the students respectively strongly agreed and agreed with this factor while 5.4% and 3.0% of them disagreed and strongly disagreed. What is being considered next to financial dissatisfaction is unfaithfulness from both parties. This item has RSI value of 0.783 and 35.1% and 45.5% of the students respectively strongly agreed and agreed with this factor while 16.8% and 2.5% of them disagreed and strongly disagreed. Lack of sexual satisfaction rated third with RSI value of 0.781. While 43.1% and 33.2% of the students respectively strongly agreed and agreed with this factor, 16.8% and 6.9% of them disagreed and strongly disagreed. Next is the act of showing disapproval of action openly in front of people around with RSI value of 0.755. In addition, while 38.1% and 31.7% of the students respectively strongly agreed and agreed with this factor, 24.3% and 5.9% of them disagreed and strongly disagreed. Closely followed is choice of a particular sex of children with RSI value of 0.754. This cause had 38.1% and 34.2% of the students who strongly agreed and agreed respectively with this factor while 18.8% and 8.9% of them disagreed and strongly disagreed. Others include habits that are uncontrollable with RSI value of 0.735 and 31.2% and 42.6% of the students who strongly agreed and agreed respectively while 15.3% and 10.9% of them disagreed and strongly disagreed; struggling for power control has RSI value of 0.735 while the least cause is identified as couple argument over children's issues with RSI value of 0.719.

Research Question 2: To what extent does marital pressure influence married students' academic performance?

In order to answer this research question, responses to items on Section two of the instrument were scored and subjected to a descriptive analysis. The result is shown in Table 4

Table 4 : Descriptive analysis of students' responses to items on marital pressure

	Items	SA		A		D		SD	
		f	%	f	%	f	%	f	%
1	Always looking depressed and resentment	79	39.1	93	46.0	20	9.9	10	5.0
2	Feeling of disorder and heightened self-esteem	59	29.2	101	50.0	33	16.3	9	4.5
3	Lack of concentration in academics	56	27.7	102	50.5	28	13.9	16	7.9
4	Transfer of aggression to everybody around	58	28.7	88	43.6	40	19.8	16	7.9
5	Expressing anger more often	77	38.1	71	35.1	33	16.3	21	10.4
6	Developing inferiority complex and negative attitude towards academics	73	36.1	76	37.6	41	20.3	12	5.9

In order to determine the extent of marital pressure on academic performance of the married students, individual responses to items were summed together. The mean and standard deviation values of the scores were 18.19 and 3.07 respectively. Students whose scores were 1 standard deviation below the mean score (i.e. 6-15) were adjudged as experiencing a low extent of marital pressure. Those whose scores were within 16 through 21 were adjudged as moderate while those whose scores were 22 and above were adjudged as experiencing a great extent of marital pressure. The result is shown in Table 5

Table 5: Extent of marital pressure influence on married students' academic performance

Extent of Marital Pressure	Frequency (f)	Percent (%)
Low	31	15.3
Moderate	150	74.3
Great	21	10.4
Total	202	100.0

Table 5 shows the extent of extent of marital pressure influence on married students' academic performance. It can be observed that 15.3% of the married students indicated that they experienced marital pressure to a low extent. Also, 74.3% of them indicated that they experienced marital pressure to a moderate extent while 100.4% of them indicated that they experienced marital pressure to a great extent. This result suggests that majority of the married student's experienced marital pressure to a moderate extent.

Research Question 3: What are the level of frequency in which marital conflict interfere with the married students' academic performance?

In order to answer this research question, responses to items on Section four of the instrument were scored and subjected to a descriptive analysis. The result is shown in Table 6

Table 6: Descriptive analysis of students' responses to items on interference of marital conflicts

	Items	SA		A		D		SD	
		f	%	f	%	f	%	f	%
1	Poor assimilation in the class work	61	30.2	64	31.7	47	23.3	30	14.9
2	Lack of concentration in the class	43	21.3	80	39.6	51	25.2	28	13.9
3	Lack of independence in academic work	48	23.8	77	38.1	57	28.2	20	9.9
4	Distress and withdrawal from school activities	56	27.7	57	28.2	60	29.7	29	14.4
5	Cumulative grade point average drops (CGPA)	62	30.7	70	34.7	46	22.8	24	11.9
6	Retardation in academic pursues	59	29.2	78	38.6	38	18.8	27	13.4
7	Poor performance in class activities and assignments	66	32.7	65	32.2	43	21.3	28	13.9

Also, in order to determine the level or extent of marital conflict interference, individual responses to items were summed together. The mean and standard deviation values of the scores were 19.42 and 4.15 respectively. Students whose scores were 1 standard deviation below the mean score (i.e. 7-15) were adjudged as having low level of marital conflict interference. Those whose scores were within 16 through 23 were adjudged as moderate while those whose scores were 24 and above

were adjudged as great level of marital conflict interference. The result is shown in Table 6

Table 7: Level of Marital Conflict interference in married students' academic performance

Extent of Marital Pressure	Frequency (f)	Percent (%)
Low	35	17.3
Moderate	125	61.9
Great	42	20.8
Total	202	100.0

Table 7 shows the level of frequency in which marital conflict interferes with the married students' academic performance. It can be observed that 17.3% of the married students indicated that marital conflict interferes with their academic performance to a low level. Also, 61.9% of them indicated that marital conflict interferes with their academic performance to a moderate level while 20.8% of them indicated that marital conflict interferes with their academic performance to a great level. This result suggests that more than half of the married students experienced marital conflict interference in the academic performance to a moderate level.

Research Question 3: What are the coping strategies employed by married students towards their academic performance in tertiary institutions in Osun State?

Table 8: Coping Strategies Employed by Married Students towards their Academic Performance in Tertiary Institutions of Osun State.

	Causes of Marital Conflict	SA		A		D		SD		RSI
		F	%	f	%	f	%	f	%	
1.	Group discussions in other to enhance performance	101	50.0	71	35.1	18	8.9	12	5.9	0.823
2.	Interaction with colleagues	63	31.2	106	52.5	24	11.9	9	4.5	0.776
3.	Adjusting to feelings of isolation and challenges ahead	64	31.7	89	44.1	39	19.3	10	5.0	0.756
4.	Working on your mind to attain focus	78	38.6	79	39.1	28	13.9	17	8.4	0.770
5.	Engaging the services of daycare nannies in taking care of little children while attending to lectures,	76	37.6	69	34.2	39	19.3	18	8.9	0.751

	discussion and examinations									
6.	Cheating during test and examination in order to meet up with academic demands	68	33.7	73	36.1	34	16.8	27	13.4	0.725
7.	Paying lecturers or offering self in order to earn marks	64	31.7	77	38.1	34	16.8	27	13.4	0.720
8.	Depending on course mate in both assignment, test and group	73	36.	77	38.1	20	9.9	32	15.8	0.736

Table 8 shows the coping strategies employed by married students towards their academic performance in tertiary institutions of Osun State. It can be observed that a group discussion is ranked first with Relative Significance Index Value (RSI) of 0.823. This is followed by interaction with colleagues with RSI value of 0.776. Next among the strategies is working on mind to attain focus with RSI value of 0.770. Also, adjusting to feeling of isolation and challenges ahead has RSI value of 0.756. Another strategy is the engagement of the services of daycare nannies in taking care of the little children while attending to lectures, discussions, and examinations. This strategy has RSI value of 0.751. Depending on course-mate in both assignments, test and group is ranked next with RSI value of 0.736 while such strategies as cheating during test and examination in order to meet up with academic demands and paying lecturers or offering self in other to earn marks have respective RSI values of 0.725 and 0.720.

Research Hypotheses

Research Hypothesis 1: There is no significant influence of marital pressure on academic performance of married students.

Table 9: Chi-square Analysis of Influence of Marital Pressure on Academic Performance of Married Students.

	Academic Performance						
Extent of Marital Pressure	2nd Class Upper and Above	2nd Class Lower	Third Class and Below	Total	χ^2	df	P

Low	13	18	4	35	4.728	4	.316
Moderate	34	59	32	125			
Great	10	19	13	42			
Total	57	96	49	202			

Table 9 shows the influence of marital pressure on academic performance of married students. It can be observed that a Chi-square test indicated a non-significant influence of marital pressure on academic performance of married students, χ^2 (n = 202) = 4.728, df = 4, p = .316. Since the p-value is less than .05 thresholds, we therefore do not reject the stated null hypothesis. This result concludes that there is no significant influence of marital pressure on academic performance of married students.

Research Hypothesis 2: There is no significant influence of marital conflicts on academic performance of married students.

Table 10: Chi-square Analysis of Influence of Marital Conflict on Academic Performance of Married Students.

Extent of Marital conflict	Academic Performance			Total	χ^2	df	P
	2nd Class Upper and Above	2nd Class Lower	Third Class and Below				
Low	12	11	8	31	4.311	4	.365
Moderate	40	72	38	150			
Great	5	13	3	21			
Total	57	96	49	202			

Table 10 shows the influence of marital conflicts on academic performance of married students. It can be observed that a Chi-square test indicated a non-significant influence of marital conflicts on academic performance of married students, χ^2 (n = 202) = 4.311, df = 4, p = .365. Since the p-value is less than .05 thresholds, we therefore do not reject the stated null hypothesis. This result concludes that there is no significant influence of marital conflicts on academic performance of married students.

Discussion of Major Findings

The outcome of the data analysis from the demographic data, answering of research questions and testing of the null research hypothesis were discussed extensively in this section.

SECTION 1

The demographic data revealed five tertiary institutions across the state and three zones in Osun State. They include Obafemi Awolowo University, Federal Polytechnics, Ede and Osun State College of Education, Ila-Orangun, respectively. Each institution was represented relative to their population. In these institutions, there were married students that were experiencing marital conflict including male and female in different proportions. The study targeted married students who were at their second and above of their study programmes. This was due to the fact that these set of students have known their Cumulative Grade Point Aggregate (C. G. P .A) results to determine their academic performance.

SECTION II

This section showed the results from the main questionnaires. On the possible causes of marital conflict, it can be observed that financial dissatisfaction has the highest rating with Relative Significance Index Value of 0.882. In addition, 64.4% and 27.2% of the students respectively strongly agreed and agreed with this factor while and 3.0% of them disagreed and strongly disagreed. This observation is in line with the views of Omotosho (1994) who said that the most likely causes of marital conflict is as a result of the negative perception each spouse view problems, and that lack of not doing what is expected from each other can trigger conflict. Israel (2003) opined that incompatible sex roles routines of married couples being overloaded with heavy and impossible expectations are seen as reasons that triggered marital conflict. In the analysis of the research on the extent of marital pressure that may affect academic performance, it was revealed that majority of the married students agreed that they developed inferiority complex and negative attitudes towards their academics with a feeling of disorder and heightened self-esteem, when there is marital conflict. The observation is in line with Kelly (2000) & Lawrence (2003) who said that only positive attitudes developed by married couples can alleviate any marital conflict. They further said that marital conflict could bring in the family serious interference on the couples due to marital pressure that may affect and retard their progress in their learning process. Victims of marital conflict exhibit aggression, discordance and violence. Christensen (2012) further said that the following are most of the major

factors that could lead to marital pressure: feeling of domineering, lack of supporting each other in term of needs, high rate of violence from relatives of spouses, lack of equal love, lack of reciprocating, when love failed to cover all wrongs, when only one spouse play all the roles in the home and failure to be submissive among other reasons.

On the frequency in which marital conflict affects married students academics, a sizeable number of the respondents were of the view that academic performance can be affected when spouse failed to sponsor the academics of the other spouse, and that economy factors do cause marital conflict. This statement agreed with Sahana (2010) who postulated that economy factor is one of the major reasons couples argued over.

On the extent in which conflict can interfere with married students academic performance, it shows that a higher percentage of married students agreed that when conflict in marriage is too tensed, it makes the married students not to concentrate in the class whereby making their cumulative grade point aggregate (C.G.P.A) to drop, with a bad feeling of distress and withdrawal syndromes.

On the opinion of respondents, on coping strategies employed by married students towards the enhancement of their academic performance, a higher number of respondents agreed that students should develop positive coping strategy and always engage in group discussion in order to enhance their academic performance. This agreed with what Granstel (1995) said, that managing the conflict by married students go a long way in improving the academic work of the students. Stephanie *et al.*, (2007) also observed that studying and family obligations are two important domains that are not compatible and that there are usually conflicts between the two domains when not handled with care. The above findings tallied with the views of Potokri (2011), Adesinanla (2012) and Amos & Manieson (2015).

Conclusion

Based on the outcomes of the study, the following conclusions were deduced:

Academic performance is proportionately related to the overall academic performance of married students in some selected tertiary institutions in Osun State.

1. Marital conflicts has significance influence on married students' academic performance especially when there is financial dissatisfaction and when spouse show disapproval openly by reprimanding the other spouse in the presence of people around.
2. It was concluded that couple who are affected by marital pressure do not concentrate in their academic work.

3. That inability of spouse to sponsor the education of the other spouse fully has negative impact on the academic performance of the married students.
4. When marital conflict becomes too tensed, it tends to influence concentration negatively, thereby influencing self control of emotion, drop in C G P A. and subsequent withdrawal from academic pursue, lack of stricking balance between marriage and academic pursuit and high extent of marital conflicts bring poor concentration in academic work. Married students who are experiencing marital conflicts cannot perform better in their academic work.
5. Group discussion and tutorials among married students and the single students alike, is a positive form of coping strategy to enhance married student's academic performance in tertiary institutions.

Recommendations

The following recommendations serve to guide the study and improve the academic performance of married students in some selected State tertiary institutions Osun State.

1. Spouse should try to sponsor the education of their partners in order to avoid suspending their study programmes. This will equally help them to concentrate in their academics and to obtain good grades. Couple should stop reprimanding each other openly in the presence of people around.
2. Spouses who are experiencing marital pressure should try to strike balance between home activities, family issues and academic work.
3. Couple should not be distracted by any form of marital conflicts, instead, they should be focused on their academic work as it will go a long way in enhancing their academic performance. They should try to stay peaceful for them to learn how to share their hopes, dreams, goals and success with each other. They should think beyond marital conflict and struggle to attain their goals in life.
5. Couple should develop positive coping strategies in order to enhance their academic performance. Married students should develop confidence in themselves in order to attain focus.
6. Married students should discuss their problems with the school guidance and counseling centers instead of withdrawing from academic programmes, for problems shared is problems half solved. Ministry of Education through the State Government should reduce school fees as well as establish daycare centers in all workforces in order to enable married students take their little kids there while they are in school or work places, rather than them seen in classes backing babies for lectures and even

exam as it is a common practice by most of the married students seen with babies in classes attending lectures and writing examinations.

7. Lecturers should give preferences to married students in term of allowing them in when they are late for lectures, or submission of assignment. Institutions of learning should accommodate married students' late payment of school fees. Separate hostel should be built for married students. If this is done, it will go a long way in reducing the high rate of pressure married students are faced with, and it will also help in improving concentration in their academic work.

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The Development of English Language through Four Teaching Methods for Lower Secondary Students in Demonstration School, Faculty of Education, Prince of Songkla University, Pattani, Thailand.

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Abstract

This experimental research aims to 1) develop students' achievement in English 2) to develop teaching materials used in four teaching methods: programmed-instruction, learning packages for teaching center, practice exercises and teaching aids for pair work and group work activities 3) to investigate the students' satisfaction towards these four types of teaching method. The sample of this research was 35 students in grade 9 with low achievement in English. The experiment was conducted within 16 periods in the second semester of the school year. The instruments of this study were the pre-posttest in each of English contents, the teaching materials, the achievement test used before and after the experiment and the satisfaction questionnaire. The result showed that 1) The learning achievement score of the students before and after utilizing the teaching methods were significantly different at the 0.05 level 2) The self-study materials including the programmed-instruction, the learning packages and the practice exercises reached the efficiency that compared the percentage of formative assessment score =75.77 with the summative score =78.44 which was higher than the establish requirement of 75/75. 3) The students' satisfaction towards the three teaching methods (Programmed-instruction, learning center and practice exercises) was at the high level whereas their satisfaction towards pair work and group work activities was at the highest level. And for all four teaching methods, the students said they still needed the teachers to walk around to answer any questions or problems that may arise.

Key words: the development of English, teaching methods, the students' satisfaction.

1. Introduction

1.1 Background and Description of Problem

English language teaching in both primary and secondary schools in Thailand is developing to a greater extent because the Basic Education Core Curriculums B.E 2008 provide strands learning standards and indicators, which the teacher must cover and make them happen in the learners when they are studying English in class. Above all, the goal of English language learning is to make the students good at using language for communication. Like all language teaching system, however, it can only be judged by its ability to help learners practice using the content of language

phonology, lexis and structure. We have to accept that the communicative competence includes the ability to use the language correctly, how well a person has learned features and rules of the language. Thus, the English teachers inevitably, sometimes teach structure or grammar as a leading objective, but the target is to make the students enable to communicate well and accurately in speaking and writing.

And for the English learning situation of students in lower secondary education of Demonstration School, Faculty of Education, located in Pattani, one of southern border provinces, it's also the same situation with the English language classes over the country. Most of Thai students who have low achievement usually are passive learners, too shy to speak English with classmates, being poorly-motivated and lack of responsibility for their own learning (Wiriyachitra, 2002). And to overcome those weak factors, the teachers have to study different approaches which are considered appropriate for the students and the learning objectives which are set for. Kaemmanee (2003) suggested that learners need different kinds of learning experiences for different type of knowledge; therefore teachers need to employ various types of instructional activities in a course.

And as the Demonstration School, Faculty of Education is a section acting as a laboratory for teaching experiments, the researcher is interested in designing instructional activities, develops materials, organizing content which will help the learners with low achievement develop the knowledge, skill and attitudes specified in the learning standards and indicators.

2. The Objective of this study

- 1) To develop students' learning achievement.
- 2) To develop teaching materials used in four teaching methods : programmed-instruction, learning packages for teaching centers, practice exercises and teaching aids for pair work and group work activities.
- 3) To investigate the students' satisfaction towards these four types of teaching method.

3. The Scope of the study

This research was conducted with a class of 35 students in grade 9 who have lower learning achievement when comparing with the other 2 classes. The experiment was done with the English core course subject in the second semester of the school year and lasted 18 hours including two hours of pre and post test exam. The independent variables were four types of teaching method. The dependent variables consisted of the students' learning achievement, the effective teaching materials and the students' learning satisfaction towards these four methods of language learning.

4. Literature and Theoretical Framework.

Under this study, four theoretical frameworks were described as follow.

A . The theory about Programmed-Instruction.

The structure of programmed Instruction method is that the selected content is analyzed and broken in to smaller elements. Each element is dependent and complete in itself. The programmed develops frames based on each element. Responses are also provided to the learner in the program on some different leaflets. The correct response of the learner is the new knowledge. Wrong responses require feedback. Physical presence of the teacher is not necessary. He may come to give instructions regarding the program. Students are left for learning at their own pace (Farooq, 2013)

B. The theory about the learning centers and learning package.

Learning center is a self-contained section of the classroom and is a space set aside in the classroom that allow every access to a variety of learning materials in an interesting and productive manner. (Anthony.D.,2005) However, for this research the teacher designed a classroom into five centers and the learning packages on the intended topic or content were available on these learning centers where the students in group of 10 came to study and moved around until they finished all five learning centers. The learning package played a vital role to enhance the high learning achievement. This was because the learning package was the combination of multi-media. It consisted of related courses objective, content, learning experiences. It also supported the learners for continual learning. Thus, after using the learning package, the learning achievement is higher. (Phromwong, 1978)

C. A theory about practice exercises.

It's a follow-up activities after the teacher has presented some contents. However the initial understanding of the content, albeit a good one does not suffice for learning that is aimed at long-term retention and use of knowledge. The student must have opportunities to practice new skill or new knowledge by working alone, with other students or with the teacher. Practice exercises which are well organized and developed can deepen their understanding of new information. (Marzono. R.J., 2007)

D. A theory about pair work or group work activities.

Doing pair work or group work activity is an interactive approach which refers to language learning that is authentic and genuine and takes place between two or more people. The goal of this interactive approach such as communicative or cooperative learning is to create meaningful learning experience that will help students develop fluency in the target language. When teacher have taught some contents, to practice the language the teacher decides on one of many cooperative techniques to use, such as games, role-play, interviews, information gap activities or opinion exchange. (Meesri, 2011)

5. Research Design and Methodology

- A. The main instruments employed in this study were as follows:
- a. The teaching materials used in four teaching methods
 - b. The learning Achievement Test
 - c. The pre-post test in each of English contents
 - d. The Satisfaction Evaluation Form towards the teaching methods

- B. The development and verification of the instruments.
- a. The teaching materials used in four teaching methods.

The contents used in this study were on 6 English contents which were specified in the learning objectives of the English core course of grade 9. The contents were as follow:

1. Present Tenses (Describing present event and routines)
2. Relative Pronouns (Writing the description)
3. Question tag (Asking questions)
4. Making suggestion
5. If clause (Explaining the conditions)
6. Prepositions of place (Describing the location of thing)

In designing the teaching process, the researcher studied the methods which were reported successful in teaching languages and then considered the methods that were compatible with the contents and can best promote the learning of the students who have low achievement. Then the researcher developed the materials used in each method. Three main materials; Linear programmed instruction, learning packages and practice exercises, were verified by 3 experts and was tried out with some students and lastly were adjusted before using with the target group.

Table 1. Contents and materials used in the four teaching methods.

Teaching method	English contents	Materials
1. Linear programmed Instruction	Question Tag	Programmed-instruction booklet
2. Learning centers	Relative Pronouns	Five Learning packages Package 1. Relative Pronoun :

		<p>who</p> <p>Package 2. Relative Pronoun : which</p> <p>Package 3. Relative Pronoun : that</p> <p>Package 4. Relative Pronoun : whose</p> <p>Package 5. Supplementary tasks (games/songs)</p>
<p>3. Teacher's explanation using power point and practice exercises</p>	<p>Present Tenses</p> <p>- Present Simple</p> <p>- Present Continuous Tense</p> <p>- Present Perfect Tense</p>	<p>- Power Point presentation slides</p> <p>- Practice exercises (10 exercises)</p>
<p>4. Pair work and group work activity role playing, matching sentences Information gap activities</p>	<p>-Making Suggestions</p> <p>- If clause</p> <p>- Preposition of places</p>	<p>- Power Point presentation slides</p> <p>- Situation cards</p> <p>- Sentence cards</p> <p>- Information gap exercise</p>

b. The development of the learning achievement test.

First, the test was constructed, covering the contents and objectives. Next, it was verified by the expert. A pilot study was conducted before using with the target group. The test has 60 items and the reliability of the test is 0.81.

c. The development of the students' satisfaction Evaluation Form.

This evaluation form was 5-rating scale. It was verified by the expert.

6. Data Collection

1) The researcher conducted the experiment according to the teaching plans which had been prepared to ensure the organization of the teaching materials according to the teaching method, the time duration. The sequencing of the contents and teaching methods are specified as in table 1.

2) Before starting the experiment the achievement test was provided as a pre-test and after the experiment the same achievement test was provided again as a post test.

3) Before using the materials of programmed instruction, learning centers and practice exercises, the researcher explained the students about the instructions of how to use them, the learning management, duration and evaluation approach.

- 4) Each of the content, students did the pre-post test and also recorded the scores they got after finishing doing exercises provided and gave to the teachers.
- 5) The satisfaction evaluation form are provided to the students after finishing the experiment on the last hour as well as the achievement test.

7. Data Analysis and the Descriptive Statistic under this Present Study.

The data analysis was as follows: First, the achievement test, the learning materials were analyzed by IOC. Second, the effectiveness of the materials was analyzed by the fixed criteria as E_1/E_2 (75/75). Third, the learning achievement score was compared by average, S.D and t-test. Fourth, the student learning satisfaction towards the teaching methods was analyzed by average and S.D.

8. Results

Based on the research purposes, the results of data analysis were as follows:

1. There is a remarkable and significant difference between scores in pretest and posttest ($t = -17.987$, $p < 0.001$). It is obvious that students' achievement have been improved after learning with these four methods of teaching, as shown in table 2.

Table 2. T-test of scores of pretest and posttest.

Score	N	Mean	S.D	t
Pretest	35	28.371	6.73	-17.98
Posttest	35	46.710	5.49	

2. The average effectiveness of the learning materials is 75.77 / 78.44 which is higher than the fixed criteria (75/75) it is implied that the teaching materials were effective.

Table 3. The effectiveness of the teaching material.

Teaching materials	Contents	E_1 (formative score)	E_2 (summative score)	Interpretation
Programmed Instruction	Question tag	75.77	78.45	effective
Learning centers (learning packages)	Relative clause	75.49	75.42	effective
Teachers' explanation with power point and practice exercises	Present Tenses	75.78	79.45	effective

Materials for pair work and group work activities	Suggestions If-clause, Preposition of location	76.05	80.44	effective
Average effectiveness		75.77	78.44	

3. The students' learning satisfaction in average towards the teaching methods was at the high level ($\bar{X} = 4.26$, S.D = 0.49). Considering in detail, students were happy and satisfied with learning through pair work and group work activities at the highest level.

Table 4. The students' satisfaction toward the teaching method.

Teaching method	satisfaction		
	\bar{X}	S.D	Level
1. Learning with programmed Instruction.	4.30	0.52	high
2. Learning centers with learning packages.	4.27	0.51	high
3. Learning by teacher's explanation with power points and practice exercises.	4.42	0.62	high
4. Learning by teacher's explanation with power points follow up with pair work or group work activities.	4.65	0.43	very high

9. Discussion and Conclusions.

A. The students' learning achievement.

The finding showed that all four teaching methods could enable students to gain higher learning achievement. This is because students can learn the new knowledge. All four types of teaching method have been reported using successfully. In order to determine the process of teaching methods the researcher considered the course content, objective, students' need and past experience especially the characteristics of low achievement students who are always passive and lack of responsibility to their own learning. Kaemmanee (2003) suggested that learner need different kinds of learning experiences for different types of knowledge, therefore teacher need to employ various types of instructional activities in a course. To make sure that students achieved the learning outcomes of the course, the learning management must be taken into consideration. The researcher employed various types of instructional activities in the course as learners need different kinds of learning experiences which enable them to develop themselves naturally to their highest potentiality (Kaemmanee, 2003). And above all, the intimacy between teachers and students during the experiment seemed to be one important factor to help the students' achievement. Even

though the teaching methods were designed to be self-study or cooperative, the teacher had to walk around the classroom correcting students and answering their questions. Language is best learned in comfortable, low-stress environment, student need to feel safe as they achieve their newly acquired language skill (Lessow-Hurley, J. 2013)

B. The effectiveness of the teaching materials.

The finding indicated that the average effectiveness of the materials used in this study was 75.77 / 78.44. This was because the researcher planned to develop the materials well. The programmed instruction, the learning packages used in learning centers, and the practice exercises were researched from various trustworthy paper and were tried out with some students and then verified by the experts. Even the materials used in pair work and group work activities were used successfully before with other classes. Before using each teaching method, the researcher explained the directions to the students to make sure that they understood what they were supposed to be doing, especially, recording the scores they got when doing the pre-posttest and after doing the exercises. The teacher even told them they were in the process of the experiment, and were available to answer any questions or problems that aroused. For the practice exercises and the pair work or group work activities, the key vocabulary or grammatical constructs were presented with power points and pictures as the pre-task. From the observation, when working in pair work or group work with mixed ability, the student usually helped each other to complete their task. Consuming the entire class time constructing a new understanding of the material being learned, the students aren't passive, but rather proactive and learning with the group process can increase the students' learning achievement (Khadangkha, 2011).

C. The students' learning satisfaction towards the teaching methods.

The results showed that the students' learning satisfaction towards the three types of teaching method; Programmed-instruction, learning centers and practice exercises, was at the high level whereas their satisfaction towards pair work and group work activities was at the highest level. It appeared that students were happy and satisfied with all four types of teaching method as the learning management were conducted based on the following concepts: 1. Learner are most important; 2 all are capable of learning and self-development and 3, the process of learning management enable learners to developed themselves naturally to their highest potentiality. And their satisfaction towards pair work and group work activities was at the highest level, this is because this kind of teaching method make students have more freedom to do the activities and don't feel stressed, in addition, the information gap technique used in pair work allows for more meaningful communication.

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